

Graduate development programmes



Where will you



Civil Service
Fast Stream

Phil Wilson
Chief Psychologist and Chief Assessor
September 2014



Joining the public sector

From the Public Leaders Network



Why I waved goodbye to half my salary to join the civil service fast stream

Fast streamer Andy Ormerod-Cloke talks about making the switch from private to public sector graduate employment

- What's it like to work in the fast stream?
- How to join the civil service fast stream
- What to do if you don't get in to the fast stream

Andy Ormerod-Cloke
Guardian Professional, Wednesday 17 September 2014 08.30 BST

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News

Many high-potential programmes not fit for purpose, CEB says

Hattie Jacobs, 14 Nov 2013



High-potential programmes are failing and putting organisations at risk of losing top talent, member-based advisory company CEB has warned.

In a report, Improving the odds of success for high-potential programmes, presented yesterday at the CEB's annual Link conference, chief science and analytics officer Eugene Brine revealed that half of those identified high-potentials drop out of their programme within five years.

Of those that stay with the programme until completion, 46% of leaders moving into new roles fail to meet business objectives.

"The nomination process is wrong," Brine told HR magazine. "Don't confuse high performance with high potential. Organisations need to think: will they get there [into leadership roles]? Will they be effective in the future? And will they be with you?"

According to CEB research, only 15% of high performers are high potential, meaning for every 10 people entering high-potential programmes, only one will succeed.

Identifying high-potentials



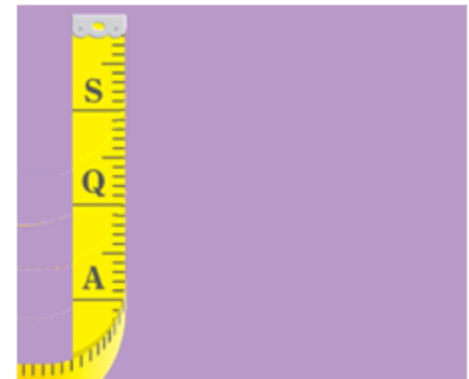
Latest news

- FTSE 100 bonuses rise faster than company performance
Employment rate to slow in early 2014
Female directors less likely to fill male directors' jobs
HR leaders challenge viability of Health and Work Service
More women than men applying for professional services positions

Latest features

- All employers should commit to paying a living wage, says ActionAid UK's head of HR
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As above-inflation rise in minimum wage could damage job creation, says Forum of Private Business
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November 6, 2013 11:04 am

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'We need to persuade our graduate recruits to stay'

By Gill Plimmer

We recruit graduates at our firm but we're noticing that a lot of them aren't staying for more than a year. What can we do to encourage them to stay longer?

Nick Shaw, consulting director for the UK and Ireland at CEB, a talent management company, says:

Generation Y youngsters [those born in the run-up to 2000] tend to be self-starting, entrepreneurial and keen to make a rapid impact, and if this isn't possible they are more prepared to vote with their feet than previous generations.



More

ON THIS TOPIC

Work-related stress rises in many sectors

UK employment growth predicted to slow

Business optimism at a 22-year high

Court rejects union plea on tribunal fees

IN RECRUITMENT

There is a critical point between nine and 12 months of any employee's tenure when the novelty starts to wear off – especially for young people new to the world of work. This is the time to define their career development plan. Highlight areas where they will need to develop and give constructive feedback.

New graduates might initially struggle to cope with pressure and setbacks at work and will almost certainly need opportunities to develop team-working skills.

Also, take the opportunity to review your selection

EDITOR'S CHOICE

VIDEO



One man's flight from the City: Mark Bigwood now flies pigeon-scaring hawks

DEAR LUCY



The next problem: MBA v Mandarin

How I became a finance director who drives the business

Robin Mitchell, Finance Director
The Brooklyn Brothers

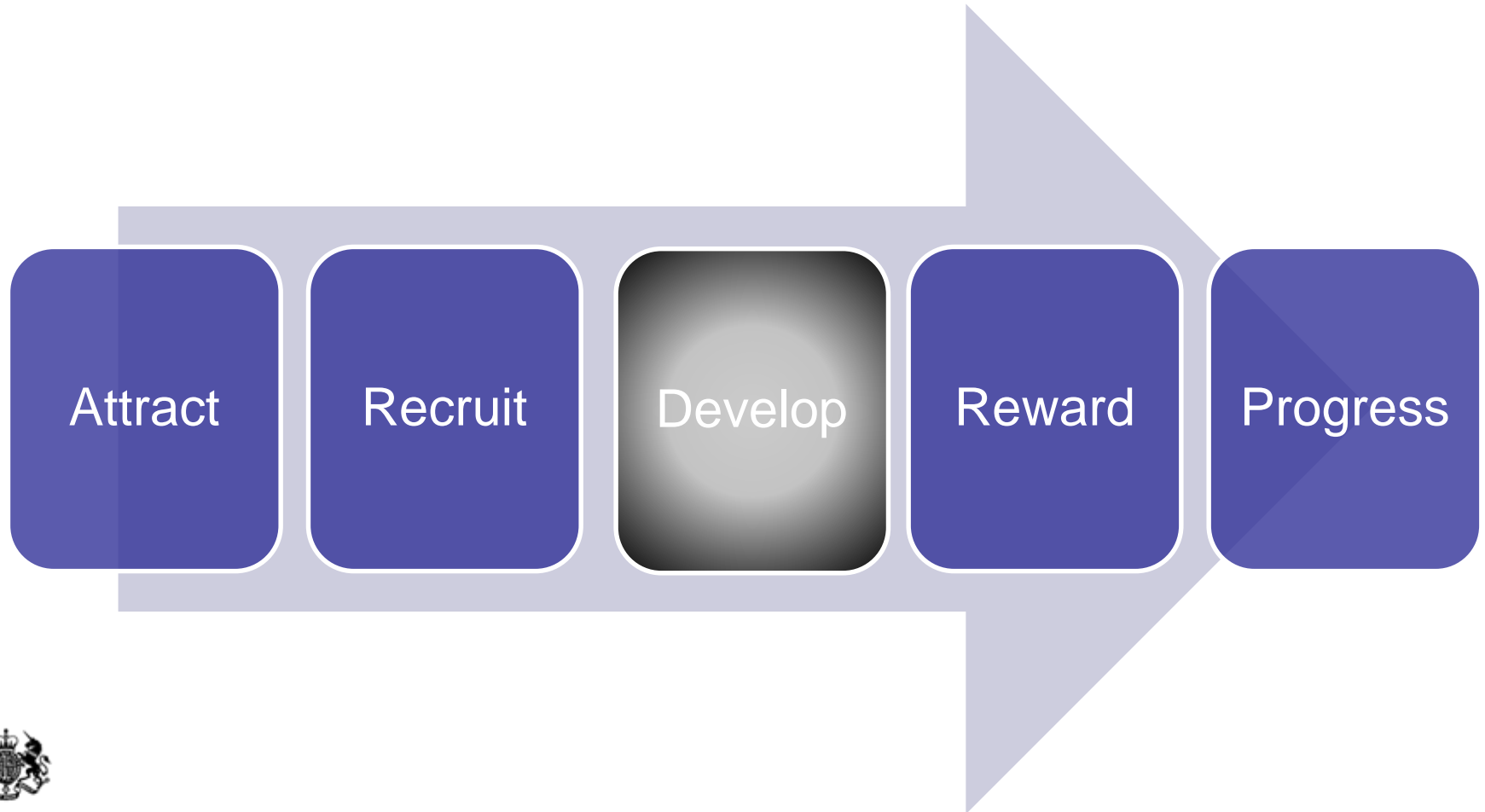
Robin didn't start his career in finance but discovered a love for numbers and is now the finance director of a successful agency.

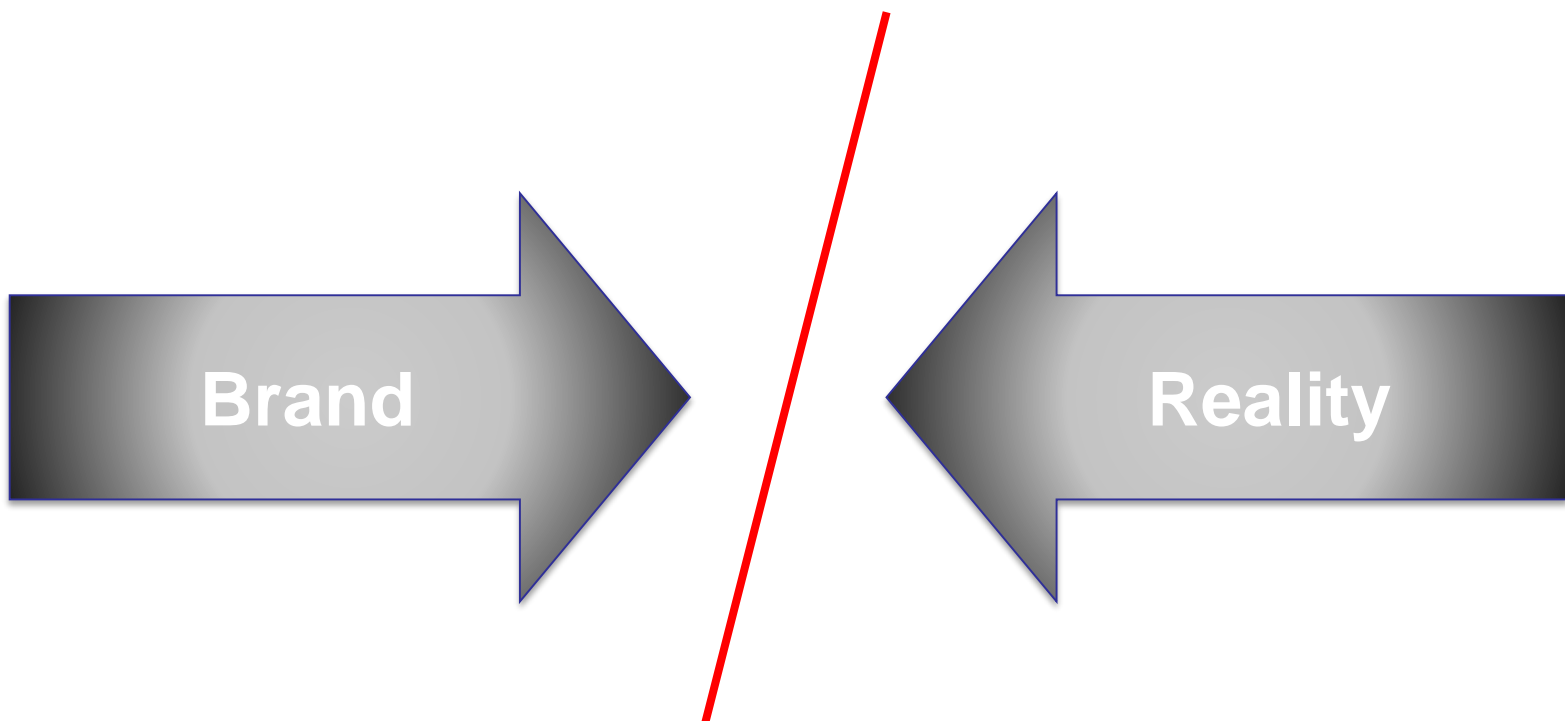
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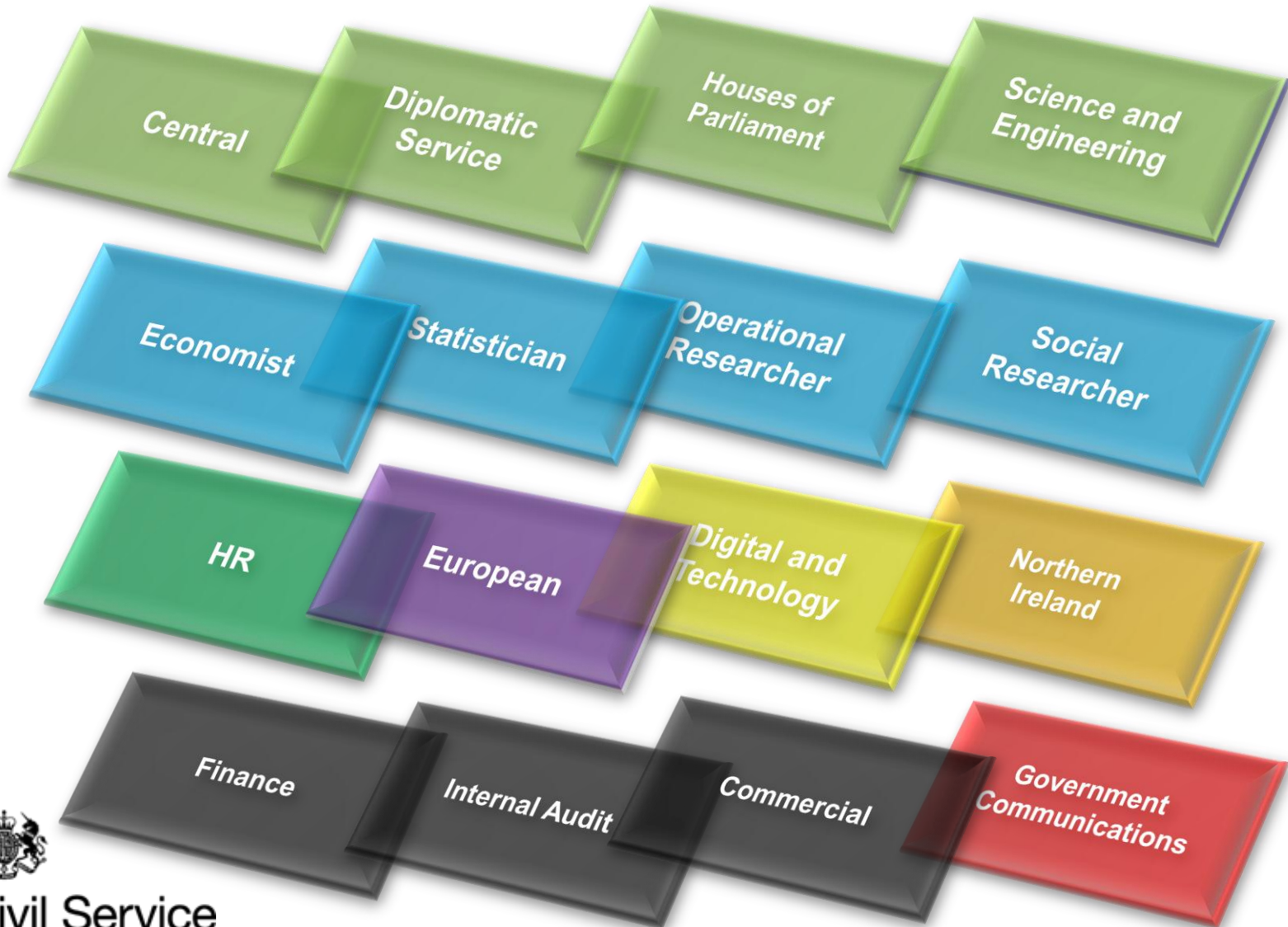
HIGHLIGHTS

Talent cycle





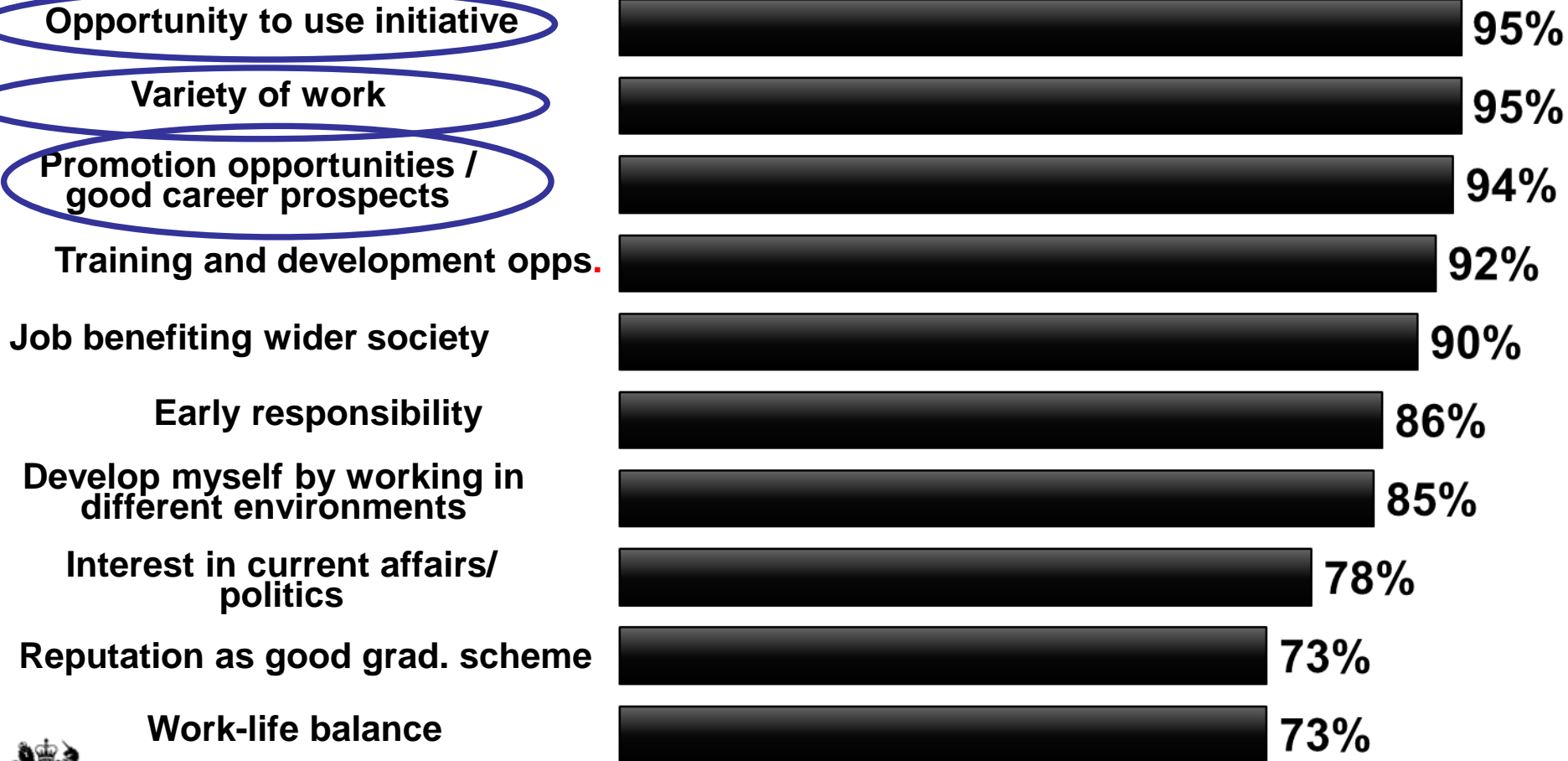
Fast Stream options



Attracting

How important were each of the following factors in attracting you to apply for the Fast Stream?

% Very/fairly important



% Very/fairly important

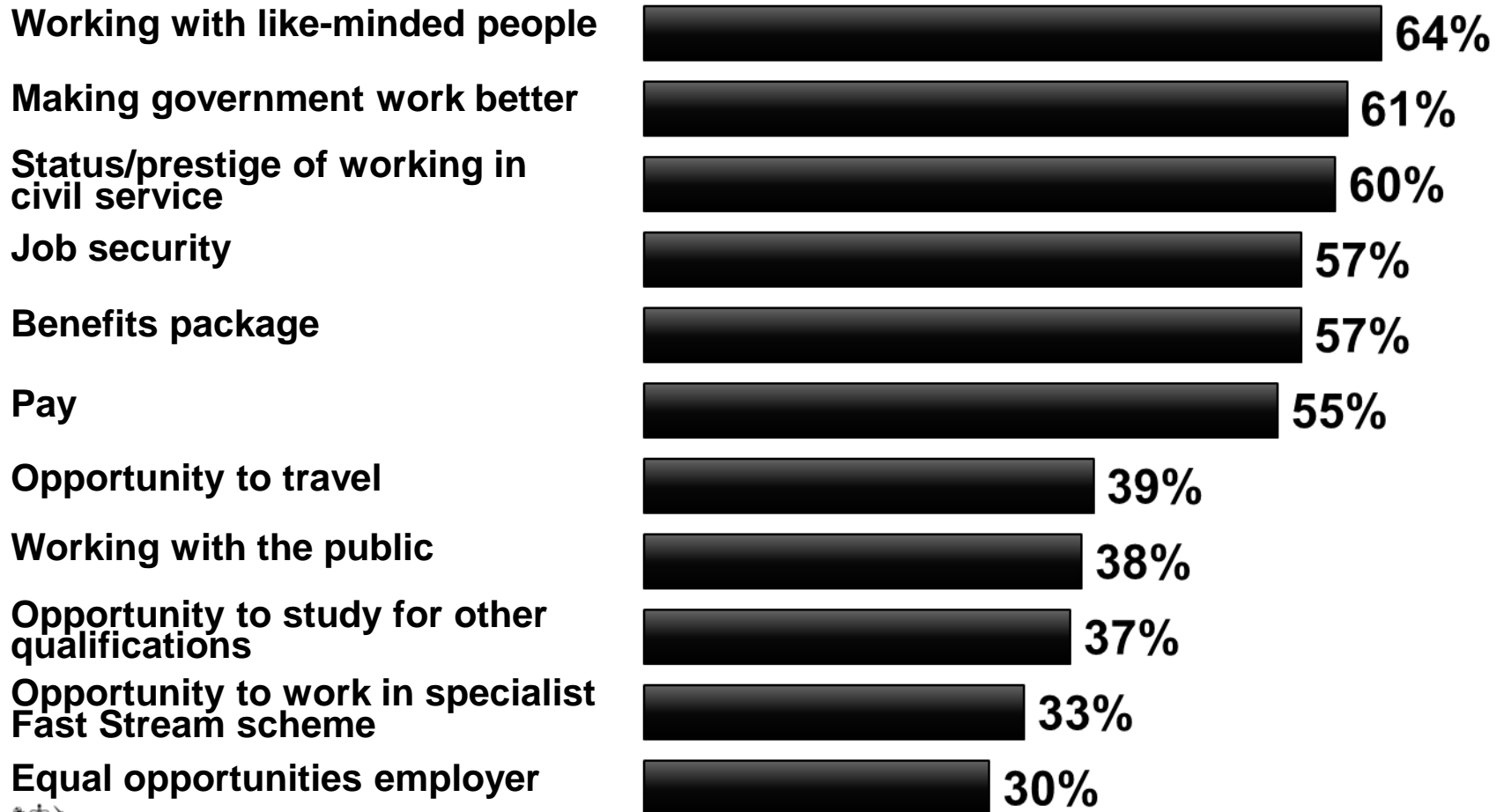
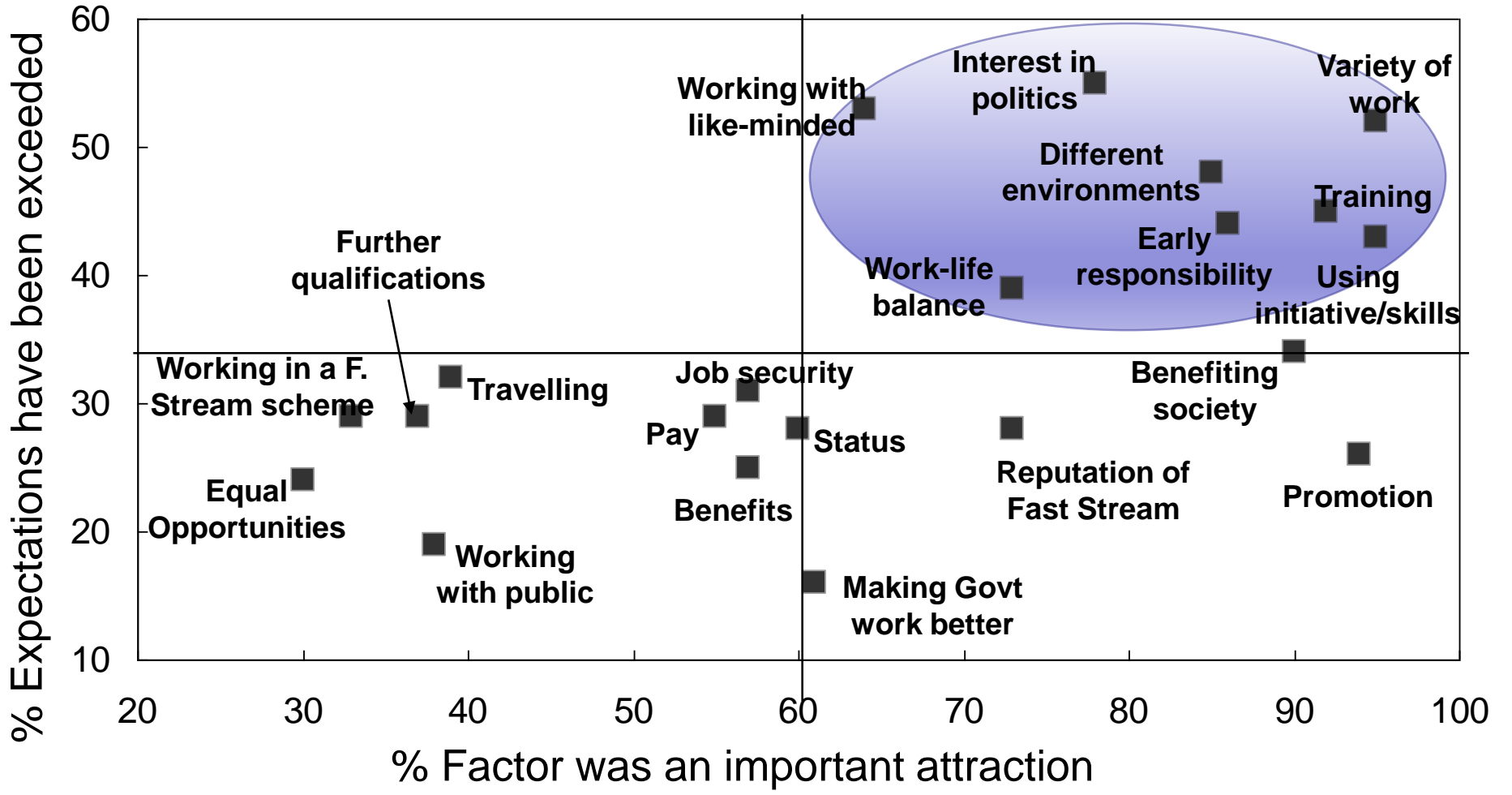


Table 7.6 Job Hunters views on Different Elements of First Job After University

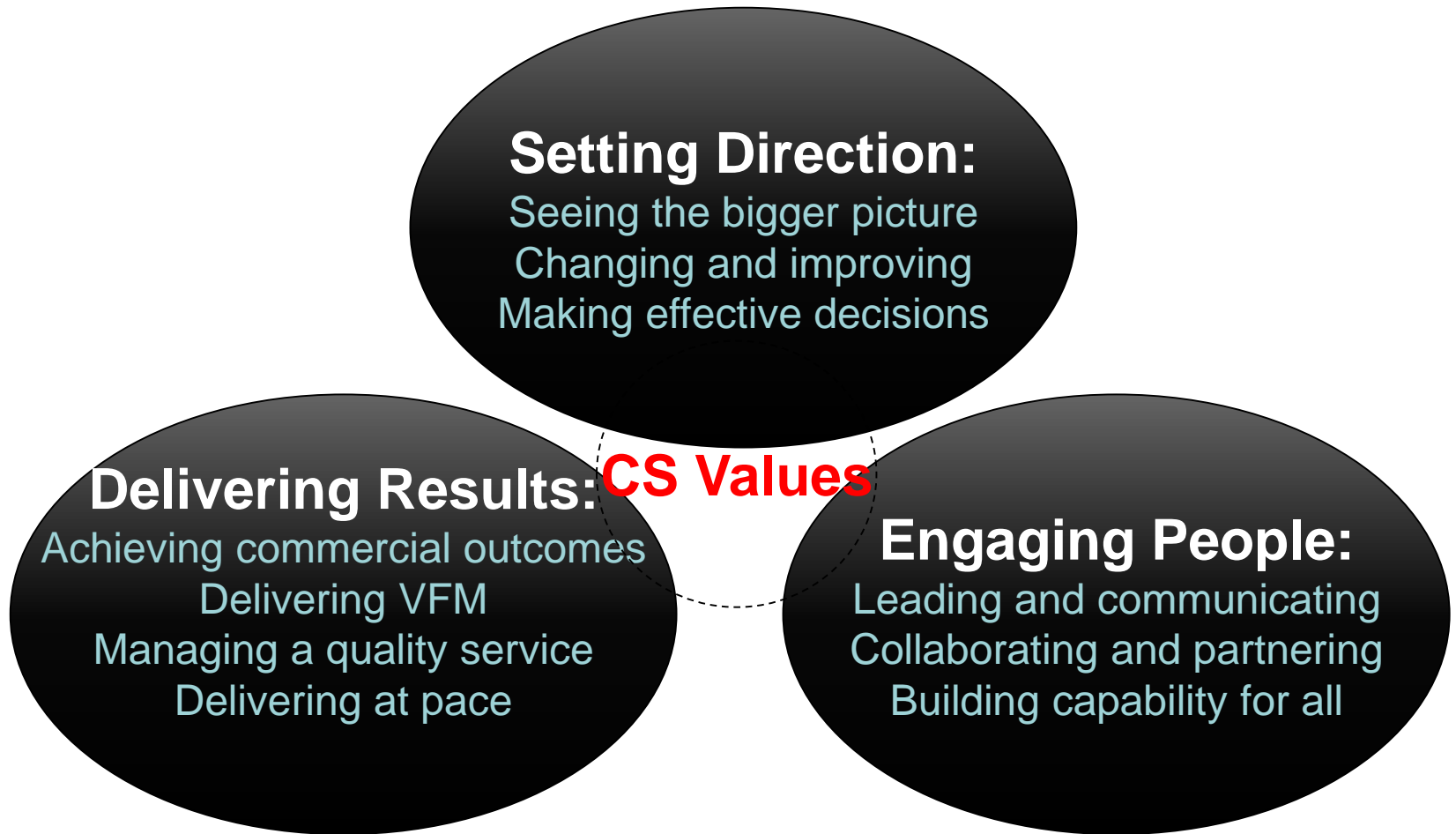
	<i>Very Important</i> %	<i>Quite Important</i> %	<i>Not Important</i> %
Being challenged and stretched on a day-to-day basis	49	46	5
Having a good social life around work	45	45	10
Having genuine responsibility from day one	39	51	10
Being part of a structured graduate training & development programme	38	43	19
Early opportunity to work with clients or customers	34	48	18
Working with senior managers and executives	30	48	22
Having a job that allows you to 'give something back' to the community	30	47	23
Working towards a professional qualification	30	39	31
Doing a series of placements in different parts of the organisation	30	54	16
Opportunity for rapid promotion	29	53	18
Using the degree subject you studied	28	38	34
Not working evenings and weekends	25	43	32
Responsibility for managing other people	22	49	29
Joining the part of the organisation you want to work in straightaway	22	52	26
Working with the latest technology	21	45	34
Opportunity to work flexible hours or from home	15	35	50

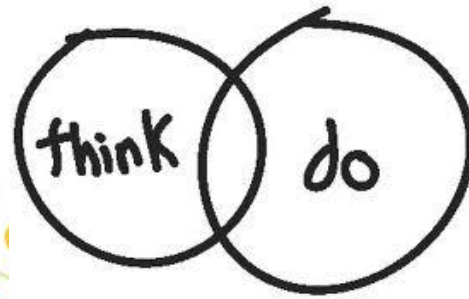
Base - Face-to-face interviews with 18,336 final year students

Meeting expectations



Re-focussing







Getting social

The screenshot displays the Facebook page for 'Civil Service Fast Stream (UK)'. At the top, there's a search bar and navigation links like 'Edit Page', 'Build Audience', 'Help', and 'Hide'. The 'Admin Panel' section includes 'Notifications' (e.g., Theresa Bennett, Keiran Byrne) and 'New Likes' (e.g., Michael Pereira, Brett Longstaffe). A central post features a large graphic with the text 'CIVILSERVICE FASTSTREAM' and an illustration of a person climbing a ramp. Below the graphic, the page name 'Civil Service Fast Stream (UK)' is shown with 4,754 likes. The bottom navigation bar includes 'About', 'Photos', 'Videos', 'Likes', and 'Scheme Information'. On the right sidebar, there are social media icons for Facebook, Twitter, YouTube, and WordPress.



Civil Service
Fast Stream



Elizabeth Richards - Analytical



Jill Young - Human Resources



James Curran - Technology Business



European Fast Stream

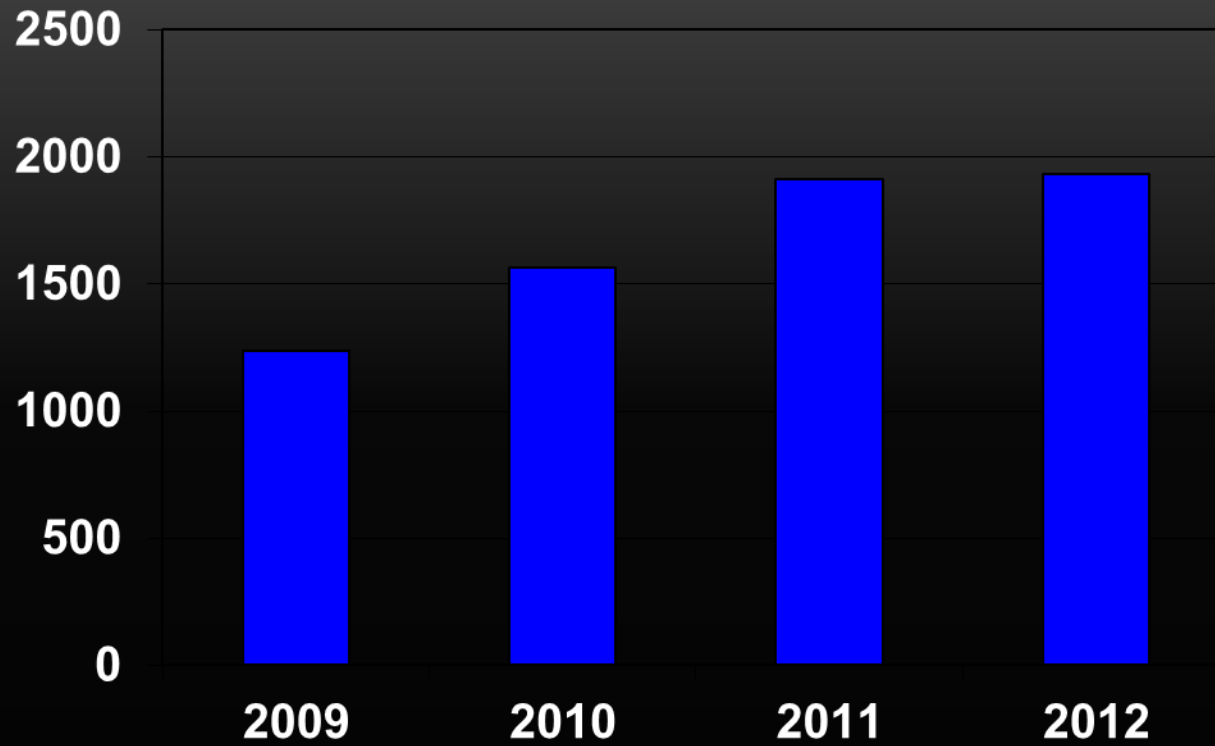


Northern Ireland Fast Stream

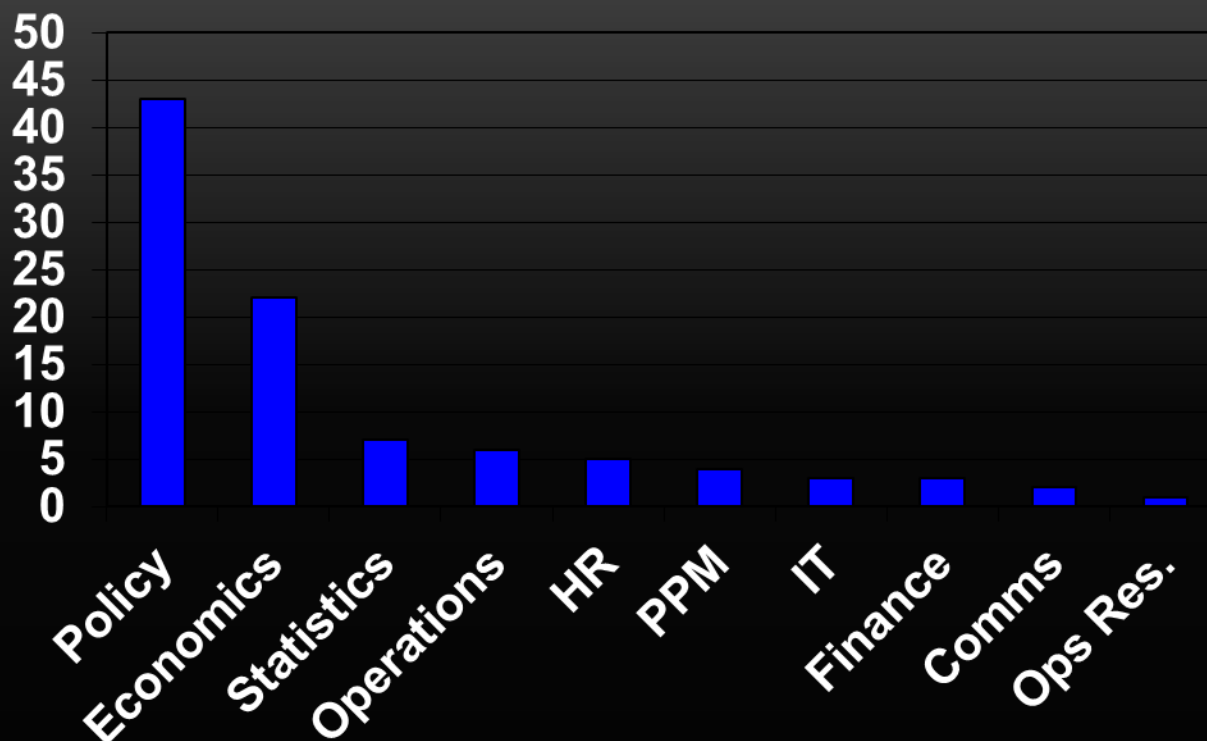


General Fast Stream

Fast Streamers in post

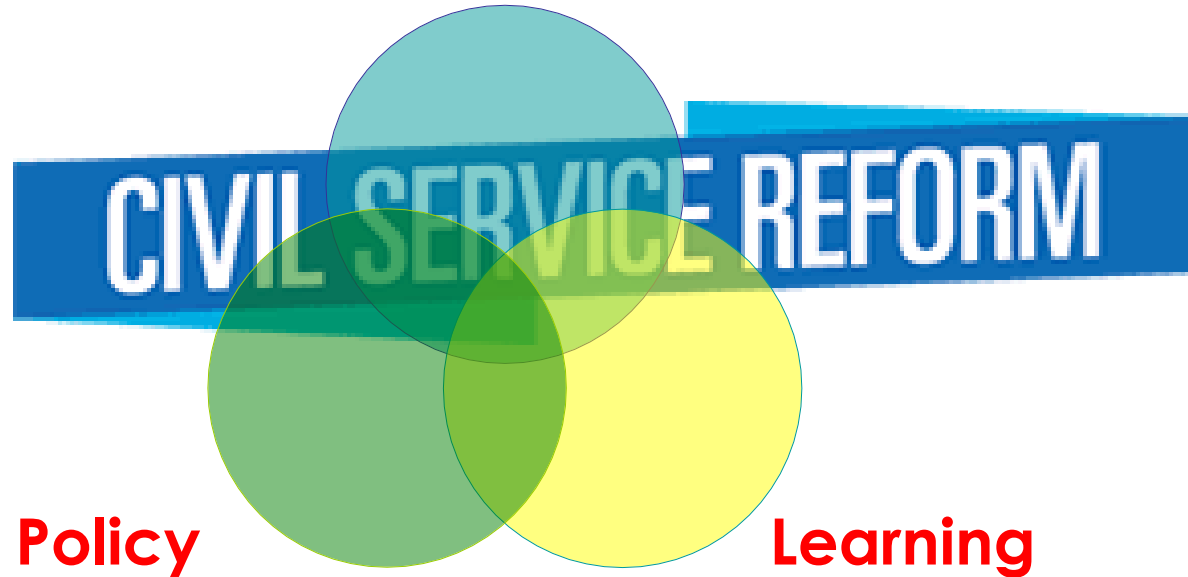


Fast Streamer professions (%)



New Civil Service

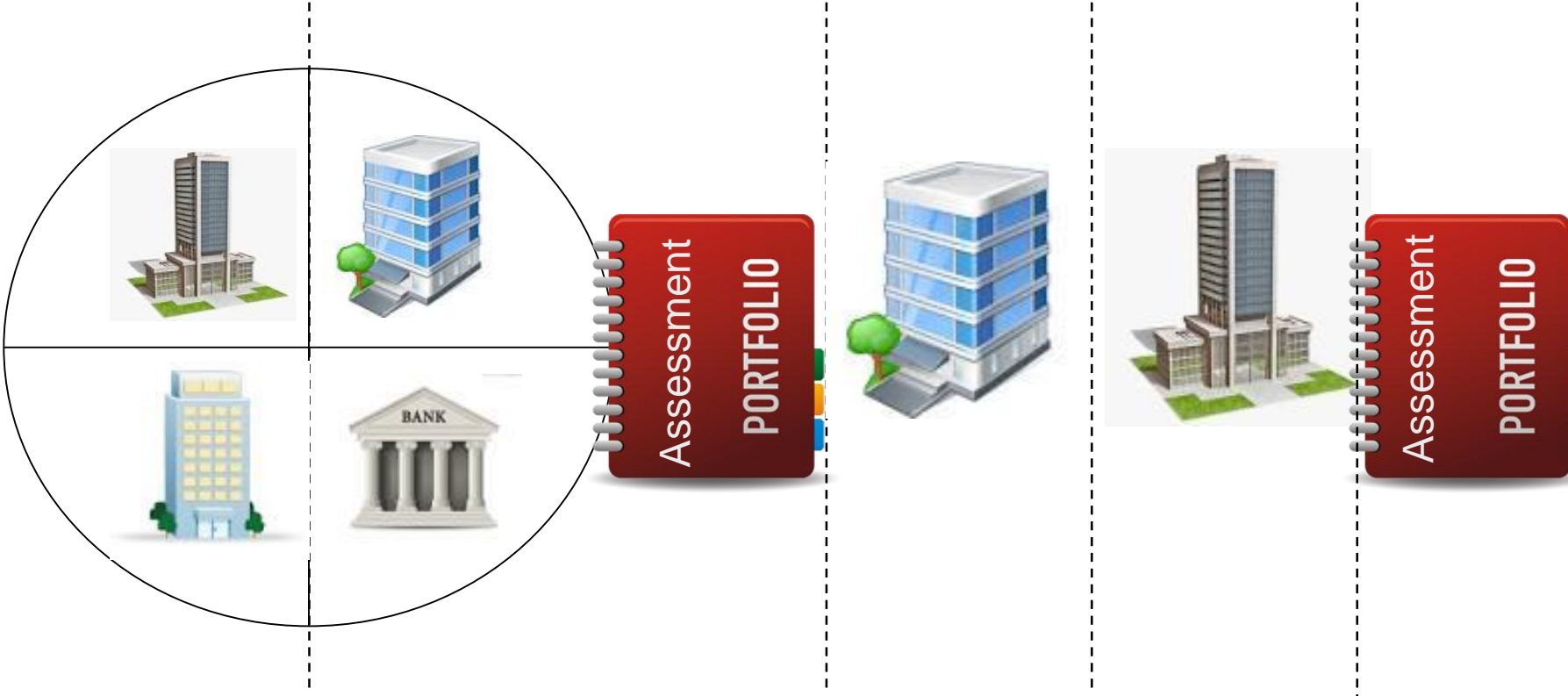
Resourcing



- Removing duplication
- Economies of scale
- Better procurement
- Moving on-line



New Model

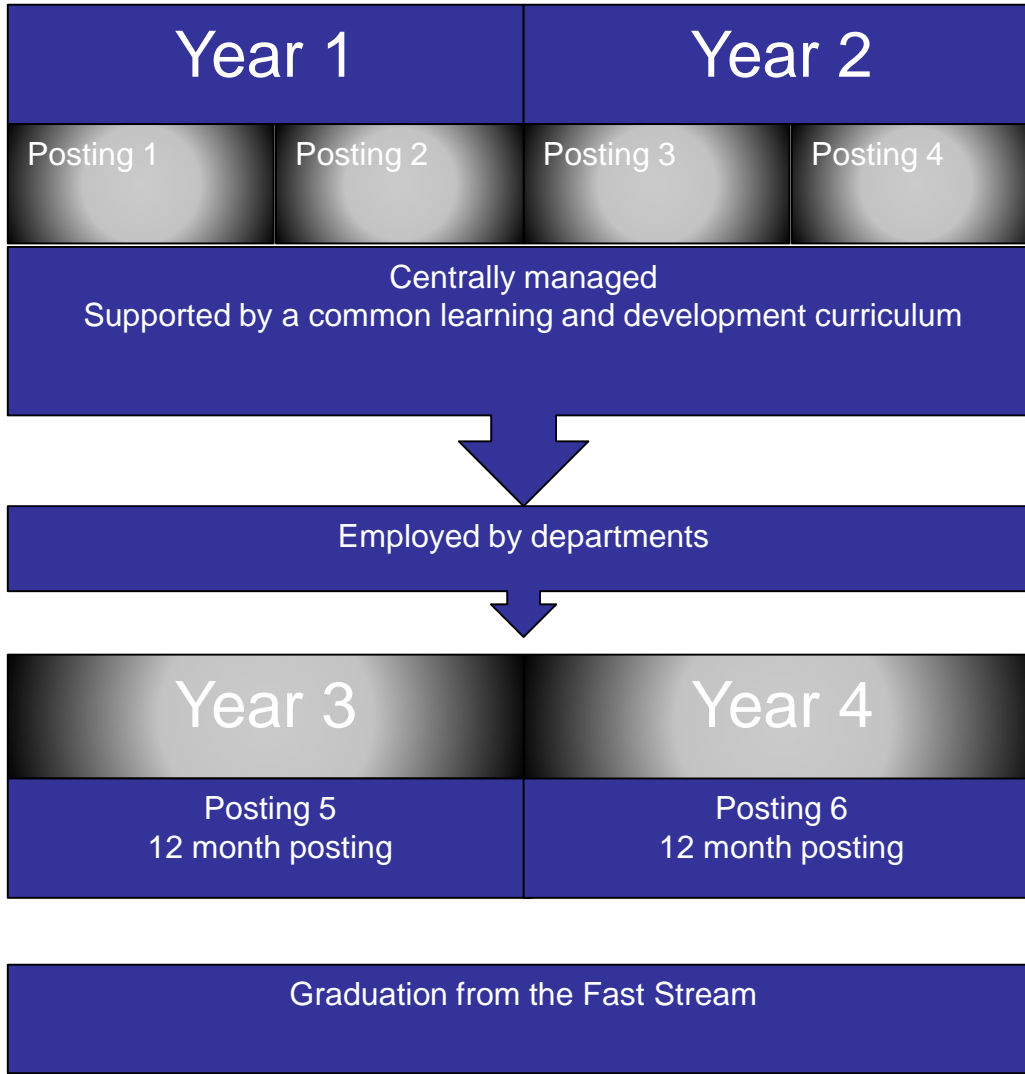


**4 x 6
month
postings**

**including an
external
secondment**

**followed by 2 x 12
month postings**

Compilation of portfolio of evidence

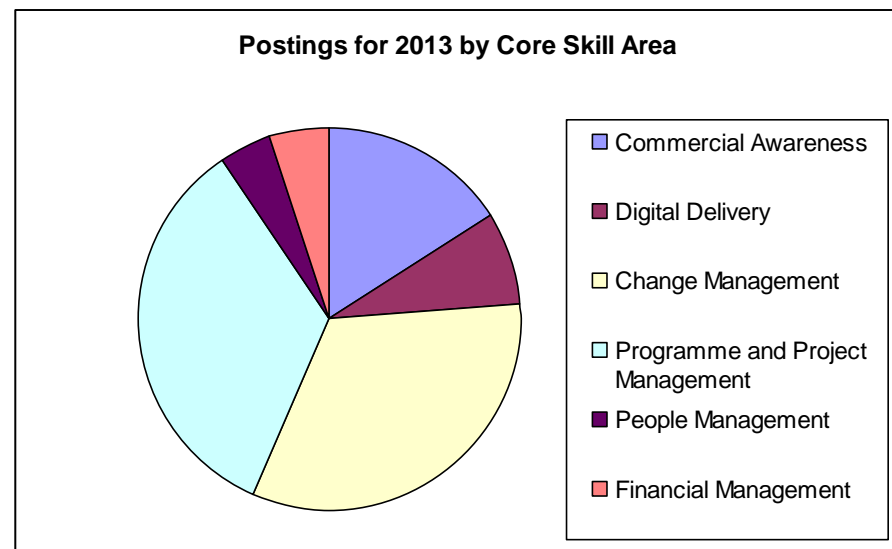


Performance Management



Progress...

- 300 in 1st cohort, 300 in 2nd cohort
- 1 set of pay, terms and conditions
- Working within 21 Departments
- Managing up to 30 staff
- Supported by 15 Cohort Leaders / Talent Coaches
- Posted to all 8 regions inc Scotland & Wales
- Developing across all 6 core capability gaps



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NewStatesman

Online comment site of the year

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The Business End

Other people's business



The civil service is recruiting a load of tech-savvy grads

"Technology and business" in the fast stream.

BY CHARLOTTE JEE | PUBLISHED 07 OCTOBER 2013 10:21

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Digital and Technology

- strategy and policy
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Induction

Learning

Digital skills

Mentoring

Business solutions





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Civil Service HR Fast Stream Expansion »

Press release uploaded by Civil Service on 16 Oct 2012 at 10:20

The Civil Service graduate recruitment scheme for HR professionals is expanding and has taken on 58 graduates this Autumn. This is an increase of nearly 25% on the 2011 intake, making the Civil Service one of the biggest recruiters of HR graduates in the country.



The scheme is now in its fourth year and continues to grow and evolve. It is made up of two stretching 18 month placements where 'HR Fast Streamers' have the opportunity to build experience in both policy/corporate and operational roles in two different government departments. Their experience is gained through a combination of learning on the job, studying towards Associate membership of the CIPD and formal training.

Chris Last, HR Director General for Department of Work and Pensions (DWP) and Head of Government HR Operations explains, "A lot of senior level posts have been recruited externally, myself included, and actually we need to generate a pipeline of people that can become the future HR Directors of the Civil Service."

"Assignments will include HR business partnering, organisation design and development, reward, employee relations, policy development, training analysis and design, and talent management."

This is the message that the HR Fast Stream wants to highlight as it visits

More about Civil Service

With a workforce approaching half a million, made up of people from diverse backgrounds and representing almost every skill and profession, the Civil Service can offer a range of HR challenges that no other UK employer can match.

Read more...

Recent

OVER 1000 APPRENTICES IN BATTLE TO BE APPRENTICE TEAM OF THE YEAR

Source: National Apprenticeship Service on 6 Jan 2014

Tusker re-appointed to supply and support the NHS

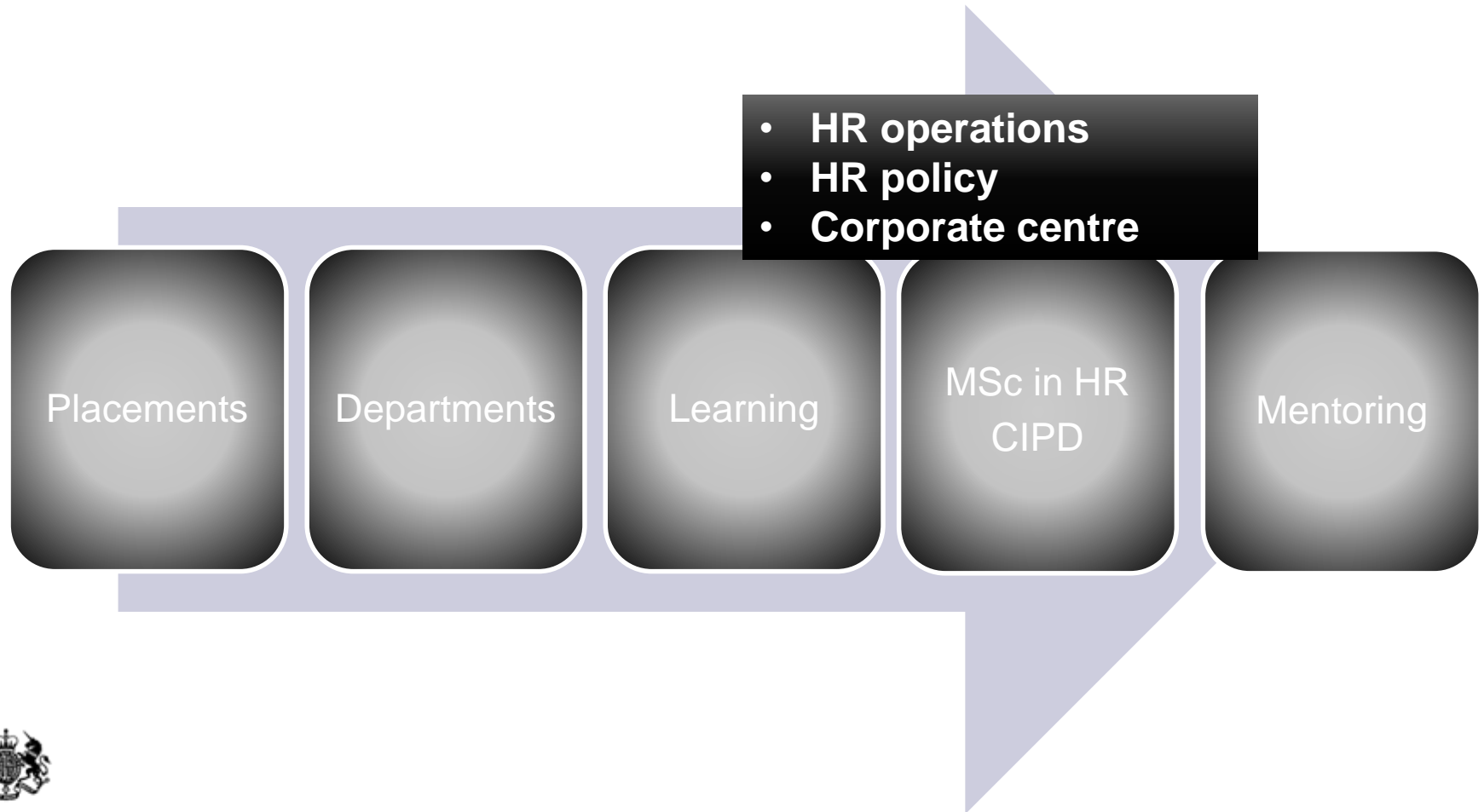
Source: Tusker on 6 Jan 2014

2014 Global Mobile Recruitment Awards Announced

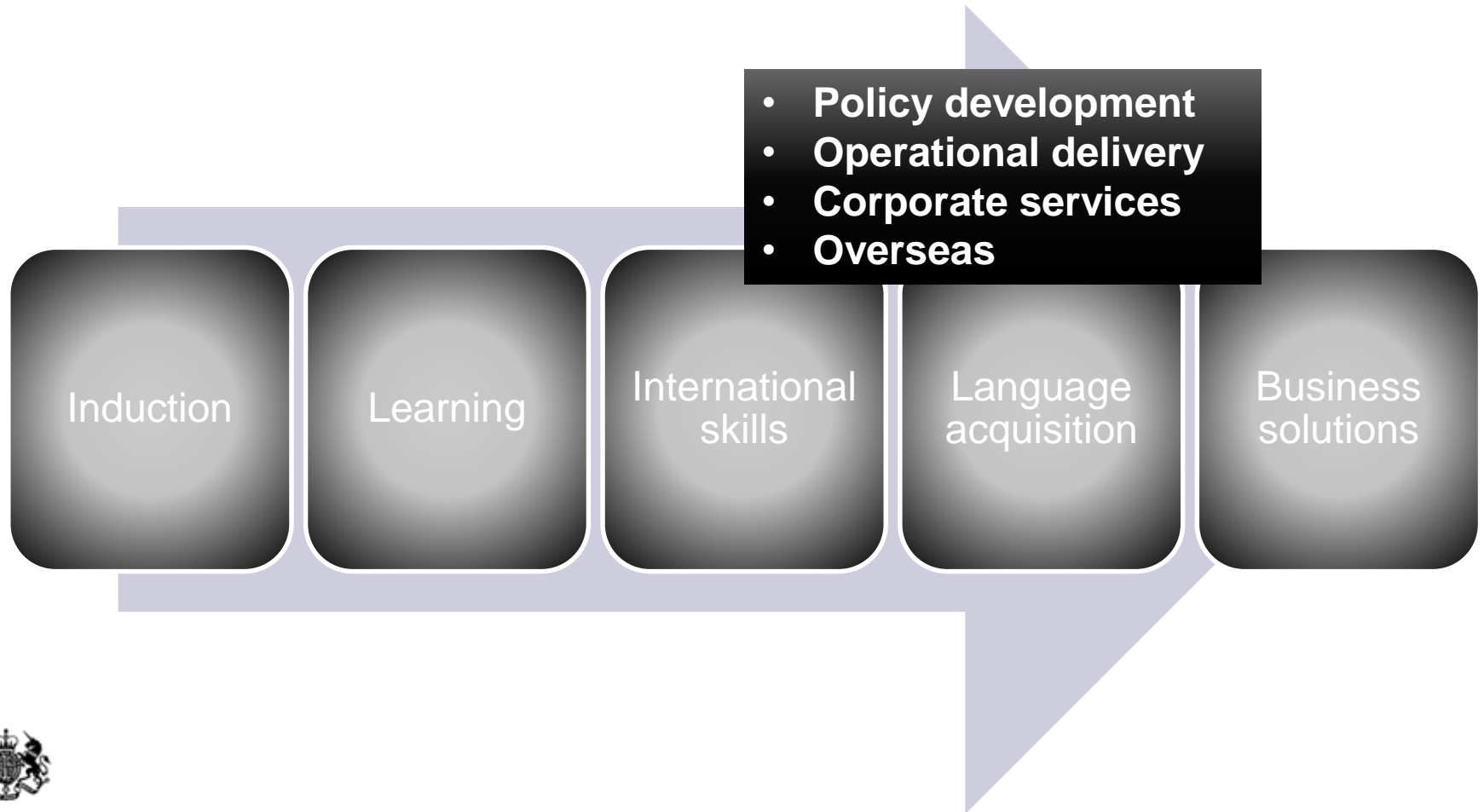
Source: Web Based Recruitment on 2 Jan 2014

Enjoy the good times - but prepare

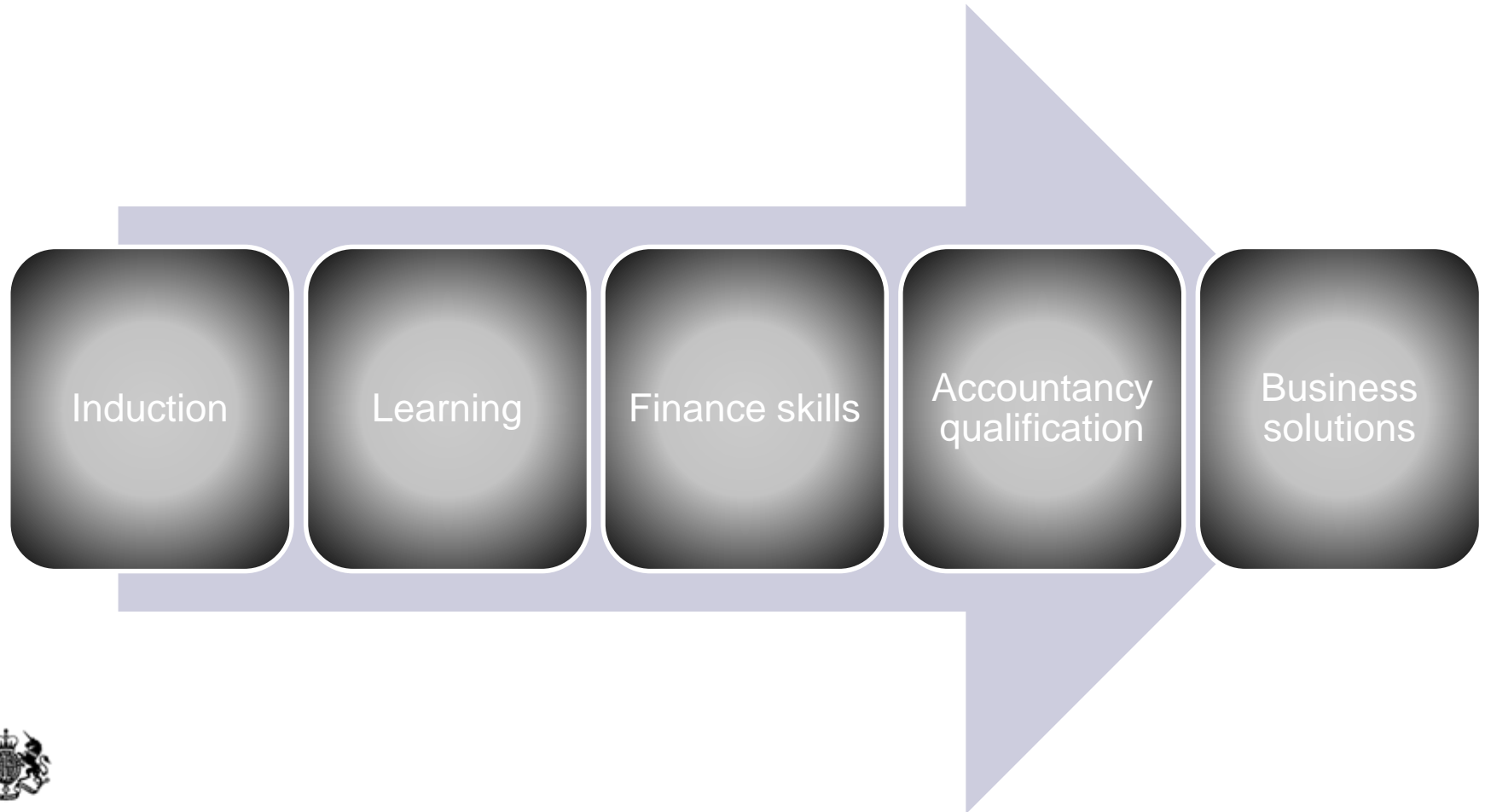
HR



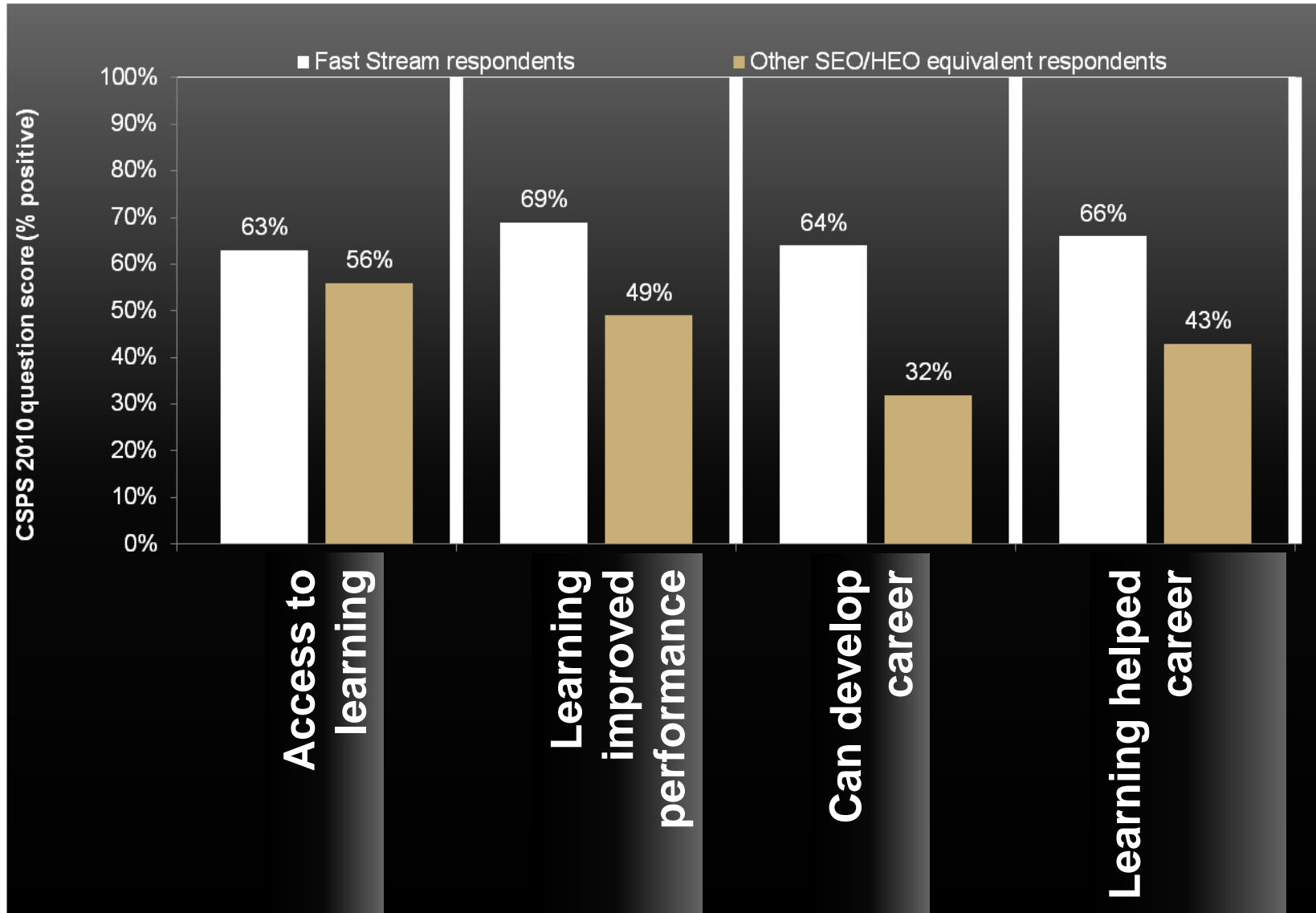
Diplomatic Service



Finance



Learning – Fast Streamers versus non-Fast Streamers



Blending

Civil Service Learning | Learning Opportunities Map



Common Curriculum		Administrative Level	First Line Management Level	Middle Management Level	Senior Management Level	SCS
Working In The Civil Service (CS)	CS essentials	Understanding the Civil Service				
		Health & Safety, Fire Awareness, and First Aid				
		Legal awareness, protecting information, business continuity, counter fraud and corruption				
	Correspondence briefings & submissions	Equality & diversity				
		Managers guide to e-learning				
		Private Office foundation				
Accountabilities	Civil Service written communications					
	Writing to the public					
	Briefings and submissions					
Leadership and Management Development	Management essentials	Ministerial correspondence				
		Oral briefings				
		Preparing for a Select Committee hearing				
	Talent development	Preparing for a PAC hearing				
		Accounting Officer responsibilities				
		Managing self				
	Leadership development	Managing people				
		Performance Management				
		Managing business performance				
	Board development	Managing change				
Fast Stream						
Talent development G6/7						
Core Skills	Analysis & use of evidence	Talent development DD				
		High Potential Development Scheme				
		Basecamp				
Communications	Operating strategically					
	L'Ship development prog G6/7					
	L'Ship development prog DD					
Customer service	L'Ship development prog Directors					
	Leadership challenges					
	Positive Action Programmes					
Finance	Coaching and mentoring					
	The effective board member					
	Non-Executive induction					
Information management	Board development					
	Analysis & use of evidence					
	Effective communications					
IT	Advanced communication skills					
	Presentation skills					
	Introduction to continuous improvement					
Project management	Delivering excellent customer service (Part 1)					
	Delivering excellent customer service (Part 2)					
	Finance skills for all					
Other	Budget management					
	Advanced finance & business skills					
	Information management					
Procurement & commercial	IT Skills - Microsoft Office					
	Successful project delivery					
	Working with projects					
Re-retirement	ICT Masterclass					
	Procurement & commercial awareness					
	Commercial skills					
Training the trainer	Training the trainer					
	PA training					
	Re-retirement					

Notes:
The learning opportunities shown here include learning journeys, suites of programmes and individual products.

Learning in the Workplace:
Additional resources are available to support your learning journey. Take a look at Your Guide to Learning in the Workplace.



Professions:
For profession specific opportunities contact the relevant profession.

Core Learning - 1

1. Fast Stream Induction	Year 1 Fast Streamers	1 day
		
2. Fast Stream Follow-up day Theme: Achieving More with Less (example)	Year 2 Fast Streamers	1 day
		

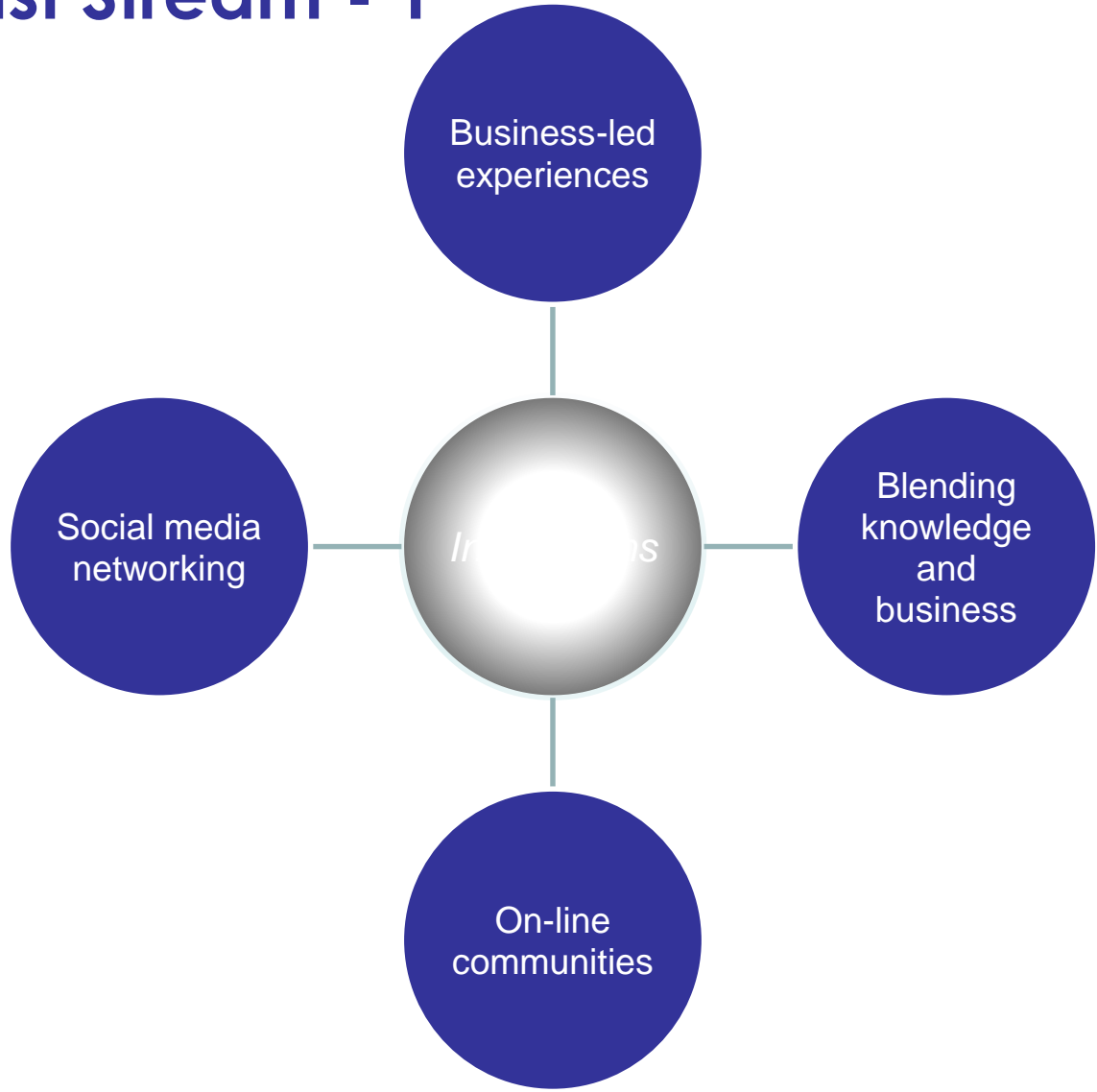


Core Learning - 2

3. Fast Stream Follow-up day Theme: Leadership and Preparing for Grade 7 (example)	Year 3/4 Fast Streamers	1 day
		
4. Parliament, Government and the Civil Service	Year 1 Fast Streamers	5-7 days
		



Beyond Fast Stream - 1



Beyond Fast Stream - 2

Graduate Programmes	Length of Programme	Posting Rotation	Training
Energy	3 years	2 rotations of 18-24 months	Combination of on-the-job and job training against competencies.
Consultancy	2 year	3 monthly placements throughout the programme	Formal training - majority on-the-job development.



Beyond Fast Stream - 3

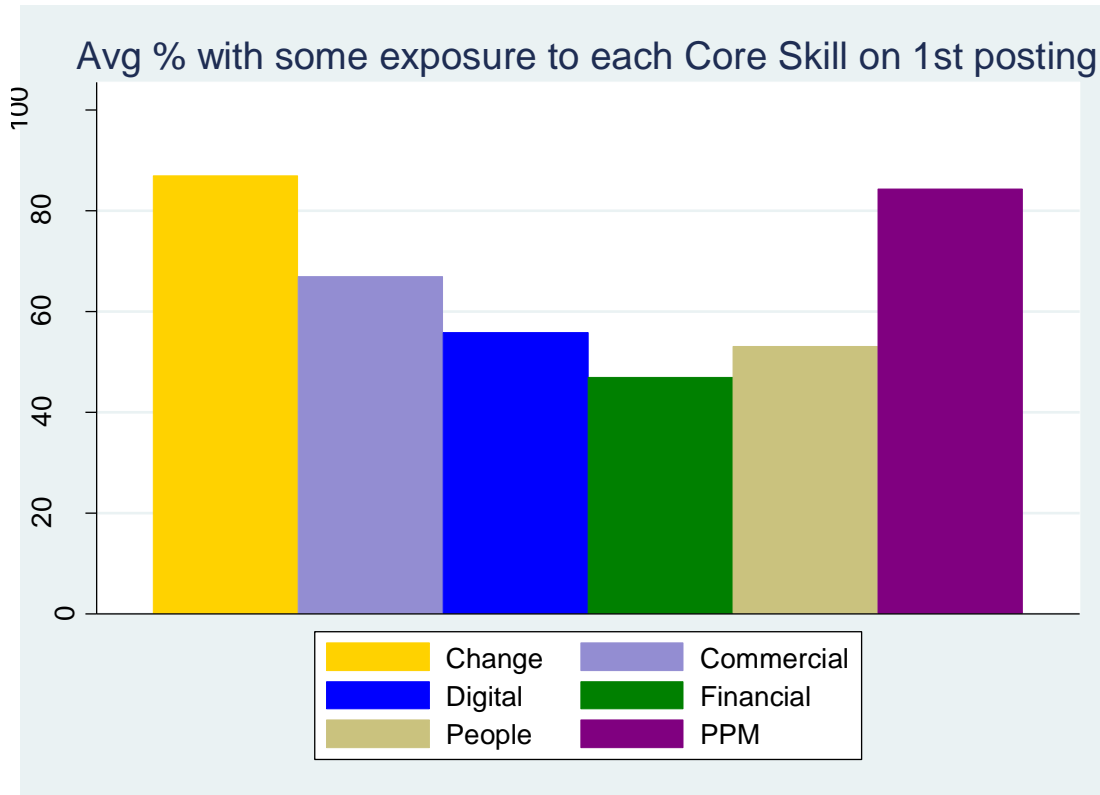
Graduate Programmes	Length of Programme	Posting Rotation	Training
Finance	3 years	Not allowed to remain in any role so long that they become embedded	Balance experience with formal training
Finance	3 years	3 years in one posting	Accountancy learning plus exams and day to day work



Metrics



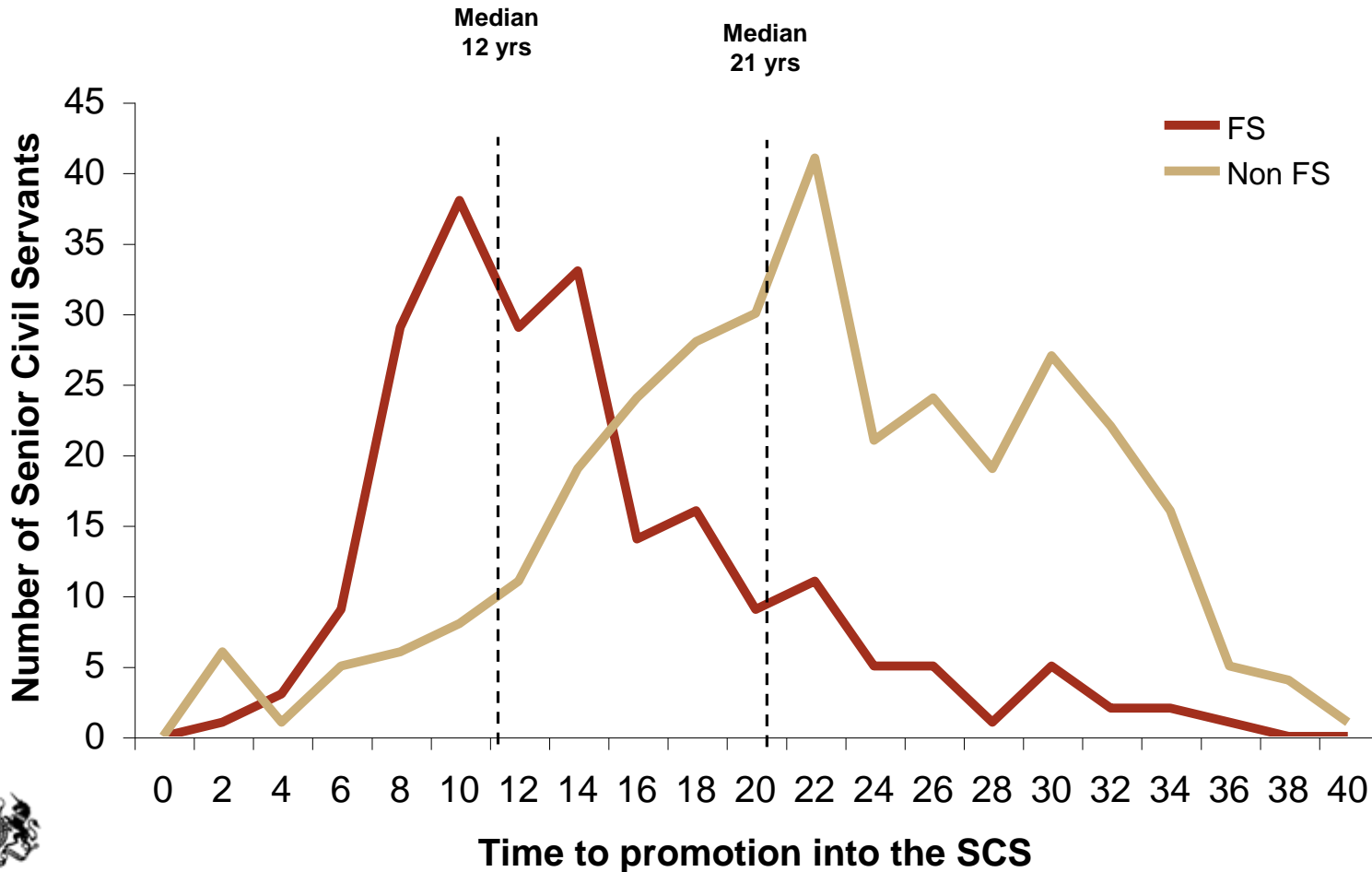
Posting Quality: Core Skills Exposure



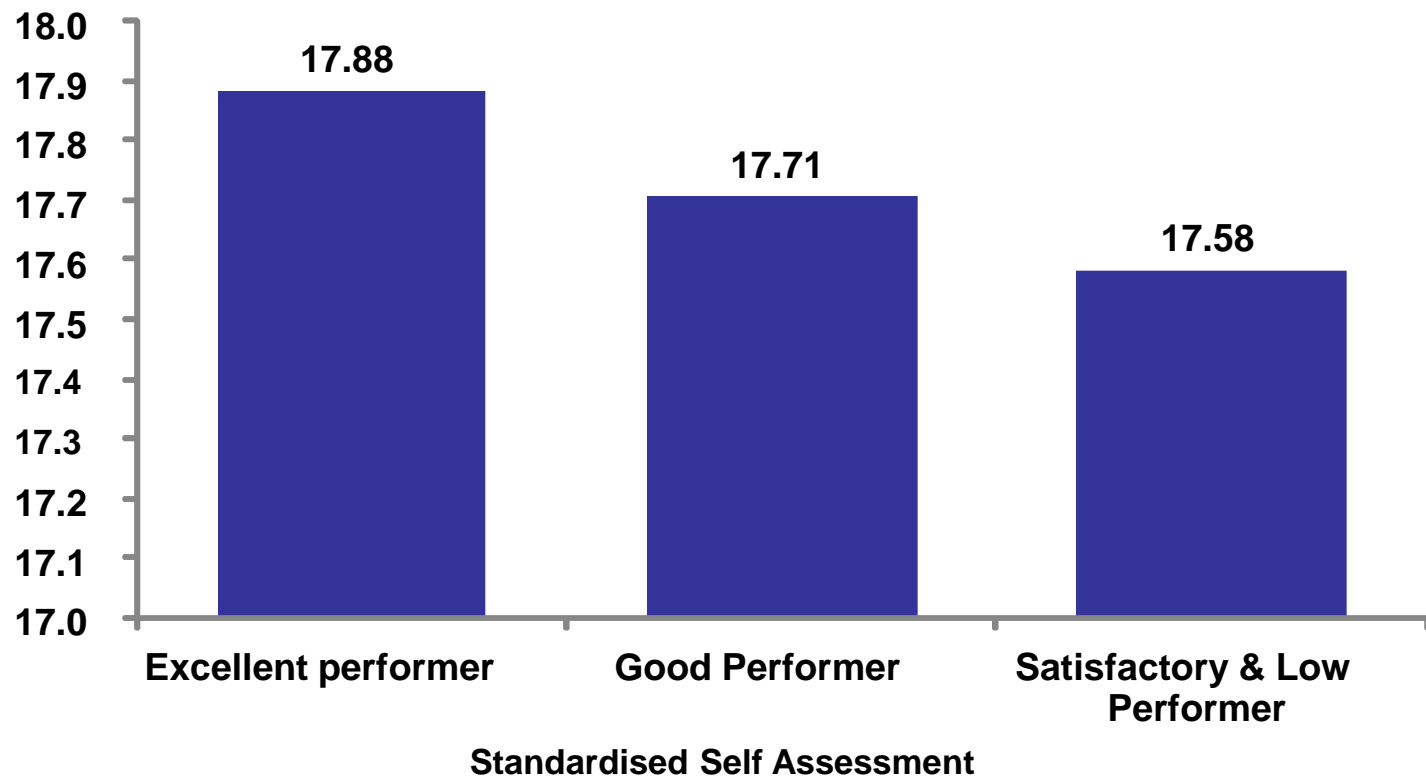
- Most FSers (>80%) had *some* exposure to at least one element of Change Management (CM) and Project Management in Posting #1
- Financial Management was the most infrequently encountered Core Skill, with 47% of FSers receiving some form of exposure



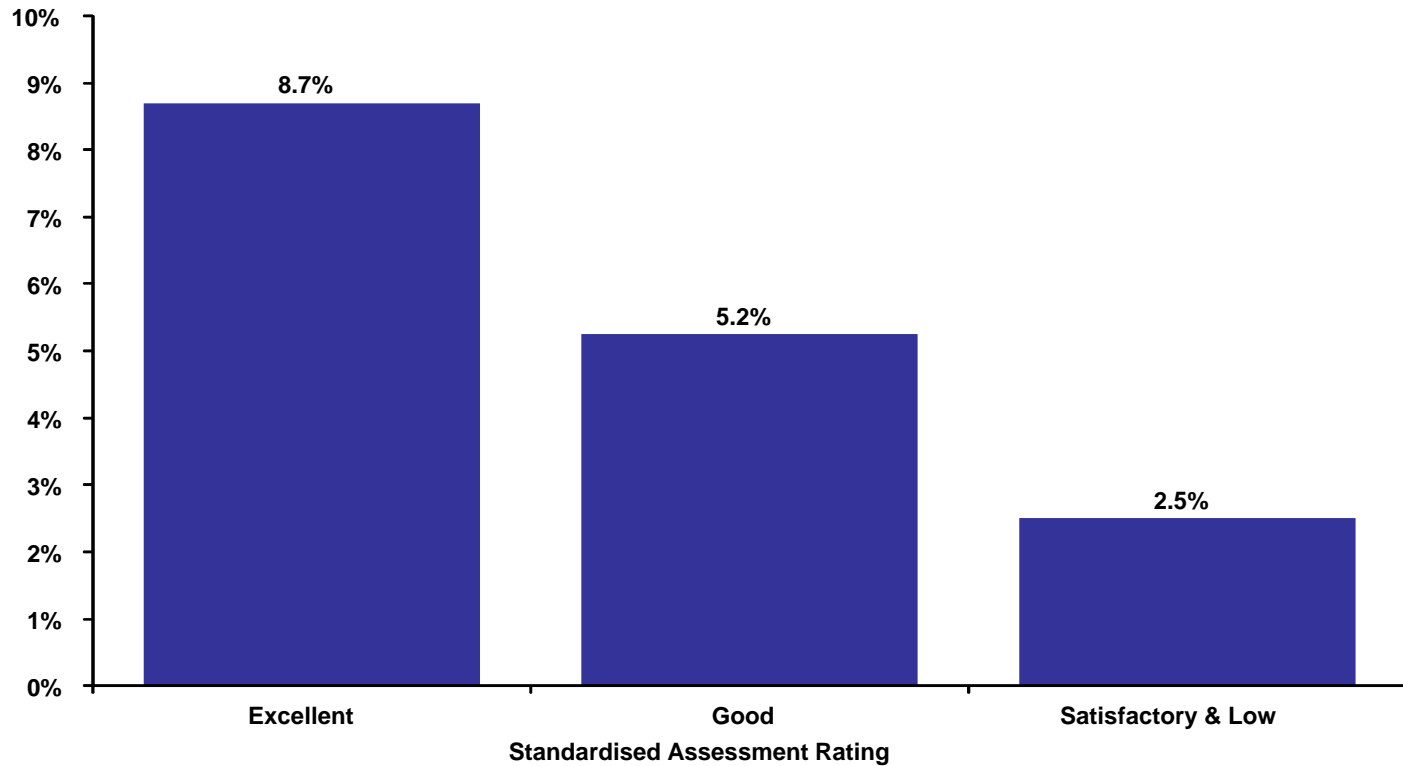
Accelerating



Correlating



Promoting



% of Fast Streamers in Post Promoted

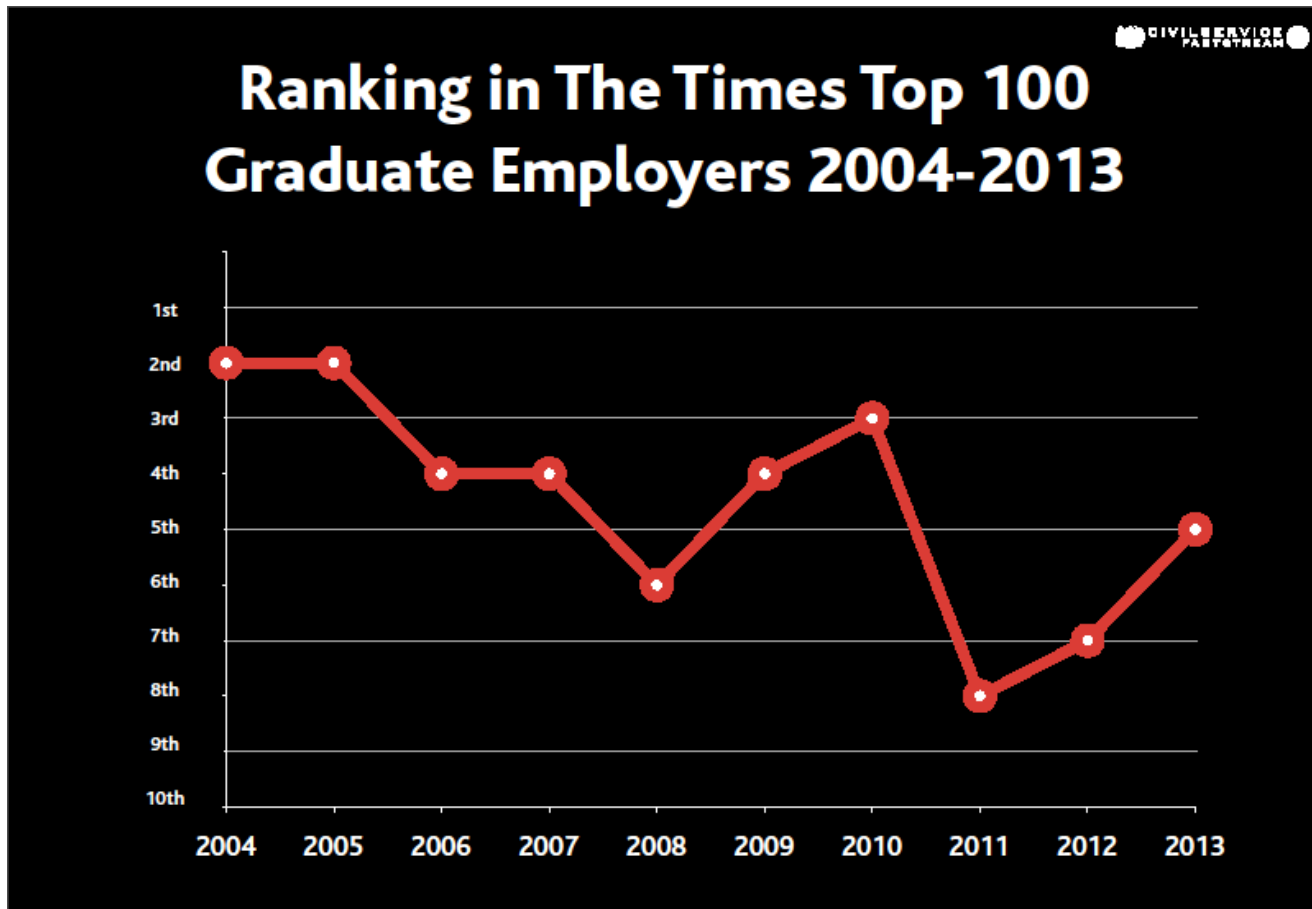


Diversity

	2007	2008	2009	2010	2011	2012
Gender	45%	48.2%	42.8%	46.2%	50.1%	51.1%
Ethnicity	9.5%	9.3%	10.7%	12.3%	13%	12.5%
Disability	8.7%	12.6%	14.6%	13.5%	13.2%	13.5%



Ranking



The UK Graduate Careers Survey 2013

Produced by High Fliers Research Limited

THE  TIMES



Civil Service
Fast Stream

Assessing



Profiling

All Example | 21/06/2013

talent
1

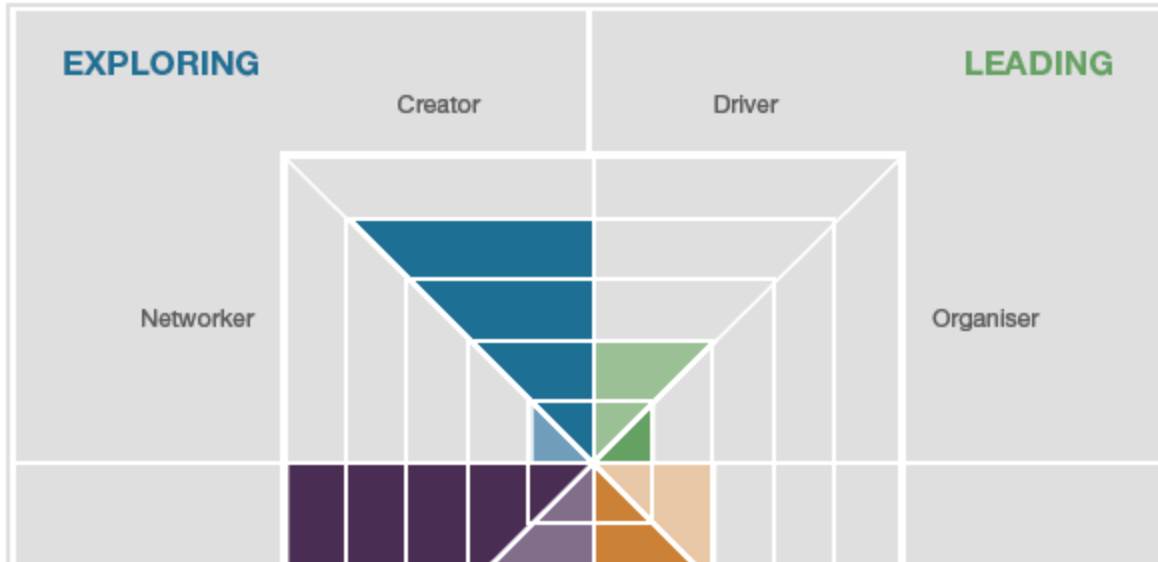
Trait Profile

People and Relationships																						
Is independent of other people, able to keep secrets and avoid exposing their own feelings, can work on their own	<table border="1"> <tr> <th colspan="10">Communicative</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Communicative										1	2	3	4	5	6	7	8	9	10	Has a wide network of contacts, communicates openly with others, can maintain relationships, prefers working in a team
Communicative																						
1	2	3	4	5	6	7	8	9	10													
Prefers following to leading, is reasonable and gentle in negotiations, readily accepts orders and instructions from others	<table border="1"> <tr> <th colspan="10">Influencing</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Influencing										1	2	3	4	5	6	7	8	9	10	A natural leader and enjoys having responsibility for other people, dominant and forceful character, tough negotiator, can sell ideas to others
Influencing																						
1	2	3	4	5	6	7	8	9	10													
Behaves in a low-key and discreet manner, is wary of new acquaintances, avoids being talkative or mixing too much socially	<table border="1"> <tr> <th colspan="10">Socially Confident</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Socially Confident										1	2	3	4	5	6	7	8	9	10	Is socially skilled, with charm and charisma, takes the initiative in making contacts, fits in with a wide range of people, good at presenting and public speaking
Socially Confident																						
1	2	3	4	5	6	7	8	9	10													
Leaves other people to themselves and their own devices, is tough-minded, avoids getting involved in other people's problems or taking a service role	<table border="1"> <tr> <th colspan="10">Supportive</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Supportive										1	2	3	4	5	6	7	8	9	10	Is supportive and helpful towards other people, develops others, encourages others, devotes time to helping people in difficulty, enjoys giving and meeting other people's needs
Supportive																						
1	2	3	4	5	6	7	8	9	10													
Can operate without having to seek the views of others, lets others know when not in agreement, can go their own way independently	<table border="1"> <tr> <th colspan="10">Consultative</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Consultative										1	2	3	4	5	6	7	8	9	10	Is a good listener and an agreeable person, consults with others, interested in other people's motives and behaviour, tolerates different perspectives and opinions
Consultative																						
1	2	3	4	5	6	7	8	9	10													
Tasks and Projects																						
More intuitive than analytical, avoids over-reliance on facts and hard information, sceptical about numbers and statistics	<table border="1"> <tr> <th colspan="10">Analytical</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Analytical										1	2	3	4	5	6	7	8	9	10	An analytical problem-solver, with relevant information at hand, able to see pros and cons, good at working with numbers, handling statistics
Analytical																						
1	2	3	4	5	6	7	8	9	10													
Prefers operating at a tactical or operational, rather than strategic level, concentrates on practicalities and avoids theorising	<table border="1"> <tr> <th colspan="10">Conceptual</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Conceptual										1	2	3	4	5	6	7	8	9	10	Contributes to the development of strategy, a "visionary" who understands different perspectives on complex issues, and theoretical models
Conceptual																						
1	2	3	4	5	6	7	8	9	10													
Prefers "tried-and-tested" ways, rather than needing to innovate, content with a job that has little creative scope, has conventional rather than radical ideas	<table border="1"> <tr> <th colspan="10">Creative</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Creative										1	2	3	4	5	6	7	8	9	10	Curious and inquisitive, always seeking and generating new ideas, with an active imagination, readily embraces radical ideas and approaches
Creative																						
1	2	3	4	5	6	7	8	9	10													
More spontaneous than structured, opposed to any form of bureaucracy, not overwhelmed by detail	<table border="1"> <tr> <th colspan="10">Methodical</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Methodical										1	2	3	4	5	6	7	8	9	10	Believes in methodical and procedural approaches, plans and organises tasks, structures own work efficiently, gives due attention to accuracy
Methodical																						
1	2	3	4	5	6	7	8	9	10													
Can "bend" rules and regulations which they find limiting, avoids rigid adherence to deadlines, is able to make small mistakes and get away with them	<table border="1"> <tr> <th colspan="10">Conscientious</th> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> </table>	Conscientious										1	2	3	4	5	6	7	8	9	10	Conscientiously follows rules set down for their work, honours promises, deadline or commitments made, believes in high values
Conscientious																						
1	2	3	4	5	6	7	8	9	10													

Team Profile

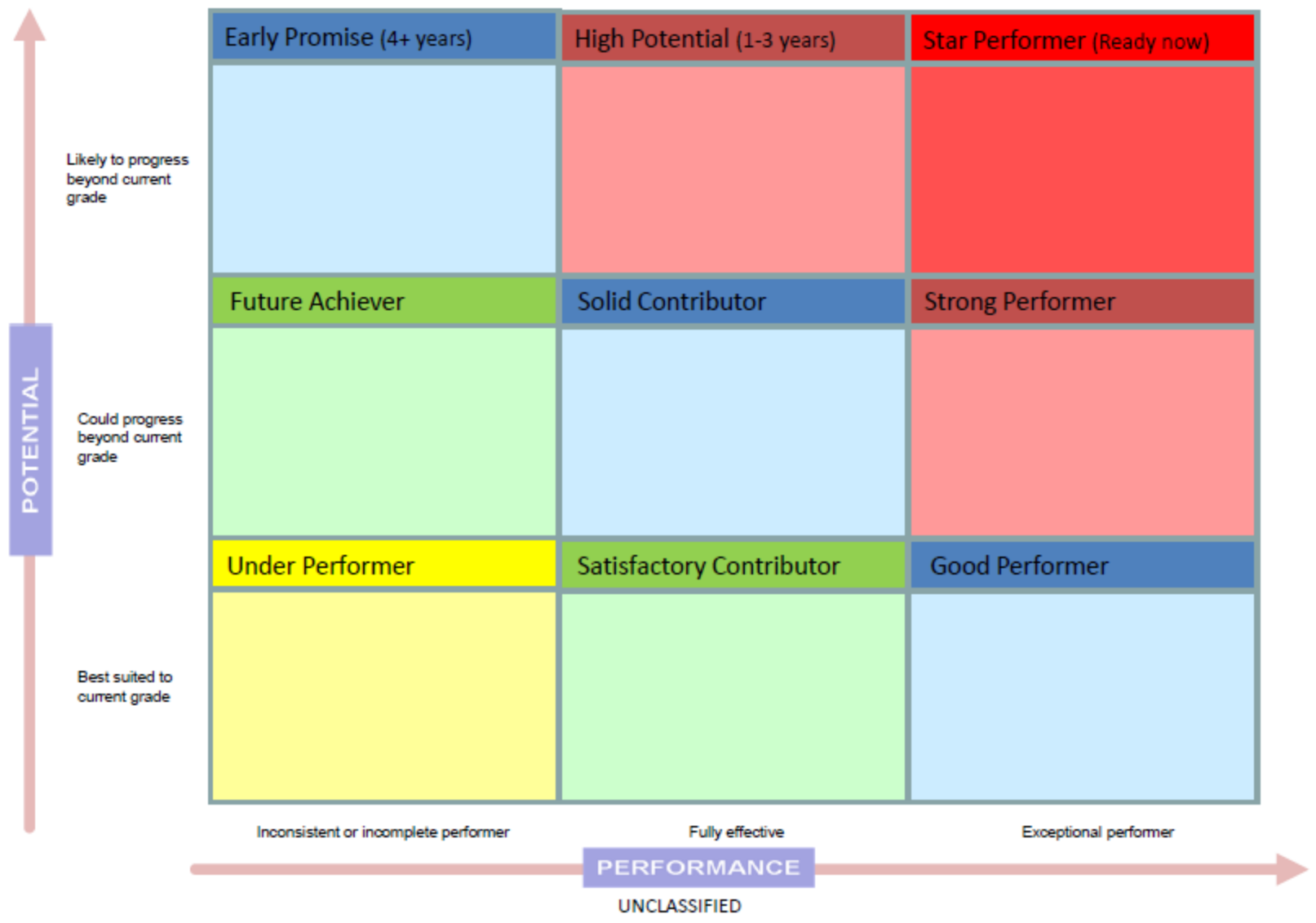
The profile relates to the different roles within a team, across four quadrants of activity. The top-left quadrant, Exploring, relates to networking outside the team and creating new ideas and approaches. The next quadrant, Leading, relates to driving the team forward to achieve its goals and organising the team to enable this. Following this, the Operating quadrant relates to team-building to ensure the team is working cohesively together and the actual implementation of key activities. Finally, the Reviewing quadrant relates to completing key activities as required and evaluating the effectiveness of the group and its methods.

The chart below illustrates the strength of preference for operating in each team role, compared to other people who have completed the Dimensions personality questionnaire before. The more each segment on the chart fills the whole area available, the stronger the preference.





GRID FOR SCS – FOR COMPLETION (please identify specialists and state specialism)



Thank you

philip.wilson@csresourcing.gsi.gov.uk



Civil Service
Fast Stream