

# Building the Procurement Profession in Government



## Career Management Discussions

### Recommendation 6

Ensure that all procurement professionals have access to a formal annual meeting to discuss career progression opportunities.

# Career Management Discussions

## **The purpose of this guide**

To provide an overview of career management within the Procurement profession and provide guidance and minimum standards for career management discussions.

## **It is aimed at?**

Anyone involved in career discussions within the Procurement profession. It is of specific interest to procurement professionals and their line managers.

# What is a career?

Put simply a career is a 'sequence of jobs that an individual has during their working life'.

The traditional view of a career is where someone stays with one employer progressing upwardly through the organisation gaining more responsibility, reward and status. Over the last 20 years the job environment has changed. Organisations can no longer guarantee a job for life nor is this necessarily something that all employees want. Individuals now look for opportunities to acquire marketable skills, roles that allow expertise to develop and broaden with more flexible working arrangements.

It is important for organisations to consider what they can offer to meet those expectations. By providing variety and opportunity for the acquisition and enhancement of knowledge and expertise, organisations will ensure that they have a skilled workforce able to perform the roles needed and people are attracted and retained to work for them.

People's career needs will vary and are dependant on many things including background, education level, previous work experience, family and financial commitments and future life plans. Some will have a very clear idea of what they want to do and achieve. Others will need support and guidance with decisions as to what they want from their work and career.

## What is career management?

Matching the expectations of individuals with the resourcing needs of an organisation requires a significant degree of investment and management. Individuals are now expected to take responsibility for their own career development and organisations should look to provide a supporting framework of advice, information and opportunities for development.

The supporting framework should consist of one or more of the following elements:

- HR processes that assess and capture people's abilities, potential and career aspirations e.g. appraisal processes, development and career reviews;
- information and advice on career development e.g. workshops and career counselling;
- information on roles available within an organisation e.g. vacancy bulletins, online vacancy board;
- opportunities for individuals' development e.g. training, qualifications, secondments; and,
- development of future leaders or scarce skills e.g. high potential development programmes, succession planning.

A list of roles and responsibilities can be found in Appendix 1.

# A career in the Procurement Profession

Procurement is a business critical activity. Government Procurement encompasses a broad range of procurement activities that should add value to the quality and cost effectiveness of Government's goods, services, assets and works. The Government currently spends £220 billion on the acquisition of goods and services on behalf of the public.

The profession is wide ranging and diverse. An individual can be responsible for a very focussed piece of contract management through to leading a team of specialists procuring defence equipment for example. Each of the sixteen central government departments have a core procurement team or function. Other procurement professionals such as contract managers can also be based in other teams outside of this central function.

Roles that form part of the procurement profession are those that:

- add value and cost effectiveness of the procurement/ acquisition of goods, services, assets and works;
- impact on commercial relationships throughout the various stages of the procurement cycle i.e. from product or service conception to the eventual disposal of the assets or termination of the contract;
- the extraction of the value of these goods and services over the lifetime of any contractual arrangement; and,
- ensure the development of contracts which both secure value for money and comply with legal and policy requirements.

There are four key disciplines within the profession:

- Procurement – delivery of policy and public services through acquisition of goods, works and services;
- Procurement policy – providing guidance and 'rules' governing the way in which goods and services are acquired;
- Category management – procuring goods and services where significant savings can be made can be made by buying as a collective or by category; and,
- Contract management – ensuring products or services deliver the required benefits and value for the duration of the contractual relationship.

In large departments individuals are more likely to be able to specialise and develop a career within one discipline. In small departments roles are likely to span number of the disciplines. As a result the procurement profession within Central Government offers a number of career paths providing opportunities for development and advancement throughout an individual's working life.

Procurement is a core commercial activity and the key business skills that its professionals must have are transferable to other roles and professions. Equally the skill sets from other professions can be used to compliment and enhance the skills sets required of the procurement professional.

The Civil Service provides a unique opportunity where individuals can move across professions whilst remaining with the same overall employer. Complimentary professions within the Civil Service include:

Finance, Project and Programme Management, Legal, IT, HR, Audit, Facilities Management and Property Asset Management.

It is important for an individual to gain a set of marketable skills during their career which can be achieved in a number of ways. This can include:

- time in a front line delivery role – known within the Civil Service as ‘gaining broader experience’;
- transfer to other procurement departments within Central Government (this may mean a change in pay, additional rewards and benefits but a transfer to another central government department will not affect continuous length of service with the Civil Service); and,
- a move out of the public sector - (if a secondment or career break cannot be negotiated this needs to be considered carefully as it will mean a break in service with the Civil Service).

Where an individual decides to move between professions or departments but stay within the Civil Service skills/competency development can be monitored, recorded and carried forward by using common competency and skills frameworks. The Professional Skills for Government Framework is used by the majority of central government departments and is transferable across the grades (See Appendix 2). There is also a specific technical skills framework for the procurement professional.

It is important for individuals to maintain a Continuous Professional Development (CPD) record and skills assessment that they can take with them as they move from role to role. Where an individual decides to move to a role with the Private Sector it is important to keep their CPD record up to date along with their CV. This will provide a record of skills and experience gained should they wish to return to the Civil Service at a later date.

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Further information about the Procurement Profession Practitioners and Leaders Skills Framework can be found at: [http://www.ogc.gov.uk/learning\\_and\\_development\\_procurement\\_skills\\_and\\_competences.asp](http://www.ogc.gov.uk/learning_and_development_procurement_skills_and_competences.asp) and the Professional Skills for Government Framework at: <http://www.civilservice.gov.uk/people/psg/index.aspx>.

Information about Continuous Professional Development (CPD) can be found at: [http://www.ogc.gov.uk/learning\\_and\\_development\\_strategy\\_careers\\_in\\_procurement.asp](http://www.ogc.gov.uk/learning_and_development_strategy_careers_in_procurement.asp).

# So how do I start to plan and map my career?

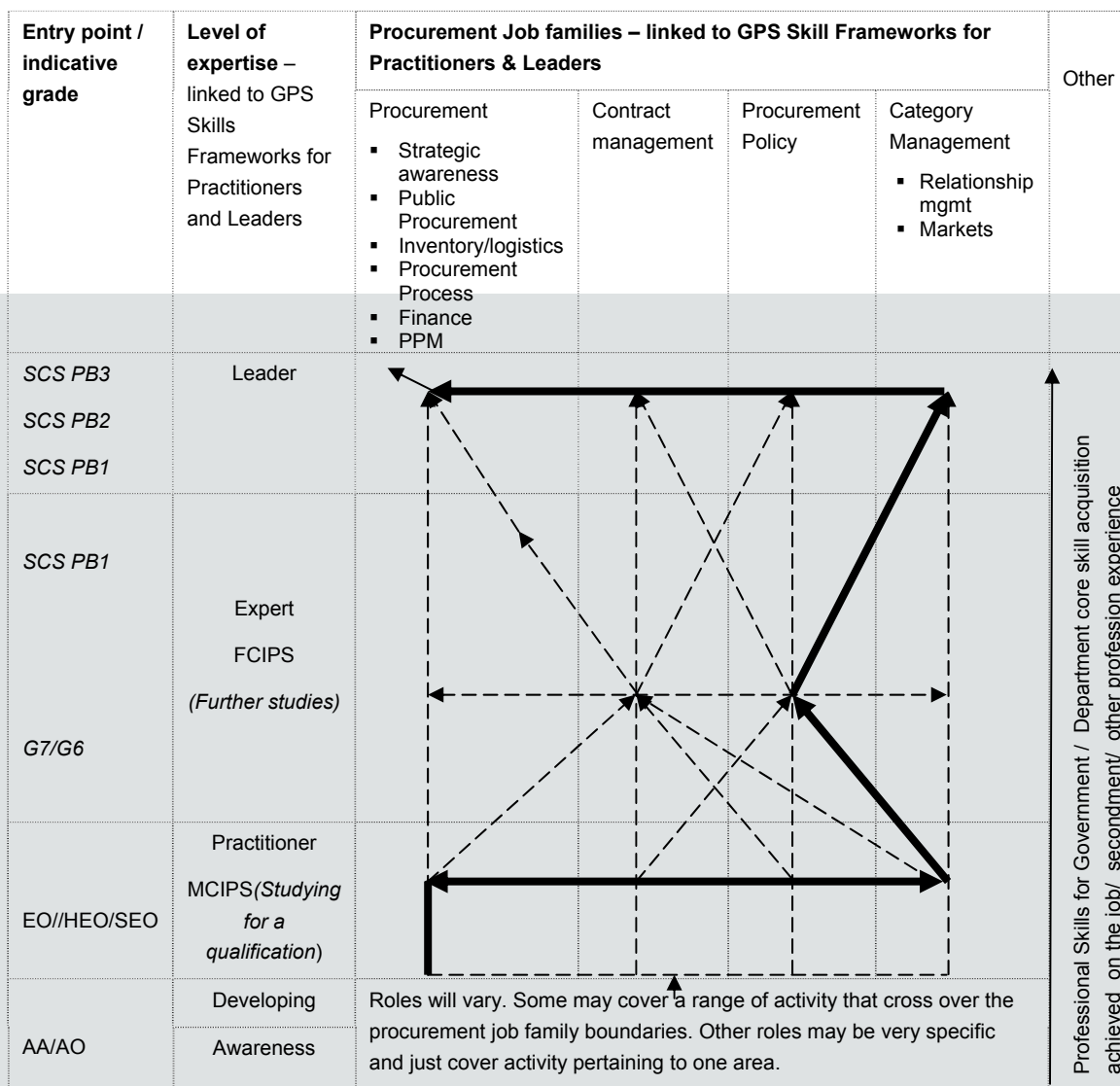
Spending time and thought when deciding your end goal / dream job, and the discipline you wish to specialise in will allow you to set milestones and develop a plan to achieve your goal. You can then target the roles you should apply for based on the skills, knowledge and experience they will give you.

## Career Routes

There are four main career routes into the Procurement profession<sup>1</sup>:

- Procurement Practitioner to Professional

This pathway focuses on developing the practitioner into a procurement professional via qualification attainment and specialisation. Personnel could range from individuals joining the department as an administrator wanting to develop within the procurement profession to someone joining from another profession wishing to specialise in the procurement profession.



Key : possible career routes , chosen career route

<sup>1</sup> The Australian Procurement and Construction Council (2007) Developing the Government Procurement Profession

■ Graduate to Procurement Professional

Individuals recruited onto a programme designed to develop a procurement professional within 2/3 years.

Entry point / Indicative grade	Level of expertise – linked to GPS Skills Frameworks for Practitioners and Leaders	Procurement Job families – linked to GPS Skill Frameworks for Practitioners & Leaders				Other
		Procurement <ul style="list-style-type: none"> <li>▪ Strategic awareness</li> <li>▪ Public Procurement</li> <li>▪ Inventory/logistics</li> <li>▪ Procurement Process</li> <li>▪ Finance</li> <li>▪ PPM</li> </ul>	Contract management	Procurement Policy	Category Management <ul style="list-style-type: none"> <li>▪ Relationship management</li> <li>▪ Markets</li> </ul>	
SCS PB3 SCS PB2 SCS PB1	Leader	CPD 6/7/8 <sup>th</sup> appointment				Professional Skills for Government / department core skill acquisition achieved on the job secondment/ other profession experience
SCS PB1 G7/G6	Expert		CPD 5 <sup>th</sup> /6 <sup>th</sup> appointment	FCIPS CPD 3 <sup>rd</sup> appointment	CPD 4 <sup>th</sup> /5 <sup>th</sup> appointment	
End of GPGS	Practitioner	CPD 1 <sup>st</sup> appointment Return to home Dept MCIPS Final placement	CPD 2 <sup>nd</sup> appointment	CPD 3 <sup>rd</sup> appointment	CPD 4 <sup>th</sup> appointment	
	Developing		3 <sup>rd</sup> Placement	Graduate Diploma	2 <sup>nd</sup> placement	
GPGS EO	Awareness	1 <sup>st</sup> placement Certificate of Competence				

■ Recruitment of Procurement Professionals from the Private Sector

Recruiting qualified procurement professionals and/or those who have a recognised track record within the world of Procurement. Development will be focussed on integrating them into the context of working in the Public Sector.

- Lateral recruitment

Lateral recruitment focuses on procurement professionals who have worked within their own department or discipline for a number of years. They need to extend their knowledge of policy, procedure and experience cross both government and the wider public sector thereby enabling to progress to a larger, more senior role.

Having defined your 'dream job' and /or decided which discipline you wish to specialise in, you need to consider whether it will hold your long term interest, use your skills and abilities, allow you to do things you enjoy and suit your preferred lifestyle. A series of questions that will help you to test this out can be found in Appendix 3.

When it comes to planning the route to achieve your end goal it is best to keep an open mind rather than have a precise route you have to follow. There will be any number of different ways to achieve your career and the more skills and experience you gain, the more avenues and opportunities will open up for you. It is worth researching the types of jobs that are available within the procurement profession by scanning the job pages in magazines such as Supply Management and Procurement Leaders, checking the Civil Service Gateway portal and completing job search activity on the internet.

It is important to regularly review your career aspirations and adapt the plan if circumstances change. Sometimes it might be because an opportunity has come up that allows you to move more quickly along your career route or in another circumstance, it might result in scaling back your aspirations or put your career on hold due to other things going on in your life. The art of managing a career is to know who you are, what you want to achieve, being realistic about what you can achieve, having a flexible plan/ route of how to get there and above all being prepared to regularly review the plan and change it when necessary. People, who have successful careers, as a general rule, actively engage in career management.

### Tools and techniques to help you find out what you are good at and where your development needs are?

- gathering information and advice from others

The table below gives some pointers for you to consider:

Skills development	Possible job moves	Strengths and weaknesses	Understand the organisation you work for	Get a fresh view of yourself
Line manager, HR, senior managers, coaches, mentors, heads of function/ profession	Other managers, heads of function/ professions	Line manager, others you have worked with, colleagues	Senior managers, heads of function/ profession	People outside the business, mentors

- skills assessment

Once you have established your career path the next step is to ensure your skills and competencies are aligned. Role profiles and job descriptions will give you an indication of the skills and competencies required and the qualification/experience you should have to effectively operate in that role.



#### ■ performance

Your level of performance in your current role is important. It will give an indication of your potential for future roles. Your performance should be assessed at least once a year through your Department's appraisal process. You need to be performing well in your current role and feedback from your line manager and other key stakeholders can help you to determine your strengths and identify development areas. Within the Civil Service there are a number of skills and competency frameworks which you will need to refer to:

- Department specific skills and competency frameworks
- Procurement Profession Practitioners and Leaders Skills Frameworks
- Professional Skills for Government (PSG) Framework.

You will need to ask your HR department for details of your Department's specific frameworks. The Procurement Profession Skills Framework and PSG can be found at:

[http://www.ogc.gov.uk/learning\\_and\\_development\\_procurement\\_skills\\_and\\_competences.asp](http://www.ogc.gov.uk/learning_and_development_procurement_skills_and_competences.asp) and at:  
<http://www.civilservice.gov.uk/people/psg/index.aspx>.

Your role profile/ job description will provide you with a benchmark against which to assess yourself. Most Government Departments include a skill/competency assessment as part of the annual appraisal process. Any skills gaps can be addressed through completing a development plan. If you have identified your next career move you can use that job's role profile/ job description to complete a skills gap analysis. You can then start to develop these new skills whilst you are in your current role forming the basis of your career development plan. By doing this you will be in a better position to compete for the next role that you want.

#### ■ other sources of feedback

Some departments use 180/360 feedback tools to allow an individual to gather further in depth feedback/information on their operating style and qualities. This process generally involves gaining feedback from the individual's line manager, direct reports, and in the case of 360, peers and external stakeholders. The feedback process should be carefully managed in order that the individual can gain maximum benefit from the exercise in a supported way. There are other ways to find out more about yourself. Psychometric tests such as MBTI, FIRO B and Belbin will provide you with information on your preferred working style. If you are interested in increasing your self awareness you should talk to your HR function/division about these items.

Remember to look for other opportunities to gather feedback on your performance and operating style throughout your working life. If you have to give a presentation or manage a complex negotiation, ask for participants opinions on what you did well and where you could improve. If you apply for a new role and are not successful, see the experience as a new source of feedback that you can put to good use and learn from. Where you are successful, still ask for feedback on your performance at the interview. This will indicate areas that you may need to work on in order that you can reach your optimum performance as soon as possible.

You need to establish a constant set of sources of intelligence which you can then use to help you achieve your career goals and update your career plan.

# The Career Discussion

This is a key activity that can help you plan your career and then monitor its progress by identifying someone who can help you with regular dialogue and support. This can be a formal process with your line manager, perhaps as part of the annual appraisal process or on a more informal basis; with someone you have identified to act as your mentor/ coach. You may wish to use both methods concurrently as your line manager is more likely to be able to help you focus on short-term goals and development whilst a mentor (who is likely to maintain contact with you as you change jobs) can help you plan and monitor your longer term career aspirations. Some Departments have developed a formal process for capturing people's career aspirations and potential through the use of People Development Forums and career reviews.

The purpose of the career discussion/ review is to have an informed conversation covering achievements to date, skills, development areas, potential, aspirations and prospective roles in the longer term. It is important to remember that not everyone is looking for vertical progression, for some, the ability to acquire a wide range of skills and qualifications is important and for others, it may be the flexibility of employment they can secure. The art of the discussion is to ensure that what is discussed and agreed meets the needs of the individual mapped to the needs of the Department. So in essence every conversation will be unique.

## ■ preparation

For a discussion to be truly effective it is important that both parties conduct sufficient preparation beforehand. It is important for the individual to know what they want to discuss and to have an understanding of the HR processes that are available and need to be followed. See appendix 4 for a suggested list of activity that can help you to prepare for the discussion.

Above all be prepared to be open and honest and share what you are considering. This discussion will be your opportunity to inform the Department of what you can offer and where you want to go which can then be used in the relevant departmental resourcing decisions. You may wish to document some of these things and give it to your line manager/ mentor before your meeting so they have some indication of what you would like to discuss. An example of a career profile can be found in Appendix 5.

It is also important for the line manager or mentor to prepare for the discussion. They need to know the jobs and careers that the Department can offer, forthcoming vacancies and in the case of the line manager, feedback on the individuals skills, performance and potential. Managers should also be clear on the learning and development options that are available (from within the Department, from the National School for Government and any other recognised external providers) and the HR process used within their Department in managing team resources and employee careers.

- organising the meeting

To have a productive meeting it is important to schedule sufficient time, especially if the conversation will form part of an appraisal meeting. A career discussion, on average, takes between three quarters of an hour to an hour to complete<sup>2</sup>. Setting an agenda for the meeting can be helpful in managing the time effectively. The agenda can be discussed and agreed at the start of the meeting or set in advance. It is also useful at the start of the meeting to agree what will be achieved.

- the discussion

The discussion should be a two way conversation. The first stage is where you explore and gather information covering areas such as:

- how you are feeling about your current job and what you enjoy;
- reviewing your skills and experience and identifying your strengths and development areas;
- your values and key drivers, what is important to you both inside and outside of work;
- your potential and career aspirations, sharing views on how far you can go within the Department. A number of Departments use models to help people identify their potential such as the 9 box talent grid model and talent management ladder. Examples can be found in Appendix 6 of this document. Speak to your HR Team to find out what is available within your Department;
- your options in very broad terms, what you might do in the future. Don't confine this to just within your Department, think about what might be available across the procurement profession, in both the Public and Private Sectors; and,
- reviewing the pros and cons of your options to help you to decide your career route and what you need to focus on in the near future.

It is important that you and your line manager/ mentor take notes of key observations and decisions made throughout the discussion. This information can then be used to assist in the second stage of the conversation where you develop an action plan better known as a career development plan. Hints and tips for line managers/mentors can be found in Appendix 7.

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<sup>2</sup> source: CIPD Survey 2005 - Career discussions at work

## Action planning

The career discussion should produce a considerable array of information and observations from which suitable actions can be identified. The actions agreed should be recorded in a plan which clearly states the activity to be undertaken, who will be responsible for making it happen, a timeframe and how progress/success will be monitored and reviewed. As the plan is being put together identify any factors that may hinder its completion and discuss how these may be overcome and adapt the plan where necessary. It is important to ensure that the actions agreed can be supported and funded.

For instance,

- Is there sufficient resource available within the team to allow someone to complete a short term secondment,
- Can the work be allocated to someone else whilst their colleague is away from the office?
- Are there sufficient funds within the budget to support a qualification?
- Is there a need for significant expenditure? Has a business case been written and supported?

The key to the planning exercise is to provide activity that will make the individual more marketable through exposure to new skills, knowledge and work experiences that contain an element of stretch.

## Making it happen

A record of the plan should be made. Some Departments already have the facility to record a career development plan within the annual appraisal. Other Departments will capture this information separately. If your Department does not currently capture career plan information you can use the career plan templates in Appendix 8. The career plan can be written up at the end of the career discussion or completed afterwards.

To ensure that the plan is implemented you should schedule in time to review it. Departments that capture career development plan information are likely to conduct a formal review of progress on an annual basis. All Departments are being encouraged to set up this process, through the implementation of the 'GPS Building the Procurement Profession in Government' strategy. Part of this annual review should include an evaluation of the actions taken to date to see if they have been effective. If progress is not being made, or circumstances have changed, the plan may need to be adapted.

You should take the opportunity to review your career development plan throughout the year, updating it after you have completed an action, received feedback from an appraisal meeting or when you have completed a career move. It is important to remain proactive when managing your career.

# Qualifications

In the procurement profession within Government the most common set of qualifications that people are expected to have are those awarded by the Chartered Institute of Purchasing and Supply (CIPS).

You can generally study CIPS qualifications in a number of ways, including:

- part-time classes at a local college;
- distance learning;
- modular training programmes delivered by private providers;
- flexible learning programmes such as self study; and,
- blended programmes.

Other qualifications such as CIPS accredited degrees and N/SVQ level 4 in Procurement are also accepted and supported within Departments.

Those joining the procurement profession within the public sector are encouraged to complete the Certificate of Competence, a GPS sponsored qualification, first. Then depending on the requirements of the job, there may be a need to study for further CIPS qualifications, which will include modules on procurement within the public sector. Details about CIPS qualifications can be found at:

<http://www.cips.org/studyandqualify/cipsqualifications/>

*Each Government Department will have its own policy on which qualifications are required and supported <insert your own Department's policy here>.*

Having a qualification does indicate you have reached a certain level of education and you have a commitment to the profession. Some qualifications also allow access to membership of a professional body. Job descriptions/ role profiles often ask for a professional body membership level rather than stating the specific qualifications required. Most professional bodies offer a facility where you can gain membership through either qualification attainment or via the assessment of your experience and current activity in the workplace.

For you to remain marketable you need a combination of hands on experience and exposure to different types of work to build your career prospects. Being skilful in what you do and having a demonstrable track record is the key.

# Professional bodies

There are a range of professional bodies which are recognised across government. Two examples are shown below. The first specifically supports the procurement professional and the second supports anyone in a supervisory/ management role.

## **Chartered Institute of Purchasing and Supply (CIPS)**

CIPS is the chartered professional body, based in the UK, serving the purchasing and supply profession. CIPS exists to promote and develop high standards of professional skill, ability and integrity among all those engaged in purchasing and supply chain management. To become a member of CIPS you need to demonstrate you have achieved a certain level of academic attainment. CIPS offers a range of qualifications that are linked to the membership levels and are designed to support the procurement professional as they progress through their career. Information on membership and the benefits of being a member of CIPS can be found at: <http://www.cips.org/membership/>

## **Chartered Management Institute (CMI)**

The Chartered Management Institute is the only chartered professional body that is dedicated to management and leadership and is committed to raising the performance of business by championing management performance and capability. To become a member of CMI you need to demonstrate you have achieved a certain level of academic attainment. CMI offers a range of qualifications that are linked to the membership levels and are designed to support the professional as they progress through their career. Qualified procurement professionals can apply for 'chartered manager' status through a process of experiential assessment which, if successful, will lead to membership level entry to the professional body. Information on membership and the benefits of being a member of CMI can be found at: [http://www.managers.org.uk/content\\_1.aspx?id=10:5564&id=10:5562](http://www.managers.org.uk/content_1.aspx?id=10:5564&id=10:5562)

The need to be a member of a professional body will be listed in the essential criteria section of the job description / role profile.

# Other Sources of information

## Networking

A key activity that will support the management of your career is networking. Networking is all about meeting new people in a business or social context, gaining and swapping information. Networking can raise your profile, enhance your skills and provide you with advanced notice of potential job opportunities.

Network inside and outside of the Department you work in. Attendance at conferences and local professional body branch meetings will allow you the opportunity to network with colleagues and other professionals from different organisations. To further raise your profile and to broaden your network you should also consider using 'GPS Online'.

Networking provides you with an invaluable source of the latest information about your Department and the procurement profession, as a whole, that you can use to enhance and develop your career plan. Tips on successful networking can be found in Appendix 9.

## Information on personal career management

### ■ Suggested reading list

HAWKINS, P. (1999) *The art of building windmills: career tactics for the 21st Century*. Liverpool: Graduates into Employment Unit, University of Liverpool.

HIRSH, W. and JACKSON, C. (2002) *Planning your career in a week*. 3rd Edition. London: Hodder and Stroughton for the Chartered Management Institute.

HOPSON, B. and SCALLY, M. (1999) *Build your own rainbow*. Leeds Management Books 2000 Limited.

HIRSH, W. and JACKSON, C. and KIDD, J.M. (2001) *Straight talking: effective career discussions at work*: NICEC/CRAC

### ■ Suggested websites

Careers Research and Advisory Centre (CRAC) [www.crac.org.uk](http://www.crac.org.uk)

National Institute for Careers Education and Counselling (NICEC) [www.crac.org.uk/nicec](http://www.crac.org.uk/nicec)

The Career Innovation Group [www.careerinnovation.com](http://www.careerinnovation.com)



## **Journals and magazines**

Below is a list of journals and magazines that will contain articles and job advertisements pertinent to the procurement professional:

**Journal of Purchasing and Supply Management** – provides high-quality research within the field of purchasing and supply management (PSM). It covers all subjects relating to the purchase and supply of goods and services in industry, commerce, local, national, and regional government, health and transportation.

**Journal of Public Procurement** – seeks to further the understanding of public procurement by exploring theories and practices of public procurement, covering procurement at the federal, state and local government levels in the United States and Canada, but also government procurement in developed and developing nations.

**Procurement Leaders** – global business magazine for senior procurement, sourcing and supply chain executives. The publication offers topical news, thought-provoking features, profiles and comment. Published bi-monthly.

**Supply Management** - Official magazine of the Chartered Institute of Purchasing and Supply (CIPS). It aims to keep the profession, and others interested in purchasing and supply issues, up to date with the latest developments and thinking, and provides a forum for topical debate. Published fortnightly.

**Government Opportunities** - is a leading authority on all issues relating to public procurement, and is essential reading for anyone involved in this sector - whether buying or supplying. Published monthly.

**Public Sector Procurement** - Public Sector Procurement is 'Buying Solutions' customer magazine. PSP provides procurement professionals with the latest news, articles, trends and opinions on the issues impacting public sector procurement with the aim of stimulating debate by providing independent and authoritative opinion, while highlighting the benefits of procurement through framework agreements and other procurement arrangements. Published quarterly.

**Management Today** - Features articles by respected columnists giving practical advice to help managers at all levels to advance their careers and develop their business. Published monthly

**Professional Manager** - Professional Manager is the official membership magazine of the Chartered Management Institute and features articles and profile interviews, news, research, book reviews and information on management. Published bi-monthly.

# References

1. HOPSON, B. and SCALLY, M. (1999) Build your own rainbow. Leeds Management Books 2000 Limited.
2. CIPD. (2003) Managing employee careers. London: CIPD (download from [www.cipd.co.uk/surveys](http://www.cipd.co.uk/surveys))
3. CIPD. (2005) Career discussions at work. London: CIPD
4. CIPD. (2004) Career Management. London: CIPD
5. THOMAS, C. Dr and THOMAS, M.A. (2009) Talent, career and Succession: a discussion paper. TPMG (download from <http://www.tpmg.com/website/website.nsf/resources>)
6. BADENOCH and CLARK. (2009) Developing your Career Plan. Badenoch and Clark (download from <http://www.badenochandclark.com/for-candidates/how-to-guides/downloads>)
7. Department for Children, Schools and Families. (2009) Development and Skills Conversation; Guidelines for Individuals.
8. Department for Children, Schools and Families. (2009) Development and Skills Conversation; Guidelines for Line Managers.
9. Australian Procurement and Construction Council (2007) Developing the Government Procurement Profession

# APPENDICES

1. Career management responsibilities
2. PSG Framework overview
3. Questions to help you determine your career goals
4. Suggested preparation activities
5. Example personal career profile
6. Examples of talent/potential assessment models
  - talent management ladder – DCSF
  - performance and potential review model - OGC
7. Hints and tips for line managers on how to facilitate good conversations
8. Example career plan template
9. Advice on how to network effectively

# APPENDIX 1

## Career management responsibilities

- Individual:
- a) responsible for managing their career development, identifying career choices and aspirations;
  - b) identifying people who can help them to decide what they want to do;
  - c) producing and maintaining a career development plan;
  - d) recording their continuous professional development;
  - e) acquiring and developing new skills and volunteering for and accepting additional responsibility; and,
  - f) applying for and securing roles that will enhance their career and provide a stepping stone to their overall career goal.
- Line Manager:
- a) provide honest and balanced feedback on the individual's performance;
  - b) responsible for giving direction and support;
  - c) provide contacts and networking opportunities;
  - d) conduct career development discussions and facilitate development that will enhance individuals' careers; and,
  - e) share their career experiences.
- Career specialists:  
*(some departments will offer dedicated career management support for certain grades).*
- a) provide career counselling, coaching and mentoring to allow individuals to take a fresh look at the world of work;
  - b) provide an independent view;
  - c) allow the individual to be open and honest about what they want to achieve as they are not part of the organisation; and,
  - d) bring experience from a range of organisations that can be shared.
- Human Resources:
- a) set the policy and process for the department's career management framework;
  - b) provide advice on how to follow HR processes to access training and development and new roles;
  - c) provide career advice and skills and performance assessment tools;
  - d) provide management information for workforce and succession planning; and,
  - e) provide training and development programmes to support careers e.g. high potential schemes.

# APPENDIX 2

## PSG Framework Overview

Admin	EO	HEO	SEO	Grade 7	Dep Director	Director
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Leadership

People Management	People Management
Financial Management	Financial Management
PPM	Analysis and use of evidence
Strategic thinking	PPM
Analysis and use of evidence	Strategic thinking
Communications	Comms and marketing
ICT user	
Customer Service	
Knowledge and information sharing	

Professional Skills – Procurement practitioners framework

Professional Skills – Procurement leaders framework

Broader Experience

# APPENDIX 3

## Questions to help to determine your career goals

Ask yourself:

- What do you enjoy doing?
- What are your strengths?
- Do you want responsibility at work?
- Where do you want to work; London, elsewhere in UK, abroad?
- Do you want to lead large teams of people or prefer to work on your own?
- Do you value being a specialist with a detailed technical knowledge and skills or do you prefer to be a generalist utilising others specialist knowledge?
- Where do you want to live and what life plans to you have? What career/ profession would support you to achieve this?
- What would you like to do more or less of?
- Do you want your career to be in one or more professions?
- Which organisations/departments would you like to work for?
- What size salary and types of benefits are you looking for?
- Where do you want to be in 3/5 years, 10/15 years and 25/30 years time?

# APPENDIX 4

## Suggested preparation activities

To prepare for your career discussions you may wish to:

- review the objectives agreed with your line manager and consider the skills and knowledge you need to meet them;
- go through any other feedback reports you have such as a 360 report or results from a recent interview;
- prepare for the meeting by thinking about yourself and the options you want to explore. Be realistic and think about what the Department can offer and what you can achieve;
- familiarise yourself with the criteria found in your department's skills/competency framework, PSG and the Procurement Practitioners/ Leaders Skills Frameworks;
- complete a realistic assessment of your current skill level and your potential. This will highlight your strengths, development needs and action required to help you achieve your potential.
- familiarise yourself with the career/ talent management processes that are in place within your Department to ensure that the results of your discussions feed through to the correct HR data collection point.

# APPENDIX 5



## PERSONAL CAREER PROFILE


Name		Location	
Current position			
Career History: previous positions held. Please show most recent first with dates			
Date	Previous positions		
Career Aspirations			
Personal circumstances (are there any circumstances or special needs you would like to be taken into consideration)		Mobility (include preferences/ restrictions)	

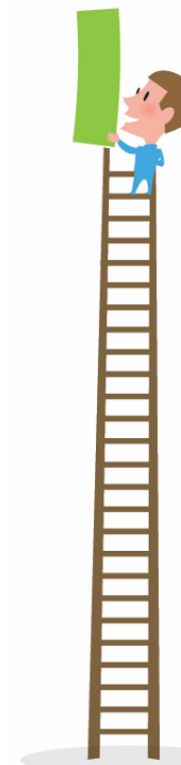


<p>Career plan: outline your short and long term career aspirations.  This may include any lateral moves, promotions, secondments and other areas of business that you would like to work in).</p>	
Short term	Long term
Manager's recommendations	
Operational/ technical skills (any training and development required)	Management/leadership skills (any training and development required)
Signature	Date
Managers Signature	Date
Review of career plan date.....	
Action agreed	By when and by whom
Signature	Date
Managers Signature	Date

### Talent Management Ladder

The main purpose of this talent ladder is to provide a tool to ensure consistency across Talent Management Groups when they are discussing people's career development and potential. Line managers will also want to refer to the ladder when discussing career development with their staff. In particular, to help identify possible actions to include in career development plans.

Description	Recommendation	Possible Action
<ul style="list-style-type: none"> <li>Individual is immediately ready for promotion to the higher grade</li> <li>Individual exceeds the PSG core skill/specialism criteria for their grade</li> <li>Individual looks out for &amp; identifies career development opportunities &amp; then pursues their realisation</li> <li>Individual has potential to progress to the next 2 grades</li> </ul>	<p><b>Develop Exceptional Potential</b></p>	<ul style="list-style-type: none"> <li>Apply for next grade vacancies</li> <li>Use Talent Management Groups to explore internal opportunities for a fast, stretching move into a key role</li> <li>Discuss other opportunities outside the Directorate with HR Brokerage team</li> <li>Consider secondments and attachments in the higher grade</li> </ul>
<ul style="list-style-type: none"> <li>Individual demonstrates high potential but isn't ready for promotion</li> <li>Individual has some gaps within their expertise which are holding back their performance &amp;/or potential</li> <li>Individual has high potential but has limited exposure across the department &amp; the Civil Service</li> <li>Individual has potential to progress to the next grade</li> </ul>	<p><b>Develop High Potential</b></p>	<ul style="list-style-type: none"> <li>Set stretching objectives to allow opportunity for higher and sustained performance</li> <li>Use stretching assignments to test potential e.g. leading project across functions, more difficult job at same career level</li> <li>Facilitate experience at a lateral level of other role areas &amp;/or working in different functions &amp; organisations</li> <li>Facilitate experience at a lateral level e.g. operational delivery, policy, other areas of Directorate or a cross Directorate move</li> <li>Consider if secondments, attachments, shadowing, buddying, project groups will develop individual's potential</li> <li>Use targeted development to address gap- could include coaching, mentoring, action learning depending on need &amp; learning style</li> <li>Involve individual in cross-departmental or project groups</li> <li>Involve individual in Civil Service &amp; external networks, communities and events</li> </ul>
<ul style="list-style-type: none"> <li>Individual has met their career aspirations &amp; does not want promotion</li> <li>Individual may be interested in promotion in the future but is not actively seeking it at this point</li> <li>Individual is seen as a highly valued contributor at their right career level.</li> <li>Individual shows potential within their 'comfort zone' &amp; you want to broaden their experience to develop new perspectives &amp; skills</li> </ul>	<p><b>Development in Grade</b></p>	<ul style="list-style-type: none"> <li>Regularly recognise performance</li> <li>Regularly review objectives to ensure the individual continues to develop</li> <li>Explore what motivates the individual &amp; what will retain them</li> <li>Use as coach/mentor to develop successors</li> <li>Agree career development plan which will enhance individual's professional &amp; personal skills</li> <li>Acknowledge individual's expertise by engaging them in the development of new work processes</li> </ul>
<ul style="list-style-type: none"> <li>Individual is not performing to the standard that they &amp; the organisation expect</li> <li>Individual demonstrates inconsistent performance</li> <li>Individual hasn't responded to performance coaching</li> </ul> 	<p><b>Recover Performance</b></p>	<ul style="list-style-type: none"> <li>Explore performance issue – is it about the individual or the environment?</li> <li>Evaluate if in right role</li> <li>Explore what motivates the individual &amp; encourage a change in attitude</li> <li>Agree performance improvement plan</li> <li>Use targeted development to address performance issues- could include coaching, mentoring, action learning depending on need &amp; learning style</li> <li>Explore internal opportunities &amp; discuss other opportunities with HR Brokerage team</li> <li>Nominate a coach to support action identified in the individual's performance improvement plan</li> </ul>



# OGC Performance and potential review matrix guidance v3

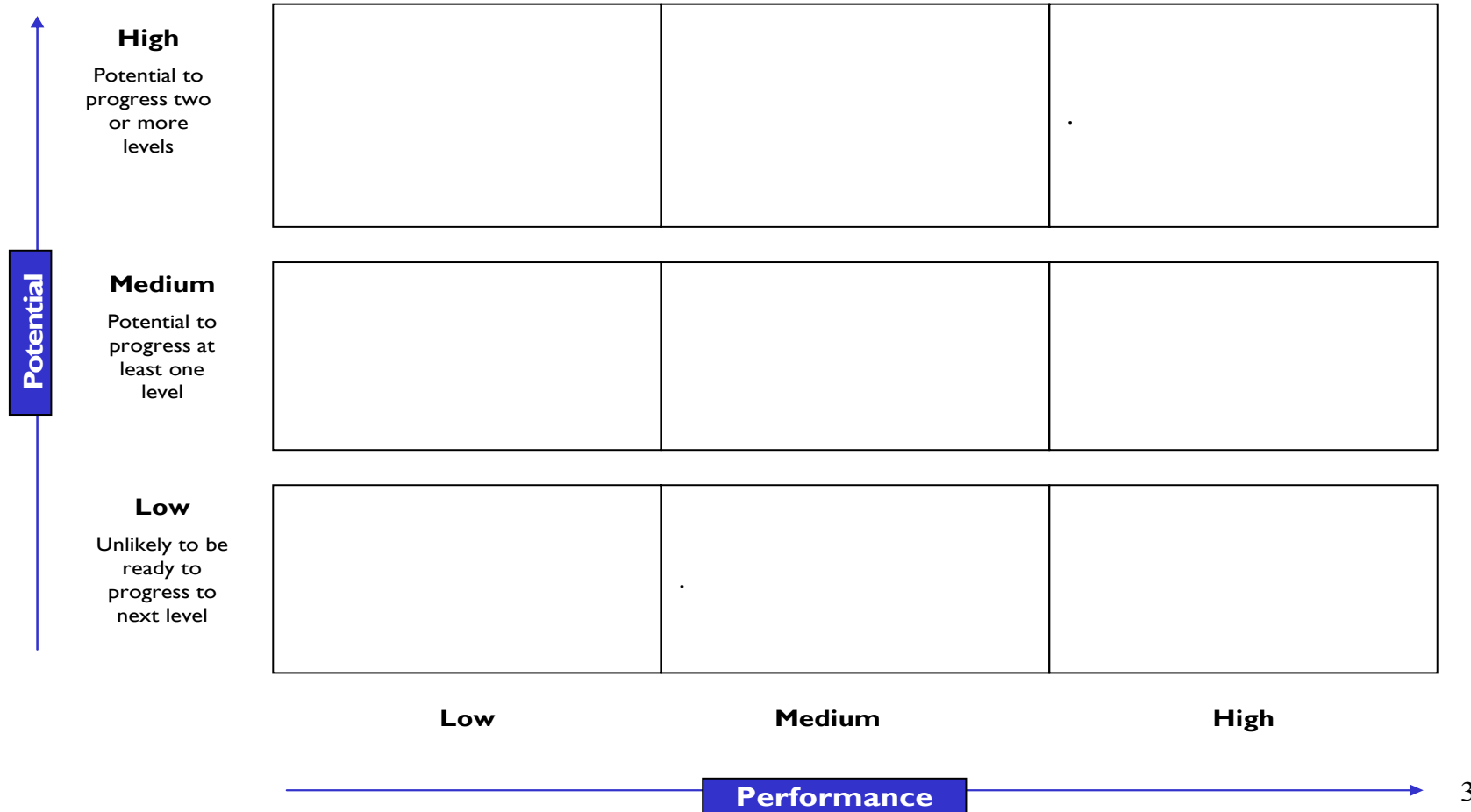
<b>Potential</b> ↑	<b>High</b> Potential to progress two or more levels	Strong initial impact with demonstration of potential but new to Civil Service and/or in first six months in current role.	Frequently achieves challenging and stretching goals and may exceed output expected for their grade or experience. Strong demonstration of potential.	Stands out from their peers. Consistently achieves challenging and stretching goals at a level above that expected for their grade or experience. Strong demonstration of potential.
	<b>Medium</b> Potential to progress at least one level	Demonstrable gap in performance compared with expectations – has ability but performance has dipped.	Performance is good, achieving normal high expectations. Has potential to keep developing and to deliver more in either scale or complexity.	Consistently strong performer achieving at and beyond normal high expectations. Has scope to do more in terms of scale or complexity.
	<b>Low</b> Unlikely to be ready to progress to next level	Performance not as expected over a period of time either through competency gaps or issues of behavioural style. Needs urgent resolution.	Performance is satisfactory, usually achieving normal high expectations. Little evidence currently of potential to take on more scale or complexity.	Consistently strong performer and core team member. Little evidence of potential – may be specialist at limit of available roles or someone with little interest in progression
		<b>Low</b>	<b>Medium</b>	<b>High</b>
		<b>Performance</b> →		

1

# OGC performance and potential matrix – actions v3

<b>Potential</b>	<b>High</b> Potential to progress two or more levels	<ul style="list-style-type: none"> <li>• Set clear objectives and review in 3 months</li> <li>• Provide support &amp; encourage</li> <li>• Offer a mentor</li> <li>• Consider formal development</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss possible future moves</li> <li>• Consider managed move</li> <li>• Set stretch project to build capability</li> <li>• Offer a mentor</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss next move and likely timescale</li> <li>• Set stretch projects to retain interest and motivation</li> <li>• Agree focused development to prepare for next role</li> </ul>
	<b>Medium</b> Potential to progress at least one level	<ul style="list-style-type: none"> <li>• Evaluate causes of performance gap and set linked objectives</li> <li>• Provide support &amp; encourage</li> <li>• Consider coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Consider lateral move to refresh skills</li> <li>• Encourage to make broader contribution eg corporate project</li> <li>• Consider coaching to build confidence or skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use stretch project to assess potential more fully</li> <li>• Consider formal development</li> <li>• Offer a mentor</li> </ul>
	<b>Low</b> Unlikely to be ready to progress to next level	<ul style="list-style-type: none"> <li>• Set up performance improvement plan and review after 3 months</li> <li>• Give regular feedback</li> <li>• Discuss alternatives – reassignment or outplacement</li> </ul>	<ul style="list-style-type: none"> <li>• Consider refreshing skills through formal development</li> <li>• Review current responsibilities and possible changes</li> <li>• Consider work shadowing or exchange to add new perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Keep expertise at leading edge through appropriate Continuing Professional Development</li> <li>• Seek to use expertise to show it's valued</li> <li>• Use as coach/mentor to juniors</li> </ul>
		<b>Low</b>	<b>Medium</b>	<b>High</b>
		<b>Performance</b>		

# OGC Performance and potential review matrix – for completion v3



# APPENDIX 7

## Hints and tips for line managers/ mentor on how to facilitate good conversations.

- schedule adequate time so the conversation is not rushed;
- let your team member/ mentee do most of the talking. Ask lots of questions. Your questions will help to keep the conversation on track;
- use questions to clarify your understanding, don't make any assumptions. Ensure your questions are framed in a way that they don't come across as judgemental or dismissive as this may make your team member/ mentee defensive;
- actively listen make sure you don't judge or screen out what is being said. Hold back from preparing your next response, let the conversation flow;
- make sure you show genuine interest in your team member/ mentee, establish eye contact and be open and honest;
- avoid conversational 'show stoppers' such as intrusive analysis, aggressive questioning, sarcasm, disapproval and inappropriate disclosure; and,
- don't have all the solutions, work together and agree ways forward. This will ensure the decisions made will be owned by the team member/ mentee.

**CAREER PLAN TEMPLATE**

Timescale	Start date	End date	Reviewed when/ by whom?	Status (R/Y/G)*	Comments
<b>Short-Term objectives/goals</b>					
<i>Next 6 – 12 months</i>					
<b>Medium–Term objectives/goals</b>					
<i>Next 2 – 3 years</i>					
<b>Long- Term objectives/goals</b>					
<i>Next 5 – 10 years</i>					

\* Key – red = no progress made; amber = some progress made; green = on track

# APPENDIX 9

## Networking

A few steps to more effective networking:

- Define your objective. Focus on what you want to achieve and how people can help you. Think about what you can do for members of your network in exchange for information.
- Be visible and approachable: Go out of your way to be where people are. Be cheerful, confident and straightforward.
- Make contact: Select the best approach and initiate the conversation. Wait for a response. Mention common interests.
- Get the contact details of people you meet. Not just their business card but other key information that can be stapled with their card.
- Follow up on information, advice, or leads given to you.





## Career Discussion Guidance Feedback Form

This guidance supports the Building the Procurement Profession in Government Strategy that was launched earlier this year.

We plan to have the material available for procurement Professionals from April 10 and we would welcome your feedback on the content of this draft guidance material before it is released to the wider procurement community.

Please would you spend 5 minutes completing the form. Many thanks.

Name	
Contact details	
What additional information should be included?	
Are there any sections that can be removed?	
What other information can be added to make it more procurement profession specific	
How useful was the information contained in the guidance?	
Who should have access to this guidance?	

How should this guidance be made available?	
Please add further comments	

Please return this form to Roz Bendall, Capability Improvement, OGC, Rosebery Court, St Andrews Business Park, Norwich, NR7 0HS by 8<sup>th</sup> March 10 or alternatively email: [roz.bendall@ogc.gsi.gov.uk](mailto:roz.bendall@ogc.gsi.gov.uk) with your comments and feedback.

Many thanks for your time and your ideas.

**OGC** 1 Horse Guards Road,  
London SW1A 2HQ

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