WIPÄD INSTITUT FÜR WIRTSCHAFTSPÄDAGOGIK

Institutsleiterin: Univ.-Prof. Mag. Dr. Michaela Stock

Individualisiertes Lernen und Arbeiten am Beispiel Magna International

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KONFERENZ DER DEUTSCHSPRACHIGEN LÄNDER
9. – 11. Mai 2013 in Graz

Zentrale Frage?

Welche Art von Lernen und Entwicklung braucht ein Unternehmen und dessen Mitarbeiter, um schneller als die Konkurrenz das zu lernen, was es zur Realisierung seiner strategischen Erfolgspositionen benötigt?

„**Individualisiertes Lernen und Arbeiten heißt, jeder Mitarbeiterin und jedem Mitarbeiter die Chance zu geben, ihr bzw. sein motorisches, intellektuelles, emotionales und soziales Potential umfassend zu entwickeln und sie bzw. ihn dabei durch geeignete Maßnahmen zu unterstützen (durch die Gewährleistung ausreichender Lernzeit, durch spezifische Fördermethoden, durch angepasste Lehrmittel und gegebenenfalls durch Hilfestellungen weiterer Personen mit Spezialkompetenz).**"

Ela Eckert

3

"Die reinste Form des Wahnsinns ist es, alles beim Alten zu belassen und gleichzeitig zu hoffen, dass sich etwas ändert."
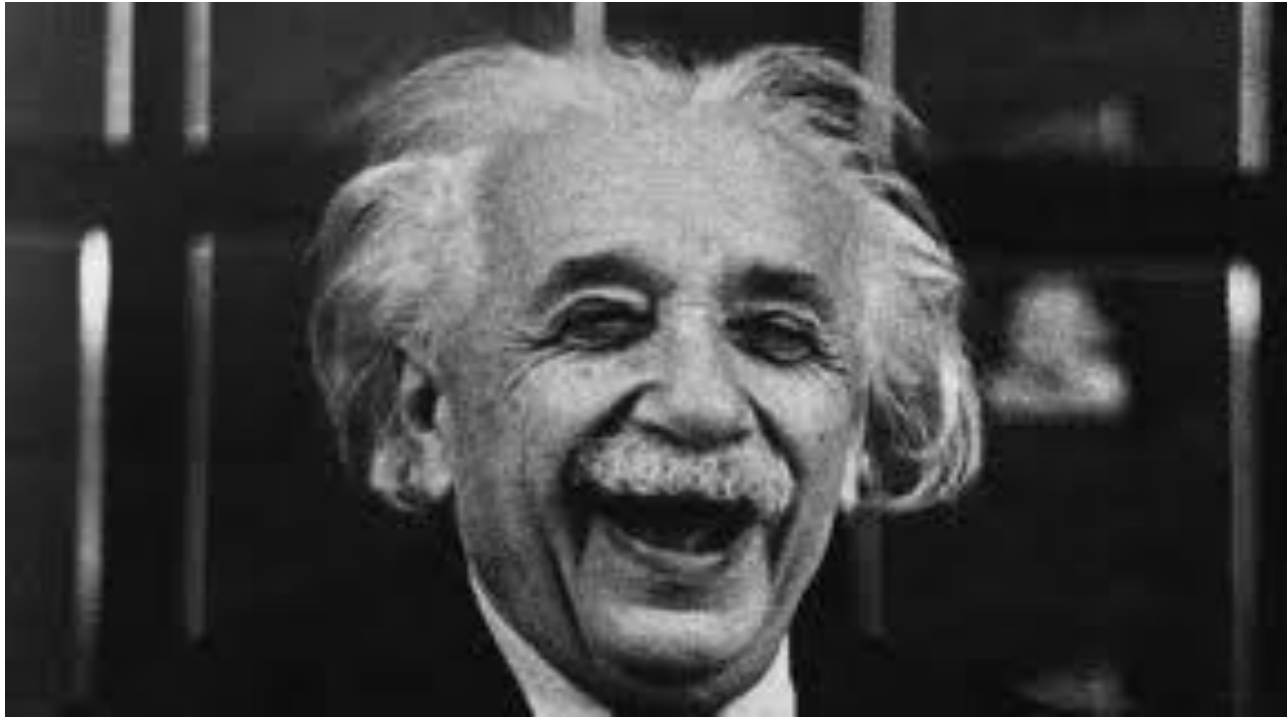
Albert Einstein 1879 - 1955

Magna International

Locations in All Key Markets

~ 120,000 People | 26 Countries | $30 Billion (sales for 2012)

Canada
19,000 — 46 / 10

USA
19,000 — 59 / 16

Mexico
20,000 — 29 / 1

South America
5,000 — 142

Europe
43,000 — 113 / 37

Asia Pacific
9,000 — 33 / 22

Africa
100 — 2
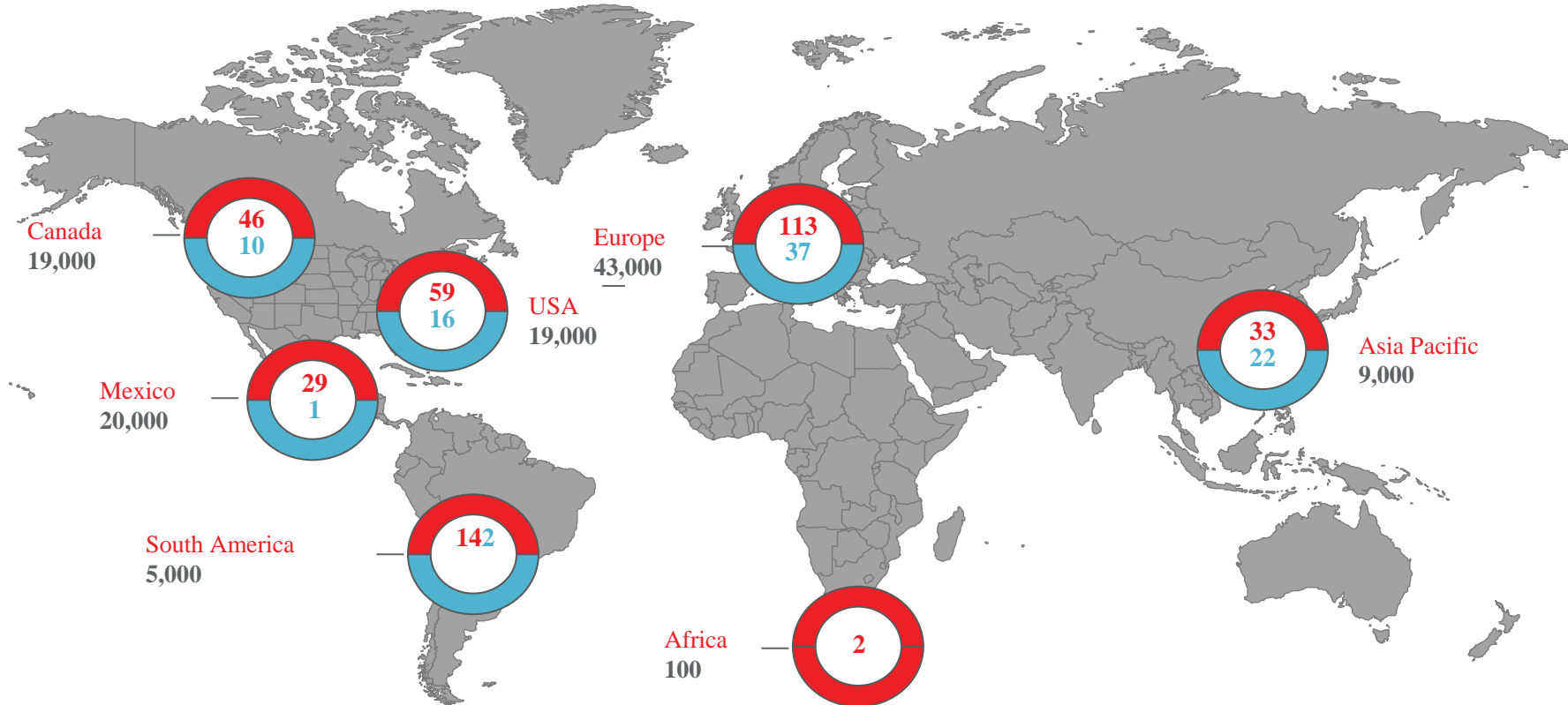
296 Manufacturing
88 Product Development, Engineering, Sales

Global Capability

- Exteriors
- Roof Systems
- Interiors
- Closures
- Vision Systems
- Body & Chassis Systems
- Seating
- Hybrid & Electric Vehicles/Systems
- Powertrain Systems
- Electronics
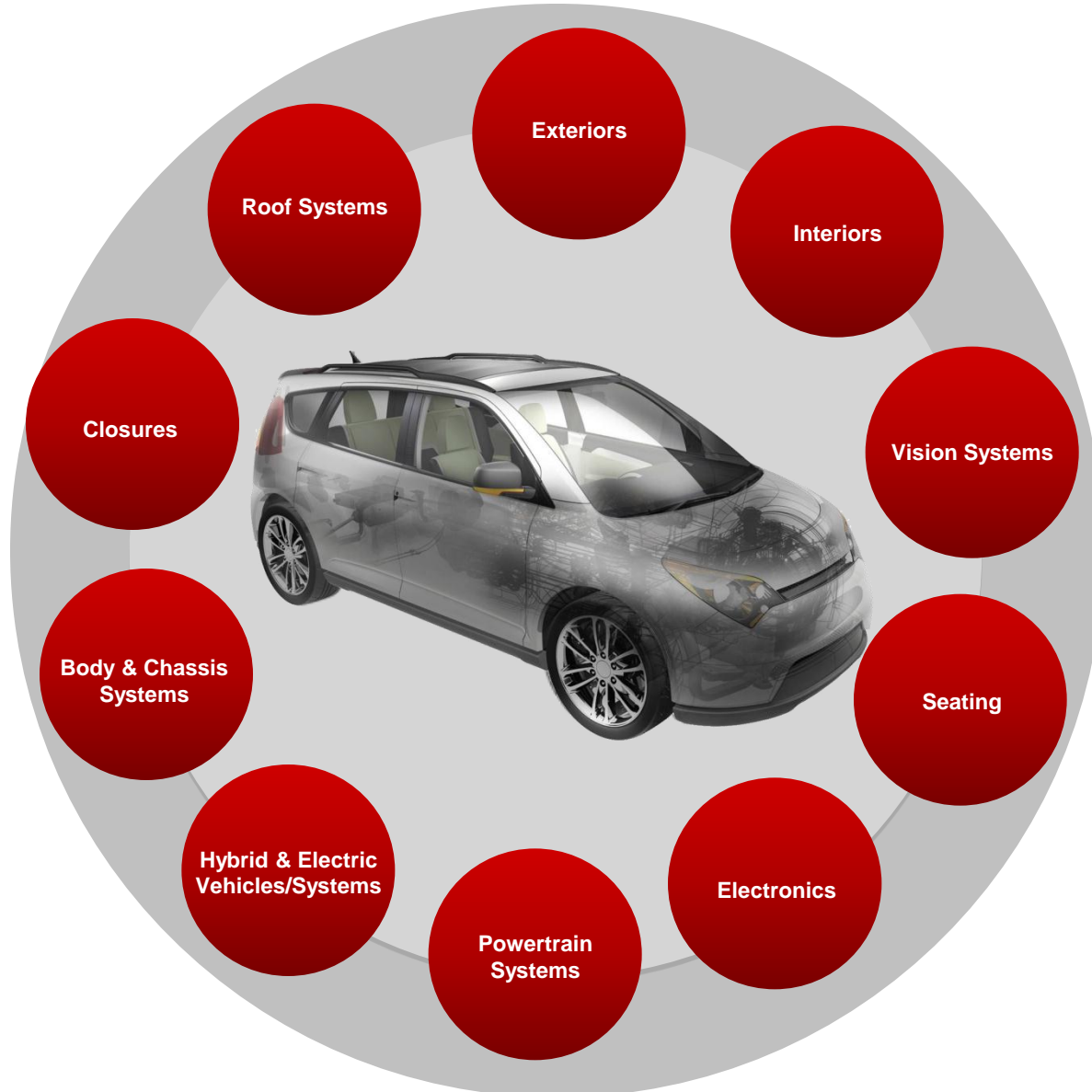
engineering + services

product systems

vehicle assembly

Unsere Herausforderungen

Ende der Containerwelt

Quelle: Prisching

Prozess der Globalisierung I

High Tech

Low Tech

Low income countries

High income countries

Arbeitsteilung zwischen entwickelten und unterentwickelten Ländern

Arbeitsteilung zwischen entwickelten Ländern
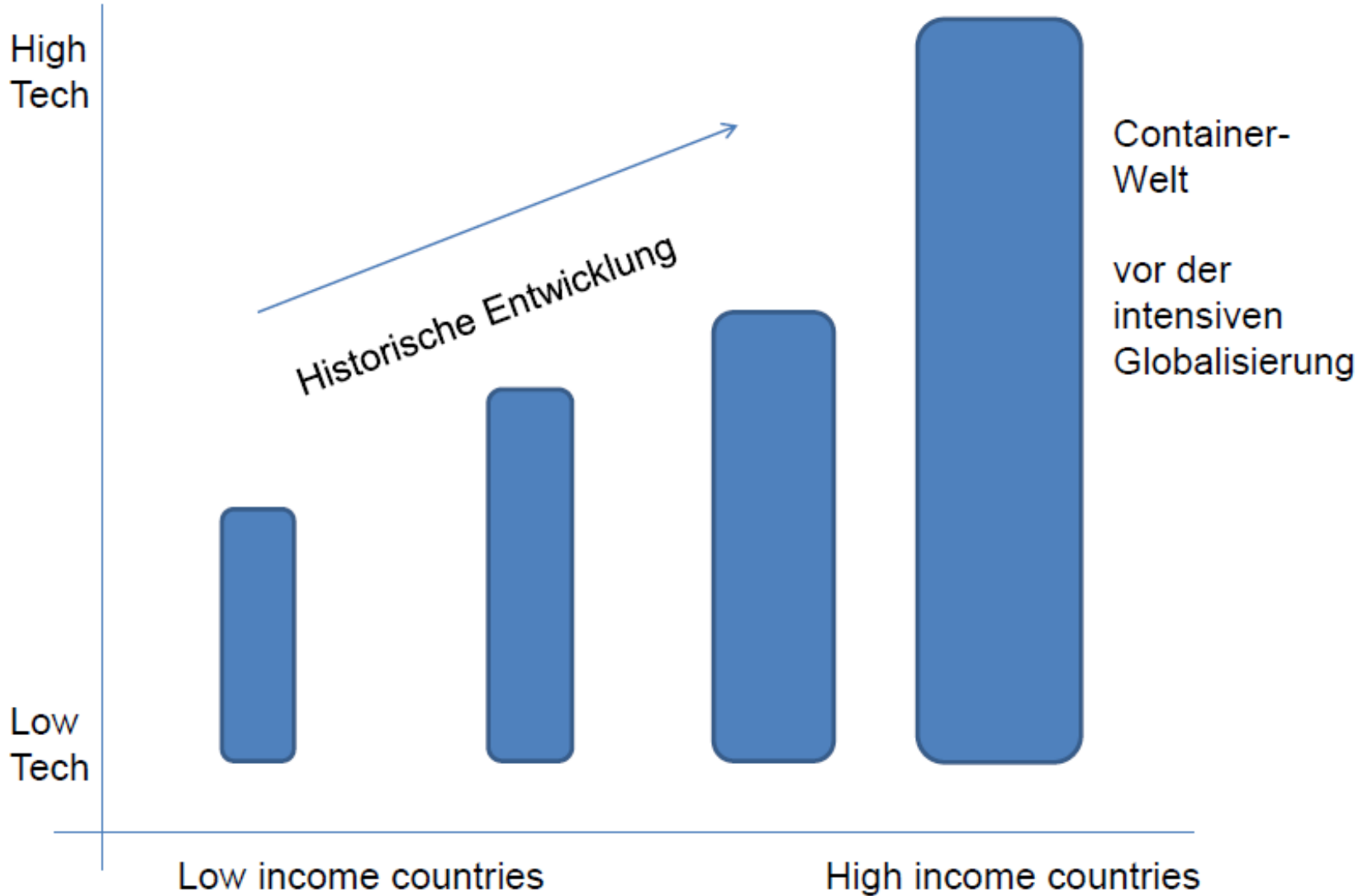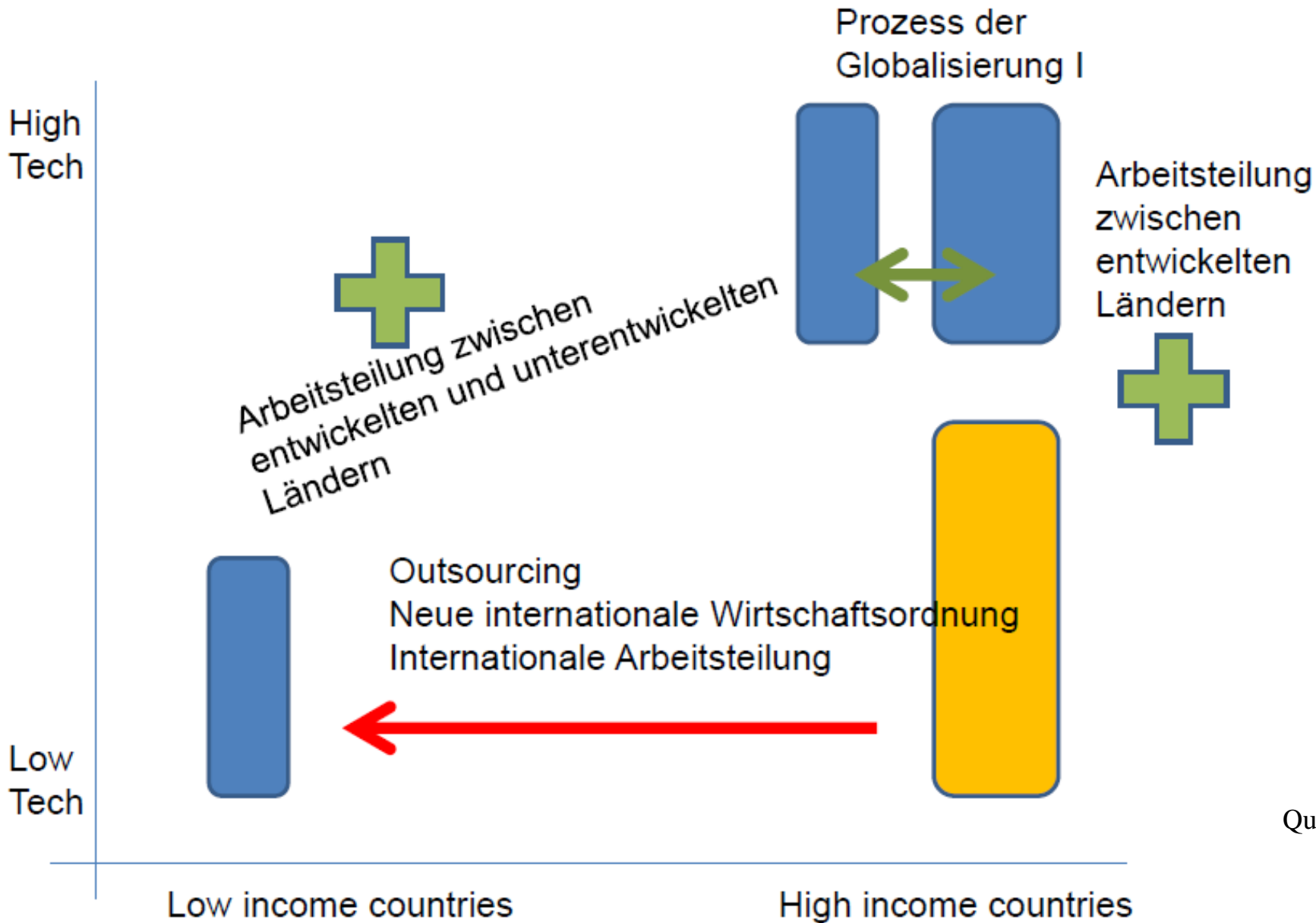
Outsourcing
Neue internationale Wirtschaftsordnung
Internationale Arbeitsteilung

Deindustrialization
-Abnehmende Beschäftigung im Produktionssektor
-**Wandel zu Dienstleistungssektoren**
-Handelsbilanzdefizit

Prozess der Globalisierung II

High Tech

Low Tech

Modell China

Low income countries

High income countries

1) Reichen die verbleibenden Betriebe für die Massenbeschäftigung?
2) Gibt es so viele High tech Betriebe?
3) Kann eine ausreichende Qualifikation der Arbeitskräfte erzielt werden?
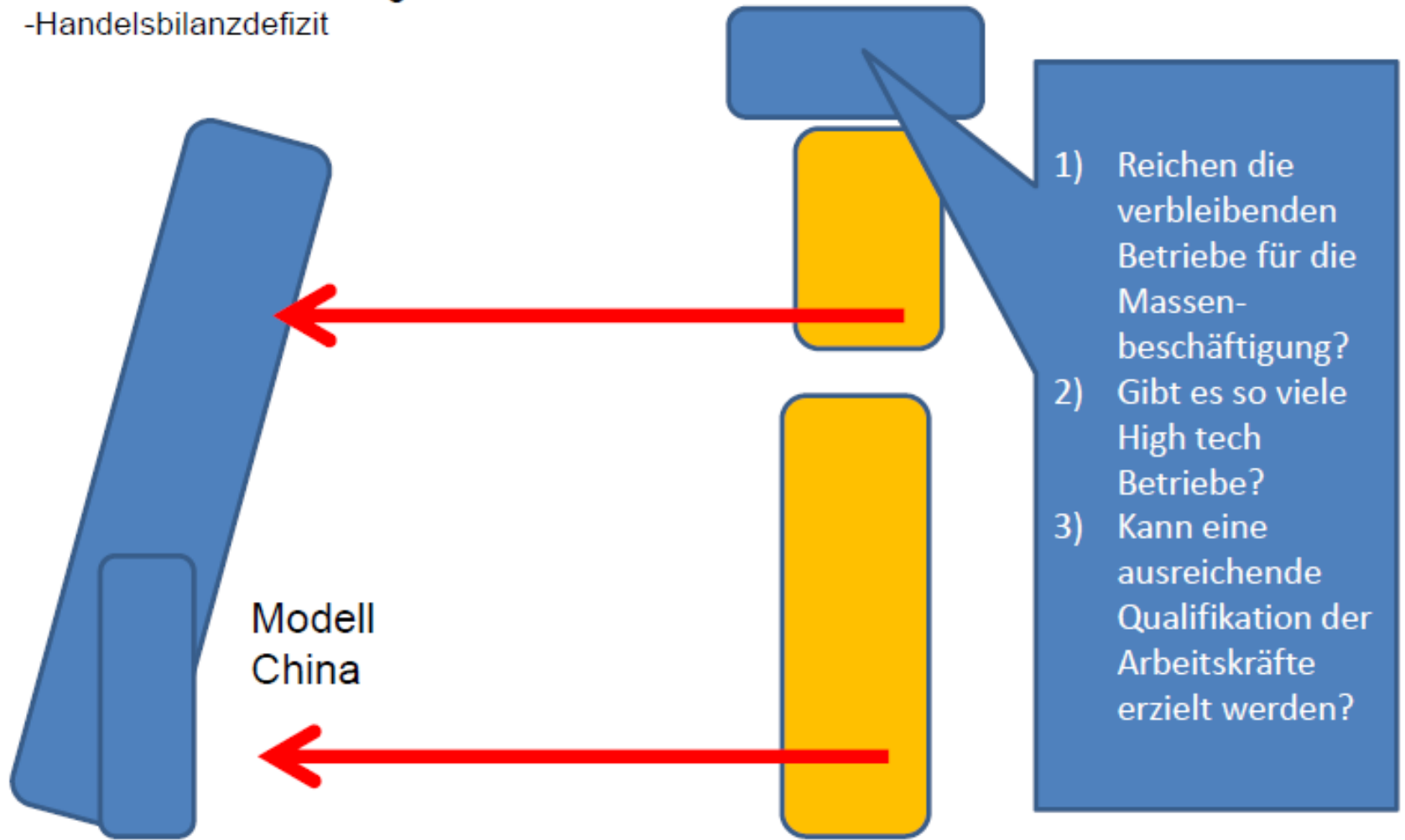
Quelle: Prisching

Normalverteilung der „Begabungen" oder Qualifizierungsmöglichkeiten

Abwärtsmobilität: > Reaktionen?

High tech-Qualifizierung möglich?

Verschärfte Konkurrenz durch Immigration >Reaktionen?

Arbeitsmarkt-Anforderungen
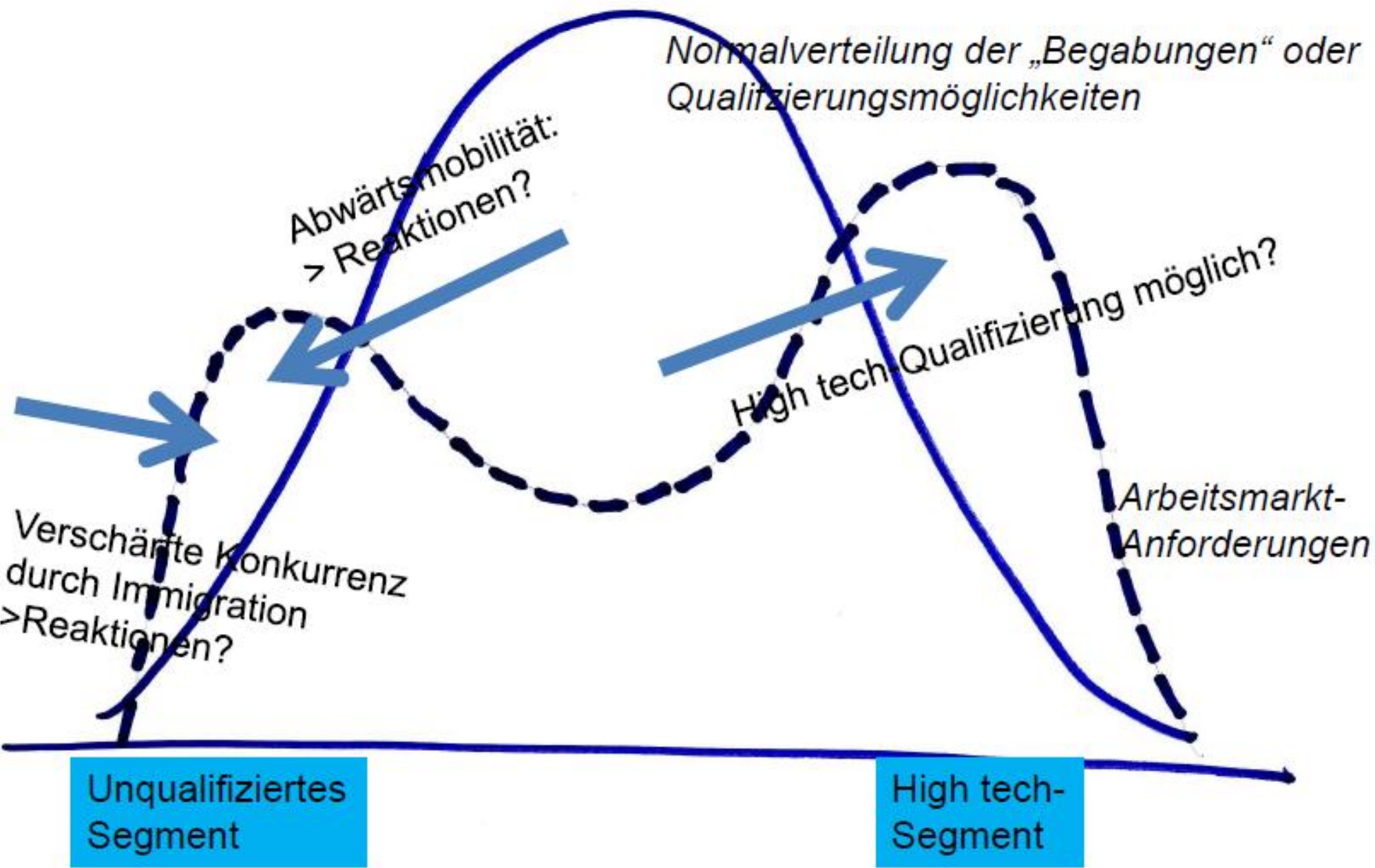
Unqualifiziertes Segment

High tech-Segment

The race between technology and education

Education

Social pain

Prosperity

Social pain

Technology

Industrial Revolution

Digital Revolution
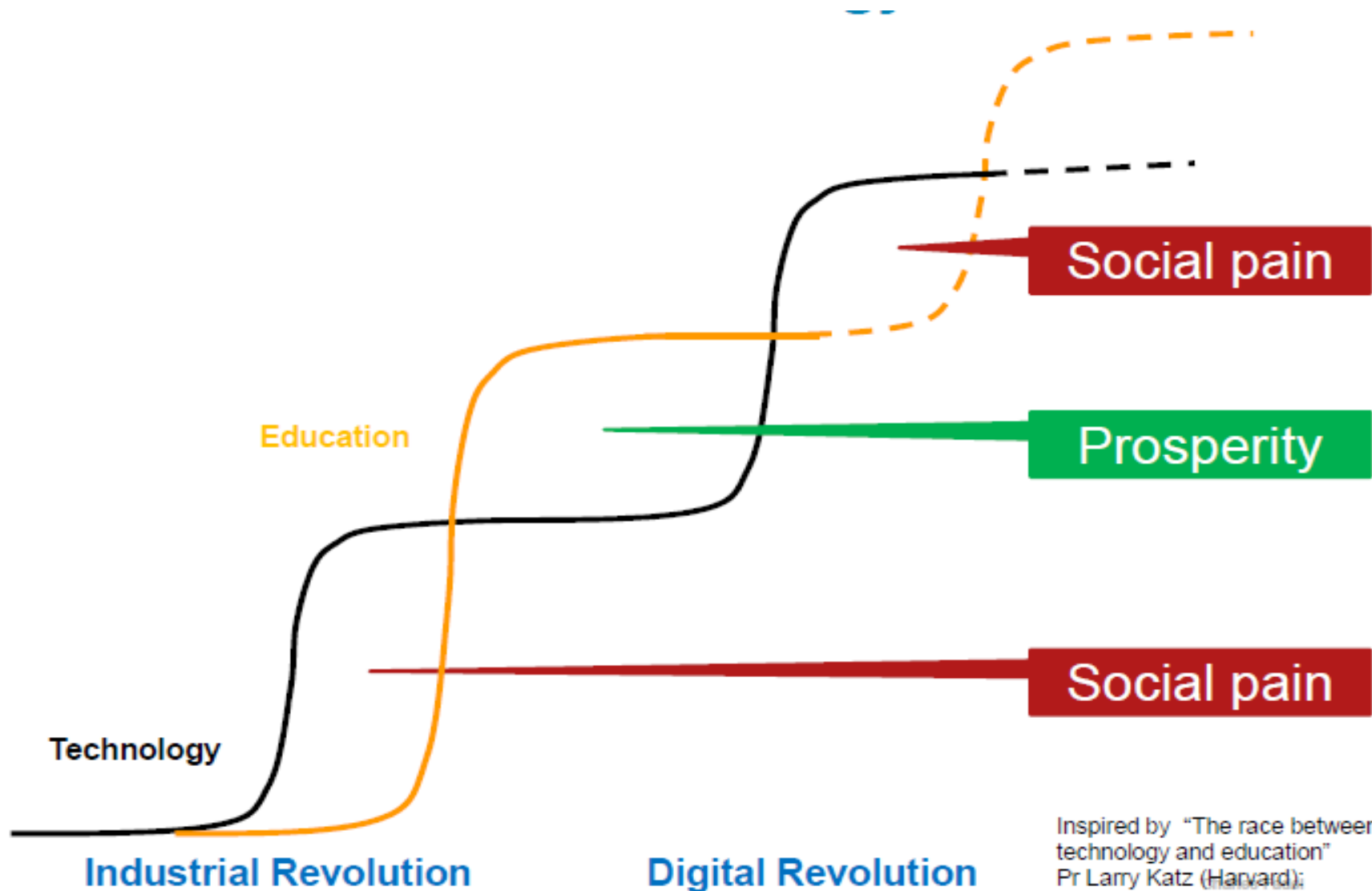
Inspired by "The race between technology and education" Pr Larry Katz (Harvard).

Herausforderungen an Unternehmen!

1. Globalisierung meistern
2. Rentabilität durch Wachstum (Effizienz, Produktivität)
3. Technik beherrschen und Innovationen treiben
4. Geistiges Kapital im Unternehmen vermehren
5. Wandel meistern (Change verursacht Ängste)
6. Standorte halten (v.a. in Hochlohnländern)
7. Mehr Flexibilität
8. Schaffung einer lernfördernden Kultur (Führung)
9. Lernen und Lernerfolg brauchen Zeit
10. Schaffung adäquater Anreizssysteme

Arbeitswelt der Zukunft

- Vorrang der Wissensarbeit
- Offene "Berufs"-Verläufe
- Vom Arbeits"platz" zur "Aufgabenerfüllung"
- Wechselnde Berufsumgebungen und Tätigkeitsfelder
- Integration von "Arbeiten" und "Lernen"
- Von "äußerer" zu "innerer Sicherheit"
- Verantwortung für die "Beschäftigbarkeit" (employability)
- "Selbständigkeit" und "Unternehmertum"
- "Sozialsystem" zur Förderung des Wandels
- Beweglichkeit als geistige (Bildungs-)Herausforderung

Ganzheitliche Bildungsanforderungen

- **Bildungsbasis**
  Grundkultur"techniken" (z.B. Sprache)
  "Existenznotwendiges Orientierungswissen"

- **Fachliche, berufliche Ausbildung**
  "Spezialisierte Generalisten"
  "Generalistische Spezialisten"

⇨ **Persönliche Fähigkeiten und Eigenschaften**
  "Dynamische Qualitäten"
  "Schlüsselqualifikationen" Methodenkompetenz
  "Sozialkompetenz" Grundhaltung und Werte

Persönliche Fähigkeiten und Eigenschaften

- Umgang mit wechselnden Situationen
- Fähigkeit zum selbständigen Bildungserwerb

- Teamfähigkeit

- Verantwortung und Entscheiden

- Arbeitshaltung und Belastbarkeit

- Selbstorganisation und Informationsmanagement

- "Disziplinierte Kreativität"

- Kulturelle Offenheit

- Anwendungs- und umsetzungsorientierte Handlungskompetenz

- Grundhaltung, Einstellung, Werte

High

Future importance

Low

High   Current capability   Low

Improving leadership development

Transforming HR into a strategic partner

Managing talent

Managing change and cultural transformation

Managing demographics

Improving performance management and rewards

Delivering on recruiting and staffing

Becoming a learning organization

Managing work-life balance

Enhancing employee commitment

Measuring HR and employee performance

Managing globalization

Managing diversity

Managing corporate social responsibility

Restructuring the organization

Mastering HR processes

Providing shared services and outsourcing HR

High importance

Low importance

Medium importance

Relevance today

Low   High

Unser Verständnis von Lernen
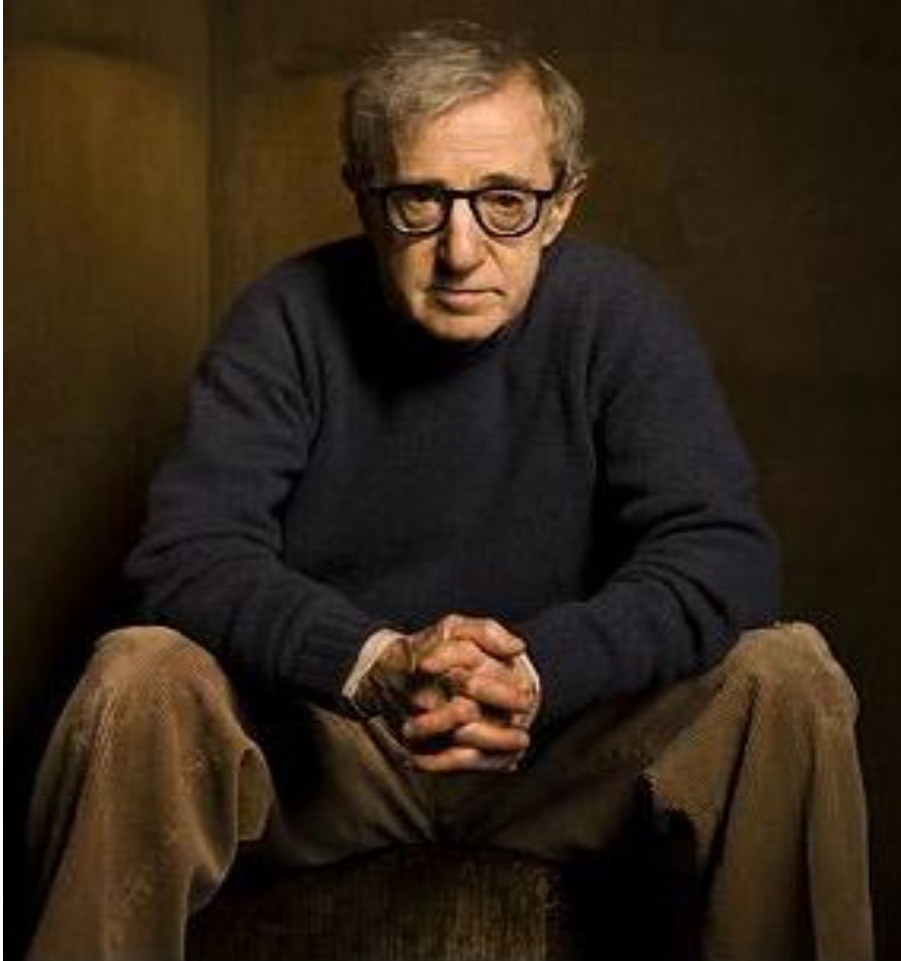
Woody Allen

„*Sicherheit hat man nur dann, wenn man das Problem einfach noch nicht verstanden hat.*"

Gerhard Roth

Lernprozess und Kompetenzerwerb

Persönlichkeit Charakter

Erfahrungen

Veranlagung: Genetische Prädisposition + Konditionierung

Fähigkeiten Fertigkeiten Können

Transfer

Potentiale

Neues Verhalten

Mehr Kompetenz
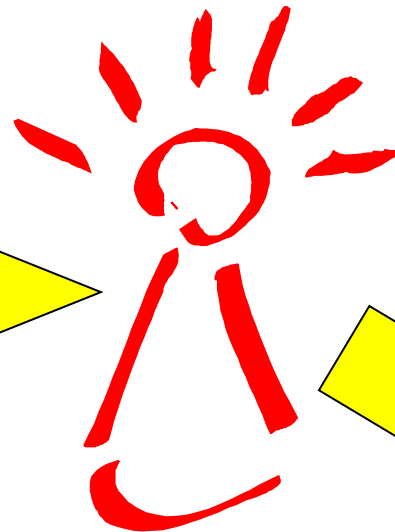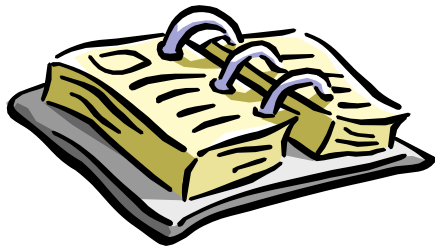
Different types of competences

⇨ *Behavioral competences:*

   – How people are expected to behave in order to perform well – Social, personal skills

   Soft skills

⇨ *Technical or functional competences:*

   – What people are expected to know and are able to do to perform their work well

   – Work based or occupational competences

   – Refers to expectations of workplace performance, standards & outputs of specified roles

   Hard skills

   – *Methodological – transfer/management competence*

      • *Management skills*

Charakteristikum von Kompetenzmodellen in Produktionsunternehmen

> Tasks and processes are standardized and Competency development can be easily evaluated

> Successful performance can be monitored in completion of work tasks

> Learning on the job along the technological added value is the most established learning process

> Teams are forced to cooperate in order to transfer knowhow and practical experience

> Action related Competencies and process related Competencies are observable for the management

Identif-ying

Evalua-ting

Transfer & Maintanance in Human Capital Processes
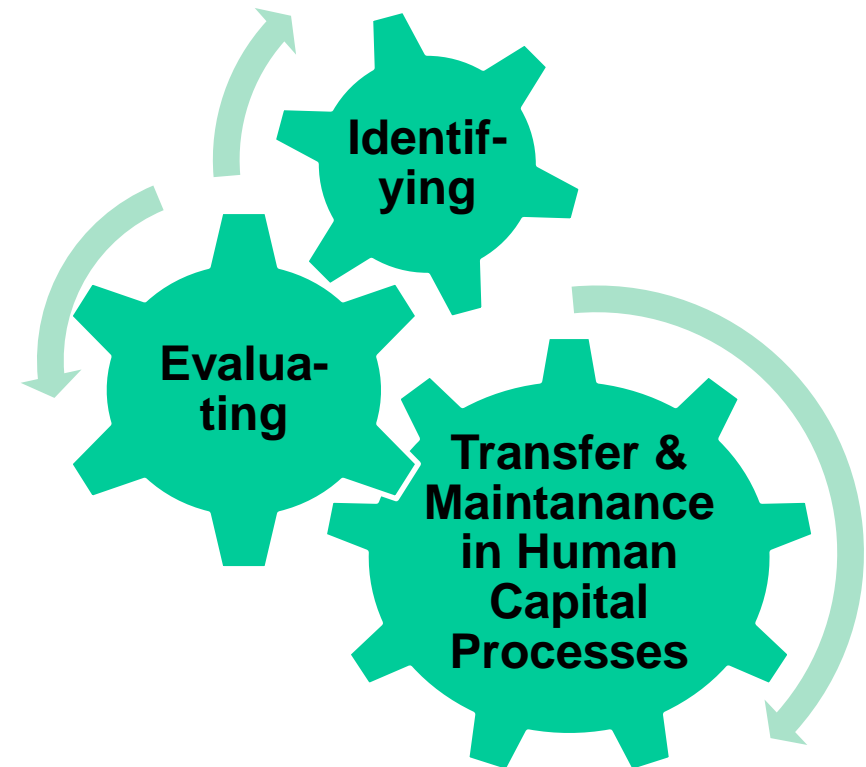
Kompetenzprofile als Ausgangspunkt

Job Family: _____

Core Competency	employee	expert	teamleader	Leader	required competencies					Skilled	unskilled
					++	+	-	--			
Customer focus dealing with ambiguity Process management result focus				strategic agility innovation management Monitoring quality Managing building effective teams	✓ ✓ ✓	✓ ✓			result focus	- translates the organization's vision an goals into expected employee behaviour - identifies gaps between present skills and future requirements - provides consistency in performance expectations and measurement	- doesn't give feedback to individuals - doesn't help employee's to move toward exemplary performance - isn't able to translate strategic goals - doesn't help to measure a company's bench strength
			planing & staffing conflict management tasks capability innovation management building effective teams		✓ ✓	✓ ✓ ✓			process management		
		organizing problem solving process overview guiding others			✓ ✓	✓ ✓			customer focus		
	Problem solving task responsibility Passion for success communicating				✓ ✓ ✓	✓ ✓			dealing with ambiguity		

Based on the competence matrix functions are differentiated in several job families. For each job family standard result-description profiles and requirement profiles are described. These standard profiles will be personalized and individualized for each function of the job family.

Competence Matrix
Abililties, Skills,
Knowledge etc.

Job – Families
Function Levels

Result-Description
Profile (standard)

Requirement Profile
(standard)

Individual Competence profile
Actual Competence vs.
required Competence for
defined future functions

Function: _____

Result-Description
Profile

Requirement-Profile
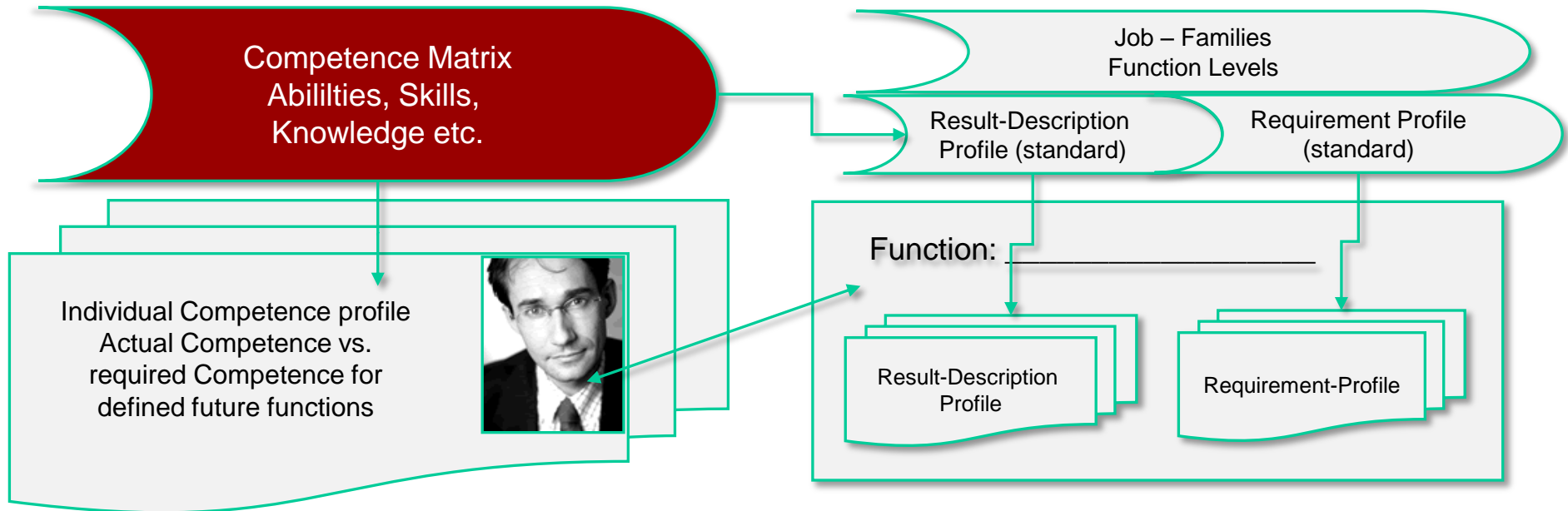
HC ………….Human Capital

Magna Leadership Competence LDS

Building our future … the Magna HR Model

- Our people strategy has to support Magna's business strategy

- The HR key processes interact with each other and cannot live separately

- Integrated HR processes are essential for an aligned people strategy
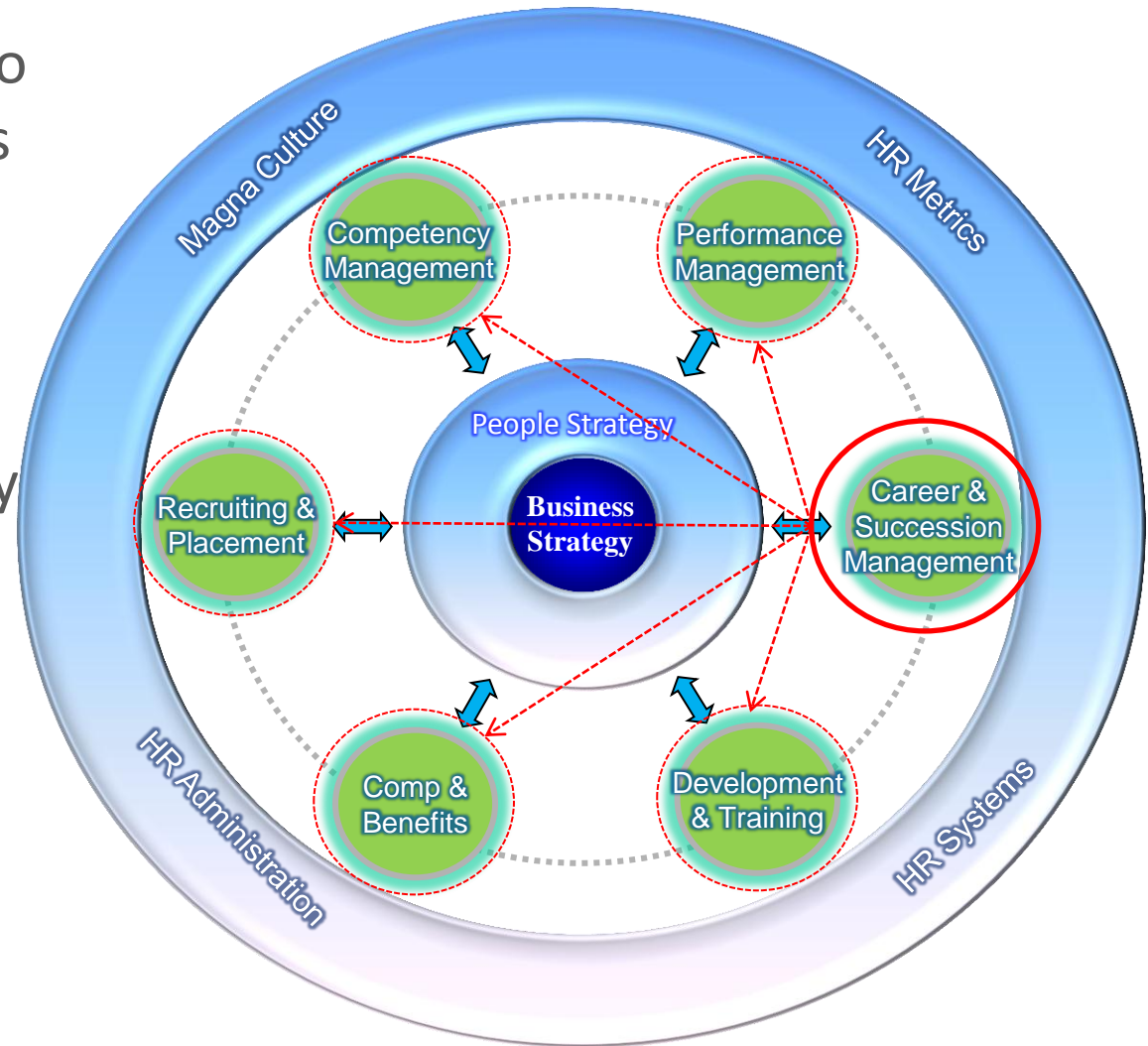
Integrated HR
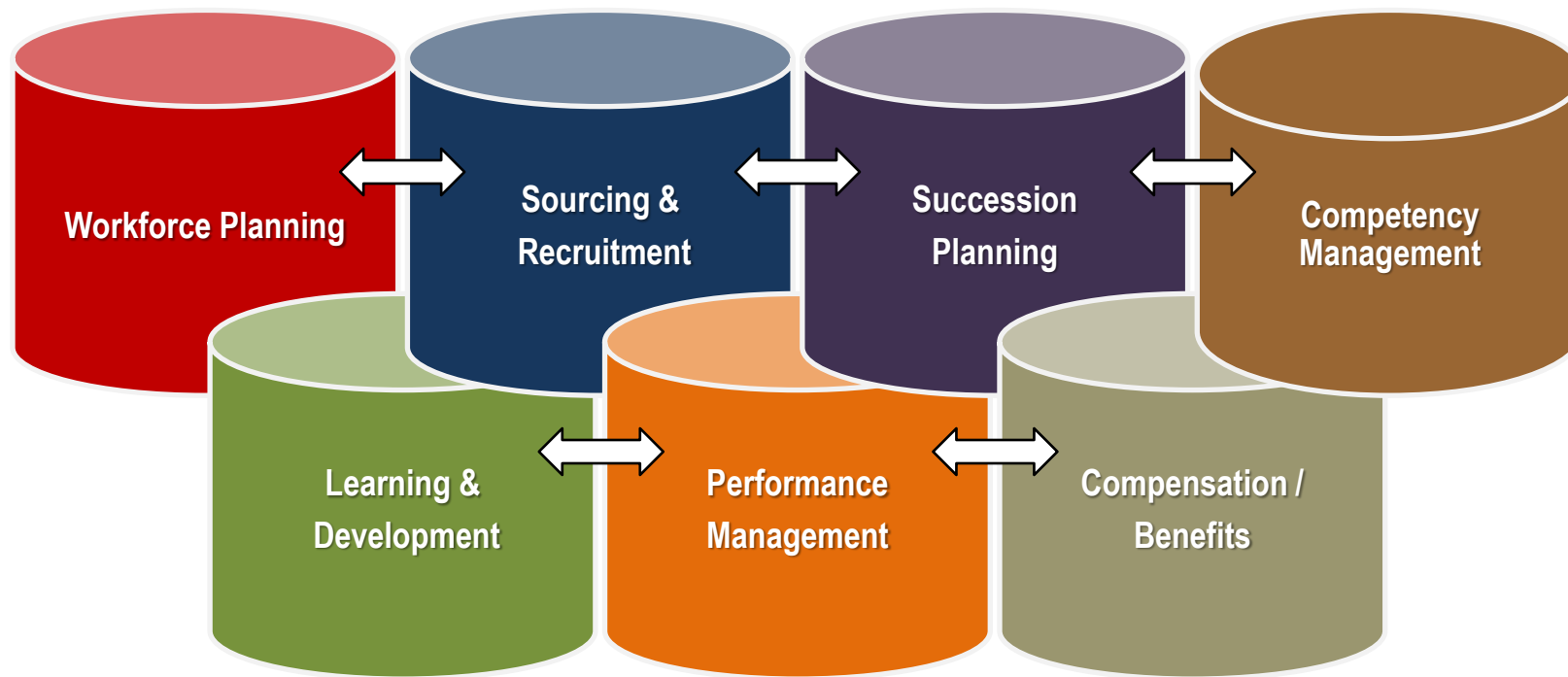
IDPs - Organizational and Individual Needs
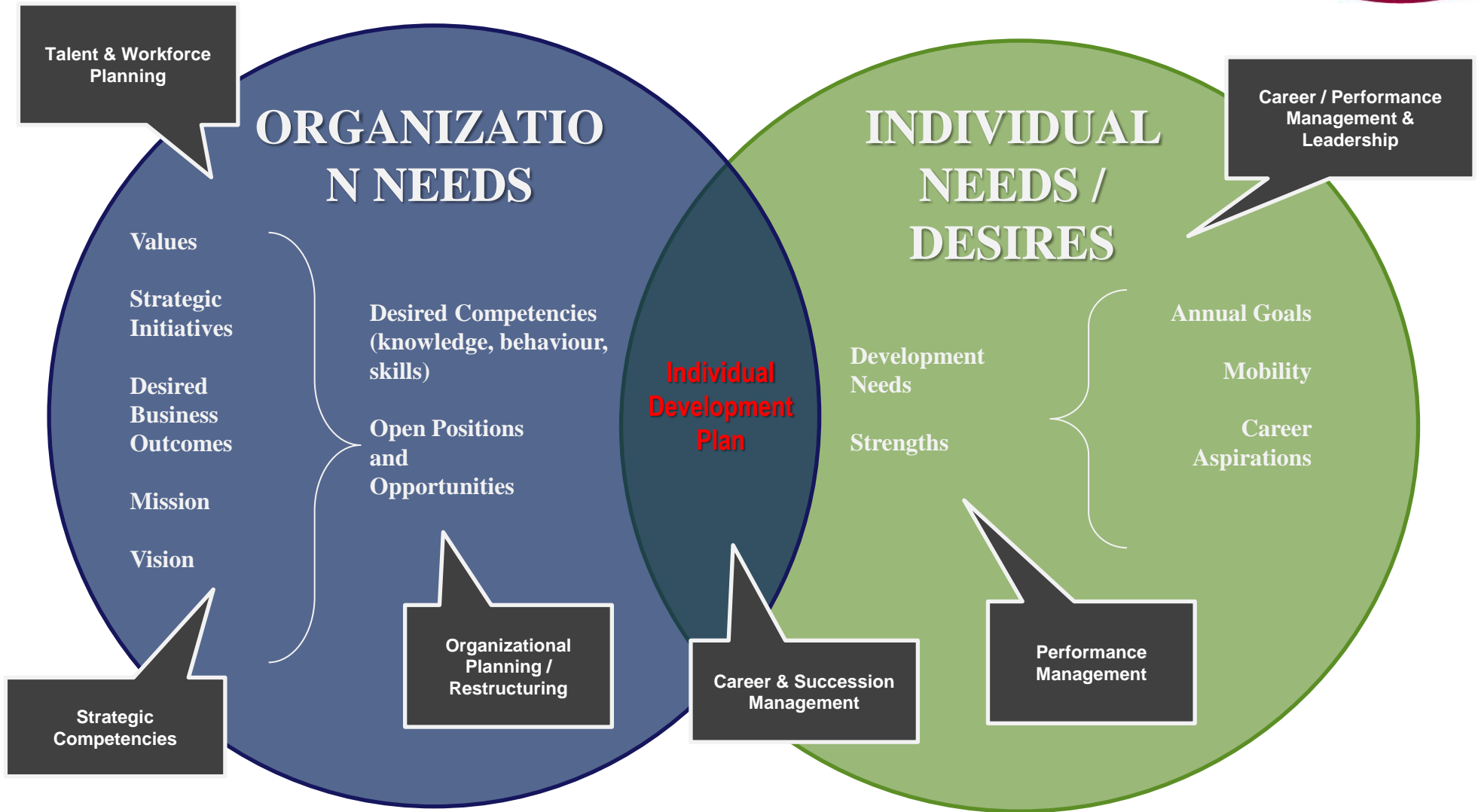
Source: *Bersin & Associates*

Magna Evaluation Model

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance	Potential	Mobility
1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 3 scale	1 to 3 scale
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People	Market	Performance to Business Objectives	Potential to Growth	Domestic or International Work Experience
Managing Change	Innovation	Communication	Financial Knowledge & Insight	Performance to Employees Relation		Openness to Domestic or Intern. Opportunities
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment	Customer / Supplier	Performance to Customer Requirements		Language Skills

Criteria for People / Culture

Core Competencies (Knowledge, Skills, Abilities, Behavior)	Results	Growth	Global

People / Culture

1 to 6 scale

Managing the Employee's Charter

Managing Change

Self Development

➢ Applies and demonstrates care and concern for people consistently in their day to day activities (i.e. job security, fair treatment, communication).

➢ Acts as a mentor for team members they directly influence in ensuring that the culture is alive and proactive.

➢ Demonstrates a strong commitment to the professional and personal well-being of people.

➢ Demonstrates commitment to training and developing employees.

Criteria for People / Culture

Core Competencies (Knowledge, Skills, Abilities, Behavior)	Results	Growth	Global

People / Culture

1 to 6 scale

Managing the Employee's Charter

Managing Change

Self Development

➢ Participates constructively in reaching consensus on the rationale for implementing change.

➢ Demonstrates skills required to consistently achieve commitment from all stakeholders.

➢ Demonstrates sensitivity and assertiveness during implementation.

➢ Upholds the principles of the Employee's Charter when confronted with business challenges.

Criteria for People / Culture

Core Competencies (Knowledge, Skills, Abilities, Behavior)	Results	Growth	Global

People / Culture

1 to 6 scale

Managing the Employee's Charter

Managing Change

Self Development

- ➤ Strives for self improvement through awareness of personal strengths and weaknesses (i.e. leadership skills, time management, work-life balance, stress management).

- ➤ Seeks and takes advantage of opportunities to continuously improve and develop self.

- ➤ Effectively demonstrates and applies newly learned skills in daily activities.

- ➤ Sets new goals after reviewing feedback and evaluating personal effectiveness.

Criteria for Technical

Core Competencies (Knowledge, Skills, Abilities, Behavior)	Results	Growth	Global

People / Culture	Technical
1 to 6 scale	1 to 6 scale
Managing the Employee's Charter	Knowledge / Skills
Managing Change	Innovation
Self Development	Continuous Improvement / Problem Solving

➢ Possesses the knowledge, skills and abilities necessary to perform the job.

➢ Possesses the appropriate qualifications (education / certification / designation / training).

➢ Possesses the professional experience required to perform the job.

➢ Understands the key processes and systems within the organization related to their work flow.

Criteria for Technical

Core Competencies (Knowledge, Skills, Abilities, Behavior)		Results	Growth	Global

People / Culture	Technical
1 to 6 scale	1 to 6 scale
Managing the Employee's Charter	Knowledge / Skills
Managing Change	Innovation
Self Development	Continuous Improvement / Problem Solving

- ➢ Stimulates creative thinking and initiative.
- ➢ Nurtures ideas which have the potential to be successfully implemented.
- ➢ Assists others in developing ideas.
- ➢ Finds new applications for existing technology / systems / processes.

Criteria for Technical

Core Competencies (Knowledge, Skills, Abilities, Behavior)		Results	Growth	Global

People / Culture	Technical
1 to 6 scale	1 to 6 scale
Managing the Employee's Charter	Knowledge / Skills
Managing Change	Innovation
Self Development	Continuous Improvement / Problem Solving

> - Demonstrates effective analytical thinking.
>
> - Probes multiple sources for answers.
>
> - Uses sound logic and methods to enable sustainable solutions.
>
> - Demonstrates ability to find creative solutions.

Criteria for Leadership

Core Competencies (Knowledge, Skills, Abilities, Behavior)			Results	Growth	Global
People / Culture	Technical	Leadership			
1 to 6 scale	1 to 6 scale	1 to 6 scale			
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People			
Managing Change	Innovation	Communication			
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment			

- ➤ Creates a positive work environment.

- ➤ Provides clear direction to the organization.

- ➤ Inspires and challenges employees to do their best.

- ➤ Gives employees authority to take responsibility for their work.

Criteria for Leadership

Core Competencies (Knowledge, Skills, Abilities, Behavior)			Results	Growth	Global
People / Culture	Technical	Leadership			
1 to 6 scale	1 to 6 scale	1 to 6 scale			
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People			
Managing Change	Innovation	Communication			
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment			

- ➢ Establishes effective communication plans within the organization.

- ➢ Demonstrates clear and respectful communication skills in all situations.

- ➢ Demonstrates openness and responsiveness to feedback.

- ➢ Demonstrates credible communication skills in both small and large groups.

Criteria for Leadership

Core Competencies (Knowledge, Skills, Abilities, Behavior)			Results	Growth	Global
People / Culture	Technical	Leadership			
1 to 6 scale	1 to 6 scale	1 to 6 scale			
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People			
Managing Change	Innovation	Communication			
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment			

- ➢ Sets goals and objectives, delegates appropriately and measures the results.

- ➢ Identifies and adjusts priorities, is proficient in coordinating workload, ensures that work flow is conducted efficiently.

- ➢ Makes clear and concise decisions using available data and others' expertise.

- ➢ Innovative and strategic long term thinker who displays strong entrepreneurial behaviors.

Criteria for Business

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global

People / Culture	Technical	Leadership	Business
1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 6 scale
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People	Market
Managing Change	Innovation	Communication	Financial Knowledge & Insight
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment	Customer / Supplier

- ➢ Demonstrates an understanding of the automotive industry as well as the present global market trends and conditions.

- ➢ Demonstrates an understanding of Magna/Group global "Product Portfolio Roadmap".

- ➢ Demonstrates an understanding of competitors' strengths and weaknesses in the global marketplace.

- ➢ Demonstrates the ability to apply the market information to their area of responsibility.

Criteria for Business

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	**Technical**	**Leadership**	**Business**			
1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 6 scale			
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People	Market			
Managing Change	Innovation	Communication	Financial Knowledge & Insight			
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment	Customer / Supplier			

- ➢ Demonstrates Profit & Loss knowledge and takes responsibility for results.

- ➢ Engages in the budget and business planning process.

- ➢ Demonstrates capability in costing and quoting.

- ➢ Delivers continuously improving results year over year.

Criteria for Business

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business			
1 to 6 scale	1 to 6 scale	1 to 6 scale	1 to 6 scale			
Managing the Employee's Charter	Knowledge / Skills	Inspire, Encourage, Empower, Challenge People	Market			
Managing Change	Innovation	Communication	Financial Knowledge & Insight			
Self Development	Continuous Improvement / Problem Solving	Managing the Work Environment	Customer / Supplier			

> ➢ Understands their role in creating customer/supplier strategies to generate and sustain profitable business.
>
> ➢ Develops and maintains strong customer and supplier relationships.
>
> ➢ Demonstrates global cultural sensitivity in dealing with customers and suppliers.
>
> ➢ Demonstrates ability to manage the customer/supply base.

Criteria for Perfomance

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance		

1 to 6 scale

Performance to Business Objectives

Performance to Employees Relation

Performance to Customer Requirements

- ➢ Achieves personal established business objectives.

- ➢ Directs business/department to expected outcomes.

- ➢ Makes a significant contribution to meeting the financial objectives / budget guidelines of the business / department.

- ➢ Seeks new business opportunities / relationships / efficiencies.

Criteria for Perfomance

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance		

1 to 6 scale

Performance to Business Objectives

Performance to Employees Relation

Performance to Customer Requirements

- ➤ Working atmosphere in her/his area of responsibility is positive and condusive to encouraging and motivating people.

- ➤ Demonstrates a leadership style which promotes both job satisfaction and accountability.

- ➤ Achieves EOS scores higher than 80% (if applicable).

- ➤ Demonstrates an understanding and support of the principles of the Employee's Charter.

Criteria for Perfomance

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance		

1 to 6 scale

Performance to Business Objectives

Performance to Employees Relation

Performance to Customer Requirements

- ➢ Is highly respected by customers (internal / external).

- ➢ Understands the needs of our customers and creates a beneficial mutual relationship.

- ➢ Goes to great lengths to meet customer expectations.

- ➢ Creates customer added value.

Criteria for Potential

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance	Potential	

1 to 3 scale

Potential to growth

Description Level 1 (at the same level)
- ➢ shows high knowledge of the company and his special field with respect to his current job
- ➢ acquires new capabilities if this is required for the job
- ➢ looks for challenges – primarily on the current organizational level
- ➢ is motivated to do more work than is expected from him
- ➢ concentrates on the success of his own field and team

Description Level 2 (one level higher)
- ➢ shows comprehensive and detailed knowledge of the company and his special field, which are expected on the next organizational level
- ➢ shows leadership abilities that are expected on the next organizational level
- ➢ works continuously on the further development of his own capabilities and knowledge
- ➢ questions existing workflows
- ➢ surveys business developments beyond his current job

Description Level 3 (two or more levels higher)
- ➢ shows very comprehensive, detailed knowledge of the company and his special field
- ➢ is geared to the success of the whole area, not only of his field of responsibility
- ➢ shows exemplary performance in new/unknown situations
- ➢ renders first-grade work and ideas for initiatives beyond his own special field
- ➢ shows an extraordinary capability of strategic and systematic thinking
- ➢ shows best performances in ambiguous and uncertain situations
- ➢ has a high capability of solving problems

Criteria for Mobility

Core Competencies (Knowledge, Skills, Abilities, Behavior)	Results	Growth	Global

People / Culture	Technical	Leadership	Business	Performance	Potential	Mobility

1 to 3 scale

Domestic or International Work Experience

Openness to Domestic or Intern. Opportunities

Language Skills

➢ Previous experience at multiple locations within a country, region or other continents with Magna or other organizations.

Criteria for Mobility

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance	Potential	Mobility

1 to 3 scale

Domestic or International Work Experience

Openness to Domestic or Intern. Opportunities

Language Skills

➢ Openness to domestic or international opportunities.

Criteria for Mobility

Core Competencies (Knowledge, Skills, Abilities, Behavior)				Results	Growth	Global
People / Culture	Technical	Leadership	Business	Performance	Potential	Mobility

Global / Mobility:

- 1 to 3 scale
- Domestic or International Work Experience
- Openness to Domestic or Intern. Opportunities
- Language Skills

> ➤ Level of language skills for working internationally (spoken & written).

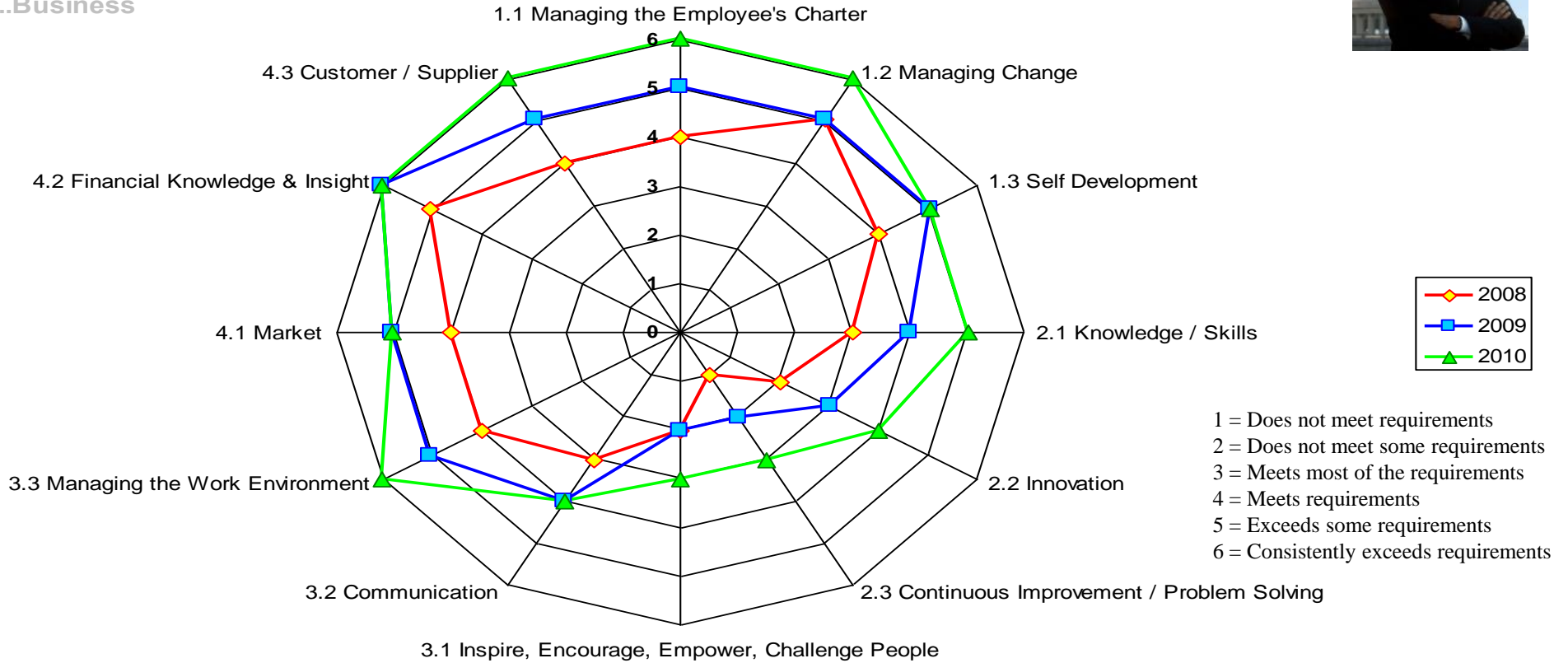# Learning Management

1.....People / Culture
2.....Technical
3......Leadership
4.....Business

Competencies Radar
OBAMA, Barack

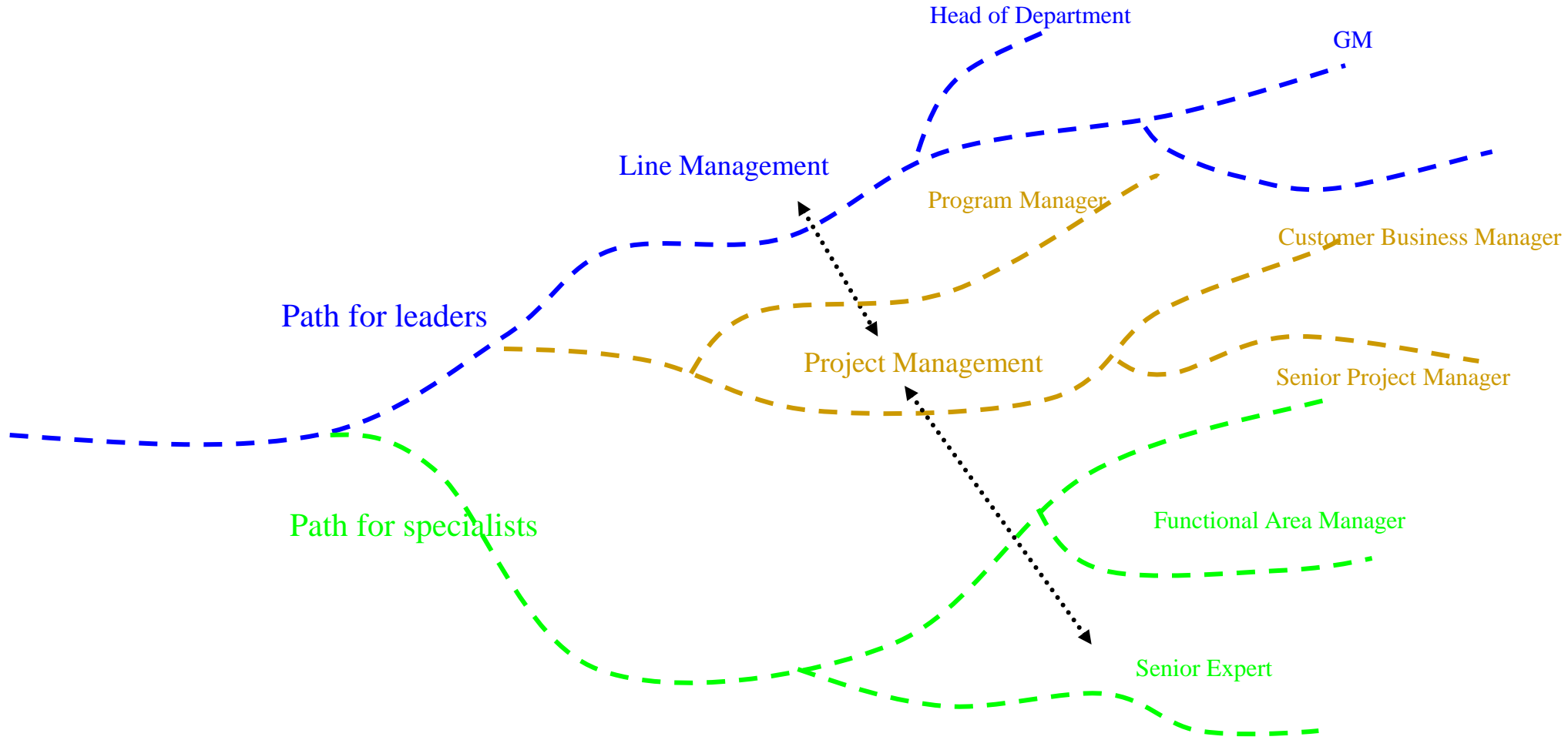Legend:
- 2008
- 2009
- 2010

1 = Does not meet requirements
2 = Does not meet some requirements
3 = Meets most of the requirements
4 = Meets requirements
5 = Exceeds some requirements
6 = Consistently exceeds requirements

Nine Box

	0 – 5%		65 – 75%		20 – 25%	0 – 5%
Performance →	①	②	③	④	⑤	⑥
	Performance expectations are consistently not met	Performance expectations are frequently not met	Performance expectations are frequently met	Performance expectations are consistently met	Performance expectations are frequently exceeded	Performance expectations are consistently exceeded to a significant degree

Potential		Column 1-2	Column 3-4	Column 5-6
③	Two or more levels higher	Further Analysis Needs Advice	Talent	Top Potential / Strategic Resource
②	One level higher	Further Analysis Questionable Fit	Developer	High Performer with Potential
①	At the same level	Low Performer / Problem	Good Performer	High Performer

below average	average up to good	above average to excellent

Career Paths

Head of Department

GM

Line Management

Program Manager

Customer Business Manager

Path for leaders

Project Management

Senior Project Manager

Path for specialists

Functional Area Manager

Senior Expert

The 3 E-Model

Best Practice: 70-20-10 rule

Exposure

Education

Experience

Feedback, Coaching, Mentoring, Networking 20%

Formal Learning 10%

Learning On-the-Job 70%

Senior Leadership Program Concept

70 %

20 %

10 %

On-the-Job Activities

1. On-the-Job
The best development strategy: assign challenging "On-the-Job" tasks

- Projects
- Assignments

Coaching & Mentoring

2. Coaching & Mentoring
Utilizing Experts & the experience of Senior Leaders

- Coaching
- Mentoring

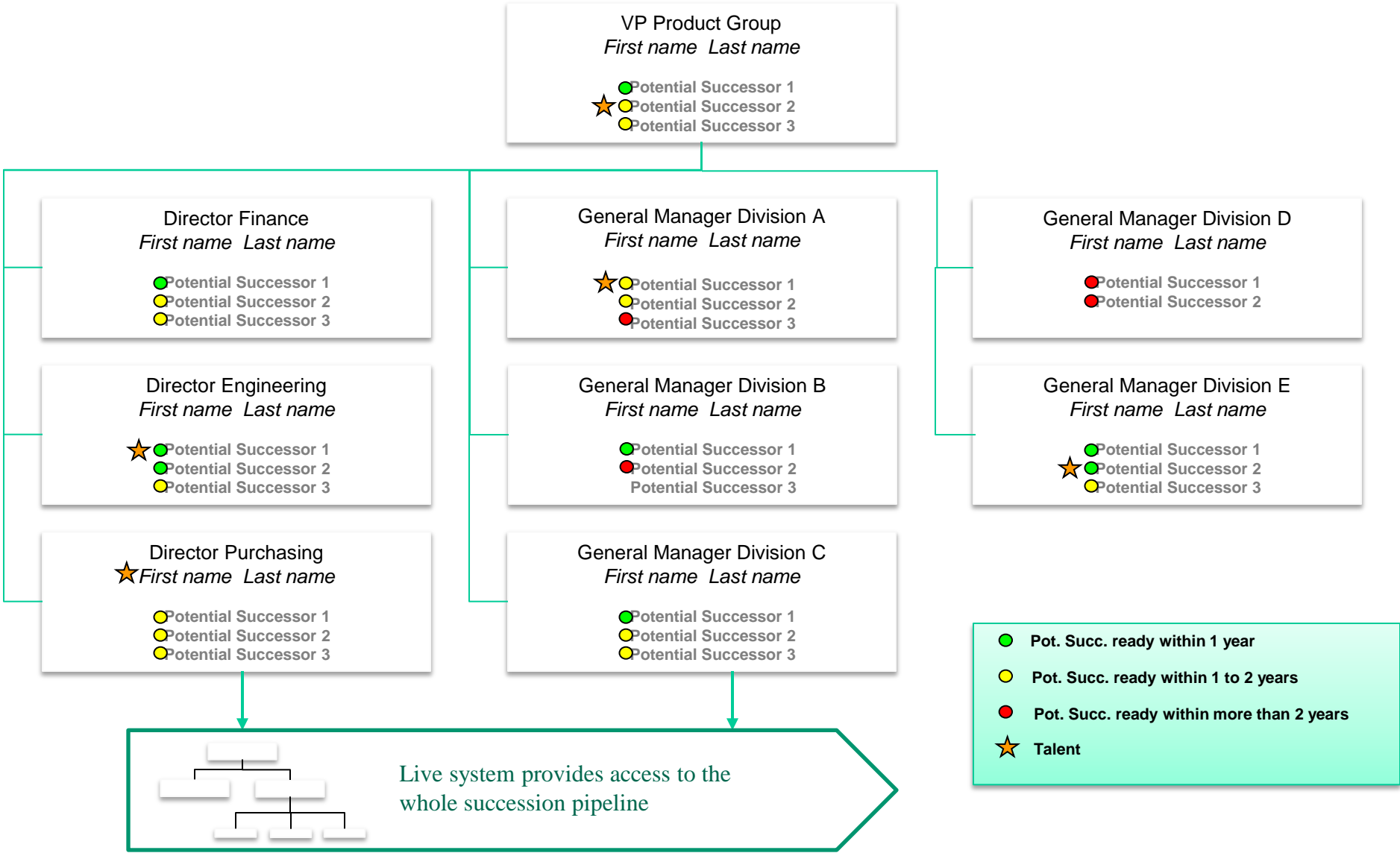| Off-the-Job Activities |
| :---: |

3. Open Course Programs
First class training for Senior Leaders and Executives

Senior Management (AGM+)

Internal Talent Management → Maximize Internal Job Fills

Successor Chart

VP Product Group
First name Last name

- 🟢 Potential Successor 1
- ⭐🟡 Potential Successor 2
- 🟡 Potential Successor 3

Director Finance
First name Last name

- 🟢 Potential Successor 1
- 🟡 Potential Successor 2
- 🟡 Potential Successor 3

General Manager Division A
First name Last name

- ⭐🟡 Potential Successor 1
- 🟡 Potential Successor 2
- 🔴 Potential Successor 3

General Manager Division D
First name Last name

- 🔴 Potential Successor 1
- 🔴 Potential Successor 2

Director Engineering
First name Last name

- ⭐🟢 Potential Successor 1
- 🟢 Potential Successor 2
- 🟡 Potential Successor 3

General Manager Division B
First name Last name

- 🟢 Potential Successor 1
- 🔴 Potential Successor 2
- Potential Successor 3

General Manager Division E
First name Last name

- 🟢 Potential Successor 1
- ⭐🟢 Potential Successor 2
- 🟡 Potential Successor 3

Director Purchasing
⭐*First name Last name*

- 🟡 Potential Successor 1
- 🟡 Potential Successor 2
- 🟡 Potential Successor 3

General Manager Division C
First name Last name

- 🟢 Potential Successor 1
- 🟡 Potential Successor 2
- 🟡 Potential Successor 3

Live system provides access to the whole succession pipeline

- 🟢 Pot. Succ. ready within 1 year
- 🟡 Pot. Succ. ready within 1 to 2 years
- 🔴 Pot. Succ. ready within more than 2 years
- ⭐ Talent

How can we develop our employees

Competencies & behavior
Performance
Potential
Mobility

evaluate

Challenge
Support
Monitor
Ongoing Feedback
Coach
Mentor

grow

LDS

feedback

Feedback Session

plan

Individual Development Plan
(On-the-job Training, Classroom Training,
Job rotation, Coaching, International
assignment, Postgraduate studies, …)