IMPLEMENTATION TOOLKIT

MODULE 3:CAREER DEVELOPMENT

Value-adding to an individual's development through **bespoke learning to shape their growth** and remain competitive in a constantly changing workforce

Links employees' motivations to the organisation's talent management strategy.

Encourage a **culture of learning and self-development** through forecasting emerging skills and closing skill gaps.

Establish connections amongst peers to exchange expertise and facilitate knowledge transfer.

Accelerate employees' careers through credentialing their achievements and quantifying their progress.

Build a **sustainable, future-proof and adaptable approach** to the management of employees' careers.

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CAREER DEVELOPMENT
MAKING THE CASE FOR CHANGE

THE UNICORN PROBLEM

'I need to hire another Alan'

'I need a mini-Jane for this project'

What seems like unique individual talent is actually a cluster of functional and core proficiencies that can be replicated. Instead of expecting to hire employees that are fully competent with ready skills, organisations need to continually invest in developing their employees

FOR EMPLOYERS
Developing a Library of Functional and Core Competencies

FOR EMPLOYEES
Developing Skills that are Relevant to one's Organisation

EMPLOYEE RETENTION

Employees want to better understand how to grow their careers. According to one of Mercer's researches, 33% of employees are stuck in a job, not a career; and most would stay longer if they had a career path

FOR EMPLOYERS
Providing Development Opportunities Coaching and Mentoring Employees

FOR EMPLOYEES
Charting and Owning One's Career Stepping Out of Comfort Zone

STRUCTURE AND FLUIDITY

Vertical career paths provide clarity for employees' to identify future growth opportunities and the skillsets required to reach those levels. Horizontal career paths allow employees to move fluidly across job functions for cross development of skills

FOR EMPLOYERS
Foundation for Succession Management and Workforce Planning

FOR EMPLOYEES
Career Opportunities and Growth Sense of Progress

"At CapitaLand, we recognise that a company is only as successful as its people. CapitaLand's strength lies in the diversity of talent, expertise and experience of our global workforce."

– Tan Seng Chai, GCEO, CapitaLand Limited

CAREER DEVELOPMENT
IMPLEMENTATION PLAN

1. DESIGN CAREER STRUCTURE

- Design organisational career structure based on Career Levels, Career Streams and Job Families

5. PRIORTISE AND IMPLEMENT TRAINING

- Prioritise training to address critical skills gaps
- Develop organisation-wide training calendar
- Review learning effectiveness

2. DEVELOP A COMPETENCY FRAMEWORK

- Determine current and future skills essential for all roles
- Develop a competency framework based on consolidated skills

CAREER DEVELOPMENT

4. ESTABLISH TRAINING ROADMAP

- Develop training roadmaps and programmes with business unit heads for their respective units
- Curate individual development plans with managers

3. CONDUCT LEARNING NEEDS ANALYSIS

- Assess incumbents against competency framework and identify competency gaps
- Consolidate learning needs across the entire organisation

CAREER DEVELOPMENT
STEP 1: DESIGN CAREER STRUCTURE

Design the organisation's overall career structure based on Career Levels, Career Streams and Job Families based on the questions posed below:
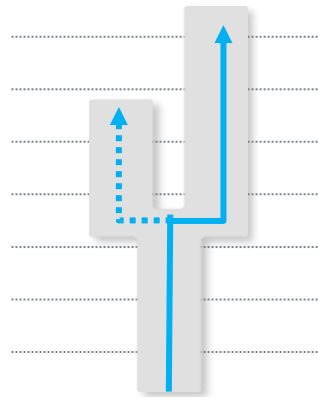
CAREER LEVEL

The hierarchical position of a job within a career stream differentiated by changes in scopes and responsibilities
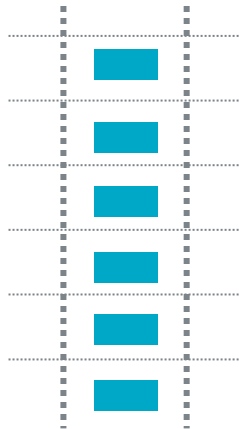
How many rungs are there in the career ladder? What differentiates them?
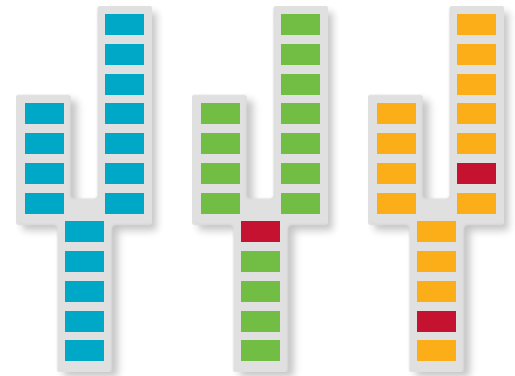
CAREER STREAM

Career type within the organisation, characterised by unique responsibilities. Explore if a specialisation track could be established

Does your organisation have a management and technical career track?

JOB FAMILIES

Generally recognised major professional area, often requiring a unique set of skills

How are jobs organised in your organisation and what are the pathways?

DETERMINE SKILLS NEEDED FOR JOB ROLES

DEVELOP COMPETENCY FRAMEWORK

- Develop a competency framework from the competency library and scale them according to proficiency levels, mapping them back to role profiles

- Establish Role Profiles for all roles, identifying critical competencies, without which the work and performance of the incumbents will be severely hindered

Role Profile

WHAT is expected of me?

HOW can I get there?

- Form a competency library from the consolidated competencies across role profiles

COMPETENCY LIBRARY

Role A

Role B

Success Profile Role A

Success Profile Role B

Typical types of competencies:
- **Core**: behaviours that are expected across all / most roles
- **Leadership**: critical behaviours expected of roles that lead others
- **Functional**: unique knowledge and skills that are related to job family / functional area

CORE/ LEADERSHIP COMPETENCIES

FUNCTIONAL COMPETENCIES

Relative Importance

Low — High

Career Level

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CAREER DEVELOPMENT
STEP 3: CONDUCT LEARNING NEEDS ANALYSIS

ASSESS CURRENT INCUMBENTS

- Assess employees against their role profiles, identifying competency gaps

- Evaluate competent employees to be promoted against their future roles. Equip them with the necessary skills early to help them succeed in their future roles

- Provide employees with equal opportunity to be considered for training and development based on their strengths and needs to help them achieve their full potential

CONSOLIDATE LEARNING NEEDS

- Consolidate learning needs across the organisation, working with heads to prioritise training needed within their respective business units

- Segment learning needs based on their delivery method, such as:
  - On the job learning
  - E-learning
  - Mentorship
  - Short term classroom training
  - Long term training programmes

- Leverage on government curated courses such as SkillsFuture courses and tap on government grants to upskill your workforce

Learn with a Purpose!
Organisations that were able to strongly tie learning needs and performance management were better able to engage their employees in training as employees could see the benefits of training, apply the learnings in their daily work and not treat training as just a check in the box

CAREER DEVELOPMENT
STEP 4: ESTABLISH TRAINING ROADMAP

DEVELOP TRAINING ROADMAPS

- Engage business units to develop training roadmaps for their respective functions

- Garner support and commitment from business heads to ensure that their employees are given the training and development opportunities

- Ensure that demographic factors such as gender, age, etc. do not affect career development opportunities.

- If there are some re-balancing that needs to be done in the organisation (i.e. male and female leadership representation), develop training roadmaps to address those needs

CURATE INDIVIDUAL DEVELOPMENT PLANS

- Curate individual development plans with managers, documenting their direct reports' development plans and aspirations for growth

- Consider implementing a 70-20-10 learning model (70% on the job, 20% self learning, 10% formal training) in each IDP

- Tag assigned trainings the organisation's competency framework and role profile to justify the need for training

- Obtain commitment from both managers and employees that they will ensure that training and development opportunities will be provided and completed

Cultivate a Growth Mindset Culture!
Employees learn best when they are personally invested in their own learning. Organisations that cultivate a growth mindset in their employees often find that employees are self driven to learn the skills that they need on their own and put them into practice

CAREER DEVELOPMENT
STEP 5: PRIORTISE AND IMPLEMENT TRAINING

PRIORITISE CRITICAL TRAINING

- Prioritise critical trainings to be conducted

- Consolidate training demand across the organisation

- For low priority or low demand trainings, consider alternatives to address learning needs (i.e. free online courses, self directed learning, peer to peer sharing, etc.)

DEVELOP TRAINING CALENDAR

- Develop training calendar for the entire organisation

- For controlled trainings, have managers nominate their employees

- For open trainings, allow employees to self register and learn at their own time

- Document trainings attended in employees' IDPs

REVIEW LEARNING EFFECTIVENESS

- Engage managers and analyse learning effectiveness based on the following slide

Balance Between Operational and Training Needs
Organisations often face issues with employees pulling out of scheduled trainings due to operational demands. Educate managers on the importance of training and have them commit to the trainings in advance, planning for sufficient manpower during training days. If necessary, penalise business units for late withdrawals or absences (i.e. no show fees)

MEASURING LEARNING EFFECTIVENESS

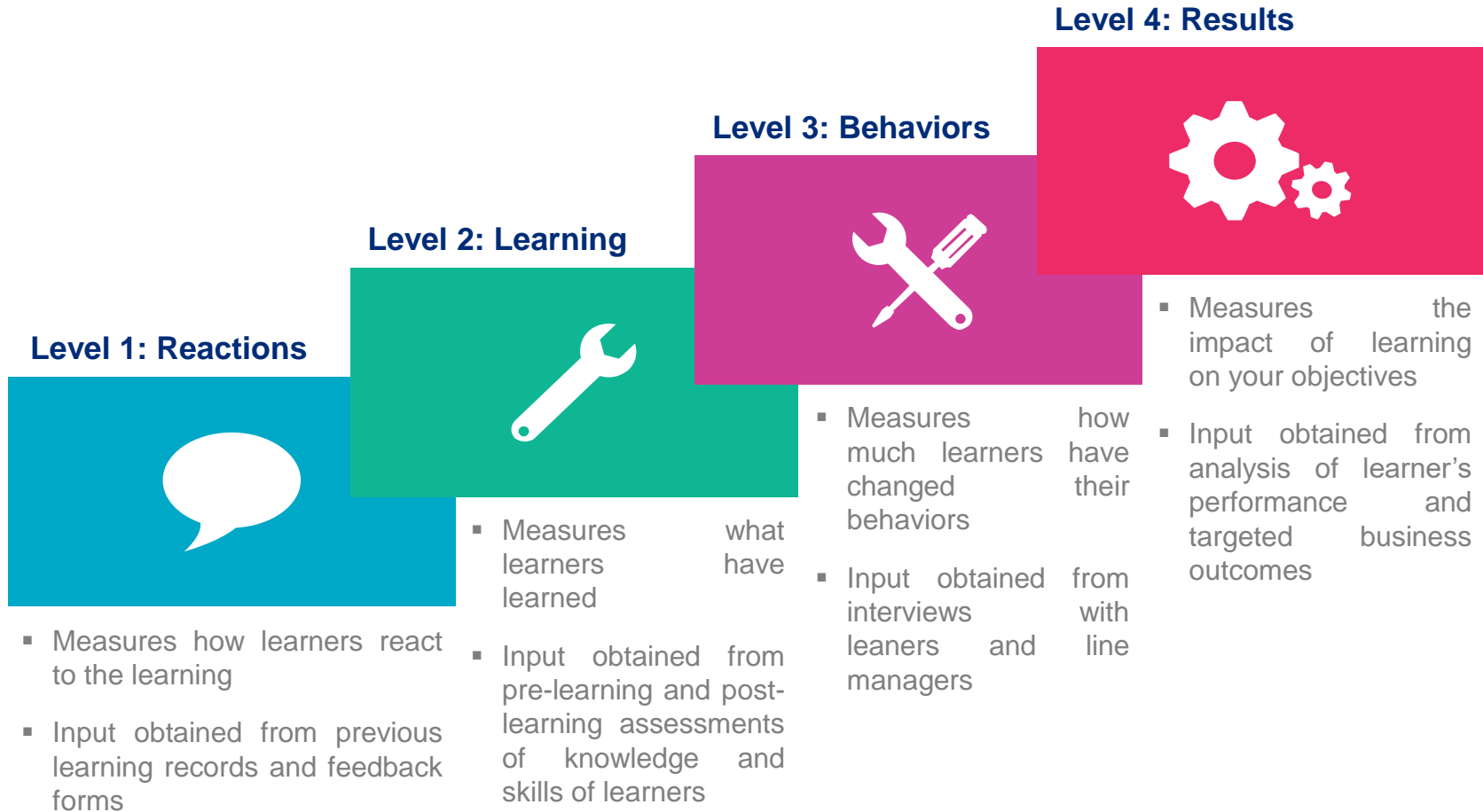## Level 4: Results

Level 3: Behaviors

Level 2: Learning

Level 1: Reactions

- Measures how learners react to the learning
- Input obtained from previous learning records and feedback forms

- Measures what learners have learned
- Input obtained from pre-learning and post-learning assessments of knowledge and skills of learners

- Measures how much learners have changed their behaviors
- Input obtained from interviews with leaners and line managers

- Measures the impact of learning on your objectives
- Input obtained from analysis of learner's performance and targeted business outcomes

SELF ASSESSMENT
IMPLEMENTATION CHECKLIST

Have you…	If yes, move on to the next question! If no, refer to the following:
❑ Designed your organisation career framework based on Career Levels, Career Streams and Job Families?	**Step 1: Design Career Structure**
❑ Created a role profile for each role in the organisation containing competencies required to perform the role? ❑ Identified common competencies among roles and created a competency library? ❑ Developed your organisation competency framework with different proficiency levels and map the competencies back to the role profiles?	**Step 2: Develop a Competency Framework**
❑ Conducted competency assessment on your employees using their role profile? ❑ Assessed your potential / competent employees against their future role profiles? ❑ Ensured that employees are given equal chance to be trained and developed based on their strength and weakness? ❑ Identified organisation learning needs and set learning priorities? ❑ Segment learning needs based on delivery methods? ❑ Leveraged on government grants to supplement your organisation's learning needs?	**Step 3: Conduct Learning Needs Analysis**

SELF ASSESSMENT
IMPLEMENTATION CHECKLIST

Have you…	If yes, move on to the next question! If no, refer to the following:
❑ Developed a training roadmap for each of your organisation's business units? ❑ Had all of the employees to create their individual development plans with their managers? ❑ Ensured that employees are given the chance to attend trainings or other learning activities based on the identified needs? ❑ Developed a training course library that is tagged to the organisation's competency framework? ❑ Gotten the employees and managers to commit to the implementation of the individual development plan?	**Step 4: Establish Training Roadmap**
❑ Consolidated the organisation's training needs? ❑ Developed a training calendar for the organisation? ❑ Conduct training based on budget and organisation's priorities? ❑ Provided alternative training sources for low demand or low priority training needs? ❑ Documented / recorded employees' training activities? ❑ Assessed the effectiveness of the respective training programs?	**Step 5: Prioritise and Implement Training**

CAREER DEVELOPMENT
SELF ASSESSMENT: WHERE ARE YOU & HOW YOU CAN GET TO THE NEXT LEVEL

WHERE IS YOUR ORGANISATION AT?				
BUDDING	**ASPIRING**	**GROWING**	**MATURING**	**THRIVING**
• Career management process is not formalised • Learning opportunities are few and inconsistent	• Career paths established for leadership positions and progression is based on recent performance • Generic training programs are implemented	• Career paths established for all critical roles • Training and development practices are institutionalised	• Career paths established for all roles and progression is based on structured guidelines • Training and development programmes are consistently measured for effectiveness	• Career paths and progression are structured and planned with active employee involvement • Employee learning is seen as a differentiated competitive business advantage and is being continuously improved upon

WHAT DO YOU CAN CONSIDER DOING…				
• Establishing career paths for leadership positions • Implementing generic training programs for employees	• Establishing career paths for all critical functions and roles • Institutionalising training and development practices	• Establishing career paths for all roles • Investing in and measuring training and development programmes for effectiveness	• Involving employees in the career pathing process • Continuously improving employee learning programme	• Conducting formal experiments for rapid design-test-learn iteration loops to make organisation design a distinctive lever for achieving competitive advantage

ADDITIONAL RESOURCES FOR YOU

- How business leaders, HR, managers and employees can play a role in developing and supporting an effective career framework
  - https://www.mercer.com/content/dam/mercer/attachments/private/gl-2018-career-frameworks-whose-role-is-it-mercer.pdf
- How to empower your workforce with digital career pathing
  - https://www.mercer.com/content/dam/mercer/attachments/private/gl-2018-career-frameworks-empowering-a-thriving-workforce-with-digital-career-pathing-mercer.pdf

SUCCESS STORIES – TÜV SÜD PSB

COMPANY BACKGROUND

INDUSTRY	EMPLOYMENT PROFILE	FEATURED PRACTICES	TRIPLE STRONG FACTORS
Professional, Scientific and Technical Activities	• Average Tenure: 10.3 years • Average Age: 42 years old • % Female: 37% • % Foreign Worker: 13.7%	▪ Performance Management ▪ Succession Management ▪ Workforce Analytics	• Re-hires Employees Past Employment Age • Redesigns Jobs for Older Workers • Provides Flexible Work Arrangements • Develops Local Leaders

HUMAN CAPITAL PRACTICES AND BUSINESS RESULTS

	CHALLENGES	KEY CHANGES	RESULTS
Career Development Implementation of various programs to develop and nurture employees	**Metrics** ▪ Unstructured performance feedback processes	**Enhancement the Performance Management process** ▪ Goals are clearly defined at the beginning of the year with Balanced Scorecard approach ▪ Regular conversation on top of formal one which happens at the end of the year. Once set, goals and KPIs are fixed however external or environment factors are taken into consideration during the performance appraisals ▪ A system is in place for employees to view their goals and KPIs and create action plans with their managers in order to achieve them ▪ Poor performing employees are given coaching and training before being placed on a structured PIP	▪ Managers are encouraged to conduct regular ongoing performance feedback with employees ▪ Employees are able to revisit their goals and KPIs and use the system to collaborate with their managers

DB SCHENKER

COMPANY BACKGROUND

INDUSTRY	EMPLOYMENT PROFILE	FEATURED PRACTICES	TRIPLE STRONG FACTORS
Transportation and Storage	• Data Not Available	▪ Talent Acquisition ▪ Succession Management ▪ Career Development	• Develops Local Leaders • Develops Locals to Take on Senior Leadership Roles • Redesigns Jobs for Older Workers • Provides Flexible Work Arrangements

HUMAN CAPITAL PRACTICES AND BUSINESS RESULTS

	CHALLENGES	KEY CHANGES	RESULTS
Career Development Implementation of various programs to develop and nurture employees	**Company Dynamics** ▪ Lack of Career Development programs to support career progression	**Innovation and Leadership themed Learning sessions** ▪ Organised online Google Classrooms to spur innovation and an annual 3-day design challenge to stimulate employees' design thinking ▪ Encouraged learning by campaigning and exhibiting examples of employees who took a leap of faith in developing themselves in leadership and digital skillset ▪ In the midst of creating a competency and job design framework for employees to gain clarity on their roles ▪ Provided high potentials overseas development opportunities	▪ Increased innovation projects to improve current systems ▪ Increased employees' motivation to develop themselves and learn outside their current roles

WHAT IT IS	MAKING THE CASE FOR CHANGE	IMPLEMENTATION STEP-BY-STEP	SELF-ASSESSMENT	SUCCESS STORIES