



知享会

HR Excellence  
Center

Visiting us at  [www.hrecchina.org](http://www.hrecchina.org)

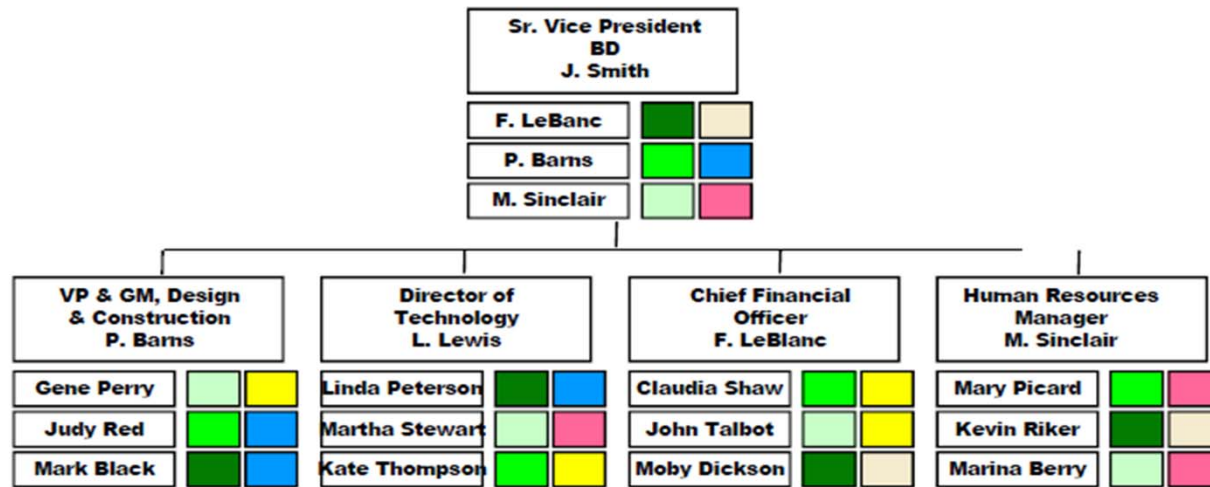


# 高潜质人才的发展规划



# Classical Succession Planning: Position-based Succession Plan

## Succession Plan for Critical Top Positions



### Readiness Indicators

- Immediately
- Within 12-18 Months
- Within 2-3 Years

### Performance/Potential Indicators

- 1 - Promotable/Exceptional Performer
- 2 - Promotable With Development/Exceptional Performer
- 3 - Promotable/Fully Competent Performer
- 4 - Mastery/Exceptional Performer
- 5 - Promotable With Development/Fully Competent Performer
- 6 - Promotable/Contributor
- 7 - Mastery/Fully Competent Performer
- 8 - Promotable With Development/Contributor
- 9 - Mastery/Contributor

1. Purpose: Identify succession bench for critical positions, and to accelerate target development
2. Actions:
  - Identify critical positions
  - Identify potential successors
  - Target development
  - Annual succession review
3. Our POV:
  - Only for top positions
  - Carefully define indicators: Performance, Competencies, Learning Agility

1



2



**The Leadership  
Environment:  
The Four Rooms**

3



4



“Business today IS like Room 3, but wouldn’ t it be great if we could treat each other like Room 2 as we fight the creative battles of Room 3 together?”

Paul Walsh  
Chairman, Diageo  
Former Chairman & CEO,  
The Pillsbury Company

## What is a VUCA World?

Volatile 易变的

Unpredictable 难以预测的

Complex 复杂的

Ambiguous 模糊的

# VUCA需要什么样的领导者？



1. Dealing with Ambiguity
2. Learning on the Fly
3. Perspective
4. Conflict Management
5. Sizing Up People
6. Dealing with Paradox
7. Personal Learning
8. Creativity
9. Understanding Others
10. Composure
11. Motivating Others
12. Self-Knowledge
13. Command Skills
14. Political Savvy
15. Managing Diversity
16. Timely Decision Making
- .....

强调的是快速  
适应各种变化  
的能力  
— 敏锐度

# VUCA对传统的领导力发展观念带来的挑战

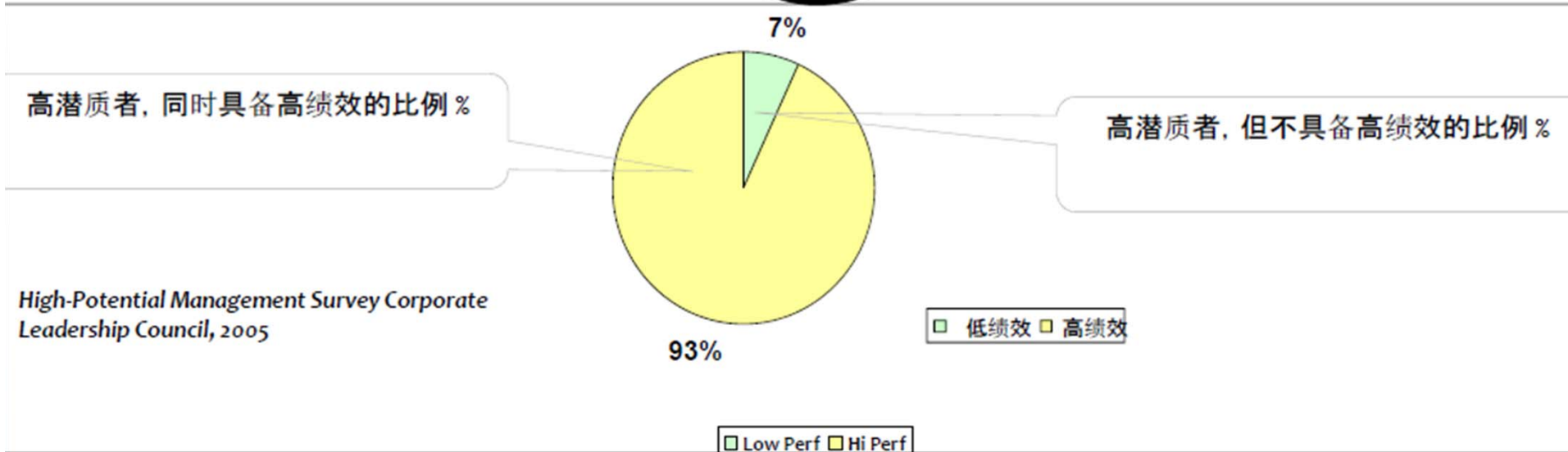
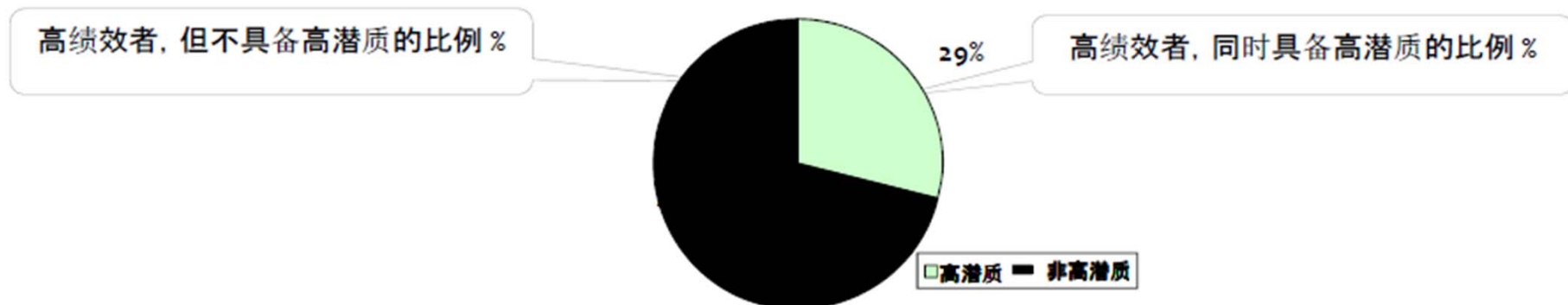


- 传统的方法习惯于：定义适应未来战略需要的素质模型
  - 以这个模型来对所有管理者进行测评– 发现与这个模型最适合的人作为高潜质员工– 通过各类强化培训来 Close the Gap。
- 现今的高动态商业环境已经对这个传统的流程提出诸多挑战



# 高绩效者大部分不是高潜质者！

绩效和潜质是完全不同的概念，单纯以绩效结果定义潜质不靠谱

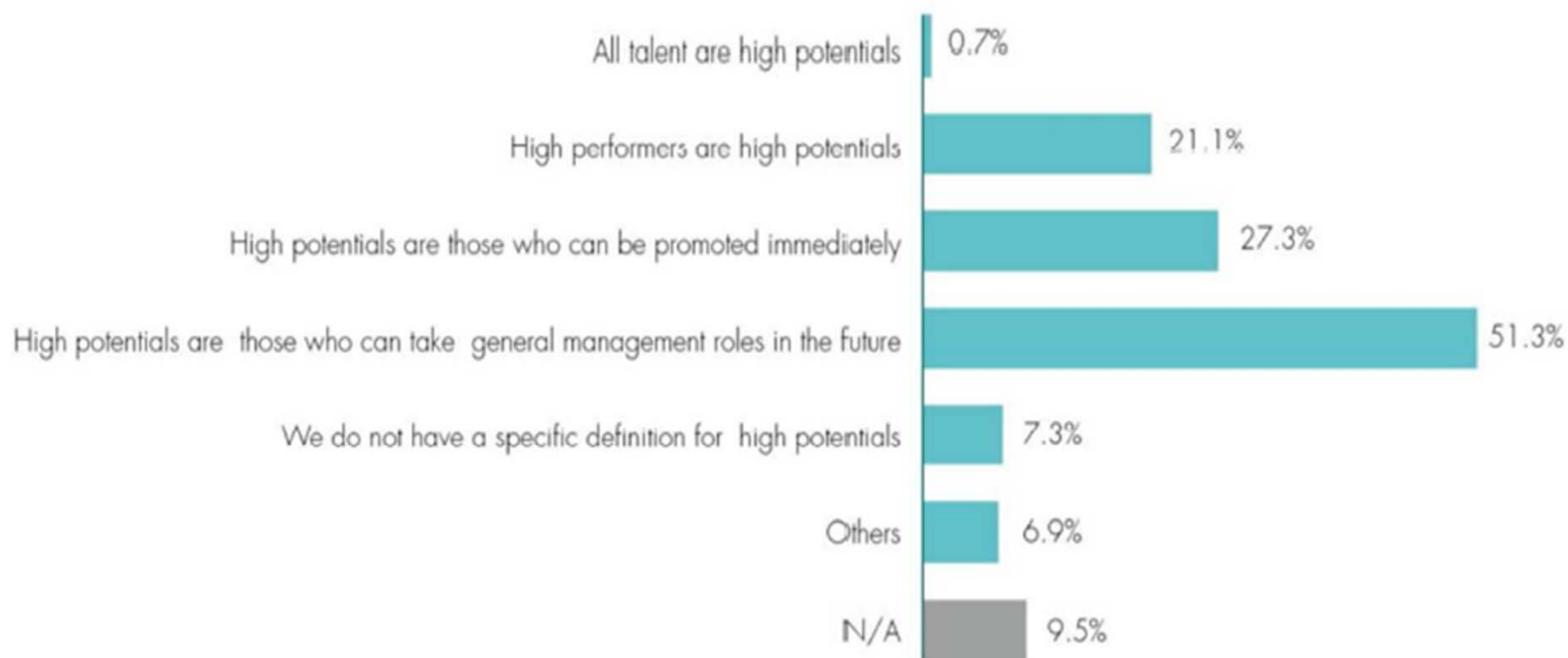


High-Potential Management Survey Corporate  
Leadership Council, 2005

# 如何定义高潜质？

## 来自200多家外企的调研报告：

Figure 13 High potential definition



有别于通常的能力素质的“学习敏锐度”

-- Learning Agility

从人生体验中学习、获取经验从而改变自我的能力和意愿；从失败、成功和他人的反馈中总结出规律、模式等；并运用于新的、第一次的、或者变化中的其他情境的能力。

强调的是“敏锐度” – 对新的、变化的环境的反应速度和适应能力。不是通常讲的学习能力（Learning Ability）

现在，我们可以给“潜质”下定义了



### 原材料

应用的智慧(见识)、情商、职业激励

### 经验

工作转变、在职测评、困境、人、反馈、研讨会、课程和阅读材料

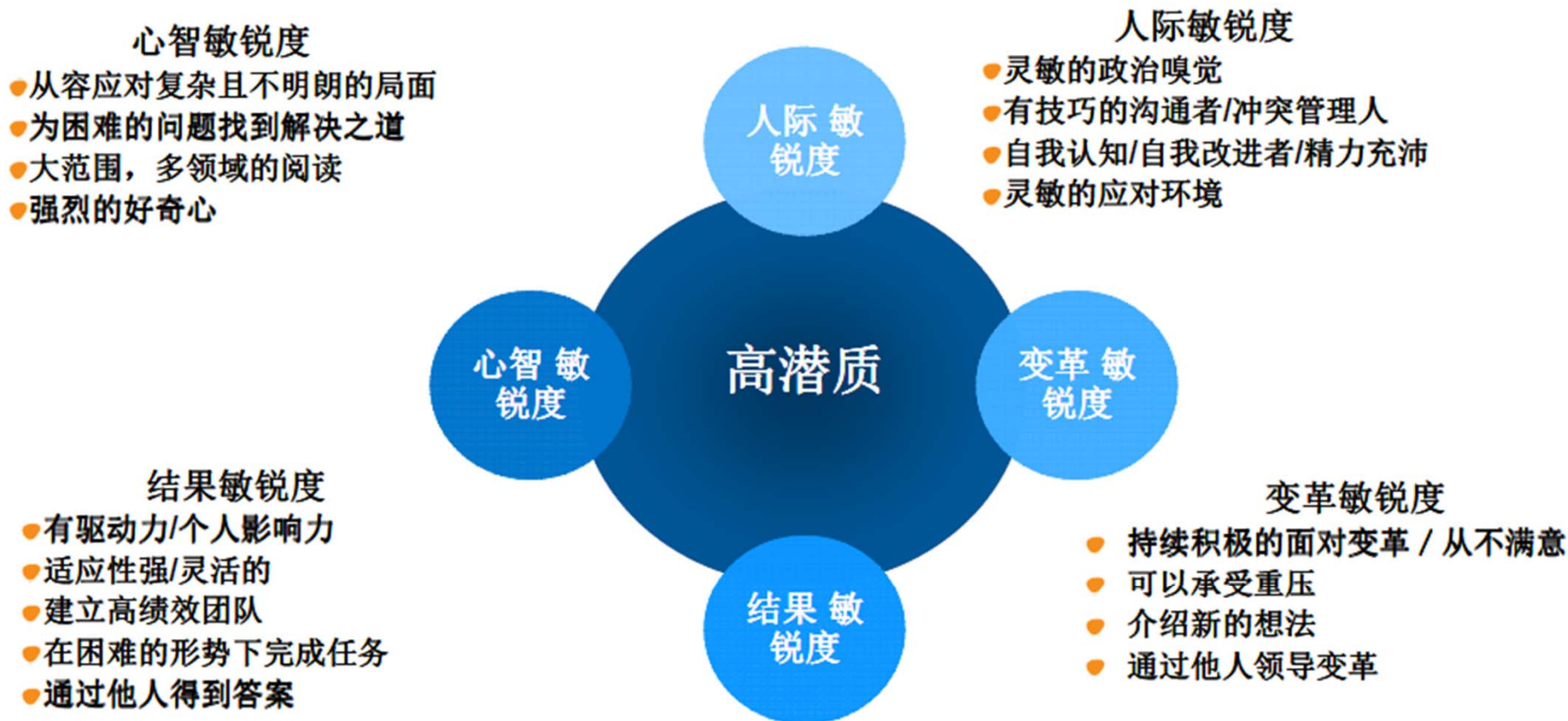
### 学习敏锐度

从经验中学习的能力和意愿

### 潜质

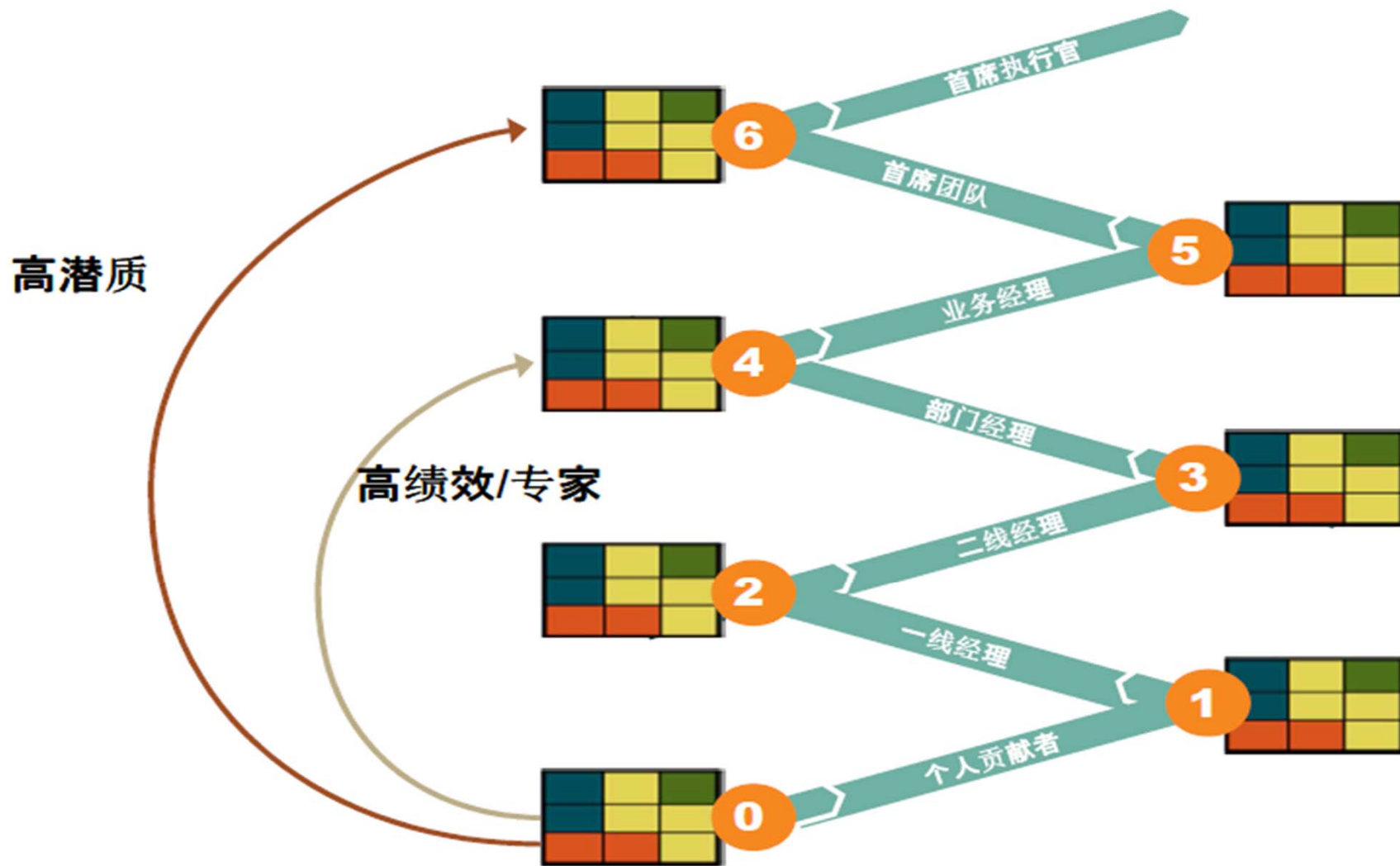
初次的绩效或者变化中的形势

# 学习敏锐度要素

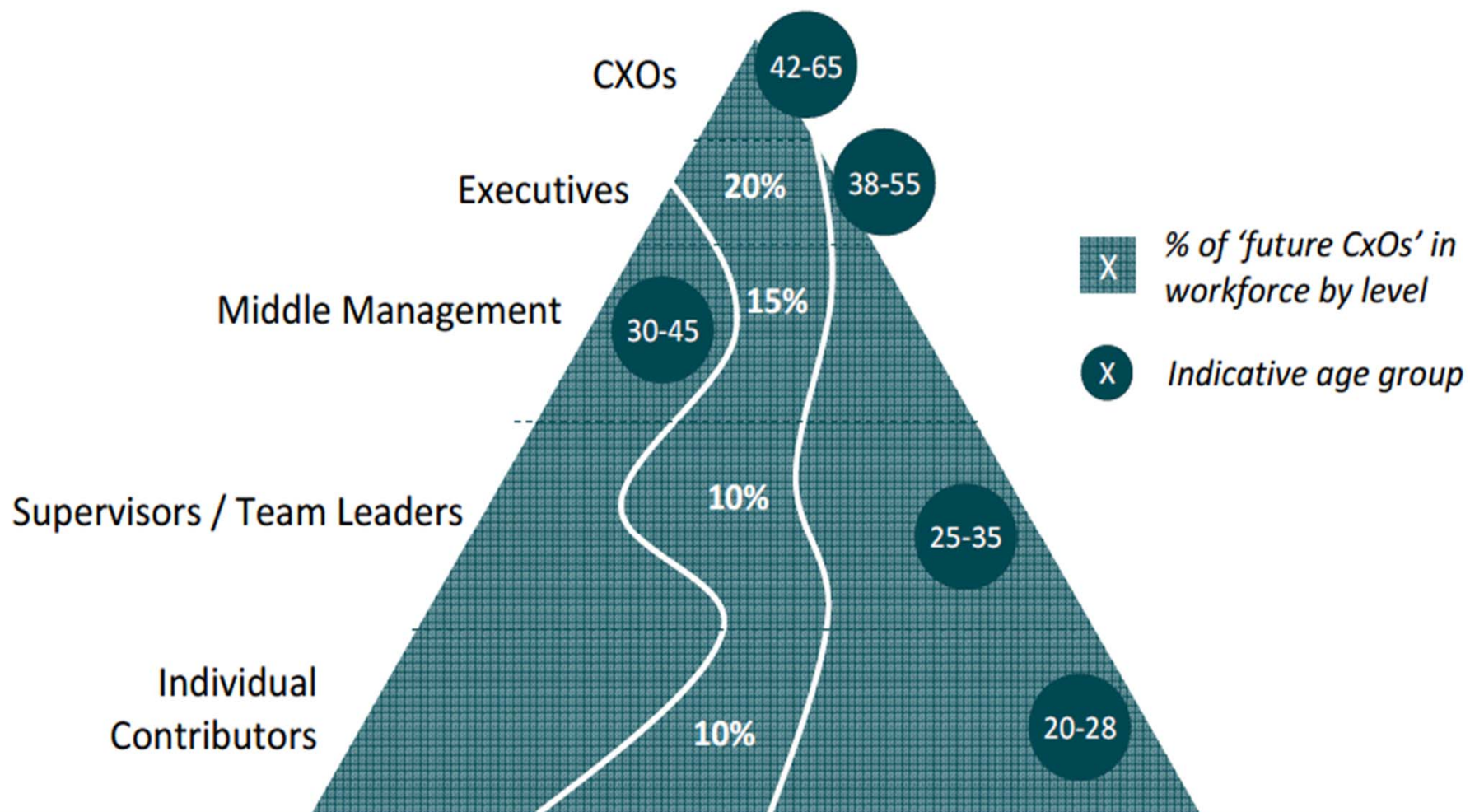


学习敏锐度是学习如何更高效的应对初次情况或改变中的条件的能力和意愿。

# 领导力梯队 Leadership Pipeline



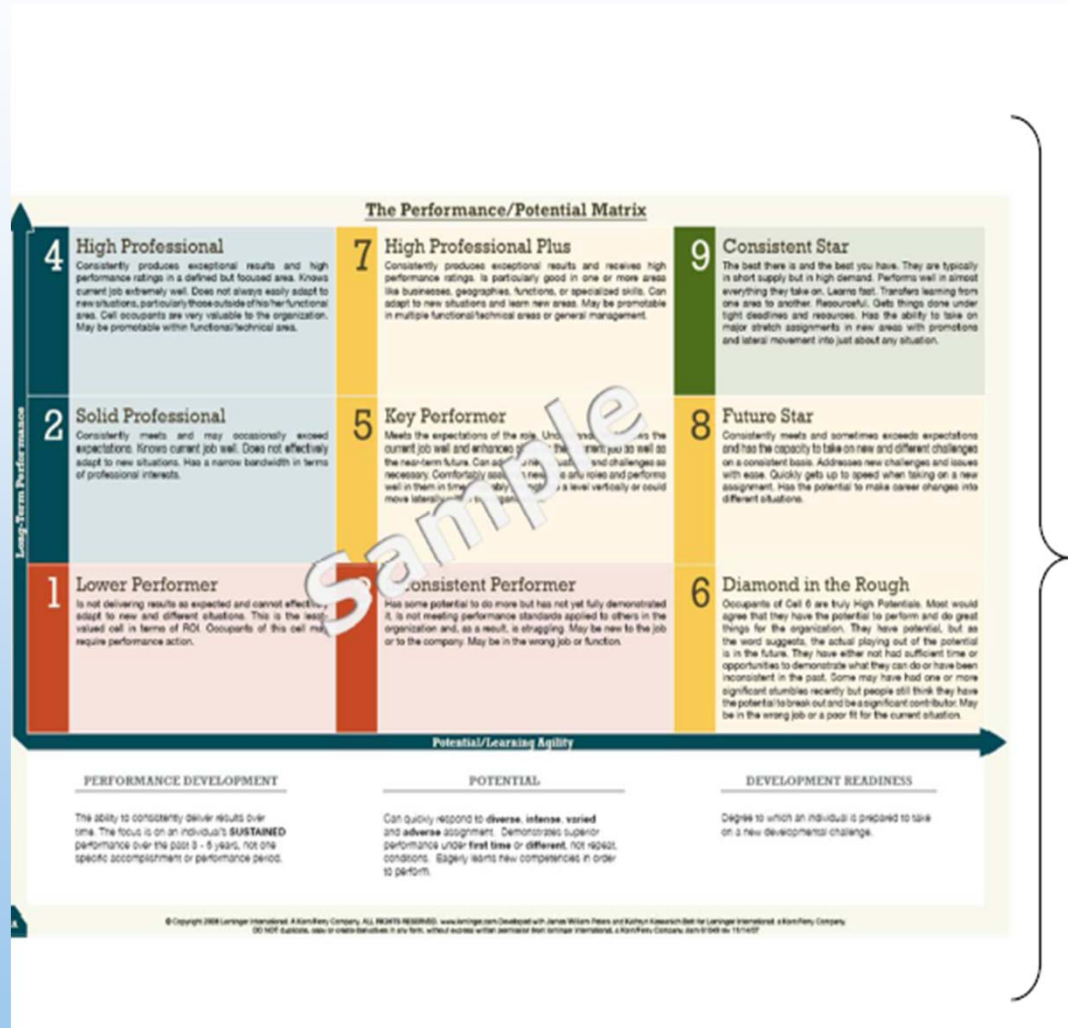
# 人才梯队



# 针对不同类型的人才进行差异化的人才发展



对于9宫格中的人才采取合适的辨别与不同的对待方法是最重要的。并不是每个人都可以从相同的投入中获利。



固定的人才鉴别和差异化计划需要：

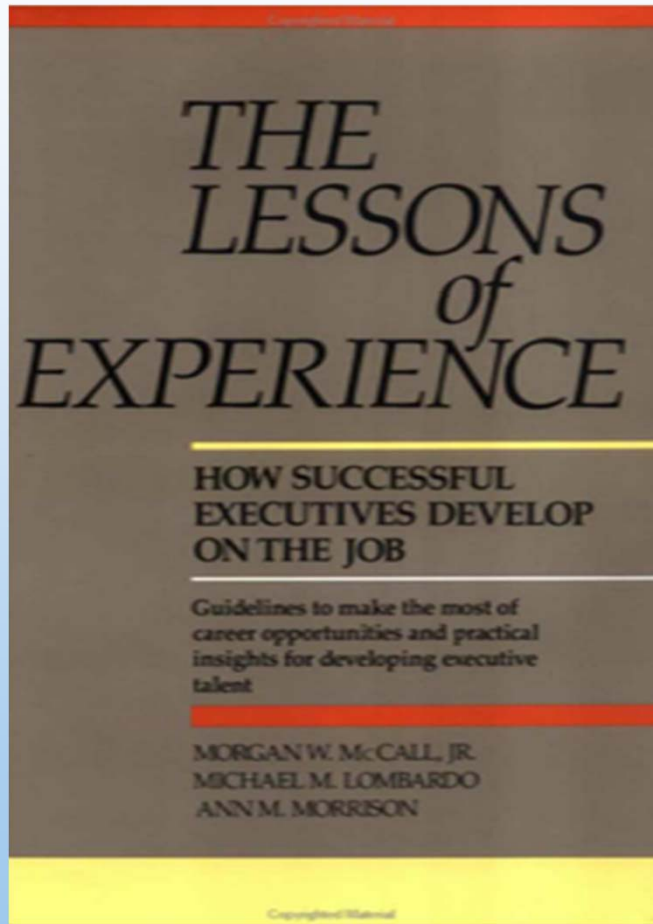
1. 筛选出真正的高潜质人才，具有可以在明天发展为未来领导者素质的人

2. 辨别公司内不同类型的有价值的人才

3. 确定给予公司内所有类型的有价值的人才以合适的对待

4. 最大化公司发展经费

# 在人才如何发展的课题上的研究发现



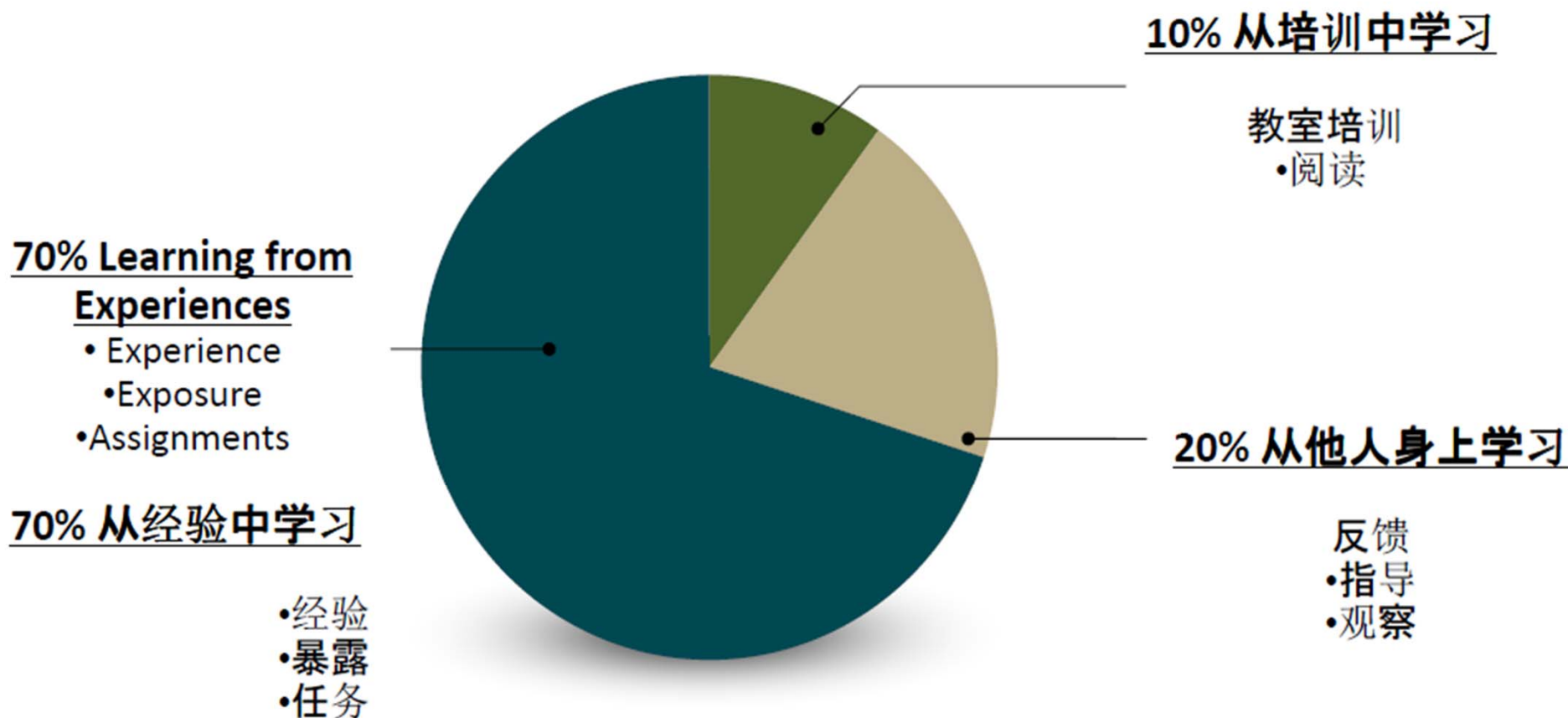
CCL 研究(4 项研究, 191 个  
成的练习, 6 个主要的公司机  
构)

研究发现:

- 让你在工作中得到发展
- 发展依赖于原始的人才素质、拥有的经验和它们将如何结合在一起
- 一些经验比其他的经验更具发展性

# 人才如何发展

人才不能仅仅靠培训来发展。延展性任务是人才发展最高效的途径。



# LOMINGER CAREER ARCHITECT® Full-Time Developmental Jobs

International Definitions of the most developmental full-time jobs.  
A KORN/FERRY COMPANY

<p><b>Chair of Projects/Task Forces</b></p> <ul style="list-style-type: none"> <li>• Leader of a group with an important and specific goal</li> <li>• Tight deadline</li> <li>• Success or failure will be evident</li> <li>• High visibility sponsor</li> <li>• Learning something on the fly</li> <li>• Must get others to cooperate</li> <li>• Usually six months or more</li> </ul> <p>Three types of Project/Task Forces: (1) New ideas, products, services, or systems (e.g., product/service/program research and development, creation/installation/launch of a new system, programs like TQM, ISO, and Six Sigma, process disciplines); (2) Formal negotiations and relationships (e.g., acquisitions, divestitures, agreements, joint ventures, licensing arrangements, franchising, dealing with unions, governments, communities, charities, customers, and educators); (3) Big one-time events (e.g., working on a major presentation for the board, organizing significant meetings or conferences, reorganizations, mergers, acquisitions, or relocations, working on visions, charters, strategies, other time-urgent issues and problems).</p>	<p><b>Cross-Moves</b></p> <ul style="list-style-type: none"> <li>• Move to a very different set of challenges</li> <li>• Abrupt jump/shift in tasks/activities</li> <li>• Never been there before</li> <li>• New settings/conditions</li> </ul> <p>Examples of Cross Moves are: (1) Changing divisions; (2) Changing functions; (3) Field/headquarters shifts; (4) Law/Staff switches; (5) Country switches; (6) Working with all new people; (7) Changing lines of business.</p>	<p><b>International Assignments</b></p> <ul style="list-style-type: none"> <li>• First time working in the country</li> <li>• Significant challenges like new language, leadership location, unique business infrastructure, significant cultural/market/place differences, different functional task, etc.</li> <li>• More than a year assignment</li> <li>• No automatic return deal</li> <li>• Not necessarily a change in job challenge, technical content, or responsibilities</li> </ul>	<p><b>Scope (complexity) Assignments</b></p> <ul style="list-style-type: none"> <li>• Significant increase in both internal and external scope or complexity</li> <li>• Significant increase in visibility and/or bottom line responsibility</li> <li>• Unfamiliar area, business, technology, or territory</li> </ul> <p>Examples of Scope assignments involving shifts: (1) Switching to a new function/technology/business; (2) Moving to new organization; (3) Moving to overseas assignment; (4) Moving to new location; (5) Adding new products/services; (6) Moving between headquarters/field; (7) Switches in ownership/partnership management of the unit/organization. Examples of Scope assignments involving "stretch": (1) First-time manager; (2) First-time managing managers; (3) First-time executive; (4) First-time co-man; (5) First-time headquarters/field; (6) First-time team leader; (7) First-time new technology/business/function. Scope assignments involving increased complexity: (1) Managing a significant expansion of an existing product or service; (2) Managing adding new products/services into an existing unit; (3) Managing a reorganized and more diverse unit; (4) Managing organic growth; (5) Adding new technologies.</p>
<p><b>Change Manager</b></p> <ul style="list-style-type: none"> <li>• Leader of a significant effort to change something or implement something of significance</li> <li>• Success and failure will be evident</li> <li>• Always something new and unique to the organization</li> <li>• Must get many others to buy in and cooperate</li> <li>• Involves cross-boundary change</li> <li>• High visibility sponsor</li> <li>• Exposure to significant decision makers and key stakeholders</li> <li>• Resistance is expected and new/unusual</li> <li>• Cost of failure is significant</li> </ul> <p>Examples include: (1) Total Work Systems like TQM, ISO, or Six Sigma; (2) Business restructurings like a move away from a core competency and into a new product space or industry, i.e., American canisters move into smaller, more fuel-efficient products; (3) Installing major systems like an ERP or HRIS; (4) Responding to major competitor initiatives that threaten the organization; (5) Extensive reorganizations; (6) Long-term post-corporate scandal recovery.</p>	<p><b>Fix-Its/Turnarounds</b></p> <ul style="list-style-type: none"> <li>• Creating up a mess</li> <li>• Serious people issues/problems like credibility/performance/costs</li> <li>• Tight deadline</li> <li>• Serious business performance failure</li> <li>• Last chance to fix</li> </ul> <p>Four types of fix-its/turnarounds: (1) Fixing a failed business/unit involving taking control, stopping losses, managing damage, planning the turnaround, dealing with people problems, installing new processes and systems, and rebuilding the spirit and performance of the unit; (2) Managing visible disasters like mismanaged labor negotiations and strikes, thefts, history of significant business losses, poor staff, failed leadership, hidden problems, fraud, public relations nightmares, etc.; (3) Significant reorganization and restructuring (e.g., stabilizing the business, re-forming unit, introducing new systems, making people changes, resetting strategy and tactics); (4) Significant systems/process breakdown (e.g., MIS, financial coordination processes, audits, standards, etc.) across units requiring working from a distant position to change a major process improvement or systems change outside your own unit and/or with customers outside the organization.</p>	<p><b>Line to Staff Switches</b></p> <ul style="list-style-type: none"> <li>• Intellectual/intellectually demanding</li> <li>• Highly visible to others</li> <li>• New and/or perspective/methods/function</li> <li>• Moving away from a bottom line</li> <li>• Moving from field to headquarters</li> <li>• Exposure to high-level executives</li> </ul> <p>Examples of Line to Staff switches: (1) Business/strategic planning; (2) Hiring a staff department; (3) Assistant chief of staff to a senior executive; (4) Head of a task force; (5) Human resources role.</p>	<p><b>Significant People Demands</b></p> <ul style="list-style-type: none"> <li>• A sizable increase in either the number of people managed and/or the complexity of the challenges involved</li> <li>• Longer term assignment (two or more years)</li> <li>• Quality of people management is critical to achieving results</li> <li>• Involves groups not worked with before (e.g., unions, new technical areas, nationalities)</li> </ul>
<p><b>Crisis Manager</b></p> <ul style="list-style-type: none"> <li>• Leader responsible for an unpredictable, unique-crisis of significant proportion</li> <li>• Success and failure will be evident and visible</li> <li>• Takes Herculean effort to solve</li> <li>• Learning something on the fly</li> <li>• Solution requires cross-boundary team</li> <li>• Leader will be a spokesperson and potentially subjected to media scrutiny</li> <li>• Hostile questioning and suspicious atmosphere is common</li> <li>• Time pressure is extreme</li> <li>• Solution involves working with parties outside the organization</li> <li>• Usually short-term (up to three months)</li> <li>• Other parts of job would have to be temporarily set aside</li> </ul> <p>Examples of well-known crisis managers would be: (1) A product scare ( tainted product/bug, hamburger with E. coli, etc.); (2) Unexpected termination or scandal involving a CEO or senior corporate executive; (3) Dealable with a key customer or supplier that decreases revenues or production; (4) Natural disasters (tsunami and hurricanes); (5) Terrorist attacks like 9/11; (6) Kidnapping or arrest of employees, violent crime against employees; (7) Product failures (e.g., flawed drugs, safety recalls).</p>	<p><b>Member of Projects/Task Forces</b></p> <ul style="list-style-type: none"> <li>• Member of a group with an important and specific goal</li> <li>• Tight deadline</li> <li>• Success or failure will be evident</li> <li>• High-visibility sponsor</li> <li>• Learning something on the fly</li> <li>• Must cooperate with others</li> <li>• Usually six months or more</li> </ul> <p>Three types of Project/Task Forces: (1) New ideas, products, services, or systems (e.g., product/service/program research and development, creation/installation/launch of a new system, programs like TQM, ISO, and Six Sigma, process disciplines); (2) Formal negotiations and relationships (e.g., acquisitions, divestitures, agreements, joint ventures, licensing arrangements, franchising, dealing with unions, governments, communities, charities, customers, and educators); (3) Big one-time events (e.g., working on a major presentation for the board, organizing significant meetings or conferences, reorganizations, mergers, acquisitions, or relocations, working on visions, charters, strategies, other time-urgent issues and problems).</p>	<p><b>Scale (size shift) Assignments</b></p> <ul style="list-style-type: none"> <li>• Scalable jump/shift in the size of the job in areas like number of people, number of layers in organization, size of budget, number of locations, volume of activity, tightness of deadlines</li> <li>• Median to low complexity, mostly repetitive and routine processes and procedures</li> <li>• Stable staff and business</li> <li>• Stable operations</li> <li>• Often slow, steady growth</li> </ul>	<p><b>Staff Leadership (Influencing Without Authority)</b></p> <ul style="list-style-type: none"> <li>• Significant challenge (e.g., start-up, fix-it, scope and/or scale assignment, strategic planning project, changes in management practices/systems)</li> <li>• Insufficient direct authority to make it happen</li> <li>• Tight deadlines</li> <li>• Visible to significant others</li> <li>• Sensitive politics</li> </ul> <p><b>Staff to Line Shifts</b></p> <ul style="list-style-type: none"> <li>• Moving to a job with an newly determined bottom line or results</li> <li>• Managing bigger scope and/or scale</li> <li>• Requires new skills/perspective</li> <li>• Unfamiliar aspects of the assignment</li> </ul> <p><b>Start-Ups</b></p> <ul style="list-style-type: none"> <li>• Starting something new for you and/or for the organization</li> <li>• Forging a new team</li> <li>• Creating new systems/facilities/staff/programs/structures</li> <li>• Contextual adversity (e.g., uncertainty, government regulation, unions, difficult environment)</li> </ul> <p>Seven types of start from scratch: (1) Planning, building, hiring, and managing (e.g., building a new facility, opening up a new location, moving a unit or company); (2) Heading something new (e.g., new product, new service, new line of business, new department/function, major new program); (3) Taking over a group/product/department/program that had existed for less than a year and run off to a fast start; (4) Establishing overseas operations; (5) Implementing major new designs for existing systems; (6) Moving a successful program from one unit to another; (7) Installing a new or organization-wide process as a full-time job like Total Work Systems (e.g., TQM/ISO/Six Sigma).</p>

# 差异化人才发展 经验和研究使我们确信人才管理...

关键人才的发展需要采用一个**70-20-10**结构

**Succession Architect®: Best Practices Placemat Set**

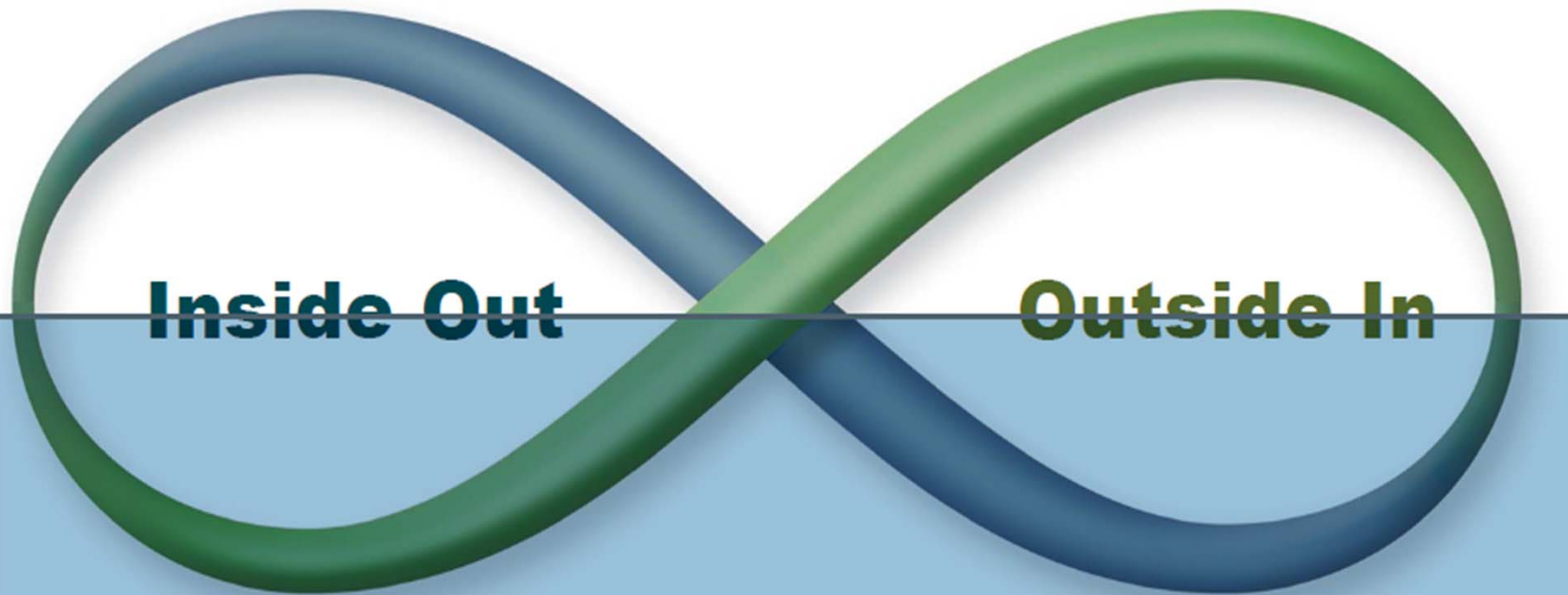
	Retention and Treatment Plan	Development and Assignment Plan	Separation Plan	Engagement Plan	International Assignment Plan	Assessment Plan	Monitoring Plan	Checking Plan	Learning Action Plan	Compensation Plan
<b>COMPETENT STAR</b> Cat 9	Assign key management or other high-potential individuals high-potential assignments. High-potential individuals should be assigned to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate based on market, provide equity incentives.
<b>FUTURE STAR</b> Cat 8	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>HIGH POTENTIAL PLUS</b> Cat 7	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>DEVELOPING THE BUDGET</b> Cat 6	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>KEY PERFORMERS</b> Cat 5	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>HIGH POTENTIAL</b> Cat 4	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>SKILL PROFICIENT</b> Cat 3	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>INCOMPETENT PERFORMERS</b> Cat 2	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.
<b>LOWER PERFORMERS</b> Cat 1	Assign key management or other high-potential individuals to assignments that stretch their capabilities.	High assignments, stretch assignments, and assignments that require cross-functional or cross-industry skills.	Separate high-potential individuals from other high-potential individuals. Assign high-potential individuals to assignments that stretch their capabilities.	Assign to high-potential individuals assignments that stretch their capabilities. Assign to high-potential individuals assignments that stretch their capabilities.	Assign international assignments to high-potential individuals.	Assign high-potential individuals to assignments that stretch their capabilities.	Assign a senior team member.	Provide high-potential individuals with stretch assignments.	Monitor learning opportunities.	Compensate well above market.

为人才提供差异化的对待和发展

公司内部不同类型的人才需要在发展、留用、敬业度和薪酬方面给予不同的对待。

高潜质员工，自然上说，从经验中学习。于是，他们的发展需要基于70% (经验), 20% (他人) and 10% (培训) 结构最佳的经验是发展高潜质员工的计划目标圆满的实现，同时允许你去运用

领导力发展必须超越素质，是一个内外兼修的过程  
Leadership Development is a State of Inner  
and Outer Growth



**Leadership Development Language: Questions and Reflection**

**Leadership Development Language : Expertise & Feedback**

Leadership Development Language: Questions and Reflection  
LD Processes Emphasize: Coaching  
LD Tools: Facilitation, Reflection & Self Awareness, Personality Assessments  
How do you challenge yourself to grow from the Inside Out?

Leadership Development Language : Expertise & Feedback  
LD Processes Emphasize: Mentoring & Stretch Assignments  
LD Tools: Sharing Knowledge/Expertise, Performance Feedback, 360° Assessment  
How do you challenge yourself to grow from the Inside In?

# A Framework for SUCCESSION ARCHITECT



# 总结实践经验，我们的忠告：



聚焦你的资源于10%的高潜质员工，  
以70 -20- 10 的规律，  
从里到外，  
从外到里来加速培养你的未来领导者！