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Career Pathways in Ørsted

IDA & NOCA
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Agenda

1. Background to why we embarked on a change

2. What we wanted to achieve with Ørsted's new global career architecture

3. High-level timeline

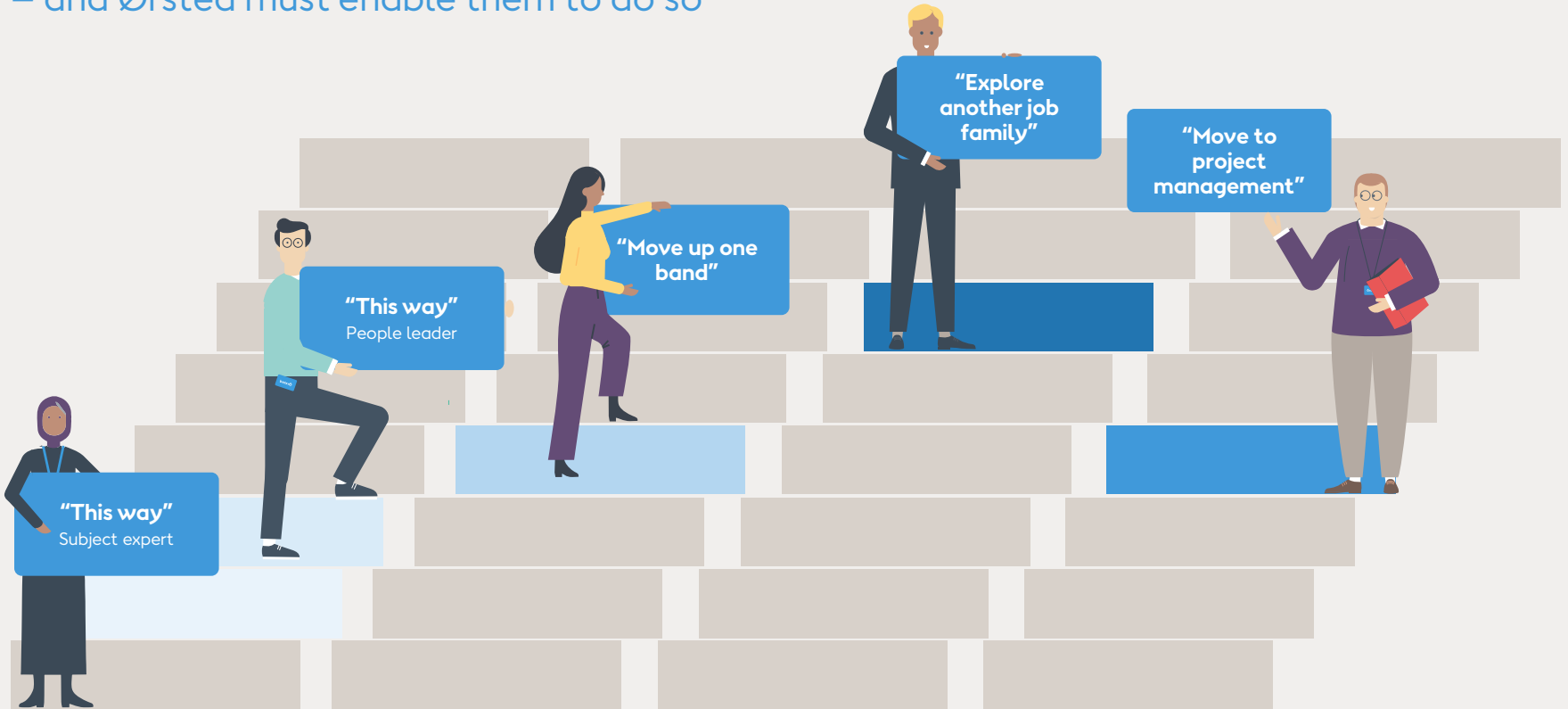4. Tools

5. Kirsty - internal mobility

6. Feed-back

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Let's create a world that runs entirely on green energy

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Love your home

Background to why new career pathways

We want everyone at Ørsted to own their own development
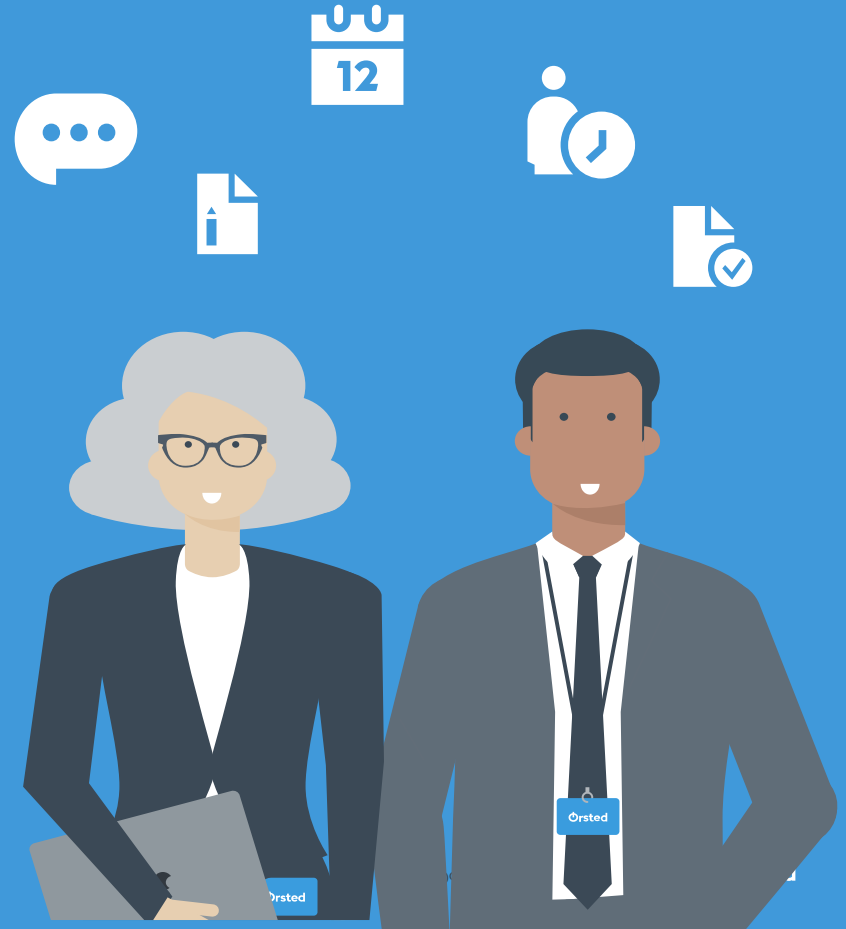## – and Ørsted must enable them to do so

"Explore another job family"

"Move to project management"

"Move up one band"

"This way"
People leader

"This way"
Subject expert

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What we chose

Job families

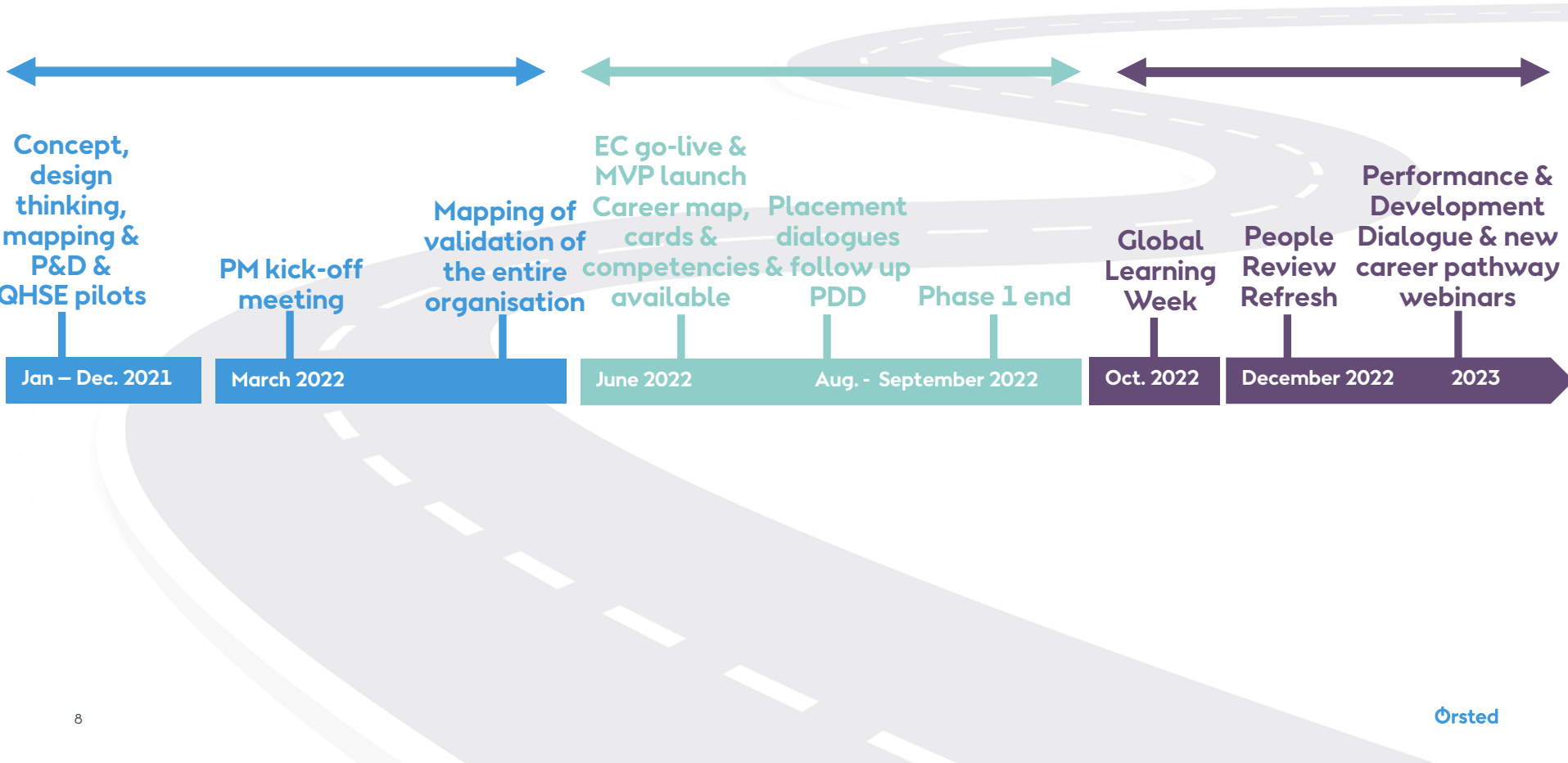|					
Digital	Engineering and construction	Procurement	QHSE	Project and product management	Corporate affairs
Human resources	Strategy, markets, and commercial	Finance	Operations	Business support and site management	Analytics and modelling

Band	People leader	Subject expert
1 - 3	Executive members	
4	PL4	
5	PL5	
6	PL6	SE6
7	PL7	SE7
8	PL8	SE8
9	PL9	SE9
10	PL10	SE10
11	PL11	SE11
12		SE12
13		SE13
14		SE14
15		SE15

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High level time line

Roadmap phase 1 scope | Career pathway high level time line

Concept, design thinking, mapping & P&D & QHSE pilots

Jan – Dec. 2021

PM kick-off meeting

March 2022

Mapping of validation of the entire organisation

EC go-live & MVP launch

Career map, cards & competencies available

June 2022

Placement dialogues & follow up PDD

Phase 1 end

Aug. - September 2022

Global Learning Week

Oct. 2022

People Review Refresh

December 2022

Performance & Development Dialogue & new career pathway webinars

2023

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Examples of tools

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Example of a career card moving from HR _SE10 to ENG_EL _PL9

← Go back to job family   ← Go back to band and career track

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Human resources

SE10

SE10 overview
Understand the specific needs or requirements of unique problems and apply their skills/knowledge accordingly. Perform work that is varied and support difficult or complex assignments. Apply subject-matter knowledge to solve somewhat difficult business issues, while operating within practices and procedures or well-defined policies and seeking advice or guidance on more complex issues. Understand the overall nature of the business or the organisation and the interdependencies between own and other organisational areas. May be assigned to train or inform others of established processes.

Competences
Competences provide an overview of the expected knowhow and behaviour required to perform in a job role.

Behaviou...

Ensure acco...
Hold thems...
to meet co...
performanc...
learning fro...
Readily tak...
tasks, havin...
commitmen...

Manage co...
Handle con...
a minimum...
draw upon...
in order to f...
challenging...
areas of ag...
around the...
disagreeme...

Collaborate...
Build partne...
with others...
example, en...
add value; e...
and that su...
and challen...
appreciatio...
shared goal...

← Go back to job family   ← Go back to job subfamily   ← Go back to band and career track

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Engineering and construction / Electrical engineering

PL9

How to use the career cards ⧉

① ②

PL9 overview
Typically have leadership responsibility for a team of subject-matter experts through a direct reporting line or through leading projects and/or assignments of moderate size, often with complex interfaces to other disciplines. Lead, decide, and oversee how frameworks are applied and interpreted within own area of responsibility and recommend changes to procedures. Contribute to wider decision-making, including the development of practices, processes, and procedures, and lead the operational direction of their department. Focus on both leadership and subject-matter expertise.

Competences
Competences provide an overview of the expected knowhow and behaviour required...

Behavioural competences

Ensure accountability
Hold themselves and others accountable to meet commitments. For example, track performance and strive to remain effective, learning from both successes and failures. Readily take on challenges or difficult tasks, having a reputation for delivering on commitments.

Manage complexity
Make sense of a high quantity of sometimes contradictory information to effectively solve problems. For example, consistently look at complex issues from many angles; obtain a rich and deep understanding; swiftly cut to the core issue; skilfully separate root causes from symptoms.

Decision Quality
Make good and timely decisions that keep the organisation moving forward. For example, consistently demonstrate strong judgment; may be sought out by others for expertise and guidance. Take smart, independent action in urgent and non-routine situations, know when to escalate for others' involvement.

Communicate effectively

of different audiences. For example, disseminate knowledge, insights, and updates in a polished, precise, and compelling manner. Demonstrates a deep interest in others' comments. Create rich documents and reports.

Plan and align
Plan and prioritise work to meet commitments aligned with organisational goals. For example, strengthen alignment and coordination between own work and that of others, providing well-sequenced activities and exact time frames. Foresee and resolve many potential bottlenecks and delays.

Build effective teams
Builds strong-identity teams that apply their diverse skills and perspectives to achieve common goals. For example, connect with others on team projects and leverage their strengths and knowledge to deliver the best possible results. Champions the decisions of the team and operates in a way that builds team spirit.

Develop talent
Enable people to develop their talent to meet both their career goals and the organisation's goals. For example,

results. Share targeted feedback in a prompt, constructive, and encouraging manner.

Functional competences

Process Design Engineering
Analyse information, specify the methods, process steps, and the plant, machinery, and equipment required to design and continuously improve manufacturing or materials processes and process systems to deliver the end product within specified cost and quality parameters.

Improvement/innovation
Identify shortcomings in existing business practices, then suggest and implement improvements while developing and delivering projects or a work stream within the organisation's change management programme. Involves working with guidance from senior colleagues.

Leadership and direction
Communicate the actions needed to implement the function's strategy and business plan within the team; explain the relationship to the broader organisation's mission, vision, and values; motivate people
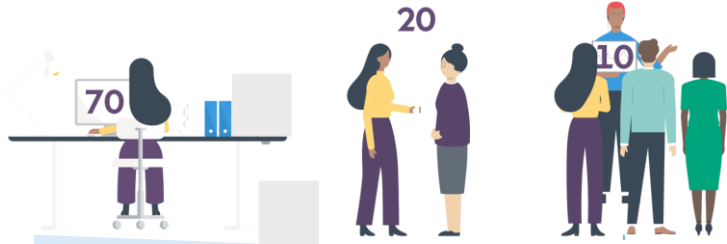
Feed-back & GAP analyses

People review outcome and how to support development by using also global career map and cards

Exceptional performer

High performer

Good performer

Evident potential

Growth potential

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Close the gap

70%
Learning through experience

20%
Learning through others

10%
Learning through training

- Self-reflection
- Challenging tasks
- Day to day research
- Apply new learning to real situations
- Temporary assignments
- Job swapping
- Project work
- Interactions with senior mgmt.
- Increase job scope
- Manage changes
- Work with internal and external experts
- Internal & external speaking engagements

- Team reflections
- Coaching
- Mentoring
- Learning buddies
- Learning groups
- Job shadowing
- Feedback
- Networking
- Collaboration
- Knowledge sharing
- Project reviews

- Courses
- Workshops
- Seminars
- E-learning
- Webinars
- Educational opportunities (e.g. conferences, master classes)
- MOOC's (free on-line resources)
- Gaming and simulations

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Inspiration catalogue tool

First up: pick a point of departure.

Click on the pathway that best matches your current career.

I have an appetite for in-role development →

I'm happy in my role, but curious about what development opportunities are on the radar.

I'm an aspiring people leader →

I'm looking for ways to move from subject expert to people leader.

I'm stuck in a rut →

I feel I've maxed out on the development opportunities in the role I'm in and need new challenges.

I'm good to go →

I'm perfectly content with where I'm at and unsure how to develop any further without making a new career move.

I'd like to get closer to my subject expertise →

I'm longing to get closer to my subject expertise, moving from people leader to subject expert.

I'm on the move →

I know exactly where I want to go, but I'm unsure about the best way to get there.

I'm curious about project management →

I'd like to get into the field of project management

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Career cards template

Competences (current state):

How do you apply competences from the career card in your current role?
Please consider your day-to-day tasks.
Use your own words and/or feedback you've received.

Knowledge and learning

Which specific knowledge and learning do you need to reach your goal?
Take our 70:20:10 philosophy into account.

Competences (desired future state):

When you look at the career cards, where do you see opportunities for assignments, tasks, or projects to develop your desired competences?
When you complete your assignment, what competences have you practiced or acquired?

Your next steps:

- Have a dialogue about the career cards and this template with your people leader in your continuous development dialogue and during your PDD discussions

- Use this template to update your IDP in PeoplePortal and keep track of your development objectives

- Get more information on how you can actively drive your career development on the Learning and Development Vital page ⟋

Internal mobility

Feedback

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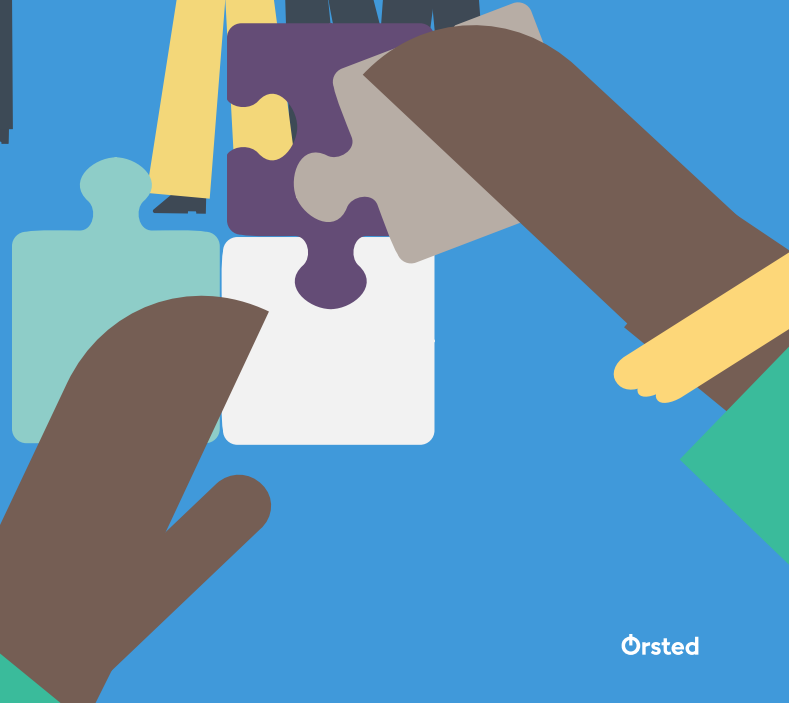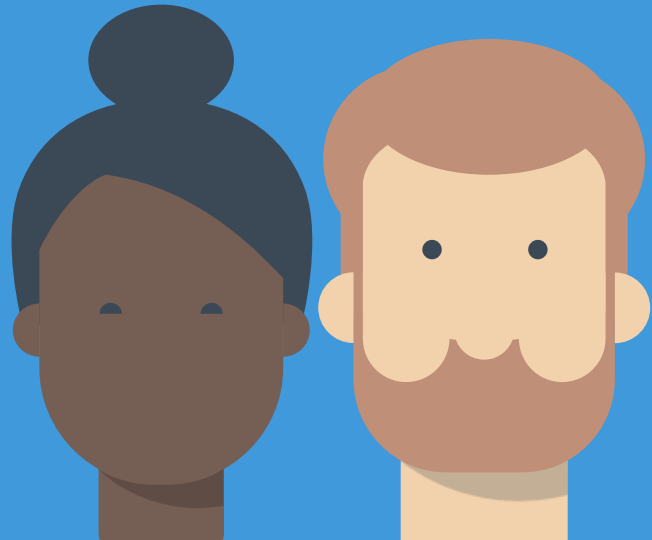
Feedback –received in the organisation

- Leaders found it difficult to **distinguish between role and employees/person**
- Differentiating between **title and bands** globally – same band but **4 different titles**
- Created **full transparency** and can be used as a dialogue tool, descriptions and wording **is good** to have a point of reference and guidelines.
- Guides to make the gap analysis of the career cards - **we explained in new webinars this year how to do**
- Supporting tools for employees who wish to stay in **current role**
- How **individual performance** fits with the career cards/bands and how this should be **addressed** in the development dialogue
- **Most asked question** was around salary compensation

Learning
- Constant reinforcement - engagement

Questions and answers

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