

Graduation Project - Juthamanee Mukchoed

# Making Personal Development Visible

Connecting People Development  
Strategy to Everyday Work

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## Abstract

Many organisations invest in frameworks that define how people should develop. Yet these frameworks rarely make it into the everyday moments where work happens. This project examines that gap at Autoneum Management AG, a Swiss-based global manufacturer of automotive components. In 2023, Autoneum introduced a People Development Strategy and a Global Competency Model – 22 defined behaviours describing how employees are expected to act. Despite existing structures including annual performance reviews and individual development plans, competencies remained largely absent from daily work.

The research question asked how Autoneum might strengthen the conditions for everyday, competency-based learning, moving from implicit, performance-driven development towards more visible and shared practice.

The study was conducted as a pilot at Autoneum's headquarters in Winterthur. Data was collected through semi-structured interviews, cultural probes, direct observation, and a co-design workshop, and analysed using reflexive thematic analysis. Five themes emerged, together revealing a single structural pattern: the gap persists because three conditions are consistently absent – visibility, embeddedness, and continuity.

In response, a connected set of three strategies was developed, targeting the everyday work level, the operational level, and the organisational level simultaneously. These are operationalised through a Development Conversation Guide, a lightweight, one-page tool for managers, supported by a full implementation plan and a proposed Theory of Change.

This project concludes that closing the gap between strategy and daily practice is a challenge of organisational design. This challenge can be meaningfully addressed by embedding small, recurring, competency-linked moments directly into existing work routines.

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# Table of Abbreviations

The following table lists the abbreviations used throughout this project for ease of reference:

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<b>Abbreviations</b>	
PDS	People Development Strategy: Autoneum's strategic approach to workforce development, introduced in 2023.
PMP	Performance Management Process: Autoneum's annual cycle of target-setting and performance review.
IDP	Individual Development Plan: a personal document in which an employee records and tracks development goals.
HR	Human Resources: the department responsible for people management, recruitment, and development processes.
L&D	Learning and Development: the function within HR responsible for training and capability-building programmes.
SAMEA	South Asia, Middle East, and Africa: one of Autoneum's regional divisions.

## Acknowledgements

This project would not have been possible without the openness of everyone at Autoneum Management AG who gave their time, through the participation in interviews, cultural probes, the co-design workshop, and feedback sessions. Your willingness to reflect honestly and engage with the work made the research what it is. A particular thank you to Jutta Ehling Head of Talent and Learning, who brought me into the organisation and supported the work from beginning to end.

Thank you to my coach Jorge Hirter, and to the entire Design Management, International teaching team for the frameworks, challenges, and guidance that shaped this process. A special thank you also to Thomas Petrig of the wider DMI community, whose expert perspective on organisational dynamics pushed my thinking further at a critical moment in the project.

To my peers, family, and friends — thank you for the feedback, outside perspectives, support, and encouragement that carried me through.

## How to Read this Booklet

### Format






This booklet is designed in A3 landscape format to support side-by-side spreads and large-scale visualisations. For best results, view on screen or print in A3. If printed on A4, layout and readability may be reduced.

### Margin Notes

Throughout the booklet, short grey notes appear in the margins. These define key terms, name frameworks, or add context that supports the main text without interrupting it. If a word or concept is unfamiliar, check the margin first.

### What to Expect and How to Navigate

Each chapter opens with a dot indicator in the top right corner. The filled dots show which chapter you are in. Follow them to navigate the booklet easier.

-  **Introduction**  
It sets the scene, explains the organisation, the problem, and the question that guided the research. Start here.
-  **Research Approach and Design Process**  
It explains how the research was conducted, which methods were used, and why.
-  **Research Findings**  
It presents what was discovered, structured around five themes. Each theme follows the same format: findings, supporting evidence from participants, co-design input, and relevant literature.
-  **From Strategy to Interventions**  
It translates the findings into a concrete strategy and set of work tools. This is where the design response lives.
-  **Evaluations and Reflection**  
It examines what the intervention does and does not achieve, and what conditions must be met for it to work in practice.



# Introduction



# Introduction

## Competency Framework

An organisation's formalised set of expected behaviours, what good performance looks like across roles. Where competencies describe individual behaviours, a framework brings them together as a shared standard.

Automation and global competition are reshaping what organisations need from their people. Most organisations now define these expectations formally, listing the behaviours behind good work, how someone collaborates, communicates, or adapts under pressure. This is called a competency framework.

Competency frameworks are increasingly common. The World Economic Forum (2025) identifies adaptability, resilience, and behavioural skills as among the fastest-growing priorities for employers globally. Yet defining these expectations is only the first step. The harder challenge is making them happen in everyday work. Most organisations struggle with exactly this. Frameworks are written, communicated, and filed but rarely make it into how people work.

## Understanding the Systemic Area

### Systemic Area

Interconnected themes or challenge areas within the organisation that influence how people work, interact, and experience development in everyday practice.

### Autoneum Management AG

Autoneum produces acoustic and thermal management components for vehicles, the materials that reduce noise and manage heat inside cars. It is a Swiss-based global manufacturer operating in more than 20 countries. The automotive supply industry is competitive, technically demanding, and tightly structured. Decisions move through management. Change happens slowly and deliberately.

In 2023, Autoneum launched a broad business strategy called 'Level Up', setting out its purpose, vision, mission, and values across the organisation. People development is one of the strategic focus areas within this strategy. As part of it, Autoneum introduced a People Development Strategy (PDS) and a Global Competency Model. It is a set of 22 defined behaviours that describe how employees are expected to act in their role across the organisation.

Alongside this, Autoneum uses two formal processes to support development. The Performance Management Process (PMP) is an annual cycle focused on target-setting and performance review. The Individual Development Plan (IDP) is where development goals are recorded and tracked. Together, these tools form the formal structure for people development at Autoneum. The question this project asks is why, despite all three existing formal structures, competencies rarely make it into everyday work.

## The Problem Area

At Autoneum's headquarters, awareness of the Global Competency Model varies significantly across departments. At the time of this project, it had been introduced in parts of Europe but is not yet rolled out globally.

Through initial conversations and interviews at the start of this project, three emergent patterns became visible:

Pattern	What was observed
Limited familiarity	Many employees had limited familiarity with the competency framework and what it meant for their role
Limited to formal reviews	Where awareness existed, competencies were discussed mostly during annual review cycles, not in everyday work
Manager-dependent	Personal development depended heavily on the individual manager priorities, creating uneven experiences across teams

Table 1. Problem Area

These patterns point to the same underlying issue. Competencies are present, but they are not yet recognised or actively used as part of how people work and develop. Awareness and integration into daily practice does not yet consistently follow.

This is not unusual. Research shows that how employees use formal frameworks depends less on the frameworks themselves and more on their workplace environment (Robbins & Judge, 2019; Schein, 2010). Key factors include leadership behaviour, work structures, and whether development is part of daily practice. This project sets out to examine these exact conditions at Autoneum.



## Where Development Happens and What Connects It

For this project, it is important to be clear about what development means in this context. Development in organisations does not happen at one level. It moves across three levels:

Level	What it includes
Strategic	Level Up, the Global Competency Model, and the organisational culture where direction is set
Organisational	Leadership, HR processes, and development conversations where strategy is translated into practice
Everyday	Tasks, feedback, and team interactions where individuals actually work and grow

Table 2. Levels of Reinforcement

### Everyday Work

Daily tasks, interactions, and decisions where behaviour and development actually take place.

This project focuses on the everyday level and what connects it to the others. The development addressed here is the learning already embedded in work itself: a task that overworks someone, a conversation that names a behaviour, a reflection after something goes well or badly (Groot & Maarleveld, 2000; Senge, 2006).

What connects all three levels is engagement — the active, consistent involvement of people with the competency framework in their daily work. As Figure 1 shows, engagement moves inward: from strategic intent, through organisational structures, into everyday practice. When that flow is consistent, it reinforces culture. People begin to share a language, recognise development in real moments, and build on it collectively. When it breaks down at any level, the loop does not close.

At Autoneum, the strategic intent is clear and the organisational structures exist. What is not yet consistent is the everyday level, the moments where engagement would need to happen for the loop to close. That is what this project sets out to address.

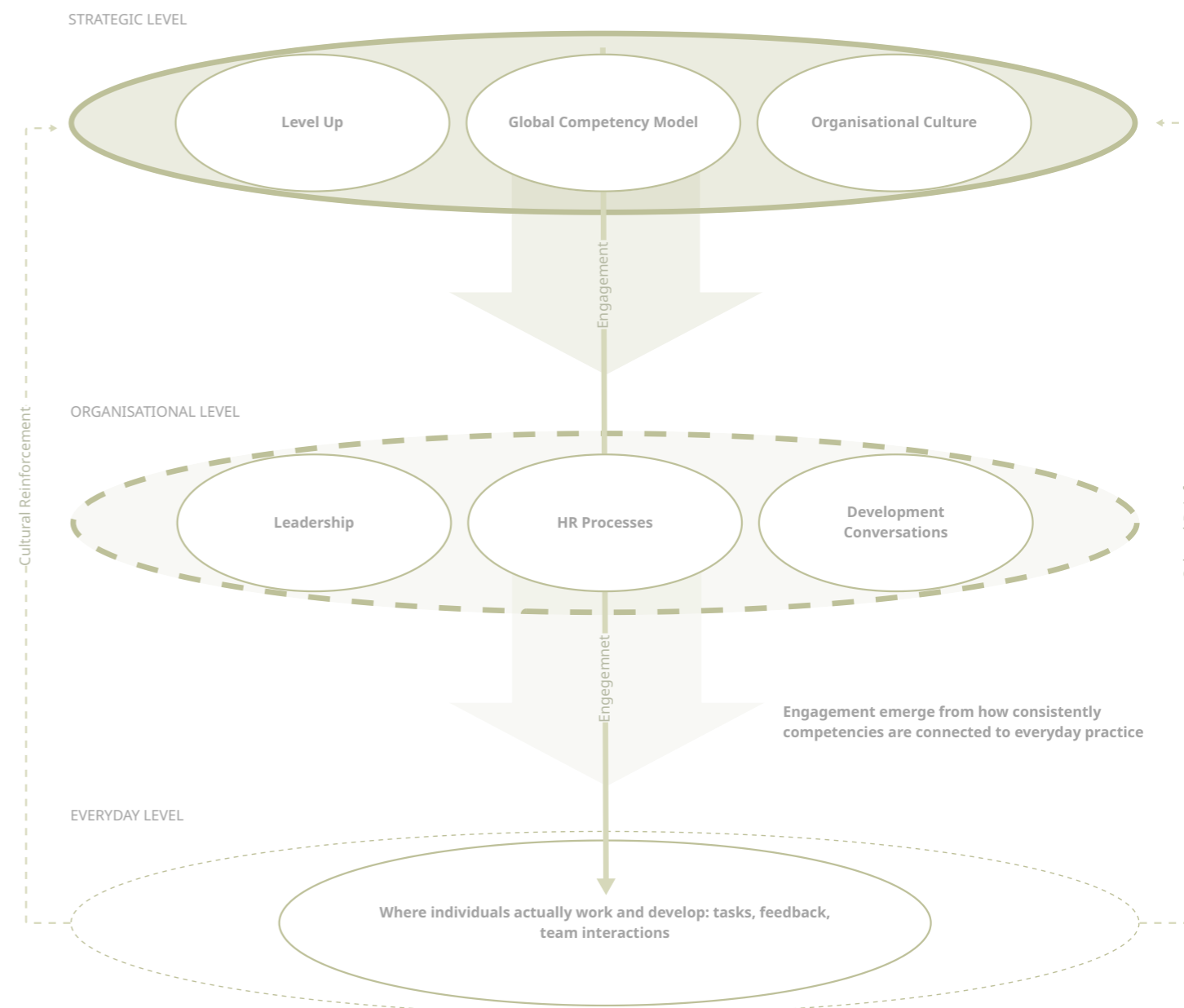


Figure 1. Levels of Reinforcement Loop



## Research Focus and Question

This project is a pilot study focused on one setting: Autoneum's headquarters in Winterthur. It looks closely at everyday practices, listens to people across different roles and levels, and develops ideas grounded in what actually happens there. The goal is to understand what already supports engagement with the competency framework and what gets in the way. From that understanding, the following iterated question guided the research:

How might Autoneum Management AG strengthen the conditions for everyday, competency-based learning, moving from implicit, performance-driven development towards more visible and shared learning practices?

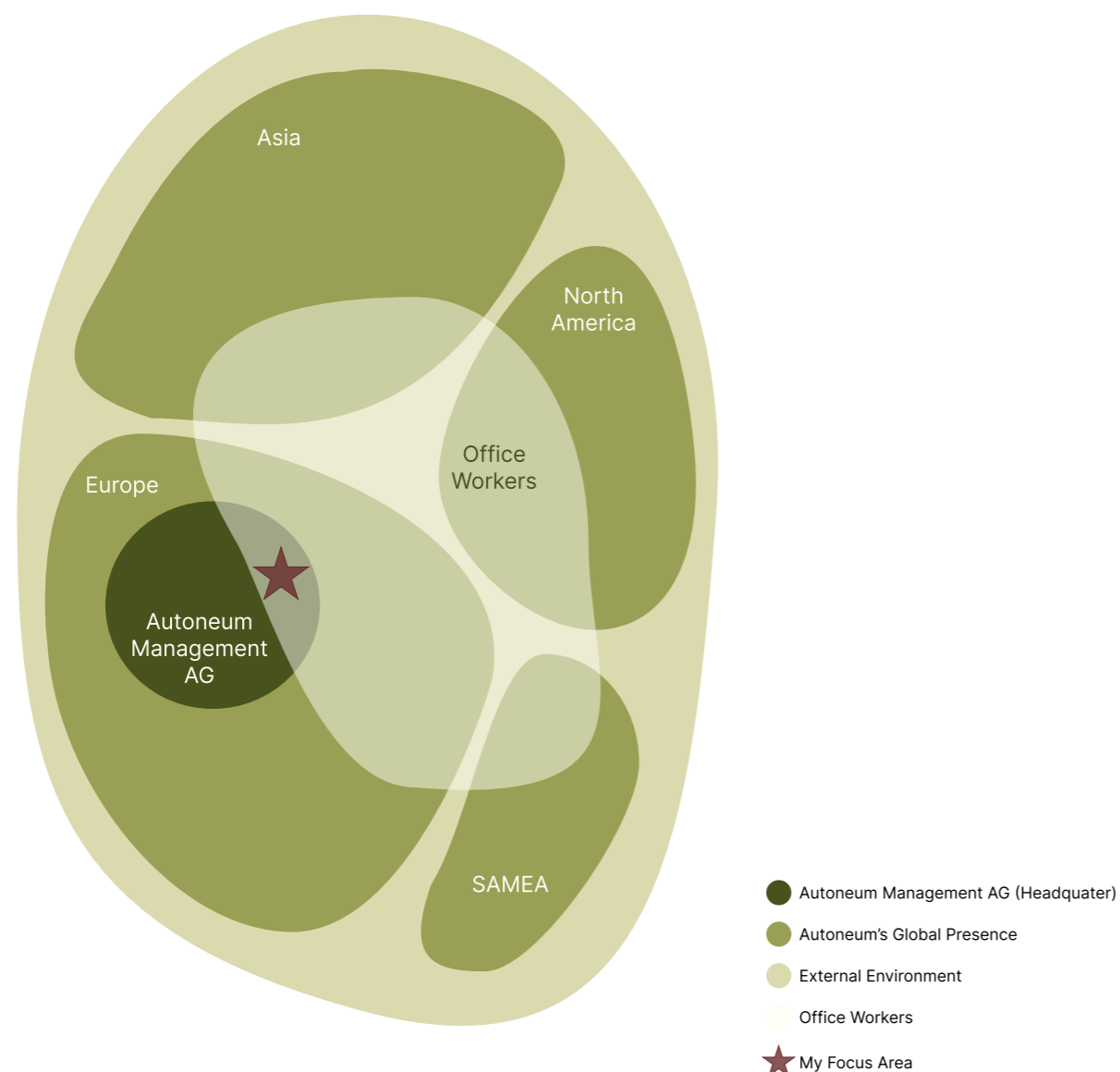


Figure 2. Systemic Focus Area

## My Role in this Project

Reflecting on my role through Deepa Iyer's (2022) Social Change Ecosystem Framework, I moved between three positions: Experimenter, Weaver, and Builder.

I came in with assumptions that did not hold. I initially framed the challenge as Autoneum needing to become a learning organisation, without fully considering what kind of organisation they are and what would realistically work within their context. When that framing did not fit what I was hearing, I adapted. The research question evolved. The intervention shifted. That willingness to try, noticing what is not working, and change course defined my role as an Experimenter.

The hardest part of being an outsider was not knowing what already existed. I had to build that picture slowly through interviews, observations, and questions. As a Weaver, I tried to see connections across levels, roles, and perspectives that those inside the system could not easily step back to see. Mapping those threads became one of the most important parts of the work.

As a Builder, I constantly brought people along by sharing drafts, asking for feedback, and testing concepts with those who would use them. The co-design workshop is where this was most visible, where nine participants worked through the problems together, challenged each other's assumptions, and shaped the direction of the strategy. By continuously checking in and iterating throughout the process, building with people rather than for them fundamentally shaped what the intervention became.

Throughout, I tried to stay aware of what I might be missing. I engaged with people who were open and reflective. That gave me rich material but may have painted a more optimistic picture than the full reality. That was a bias I carry into how I read the findings.

### Iyer's Role Framework

Deepa Iyer (2022) describes a set of roles people occupy in change processes. Reflecting on these roles helps researchers understand how their position shapes what they see and do.



# Research Approach and Design Process



# Research Approach

See Appendix B: Data Collection on page 104 for all materials and process details.

This chapter outlines the methods used throughout the project, from initial research through to intervention design, testing, and iteration. The project combined literature research, qualitative primary research, participatory design, and iterative stakeholder feedback. Together, these built a grounded understanding of the systemic area and helped develop a strategy that is realistic, human-centred, and adaptable to the organisation.

Method selection was deliberate. Following Frascara et al. (2023), every method shapes what you find. Some methods surface stated opinions. Others capture reflection. Others reach what people do when no one is asking. Each method in this project was chosen for what it could reach: the right fit for the research question, the people involved, and the stage of the process.

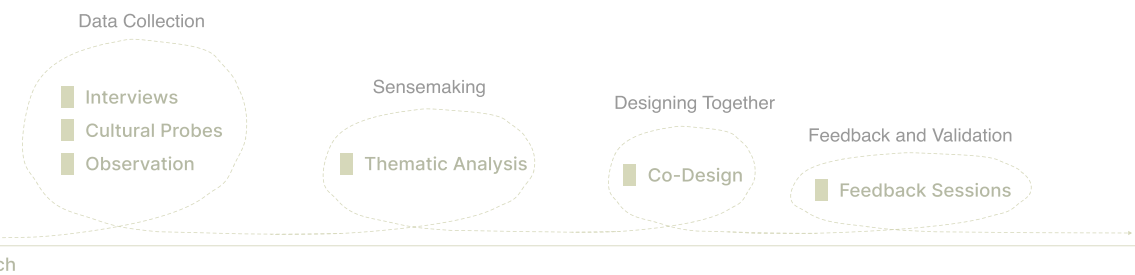


Figure 3. Methods

## Project Grounding

### Bi-Weekly

Check-ins that took place every two weeks on a recurring basis.

### Bi-Weekly Check-ins with the Collaboration Partner

Throughout the entire project, I held regular bi-weekly meetings with the Head of Talent and Development at Autoneum. These sessions covered the current state of the research, emerging directions, and organisational context, including access to internal documentation such as the competency framework and the People Development Strategy. These check-ins preceded and ran alongside every other method; without them, the research would have lacked the organisational grounding it needed.

Method	Purpose	Impact
Partner check-ins (ongoing)	Ground the project in organisational reality	Kept the work honest and contextually relevant
	Test emerging research and design directions	Surfaced organisational constraints and priorities that fieldwork alone would not have revealed
	Access internal documentation	Provided essential context for framing the research question and the intervention

Table 3. Bi-Weekly Check-ins

## Data Collection

### Literature Research

I used literature throughout the entire project, but in different ways at different stages. At the start, it helped me understand the context and see what research already exists on competency frameworks and organisational learning. Later, as findings emerged, I returned to it to name what I was seeing, check my interpretations, and ground the intervention in evidence.

Method	Purpose	Impact
Literature review (ongoing)	Frame the research question and identify existing knowledge	Shifted focus from implementation to culture and structure early on
	Make sense of emerging findings at each phase	Helped name what the data was showing and validated the direction of the intervention

Table 4. Literature Research

### Semi-Structured Interviews

I conducted eight interviews with four managers and four employees across different functions. Each lasted approximately 60 minutes and followed a flexible guide covering organisational culture, the competency framework, communication, leadership, the Performance Management Process, and learning and development.

#### Semi-structured interview

A guided but flexible conversation. Questions provide direction, while open responses allow unexpected insights to emerge.

Method	Purpose	Impact
Semi-structured interviews	Access people's lived experience through open, flexible conversation	Surfaced the core finding that the gap is not motivational but structural
	Understand how competencies, leadership, and learning are experienced in daily work	Revealed that competencies are practised tacitly but rarely named or reflected upon

Table 5. Semi-Structured Interviews



**Cultural Probes**

Reflective and creative activities used to capture people's everyday experiences, thoughts, and behaviours in their own context over time (Gaver et al., 1999).

**Cultural Probes**

I created cultural probes to gain deeper insight alongside the interviews and observations (Gaver et al., 1999). As Autoneum is a large organisation and many people are time-constrained, the probes were designed for people who wanted to participate but could not commit to an interview. Each probe consisted of two booklets, a Daily Reflection and a Daily Exercises set. It was designed to be completed over five working days at approximately 15 minutes per day. Five participants returned either one of the cultural probes.

Method	Purpose	Impact
Cultural probes	Capture everyday practices and implicit behaviours that are difficult to surface through conversation	Confirmed that competencies are practised regularly but unconsciously
	Broaden participation beyond those available for interviews	Reached people who could not commit to a full interview session
	Understand what daily work actually feels and looks like for employees	Revealed that the work is not to introduce new behaviours, but to make existing ones visible

Table 6. Cultural Probes

**Unstructured participant observation**

A qualitative research method where I observed and engaged in everyday situations without a fixed observation framework to better understand behaviours, interactions, and context naturally.

**Observations**

Alongside the interviews and cultural probes, I participated in a team meeting, joined a tour of the Autoneum headquarters, and took part in informal interactions. As the research topic is fundamentally cultural, observing directly felt essential to identify underlying patterns, artefacts, and the unspoken norms that shape everyday behaviour.

Method	Purpose	Impact
Unstructured Participant Observation	Identify cultural patterns and unspoken norms that other methods cannot fully reach	Grounded the research in lived reality
	See how people actually interact, not only how they describe it	Confirmed that even in collaborative, reflective settings, competencies are absent from everyday conversation

Table 7. Observations

**Sensemaking**

**Thematic Analysis**

I analysed all data (interviews, cultural probes, and observation notes) using reflexive thematic analysis (Braun & Clarke, 2006). I read across all sources simultaneously, letting themes emerge from the data rather than imposing categories in advance. Bringing together these different data types allowed me to triangulate findings (Visocky O'Grady & Visocky O'Grady, 2017). Analysis was conducted in two rounds: a first round to develop an initial understanding, and a second round after the co-design workshop, which produced five redefined themes and a systemic gaps map that became the strategy and interventions.

Methods	Purpose	Impact
Thematic analysis: round one	Develop an initial understanding of patterns across all data	Produced six themes and the first systemic picture of the research area
Thematic analysis: round two	Revisit and sharpen the analysis after the co-design workshop	Produced five redefined themes and a systemic gaps map that directly informed the intervention design
Triangulation	Cross-reference findings across interviews, probes, and observations	Distinguished genuine organisational patterns from individual perspectives

Table 8. Thematic Analysis

See Appendix C: Sensemaking on page 110 for all details.

**Reflexive Thematic Analysis**

Used here to move from individual voices to systemic patterns. Identifying what keeps coming up across data, and what it reveals about the bigger picture (Braun & Clarke, 2006).

**Triangulation**

Cross-referencing multiple data sources to distinguish genuine systemic patterns from individual perspectives (Visocky O'Grady & Visocky O'Grady, 2017).



## Designing Together

### Co-Design

I facilitated a two-hour co-design workshop at the Autoneum headquarters with nine participants on site and one online observer (Sanders & Stappers, 2008). The session followed three activities: making sense of the system together using a systems map developed from the research findings; prioritising challenges using coloured voting dots; and co-designing intervention directions in small groups. Before the session, I sent participants a summary of the research findings and a short explanation of the competency framework so that everyone could engage critically from the start.

Methods	Purpose	Impact
Co-design workshop	Involve stakeholders directly in shaping the intervention	Surfaced that any intervention adding weight or effort would not be adopted
	Test and challenge the systemic picture collaboratively	Confirmed key research findings and added perspectives the research had not fully captured
	Co-create intervention directions with the people who will use them	Lightness, embeddedness, and low effort became non-negotiable design criteria

Table 9. Co-Design

See Appendix D: Designing Together on page 112 for all materials and process details.

#### Co-Design

Working with the people affected by a solution rather than designing for them. Participants are treated as experts of their own experience (Sanders & Stappers, 2008).

## Feedback and Validation

### Feedback Sessions

At a later stage, I gathered feedback on the strategy and prototype from participants who had been involved earlier in the research and from an external expert with experience in organisational consulting. Those who responded shared their thoughts on feasibility, what would be most useful in practice, and what needed refining before finalising the design.

Methods	Purpose	Impact
Feedback sessions	Test the feasibility and relevance of the strategy and prototype	Confirmed what would work in practice
	Refine the intervention based on real organisational constraints and outside perspective	Surfaced necessary adjustments before finalising the design

Table 10. Feedback Sessions

See Appendix E: Feedback and Validation on page 118 for all details.

### Limitations

The research was conducted within a limited timeframe with a small, purposive sample based at the Autoneum headquarters in Winterthur. Plant-level and international perspectives are not represented. The people who participated may have been more open and reflective than average. Their responses may paint a more optimistic picture than the full reality at Autoneum. These constraints limit generalisability but do not undermine the contextual validity of the findings within this specific setting.

# Design Process



## Design Process

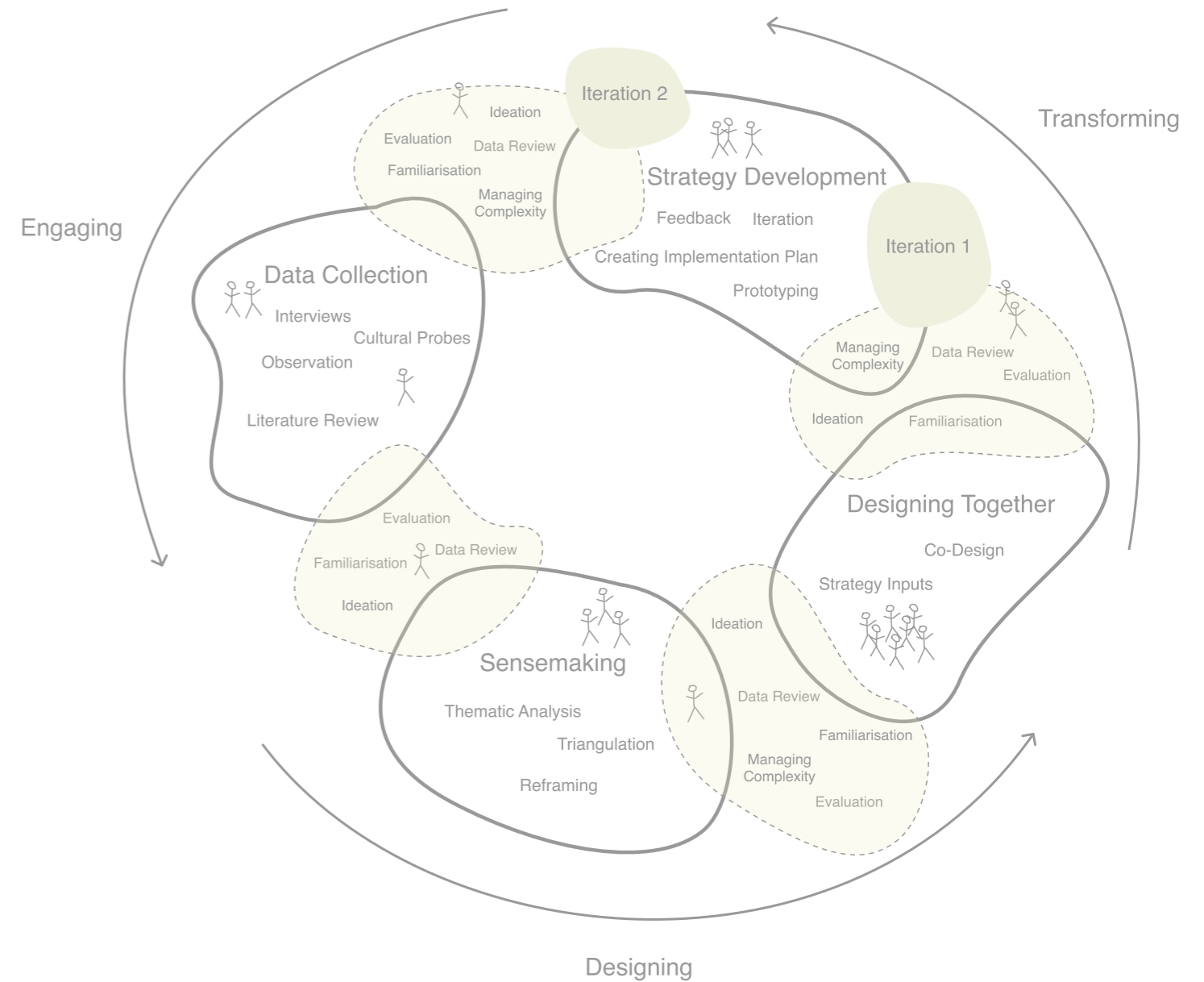
Iterative journey of understanding, exploring, testing, and refining ideas together with stakeholders to develop meaningful interventions.

Figure 4 shows the full design journey. It is not a straight line, it looped, shifted, and built on itself. The white sections show the main phases of the process: data collection, sensemaking, designing together, and strategy development. The green dashed fields show activities that recurred across phases — familiarisation, ideation, managing complexity, and evaluation — rather than happening only once. The two solid green areas mark the two main iterations.

Three threads run across all phases simultaneously:

- **Engaging:** with data, people, peers, and conversations;
- **Designing:** figures, connections, tools, and understanding;
- **Transforming:** turning data into something tangible or letting the data transform how the problem was understood.

Each phase shaped what became possible in the next. I circled back often, returning to the data, revisiting assumptions, and adjusting as I went. Beneath my process is a short reflection that shows how my understanding evolved at each phase.



### Data Collection

People at Autoneum were already learning and open to change, but neither they nor the organisation had named it as such. What took longer to see was that the organisation operated across distinct levels, each with different but interconnected problems. Once the levels became visible, so did the problem. Talking with peers and mentors throughout helped me process what I was finding and sitting with confusion, rather than rushing past it, turned out to be part of the method.

### Sensemaking

The key shift here: the problem was not the strategy itself, but how it was communicated and lived across the organisation. I did not abandon my earlier direction, I sharpened it. Holding everything at once without losing the thread was the hardest part. What helped was making complexity visible through diagrams, maps, and in conversations. Visualising was not just a way to communicate; it was how I thought.

### Designing Together

Ideas did not come from working alone. They came from the data and, more directly, from the co-design session. The session confirmed the research findings and let participants shape the direction in ways I had not fully anticipated. Designing with people, rather than for them, changes what becomes possible. Facilitation is itself a design decision. Letting go of control produced better outcomes than holding on to it.

### Strategy Development

Each iteration made me more confident in the direction. Feedback did not redirect the work, it deepened it. Planning for implementation taught me that many things have to be considered: the tool, the relationships, the timing, the conditions. The intervention works, but only if certain conditions are in place. A single tool cannot shift a complex system on its own. Not having all the answers is not a failure of the process, it is part of what honest design work looks like.

Figure 4. Design Process



## Research Findings

# How to Read this Chapter



This chapter presents key findings from the research, structured in two parts:

## Systemic Gaps Map

Each row is a level of the organisation. Each coloured box is a gap, which is a specific area where the connection between strategy and everyday development breaks down. The colour shows which type of gap it is, see the legend. The dashed lines show how a gap at one level influences what happens at the next. Follow them downward to see how problems compound across levels.

Figure 5 is organised across four levels of the organisation — strategic, operational, everyday work, and individual — each with its own core barrier and desired state. Reading from top to bottom shows how a problem at one level reinforces the next:

- Strategy untranslated into daily work creates operational inconsistency;
- Managers are left without shared practices;
- Competencies never reach the moments where people work;
- Employees lose relevance and ownership.

Seven specific gaps are named and colour-coded across these levels. Each is linked to the research theme that identified it. The gaps are not separate failures but the same structural problem showing up differently at each level.

## Themes Tables

Each theme is presented using the same structure, drawing on three data sources:

- Interviews
- Cultural probes
- Observations

### Source Codes and Participants Labels

Each quote is marked with one of the following:

- E# = Employee
- M# = Manager (including HR leadership)

### Co-Design

Findings identified during the co-design session with Autoneum participants. They reflect ideas and directions raised collaboratively and linked to the research findings.

### Supporting Literature

Each finding is supported by relevant literature. The research came first and the theory helps explain and contextualise what the data already showed.

See Appendix C: Sensemaking on page 110 for all process details.

### Systemic Gaps

Disconnects or misalignments within the organisation that prevent strategy, structures, or behaviours from effectively connecting to everyday practice.

Figure 5. Systemic Gaps

**STRATEGIC LEVEL**

(definition, intent, global direction)

**Core Barrier:** Strategy exists but becomes diluted down the system.

**Desired state:** Strategy and competencies are clearly understood and consistently translated into daily work across the organisation.

**Inconsistency Gap** (T1)  
Inconsistency across the organisation

- depends on manager
- varies by team
- no shared practice

**Relevance Gap** (T2)  
Competencies lack clear value from the top

- unclear why competencies matter
- weak link to roles & future direction

**Translation Gap** (T1, T2)  
Competencies are defined but not translated into everyday work

- too abstract
- no clear examples
- strategy does not reach daily work

**OPERATIONAL LEVEL**

(managers, HR processes, implementation)

**Core Barrier:** Even if strategy is good → it breaks in execution

**Desired state:** Managers are enabled and aligned to consistently integrate development into everyday work.

T3

**Structure Gap** (T4, T5)  
Development is not structurally embedded

- not mandatory
- no follow-up
- only PMP
- no tracking

**Capability Gap**  
Managers are key but not enabled to activate competencies

- don't know how to apply
- lack of mindset
- no training / guidance

**Ownership Gap** (T3)  
Lack of ownership and unclear roles in development

- expectation conflict
- unclear roles (manager vs employee)

**EVERYDAY WORK LEVEL**

(actual work interactions)

**Core Barrier:** Competencies are not visible where they should live

**Desired state:** Competencies are naturally embedded in daily work interactions such as tasks, feedback, and collaboration.

**Translation Gap** (T1, T4)  
No integration into:

- tasks
- feedback
- meetings

**Activation Gap** (T5)  
Competencies are not activated in daily work

- too much effort
- no time
- no triggers

**INDIVIDUAL LEVEL**

(experience, perception, motivation)

**Core Barrier:** Low engagement and ownership

**Desired state:** Employees actively engage in their development and see clear relevance to their work and future growth.

**Relevance Gap** (T2)  
Competencies lack personal and future relevance

- "not relevant for me"
- no connection to daily work
- no link to future

**Activation Gap** (T3, T5)  
Engagement depends on effort and initiative

- depends on motivation
- time pressure

**Legend**

- T1 Theme 1: Strategy and Competencies Remain Distant from Daily Work
- T2 Theme 2: Competencies Are Not Clearly Understood or Seen as Relevant
- T3 Theme 3: Development Responsibility Is Unclear Between Managers and Employees
- T4 Theme 4: Development Is Not Integrated into Daily Work Processes
- T5 Theme 5: Daily Work Priorities Leave No Room for Development

- Inconsistency Gap
- Relevance Gap
- Translation Gap
- Activation Gap
- Capability Gap
- Structure Gap
- Ownership Gap



# Theme 1: Connecting Strategy and Competencies to Everyday Work

This Theme addresses:

- Inconsistency Gap
- Translation Gap
- Interviews
- Cultural Probes
- Observations

This theme explores how Autoneum's strategy and competency framework is clearly defined at a formal level, however, rarely translate into everyday work. In daily tasks, meetings, and feedback moments, competencies are not actively referenced, and strategy stays implicit rather than actionable.

**Key takeaway:** The PDS is known but not felt. Where managers actively translate it, it becomes meaningful. Where they do not, it remains an annual HR exercise: visible on paper, invisible in practice.

- PDS**  
People Development Strategy
- PMP**  
Performance Management Process

Sub-Theme	Findings	Supporting Evidence	Co-Design	Supporting Literature
People Development Strategy is known but not felt in daily work	Autoneum's PDS aims to standardise how people are led and developed globally. In practice, most employees experience it at the rollout level (meetings, events etc.), not as something that shapes daily decisions or learning.	<ul style="list-style-type: none"> <li><span style="color: #FFC000;">■</span> "Level Up is good... but it's too high. I'm struggling to really link my team with the strategy." (M1)</li> <li><span style="color: #FFC000;">■</span> "I don't see that big change. I see that in my background is written Level Up, but I don't see changes coming from this strategy." (E3)</li> <li><span style="color: #800000;">■</span> HR leadership meeting stayed at "programmatic and strategic level, rather than at the level of individual employees or daily work practices."</li> </ul>	In the co-design session, the participants immediately recognised this gap. They confirmed the PDS had not yet reached their daily decisions. This matters because it shows the disconnect is not a motivation issue but a structural one: without role-level translation, the strategy stays abstract for the people it is meant to serve.	<p>Argyris &amp; Schön (1996) distinguish between what organisations say they value and what actually guides daily decisions. The PDS is the declared intent, daily practice is the gap.</p> <p>Alvesson &amp; Sveningsson (2015) show that change initiatives stall when they exist only at programme level. Sustaining strategy requires reinforcement through everyday routines, precisely what is missing here.</p>
Competencies as development tool, but experienced as administration tasks	The competency framework is not yet rolled out to all departments and remains optional. The PMP is mandatory, but the development conversation within it is not. Without a clear entry point, it depends on individual conviction and most employees never activate it.	<ul style="list-style-type: none"> <li><span style="color: #FFC000;">■</span> "I don't want to say that I live with them every day. I would lie if I would say that." (E3)</li> <li><span style="color: #FFC000;">■</span> "As an employee it doesn't mean anything really. We fill out our competencies once a year with our manager, but that's about it." (E3)</li> <li><span style="color: #800000;">■</span> Competencies "were not used as a shared language" even in an HR leadership meeting.</li> <li><span style="color: #333333;">■</span> In cultural probes, competencies appeared only when explicitly prompted, not in unguided daily work reflections.</li> </ul>	The co-design session surfaced a structural design issue: a system that is optional and relies on employee initiative cannot produce consistent uptake. Participants identified that without a shared entry point, such as a light, recurring touchpoint embedded in existing routines, the framework will continue to depend on individual managers' conviction rather than becoming a shared practice.	<p>Benayoune (2017) argues that a competency framework only serves its purpose when it becomes a shared language for daily development. Without that activation, it is an administrative list, exactly what employees describe here.</p> <p>Fejfarová &amp; Fejfar (2022) find that only 21.8% of organisations actively use a competency approach and those that do link it directly to training and development. The decisive factor is activation, not design.</p>
Isolated pockets where competencies are genuinely connected to work	A small number of departments e.g. Purchasing and HR actively use competencies for task allocation, recruitment, and development conversations. These cases show what integration looks like and what conditions enable it: manager conviction and role-specific mapping.	<ul style="list-style-type: none"> <li><span style="color: #FFC000;">■</span> "The first step was to define what are the important competencies for our role. The buyers need a different set than the managers." (M1)</li> <li><span style="color: #FFC000;">■</span> "It moves it away from "I think you are doing well" or "I have the feeling" to a strong fact base." (M1)</li> <li><span style="color: #333333;">■</span> When prompted, participants mapped competencies they actively used and highlighted all of Autoneum's defined competencies. Connection exists implicitly, however they are not habitually named.</li> </ul>	The co-design session validated this subtheme as the most actionable finding of this theme. Participants agreed that the pockets of integration in Purchasing and HR are not exceptions to celebrate but models to scale. The insight, "the solution is not adding new tools, but making development part of how work already happens", directly explains why these departments achieve this: they embed competencies into routines that already exist.	<p>McClelland (1973) established that competencies only have value when enacted as observable behaviour in real work contexts. The Purchasing department's practice is precisely this: competencies used to make actual decisions, not to fill in forms.</p> <p>Hatch (1993) shows that local cultural practices, when made visible, can spread across an organisation. The integration seen in Purchasing is not a private success; it is a proof of concept for what the PDS could look like at scale.</p>



# Theme 2: Making Competencies Clear and Relevant for Everyday Work

This Theme addresses:

- Relevance Gap
- Translation Gap
- Interviews
- Cultural Probes
- Observations

This theme explores why competencies, even when known, feel abstract and disconnected from day-to-day work. The data shows that the gap is not just in awareness but in meaning-making.

**Key takeaway:** Knowing a competency framework exists is not enough. People need to see themselves in it and know how it applies to their specific role and daily work.

**STAR method**

Situation, Task, Action, Result — a structured interview and feedback technique used to assess competency-based behaviours with concrete, role-specific evidence.

Sub-Theme	Findings	Supporting Evidence	Co-Design	Supporting Literature
Competencies are understood in the abstract, but not felt as personally relevant	Several participants could articulate a general understanding of what competencies are for, but struggled to connect them to their own daily work or development. The framework is perceived as a corporate instrument rather than a personal development tool.	<p>“I think it's a way of going forward, improving... a combination of things that actually gets you forward.” (E1)</p> <p>“We have to fill out our competencies kind of once a year with our manager. And okay. Yeah, but that's about it.” (E3)</p> <p>“It's new to me. When I did this evaluation, I said, okay, there are points which I also see will require improvement from my side.” (M2)</p> <p>They list competencies they used daily but in response to "Growing at Autoneum" with: "I don't have experience with this yet." (E7)</p>	In the co-design session, participants confirmed that awareness alone does not drive application. The group working on the strategy perspective identified that employees need to see what competencies mean for their specific role and future path. "Employees understand what competencies they need for their current and future roles" was named as a future state, not a present reality.	Schein (2010) distinguishes between espoused values — what an organisation says matters — and assumptions in use, what actually drives daily behaviour. The gap described here is exactly that: competencies as espoused value, absent from the assumptions that guide work.  Robbins & Judge (2019) show that individuals engage in development when they perceive it as personally relevant and tied to visible outcomes, neither of which is currently present.
Role-specific application is the exception, not the norm	The purchasing team is the clearest example in the dataset of what it looks like when competencies are made concrete and role-specific. They mapped role profiles, built STAR-based interview questions around selected competencies, and used Gallup Strengths alongside them. The contrast with the rest of the organisation is stark.	<p>“We mapped every function. The buyers need a different set of competencies than the managers, and the technical buyer also a different set.” (M1)</p> <p>“Managers said: we are overloaded, we have no time... But then in the meetings with teams, we saw many people pretty interested in development conversation suddenly, right?” (M4)</p> <p>The cultural probe reflects uncertainty about where competencies fit, given that they sit outside both PMP and daily routines.</p>	The participants in the co-design session identified the absence of a shared entry point as a core design problem. Because neither the PMP nor daily work creates a natural moment to engage with competencies, development stays occasional and self-selected. Participants proposed creating a dedicated, lightweight space for competency conversations — distinct from PMP but regular enough to build continuity.	Hatch (1993) argues cultural practices spread when they are visible and linked to demonstrable outcomes. Andrea's practice demonstrates this: competency-based hiring and development conversations produce measurable, role-specific results.  Laloux (2014) identifies role clarity as foundational to self-directed development: without knowing what growth looks like in a specific role, individuals cannot meaningfully pursue it.
Development stays implicit without a shared language	The Unwritten Rules exercise in the cultural probes reveals that participants describe the lived criteria for success in their own words, not the organisation's framework. These responses describe genuine competence — but in an informal idiom that has never been connected to the formal vocabulary.	<p>“At Autoneum, you succeed if you... open, reliable, good communicator, competent, collaborative.” (M5)</p> <p>“At Autoneum, you succeed if you... can problem-solve, defend your ground and make decisions, are open-minded and have good communication skills.” (E6)</p> <p>“The people are friendly and the culture is very supportive. Successes are celebrated and genuinely appreciated.” (E7)</p> <p>Competencies were "not used as a shared language" even in an HR leadership meeting.</p>	The co-design session confirmed this gap. Participants from the strategy group proposed training and refreshers to "create knowledge and awareness of competence profiles." The insight: people use competencies in their own language but the formal vocabulary has not been established — so development conversations happen in different idioms with no shared anchoring point.	Senge (2006) identifies shared mental models as a core discipline of the learning organisation: without a common language for describing capability, teams cannot reflect on or develop it together.  Argyris & Schön (1996) argue that single-loop learning cannot occur if the framework for reflection is not shared across the organisation.



# Theme 3: Clarifying and Strengthening Ownership of Development

This Theme addresses:

- Capability Gap
- Ownership Gap
- Activation Gap

- Interviews
- Cultural Probes
- Observations

This theme explores how ownership of development is currently diffused. It sits between employees, managers, and HR without clear accountability. Most employees wait to be directed; most managers support when asked but rarely initiate. Whether development happens depends almost entirely on the individual manager, making it unequal and relationship-dependent rather than a shared and structured practice.

**Key takeaway:** When roles are clear and touchpoints are regular, development becomes a shared practice; not a matter of who you have as a manager.

**Development ownership**

Who is responsible for initiating, planning, and following up on an employee's development.

Sub-Theme	Findings	Supporting Evidence	Co-Design	Supporting Literature
Development ownership sits with the manager and varies accordingly	The most consistent finding across interviews and probes is that the manager is the single largest determinant of whether development happens. This creates enormous variation: some employees experience rich, structured development conversations; others experience annual checkbox exercises.	<p>“With my manager personally, I think it's a very good exchange. He's very supportive of the PMP cycle... So I feel very heard and taken seriously. He gives as well as constructive feedback.” (E1)</p> <p>“I think for some people it's quite useful to have [the PMP], but as an employee it doesn't mean anything really.” (E3)</p> <p>“PMP is experienced as... a guideline. The success of this method depends on the commitment of both parties.” (E6)</p> <p>"I felt drained because in the past year I changed line managers multiple times and I felt like repeating myself." Development continuity collapses when manager relationships change. (M5)</p>	The participants in the co-design session named manager capability as the central enabler of development. They proposed: training managers in development conversations, increasing awareness that people development is part of the manager role, and introducing IDPs tracked in Touchpoint with KPIs for managers on development. The shift: from passive support to active development leadership.	<p>Edmondson (1999) shows that team learning depends primarily on leader behaviour: managers who model reflection and make development safe enable more learning than any structural intervention alone.</p> <p>Senge (2006) identifies local line leaders as the individuals whose day-to-day behaviours either enable or block the conditions for a learning organisation.</p>
Individual self-direction is valued but unsupported	Several participants take genuine ownership of their own development — but do so in spite of the system, not because of it. This self-direction is admired and implicitly expected, but is not structurally supported.	<p>“I'm trying to review [competencies] at least once a month ... to recheck: here in this regard, I needed to improve. How did I do?” (M2)</p> <p>“What really helps me improve is my curiosity and being open to try new things and take new challenges.” (M5)</p> <p>“That I am able and allowed to try new things” (E6)</p> <p>“Balancing [course] with a 100% workload and two small children, without any additional support, has made the situation particularly demanding.” (E5)</p>	The participants identified that self-directed development exists but is fragile: without structure, it depends on individual energy. They proposed introducing regular development conversations throughout the year and creating a dedicated space for development — separate from PMP but linked to it. The direction: from occasional reflection to continuous and structured development.	<p>Robbins &amp; Judge (2019) show that self-directed learners require three conditions: clarity on goals, feedback on progress, and access to resources. Currently, Autoneum supports only the first loosely — permission to develop exists, but not systematic structure.</p> <p>Laloux (2014) argues that distributed ownership of development works when the organisation provides structure, not just permission: "freedom within a container."</p>
When the system fails, responsibility is pushed back to employees	When organisational options run out, the employee must make themselves visible, seek opportunities proactively, or ultimately look elsewhere. Development becomes the employee's problem, not the organisation's.	<p>“You have to help yourself. You need to show up. You need to make yourself visible. You need to be very active in collaboration with other people so that they say, "I would like to have you in my team.”” (M3)</p> <p>Responsibility allocation was a main discussion point in the leadership meeting. It focused on regional ownership and programme scaling, with no discussion of individual employee development plans.</p> <p>There is no moment in the observed meeting where someone asks: "And whose job is it to make sure each employee has an active development plan?"</p>	All participants recognised that development should not depend on individual initiative alone. They proposed making the development field mandatory in PMP and planning development conversations throughout the year. This reinforced the same direction that emerged across the research: rather than introducing separate processes, development needs to become part of how work already happens.	<p>Argyris &amp; Schön (1996) describe defensive routines: when individuals are left to navigate development alone, they develop protective patterns that avoid visible failure. Without structural support, self-directed development becomes self-protective silence.</p> <p>Alvesson &amp; Sveningsson (2015) note that culture change cannot rest on individual willingness; it requires embedded routines that carry the change forward regardless of individual conviction.</p>



# Theme 4: Embedding Development into Everyday Work Processes

This Theme addresses:

- Structure Gap
- Translation Gap
- Interviews
- Cultural Probes
- Observations

This theme explores how learning at Autoneum is already happening through daily tasks, peer interaction, and problem-solving, but is rarely named, planned, or connected to development goals. Autoneum orients itself to the 70:20:10 model, yet in practice the focus still falls on the 10% formal layer.

**Key takeaway:** Learning is already happening in daily work, not in formal programmes. The gap is not opportunity but recognition and integration.

70-20-10 Learning Model

Research-based framework suggesting that effective professional development comes from on-the-job experience (70%), working with others (20%), and formal training (10%).

Sub-Theme	Findings	Supporting Evidence	Co-Design	Supporting Literature
On-the-job learning is the primary development format but unacknowledged	Learning through doing emerges as the real developmental mechanism. This is stated explicitly, and it is visible in the rich descriptions of daily work in the cultural probes — but it is never named or acknowledged as learning.	<p>“Learning on the job is a big, big part. You need to have it on the job — it's quite a big part of the whole learning process.” (M2)</p> <p>“I feel like I'm growing. I'm learning every day. It feels a bit like university, but I get paid.” (E4)</p> <p>“Learning here mostly happens through... learning by doing and autonomously searching for a challenge.” (E6)</p>	The co-design session produced a clear consensus: development should happen within daily work, not as an extra process. All three groups converged on this insight. The leadership group proposed that "managers use real tasks and situations to discuss development" and that "development becomes part of regular conversations, not separate events."	<p>Senge (2006) identifies work-embedded reflection — not separate learning events — as the engine of organisational learning. The learning organisation is not one with more training; it is one where reflection is embedded in how work gets done.</p> <p>Bateson (2022) argues that "readiness" to learn is built in the moment, through engagement with real problems, not in advance through courses.</p>
Informal knowledge transfer is common but fragile	Mentoring, peer support and informal resource-sharing are widely practised, but depend entirely on personal relationships and individual initiative. They exist outside any formal structure and are therefore invisible to the organisation.	<p>“... [My manager] often buys different books and resources to improve his skill set with respect to innovation... This is quite typical, ... people will share resources they find useful.” (E4)</p> <p>“I have certain colleagues in the company who have stepped forward to mentor me a little — I feel comfortable asking sometimes stupid questions.” (E4)</p> <p>“We assigned a person from the team to be his "buddy", supporting him, guiding him, helping him learn our processes.” (M2)</p>	Co-design participants recognised this pattern. One intervention direction that emerged was strengthen informal learning by making it visible and partly structured. The idea of "mini-actions (10-15 min) was develop — small, recurring moments embedded in work that already happens, rather than new separate events.	<p>Edmondson (1999) shows that psychological safety, created partly through informal mentoring and peer support, enables learning in teams. Boris's buddy system and Matthew's informal mentoring are examples of this.</p> <p>Groot &amp; Maarleveld (2000) on facilitation argues that the most powerful development moments are created in the space between people, in authentic dialogue around real work, not in formal programmes.</p>
Formal development is decoupled from daily work	The formal infrastructure, L&D platform, PMP, competency evaluations, is experienced as separate from real work rather than integrated into it. Employees access formal training when they have some time, not when they most need the learning.	<p>“I just don't have the energy to do it after work. I never have free time for stuff like this.” (E4)</p> <p>“They do allow a maximum of maybe two to four hours a month that you could do on personal training.” (E4)</p> <p>The observed HR/L&amp;D meeting, focused on leadership development, discussed programmes and structures, never the question of how learning happens inside daily tasks. Focus remained at a programmatic and strategic level.</p>	The participants in co-design identified this decoupling directly. They proposed that development conversations be planned throughout the year and that the development field in PMP be made mandatory. The insight: a field that is optional will be left blank under pressure, and a conversation that is separate from daily work will be postponed indefinitely.	<p>Argyris &amp; Schön (1996) observe that formal training rarely translates to practice unless accompanied by real-time application opportunities. Single-loop learning requires the framework to be active in the moment of work, not retrospectively in an annual review.</p> <p>Alvesson &amp; Sveningsson (2015) show that decoupled development programmes reinforce the implicit message: development is not real work.</p>
The PMP is a potential embedding point but is not yet used as one	Keeping development and performance separate to protect people, but the result is that development has no fixed home and often does not happen at all.	<p>“We try to separate the competence-based development approach from performance measurement... But then what we also know is that if an employee is not strong in the essential competencies for their role... that might affect performance.” (M4)</p> <p>“The question was clearly: do we measure competence during the performance evaluation? No, we don't. It's really personal business targets and the company values.” (M4)</p>	Co-design participants identified the PMP moment as an opportunity rather than a constraint. The participants proposed: "Plan development conversation throughout the year to plan and follow-up on the development" and "development field mandatory." This does not require merging performance and development, it requires making development a consistent, visible presence throughout the year.	<p>Schein (2010) argues that cultural change happens through repeated rituals, not one-off events. The PMP is precisely such a recurring ritual — it has the potential to embed development as a visible, shared practice if designed to do so.</p> <p>Robbins &amp; Judge (2019) show that formal performance processes shape what employees believe the organisation actually values: if development is not visible in the PMP, it signals that it is secondary to performance.</p>

Table 14. Theme 4



# Theme 5: Enabling Development Within Daily Work Priorities

This Theme addresses:

- Structure Gap
- Activation Gap

Interviews

Cultural Probes

Observations

This theme explores how day-to-day work is fast-paced and driven by operational priorities, leaving little time and mental space for development. Even when tools and opportunities exist, development is perceived as an additional effort that competes with immediate tasks.

**Key takeaway:** The will to develop is there, but the way is not always clear. Without time protected from delivery pressure and without a consistent trigger to act, good intentions stay intentions.

### Psychological Safety

Edmondson's (1999) concept describing team climates where members feel safe to take interpersonal risks, like speaking up, ask questions etc. without fear of negative consequences. A prerequisite for visible, shared learning at Autoneum.

Sub-Theme	Findings	Supporting Evidence	Co-Design	Supporting Literature
Full workload leaves little bandwidth for deliberate development	The dominant experience is one of continuous demand. There is rarely some time for reflection, formal training, or development planning and when such time exists it is not protected.	<p>“When you have a project with a tight deadline or a stressful situation, you don't really think about [competencies] all the time.” (M2)</p> <p>“I just don't have the energy to do it after work... I never have free time for stuff like this.” (E4)</p>	Participants acknowledged time pressure as a structural barrier. They proposed creating "dedicated space for development (separate from PMP)" and making development "more visible and partly mandatory." The key insight: without structure, development will always be displaced by operational urgency.	Edmondson (1999) shows that learning cannot occur in conditions of unrelenting pressure: teams need psychological safety and time to reflect for learning to become habitual.  Robbins & Judge (2019) note that organisations that want development to happen must treat development time as a protected resource, not a luxury discretionary to individual managers.
Manager bandwidth is the bottleneck for development conversations	Rolling out a competency-based development approach to the IT organisation is a revealing study of how quickly manager capacity constraints threaten an otherwise promising initiative.	<p>“I felt not very comfortable that we are successful. Managers said: we are overloaded. We have no time to explain that to the people — and this whole evaluation, it takes time. And then the development conversation, defining actions and everything.” (M4)</p> <p>The competency-based conversation is positioned as additional work on top of existing management responsibilities — not as a replacement for or integration into existing processes.</p>	Participants in the co-design session directly addressed manager overload. They proposed "mini-actions (10-15 min) to develop in small steps" and IDPs tracked in Touchpoint, evaluated also for managers, with KPIs on development. The shift proposed: development conversations should be lightweight, embedded in existing 1:1s and task discussions, not separate time-intensive processes.	Senge (2006) observes that the learning organisation requires leaders who can hold tension between immediate delivery and long-term capability. Without support, managers default to delivery alone.  Laloux (2014) argues that development only becomes embedded when it is distributed. Not only dependent on individual managers' discretionary effort but embedded in shared, lightweight processes.
Development sits at the bottom of the priority stack	Customer delivery, operational KPIs, project deadlines come first. Development happens if there is time and there is rarely much of it.	<p>"Technical outcomes are driven by the expert, but the duration is imposed by high-level management." (M5)</p> <p>“When you're in the manufacturing plant, you have deadlines to meet, production numbers to hit, scrap rates to hit — that's obviously going to take precedence before something new and innovation.” (E4)</p>	Co-design participants confirmed this priority hierarchy explicitly. The individual intervention card proposed making the "development field mandatory" in PMP — a structural response to the priority problem. If development is optional, it will always be displaced; if it is required, it creates a floor below which it cannot fall.	Schein (2010) argues that what organisations prioritise in resource allocation — time, money, attention — communicates their real values more powerfully than any stated commitment. As long as development time is unprotected, the signal received is: development matters, but less than everything else.  Alvesson & Sveningsson (2015) show that without signals from the top, mid-level managers will consistently prioritise the measurable over the developmental.
Where space for development exists, it is individual, not systemic	Where development does occur within working hours, it depends on individual managers creating discretionary space, or on employees finding their own moments. There is no systemic mechanism for protecting development time.	<p>“Where we have choice, it's usually based on skills, but it can also be interest. So if I put my hand up and say, "I want to learn more about this", ultimately it's his decision — but generally they allow that.” (E4)</p> <p>“I don't stop them if someone wants to work partially for another department — to learn new things. I believe it makes more benefits than losses because people don't feel locked in this department.” (M3)</p> <p>“Autoneum's culture of supporting self-development encouraged me to be transparent and seek alignment rather than trying to navigate everything alone.” (E5)</p>	Participants in the co-design agreed on the same insight: development must become structural, not individual. The leadership group proposed "small, regular actions instead of large processes" like building development into existing meetings and tasks. The strategy group proposed planning development conversations throughout the year with follow-up, ensuring continuity beyond individual goodwill.	Senge (2006) identifies systems thinking as foundational: if development depends on individual discretion, the system will produce inconsistent results regardless of good intentions.  Groot & Maarleveld (2000) on facilitation argues that the facilitator's (manager's) role is to create conditions for learning, not deliver it: structure over heroism.

Table 15. Theme 5

# Reframing the Problem



Five themes emerged from the research. Read individually, each describes a specific challenge at a specific level of the organisation. Read together, they reveal the same underlying condition: it is not a question of individual willingness, but of what the system consistently fails to provide. A framework absent from daily work fails to build shared language. Without shared language, development feels personally irrelevant. When it lacks relevance, ownership remains diffuse.

Going in, I read the three patterns from the Introduction Chapter as an implementation problem. I believed that clearer communication and more consistent structure would close the gap. The themes reframed this. What emerged was not a framework being poorly applied, but three structural conditions consistently absent across all levels. These became the focus areas for the strategy.

## Three Focus Areas for the Strategy

Visibility, embeddedness, and continuity — these are what the strategy needs to address: making development visible in the moment it happens, embedding it inside daily work rather than alongside it, and building continuity so conversations lead somewhere.

	What is missing	Why it matters	Related themes & gaps
<b>Visibility</b>	Competency-aligned behaviours are never named as development in real time	<ul style="list-style-type: none"> <li>Behaviours cannot be reflected upon</li> <li>They cannot be shared or built upon collectively</li> </ul>	T1, T2, T4 Translation Gap Relevance Gap
<b>Embeddedness</b>	Development is positioned outside daily work in formal processes, optional plans, and training platforms	<ul style="list-style-type: none"> <li>It competes with operational demands and consistently loses</li> <li>Learning beside work is always treated as additional effort</li> </ul>	T3, T4, T5 Structure Gap Activation Gap Capability Gap
<b>Continuity</b>	Development conversations remain one-off moments with no structural follow-up	<ul style="list-style-type: none"> <li>Isolated conversations cannot build shared habits</li> <li>No shared language or culture of development can form</li> </ul>	T1, T3 Ownership Gap Inconsistency Gap

Table 16. Focus Areas



# From Strategy to Interventions

# From Strategy to Interventions

This chapter translates the research findings into a concrete strategy and intervention. It covers the performance specifications that define what the strategy must achieve, one overall strategy organised across three sub-strategies that each address a different level of the system, the Development Conversation Guide (Intervention) as the entry point, and the implementation plans that show how it all comes together in practice.

# What the Strategy Should Ensure



The three structural absences, visibility, embeddedness, and continuity, do not sit at one level of the organisation. They stack across all four, as the Systemic Gaps Map (Figure 5) illustrates. Closing the gap therefore requires a connected set of shifts rather than a single fix.

What each level must ensure:

Level	The strategy should ensure
Strategic	Competencies are consistently translated into daily work, not left to individual managers to interpret alone.
Operational	Managers have simple, shared ways to bring development into existing interactions, not only formal processes.
Everyday work	Behaviours are named in tasks, feedback, and conversations without adding effort or new steps.
Individual	Employees hold genuine ownership over their development, rather than waiting for it to be initiated.

For further details, Table 17 sets out the full performance specifications for each level: what must change, measurement indicator per level and the goal of the shift each level must achieve.

**Performance Specifications**  
It describe what an intervention should enable or achieve in practice to ensure it effectively addresses the identified needs and challenges.

# What the Strategy Should Ensure



Systemic Levels	Themes and Gaps	What needs to change	The strategy should ensure	Goal of the shift
<b>Strategic Level</b>  Core barrier: Strategy becomes diluted down the system	T1, T2  ■ Inconsistency gap ■ Translation gap ■ Relevance gap	The competency framework is communicated at a high level but rarely referenced in daily decisions. Its application depends on the individual manager, creating inconsistent practices. Employees do not see why competencies matter for their role.	<ul style="list-style-type: none"> <li>• Competencies are referenced consistently across teams, not only by individual managers</li> <li>• Teams share a common language for connecting daily work to competencies</li> <li>• The relevance of each competency is clear to employees at role level</li> <li>• Development is understood as an organisational expectation, not a personal choice</li> </ul>	<ul style="list-style-type: none"> <li>• PDS and competencies are consistently translated into daily work across the organisation</li> <li>• Development becomes a visible part of everyday work, not background information</li> </ul>
<b>Operational level</b>  Core barrier: Good strategy breaks in execution	T3, T4, T5  ■ Capability gap ■ Structure gap ■ Ownership gap	Managers lack concrete ways to bring development into daily work. Development is not structurally embedded, no mandatory follow-up, no tracking. Ownership is diffuse: employees wait, managers default to delivery.	<ul style="list-style-type: none"> <li>• Managers are able to connect development to real work situations, tasks, feedback, and check-ins</li> <li>• Development is addressed within existing workflows, not only dedicated formal processes</li> <li>• Responsibility for development is clearly allocated between manager and employee</li> <li>• Development topics raised in one moment are followed up in the next</li> <li>• Both managers and employees actively initiate development conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Managers consistently integrate development into everyday work</li> <li>• Ownership of development is clear and shared</li> <li>• Development is continuous, not one-off</li> </ul>
<b>Everyday work level</b>  Core barrier: Competencies are not visible where they should live	T1, T4, T5  ■ Translation gap ■ Activation gap	Competencies are absent from task allocation, feedback, and meetings. Development is seen as extra effort and loses out to operational priorities. Without prompts, it disappears from fast-paced daily work.	<ul style="list-style-type: none"> <li>• Competencies are explicitly named in task allocation, feedback, and team discussions</li> <li>• Feedback addresses how work was done, not only what was delivered</li> <li>• Development is accessible within existing tasks and conversations, no extra time or steps required</li> <li>• Development remains present under operational pressure, not only when time allows</li> </ul>	<ul style="list-style-type: none"> <li>• Competencies are naturally embedded in daily work interactions</li> <li>• Development happens within daily work, not alongside it</li> <li>• Feedback highlights behaviours, not only results</li> </ul>
<b>Individual level</b>  Core barrier: Low engagement and ownership	T2, T3, T5  ■ Relevance gap ■ Activation gap	Competencies feel abstract and disconnected from real work. Engagement depends on individual motivation. Employees wait for managers to initiate rather than driving their own development.	<ul style="list-style-type: none"> <li>• Competencies are recognisable in each employee's actual daily work</li> <li>• Employees bring their own development topics into conversations, not only respond</li> <li>• The personal relevance of development is visible and not assumed</li> <li>• Employees have a shared structure to guide their development, independent of manager initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Employees actively engage in their own development</li> <li>• Development ownership is felt and exercised by employees, not only assigned</li> <li>• Competencies become part of everyday conversations</li> </ul>

Table 17. What the Strategy Should Ensure



# From Specifications to Strategy

## Three Horizons of Growth

A strategic framework for managing change across three simultaneous depths: improving what exists now, building emerging capability, and embedding structural conditions for the long term. All three run at the same time, not in sequence (Baghai et al, 1999; McKinsey & Company, 2009).

The Three Horizons Framework, originally developed by Baghai et al. (1999) and later refined by McKinsey & Company (2009), organises change across three concurrent timeframes. This makes it an appropriate structure for Autoneum’s strategic needs. Rather than viewing the horizons as linear stages, each horizon maps directly to one of the three focus areas derived from the reframe: Horizon 1 (H1) addresses visibility, Horizon 2 (H2) addresses embeddedness, and Horizon 3 (H3) addresses continuity.

Together, they form a cohesive strategy set that targets underlying structural absences rather than merely responding to their symptoms. These three horizons run simultaneously and are designed to reinforce one another. What H1 makes visible, H2 embeds into consistent practice, and what H2 enables, H3 sustains over time. By operating concurrently, each horizon actively strengthens what the others build.

	Sub-Strategy	What it addresses
H1	Activating Competencies in Everyday Work	Visibility. Development is named in the moments where work already happens and not only in formal reviews
H2	Enabling Development Through Leadership	Embeddedness. Enabling managers with a simple, shared approach that works within the interactions already happening
H3	Making Development Visible and Continuous	Continuity. Development is captured and sustained so it does not disappear between conversations

Table 18. Strategy

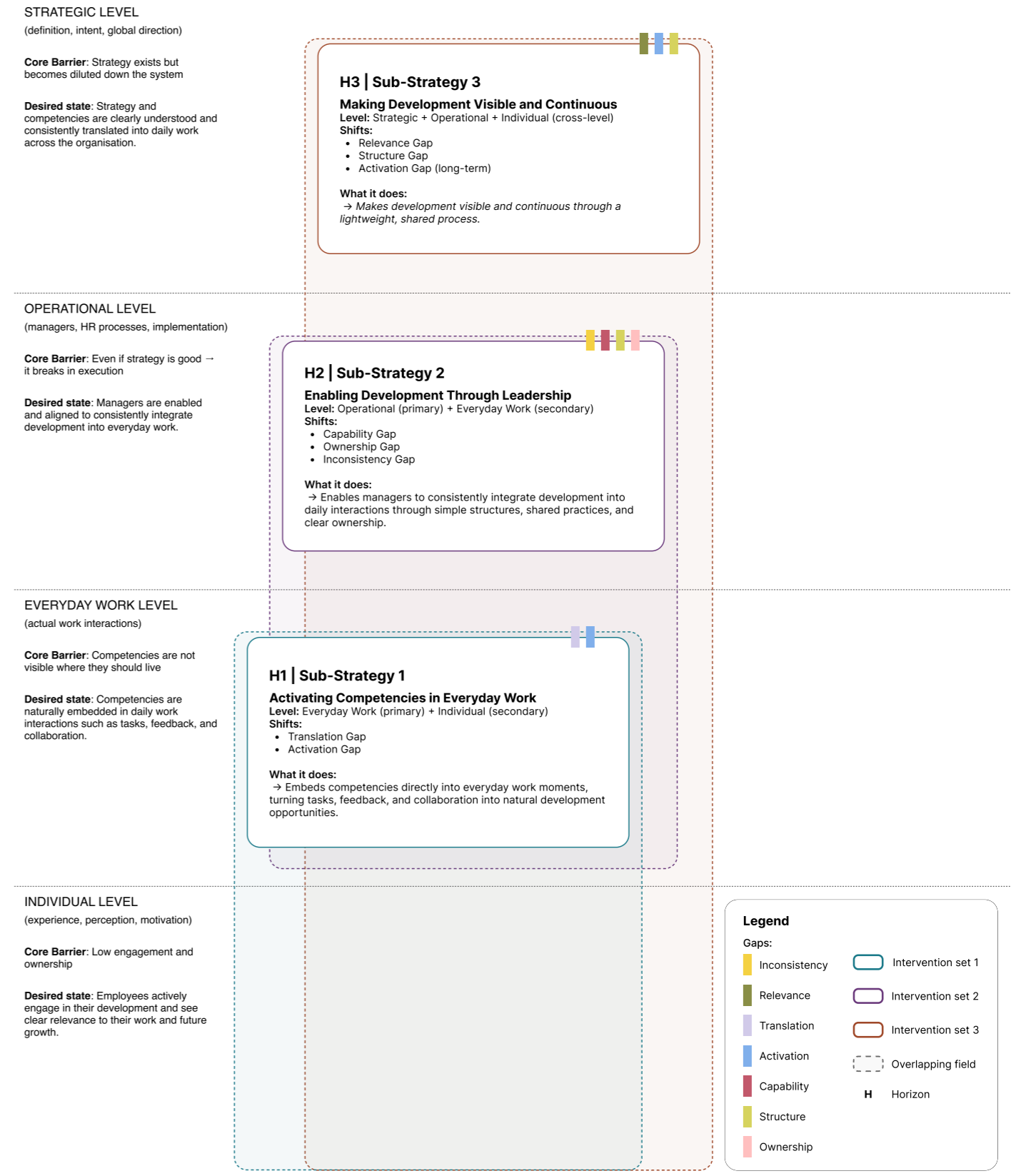


Figure 6. Strategy Set Map



# How to Read the Strategy Sets

See Appendix E: First Version of Interventions on page 116 for all process details.

Each strategy is presented across two pages. The first page sets out the strategic frame: why the strategy is needed, what it requires, and what it guards against. The second page presents the work moments: the specific, recurring situations where the strategy comes to life in daily work.

The summary on the first page of each sub-strategy gives a full understanding on its own. The tables and figures are additional detail if you want to go deeper. They do not need to be read to follow the strategy set.

## What each element means

Design criteria	Four conditions every work moment in the strategy must satisfy. These are key requirements in order for the strategy to work out.
Systemic shift	The broader organisational change this strategy contributes to over time when applied consistently across teams.
Cross-cutting risk	Something that goes wrong because of how the approach is applied, like misuse, overuse, or unintended effects within the designer's control.
Cross-cutting barrier	An existing condition that prevents adoption in the first place, e.g. structural, cultural, or capacity-related, independent of how well the approach is applied.
Work moment	A recurring, real situation in daily work, e.g. a task, a conversation, a meeting, where development can be made visible without adding time or effort.
! Watch out	A moment-specific risk unique to that work moment. It appears beneath the benefits in page 2 and applies only to that situation.

## Tags — Source of Feedback

Feedback notes throughout the strategy sets are tagged by source. Expert feedback comes from external consultants and the collaboration partner. Internal feedback comes from Autoneum managers and employees who participated in the research and co-design process.

- Ex# = Expert Feedback
- F# = Internal Feedback

## Tags — Research Links

Each work moment carries two sets of tags. The research theme tags is linked to the Research Findings Chapter (p. 31), they show which problem the moment addresses. The performance specification tags link to the What the Intervention Should Ensure table (p. 52). They show which design requirement the moment fulfils.

### Research theme tags

T1	Connecting strategy and competencies to everyday work
T2	Making competencies clear and relevant for everyday work
T3	Clarifying and strengthening ownership of development
T4	Embedding development into everyday work processes
T5	Enabling development within daily work priorities

### Performance specification tags

SL	Strategic Level — competencies consistent, shared language, organisational expectation
OL	Operational Level — managers enabled, development in existing workflows, ownership clear
EWL	Everyday Work Level — competencies named in tasks, feedback, and daily interactions
IL	Individual Level — personal relevance visible, employees drive their own development

Cross-reference with the What the Intervention Should Ensure table, p. 52, to verify each moment fulfils its stated requirement.

See Appendix F: Feedback and Validation on page 118 for all details.



# H1 | Sub-Strategy 1: Activating Competencies in Everyday Work

At Autoneum, competencies such as Collaborating, Communicating Effectively, and Agile Learning are defined across 22 behaviours in the Global Competency Model, and in daily practice they tend to surface during annual reviews and formal development conversations rather than in the work itself. Sub-Strategy 1 works at the everyday level, activating small, specific moments inside interactions that already happen: a task assignment, a piece of feedback, a conversation after a milestone or a difficult situation. In each of these moments, a relevant competency is named briefly and connected to the work at hand. When assigning a task, a manager might say: "This is a good opportunity to strengthen Collaborating. Notice how you bring others in early." After something goes well or badly, they might say: "The way you handled that was strong Communicating Effectively. Next time, try summarising the key decision at the start." Each moment takes under a minute and fits inside what is already happening. Used consistently across a team, they build a shared vocabulary for what good work looks like and bring reflection into the natural rhythm of daily work.

**Goal of this strategy:** A team that recognises and names development in the moments where work actually happens, making it visible.

## Design criteria

Embedded	Fits inside an existing interaction. No new meeting or step is added.
Specific	Names a real behaviour or competency. Generic phrases do not count.
Brief	Short. If it adds time, it will not be sustained.
Triggered	Activated by a real situation, not by a scheduled reminder.

## Systemic shift

Strategy and competencies	Competencies move from an abstract concept to a criterion that guides real decisions in daily work.
Performance	Feedback shifts from focusing only on results to naming the behaviours and capabilities behind them.
Shared language	Teams build a common vocabulary for competencies that feels natural rather than like HR terminology.
Reflection	Brief reflection moments become part of the workday rather than a separate, additional activity.

**E1:** Include one concrete example per work moment. The more tangible, the easier it is to adopt.

**F1:** Avoid competency reflections in full team meetings. They risk tension and can feel forced. Keep them in informal one-to-one exchanges.

## Cross-cutting risks

Generic application	Linking competencies to every task without specificity loses credibility. People stop taking the connection seriously when it is used for everything.
Over-formalisation	Natural moments become scripted routines when the same question is asked the same way every time. Authenticity and developmental value are both lost.

**E1:** Risk: perceived as another HR process. The goal is cultural shift, not just structural change.

**F3:** Team-level reflections can feel repetitive. Not everyone needs to develop the same competency at once.

## Cross-cutting barriers

Time pressure	Operational demands consistently displace development moments before they can happen. The approach must fit inside the existing pace of work.
No shared language	Without a common vocabulary, each manager applies this differently. No shared practice forms across teams.
Psychological safety	Several moments only function where employees feel safe to speak honestly. This cannot be assumed and must be established first.

**E2:** Make the value visible early. People ask: "Why develop if I am not paid for it?"

Figure 7. Details of Sub-Strategy 1

# H1 | Sub-Strategy 1: Work Moments



Work moment	What it is and how it looks in practice	Benefits
<b>Task assignment</b> T1, T4, T5 EWL, OL	When assigning work, the manager briefly links the task to a relevant competency, naming what the task will develop and not just what it requires. This is applied using three to five role-relevant competencies and without adding formal steps.  "This will require a lot of coordination across teams. It is a good opportunity to strengthen stakeholder management."	<ul style="list-style-type: none"> <li>• Employees understand why they are given certain tasks, not just what to do.</li> <li>• Work feels purposeful and linked to growth, not only delivery.</li> <li>• Managers make more intentional allocation decisions over time.</li> </ul> <p>! The same phrase applied to every task loses meaning. The link must be specific to the person and the situation.</p>
<b>Giving feedback</b> T1, T2 EWL, IL	In feedback conversations, the manager highlights a specific behaviour, links it to a competency, and gives one clear improvement direction. This is based on observed behaviour and does not extend the length of the conversation.  "The way you structured the discussion helped us align. That is strong communication. Next time, try summarising the key decision at the start."	<ul style="list-style-type: none"> <li>• Employees receive specific, actionable feedback rather than general encouragement.</li> <li>• Behaviours are named and expectations become concrete for both parties.</li> <li>• Managers produce more developmental impact without spending more time.</li> </ul> <p>! Competencies referenced without a concrete observed situation feel abstract and quickly lose credibility.</p>
<b>After meetings or milestones</b> T4, T5 EWL, IL	A short reflection moment is used within an existing conversation. One simple question focused on learning from what just happened. Takes under a minute and is used occasionally rather than as a fixed routine.  "What would you do differently next time?"	<ul style="list-style-type: none"> <li>• Insights are captured before they disappear and learning stays connected to the moment.</li> <li>• Reflection gradually becomes a natural habit rather than an extra step.</li> <li>• Both parties leave with something concrete.</li> </ul> <p>! Asking the same question at the same time every meeting turns reflection into a routine that loses its authenticity.</p>
<b>Daily collaboration</b> T1, T2 SL, EWL	Competencies are occasionally used in team conversations to name what a situation requires, making implicit expectations explicit. This is applied without introducing new terminology.  "This situation requires strong collaboration across teams."	<ul style="list-style-type: none"> <li>• Teams develop a shared way of describing what good work looks like.</li> <li>• Implicit expectations become explicit, reducing misalignment.</li> <li>• Competencies stop feeling like HR language over time.</li> </ul> <p>! If only managers use competency language and the team does not adopt it, no shared vocabulary forms across the group.</p>
<b>Handling challenges and mistakes</b> T3, T5 EWL, IL	A difficult situation is reframed as a development opportunity. The manager creates space to reflect on what made the situation difficult, focusing on learning rather than blame. This is facilitated in the moment and does not require extra steps.  "What would help us handle this better next time?"	<ul style="list-style-type: none"> <li>• Difficult moments produce learning and not only problem-solving.</li> <li>• Development becomes relevant and tied to real tensions, not abstract plans.</li> <li>• Reframing takes the same time as a blame conversation but produces better outcomes.</li> </ul> <p>! Requires genuine psychological safety. Without it, the question is asked but not answered honestly.</p>

F1: Move these moments into informal one-to-ones. Shared team reflections risk tension and feeling forced.

F3: Feels repetitive if used too often. Apply selectively — not in every conversation.

Table 19. Sub-Strategy 1



## H2 | Sub-Strategy 2: Enabling Development Through Leadership

At Autoneum, whether development happens in daily work depends largely on the individual manager. The research found that this creates significant inconsistency across teams: some reflect on growth regularly, others rarely name development at all. Sub-Strategy 2 works at the operational level, embedding a simple, shared approach into the management interactions where this inconsistency plays out. It gives managers a clear internal logic for observing behaviour, linking it to a relevant competency, and identifying one possible next step. This fits inside interactions that already happen and requires no separate meetings or formal training. In a regular one-to-one, a manager might connect recent work to learning directly: "What did you learn from it? What would you do differently next time?" When setting a development focus, they might say: "For your role right now, these are the two most important areas to develop." Used consistently, this shifts development from something that depends on personal manager style to something employees experience comparably across teams. Additionally, it shifts ownership from manager-driven to genuinely shared between both manager and employees.

**Goal of this strategy:** Managers who bring development into the interactions already happening, embedding it into everyday work.

### Design criteria

Lightweight	Embeddable in existing one-to-ones. No separate meetings or extra time blocks are required.
Simple	One clear internal logic that a manager can apply without formal training.
Shared	Consistent enough across managers that employees have comparable experiences across teams.
Accountable	Produces visible outcomes at team level, not only in individual conversations.

**Ex3:** Define the manager role explicitly. State what Autoneum leadership expects, not just suggests.

**Ex1:** Anchor the system around one entry point. Introduce everything else as supporting, not simultaneous.

**F2:** Informal over structured. Credibility with managers depends on it feeling natural, not imposed.

### Systemic shift

Development	Development moves from an annual, PMP-driven event to a continuous part of regular dialogue.
Manager behaviour	Managers shift from relying on personal style to applying a consistent, intentional approach across teams.
Development focus	Development priorities shift from broad and abstract to focused and actionable at role level.
Ownership	Responsibility for development shifts from manager-driven to genuinely shared between manager and employee.

### Cross-cutting risks

Compliance without substance	Approaches applied mechanically produce the appearance of development, not the reality. Going through the motions is not enough.
Ownership transfer	Managers taking over employee development rather than enabling it reinforces the exact dependency this strategy aims to shift.

**Ex1:** A PDF sent by email will be forgotten within a week. Introduce it in an existing manager meeting instead.

### Cross-cutting barriers

Manager capacity	Development conversations positioned as additional work are consistently displaced by existing full schedules.
No shared approach	Without a common framework, the quality of development depends entirely on who your manager is.
No organisational signal	Without accountability at manager level, enabling development remains optional regardless of good intentions.

**F3:** Without mandatory follow-up, development conversations will not happen consistently.

**Ex1:** Run a pilot with one to two teams first. A short, focused pilot builds the case for wider rollout.

**Ex3:** Identify docking points, existing rituals or one-to-ones, where the guide is first introduced.

Figure 8. Details of Sub-Strategy 2

## H2 | Sub-Strategy 2: Work Moments



Work moment	What it is and how it looks in practice	Benefits	
<b>1:1 check-ins</b> T3, T4, T5 OL, IL	Development becomes a natural part of existing one-to-one conversations. The manager connects recent work to learning using two to three simple guiding questions and does not create new meetings to do so.    "What did you learn from it?" / "What would you do differently next time?"	<ul style="list-style-type: none"> <li>• Check-ins become more substantive and not just status updates.</li> <li>• Development is revisited continuously rather than dropped after one conversation.</li> <li>• Managers anchor development in the natural rhythm of work.</li> <li>! Over-formalised questions disconnected from what actually happened that week lose their developmental value quickly.</li> </ul>	F2: Natural conversation over structured script. Managers find it credible only when it feels real.
<b>Manager reflection in daily interactions</b> T1, T3 OL, EWL	Managers apply a simple internal logic when interacting with employees: notice a behaviour, link it to a competency, and identify one possible next step. This is invisible to employees and requires no visible process.    "What did I observe?" → "What does this show?" → "What could help them grow?"	<ul style="list-style-type: none"> <li>• Managers become more intentional observers without needing more time.</li> <li>• A shared logic replaces improvisation in the moment.</li> <li>• Development experiences become more consistent across the team.</li> <li>! Attempting to apply the logic to every single interaction makes it unsustainable. It is used selectively, not constantly.</li> </ul>	
<b>Setting development focus</b> T2, T3 OL, IL	Development is narrowed to two to three key competencies per employee, linked to their current role and responsibilities. This is defined jointly and revisited regularly rather than set once and forgotten.    "For your role right now, these are the most important areas to develop."	<ul style="list-style-type: none"> <li>• Both sides know exactly what they are working on and why it matters now.</li> <li>• Employees can prioritise rather than feeling that everything needs attention at once.</li> <li>• Development feels achievable rather than overwhelming.</li> <li>! Selecting more than three competencies reproduces the same overload as the full model. The narrowing must be genuine.</li> </ul>	F3: Both manager and employee must genuinely believe in the chosen focus, not just agree to it formally.
<b>Managers sharing practices</b> T1, T3 SL, OL	Managers share how they apply development in their teams through real examples, informally or in short sessions, without formal training formats.    "I tried linking competencies to task conversations this quarter. Here is what happened."	<ul style="list-style-type: none"> <li>• Managers learn from each other without formal programmes.</li> <li>• What works in one team spreads organically to others.</li> <li>• Managers feel less isolated in figuring out how to enable development.</li> <li>! Exchanges that stay theoretical and without concrete examples from real situations transfer no practice to participants.</li> </ul>	
<b>Clarifying development ownership</b> T3, T5 OL, IL	Roles are made explicit: the employee brings reflections and a development focus, while the manager guides, supports, and connects development to real work. This is clarified through conversation and reinforced over time.    "You bring the direction. I will help you connect it to what we are doing."	<ul style="list-style-type: none"> <li>• Neither side needs to guess who should initiate or lead the conversation.</li> <li>• Employees take active ownership rather than waiting to be managed.</li> <li>• Managers focus on enabling rather than carrying development alone.</li> <li>! Without the explicit ownership conversation, the default pattern of manager-driven and employee-passive continues unchanged.</li> </ul>	F2: Employee must feel genuinely responsible for their own development. Manager is supporter, not driver.
<b>Making development visible at manager level</b> T3, T4 SL, OL	Development outcomes become part of how a manager's contribution is assessed. Team-level development activity is tracked and managers reflect periodically on how they have actively supported development. This is applied through existing review cycles and requires no separate process.    "Development is part of how I lead, not just something I offer."	<ul style="list-style-type: none"> <li>• Development support becomes consistent and is not dependent on individual goodwill.</li> <li>• Managers who enable development are recognised for it, not only for delivery outcomes.</li> <li>• Development becomes an organisational expectation rather than a personal choice.</li> <li>! Metrics measuring volume rather than quality turn this into compliance. The number of conversations matters less than what they produced.</li> </ul>	F3: Needs to be institutionalised and mandatory. Optional accountability will not happen consistently.



## H3 | Sub-Strategy 3: Making Development Visible and Continuous

At Autoneum, development conversations happen but the insights and growth they generate rarely carry forward from one meeting to the next. Continuity is what is missing. Sub-Strategy 3 cultivates a simple, recurring rhythm that gives those insights a place to land. After completing a significant task, an employee captures two to three short points about what they learned: "What did I learn?" "What helped me perform better?" "What did this bring to me in my daily work?" Before each check-in, they bring one clear focus area forward and drive the conversation from it: "Since our last check-in, I practised Communicating Effectively in the project kick-off. Structuring the agenda upfront made the meeting noticeably more focused." Development insights are recorded in a shared log that both manager and employee can see and return to. Alongside these habits, development is embedded structurally: the development field in Touchpoint and the Individual Development Plan in PMP become required fields alongside business targets. Over time, this builds a real and visible picture of how someone is developing. Development is grounded in actual work, owned by the employee, and sustained between conversations.

**Goal of this strategy:** Development that carries forward from one conversation to the next, building continuity over time.

Design criteria	
Brief	Two to three bullets, under three minutes. Brevity must be actively protected, or the habit will not hold.
Embedded	Sits inside existing tools and conversations. It is not added alongside them.
Shared	Progress is visible to both employee and manager. It is not tracked in isolation by one side.
Sequenced	Structural changes must follow, not precede, the conversational practices of H1 and H2.

F1: Add: "What did this bring to me in my daily work?" Seeing direct daily benefit drives motivation.

Systemic shift	
Development	Development becomes visible and captured over time rather than disappearing after the moment.
Conversations	Development conversations shift from reactive and vague to focused and driven by the employee.
Competencies	The full 22-item model gives way to a role-relevant selection that feels personally meaningful.
Development tracking	Tracking development shifts from voluntary and invisible to structurally embedded alongside business targets.

Cross-cutting risks	
Over-documentation	If capturing development becomes too detailed, it will be abandoned. Brevity is a design requirement, not a compromise.
Premature structure	Introducing mandatory fields before conversational habits are in place produces empty fields and compliance without genuine development.

F3: Include a concrete example of a good log entry. People often do not know what to write.

Ex1: Keep the log to two to three bullets. If it becomes detailed, it will be abandoned.

Cross-cutting barriers	
No existing rhythm	Development currently has no structural home between annual reviews. A rhythm must be built from scratch within existing processes.
Operational priority	Development is always the first thing displaced when workload increases. Without structural embedding, it will not survive pressure.
Sequencing dependency	This strategy only produces genuine development if H1 and H2 practices are already generating real moments worth capturing.

F4: Impact requires open questions and concrete follow-up actions, not structure alone.

Ex3: Define success before measuring it. Use three focused questions per work moment across individual, team, and organisational level.

Figure 9. Details of Sub-Strategy 3

# H3 | Strategy 3: Work Moments



Work moment	What it is and how it looks in practice	Benefits
<b>After completing work</b> T4, T5 EWL, IL	<p>After a significant task or milestone, the employee captures what they learned in two to three bullet points focused on real situations rather than theory. This is done individually and takes two to three minutes maximum.</p> <p>"What did I learn?" / "What helped me perform better?" / "What would I do differently next time?" / "What did this bring to me in my daily work?"</p>	<ul style="list-style-type: none"> <li>Progress is captured while it is fresh and not reconstructed months later in an annual review.</li> <li>Growth becomes visible to employees themselves and not only to the manager.</li> <li>A concrete record builds over time for reviews and career conversations.</li> <li>Generic entries not linked to a specific real situation produce no usable insight.</li> <li>The situation must always be named.</li> </ul>
<b>Preparing for check-ins</b> T3, T5 OL, IL	<p>Before a check-in, the employee reflects on recent work and identifies one clear area to develop further. This is prepared individually without formal templates and drives the direction of the conversation.</p> <p>"I want to improve how I handle cross-team coordination. I noticed I was waiting for information rather than proactively aligning."</p>	<ul style="list-style-type: none"> <li>Employees drive the conversation rather than only responding to it.</li> <li>Discussions become concrete and focused rather than vague status updates.</li> <li>Employees build the habit of reflecting on their own development.</li> <li>A template-based approach disconnected from real work turns preparation into form-filling that generates no genuine reflection.</li> </ul>
<b>Linking development to roles</b> T2 SL, IL	<p>Rather than presenting all 22 competencies, managers and HR identify three to five that matter most for a specific role, linked to real responsibilities and future growth. These are used in conversations and task discussions and not only in formal reviews.</p> <p>"In this role, stakeholder management and communicating effectively are critical right now."</p>	<ul style="list-style-type: none"> <li>Development stops feeling generic and starts feeling directly relevant to the actual work.</li> <li>Employees understand which competencies matter for their current performance and future growth.</li> <li>Managers have a clear basis for conversations without referring to the full model.</li> <li>Communicating more than five priority competencies reproduces the same overload as the full model. The selection must be genuinely narrow.</li> </ul>
<b>Sharing examples across teams</b> T1, T2 SL, IL	<p>Real development examples are shared occasionally across teams — short, informal, and grounded in specific work situations. These are shared in team meetings or informal exchanges and without formal presentations.</p> <p>"In this project, I improved how I manage stakeholders by starting alignment conversations earlier than I usually would."</p>	<ul style="list-style-type: none"> <li>Employees gain visibility across the organisation and not only within their own team.</li> <li>A real example builds credibility in a way that a training module cannot.</li> <li>Employees see how the same competencies develop differently in different contexts.</li> <li>Surface-level examples not grounded in a real outcome feel performative and transfer no learning to the listener.</li> </ul>
<b>Ongoing development rhythm</b> T4 OL, IL	<p>A simple recurring process is embedded in existing check-ins: employees reflect briefly on recent work, managers and employees revisit development together, and progress is captured in a shared log using two to three bullets per check-in.</p> <p>"Since our last check-in, I practised communicating effectively in the project kick-off. Structuring the agenda upfront made the meeting noticeably more focused."</p>	<ul style="list-style-type: none"> <li>Development does not disappear between formal reviews.</li> <li>Small, consistent steps over time produce more growth than large one-off conversations.</li> <li>Both parties always have a visible, shared reference point for progress.</li> <li>If check-ins remain purely operational, the rhythm breaks before it becomes habit.</li> <li>Development must have a protected slot, however brief.</li> </ul>
<b>Structural enablers</b> T4, T5 SL, OL	<p>Two structural changes reduce reliance on individual motivation. First, the development field in Touchpoint and PMP is made mandatory alongside business targets rather than optional. Second, development focus and progress are visible to both parties in shared systems. This is applied through HR and system configuration and not through individual behaviour change.</p> <p>"Development is a required field, not a voluntary one."</p>	<ul style="list-style-type: none"> <li>Development no longer loses to business priorities by default. It sits alongside them structurally.</li> <li>The gap between what the organisation says it values and what it tracks is closed.</li> <li>The rhythm is no longer reliant on individual motivation to sustain it.</li> <li>Must be introduced after H1 and H2 practices are in place. Mandatory fields without existing habits produce empty compliance rather than development.</li> </ul>

F4: Impact comes from genuine curiosity and concrete follow-up actions, not from completing a template.

F3: Include a concrete example of a good log entry. People often do not know what to write.



## Introducing the Development Conversation Guide

The Development Conversation Guide is a one-page tool for managers. It structures a short development conversation into three steps: starting from a real work situation, making the behaviour that happened in it visible, and agreeing on one clear focus for what to develop next. Each step includes guiding questions and examples of what a useful answer looks like and what to avoid. No preparation or training is needed to use it.

The goal is to build a habit through the guide's structure. Before each conversation, the manager takes one minute to think through one recent situation, one possible development focus, and three to five relevant competencies. The guide then sits inside a one-to-one that is already in the calendar. The existing meeting is the anchor; the preparation before it is the cue. Used consistently, the questions become the natural process of how development conversations go and the card itself becomes less necessary over time.

## Development Conversation Guide

As a manager, your role is to create clarity, focus, and connection. You help employees understand what they did well, where they can improve, and how this relates to their daily work.

The goal is to support — not to add pressure.

### Before the conversation

→ Think of one recent situation

→ Reflect: What did I observe? (look for behaviour)

→ Think of one possible development focus

→ Focus on 3 – 5 relevant competencies

### Start from real work

→ Ask about a specific recent situation

→ Let the employee speak first

→ Stay concrete — avoid general talk

### What have you been working on recently?

e.g. What was your role in that?

What made it challenging?

#### Good answers:

"I led a supplier alignment meeting and had to coordinate between teams."

#### Answers to avoid:

"I've been working on a few projects, nothing special."

### Make behaviour visible

→ Focus on how the work was done

→ Name specific behaviour

→ Link to a competency (simple)

### What did you learn from that?

e.g. What worked well?

What would you do differently next time?

#### Good answers:

"I realised I need to structure discussions better to avoid confusion."

#### Answers to avoid:

"It went well overall, nothing major to improve."

### Define the development focus & next step

→ First agree on what to develop (one focus)

→ Then define where to apply it next

→ Keep it specific and practical

### What would you like to develop further?

e.g. What would help most right now?

Where can you apply this?

#### Good answers:

"I want to develop stakeholder alignment — in the next kick-off, I'll align expectations upfront."

#### Answers to avoid:

"I want to develop communication and leadership... I'll try to do it."

### Relevant competencies (focus on 3 – 5)

Select only the competencies that are most relevant for this situation.

- Adapting Situationally
- Agile Learning
- Being Resilient
- Focusing on Customers
- Strategic Thinking
- Problem Solving
- Quality Decision Making
- Providing Direction
- Cultivating Innovation
- Acting with Accountability
- Driving Results
- Operating Results
- Building Effective Teams
- Collaborating
- Communicating Effectively
- Developing Talent
- Fostering Engagement
- Managing Conflicts
- Persuading Others
- Valuing Differences
- Operating Resourcefully
- Planning and Aligning

Figure 10. Development Conversation Guide



## Pilot Scope and Evaluation

Testing the guide in a small pilot makes it possible to see how it works in practice, what managers find useful, and what needs adjusting before any wider rollout. The requirements table sets out who is involved and for how long. Table 22 names the three risks most likely to undermine the pilot and how each is prevented. At the end of the pilot, three questions across adoption, conversation quality, and continuation signal determine whether the guide is viable and ready to scale, see Table 23.

### Requirements

Teams	2 pilot teams
Managers	2–3 volunteers
Employees	~10–15 direct reports
Duration	6 weeks + 1 week review
Who decides teams	HR + managers jointly

Risks	Why it happens	How to prevent it
Guide is shared but never discussed	Sending a PDF feels like enough	Always introduce in person, walk through it before manager's first use
Conversations stay surface-level	Managers default to general questions	Use the good/avoid examples in the kickoff so managers feel the quality difference
Momentum drops after week three	No follow-up structure	The mid-check in week three is mandatory. If skipped, the pilot has no learning

Table 22. Risks to the Development Conversation Guide Pilot

Adoption	Conversation quality	Continuation signal
✓ Each manager used the guide at least 3x in 6 weeks	✓ Employees can name one development focus from a recent conversation	✓ 2 of 3 managers want to continue using it after the pilot
✓ At least 1 manager used it a second time without being prompted	✓ Managers say it felt more focused, not longer	✓ HR can identify 1–2 specific changes to improve before rollout
✗ Guide was used only once or not at all	✗ Conversations stayed general, no concrete focus agreed	✗ Managers felt it added effort without visible value

Table 23. Evaluation Criteria for Development Conversation Guide



# Implementation Plan: Development Conversation Guide

The Development Conversation Guide enters the organisation through a seven-week pilot, kept deliberately small with two to three volunteer managers and their direct reports. The pilot runs in four phases: a kick-off where HR introduces the guide and managers practise using it live; a first active period where managers use it in existing check-ins; a mid-point check to catch what is working and what needs adjusting; and a final review that determines what changes before wider rollout. Executives are informed but not required to act. Employees participate through conversations, with no preparation expected.

	<b>Week 0</b> Kickoff meeting (60-90 min)	<b>Week 1-3</b> First pilot half	<b>Week 3</b> Mid-Check (15-20 min)	<b>Week 4-6 + Week 7</b> Second half + review (20 min debrief)
<b>HR</b>	Organises and runs the kickoff meeting. Walks through the 3 phases of the guide. Runs a live practice round using a real example from the room. Hands out printed guides. Sets expectations: use once before next check-in.	Available if managers have questions. No required action unless contacted.	Runs a short group call or individual check-in with pilot managers. Three questions only: What worked? What felt awkward? What did employees notice?	Runs the final debrief. Collects informal employee reactions (3–5 employees, 5 min each, informal). Summarises what changes before wider rollout.
<b>Pilot Managers (2–3)</b>	Attend the kickoff meeting. Participate in the practice round. Committed to use the guide for the next check-in.	Use the guide in existing 1:1 check-ins. No new meetings. Think of one recent situation beforehand. Aim for at least 2–3 uses across the 3 weeks.	Join the 15-20 min call. Share honestly. No reporting required, this is not an evaluation of the manager.	Continue using the guide in weeks 4–6. Attend the final debrief. Share what they would keep, drop, or change.
<b>Employees (direct reports)</b>	Not involved at this stage.	Participate in the guided conversation during existing check-ins. No preparation required. Come with one real work situation if possible, manager may ask for this.	No separate action.	3–5 employees asked informally by HR: Did your last check-in feel different? Do you have a clear development focus? (~5 min, no survey).
<b>Executives</b>	Informed that a pilot is starting. Signal that participation matters, one message or mention in an existing channel is enough.	No action required.	No action required.	Informed of results. Asked to confirm next steps for wider rollout.

Table 24. Implementation Plan Conversation Guide



# Making Competencies Visible: From Conversation to System

The Development Conversation Guide is the entry point, the first concrete thing a manager can use instantly. The three sub-strategies are what surrounds and sustains it.

All three sets operate across work moments below but through different lenses. Activation makes competencies visible, enabling builds manager consistency, continuity keeps it alive over time. Together they create the conditions for continuous development.

	ONBOARDING		EVERYDAY WORK					QUARTERLY		ANNUALLY		
	Introduction	Setup	Task	Feedback	Meeting	Team	Challenge	Mgr. exchange	1:1	Log review	PMP	Mgr. accountability
<b>SET 1 – VISIBILITY</b> Competencies in everyday work <span>Activating</span>												
<b>SET 2 – EMBEDDEDNESS</b> Development through leadership <span>Enabling</span>												
<b>SET 3 – CONTINUITY</b> Making development visible <span>Sustaining</span>												

Figure 11. Implementation Plan of Strategy Set

= Fully Present  
 = Partially Present  
 = Not active

# Overall Implementation Plan



See Appendix G: Work Moments on page 120 for all details.

See Appendix H: Implementation Plan on page 122 for all details.

The cards on the following page map all work moments across the full system, organised by how often they occur — from one-time setup through to annual review. Read each card as a single moment: who is involved and what needs to happen. If you want to see how all moments connect across roles and timeframes simultaneously, the full implementation plan is in Appendix G (p. 120).

### Annually

ANNUALLY

**PMP review**

● Manager ● Employee

WHAT TO DO

Start the PMP discussion from the development log — both sides arrive with real examples, not impressions. Development and performance are discussed together, not separately.

ANNUALLY

**Manager accountability**

● HR ● Manager

WHAT TO DO

Manager reflects on how they actively supported development in their team, with specific examples. HR reviews team development activity alongside delivery performance.

### Quarterly

QUARTERLY

**1:1 check-in**

● Manager ● Employee

WHAT TO DO

Employee arrives with a real example and one focus area. Manager uses the guide: real work → behaviour visible → focus agreed → next step named. Together, agree one specific next step.

QUARTERLY

**Development log review**

● Manager ● Employee

WHAT TO DO

After key tasks or milestones, capture 2–3 bullets in Touchpoint. Answer three questions (takes 2–3 minutes). Review together in the next check-in.

### As needed

AS NEEDED

**Task assignment**

● Manager

WHAT TO DO

When assigning work, name the specific competency this task connects to — one sentence, no extra time needed.

AS NEEDED

**Feedback conversation**

● Manager ● Employee

WHAT TO DO

Name the specific behaviour you observed, link it to a competency, and give one improvement direction — not a general impression of how it went.

AS NEEDED

**After a meeting**

● Manager ● Employee

WHAT TO DO

Ask one focused reflection question directly after a meeting or milestone where something notable happened. Under a minute. Not every meeting — only when it adds value.

AS NEEDED

**Team discussion**

● Manager ● Employee

WHAT TO DO

Use competency language naturally when describing work situations — making implicit expectations explicit. Not forced into every conversation, just used when it fits.

AS NEEDED

**Handling a challenge**

● Manager ● Employee

WHAT TO DO

When something goes wrong, add one learning question to the problem-solving conversation. Shift the focus from fixing alone to building capability for next time.

AS NEEDED

**Manager exchange**

● Manager ● Employee

WHAT TO DO

Share one real example of how you applied development this week — what you tried, and what happened. Not theory. This is how good practice spreads without a training programme.

### One time

ONE TIME

**Strategy introduction**

● HR ● Manager

WHAT TO DO

Introduce the development strategy in an existing manager meeting, not as a document to read, but as a conversation about what changes and why it matters.

ONE TIME

**Development focus setup**

● Manager ● Employee

WHAT TO DO

Together, select 3–5 competencies most relevant to the employee's current role — not the full list, not what sounds impressive. Log them in Touchpoint.

Figure 12. Implementation Moments

# Assumptions and Conditions for Change



## Theory of Change

It explains how and why the proposed interventions are expected to create meaningful change over time within the organisation (Weiss, 1995).

Every step in my proposed Theory of Change depends on conditions that cannot be fully controlled, only anticipated (Weiss, 1995). Making these assumptions explicit is a sign of systemic thinking: acknowledging that an intervention lands in a real organisation with pressures, relationships, and constraints.

For Autoneum specifically, these conditions matter because the gap this project addresses is a pattern of behaviour that has persisted despite existing frameworks. That means the strategy will only hold if the surrounding conditions hold with it. Each assumption also points directly to a risk in the implementation plan.

Six conditions must hold:

- Leadership visibly supports development
- Workload allows space to engage
- Managers feel safe to experiment
- Employees are willing to own their development
- HR aligns the supporting systems and processes
- Tools stay lightweight in practice as the strategy scales

### Leadership visibly supports development

If leaders do not model development conversations themselves, managers will not prioritise them either.

### Workload allows space to engage

Even lightweight tools require a minimum of available attention. Without some protection of time, development will consistently lose to delivery pressure because urgency always wins.

### Managers feel safe to experiment

Psychological safety is needed for managers to try new approaches and admit uncertainty. If they fear being judged for not doing it perfectly, they will not try at all.

### Employees are willing to own development

Shared ownership only works if employees are ready and willing to bring input. This needs to be signalled as expected from the start.

### HR aligns systems & processes

Touchpoint configuration, mandatory PMP fields, and manager KPIs all require active HR involvement. A system-level change is needed, otherwise the strategy remains dependent on individual goodwill.

### Tools stay lightweight in practice

If the conversation guide or development log becomes bureaucratic in practice, more steps, more fields, more overhead, adoption will drop immediately. Simplicity must be actively protected as the strategy scales.

Figure 13. Assumptions and Conditions for Change

# The Systemic Logic: From Intervention to Cultural Shift

Figure 14 maps how the inputs and activities of this project connect, step by step, to shifts in behaviour, then to shifts in organisational culture, and ultimately to a workplace where development is continuous and self-sustaining. It moves across five stages: what is invested, what activities this produces, what becomes visible as output, what changes in the short and midterm, and what becomes possible as a long-term outcome. The endpoint is a shared development culture. One where development is expected rather than exceptional and embedded in how work is done rather than added on top of it.



Figure 14. Proposed Theory of Change



## Evaluations and Reflection

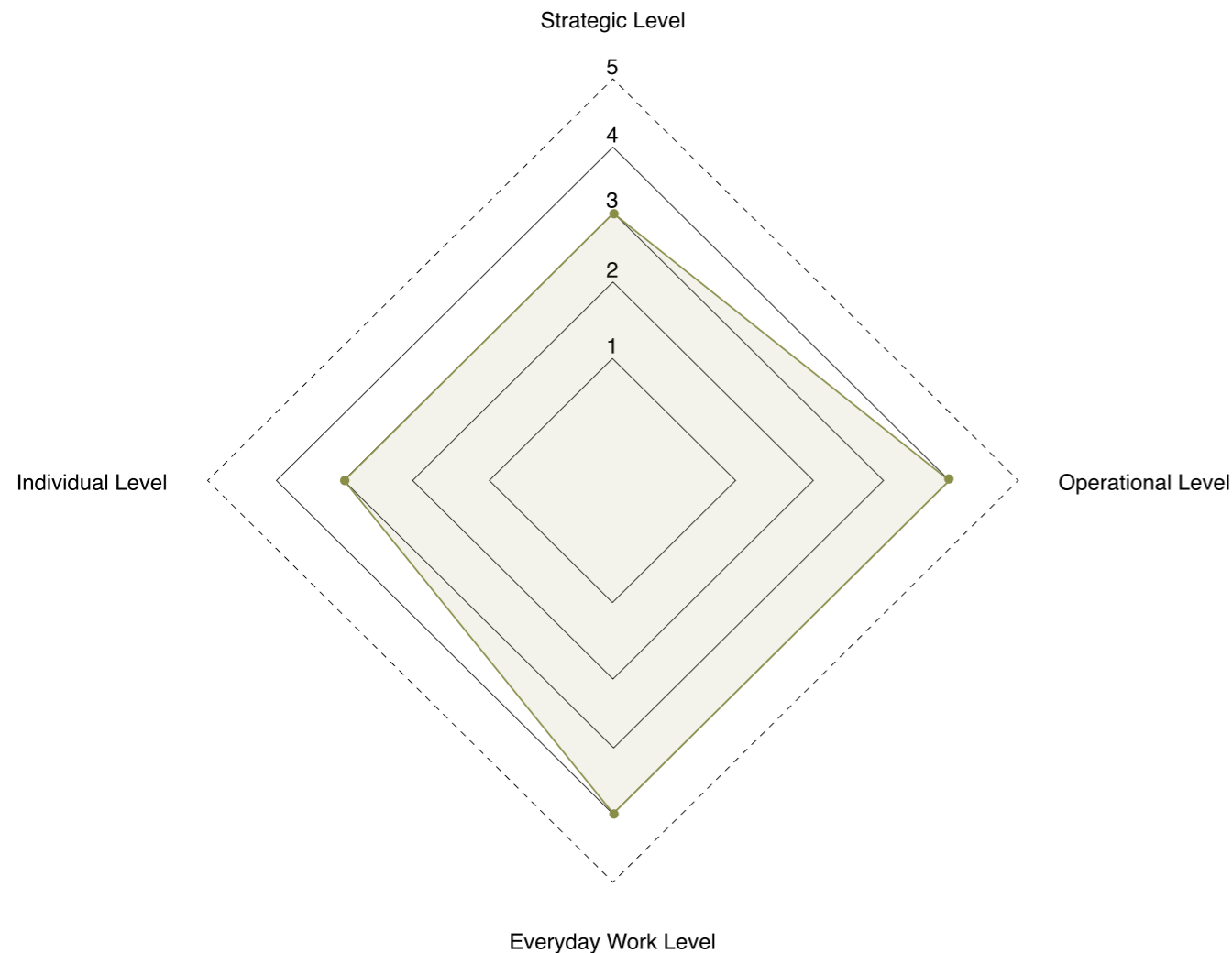


This chapter examines what the intervention does and does not solve. It covers three things: how well the strategy meets the performance specifications set out earlier, an honest assessment against Paul Hawken's questions, and the limitations that remain (Hawken, 2021).

## Evaluation: Fulfilment of Performance Specification

Evaluated against Table 17 — What the Intervention Should Ensure (p. 52). This assessment covers the combined system: three sub-strategies (H1–H3), the Development Conversation Guide, and the implementation plan. Each element is insufficient alone; together they address what no single tool could reach. The scores reflect the combined system; no single element achieves this alone.

See Appendix I: Evaluation on page 124 for all details.



- Combined Intervention
- Maximum (5)
- 1–2 — Not yet addressed
- 3 — Core addressed; key conditions lie outside the intervention
- 4 — Most criteria met; one structural gap remains
- 5 — All criteria fully met within the system

Figure 15. Fulfilment of Performance Specifications

## Evaluation: Paul Hawken's Questions

To evaluate the strategy and interventions honestly, I selected prompts from the Regeneration Checklist (Hawken, 2021). Three questions stand out: restoration, dignity, and well-being.

### Paul Hawken's Questions

Reflective prompts used to encourage deeper thinking, meaningful dialogue, and awareness about purpose, contribution, and change (Hawken, 2021).

Question	Assessment
Does it restore?	Yes, it brings back noticing development in daily work without adding to a full system. Whether it sticks depends on what the organisation does next.
Does it give dignity?	Partially, Employees are meant to lead their own development, not just respond to their manager. In practice, the manager still opens the conversation and holds the guide. That gap is not fully resolved.
Does it contribute to well-being?	It can. A conversation about real work feels different from a routine check-in. But employees whose managers do not use the system will not feel any difference.

Table 25. Evaluation of Paul Hawken's Questions

## Limitations

The following limitations apply to both this project and the intervention. Each one also points to what the next phase of the work would need to address.

Area	Description
Not yet tested	The strategy, guide, and implementation plan have not been used yet. The evaluation scores are based on my own assessment. Only the pilot will show whether they work in practice.
Manager dependency	The guide is used by managers, not employees. If a manager does not engage, the employee gets nothing from the system. There is no rule requiring managers to use it, which means results will vary from team to team.
Some things are out of reach	This intervention cannot reduce workload, change how performance is reviewed, or make leadership prioritise development. Those conditions need to be in place for the system to work well and they sit above what this project can address.

Table 26. Limitations

## Conclusion

This project explored why competencies, despite being clearly defined, rarely make it into the moments where people work. Through interviews, cultural probes, observations, and co-design, it became clear that the conditions for development already exist at Autoneum. People collaborate, reflect, give feedback, and learn through daily work. What is missing is the structure that makes this visible, consistent, and shared across the organisation. I identified three structural absences and designed a strategy that addresses each one directly. Visibility, embeddedness, and continuity form the foundation of an intervention that works with what already exists: the conversations, the check-ins, the moments after a task is completed or something goes wrong. The Development Conversation Guide enters the organisation through a seven-week pilot at Winterthur headquarters, where the strategy meets practice for the first time. What it reveals will shape how the guide is refined and how the approach can eventually reach the rest of the organisation. Building a competency-based culture does not happen through a single tool or process. It happens through repeated, small moments where development is named, reflected upon, and carried forward. This project is a contribution to making that possible at Autoneum. Development does not need a new system. It needs a place in the one people already use.

## Personal Reflection



This was the first time I worked on a project entirely on my own. No team to fall back on, no brief handed to me, and no one telling me what came next. At first, that was frightening. I had been used to working in teams, responding to direction. Here, the direction had to come from me.

My biggest assumption going in was that Autoneum had a weak learning culture. I expected to find an organisation that needed structure and a push. What I found instead was genuine openness. People who reflected, who expected failure as part of growth, and who were already asking the right questions. I only understood this by listening carefully over time. The conversations inside Autoneum, and with my coach, changed how I read the situation more than any desk research did. I learned that you cannot assume context. You have to build it, one conversation at a time.

I also learned how much the way you frame things matters. Early in the project, I wrote about problems. Later, I started writing about gaps, describing what was missing in a way that already pointed towards what was needed. That sounds like a small change in language, but it changed how I thought about the whole system, and it changed the kind of interventions I was able to propose.

What surprised me most was how quickly I found my footing. I had the overall project structure to follow, but the decisions within it emerged as I went. I redid my research themes when they no longer matched what I had actually found. I adapted a framework when something new was needed. I combined two tools I had learned separately because together they said more. The skills were already there from my studies. Systems mapping, reframing, facilitation, working with ambiguity. This project was the first time I had to apply them alone, under real conditions, and adjust them when they did not quite fit.

I also noticed a habit I carry. When things feel uncertain, I tend to reach for structure quickly. Early in this project, that pushed me to frame the problem before I had fully listened. Learning to stay with confusion longer, and let the picture build slowly, was harder than any single method. It was also where the most important shifts happened.

The people who participated were genuinely motivated to improve things, and that shaped what I heard. A global company holds many more voices than the ones that came forward. My design reflects the perspective of people who already cared, and I am aware of that limitation. Being more physically present at Autoneum would have opened more of those voices.

I finished this project more open than I started. Less defensive about not knowing. More willing to make a decision, own it, and change it when needed. I felt stretched at times, sometimes frustrated, but I was genuinely interested in the work. I did not expect those two things to go together the way they did.

What I know now is that I am most engaged when I am working with people inside organisations who are trying to understand themselves and move forward. Not designing for people from the outside but working alongside them. That is the kind of designer I am.

# Glossary

Terms are defined as they are used in this project. Only words that are unlikely to be familiar outside a design or organisational context are included.

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## Organisational context

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Competency	A defined behaviour that describes how someone is expected to act in their role and how they work. Autoneum uses 22 defined competencies to describe what good performance looks like across the organisation.
Global Competency Model	Autoneum's official set of 22 expected behaviours, introduced in 2023 as part of the 'Level Up' strategy. It applies to all employees globally. This project examines why the model rarely makes it into everyday work despite being formally adopted.
Individual Development Plan (IDP)	A document in which an employee sets and tracks their personal development goals, usually updated during the annual review cycle at Autoneum. This project identifies that the IDP is rarely connected to what actually happens in everyday work.
Level Up	The name of Autoneum's broad business strategy, launched in 2023, which aims to build a more people-centred, high-performing culture. The People Development Strategy and Global Competency Model were introduced as part of this initiative.
People Development Strategy (PDS)	Autoneum's strategic approach to growing its people, launched alongside the Global Competency Model. It sets out how employees should develop and how the organisation intends to support that.
Performance Management Process (PMP)	Autoneum's annual cycle of target-setting and performance review between manager and employee. This project finds that development conversations rarely happen within it, they tend to be added as an afterthought.

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## Design language

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Co-Design	Working directly with the people affected by a problem to shape solutions together. Rather than designing for people, co-design treats them as active participants in the process. In this project, a workshop with Autoneum employees and managers shaped the final intervention.
Cultural Probes	Short self-documentation booklets that participants complete over several days, recording their own everyday habits and experiences. Used to reach people who could not commit to a full interview and to capture behaviour that is hard to observe directly.
Iyer's Role Framework	A framework by Deepa Iyer (2022) describing the roles a researcher can occupy in a change process. In this project it is used to reflect on how my own position shifted between Experimenter, Weaver, and Builder.
Paul Hawken's Questions	A set of questions used to evaluate whether an intervention is genuinely good for people and the system it sits within — asking, for example, whether it creates more life or reduces it, and whether it gives workers dignity. Used here not to justify the design but to examine it honestly.
Performance Specifications	Criteria derived from research that define what the intervention must achieve. They do not prescribe a fixed solution. They describe what needs to change at each level of the organisation, leaving room for different approaches.
Pilot	A small-scale, time-limited test of an intervention with a selected group. It is used to see what works, what needs adjusting, and whether the approach is ready to roll out more widely.
Psychological Safety	The shared belief within a team that it is safe to speak up, ask questions, admit mistakes, and try new things without fear of being judged or penalised. Without it, development conversations happen but honest ones do not.

Reframing	Stepping back and seeing a problem differently. In this project, research initially pointed to individual motivation as the issue. Reframing revealed that the real problem is structural. The organisation is not designed to make development visible or continuous.
Systemic Gaps	Specific points in an organisation where the connection between strategy and everyday practice breaks down. A gap is a recurring pattern that consistently prevents a good intention from becoming a real behaviour.
Thematic Analysis	A method for finding patterns across interview, probe, and observation data. Rather than imposing categories in advance, themes are allowed to emerge from what participants actually said and did. Used here to identify five recurring problems across the organisation.
Theory of Change	A map that shows how an intervention is expected to create change over time. It connects what is invested, what activities happen, what those activities produce, and what shifts in behaviour or culture might follow. It makes the logic visible so it can be tested and refined.
Three Horizons Framework	A strategy tool that organises change across three timeframes simultaneously. H1 activates what already exists right now. H2 builds structural habits over months. H3 represents the long-term culture shift. All three run at the same time, not one after the other.
Triangulation	Cross-referencing findings from different data sources, like interviews, cultural probes, and observations, to distinguish genuine organisational patterns from individual opinions.
Work Moment	A real, recurring situation in daily work, a task assignment, a feedback conversation, a team meeting, where development can happen without adding new steps or separate sessions. The strategy in this project is built around these moments rather than separate training events.

## Use of AI

I used generative Artificial Intelligence (AI) throughout this project as a thinking partner and writing coach — not to generate ideas or do the research for me. Every suggestion was reviewed and decided on by me. I take full responsibility for all content, arguments, and decisions in this booklet.

A note on tools and previous submissions: ChatGPT and Gemini were used in earlier stages of the project (Steps 1–4). For this booklet, I worked with Claude as my main AI writing tool.

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### General Use on Tools

Claude	<ul style="list-style-type: none"> <li>• Provided critical and constructive feedback on the structure and clarity of my writing, ensuring alignment with thesis guidelines and plain language standards</li> <li>• Helped shorten and rephrase text to fit visualisations and avoid layout issues (e.g. widows, text overflow)</li> <li>• Acted as a thinking partner — asked me questions, challenged my assumptions, and helped me see what I might be missing from an outside perspective</li> <li>• Provided additional reflection questions that aided the drafting of my reflection and process visualisation</li> </ul>
Zotero	<ul style="list-style-type: none"> <li>• Organised all sources and generated APA 7 in-text citations and reference list entries throughout the booklet</li> </ul>

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### Introduction

Claude	<ul style="list-style-type: none"> <li>• Reviewed whether the systemic area, research question, and my role were framed clearly for a reader unfamiliar with design management</li> <li>• Gave feedback on phrasing that felt too dense or academic, and suggested more direct alternatives</li> </ul>
Consensus	<ul style="list-style-type: none"> <li>• Used to find and verify relevant sources on personal development, competency frameworks, and organisational learning</li> </ul>

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### Research Approach and Design Process

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- |            |  |
|------------|--|
| Claude     | <ul style="list-style-type: none"> <li>• Refined my interview questions for clarity, openness, and neutrality to reduce leading or closed phrasing</li> <li>• Uploaded academic papers and used Claude to explore key ideas, ask questions, and clarify relevance before reading selected sections in depth</li> <li>• Gave feedback on how clearly I described each research method, including figure captions</li> </ul> |
| Consensus  | <ul style="list-style-type: none"> <li>• Used to search for peer-reviewed sources on qualitative methods, thematic analysis, and systems thinking</li> </ul>   |
| NotebookLM | <ul style="list-style-type: none"> <li>• Created personalised podcast-style summaries of large academic books so I could orient myself before deciding which sections to read closely</li> </ul>   |

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### Research Findings

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- |        |   |
|--------|---|
| Claude | <ul style="list-style-type: none"> <li>• Reviewed my thematic analysis approach based on the shared Braun &amp; Clarke (2006) framework, including suggestions for clearer coding differentiation and theme development</li> <li>• Double-checked transcripts for overlooked connections to my research questions</li> <li>• Suggested more concise or clearer phrasing during the coding process (e.g. for tagging); I decided what to keep</li> <li>• Naming support for themes and levels; I made all final decisions</li> </ul> |
|--------|---|

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### From Strategy to Interventions

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- |        |  |
|--------|--|
| Claude | <ul style="list-style-type: none"> <li>• Gave structural and language feedback on system maps, figure titles, and captions</li> <li>• Supported phrasing, shortening, and refinement of strategy intervention texts</li> <li>• Provided feedback on my approach and raised questions about coherence and consistency with findings</li> <li>• Suggested clearer titles and action phrasing for implementation map items; I reviewed and decided on each</li> <li>• Reduced text across strategy spreads to fit layout constraints</li> </ul> |
|--------|--|

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### Evaluation, Conclusion and Reflection

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- |        |  |
|--------|--|
| Claude | <ul style="list-style-type: none"> <li>• Provided additional reflection questions that helped me expand what I considered in my personal reflection</li> <li>• Reviewed whether my conclusion flowed clearly from findings through strategy to evaluation</li> <li>• Helped shorten and rephrase within the word-count limit while keeping my own voice</li> </ul> |
|--------|--|

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### Glossary and Visual Elements

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- |        |  |
|--------|--|
| Claude | <ul style="list-style-type: none"> <li>• Helped draft glossary entries for methods and core concepts in plain academic language for a general reader</li> <li>• Reviewed the full glossary, margin notes, and visual framing for clarity and consistency</li> <li>• Reviewed and refined figure titles and captions for precision and alignment with visual content</li> </ul> |
|--------|--|

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# Appendices

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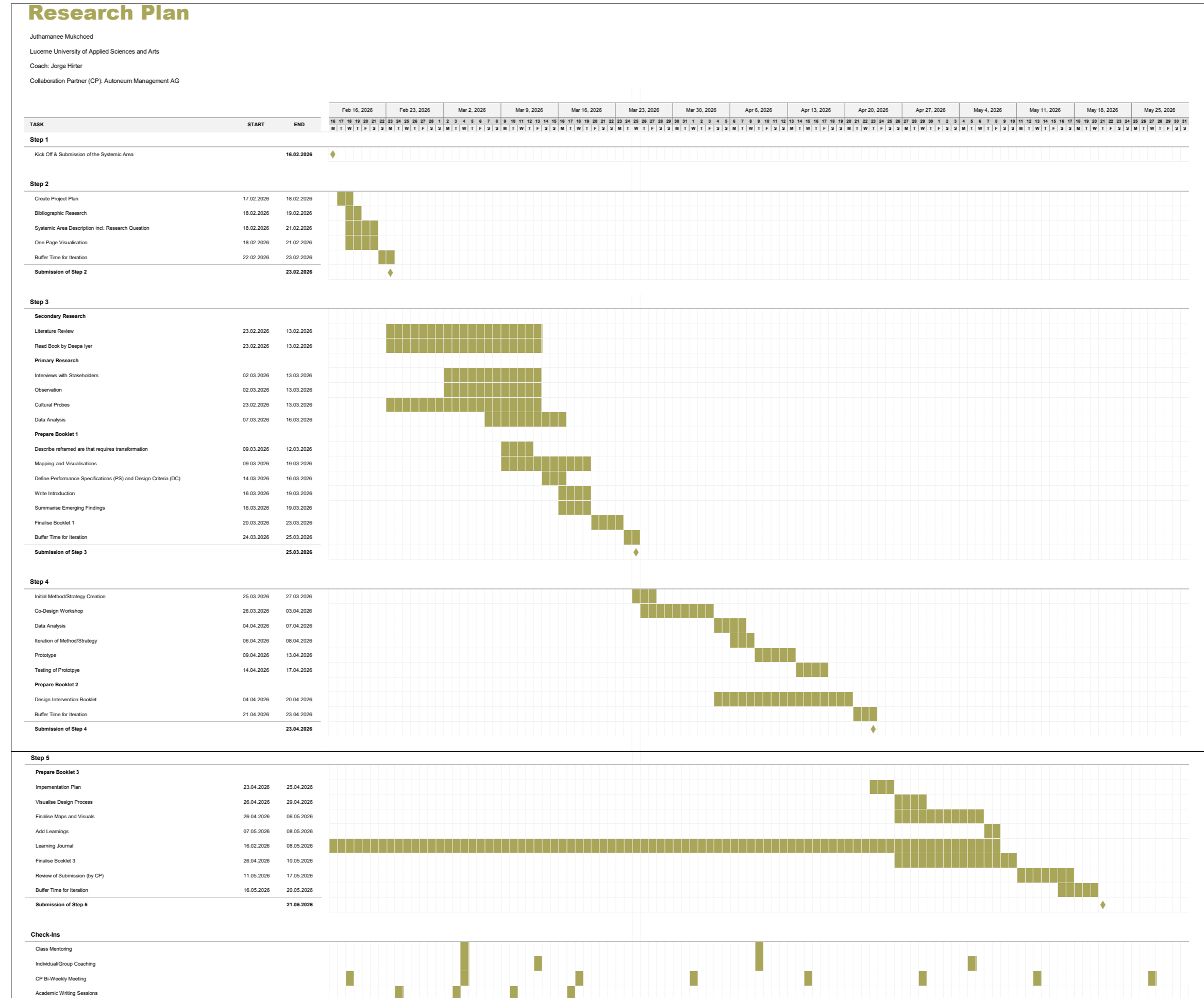
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Some appendix pages contain detailed visuals and are best viewed digitally with zoom for readability.

# Appendix A: Research Plan



# Appendix B: Data Collection

### Be Part of Shaping A Learning Culture

Hi, I'm Jutha — Student at HSEU, currently collaborating with Autoneum for my graduation project.

For my bachelor project, I am exploring how Autoneum can evolve into a more adaptable, skills-based learning organization. The focus lies on cultural and behavioural change — how we collaborate, learn and grow together.

To do this, I am looking for people who would like to share their perspectives and experiences with me. Your insights will directly contribute to shaping meaningful and practical outcomes. You can participate in one (or more) of the following formats — ideas are to be determined:

- Interview (approx. 60 minutes)**  
A guided one-to-one conversation where we explore your experiences, perspectives and ideas around learning, collaboration and development.
- Observation**  
I would join a meeting or work situation as a non-participating observer. You continue as usual while I observe interactions, behaviours and practices in your natural setting.
- Co-Change Session (approx. 2 hours)**  
An interactive workshop format where we collaboratively develop ideas and approaches together. Your active participation shapes the direction of the project.

**Purpose:** To gain in-depth qualitative insights and better understand different viewpoints, needs and challenges.

**Purpose:** To understand everyday practices and cultural dynamics as they actually occur — beyond what is consciously articulated.

**Purpose:** To co-create practical and future-oriented solutions for a stronger learning culture at Autoneum.

**Cultural Probe**  
A small set of creative reflection cards that you complete independently (print or online) over a short period of time. You can respond whenever it fits your schedule.

**Purpose:** To gain personal insights into daily routines, preferences and experiences in a flexible and reflective way — without direct researcher presence.

If you are curious, open to reflecting, or motivated to contribute to our future investment, I would be very happy to have you involved. For participation please reach out to Jutha Eling. Thank you for being part of this journey.

## Engaging with the people at Autoneum

I already had an entry point through the Head of Talent and Development at Autoneum. However, I also needed a way to connect with employees directly and introduce the project in an understandable and approachable way.

To create this first touchpoint, I developed “Be Part of Shaping a Learning Culture” to explain the project and invite employees to take part in the process.

## Semi-Structured Interview

### Interview Questions

- How would you describe Autoneum’s culture? What is typical Autoneum for you?
  - Can you give a concrete example?
- What comes to mind when you think about Autoneum’s competency framework?
  - What is your understanding of competencies?
  - Do you know why Autoneum implemented the competency framework?
  - What is your opinion about the competencies?
  - How do you integrate it in your everyday work? Do you actively use it?
- How would you describe collaboration and communication at Autoneum?
  - How do you experience working with your peers?
  - During communication, are competencies involved?
- What does leadership mean to you? How do you embody it in your daily work?
  - How are you supported in your role?
  - What feels central to your leadership?
- What role does the PMP play in your leadership routine?
  - What do you think about the PMP?
  - How meaningful do you perceive it to be?
  - Can you tell me about your last PMP conversation? How was that?
- If competencies were to play a stronger role in daily leadership, what would need to happen?
  - What would personally help you to implement it in your daily life?
  - Do you want competencies to play a more important role?
  - What changes do you think need to happen currently?
- How do you currently work with your team when it comes to development and learning?
  - In relation to the competencies?
  - Personal Development Goals etc.

## Interview Synthesis

My interview analysis on the right based the interview questions with four Employees (E) and four Managers (M).

Reviewed from my notes and Chat GPT.

(Attached at the very end of this PDF as well for better resolution.)

## Observations

### Observation Protocol

The Observations were based on my notes I took in a booklet and later summarised by Chat GPT for overview and structure.

**Observation Protocol - Internal Meeting (Autoneum HQ)**

1. Context of Observation

The observed meeting took place at the Autoneum headquarters and focused on the implementation and further development of a leadership program to be implemented across Europe. Participants included members of the HR function and individuals responsible for leadership development and training initiatives. The discussion was situated within a broader organizational context, where approximately 20 states across Europe are involved, requiring alignment, coordination, and structured collaboration.

The meeting served as a platform to:

- align on current initiatives
- reflect on previous activities (e.g. leadership workshop)
- discuss next steps for implementation and scaling

2. Structure and Organization of the Meeting

The meeting followed a clearly structured and guided format, indicating a high level of organization and preparation.

It began with an introduction and contextual framing, followed by a structured walkthrough of topics. A **facilitator-like structure** was used to guide the discussion, ensuring that all relevant points were addressed systematically.

Key characteristics of the structure included:

- Clear sequencing of topics
- Active time management
- Explicit attention to follow-up actions ("what next?")
- Focus on both current status and future implications

The meeting was not too strict, but rather **facilitated and goal-oriented**, with a clear intention to move discussions towards decisions and next steps.

3. Content and Focus of Discussion

The content of the meeting was strongly oriented towards **leadership development and organizational alignment**.

Key discussion points included:

- Development and rollout of leadership programs across Europe
- Internal training formats and learning initiatives

4. Interaction and Communication Dynamics

The interaction during the meeting was characterized by an **open, informal, and collaborative atmosphere**.

Participants communicated in a:

- direct and transparent manner
- respectful and supportive tone
- informal style (including use of first names, casual exchanges)

The meeting included moments of:

- active discussion and idea exchange
- brainstorming around challenges and solutions
- spontaneous contributions and reflections

There were also lighter moments, such as:

- small anecdotes
- laughter
- informal side comments

These elements contributed to a **comfortable and engaging environment**, where participants appeared willing to share their perspectives.

5. Participation and Collaboration

Participation was relatively **balanced and inclusive**, with multiple individuals contributing throughout the meeting.

6. Use of Tools and Documentation

Participants documented the meeting using:

- laptops
- personal notebooks or tablets

This documentation supported:

- tracking of discussion points
- capturing of ideas and decisions
- structuring of follow-up actions

The presence of note-taking indicates an emphasis on **accountability and continuity**, ensuring that discussions translate into next steps.

7. Decision Making and Follow-Up

Decision-making within the meeting was **pragmatic and discussion-driven**. Rather than relying on formal procedures alone, decisions emerged through:

- collaborative discussion
- consideration of feasibility and implementation
- alignment between participants

The meeting concluded with:

- a summary of key points
- clarification of next steps
- expressions of appreciation towards participants

8. Observed Challenges and Barriers

During the meeting, several challenges and barriers were either explicitly mentioned or became visible through the discussion:

- Different levels of understanding of competencies among participants**
- Communication challenges** within a global and cross-regional context
- Language barriers**, influencing clarity and alignment
- Engagement and motivation** identified as ongoing concerns

These challenges highlight the complexity of coordinating initiatives across a multinational organization.

9. Observations Related to Competencies and Strategy

Although the meeting focused on leadership development and organizational initiatives, **competencies were not explicitly discussed or referenced** during the interaction.

Instead, the discussion remained focused on:

- programs
- structures
- implementation processes

There was an **implicit connection made between competencies and**

- employee work practices
- task-level application
- specific employee behaviours

Additionally:

- participants appeared to have **different levels of familiarity and understanding of competencies**
- competencies were not used as a shared language during decision-making or discussion

10. Summary of Key Observations

The meeting reflects a **well-structured, collaborative, and pragmatic working environment**, characterized by:

- strong communication and open interaction
- clear organizational structures and processes
- focus on implementation and team planning

At the same time, the observation highlights a **gap between**:

- strategic and program-level discussions
- and the translation of competencies into everyday work practices

# Cultural Probes

## Cultural Probes

Cultural Probe consisted of two versions. The beginning and end are the same.

### Beginning:

**Cultural Probe**  
**Autoneum** - Daily Reflection

Juthamane Mukchoed  
Bachelor Graduation Project 2026  
Design Management, International  
Lucerne University of Applied Sciences and Arts

**Cultural Probe**  
**Autoneum** - Daily Exercises

Juthamane Mukchoed  
Bachelor Graduation Project 2026  
Design Management, International  
Lucerne University of Applied Sciences and Arts

**Welcome**

Thank you very much for taking part in this cultural probe. I truly appreciate your time.

My name is Jutha, and as part of my bachelor project, I am exploring Autoneum's culture and behaviour. How work is experienced in everyday practice, how people collaborate, how competencies are lived, and how development and performance processes are perceived.

This document is a cultural probe, a reflective research method. Through a series of small exercises, it invites you to document your thoughts, observations, and experiences in your own way.

The goal is to better understand daily work at Autoneum from your perspective. Your reflections will help me create a more authentic and comprehensive picture of Autoneum's culture.

Thank you again for contributing to this project.

**About You**

First, to help me better understand and interpret your reflections, please answer the following short questions.

What is your current role?  
 an Employee (no direct reports)  
 a Manager (with direct reports)  
 Senior Manager / Leadership  
 Other: \_\_\_\_\_

How long have you been at Autoneum?  
 less than a year  
 1 – 3 years  
 4 – 7 years  
 8+ years

Which area do you primarily work in?  
 Operations  
 Finance  
 HR  
 R&D / Engineering  
 Sales / Commercial  
 Corporate Function  
 Other: \_\_\_\_\_

**Important:**  
This information will only be used solely for analysis, will remain confidential and will not be distributed.

**Let's get started**

### End:

**Thank you!**

Please send your completed Cultural Probe back to me by **March 13**. You can email them to:  
[juthamane.mukchoed@stud.hslu.ch](mailto:juthamane.mukchoed@stud.hslu.ch)

If you printed the exercises, just take a clear photo or scan — as long as it is readable, that is perfect.

Thank you so much for participating! Your reflections will provide valuable insights for this project. I hope you enjoyed being part of this research and I look forward to seeing you (hopefully) at the next step, a Co-Design Workshop.

Cheers, Jutha

**Transparency note:**  
All tools (ChatGPT) were used to support brainstorming and text refinement. All content was reviewed and validated by the author.

## Daily Reflections

Designed to gain more insights on typical Autoneum Moments by using the same structure. To see how people behave, think, etc. during those moments.

**How to Use This Cultural Probe**

This cultural probe is designed to be completed over the course of five working days. Each day, you will complete one Daily Reflection.

You can start on any working day. The Daily Reflection do not need to be completed in a specific order. You are free to choose which exercise you do on which day.

The activities are flexible and can be done at a time that suits your schedule. Each activity takes approximately 15 minutes per day. You are welcome to print them out if you prefer working on paper.

**Guiding inputs:**

The gray questions are gentle prompts to guide your thinking.

Keep it simple — a few words, short sentences, or bullet points are perfectly fine. You can also create mind maps, sketches, use keywords, symbols, diagrams, or simple scribbles. There are no right or wrong answers. Be honest and spontaneous; often your first thoughts provide the most valuable insights.

If possible, add a bit of detail, as this helps me better understand your thought process better.

**Exercise Example:**

Daily Reflection - A typical Interaction

**Daily Reflection - A typical Interaction** Date: / / 15 Minutes

**Describe one interaction with your colleagues today that felt typical at Autoneum.**

Who was involved?  
 What was the goal?  
 How was the decision made?  
 How did you feel?

Methods: Mind maps, short notes, sketches etc.  
 Focus on what actually happened — not what should have happened.

**Daily Reflection - A typical Decision** Date: / / 15 Minutes

**Describe one decision today that reflects how things usually work at Autoneum.**

Who influenced the decision?  
 Was it fast or slow?  
 Formal or informal?  
 What helped or slowed it down?

Methods: Mind maps, short notes, sketches etc.  
 Focus on what actually happened — not what should have happened.

**Daily Reflection - A typical Moment** Date: / / 15 Minutes

**Describe one moment today where you learned something or used a skill in a typical "Autoneum way".**

Was this planned or spontaneous?  
 Who did you rely on?  
 Was this competence visible or unnoticed?  
 Why is this learning encouraged?

Methods: Mind maps, short notes, sketches etc.  
 Focus on what actually happened — not what should have happened.

**Daily Reflection - A typical Feeling** Date: / / 15 Minutes

**Describe one moment today that captured the "feeling" of working at Autoneum.**

What emotions were present?  
 What does this say about the culture?  
 Would this moment surprise an outsider?  
 Why did you choose "this feeling"?

Methods: Mind maps, short notes, sketches etc.  
 Focus on what actually happened — not what should have happened.

**Daily Reflection - A typical Challenge** Date: / / 15 Minutes

**Describe one challenge today that felt characteristic of working at Autoneum.**

Who did you turn to?  
 Did you solve it alone or collaboratively?  
 What behaviour was encouraged?  
 What behaviour was avoided?

Methods: Mind maps, short notes, sketches etc.  
 Focus on what actually happened — not what should have happened.

## Daily Exercise

More detailed exercises to see how people act, view relationships, think of competencies and norms at Autoneum.

### How to Use This Cultural Probe

This cultural probe is designed to be completed over the course of five working days. Each day, you can complete one small exercise. You can start on any working day. The exercises do not need to be completed in a specific order. You are free to choose which exercise you do on which day.

The activities are flexible and can be done at a time that suits your schedule. Each activity takes approximately 15 minutes per day. You are welcome to print them out if you prefer working on paper.

**Guiding inputs:**

The gray questions are gentle prompts to guide your thinking. Keep it simple – a few words, short sentences, or bullet points are perfectly fine. You can also create mind maps, sketches, use keywords, symbols, diagrams, or simple scribbles. There are no right or wrong answers. Be honest and spontaneous; often your first thoughts provide the most valuable insights. If possible, add a bit of detail, as this helps me better understand your thought process better.

**Exercise example:**

**A Day in my Work Life**

Choose one typical workday this week. At the end of the day, take 15 minutes to reflect. Short notes or keywords are enough.

1. Map your day. List 4 – 6 key moments that shaped your day. (For each moment, note: What happened? Who was involved?)

2. Reflect and add your thoughts using the guiding questions.

Why is it important?  
Why is it a key moment?  
What shaped what mattered most?  
Which moments felt satisfying? Which felt frustrating or draining?

AM

PM

### A Day in my Work Life

Date: / / 15 Minutes

Choose one typical workday this week. At the end of the day, take 15 minutes to reflect. Short notes or keywords are enough.

1. Map your day. List 4 – 6 key moments that shaped your day. (For each moment, note: What happened? Who was involved?)

2. Reflect and add your thoughts using the guiding questions.

Why is it important?  
Why is it a key moment?  
What shaped what mattered most?  
Which moments felt satisfying? Which felt frustrating or draining?

AM

PM

### Unwritten Rules

Date: / / 15 Minutes

Explore the "Unwritten Rules" that shape how work really happens at Autoneum.

Complete the sentences from your perspective.

1 "At Autoneum, you succeed if you..."  
(What behaviours, approaches, or skills get noticed and rewarded?)

2 "Around here, you should avoid..."  
(What actions, behaviours, or topics feel risky or discouraged?)

3 "People are appreciated when they..."  
(Which contributions or behaviours are recognized and valued?)

4 "A good team member always..."  
(What is expected in terms of collaboration, communication, or responsibility?)

5 "Decisions usually get made when..."  
(Who influences decisions, and how do they happen?)

6 "The way we learn from mistakes is..."  
(What is acceptable in terms of reflection, improvement, or risk-taking?)

7 "The people who influence outcomes the most are..."  
(Who holds informal power, and how does influence work?)

8 "The habits that make teams run smoothly are..."  
(What are essential skills that can contribute?)

### Relationship Network

Date: / / 15 Minutes

Show your support system at work. Think about who you turned to for help, advice, or support. No need to mention names, roles and your relation to them are enough. If possible, give a detailed description.

1. List / sketch / map the people you involved

2. Mark whether they were formal (role-based) or informal (support/friendship)

3. Note why you turned to this person

Why did you choose these people?  
Who offered you support even if it wasn't their "official" responsibility?  
What made them the right go-to for this moment?  
How is your relationship with them?

### Daily Competencies

Date: / / 15 Minutes

Explore which competencies are visible in daily work. Use the simplified competency list provided.

1. Highlight competency using these colours:  
Green: I use this regularly  
Yellow: Sometimes relevant  
Red: Rarely visible  
Blue: I see this in others

Where do these competencies show up in daily work?  
Which competencies do you use the most in your daily work?  
Where don't they appear?  
Are there any surprises or gaps?

**Competencies of Autoneum**

- Adapting Situationally
- Agile Learning
- Being Resilient
- Focusing on Customers
- Strategic Thinking
- Problem Solving
- Quality Decision Making
- Cultivating Innovation
- Acting with Accountability
- Driving Results
- Operating Results
- Building Effective Teams
- Collaborating
- Communicating Effectively
- Developing Talent
- Fostering Engagement
- Managing Conflicts
- Persuading Others
- Valuing Differences
- Operating Resourcefully
- Planning and Aligning
- Providing Direction

### Growing at Autoneum

Date: / / 15 Minutes

Reflect on how growth, development, and performance are experienced in your daily work. Share your opinion.

How would you describe the "learning culture" at Autoneum?  
What helped you learn or develop?  
How did the Performance Management Process (PMP) or feedback support your growth?

At Autoneum, people grow when they...

PMP is experienced as...

Performance conversations feel...

Learning here mostly happens through...

Feedback is usually...

What really helps me improve is...

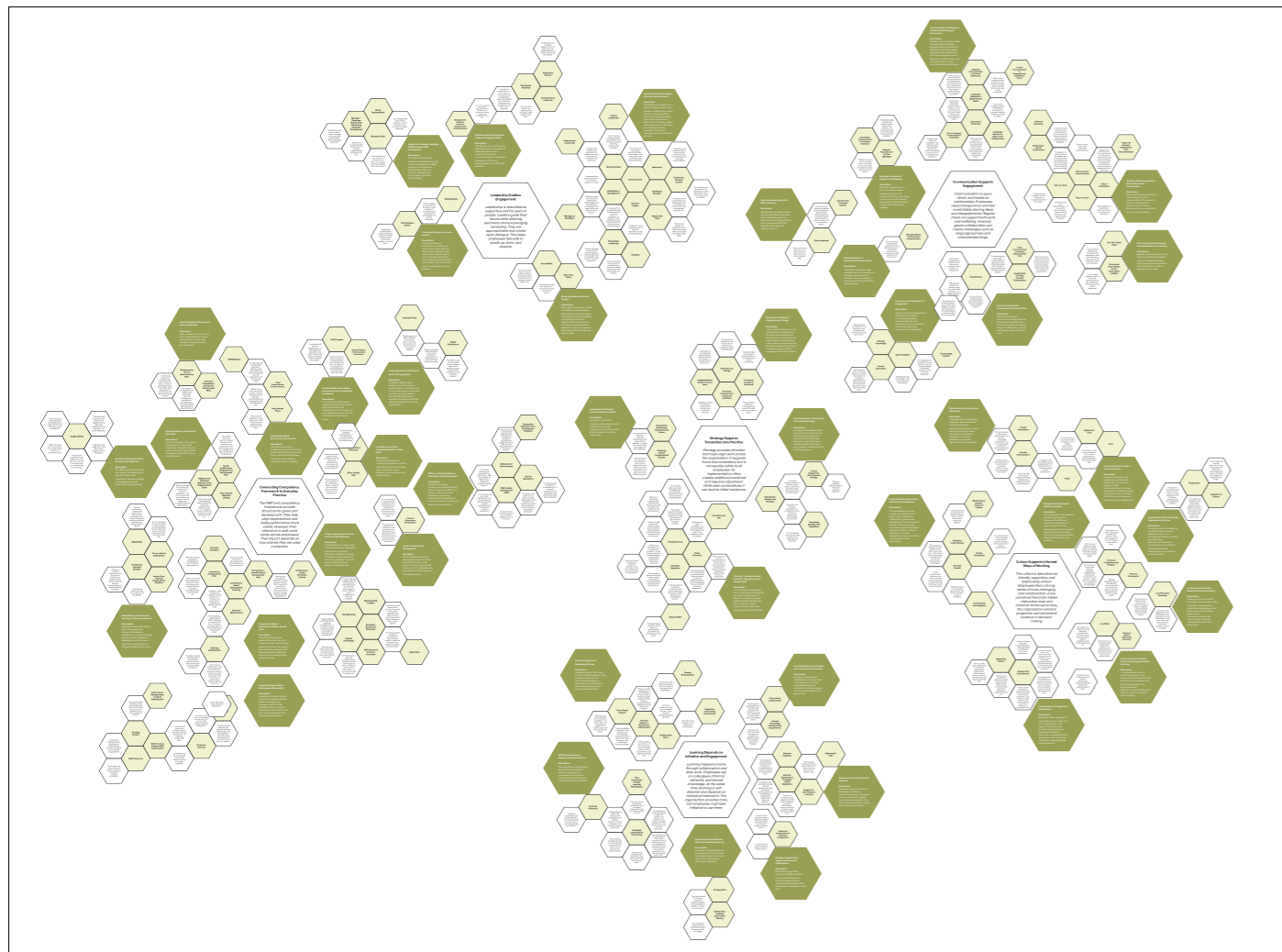
# Appendix C: Sensemaking

## Thematic Analysis

I did the thematic analysis multiple times. This page shows the final complete thematic analysis of the first and second set with anonymised quotes from all the interview and cultural probes.

E# = Employees (from Interview and Cultural Probes)  
M# = Managers and HR (from Interview and Cultural Probes)

## Final First Iterated Themes



## Final Second Iterated Themes

Research question:  
How might Autoneum Management AG strengthen the conditions for everyday, competency-based learning, moving from implicit, performance-driven development towards more visible and shared learning practices?

Theme	Findings	Code	Supporting Evidence
Connecting Strategy and Competencies to Everyday Work	The data reveals a persistent and multi-layered gap between the formal competency framework and how people experience their work. Competencies exist as a corporate framework but they do not yet function as a shared language that connects organisational strategy to individual daily tasks. This gap is visible at every level of the organisation and is confirmed by all three data sources.	The framework exists at the top but is not yet felt at the task level.  Strategy cascades down through priority decisions, not competency frameworks.	"It doesn't mean anything really. I think it's more for management and HR." E3 "I probably forgot if they did mention when they rolled it out." E1 "It was not really rolled out. We were a pilot." M1 "I don't have experience with this yet." E7  "Each plant manager can put it in among the priority or not. They might be motivated to do so, but they might have other priorities." M1 "But if the manager doesn't believe in it, [and has] other priorities, because it's work." M1  "Decisions are constantly being made... I presented a new idea, shared a pathway and timeline... [the committee reviewed against relevance, concept quality, value proposition, resource and timing]." E4  "I learned about a new type of graph we can use during business value design thinking workshops, James often buys books and resources... This is quite typical, where people will share resources they find useful." E4
		Competencies are practised but invisible	"Competencies are visible... almost in each task and project. Sometimes you need to mix or pick the one that is needed in the situation." E5  "The competence was mostly unnoticed - system testing and process improvement usually happen in the background." E5  "As an employee, being resilient or using data to back up your point is kind of a given... you'd need to do the job anyway. I wouldn't be in this position if I didn't have those qualities." E3  "Agile learning is encouraged within the organisation; however, in our specific context - where the required competencies are complex and take time and consistency to develop - this aspect is less prominent." M5

Theme	Findings	Code	Supporting Evidence
Clarifying and Strengthening Ownership of Development	Across the dataset, ownership of development is fragmented, contingent and unevenly distributed. It defaults to individuals where they are motivated and disappears entirely in their absence. There is no clear, organisationally embedded account of who owns what in the development process.	Development ownership sits with the manager - and varies accordingly.  Individual self-direction is valued but unsupported	"With my manager personally, I think it's a very good exchange. He's very supportive of the PMP cycle... So I feel very heard and taken serious, as well as constructive feedback." E1 "I think for some people it's quite useful to have [the PMP], but as an employee it doesn't mean anything really." E3 "PMP is experienced as... a guideline. The success of this method depends on the commitment of both parties." E5  "Meeting for the setting of my target for the new year with my new manager. I felt obliged because in the past year I change line managers multiple times and I feel repeating myself." M5  "I'm trying to make at least once a month - to reflect; here in this regard, I needed to improve. How did I do? Just for myself." M2  "What really helps me improve is my curiosity and being open to try new things and take new challenges." M5 "That I am able and allowed to try new things - to try new things." E5  "Balancing [a federal certification course] with a 100% workload and two small children, without any additional support, has made the situation particularly demanding. Autoneum's culture of supporting self-development encouraged me to be transparent and seek alignment." E5
		When the system fails, responsibility is pushed back to employees	"You have to help yourself. You need to show up. You need to make yourself visible. You need to be very active in collaboration with other people so that they say, 'I would like to have you in my team.'" M3

Theme	Findings	Code	Supporting Evidence
Enabling Development Within Daily Work Priorities	Time pressure and operational demands are not incidental to the development problem; they are structural features of how work at Autoneum is experienced. The data consistently shows that development is desired and valued, but is systematically crowded out by the pace, volume and urgency of daily delivery. This is true for both employees and managers.	Full workload leaves little bandwidth for deliberate development.  Manager bandwidth is the bottleneck for development conversations	"I just don't have the energy to do it after work... I never have free time for stuff like this." E4 "When you have a project with a tight deadline or a stressful situation, you don't really think about [competencies] at all time." M2 "Regarding [a certification course] with a 100% workload and two small children, without any additional support, that made the situation particularly demanding." E5 "I feel frustrated because the technical content is not new for me and I feel that I must explain against the same thing to different people with low level of attention." M5  "I felt not very comfortable that we are successful. Managers said we are overloaded. We have no time to explain that to the people - and this whole evaluation, it takes time. And then the development conversation, defining actions and everything." M4  "In the plant, the focus is very much on delivery to the customer - not to stop the customer to deliver parts on time with right quality. This is the center of all discussions." M3  "When you're in the manufacturing plant, you have deadlines to meet, production numbers to hit, scrap rates to hit - that's obviously going to take precedence before something new and innovative." E4  "Technical outcomes are driven by the expert, but the duration is imposed by high-level management." M5  "Self-learning machine learning. Hot topic at the moment and it is important to keep up. Not moment because learning is important for me. Always satisfying to learn new things." M5
		Where space for development does exist, it is individual, not systemic	"Where we have choice, it's usually based on skills, but it can also be interest. So if I put my hand up and say, 'I want to learn more about this', ultimately it's his decision - but generally they allow that, which I think is good for growing." E4  "I don't stop them if someone wants to work partially for another department - to learn new things. Because it makes more sense than losses because people don't feel locked in this department." M3  "Autoneum's culture of supporting self-development encouraged me to be transparent and seek alignment rather than trying to navigate everything alone." E5

Theme	Findings	Code	Supporting Evidence
Making Competencies Clear and Relevant for Daily Work	Even where the competency framework is known, it is widely experienced as abstract, generic and disconnected from the concrete reality of day-to-day work. The data points to a gap not just in awareness but in meaning-making; people do not yet have the vocabulary or the tools to translate competency language into actionable, role-specific development.	Competencies are understood in the abstract, but not felt as personally relevant.  Role-specific application is the exception, not the rule	"I think it's a way of going forward, improving... a combination of things that actually gets you forward. That's what I appreciate. The different parts that everyone can actually be individually improving." E1  "We have to fill out our competencies kind of once a year with our manager. And okay. Yeah, but that's about it." E3  "It's new to me. When I did this evaluation, I said, okay, there are points which I also see will require improvement from my side." M2  "We mapped every function. The buyers need a different set of competencies than the managers, and the technical buyer also a different set... We selected the ones we believe are important [and mapped the team against them]." M1  "We use the competency when performing interviews for new employees... Can you share an example of a time when you had to persuade a colleague? - we use the STAR approach." M1  "They don't know about it [in other functions], not also because it was not really rolled out. We were pilot." M1  "I felt not very comfortable that we would be successful after a good pilot with the IT organisation. Managers said we are overloaded, we have no time... But then in the meetings with teams to explain the approach, we saw many people pretty interested - because it's a fact based development conversation suddenly, right? Not just talk talk, but something tangible." M4
		Without shared language, development stays implicit	"At Autoneum, you succeed if you... open, reliable, good communication, competent, collaborative." M5 "At Autoneum, you succeed if you... can problem solve, defend your ground and make decisions, are open-minded and have good communication skills." E5  "The people are friendly and the culture is very supportive. Successes are celebrated and genuinely appreciated." E7

Theme	Findings	Code	Supporting Evidence
Embedding Development into Everyday Work Processes	Learning is happening everywhere in this organisation - in meetings, problem-solving conversations, resource-sharing moments, mentoring relationships, and on the job itself. But it is overwhelmingly informal, unstructured and invisible. The formal development infrastructure (PMP, competency evaluations, L&D platform) operates in a separate register from the daily reality of where learning actually takes place.	On-the-job learning is the primary vehicle - but under-acknowledged	"Learning on the job is a big part. You need to have it on the job - it's quite a big part of the whole learning process." M3 "Learning here mostly happens through... learn by doing and autonomously search for a challenge." M5 "Just doing it, trying it and evaluating thoroughly." E5 "I feel like I'm growing. I'm learning every day - it feels a bit like university, but I get paid." E4  "I had a meeting to address an issue with uneven cutting of beam samples. We discussed going generally to a specialty cutting service... It was suggested, discussed, and agreed that we would change the width of a few beam legs... We have a strong and experienced project team so I am glad we could find a solution we are all satisfied with." E4
		Informal knowledge transfer is common but fragile	"Times often buy different books and resources to improve his skill set with respect to innovation, and in this case he showed us a clipping of two pages he thought could be interesting and valuable. This is quite typical, where people will share resources they find useful." E4  "I always try to explain the reason behind decisions - it helps them learn and gain the same experience I have." M3  "I have certain colleagues in the company who have stepped forward to mentor me a little - people I feel comfortable asking sometimes stupid questions." E4  "We assigned a person from the team to be his 'buddy', supporting him, guiding him, helping him learn our processes." M2
		Formal development is decoupled from daily work	"I just don't have the energy to do it after work. I never have free time for stuff like this." E4  "They do allow a maximum of maybe two to four hours a month that you could do on personal training." E4
		The PMP is a potential embedding point but is not yet used as one	"We try to separate the competence-based development approach from performance measurement. We want to convince people that development is something very positive, where you really gain benefits because it's fact based, but then what we also know is that if an employee is not strong in the essential competencies for their role... that might affect performance." M4  "The question was clearly: do we measure competence during the performance evaluation? No, we don't. It's really personal business targets and the company values." M4  "I have it as a target for my next monthly reviews to check on these ones, not only on the project related and business-related aspects." M2

# Appendix D: Designing Together

## Co-Design

For the Co-Design I prepared, a handout, a Co-Design Booklet, a presentation and a systemic map for the participants. I did this to bring people together, so everyone is on the same page and knows more or less what the co-design will be about and what they can expect.

Date: 10 April 2026, 10:00 –12:00  
Location: Autoneum headquarters, Winterthur  
Participants: 9 on-site, 1 online observer

Part	Activity	Planned	Actual
1	Making Sense of the System — discussion using the systems map	25 min	~45 min
2	Prioritisation — marking the map with coloured dots	15 min	~10 min
3	Co-Designing Interventions — group work using intervention cards	45 min	~45 min

## Co-Design Handout:

**Co-Design Session**  
Making competencies part of everyday work  
April 10, 2026 | 10:00 - 12:00

**What we will do together**

- Making Sense of the System** (25 min)
  - Understand how competencies show up today
  - Identify challenges, gaps, and opportunities
- Aligning Future Framework** (15 min)
  - Define what good practice should look like
  - Adapt and align the proposed framework together
- Co-Designing Interventions** (45 min)
  - Work on situations from everyday work
  - Develop concrete ideas and interventions

**Why this co-design?**

At Autoneum, competencies define how we work, collaborate, and develop, but in everyday work, they are often not clearly visible and actively engaged with.

From interviews, cultural probes, and observations, we see that learning and development already happen every day through collaboration, communication, and real work situations. However, competencies are rarely made explicit in these moments, and awareness of their relevance in everyday work remains limited.

**Research Findings:**

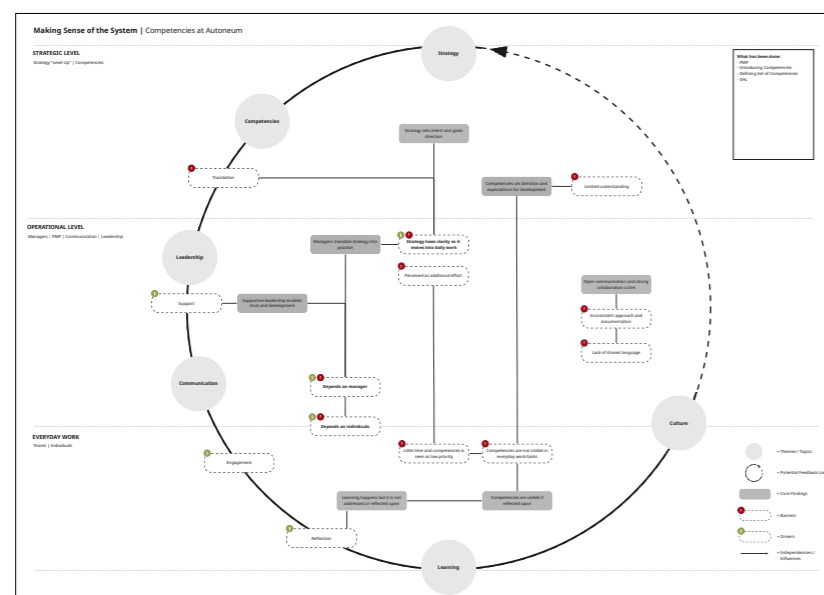
- Leadership & communication support engagement — but competencies are not consistently part of these interactions
- Competencies guide work — but often remain implicit and in the background
- Learning happens through daily work — but it depends on individual initiative
- Culture supports collaboration — but often lacks formal tools, making competencies less visible and often implicit
- Strategy provides direction — but is not always clearly connected to daily work

As a result, competencies are present, but awareness of their importance and relevance is still limited, creating a gap between the competency framework and everyday practice.

In this workshop, we bring different perspectives together to explore this gap and co-create practical ways to make competencies more visible and part of daily work.

I look forward to co-creating meaningful interventions together!

## Co-Design Systems Map:



## Co-Design Presentation:

The presentation consists of eight slides:

- Welcome:** Co-Design Session: Making competencies part of everyday work. April 10, 2026 | 10:00 - 12:00.
- Where we are today:** A process flow showing Interviews, Cultural Probes, Observation, Co-Design, and Design Interventions. A guiding question asks how Autoneum Management AG can support cultural and structural conditions for engagement. The goal is to co-create ways to make competencies visible and part of everyday work.
- My Findings:** Based on Interviews, Cultural Probes, and Observation. Findings include: Leadership enables engagement (but not consistently explicit), Learning happens through daily work (but depends on initiative), Communication supports engagement (but lacks consistency), Culture enables informal ways of working (but informality reduces visibility), Competencies remain mostly invisible (but applied implicitly), and Strategy is not always translated into practice (but not clearly connected to daily tasks).
- Agenda:** Part 1: Making Sense of the System (25 min), Part 2: Aligning Future Framework (15 min), Part 3: Co-Designing Interventions (45 min).
- Making Sense of the System (25 Min):** Look at the system map and findings. Questions: What resonates with your everyday work? Where do you see challenges or barriers? Where do you see opportunities for improvement? Add notes, connect ideas, and build on what is there. Goal: Create a shared understanding of how competencies show up in everyday work today and where the main tensions are.
- Aligning Future Framework (15 Min):** Based on the system map, proposed framework, and insights. Questions: What should good practice look like in the future? How should competencies be used in everyday work? Use the proposed framework as a starting point. Adapt, change, or add to them together. Goal: Create a shared framework that reflects how competencies should ideally be used in everyday work.
- Co-Designing Interventions (45 Min):** 1) Choose a moment from the system map where there is tension (30 Min). 2) Share and discuss (15 Min). Questions: Redesign this moment: what does it look like in the future? Where are competencies visible? What needs to happen to make this possible? What stands out? What feels useful or realistic? In groups of two, define 2-3 concrete interventions. Share your moment and interventions. Goal: Develop and share ideas and interventions that make competencies visible and usable in everyday work, aligning with the framework from exercise 2.

Co-Design Booklet:

### Co-Design Session

Making competencies part of everyday work

April 10, 2026 | 10.00 - 12.00

#### Why this co-design?

At Automeer, competencies define how we work, collaborate, and develop. In an everyday way, they are often not clearly visible and actively engaged with.

From interviews, cultural probes, and observations, we see that learning and development already happens every day through collaborations, conversations, and real work situations. However, competencies are only made explicit in these moments, and awareness of their relevance in everyday work remains limited.

This creates a gap between the competency framework and everyday practice.

**Guiding Question:**  
How might Automeer Management AD support the cultural and structural conditions necessary to encourage employees to actively engage with a competency framework-based learning culture?

**Goal:**  
Co-create ways to make competencies visible and part of everyday work.

Outcome of the Co-Design: Intervention Cards

#### Intervention Card

**1) Moment**  
What moment causes tension?  
→ feedback, meeting, task situation  
Conflict between employee expectations to discuss the competencies in daily work as manager / superior lack of interest or knowledge how to engage in such discussion and acknowledge skills / competence development

**2) Future Moment**  
How should this moment look like instead?  
What's better or different?  
What's new or interesting?  
→ Manager discuss development & competencies using daily tasks and employee acknowledge as *own duty*  
Manager identify critical skills in team members and help to develop on tasks

**3) Interventions**  
What process need?  
1. Training for managers on people development & diverse active conversations  
2. Implement information using onboarding process for managers → HRs Managers should *emphasize* on being *mentoring* during process  
3. *HRs* training in *Touchpoint* & evaluate also for manager → *mentoring* development, *HRs* *HR* *Touchpoint* *HR* *Touchpoint*  
Mini-actions (10-15 min) to develop in small steps i.e. asking right questions  
**4) Impact**  
What improves if this intervention works?

#### Intervention Card

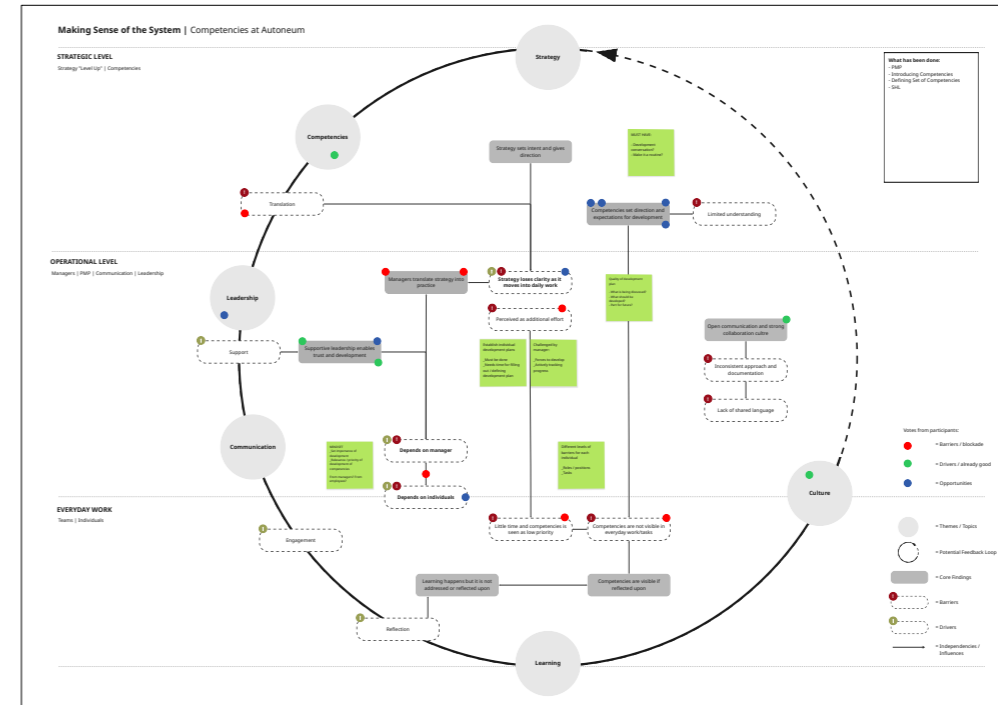
**1) Moment**  
What moment causes tension?  
→ feedback, meeting, task situation  
Development strategy does not reach the employees in their daily lives, especially concerning competencies  
→ more focus on business target than development target (not mandatory task)

**2) Future Moment**  
How should this moment look like instead?  
What's better or different?  
What's new or interesting?  
→ Every one knows about the competencies and their own competency profile  
employees is more in link to competencies to daily life  
Manager identify critical skills in team members and help to develop on tasks

**3) Interventions**  
What process need?  
1. Clear development conversation throughout the year to plan and follow-up on the development  
2. Create knowledge and awareness of competency profile → training, activities  
3. Development field mandatory

**4) Impact**  
What improves if this intervention works?

Outcome of the Co-Design: Systemic Map



#### What are competencies?

Competencies describe how work is done effectively in everyday situations. They combine behaviors, knowledge, and skills, and help make expectations around performance, development, and collaboration more explicit.

**Benefits:**

- Clear expectations
- Everyone knows what good performance looks like
- Setting strong decisions
- Focus on behaviors needed for the role
- Targeted development
- Training & based on real development needs
- Fair performance reviews
- More consistent evaluation across employees
- Supports future leaders
- Helps identify and develop potential early

**Challenges:**

- High maintenance
- Needs regular updates as roles and needs change
- Too complex or outdated
- Can become hard to understand and use
- Difficult to assess consistently
- Behaviors are interpreted differently
- Lack of support
- Often seen as an HR tool, not daily practice
- Time and resource intensive
- Requires effort to build and implement

#### Research Findings

Leadership enables engagement  
Leaders create trust and support development, but competencies are rarely made explicit in daily interactions.

Communication supports engagement  
Open and informal communication enables collaboration, but lacks consistency in how competencies are shared or discussed.

Competencies remain mostly invisible  
Competencies exist and guide decisions, but are often applied implicitly rather than consciously in everyday work.

Learning happens through daily work  
People learn through collaboration and experience, but development depends on individual initiative, not shared structures.

Culture enables informal ways of working  
A strong, supportive culture encourages flexibility, but informally reduces visibility and consistency of competencies.

Strategy is not always translated into practice  
Strategy provides direction, but is not always clearly connected to daily tasks and competencies.

#### Agenda

Part 1 Making Sense of the System 25 min

Part 2 Aligning Future Framework 15 min

Part 3 Co-Designing Interventions 45 min

#### Making Sense of the System

Look at the system map and the findings.

What resonates with your everyday work?

Where do you see challenges or barriers?

Where do you see opportunities for improvement?

→ Add notes, connect ideas, and build on what is there

**Goal:**  
Create a shared understanding of how competencies show up in everyday work today and where the main tensions are.

#### Aligning Future Framework

Based on the system map, my proposed framework, and your insights:

What should good practice look like in the future?

How should competencies be used in everyday work?

→ Use the proposed framework as a starting point  
→ Adapt, change, or add to them together

**Goal:**  
Create a shared framework that reflect how competencies should ideally be used in everyday work.

#### Proposed Framework

The intervention should ...

- Embed competencies into everyday work
- Integrate competencies into daily tasks, interactions, and workflows, enabling continuous reflection and application without requiring separate processes
- Reason: Competencies remain implicit and disconnected from daily work, embedding them increases relevance and supports continuous learning
- Enable consistent development dialogue
- Support regular, meaningful conversations between managers and employees, ensuring that competencies are applied consistently across teams
- Reason: Development depends on individual managers, regular interaction is needed to ensure consistency and meaningful engagement
- Make competencies visible, clear, and role-relevant
- Translate competencies into simple, concrete, and role-specific language, clearly connecting them to everyday work and organizational strategy
- Reason: Low visibility and unclear meaning reduces engagement, making competencies clear and relevant increases their use
- Reduce effort and enable self-directed engagement
- Lower time, effort, and complexity while encouraging employees to actively engage with competencies in their own development
- Reason: Development depends on individual initiative and effort, reducing barriers helps create more consistent participation
- Build on existing informal practices while adding light structure
- Build on existing informal networks, collaborations, and the people-carried culture, while introducing minimal structure to improve consistency and visibility
- Reason: Fully formal solutions risk low adoption, while a lack of structure reduces consistency

#### Co-Designing Interventions

1) 30 Min  
Choose a moment from the system map where there is tension.

2) 15 Min  
Share and discuss.

3) Interventions  
What process need?

4) Impact  
What improves if this intervention works?

#### Intervention Card

1) Moment  
What moment causes tension?  
→ feedback, meeting, task situation

2) Future Moment  
How should this moment look like instead?  
What's better or different?  
What's new or interesting?  
→ Manager discuss development & competencies using daily tasks and employee acknowledge as *own duty*  
Manager identify critical skills in team members and help to develop on tasks

3) Interventions  
What process need?  
1. Training for managers on people development & diverse active conversations  
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3. *HRs* training in *Touchpoint* & evaluate also for manager → *mentoring* development, *HRs* *HR* *Touchpoint*  
Mini-actions (10-15 min) to develop in small steps i.e. asking right questions  
**4) Impact**  
What improves if this intervention works?

Co-Design Protocol:

#### Co-Design Protocol - Automeer

**Making competencies part of everyday work**  
April 10, 2026 | 10:00-12:00

**Context & Setup**

The co-design session brought together 8 participants (4 HR and 4 business) to explore how competencies can become part of everyday work. This session was a first step in a process and will be followed by a second session. The second session will explore and co-design interventions for the current state.

The session followed:

- A short presentation of the project goals and key findings
- An introduction to the system map as the main starting point

**What happened during the session**

1. System Overview (30 min)

The first session developed an open and in-depth discussion and took longer than planned (approx. 45 min)

Participants:

- reflected on the system map
- shared points of interest and experience
- shared insights from previous, barriers, and ideas

What came out:

- strong agreement with the findings
- participants clearly recognized their own reality in the map
- discussion on how, research, and relevant experience connected
- no demarcations

The participants were the core of the session, building a shared understanding of why competencies are not fully working in practice.

2. Exploration (30 min)

During this session, the second session was designed.

Participants shared the system map with:

- managers (not all already worked)
- employees (not all already worked)

This helped focus the discussion and transition into solution thinking.

#### 3. Co-Design in Groups

Participants split into small groups and worked on three perspectives:

- Strategy
- Operational
- Everyday

Each group:

- chose a real situation
- discussed how it related to the system map
- developed concrete interventions

The session followed:

- present and grounded in daily work
- participants shared their interventions across three perspectives: Leadership, Strategy, and Individual. While each group worked on a different scenario, their ideas converged around a few key directions.

4. Closing  
The session ended with:

- short reflections on the intervention
- informal exchange during lunch

**What Came Out - Intervention Directions (from Group Work)**

On the group work, participants developed interventions across three perspectives: Leadership, Strategy, and Individual. While each group worked on a different scenario, their ideas converged around a few key directions.

1. Leadership Perspective - Embedding Development in Daily Work  
The leadership group focused on the role of managers as key enablers of development.

Core idea:  
Development needs to be actively driven and supported by managers, but in a way that fits into daily work.

What this looked like:  
Managers use real tasks and situations to discuss development  
Development becomes part of regular conversations, not separate events  
Managers identify strengths and gaps and connect them to work

Key directions:  
Train managers in development conversations  
Increase awareness that people development is part of the manager role  
Introduce light training or "how-to" by developers, HRs  
Introduce small, regular, ongoing support of large projects

→ Shift from passive support to active development leadership

#### 2. Strategy Perspective - Making Development Visible and Relevant

The group focused on the gap between strategy, competencies, and everyday work.

Core idea:  
Competencies need to be clearly connected to roles, future paths, and daily work to feel relevant.

What this looked like:  
Employees understood what competencies they need for their current and future roles  
Competencies are not abstract, but linked to real expectations

Key directions:  
Integrate development into competency requirements (e.g. the roles, future positions)  
Increase awareness and understanding through training or onboarding  
Embed competencies as visible beyond formal culture  
Strengthen communication  
Why are competencies important?  
What do they mean in practice?

→ Shift from abstract frameworks to clear, role-relevant guidance

3. Individual Perspective - Creating Space and Ownership for Development  
The group focused on the employee perspective and daily reality.

Core idea:  
Development needs dedicated space, clarity, and continuity, otherwise it gets lost.

What this looked like:  
Development is planned and reinforced regularly  
Employees know what they should develop and why  
Development is not optional or unclear

Key directions:  
Introduce regular development conversations throughout the year  
Create a dedicated space for development (e.g. from HRs)  
Make development more visible and partly mandatory  
Strengthen individual awareness of  
their competencies  
development needs

→ Shift from occasional reflection to continuous and structural development

#### Overall Pattern Across Groups

Although the groups worked separately, their ideas strongly aligned.

The shared context:

- A shared understanding across participants
- Open and constructive dialogue
- Concrete, experience-based ideas
- Strength in communication
- The most valuable outcomes were the system discussion, which
- aligned perspectives
- confirmed key challenges
- led to a strong foundation for intervention design

**Key Insight:**  
The solution is not adding new tasks, but making development part of new work already happening.

# Appendix E: First Version of Interventions

## Strategy Sets First Draft:

**Intervention Set 1: Competencies in Everyday Work**  
Embedding development into real work situations through small, repeatable triggers

**Why this is needed**  
Competencies are currently defined but not consistently translated into everyday work and development practices. They remain abstract and are rarely discussed in formal settings, which limits their relevance and application in daily practices.

**Desired outcomes**

- Competencies are visible in everyday work interactions
- Employees can recognize and reflect on their competencies in daily tasks
- Competencies are actively used in feedback and task allocation
- Engaging with competencies feels simple and part of daily work

**Intervention suggestions**

- Anchor competencies in task allocation  
Managers explicitly link tasks to development  
- "This task is a good opportunity to develop [competency]"
- Introduce 1-2 reflection questions in daily work used consistently during feedback and meetings  
Examples:  
- "Which competency did you use?"  
- "What would you improve next time?"
- Add 1-2 minute "competency reflection" to existing team meetings, one person shares  
- 1-2 min work example  
- 1-2 min reflection  
- 1-2 min reflection
- Define a team-level focus (quarterly)  
- sample questions: feedback giving  
- Use metrics, nudges in work/life  
- 1-2 prompts in meetings or texts  
- "What did we learn?"  
- "Which competency showed up?"

**Implications / Barriers / Risks**

- Risk of increasing team workload or formal
- Needs to stay simple and consistent
- Without manager engagement, it may remain surface-level

**Intervention Set 2: Enabling Development Through Leadership**  
Creating the conditions for managers to consistently integrate development into everyday work

**Why this is needed**  
Managers play a key role in enabling development, but currently lack the tools, clarity, capability, and support to actively integrate competencies into their leadership practices. This leads to inconsistent experiences and unclear ownership of development.

**Desired outcomes**

- Managers feel confident and responsible for enabling development
- Development becomes a regular part of manager-employee interaction
- Employees understand that they own their development
- Leadership practices become more consistent across teams

**Intervention suggestions**

- Introduce a quarterly development conversation (biweekly light touchpoint)  
15-20 min, with 3-5 fixed questions  
- "What did I learn?"  
- "Which competency did I develop?"  
- "Which competency did you develop?"
- Make development focus visible and trackable each employee  
- define 1-2 focus areas per quarter  
- reviewed in check-ins
- Add development as a visible element in existing systems e.g.:  
- 15-20 min  
- development discussed alongside performance  
- Link competencies to roles (simple and clear)  
- start overview:  
- "For this role, these competencies matter"  
- Increase transparency across teams by sharing examples  
- "Here I developed [competency] in my work"  
- "How would you give feedback here?"
- Integrate competencies into existing systems  
- formalized descriptions only  
- reflect on first work experience

**Implications / Barriers / Risks**

- Risk of becoming too bureaucratic / over-structured
- Needs to remain lightweight and practical
- Requires alignment with existing systems (e.g. PMF, DDP, Touchpoint)

**Intervention Set 3: Making Development Visible & Continuous**  
Creating the conditions for development to be visible, meaningful, and sustained over time

**Why this is needed**  
Development is currently not consistently followed up and often remains secondary to daily business priorities. Competencies lack visibility and are not clearly linked to roles, growth opportunities, or future development, reducing their perceived value.

**Desired outcomes**

- Development becomes continuous and visible over time
- Employees understand how competencies relate to their role and growth
- Development is tightly structured but consistently followed up
- Competencies are seen as relevant for future opportunities

**Intervention suggestions**

- Introduce a simple development log (in Touchpoint or similar)  
updated monthly or quarterly  
- "What did I learn?"  
- "Which competency did I develop?"
- Link competencies to roles (simple and clear)  
- "For this role, these competencies matter"  
- Increase transparency across teams by sharing examples  
- "Here I developed [competency] in my work"  
- "How would you give feedback here?"
- Integrate competencies into existing systems  
- formalized descriptions only  
- reflect on first work experience

**Implications / Barriers / Risks**

- Risk of becoming too bureaucratic / over-structured
- Needs to remain lightweight and practical
- Requires alignment with existing systems (e.g. PMF, DDP, Touchpoint)

## First Prototype

**Quarterly Development Conversation**  
15-20 min

**Purpose**  
Reflect on recent work, make competencies visible, and define one clear development focus.

**Try to integrate competencies during this conversation:**

- What did you work on?  
What went well? What was challenging?
- What did you learn?  
Which competency did you use?  
Should you improve or strengthen?  
I failed in competencies
- What do you need to develop next?  
Which competency should we focus on?

**Competencies of Autobiogram**

- Adapting Situations
- Agile Learning
- Being Present
- Engaging Customers
- Strategic Thinking
- Problem Solving
- Quality Decision Making
- Cultural Awareness
- Acting with Accountability
- Driving Results
- Operating Results

- Building Effective Teams
- Collaborating
- Communicating Effectively
- Developing Talent
- Feedback Engagement
- Managing Conflicts
- Persuading Others
- Working Differently
- Operating Responsibly
- Planning and Aligning
- Providing Direction

## Strategy Sets Reworked Draft:

**Intervention Set 1 - Activating Competencies in Everyday Work**  
Embedding development into real work situations through small, repeatable triggers

**PS & Themes Work moments**

PS & Themes	Work moments	What needs to happen in practice	Why it matters	What to be aware of	Systemic shift
PS 1, 7, 14, 15	Task engagement	When assigning or discussing work, tasks are consistently framed with a development trigger (e.g., "This task is a good opportunity to develop [competency]").	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Being feedback	Feedback conversations are consistently framed with a development trigger (e.g., "This task is a good opportunity to develop [competency]").	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	After meeting or reflection	Team reflection conversations are consistently framed with a development trigger (e.g., "This task is a good opportunity to develop [competency]").	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Body collaboration	Competencies are consistently used to describe and challenge team members.	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Handling challenge and obstacles	Development is consistently used to describe and challenge team members.	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.

**Intervention Set 2 - Enabling Development Through Leadership**  
Creating the conditions for managers to consistently integrate development into everyday work

**PS & Themes Work moments**

PS & Themes	Work moments	What needs to happen in practice	Why it matters	What to be aware of	Systemic shift
PS 1, 7, 14, 15	Management reflection in daily conversations	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Setting development focus	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Managing development practices	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Handling development obstacles	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.

## Reworked Prototype

**Development Conversation Guide**

This guide shows how development can be integrated into everyday conversations. It builds on moments that already happen - during check-ins, after meetings, or when discussing tasks. It is not an additional process or something that requires preparation. The aim is to support development as part of daily work, not as something separate.

In daily work, conversations often focus on tasks and results, while development remains implicit or addressed only in formal settings. As a result, opportunities to learn from daily work are often missed, and competencies can feel abstract and disconnected from what people actually do. By using existing moments more intentionally, development becomes visible and relevant. Conversations become more focused, more frequent, and directly linked to what people actually do.

**When and how it is used**  
Use this approach whenever a meaningful situation comes up, after a meeting, during a check-in, or when something needed next or new challenge. It starts from a real situation, brought by either the employee or the manager. From there, the conversation focuses on what happened, how the work was done, and what can be improved. The aim is to create one clear development focus and where to apply it next.

The conversation is short, requires no preparation, and fits into existing interactions. Used regularly, it creates a single rhythm where development is continuously addressed and applied. Over time, this leads to clearer feedback, more focused development, and shared expectations across teams. Not every situation needs to be used - focus on moments where reflection adds value.

**What this looks like in practice**

**Before a meeting**  
Before a meeting, an employee reflects on a recent situation where a conversation across a team was challenging.

**After a meeting**  
After a cross-meeting, a manager and an employee briefly reflect on how it went. The discussion was concise and took time to align different perspectives.

They come into the conversation with a clear focus on what to improve. The manager leads the conversation, and the employee explains the challenge or opportunity (situation). The manager highlights what worked and adds one development focus, making any point clearer again.

Together, they agree to focus on this in the next meeting, where a similar situation will come up again.

Development happens in everyday work - when these moments are used intentionally. This guide shows how small, consistent conversations can turn daily work into continuous development.

**Development Conversation Guide**

As a manager, your role is to create clarity, focus, and connection, helping employees understand what they did well, where they can improve, and how this relates to their daily work.

The goal is to support - not to add pressure.

**Before the conversation**

- Think of one recent situation
- Reflect on what you observed / what you learned

**Start from real work**

- Get the employee's view first
- Stay concise - avoid general talk
- Start with a specific situation
- Link to a competency (simple)

**What have you been working on recently?**

- What was your role in it?
- What went well / challenging?

**Answers to work**

- What have you been working on in your projects, nothing specific?

**Make behavior visible**

- Focus on how the work was done
- Make specific behavior
- Link to a competency (simple)

**Answers to work**

- What did you do differently next time?
- What would you do differently next time?

**Define the development focus & next step**

- Get the manager's view first
- Stay concise - avoid general talk
- Start with a specific situation
- Link to a competency (simple)

**Answers to work**

- What have you been working on in your projects, nothing specific?

**Relevant competencies focus on 3-5**

Select only the competencies that are most relevant for this situation.

- Adapting Situations
- Agile Learning
- Being Present
- Engaging Customers
- Strategic Thinking
- Problem Solving
- Quality Decision Making
- Cultural Awareness
- Acting with Accountability
- Driving Results
- Operating Results

- Building Effective Teams
- Collaborating
- Communicating Effectively
- Developing Talent
- Feedback Engagement
- Managing Conflicts
- Persuading Others
- Working Differently
- Operating Responsibly
- Planning and Aligning
- Providing Direction

**Intervention Set 3 - Making Development Visible & Continuous**  
Creating the conditions for development to be visible, meaningful, and sustained over time

**PS & Themes Work moments**

PS & Themes	Work moments	What needs to happen in practice	Why it matters	What to be aware of	Systemic shift
PS 1, 7, 14, 15	After meeting work	Employees consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Employees understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Preparing for check-ins	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Linking development to roles	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Handling development obstacles	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.
PS 1, 7, 14, 15	Handling development obstacles	Managers consistently use a development trigger (e.g., "This task is a good opportunity to develop [competency]") in daily conversations.	Managers understand what they are doing and why they are doing it.	Managers should understand what they are doing and why they are doing it.	Integrating development into daily work and making it a visible part of the work.

**Systemic Intervention Map**



# Appendix G: Work Moments

AS NEEDED

### Task assignment

● Manager

WHAT TO DO

When assigning work, name the specific competency this task connects to — one sentence, no extra time needed.

SOUNDS LIKE

*"This requires a lot of cross-team coordination — good opportunity to strengthen your stakeholder management."*

YOU KNOW IT WORKED WHEN

A specific competency is named — not "this is good for your development"

AS NEEDED

### Feedback conversation

● Manager ● Employee

WHAT TO DO

Name the specific behaviour you observed, link it to a competency, and give one improvement direction — not a general impression of how it went.

SOUNDS LIKE

*"The way you structured the discussion helped us align — that's strong communication. Next time, try summarising the key decision upfront."*

YOU KNOW IT WORKED WHEN

A behaviour is named and one concrete improvement direction is given

AS NEEDED

### After a meeting

● Manager ● Employee

WHAT TO DO

Ask one focused reflection question directly after a meeting or milestone where something notable happened. Under a minute. Not every meeting — only when it adds value.

SOUNDS LIKE

*"What would you do differently next time when alignment across teams is complex?"*

YOU KNOW IT WORKED WHEN

Employee names a specific change, not "I'd try to do better"

AS NEEDED

### Team discussion

● Manager ● Employee

WHAT TO DO

Use competency language naturally when describing work situations — making implicit expectations explicit. Not forced into every conversation, just used when it fits.

SOUNDS LIKE

*"This situation requires strong cross-team collaboration — let's think about how we approach that."*

YOU KNOW IT WORKED WHEN

Team members use competency language themselves — without being prompted

AS NEEDED

### Handling a challenge

● Manager ● Employee

WHAT TO DO

When something goes wrong, add one learning question to the problem-solving conversation. Shift the focus from fixing alone to building capability for next time.

SOUNDS LIKE

*"What would help us handle this kind of situation better next time?"*

YOU KNOW IT WORKED WHEN

Team agrees on something specific to do differently — not just "be more careful"

AS NEEDED

### Manager exchange

● Manager ● Employee

WHAT TO DO

Share one real example of how you applied development this week — what you tried, and what happened. Not theory. This is how good practice spreads without a training programme.

SOUNDS LIKE

*"I tried linking the task to a competency when briefing my team on the supplier project — here's what changed in how they approached it."*

YOU KNOW IT WORKED WHEN

Another manager tries something based on what was shared — practice transfers

ANNUALLY

### PMP review

● Manager ● Employee

WHAT TO DO

Start the PMP discussion from the development log — both sides arrive with real examples, not impressions. Development and performance are discussed together, not separately.

SOUNDS LIKE

*"Looking at your log — you consistently applied communicating effectively in complex situations this year. Let's talk about what to build on next."*

YOU KNOW IT WORKED WHEN

Development field completed with substance — a real reflection, not a formality

ANNUALLY

### Manager accountability

● HR ● Manager

WHAT TO DO

Manager reflects on how they actively supported development in their team, with specific examples. HR reviews team development activity alongside delivery performance.

SOUNDS LIKE

*"I introduced competency links in task conversations this year — three team members reported clearer development direction in their check-ins."*

YOU KNOW IT WORKED WHEN

Managers who enable development are recognised, not only delivery performers

ONE TIME

### Strategy introduction

● HR ● Manager

WHAT TO DO

Introduce the development strategy in an existing manager meeting, not as a document to read, but as a conversation about what changes and why it matters.

SOUNDS LIKE

*"Development is now expected as part of how we work, not something extra. The conversation guide gives you a simple structure to use in your 1:1s."*

YOU KNOW IT WORKED WHEN

Manager references development in their first team interaction after the briefing.

ONE TIME

### Development focus setup

● Manager ● Employee

WHAT TO DO

Together, select 3–5 competencies most relevant to the employee's current role — not the full list, not what sounds impressive. Log them in Touchpoint.

SOUNDS LIKE

*"For your role right now, stakeholder management and communicating effectively matter most — let's focus on those two and add agile learning as a stretch."*

YOU KNOW IT WORKED WHEN

3 – 5 focus competencies documented in Touchpoint, linked to role responsibilities.

QUARTERLY

### 1:1 check-in

● Manager ● Employee

WHAT TO DO

Employee arrives with a real example and one focus area. Manager uses the guide: real work → behaviour visible → focus agreed → next step named. Together, agree one specific next step.

SOUNDS LIKE

*"I led the supplier review and want to improve how I prepare complex cross-team discussions upfront — can we focus on that?"*

YOU KNOW IT WORKED WHEN

Agreed next step names a competency, a situation, and when to apply it

QUARTERLY

### Development log review

● Manager ● Employee

WHAT TO DO

After key tasks or milestones, capture 2–3 bullets in Touchpoint. Answer three questions (takes 2–3 minutes). Review together in the next check-in.

- What did I learn?
- What helped me perform better?
- What did this bring to me?

SOUNDS LIKE

*"Led the kick-off — structured the agenda upfront, meeting was 30% shorter. Want to apply this to the next cross-team alignment."*

YOU KNOW IT WORKED WHEN

Log entry is specific to a real situation, not "worked on communication"

# Appendix H: Implementation Plan

	PHASE 1 — ONBOARDING		PHASE 2 — EVERYDAY WORK						PHASE 3 — QUARTERLY RHYTHM		PHASE 4 — ANNUAL REVIEW	
	One-time Strategy introduction	One-time Development focus setup	As needed Task assignment	As needed Feedback conversation	As needed After a meeting	As needed Team discussion	As needed Handling a challenge	As needed Manager exchange	Quarterly 1:1 check-in	Quarterly Development log review	Annually PMP review	Annually Manager accountability
<b>CUBE Task</b> What needs to be done — execution + object	<ul style="list-style-type: none"> <li>Communicate the development framework and expectations to all managers and employees at entry</li> </ul>	<ul style="list-style-type: none"> <li>Define and align competency focus areas to role requirements and individual starting point</li> </ul>	<ul style="list-style-type: none"> <li>Frame task allocation with an explicit competency development link</li> </ul>	<ul style="list-style-type: none"> <li>Translate observed behaviour into a specific competency-linked improvement direction</li> </ul>	<ul style="list-style-type: none"> <li>Extract and capture learning from a real work situation in the moment it occurs</li> </ul>	<ul style="list-style-type: none"> <li>Build shared competency language across team interactions and daily conversations</li> </ul>	<ul style="list-style-type: none"> <li>Reframe a difficult situation as a concrete development opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Transfer development practice across managers through real example exchange</li> </ul>	<ul style="list-style-type: none"> <li>Review and agree development focus through a structured, guided conversation</li> </ul>	<ul style="list-style-type: none"> <li>Document and reflect on progress in a shared, accessible development log</li> </ul>	<ul style="list-style-type: none"> <li>Integrate development evidence into the formal performance review</li> </ul>	<ul style="list-style-type: none"> <li>Assess and recognise manager contribution to enabling team development</li> </ul>
<b>CUBE Means</b> Tools & instruments required	<ul style="list-style-type: none"> <li>Competency framework</li> <li>Strategy brief</li> <li>Onboarding pack</li> <li>Manager introduction kit</li> </ul>	<ul style="list-style-type: none"> <li>Role-competency map</li> <li>Conversation guide</li> <li>Touchpoint setup</li> <li>IDP template</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Task brief</li> <li>Competency reference (3–5)</li> </ul>	<ul style="list-style-type: none"> <li>Conversation guide</li> <li>Competency reference</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Conversation guide</li> <li>Meeting notes</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Competency language reference</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Conversation guide</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Shared examples</li> <li>Practice exchange format</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Conversation guide</li> <li>Development log</li> <li>Focus areas (Touchpoint)</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Development log</li> <li>Touchpoint entries</li> <li>Progress template</li> </ul> <p><b>Conversation guide</b></p>	<ul style="list-style-type: none"> <li>Conversation guide</li> <li>Development log</li> <li>PMP form</li> </ul>	<ul style="list-style-type: none"> <li>Team development report</li> <li>Manager performance data</li> <li>HR analytics</li> </ul>
<b>CUBE Information</b> What flows in & what is produced	<p>Needed: Company context, development gaps, competency framework overview</p> <p>Produced: Shared understanding of what development means and what is expected at Autoneum</p>	<p>Needed: Role requirements, employee strengths, ambitions and starting point</p> <p>Produced: Agreed focus areas (3–5 competencies), logged in Touchpoint</p>	<p>Needed: Task requirements, employee's current competency focus</p> <p>Produced: Employee understanding of why this task matters for their development</p>	<p>Needed: Observed behaviour, current development focus, relevant competency</p> <p>Produced: Named behaviour linked to competency, one concrete improvement direction</p>	<p>Needed: What just happened in the meeting, what worked or didn't</p> <p>Produced: One captured learning insight — brief, real, actionable</p>	<p>Needed: Current work situation, challenges, team context</p> <p>Produced: Explicit shared expectations — implicit standards become visible</p>	<p>Needed: Employee's real work example, current focus areas, development log</p> <p>Produced: Learning from the situation — what to do differently next time</p>	<p>Needed: Manager's own practice examples, challenges faced</p> <p>Produced: Shared approaches across teams — good practice spreads organically</p>	<p>Needed: Employee's real work example, current focus areas, development log</p> <p>Produced: Agreed next development focus with concrete next step, documented</p>	<p>Needed: Recent work situations, progress since last check-in</p> <p>Produced: Updated log entries — visible progress over time for both parties</p>	<p>Needed: Development log history, competency progress, performance data</p> <p>Produced: Integrated development evidence in PMP — future direction agreed</p>	<p>Needed: Team development activity data, manager's reflection</p> <p>Produced: Accountability assessment — manager recognised for enabling development</p>
<b>DESIGN CRITERIA What this moment must achieve</b> Requirements for this moment to be well-designed	<ul style="list-style-type: none"> <li>Development positioned as organisational expectation — not personal choice</li> <li>Introduced within an existing meeting — no new event created</li> <li>Competency relevance made clear at role level</li> </ul>	<ul style="list-style-type: none"> <li>Focus must be role-specific, 3–5 competencies, not the full model</li> <li>Both sides actively contribute, not manager-dictated</li> <li>Outcome documented and visible in system immediately</li> </ul>	<ul style="list-style-type: none"> <li>Competency link must be specific to the task and role, not generic</li> <li>Requires no additional time or preparation from the manager</li> <li>Initiated in the moment, not retrospectively</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour named specifically, not an outcome or impression</li> <li>Linked to a named competency, not abstract development language</li> <li>One concrete improvement direction given, not general encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Fits within the existing conversation, no extra meeting or step</li> <li>One question maximum, does not extend the interaction</li> <li>Insight captured before the moment is lost</li> </ul>	<ul style="list-style-type: none"> <li>Language emerges naturally from the situation, not formally introduced</li> <li>Applicable across functions without new terminology</li> <li>Must not require additional preparation or facilitation</li> </ul>	<ul style="list-style-type: none"> <li>Learning question asked within the problem-solving moment, not separately</li> <li>Focus shifts from fixing alone to building capability for next time</li> <li>No additional time required, reframes existing conversation</li> </ul>	<ul style="list-style-type: none"> <li>Based on a real example, not theory or general opinion</li> <li>Happens regularly without HR prompting</li> <li>Produces a transferable practice, another manager can try it</li> </ul>	<ul style="list-style-type: none"> <li>Employee arrives prepared with a real example, not a status update</li> <li>Conversation guide structure followed: real work → behaviour → focus → next step</li> <li>Agreed next step names competency, situation, and timing</li> </ul>	<ul style="list-style-type: none"> <li>Entries specific to real situations, not generic phrases</li> <li>Takes 2–3 minutes maximum, must not become a reporting task</li> <li>Visible to both employee and manager in shared system</li> </ul>	<ul style="list-style-type: none"> <li>Development log referenced as evidence, not reconstructed from memory</li> <li>Development and performance discussed together, not as separate agenda items</li> <li>Future development direction agreed, not deferred</li> </ul>	<ul style="list-style-type: none"> <li>Manager provides specific evidence of enabling, not a general claim</li> <li>Assessed on quality of enabling, not volume of conversations held</li> <li>Recognition tied to development enabling alongside delivery performance</li> </ul>
Themes and PS tags	T1 · T2 — SL	T1 · T2 · T3 — SL · OL	T1 · T4 · T5 — EL	T1 · T2 — EWL	T4 · T5 — EWL	T1 · T2 — EWL	T4 · T5 — EWL	T3 · T4 — OL	T2 · T3 · T4 — OL	T4 · T5 — OL · IL	T2 · T3 · T4 — SL · IL	T3 · T4 — OL
<b>MEASUREMENT A Output indicator</b> What good looks like vs. surface-level compliance	<ul style="list-style-type: none"> <li>All managers have received and reviewed the conversation guide</li> <li>Development referenced in first team or 1:1 within onboarding period</li> </ul>	<ul style="list-style-type: none"> <li>Each employee has 3–5 focus competencies documented in Touchpoint</li> <li>Focus areas linked to role — not the full 22-item model</li> </ul>	<ul style="list-style-type: none"> <li>Manager names a specific competency at task allocation — not a generic phrase</li> </ul>	<ul style="list-style-type: none"> <li>Feedback names a specific behaviour linked to a named competency</li> <li>One concrete improvement direction given — not general encouragement</li> </ul>	<ul style="list-style-type: none"> <li>Reflection question asked and answered concretely after the meeting</li> <li>One insight captured — brief, specific, linked to a real situation</li> </ul>	<ul style="list-style-type: none"> <li>Competency language appears in how team members describe work — not only in formal conversations</li> </ul>	<ul style="list-style-type: none"> <li>A learning-focused question is asked — not only problem-solving</li> <li>Team agrees on something to do differently next time</li> </ul>	<ul style="list-style-type: none"> <li>Manager shares a real, specific example — not a general opinion</li> <li>Exchange happens regularly — not only when prompted by HR</li> </ul>	<ul style="list-style-type: none"> <li>Employee comes with a concrete example and one named focus area</li> <li>Agreed next step names where and when to apply it</li> </ul>	<ul style="list-style-type: none"> <li>Log updated with minimum 2–3 bullets per quarter — specific, not generic</li> <li>Both employee and manager can see progress over time in Touchpoint</li> </ul>	<ul style="list-style-type: none"> <li>Development log used as evidence — PMP discussion starts from real examples</li> <li>Development field completed with substance — not ticked as a formality</li> </ul>	<ul style="list-style-type: none"> <li>Team development activity data reviewed by HR per manager</li> <li>Manager reflects explicitly on how they supported development — not only delivery</li> </ul>
<b>MEASUREMENT B Quality signal</b> What good looks like vs. surface-level compliance	<p>✓ Good Manager explains how the strategy connects to their team's daily work and their own role</p> <p>✗ Surface Manager receives the guide but has no discussion — files it away</p>	<p>✓ Good "For your role, stakeholder management and communicating effectively matter most right now — let's focus on those."</p> <p>✗ Surface Employee selects 5 competencies at random or picks what sounds impressive</p>	<p>✓ Good "This task involves a lot of cross-team coordination — good opportunity to practice stakeholder management."</p> <p>✗ Surface "This is good for your development." — no competency named, no connection made</p>	<p>✓ Good "The way you structured the discussion helped us align — that's strong communication. Next time, try summarising the key decision upfront."</p> <p>✗ Surface "Good job overall, keep it up." — no behaviour named, no direction given</p>	<p>✓ Good "What would you do differently in the next meeting where alignment is complex?" — employee names a specific change</p> <p>✗ Surface Reflection question asked but not followed up — insight not captured or applied</p>	<p>✓ Good Team naturally uses phrases like "this requires strong collaboration" without being prompted — language is adopted</p> <p>✗ Surface Manager uses competency language but team members don't — it stays at manager level only</p>	<p>✓ Good "What would help us handle this kind of situation better next time?" — team identifies a concrete practice change</p> <p>✗ Surface Difficult moment is resolved but not reflected on — no learning is extracted</p>	<p>✓ Good Manager shares: "I tried linking competencies to task allocation — here's what happened." Others build on it</p> <p>✗ Surface Managers discuss development in theory — no real examples, no practice transfer</p>	<p>✓ Good Employee arrives with: "I worked on stakeholder alignment in the supplier review — I want to improve how I prepare for complex discussions."</p> <p>✗ Surface Employee has nothing prepared — conversation stays operational and generic</p>	<p>✓ Good "Since last check-in I practiced communicating effectively in the project kick-off — structuring the agenda upfront made the meeting 30% shorter."</p> <p>✗ Surface Log is filled with vague entries like "worked on communication" — no situation, no reflection</p>	<p>✓ Good PMP discussion starts from the development log — both sides reference real examples and growth is evidenced, not estimated</p> <p>✗ Surface Development field filled with one line — no connection to real work or progress over the year</p>	<p>✓ Good Manager reflects specifically: "I introduced competency links in 3 task conversations this quarter — here's what changed." HR recognises this.</p> <p>✗ Surface Manager accountability assessed only by whether the development field was completed — quality of enabling not considered</p>
	Organisational design (CUBE)     Experience view (service blueprint)											
	Line of interaction — visible touchpoints between employee and manager											
<b>CUSTOMER ACTIONS Employee</b> Development owner — service recipient	<ul style="list-style-type: none"> <li>Introduced to the competency framework and what development means at Autoneum</li> <li>Understands development is expected, not a bonus activity</li> </ul>	<ul style="list-style-type: none"> <li>Selects 3–5 role-relevant competencies together with manager</li> <li>Documents initial focus in Touchpoint</li> </ul>	<ul style="list-style-type: none"> <li>Understands why this task matters beyond delivery</li> <li>Sees clear link between task and own competency focus</li> </ul>	<ul style="list-style-type: none"> <li>Receives specific behaviour-based feedback linked to a competency</li> <li>Understands one concrete direction to improve</li> </ul>	<ul style="list-style-type: none"> <li>Answers one reflection question from manager</li> <li>Captures brief insight before it disappears</li> </ul>	<ul style="list-style-type: none"> <li>Uses shared competency language in team conversations</li> <li>Implicit expectations become explicit and shared</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on what made the situation difficult</li> <li>Focuses on learning — not blame or fixing alone</li> </ul>	—	<ul style="list-style-type: none"> <li>Comes prepared with a real example and one clear development focus</li> <li>Drives the direction — not just responding to questions</li> </ul>	<ul style="list-style-type: none"> <li>Captures 2–3 bullets: what I learned, what helped, what this brought me</li> <li>Growth becomes visible to themselves — not only to the manager</li> </ul>	<ul style="list-style-type: none"> <li>Brings development log as evidence of growth over the year</li> <li>Speaks concretely to progress — not reconstructed from memory</li> </ul>	—
	Line of visibility — frontstage above / backstage below											
<b>FRONTSTAGE ACTIONS Manager</b> Development enabler — visible to employee	<ul style="list-style-type: none"> <li>Receives onboarding materials and conversation guide</li> <li>Understands role as development enabler, not only delivery manager</li> </ul>	<ul style="list-style-type: none"> <li>Guides employee to define 3–5 focus competencies for their role</li> <li>Links competencies to current work responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Briefly links task to a relevant competency at point of allocation</li> <li>"This is a good opportunity to strengthen stakeholder management."</li> </ul>	<ul style="list-style-type: none"> <li>Names specific behaviour, links to competency, gives one improvement direction</li> <li>"The way you structured this helped us align — that's strong communication."</li> </ul>	<ul style="list-style-type: none"> <li>Initiates short reflection: "What would you do differently next time?"</li> <li>Takes under a minute — stays within the existing conversation</li> </ul>	<ul style="list-style-type: none"> <li>Makes implicit expectations explicit using competency language</li> <li>"This situation requires strong cross-team collaboration."</li> </ul>	<ul style="list-style-type: none"> <li>Creates space for learning within the difficult moment</li> <li>"What would help us handle this better next time?"</li> </ul>	<ul style="list-style-type: none"> <li>Shares real examples of what works with peers informally</li> <li>Reduces isolation in enabling development — not figuring it out alone</li> </ul>	<ul style="list-style-type: none"> <li>Uses guide: real work → behaviour → focus → next step</li> <li>Agrees one clear development focus with employee</li> </ul>	<ul style="list-style-type: none"> <li>Reviews log with employee; acknowledges progress</li> <li>Adjusts focus if role or priorities have shifted</li> </ul>	<ul style="list-style-type: none"> <li>Uses development history — less reliance on memory or impressions</li> <li>Development and performance discussed together, not separately</li> </ul>	<ul style="list-style-type: none"> <li>Reflects: "How did I actively support development in my team?"</li> <li>Recognised for enabling development — not only for delivery</li> </ul>
	Line of internal interaction — HR/Leadership support processes											
<b>BACKSTAGE ACTIONS HR / Executives</b> Strategy enabler — invisible to employee	<ul style="list-style-type: none"> <li>Delivers strategy briefing to managers</li> <li>Communicates that development is mandatory, not optional</li> </ul>	<ul style="list-style-type: none"> <li>Provides role-competency mapping as reference</li> <li>Supports managers who need guidance</li> </ul>	<i>No direct action</i>	<i>No direct action</i>	<i>No direct action</i>	<i>No direct action</i>	<i>No direct action</i>	<ul style="list-style-type: none"> <li>Creates or protects space for manager exchanges</li> <li>Surfaces and shares good practice examples</li> </ul>	<ul style="list-style-type: none"> <li>Reviews team development activity across managers</li> <li>Flags teams with no recent development activity</li> </ul>	<ul style="list-style-type: none"> <li>Monitors adoption quality — not just volume</li> <li>Identifies where manager support is needed</li> </ul>	<ul style="list-style-type: none"> <li>Ensures development field is completed with substance</li> <li>Development mandatory alongside business targets</li> </ul>	<ul style="list-style-type: none"> <li>Reviews team-level development data per manager</li> <li>Recognises managers who enable development consistently</li> </ul>
	Line of system interaction — technology support layer											
<b>SUPPORT PROCESSES System</b> Touchpoint / PMP	<ul style="list-style-type: none"> <li>Development field activated in Touchpoint</li> <li>Role-competency links configured</li> </ul>	<ul style="list-style-type: none"> <li>Development focus logged — IDP template available</li> </ul>	<i>No system action</i>	<i>No system action</i>	<ul style="list-style-type: none"> <li>Optional: brief reflection note captured in log</li> </ul>	<i>No system action</i>	<i>No system action</i>	<i>No system action</i>	<ul style="list-style-type: none"> <li>Focus updated, check-in note captured</li> <li>Shared with both employee and manager</li> </ul>	<ul style="list-style-type: none"> <li>Log visible to both parties — adoption analytics available to HR</li> </ul>	<ul style="list-style-type: none"> <li>Development data alongside performance in PMP — mandatory field</li> </ul>	<ul style="list-style-type: none"> <li>Team development activity visible to HR and leadership</li> </ul>

# Appendix I: Evaluation

- Met** = directly addressed within the combined system
- Partial** = addressed but depends on conditions outside the intervention, or requires sustained use to take hold

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## Strategic level 3 / 5 ●●●●●

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- The relevance of each competency is clear to employees at role level** Met  
Development focus setup defines 3–5 role-relevant competencies per person, logged in Touchpoint. The guide narrows every conversation to that same focused set, not the full 22.
- Teams share a common language for connecting daily work to competencies** Partial  
Strategy 1 builds shared vocabulary through repeated task, feedback, and team discussion moments. Language forms through sustained use, not a one-off training. It requires consistent adoption across managers.
- Competencies are referenced consistently across teams, not only by individual managers** Partial  
Manager accountability and strategy introduction create a cross-team signal. The pilot covers 2–3 teams. For a wider consistency it requires a rollout beyond the pilot.
- Development is understood as an organisational expectation, not a personal choice** Partial  
Strategy introduction frames it explicitly. It comes from top down and remains a strong framework, not an enforceable requirement. This condition lies above the intervention's reach.


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## Operational level 4 / 5 ●●●●●

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- Managers are able to connect development to real work situations, tasks, feedback, and check-ins** Met  
The guide's three-step structure addresses this directly. Strategy 2 adds six surrounding work moments across every major interaction type. Together they cover all contexts.
- Development is addressed within existing workflows, not only dedicated formal processes** Met  
Embedded and Brief are hard design criteria, every moment fits inside an existing interaction. The guide is introduced through an existing manager meeting, not a separate event.
- Responsibility for development is clearly allocated between manager and employee** Met  
The ownership clarification work moment names this explicitly. The guide frames the manager as enabler and the employee as driver. The implementation plan's live practice makes the role split concrete before first use.
- Development topics raised in one moment are followed up in the next** Met  
Quarterly 1:1 opens with the development log. The implementation plan's mid-check (week 3) and final debrief maintain momentum. Annual PMP closes the loop with documented evidence, not memory.
- Both managers and employees actively initiate development conversations** Partial  
The quarterly 1:1 requires the employee to arrive with an example; guide Step 3 invites them to name the focus. But the space is still opened by the manager. Both need to initiate and this is not yet the structural reality in early use.

Everyday work level	4 / 5 
<p><b>Competencies are explicitly named in task allocation, feedback, and team discussions</b></p> <p>Strategy 1 provides a dedicated work moment for each of these three contexts, not just one generic prompt. Each is triggered by an actual situation, specific to the person and the moment.</p>	Met
<p><b>Feedback addresses how work was done, not only what was delivered</b></p> <p>Feedback work moment and guide Step 2 (Make behaviour visible) are both designed for this: name the behaviour, link to a competency, give one improvement direction. Good/avoid examples show managers the quality difference before they use it.</p>	Met
<p><b>Development is accessible within existing tasks and conversations, no extra time or steps required</b></p> <p>Embedded, Brief, and Triggered are hard design criteria for every Strategy 1 moment. The guide is one page, no preparation needed. The design is explicitly built against the "additional effort" finding from the research.</p>	Met
<p><b>Development remains present under operational pressure, not only when time allows</b></p> <p>Time pressure is named as a cross-cutting barrier. The system is made as lightweight as possible in response. The 6-week pilot builds habit before pressure peaks. But the intervention cannot fully protect against workload peaks.</p>	Partial

Individual level	3 / 5 
<p><b>The personal relevance of development is visible, not assumed</b></p> <p>The development log includes "What did this bring to me?", making personal benefit explicit. Development focus setup uses the employee's role as the anchor. Guide Step 3 invites the employee to name their focus in their own words.</p>	Met
<p><b>Competencies are recognisable in each employee's actual daily work</b></p> <p>Recognition builds gradually through repeated exposure: development focus, task assignment, feedback, and team discussion moments all name the same 3–5 competencies in real situations. The system creates the conditions; recognition follows from sustained use.</p>	Partial
<p><b>Employees bring their own development topics into conversations, not only respond</b></p> <p>The quarterly 1:1 requires the employee to arrive with an example and one named focus. The ownership moment names this expectation. But the space is still opened by the manager, initiation from both is the aspiration, however, it is not yet the structural reality in early use.</p>	Partial
<p><b>Employees have a shared structure to guide their development, independent of manager initiative</b></p> <p>The development log in Touchpoint gives employees their own growth record, updatable independently. But the Development Conversation Guide is manager-held. An employee with a disengaged manager has no independent structure to fall back on. This is the core remaining gap at the individual level.</p>	Partial

# Affidavit of Authorship

I, Juthamane Mukchoed, hereby certify that this Bachelor's Graduation Project,


**Making Personal Development Visible:  
Connecting People Development Strategy to Everyday Work,**

consisting of approximately 5888 words\* as defined in the DMI Bachelor's Graduation Project Guidelines, is entirely my own work, and that I have indicated all sources (printed, electronic, personal, etc.) that have been consulted.

Any sections quoted from these sources are clearly indicated and the sources are explicitly given. I further declare that I have included acknowledgement of the name of any person consulted in the composition of the final Bachelor's Graduation Project. Unless explicitly stated, no parts of this work have been published before submission.

\*The word count includes only the main body text of the graduation project, excluding title page, abstract, table of contents, list of tables and figures, table of abbreviations, acknowledgements, how to read this booklet, tables, figures, margin notes, bibliography, use of AI, glossary, appendices, and affidavit of authorship.

Lucerne, May 20. 2026  
Place, date

  
Signature