

The Path to Excellence

“Talent Development Acceleration Program for Early Professionals”



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Pertamina Corporate University

www.pertamina.com

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PERTAMINA VISION, MISSION & VALUES



Government of
Indonesia

- Ministry of Energy & Mineral Resources
- Ministry of State Owned Enterprises



Vision

To be a world class national energy company

Mission

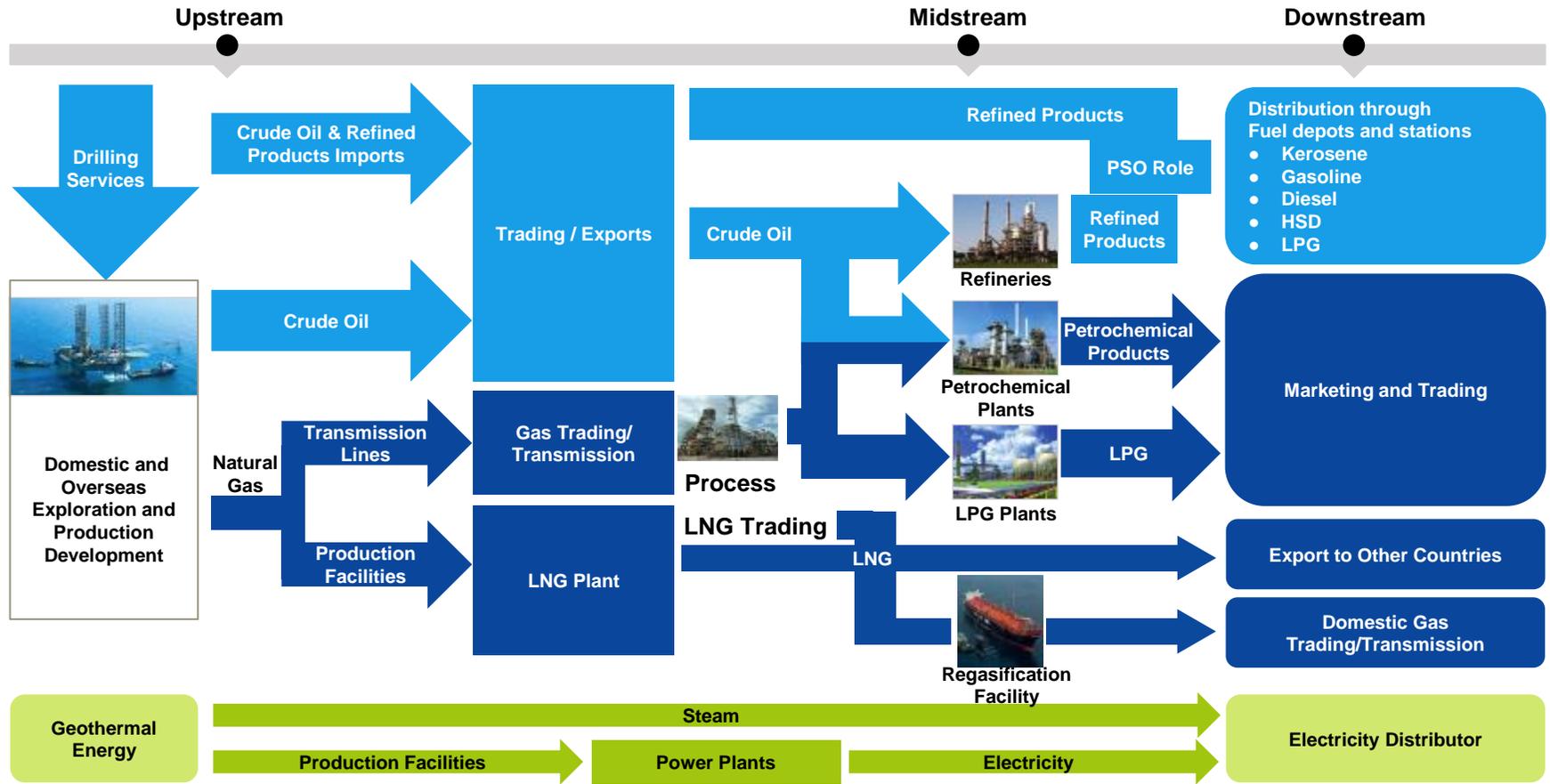
To carry out our integrated core business in oil, gas, new and renewable energy based on strong commercial principles

Values



Clean, Competitive, Confident, Customer Focus,
Commercial, Capable

PERTAMINA'S SCOPE OF BUSINESS



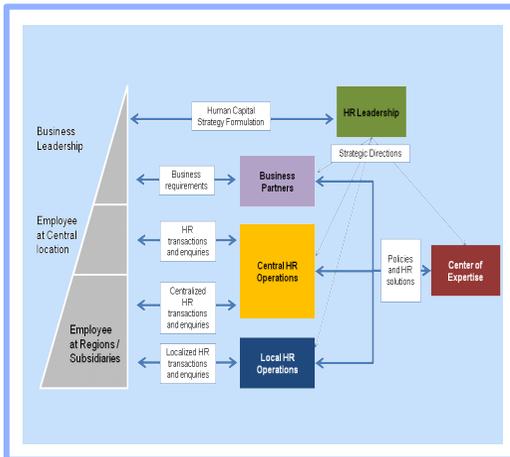
Key Operating Companies

Upstream		Gas	Downstream	
PT Pertamina EP	PT Pertamina Hulu Energi	PT Arun NGL	PT Pertamina Trans Kontinental	Pertamina Energy Trading Ltd
PT Pertamina EP Cepu	PT Pertamina Geothermal Energy	PT Badak NGL	PT Pertamina Retail	PT Pertamina Patra Niaga
PT Pertamina Drilling Services Indonesia	PT Pertamina International EP	PT Pertamina Gas	PT Pertamina Lubricant	
ConocoPhillips Algeria Ltd		PT Nusantara Regas		

HR TRANSFORMATION PLAYS AN IMPORTANT ROLE IN ACHIEVING COMPANY OBJECTIVES

To Be a Strategic Business Partner for Pertamina as a World Class NEC through Talent Development

HR Governance



- Establish strategic HR Business Partner to acquire business needs
- Set up CoE as Center of Knowledge for HR Added Value

High Performance Driven



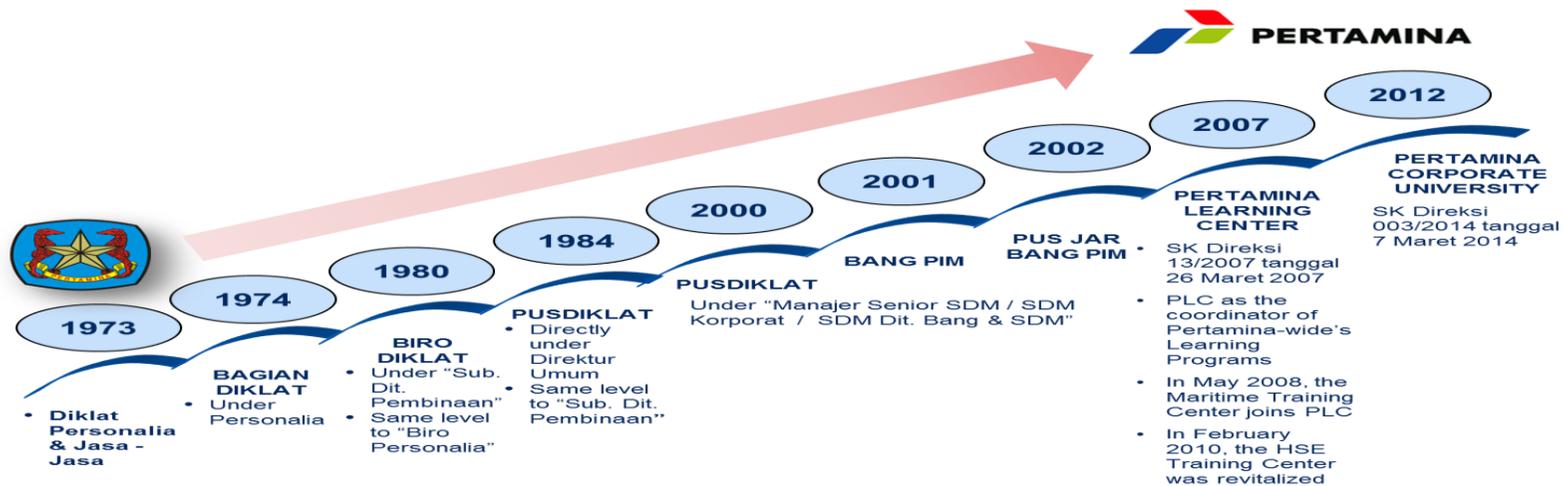
- Continuous Performance Management System for all staff
- Create Talent Management System that links all HR systems

Capability Building



- Focus on building Technical Competencies, Behavior, Character, and Exposure level through Pertamina Corporate University

PERTAMINA CORPORATE UNIVERSITY MILESTONES



This will set a new pathway and new standards for learning and development

From...
(Used to Be)
Pertamina
Learning Center

Comprehensive
yet general

HR driven

Classroom
focused

Old fashioned
facilities



Focused on key business issues, striving for excellence, world class capabilities aimed at business impact



Co-owned by BUs / functions and supported by partners as needed, with governance bodies comprised of business leaders, external advisers



Blended learning approach e.g. forum & field to ensure application and continuous coaching



State-of-art technology-enabled learning environment

To...
future Pertamina
Corporate University

Our journey in building a world-class corporate university has got off to a great start

- Launched Pertamina Corporate University on December 7, 2012



- Converted PLC's conventional facilities to Pertamina's first state-of-the-art technology-enabled learning environment



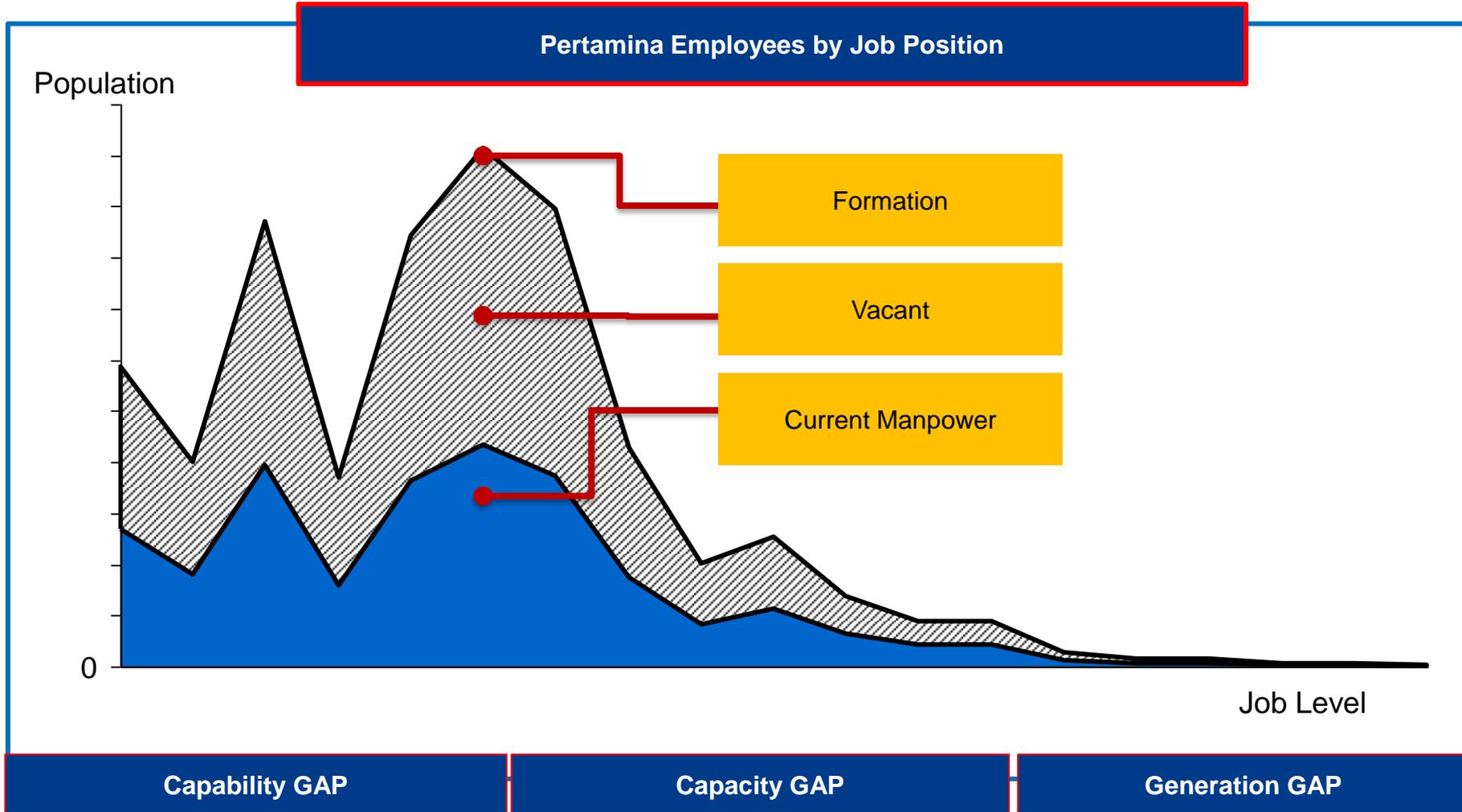
- Launched three pilots for business academy:
 - Energy efficiency for refining
 - Reservoir management for upstream
 - B2B salesmanship for Marketing & Trading



- Designated BOD as Deans of the Business Academies and established International Advisory Council



WORKFORCE DEMOGRAPHY (2015)



STRATEGY TO FILL THE GAPS

Capability GAP

Technical Competencies

Business Academies and Schools:

- Academy / School Corpu
- EPDP, CPDP
- TDML, TDHL
- TD General for all PRL

Leadership Competency

PIGEDP, PLDP, SMDP, JMDDP, EWA

Acceleration Program

Crash programs

Capacity GAP

Critical Position Map

Critical Position Fulfillment

Recruitment Strategy

Selective Recruitment

Recruitment for Fresh Graduate

Regular Fresh Grad. Recruitment

Experience Hired:

Selective Recruitment

Generation GAP

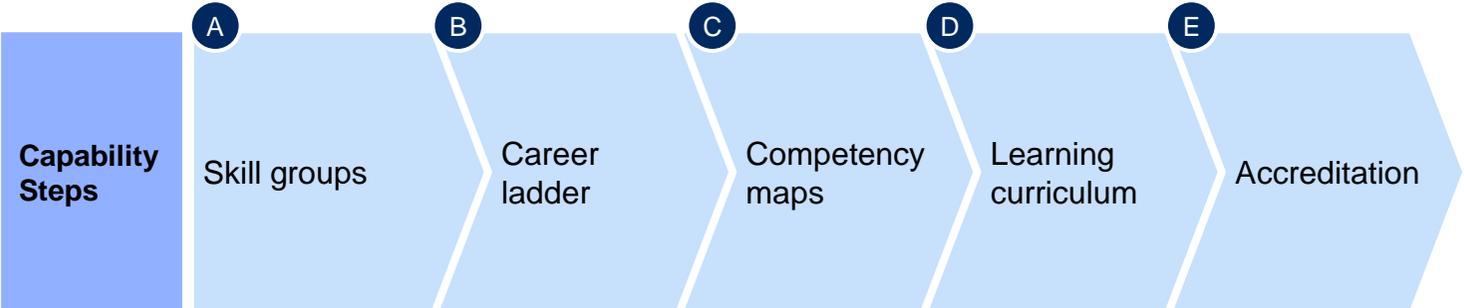
Culture & Transformation

- HSE Culture
- Knowledge Management System
- Performance Management
- Quality Management



BUILDING COMPETENCIES THROUGH INTEGRATED TALENT MANAGEMENT SYSTEM – PERTAMINA CORPORATE UNIVERSITY

The 5 steps of integrated capability-building



Capability Steps	A	B	C	D	E
	Skill groups	Career ladder	Competency maps	Learning curriculum	Accreditation
Description	16 skill groups	16 career ladders, 1 for each skill group	384 competencies, mapped by skill groups and job title	Training programs of all levels mapped for competency	Accreditation for selected programs



HR need to setup ownership and direction from skill group owners and respective Bus / functions

Competency Building



Types of Program



LEARNING & DEVELOPMENT STRATEGY

BUSINESS GOALS

Vision : To be a World Class National Energy Company

Mission : To carry out integrated business core in oil, gas, new and renewable energy based on strong commercial principles

Learning & Development Strategy

Strengthening
Individual
Performance

- **Discovering and analyzing employee performance gaps**
- Planning for **future improvements** in employee performance
- Designing and developing **solutions to fill performance gaps**
- Identifying **opportunities and solutions**
- Implementing solutions
- Monitoring **change**
- Result evaluation

10 %

- Training
- Self Study

20 %

- Feedback
- Coaching
- Mentoring

70 %

- Assignment
- On the job teaching
- Special project
- OJT
- Task Force
- Rotation

Strengthening
Organizational
Performance

SOURCE:

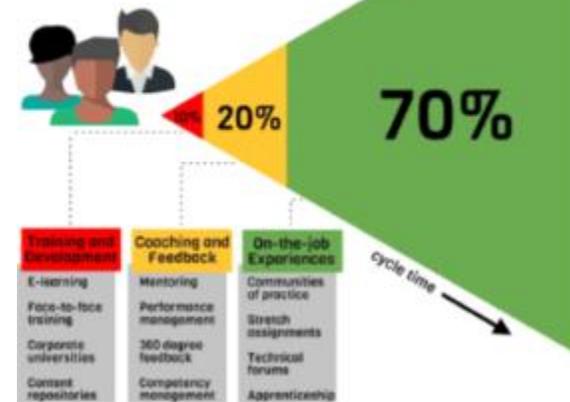
Assignments - Other People – Coursework: Comparison
Six Lessons of Experience Studies by Cynthia McCauley
Center for Creative Leadership - 2013

Learning Need Analysis

TALENT DEVELOPMENT ACCELERATION PROGRAM

	ENTRY LEVEL (PRL 8 – 13)	MID LEVEL (PRL 14 – 18)	HIGH LEVEL (PRL 19 – 24)	GENERAL (all PRL)
OBJECTIVE	Accreditation Technical Competencies	High Potential Development	Successor Readiness	Human Capital Readiness
PARTICIPANTS	Employee with < 3 years tenure	Talent Pool Team Leader & People Leader	Short list critical positions (L3 above)	Exclude entry, mid, & high level
DEVELOPMENT TARGET	Technical Competencies	<ul style="list-style-type: none"> • Technical Competencies • Leadership Competencies 	Leadership Competencies	Job Gap Profile & Development Profile
PROGRAMS	Early Professional Development (EPD)	Experience Based Programs (EBP)	Development Action Plan (DAP)	Individual Development Plan (IDP)
LEARNING METHODS	<ul style="list-style-type: none"> • E-Learning • Self Learning • Coaching • Assignment • Team work • Tour of sub skill/skill group 	<ul style="list-style-type: none"> • Project/New/Stretch Assignment • Extra responsibility • On-the-job Teaching 	<ul style="list-style-type: none"> • Relationship Based <ul style="list-style-type: none"> - Coaching & Mentoring - Role Modeling • Experienced Based <ul style="list-style-type: none"> - Project/New/stretch assignment - Rotation/extra responsibility - On the job teaching 	<ul style="list-style-type: none"> • Education Based <ul style="list-style-type: none"> - Training Formal/in house - Portal Knowledge (self study) • Relationship Based <ul style="list-style-type: none"> - Coaching & Mentoring - Role Modeling
EVALUATIONS	Comprehensive Test	Assignment Deliverables	Successor Readiness Points	Job Gap Profile & Development Profile Review

EARLY PROFESSIONAL DEVELOPMENT PROGRAM (EPDP)



Program Description

Development program for new employees joining Pertamina who have advanced the BPS program (pre-employment training program) to become professionals in their field, through development system based on daily operational activities.

EPDP Upstream (example)

EPDP program for upstream technical and professional disciplines.

EPDP Upstream Participants (example)

- New and Ex-BPS Program Employees
- Have 0-3 years working experience in Pertamina Holdings and/or Pertamina Subsidiaries

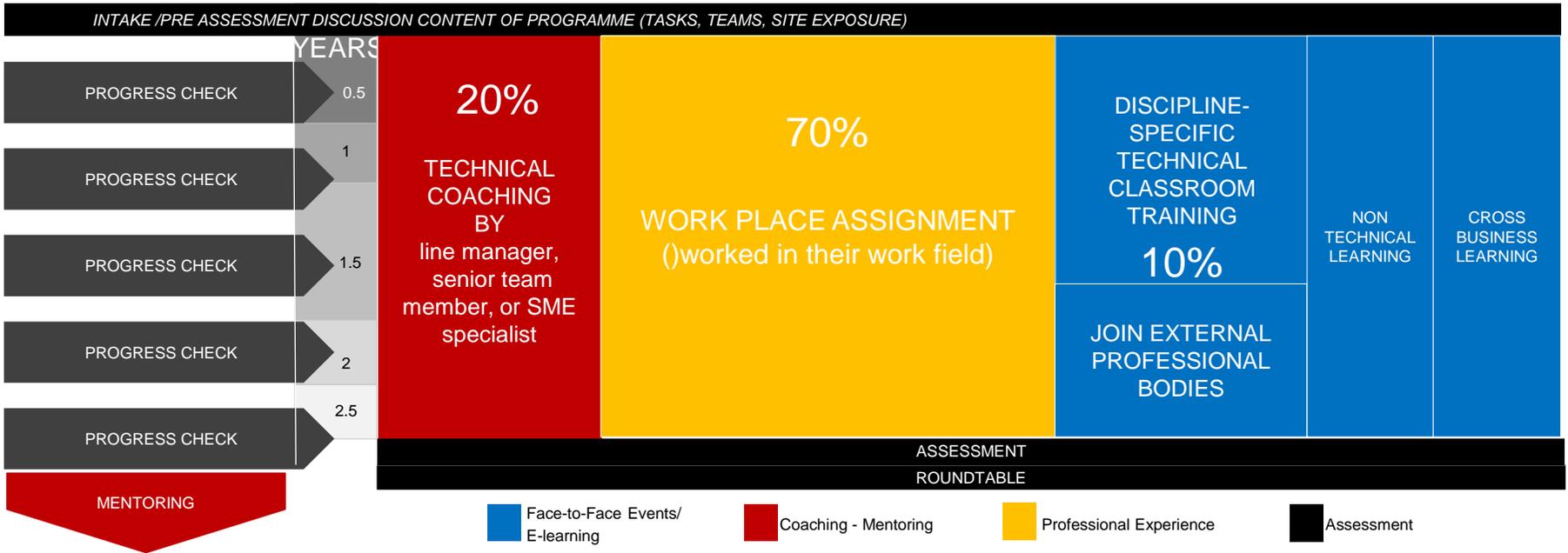
Point of View Development

- Standardize *platform core competency for junior engineer level across corporate and subs*
- Accelerate development of *core competency and discipline / functional competency* based on *junior engineer competency level*
- Range development: *Awareness to Fundamental competency proficiency level (level 1 - level 2)*
- Provide employees with *practical experience* through *formal learning that is part of daily job routine- Work Place Assignment (WPA)*

APQC

The 10 – 20 – 70 model is presented with credits to Caterpillar. The model is adapted from the Center for Creative Leadership

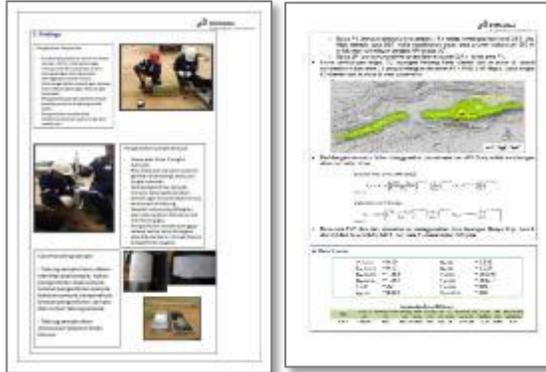
EPDP FRAMEWORK (3 YEARS)



Frequency	Tools/System	Activities
<i>Kick-off/ Intake discussion</i>	<ul style="list-style-type: none"> Development Agreement/KPI 	<ul style="list-style-type: none"> Participants, technical coach and line manager create development program based on framework & pre-assessment result. Update related part of Development Agreement into the KPI
<i>Quarterly</i>	<ul style="list-style-type: none"> WPA (Work Place Assignment) Audit 	<ul style="list-style-type: none"> Participants give feedback on EPDP program and line manager Participants conduct Work Place Assignment at working field SME field visit and Audit assignment progress
<i>Mid Year / Progress check</i>	<ul style="list-style-type: none"> KPI WPA Report 	<ul style="list-style-type: none"> Participants coaching & mentoring used in Mid Year Review KPI Performance Participants submit the WPA progress report to technical coach, line manager, and program operator (PCU)
<i>Annually /</i>	<ul style="list-style-type: none"> Panel review 	<ul style="list-style-type: none"> Related SME Panel will assess EPDP for their achievement within the EPDP program and their WPA

PROGRAM ACTIVITY – (1/3) RESERVOIR ENGINEERING (EXAMPLE)

Year 1
Reservoir
2014 - 2015



Year 2
Reservoir
2014 - 2015

Continuous cycle ...

2013 December

Pre - Assessment Year -1 EPDP Reservoir 2014 :

1. Data Acquisition
2. Reserve Determination

January 2014

F2F Training :

1. Principal & Fundamental of RE
2. Oil & Gas Reserve Training
3. HC Fluids Properties
4. DCA & Diagnostic Method
5. Routine Core & Special Core Analysis (SCAL)
6. Well Test Design & Analysis

Year 2014 Work Place Assignment (WPA) cross Subsidiaries :

- Reservoir Determination Competency
- Data Acquisition Competency

July

Year 2014 Field to Class :

- Geo-service Lab Analysis
- Prabumulih Well Test
- Prabumulih PBU-MIT
- Drill Stem Test

December 2014

Final Year -1 Assessment EPDP Reservoir 2014

January 2015

Pre - Assessment Year -2 EPDP Reservoir 2015:

1. Reservoir Management
2. Material Balance

F2F Training :

1. Material Balance
2. Reservoir Management
3. Well Intervention & Production engineering
4. Well Monitoring & Surveillance
5. Pore Pressure Prediction & Geo-mechanics

Year 2015 Work Place Assignment (WPA) cross Subsidiaries :

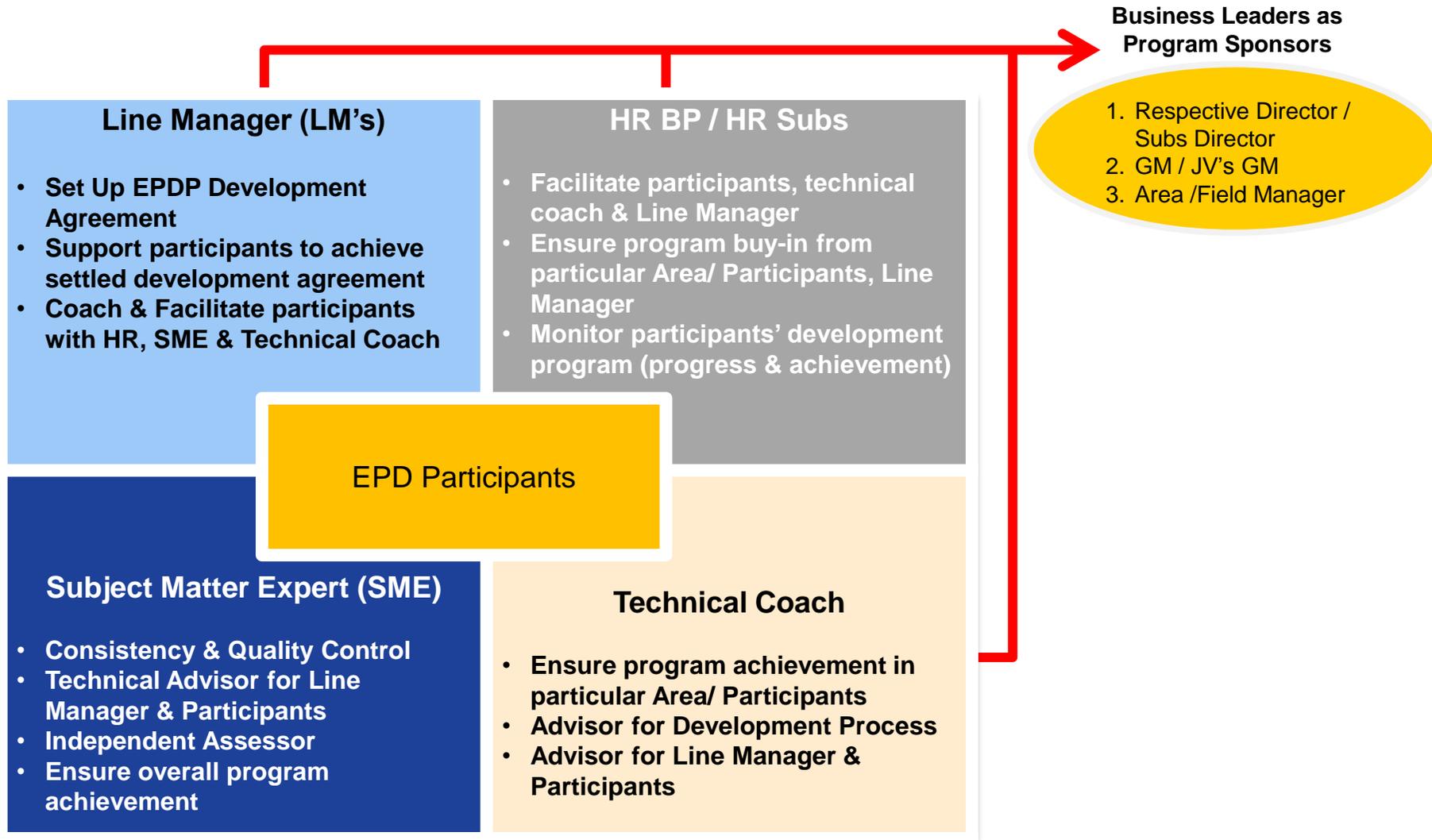
- Reservoir Management
- Material Balance

July

Year 2015 Field to Class :

- Material balance study in Cirebon Field PEP

EPDP STAKEHOLDERS



ACCREDITATION STEP Target & Evaluation

New Employee
(Ex Graduate
Program)

Year 1:
Emphasize
Do & Learn

Year 2:
Emphasize
Learn & Do

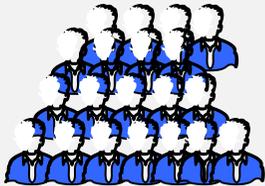
Year 3:
Initial Lead
Roles

Material

RCPS

Technical Competencies & Project Implementation

PIC
Involved



Coach (line Manager)



Sponsor (2 layer above)

Coach (line Manager)



Sponsor (2 layer above)

JOB ROTATION



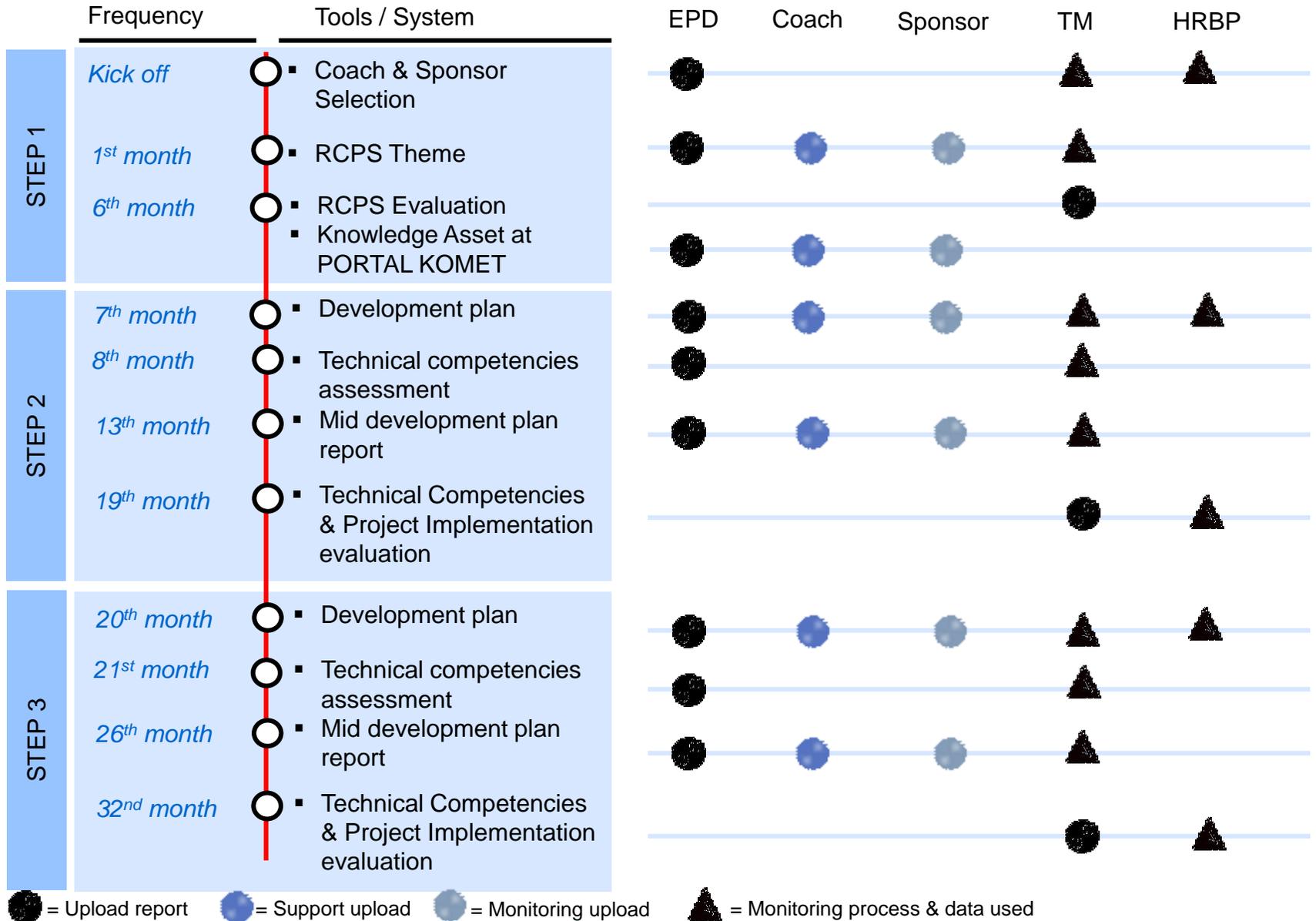
Coordinate with
other functions to
solve issues

Evaluation

- Methodology of RCPS
- Content of RCPS
- Coach & Sponsor evaluation
- Quality of evaluator

- Pre-test technical competencies
- Comprehensive test technical competencies
- Presentation project implementation
- Coach & Sponsor evaluation
- Quality of evaluator

ACCREDITATION Monitoring Process



 = Upload report
  = Support upload
  = Monitoring upload
  = Monitoring process & data used

ACCREDITATION Promotion Review Panel & People Review Process

Early professional presents and answers questions posted by EPDP panel

Early professional

- Presents specific deliverable
- Answers competency-based questions posted by panel members

EPDP coordinator

- Monitor on-going Q&A
- Guide Q&A towards workbook deliverable/ special projects competency deep-dives



EPDP panel members

Probe into grasp of competency based on EPDP workbook/ special projects taken on by the early professional, provide rating accordingly

Promoter

- Point early professional towards specific deliverables inside logbook/ reports/ etc. to address particular questions from panel

People review will take the EPDP panel review result as additional data point to consider the early professional's promotion to the next tier

Chairman

Monitor on-going discussion and guide towards rating achievement

Evaluators / challengers

challenge the rating, accompanied with evidence

Promoter

Deliver case for promotion candidate



Lead facilitator

- Ensure that discussion runs well and fair
- Challenge evaluator to ensure that rating is based on strong evidence

HR/ assisting facilitator

Provide administrative support for session

EVALUATION : KEY MESSAGES FROM LMS

Eases
process of
successor
planning

All staff should know
about the program
and join.

At first the program
was confusing, but
it turned out to be
beneficial for us
(me and my staff)

Helps me
assign the right
talent for the
right job in my
team

Allows me to
focus on my
competencies

Site HR
needs to get
involved



EVALUATION : KEY MESSAGES FROM PARTICIPANTS

Let us know what happens next

Site HR needs to get involved

Do I need to do the whole program?

I like that I get structured training

My GM should also know about this

I like that I know what my development path looks like





Competitive

Sosialisasi

Pertamina

Mengedukai yang "Berkualitas"

Able to Compete both regionally and internationally, support growth through investment, build cost effective and performance oriented culture.

Confident

Involve in national economic development as a pioneer in State owned Enterprises' reformation, and build national pride.

Customer Focused

Focus on customers and commit to give the best service to customers

Thank You