

# SE PEAK ACCELERATE

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## STUDY SCHOOL 4

THE LEADER AS TALENT AMPLIFIER

PEAK 2.0/ RE-IMAGINE THE FUTURE

*Theme: Survive to Thrive*



CONNECTING TALENT TO OPPORTUNITY

# FIND YOUR FORWARD THROUGH **fitt**® THE MULTI AWARD-WINNING TALENT SOLUTION



## Understanding the **PEAK Experience**

PEAK is a leadership immersion. Its unique design has been accoladed with the “Best Leadership Development Program” in the Middle East through the Global Sustainability Awards in 2022. Carefully crafted through the support of the University of Cambridge Psychometrics Centre (UK) and the fitt Talent Team, it seeks to create opportunities for dialogue between leaders from different functions and designations in the organisation. Removed from the hustle and bustle of everyday corporate life, PEAK is presented in simulation format. Tailored to the unique strategy and composition of its user communities. Blending individual encounters with group-based conversations to curate a unique and differentiable learning journey. PEAK is designed in hybrid format – an assessment of potential, and a fast tracking of performance.

In the SE PEAK 2.0 Program, our theme is “**ACCELERATE**”. This suggests a strong focus on assessing and building capabilities and competencies to navigate an evolving energy landscape. Aligned with the SE Corporate – and HR Strategy drivers, we identify leaders who will take the organisation into the future. We focus on building skills to future proof leaders in navigating the complex global landscape; whilst delivering on the SE strategy.

# GO THE DISTANCE // MEET YOUR FACULTY



Stefan Strydom



Prof Danie du Toit



Prof Ed Stander



Reem Al Belaly



Dr Ryk Croukamp



Carla du Plessis



Veronique Rossouw  
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Ansome Louw



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Prof Marius Stander



Ian Rothmann



PROGRAMME DELIVERY PARTNERS



SETTING UP FOR SUCCESS – ACCELERATE FOR GROWTH

# RULES OF ENGAGEMENT



## LEAN IN

Be passionately curious about your own development. Don't hold back.



## STRETCH

Consider the full richness of your potential. Make this your journey. Pioneer



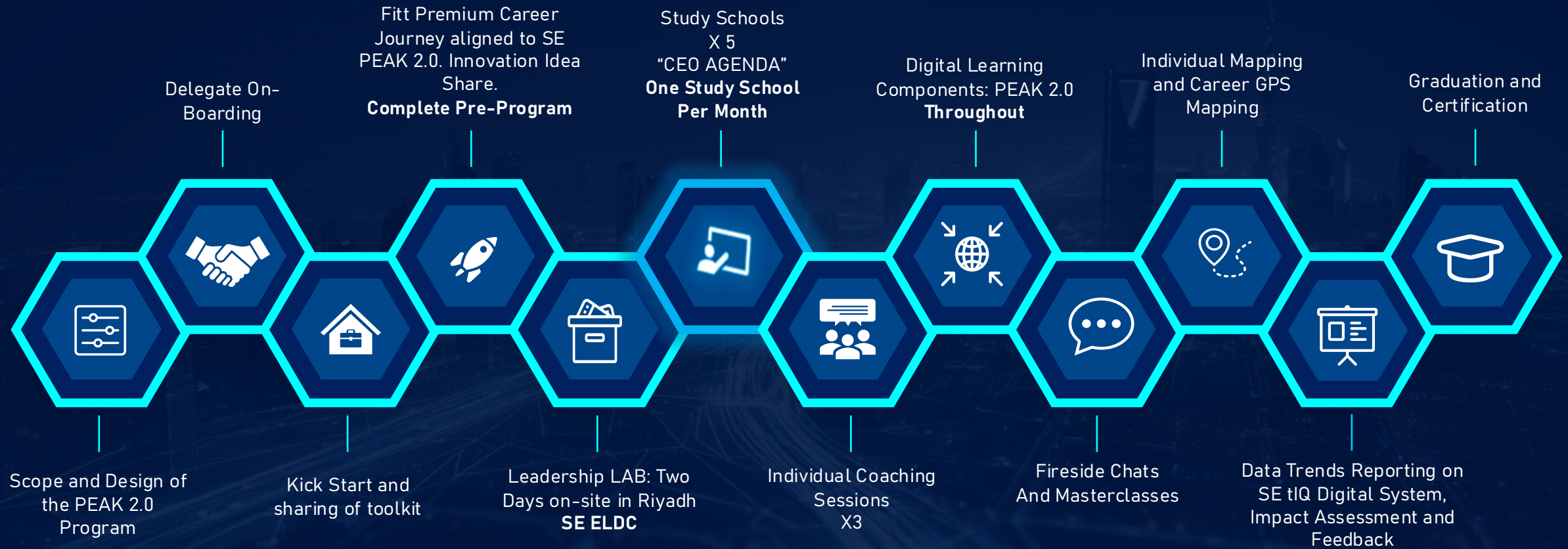
## BELONG

Create a safe space for conversation. Challenge and learn.

# Re-Imagine the Future

A Leadership Immersion. For Pioneers

# JOURNEY MAP/ SE PEAK\_2.0 ACCELERATE



Programme Delivery Partners



OBJECTIVE OF THE SE PEAK STUDY SCHOOLS

# INVITATION // FUTURE

ACCELERATE Now. UNLOCK A NEW POSSIBLE



# LEARNING APPROACH

In Study Schools, we focus on three learning dimensions

01



## ACTIVITIES

Learning activities through a gamified, interactive approach. To create simulated learning.

02



## TOOLS

Practical tools, techniques and approaches you can deploy as part of your journey in leadership.

03



## THEORY

Models, approaches and frameworks to anchor and apply learning.

# REVISIT SE PEAK STUDY SCHOOLS:

## Study School 1

**Stakeholder 2.0: Em(POWER)ing and Influencing as a Leader**

## Study School 2

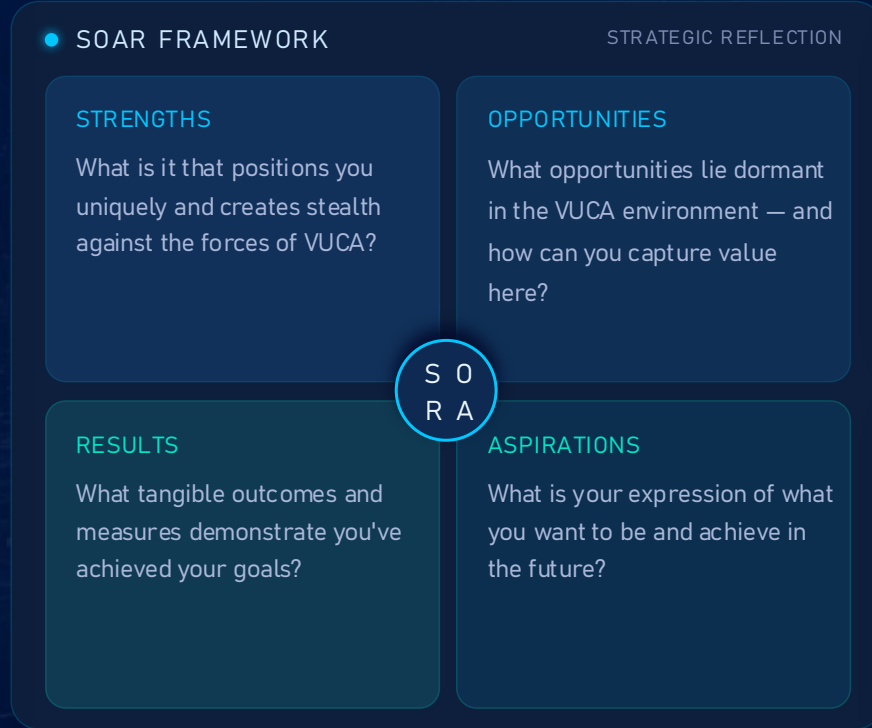
**Forward Fast: Leadership in Motion**

## Study School 3

**Agile for Acceleration: The Leader as Problem Solver**

# Stock Take // What have we learned so far?

Looking back at the previous three Study Schools, what is one tool or model that has helped you as a leader?



# STUDY SCHOOL 4

THE LEADER AS TALENT AMPLIFIER

PEAK 2.0/ RE-IMAGINE THE FUTURE

*Theme: Survive to Thrive*

# Core Outcomes and this Study School

01



## #1: Survive to Thrive

Pivoting from a state of “keeping up” to a state of “future proofing”. Supporting leaders to excel in complexity.

02



## #2: Impossible to Impact

Reframing what is possible in SE. Being bold and ambitious in our efforts to shape the energy future in KSA.

03



## #3: Resolute to Execute

Driving excellence even when pressure is high. Moving quickly. With Precision. And Impact.

# THE LEADER AS TALENT AMPLIFIER

## Modular Format

**Module 1:  
The SE  
Leadership  
Shift**

Leaders as People  
Developers

**Module 2:  
Codifying  
Capability**

Assess to Amplify

**Module 3:  
Force for the  
Future**

Talent on the Agenda

# THE LEADER AS TALENT AMPLIFIER

## Modular Format

**Module 1:  
The SE  
Leadership  
Shift**

Leaders as People  
Developers



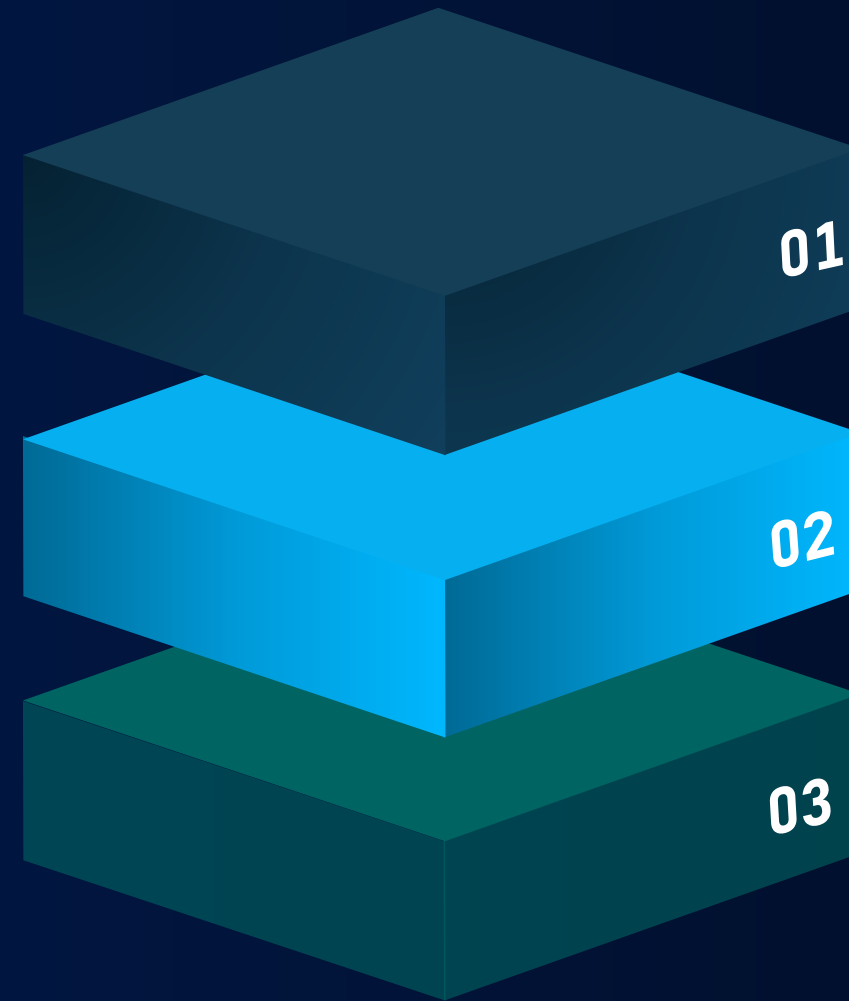
**Group Debate**

# What is a **PEOPLE DEVELOPER**?



# LAYERS TO PEOPLE DEVELOPMENT

People Developers function on  
three levels



# LAYERS TO PEOPLE DEVELOPMENT

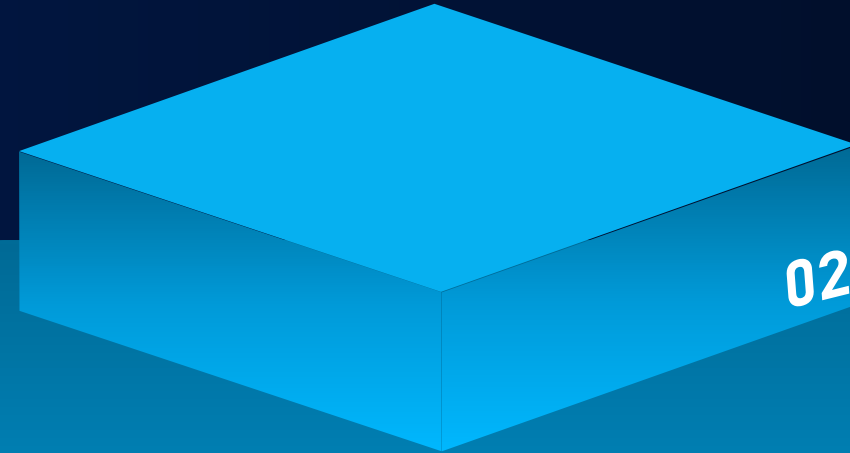


## The **SELF**

Focus on becoming your best self.

Strengthen the skills and mindsets that  
matter most.

# LAYERS TO PEOPLE DEVELOPMENT

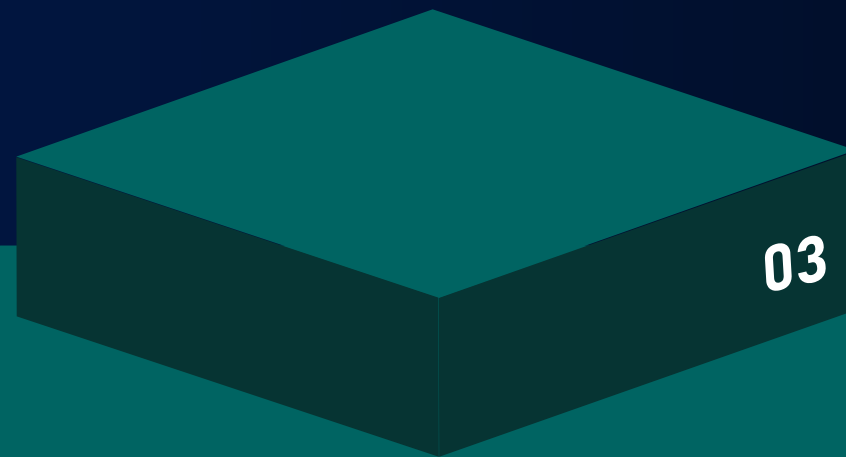


## The TEAM

Develop the capability to grow  
and enable others.

Create the conditions for teams  
to thrive.

# LAYERS TO PEOPLE DEVELOPMENT



## The **ENTERPRISE**

Build organisational capability at scale.

Enable strategy, culture, and performance to **SHIFT. Accelerate.**

# A New Model for Learning in SE

## Traditional Learning

Theoretical

One Way Transfer of knowledge

Isolated

Teacher Based Style

Event based

Generic

Reserved

## Learning for Growth in Industry 4.0

Action Based

Multi-way knowledge sharing

Contextual

Facilitative style

Continual learning

Personalised

On-demand

## Learning as Enabler in SE

Practical, experiential

Learning across SBU's

Supporting the organisation's Strategy

Coaching, sharing, enquiring

Active and deliberate learning culture

Understanding the unique needs of  
team members

Direct and continual access on a need's basis

# Setting Goals as Amplifier

Specific

S

G

Measurable

M

O

Attainable

A

A

Realistic

R

L

Time-based

T

S

# Objectives and Key Results

OKRs are a structured framework to pursue and accomplish ambitious goals while ensuring measurable outcome.

## 2 Main Components:

- **Objectives** are clearly defined goals that have a significant impact
- **Key Results** outline the metrics used to measure progress towards achieving these goals.

### 1. Prioritise

Identify what initiatives or activities have the biggest impact on the organisation strategy.

*E.g., What is the most important activity for the next three to twelve months?*

### 2. Connect

Create transparency throughout the process.

E.g., Goals, critique, corrections, and progress are out in the open, allowing others to support them if necessary and ensuring work is not duplicated.

OKRs have  
four important  
elements

### 4. Stretch

OKR's focus on objectives that are on the border between abilities and dreams. They demand new capacity, creative solutions and revolutionary business models.

### 3. Tracking

OKR's are fluid and should be tracked, revised or adapted as circumstances change.  
E.g., Using colour coding to continue with objective (green), update (yellow) or stop (red).

# Stretch Objectives

Stretch objectives are ambitious, challenging targets or objectives that exceed current capabilities and performance levels, demanding innovative approaches to attain them.

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## Examples

**YouTube:** In 2012, YouTube created a stretch goal of reaching 1 billion hours of watch time per day by 2016. This was a 10X increase within four years.

**Google:** After missing their target of 50 million seven-day users in 2009, Google created a stretch objective of reaching 111 million seven-day users in 2010.

# The “Multipliers” demonstrates how leaders can amplify their talent





**TALENT MAGNET**



**ATTRACTS TALENTED PEOPLE AND USES THEM AT THEIR HIGHEST POINT OF CONTRIBUTION**

**LIBERATOR**



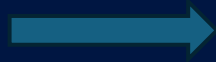
**CREATES AN INTENSE ENVIRONMENT THAT REQUIRES PEOPLE'S BEST THINKING AND WORK**

**CHALLENGER**



**DEFINES AN OPPORTUNITY THAT CAUSES PEOPLE TO STRETCH**

**DEBATE MAKER**



**DRIVES SOUND DECISIONS THROUGH RIGOROUS DEBATE**

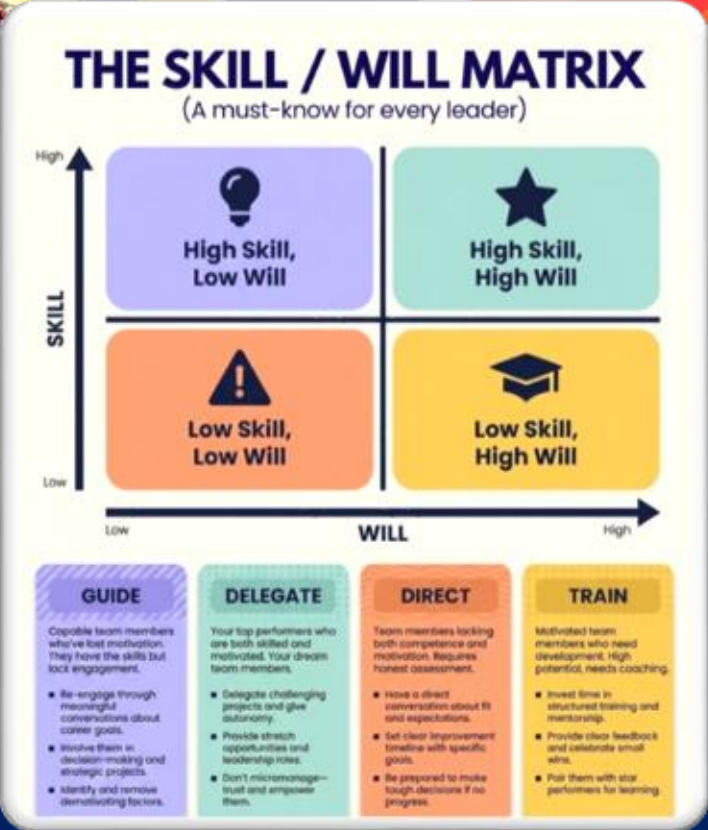
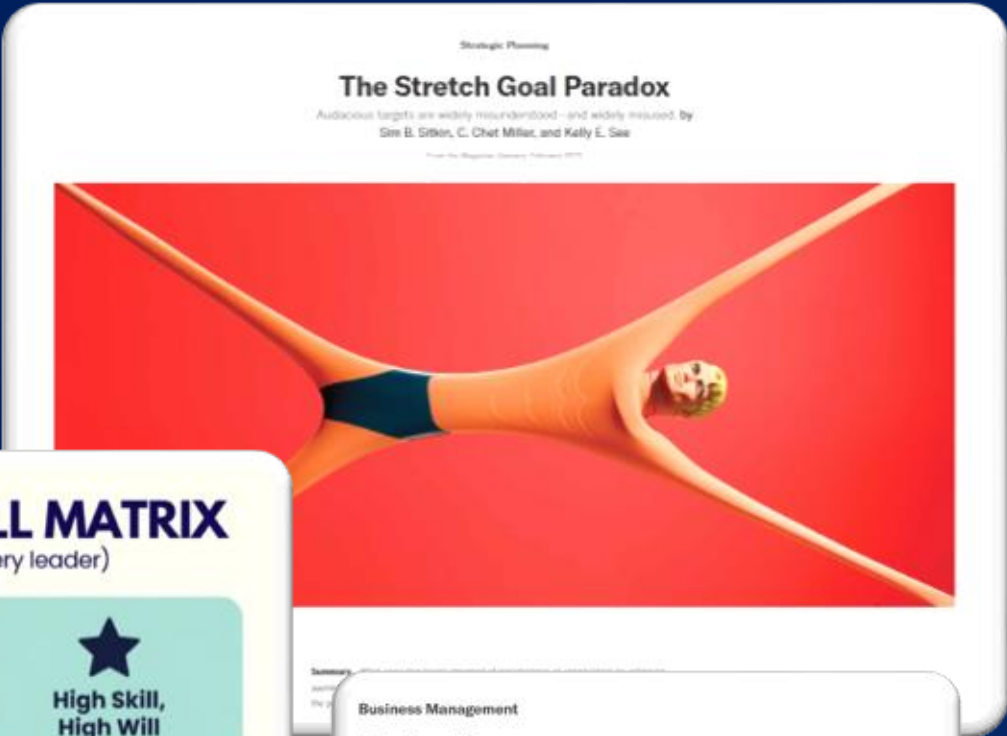
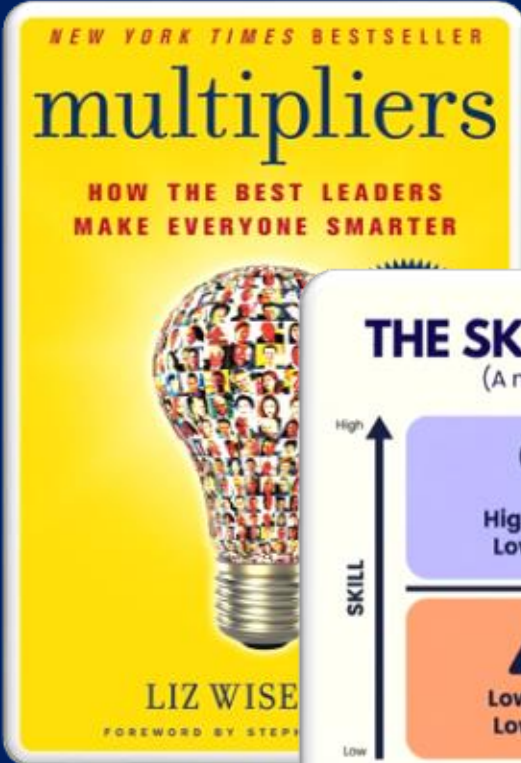
**INVESTOR**



**GIVES OTHER PEOPLE THE OWNERSHIP FOR RESULTS AND INVESTS IN THEIR SUCCESS**



# BONUS CONTENT:




**SE PEAK LEADERS:**

The learning resources and articles here come highly recommended for additional reading and reflection. It talks to a growth mindset, transformational leadership, and amplifying leadership.

# THE LEADER AS TALENT AMPLIFIER

## Modular Format



**Module 2:  
Codifying  
Capability**

Access to Amplify



# ACTIVITY: IF I LEFT TOMORROW...

If you stepped away from your role for one month, what tasks, decisions, or responsibilities would be difficult for your team to manage without your involvement?

# GROWTH MINDSET

Capability can be developed

## GROWTH

“Challenges help me grow”

“I like to try new things”

“Effort propels us forward”

“Feedback is constructive”

“Failure is an opportunity to grow”



## FIXED

“I’m either good or I’m not”

“I stick to what I know”

“I don’t like to be challenged”

“The success of others is painful”

“Feedback and criticism are personal”

Source: Dweck, 2000





# ACTIVITY: SE Leadership Competencies

Select the five most important Leadership Competencies for your own role

Domain	Business and Operations	People and Customers	Sustainability and Processes	Stakeholders and Interaction	Commercial and Global	Future of Work
Competencies	Vision and Strategy	Customer Focus	Driving Processes and Compliance	Stakeholder Management	Commercial Acumen	Innovating for Growth
	Performance and Execution	Building High Performance Teams	Managing Risk and Continuity	Emotional Intelligence and Inclusiveness	Negotiating Outcomes	Digital Readiness
	Change Management	Influence and Executive Presence	Data Analytics and Forecasting	Resilience and Energy	Global Awareness	Agility for Complexity

Main Competencies

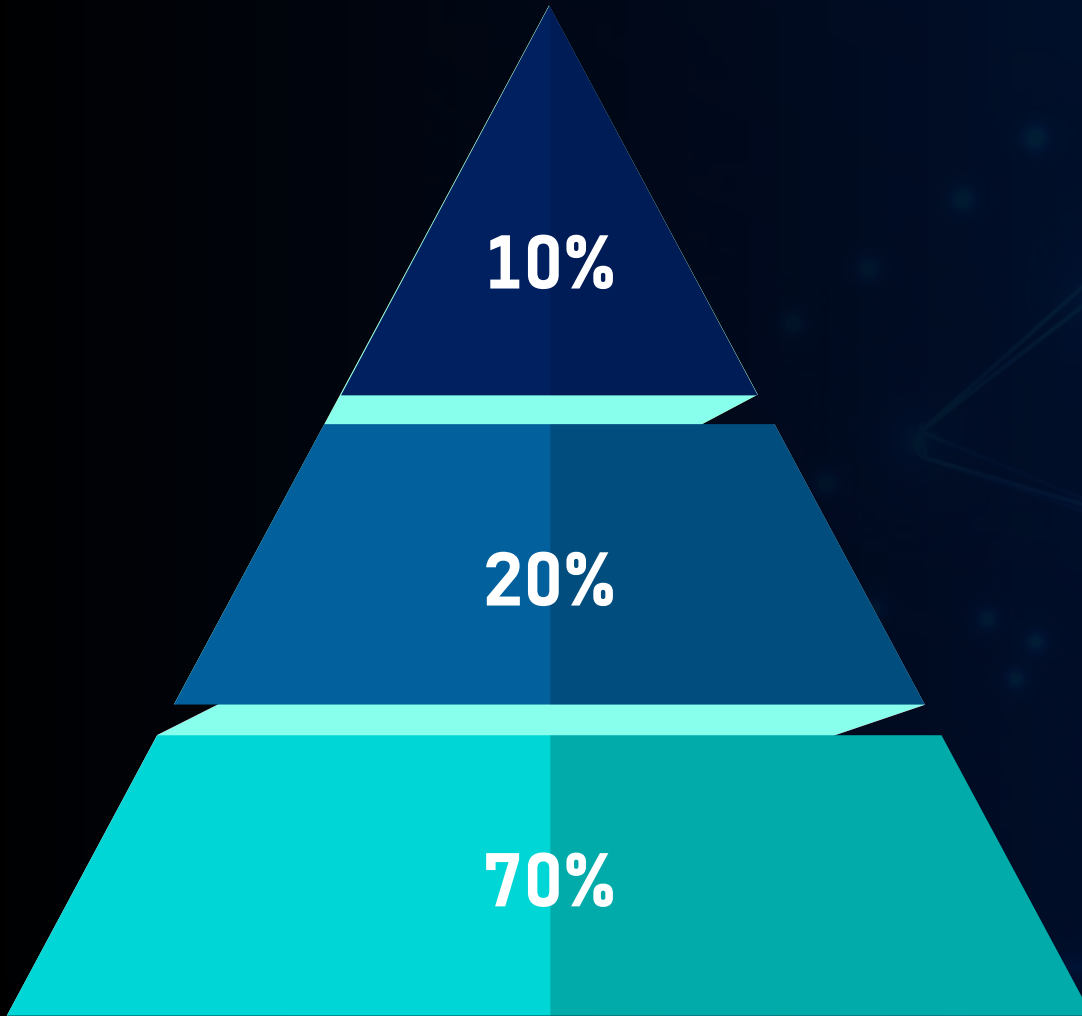
Corporate Competencies



# ACTIVITY: SE Leadership Competencies

- Now think of your potential successor and evaluate them against the five competencies you identified
- If I'm unsure on how to evaluate them against a competency, how could I determine it?
  - I can observe them
  - 360 assessment
  - Performance Evaluation
  - I can ask them
  - Ask them for evidence
  - Use fitt

# AMPLIFY YOUR TEAMS



**Experience: (70%):** On the job experiences, activities in real time, learning by doing

**Exposure (20%):** Gaining formal and informal exposure, coaching and mentoring

**Education (10%):** Formal coursework and training

**Think of your successor again. How would you build a 70-20-10 development plan?**

*Credit: Centre for Creative Leadership*

# ACTIVITY: *DESIGNING A DEVELOPMENT PLAN*

## BRIEF

Apply the 70/20/10 model of professional learning and development to the below case study. Compile a development plan for Mohammed. Do this in small break out groups. You will be giving feedback

Mohammed is a talented PMO (Project Management) Leader within your organisation. He has been earmarked as a potential future Corporate VP of Projects. Below is a snapshot of his CV. Compile a career development plan for Mohammed.

### Mohammed Sample

#### Qualifications

Mechanical Engineering (KFUPM)

MBA (University of Cambridge Judge Business School)

#### Experience

2012 – 2015: Engineer in Training (SABIC)

2015 – 2018: Junior Projects Engineer (Ma'aden)

2019 – 2021: Manager: Special Projects (ARAMCO)

2021 – current: PMO Leader (NSC)



# ACTIVITY (CONTINUED)

Apply the 70/20/10 model to the case study below. Compile a development plan for Mohammed. Limit to **7** developmental activities.

Experience	Exposure	Education
Participate in a mega project	Attend a conference	Complete a MBA
Do a job rotation	Receive coaching	Do a PhD
Compile a budget	Receive mentoring	Attend a Leader as Coach Course
Deliver a management presentation	Sit in on management meetings	Teach a course
Brainstorm a new idea	Participate in a design project	E-learn: Data Analytics
Work on a digital system	Join a Community of Practice	Advanced Diploma in Project Management
Automate a work process	Attend a workshop in Communication	Attend an Executive Presence Course
Compile a project management plan	Job shadow a senior from a different SBU	Course: Advanced Negotiation
Lead a performance conversation	Global assignment	Certificate: Black Belt/Six Sigma

# Scenario

Reem has been identified as a future candidate for an HR management position. To better understand what the role entails, she needs exposure to the day-to-day responsibilities of HR leadership.

*Which development action would be most appropriate for this scenario?*



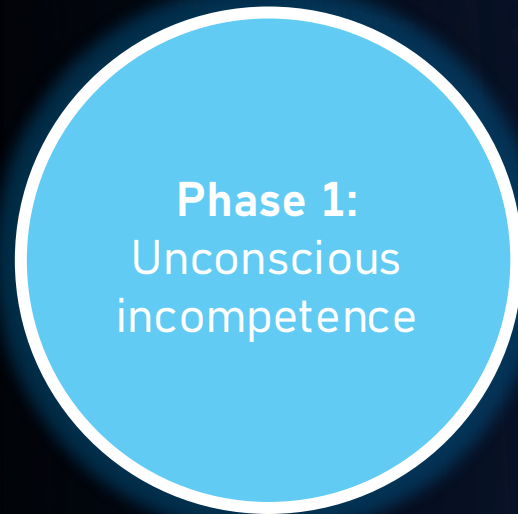
# Scenario

Abdullah has been performing well but recently made a few errors in his reports that were caught by his supervisor. While the errors are minor, they need to be addressed to maintain quality and accuracy moving forward.

*Which development action would be most appropriate for this scenario?*

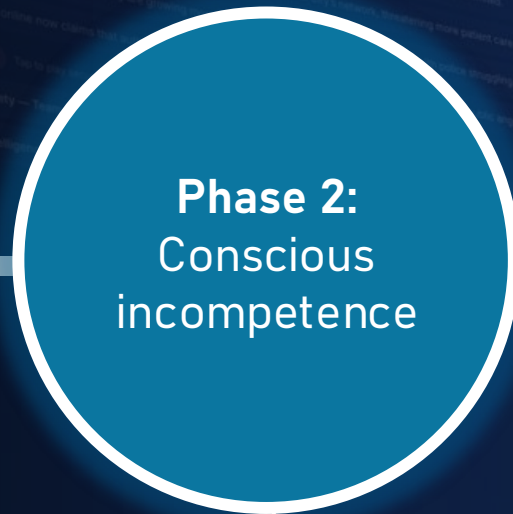
# A MODEL FOR DEVELOPMENT

## Building Capability



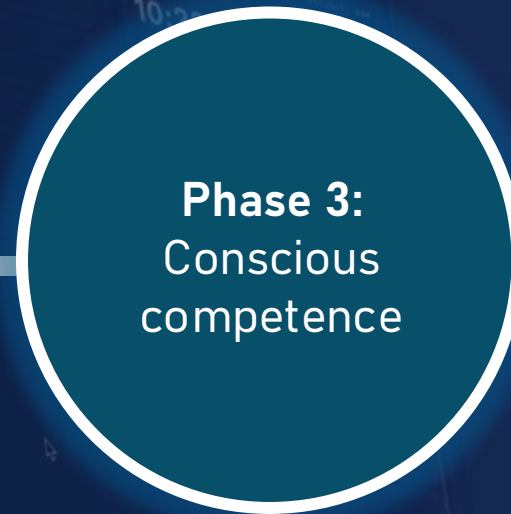
**Phase 1:**  
Unconscious  
incompetence

You don't know what you  
don't know. You are  
blissfully unaware.



**Phase 2:**  
Conscious  
incompetence

You realise your gaps,  
shortcomings and  
deficiencies in an area.



**Phase 3:**  
Conscious  
competence

You start finding your  
preference and strengths,  
repetition occurs



**Phase 4:**  
Unconscious  
competence

You master a skill  
set, it becomes  
second nature

What are we doing as SE leaders to fast track this process with our teams?

# TAPPING IN

TO COACHING



# DEFINING COACHING

To me, coaching is...

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Practically in my role that means...

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I would coach someone when...

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# A CASE FOR COACHING

## Increases performance



Coaching, when done right, has a direct impact on performance.

It is outcomes based and specific. Coaching is practical.

## Accelerates Learning



Coaching offers a direct communication channel to challenge and develop self awareness. It offers in-the moment feedback on real behaviours.

## Unlocks new ideas



Coaching offers the coachee a safe environment to test, develop and generate ideas. In a team environment, the viability of these ideas can also be explored together.

## Scales effective relationships



The skills, insights and techniques fostered in coaching is often transferrable to multiple relationships. Through this, coaching has network effects.

## Sustains positive behaviours



Through reinforcing positive behaviours coaching can have a direct and tangible impact on an organisational culture.

# GROW Framework



## GOAL

**What do you want to achieve?**

- Definition of goal: How will you know you achieved this goal?
- Make sure that the goal is SMART: Specific, Measureable, Attainable, Realistic and Time-bound



## REALITY

**Where are you now?**

- What is happening now – what, who, when and how often?
  - Fully consider the starting point. What resources do you have to help you?



## OPTIONS

**What could you do?**

- What are potential obstacles in the way?
- Which options could bridge the gap from reality to goal?
- Which obstacles are stopping you from getting where you want to be?

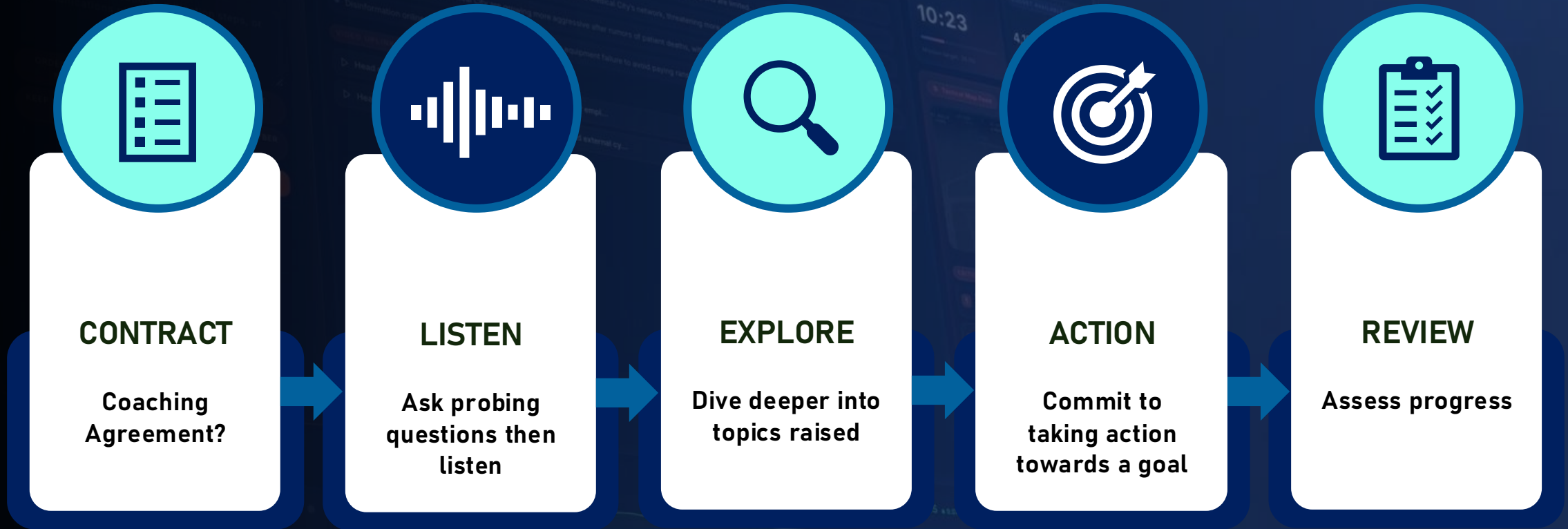


## WILL

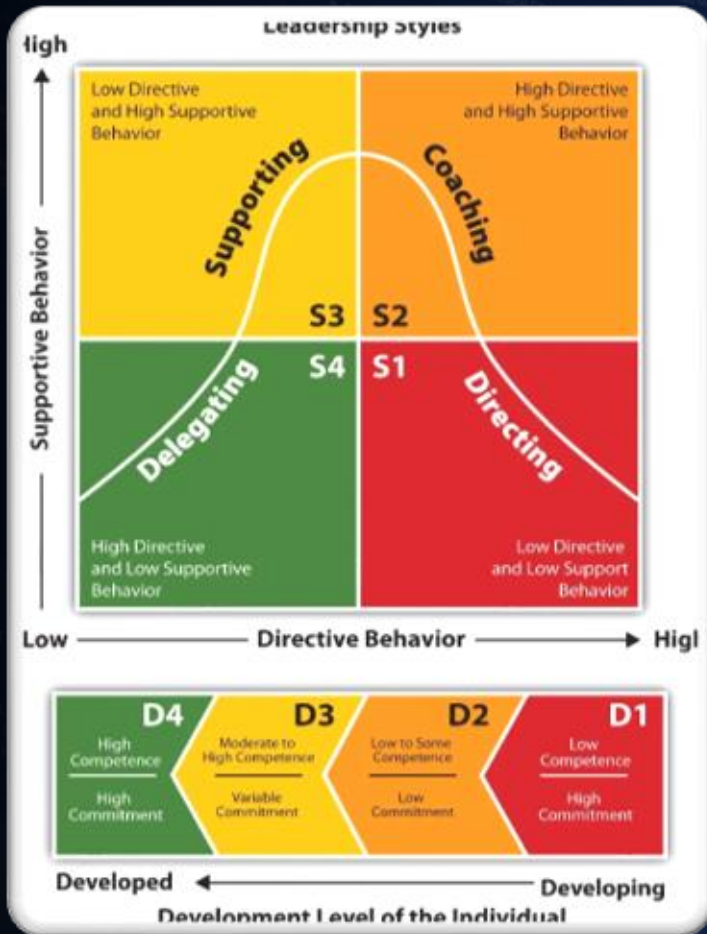
**What is the plan?  
What will you do now?**

- Commit to specific actions in order to move towards the goal (action plan)
- Decide on a date when you review the progress in order to provide some accountability

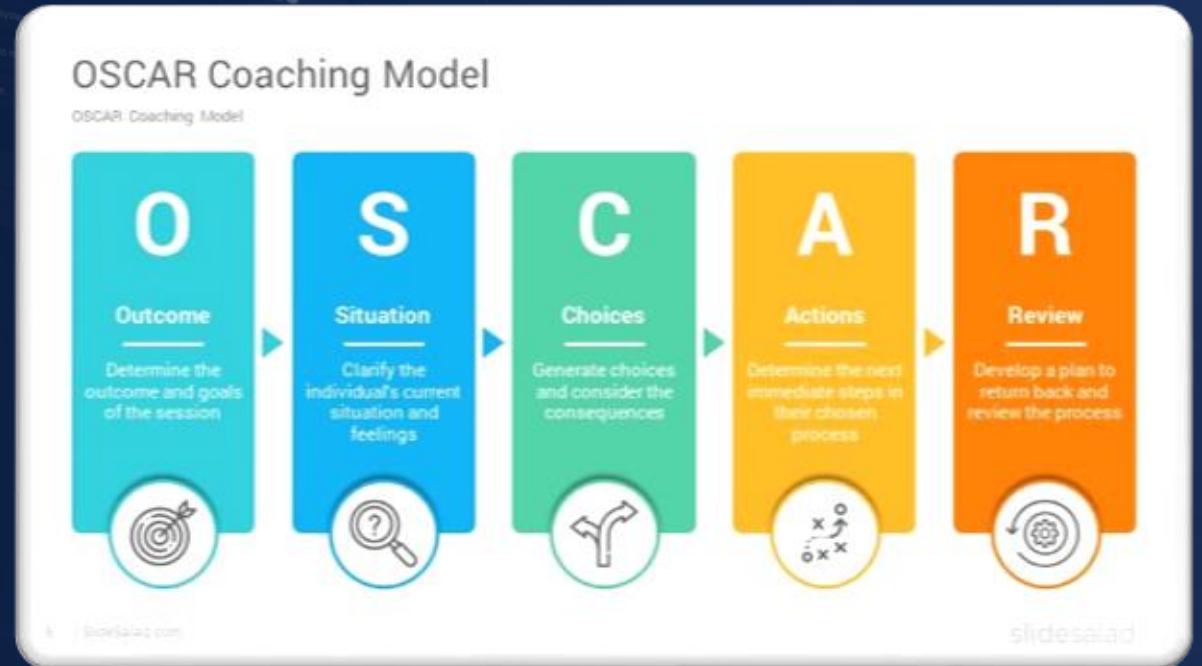
# CLEAR Coaching Model



# BONUS MODELS



Situational Leadership Model



OSCAR Model

# Coaching Questions for Talent Amplifiers

Develop Thinking • Ownership • Capability



## When someone brings you a problem...

“What options do you see?”

“What do you think is really happening here?”

“What would you do if I wasn't here?”

## When building ownership...

“What do you think the best next step is?”

“What part of this do you own?”

“What support do you need from me — and what can you handle independently?”

## When encouraging learning and growth...

“What did you learn from this?”

“What would you do differently next time?”

“What capability is this helping you build?”

## When someone lacks confidence...

“What strengths could help you in this situation?”

“What have you handled successfully before that could help here?”

“What would give you more confidence moving forward?”





# ACTIVITY: RESISTING ADVICE-GIVING

## **Scenario:**

Your employee brings you a challenge and asks for help.

Your role is NOT to solve the problem immediately.

## Instead:

- Ask coaching questions
- Encourage thinking
- And build ownership



# ACTIVITY: RESISTING ADVICE-GIVING

## SCENARIO 1

A team member continually asks for approval before making decisions.

They say:

“I just want to make sure I’m doing the right thing.”



# ACTIVITY: RESISTING ADVICE-GIVING

## SCENARIO 2

An employee is struggling with a difficult stakeholder who frequently changes expectations and becomes frustrated during meetings.

The employee asks:  
“What should I do?”



# ACTIVITY: RESISTING ADVICE-GIVING

## Reflection Questions

- When did you feel tempted to jump in and solve?
- What coaching questions worked well?
- What helped build ownership?
- What leadership capability was strengthened?

# BONUS CONTENT: Amplifying Your Team




Leadership And Managing People

## Stop Solving Your Team's Problems for Them

by Elizabeth Lotardo

July 14, 2025



**MIT Sloan**  
Management Review

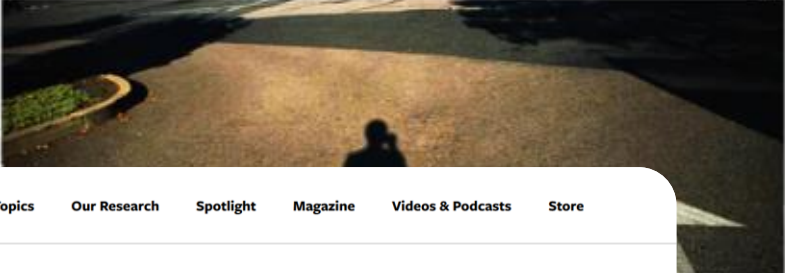
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Managing Yourself

## What Having a "Growth Mindset" Actually Means

by Carol Dweck

January 13, 2016



**SE PEAK LEADERS:**

The learning resources and articles here come highly recommended for additional reading and reflection. It talks to empowering behaviours that build capability through coaching as a powerful approach to developing talent.

Workplace Learning

## The Stretch Goal Paradox

How to set goals that challenge without overwhelming. By Robert S. Kaplan, Harvard Business School.



**MIT Sloan**  
Management Review

## Why the Best Coach for a Senior Exec Could Be a Subordinate

Executives become isolated if they don't get on-point coaching and honest feedback. But too often, their "coaches" are people outside the company who don't seem them in action. Robert S. Kaplan of Harvard Business School says that the better tactic is to get coaching from direct reports.

Career Coaching

## The Leader as Coach

How to unleash innovation, energy, and commitment by Herminia Ibarra and Anne Scouler

From the Magazine (November-December 2019)



# THE LEADER AS TALENT AMPLIFIER

## Modular Format

**Module 3:  
Force for the  
Future**

Talent on the Agenda

# SE PEAK LEADERS



Do you know what the following refers to when conducting talent management?

**01**

Readiness for the next level



**02**

Health of Talent Bench Strength



**03**

9 Box talent grid



**04**

Competencies



**05**

Critical and Scarce positions



**06**

Individualised Development Plans and Pathways



# Why is it important that leaders understand talent management?

## Five Reasons

Where team members play to their strengths and contribute to a meaningful whole (synergy)

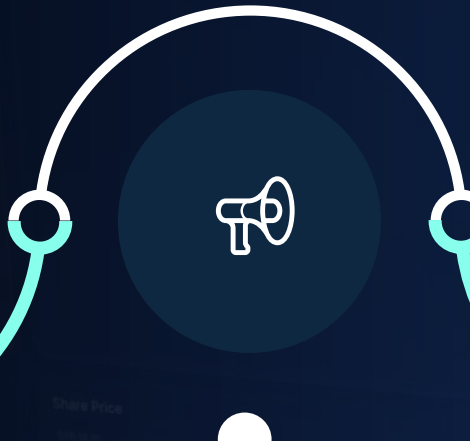
**Drive winning performance**



01

Talent Management is a powerful retention strategy and compelling way to attract quality external hires

**Attract the right people**



02

Developing people allows them to reach targets faster, more sustainably and more efficiently

**Build skills and capability**



03

Where risk for attrition is mitigated and cross functional skills are available across the organisation

**Create healthy pipelines**



04

Fostering a sense of belonging and a shared purpose in a spirit of collaboration and alignment

**Cultivate a culture**



05

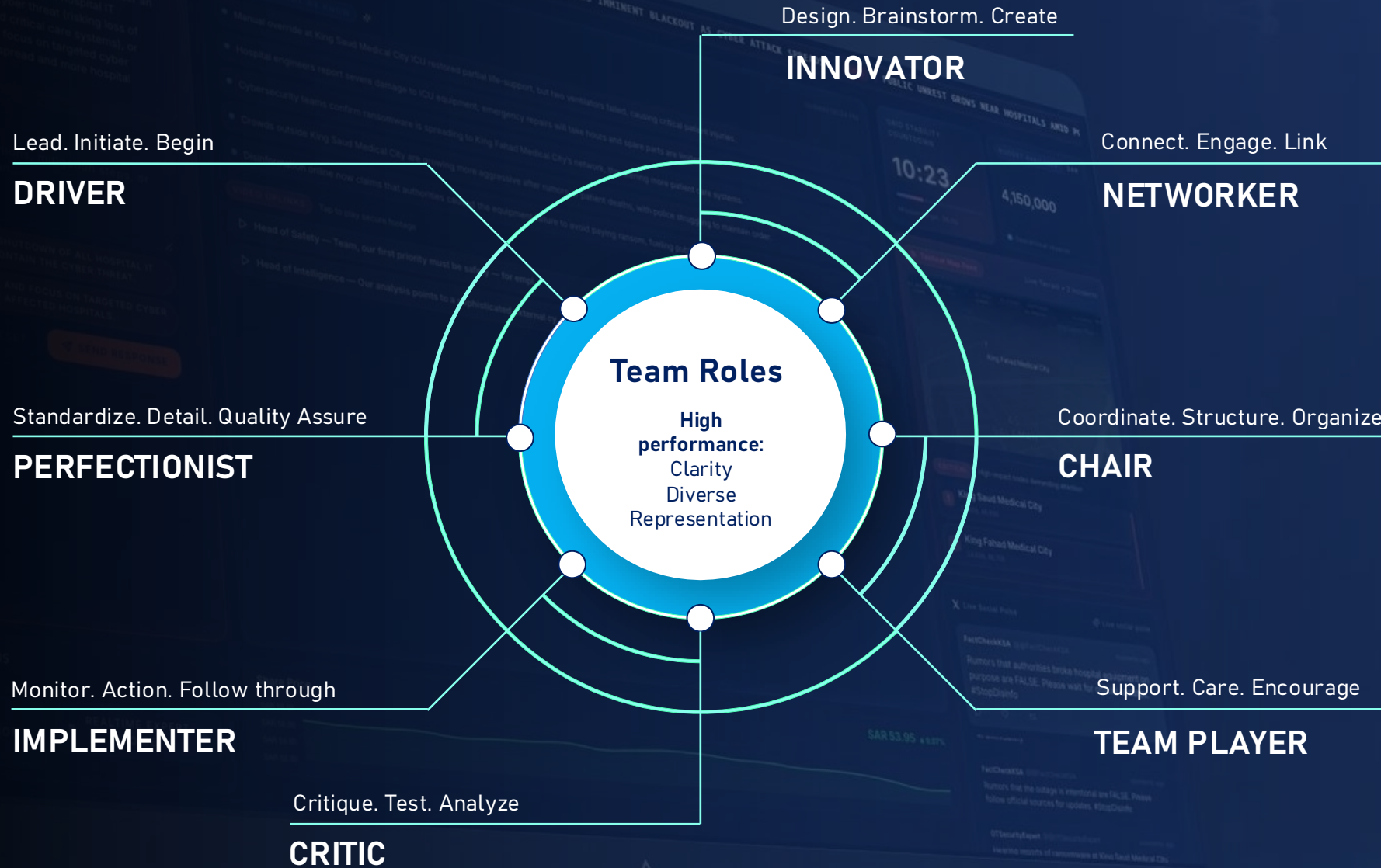
## HiPO TALENT: A DEFINITION

A High Potential (HiPO's) Employee is an individual with strong **capability**; demonstrated through **measurable competence** across a versatile and transferable **range of domains**; with a strong likelihood of **delivering outsized positive organisational impact**; through **sustained and energised effort**.

# BUILDING AN EMPLOYEE EXPERIENCE IN SE



# UNDERSTANDING TEAM ROLE PREFERENCES



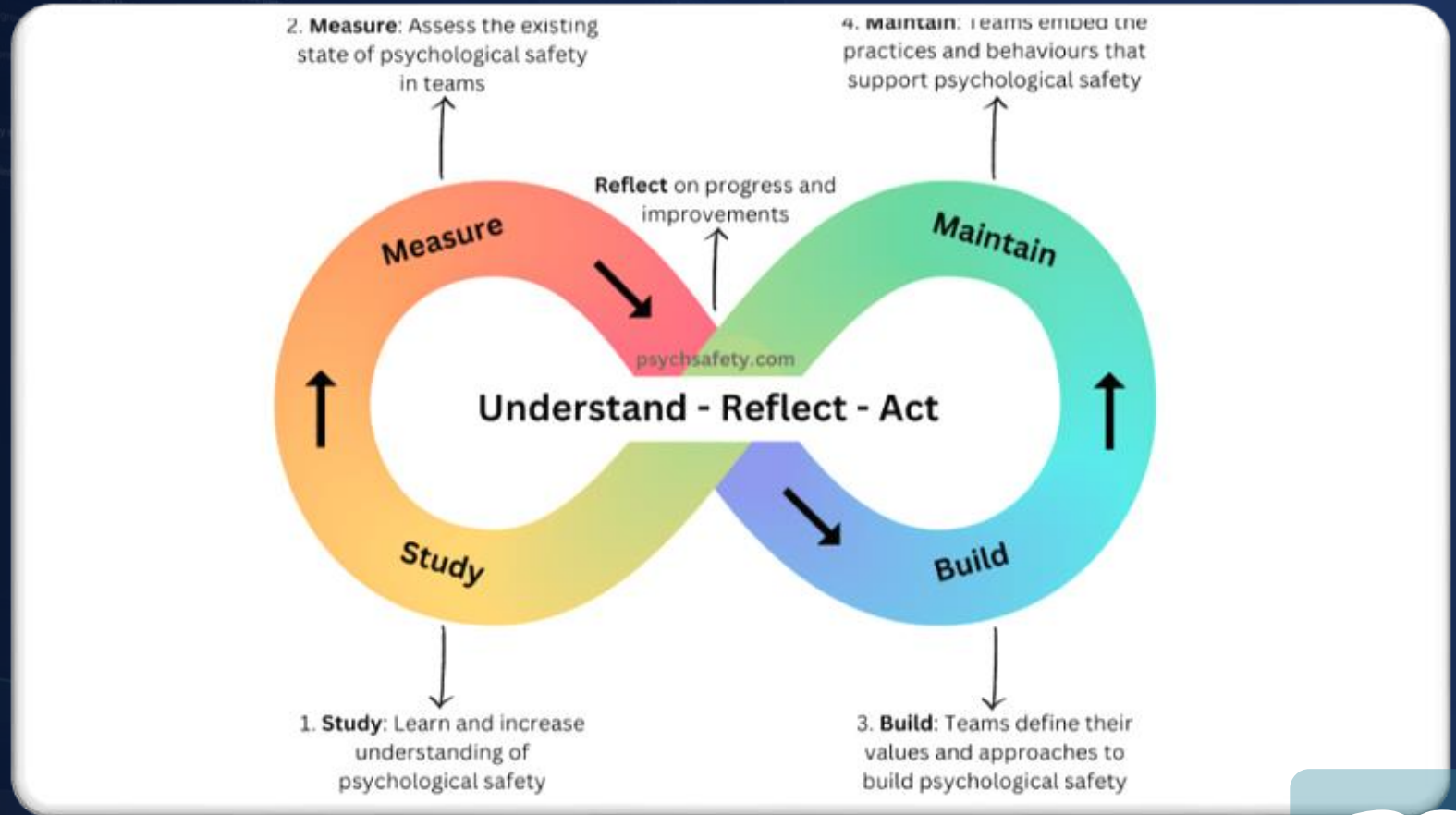
# PSYCHOLOGICAL SAFETY

Capability grows faster in environments where people feel trusted, respected, and safe to contribute.

People are more likely to:

- contribute ideas
- ask questions
- take initiative
- Learn
- grow

when they feel psychologically safe.



Source: Edmonson, 1999



# PSYCHOLOGICAL SAFETY

Capability grows faster in environments where people feel trusted, respected, and safe to contribute.

Increases Psychological Safety	Reduces Psychological Safety
Listening fully	Interrupting
Encouraging questions	Dismissing ideas
Curiosity during mistakes	Blame-focused responses
Respectful challenge	Public criticism
Inviting perspectives	Shutting down disagreement



# FINAL REFLECTION



Great leaders do not create dependency. They create capability.

After Today...

What is ONE leadership behaviour you want to intentionally strengthen?



**“Leaders become great not because of their power, but because of their ability to empower others.”**

*John Maxwell*



# THE LEADER AS TALENT AMPLIFIER

## Modular Format

**Module 1:  
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Future**

Talent on the Agenda

# Aligning With Strategy

## Security of Supply and Reliability

Simulations to create awareness of global supply chain pressures, ensuring sustainable supply amidst growing demand in a high growth economy. Understanding own SE function in the ambit of delivering higher reliability.

## Operational Excellence and Safety

Exploring continuous improvement processes and approaches. Discussing the role of AI in driving utility efficiencies. Making safety “everyone’s business” in SE. Running case studies for execution and mitigation of risk in a dynamic environment.

## Environment, Social and Governance

Creating dialogue on global sustainability issues, net zero and carbon emissions awareness. Positioning SE as a societal asset in the Kingdom and the broader GCC region. Focusing on governance issues in an evolving economic climate.

## Financial Sustainability

Assessing and building commercial awareness across SE Functions. Simulating scenarios for financial planning, resource allocation and marginality through growth and cost optimisation. Deploying data-driven approaches to resource forecasting and alignment.

## Localisation and Local Content

A program designed for SE by SE. Directly aligned to corporate strategy drivers. Delivered by locally registered vendor. Exploring the balance – being globally relevant and locally excellent. Considering the total eco-system of SE stakeholders (regulator, government, partners and vendors).

## Customer Experience and Brand

Delivering simulations focused on transformative customer experiences. Shifting from back looking to forecasting and predicting future customer trends and patterns. Maturing the SE employee experience (EX) as to attract top talent in the market.

# THE LEADER AS TALENT AMPLIFIER

## CONCLUSION: REVISITING SELECTED PEAK SIMULATIONS



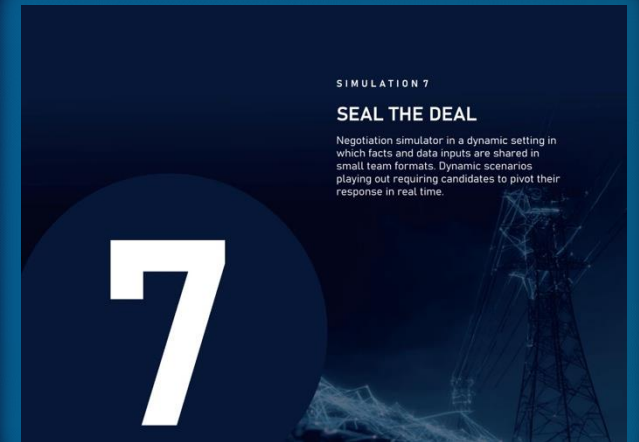
### HOT SEAT

Exhibiting the competencies we associate with an SE Leader of the Future through real time questioning and response.



### TALENT TALKS

Reviewing live talent data and designing people development strategies in line with the SE corporate strategy. Building out a clear employee value proposition (EVP). Providing each other with the GIFT of feedback.



### SEAL THE DEAL

Negotiation simulator in a dynamic setting in which facts and data inputs are shared in small team formats. Dynamic scenarios playing out requiring candidates to pivot their response in real time.

# THE LEADER AS TALENT AMPLIFIER

## CONCLUSION: IMPACT STUDY SCHOOL 4 AND VALUES

1

### We are One

An opportunity to innovate together, to build community in SE, to shape culture.

2

### We commit to Safety

A non-negotiable guiding culture that ensures the long-term sustainability of our enterprise.

3

### We Strive for Excellence

In everything we do. We take accountability. We provide feedback. We drive.

4

### We lead with purpose

Creating an SE where we serve our customers, our people and our communities for prosperity.



OBJECTIVE OF THE SE PEAK STUDY SCHOOLS

# INVITATION // FUTURE

ACCELERATE Now. UNLOCK A NEW POSSIBLE



# CHECK-OUT



SE PEAK ACCELERATE LEADERS, REMEMBER TO:

- Engage with your digital learning content
- Participate in your coaching sessions
- Attend your study schools

SETTING A CLEAR MANDATE

# PURPOSE: PEAK\_2.0



## Immersive Experience

Differentiable, luminating leadership immersion



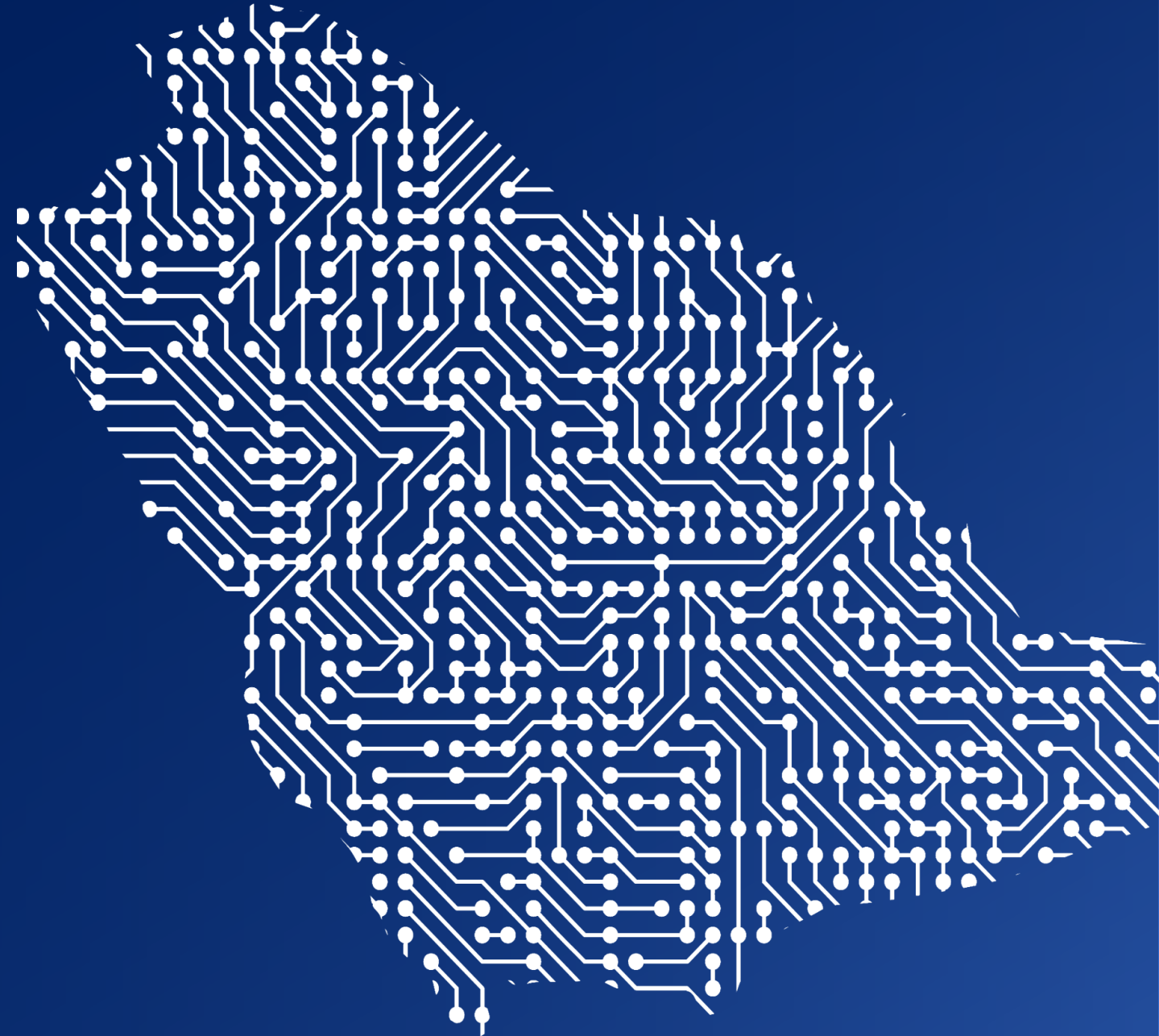
## View on the Future

Chartering pathways to creating extraordinary value

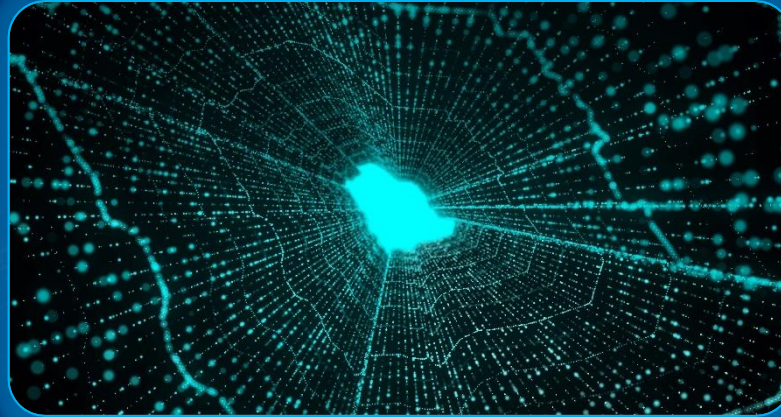


## Sense of Community

Fostering fusion and idea sharing with colleagues and peers



# LOOKING AHEAD



From the Kingdom. To the world/ PEAK 2.0\_ACCELERATE

- Leveraging the experience of one of the world's leading universities
- Building on the reputation of an award-winning program – for SE by SE
- Revamping and delivering a compelling learning experience
- Refocusing on the global trends shaping utilities in 2025 and beyond

Programme Delivery Partners



# Re-Imagine the **Future**

Let's ACCELERATE