



From Competency to Behavior: How Doğuş Crafted Measurable Leadership Results

Doğuş Otomotiv and Talent Touch

Best Leadership Development Program

March 2025



Company Background

Company-at-a-Glance	
Headquarters	Doğuş Otomotiv Servis Ticaret A.Ş. – Kocaeli, Turkey
Year Founded	1994
Revenue	5.07 (Bn \$, CMB)
Employees	793
Global Scale (Regions that you operate in or provide services to)	Within Turkey
Customers/Output, etc. (Key customers and services offered)	Authorized dealers, individual customers
Industry	Automotive
Stock Symbol	IST: DOAS
Website	https://www.dogusotomotiv.com.tr/tr/ana-sayfa



Budget and Timeframe

Budget and Timeframe	
Overall budget	22,500 \$
Number of (HR, Learning, Talent) employees involved with the implementation?	3
Number of Operations or Subject Matter Expert employees involved with the implementation?	3
Number of contractors involved with implementation	1 (Talent Touch)
Timeframe to implement	2021 - 2023
Start date of the program	Jan 12, 2021

A. DOĞUŞ OTOMOTİV AND HUMAN RESOURCES

1. Company Introduction

Started to operate in 1994 with distributorship agreement signed with Volkswagen AG, DoğuŖ Otomotiv offers a diverse product range, composed of Volkswagen Passenger Vehicles, Audi, SEAT, Ŗkoda, Bentley, Lamborghini, Bugatti, Porsche, Volkswagen Commercial Vehicles, and Scania brands as well as more than 80 models of these brands to its individual and corporate customers. Today DoğuŖ Otomotiv has become the leading automotive importer and one of the largest automotive distributors of Turkey.

2. Vision, Mission and Strategy

DoğuŖ Otomotiv, which has developed its business plans with the vision of **“innovative service beyond expectations”**, has built its corporate strategy towards the target of “customer satisfaction focused working”.

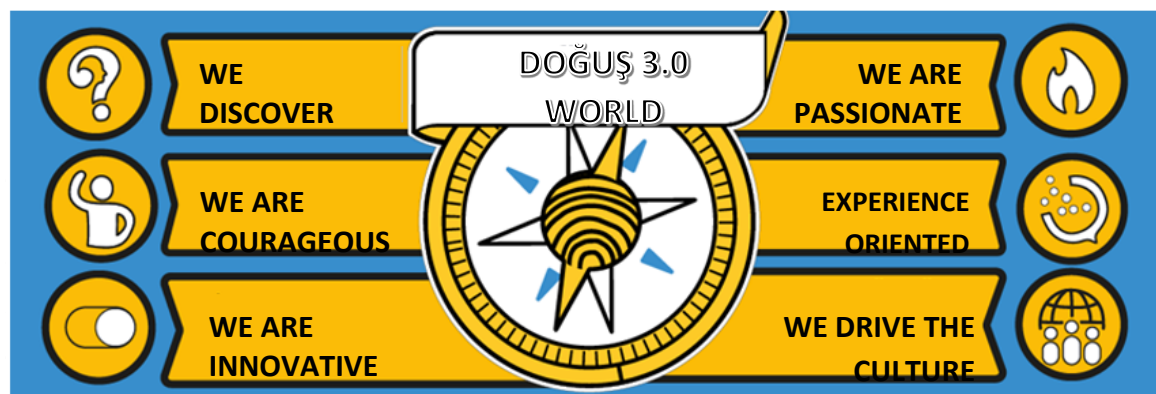


Doğuş Otomotiv's corporate strategy is built on three pillars: **“Be sizable, be close, be creative”**

Human Resources vision of Doğuş Otomotiv is **to provide the best employee experience throughout the development journey** that will support the company's vision.

3. Doğuş 3.0 Culture

Doğuş 3.0 culture is a change of culture emerged after the pandemics as a result of the current change and transformation process of the organization. While bringing an environment, in which everyone listens each other independently from the hierarchical organization and each opinion is valuable, to the fore, this culture does also highlight that the employees are at focus. This culture, which was written and developed together with the employees of Doğuş Group, supports an environment where the leaders and human resources team listen the employees and customers and learn from them. New Doğuş 3.0 Values that have emerged after the studies performed for the culture are given below.



chapters.

Figure 1 - Doğuş 3.0 Values

New ways of management and behavior expected from the leaders as a part of the new culture are handled in details in all training programs conducted as of 2022 as a part of the efforts for popularizing this culture



throughout Doğuş Otomotiv. The actions taken for this requirement in “**Development for Future Program**”, which was organized for the managers that have recently started to manage a team and which forms the subject of this application, are described in below chapters.

4. Competency Management

At Doğuş Otomotiv, competency management is conducted annually through a comprehensive system called D-İnsan 4.0. This process enables employees to identify their vocational and technical training needs while highlighting their areas of strength and development. The system also helps align employee skills with the Doğuş 3.0 culture. Managers complete evaluation forms independently, without access to their employees' assessments, fostering unbiased feedback. Through consensus reached during feedback sessions, employees and managers collaboratively refine development goals.

The competency set comprises 14 key competencies tailored to the organizational culture and strategic objectives. This structured approach ensures that employees' professional growth aligns with the company's vision and enhances overall performance.















TAKING DECISIONS BY THINKING VERSATILE 	RESULT ORIENTED 	EFFECTIVE USE OF TECHNOLOGY AND DIGITAL TOOLS 	PROVIDING CUSTOMER ORIENTED EXPERIENCE 
PERSONAL AWARENESS AND LIFE-LONG LEARNING 	BEING CURIOUS AND INNOVATIVE 	ACTING COURAGEOUSLY AND TAKING INITIATIVE 	ACTIVE LISTENING AND SHOWING EMPATHY 
DURABILITY 	BEING PASSIONATE 	TEAM DEVELOPING 	CREATING POSITIVE ENVIRONMENT AND APPRECIATING 
	WORKING WITH COLLABORATION 	FLEXIBILITY AND AGILITY 	

Table 1 - Competency Set of Doğuş Otomotiv



In Figure 4 below, an example of competency level differentiation is provided.



	LEVEL 1	LEVEL 2	LEVEL 3
TAKING DECISIONS BY THINKING VERSATILE 	TAKING DECISIONS BY THINKING VERSATILE Thinks and queries not only his job, but also linked subjects. Creates solutions by analyzing complex problems. Takes decisions based on data, takes opportunities and threats into consideration while taking decision and evaluates by predicting the effects.	TAKING DECISIONS BY THINKING VERSATILE Thinks and queries not only his job, but also linked subjects. Creates solutions by analyzing complex problems. Takes decisions based on data, takes opportunities and threats into consideration while taking decision and evaluates by predicting the effects.	STRATEGIC MANAGEMENT Thinks long term with a holistic perspective to achieve company's objectives. Prepares necessary resource planning by predicting opportunities and threats. Takes the effects of decisions in different aspects and ensures they are implemented.
FLEXIBILITY AND AGILITY 	FLEXIBILITY AND AGILITY Considers the changing conditions as an opportunity for development and adapts easily. Divides complex problems into small and manageable parts and finds solution rapidly.	LEADING THE CHANGE Considers the changing conditions as an opportunity for development, approaches them positively and adapts easily and rapidly. Leads the change and establishes effective communication to own them.	LEADING THE CHANGE Adapts easily by approaching positively to changing conditions, leads the change and establishes effective communication to own them. Leads the designation of business processes in compliance with continuous development.

Table 2- Competency Level Differentiation Example

5. Performance Management

At Doğu Otomotiv, performance management is conducted annually through D-İnsan 4.0. This system aims to measure performance based on work outcomes and align individual efforts with organizational goals.

Performance results are determined using a scale of 120, allowing for a detailed evaluation of each employee's contributions. Annual targets are monitored using the Objectives and Key Results (OKR) methodology, which provides a structured framework for setting and tracking goals.

Lower Limit	Target	Upper Limit
70	100	120

Table 3- Performance System Scale

6. Training and Development Strategy

The Training and Development unit at Doğu Otomotiv is dedicated to supporting employees in their pursuit of growth and development, aligning with the company's mission to harness individual potential for organizational success. By providing programs designed to help individuals adapt to the rapidly changing future work environment, the unit empowers employees to unleash their full potential, fostering creativity, innovation, and overall fulfillment.

This comprehensive approach not only advances the corporate objectives of Doğu Otomotiv but also enables individuals to actualize their potential



and excel in their roles. The unit's overarching goal is to cultivate a workforce of empowered, engaged, and resilient individuals prepared to thrive in today's dynamic business landscape."

7. Training Model – GO Development School

At Doğu Otomotiv, the **"GO Gelişim Okulu"** (Eng: GO Development School, also referred to as GO) training programs encompass eight main categories, each tailored to meet the diverse needs of different groups. These programs consist of modular courses, face-to-face training sessions, and e-learning modules, all administered through the "GO" Learning Management System (LMS).

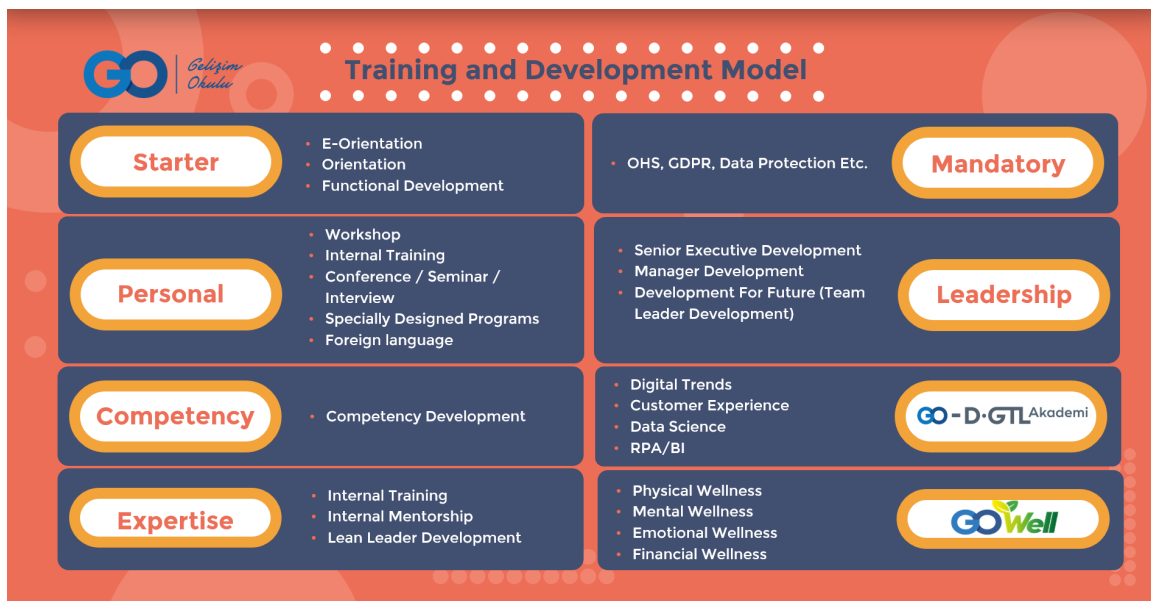


Figure 2 – GO Gelişim Okulu - Training and Development Model

Development for Future Program is situated within the Leadership Development category as a modular program specifically designed for leaders embarking on their first-time team management journey.



8. Training Needs Analysis

The training needs of colleagues are determined through a comprehensive needs analysis process, which seamlessly integrates with other human resources practices. Annually, a training and development plan is formulated by analyzing data sourced from four primary channels, as depicted in the figure below.



Figure 3 - Training Need Analysis

By leveraging insights gathered from these diverse sources, the company gains a holistic understanding of individual and organizational development priorities. This data-driven approach enables tailored training interventions to address specific skill gaps and developmental needs effectively.

To provide personalized development opportunities, a mailing portal was developed in 2023. This platform enables targeted delivery of training content tailored to each individual's unique development areas, ensuring a well-equipped workforce to thrive in an ever-evolving industry landscape.



B. ORGANIZATIONAL STRUCTURE AND LEADERSHIP NEEDS

At Doğuş Otomotiv, the leadership hierarchy begins at the level of Assistant Manager. As individuals progress through the pyramid, the scope and complexity of responsibilities and management increase in alignment with the size of the business and the managed team. With each advancement, unique challenges emerge, necessitating specialized development programs to effectively address them.

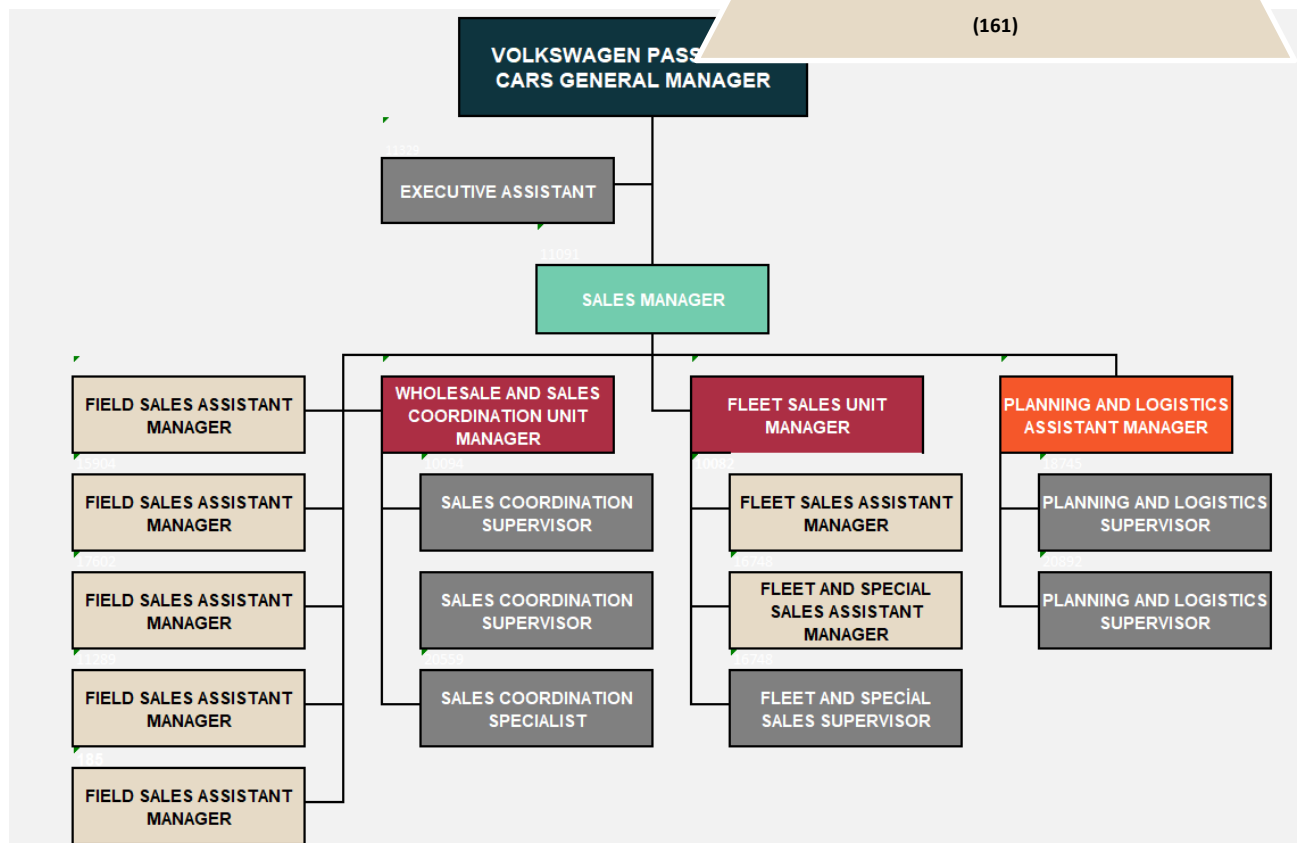


Figure 4 – Organizational Chart of VW Passenger Cars Sales Department

The organization chart of sales function of VW Passenger Vehicle Brand is given in Figure 3 with same color codes of leadership pyramid as an example.



General Manager: Senior-level executive roles managing more than one brand and function (sales, marketing, after-sales).

Manager: Mid-level executive roles managing one department and its sub-units. E.g. Sales and Marketing functions of Volkswagen brand are managed with this title in our company.

Unit Manager: Team-managing roles that have undertaken to manage the sub-units of a department. E.g. Fleet Sales Unit Management

Assistant Manager (Team Lead): These are entry level management roles. Foundational management experience is gained at this level.

1. Role and Task Based Needs in the Company

Needs that were analyzed specifically for different roles and tasks are focused in GO as a part of training model. Special development programs that were designed for critical areas, particularly such as leader development programs, support the company's sustainability in the areas of business and leadership.

2. Needs for "Development for Future" Program

9.

The **Development for Future Program** is specifically designed to address the unique needs of Team Leading Assistant Managers. It aims to equip them with the necessary skills and support as they navigate their initial steps into leadership roles. Transitioning into team management for the first time presents distinct challenges, requiring competencies different from their prior experiences. The program steps in at this juncture to enhance their effectiveness in management and foster stronger integration within the company's culture.

Furthermore, this program plays a critical role for long term success of the company. Doğu Otomotiv has a culture to raise its future leaders from its internal resources. For this reason, the training and development of assistant managers has a vital role in sustainable growth and cultural transformation.



The needs and challenges addressed by this development program within the company are listed below;

a. New Challenges Encountered with the New Position

- **Management of a larger business:** The assistant managers encounter additional responsibilities associated with managing a larger business.
- **Experience of managing a team for the first time:** Managers who have not received adequate training may struggle with fulfilling their responsibilities related to managing a team for the first time, including tasks such as communication and collaboration, providing feedback, and supporting the development of the team.
- **Assuming new responsibilities:** The manager assumes new responsibilities that come with their new role, such as motivating team members, problem-solving, managing decision-making processes, and supporting team development.

b. Employee Engagement Survey's Immediate Manager Evaluation Scores

The findings from the 2019 Employee Engagement Survey, conducted prior to program implementation, highlighted areas for improvement in evaluations of immediate managers. The subsequent table presents responses from Assistant Specialists, Specialists, and Supervisors regarding their immediate managers. Analysis of these responses underscores the need for assistant managers overseeing these teams to enhance skills in decision-making, communication, appreciation, feedback, and performance management.

**Employee Engagement Survey
First Manager Question Set**

**Agree/
Satisfied**



	2019
My immediate manager provides the support I need to be successful.	72%
My immediate manager appreciates my efforts and work results.	72%
My immediate manager provides useful feedbacks that will help to increase my performance throughout the year.	69%
My immediate manager takes initiatives to produce solutions when needed.	80%
My immediate manager encourages me to develop innovative solutions to increase the company's performance.	79%
My immediate manager is open and transparent in communication.	78%
Average	75%

Table 4 - 2019 Employee Engagement Survey Immediate Manager Scores

c. The Company's Culture to Raise Managers Internally

The Company's assignment principle is to raise the leaders of future from its internal resources. 15 of totally 16 Mid-level Managers (94%) were assigned from internal resources whereas the remaining 1 manager was assigned from a Group company in the last 3 years. Therefore, training and development of assistant managers play a critical role for the company's long term success.

d. Doğuş 3.0 Culture Transformation

Team leading Assistant Managers play a pivotal role in the company's team management structure, serving as the initial step in cultivating new leaders in alignment with Doğuş 3.0 culture, the company's new cultural ethos. As leaders developed through this program ascend to higher executive roles, they will further propagate and embed Doğuş 3.0 culture throughout the organization, contributing to its ongoing cultural transformation.

e. The Need to Increase Innovative Projects within the Company



The significance of embracing rapid changes in the evolving global landscape is growing steadily, highlighting the pivotal role of leaders in fostering an innovative mindset and guiding their teams towards this objective. Enhancing innovative initiatives within the company across quality, productivity, and digitalization realms stands out as a critical expectation for operations managers. Assistant managers, positioned strategically within the organization, wield considerable influence over the development of internal projects. However, given that current revenues from internal projects stand at only 9.2 million TL (750.000 \$), there is a pressing need to leverage the company's full potential and increase this figure accordingly.

Design and Delivery of the Program

A. THE JOURNEY TO DESIGN AND IMPLEMENT THE DEVELOPMENT FOR FUTURE PROGRAM

The Development for Future Program was collaboratively developed with **Talent Touch** company, addressing the needs outlined in the preceding section. When designing the program, three primary considerations were taken into account

- Expectations aligned with the company's strategy and Doğuş 3.0 culture for managers assuming team management responsibilities for the first time (topics discussed in Section 1).
- Pre-assessment data from psychometric tools for individuals participating in the program.
- Insights gleaned from discovery sessions attended by assistant managers and participants."These outcomes are used to determine the main objective and strategy of the program.

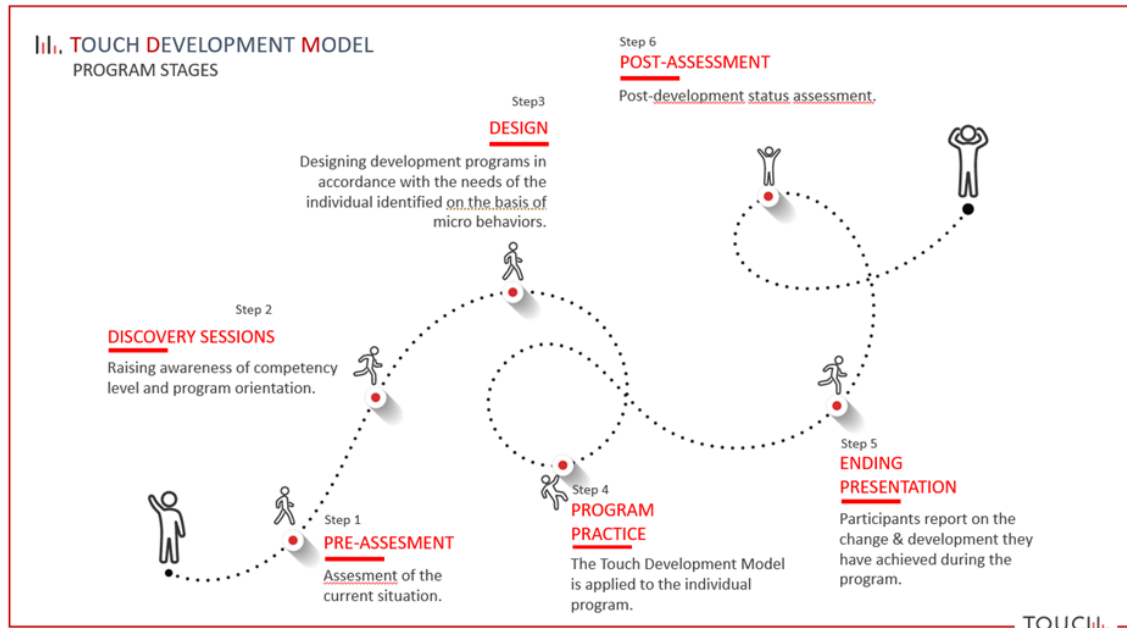


Figure 5 - Touch Development Model

The development journey in the training model of Touch, our Solution Provider, is provided above. The company's needs, opinions and expectations of the managers of relevant participants and objective evaluations of persons are taken into consideration when designing this development journey. Therefore the program differs from the previous one everytime it is repeated. This section of the document will be explained by following above steps of Touch Development Model.

1. Pre Assessment:

The participants are assessed, based on a scale of 5 for 158 behavior indicators measuring 26 competencies, by EICOM Plus, a psychometric tool used at the beginning of Development for Future Program.

Needs grouped in 5 main aspects and 26 competencies as a result of EICOM Plus are as follows:



Main Aspect	Competencies	No Area of Development		Minor Area of Development		Major Area of Development	
		(10 and 9)		(8, 7, 6 and 5)		(4, 3, 2 and 1)	
SELF-AWARENESS	Being Aware of Emotions	0	0%	8	62%	5	38%
	Self-Confidence	2	15%	4	31%	7	54%
	Correct Self-Assessment	1	8%	8	62%	4	31%
MANAGE YOURSELF	Success Focus	5	38%	4	31%	4	31%
	Commitment to Values	0	0%	11	85%	2	15%
	Taking Initiatives	1	8%	8	62%	4	31%
	Optimism	1	8%	7	54%	5	38%
	Self-Control	1	8%	5	38%	7	54%
	Compatibility with Change	0	0%	9	69%	4	31%
	Innovativeness	2	15%	6	46%	5	38%
SOCIAL AWARENESS	Empathy	2	15%	6	46%	5	38%
	Customer Focus	2	15%	8	62%	3	23%
	Organizational Awareness	2	15%	8	62%	3	23%
RELATIONSHIP MANAGEMENT	Developing Others	3	23%	4	31%	6	46%
	Conflict Management	0	0%	6	46%	7	54%
	Leading the Change	4	31%	5	38%	4	31%
	Persuasiveness	1	8%	6	46%	6	46%



	Communication Skill	1	8%	7	54%	5	38%
	Establishing Relationship	1	8%	6	46%	6	46%
	Leadership Skill	2	15%	5	38%	6	46%
	Familiarity with Teamwork	1	8%	9	69%	3	23%
COGNITIVE COMPETENCIES	Analytical Thinking	3	23%	6	46%	4	31%
	Abstract Thinking	1	8%	8	62%	4	31%
	Quantitative Thinking	4	31%	8	62%	1	8%
	Strategic Thinking	1	8%	8	62%	4	31%
	Technical Expertise	4	31%	5	38%	4	31%

Table 5 - Results of EICOM Plus Evaluation

2. Discovery Sessions

Main objective of Development for Future Program is to be a strong road mate of program participants in their journey “to transform competency into behavior” in their areas of development, determined for program participants.

Touch Development Model aims to facilitate the progress of participants in their areas of development throughout the program and to ensure concrete behavioral changes. It also aims to ensure that program participants reply in accordance with their expectations and needs.

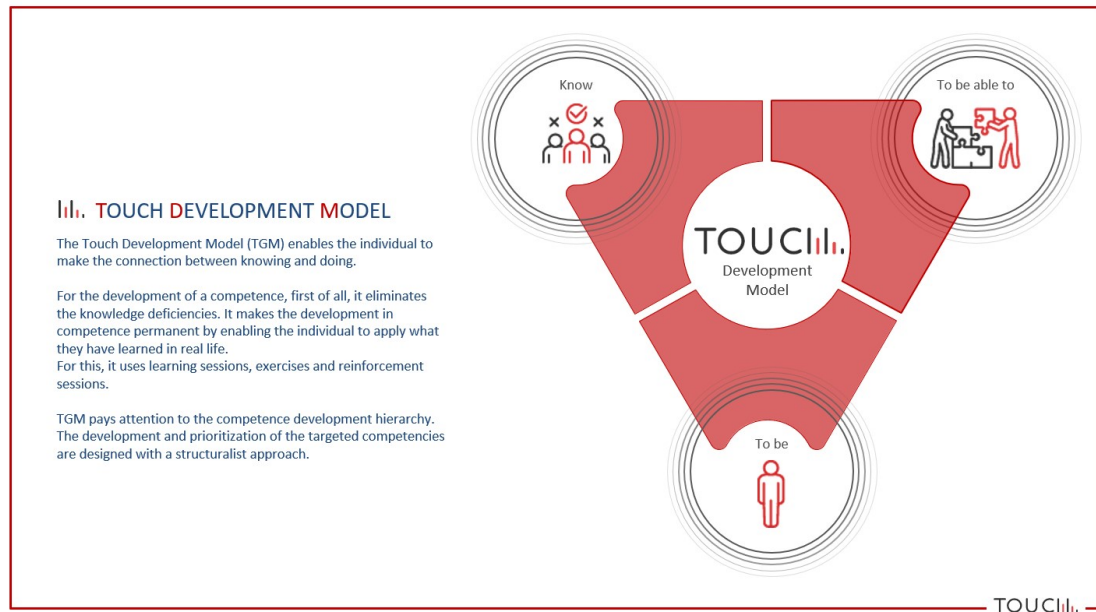


Figure 6 – Touch Development Model

Discovery Sessions are divided into two sections during the implementation.

Section 1: This session is organized with the attendance of HR and Training & Development Department Manager, immediate manager of participant, participant and development consultant. This is the session, in which the Assistant Manager and HR share their feedbacks about the behavior, knowledge and skill areas expected to be gained by the participant from the program.

Section 2: It is conducted together with consultant and participant. Personal expectations and targets of the participant from the program are clarified in the light of EICOM Plus report and the feedbacks he/she received.

The areas that need development, based on the feedbacks received from managers during the discovery session, are listed under the below topics:

Self-Awareness

- Controlling and managing the emotions even under difficult situations;
- Clearly being aware of the potential being owned;
- Exhibiting the behavior to say “No” in case of need;



- Showing empathy as needed in required areas;
- Ensuring that inner motivation is sustainable.

Manage Yourself

- Making strong observations in the development of teams;
- Focusing on their development by exhibiting a proactive approach in necessary areas;
- Not avoiding from creating a clash environment in necessary areas;
- Giving room for the responsibilities of their teams as much as their own potential for assuming responsibilities;
- Taking initiatives;
- Sharing innovations with the team by maintaining the managerial perspective.

Social Awareness

- Increasing the potential in their own areas of expertise through managerial and innovative perspective and making them sustainable;
- Ensuring that empathy is established without losing their managerial perspectives and in accordance with the needs of individuals;
- Exhibiting a development perspective in different layers of the organization;
- Executing customer focused approach in accordance with the balance between customer & organization expectations and gains.

Relationship Management

- Creating development plans by observing the areas of development of their teams;
- Providing strong feedbacks that can be improved;
- Maintaining the managerial perspective;
- Not avoiding from conflicts and creating clash environments if necessary;
- Creating communication strategies that can make the teams accept the change;
- Exhibiting their persuasiveness under required conditions;
- Strengthening their muscles of teamwork.



Cognitive Competencies

- Being able to see the big picture and developing proactive strategies accordingly;
- Setting up the new steps by quickly receiving the feedbacks;
- Using the resources efficiently;
- Ensuring that strategies are understood quickly and adopted by the teams;
- Analyzing the data through different perspectives.

The areas of need in accordance with personal descriptions shared by participants during the discovery session and their sincere feedbacks about themselves are given below:

Self-Awareness

- Self-confidence;
- The need to control intensive emotions caused by perfectionism;
- Being aware of its own potential and the motivation to share such potential;
- Loss of motivation due to emotional transitions.

Manage Yourself

- Ensuring that the team adopts the focus of success;
- Mobilizing the team and making the team's motivation sustainable;
- Establishing the balance between guidance, initiatives and delegation;
- Establishing the balance in the skill of optimism.

Social Awareness

- Clarifying the conditions and, when they are not clarified, maintaining the managerial perspective and motivation;
- Awareness of areas of authority;
- Awareness of the limits of working areas required for management and flexibility.

Relationship Management

- Managing the managers;



- Guidance and delegation required by being a manager;
- Establishing and maintaining the communication strategies;
- Sharing the needs and expectations clearly with the teams and managers;
- Showing their potentials clearly;
- Providing and receiving feedbacks that develop;
- Managing the relationships between managers and team in cases the change is rapid and unclear.w

Cognitive Competencies

- Reanalyzing the areas of delegation and initiatives in order to facilitate time management.

3. Design

The content of learning sessions is crafted based on the development needs identified through training needs analysis, EICOM Plus inventory results, and outcomes from discovery sessions. Each session is meticulously designed from a coaching perspective to facilitate the transformation of participants' potential into performance.

To enrich the program and maximize learning outcomes, the following components, which form the basis of adult learning, are incorporated;

- Awareness Inventories
- Training Games
- Role Plays
- Case Analyses
- Group Works
- Simulations and Facilitation Techniques are used.



The content designed to achieve program objectives is presented below, reflecting the consolidated results;

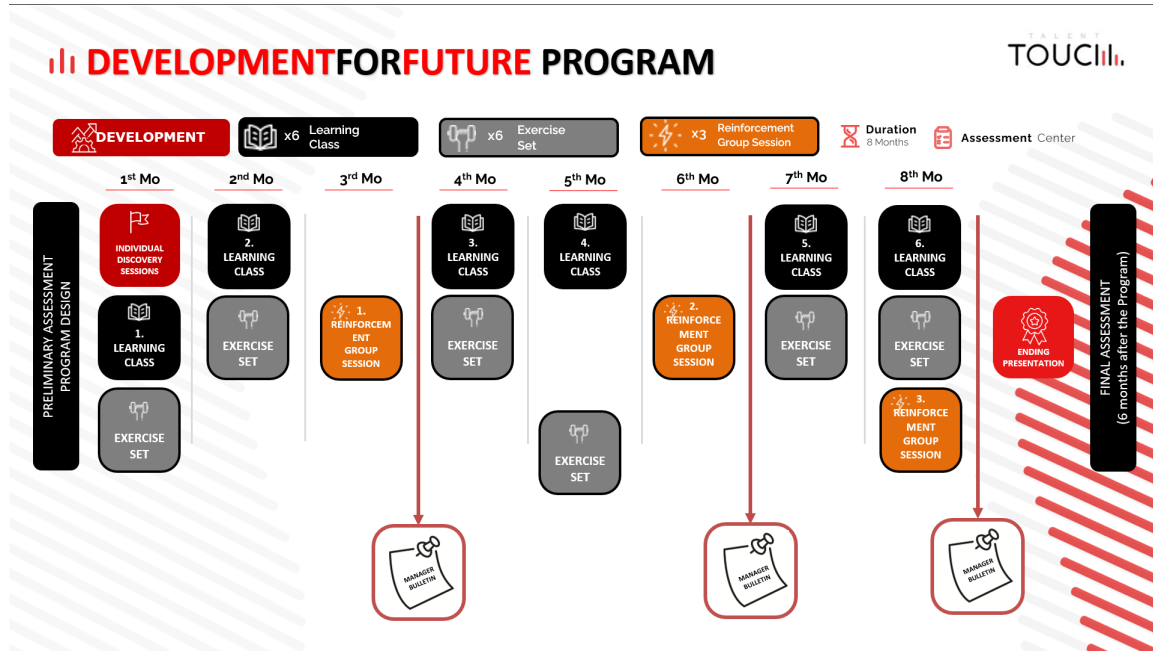


Figure 1 – Design of Development For Future Program

Each learning class in the program is accepted as a module and each module is focused on a competency to design the development program.

Development for Future Program Content

<p>1. Module: Management and Leadership</p> <p>Session 1</p> <ul style="list-style-type: none"> Management-Leadership Role and Importance Group Work and Evaluation Separation of Concepts Personal SWOT Analysis Remote Team Management <p>Session 2</p> <ul style="list-style-type: none"> Leadership Archetypes practice - Group Work X-Y-Z Generations 	<p>2. Module: Communication and Influencing</p> <p>Session 1</p> <ul style="list-style-type: none"> Human Behavior – Behavior Types OK graphic Win-Win Relationship -Group Work Evaluation <p>Session 2</p> <ul style="list-style-type: none"> Being Reactive – Proactive in Management Positive Thinking Problem Focused – Solution Focused Communication Solution Focused Dialogue 4 Poisons in Communication 	<p>3. Module: Coaching and Feedback</p> <p>Session 1</p> <ul style="list-style-type: none"> Fundamental Concepts and Principles of Coaching Accelerating the Development Process Listening, Asking Strong and Correct Questions Appreciation, Encouragement Coaching Role Play <p>Session 2</p> <ul style="list-style-type: none"> Coaching Scenarios Receiving and Giving Feedback Feedback Case/Scenario Studies Empathy - Watching Video
<p>4. Module: Planning and Organization</p> <p>Session 1</p> <ul style="list-style-type: none"> Regarding Concept of Time Time and Our Choices To Know Our Priorities – Video Watch Time Management Inventory Work Group Work <p>Session 2</p> <ul style="list-style-type: none"> While Planning Analytic Thinking Method Time Motivation Theory Time Management Tactics-Home Office 	<p>5. Module: Delegation and Motivation</p> <p>Session 1</p> <ul style="list-style-type: none"> Concept of Delegation Group Work Delegation Steps Developing Your Team - Tips Sharing Knowledge and Experiences - Tips <p>Session 2</p> <ul style="list-style-type: none"> Motivation - Group Work Motivation Theories Success Motivation Quadrant-Practice Motivating Your Team 	<p>6. Module: Collaboration and Being a Team</p> <p>Session 1</p> <ul style="list-style-type: none"> How can be a Good Team? Group Work Formation and Development of Team <p>Session 2</p> <ul style="list-style-type: none"> Group Work Preparation of Personal Development Plans (Short-Mid Long Term) Ending Study Including Learning Points – Preparation for Presentation

Figure 2 – Development for Future Program Content



Each module of Development for Future Program is configured to feed another module and support the transformation of competency to the behavior dimension until the commencement of next module after the learning classes thanks to each competency exercise sets.

4. Program Practice

Each behavior learned through Touch Development Model is made permanent with exercises, based on the fact that adults learn with experience. These exercises, which were selected in accordance with behavior based development needs of participants, are offered in three categories.

- Learning by Doing
- Learning from the Experience of Others
- Learning by Reading/Watching

The person submits the reports that he/she has prepared with written studies after the course is completed to Touch Academy team for evaluation.

Exercise action sets, which were prepared to support the competencies focused in that module, were shared with the participants for each module covered by the program.

Exercise action sets that were shared for the **first and second modules** of the program include following topics:

1. Being Aware of and Determining Effective Management Principles
2. Discovery of Personal Potential through SWOT Analysis
3. Individual and Team Awareness Level
4. Observation of Leadership Behaviors with Transactional Analysis
5. Ego Status Evaluation.

Exercise action sets that were shared for the **third module** of the program include following topics:

1. Sharing “Listening Test” with teams for effective listening exercises and assessing the results;
2. Observing the needs of teams for individual and team listening;
3. The planning needed to be made for realization of this development;
4. Performing 1-1 coaching / mentoring talks with team members;
5. Differences and awarenesses that they have experienced in these talks;
6. Observing the processes experienced by team members after these talks;



7. Analyzing this process through a holistic approach.

Exercise action sets prepared for the **forth, fifth and sixth modules** of the program include the following topics:

Through Delegation Planning systematic used in the training:

1. Experiences of a delegation process, through which you have delegated the authority and responsibility;
2. What has changed in the way of delegation to team members through this systematic;
3. Possibility to transfer the relevant task to employee's job description in the long term;
4. What the delegation process has provided;
5. Regarding Agile Leadership Dimension:
6. Self-Evaluations;
7. Which of these dimensions are being used actively in their areas of responsibility;
8. The reasons of dimensions that cannot be used;
9. What must be changed to ensure that dimensions are used actively;
10. Regarding the topic of work style:
11. Work Style Inventory;
12. Comparison of own styles with the styles found;
13. What type of work style person(s) are needed among holistic profiles of tens of teams;
14. How productivity can be increased with persons that have different work styles;
15. The position of team members in Situational Leadership Model quadrant.

The participants have completed their exercise action sets and shared them with the academy development authorities and development consultants.



Examples of exercise action sets from some participants are provided below.

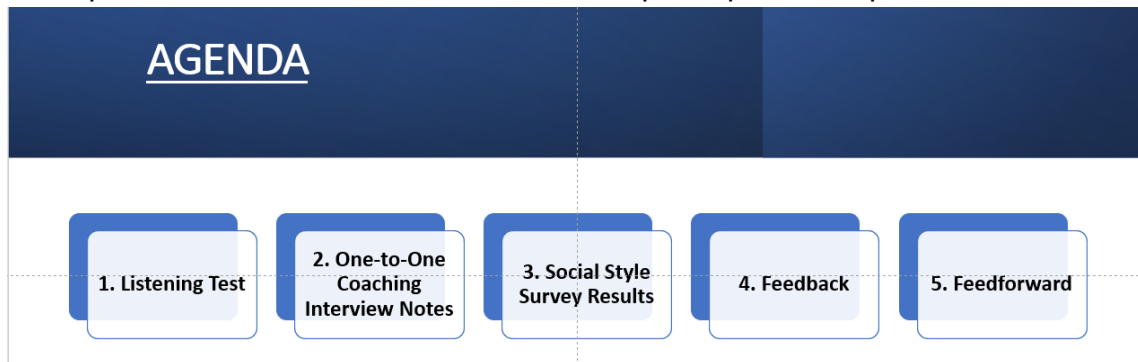


Figure 10 – Example of an exercise set shared by a participant prior to reinforcement group sessions

3. Social Style Survey Results

	Ayça Ç.	T1	T2	T3
Total Results Focused Score	4	5	4	4
Total Accuracy Focused Score	9	6	7	5
Total Friendly Score	4	2	4	3
Total Enthusiastic Score	1	5	3	6

- ✓ The majority of the team has a high «Accuracy Focused» social style.
- ✓ A team that values control and relies heavily on data. This is aligned with the job description.

- ✓ Particularly two persons had a high "Enthusiastic" style, but I think only one of them actually displayed this style in the work environment.
- ✓ Generally, I expected the «Accuracy Focused» and «Friendly» style to be more dominant in the team, the results are parallel to this.

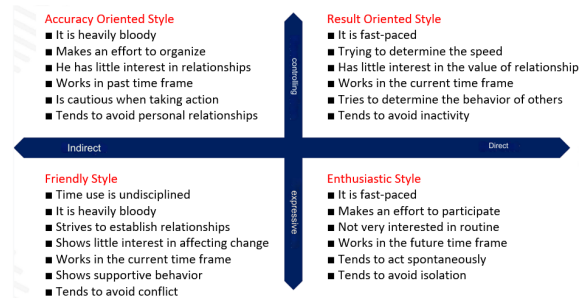


Figure 11 – Example of Participant Insights on Social Style Exercise Set



2. One-to-One Coaching Interview Notes

QUESTION 1: What differences and awarenesses did you experience in yourself at the end of these meetings?

- ✓ Determining the duration at the beginning of the meeting allowed us to proceed in a topic-oriented manner.
- ✓ I received sincere opinions during the meeting.
- ✓ I noticed that he was aware of the steps he needed to take to solve the problem, but needed guidance and process monitoring to take action.

QUESTION 2: What evaluations did your team members make and what awareness did they reach after such a meeting?

- ✓ Approaching the issue by considering different perspectives
- ✓ Positive effect of listening
- ✓ Motivation increasing effect

Figure 12 – Example of Participant Insights on Coaching Exercise Set

5. Ending Presentation

Ending Presentations are important opportunities allowing assistant managers of participants and HR to evaluate all processes of the program. It is also important for participants to show their own development and potential. The flow of Ending Presentation is designed as follows.

a. Content

- i. The participant must include the perspective given to him/her by the content topics of modules, rather than these subjects.
- ii. The participant must establish necessary connections between program subjects.
- iii. The participant must mention the personal changes that he/she has started to implement recently, decided to quit, and do think to maintain and strengthen.
- iv. The participant must refrain from using too many words in slides and, instead, use visuals to support his/her expressions. It must be noted that the audience should focus on what he/she says instead of presentation.



b. Development Plan

The participant is expected to include his/her 6 months of personal development plan in the last slide of presentation.

- i. The participant must prepare a development plan that will last 6 months in total for maximum 2 development areas that he/she has noticed or decided during the program due to different reasons.
- ii. The participant must explain why he/she wants to develop in which area and how this development would contribute to him/her and his/her work.
- iii. The participant must communicate how he/she has planned to realize his/her development plan.
- iv. The participant must clearly specify the person(s), from whom he/she wants to receive support in this process.

6. Post Assessment

EICOM Plus inventory, which is prepared while determining the needs, is repeated 6 months after the completion of program. So, it is aimed to measure the effect of program and the developments in relevant competencies of participants.

Adoption of the Program

A. RESISTANCE FROM MANAGERS AGAINST LONG TERM PROGRAMS

Given that relevant individuals must allocate time away from their daily tasks to engage in long-term development programs, receiving ample support from their managers is crucial. However, resistance has been shown from managers at the outset of the first program, as they exhibit reluctance to provide sufficient support for participation in such trainings due to various reasons;

- **Intensity of Work:** Managers struggle to prioritize training activities amidst heavy workloads, prioritizing business tasks over training sessions.



- **Effectiveness of Training Programs:** Certain managers question the impact of training programs on business performance, leading to uncertainty about the value of participation.
- **Long Term Investment:** Managers who fail to grasp the long-term benefits of training focus solely on short-term outcomes, overlooking the value of investing time and resources into training initiatives."

To address this, an approach involving managers in the program and sharing outcomes periodically was adopted. The goal was to maximize manager participation and provide comprehensive information on the training's benefits, efficiency, and outcomes by incorporating relevant topics detailed in the design section.

B. FEEDBACK SESSIONS WITH THE MANAGERS

After encountering resistance from the principals in the initial program, one-on-one interviews were conducted to gain a clearer understanding of their thoughts and expectations before the second and third programs.

The feedbacks provided by the managers illuminated previously unexplored areas of the program. The feedback from managers included the following:

- 1- They suggested that the program should be more personalized to address the development areas of participants.
- 2- They expressed difficulty in tracking progress due to insufficient familiarity with the program content. (Previously, the content was only emailed prior to the program.)
- 3- They emphasized the importance of making the outcomes of the program more measurable.

C. ACTIONS TAKEN FOR DEVELOPMENT FOR FUTURE PROGRAM

Each feedback and challenge was taken as an opportunity to enhance the program for a better version. Several key factors were considered to enhance the program: actively involving managers, ensuring continuous updates, and establishing



measurable benefits. In pursuit of these objectives, the following actions were implemented.

1. **Adding Discovery Sessions to the Program:** Strengths and areas for development of assistant managers and what must be focused generally in the program were included to this session, attended by the assistant manager, manager, HR and instructor and the program content was updated specifically for the needs of participants. For instance, following the completion of the first program, the company implemented a hybrid working system. As a result, the topic of "**Time Management when Working at Home Office**" was added to the program content, and the program was revised accordingly to facilitate rapid adaptation to this new process.
2. **Involving Managers to Program Launch:** Managers were contacted and invited to the program launch, where they participated alongside all the participants, the HR General Manager, the Manager, and the program coordinator. During this event, details of the program were provided.
3. **Executive Bulletins:** A bulletin, including module contents and reinforcement assignments, were shared with managers after the completion of both modules. This bulletin aimed to ensure that participants follow the subjects they learned and observe their development in these areas in real time. More importantly, these bulletins were designed to encourage them to be an active follower of the program. A copy of the bulletin is provided in the attached documents.
4. **Implementing Pre and Post-Assessment:** To gauge the program's effectiveness on participants and tailor it to their needs, a pre-assessment was conducted before the program commenced, followed by a post-assessment six months after its conclusion.
5. **Ending Presentations:** Closing meetings were organized separately for each participant with the attendance of instructor, manager of participant, and human resources Manager, HRBP and the Program Coordinator after the trainings are completed, and it was ensured that gains from the program, awarenesses, changed and developed behaviors and effects of this program on the participants are shared. Managers shared their observations regarding the developments in these areas and provided their thoughts about the program.

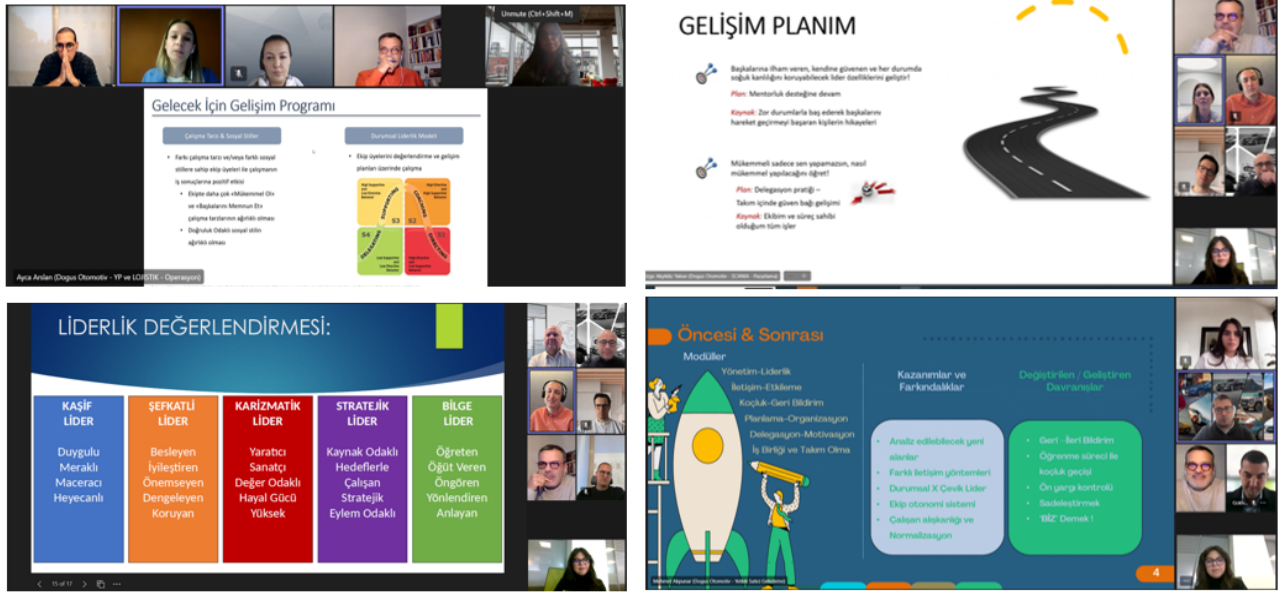


Figure 13 –Example from an Ending Presentation

In summary, the program actively engaged managers and established various communication and feedback channels to facilitate their adaptation and reduce resistance to long-term initiatives. Individual interviews and feedback sessions played a crucial role in program development. Based on this feedback, the content of the second and third program was customized to better address participant needs. Continuous updates to the program content were made to ensure swift adaptation to evolving organizational requirements. These strategies effectively facilitated the adoption and implementation of the leadership program within the organization.



Measurable Benefits

Use this area to discuss the measurable benefits as seen by your organization. How do you measure ROI/impact and what were the results? How did you prioritize and identify what was important?

A. IMPACT ON INDIVIDUAL DEVELOPMENT

1. Competency Development (Assessment Results)

10. As outlined in the preceding section, pre- and post-assessments were introduced following feedback. These assessments evaluated a total of 26 competencies across five main topics, as detailed in the Design section. Results indicate a 37% average increase in participants' main competencies within these five topics between the pre-test and final test.

Main Competency	Average Change
Self-Awareness	44%
Manage Yourself	37%
Social Awareness	36%
Relationship Management	33%
Cognitive Competencies	37%

Table 6 - Development of Main Competencies

11.

2. Performance Development

One of the primary objectives of the Development for Future Program is undeniably to cultivate more effective leaders and yield superior work outcomes. The Leadership, Delegation, Planning, and Organization modules within the program content are anticipated to directly enhance personal performance through improved management effectiveness.

Upon measuring the performances of 37 individuals who participated in the Development for Future Program before and after their involvement, it is evident that their average performance scores increased by 12%, rising from 104 to 110. (The percentage increase is calculated based on the value range of 70-120.)



3. Number of Promotions

In alignment with Doğuş 3.0 culture, a primary objective of this program is to nurture effective leaders. As indicated in the initial section, the company's assignment principle prioritizes the development of future leaders from its internal talent pool (refer to Section 1-B-2-b).

Of the 37 program participants, **26 individuals (70%)** have been promoted to at least one higher position since their participation. Comparatively, within the larger assistant manager pool of 205 individuals, only 72 (43%) of the remaining 168 assistant managers have achieved promotions during the same period.

It's apparent that assistant managers who participated in **The Development for Future Program** have significantly enhanced their competencies, focusing on career development. Decisions made by managers and general managers, who play key roles in promotions, supporting this notion, serve as indicators of the program's impact and acceptance.

4. Turnover Rate

Although there are various reasons for an individual to leave their job, the leadership style of managers and the working environment directly influence such decisions. It is calculated that while annual turnover rates of teams reporting to assistant managers who participated in the program were **5.9%**, teams reporting to other assistant managers experienced a higher turnover rate of **8.1%** during the same period. Overall, the company's turnover rate averaged **7.1%** per year within the same timeframe.

B. ORGANIZATIONAL IMPACT AND ROI

1. Project Development in the Company

One of the company's strategies, as mentioned in the first section, is to increase innovative projects within the organization. A crucial expectation from the team leading



assistant managers is to spearhead the implementation of new projects in areas such as quality, productivity, digitalization, and profitability. Given their pivotal positions, these individuals significantly influence the development of internal projects. In 2020, the annual revenue generated from such projects within the company amounted to **15 million TL (\$750,000)**. However, by 2023, this figure surged more than fourfold, reaching **104 million TL (\$3.5 million)**.

2. EES Results - Developments in Relevant Articles

The Kincentric Employee Engagement Survey serves as a crucial tool for assessing the emotional loyalty, motivation, and satisfaction levels of the company's employees, as well as evaluating their immediate team leaders. It objectively gauges various aspects, including collaboration, appreciation, feedback, development support, initiative-taking, problem-solving skills, innovation, encouragement, and communication openness and transparency, focusing on the assistant manager's performance.

An analysis of sub-team evaluation rates revealed %8 improvement in the question set pertaining to immediate managers, based on measurements taken before and after the program. Particularly noteworthy is the 24% enhancement observed under the "Feedback" category, which was identified as an area for improvement of the program in 2019.

Given that the competencies assessed in the Employee Loyalty survey align closely with the topics addressed in the Development for Future Program—such as collaboration, appreciation, feedback, and development support—it can be inferred that this program has had a positive impact on the results of the Loyalty Survey.



Employee Loyalty Survey Reporting Team Lead Question Set	Agree/ Satisfied	Agree/ Satisfied	Rate of Change
	2019	2022	
	76%	82%	
My immediate manager provides the support I need to be successful.	72%	80%	12%
My immediate manager appreciates my efforts and work results.	72%	80%	12%
My immediate manager provides useful feedbacks that will help to increase my performance throughout the year.	69%	85%	24%
My immediate manager takes initiatives to produce solutions when needed.	80%	84%	5%
My immediate manager encourages me to develop innovative solutions to increase the company's performance.	79%	82%	3%
My immediate manager is open and transparent in communication.	78%	84%	8%

Table 7 - Employee Loyalty Survey – First Manager Assessment

Overall

The Development for Future Program has been continuously updated since 2021. The feedback sessions organized every year after the program ensured that the program has become more effective, measurable and more compliant with the corporate culture and adopted better by the company. As a result of this, how the Program's benefits on the person itself, team and the organization were increased are examined in details in Section 4.

To provide a comprehensive overview of the actions taken to improve the program, the following list outlines the steps taken based on feedback sessions conducted with managers and participants after each program.



Figure 14 – Development of the Program

Building on these insights, a comprehensive training program has been developed, allowing for 360-degree needs analysis and active involvement of managers in every stage as both observers and participants. This program enables the tracking of competency evaluations and offers measurable benefits such as competency development, improved performance, increased promotions, and positive impacts on the Employee Loyalty Survey's immediate manager question set.

Moreover, the inclusion of individuals in such a comprehensive training program has addressed participants' concerns about this new role. Participants have felt the company's support during this significant transition, leading to positive feedback from all team members, participants, and managers. Below are some examples of the positive feedback shared during the concluding presentations.

A. FEEDBACKS ABOUT THE PROGRAM

Participant Feedback About the Program:

“The program helped me get to know myself better at first and then become aware of many subjects I did not know. The exercises I did with my team helped us understand each other's styles better. We understood and embraced our differences and talked about the opportunities this would create. It is very valuable for me to participate in



such a program at the beginning of my leadership journey. “I would like to thank everyone who contributed to the implementation of this program.”

“My participation in the Development for the Future Program has supported me greatly, especially in terms of team management. I noticed my areas of development in many areas where I had the opportunity to improve myself and worked on them. My learning process became even more efficient with the shares and examples of other managers during group coaching. Furthermore, being able to reach our instructor and get information whenever we wanted provided great comfort.”

Manager Feedback About the Program:

“I believe that this training program is highly beneficial for team managers with critical responsibilities within the organization, especially those who are managing a team for the first time. It helps them effectively lead their teams and manage their tasks.”

“I can say that this program has had a noticeable impact on his team dynamics. His confidence in himself and his abilities has significantly improved over the course of a year. If he continues to develop at this pace and realizes his full potential, he could become a potential candidate for a mid-level managerial position within the company.”

B. WHAT IS NEXT?

As in every process, there are many areas for development regarding the improvement of the Development for Future Program process and the main topics it aims to achieve. Some of these areas have been conveyed as feedback, while some of them show the desired path in line with Human Resources strategies. These topics are listed below.

What significant changes are anticipated to result from the contributions of this program in the future?

- Promoting Doğuş 3.0 culture - Spreading the culture by advancing emerging leaders to mid-level positions



- Continued decrease in turnover rates
- Boosted workplace satisfaction and loyalty (shown in satisfaction and loyalty areas in EES results)
- Implementing a system to track team development throughout their time in the company
- Company-wide communication about the program and its benefits and outcomes
- Moving towards a structure where high-potential employees, especially those eyeing such positions, can learn team management principles without managing a team directly (This is based on employee feedback)

Topics for next year's planning:

- Organize a training session titled "360 Degree Development" for employees not currently managing teams. This session will highlight the benefits of personal and organizational development through fostering others. It will also introduce the principles and importance of team management, encouraging participants to take steps towards team leadership. (Planned for May)
- Conduct internal and external communication campaigns to raise awareness about the program and its benefits within the company. This will involve internal mailings, social media campaigns, and interviews with program participants.

Mid and Long-Term Improvement Plan: (2024-2025)

- Track the actions taken by assistant managers who have undergone the training program to address their development areas. This may include participation in additional training programs, coaching sessions, or mentoring opportunities. This



may also underscore the importance of personal learning for ongoing development.

- Establish a structured system integrated into the existing competency framework to monitor the benefits of training programs. This system will consolidate individual needs, actions taken, developmental progress, and manager feedback into one centralized platform.

In summary, **The Development for Future Program** stands as a pivotal element of the organization's talent development strategy, delivering tangible benefits across individuals, teams, and the entire company. Through ongoing refinement informed by valuable feedback and measurable outcomes, the program remains steadfast in its commitment to fostering a culture of growth, innovation, and excellence. Specifically, the program has seen success in areas such as leadership development, talent retention, and cultural transformation. Notably, initiatives such as incorporating discovery sessions into the program, involving managers at every stage, and implementing post-assessments have contributed to its continuous improvement. In the future, the program aims to further enhance its impact by expanding communication efforts, implementing a 360-degree development training, and establishing integrated tracking systems for individual progress. As the organization progresses, the Development for Future Program stands poised to play an integral role in shaping the future of talent development and organizational success.



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