

High-Potential Employee Identification and Development Training Course

25 – 29 January 2027
Jakarta

AGILE LEADERS
Training Center

AGILE LEADERS
Training Center

High-Potential Employee Identification and Development Training Course

Ref: 1734_230324 **Date:** 25 – 29 January 2027 **Location:** Jakarta **Fees:** 5700 Euro

Overview

High-Potential Employee Identification and Development Training Course is a one-week foundation course for HR partners, talent teams, learning functions, and people leaders who leave with a High-Potential Development Portfolio. Participants build high-potential employee development practices using potential criteria, evidence maps, talent calibration, bias controls, stretch assignments, mentoring, succession readiness, and retention measures. The course separates future potential from current performance and turns nominations into governed development decisions. Agile Leaders Training Center develops high-potential employee identification and development capability.

Who Should Attend

- Human resources functions responsible for talent identification and workforce decisions
- Talent and succession functions responsible for future-role pipelines
- Learning functions responsible for differentiated employee development
- People leadership functions responsible for nominations and development assignments
- Organizational development functions responsible for talent governance and measures

The course assumes participants contribute to talent or employee-development decisions and leaves out psychometric qualification, executive coaching certification, and general performance-management administration.

Departments and Industries

The course supports departments and industries that need transparent high-potential decisions and future-role readiness.

- Human resources, talent management, and organizational development
- Learning and development, workforce planning, and succession teams
- Financial services, technology, and professional services
- Healthcare, manufacturing, and energy
- Retail, logistics, education, and public services

Learning Objectives

By the end of this course, participants will be able to:

- Compare current performance with evidence of future potential
- Build potential criteria and a multi-source evidence map
- Apply talent calibration and bias-control methods
- Design role-linked individual development portfolios
- Evaluate succession readiness and retention risks
- Build governance measures for high-potential decisions

Course Agenda

Day 1: Potential Definitions and Evidence

- Performance and Potential Comparison Matrix
- Future-Role Success Profile
- Potential Criteria Definition Canvas
- Multi-Source Talent Evidence Map
- High-Potential Nomination Evidence Pack

Day 2: Assessment and Talent Calibration

- Nine-Box Grid Use and Limitation Review
- Structured Talent Review Question Set
- Talent Calibration Meeting Protocol
- Rater Bias and Adverse-Impact Checklist
- Nomination Decision and Rationale Record

Day 3: Development Portfolio Design

- Future-Role Gap Assessment
- Individual Development Plan Canvas
- Stretch Assignment Design Brief
- Mentoring and Sponsorship Support Map
- Career Conversation Planning Guide

Day 4: Readiness, Retention, and Governance

- Succession Readiness Review Scale
- Talent Pool Movement and Mobility Map
- High-Potential Retention Risk Register
- Disclosure and Expectation Decision Guide
- Talent Governance and Measurement Dashboard

AGILE LEADERS
Training Center

Day 5: High-Potential Development Practice

- Exercise: Evaluate a High-Potential Nomination
- Exercise: Calibrate Conflicting Talent Evidence
- Exercise: Design a Stretch Assignment Portfolio
- Exercise: Review Readiness and Retention Signals
- Capstone Exercise: High-Potential Development Portfolio

Practical Exercises

The course uses suggested activities to connect talent evidence with reviewable development decisions.

- Suggested activity: compare performance and potential evidence for employees in a technology growth case.
- Suggested activity: conduct a calibrated talent review for a manufacturing succession scenario.
- Suggested activity: design stretch, mentoring, sponsorship, and mobility actions for a future-role profile.
- Suggested activity: assemble criteria, evidence, decisions, development actions, risks, and measures in a portfolio.

FAQs

Who suits high-potential employee identification and development training, and what does it assume?

HR partners, talent teams, learning functions, and people leaders suit the training. It assumes involvement in talent or development decisions and requires no formal assessment qualification.

How does high-potential employee development differ from general talent management training?

High-potential employee development focuses on potential evidence, calibration, differentiated development, future-role readiness, and retention, while general talent management covers broader attraction, engagement, deployment, and workforce practices.

What is the difference between high performance and high potential?

High performance describes results in a current role, while high potential concerns evidence that a person may succeed in a larger, different, or more complex future role.

How should organizations identify high-potential employees fairly?

Organizations should define potential, use several evidence sources, apply structured questions, calibrate across reviewers, record rationales, check bias, and revisit decisions as roles and evidence change.

AGILE LEADERS
Training Center

What development methods support high-potential employees?

Role-linked stretch assignments, job movement, mentoring, sponsorship, formal learning, career conversations, senior exposure, feedback, and readiness reviews can form a balanced development portfolio.

Conclusion

Participants take a High-Potential Development Portfolio back to work. The portfolio connects potential criteria, evidence, calibration, development actions, succession readiness, retention risks, governance, and measures. It changes informal nominations into a documented process for deciding who receives differentiated development, why the decision was made, and how progress will be reviewed.