Rapporto sulla situazione del personale maschile e femminile
Rapporto sul collocamento disabili
Biennio 2021/2022

La presente relazione assolve l'obbligo posto in capo alla Scrivente dall'art. 47 comma 3 del DL. n. 77/2021 laddove prevede che l'operatore economico che occupa un numero pari o superiore a quindici dipendenti rediga e consegni alla stazione appaltante, entro sei mesi dalla conclusione del contratto, una relazione di genere sulla situazione del personale maschile e femminile.

La seguente relazione, quindi, si pone l'obiettivo di dar conto della situazione in analogia ai criteri guida, laddove applicabili, contenuti ed espressi nel Rapporto periodico sulla situazione del personale maschile e femminile redatto ex art.46 del Dlgs 198/2006, fornendo così un quadro approfondito dei rapporti aziendali uomo-donna in ognuna delle professioni ed in relazione allo stato delle evidenze retributive, del monte salari, delle assunzioni e delle cessazioni, della formazione, del recruiting e della promozione professionale nonché dell'utilizzo eventuale di altri fenomeni di mobilità e dei licenziamenti.

Il periodo di riferimento utilizzato come base di analisi dei dati della seguente relazione, come peraltro richiesto nell'assolvimento dell'obbligo ex art. 46 Dlgs 198/2006 posto in capo alle aziende con organico superiore ai 50 dipendenti, è quello del biennio precedente alla fine dell'annualità appena trascorsa (biennio 2021-2022) così da poter ricavare un quadro generale delle dinamiche aziendali il più possibile completo e reale.

Attualmente in Olanda non vige alcun obbligo normativo per l'impiego di persone con disabilità e le stesse vengono assunte sulla base della capacità lavorativa; DEMCON TSST impiega anche lavoratori disabili, ma, per politica aziendale, non censisce/registra persone disabili o appartenenti ad un gruppo minoritario in modo specifico.

Status report on male and female personnel
Disability Employment Report
Two-year period 2021/2022

This report fulfils the obligation placed on the economic operator by Article 47, paragraph 3 of Decree-Law No. 77/2021 whereby an economic operator employing a number of fifteen or more employees is bound to issue and deliver to the contracting authority, within six months after the conclusion of the contract, a gender report on the situation of male and female personnel.

As a matter of fact this report aims to give an overview of the situation by analogy with the guiding criteria, where applicable, contained and expressed in the Periodic Report on the situation of male and female employees drawn up pursuant to Article 46 of Legislative Decree No. 198/2006, thus providing an in-depth picture of male-female company relations in each of the professions and in relation to the state of pay records, payroll, hiring and termination, training, recruiting and professional promotion, as well as the possible use of other types of mobility and layoffs.

The reference period used as a source for the analysis of the data in the following report, as also required in the fulfilment of the obligation pursuant to Article 46 of Legislative Decree 198/2006 placed on companies with more than 50 employees, is that of the two-year period preceding the end of the year just ended (i.e. 2021-2022 two-year period) so as to present a general picture of company dynamics that is as complete and real as possible.

Currently, there is no legal obligation in the Netherlands to employ people with disabilities and they are hired on the basis of their ability to work; DEMCON TSST also employs disabled workers, but, as a consequence of company policies, it does not specifically register/record people with disabilities or belonging to a minority group.

DEMCON TSST B.V.
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tsst@demcon.com · Chamber of Commerce 06088609 · NL807285420B01 · NL20ABNA0822373572

imagine tomorrow.
challenge today.

Sezione 1 – Dati azienda Section 1 - Company Data		
Codice fiscale/Tax Code	NL807285420B01	
Ragione Sociale/Company name	DEMCON holding B.V.	
Sede legale/Registered office	**Comune/City**	Enschede
	Indirizzo/Address	Institutenweg 40
	E-mail	tsst@demcon.com
	PEC/REM (Registered Electronic Mail)	
	Telefono/Phone	088-1152000

Occupazione totale al 31/12/2022 (II anno del biennio) Total employment as of Dec. 31, 2022 (2nd year of the two-year period)			
Numero complessivo/Total number	1063	**Di cui femmine/ Female total**	220
Attività economica esercitata[1]/Business activity	Manufacture of measurement, control, navigation and monitoring equipment		

Sezione 1.1 - Contratti Collettivi Nazionali di Lavoro Section 1.1 - National Collective Agreements	
Contratto applicato al maggior numero di lavoratori Contract applied to the largest number of employees	Collective agreement: Metal & technologie (NL: CAO metaal en techniek)

[1] Inserire il codice ATECO principale e la descrizione attività. Per le imprese straniere inserire la descrizione attività come da registrazione alla camera di commercio/tribunale competente

Tabella 2.1 - Occupazione totale al 31/12/2021 (I anno del biennio)
Table 2.1 - Total company employment as of Dec. 31, 2021 (1st year of the two-year period)
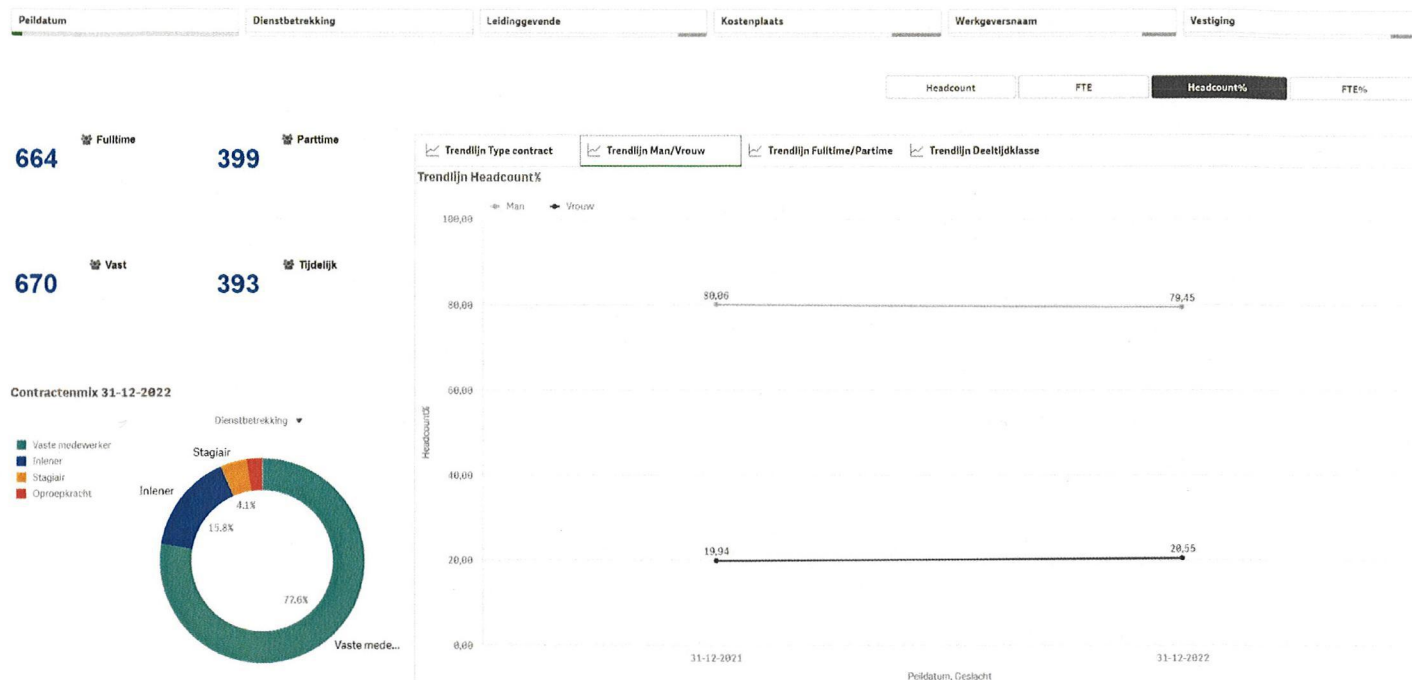
MF	923	F	183

Peildatum	Dienstbetrekking	Leidinggevende	Kostenplaats	Werkgeversnaam	Vestiging

Headcount	FTE	Headcount%	FTE%

Fulltime 664 **Parttime** 399

Vast 670 **Tijdelijk** 393

Contractenmix 31-12-2022

Figure 1: Trendlines show an increase in female colleagues in the period from 2021 to 2022

Tabella 2.3 - Lavoratori a domicilio al 31/12/2022 (II anno del biennio)
Table 2.3 - Homeworkers as of Dec. 31, 2022 (2nd year of the two-year period)

There is no registered statistic as we do not see homeworkers any different from other employees. All Demcon employees are allowed to work from home.

3.4 Working from home

It is possible to partially perform the work from home for a maximum of 1 to 2 days a week, provided this benefits your work and you have coordinated this with your manager and - if applicable - with your project manager. A precondition is that it is allowed to work from home if this allows your work to be more effectively/efficiently.

To Demcon a good work-life balance is important, which is why working from home typically takes place between 7 a.m. and 7 p.m. and you are available during 'normal' office hours. If unexpected circumstances require an employee to come to the office on a planned home working day, the employee cannot refuse. Therefore there is no right to work from home or to have a fixed home working day.

There should be an opportunity to work well and safely at home in a professional setting. The employee is responsible for this. If desired, facilities are made available, such as a screen, laptop, camera or headset. A desk and office chair are at the employee's own expense and care. The employee receives a home work allowance of € 2 net per full working day at home.

Tabella 2.3 - Lavoratori suddivisi per profilo al 31/12/2022 (II anno del biennio)
Table 2.3 – Company employees by job profile as of Dec. 31, 2022 (2nd year of the two-year period)

CCNL applicato Applied National Collective Labor Agreement	Categoria Category	Profilo/Job Title Profile/Job Title	Occupazione al 31/12/2022 Employment as of Dec. 31, 2022	
			MF	F
		Totale/Total		
		di cui DISABILI e CATEGORIE PROTETTE PERSONS WITH DISABILITIES or belonging to MINORITY GROUP		

Within DEMCON we have no sub-categories as requested per this table. All job titles would sum up to around 600+ different titles. We are working on a model where these roles are grouped into larger clusters, but this was not the case for the data in 2022 yet. As mentioned above, DEMCON also employs disabled workers, but, as a matter of company policy, it does not specifically census/register people with disabilities or belonging to a minority group.

Tabella 2.4 - Lavoratori suddivisi per categoria al 31/12/2022 (II anno del biennio)
Table 2.4 – Company employees by category as of Dec. 31/2022 (2nd year of the two-year period)

DIRIGENTI MANAGERS		QUADRI EXECUTIVES		IMPIEGATI EMPLOYEES		OPERAI WORKERS		TOTALE TOTAL		di cui DISABILI e CATEGORIE PROTETTE PERSONS WITH DISABILITIES or belonging to MINORITY GROUP	
MF	F	MF	F	MF	F	MF	F	MF	F	MF	F
								1063	220		

We do not organize personnel data in these categories; therefore, these statistics cannot be delivered. We also do not register disabled persons or persons belonging to a minority group specifically.

	Occupati al 31/12/2021 Employed as at 31/12/2021		Promozioni* Career advancements*		Assunzioni Recruitments		Cessazioni Terminations	
	MF	F	MF	F	MF	F	MF	F
TOTALE TOTAL 2021					156	35	59	21
TOTALE TOTAL 2022					227	65	118	28

* With regard to career advancement, we enclose the official document describing the 'role system' adopted by DEMCON.

Tabella 2.6 – Trasformazione dei contratti
Table 2.6 - Conversion of contracts

	DIRIGENTI MANAGERS		QUADRI EXECUTIVES		IMPIEGATI EMPLOYEES		OPERAI WORKERS		TOTALE TOTAL		di cui DISABILI e CATEGORIE PROTETTE PERSONS WITH DISABILITIES or belonging to MINORITY GROUP	
	MF	F	MF	F	MF	F	MF	F	MF	F	MF	F
Da tempo determinato a tempo indeterminato Fixed-term to permanent												
Da part-time a tempo pieno Part-time to full-time												
Da tempo pieno a part-time Full-time to part-time												

Please see the included graphs on fixed term and permanent contracts and the trends with regards to full-time/part-time contracts.

664 👥 Fulltime **399** 👥 Parttime

☑ Trendlijn Type contract ☑ Trendlijn Man/Vrouw ☑ Trendlijn Fulltime/Partime ☑ Trendlijn Deeltijdklasse

Trendlijn Headcount%

670 👥 Vast **393** 👥 Tijdelijk

◆ Tijdelijk ◆ Vast

Contractenmix 31-12-2022

Dienstbetrekking ▼

■ Vaste medewerker
■ Inlener
■ Stagiair
■ Oproepkracht

Stagiair
Inlener
4.1%
15.8%
77.6%
Vaste mede…

70,00 — 60,00 — 50,00 — 40,00 — 30,00 — 20,00 — 10,00 — 0,00

60,35 … 63,03
39,65 … 36,97

31-12-2021   31-12-2022
Peildatum, Type contract

Figure 2: A slight increase in permanent(vast) contracts and slight decrease in the fixed-term(tijdelijk) contracts

Peildatum Dienstbetrekking Leidinggevende Kostenplaats Werkgeversnaam Vestiging

664 👥 Fulltime **399** 👥 Parttime

☑ Trendlijn Type contract ☑ Trendlijn Man/Vrouw ☑ Trendlijn Fulltime/Partime ☑ Trendlijn Deeltijdklasse

Trendlijn Headcount%

670 👥 Vast **393** 👥 Tijdelijk

◆ Full-time ◆ Part time

Contractenmix 31-12-2022

Dienstbetrekking ▼

■ Vaste medewerker
■ Inlener
■ Stagiair
■ Oproepkracht

Stagiair
Inlener
4.1%
15.8%
77.6%
Vaste mede…

70,00 — 60,00 — 50,00 — 40,00 — 30,00 — 20,00 — 10,00 — 0,00

68,46
62,66
37,34
31,54

31-12-2021   31-12-2022
Peildatum, Fulltime/Parttime

Figure 3: An increase in part-time contracts and a decrease in full-time contracts

Tabella 2.7 - Formazione del personale nell'anno 2022 (secondo anno del biennio) per categoria
Table 2.7 - Staff training in the year 2022 (second year of the two-year period) by category

	DIRIGENTI MANAGERS		QUADRI EXECUTIVES		IMPIEGATI EMPLOYEES		OPERAI WORKERS		TOTALE TOTAL		di cui DISABILI e CATEGORIE PROTETTE PERSONS WITH DISABILITIES or belonging to MINORITY GROUP	
	MF	F	MF	F	MF	F	MF	F	MF	F	MF	F
Numero partecipanti No. of participants									817	164		
Numero totale di ore di formazione Total number of training hours									*	*		

*Trainings vary from 1hr to multiple days. There is no recording available as to how many hours per person was spent on training.

Tabella 2.8 - Informazioni generali sui processi e strumenti di selezione, reclutamento, accesso alla qualificazione professionale e manageriale, misure di conciliazione, inclusività e criteri di progressione
Table 2.8 - General information on selection processes and instruments, recruitment, access to professional and managerial qualifications, reconciliation measures, inclusiveness and career advancements criteria

Processi di reclutamento e selezione in fase di assunzione Recruitment and recruitment processes	[ ] Programmi di reclutamento tramite scuola o università School or university recruitment programmes [X] Fiere del lavoro Job fairs [X] Social Network Social Networks [X] Valutazione di Curriculum Vitae Resume assessment [X] Intervista/colloquio Interview [ ] Concorso o altra procedura selettiva pubblica Competition or other public selection procedure [X] Prove attitudinali o di abilità Aptitude or skills tests [ ] Altro - Specificare: Other - Specify:
Procedure utilizzate per l'accesso alla qualificazione professionale e alla formazione manageriale Methods used for access to professional qualification and management training	[ ] Anzianità di servizio Seniority of service [ ] Colloquio motivazionale Motivational interview [ ] Titoli acquisiti Qualifications acquired [X] Specifica competenza acquisita Specific competence acquired [X] Valutazione della performance Performance evaluation [X] Esami o concorsi interni Internal examinations or competitions [ ] Altro - Specificare: Other - Specify:
Strumenti e misure resi disponibili per promuovere la conciliazione dei tempi di vita e di lavoro Tools and instruments made available to promote work-life balance	[X] Congedi e permessi ulteriori rispetto a quelli obbligatori Further leave and permits in addition to compulsory ones [X] Flessibilità oraria in entrata e uscita Time flexibility on entry and exit [ ] Banca delle ore Time bank [X] Smart working o altre forme di lavoro da remoto Smart working or other forms of remote working [X] Bonus nascita Birth bonus [ ] Contributi o convenzioni per asili nido Grants or agreements for nursery schools [X] Contributi o convenzioni per attività extra scolastiche dei figli dei dipendenti Contributions or agreements for extracurricular activities of employees' children [ ] Servizi di supporto alla genitorialità (es. nido aziendale, spazio studio, baby sitter a domicilio, ecc.) Parenting support services (e.g. company nursery, study space, home babysitting, etc.) [X] Facilitazioni al trasferimento di sede Relocation facilitation [ ] Altro - Specificare: Other - Specify:

Presenza di politiche aziendali a garanzia di un ambiente di lavoro inclusivo Corporate policies for an inclusive working environment	[X]	Mensa aziendale Company cafeteria
	[ ]	Maggiordomo aziendale Company butler
	[ ]	Servizi di navetta Shuttle services
	[X]	Mobility manager
	[X]	Diversity manager
	[X]	Disability manager
	[X]	Codice di Condotta – consigliere/a di fiducia Code of Conduct - trusted advisor
	[X]	Palestra aziendale o convenzioni con centri sportivi Company fitness centre or conventions with sports centres
	[X]	Attività ricreative e culturali extra lavorative Off-the-job recreational and cultural activities
	[X]	Sportelli di ascolto/supporto psicologico Counselling/psychological support points
	[ ]	Altro - Specificare: Other - Specify:
Criteri adottati per le progressioni di carriera Criteria used for Career Advancement	[ ]	Anzianità di servizio Seniority of service
	[X]	Titoli acquisiti Qualifications acquired
	[X]	Formazione specifica Specific training
	[X]	Valutazione delle performance Performance assessment
	[X]	Esami e concorsi interni Internal examinations and competitions
	[ ]	Altro - Specificare: Other - Specify:

Tabella 2.9 - Retribuzione annua al 31/12/2021 (I anno del biennio) per categoria
Table 2.9 - Annual wages as of Dec. 31, 2021 (first year of the two-year period) by category

Due to a change/transfer in systems it is not possible to determine the annual wages on December 31, 2021.

Tabella 2.10 - Retribuzione annua al 31/12/2022 (II anno del biennio) per categoria
Table 2.10 - Annual wages as of Dec. 31, 2022 (second year of the two-year period) by category

	MF	F
VALORE MEDIO **MEAN VALUE**	€5173,-	€4616,-

Luogo, data e firma del documento
Place, date and signature

Enschede,
25 juli 2024,
D. A. Schipper

PASPOORT
PASSPORT
PASSEPORT

KONINKRIJK DER NEDERLANDEN
KINGDOM OF THE NETHERLANDS   ROYAUME DES PAYS-BAS
type   code   2 nationaliteit / nationality / nationalité   documentnummer / document no. / no. du document

P   NLD Nederlandse   NR8KH4C70

3 naam / surname / nom

Schipper

4 voornamen / given names / prénoms

Denis Alexander

5 geboortedatum / date of birth / date de naissance

6 geboorteplaats / place of birth / lieu de naissance

7 geslacht / sex / sexe   8 lengte / height / taille

9 datum van afgifte / date of issue / date de délivrance   10 geldig tot / date of expiry / date d'expiration

18 FEB/FEB 2016   18 FEB/FEB 2026

11 handtekening / signature   12 instantie / authority / autorité

                                                              Burg. van Enschede

P<NLDSCHIPPER<<DENIS<ALEXANDER<<<<<<<<<<<<<<
NR8KH4C70ONLD

The role-based system of Demcon

employee manual

TABLE OF CONTENTS

INTRODUCTION

Demcon has been using the Baarda role-based model since 2006. This methodology puts people's behaviour centre stage and is used as a guideline for developing the human capital of Demcon. In 2016 it was decided to refresh the existing model so that it fits in better with Demon's (future) requirements.

This manual brings together the information of the Baarda role-based system and its implementation in Demcon in practice. It has 3 sections:

1) The role-based system
2) Remuneration
3) Development and assessment

The text refers to annexes with background information or current changing information.

1. ROLE-BASED SYSTEM

1.1 Baarda's ideas translated into Demcon practice

The Baarda model distinguishes eight so-called role levels to provide insight into the qualities of, and differences between, employees. Different behaviour is expected from each role level. You will find a summary in figure 1. Annex A contains a comprehensive description of the Baarda model.

Figure 1 Baarda model

ORGANISATIEDEEL	ORGANISATION UNIT
Rolniveau	Role level
Vraagstukken	Matters
Aard problematiek	Nature of the problem
Strategische Top	Strategic Top
Verander Organisatie	Change Organisation
Uitvoerende Organisatie	Operational Organisation
Abstract	Abstract
Concreet	Concrete
Strateeg	Strategist
Leider	Leader
Generalist	Generalist
Professional	Professional
Vakspecialist	Specialist
Allrounder	All-Rounder
Basiskracht	General Worker
Helper	Assistant
Richten	Directing
Integreren	Integrating
Veranderen	Changing

Vernieuwen	Innovating
Verbeteren	Improving
Regelen	Organising
Ondersteunen	Supporting
Uitvoeren	Implementing

1.1.1 Baarda's roles within Demcon

Demcon uses 7 role levels, namely Assistant, General Worker, All-Rounder, Specialist, Professional, Generalist and Leader. These role levels say something about the performance level and the way in which this is realised: behaviour. Each role level is discussed in more detail in section 1.5. The career development of the role levels of Professional and higher is discussed separately in section 1.6. This separate structure has been added to the methodology to give a better description of the specific roles within Demcon.

1.1.2 The Demcon learning pathway

Within Baarda's role levels there are four steps or 'development phases' where employees could be within a role. These phases are an indication of the level at which an employee carries out their role level.
1. Entry
2. Core
3. Expert
4. Authority

Within Demcon, these consecutive phases are referred to as 'the learning pathway'. The learning pathways for each role level are set out in table 1. An extra step in the learning pathway has been created for the 'specialist' and 'professional' role levels. It became desirable to be able to distinguish materially exceptional engineers.

The employee in the '*entry*' phase is at the start of the role level. They do not yet carry out the role fully independently and are not yet in full command of the entire discipline. Management is confident that the 'core' phase will be attained. In this phase the employee exudes enthusiasm, is keen to learn and proactively asks for advice. Ultimate responsibility often lies with a more experienced colleague.

The employee in the '*core*' phase is professionally mature as regards behaviour and independence and is able to fulfil the role level nominally.

The '*expert*' employee is clearly ahead of the 'core'. This employee is involved in innovation and improvement within their discipline and in the implementation of this. They also exude seniority, are a source of information and have natural superiority over others within the field. The expert also has significant more knowledge than the core and/or has more overview. They lead/supervise one or more colleagues and are recognised, at least within the department.

The employee in the '*authority*' phase is exceptional within the role level. At a technical level they are exceptionally strong in their field, which means they are consulted on the most complex problems. The employee has wide recognition and because of their substantive expertise they are consulted for all kinds of projects and problems in respect of one or more areas. The authority is widely recognised within Demcon (and possibly outside it) and on the basis of ranking is positioned in this exceptional phase of the role level by the group leaders.

	assistant	general worker	all-rounder	specialist	professional	generalist	leader
4) authority				▇	▇		
3) expert		▇	▇	▇	▇	▇	
2) core	▇	▇	▇	▇	▇	▇	▇
1) entry		▇	▇	▇	▇	▇	

Table 1 Learning pathways

1.1.3 Starters/school leavers

Most employees without a lot of relevant work experience start at Demcon at an 'entry' role level. Before there can be a transfer from entry to the core of a role level, the employee and management must be convinced that the employee is going to succeed at this level.

Those who have just finished a higher professional or university education or are doctorial candidates start in the discipline-specific line (provided the position demands this level as a minimum). After a year, the progress of the development is reviewed and it is considered which role level best suits the employee.

1.2 Role level placement

In the autumn of 2016 all employees of Demcon were placed at a role level on the basis of a careful ranking of all employees by the group leaders, management and HR.

1.3 Competences

By using a set of competences definitions, the same language is used in respect of expectations and behaviour within Demcon. These competences are at different levels and can be found in the competences glossary in annex B. This competences glossary distinguishes between Demcon competences and level competences. Demcon competences are competences which Demcon would like to see in all its employees: involvement, client orientation and cooperation. These competences are reflective of the culture within Demcon. Level competences refer to the most characteristic competences for each role level. They are set out in section 1.5.

1.4 Circle of influence

What employees of Demcon are involved in differs per employee. This could be involvement in a client, a system on which work is being carried out or in their own team and/or project. These examples can be found in the outmost circle of figure 2a. Influence can be exercised on some issues within this circle of involvement, but definitely not on all. Within the circle of influence, employees are busy with how they can influence the situation and act proactively. A proactive stance is required to get others to participate and increase the circle of influence and social skills and persuasiveness can be used, for example. This makes sure the work is carried out effectively. A lower degree of influence is expected from employees with role levels within the implementing organisation than from employees in the change organisation or strategic top. At a higher role level, the size of the circle increases; see figure 2b where this is indicated by light to dark blue shading.
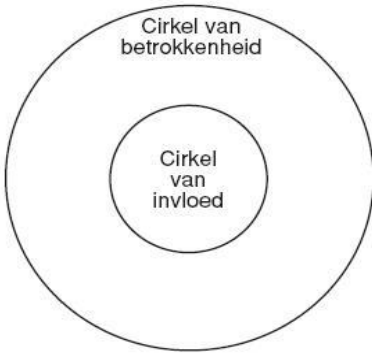
Figure 2a Circle of involvement and influence

CIRKEL VAN BETROKKENHEID	CIRCLE OF INVOLVEMENT
Cirkel van invloed	Circle of influence

organisation and business unit

project and department transcending

project, department, system
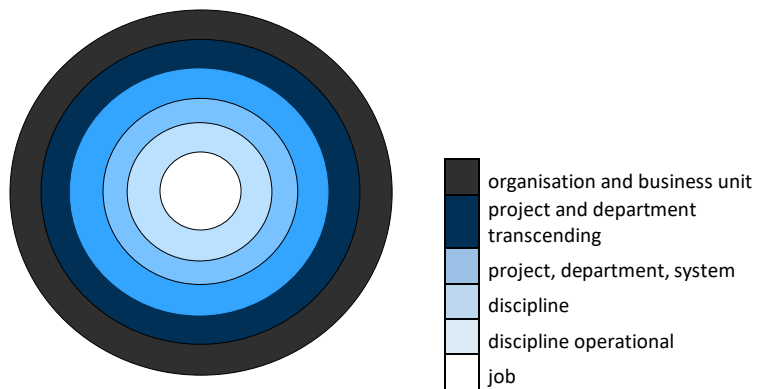
discipline

discipline operational

job

Figure 2b Circle of influence

1.5 Role level within Demcon (nominal)

This section describes for each role level the role in the core, followed by the level competences, Demcon competences, Baarda characteristics, the circle of influence and a comprehensive description.

1.5.1 Assistant

- From employment-oriented education;
- Works within regulations, instructions and routines;
- Responsible for reporting problems;
- Carefully follows work instructions;
- Is prompt and punctual.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- reliability	- involvement	- operational	- task performing
- cooperation (level 1)	- client orientation (level 1)	- specific - implementing	
- meticulousness (level 1)	- cooperation (level 1)	organisation	

Table 2 Assistant

Little knowledge, subject matter knowledge and induction time is required to carry out the tasks. They carry out strictly routine work and adjust easily to their environment. They 'help', do exactly what the task requires, but do not need to make decisions. When carrying out their tasks, they are careful and look after the materials and resources with which they work. They contribute manpower.

Cooperation
The assistant is reliable and honours their agreements, carry out their instructions or tasks. They are prepared to help others and cooperate well. They are involved, do what is asked of them and do not leave work which others will have to carry out.

Problem-solving skills: operational
They are at their best when they can work within set procedures with clear work instructions and regulations. When problems arise or issues are not clear, they indicate this and request help. In these situations they do not need to make decisions themselves.

1.5.2 General Worker

- Minimum vmbo level 3 or 4 education level (preparatory secondary vocational education);
- In the event of lack of clarity, takes the initiative (in accordance with procedure);
- Accurately follows work instructions and knows their own limits;
- Responsible for completing practical jobs;
- Works routinely in accordance with clear (usually written) processes;
- Proactively reports obscurities in the work instructions.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- workmanship	- involvement	- supporting	- job
- involvement	- client orientation (level 1)	- specific	
- meticulousness			
(level 2)	- cooperation (level 1)	- implementing organisation	

Table 3 General Worker

The general worker carries out operational and supporting activities in accordance with clear rules and work instructions. This framework determines the manner in which they carry out their work. They are competent in all the tasks included in their work and carry out the work entirely independently. They handle ad-hoc work well, are able to impose order and structure in their own work and follow a logical work order. They remain critical and alert during routine tasks, work meticulously and handle materials and resources made available to them with care.

Cooperation
They are focused on serving others to the best of their ability and are viewed by others as an employee on whom they can rely. They carry out practical jobs for others quickly and adequately. They conform to the rules, agreements, standards and values of the organisation. They notice deviations and know their limits in this respect. On that basis they decide whether they are able to resolve the problem themselves or whether they will rely on others. They are involved in the work they do and make sure they do not leave work which others will have to carry out.

Problem-solving skills: supporting
They are at their best when they can be of service, can help and work in accordance with fixed procedures. When issues are not clear, they take action at their own initiative to resolve lack of clarity or problems.

1.5.3 All-Rounder

- Minimum mbo level 3 or 4 education (vocational education and training (VET));
- Works quickly and efficiently using procedures/guidelines;
- Responsible for the correct performance of tasks;
- Anticipates problem areas in the work and communicates these effectively;
- Works in an operating capacity but with own input as regards the manner;
- Practical and pragmatic.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- expertise	- involvement	- arranging	- carrying out the trade
- anticipating	- client orientation (level 1)	- specific	
- communicating	- cooperation (level 1)	- implementing organisation	

Table 4 All-Rounder

The all-rounder carries out operating activities on instruction of others in accordance with clear procedures and guidelines. The all-rounder has understanding of and has command over the entire discipline area. This means they are able to work quickly and efficiently and realise the required quality. They will do everything to honour their agreements. They have eye for detail and work meticulously towards a result with which they satisfy others. They carry out their work over the entire spectrum independently, but within given parameters. They oversee their work and make clear work agreements on the work approach and work order.

Cooperation
The all-rounder is at their best in a task-orientated direction. They know what to do and when to do it and in the event of obscurity they will ask for more clarity. Within the organisation they are known for their speed and care in their work. They are viewed as a doer who do not need a lot of explanation and are able to carry out a requested job quickly and to everyone's satisfaction. They arrange and organise everything in such a way that they alleviate the pressure of others and take care of practical problems. Others know what they stand for and are therefore not easily taken by surprise. They take a helpful stance.

Problem-solving skills: arranging
Within their discipline, and the tooling and auxiliary aids known to them, the all-rounder anticipates problems and foresees obstacles. They balance possible actions, and the information on such, carefully against each other and on this basis come to realistic assessments and choices. They do not rest until, whether or not in consultation with other experts, they have found a solution. They take on the role as problem owner and continue until they have delivered the work to everyone's satisfaction. They initiate action to resolve obscurities or problems.

1.5.4 Specialist

- At least higher professional education;
- Creates new solutions on the basis of existing professional knowledge;
- Has command of their discipline and proactively maintains this;
- Is able to explain solutions to the client;
- Is able to organise their own work;
- Analyses and resolves situation-specific issues;
- Detects issues relating to content, planning and budget.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- discipline orientation	- involvement	- improvement	- the discipline
- analytical capability	- client orientation (level 1)	- specific	
- result orientation	- cooperation (level 2)	- change organisation	

Table 5 Specialist

The specialist is the application expert within their discipline. They are able to analyse problems and deliver the best suitable solution or the correct result to the satisfaction of the client. They carry out a wide range of assignments, each one demanding a different approach. The knowledge and skills required for this relate to the methods and technologies and to the theory of the relevant disciplinary field. They apply this knowledge in a situation-specific manner. They work towards the result with eye for detail and in a methodical and structured manner. They not only oversee the consequences of particular solution approaches within their discipline, but also the interfaces with all other disciplines.

Cooperation
They carry out their work independently (independently from others), but know when discussions and consultation will lead to a better solution. They apply existing working methods and methodologies. They suggest improvements and ensure that these improvements are realised in consultation with an expert or professional.
They are the connecting link between thinkers and doers: on the one hand they solve problems which are too detailed and discipline-specialist for the professionals and on the other hand too analytical and complex for the all-rounders. Both groups therefore regularly rely on this critical eye and (detailed) knowledge.

Problem-solving skills: optimising
The specialist is driven to improve things. They keep their knowledge and skills up to date, follow developments closely and proactively come up with improvements within their discipline on the basis of literature, research or analysis. This not only expresses itself in professional solutions, but also in improvement proposals to optimise the procedural daily routine so that quality and efficiency are raised.

1.5.5 Professional

- At least higher professional education/university education;
- Understands and uses the total interdisciplinary (system) context;
- Also influences on the basis of personal strength, is able to apply different styles in this;
- Gives solicited and unsolicited advice to management;
- Anticipates project/team results;
- Creates new breakthroughs in their discipline within a project or department;
- Manages a group or is substantively leading.
  Section 1.6 specifically describes the career development of a professional.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- conceptual skills	- involvement	- innovation	- one or more projects, teams or markets
- persuasiveness	- client orientation (level 2)	- abstract	- a majority of substantive disciplines or a system
- decisiveness	- cooperation (level 2)	- change organisation	- business market

Table 6 Professional

The professional solves complicated problems. They are involved in processes which are subject to different variables in which different actors with opposing interests play a role. They research and redefine the problem, compare different solution methods and come with proposals which they bring so convincingly that they are accepted.
The professional oversees the entirety of what the (own or the client) organisation is involved in, understands market developments, is able to make links with other work and processes which affect their work and the intended result. They switch quickly and take responsibility for the substantive result and/or the process. They have a view on both the issue and the route leading to the solution.

Cooperation
The professional moves with ease in a political force field, raises their head above the parapet and dares to take a leading role. They oversee the consequences of their advice for all interested parties and adjust their approach accordingly. They are positively independent and steadfast and also demonstrate the flexibility to integrate the ideas and opinions of others. Through their actions they have gained the trust of others (management, colleagues and clients). The professional is in close contact with their environment, have eye for the collective, proactively share information, ask questions and have an open mind. They are at their best when faced with complex problems, during which they work with others or direct them. They have a compelling vision of their discipline through which they inspire others. Their drive is contagious and they give energy to the entire organisation.

Problem-solving skills: innovation
The professional takes action to realise innovation at their own initiative. They see chances and opportunities and use their influence in a positive way to discover new opportunities and to translate those into opportunities within the organisation. They know the trends and developments in their discipline and partly on that basis come up with new concepts, proposals and ideas.

1.5.6 Generalist

- Responsible for the interests which supersede the team and project;
- Translates vision into change + manages to implement this;
- Has a medium-term orientation;
- Creates value for the organisation across projects and departments;
- Activities are strategic: creating strategies for a Business Unit or group of departments, implementing those and realising success.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- strategic thinking	- involvement	- changing	- substantive direction of (a Business Unit of) Demcon
- influencing	- client orientation (level 3)	- abstract	- several projects or teams including final responsibility for this
- directing towards result	- cooperation (level 3)	- change organisation	- directing project managers or group leaders

Table 7 Generalist

The generalist has an outspoken and convincing vision, both on their discipline and on the market. They oversee the market context and purposively anticipate developments. In everything they do, they show entrepreneurship and courage, are decisive in the implementation and able to turn concepts and solutions into (new) business. They have natural superiority and exude calm and confidence. They are characterised by their independent thinking and their drive to exert influence on their environment. They create chances and opportunities to implement their new ideas. They continue to keep an eye on the content.

From their vision they are able to come to innovative, suitable concepts or solutions for problems which arise inside or outside Demcon. They are able to inspire and encourage others to take on, work out and realise innovative concepts. They manage the changes which are the result of their own ideas and concepts. They like to kick against existing structures, are stubborn but are also able to inspire at all levels. What distinguishes Demcon from other companies lies in their work and ideas.

Cooperation
They are in constant contact with their environment and have eye for the collective. They enjoy operating in a political arena where they are able to direct the decision-making process and influence this. Through their vision and proven track record, they have the confidence of the board and management, both at Demcon and the client, and are therefore often called upon for sparring discussions. They are able to build strong, long-term and profitable relationships with existing and new clients, partners or stakeholders. They contribute ideas to those parties' long-term business and possible solution approaches. As they oversee the whole, direct on broad outlines and are able to bind the right professionals to them, they are able to manage several projects at the same time. They are seen as an inspiring authority in their discipline with whom and for whom others would like to work.

Problem-solving skills: changing
The revolutionary solutions envisaged by the generalist are often so innovative and drastic that they lead not only to substantive, but also to organisational changes. They are then not only the initiator of the changes, but also the director who realises the required internal changes. This means they have a great influence on the direction of the organisation and the changes related to this.

1.5.7 Leader

- Ultimate responsible person BU/establishment;
- Directs the change organisation based on vision of the organisation and market;
- Has a long-term orientation;
- CEO, for example.

Level competences	Demcon competences	Baarda characteristics	Circle of influence
- vision on leadership	- involvement	- connecting	- an organisation or Business Unit within Demcon with a relevant part of the group turnover
- leadership	- client orientation (level 3)	- abstract	
- integrity	- cooperation (level 3)	- strategic top	

Table 8 Leader

The career development for the leader will be individually arranged with the relevant employees.

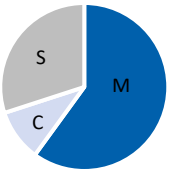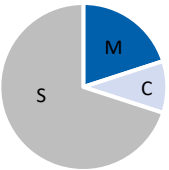## 1.6 Career development: management, commercial and substantive
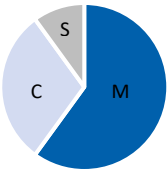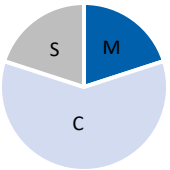
From the role level 'professional' it is useful to distinguish three parallel routes within the career structure: management, commercial and substantive. As a rule, a starter within Demcon focuses at the beginning of their career primarily on the subject matter. After a certain period the employee will have developed clearer preferences for the direction in which they want to develop. The employee can develop more within the substantive subject line or more towards the commercial or managerial lines. In the professional role level it is about the balance between the three routes described above. An employee can grow to the maximum of the professional role level within the substantive subject matter line, for example. This means the employee is exceptional in the subject matter. If, for example, an employee performs a substantive role for 50%, they will have to compensate this with management and commercial competences to reach the same level. The following paragraphs describe the combination roles for these lines for the professional, generalist and leader role levels.

1.6.1 Career development of the professional

The Demcon organisation has two axles: a so-called matrix consisting of the Business Units and the departments. The Business Unit (BU) are staffed by professionals in the position of project manager or business developer. As *project manager* within Demcon, the emphasis is on the management line. As well as these skills, the project manager must have commercial skills and have a basic knowledge of the subject area. The *business developer* fulfils a clear commercial role but does not escape having to have substantive subject knowledge and management skills.

Within the department a distinction can be made between group leaders and employees. The *group leader* primarily carries out their role from the management line, but at the same time they also fulfil a substantive and commercial role. The *departmental employee* makes the difference as regards subject matter and, as a rule, needs fewer commercial and management skills for the performance of their role.

Figure 3 reflects the career structure for the professional. A distinction is made between the positions listed above. The pie charts at the bottom of the table show that each position requires a combination (in various degrees) of management, substantive and commercial skills.

Business Units		Departments (service-oriented)	
Project Manager	Business Developer	Group Leader	Employee
- manages and takes responsibility for a project - inspires and motivates people within these teams - has different influencing styles (socially and towards the formal organisation) - guards the budget and result - sees commercial opportunities	- outward looking - has market knowledge - typical networker and salesman - interested in the business of the clients and is able to translate this into commercial opportunities for Demcon	- manages and takes responsibility for an organisational unit - inspires and motivates people within these teams - has different influencing styles (socially and towards the formal organisation) - monitors quality - resource specification and monitoring - coaching and developing employees	- decisive substantive contribution to the chosen solution - abstraction level - critical and substantive expertise - oversees and influences problems from a multidisciplinary perspective - delegates implementation but maintains overview - convinces on the basis of content

Management ● Commercial ● Substantive
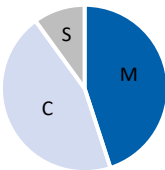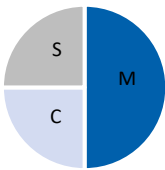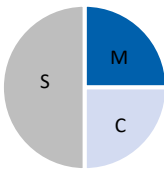
Figure 3 Career development of the professional

1.6.2 Career development of the generalist

The Business Unit (BU) employs generalists in the position of programme managers. As *programme manager* within Demcon, the emphasis is both on the commercial line and the management line. Apart from the required skills for these lines, the programme manager must have a basic knowledge of the subject area.

Within the departments a distinction is made between the engineering/production manager and the CTO (Chief Technology Officer). The *engineering/production manager* carries out their role from the management line with a lot of knowledge of the substantive processes within the departments they manage. They also keep an eye on the commercial interests of the business units. They combine the commercial interests, market developments and the quality of the internal organisation into a plan for the medium-term future.

The *CTO* makes the difference in the substantive field, both as regards the system-technical side and the application domain. Commercial skills are also required to convince the client (together with the business unit manager), but to a lesser degree. They also require management skills for the performance of their role, including to be able get the right team composition for carrying out the assignment.

Figure 4 reflects the career structure of the generalist. A distinction is made between the positions listed above. The pie charts at the bottom of the table show that each position requires a combination (in various degrees) of management, substantive and commercial skills.

Business Units	Departments (service-oriented)	
Programme manager	*Engineering/production manager*	*CTO*
- delivers a substantial part of the turnover, is responsible for turnover and result and arranges everything themselves - responsible for the business, organisation <u>and</u> content - identifies, takes up and resolves all this proactively - collects the work for the entire BU from the client and manages a programme - provides direction to colleague PMs and is able to use various leadership styles	- gives team-transcending direction to the department(s) with an eye on the future and change - is able to sell the need, coordinates with the BU and accomplishes it - is aware of the capacities and qualities within the organisation - is busy with developing and the desired situation of the organisation - proactively collects information from various environmental factors, both internally and externally	- has eye for developments in the market and society and translates this into technological choices - is determinative and decisive as regards technological choices and subject areas in which Demcon invests - expresses their added value through the combination of system, market and application knowledge and is able to combine this into a vision for the future

● Management ●Commercial ●Substantive

Figure 4 Career development of the generalist

2. REMUNERATION

2.1 The scales

Internally Demcon uses 10 scales which overlap. The scales have a number of characteristics:

- Both at the bottom and the top, the scales always increase by the same %;
- The bottom of the scales is consistently 55% of the top;
- The entry moves into core at 73% of the scale (transition from light blue to dark blue).
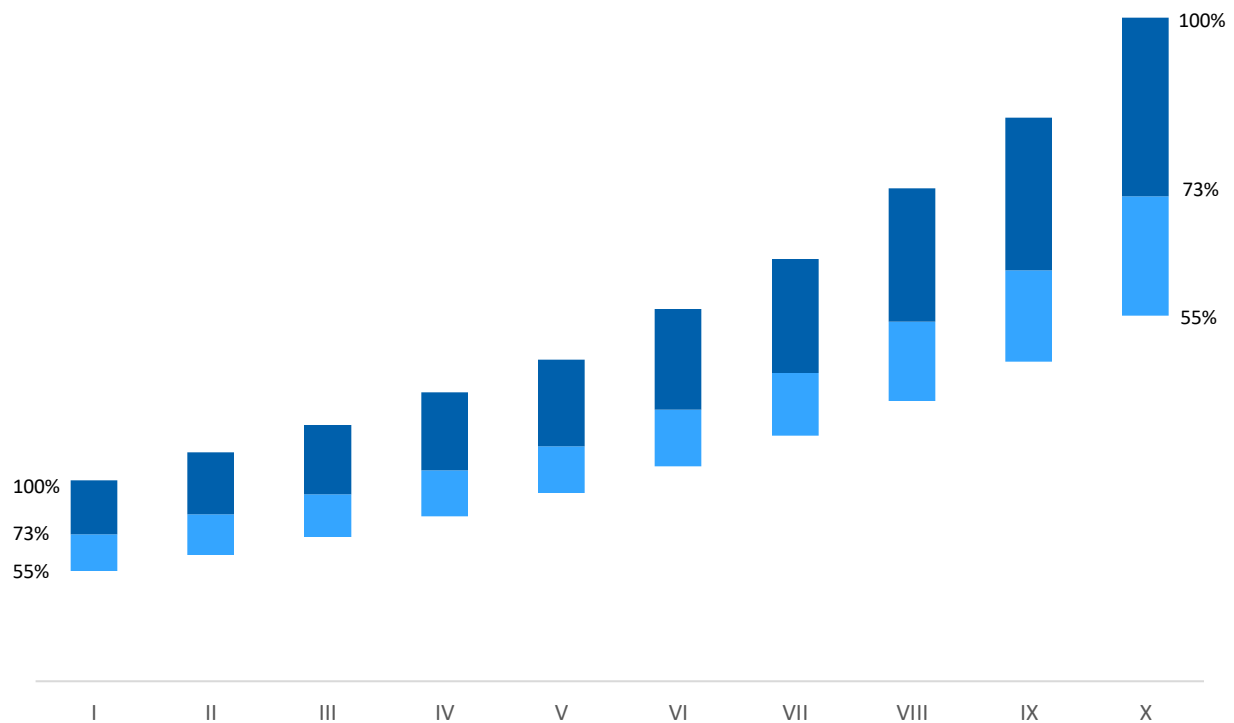

Figure 5 Salary scales

Subject to a healthy business situation, the scales will in the coming years rise by inflation and so keep their market conformity. The scales, including the actual amounts of the relevant year, can be found in annex C.

Table 8 shows how the role levels are linked to the scales. It shows that to excel in substantive areas is also deemed to be very important. The specialist authority is placed in the same scale as the professional core, for example.

Depending on the specifics of the function and depending on the burden imposed on or expected from the managers by the organisation, the role is classified in professional, professional management, generalist or generalist management. This will be reviewed every year during the assessment round.

Tailored financial agreements are made with employees in the leader role on the basis of the (financial) performance of their organisational unit.

	general	all-rounder	specialist	professional	generalist	professional management	generalist management	leader

	worker							
4) authority			VII	IX				
3) expert	II	IV	VI	VIII	X	IX		
2) core	I	III	V	VII	IX	VIII	X	tailored
1) entry	I	III	V	VII	IX	VIII		

Table 8 Linking role levels and salary scales

2.2 The RSP idea and table

2.2.1 RSP

RSP stands for **R**elative **S**alary **P**osition: the actual salary compared to the maximum salary in the relevant scale. The maximum of the scale is what the role is worth, as this is performed by an employee competent in their job. If the employee has progressed to the top of their scale (RSP > 80 to 90%), they satisfy the required qualifications and carry out their role in all its aspects. New employees who start at Demcon straight from school are not yet fully competent in their job. They are (relatively) new in the position, have the required qualifications, but are not yet experienced enough to perform the role fully and in the desired manner. The growth of employees towards being fully job-competent is often greatest at the start, as reflected in the figure below. As Demcon would like to see this growth reflected in the salary, it uses an RSP table.
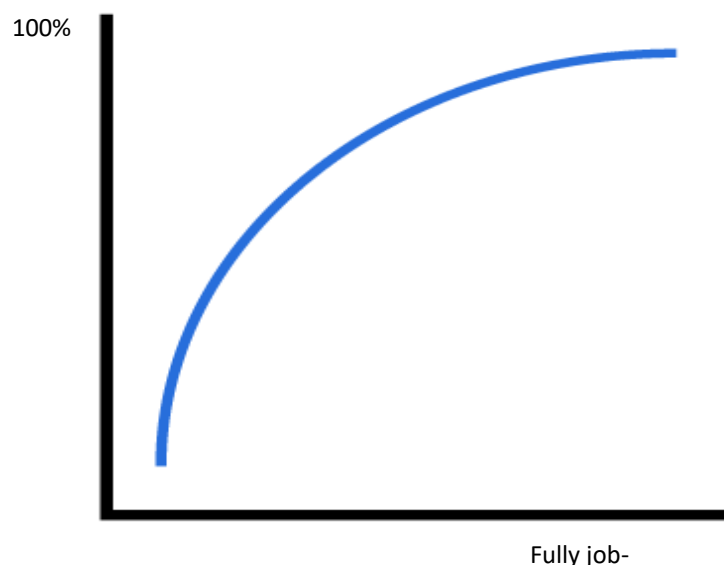

Figure 6 Growth within a scale

2.2.2 RSP within Demcon

Table 9 gives an RSP table with <u>fictitious percentages</u>. The current table is included in annex C. The assessment and relative salary position determine the salary increase. The assessment is explained in section 3. There are 7 RSP categories: <70%, up to 75%, up to 80%, up to 85%, up to 90%, up to 95% and up to 100%. An employee grows in each category, depending on the assessment, by the % described within the category.

An example: an employee is a starter, has an RSP of 60% and has in the past year performed at a level of 'Very Good', they will then from the start of the new year receive the inflation correction + 6% salary increase. If their salary is already much higher and their RSP is at 95%, with a level of 'Very Good', they will get the inflation correction + 2.5% salary increase. In line with the above principle, they therefore approach the top end of the scale towards 100%.

RSP value	Unsatisfactory	Needs improvement	Good	Very good	Outstanding
<70%	- i	i + 3%	i + 5%	i + 6%	i + 7%
up to 75%	- i	i + 2%	i + 4%	i + 5%	i + 6%
up to 80%	- i	i + 1%	i + 3%	i + 4%	i + 5%
up to 85%	- i	i + 0%	i + 2.5%	i + 3.5%	i + 4.5%
up to 90%	- i	i + 0%	i + 2%	i + 3%	i + 4%
up to 95%	- i	i + 0%	i + 1.5%	i + 2.5%	i + 3.5%
up to 100%	- i	i + 0%	i + 1%	i + 2%	i + 3%

Table 9 RSP <u>example</u> table
Demcon reserves the right to correct the table with a bc factor, in the event the business is not performing well.
The bc factor is default 0, but can be positive and negative.

2.2.3 Inflation correction and business correction factor

The scales are annually increased by the inflation correction so that they remain in conformity with the market. In very rare circumstances Demcon can decide to depart from this if the situation so requires.
How the inflation correction is applied to the salaries becomes clear in the above table: in the event of an 'Unsatisfactory' assessment, the salary is not corrected, but it is corrected for all other assessments.
The moment the market is under financial pressure, Demcon wants to be able to not let the wage bill rise or rise less hard than in the years the business is performing well. This is what the business correction factor is used for. This factor will be added to the inflation correction and the growth percentage. The bc factor is default 0, but can be positive and negative.

For example: an employee currently earns €3,222 euros per month and is in scale V. The inflation is correction 1.1%, they have an RSP of 82% and the assessment is 'Good'. The salary will then be increased by (1.1 + 2.5% =) 3.6% of their salary. That is €116. The new salary will then be €3,338.
This year Demcon is not doing very well and the bc factor is set at -1. The increase then looks as follows: ((-1) + 1.1 + 2.5%) of €3,222 = €84. The new salary will then be €3,306.

2.2.4 Move to different RSP category

If the RSP is at the top of one of the categories (up against the threshold) and, with this increase, ends up above this limit in the next category, then the room up to the threshold must be first be filled with the RSP value of the old category. The remaining room is then filled with the RSP value from the new category. This is done to prevent an employee, who is at 69% of the scale, for example, overtaking another employee with an RSP of 71% with the same assessment. For the correct calculation of the weighted RSP, please see annex C current scales and RPS. This also includes an example.

If an employee has reached the 100% limit, they are at the maximum of their scale. The employee will continue to be annually assessed, but the salary will not be able to grow above the 100% of the scale. Continued growth could be by growing in the learning pathway or by promotion to another role level.

2.3 Promotion

If an employee is outgrowing the core of a particular role level and they subsequently demonstrate behaviour of an expert or a role level higher, this could lead to a promotion. It is also possible to be promoted from the expert phase to the authority phase. The following promotions are possible:
- from role level A to the higher role level B
- from core to expert
- from expert to authority

During the preparation of the assessment, the managers discuss who is eligible for this. If this is relevant, the manager involved will discuss this during the assessment interview with the employee. The employee is assessed at the current role level and the new salary will be set on the basis of the assessment. When an employee is promoted, they are moved to another scale. The position within the new scale is higher, which means the RSP will fall. Generally this is financially beneficial in the assessment of the next year. Demcon also rewards the employee with the promotion by multiplying the current RSP score in the promotion year by a factor of 1.5.

It may be the case that an employee does not fit or no longer fits within their own role level. In this case it is customised work and the group leader enters into discussion with the employee to look at the options.

2.4 Exceptions

All employees are assessed at the end of a calendar year and if they perform well, they will receive a salary increase from January of the next year. There are two exceptions to this:
- For employees who enter into employment at Demcon after 31 July of a calendar year, the salary will only rise by means of inflation correction. Any business correction factor, both positive and negative, also applies to these employees and is added to the inflation correction. No salary increase is linked to the assessment.
- For employees who enter into employment after 31 October, the salary does not increase and remains the same. They do not receive salary increase linked to the assessment or inflation correction. The business correction factor also never applies and is always equal to 0. The salary of this category of employees therefore remains the same as the previous year.

The manager can depart from this rule in very special circumstances.

3. DEVELOPMENT AND ASSESSMENT

The role performance of the employees is reviewed at least three times per year. This is done by means of a coherent cycle: 1. Assessment, 2. Result and development interview and 3. Progress interview.
The following paragraphs give an explanation of the objective of the interviews and the role of the manager and the employee.

3.1 Assessment

Annually, at the end of the year, the manager and the employee will reflect on the past year. There will be an assessment interview in the months December or January, in which the manager assesses the employee. The employee will be assessed on two issues: the growth issue and the performance issue.

Growth issue:
- In the past year, how has an employee developed within their role level?
- Are they still at the right role level? - Do they show the accompanying behaviour and competences?
- Is there a promotion?

Performance issue:
- Result (What is their contribution to the results over the last year?)
- Knowledge and skills (What is the status of knowledge, skills and competences?)
- Administration (Do they keep proper records?)
- Social skills (How socially skilful are they? Are they pleasant to work with?)
- Freedom of action (Do they take responsibilities in line with their circle of influence?)
- Freedom of thinking (Do they come up with 'creative' solutions in line with their role level?)

The two issues together result in one of the assessment categories below. This assessment determines, together with the RSP, the salary increase to be received from the start of the new year:
1. Unsatisfactory
2. Requires improvement
3. Good
4. Very good
5. Outstanding

Role of the manager:
- Request input from people who have worked a lot with the relevant employee;
- Reflects on previous agreements made;
- Prepares the assessment and discusses this with colleague group leaders to arrive at a supported assessment category compared to colleagues at a similar role level;
- Invites the employee for an interview;
- Completes the assessment form and takes this to the assessment interview;
- Leads the interview: shares their assessment with the employee and explains this;
- The manager and the employee can include explanations and reactions on the assessment form;
- Is responsible for recording and signing the report (manager for approval and employee for seen), gives a copy to the employee and ensures a copy is included in the HR file.

Role of the employee:
- Reflects on their own performance and on previously made agreements;
- Completes the assessment form and takes this to the assessment interview;
- Indicates during the interview how they assess themselves as regards growth and performance and explains this.

Manager and employee jointly determine the development agreements for the coming year. These agreements form the input for the result and development interview. An employee who does not agree with their assessment and is unable to resolve this with the manager can lodge an objection in accordance with the procedure in annex

D.

3.2 Result and development interview

In the assessment interview it is established which competences the employee will develop in the coming year. These form the starting point of the draft Personal Development Plan (POP) to be drafted by the employee. The POP prepared by the employee will be discussed during the result and development interview in Q1. On the basis of this, agreements are made relating to the competences development of the employee. During this interview, agreements are also made on the results to be achieved.

Role of the employee:
- Preparation of the POP by completing the POP form;
- Proposed points for development must have been set out SMART: specific, measurable, acceptable, realistic and time-bound: feasible and challenging at the same time;
- The draft POP must be submitted to the manager one week before the development interview.

Role of the manager:
- Prior to the interview reads the submitted POP;
- Tests whether the development agreements and the proposed result agreements are sufficiently specific, measurable, realistic and feasible.
- Tests whether the development activities will actually lead to the intended development and thinks about possible additional development activities;
- Prepares the interview and coaches the employee towards realistic challenging goals for the year.

The manager and the employee jointly discuss the draft POP. On the basis of the interview, the employee adjusts the plan where necessary and the employee and manager sign the plan for approval. The employee will receive the original of the form and a copy is added to the personnel file.

3.3 Progress interview

Around the summer holidays, the manager and the employee discuss the progress of the development and result agreements from the POP. During this meeting, the manager and the employee can adjust and/or supplement the agreements to realise the intended development and the result.

The employee and the manager:
- Determine the progress of the realisation for each agreed development activity.
- Analyse which possible additional activities and/or support are required to realise the intended development and result.
- Both prepare the interview properly.
- Discuss the progress and if necessary make additional agreements for the realisation of the intended competency development and results.

The employee prepares a report of the interview and records the agreements in an annex to the POP.
Manager and employee sign for approval. The employee receives the original of the interview report and a copy is added to the personnel file.