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The Sector Skills Council for  
electricity, gas, waste management and water

## Skills Development & Performance



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## 1. Background

### Productivity

In 2006, Energy & Utility Skills (EU Skills) completed research into skills needs in the electricity, gas, waste and water industries within the Sector Skills Agreement (SSA) process. Using employer led research the SSA Stage 1 Report identified productivity as one of the key drivers of business competitiveness.

### Macro Economic Level

The original scope of the SSA was restricted to undertaking research into productivity in our industries at a macro economic level.

Overall, in the UK, in terms of output per employee our electricity, gas, and water industries are five times more productive than the UK economic average due principally to the capital intensive nature of these sectors.

The electricity, gas, and water industries are more productive than their comparable US counterparts; therefore, our industries are acting as a positive force in terms of closing the 'productivity' gap between the UK and US. The majority of the other major sectors of the UK economy (with the exception of mining and quarrying) are less productive than their US counterparts thereby widening the UK/US productivity gap.

### Drivers for Productivity Improvements

The SSA process also included research into the government's five 'drivers' through which productivity improvements can occur which are deemed to be Investment; Innovation; Skills; Enterprise and Competition.

### Skills & Productivity Driver

Following the SSA process, EU Skills has secured additional European Social Funding (ESF) to undertake additional research into productivity and skills.

## 2. Purpose

The overarching aim of the additional work is to research the following working hypothesis:

- That skills development does have a specific and measurable improvement in productivity for an organisation; and to develop a shared understanding of which specific skills factors and interventions contribute to such performance improvements.

### 3. Executive Summary

#### 1. Critically Important Objectives - Defining & Measuring Productivity & Skills (Section 5.1).

One important aspect of the research is to determine whether ‘skills development does have a specific and measurable improvement in productivity’.

In order to achieve this and deliver **improvement** in performance and productivity, it is necessary to first define the **critically important** strategic objectives for the organisation, and then define, understand and **measure** current performance and productivity, and measure against these.

Critically, these performance and productivity measures need to be simple, relevant and easy to understand at all levels in the organisation.

In order to act as a key enabler to business success these must be aligned to the critically important strategic objectives of the organisation. This provides the starting point for measurement.

#### 2. Summary of the outcome of testing the ‘hypothesis’ (Section 5.5)

The key finding from this research is that **‘that skills development does have a specific and measurable improvement in productivity and performance’** this is demonstrated in the research work undertaken with WWU. (Diagram 5.1 below, demonstrates an example of productivity improvement from skills development and other interventions).

The important emphasis and findings from this research centres on identifying **those key skills and competency groupings which differentiate high performers** who deliver this performance improvement, these are detailed at Section 5.5 below.

In summary, whilst technical skills and competencies in the upstream gas industry are first class and clearly fundamental and vital to enable the work to be undertaken with technical effectiveness and safely. A critical finding is that many hundreds of individuals undertaking similar job roles have got virtually identical technical skills (IQ) and yet their individual levels of performance and productivity do vary quite significantly. Therefore, whilst technical skills are a fundamental, the competencies and skills which differentiate high performers are from the two other skills groupings researched i.e. the **personal management competencies (IQ)** e.g. planning and organising for high performance and productivity; and the individual **personal leadership, behavioural and emotional competencies (EQ)** e.g. self confidence, achievement drive, teamwork and collaboration to achieve high performance.

**‘Technical competency gets individuals to the starting line; the winners excel in the other two skills groupings’.**

**In 2008/9 and beyond, WWU are now continuing to seek improvements by innovating and investing in a new Performance Management Framework (PMF2) and skills and competency development of their people.**

### Team Performance Model (20:60:20) – (Section 5.5.3)

By undertaking research into the performance of small teams, we noted 20% of individuals consistently delivered high levels of sustained performance and productivity; 60% of individuals delivered reasonable levels of performance and productivity; 20% delivered below average levels of performance and productivity. This was a significant and material pattern which emerged across a variety of teams. One key success factor is to harness and enhance the skills and competencies of the high performing team members and transfer these to the other team members to improve the overall performance of the team.

### 3. Benefits (Section 5.3)

WWU derived significant financial benefits of a £5million reduction in operating expenditure (Opex) in one year from the focus on performance management.

Within this performance management there were **three** key drivers which had a significant material and positive impact on improving this financial performance and providing these tangible financial benefits for WWU:

- Investment e.g. in systems, vehicles, plant and equipment.
- Innovation e.g. structures, processes, systems and workload.
- Skills Development e.g. in the Performance Management Framework (PMF), investment in the quality development of skills and competencies to improve and measure performance and productivity.

**These three important contributory investments were being delivered simultaneously by WWU and, therefore, it would be incorrect to conclude that skills development was the single factor which delivered this benefit, however, a conclusion from this research is that investment in quality skills development is a significant contributory factor to improving performance especially when aligned with other investment and innovation.**

The tangible benefits of savings from the investment in financial, performance and personal leadership development, exceeded the costs of the development and training programme with immediate payback in year one. In other words, the investment in skills development was 'self financed' from the cost savings which accrued in less than one year.

Additionally, there were important intangible benefits which included the personal and professional development of individuals; improved team working and collaboration across different sections within WWU; the opportunity to use practical work based learning (WBL) to develop competencies; and the use of performance coaching techniques to establish a platform for continuous improvement in learning and development, which in turn offers the capability and opportunity for sustained performance improvement using performance coaching. (Section 8 Appendix 2)

#### **4. Comparison with another Sector – Telecommunications BT Openreach (Section 5.5.6)**

Wales and West Utilities operates, maintains and develops the upstream gas business in Wales and the South West of England, covering 41,000km<sup>2</sup>, one sixth of land mass of the UK; serving 7.4 million people, 2.4 million supply points, 34,000km of network gas mains. Turnover of £284million, deploying over 2000 directly and indirectly employed people.

Whilst this research focussed on Wales & West Utilities (WWU) and their Gas Upstream Operations business in the South West of England, we wanted the opportunity to draw any comparisons on any work undertaken on skills and productivity with an organisation in another Sector.

Within the scope of the project, it was considered important to look outside of the industries in the EU Skills footprint and undertake research with a comparable organisation in another Sector.

BT Openreach, operating in the telecommunications sector, with Asset Management and Field Operations business, centre and field based employees, extensive network and assets which need to be maintained, based in approximately the same geographic area of the South West of England was considered to be comparable with a similar scale of operation in urban, urban/rural and rural geographies.

Executive and Senior Managers from both WWU and BT Openreach considered this to be important and committed to support and attend a Joint Workshop. The purpose was to draw any comparisons and share any potential learning on challenges on delivering performance improvement and skills development and skills interventions; and hold exploratory discussions to seek to obtain mutual benefits from exchanging information and sharing of good practice.

In summary, the skills and performance challenges and the solutions to such challenges which had been developed and delivered independently by both organisations in separate Sectors were highly comparable. This supported the research undertaken in the gas upstream business in terms of both the challenges and more importantly the development and delivery of solutions for example, investment; innovation; alignment of individual development and performance with critically important strategic objectives; measurement systems to achieve continuous improvement; and skills development across the three skills groupings of technical (IQ), personal management (IQ) and personal leadership and behavioural (EQ). (Please see Section 5.5.6 below for more detail)

#### **5. Findings & Recommendations (Section 6).**

Detailed findings and recommendations are provided at Section 6, which focus on the sharing of the learning outlined above and detailed later in this report.

#### **6. Obtaining the benefits from this Research (Appendix 3)**

A key finding from this research is that skills development does have a significant impact on performance and productivity, however, to use skills development to achieve performance and productivity improvements, and to deliver the benefits, skills development is inextricably linked to the overall objectives, culture, norms, processes and systems of the organisation, and skill development cannot and should not be considered in isolation.

## **How might other organisations choose to benefit from this research and add value?**

### **Choice**

The first decision point is that your organisation must truly choose to want to improve performance and productivity and want to deliver the benefits which can be delivered.

### **Commitment**

Once the choice has been made there needs to be an overriding and fundamental requirement for total commitment with integrity at all levels across your organisation.

Our research with WWU has confirmed that there is no 'quick fix'; there is no 'simple panacea' to achieve and sustain significant improvements in performance and productivity, however, this can be achieved by following a methodology and then developing and evolving this methodology to 'best fit' your organisation.

### **Methodology**

There is an important section at Appendix 3 which provides detail on three key phases and twenty best practice steps which could be used. This is to provide a methodology as to how other organisations might choose to take advantage of this opportunity and use the output from this research for their benefit and the overall benefit of their Sectors.

Clearly, it is your choice as to whether you follow this process and how many of these phases and the best practices steps you choose to fully embed in your organisation. If you choose to do so it is your responsibility to fully commit to delivering and obtaining these benefits. The more of these phases and best practices which are fully implemented, then the more likely you are to succeed in improving performance and productivity and developing your people for the 21<sup>st</sup> Century.

## **7. Skills & Competency Development Process (Appendix 4)**

In addition at Appendix 4, a Skills & Competency Development process is recommended with eight key aspects the 'Octagon' incorporating:

1. Being a Learning Organisation – Employer Engagement & Commitment
2. Linking Learning Outcomes to improving performance
3. Skills and Competency Groupings needed to improve performance
4. Focus on the Learning Cycle
5. Learning & Development – Importance of Delivery
6. Competency Assessment & Feedback – Critical to improve performance
7. Support Capabilities
8. Learning Review to support continuous improvement

## 8. Skills & Competency Framework (Appendix 5)

Additionally a generic skills & competency framework for Personal Management and Personal Leadership and behavioural competencies is provided at Appendix 5. Organisation can use this and 'tailor this to fit' their organisation.

In conclusion of this Executive Summary, this research has confirmed that skills development does have a specific and measurable improvement in productivity for an organisation. By reading through the full report we hope we have developed a shared understanding of which specific skills factors and interventions contribute to such performance and productivity improvements. Moreover, we have aimed to go beyond the initial brief and 'add value' by developing a shared understanding of how others may choose to benefit from this research and commit to delivering the benefits. Additionally, we have recommended a Skills & Competency Development Process and a Skills & Competency Framework which is available to aid other organisations.

## 4. Approach

### Funding Constraint

The additional ESF funding and resourcing obtained by EU Skills for this research was limited.

### Primary Research

In order to obtain an optimum return on the additional funding investment, EU Skills ESF Project Board decided to focus the majority of the investment in undertaking primary research with one major employer in the EU Skills footprint.

Wales & West Utilities (WWU), a major Gas Distribution Network (GDN) employer in the gas (upstream) industry of the EU Skills footprint has agreed to support this specific project. WWU operates, maintains and develops the upstream gas business in Wales and the South West of England, covering 41,000km<sup>2</sup>, one sixth of land mass of UK; serving 7.4 million people, 2.4 million supply points, 34,000km of network gas mains. Turnover of £284million, deploying over 2000 directly and indirectly employed people.

WWU are one of four major upstream Gas Distribution Networks (GDN) operating in different parts of mainland England, Scotland & Wales. The other three are Northern Gas Networks (Turnover £312million); Scotia Gas Networks (Turnover £722 million); National Grid Gas (Turnover £1360 million).

Because of the constraints of the ESF funding it will be necessary to focus on their Operations business in the South West area of the WWU geography, however, to ensure the research is not biased it will be necessary to draw comparisons with other geographies within WWU.

Business Navigators Ltd has been selected by EU Skills to undertake this research project primarily because of their specialist expertise and experience in this area.

### Secondary Research

During the project it was considered important for Business Navigators Ltd to undertake secondary research e.g. a comparison with at least one other Sector not covered by the EU Skills footprint. A comparable Sector is the telecommunications asset management and field operations; and research was undertaken with BT Open Reach in the South West Region of England.

### Output Report

The primary research is focussed on Wales & the West as the specific major employer, however, the project will deliver an output report which will be available for other organisations. This Research Report will provide these other organisations with the opportunity to share in the learning and decide whether to utilise the outputs from this research. This may enable these other organisations to share in any benefits which they may choose to derive from this research.

### Confidentiality

The confidentiality of any participating employers and employees is a pre-requisite and is of paramount importance in conducting this research project. Any confidential or commercially sensitive research information will not be included in any research reports without the prior consent of such participating organisations.

### Optimising Benefits

This approach will seek to achieve optimum benefits for many organisations from an optimum investment in more 'in depth' research with one organisation.

## Important Definitions – Productivity, Skills & Competence

### What do we mean?

If you input the word ‘productivity’ into a well known search engine on the web you obtain 112 million results. If you input the word ‘skills’ into the same search engine, 251 million results are obtained. Inputting the word ‘competence’ provides 37 million results.

At commencement, we considered it to be extremely important to have a definition and understanding of these key words and how they have been applied in this particular research.

### Productivity

**Productivity** - ‘The **output** of an industrial concern in relation to the inputs materials, labour etc, the state of being productive’. (Source: English Dictionary)

Essentially, productivity is usually expressed as a measure of how well an organisation converts **inputs** e.g. labour, materials etc into **outputs** e.g. goods and services.

#### Inputs

These ‘inputs’ can be expanded into the following:

**People** – Skills levels, skills mix, competence, age, their knowledge, experience and expertise, attitudes and behaviours, their ability to adapt, co-operate, change, personal leadership behaviours, motivation and resourcefulness.

**Materials, Tools & Equipment** – The quality and quantity of input – the materials used; the tools to undertake the work effectively and efficiently; and up to date and fit for purpose equipment.

**Processes** – The processes, procedures and systems adopted and technology employed.

#### Outputs

The outputs will vary from organisation to organisation and are essentially goods and/or services provided which are measured e.g. products, jobs or projects completed.

### Skills

**Skills** - ‘Possessing or demonstrating special **abilities** or talents to perform a task, trade, or sport etc, especially abilities acquired by training’. (Source: English Dictionary)

Clearly, some of the skills and abilities which are needed will vary from individual to individual and organisation to organisation. We would expand the definition of the word ‘training’ and would prefer ‘fit for purpose’ learning and development.

### Competence

‘**Standardised requirement** an **individual** needs to properly perform, encompassing a combination of **knowledge, skills, and behaviour**’ utilised to **improve performance**’. (Source: English Dictionary)

We would emphasise the following:

**'Standardised Requirement'** – In order to demonstrate competence there is a need for an agreed standard or level based on the requirements or criteria for the job or role being undertaken e.g. a set of skills or competencies.

**'Individual'** – This definition places a critical emphasis on individuals or **'self'**, and their **'self awareness'** competencies e.g. self confidence.

**'Behaviour'** – In addition to the knowledge and skills competencies needed, we would emphasise **behaviour** or attitude. Their individual **'self awareness'** and **'self management'** competencies i.e. how individuals behave, and also how they as individuals interact with others in teams i.e. their **'social awareness'** and **'relationship management'** competencies.

**'Improve Performance'** – This places emphasis on overall performance not just 'productivity' e.g. working safely to avoid potential harm, is critical to overall performance in the Gas Industry, therefore, it is important to emphasise just focussing on improving productivity alone is **not** enough, we must improve **performance** e.g. using competencies to improve performance, which includes inter alia productivity, working safely etc.

## 5. Research

This research section begins by defining and considering productivity, how productivity was measured in the research with WWU and then moves onto considering skills, skills intervention and skills development.

### 5.1 Defining and Measuring Productivity and Productivity Improvements

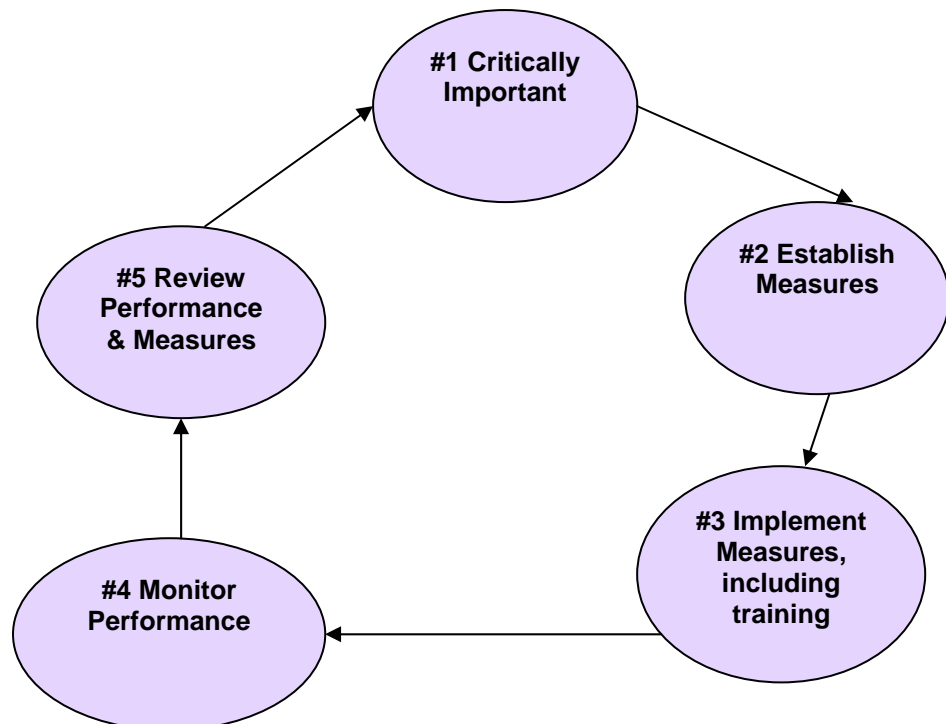
Prior to 1994, in the gas (upstream) industry and the Operations areas of their businesses, there had been a key focus on defining productivity and using traditional and proven work measurement techniques to assess and measure productivity (outputs).

One of the key drivers for this in these gas (upstream) Operations businesses was an incentive based productivity bonus scheme. In 1994/5, both the incentive based productivity bonus scheme and the traditional work measurement methodologies ceased in these Operations business.

In 2006/7, in Operations in WWU, a Performance Management Framework (PMF) was developed and installed and performance measures for many different work types have now been reintroduced. These are subject to ongoing review by the WWU Review Panel. Each **work type** has an **output** measured in, for example, worker hours, jobs completed, metres laid etc.

These measured outputs are commercially sensitive and confidential to WWU. There are, however, five key steps to defining, measuring productivity, and measuring productivity improvements which can be adopted by other organisations for their benefit and use.

**Diagram 5.1**



## 1. Critically Important Measures

This is an important first step in measuring and seeking to improve performance.

Determining what is critically important to WWU and their Operations business was vital. It was essential to decide which measures of performance and productivity are critically important to business success. These need to be aligned to the overall strategic goals for the business.

## 2. Establish Measures

Establishing base line budgeted productivity measures for each work type, at commencement was important to enable WWU to understand their current levels of productivity. This determined the starting point for measurement.

In the activities which need to be performed to achieve business goals for WWU there are hundreds of different work types (outputs) and there are numerous work types (outputs) which can be undertaken by an individual or team(s) in a day, a week, a month, a 13 week period, a 52 week period, and indeed any period of time. In order to produce robust measures, WWU needed to develop an effective and consistent process for measuring individual work types (outputs).

**Please see Section 7 Appendix 1 below for an outline of how this was achieved.**

**What makes this important?**

### 2.1. Capability to Understand Trends

There is a capability to understand the starting point or base line productivity for effective and efficient output. Establishing this baseline is a critical prerequisite of understanding trends and whether productivity increases or decreases over time.

### 2.2. Monitoring the impact of various drivers on productivity.

This provides the opportunity to make comparisons of productivity, and to plan and implement proactive changes, including skills development, and then measure whether these changes have had a positive (or negative) impact and an increase (or decrease) in productivity. This is important to understand performance and productivity and underpins the research in this report.

## 3. Implement the Measures

The measures were implemented and actual productivity (output) was then measured against budgeted productivity (output) for these various work types.

Investment was made in systems to record the base data and to process this data into information and produce output reports for management information purposes.

Daily and weekly performance was measured by individual, by team, by manager, by business unit, and for the entire Operations Business in WWU.

This was aggregated into a measurement time frame of a 13 week rolling average. This time frame was considered to be important and relevant in order to reduce the risks of short term spurious distortions in productivity which were the result of unusual or 'one off' daily or weekly variations in work types, work conditions or environment. Also, the system has the capability to aggregate over any time frame e.g. a 52 week rolling average to assess annual performance.

In addition to the measures, there was a requirement to communicate and train the WWU employees to:

- Raise the **self awareness** of each individual to enable them to understand the measures and their role in improving performance.
- Increase the **self management** focus of individuals and managers to enable them to action how they were to be applied and to agree what actions they needed to take to deliver the required productivity improvements.
- Raise the **social awareness** of each individual to enable them to understand the interactions internally with individuals in other parts of the business and externally to improve customer service.
- Develop the **relationship management** of each individual e.g. team working and collaboration to enable them to understand how teams could work cooperatively to achieve improved performance and increased productivity (outputs), by team, by manager, by business unit and the Operations Business overall.

WWU employees were developed by formal training and by Work Based Learning to understand the measures which were important to them within the broader WWU Performance Management Framework (PMF).

#### 4. Monitor Performance

This provided the monitoring capability to enable WWU to measure whether productivity was increasing or decreasing by individual, by team, by manager, by business unit, and for the Operations business overall.

WWU employees were trained in monitoring performance and this was used to monitor actual performance on a daily and weekly basis.

#### 5. Reviewing Performance & Measures

A WWU Review Panel was implemented to undertake periodic reviews of the productivity measures, using expert knowledge, the empirical evidence from the work being measured, and actual performance evidence being collected.

A key finding from this research for Organisations who want to improve their performance and productivity is that there needs to be defined and agreed measure of productivity and output required, these measures need to be relevant to the individual and aligned to the critically important objectives of the organisation. They also need to be specific to the types of work being undertaken, so that they become 'real' for the individual and these measures need to be subject to regular monitoring and periodic review.

## 5.2 Productivity Improvement - Impact of implementing a performance measurement system

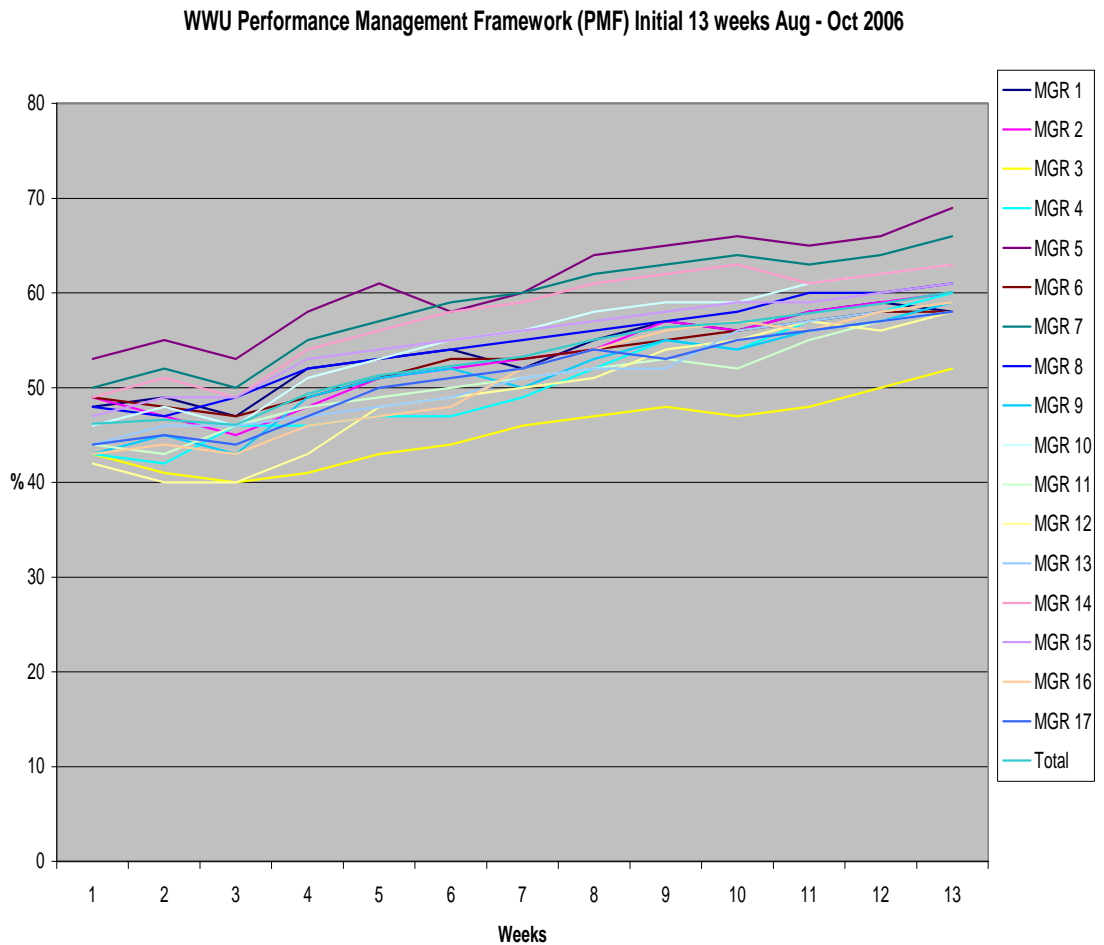
### What impact did the reintroduction of an open and equitable measurement system have on productivity?

The previous absence of an effective performance measurement system for many years, and the reintroduction of a robust performance measurement system which included hundreds of different productive activities and outputs was one important intervention which contributed to immediate improvements in productivity and performance. This could be evidenced with immediate improvements from the original baseline by a majority of individuals, teams, business units and the WWU Operations Business overall.

In addition to the introduction of a measurement system, there was a complimentary and vital skills intervention insofar as WWU invested in skills development for all of its managers at all levels as part of the Performance Management Framework (PMF1).

The focus on performance, measurement, and investment in learning and development had a positive impact on improving productivity, please see diagram 5.1 below.

Diagram 5.1 – WWU Performance Management Framework (PMF1) (extract)



In summary, implementing measurement systems and the focus on improving performance and developing individuals within the Performance Management Framework (PMF) programme had a direct influence and positive impact on improving productivity.

- In total, the overall productivity for the 17 managers improved from a baseline of 44% to the agreed short term threshold and goal of 60%.
- All of the 17 managers and their teams in different urban; rural; and urban/rural geographies improved the productivity within their spheres of influence, as measured within the PMF.
- In the initial assessment, the higher performing managers were those who were actively involved in the PMF Design Team, actively involved in developing the PMF measures and designing the learning and development, reemphasising the importance of involvement and ownership in development.

## 5.2 Aligning performance and productivity with Strategic Objectives

### 5.2.1 Strategic Objectives for Business Success

WWU and its Operations Business in line with most other organisations have strategic objectives which it aims to achieve to enable the business to be successful. By achieving improvement in performance this realised benefits for WWU by reducing unnecessary overtime costs, reducing unnecessary labour costs i.e. displacing additional contractor teams and by increasing income from more productive outcomes.

#### **How important is aligning performance and productivity with the strategic objectives of an organisation?**

In order to successfully deliver performance and productivity improvements, our research has confirmed that it is critically important for performance and productivity and the associated measures to be aligned to the overall strategic objectives.

Moreover, it is critically important that these strategic objectives are translated into 'fit for purpose' measures which are clear and relevant and made 'real' for an individual and/or a team to enable them to understand how their personal performance and productivity contributes to achieving the overall strategic objectives.

### 5.2.2 Achieving alignment

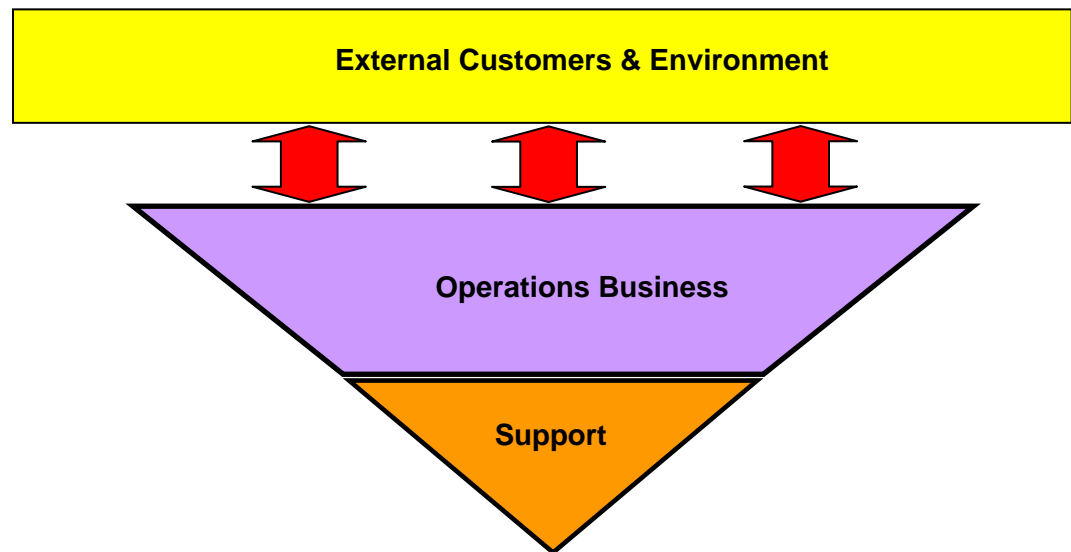
#### **What important interventions are needed to achieve alignment?**

The external customer facing 'front line' Operations Business is critical to WWU achieving its strategic objectives and, therefore, the actual performance and productivity of this Operations Business is critical to the success of WWU.

Many of the support departments e.g. Business Support, Finance, Human Resources, etc are in place to support the success of the Operations Business, therefore, they must be fully aligned.

One important strategic decision and intervention which was taken by the WWU Executive Team was to reemphasise the critical importance of the Operations Business to the overall success of the broader WWU Business.

Figure 5.2.2: The 'Upside Down Triangle' Organisational and Behavioural Change



#### How important was this alignment?

The WWU Executive Team considered that it was critically important to WWU success, to ensure that the WWU support organisation was realigned to support the customer facing Operations Businesses. The aim was to have every member of the WWU team in the 'end to end' process aligned to improve performance and this is an important success factor.

#### What impact did skills development have in achieving this behavioural change and alignment?

A very significant impact, all WWU managers at all levels, including the Senior Executive Team and from the Operations & Support departments had the same learning and development and attended the same Performance Management Framework (PMF) Learning & Development Programmes.

This joint interdepartmental learning and development was considered important to success because the managers from these support departments had the opportunity to both understand, and then take action to support Operations to drive performance and productivity improvements. This joint learning and development was an enabler to aid organisational and behavioural change.

**What are the key strategic objectives, how are they aligned to individual and team performance, and what is the impact on skills and competency development?**

Table 5.2.3

Strategic Objectives	Alignment – A need to ensure individuals understand how this impacts on them and specifically how they can contribute to deliver this objective.	Impact on skills and competency development – Findings from this research
Financial return on shareholder investment.	There is a requirement to convert this into specific financial performance criteria for individuals at all levels. Develop understanding, and implement positive action to achieve improved financial performance.	<p>1. Generic financial management training is not as effective as specific training ‘tailored to fit’.</p> <p>2. Within the Performance Management Framework (PMF) WWU implemented <b>specific</b> financial management development relevant to the individuals at all levels. This had three key components.</p> <p>2.1. Relevant learning inputs which linked improved performance and productivity with the impact on financials.</p> <p>2.2 Individuals undertook Work Based Learning financial assignments to deliver improved financial performance within their own sphere of influence.</p> <p>2.3 Individuals were responsible for using this Work Based Learning and then delivered the outputs of improved financial performance.</p>
Achieving first class standards of Safety Health & Environmental (SHE) Performance	WWU continues to achieve first class standards because individuals at all levels fully understand their role and that this is of paramount importance. The important alignment message was that improving productivity would be achieved in parallel with continuous improvement in SHE performance.	<p>1. There has been ongoing learning and development and delivery of continuous improvement in SHE for many years and this is embedded in the WWU culture.</p> <p>2. Competency in improving productivity and continuous improvement in SHE must be developed simultaneously.</p>
Operating in a regulated environment and delivering improved performance to meet regulatory and customer	The end to end process from the customer facing field based Operations to the centre based Support teams need to understand their contribution, role in the process and need to be aligned to achieve these targets.	1. In developing the Performance Management Framework (PMF), representatives from field based Operations and Centre based Support teams were actively involved in the design team which developed the PMF.

standards of service.		<p>2. Within the PMF, The specific technical; personal management; and leadership &amp; behavioural learning and development; was tailored to fit the end to end process needed to achieve these objectives.</p> <p>3. Most important, the Field based Operations and centre based teams jointly attended the PMF programme and used this opportunity in active Work Based Learning to jointly develop understanding to improve performance.</p>
Leadership & Culture – Proactive personal leadership and creating a performance culture	WWU committed to creating a Performance Management Framework and performance culture. This was led by the Senior Executive Team and individuals at all levels actively demonstrated personal leadership in developing and delivering.	<p>1. Requirement for individuals at levels to be actively involved in the PMF design and learning and development.</p> <p>2. Individuals had specific personal leadership learning and development including Performance Coaching training.</p> <p>3. Individuals were then actively encouraged to develop these Performance Coaching techniques in Work Based Learning on an ongoing basis to use their competencies to continually improve performance.</p>
People, Development and Training – A Learning Organisation	WWU committed to developing their people and invested in learning and development to improve performance within the PMF.	<p>1. There is a need to fully understand the entire competency and skills groupings needed to undertake individual job roles and deliver high performance.</p> <p>2. There is a requirement to coach individuals so that they can choose to develop their competencies to improve performance.</p> <p>3. There is a need to invest in learning and development 'tailored to fit' the needs of the individual employees and to deliver a return on that investment by improving performance.</p>

### 5.3 Drivers to obtain Positive Financial Impact from Improved Productivity

There were **three** key drivers which had a positive impact on financial performance and tangible financial benefits for WWU, these were as follows:

#### ① Investment

**Vehicles, plant and equipment** – WWU inherited an aging fleet of vehicles, plant and equipment. Vehicle, plant and equipment breakdowns etc were a significant blocker to improving performance because this created unproductive down time, which in turn did not help to improve regulatory and customer standards of service and created increased operating expenditure.

There was a significant effective and efficient investment in new vehicles, plant and equipment, this progressively reduced vehicle and equipment breakdowns and increased time available for productive work.

#### ② Innovation

**Systems, Structures, Processes & Workload**– WWU developed and implemented new systems, structures, processes and structures. In addition to investment in operational systems, there was investment made in systems to measure performance and productivity. These changes included innovation e.g. to determine how labour could be best utilised across their geographies; and at different times of the year to meet seasonal differences in workload volumes; and to undertake cost effective and added value income generating productive outputs.

#### ③ Skills Development

**Developing Skills & Competencies** – As identified in this report WWU also invested in the quality development of skills to improve performance and productivity. This included an emphasis on investment in personal management, behavioural and personal leadership competencies.

The three drivers of Innovation, Investment and Skills Development and the changes and actions undertaken by WWU were all implemented simultaneously and were interrelated. Collectively in one financial year there was a £5 million reduction in operating expenditure.

It is difficult to derive the actual and specific financial benefit which was obtained solely from the Skills Development element, but, there is clear evidence, and no doubts from this research that Skills Development would have been a significant contributor to reducing operating expenditure, with an immediate payback and return on investment in the first year.

There were important intangible benefits which included the personal and professional development of individuals; improved team working and collaboration across different sections; the opportunity to use practical Work Based Learning (WBL); and the use of performance coaching techniques to establish a platform for continuous improvement in learning and development and to sustain performance improvement.

#### 5.4. 'Self – Financing' your investment in skills development

The personal leadership, performance and financial management competencies of individuals were developed. Individuals were encouraged using coaching techniques to take personal responsibility and apply these competencies into Work Based Learning. Each individual made a personal commitment to be responsible to identify and deliver tangible financial benefits at a minimum of £1000 per person for WWU within the subsequent six month period. Monitoring processes were implemented. A subsequent review of the outcomes in early 2007/8 confirmed that the individuals, and collectively the overall team had delivered in excess of £0.5 million in 'bottom line' savings.

With focus on the quality development of the skills and competencies required to improve productivity in the 21st Century, WWU has demonstrated that it is possible to **self finance** the investment made in the skills development and obtain payback in year one.

#### 5.5 Skills & Competencies

##### 5.5.1 Skills & Competence Groupings

The initial research identified **three** skills and competence groupings which are relevant to performance and productivity.

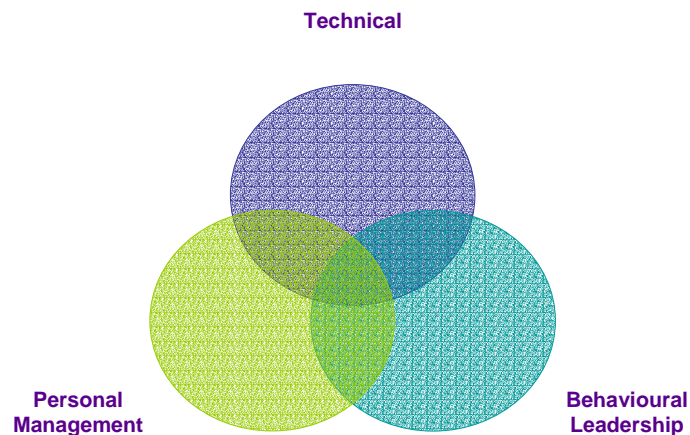
In order to research the working hypothesis 'that skills development does have a specific and measurable improvement in productivity' for an organisation; and to develop a shared understanding of which specific skills factors and interventions contribute to such performance improvements', it was considered important to research these skills groupings, and in particular, the impact they may have on improving productivity.

The following skills and competency groupings for individuals are important:

- ① **Technical** – The technical skills and competencies needed to achieve productive outputs e.g. gas engineering management, financial management, etc. Sometimes known and measured as Intelligence Quotient (IQ).
- ② **Personal Management (Self)** – The skills and competencies needed to manage both self and others to achieve productive outputs e.g. Planning, organising, implementing, monitoring and reviewing. Also, sometimes known and measured as Intelligence Quotient - (IQ), these skills are separated from the technical skills in this research to ensure these skill sets are recognised separately and their significance emphasised.
- ③ **Behavioural & Personal Leadership** – The emotional and behavioural competencies needed to achieve productive outputs for self and others e.g. self confidence, achievement drive, conscientiousness, teamwork and collaboration etc. Sometimes known and measured as Emotional Intelligence (EQ).

Equally, it is important to recognise that these skills and competency groupings do not 'stand alone'; there are significant overlaps across these skills sets and competency groupings which contribute to productive outputs and these are complimentary. The interactions and interdependencies between these complimentary skills and competencies are considered in the scope of this research. This is demonstrated in Diagram 5.1.1.

Diagram 5.5.1



**Please see Section 8 – Appendix 2 below for more detail of these skills groupings.**

These will vary from Industry to Industry, from Organisation to Organisation and are highly likely to vary in different functions within an Organisation. In WWU in the Gas Industry Operations business which was the focus for this research, they centre on Gas Engineering Competencies; Health, Safety & Environmental Competencies; and Financial Management Competencies.

#### **First Class Technical Skills**

**The research identified that individuals working within the WWU Operations business had first class technical competencies.**

For decades there has been an ongoing focus on these technical competencies and an ongoing focus on continually developing and maintaining the technical competencies of these individuals.

Traditionally, the majority of competency frameworks e.g. Safety Technical Competency (S.T.C.'s) and the majority of Gas Engineering qualifications e.g. Gas Network Qualifications (Equivalent to L1, L2 & L3) have focussed extensively and almost exclusively on these technical competencies.

The vast majority of individuals employed in the WWU Operations business have first class technical skills.

**A key finding of this research is that these technical skills and competencies and the ongoing development of these technical skills and competencies have definitely had a significant impact on improving the gas engineering performance for WWU. For example, in creating, maintaining and sustaining 'fit for purpose' quality gas networks and in continuous improvement to develop a demonstrable first class Health, Safety & Environmental performance. These core technical skills remain fundamental to each individual and the overall performance.**

However, numerous individuals who are undertaking the same roles in the WWU Operations business have virtually identical technical skills and competencies, demonstrated by their individual safety technical competency frameworks and personal qualifications. Yet in this same population of individuals who have identical technical competencies there is demonstrable evidence of individuals who demonstrate different outputs across a range i.e. below average, average, and above average performance.

Whilst their technical competencies are identical; their actual individual and team productivity (outputs) vary greatly and range from individuals with below average productivity (outputs) to individuals who have above average productivity (outputs). **This research concludes that whilst technical skills and competencies are fundamentally important to enable the work to be undertaken at a 'fit for purpose' quality and safely, it is NOT the technical skills and competencies which differentiate the above average performers.**

This was reaffirmed when researching the evidence from the use of traditional work measurement techniques in WWU, as follows

### **Productivity – Work Measurement – British Standards**

Traditional work measurement techniques were used to measure 'on the job' productivity of field based Operations activities.

In summary, the technical capability of physically undertaking work in the field operations was measured using traditional work measurement techniques and competent trained work study practitioners; e.g. installing a new gas service to a new property from a gas main in the highway. The results obtained from robust samples of numerous jobs across a number of individuals confirmed that the physical 'on site technical work' was being undertaken at a British Standard output of productivity at an upper decile performance of 94%. This is a high standard of productivity for the 'on site technical components' of the work with only marginal opportunity for improvement in these technical elements.

In other words, the physical productivity on site for the technical components of the work is already at a high level based on the results of the recognised work study techniques. Applying Pareto Analysis (80:20) to this issue, there may be some scope for marginal improvement of this 94% level; however, whilst this is critically important for safe working the real scope for a significant improvement in productivity is outside of this limited technical element of the work. In order to achieve significant improvements it is necessary to look beyond the technical components of the work and focus on other areas as follows.

### 5.5.2 What does differentiate above average performers from average performers?

We undertook research into what does differentiate the above average performers and we would emphasise that this evidence applies equally at all occupational levels in organisations not just 'managers' and this identified the following:

**Emotional & Behavioural Competencies (EQ)** – Self awareness, self management, team working and collaboration etc; above average performers' demonstrated that they had robust competencies and that this skills grouping is the most important differentiator for high performers and high productivity.

**Personal Management Competencies (IQ)** – The generic personal management competencies i.e. the ability to **plan** for high performance; personal **organisational** skills to organise themselves and others to work towards optimum results; **monitoring** personal performance at each step of the process to ensure they stay on target to deliver above average performance; finding time to step back and **review** for continuous improvement in performance; above average performers demonstrated that this skills grouping is a significant differentiator for their high performance.

**A key finding of this research is that it is both the Emotional & Behavioural Competencies (EQ) and Personal (Self) Management Competencies which differentiate the above average performers.**

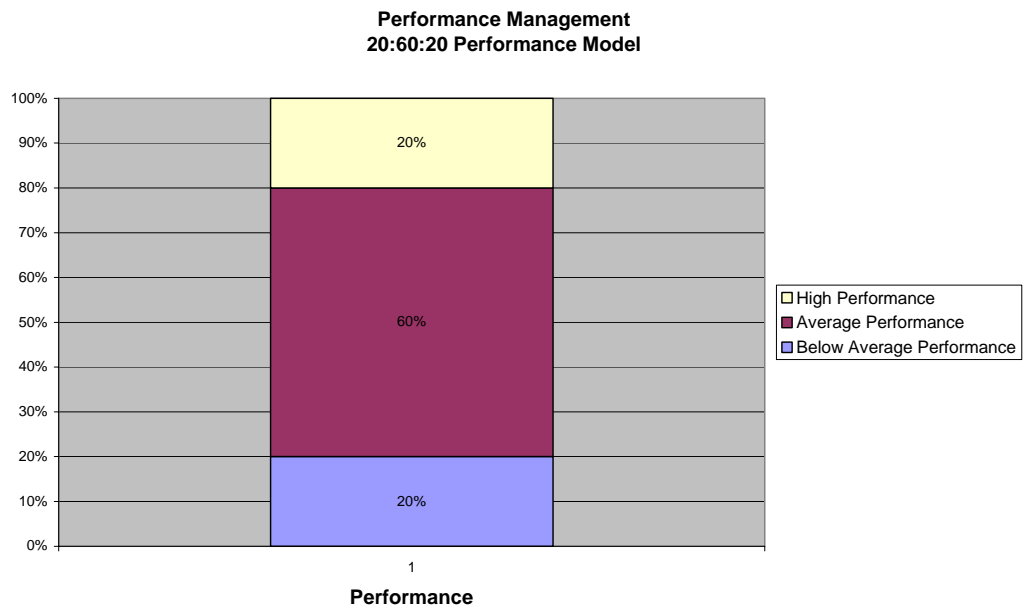
**In order to improve performance and productivity it is critical for an organisation to focus on developing the competencies and skills of individual at all occupational levels in these two critical skills groupings, in addition to the traditional focus on the fundamental technical skills.**

### 5.5.3 Researching Individual & Team Performance

Using performance coaching techniques and subjective questionnaires, supported and validated by objective evidence of performance outputs we researched the performance outputs of a number of small teams being managed by a First Line Manager (FLM). The FLM's had spans of control which varied from 5 – 30 individuals who formed different team sizes dependent upon the nature of the work being undertaken.

The following performance and productivity results were observed.

Diagram 5.5.3



In summary, the research identified a correlation across the various teams and the following results were noted.

- There were 20% approx. of individuals in the teams who were consistently high performers and sustained their high performance on an ongoing basis e.g. 10 outputs per day.
- There were 60% approx. of individuals who performed at lower levels than the high performers but who consistently delivered a reasonable level of performance e.g. 8 outputs per day.
- There were 20% approx. of individuals who performed at below average levels e.g. 6 outputs per day. Physical capability and an aging workforce were seen to be contributory factors to this performance, but, the primary reason was that this group did not have the same level of personal management and personal leadership competencies as the high performing group of individuals.
- All individuals in the same teams undertaking the same roles had virtually identical technical competencies.
- Using skills development to develop all individuals up, to achieve the level of productivity of the high performing individuals there was an opportunity to improve the total productivity in an overall team collectively of 100 individuals by 25% i.e. from 800 to 1000 outputs per day.

A generic Skills and Competency Framework is provided for Personal Management & Personal Leadership competencies.

Other Organisations can use this to ‘tailor this to fit’ their requirements and undertake an evaluation and review of the skills and competencies needed to improve performance.

### 5.5.4 Comparisons with another Sector - Telecommunications

This research is focussed on the Wales & the West Utilities (WWU) and their Gas Upstream Operations business in trial areas in the South West of England. Within the scope of the project, it was considered important to look outside of the EU Skills footprint and undertake research with a comparable organisation in another Sector.

BT Openreach, operating in the telecommunications Sector, with a centre and field based Operations business based in the same geographic area of the South West of England was considered to be comparable.

A Workshop was held which was attended by Executive and Senior Managers from both WWU and BT Openreach. The purpose was to draw any comparisons and share any potential learning on challenges on delivering performance improvement and skills development and skills interventions; and hold exploratory discussions to seek to obtain mutual benefits from exchanging information and sharing of good practice. A summary of the research findings and recommendations from the Workshop is provided below.

Ref	Findings
①	<p><b>Comparable Organisations, Achievements, Challenges &amp; Opportunities</b></p> <p>Throughout the Workshop it was evident that there are many comparisons which can be drawn between BT openreach and WWU which validated the research. These are explored further below. At the conclusion of the Workshop, it was agreed that mutual benefit could be obtained from further discussions to share and develop best practice.</p>
②	<p><b>Strategic Objectives</b></p> <p>Whilst the two organisations operate in different Sectors there is similarity and compatibility in some of the strategic objectives which include:</p> <ul style="list-style-type: none"> <li>• Improving performance to deliver increased profitability and shareholder return.</li> <li>• Operating in a regulated environment and delivering improved performance to meet stretched Regulatory targets.</li> <li>• Meeting and exceeding prescribed and exacting Customer and Regulatory Quality Standards of Service.</li> <li>• Seeking to deliver improved customer service in an environment of constant change being demanded by customers operating in a competitive unregulated environment.</li> <li>• Successfully managing and maintaining existing; and building new; long life assets and network infrastructures critical to the economy of the South West and UK plc.</li> <li>• Achieving first class standards of Health, Safety &amp; Environmental Performance.</li> </ul>

<p><b>3</b></p>	<p><b>Aligning Individual &amp; Team Performance to Strategic Objectives</b></p> <p>BT Openreach and WWU both acknowledge that to achieve improved performance there must be alignment of strategic objectives with individual and team objectives and performance at every organisational level in their respective organisations from the customer facing and field based operations level, to first line manager, to second line manager level, to senior manager level, to executive level. It is important that each individual fully understands what they need to do and how they can use their skills and competencies to contribute to achieving the overall strategic objectives.</p>
<p><b>4</b></p>	<p><b>Measuring Performance &amp; Productivity</b></p> <p>Both organisations had developed and implemented productivity and performance measures.</p> <p>Individuals and teams are measured at every organisational level to provide a hierarchical measurement system with the capability of measuring individuals and teams from the customer facing and field based operations level, to first line manager, to second line manager level, to senior manager level, to executive level over different time periods.</p> <p>WWU used separate productivity and performance measures; BT Openreach had developed a balance scorecard approach. Both had measures aligned to their strategic objectives and were seeking to deliver improved productivity and performance.</p> <p>Each organisation compared the performance of individuals at each level in their organisation e.g. the performance and productivity of first line managers would be compared. This had the advantage of introducing a competitive edge to performance and productivity; equally, it is possible to highlight above average performance and good practice and to use skills transfer to benefit the overall organisation.</p>
<p><b>5</b></p>	<p><b>Measurement - Investment in Technology</b></p> <p>Both organisations had invested in technology to provide for automated, efficient and effective measurement systems which provide management information for planning, monitoring and reviewing performance and productivity.</p> <p>These systems provide specific, relevant and timely management information cost effectively which can be used by managers to monitor and improve productivity and performance.</p>
<p><b>6</b></p>	<p><b>Skills, Competencies &amp; Skills Development Compared</b></p> <p>Because the two organisations operate in different sectors clearly the specific technical engineering skills were different for each organisation, however, some of the other technical skills had many similarities e.g. financial management; asset management; and health, safety &amp; environmental management. Many of the other skills and competencies which are needed to drive performance and productivity were similar e.g. personal management, the competencies needed to plan, organise, implement, monitor and review; and personal leadership and behavioural competencies achievement drive, team working etc.</p>

<p>7</p>	<p><b>Skills and Skills Development to deliver Performance and Productivity Improvements</b></p> <p>Both organisations agreed that skills and skills development were fundamentally critical to driving improved productivity and performance.</p> <p>Each organisation had invested, and continued to invest in skills development to deliver the ongoing demands to deliver the performance and productivity improvements needed to achieve strategic goals.</p>
<p>8</p>	<p><b>First Line Manager (FLM) – Skills Development to deliver Performance and Productivity Improvements</b></p> <p>The First Line Manager (FLM) junior management level in both organisations is considered to be pivotal in planning, implementing, monitoring and delivering improved performance and productivity.</p> <p>This FLM is considered to be a key role going forward and in both organisations the skills and development needed at this level were considered to be very important to achieving sustainable performance and productivity improvements.</p> <p>Best practice FLMs were identified as being able to clearly identify priority issues and were able to plan, organise and communicate to their teams. Their ability to deliver results over a prolonged period of time, regardless of the situation was identified as a critical differentiator and as having significant value for both businesses. It was identified as one of the key factors in driving performance.</p> <p><b>Both organisations had embarked upon Performance Management Programmes which included delivering the knowledge, skills and practice of coaching field employees.</b> This has the objective of encouraging their highly skilled and able field staff to maximise their capabilities and think for themselves.</p> <p>It was recognised that this was a long term process and making a real difference to performance in this area requires significant investment in training, experiencing, evaluating, reviewing and reinforcing the right behaviours over a prolonged period. No short term fixes were available and both organisations needed to recognise and reward the right behaviours and eliminate the wrong ones, in order to make real progress. Effective performance feedback was critical to success.</p>
<p>9</p>	<p><b>Ageing workforce - Skills &amp; Performance Challenges</b></p> <p>Both organisations had similar challenges insofar as many employees were highly experienced and long serving. Both sectors had the challenge of developing and motivating existing employees and in planning for and developing the skills and competencies of new employees. For the higher skilled occupations there are long lead times of up to 5 years to achieve operational competency and productive outputs.</p>
<p>10</p>	<p><b>Productivity Bonus Schemes, Reward &amp; Recognition</b></p> <p>Historically, both organisations had individual productivity bonus schemes linked to individual productivity bonus and personal reward. Both organisations had abandoned these schemes because they had not always been effective in driving performance and productivity and/or were not always effective in delivering the right behaviours and competencies needed to improve and sustain performance.</p> <p>Both organisations did, however, agree that there was a need for <b>recognition and reward</b> for above average performance and productivity, but, productivity bonus schemes focussed purely on productivity (outputs) only may not be the most effective solution when a range of performance measures need to be delivered to achieve strategic goals.</p>

## 6. Findings & Recommendations

This section details the findings and recommendations from the research undertaken.

Additionally, this section provides other organisations with the opportunity to share in the understanding and a choice to consider how the findings and recommendations apply to them and the opportunity to seek the benefits which can be derived.

	<b>Finding</b>	<b>Recommendation</b>
<b>Cross ref to section 5.1 above</b>	<p><b>Defining &amp; Measuring Productivity &amp; Productivity Improvements</b></p> <p>There needs to be defined and agreed measures of productivity and output and these measures need to be relevant to the individual and specific to the types of work being undertaken.</p>	<p><b>Defining &amp; Measuring Productivity &amp; Productivity Improvements</b></p> <p>Organisations need to clearly define agreed measures of productivity and output. These measures need to be clear and relevant to the individual and specific to the types of work being undertaken. Organisations should consider implementing the five key steps defined in diagram 5.1 in this report.</p>
<b>Cross ref to section 5.2 above</b>	<p><b>Aligning individual measures of productivity with strategic objectives.</b></p> <p>It is critically important for performance and productivity of individuals and the associated measures for individuals across the organisation must be aligned to the overall strategic objectives. This will enable the individuals to understand how their personal performance and productivity contributes to achieving the overall strategic objectives.</p>	<p><b>Aligning individual measures of productivity with strategic objectives.</b></p> <p>Once an organisation has established strategic objectives, if an organisation wants to improve productivity it is critically important that these strategic objectives are translated into fit for purpose measures and actions which are clear and relevant for each individual.</p>
<b>Cross ref to section 5.2.2 above</b>	<p><b>Skills development impact in achieving behavioural change and alignment</b></p> <p>Joint learning and development across the whole organisation was considered important to success because managers from the support departments had the opportunity to both understand, and then take action to support Operations to drive performance.</p>	<p><b>Skills development impact in achieving behavioural change and alignment?</b></p> <p>To derive the benefits Organisations need to consider interdepartmental joint learning and development as an enabler to aid organisational and behavioural change resulting in improved productivity.</p>
<b>Cross ref to section 5.5.1 above</b>	<p><b>Skills and Competency Groupings</b></p> <p>This research has confirmed that it is both the Personal Management and Emotional Intelligence behaviours that differentiate the high performers with above average productivity and performance. Technical competency gets people to the starting line; the winners excel in the other two skills groupings.</p>	<p><b>Skills and Competency Groupings</b></p> <p>To derive the benefits Organisations must focus on the competencies in all three skills groupings and most importantly on Personal Management and Emotional Intelligence competencies to improve performance and productivity.</p>

## 7. Appendix 1: Measuring Productivity

### Introduction

Establishing base line budgeted productivity measures for each work type, at commencement of the process was important to enable WWU to understand the base line or starting point for their current levels of productivity and to understand and measure any improvements from this base line.

There are other key performance criteria which impact on productivity e.g. the critical need for health and safety, therefore, in considering and developing the productivity measures, it was fundamental that these 'productivity' measures gave important consideration to working productively, and still considering the health, welfare and safety of the individual and the health and safety of others e.g. members of the public. In other words, productivity and productivity measures were not considered in isolation, due consideration was given to other key performance objectives.

### Principles of Measuring Work Types

There are hundreds of different work types (outputs) which can be undertaken in WWU Operations providing a degree of complexity to the process.

There are numerous different work types (outputs) which can be undertaken by an individual in a day, a week, a month, a 13 week or a 52 week period, or indeed any period of time (inputs).

In order to understand performance and productivity, WWU needed to develop a simple, effective, equitable and consistent method for measuring different work types (outputs), by individuals over different periods of time (inputs). A measurement formula was developed to achieve this requirement.

#### Measurement Formula – Expressed as a %

Number of completed work types (outputs) **Multiplied by** Target Time for Work Type (inputs) **Divided by** Total hours worked **Multiplied by** 100% **equals** Productive Performance expressed as a %.

#### Measuring Work Types

Measuring work types and the effective and efficient level of performance was critical to the overall process of measuring productivity. In addition to using 'expert knowledge' in work measurement, an ongoing review process has been implemented to continue to evaluate and update these work types.

#### #1 Worked Example

The following is a simple worked example using one work type only, one individual only, and one 7.75 working hour day only:

For example, 8 work types **Multiplied by** 32 minutes Target Time for Work Type **Divided by** 7.75 working hour day total hours worked) **Multiplied by** 100% **equals** a 55% level of productive performance.

In the simple example above, this one individual would deliver a productivity of 55%, delivering 8 work types (outputs), for the given 7.75 hour working day (inputs).

If the individual works one additional hour (input) of overtime i.e. an 8.75 hour working day to achieve the same level of output i.e. 8 work types, then the additional input of time, without a corresponding increase in outputs, would result in a decrease in productivity from 55% to 49%.

If the individual achieves 8 work types of output from one hour less i.e. a 6.75 hour working day (input), the reduction in input of time for the same level of output, would result in an increase in productivity from 55% to 63%.

**#2 Worked Example – Productivity Decreasing and Increasing**

Another simple worked example, using one work type only, one individual only, and one 7.75 hour working day only; assesses the productivity % based on the work type (outputs) increasing and decreasing at the same level of inputs.

Table 7.1 below demonstrates the productivity % at various levels of output from the same level of input.

**Table 7.1: Productivity Decreasing or Increasing?**

Work Types (Outputs) Numbers of jobs completed in the time	Target Time (Minutes per job)	Working Time (Inputs) (Hours)	Productivity (%)
7	32	7.75	48%
8	32	7.75	55%
9	32	7.75	62%
10	32	7.75	69%
11	32	7.75	76%
12	32	7.75	83%
13	32	7.75	89%
14	32	7.75	96%

**Measuring Productivity – Individuals (inputs) producing many different work types (outputs)**

Using the basic principles outlined above, WWU now has the capability to measure individuals or teams working on many different work types, and measuring the outputs they produce over many different periods of time and equating this to a level of productivity (output).

Ensuring that the target time seeks to ‘optimise performance’ i.e. productive output, working safely etc, is critical to success.

**Measuring Productivity – Hierarchy - Many individuals (inputs) producing many different work types (outputs)**

Using the basic principles outlined in the simple example above, WWU now have the capability to measure individuals; teams of individuals reporting to a first line manager; a number of first line managers reporting to a senior manager; and for their Operations Business overall. This can be measured over many different periods of time. All of this can be equated to a level of productivity. Complex scenarios consisting of many different variables of inputs and the numerous outputs achieved can be measured and productivity assessed.

## What makes this important?

### ❶ Capability to Understand – Trend Analysis

There is a capability to understand the starting point or base line productivity. Establishing this baseline is a critical prerequisite of understanding whether productivity increases or decreases over a period of time.

### ❷ Monitoring the impact of skills and other drivers on productivity

This provides the opportunity to make comparisons of productivity, and to plan and implement proactive changes, and then measure whether these changes have a positive (or negative) impact and a corresponding increase in productivity and performance. This is important to understand the impact skills may have on performance and productivity and underpins our research.

## 8. Appendix 2: Skills Groupings

The research focussed on the following skills and competency groupings for individuals:

- **Technical** – The technical skills and competencies needed to achieve productive outputs e.g. gas engineering, financial, etc. Sometimes known and measured as Intelligence Quotient (IQ)
- **Personal (Self) Management** – The skills and competencies needed to manage both self and others to achieve productive outputs e.g. Planning, organising, monitoring, implementing and reviewing. Also, sometimes known and measured as Intelligence Quotient - (IQ), these skills are separated from the technical skills to ensure these skill sets are recognised as important.
- **Behavioural & Personal Leadership** – The emotional and behavioural competencies needed to achieve productive outputs for self and others e.g. self confidence, achievement drive, conscientiousness, teamwork and collaboration etc. Sometimes known and measured as Emotional Intelligence (EQ)

### Technical Competencies (IQ)

These will vary from Industry to Industry and from Organisation to Organisation. In the Gas Industry Operations business which was the focus for this research they centre on Gas Engineering Competencies; Health, Safety & Environmental Competencies; and Financial Management Competencies. The following table of Gas Engineering Competencies needed in the Gas Industry Operations business is not intended to be exhaustive and the actual mix of gas engineering technical competencies needed varies for each specific job role.

Gas Engineering Competency	Specific Technical Competencies include:
Network Design	Interpret; create; complete; record designs of networks, mains, services and pressure reduction installations; manage and schedule design resources, plan, schedule, implement, monitor, assure quality, evaluate, solve design problems, and review designs; underpinning knowledge of design policies, procedures, standards, relevant legislation and regulation.
Installation & Construction	Manage and schedule installation and construction resources; plan, schedule, implement, monitor, assure quality, evaluate, installation and construction requirements; solve installation and construction problems, transfer control of networks; and review. Records; shipper activities; excavation; pipe work handling; pipe laying methods; jointing; testing; pipe protection; flowstopping; connections; reinstatement; customer liaison; decommissioning and commissioning. Underpinning knowledge of installation and construction policies, procedures, standards, relevant legislation and regulation.
Gas Emergency & Meters	Manage and schedule gas emergency resources; plan, schedule, implement, monitor, assure quality, evaluate gas and emergency activities. Escape of gas; loss of gas; visual inspection, soundness testing; trace escape, repair escape, isolate, disconnect, unsafe and special situations, escape tools and equipment, incidents, audits, field computer skills, customer liaison; meters site survey, fix, exchange, disconnect, attend, electrical cross bonding, pipe work, soundness testing, purging, relighting appliance, unsafe situations, data transfer, media handling, supporting and assisting external bodies; underpinning knowledge of gas emergency policies procedures, standards, relevant legislation and regulation.

Safety. Health & Environmental (S.H.E)	Safe Control of Operations, Routine and Non Routine Operations, Permits and Forms of Authority; Risk Assessment; Safe Systems of Work; H.S. & E. Managing, Policy, Organising, Planning, Implementing, Measuring, Audit & Review. Environmental Policy; Environmental Risk Assessment; Discharges to air, land and water; underpinning knowledge of policies procedures, standards, relevant legislation and regulation.
Network Operations & Maintenance	Manage and schedule operations and maintenance resources; plan, schedule, implement, monitor, assure quality, evaluate, operations and maintenance requirements; solve operations and maintenance problems, transfer control of networks; and review. Pipelines Safety & Environmental Design; Pipelines Pressure Systems Design; Pipelines Fabrication & Installation; Pipelines Operations, emergency, special surveys, operator activities, safe working practices, repair, modification; site surveys, other pipe maintenance; design, construction, commission and decommission; operation and maintenance of low and high pressure storage, and pressure reduction installations; underpinning knowledge of policies procedures, standards, relevant legislation and regulation.

**Personal (Self) Management Competencies (IQ)**

These are generic competencies and would be similar across most organisations and are detailed in the table below.

Personal (Self) Management Competencies	Individual (Self)	Organisational
<p><b>Planning</b></p> <p>For high performance and increased productivity.</p>	<p>1. High performing individuals understand what is expected from them and how to achieve 'above average' productivity. They focus on this critical and obvious first step for performance improvement i.e. that they must first <b>plan</b> to achieve this above average performance.</p> <p>2. There is a requirement to train and develop individuals <b>at all levels</b> (not just 'managers') to ensure that they understand and deliver <b>focussed planning</b> for above average performance and how this will be measured.</p>	<p>1. At a strategic level, the organisation needs to first plan to ensure above average performance is achieved and also to ensure this is aligned to strategic goals.</p> <p>2. More importantly at an operational level, a process must be implemented which involves the individuals, and which converts these strategic goals into simple and 'easy to understand' performance plans and measures which are simple and relevant to the individual.</p>

<p><b>Organising &amp; implementing</b></p> <p>To achieve high performance and increased productivity.</p>	<p>1. High performing individuals are highly competent at <b>organising</b> themselves and others to ensure above average productivity is achieved.</p> <p>2. High performing individuals are focussed on the critical steps in the process which need to be <b>prioritised</b> and then need to be <b>delivered</b> and <b>implemented</b> in the optimum sequence to optimise productivity.</p> <p>3. There is a requirement to train and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that they have the <b>organisational</b> skills needed to <b>implement</b> and achieve above average performance.</p>	<p>1. All organisations will have high performing individuals who are highly competent at organising themselves and others. These talents for exceptional performance need to be harnessed and used to train and develop others using this good practice.</p> <p>2. Organisations who want to improve productivity need to identify these high performing individuals at all levels and what they do to achieve high performance. Document and implement these optimum processes and develop the organisational skills competencies of all individuals <b>at every level</b>.</p>
<p><b>Monitoring</b></p> <p>To ensure high performance is delivered.</p>	<p>1. High performing individuals will <b>monitor</b> themselves and others to ensure that they are achieving their high performance at each stage of the process.</p> <p>2. They focus on each step in their process and ensure they are on target to achieve high productivity at each step. Taking prompt action to correct any variations from target.</p> <p>3. There is a requirement to train and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that they have the competency to <b>monitor</b> to achieve high productivity.</p>	<p>1. At a strategic level, an organisation must invest in implementing processes and systems which provide for <b>monitoring</b> of productivity.</p> <p>2. The best systems and processes provide simple measures to monitor productivity; provide flexibility to enable monitoring at various hierarchical levels e.g. individual, team, department, and organisational level.</p> <p>3. The monitoring and measuring in this structure must provide for alignment of individual high performance with strategic goals.</p>

<p><b>Reviewing</b></p> <p>For continual improvement to sustain ongoing improvement in performance.</p>	<p>1. High performing individuals ‘take time out’ of their busy schedules to review the <b>important</b> priorities to deliver continual improvement in performance and are not distracted by the seemingly <b>urgent</b> day by day issues.</p> <p>2. High performing individuals have the discipline to ‘step back’ and have a clear view that they can continually improve on their current performance, understand what new performance levels they can achieve. Then <b>review</b> what actions they must put in place to achieve continuous improvement.</p> <p>3. There is a requirement to train and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that they are dissatisfied with current performance; to take time out to review how they can improve and then take personal action to improve.</p>	<p>1. Organisations need to create a productivity ‘push’ environment of positive tension were individuals are dissatisfied with current performance thereby creating a ‘pull’ from individuals who want to continually improve performance.</p> <p>2. If the organisation does not proactively create this ‘push’ environment of positive tension there is a risk individuals assume that current performance is the acceptable ‘norm’ for performance and the organisation stagnates and does not improve.</p> <p>3. The organisation needs to invest in the right recruitment, training and development to foster an environment and a critical mass of individuals who constantly review to improve their own performance and who ‘pull’ for continuous improvement for their organisation.</p>
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**Behavioural & Personal Leadership Competencies – Emotional Intelligence Competencies (EQ)**

**What do we mean by Emotional Intelligence (EQ)?**

A simple definition of emotional intelligence is ‘The intelligent use of one’s emotions’. This definition can be expanded to “How people handle themselves and their relationships” (Source: Goleman et al 1992).

Another way of considering emotional intelligence is as a set of competencies:

- **Self Awareness** – Is aware of himself/herself, strengths and personal development opportunities.
- **Self Management** – Manages himself/herself, emotionally with self and with others.
- **Social Awareness** – Awareness and prepared to understand others.
- **Relationship Management** – Manages his/her relationship with others.

## Competencies and a Theory of Performance

A theory of performance is the basis for the concept of competency. A competency could be defined as a '**Standardised requirement an individual** needs to properly perform, encompassing a combination of **knowledge, skills, and behaviour**' utilised to **improve performance**'. Maximum performance is believed to occur when the person's capability, competence or talent is consistent with the needs of the job demands and the organisational environment. (Source: Boyatzis, 1982)

In order to understand how to deliver improved performance, it is necessary to understand **those emotional intelligence competencies which most differentiate those individuals who consistently deliver high performance.**

## Developing Emotional Intelligence Competencies to Improve Performance

**'An emotional intelligence competency is an ability to recognise understand and use emotional information about oneself or others that leads to or causes effective or superior performance'**

We undertook research into above average performing individuals who had demonstrably above average performance to understand which emotional intelligence competencies differentiate above average performers, using both a behavioural semi structured interview process to obtain subjective views from above average performing individuals and confirmed this with objective evidence of above average performance (outputs). Additionally, to validate this research, the absence of these competencies in below average performing individuals was seen as a differentiating factor as to why they underperformed.

The research considered a range of **twenty** emotional intelligence competencies and from this there were **eight** emotional intelligence competencies which appeared most frequently in above average performing individuals and were identified by others as appearing in high performing individuals as follows:

### Self Awareness – Two key competencies

The ability to know and understand own emotions, competencies, strengths and development areas. The **two** self awareness competencies highlighted in high performers are **accurate self assessment** and **self confidence**.

### Self Management – Three key competencies

Recognise and choose to use own emotions, competencies and strengths constructively to develop and deliver high performance. The **three** self management competencies highlighted in high performers are **conscientiousness, trustworthiness** and **achievement drive**.

High performers have strong self awareness and self management competencies; additionally they demonstrate strong social awareness and relationship management competencies in their interactions with others.

### Social Awareness – One key competency

The ability to anticipate recognises sense and meets the needs of others. The one key social awareness competency highlighted in high performers is **service orientation**.

**Relationship Management – Two key competencies**

The ability to handle emotions in relationships and use these to lead, influence and communicate to achieve high performance with others. The two key relationship management competencies highlighted in high performing individuals and teams are effective **communication**, including empathetic and active listening and **teamwork and collaboration**.

**How can we develop these emotional competencies in our individuals and teams?**

From our research, ‘Performance Coaching’ is a considered to be a critically important skill. Commanding, controlling, threatening or bribing (carrot and stick) may well provide some short term gains in improving performance, however, developing advanced coaching skills to unblock the potential and support individuals to develop their emotional competencies will deliver optimum and sustainable improvements in performance and productivity. This is key to sustaining performance improvements.

**Performance Coaching**

Performance coaching could be summarised as follows.

The need to raise the **awareness** of individuals, which is the key to unlocking their **potential**, through the power of **choice**, which achieves personal **commitment**, stimulates **self belief** and **self confidence**, which in turn achieves **self responsibility** to improve **performance**.

Emotional Intelligence & Behavioural Competencies	Individual (Self)	Organisational
<p><b>Self Awareness</b></p> <p><b>Accurate Self Assessment.</b> High performers demonstrate this competency and 62% recognise this in other high performers.</p> <p><b>Accurate Self Assessment</b>– has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Awareness of own strengths and weaknesses and openness to feedback to improve.</li> <li>- Open to continuous learning and self development and actively develop to deliver improved performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. A high level of accurate self awareness and self assessment is a competency which is a pre-requisite which enables above average performers to improve their own performance.</li> <li>2. There is a requirement to <b>coach</b> and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that each individual has an accurate assessment of own strengths and weaknesses.</li> <li>3. There is a requirement to train and develop individuals in <b>performance coaching techniques</b>, to ensure individuals provide ongoing coaching and feedback on performance both positive to recognise strengths and constructive to develop and improve.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisations who want to improve performance need to ensure every individual has accurate self assessment of their strengths and development needs.</li> <li>2. Organisations who want to significantly improve performance must invest in training and development in <b>performance coaching</b>; this will act as an enabler to undertake the assessment of individuals and to facilitate learning and development in a coaching environment.</li> </ol>

Emotional Intelligence & Behavioural Competencies	Individual (Self)	Organisational
<p><b>Self Awareness</b></p> <p><b>Self Confidence</b></p> <p>High performers demonstrate this competency and 61% recognise this competency in other high performers.</p> <p><b>Self Confidence</b></p> <p>– has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Presents them selves with self assurance about own self worth and capabilities and has personal ‘presence’ and a balanced ego.</li> <li>- Are decisive and able to make sound decisions despite uncertainties and pressures.</li> </ul>	<ol style="list-style-type: none"> <li>1. High performers are self starters who have an assurance about their own self worth and confidence that they can and do perform at an above average level of performance.</li> <li>2. There is a requirement to <b>coach</b> and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that each individual understands how their contribution to performance is valued.</li> <li>3. There is a requirement to train and develop individuals in <b>performance coaching techniques</b>, to ensure individuals provide ongoing coaching and feedback on performance to develop confidence in others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisations who want to continually improve performance must invest in training and development in <b>performance coaching</b>; this will act as an enabler to undertake the assessment of individuals and to develop the self confidence of individuals.</li> <li>2. If the organisation wants to significantly improve performance it must coach individuals who do not always demonstrate self confidence. The key is to use coaching techniques to find the underlying reasons for lack of self belief and self confidence and develop individuals.</li> </ol>
Emotional Intelligence & Behavioural Competencies	Individual (Self)	Organisational
<p><b>Self Management</b></p> <p><b>Conscientiousness</b> – This was the most prevalent competency, <b>all</b> (100%) demonstrated this competency themselves as high performing individuals, and (82%) recognised this in other high performing individuals.</p> <p><b>Conscientiousness</b> has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Taking personal <b>responsibility</b> to achieve above average performance.</li> <li>- Always delivering on personal <b>commitments</b> to consistently deliver and sustain above average performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. High performing individuals take <b>personal responsibility</b> to firstly understand what is expected from them at an above average level of performance and then always deliver on <b>personal commitments</b> to achieve and sustain that above average performance.</li> <li>2. There is a requirement to <b>coach</b> and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that each individual understands what is expected from them as individuals.</li> <li>3. There is a requirement to train and develop individuals in <b>performance coaching techniques</b> to ensure individuals provide ongoing coaching and feedback on performance both positive to recognise conscientious behaviour and high performance; and constructive to correct unacceptable behaviour.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisations who want to continually improve performance need to ensure that conscientiousness is the ‘norm’ i.e. every individual is coached to understanding what is expected from them and then every individual needs to take personal responsibility to deliver on commitments.</li> <li>2. If the organisation wants to significantly improve performance it must take corrective action with individuals who do not demonstrate this competency consistently.</li> <li>3. If the organisation wants to significantly improve performance it must invest in training and development in <b>performance coaching</b>.</li> </ol>

Emotional Intelligence & Behavioural Competencies	Individual (Self)	Organisational
<p><b>Self Management</b></p> <p><b>Trustworthiness</b> – All (100%) high performing individuals demonstrate this competency and 71% recognised this in other high performing individuals.</p> <p><b>Trustworthiness</b> has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Building trust through their integrity, reliability and authenticity to consistently deliver above average performance.</li> <li>- Confront unethical actions in others; take tough principled stands on individuals who consistently deliver below average performance even if this makes them unpopular.</li> </ul>	<ol style="list-style-type: none"> <li>1. By being reliable and authentic in demonstrably and consistently delivering high performance, individuals with this competence are trusted to deliver.</li> <li>2. There is a requirement to <b>coach</b> and develop individuals <b>at all levels</b> (not just ‘managers’) to ensure that each individual understands what the organisation expects from them as individuals.</li> <li>3. There is a requirement to train and develop individuals in <b>performance coaching techniques</b> to ensure individuals provide ongoing coaching and feedback on performance to support individuals to be trustworthy and to constructively confront individual who are below average performers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organisations who want to continually improve performance need to ensure that trustworthiness is the ‘norm’ i.e. every individual is coached to understanding what is expected from them and then every individual works to develop trust from others.</li> <li>2. If the organisation wants to significantly improve performance it must take corrective action with individuals who do not demonstrate this competency consistently.</li> <li>3. If the organisation wants to significantly improve performance it must invest in training and development in <b>performance coaching</b>.</li> </ol>
<p><b>Self Management</b></p> <p><b>Achievement Drive</b> – All (100%) high performing individuals demonstrate this competency and 68% recognised this competency in other high performing individuals.</p> <p><b>Achievement Drive</b> – has been defined in this research as:- Individuals are proactive at setting challenging goals, clarity of purpose and mental creation of achieving or exceeding their objectives. Proactive in removing blockers to performance improvement. - Individuals are results orientated with a high drive to physically meet or exceed the required objectives and standards and make a difference.</p>	<ol style="list-style-type: none"> <li>1. High performing individuals set and achieve high personal standards of excellence.</li> <li>2. Individuals need to understand and then set and deliver their individual goals.</li> <li>3. There is a requirement to train and develop individuals to ensure they understand how their personal goals are aligned with delivering the organisational goals and to provide constructive feedback to individuals who do not set and deliver the standards required. Provide feedback and support.</li> </ol>	<ol style="list-style-type: none"> <li>1. If an organisation wants to achieve high performance it must have clarity on strategic goals and then must align individual and team goals to set and meet these standards of excellence.</li> <li>2. If the organisation wants to significantly improve performance it must seek to recruit, train and develop individuals to ensure they understand and deliver the standard of excellence required.</li> <li>3. Individuals at all levels must lead by example through visible participation.</li> </ol>

Emotional Intelligence & Behavioural Competencies	Individual (Self)	Organisational
<p><b>Social Awareness</b></p> <p><b>Service Orientation.</b> High performers demonstrate this competency and 61% recognise this competency in other high performers.</p> <p><b>Service Orientation</b> has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Anticipates, recognises and understands the needs of others.</li> <li>- Seeks ways to improve customer service and create an above average performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. High performing individuals understand the needs of others including internal and external customers and then deliver above average customer performance.</li> <li>2. Individuals need to understand and then deliver internal and external customer needs and achieve win/win solutions.</li> <li>3. There is a requirement to train and develop individuals to ensure they can empathise with others, understand their internal and external customer needs, and deliver above average performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. If an organisation wants to achieve high performance it must have clarity on understanding the needs of others including customers and must align individual and team goals to set and exceed high standards of service.</li> <li>2. If the organisation wants to significantly improve performance it must seek to recruit, train and develop individuals to ensure they understand and deliver the standard of customer service required.</li> </ol>
<p><b>Emotional Intelligence &amp; Behavioural Competencies</b></p>	<p><b>Individual (Self)</b></p>	<p><b>Organisational</b></p>
<p><b>Relationship Management</b></p> <p><b>Teamwork and Collaboration.</b> High performers demonstrate this competency and 64% recognise this competency in other high performers.</p> <p><b>Teamwork and Collaboration</b> has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Working with others to achieve shared goals and high performance.</li> <li>- Building relationships with others, team identity, supporting and developing active participation for joint delivery of above average performance.</li> </ul>	<ol style="list-style-type: none"> <li>1. High performing individuals understand the needs to work with others in the team to obtain synergy to deliver high performance.</li> <li>2. Individuals need to understand and then work with others to achieve team goals which are aligned to strategic objectives.</li> <li>3. There is a requirement to train and develop individuals to ensure they work closely with team colleagues to achieve synergistic solutions and above average performance for the team and organisation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Aligning strategic objectives to team and individual goals is a first step.</li> <li>2. Building teams of individuals with complimentary competencies to achieve synergistic solutions.</li> <li>3. If the organisation wants to significantly improve performance it must seek to recruit, train and develop individuals to ensure they use their complimentary skills to achieve above average performance.</li> </ol>
<p><b>Relationship Management.</b></p> <p><b>Communication.</b> High performers demonstrate this competency and 61% recognise this competency in other high performers.</p> <p><b>Communication</b> has been defined in this research as:</p> <ul style="list-style-type: none"> <li>- Empathetic and active listening, seek mutual understanding and share information fully to achieve high performance.</li> <li>- Deal with difficult issues in an open and straightforward way.</li> <li>- Send clear, convincing and consistent messages.</li> </ul>	<ol style="list-style-type: none"> <li>1. High performing individuals in high performing teams listen well and send clear and convincing messages to achieve high performance as a team.</li> <li>2. High performing teams take action to resolve poor performance.</li> <li>3. There is a requirement to train and develop individuals in listening skills and presenting clear and concise messages which act as an enabler to obtain synergistic solutions and increase team performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. If an organisation wants to achieve high performance it must have clarity on communication and listen to others including customers.</li> <li>2. If the organisation wants to significantly improve performance it must seek to recruit, train and develop individuals to ensure they communicate well and listen empathetically to colleagues and customers. Good open communication harnesses good team spirit and assists in improving performance.</li> </ol>

## 9. Appendix 3: Next Steps – How can you use this research to benefit your Organisation?

### Introduction and Purpose

The purpose of this Section is to provide a process as to how you might choose to use this research to use skills development and other interventions and guidelines to begin to deliver and then more importantly sustain significant improvements in performance and ‘add value’ in your Organisations.

**Our research with WWU has confirmed that there is no ‘quick fix’; there is no ‘simple panacea’ to achieve and sustain significant improvements in performance and productivity.**

The next Section is divided into **three** phases and **twenty** best practice steps. Each phase and each step in the process is critically important to achieve overall success.

Clearly it is your choice as to whether you follow this process and how many of these phases and best practices you choose to fully embed in your organisation. If you choose to do so it is your responsibility to fully commit to delivering the benefits. The more phases and best practices which are implemented the more likely you are to succeed in improving performance and productivity and developing your people for 21<sup>st</sup> Century business.

### Preparation & Design Phase

This first phase is critical to ensure that you obtain proactive participation at all levels in your organisations and to use these guidelines to first design and then start to deliver the improvements specific to your needs.

## 1. Executive Leadership

### Step 1 - Proactive & Visible Participation

In WWU, members of the Executive Leadership Team led by example and actively and visibly participated in the whole ‘end to end’ process; this is a key foundation stone to building success.

Alternatively, if the Executive Leadership Team simply produces a ‘Vision Statement’, allocates a few resources, writes a few company wide emails on the next initiative, delegates delivery to the local Human Resources or Training Manager, etc then the process of improving performance and skills development is highly likely to collapse because the key foundation stone of proactive ‘personal leadership’ at all levels in the organisation would be missing from the outset. In other words ‘walk the talk’, do what you say you will do. People will respond to the actions you take not necessarily the words you use.

## **Step 2 - Establish a compelling framework for clarity of purpose and direction – Alignment to Strategic Objectives**

Individuals expect direction from their Executive Leadership Team.

In WWU the Executive Leadership Team provided this direction and alignment with the WWU Strategic Goals. These were then developed into the WWU Performance Management Framework (PMF) by a design team involving individuals **at all levels** in the WWU organisation, including active and visible participation by members of the Executive Leadership Team. It is critically important that this is simple and understandable for each level in the organisation and to enable individuals to understand what it means to them and how their performance impacts on overall performance.

## **Step 3 - Choose the Right People**

Organisations succeed or fail because of the people involved. In WWU, demonstrably high performing individuals at all levels in their organisation were selected to be actively involved in the team proactively involved in the Preparation and Design Phase for the PMF1.

This team then developed and tested the evolving Performance Management Framework (PMF1). These individuals were also selected because they had key influencing skills. Following the design phase, this team then became active advocates and champions for subsequent delivery into the business.

## **Step 4 - 'Design in' Skills & Competency Development**

Become a learning organisation. In WWU, the Executive Leadership Team had the foresight to include skills development in their Performance Management Framework (PMF1).

This included clear focus on the personal management, the behavioural and personal leadership (EQ) competencies and the 'Performance Coaching' skills needed to develop these important competencies in individuals.

Importantly, the WWU Executive Leadership Team members had the same skills development programme as the other levels in their organisation. Having undertaken the programmes themselves, members of the WWU Executive Leadership Team then actively participated in the 'Performance Coaching' Programmes with a cross section of team members.

## **2. Designing the Performance Management Framework (PMF)**

### **Step 5 - Critically Important Objectives & Measures**

WWU and their Operations business needed to decide upon what was critically important for the overall success of their business and then align the PMF process and measures to these critically important objectives. It is fundamentally important for individuals to understand what they do and more specifically how what they do contributes to the overall strategic objectives. These must drive the right behaviours.

### **Step 6 - Active Participation at all levels**

The WWU Executive Team wanted to ensure that the PMF was developed by, and on behalf of individuals in WWU, the thinking behind this was to use their internal expertise and to start to build accountability and responsibility within their own teams. A cross section of individuals at all levels from the customer facing Operations business and importantly the Support functions were jointly responsible for the PMF development. This approach provided for a 'pull' from the individuals, rather than a downward 'push' from the Executive Leadership Team.

### **Step 7 - Establishing Productivity Measures**

Establishing base line budgeted productivity measures for each work type, at commencement was important to enable WWU to understand their 'base line' or 'starting point' for their current levels of productivity.

These measures had to be aligned to overall strategic goals, but, equally they had to be simple to understand by each individual in the WWU team. Part of the culture at WWU is 'What gets measured gets done'.

### **Step 8 - Assess the development needs of individuals and the organisation**

Promote the need to become a learning organisation, determine the competencies which are most critical for each individual which are needed to improve performance in your organisation.

The paradigm we would recommend is to consider at least the three skills groupings highlighted in this research of technical skills (IQ); personal (self) management skills (IQ) and the emotional and behavioural competencies (EQ).

Aim to link learning to the values of the individual and the values of the organisation. Help people to understand how personal development will help them to meet both their personal, professional and organisational values and goals.

### **Step 9 - 'This is not another initiative'**

WWU did not want the PMF1 to be perceived as yet another management initiative and that performance and productivity improvements needed to be delivered and sustained as an integral component of the WWU culture. (Since our research this has now been developed onto PMF2 to sustain continuous improvement).

The approach taken was to have 'WWU individuals designing and implementing the PMF for WWU individuals' this fostered inclusion and ownership and started to embed performance improvement in the WWU culture. This then provided for transparency and consistency leading to sustainability.

**Implementation Phase**

**Step 10 - Establish Clear Goals & Define Expectations**

**From 'As Is' Current State to the 'To Be' Aiming for Perfection - 100% Performance**

A key objective for the PMF Design Team was to establish measures which aimed for the perfect state i.e. when all of the support systems, processes, vehicles, equipments, the right skills development, individual and team productivity, investment, health and safety delivery, interfaces between Support and Operations etc were all optimised, this was considered to be an overall 100% performance level i.e. the ideal perfect performance, maybe even an unachievable level of performance in the short term, but, one which might be achievable over several years of ongoing continuous improvement and development.

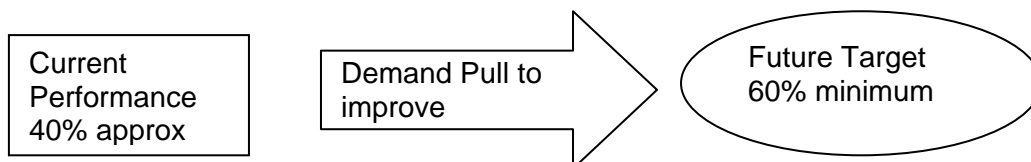
At the completion of the Design Stage, and commencement of the Implementation Phase the current 'As Is' was at a performance level of 40% approx, across the WWU Operations business when compared with the 'holy grail' of ideal perfect performance.

This provided clarity of purpose to all individuals involved in WWU, when comparing with the 100% performance target; this current state of 40% level of performance collectively was completely unprofessional and unacceptable.

In the first year the WWU Operations Director consulted and agreed a very simple and clear stretch target to improve overall performance in the Operations business from 40% to 60%. This would 'set the bar' to improve overall performance and to deliver other significant benefits e.g. financial savings.

Once the unacceptable and unprofessional current level of performance at 40% was known within teams of professional individuals with high standards and technical skills, this created the required positive tension and a 'demand pull' from the individuals in the team to improve from the current 40% and aim to achieve the initial stretch target of 60%. This provided an immediate impact of visibility of performance, which in turn started to create **self directed change** insofar as many individuals themselves chose to change their own behaviour to move away from the current below average performance.

**Improving Performance – Create 'Demand Pull' and Self Directed Change**



## Step 11 - Financial Management – Skills Development to deliver the benefits

One of the primary strategic objectives of WWU is to improve shareholder return on investment 'bottom line' financial performance driven by both the regulatory formula and the need to maintain and improve shareholder return.

It should be emphasised that this improved financial management performance cannot be delivered in isolation this has got to be achieved whilst still maintaining 'fit for purpose' quality delivery of customer and regulatory standards of service; engineering quality; first class safety health and environmental performance; and delivering the budgeted work load targets.

The PMF Design Team had three key financial management goals which are interrelated are linked to individual skills and competency development and were delivered:

- ① What do I need to understand?** Each individual needed to understand how their individual performance improvement would result in the delivery of financial benefits for WWU. It was necessary to clarify and simplify how improved productivity (increased outputs) would result in a derived financial benefit for WWU. For example, increasing productivity (outputs) in the normal working day thereby reducing premium overtime payments and/or obviating the need to employ additional resource. In other words, more productivity (outputs) at a reduced level of cost.
- ② What do I need to do?** Skills development, the PMF programme included financial management training and development for all individuals who attended. This was important to ensure the individuals in WWU started to develop their financial management competency and had a clear understanding on how their personal action in improving performance would impact on improved financial performance for WWU. Most important this was delivered so that each individual could understand specifically what they needed to do in their current roles. In other word this was not 'broad brush' financial management training, this was specifically 'tailored to fit' for each individual.
- ③ How can I contribute and when?** The financial management skills development training on the programme was only the start of the personal development process. Every individual who attended the programme had to take their new skills and knowledge and were then each tasked, either as individuals or in small teams with using these new skills in Work Based Learning to deliver an actual and tangible financial benefit for WWU within six months of leaving the PMF programme. Monitoring processes were put in place and these savings were achieved. This had two significant benefits for WWU, firstly, there was the obvious financial saving, and secondly, individuals went away and used and applied their new competencies which start to embed these new skills as the 'norm' going forward.

## Step 12 - Learning & Development (Please see also Appendix 4 below)

### Create a culture of learning and development

Investment in Learning and Development is critical to improving performance. Critically, this investment is not about sending individuals on a training programme or briefing them on the latest management initiative, it is about nurturing a culture in your organisation of experiential learning and development i.e. experiential learning and then taking this and using this learning in the work place.

Leaders at all levels in an organisation must practice being coaches and on the ongoing continual development of others. This can be best demonstrated if an individual is more competent to improve performance tomorrow because of coaching and feedback today, then this emphasis on continual learning is being embedded and this will help to sustain continuous improvement.

Within WWU the gas engineering management technical skills and competencies were considered to be first class and needed to be maintained.

Within the Performance Management Framework (PMF) programme, in addition to the financial management technical skills identified at step 11 above learning and development of other skills and competencies were considered to be important, as follows:

#### Personal (Self) Management Skills

**Planning** for improved performance – Individuals were trained to understand what performance levels were required e.g. the overall 60% performance target was the planned level in the first year. Additionally, so that the individual could clearly understand what planning for good performance was all about and how they could contribute, this was converted into the job types and outputs needed from each individual day by day, week by week. This could then be aggregated for teams and for WWU and this is a key enabler in supporting planning for good performance. Individuals were actively encouraged to take these planning and modelling tools back and implement them immediately in their workplace i.e. to start to plan for high performance.

**Organising** for improved performance – Individuals were trained to understand techniques which can be used to enable them to understand specific steps which need to be taken to organise themselves and others to deliver improved performance e.g. availability for productive work; eliminating unproductive work; looking at ways to 'work smarter'; and prioritisation techniques. Individuals were actively encouraged to take these back and implement them immediately in their workplace to begin to derive the benefits from these new skills.

**Monitoring** for improved performance – In addition to understanding what needs to be done to improve performance, individuals need to understand how they are performing on a day by day, week by week, basis.

WWU invested in Information Technology (I.T.) systems which would provide management information by individual, by team, by section, by day, by week, indeed over any time period.

During the PMF learning and development programmes individuals were provided with the **opportunity to practice** using these PMF models to monitor their performance. Additionally, there was complete openness and sharing of performance information.

On leaving the PMF programmes the individuals would be provided with their management information on actual performance and would then have instant access to this monitoring capability and the relevant management information.

**Reviewing** for improved performance – In addition to the day by day planning, organising and monitoring skills needed, individuals were experientially developed and encouraged to make time to step back and review. In other words to avoid being continually distracted by the 'urgent' and focus on the 'important'.

This reviewing process would then feedback into the planning, organising and monitoring competencies. Using these techniques would be an enabler to support individuals in seeking and delivering continuous improvement.

### **Emotional & Behavioural Competencies**

Learning and progressive change only really occurs when people step out of their current 'comfort zones'.

Their current 'comfort zones' can be counter productive because they can act as a safe area for individuals to avoid having to develop and/or to avoid having to commit to improving performance. As an integral part of the PMF programme individuals were provided with experiential and observational learning and development to develop their self awareness of their emotional and behavioural competencies and the emotional and behavioural competencies of others.

Another person cannot change your behaviour e.g. develop new competencies and improve your productivity, the only person who can change your behaviour is you, therefore, experiential and observational learning and development is a fundamental and critical enabler to change behaviours and improve productivity.

### **Performance Coaching**

Performance Coaching has been described as 'The learned ability to coach others, to work with others to achieve increased effectiveness in their lives and careers through focussed learning, the aim of the coach is to work with others to enable them to achieve their potential'.

Within the WWU PMF programme, over 350 managers and individuals at all levels in the organisation, including staff and industrial Trade Union representatives were provided with experiential and observational learning and development in using Performance Coaching techniques. These were used to develop the personal self management competencies and the emotional and behavioural competencies of self and others and to coach others to enable them to choose to change their behaviours and to achieve their potential and improve the performance for WWU.

For many individuals this experiential and observational learning and development shifted individuals out of their previous 'comfort zones' and many individuals shifted their perspective and benefited from improved coaching, communication and listening competencies.

Within the programme individuals were provided with the time, space and opportunity to experientially practice these performance coaching competencies and to obtain coaching and feedback to improve their own coaching competency.

On leaving the PMF programmes the individuals at all levels in the organisation were actively encouraged to hold 1-2-1 performance coaching reviews with others to coach them into improving their performance. Monitoring processes were put in place to ensure these performance coaching competencies were being used and the 1-2-1 performance coaching reviews were being undertaken to improve performance for WWU.

### Step 13 - Monitoring Processes

This is a key step and is important to ensure the investment in the Performance Management Framework (PMF) and in the learning and development is delivering the improvements in performance, increase in productive (outputs) and financial benefits.

#### Productivity Improvements

WWU invested in systems to record the base data, process this data into information and produce output reports for management information purposes.

Daily and weekly performance was measured by individual, by team, by manager, by business unit and for the Operations business in WWU.

This was aggregated into a measurement time frame of a 13 week rolling average. This time frame was considered to be important and relevant to reduce the risks of short term spurious distortions in productivity as a result of unusual or 'one off' daily or weekly variations in work types, work conditions or environment. Also, there is the capability to aggregate over any time frame e.g. a 52 week rolling average to assess annual performance.

#### Performance Indicators

WWU monitored their other key performance indicators e.g. customer and regulatory standards of service; safety, health and environmental targets; and agreed workload targets; to ensure that these key performance indicators are being maintained and are not being adversely affected as a result of the drive to improve productivity (outputs).

#### Financial Performance

If the investment in improved performance and productivity (outputs) was being achieved this would flow through into financial benefits.

In the first year, the financial budgets were aligned with the required improvement in productivity and the actual costs were monitored against these revised budgets to ensure the improved productivity was flowing through as an actual financial benefit.

### Step 14 - Work Based Learning - Encourage active use of the competencies back in the work place

In addition to the measures, this ongoing monitoring was critical to embed the PMF into the culture of WWU.

- Raise the **self awareness** of each individual to enable them to understand the measures and the monitoring process and how they could impact upon improving performance as an individual and for their team.
- Increase the **self management** focus of individuals and managers to enable them to action how they were to be applied and to agree what actions they needed to take to deliver the required productivity improvements.
- Raise the **social awareness** of each individual to enable them to understand the interactions internally with individuals in other parts of the WWU business e.g. Support and operations and externally to improve customer service.
- Develop the **relationship management** of each individual e.g. team working and collaboration to enable them to understand how teams could work cooperatively to achieve improved performance and increased productivity (outputs), by team, by manager, by business unit and for the Operations business and WWU overall.

### **Step 15 - Performance Feedback**

In line with coaching the individuals who attended the PMF programmes were provided with experiential and observational learning and development in feedback techniques used in coaching, ongoing feedback on performance at all levels in the organisation both appreciative and constructive feedback is important to both implementing and sustaining success.

Constructive feedback is critical to increase self awareness, invoke self directed self managed change and to provide focussed feedback on unacceptable performance and behaviour and to seek continuous improvement in behaviour and performance.

Appreciative feedback is critical to build self confidence, acknowledge and recognised good performance and to encourage future self management to continue to deliver high performance.

### **Step 16 - Support & Involvement at all levels**

Change is only facilitated through the support and involvement at all levels in the organisation. This is included the support functions HR, Finance, etc.

In WWU, over 350 individuals at all levels received experiential and observational learning and development this created a critical mass of individuals who all experienced the same PMF programme and who could then work together to support each other to start to deliver and sustain performance improvement.

### **Step 17 - Remove 'Blockers to Performance'**

Individuals were actively encouraged to identify issues and proactively resolve any 'blockers to performance', these ranged from simple issues which could be resolved by individual action, to team issues which could be resolved with joint action between Operations and Support to strategic issues e.g. significant investment in replacing an aging fleet of vehicles and plant. This openness to actively identify and resolve issues has two significant benefits.

- ❶ The Executive Leadership Team members personally attended local 'Round Table' Events which were attended by individuals at all levels to understand 'blockers to performance'. This worked towards removing any barriers to upward communication and enabled speed of decision making to resolve issues and improve performance. Demonstrated accessible and available leaders who were prepared to show concern and take action to resolve real issues when higher performance and productivity was being demanded.
- ❷ Encouraged individuals not to cover up weaknesses but to proactively take action to resolve issues to improve performance and productivity.

## Reviewing Phase

### Step 18 - Ongoing Review

Reviewing of progress is most successful when undertaken on an ongoing basis throughout the first two phases of Preparation & Design and Implementation as well as evaluation below.

This ensures focus remains on the 'critically important' as well as the day by day 'urgent' delivery of performance. In other words, 'stepping back' to review how further improvements can be made without being distracted by immediate priorities to deliver today's performance.

#### Preparation & Design

At the end of the preparation and design phase, it is recommended that you should take time out to sit down and review the Design Phase. Go back over the Design Phase to ensure you have not missed any critically important aspects.

In WWU a testing and piloting process was added at the end of the design phase which proved to be extremely valuable to further enhance and improve the PMF process before moving to the Implementation Phase.

#### Implementation & Sharing Good Practice

At each step of the implementation phase it is important to review whether implementation is beginning to identify signs of performance improvement in certain areas, with certain managers or teams and to review what specifics are driving this improvement and then to share this good practice with other parts of the organisation.

### Step 19 - Formal Review & Overhaul

#### Overhaul

At the end of a predetermined period e.g. from the research we would recommend every six months, it is necessary to undertake a formal review to ascertain whether success is being achieved.

In order to assess this we would recommend an 'overhaul' of the process, reviewing each of the component parts and steps taken determine whether success is being achieved.

We would recommend objective performance assessment criteria are used and subjective reviews of performance undertaken; this review should be at two levels:

- ① **Strategic Level**, for example, in WWU one of the key strategic objectives was to improve performance and productivity (outputs) to deliver financial benefits. The strategic review would first determine whether the financial benefits were appearing and then review how they were being achieved. The outputs could then be used for further self directed change and sharing of good practice.
- ② **Operational Level**, for example, in WWU one of the key objectives was to ensure the learning and development using coaching techniques to improve performance was being undertaken across the whole of WWU. The operational review would ensure that these 1-2-1 performance coaching reviews were being undertaken throughout WWU on a regular basis.

A regular formal review and overhaul process is necessary to ensure ongoing development of people to seek continuous improvement and avoid mediocrity.

**Step 20 - Strategic Intent must equal operational execution**

The WWU PMF was used to confirm the strategic intent, mobilise, deliver and sustain this as an operational execution of performance and productivity improvements.

The review phase of the process is very important to ensure that operational execution is being delivered.

More importantly, the review phase must stimulate continuous improvement in operational execution. This is the feedback loop back into seeking and delivering sustained improvement.

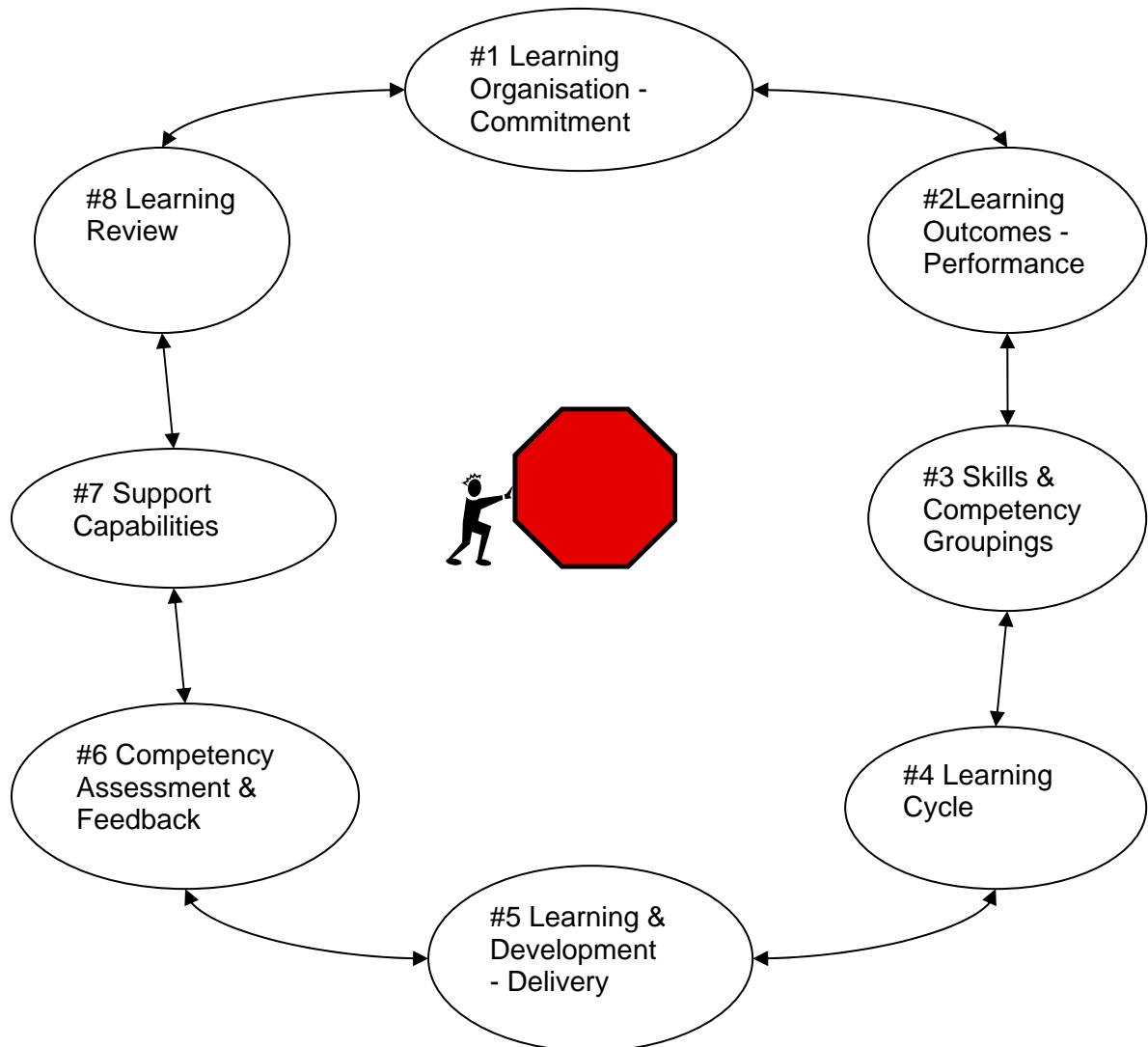
## 10. Appendix 4: Skills & Competency Development Process

### Introduction and Purpose

The purpose of this Section is to provide an additional expansion of Step 12 at Appendix 3 above as to how you might choose to use skills and competency development to sustain significant improvements in performance and real 'value added' benefits in your Organisations.

### Overview of the 'Octagon' - The eight facets of Skills & Competency Development

The following provides an overview of a recommended process for success in using learning, skills and competency development to improve performance.



## Summary

### #1. Learning Organisation

In order to be successful you must truly commit to becoming a **Learning Organisation**. There is a need for this to be one of your **critically important** strategic objectives. There is a requirement to invest in learning and development, which in turn provides a return on investment by improving performance.

### #2. Learning & Performance Outcomes

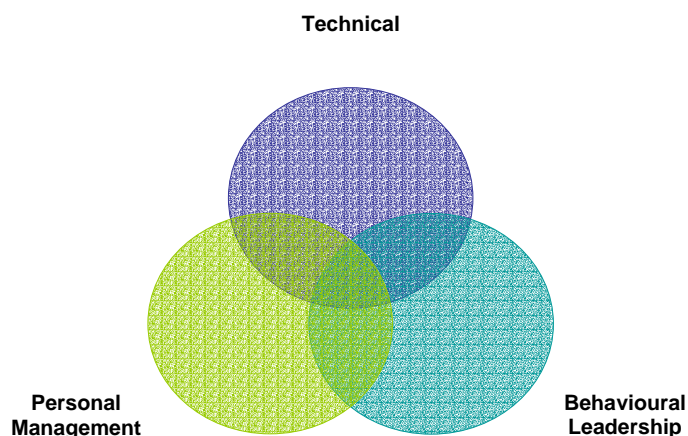
There is a requirement to begin by having a clear understanding of the learning outcomes required which enable performance improvement to be delivered. (Note: we deliberately use 'performance' here and not 'productivity' (work outputs), whilst many organisations do want to improve 'productivity' there are other interrelated performance outcomes which must be delivered simultaneously with improving productivity e.g. improving health and safety; customer standards of service etc).

A prerequisite of understanding the 'learning outcomes' is a need for real clarity of understanding and in converting strategic objectives into simple performance outcomes needed by your organisation.

A simple example for illustrative purposes e.g. if 10 work outputs (performance outcome) are needed per individual per day, and this is considered to be high performance, which in turn delivers the required profit which results in delivering the critically important strategic objectives of return on shareholder investment (performance outcome), then what skills and competency groupings and, therefore, learning outcomes are needed to be developed and delivered by the individual to enable them to deliver the required performance outcome of a minimum of 10 work outputs per day? The two outcomes must be inextricably linked.

### #3. Skills & Competency Groupings

This research has identified that the three key skills and competencies groupings of technical; personal management; and leadership and behavioural must be developed by individuals to deliver their own performance, team performance and deliver organisational performance.



## #4 Learning Cycle

We have considered a recognised behavioural learning cycle and linked this to the skills competency groupings and highlighted the resultant impact on performance for each state within the cycle. It is important to consider the learning cycle below in using skills development to improve performance.

### Learning Cycle

**State 1 Unconscious Incompetence** – This begins the cycle, basically, individuals **'don't know what they don't know'** (**Unconscious**). In this state, there is little if any understanding of what is expected (**Incompetence**). For example, if a person is new to a role and has no understanding or knowledge of the competence needed and/or the levels of performance required. Obviously, in this state **performance (and productivity) is very low**.

Another example to consider, before you first saw the diagram above you may never have considered these skills and competency groupings in this way, or their interrelationships and their joint impact on performance.

**State 2 Conscious Incompetence** – In this state, individuals begin to recognise and become aware (**conscious**) of the competency or requirements needed to properly **perform**, encompassing a combination of **knowledge, skills, and behaviour**'. For example, you may remember starting a new role and how you were feeling daunted by the new job in the first few days or weeks.

Individuals begin to **'realise what they don't know'**. Whilst they may be **conscious** of what is required to **perform** they may remain **incompetent**. In this state **performance (and productivity) is still low**.

Another example, now that you have considered the skills competency groupings diagram, you may have started to become **conscious** of the potential, and started to recognise that there may be areas for improvement in your previous thinking on how you might develop your personal **competencies**.

**State 3 Conscious Competence** – In this state, individuals begin to get to grips with what is expected (**conscious**) and have developed a level of competency needed to perform. For example, in your new role after a period of time, you may be **technically competent** to do your new job. In this state you still need some conscious effort to perform. **There is improved performance (and productivity) will rise to an average performance level**.

Another example, considering the skills competency groupings diagram you may now assess your self as being competent in maybe two of the three skills groupings, but, are conscious of a need to develop in one of the other skills groupings.

**State 4 Unconscious Competence** – In this highest state, individuals are competent in what they do and perform at a higher level almost unconsciously.

For example, if you have developed in your new role and have fully mastered all aspects of your craft. **You automatically perform at a significantly higher level of performance**. If a lapse does occur you return temporarily to the earlier state of 'conscious competence' and this restores you back to the higher state.

Another example, considering the skills competency groupings diagram, you may now choose to, commit, and then succeed in, developing one of your competency groupings and succeed in developing your own performance to exceptional levels.

## #5 Learning & Development - Delivery

There are many different opportunities available for the Delivery of Learning and Development. These include formal 'in house' or approved external training e.g. private sector; Further Education (FE); Higher Education (HE); vocational learning; ELearning; Work Based Learning; Mentoring; Shadowing; Job Rotation, Performance Coaching, Work Placement; Secondment. This list is not intended to be exhaustive and is used to demonstrate the plethora of delivery options available. Each delivery method has merit, subject to the competency grouping being delivered and combinations of different delivery methods are very effective.

From our research, the following delivery techniques are essential to achieve success in improving performance and these are especially important to the delivery of the personal management and leadership & behavioural competencies.

- **Academic** - There needs to be some conceptual, theoretic and academic learning inputs delivered at a 'fit for purpose level' for the individual (or groups of individuals undertaking similar roles). This sets a solid foundation for developing the learning; however, this is inadequate if this technique is used in isolation.
- **Performance Coaching** - Delivered interactively using behavioural psychology and neuro linguistic programming (NLP) techniques is a key component. Individuals must be given the opportunity to develop their competencies experientially in the learning environment in 'real' and 'simulated' situations. Critically, this needs to include the input-feedback loop, that provides quality learning and performance improvement. The following secondary research highlights the importance of interactive and experiential learning to sustain recall, develop unconscious competence and then can be used as an enabler to sustain performance improvement. You will note the most effective combination.

	Tell	Tell & interactively shown	Tell, interactively shown, & experienced
Recall after 3 months	10%	32%	<b>65%</b>
Recall after 3 weeks	10%	72%	<b>85%</b>

- **Work Based Learning** – Transference from the learning environment is important. Individuals must use their learning in 'real' applications with others to develop individual and team performance. There must be monitoring and feedback to continually enhance competency development and improve performance.

## #6 Competency, Assessment & Feedback

We identified the following from our research

### Competency Framework

The Technical (IQ) competencies which are needed will be specific and will vary from Job Role to Job Role, Organisation to Organisation, Industry to Industry. The Personal Management (IQ) and Leadership and Behavioural (EQ) competencies which are needed to improve performance will be more generic, transferable and can then be 'tailored to fit' specific job roles.

There is a generic Competency Framework for Personal Management (IQ) and Leadership and Behavioural (EQ) at Appendix 4, which other organisations can use to 'tailor to fit' to their requirements.

## Assessment

There are four primary methods of assessing the competency of an individual.

Performance Appraisal – A manager undertaking the competency appraisal and performance of a subordinate, this is used extensively and can be very effective especially if the manager is fully trained in 1-2-1 performance coaching

External Independent Assessment – If used with consistent and set criteria, this assessment is useful to obtain independent objective assessment, removing personal bias; this technique is very effective for technical competency assessment.

360 degree – Assessment by subordinates, peers, and superior. This technique can be very useful to obtain feedback and improve performance on the leadership and behavioural competencies, in particular, the relationship management competencies e.g. teamwork and collaboration.

Self Assessment – Appraising your own competencies. This can be very useful if used in line with coaching techniques to improve performance. The main strength of self assessment is that this ensures that the individual raises their own **self awareness** of the need to improve and takes personal **responsibility** for the desired change in behaviour i.e. to improve performance; this rests firmly with the individual from their self assessed needs.

## Feedback

The important point running through all of the above forms of assessment is that they should be used to generate the proactive feedback loop for the individual to develop and to improve performance. Feedback should be detailed, descriptive, non judgemental and address behaviours and competencies.

## #7 Support Capabilities

There is a need for proactive support of the learning and development process and individuals involved. In our research over 350 individuals from the same organisation at all levels were actively involved in the Performance Management Framework process and the associated PMF learning and development programme. This provided the capability for significant support from the broader team to developing competencies and improving performance.

## #8 Learning Review

In order to complete the quality circle there is a need to undertake periodic review of the learning and development process including competencies. This is to aim for continuous improvement in both the Skills and Competency Development Process and the overall performance and productivity.

## 11. Appendix 5: Skills & Competency Framework

### Analysis of Competencies which differentiate high performers

#### **Introduction & Purpose**

Provide an analysis of competencies which differentiate high performers; potential skills development opportunities for individuals who choose to develop and improve their performance; and suggested generic examples of evidence of competency.

#### **Personal Management Competencies (IQ)**

The personal management competencies which differentiate high performing individuals

## ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate you are planning for high performance.
<b>Planning for high performance</b>	<ol style="list-style-type: none"> <li>1. Discuss and agree the value adding critically important key objectives and standards of performance expected from relevant people.</li> <li>2. Be proactive and focus attention on an ongoing basis to planning for high productivity and performance.</li> <li>3. Develop and agree plans for undertaking the work, how to achieve the objectives of delivering high performance, and respond to any changes.</li> <li>4. Coach individuals to plan for high performance.</li> <li>5. Discuss and agree key objectives and planning requirements with internal colleagues.</li> <li>6. Discuss and agree key objectives and planning requirements with external customers and others who may be affected by your work.</li> <li>7. Develop own competencies to ensure you plan for high performance.</li> </ol>	<ol style="list-style-type: none"> <li>a. The high standards of performance required from individuals and teams and how these will deliver the objectives of high performance.</li> <li>b. What needs to be included in relevant work plan(s) on an ongoing basis in order to achieve high performance?</li> <li>c. Ways of identifying and managing potential risks which threaten high performance.</li> <li>d. Ways of identifying and managing potential opportunities to plan for improved performance.</li> <li>e. Methods of coaching for purpose to plan for high performance.</li> <li>f. With internal colleagues, what needs to be planned, by who and when to achieve high performance?</li> <li>g. With external customers, what needs to be planned, by who and when to achieve high performance?</li> <li>h. Why contingency planning is important to achieve and maintain high performance.</li> </ol>	<ol style="list-style-type: none"> <li>i. The Standards of high performance required from individuals and teams and how you planned to achieve these.</li> <li>ii. Work plans which you have produced which demonstrate planning for high performance.</li> <li>iii. Plans which you have produced which demonstrate you have solved planning problems to achieve high performance.</li> <li>iv. Plans which you have produced which demonstrate you are improving performance.</li> <li>v. Documented evidence of undertaking 1-2-1 coaching to plan for high performance.</li> <li>vi. Documented planning meetings with internal colleagues to plan for high performance.</li> <li>vii. Documented planning meetings with external customers and colleagues to plan for high performance.</li> <li>viii Documented evidence of contingency planning.</li> </ol>

## ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate you are organising and implementing for high performance.
<p><b>Organising &amp; Implementing for high performance</b></p>	<ol style="list-style-type: none"> <li>1. Discuss and agree personal work objectives and the high standards of performance expected with both those you report to; and with those who report to you.</li> <li>2. Identify any relevant performance gaps and/or blockers between the requirements of your work role and your current competencies, skills, knowledge and understanding; discuss and agree a performance development action plan with those you report to.</li> <li>3. Identify any relevant performance gaps and/or blockers between the requirements of your work role and your current competencies, skills, knowledge and understanding; discuss and agree a performance development action plan with those who report to you.</li> <li>4. Coach individuals to focus on the 'value stream' and the 'work flow' the critical steps in the process which need to be prioritised and then need to be delivered and implemented in the optimum sequence to organise and implement to deliver high performance.</li> <li>5. Schedule and organise the resources needed to implement and achieve 'fit for purpose' high performance and standards.</li> <li>6. Identify and analyse the information needed and make robust decisions to organise and implement.</li> <li>7. Organise, establish and maintain a professional working relationship with internal colleagues and external customers and others to achieve high performance.</li> <li>8. Solve operational problems which may otherwise block the high standards demanded, organise and implement 'fit for purpose' solutions to achieve high performance.</li> <li>9. Identify and implement 'fit for purpose' improvements to enhance performance.</li> </ol>	<ol style="list-style-type: none"> <li>a. The key standards of performance required from you from your manager; and what you expect from the individuals and teams who report to you to achieve high performance.</li> <li>b. What your performance gaps are and what actions you need to take to improve performance.</li> <li>c. What the performance gaps are for those individuals who report to you and the actions they need to take to improve their performance.</li> <li>d. Techniques for coaching others to raise their self management and understanding and take personal responsibility to improve.</li> <li>e. The work flow and what needs to be prioritised delivered and implemented in the optimum sequence to achieve optimum performance and 'add value'.</li> <li>f. The 'fit for purpose' resources needed and when they are required to achieve high performance.</li> <li>g. Which information is important and how to consider the options to draw the right conclusions and decisions to achieve high performance.</li> <li>h. What needs to be organised and implemented to achieve a professional working relationship with internal colleagues and external customers.</li> <li>i. What types of problems may arise, techniques to identify and analyse problems, and ways of overcoming such problems to deliver high performance.</li> <li>j. Techniques to identify analyse and implement improvements.</li> </ol>	<ol style="list-style-type: none"> <li>i. The standards of high performance required from you from your manager; and the standards of high performance needed from individuals and teams who report to you.</li> <li>ii. Performance Development Action Plans which you have produced for yourself, demonstrating actions you are taking to improve to achieve high performance.</li> <li>iii. Performance Development Action Plans which you have produced for those who report to you which demonstrate the actions they are taking to improve to achieve high performance.</li> <li>iv. Documented evidence of undertaking 1-2-1 coaching to organise and implement for high performance.</li> <li>v. Evidence of organising and implementing 'fit for purpose' resources.</li> <li>vi. Evidence of taking the right decisions based on considering the options and achieving high performance.</li> <li>vii. Evidence of organising and implementing with internal colleagues and external customers to achieve high performance.</li> <li>viii. Evidence of solving operational problems with fit for purpose solutions which delivered high performance.</li> <li>viii. Evidence of implementing improvements to enhance performance</li> </ol>

## ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need, to demonstrate you are implementing monitoring on a regular basis to ensure you achieve high performance.
<p><b>Monitoring to ensure high performance is being achieved.</b></p>	<ol style="list-style-type: none"> <li>1. Check with your manager what the important key performance indicators are which he requires you to monitor for your performance, and clarify any issues, as necessary.</li> <li>2. Discuss and agree the key performance indicators you will be monitoring with those who report to you, and clarify any issues as necessary.</li> <li>3. Coach individuals to ensure they are taking personal responsibility to monitor their performance to achieve their key performance indicators.</li> <li>4. Monitor the progress and 'fit for purpose' quality of work on a regular and fair basis against the required standard of high performance.</li> <li>5. Identify any below average or unacceptable performance, coach individuals, discuss the causes, agree and implement actions to improve to deliver the required high performance.</li> <li>6. Monitor to achieve 'fit for purpose' high performance with internal colleagues.</li> <li>7. Monitor to achieve 'fit for purpose' high performance with external customers and others affected by your work.</li> <li>8. Identify and analyse any proactive and/or reactive change to plan, proactively take prompt action to deal with change and communicate with others.</li> </ol>	<ol style="list-style-type: none"> <li>a. What are your important key performance indicators and how these will be monitored?</li> <li>b. The key performance indicators you will be monitoring for the individuals who report to you.</li> <li>c. Techniques for coaching others to raise their self management to take personal responsibility to be accountable to monitor and achieve high performance.</li> <li>d. The 'fit for purpose' quality standard needed and how this will be monitored.</li> <li>e. How to select and apply different coaching and feedback techniques for encouraging, motivating and supporting individuals/teams to complete the work they have been allocated, improve their performance and to recognise high performers.</li> <li>f. Organisational Procedures for dealing with improving performance, grievance and disciplinary matters.</li> <li>g. Which information is important and how to consider the options to draw the right conclusions to achieve high performance.</li> <li>h. What needs to be monitored with internal colleagues to support the delivery of high performance?</li> <li>i. What needs to be monitored with external customers and others to support the delivery of high performance and quality service?</li> <li>j. Why it is important to proactively manage change and update plans of work in the light of developments, and how to reallocate work and resources and clearly communicate changes to others who may be affected.</li> </ol>	<ol style="list-style-type: none"> <li>i. The key performance indicators you are monitoring and a record of your performance as measured against these indicators.</li> <li>ii. The key performance indicators you are monitoring for those who report to you and a record of their performance measured against these indicators.</li> <li>iii. Documented evidence of undertaking 1-2-1 coaching and feedback and monitoring to improve below average performance and recognise high performers.</li> <li>iv. Evidence of monitoring performance on a regular basis with internal colleagues which supports the delivery of high performance.</li> <li>v. Evidence of monitoring performance on a regular basis with external customers and others which supports the delivery of high performance and quality service.</li> <li>vi. Evidence of properly managing proactive and/or reactive change and communicating with others.</li> </ol>

## ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need, to demonstrate you are periodically reviewing 'stepping back' for continuous improvement to sustain high performance.
<b>Reviewing for continuous improvement and to sustain high performance</b>	<ol style="list-style-type: none"> <li>1. Periodically, allocate a reasonable amount of time to 'step back' and look at how you are using your time and what you can do to continuously improve your performance.</li> <li>2. Write down what is Important and the actions you need to take to improve your performance.</li> <li>3. Coach individuals to ensure they are taking personal responsibility to take a reasonable amount of time to 'step back', review their performance, and take responsibility to improve their performance.</li> <li>4. Periodically, allocate a reasonable amount of time to 'step back' and review with internal colleagues what you can do and implement joint synergistic (win/win) actions to improve the 'end to end' performance of your joint business process.</li> <li>5. Periodically, allocate a reasonable amount of time to 'step back' and review with external customers and others what you can do and implement joint actions to improve the quality of service.</li> <li>6. Take the agreed Review Actions and use these as the feedback loop into your future 'Planning for high performance' to demonstrate continuous improvement in performance and add value.</li> </ol>	<ol style="list-style-type: none"> <li>a. That you need to have the discipline to 'block out' and allocate time in your diary to 'step back' and allocate time to focus on the Important activities of what you can do to improve your performance.</li> <li>b. Techniques to take time out and to differentiate and Review what is Important from what is Urgent.</li> <li>c. Techniques for coaching others to raise their self management to take personal responsibility to 'step back' and review how they might improve and take action to achieve higher standards of performance.</li> <li>d. How to select and apply different coaching and feedback techniques for encouraging, motivating and supporting internal colleagues to agree joint synergistic (win/win) actions to improve the 'end to end' performance of your joint business process.</li> <li>e. What needs to be reviewed with external customers and others to support the delivery of high quality customer service?</li> <li>f. The importance of the Plan, Organise &amp; Implement, Monitor and Review 'Quality Process' which supports continuous improvement and sustains high performance, adds value and eliminates waste.</li> </ol>	<ol style="list-style-type: none"> <li>i. Diary entry confirming the time allocated.</li> <li>ii. A Review Plan identifying a manageable number of Important actions you intend taking and when you will deliver these actions to seek performance improvements.               <ol style="list-style-type: none"> <li>iii. Documented evidence of undertaking 1-2-1 coaching to encourage individuals to 'step back' and review how they can improve and motivate them to improve.</li> <li>iv. Evidence of 'stepping back' and undertaking periodic reviews of performance with internal colleagues which supports the delivery of high performance.</li> <li>v. Evidence of 'stepping back' and undertaking periodic reviews with external customers and others which supports the delivery of high quality customer service.</li> <li>vi. Evidence of implementing the quality process and using the process for continuous improvement and to sustain high performance.</li> </ol> </li> </ol>

**Personal Leadership & Behavioural Emotional Competencies (EQ)**

Personal Leadership & Behavioural Competencies which differentiate high performers and can be developed by every person irrespective of intelligence, academic ability, technical competency, race, culture, socio economic grouping, or background. Emotional Competence has been described as ‘a learned capability based on emotional intelligence resulting in outstanding performance at work’.

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your self awareness of your competencies and your performance.
<p><b>Self Awareness</b> <b>- Accurate Self Assessment</b></p>	<p>1. Undertake an open and honest accurate self assessment of your strengths and developmental areas, comparing this with the key performance competencies.</p> <p>(Options</p> <p>1.1 You have an option to review and get feedback on your self assessment with your manager or a colleague.</p> <p>1.2 You have an option to participate in a 360 degree feedback process with feedback from your managers, peers and with people who may report to you.</p> <p>The above options provide useful additional feedback most important is to undertake your ‘self assessment’).</p> <p>3. From your self assessment, then choose whether you want to develop any of your competencies to improve your personal performance capability.</p> <p>4. If you choose to develop your competencies commit to take action to develop and take personal responsibility to develop your self awareness and improve your performance.</p>	<p>a. High performers have an accurate self awareness of their personal strengths and weaknesses, this then enables them to take personal responsibility to both use their strengths to improve performance; and develop their limitations to ensure they do not become a ‘blocker’ to performance.</p> <p>b. What techniques are available which you can use to undertake an accurate, open and honest, self assessment of your competencies which are needed to develop your performance e.g. Self Assessment Profile Questionnaire; 360 Degree Feedback; Belbin or Myers Briggs Type Indicator; Johari Window Technique, ‘Day in the Life of (DILO) Technique?</p> <p>c. What techniques are available to enable you to then go on and develop your self awareness of your strengths and developmental areas which you can choose to turn into personal developmental actions e.g. 1-2-1 Performance Coaching?</p> <p>d. How to identify the potential opportunities you have which you can use to develop your performance competencies to improve your performance e.g. Development Plans.</p> <p>e. You need to make a personal commitment and take responsibility to develop your competencies to improve performance.</p>	<p>i. Use the technique and document your open and honest self assessment of own strengths and developmental areas.</p> <p>ii. Personal Development plans which you have produced which indicate you are choosing which competencies you want to develop. Evidence of taking personal responsibility to commit to develop your performance competencies.</p> <p>iii. Documented evidence of knowing and using your existing strengths to improve performance.</p> <p>iv. Documented evidence of developing your competencies to improve your performance.</p> <p>v. Documented evidence of your understanding of yourself i.e. your self awareness.</p>

### ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your self confidence competency and how you have used this to develop your performance.
<p><b>Self Awareness</b></p> <p><b>- Self Confidence</b></p>	<ol style="list-style-type: none"> <li>1. Undertake an open and honest accurate self assessment of how 'self confident' you feel you are in relation to your current role and performance.</li> <li>2. Undertake an open and honest self assessment of how much 'self belief' you have in your capability to improve your performance.</li> <li>3. From your self assessments, then determine whether you want to develop your 'self confidence' and/or your 'self belief' to improve your personal performance capability.</li> <li>4. If you choose to develop your self confidence and self belief competencies commit to take action to develop and take personal responsibility to develop.</li> <li>5. Seek support from your manager to enable you to fill gap areas and develop your self confidence</li> </ol>	<ol style="list-style-type: none"> <li>a. High performers are self starters who have an assurance and belief about their own self worth and self confidence that they do perform at a high level and can continue to improve.</li> <li>b. What techniques are available which you can use to develop your self belief and self confidence e.g. Self Assessment Questionnaire; Value Me/Value You Analysis; Johari Window Technique; 1-2-1 Performance Coaching &amp; Feedback.</li> <li>c. How to use your developing self confidence competency to improve performance.</li> <li>d. That you need to have self belief in your own potential to develop and improve your performance.</li> </ol>	<ol style="list-style-type: none"> <li>i. An open and honest self assessment of own self confidence and self belief.</li> <li>ii. Coaching and Feedback from others e.g. managers and colleagues to enable you to develop and evidence your self confidence and self belief.</li> <li>iii. Documented evidence of knowing and using your existing self confidence strengths to improve performance.</li> <li>iv. Documented evidence of developing your self confidence competency with demonstrable evidence of improved performance.</li> <li>v. Documented evidence of your understanding of yourself i.e. your self belief and self confidence.</li> </ol>

ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate you are conscientious and how you have used this to take personal responsibility to deliver on your commitment for high performance.
<p><b>Self Management</b> - <b>Conscientiousness</b></p>	<p>1. Undertake an open and honest accurate self assessment of how ‘<b>conscientious</b>’ you are i.e. you take <b>personal responsibility</b> to understand the high performance required from you and then always deliver on your <b>commitments</b> to achieve and sustain high performance. (You have an option to review and get feedback with your manager or a colleague, on whether you take personal responsibility for high performance and always deliver on your commitments).</p> <p>2. From your self assessments, then determine whether you want to develop your ‘conscientiousness’ to improve your personal performance capability.</p> <p>3. If you choose to develop your personal responsibility to achieve high performance, then ensure you deliver on your commitments.</p>	<p>a. High performing individuals take <b>personal responsibility</b> to understand what high performance levels are expected from them, and then <b>always</b> deliver on their <b>commitments</b> to achieve and sustain high performance.</p> <p>b. What techniques are available which you can use to develop your conscientiousness e.g. Self Assessment Questionnaire; Agree high performance outputs and deliver on commitments by achieving them; 1-2-1 Performance Coaching &amp; Feedback.</p> <p>c. You need to choose to take personal responsibility to deliver on your commitments on agreed high performance targets.</p>	<p>i. An open and honest self assessment of conscientiousness, and whether you always take personal responsibility to deliver on your commitment for high performance.</p> <p>ii. Coaching from others e.g. managers and colleagues to enable you to obtain feedback on whether you take personal responsibility and deliver on your commitment of high performance.</p> <p>iii. Documented evidence of being conscientious and delivering on your commitment of sustained high performance.</p> <p>iv. Documented evidence of developing personal responsibility and/or delivering on commitments to improve and sustain high performance.</p>

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Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate you are trustworthy and how you have used this to take personal responsibility to be trusted to deliver high performance.
<p><b>Self Management</b> - <b>Trustworthiness</b></p>	<p>1. Undertake an open and honest accurate self assessment of whether you are trustworthy i.e. you have integrity are reliable and authentic and are trusted to deliver high performance and whether you confront unethical actions in others who consistently and knowingly under perform. (You have an option to review and get feedback with your manager or a colleague, on whether you have integrity and are trusted to deliver).</p> <p>2. From your self assessments, then determine whether you want to develop your 'trustworthiness' to improve your personal performance capability.</p> <p>3. If you choose to develop your personal responsibility to achieve high performance, then ensure you deliver on your commitments.</p>	<p>a. High performing individuals have integrity, are reliable and authentic in demonstrably and consistently delivering high performance, individuals with this competence are trusted and deliver on this trust. They confront unethical actions in others and take tough principled stands on others who consistently and knowingly deliver underperformance even if it makes them unpopular.</p> <p>b. What techniques are available which you can use to develop your trustworthiness e.g. Self Assessment Questionnaire; 1-2-1 Performance Coaching &amp; Feedback.</p> <p>c. You need to choose to demonstrate in action that you have integrity, reliable and deliver on this trust by achieving high performance.</p>	<p>i. An open and honest self assessment of your trustworthiness.</p> <p>ii. Coaching from others e.g. managers and colleagues to enable you to obtain feedback on whether you demonstrate integrity and repay the trust in you by delivering high performance.</p> <p>iii. Documented evidence of being trustworthy and delivering on this trust.</p> <p>iv. Documented evidence of challenging and developing others who knowingly and consistently under perform.</p>

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Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your achievement drive to achieve high performance.
<p><b>Self Management</b> - <b>Achievement Drive</b></p>	<ol style="list-style-type: none"> <li>1. Undertake an open and honest accurate assessment of your achievement drive i.e. whether you set and achieve high personal standards of excellence i.e. expected quantity of outputs at a 'fit for purpose' quality.</li> <li>2. From your self assessments, then determine whether you want to develop your 'achievement drive' to improve your personal performance capability.</li> <li>3. If you choose to develop your achievement drive to achieve high performance and then ensure you deliver on your commitments.</li> <li>4. Ensure that your performance consistently meets or goes beyond agreed requirements and delivers high performance. Look to exceed expectations.</li> <li>5. Identify the relevant information needed to make the required decisions which deliver high performance.</li> </ol>	<ol style="list-style-type: none"> <li>a. High performing individuals set and achieve high personal standards of excellence e.g. expected quantity of outputs at a 'fit for purpose' quality.</li> <li>b. What techniques are available which you can use to develop your achievement drive e.g. Self Assessment Questionnaire; 1-2-1 Performance Coaching &amp; Feedback. Personal Visioning of what you could achieve in the future. Timelines and milestones which demonstrate progression and a high achievement drive. 'In the Zone' Technique. Focus on return on investment. Prioritisation Important/Urgent Techniques. 'Wheel of life' Technique'. Transactional and transformational goal setting techniques. Stepping Stones Technique.</li> <li>c. You need to choose to demonstrate in action that you have achievement drive to exceed standards of high performance.</li> <li>d. Lead by example, and ensure others see you going beyond requirements to deliver high performance.</li> </ol>	<ol style="list-style-type: none"> <li>i. An open and honest self assessment of your achievement drive.</li> <li>ii. Coaching from others e.g. managers and colleagues to enable you to obtain feedback on whether you excel.</li> <li>iii. Documented evidence of setting and achieving and sustaining high personal standards of excellence.</li> <li>iv. Documented evidence of challenging and developing others to achieve and sustain high personal standards of excellence.</li> </ol>

ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your focus on service orientation to meet and exceed the expectations of internal and external customers.
<p><b>Social Awareness</b></p> <p><b>- Service Orientation</b></p>	<ol style="list-style-type: none"> <li>1. Undertake an open and honest accurate assessment of your service orientation i.e. whether you focus on and understand your internal and external customer needs and 'add value' by exceeding their expectations.</li> <li>2. From your self assessments, then determine whether you want to develop your service orientation focus with your internal or external customers.</li> <li>3. Undertake reviews with your internal customers to determine their needs, whether you are meeting their needs, and what you can do to exceed their requirements and how to add value.</li> <li>4. Undertake reviews with your internal customers to determine their needs, whether you are meeting their needs, and what you can do to exceed their requirements and how to add value.</li> </ol>	<ol style="list-style-type: none"> <li>a. High performing individuals understand the needs of others including internal and external customers and then deliver above average customer service performance.</li> <li>b. How to establish professional and constructive service provider relationships with internal and/or external customers.</li> <li>c. What techniques are available which you can use to develop your service orientation e.g. Self Assessment Questionnaire; 1-2-1 Performance Coaching &amp; Feedback with customers. Customer Surveys with internal and/or external customers. Networking. LEAN techniques. Customer/Supply Chain Mapping. Customer Service Agreements.</li> <li>d. You need to choose to demonstrate in action that you have understood internal and/or external customers and provided the service they require.</li> </ol>	<ol style="list-style-type: none"> <li>i. An open and honest self assessment of your service orientation.</li> <li>ii. Coaching and feedback sessions with customers, to enable you to obtain feedback and improve you service orientation focus.</li> <li>iii. Documented evidence of meeting and exceeding internal and/or external customer needs</li> <li>iv. Documented evidence of developing others to meet or exceeding internal and/or external customer needs.</li> <li>v. Evidence of establishing professional and constructive service provider relationships with internal and/or external customers.</li> </ol>

ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your capability to work in a team and collaborate successfully with proactive relationship management which is needed to deliver superior team performance.
<p><b>Relationship Management</b></p> <p><b>- Team work &amp; Collaboration</b></p>	<ol style="list-style-type: none"> <li>1. Undertake an open and honest accurate assessment of whether you are a team player and whether you develop positive relationships with team colleagues. (You could participate in a 360 degree feedback process with objective and valid feedback from your managers, peers, colleagues, and with people who may report to you).</li> <li>2. Engagement with the team and proactively work with others to achieve team goals of high performance.</li> <li>3. Build relationships with others and develop team identity.</li> <li>4. Understand your strengths and limitations and how your strengths can be used to compliment the team to achieve high performance.</li> <li>5. Openly offer and take on additional activities to support the team.</li> <li>6. Proactively work as a team to develop innovative ideas and implement agreed actions to further improve team performance.</li> </ol>	<ol style="list-style-type: none"> <li>a. High performing individuals understand the needs to work with others in the team to obtain synergy and win/win solutions to deliver superior team performance.</li> <li>b. What techniques are available which you can use to develop your team work and collaboration e.g. Self Assessment Questionnaire; 1-2-1 Performance Coaching &amp; Feedback with colleagues. 360 degree Process. The 'Power of Now' training. Building rapport and mirroring techniques. Belbin type behavioural profiles. Shadowing. Proactive challenging techniques. How to remove blockers and barriers to team performance.</li> <li>c. What are your goals within the team and how they contribute to both your team and the overall organisational goals?</li> <li>d. What actions you need to take to achieve team goals and deliver high performance.</li> <li>e. How to successfully select and apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their contribution. What constructive and appreciative feedback you need to give to team colleagues to improve team performance.</li> <li>f. Techniques for developing new ideas and implementing actions to improve performance for individuals and within the team.</li> </ol>	<ol style="list-style-type: none"> <li>i. An open and honest self assessment of your commitment to teamwork and collaboration.</li> <li>ii. 360 degree feedback from managers, peers and colleagues.</li> <li>iii. Documented evidence of your team using techniques for team work and collaboration to meet or exceed team performance objectives.</li> <li>iv. Evidence of giving and receiving constructive and appreciative feedback to team colleagues.</li> <li>v. Evidence of commitments to take on additional activities to support and improve team performance.</li> <li>vi. Evidence of proactively working as a team to innovate and implement agreed actions which have delivered improvements in team performance.</li> <li>vii) Evidence of achieving win: win solutions by proactively working collectively with team colleagues.</li> </ol>

ESF Skills, Performance & Productivity

Competency	What you must do	What you must understand and know	What evidence of competency you need to demonstrate your capability to work to communicate and listen empathetically and actively to build and sustain high team performance.
<p><b>Relationship Management</b></p> <p>- <b>Communication, including empathetic and active listening.</b></p>	<ol style="list-style-type: none"> <li>1. Undertake an open and honest accurate assessment of how well you communicate. This includes empathetic listening i.e. 'putting yourself in the shoes' of the other person and understanding where they are coming from; and active listening i.e. feeding back what you think you have heard for confirmation. (You could participate in a 360 degree feedback process with objective and valid feedback from your managers, peers, colleagues and with people who may report to you).</li> <li>2. Share relevant information fully with colleagues to develop and sustain high performance.</li> <li>3. Deal with difficult and/or conflict issues in an open and straightforward way.</li> <li>4. Send clear, convincing and consistent messages to others.</li> <li>5. Use timely methods of communication appropriate to the situation.</li> <li>6. Develop open communication to generate improved performance.</li> </ol>	<ol style="list-style-type: none"> <li>1. High performing individuals in high performing teams listen empathetically and actively and send clear and convincing messages to achieve strong relationship management and high team performance outcomes.</li> <li>b. What techniques are available which you can use to develop your relationship management and communication skills e.g. Self Assessment Questionnaire; 1-2-1 Performance Coaching &amp; Feedback with colleagues. 360 degree Process. Empathetic and Active Listening Techniques and Training. Empty Chair Technique. Meta Mirror Technique. Assertiveness Training. Belbin type behavioural profiles. Mentoring. How to remove blockers and barriers to team performance.</li> <li>c. What are your goals within the team and how they contribute to both your team and the overall organisational goals?</li> <li>d. What actions you need to take to achieve team goals and deliver high performance.</li> <li>e. What constructive and appreciative feedback you need to give to team colleagues to improve team performance.</li> <li>f. How to deal with differences of opinion and resolve conflict.</li> <li>g. Techniques for developing new ideas and implementing actions to improve performance for individuals and within the team.</li> </ol>	<ol style="list-style-type: none"> <li>i. An open and honest self assessment of your communication and listening techniques.</li> <li>ii. 360 degree feedback from managers, peers and colleagues.</li> <li>iii. Documented evidence of your team using improved communication and listening techniques to meet or exceed team performance objectives.</li> <li>iv. Evidence of improving your communication techniques with team colleagues.</li> <li>v. Evidence of proactively using communication techniques to improve team performance.</li> <li>vii) Evidence of achieving performance improvement by proactively communicating more effectively.</li> </ol>

Energy & Utility Skills is the Sector Skills Council for the electricity, gas, waste management and water industries. Employer-led, our purpose is to identify employers' skills needs and provide effective solutions to improve business performance.

The government's national skills strategy aims to ensure that employers of all sizes have people with the right skills and qualifications to support the success of their businesses.

Of equal importance is ensuring that individual employees have the skills and qualifications that they need to be both employable and personally fulfilled.

Central to the government's skills strategy is the idea that the employer's voice should be significant in choosing the provision of training and skills development, and the related systems of qualifications. Energy & Utility Skills is actively seeking to establish itself as a focal point for industry

and government working together, and would welcome your input and support, whatever the size of your business.

To help shape the future of your industry visit our website at [www.euskills.co.uk](http://www.euskills.co.uk) or contact: Energy & Utility Skills on 0845 077 99 22.



The Sector Skills Council for electricity, gas, waste management and water.

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