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Enhancing Workplace Learning and Performance by Adopting Skills Framework

William Thien, Jonathan Chang, Kok Yan Siang
EON Consulting & Training
1 November 2018

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Mr William Thien
EON Consulting & Training

Principal Consultant /
Master Trainer

PMC, CPC, SAE, CWLS
MAIDT, BSc(Hons), GDPM

William has worked in:

- Shipbuilding
- Engineering
- Hotel

Portfolio:

- Talent attraction
- Compensation & benefits
- Performance management
- Industrial relations
- Talent development

For the last 22 years:

- Human capital performance consulting
- Training

Recent Focus:

- Workplace learning consulting
- Skills framework training



Importance of Workplace Learning & Performance



Leveraging the Skills Framework



Case Studies



Key Learning Points



Self Assessment Tool



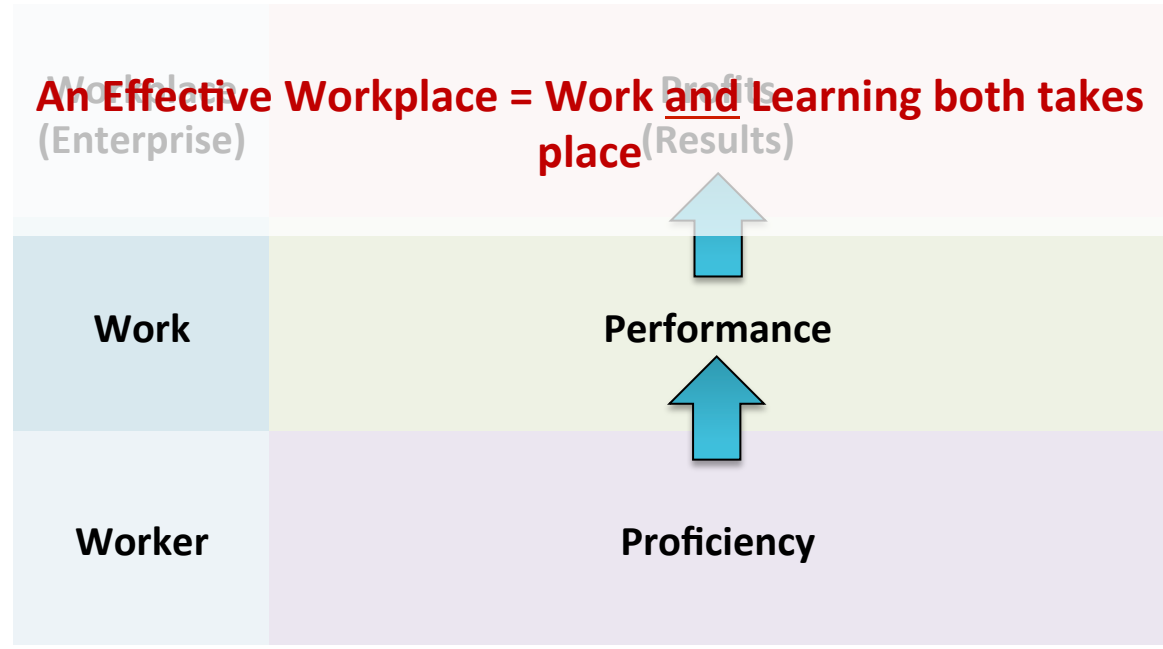
Importance of Workplace Learning & Performance

Importance of Workplace Learning & Performance



Building an Effective Workplace

- ◆ • The workplace is traditionally viewed as a place of work, and not a place of learning
- ◆ • Without purposeful learning at work, systemic and continuous performance improvement may not occur





In a lean workforce, focus should also be on the productivity of learning – *at the workplace*



Workplace Learning - Learning from Hands-On Experience

- Increased scope or responsibilities
- Training or mentoring others
- Projects and special assignments



Social Learning - Learning from Exposure

- Observe more experienced colleagues
- Being coached or mentored
- After-event review



Formal Learning – Learning from Structured Education

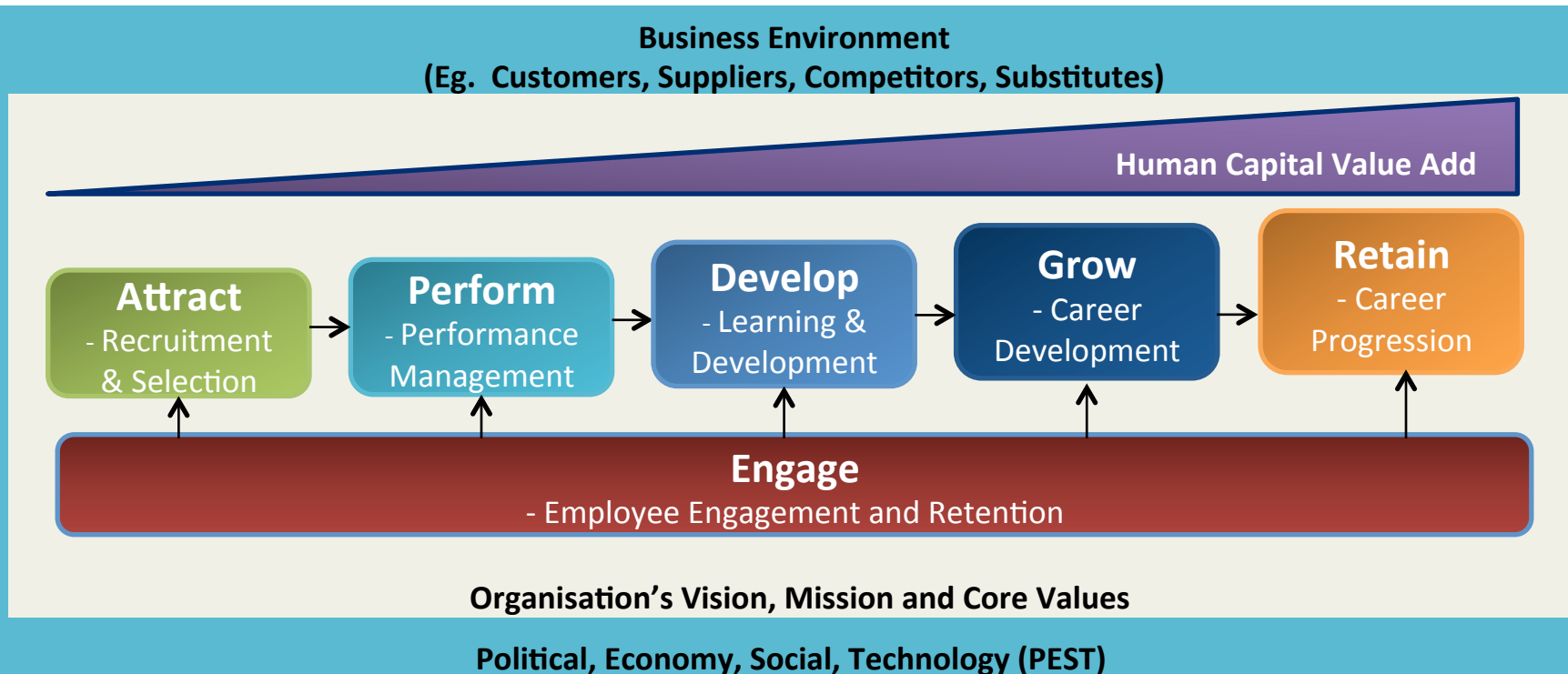
- External workshops
- Seminars
- E-learning

Importance of Workplace Learning & Performance



Key Challenge

- Skills standards are difficult to develop, implement and sustain within a company
- Alignment is needed across jobs along the employee life cycle & continuous review to keep them current





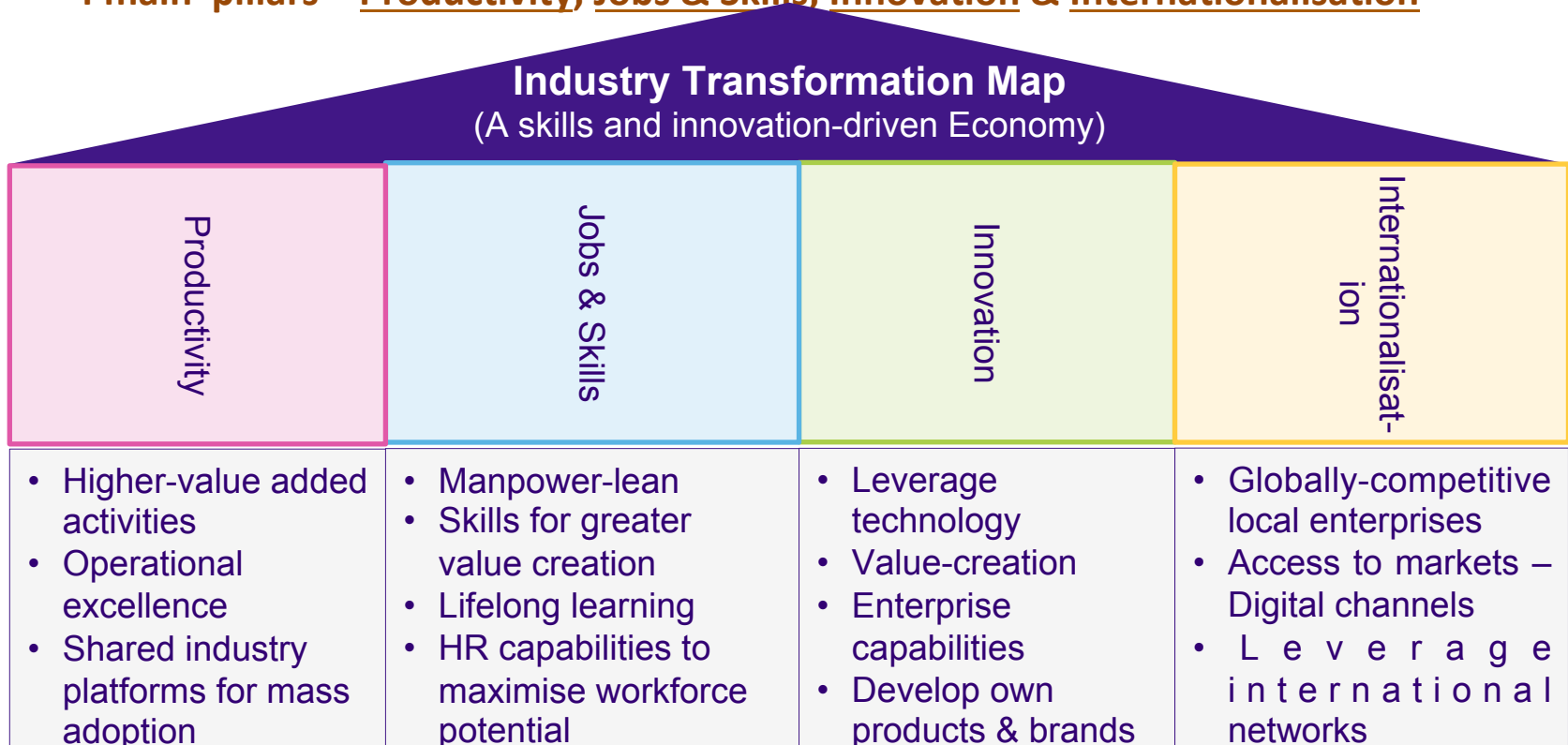
Leveraging the Skills Framework

Leveraging the Skills Framework



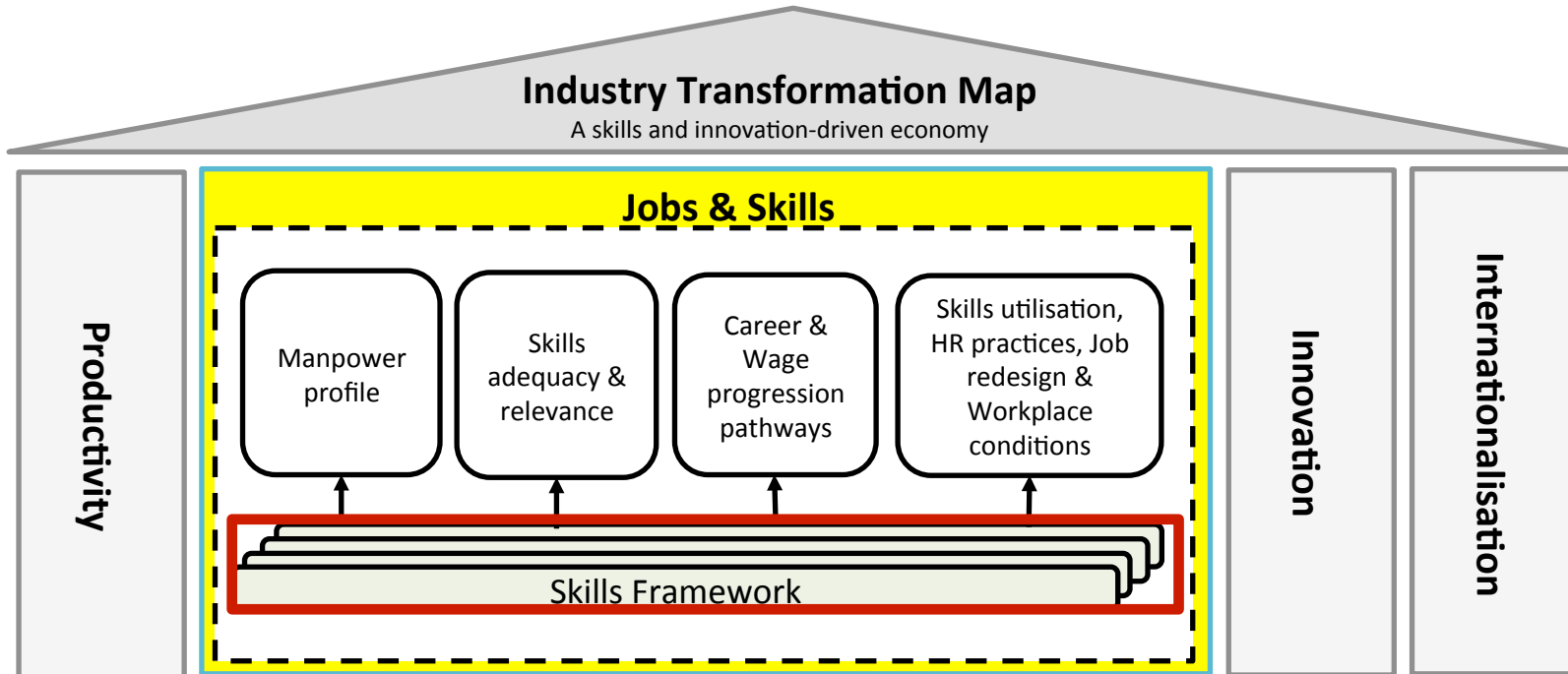
The Industry Transformation Map

- Industry sector specific Industry Transformation Maps (ITMs) have been developed
- 4 main pillars – Productivity, Jobs & Skills, Innovation & Internationalisation





- The Skills Framework is an integral part of ITM, supporting the 'Jobs & Skills' pillar
- It provides industry driven information on job roles and skills for the human capital value-add activities



Importance of Workplace Learning & Performance

The Skills Framework (2/3)



Technical Skills and Competencies – 6 levels of knowledge and abilities descriptors

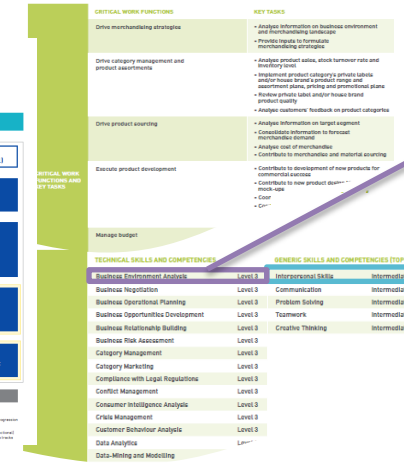
SKILLS FRAMEWORK FOR RETAIL
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT

TSC Category	Analytical, Conceptual and Evaluative						
TSC	Business Environment Analysis						
TSC Description	Analyse data pertaining to the business landscape and environment, including competitor analysis						
TSC Proficiency Description	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
	RET-ACE-2001-1-1	RET-ACE-2001-1-1	RET-ACE-4001-1-1	RET-ACE-5001-1-1	RET-ACE-6001-1-1	RET-ACE-6001-1-1	
Knowledge	<ul style="list-style-type: none"> Uses a range of data sources, analyse information to derive business environmental patterns and produce reports to present findings 	<ul style="list-style-type: none"> Utilises research instruments, quantitative and qualitative data to gather information on the business environment, evaluate data to draw out meaningful insights that impact the organization's market positions and provide feedback to management 	<ul style="list-style-type: none"> Monitors the influence of external and internal factors on the critical business functions, report findings and recommend responses to management 	<ul style="list-style-type: none"> Monitors business environment to assess major factors that may affect the achievement of organizational goals in the short, medium and long term and develop approaches to respond to environmental changes from environment analysis 	<ul style="list-style-type: none"> Monitors business environment to assess major factors that may affect the achievement of organizational goals in the short, medium and long term and develop approaches to respond to environmental changes from environment analysis 	<ul style="list-style-type: none"> Monitors business environment to assess major factors that may affect the achievement of organizational goals in the short, medium and long term and develop approaches to respond to environmental changes from environment analysis 	<ul style="list-style-type: none"> Monitors business environment to assess major factors that may affect the achievement of organizational goals in the short, medium and long term and develop approaches to respond to environmental changes from environment analysis
Abilities	<ul style="list-style-type: none"> Consolidate information gathered through data collection process 	<ul style="list-style-type: none"> Execute precise data collection process 					

Skills Map – job role, critical work function, key tasks, technical skills and generic skills

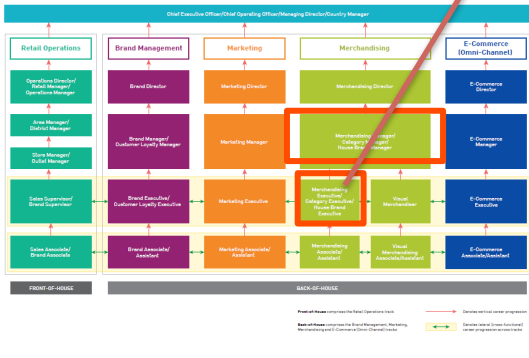
Merchandising Executive/Category Executive/House Brand Executive

JOB DESCRIPTION
The Merchandising Executive/Category Executive/House Brand Executive implements the merchandising plans and product category strategies, as well as manages partner relationships. He/she also contributes to the development and sourcing of products in accordance to allocated budgets.
He works in a dynamic environment where he keeps abreast of the changing consumer behaviour and merchandising trends. He is an energetic, creative, collaborative and adaptable individual. He is able to operate well in a team-based environment under pressure and possesses in-depth insights on consumer consumption trends.

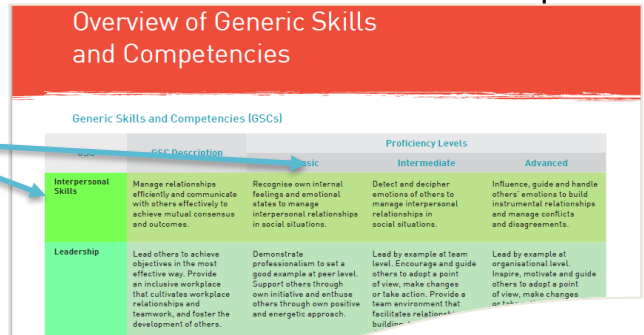


Career Map – jobs & progression pathway

SKILLS FRAMEWORK FOR RETAIL Career Pathways



Generic Skills and Competencies – Basic, Intermediate and Advance descriptors

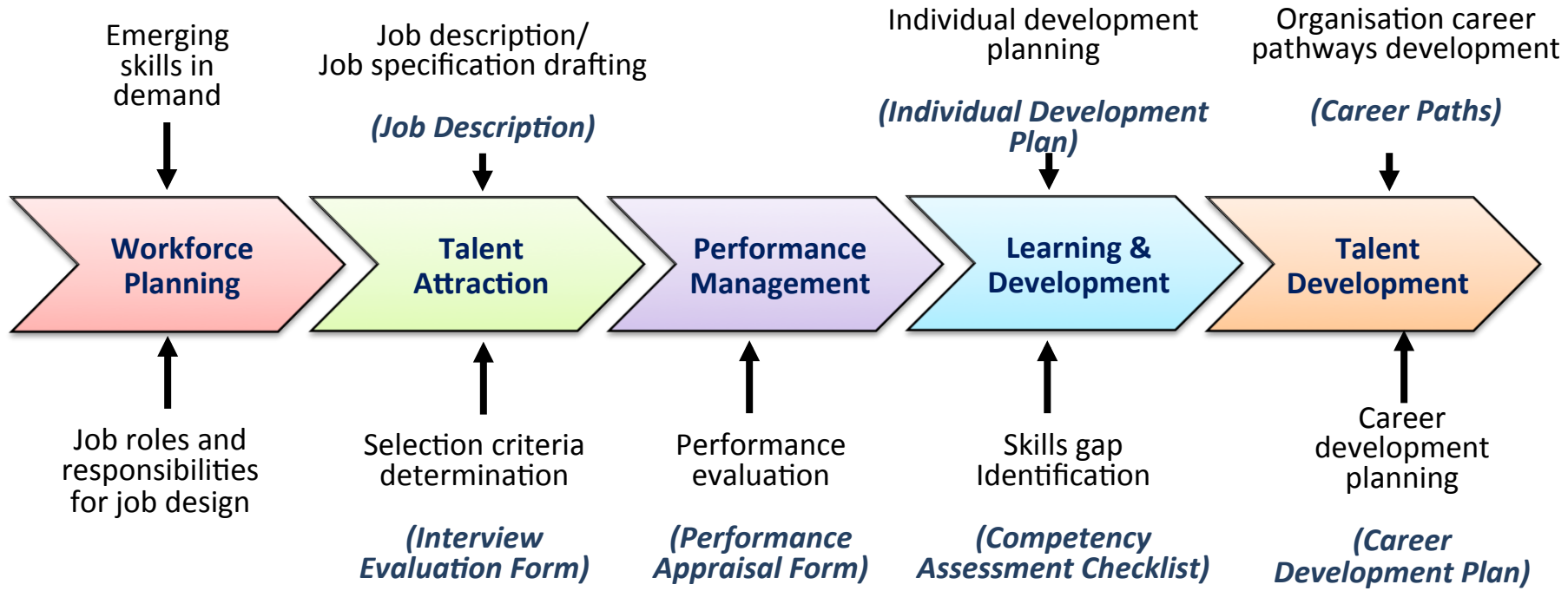


Importance of Workplace Learning & Performance

The Skills Framework (3/3)



- Competencies must be aligned to the job roles & performance expectations for each milestone initiative
- The Skills Framework is a useful resource of job roles and competencies to support this





Case Study 1: Career Development

Case Study 1: Career Development

Developing a Job Grade Structure for Career Development (1/5)



Background

- Operated in Singapore for over 40 years
- > 200 employees, with several long-service employees
- Job roles include tooling inspectors, mould makers, machinists, cam programmers, storekeepers, drivers, packers, technicians, engineers

HR Practices

- Job structure: 2 tracks – General Management and Technical & Engineering; 12 grades covering all job roles from store assistants to directors
- Reward based on performance, promotion based on performance or upon reaching maximum of scale

Impact

- High wage cost but employees are not necessarily right skilled for the role
- Bottleneck in progression especially for the Technical & Engineering track



Project Objectives

01

**Provide a career
pathway for the
engineers**

02

**Differentiate job
roles and skills
requirements for
each job grade**

03

**Clarity in
promotion
criteria**



- ◆ • **A Job Evaluation tool was developed using the Technical Skills and Competencies (TSC) General Descriptors of the Skills Framework**
- **The 4 descriptors were used to establish the job value**

01

RESPONSIBILITY

Degree of supervision and accountability

02

AUTONOMY

Degree of decision-making

03

COMPLEXITY

Degree of difficulty of situations and tasks

04

KNOWLEDGE & ABILITIES

Required to support work as described under responsibility, autonomy and complexity

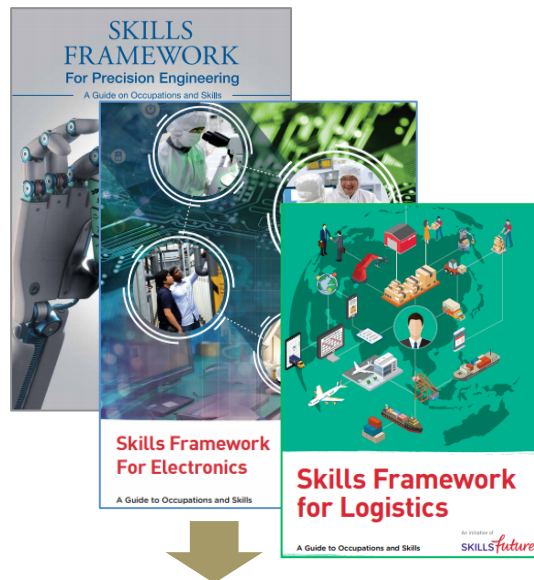
Case Study 1: Career Development

Developing a Job Grade Structure for Career Development (4/5)



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Critical Work Functions and **Key Tasks descriptors** for each job title were matched with the Roles and Responsibilities of relevant job roles of the company



Technical Skills and Competencies (TSC) and **Generic Skills and Competencies (GSC)** were used to identify skills for each job role

Job Grade	Company Job Title	Skills Framework Job Titles (Electronics (E) / Precision Engineering (PE) / Logistics (L))
11	Engineer III	Engineer (E & PE) Master Craftsman (PE)
10	Engineer II	Engineer (E & PE) Master Craftsman (PE)
9	Associate Engineer	Associate Engineer (E) Assistant Engineer (E & PE)
8	Team Leader Technician Senior Mould Maker	Technician (E) Process Specialist (PE) Group / Team Leader (PE)



Benefits of using the Skills Framework



Current job grade structure of 12 grades were expanded with possible career progression pathways



Detailed description of criteria for career development and promotion were developed



HR team was able to rationalise and update the current job grade structure based on the wealth of information in the Skills Framework

Key Challenge in Development & Implementation

Managers and supervisors found the statements difficult to relate to their daily work



Case Study 2: Recruitment & Onboarding

Case Study 2: Recruitment & Onboarding

Establishing a Competency-Based Recruitment and Onboarding Process (1/3)



Background

- A local industrial automation control components and process measurement company
- serves industries such as pharmaceutical, building & construction and electronic manufacturing and has a retail store

HR Practices

- No dedicated HR person-in-charge
- Day-to-day HR operations were handled by the manager who was also in charge of finance and administration
- New candidates usually interviewed by the Director, and no specific competency standards were set as benchmark for proficiency

Impact

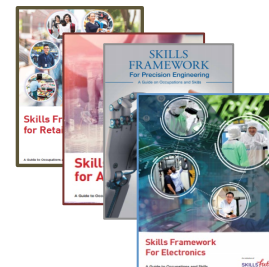
- Interview questions and format were unstructured, dependent on the Director's experience and knowledge of the job requirements
- At confirmation, it was generally based on 'gut feel' that the new hire was teachable and was making progress

Case Study 2: Recruitment & Onboarding

Establishing a Competency-Based Recruitment and Onboarding Process (2/3)



Skills Frameworks from a variety of industries were referenced for relevant job titles, domain critical work functions & key tasks



Validation and Review with company

Performance expectations of each task were developed

Competency-based interview questions were developed

Standards established form evidence that interviewer look for in a candidate

Purposeful skills onboarding programme developed

Key Tasks

1. Carry out calibration in both laboratory and on-site
2. Set up calibration work station and equipment
3. Collect data
4. Install and dismantle calibration equipment
5. Troubleshoot and repair calibration equipment
6. Pay visual attention to the performance of the equipment
7. Review and analyse data collected
8. Identify trending behaviour
9. Prepare and review report with Senior Engineer

Standards

- Ensure that the company and client's instrument readings have minimized bias.
- Ensure equipment is periodically calibrated (every x weeks) to reduce downtime.
- Ensure that data is collected in a fair and unbiased way.
- Ensure that problems arising from equipment are resolved in a timely and accurate manner to reduce disruption to work.
- Ensure quick identification of poor equipment performance to facilitate diagnosis of its cause.

Key Task

Set up calibration work station and equipment

Competency-based Interview Question

Tell me about how did you usually set up the calibration work station and equipment in the previous company.



Benefits of using the Skills Framework



Job descriptions with performance expectations, contextualised skills requirements, competency-based interview question list and interview assessment tool can be developed expeditiously



Interviewers will be able to conduct interviews and selections in a more consistent manner



Targeted areas to train the new hire can be identified quickly and systematically

Key Challenge in Development in Implementation

- Added documentation seen as added workload and administrative overheads
- The use of documented standard statements for interviews may be perceived as restrictive because gut feel is more natural and perceptively efficient



Case Study 3: Performance Management

Case Study 3: Performance Management



Aligning Performance Appraisal to Learning Needs Analysis (1/4)

An early childhood operator aimed to enhance the evaluation criteria in the performance appraisal system

Current appraisal criteria definitions tended to be general

- Appraisal criteria definitions were subjected to appraiser's broad interpretations
- Assessment ratings were inconsistent among appraisers

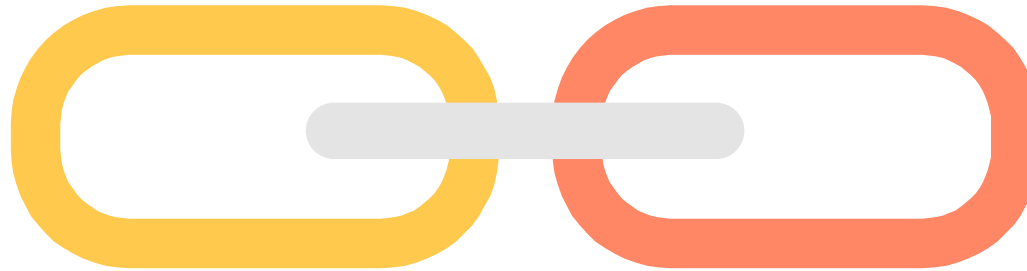
- Areas for development were not consistently interpreted
- Individual learning & development plans were difficult to develop





Project Objectives

Adopt the skills standards statements from the ECCE Skills Framework into the appraisal forms

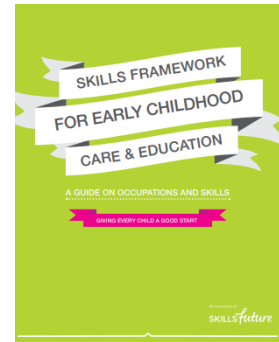
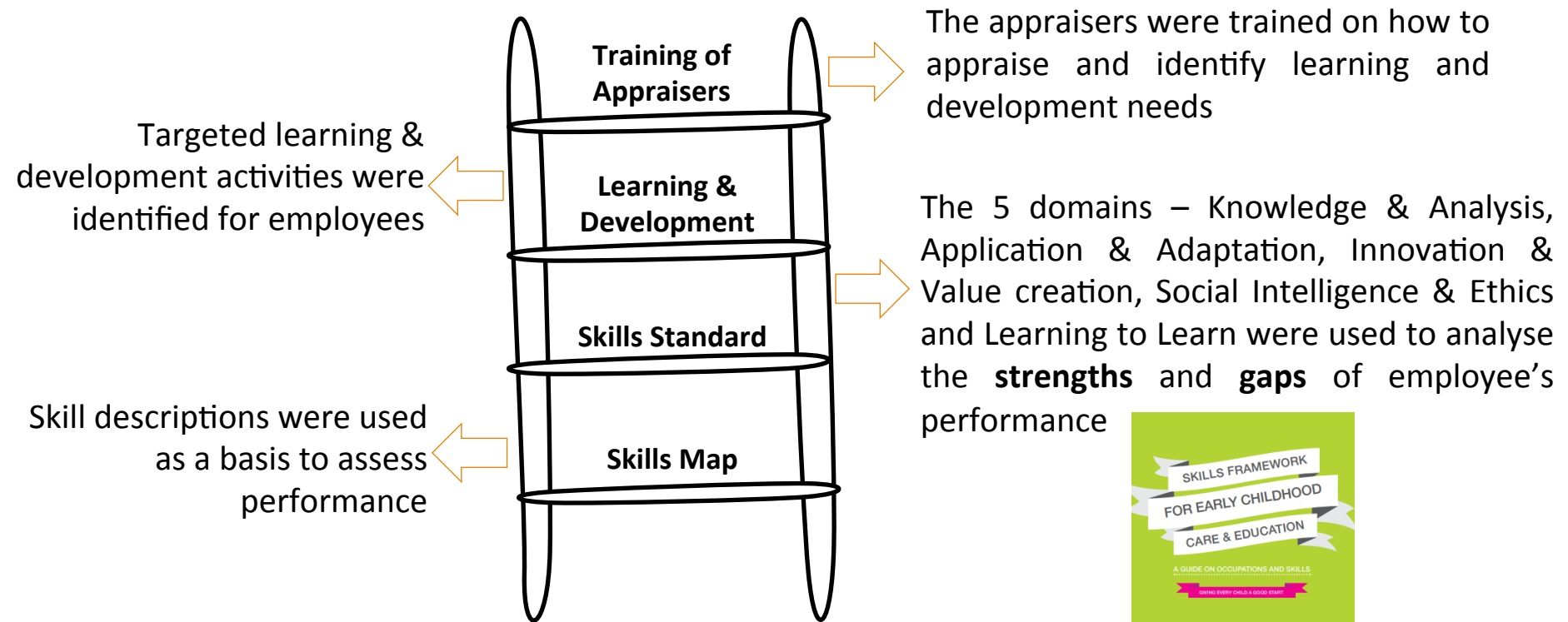


More objective performance appraisal assessment

Individual learning and development plans that are better aligned to industry standards

Case Study 3: Performance Management

Aligning Performance Appraisal to Learning Needs Analysis (3/4)





Benefits of using the Skills Framework



The appraisers achieved better clarity on how to interpret the skill standards and how to use them for assessment



Clarity of the skill standards enhances dialogue and understanding about employee performance



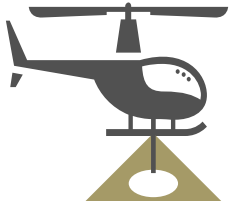
Support the performance management process by aligning expectations, coaching, assessment and development planning

Key Challenge in Development in Implementation

- The use of documented standard statements may be seen as a set of audit documents unless a strong performance and learning culture exist in the workplace
- Users still do not know how to use a perceptively clearer document



Key Learning Points



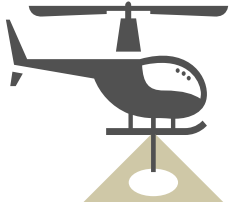
Relevance
to Users



Enterprises and users must be able to relate to the statements in their daily work in order to find them relevant for adoption.



Otherwise, there is still a barrier to interpret what the statement means before finding them relatable.



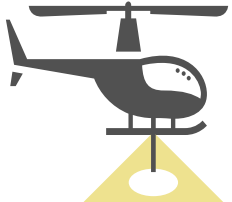
Readiness
of Culture
– to
follow
structured
processes



Enterprises must develop a culture to use documented standard statements as a guide to manage performance, competencies, learning and development.



Otherwise, the documentation may be perceived as restrictive because gut feel is more natural and perceptively efficient.



Readiness of
Culture –
Learning &
Performance



Enterprises should have a learning and performance culture in order for the Skills Framework to be a value-adding reference-base to support such a culture.



Otherwise, the documentation of Skills Framework may be seen as another set of audit documents.



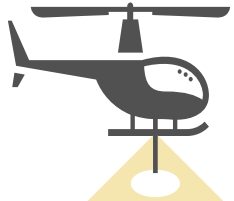
State of
Documentation



Enterprises should possess documented management processes as placeholders where the critical work functions, key tasks, technical and generic skills and competency statements can readily be placed.



Otherwise, to adopt the Skills Framework may be perceived as added workload and administration overheads.



Ease of Use



Enterprises need to train the users (managers and supervisors) on how to use the Skills Framework.



It cannot take for granted that once the statements are in the templates, the users will automatically know how to use them.



Self-Assessment Tool

Self-Assessment Tool

Skills Framework Adoption Readiness Self-Assessment



<i>Dimensions of Readiness</i>		1 - 3	4 - 6	7 - 10
<i>Documentation</i>	Key work processes are not documented			Key work processes are documented
<i>Actions and Decisions</i>	Actions and decisions are guided by gut feel and experience			Actions and decisions are guided by documented statements
<i>Learning and Performance Culture</i>	Standards and quality issues are highlighted and resolved only as when problems arise			There are established and observed standards and quality at the workplace
<i>Ease of Using Documented Standards by Employees</i>	Employees do not usually refer to any documentation to interpret work requirements			Employees are trained to interpret and use SOPs, Work Instructions, manuals, blueprints as a part of their work
<i>Ease of Using Documentation by Supervisors and Managers</i>	Supervisors and managers are not trained to use documentations to manage / standards work performance			Supervisors and managers are trained to use documentations to manage / standardise work performance



Score	Description	Next Step Recommendation
5 - 18	Not ready. Requires significant work to build a culture to reference documented standards	Build culture by using Skills Framework in a specific function, process or location that will bring visible value to business operations to demonstrate benefit.
19 - 33	Somewhat ready. Requires strong leadership and communication to establish values and benefits to reference documented standards	Strengthen learning and performance leadership at all levels. Build consensus among leaders to adopt Skills Framework in agreed areas of work.
34 – 50	Ready. Contextualise the skills standards to existing document and carry out training	May adopt Skills Framework at the enterprise level including support functions and processes.



In a lean workforce, every employee's capability counts

**Start building a strong
Learning and
Performance culture at
the workplace**

**Leverage Skills
Framework to support
key human capabilities
initiatives in the
employee lifecycle**



**Case studies have provided lessons that
the Skills Framework is a useful resource**



Thank You