

Securing the Future

By Jayne Mallon and John Doyle

Introduction

QinetiQ's unique name represents eastern wisdom (Qi), networking (net) and intelligence (iQ) sounding very much like kinetic - powerful energy! Formerly known as the Defence Evaluation & Research Agency, QinetiQ is a key client of International Training Service Ltd (ITS). QinetiQ, a new private sector company, was created from part of the UK Ministry of Defence and its core business is science - for better security and defense purposes. QinetiQ currently has 8,000 employees, of whom over a third hold PhD's.

The company is currently preparing itself for stock market floatation.

Shaping the future

One of QinetiQ's key divisions is the Test & Evaluation Service (TES) which has over 2,000 staff and has recently been awarded an initial 25 year contract by the UK Government worth £5.6 billion.

"The company with the largest defence contract by value, placed by the Ministry of Defence is QinetiQ and covers a Long-Term Partnering Agreement for Test and Training Support Services."

Adam Ingram, UK Ministry of State for the Armed Forces. Answer to an oral question in UK Parliament, Hansard 7th February 2005.

The terms of this Long-Term Partnering Agreement (LTPA) are stretching but should TES deliver, then there is the opportunity for a further 25-year contract and as such it's the flagship contract for QinetiQ. The terms include milestones for investments and efficiencies, health & safety and other standard key result areas; however, they also include targets, customer satisfaction levels and relationships. Failure to reach one of these 'softer' milestones can result in financial penalties regardless of high performance in the other 'harder' areas.

In the context of these challenges, in early 2004 TES identified a need to embed the 2004-05 Business Plan with all staff. To spearhead the staff engagement process, M4 was developed, initially for 140 key managers from across the business.

The M4 (Managing for...) series of development workshops is part of an Engagement & Learning Program (ELP) the aim of which is to improve performance management at all levels: -

- Organizational
- Team
- Personal

There are four key elements: -

- Working practices - review of current practices and assessing the need for change
- Succession & resilience planning review of key posts and roles to assess the need for career development and ensure a resilient business delivery
- Recognition - review and assess the need for a range of recognition tools for the staff
- Managing for (M4) - aimed at engaging key influences in the business and delivering the business objectives

The TES senior leadership team identified several requirements of M4, which were to: -

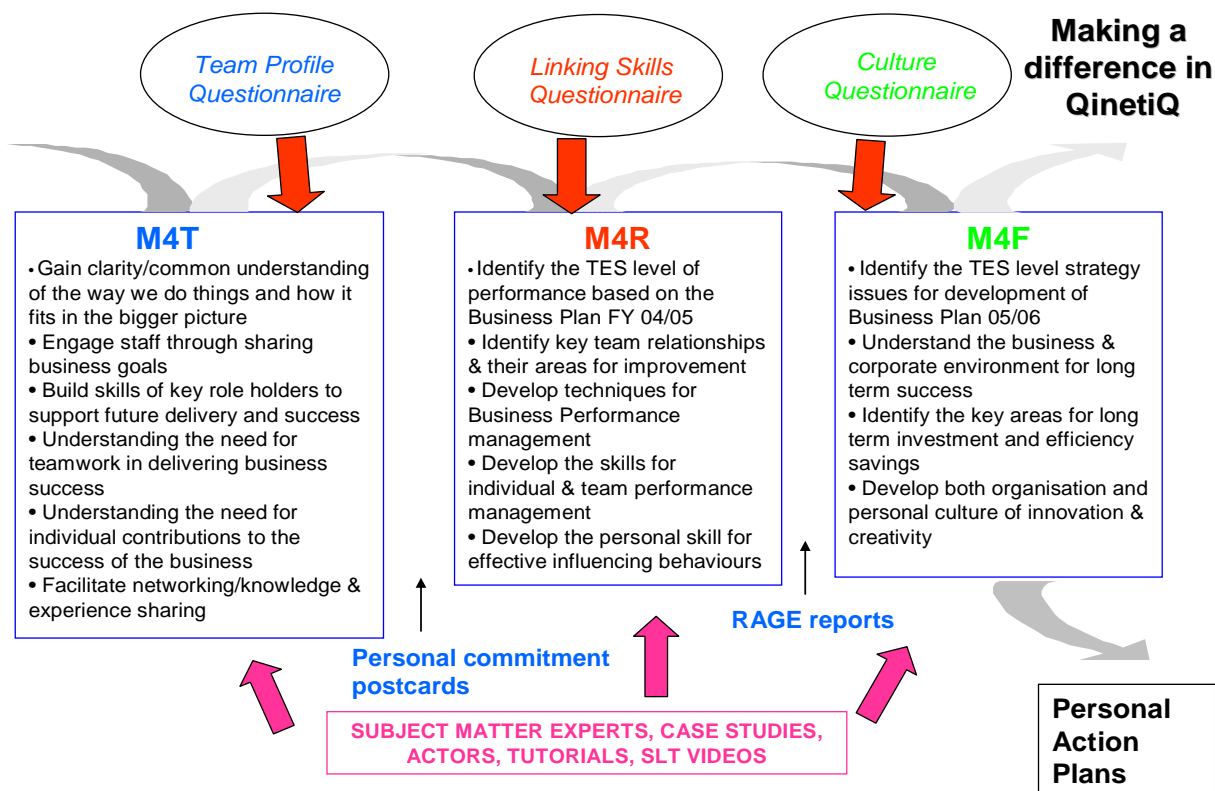
- Embed the Business Plan with all staff
- Communicate a common understanding of the way Test and Evaluation (T&E) is delivered and how it fits in to the wider business environment.
- Engage the whole T&E staff through sharing the goals of the business

- Develop an understanding of the need for team working and individual contributions in delivering business success.
- Build the skills of key role holders and to facilitate networking and sharing of knowledge and experiences.

M4 program

Working with ITS, TES developed M4 to deliver these objectives. The program comprised workshops (Figure 1 below) and individual development actions and improvement projects. Each workshop had specific objectives that related to the overall aims above.

Figure 1. Workshop outlines



The program comprised 3 interrelated workshops - M4T (Managing for Today), M4R (Managing for Results) and M4F (Managing for the Future) each of which were run six times. Each workshop was a 3-day event with 25 - 30 participants.

Delivering M4

The design of the workshops was achieved in a working partnership between TES and ITS.

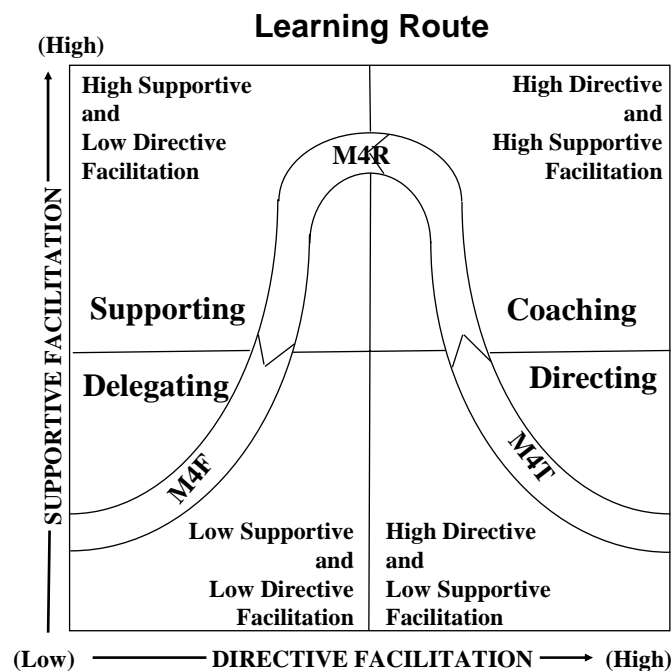
- For M4T (Managing for Today), this involved the development of activities to engender a better understanding of the role of the LTPA in QinetiQ, engaging staff through the sharing of business goals and delivering business success through teamwork.
- For M4R (Managing for Results), this involved the development of a large case study which required participants to interpret management information, identify progress against critical success factors, identify areas of poor performance and make recommendations for the future. The workshop also included 360° feedback against generic team and leadership skills.
- For M4F (Managing for the Future), this required that the design be future-based and focused on innovation. Participants undertook a project to forecast future short, medium and long-term strategies which would ensure the successful completion of the first 25 years of the LTPA. All participants completed a culture survey to determine what the current culture was and what it

needed to be to ensure the maintenance of the LTPA. Participants undertook activities that were new and personally stretching.

Each of the M4 workshops had specific objectives related to learning, awareness raising, improving understanding and skills development in several areas.

The outcomes for each workshop were closely linked thus making the M4 an integrated learning process and all outcomes had a pragmatic application back in the workplace. The overarching strategy for the workshops was to move from directed learning to delegated learning. It was designed so that by the M4F workshop, participants were involved in self-directed learning and actively took responsibility for each other's learning by applying informal coaching, challenge and support. See Figure 2.

Figure 2. Learning route



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Methods of delivery

A wide range of delivery techniques were employed including: -

- Presentations from Senior Leaders
- Case studies using professional actors
- Personality profiling
- Small team work
- Market stalls
- Tutorials with subject matter experts
- Web searches
- Literature searchers
- Support and challenge
- Action-planning
- Reporting back on progress and wider staff engagement
- 360° feedback

Tools

QinetiQ has a world-class reputation based on its research and evaluation ability and as such the choice of any generic profiling instruments used would come under intense scrutiny and would need to have

high level of validity and be well researched. For this reason ITS choose to use the Team Management Profile during M4T and the Linking Leader Profile in M4R.

Using the Team Management Profile (TMP)

All participants and members of the senior management team completed a profile questionnaire prior to the start of the M4.

The TMP session was structured to cover:

Information and basic introduction to Team Management Systems (Based on Jung, modern research, high validity)

- What it measures....our preference for engaging in different Types of Work in a project.
- Uses....self plus combinations of people to make up an effective team.
- Explain the concept of work preferences, emphasis on preference not competence - exercise to illustrate preference ranges e.g. beer/wine, am/pm, how you make decisions...logical analysis/values and beliefs. This is held outside where possible but it is very active with participants physically standing on different scales. Ask participants to sign their name on a scrap of paper with their normal hand and then using their other hand. Link working out of preference to quality, time, cost. Make the point that it's not about ability or competence, but preference.
- Input on the validity and credibility of the model. Explain the background to the TMP; based on the Types of Work Wheel which illustrates the stages of a project - Advising of need, Innovating ideas, Promoting the cause, Developing options, Organizing, Producing, Inspecting and Maintaining (link to LPTA process stages, Prospect, Bid, Plan, and Deliverable).
- Explain the 4 work preference measures: Extrovert-Introvert, Practical-Creative, Analytical-Beliefs, and Structured-Flexible.
- Introduce the Team Management Wheel (magnetic version and slide) explain how the above 4 work preference measures cross the Types of Work Wheel to result in the Team Management Wheel.
- Give out the individual Profiles - advise participants to read and mark ticks for agree, x don't agree and ? don't understand - allow 20 minutes reading then 'pair and share' 20 minutes.
- Take back views in plenary, offer option of 1:1 discussion.

Using the information on Profiles to understand the range of management styles and which style is most appropriate & when

- Not necessary for everyone to do a report - once familiar with the model you can guess! Use examples from senior management - guess whose Profile is which exercise?
- Set out the magnetic Wheel on the floor (or outside on the grass!) and get participants to stand by their major (and then related role/s). Explore:
 - Balance of team (if they were all working together)...strengths, gaps, risks and potential impact on performance, perceptions of different roles (what I value, what frustrates me about.....)
- Draw up a table profile based on the results and explore the strengths of that combination and possible downfalls.
- Relate it to the team at work and how this information may help them manage better.
- Engagement strategies for different Profiles, use Team Management Systems (TMS) scenarios or real examples, concept of Pacing.
- Show the emerging composite profile and ask what the implications for TES are.
- Summarize the key issues in understanding and developing relationships in the form of a 'do's & don'ts' list.
- Make links between individuals and business success.
- What next/so what?

Using the knowledge to influence - pacing the senior management team

- Exploring what 'presses the buttons' and what 'winds individuals up'.
- Consider senior individuals and what are the 'do's & don'ts' for engaging/influencing them - plenary discussion.
- How can individuals influence their colleagues by using Pacing techniques?

Valuing diversity

- Activities to highlight the value of difference, achieving the balance.

Profiling the organization

Using the learning and Profiles from M4T a comparative analysis of the profiles for 2797 engineers against the profile of 150 QinetiQ managers was conducted - the results were not a surprise.

Figure 3. Major role preference distribution for worldwide profession sample: Engineer (n=2797)¹



Figure 4. M404 profile



¹ Team Management Systems, (2003), *Team Management Systems Research Manual: Third Edition*, Team Management Systems Australia, USA & UK.

A further evaluation was undertaken but this time with new recruits. QinetiQ profiled all the members of their in-house graduate training scheme and while the profile showed some shift towards innovation this was deemed not significant enough to have an impact on the current culture.

Figure 5. QinetiQ graduates



Following the initial session introducing the TMP, the model and its language were then applied across the program. In M4R participants worked on a complex case study and were required to influence a number of stakeholders (played by professional actors). The pen pictures used to depict the stakeholders used the language of the TMP to provide clues on how they preferred to work and what would/wouldn't influence them positively. In M4F participants had to influence senior managers, including their Director, in real time.

As part of the evaluation strategy participants were asked to complete a pre & post questionnaire at the start and end of each workshop. The following graphs show the learning gain on understanding preferences following the introduction to the TMP.

Figure 6. M4T – Graph 1

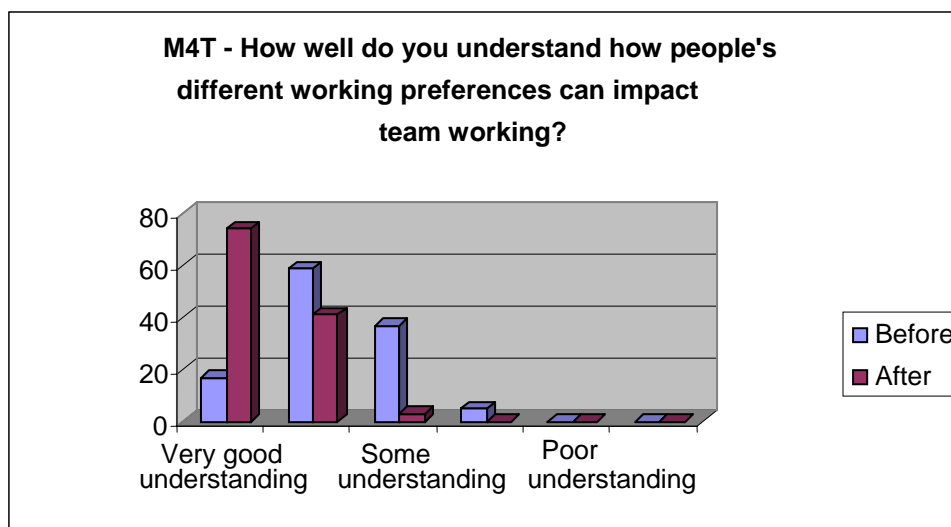
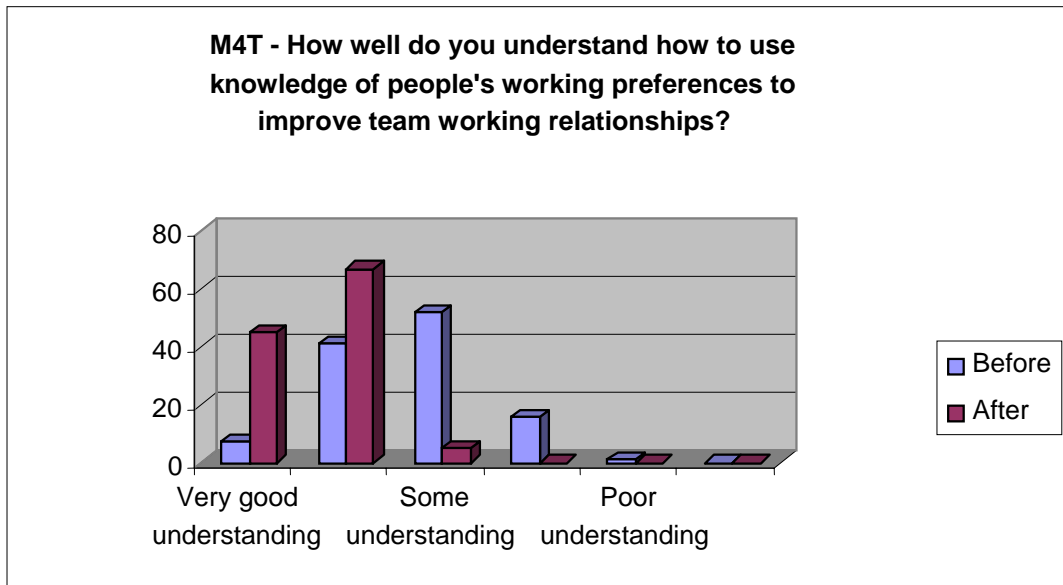


Figure 7. M4T - Graph 2



Using the Linking Leader Profile (LLP)

The M4R (Managing for Results) focuses on performance, results and performance management. The starting point of this workshop is the 360° feedback from the Linking Leader Profile Questionnaire (LLPQ). The quantitative feedback is based on the 13 skills of Linking and fits very neatly with the overall program context of self, team and leadership levels. See Figure 6.

Figure 8. Linking Leader Model



The skills in the outer segments of the model define the People Linking Skills, the skills in the inner segments define the Task Linking Skills and the skills in the center of the model define the Leadership Linking Skills. These 3 phases matched the key skills being targeted at each phase of the M4, People Linking Skills in M4T, Task Linking Skills in M4R and the Leadership Linking Skills in M4F.

The results of the LLPO were given after an initial session on feedback and the value of a 360° approach - time was taken to agree best practice when receiving feedback, both at the workshop and back at the office. The Profile feedback was well received. The participants found that the comparison between actual performance and importance very enlightening. At the end of the first day individuals had chartered what skills they wished to further during the workshop and back in the workplace. Development opportunities were mapped against the content of the rest of the workshop and individuals signed up to lead on relevant areas.

A further valued service, provided by TMS, was the patterning of the responses to identify organizational gaps and inform the strategic development plan. The following is an excerpt from the report.

- *The highest satisfaction and importance is placed on Quality Standards*
- *The lowest satisfaction and importance is placed on Objectives Setting*
- *Standard deviations indicate that a significant number of participants would benefit from Development programs to improve their Linking Skills*
- *Satisfaction rates on all Linking Skills for the QinetiQ sample are similar to those for the worldwide sample*
- *Importance rates for the Worldwide industry sample: Defense are consistently below those of the Total Worldwide sample and the QinetiQ sample*
- *The Worldwide Industry Sample: Defense also has consistently higher satisfaction rates although in some cases the difference is marginal*
- *The highest satisfaction rate for supervisors is Work Allocation (86%); for self raters it is Participative Decision Making (84%); and for groups A, B and C it is Quality Standards (85-88%)*
- *The lowest satisfaction rate for supervisors (78%) and Group B (78%) is Motivation; for self raters (75%) and Group A (81%) it is Objectives Setting; and for Group C it is Delegation with 82%*

Evaluating the M4 program

At the end of the M4 process ITS produced an evaluation report on the value of the M4 - the following provides a summary of the findings.

Reactions

The majority of participants considered the M4 content to be of high personal and organizational relevance. The design, methods of delivery, facilitation and facilities were also all highly rated by participants.

Learning gain

There were 12 learning or skills improvement-related objectives across M4T, M4R and M4F. In each area, participant results show a very high to high level of improvement in understanding and clarity in relation to key business drivers, performance expectations and levels, the function of the LTPA and the roles that make it work, and in several areas of personal management practice in relation to leadership, engagement and teamwork.

Behavior and competence

All managers who participated in M4 agreed to deliver a range of actions, behaviors and personal developments directly linked to the delivery of the Critical Success Factors (CSF) or some aspect of engagement. On average, each manager promised 5.4 actions. Follow-up approximately 6 weeks later, showed that of the 477 'promises', 45% had been completed, 37% were on track for completion by end of the 2004/05 financial year. 10% were reported as not likely to be achieved. This can be counted as an excellent result and an illustration of transfer of learning to workplace action.

Organizational benefits and business results

Although one could predict a range of benefits across the CSF's and engagement, it is too early to demonstrate how the range of delivered actions will have impacted in terms of benefits and results for TES. ITS are willing to work with TES on developing evaluation data in this area.

The next steps

Feedback from the participants was very positive: -

- Roll out M4 to a wider audience
- Do a shortened version for those at the coal face
- Do a version for supervisors
- 'One level down' staff need this urgently

The general consensus from M4 participants was that M4 should continue next year in the current format with an additional suggestion that all presentations to the SLT (M4R & M4F) should be formally assessed. In addition a number of participants suggested that an adapted version should be developed for 'lower level' staff. When questioned as to which elements of M4 should feature in an adapted version the key topics were: -

- The TMP
- Innovation including Future Mapping
- Culture change
- Business planning

ITS is currently facilitating M405, for the next 150 managers. Having just completed five M4T workshops the feedback on the TMPs are as high as ever:

"My TMP was extremely accurate and extremely helpful - thank you"

ABOUT THE AUTHORS



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Jayne Mallon has worked for ITS for the last 7 years, prior to that she was a Training & Development Manager with the Crown Prosecution Service. Jayne has extensive experience of designing and facilitating development for senior managers in organizations such as Department for Work & Pensions (DWP), KPMG, the European Commission, Inland Revenue, Defence Estates, and other government departments. She has worked on a wide range of projects including continuous improvement, organizational and management development, teambuilding, managing effective relationships and executive coaching, in both the UK and across Europe. Jayne was first introduced to TMS in 1986, became accredited in 1992 and completed her Masters in 1998. She uses the full range of TMS instruments with her clients in a variety of ways. Living in York has enabled Jayne to develop a close working relationship with the TMS team and she frequently attends the networking events. Jayne is the project manager for QinetiQ and has introduced the TMP, Linking Skills and Projectivity™ to the organization with great success. Jayne is a Creator-Innovator, has an MA in HRM and is a Fellow of the C.I.P.D.

John Doyle's early career was in social work including operational management, strategic planning and joint SSD/Health commissioning. He worked as a consultant in inter-agency strategic planning, quality management and organizational performance. John is an assessor/licensed trainer for the Business Excellence Model. Since 1995 he has specialized in change management, leadership development, business planning, and evaluation and performance metrics. He has project managed a number of large projects for a wide range of clients both public and private sector, two of which received National Training Awards. John is the Project Director for QinetiQ and has worked with this company on a wide range of projects during the last decade. John is accredited to use a number of TMS instruments and has used them as integral parts to large-scale management development programs as well as for teambuilding and assessment centers. John is a Creator-Innovator and has a postgraduate diploma and Masters Degree in Management. He is currently developing an assessment tool for measuring collaboration.