

**Embedding Energy Management (EEM)**

**Facilitator runsheet - Module 3: Energy procurement**

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# Purpose of a facilitator runsheet

A facilitator runsheet is provided for each module in the Embedding Energy Management (EEM) program.The runsheets provide a guide for the facilitator so that they can prepare and deliver a business planning session that maximises the engagement of the Site Leadership Team (SLT). The facilitated forums capture the managers intelligence about the issues and ultimately informs a collaborative decision-making approach to this work. The processes described in these runsheets support a multidisciplinary approach, often reported as a hurdle for energy and sustainability initiatives, to be applied to this important business improvement work.

It is recommended that a member of the SLT, not necessarily ‘the boss’ with the most refined facilitation skills, adopts the role of facilitator. Otherwise, an external facilitator could be contracted for this role.

The runsheets are structured as follows:

1. The project question that this forum is attempting to resolve. *Using a question rather than a title motivates a response.*
2. What are the outcomes the site is seeking from this work? *Important to start the session with the end in mind.*
3. What is the context? *Important for focussing the discussion and drawing on relevant information.*
4. Phase of the work? *Acknowledges that the work may be ongoing.*
5. When is the forum?
6. Purpose of the forum? *This forum may only progress the desired outcomes (Q2) to a particular stage.*
7. Who should be there – names/titles? *The right people must be present or else quality will suffer.*
8. What challenges/hurdles will we need to keep in mind with this group? *Acknowledges dynamics of the group that need to be managed.*
9. What are the working steps, i.e. questions that need to be discussed during this forum to achieve the stated purpose? *This is the key to the forum. Includes the information/analysis/data to be presented and the questions that will be discussed to achieve the purpose of the forum (Q6).*
10. What information do we have to present to stimulate thinking? *Highlights the preparation that must be undertaken and the information to be made available for the forum to be a success.*

# Sample agenda for the program

The following agenda is an outline of the sessions to conduct on-site to achieve learning and business outcomes OR in simulated environment to achieve learning outcomes only. The global trends planning session on the first day is critical and will influence the remaining activities on the other days. This agenda is offered in the suggested sequence; however, there may be sound reasons why you would change the sequence. As long as others follow that logic then modify as you see fit. Another critical consideration is the identification of appropriate individuals to attend training. It is recommended that at least two individuals be nominated to participate in each action learning (training) module.

| Suggested timing | Day 1 | Day2 | Day3 | Day 4 | Day 5 |
| --- | --- | --- | --- | --- | --- |
| 08:00–12.00 | Energy and business planning  Present global/ regional trends; discuss/plan response  Present high-level energy and carbon baseline, begin to recognise quick wins  (3.5 hr planning forum with SLT, with 30 minute break) | Carbon inventory and supply chain impacts  Present carbon inventory/ footprint; identify impacts on supply chain  (3.5 hr planning forum with SLT, with 30 minute break) | Energy procurement  Investigate potential cost savings via demand management and contract reviews  (3.5 hr planning forum with SLT, with 30 minute break) | Energy efficiency opportunities  Understand energy use  Identify, evaluate and facilitate implementation of resource efficiency opportunities (technical or management) (inc supply chain)  (3.5 hr planning forum with SLT, with 30 minute break) | Energy management systems  Expose gaps in management systems using diagnostic  Identify and implement enhancements to management systems  Monitor and report progress of plans  (3.5 hr planning forum with SLT, with 30 minute break) |
| 12:00-14:00 | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation |
| 14:00–15:30 | M1: Training with champions  How to integrate global trends in resource management into your business planning process | M2: Training with champions  How to create and maintain your carbon inventory | M3: Training with champions  How to review your tariff and potentially reduce your energy bills | M4: Training with champions  How to engage staff and the SLT in decision-making processes to progress resource efficiency opportunities that make good business sense | M5: Training with champions  Workforce development skills matrix: Assessment of carbon proofing skills  Ongoing development plan |
| Ongoing | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation | Data gathering and investigation |

# Planning forum 3: Energy Procurement

| Forum design aspect | Description |
| --- | --- |
| The project question that this forum is attempting to resolve.  What are the outcomes the site is seeking from this work? | What procurement practices could provide immediate savings for this site?  What changes should we make to our procurement system to sustain these savings?  Ability to make immediate cost savings. |
| What is the context?  Phase of development? | This project is designed so that users can apply a set of practice guides and tools and action learning modules to support the development of their workforce to meet the challenges of a carbon constrained economy.  It is day 3 of a 5-day program. |
| When is the forum? | As scheduled |
| Purpose of the forum? | To reflect on aspects of the energy market and this site’s procurement plans so that we can:   1. Identify risks and opportunities emerging for this site. 2. Develop a plan to exploit those aspects of the market that may provide immediate cost savings for this site. 3. Develop an executive brief for the SLT to make systematic changes to procurement practices so that the site continues to pay the ‘right’ price for energy.   … and during the follow-up training session later in the day participants will:   1. Reflect on the skill sets (demonstrated) required to exploit the fundamentals of the energy market so that they (site champions) can plan the ongoing use of these processes and tools as part of their procurement practices. |
| Who should be there names/titles? | SLT, including procurement manager |
| What challenges/hurdles will we need to keep in mind with this group? | A challenge often encountered with energy procurement is ensuring the needs of the end users (operations, engineering, environment) are considered by the ‘buyers’, particularly that energy management tools such as web-based usage data and trends, efficiency and demand management plans, and expansion plans are considered so that the least cost of energy is incurred. |

| Forum design aspect | Description |
| --- | --- |
| What are the thinking steps (questions that need to be discussed) to achieve the stated purpose? | ***Present the procurement presentation using a communication marketplace OR traditional PowerPoint. Based on this, discuss:***   1. What is our strategic intent for procurement? What goals and targets do we have? 2. What are the aspects of the carbon economy that may have an impact on our procurement practices? 3. What does our current procurement system look like? 4. What risks and opportunities does the energy market present for our business, given our energy use baseline and our resource use management plan (especially opportunities that may change our energy use baseline) and our carbon inventory and carbon management plans? 5. Which risks and opportunities should we focus on as part of this program? E.g. tariff review? Franchise to contracts? Impacts of business plans expansion? Changes in supply chain affecting energy use? 6. Where in our system would a change help us manage these opportunities/risks? OR What questions do we need to resolve before implementing these changes? 7. Given our strategic questions what executive brief (guidelines) can you offer to systematise the required changes to our energy procurement system? 8. What first activities should we now undertake to progress these briefs? Consider sequence of events and interdependencies? |
| What information do we have to present to stimulate thinking? | Procurement presentation (focused on electricity markets as an example of a contestable market)  Tariff review, power factor and contracting checklists |

# The *communication marketplace* methodology

An engagement tool for the SLT to promote innovation

This methodology is used to present information to the SLT at the beginning of each module. It’s an alternative to a traditional PowerPoint presentation with a number of advantages over the traditional PowerPoint method.

* All information is displayed at the same time so that participants can scan the content at their own pace.
* Information is left exposed so that participants can cross reference information make links and draw their own conclusions during the exposition (presentation) phase as well as the application (discussion) phase.
* Participants are encouraged to complete the picture by adding comments and questions so that they can engage with the content and are better informed.
* The process is highly visual and tactile and stimulates innovative thinking.
* The process is highly structured with open questions yet the group works informally with high levels of freedom.

The communication marketplace process

The marketplace approach typically has **4 phases**.

* **Phase 1** is the presentation of information referred to as the exposition phase. Participants familiarise themselves with the content presented. They may be asked to add comments or indicate where they would like more explanation. A plenary session follows where their comments and questions are clarified but not yet evaluated.
* **Phase 2** is the application of the knowledge presented. Participants may provide contextual information or respond to specific questions, e.g. what risks and opportunities do these global trends, presented here on this chart, have for your business?
* **Phase 3** is the evaluation phase where options are considered, and priorities may be identified.
* **Phase 4** is the action planning phase where participants take ownership of the outcomes and commit to action plans, e.g. activity/who/with whom/by when.

**Set-up and delivery**

The information can be handwritten word documents or produced as a PowerPoint presentation. Diagrams and pictures should dominate the presentation. The information should be displayed in a logical sequence yet in discrete chunks if practical. In the EEM modules there is a presentation for each module which can be displayed on walls or pin boards as shown below. Charts are set up around the room with the input data and information carefully presented in meaningful clusters. The following guide should be provided on a white board or chart paper to instruct the participants

1. Form pairs and wander around the room reading and responding to the cues placed on each chart.
2. Read and support a shared understanding with your partner.
3. Add comments on cards to complete the picture (information) provided and stick or pin them on the charts.
4. Indicate with a ‘?’ where you want more clarification.
5. Respond to questions as per instructions on the charts (see facilitators runsheet for more details).

 

This approach presents information in a meaningful, time efficient and productive manner that promotes engagement and facilitates informed decisions. The features of this methodology make it ideal for senior managers and the planning work performed in each module.