

Red  
Eléctrica  
**TALENT  
MANAGEMENT**

—

**2016**  
Report



**RED**  
ELÉCTRICA  
CORPORACIÓN

# Red Eléctrica TALENT MANAGEMENT

—  
2016  
Memoria

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# 01

## Introduction

# Introduction

We live in an on-going transformation context. Diversity and the changes due to the irruption of new information technologies and new collaborative work forms emergence are some of the main trends modifying the way we work and how we communicate. Adapting to a new reality requires supporting a management that develops our capacity of adapting and innovating.

Red Eléctrica's business strategy considers people as an essential axis to achieve its goals. This is why from the Human Resources Management we are implementing people management strategies aligned to business challenges, ensuring the organisation success at any given scenario.

Under this light, talent management is a strategic priority of our company. Thus, investing in our professionals' talent will allow us to develop new projects and give us the ability to keep on growing.

The Talent Management model is in line with the company's strategy and has a systemic approach, where all processes are interdependent; it allows to homogenise training, development and knowledge management systems and pursues excellence in its processes in order to be both a national and international reference.

This **Training & Development Plan** has been developed under the global model framework, in the understanding that training the professionals is of the utmost importance. This Plan puts together the planning and the implementation of development programmes and training actions, which will promote the achievement of the organisation's goals and those of the people involved. The Plan is particularly focused on **leadership** promotion. Nowadays, more than ever, the leader's role is key. Leaders that are flexible and responsive, who foster and support

collaborative learning, encourage knowledge sharing and are committed to the development of their teams, by promoting **mobility** and **knowledge management** within the organisation.

The Plan also contemplates physical, psychological and social wellbeing, as part of a Healthy Company Model. The company needs to make available the tools and knowledge needed to promote a healthy and safe environment and make easier for everyone the acquisition of the best practices in this field.

Within the Talent Management Model, we are going to develop the training management towards a corporate university, called Campus REE.

With this development, **Campus REE** will become a strategy deployment platform, also promoting the values and culture of Red Eléctrica's Group, in order to facilitate the achievement of business goals; and it will act as a meeting point, boosting learning and knowledge management.

Also, we are in the last phase of the building of new facilities oriented towards learning and training, which will be equipped with modern technological equipment and collaboration areas.

All these efforts and dreams, put together, will ultimately contribute to ensuring that Red Eléctrica is still a benchmark company, both at a national and international level, thanks to its technical and human excellence and the great service it does to society.

**02**

**Talent  
Management  
Model**

# Talent Management Model

The Talent Management Model, designed to respond to the company's strategic plan and the HR's manager plan, has a system-wide approach to all processes involved in talent management, facilitating an interconnected management of the said processes for the duration of the life-cycle of the employee.

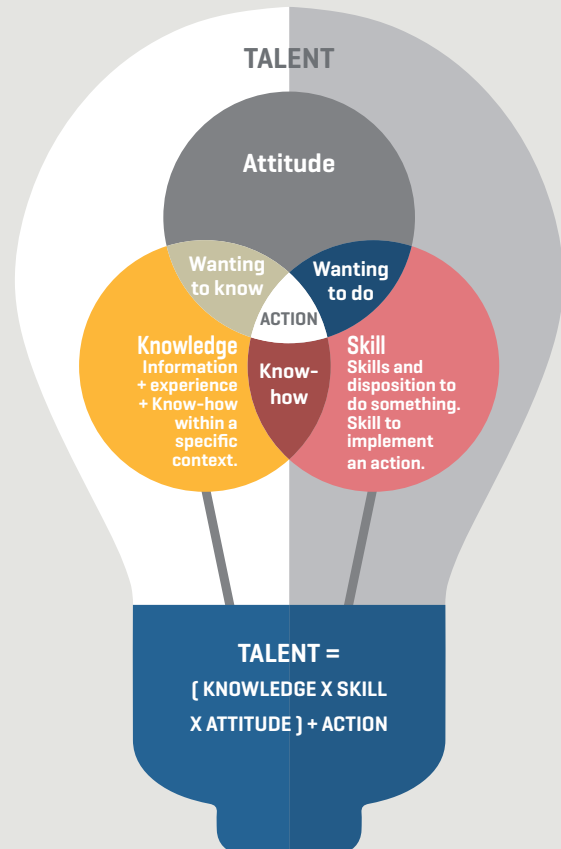
In order to develop the Model, the definition of 'Talent' within Red Eléctrica had to be achieved, and the people in charge of managing it had to be determined. The elements or **processes** in place to **manage talent** needed to be outlined, as well as the **learning strategy** that the company has established in order to align all **programmes** that need to be taken into account for any future training approach.

## What is Talent?

To Red Eléctrica, **Talent** means the combination of **Knowledge, Skill and Attitude**, which, linked to **Action**, allows for an outstanding performance and enables the appropriate potential to reach the goals set for the business.

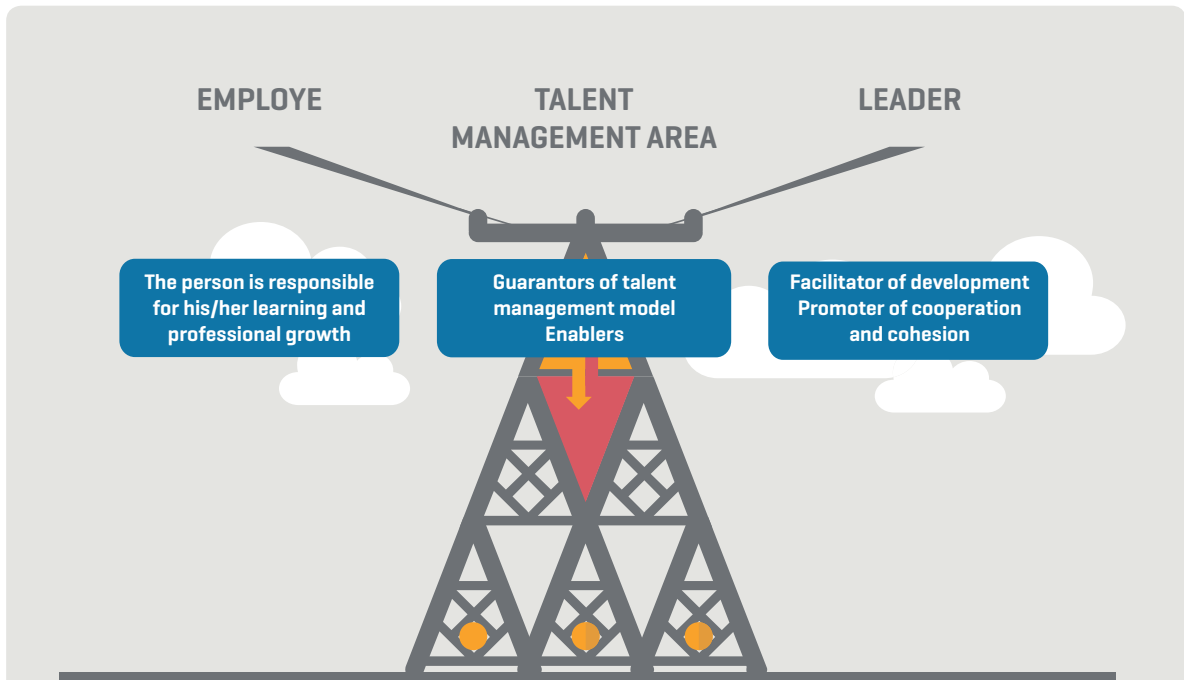
## Who Manages Talent?

The Talent Management responsibility does not only fall upon the Talent Management unit. Both the leader and the employee are responsible for the learning and professional growth process. In this regard, this Talent Management Model is based on a **shared responsibility principle**;



only that way the desired talent development and goals set will be achieved.

- The **employee** is responsible for his/her own learning and professional growth. They must commit and show a positive attitude towards self-development.
- The **leader** facilitates and is committed to the learning and development of his/her employees.
- The **Talent Management Area** guarantees the Talent Management Model, supports Learning and Development Management.



Talent Management will support the person throughout their life-cycle within the organisation.

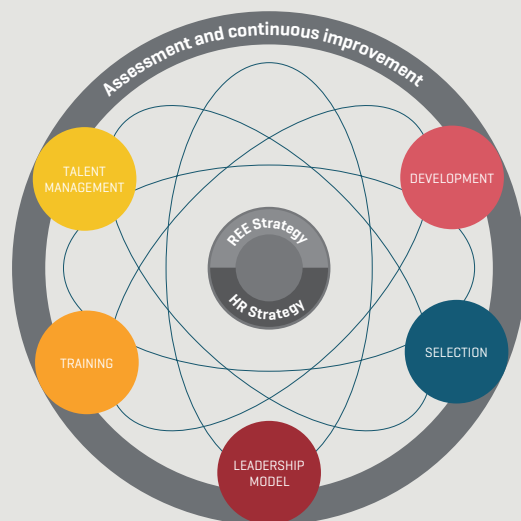
processes that will allow redirecting and driving continuous improvement.

**Talent Management is a shared responsibility**

Also, **Knowledge Management and Leadership Model** are taken into account. These elements, key for Talent Management, make easier the transfer of key knowledge within the company and encourage leader involvement to achieve a greater commitment and development of our people.

**What elements are in place to manage Talent?**

Talent Management includes a set of processes designed to adding new valuable employees to the company, in addition to developing and retaining human capital within the main company. Therefore, Talent Management includes the **employment process** (hiring, selection, internal mobility), **training** (skills development and technical training), **development** (programmes directed to professional growth), the **performance appraisal process** and other measurement

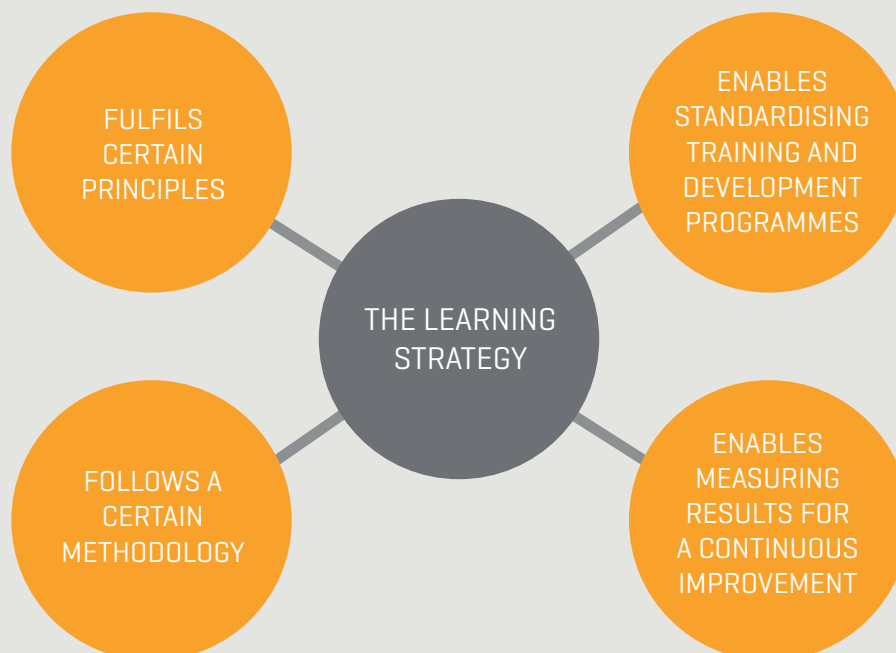


# Learning Strategy

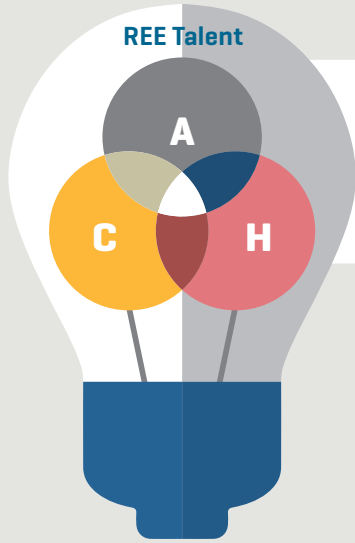
A key element within the Talent Management Model is the **Learning Strategy**. This is understood as the learning framework itself so that it works as a reference for the creation of the development and training programmes.

A Learning Strategy means the **learning style** of the company, thus setting the features identifying it and the distinguishing elements to other organisations.

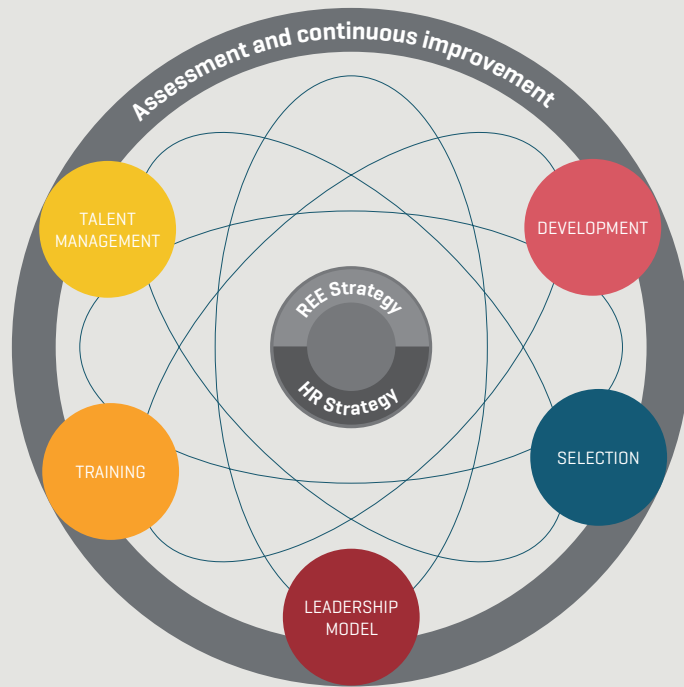
**In order to ensure the success of such programmes, we have created a Learning Strategy**







**What are the elements that REE has in order to manage Talent?**



## Training and Development Programmes

CapaciTa Programme	Training on Quality
THabla Programme	InTegra Programme
AseguraT Programme	Enlace Programme
NaTura Programme	Movilidad Programme
CapaciTa Competencies Programme	ExperTos en RED Programme
Training on Corporate Responsibility	Banco de PoTencial Programme
Training on Reconciliation	LideraT Programme
Training on Criminal Risks	PracTica Programme
Training on Equality	

Any training programme or action must follow certain principles and methodology. It must be based on a typical roadmap (or pedagogical model) and its results must be measurable.

### Learning principles

The principles under which Red Eléctrica wants to create its training and development offering are the following:



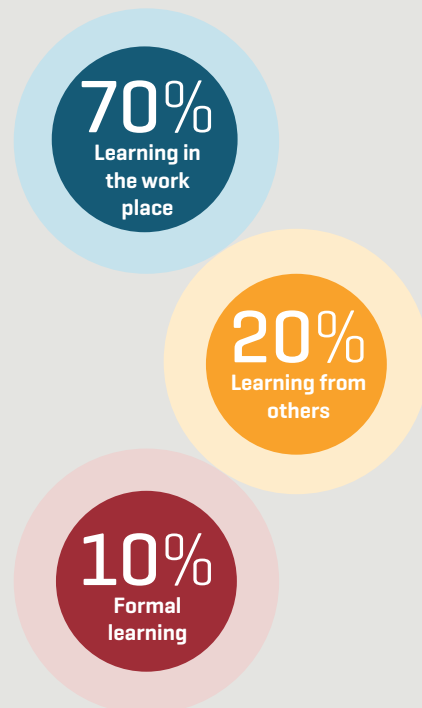
- **Self-development:** promotion of such self-development actions that make the employee himself or herself who is accountable and committed to their own learning.
- **Leader's involvement:** They support the leader's role as a facilitator and participant in the learning process. Key figure within the model. He/she must help his/her teams develop their talents during and after the training actions.

- **Excellence:** resources optimisation and quality improvement. Measuring and follow-up of actions.
- **Innovation and continuous improvement:** differentiated training and search for new resources.
- **Employability:** targeted and specialised training that may be transferable to employee's position as well as versatile and mainstreaming.

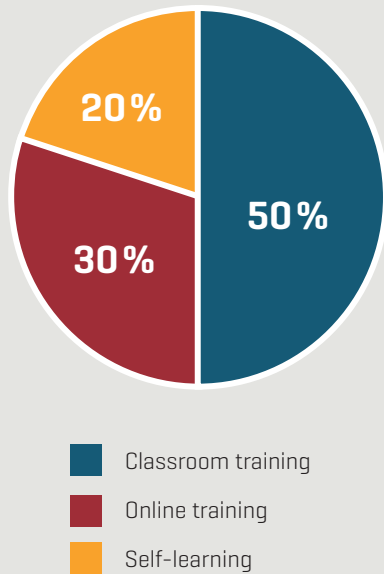
### Methodology

The Learning Strategy follows the **70-20-10** methodology. (Michael M. Lombardo and Robert W. Eichinger), based on:

- 70% of learning occurs **at the workplace**.
- 20% is **learning acquired** from environment observation processes.
- 10% is **formal training**.



In order to develop formal learning, the future trend within the aforementioned “10% of formal learning” may be broken down as follows:



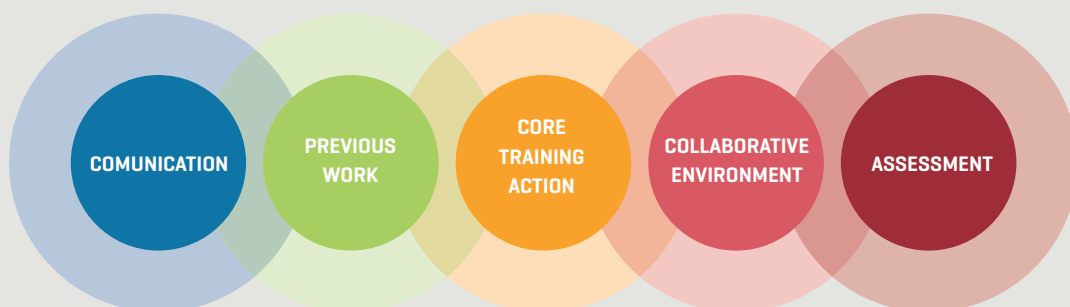
The **Typical Pathway** consists of the following phases:

- **Initial communication** to Programme participant.
- Any training programme will include **previous work** to be done by the participants.
- The **core action** of the programme is the one that explores the defined knowledge in depth or promotes the development of the skills and competencies that are the aim of the programme.
- Any programme must have a **collaborative environment**.
- **Measurement of the training satisfaction results**, knowledge acquisition, skills transfer to the position and even the ROI in certain programmes.

### Standardising learning

Taking into account the principles and methodological approach, a **typical roadmap** is defined. It is the ideal pedagogical model on which training and development programmes must be based, so that the designed training, to the possible extent, follows the defined structure:

#### COMMON STRUCTURE:



## Measuring for continuous improvement

During 2016, a new Training Appraisal System has been developed to understand the assessment and calculate the return on the investment, the actual **training ROI**.

The following block diagram sets the reference frame for the new training appraisal model, that includes both the planning phases and the assessment phase.

In a first stage, from the Planning Block, the business units and the Talent Management area are involved, in order to determine the needs and establish a yearly training plan.

To do this, different inputs are taken into account, as described in the Talent Management Model: determination of needs, results of the performance appraisal, results of the previous year's training plan and the guidelines for the year.

Once the training plan has been established, each training programme will go through the Efficiency Block, consisting of:

- a first level of satisfaction [Satisfaction Perspective], in order to gather the trainees' feedback from the training, through a Satisfaction questionnaire,
- a second level of real knowledge [Real Knowledge Perspective], consisting of one test before and another after the training, in order to check the knowledge increase after the test, and



- a third level of impact (Impact Perspective), aiming at determining how this knowledge is used in the trainees' day-to-day life, by means of an Impact questionnaire.

These three assessment levels confirm the training's efficiency and once these are quantified, they give way to the following block, a fourth level, called Training's ROI calculation.

The ROI calculation (ROI Perspective) is, by itself, an indicator of the current situation of the training. This model will provide an ROI value of each training action as well as of the whole of the corporate training. This calculation represents an innovative analysis.

With this level of analytical detail, the following step, that is to disseminate the training results among the different

corporate units, has a different dimension, as it allows to involve the corresponding units in the training action level.

This process focuses on the training required by the employees in order to perform their roles in the best possible manner.

The estimations in 2016 have demonstrated a progressive positive trend of 10% in the training ROI within the past 5 years.



# 03

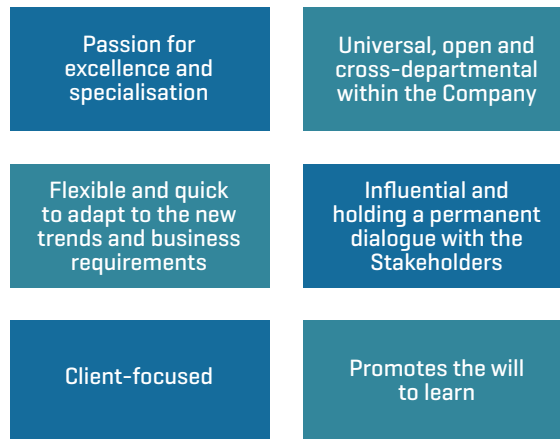
Evolution  
of training  
management  
towards the  
corporate  
university  
model:  
Campus REE

# Evolution of training management towards the Corporate University model: Campus REE

Campus REE is the natural evolution of training management towards a new corporate university model. This focus means a great advance for the in-house training centres that have been created within the company from 2004, moving from a technical focus towards a comprehensive approach.

For the Campus design, a previous diagnosis of the situation has been carried out, using the CLIP (Corporate Learning Improvement Process) tool from the EFMD (European Foundation for Management Development). Initial diagnosis has allowed to develop the expected framework and prepare an action plan to be implemented from 2017 onwards.

## REE Campus Guiding Principles



## Campus REE’s MISION

Platform for the deployment of the RE Group’s strategy, values and culture that will enable the achievement of the business goals, acting as a meeting point and learning and talent management facilitator for their groups of interest.

## Campus REE’s VISION

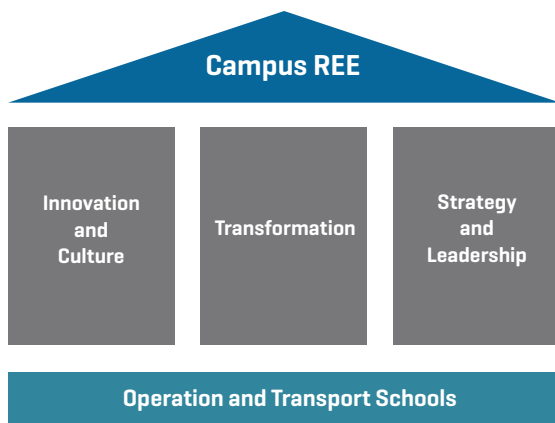
To become a global reference in talent management through the development of people’s potential, as well as the best business strategic partner for academic and business institutions, both national and international.

## Campus REE’s Success Factors



Campus REE has been designed from within the Company, with the involvement of the management and the units that make it up and based on the best practices found at a national and international level.

Campus REE is based on three main pillars: innovation and culture, transformation, and strategy and leadership, upon the foundation of the technical training from the Operation and Transport Technical Schools.



A Communication Plan has been developed to support the implementation and the Campus REE development, to allow:

- Conveying the vision and mission of Campus REE in a clear, simple and concise manner.
- Keeping a high interaction level with the different stakeholders in order to achieve the highest level of the services it offers.
- Setting up a path to enable permanent communication.

One of the key elements in this communication plan has been defining a motto that represents Campus REE.

### **Campus REE motto: Believe, Build and Bloom (B<sup>3</sup>)**

Campus REE will be a global support tool to implement the company's strategy, moving beyond technical knowledge, and to facilitate, within the Talent Management Model, the achievement of the business goals, through learning and knowledge management.

### **New facilities destined for training, development and learning**

In 2016, a new building has been completed, in the town of Tres Cantos.

The new building, to be opened in 2017, includes state-of-the-art facilities and additional spaces that will improve the currently available resources.

- **Double room for the Operators Training Simulator (OTS)** in order to provide two independent training courses at the same time. Alternatively, it will allow an interaction, like different control centres or different companies.
- **Workshop-classroom of protections and communications**, aimed at training the transport technicians in technologies associated with substations' ancillary systems.



- **Transport Workshop-classroom**, hosting the equipment related to practical training in high-voltage technology (transformers, equipment models, SF<sub>6</sub>, handling, 66 kV cell,...) and training in occupational health and safety (electric risk in low voltage, load handling,...).
- **Remote Training Classroom** in all classrooms, a methodology used when the subject matter and a varied students' geographical location make distance learning more advisable. This option allows saving in travel, living and accommodation expenses of students receiving this distance training.
- 4 classrooms for Training & Development
- Spaces for collaboration, innovation and exchange.
- Next generation technological equipment: screens and tools for the technological training delivery, ensuring our "Zero Paper" policy.

Red Eléctrica also has another two certified training centres created on the occasion of SF<sub>6</sub> Gas handling certification. These centres are located in San Sebastián de los Reyes and Vitoria substations. They have a classroom to teach theory and a workshop for the practical part equipped with all necessary equipment to handle the gas both AIS and GIS substations, as well as to measuring the gas quality.

### Teaching team: Experts Pool.

Red Eléctrica's Talent Management Model encourages individual development, as well as the acquisition and transmission of knowledge. Thus, a considerable number of training actions are delivered by company internal experts.

In 2017 an Experts Pool will be put in place allowing extending the internal experts network and facilitating the transfer of knowledge.

- Identification of the people within the company with a source of expert knowledge.
- Match of the taught material with REE's specific needs.
- Exchange of knowledge among the employees.
- Harmonisation of training.
- Making sure of the dissemination, maintenance and evolution of internal knowledge.

# 04

## Training & Development Plan

# Training & Development Plan

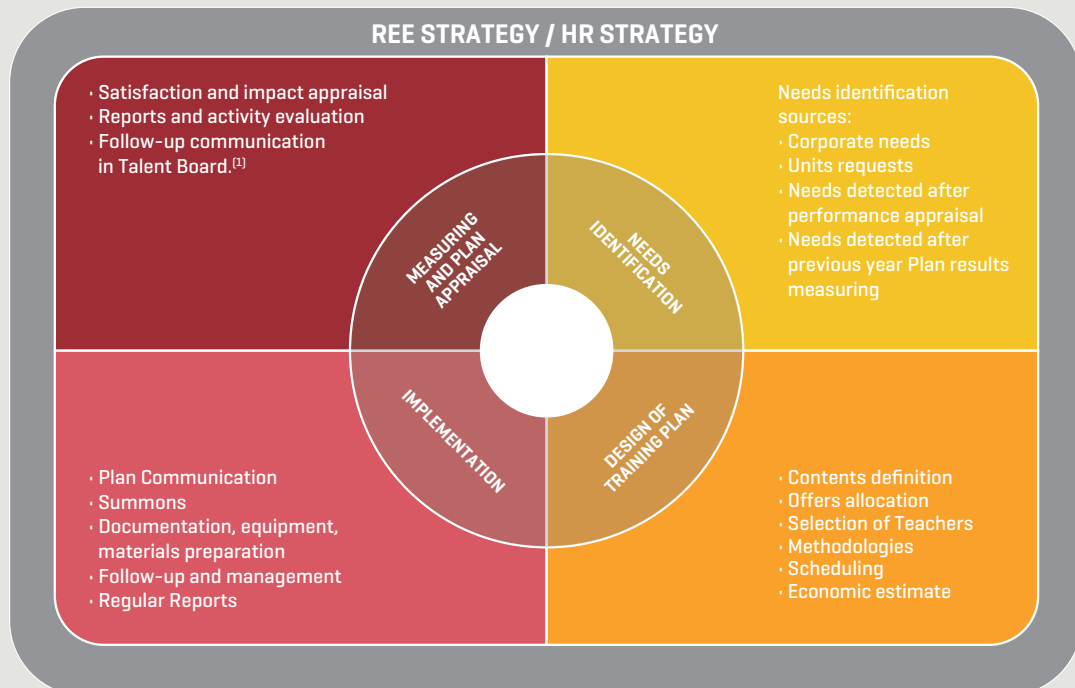
Since its establishment, Red Eléctrica is committed to its professionals' training and development, aiming at continuous improvement and excellence. That is why, every year a new Training and Development Plan is developed, in order to respond to the organisation needs.

facilitating the business goals achievement and growth needs of all professionals.

In order to design the Plan, the Talent Management Area works in the following phases aligned with the company and HR strategy:

## How do we work to design the Plan?

The Plan combines development-oriented training actions' planning and implementation, which will encourage the professionals to improve their training, thus



[1] The Talent Board is a validation and consensus body contributing to provide all Employees Talent Management related processes with greater accuracy, objectivity and transparency: training, development, performance appraisal and mobility.

## Objectives

The Training & Development Plan aims at the following:

- **Foster** the professional development of Red Eléctrica Employees by means of Programmes driving technical and general competencies defined by the company.
- **Accompany** REE professionals in the performance of their duties, with particular attention being paid to the integration in REE of the new recruitments needs, as well as needs arising from functional changes making necessary the definition of specific training actions.
- **Offer innovative** training and development alternatives promoting **the continuous improvement and excellence**, in line with the company strategy.
- **Responding** to Business Units needs, both those subject to planning and those not scheduled or derived from innovation and requiring a proactive answer from the Talent Management Area.
- **Driving managerial development** of managers and people from high potential groups, settling behaviours and styles fostering an efficient management and following the guidelines defined by the Leadership Model of the company.
- Facilitate the necessary **Health and Safety** training so that people are able to perform their duties in a safe manner.

## Methodology

The methodologies to be used in each and every training offer action must be selected taking into account the Learning Strategy marked by the Global Talent Model.

In order to determine the most appropriate methodologies for the content development, both the goal pursued by each activity and the target group of people must be taken into account.

The applicable approach includes both face-to-face and virtual training, and a combination of both. The use of the e-learning as set in the Talent Management Model will be encouraged.

### E-learning: Support to the latest technology

The Talent Management Department supports increasing the e-learning aiming at providing employees with alternative methodologies fostering self-development and collaborative experiences.

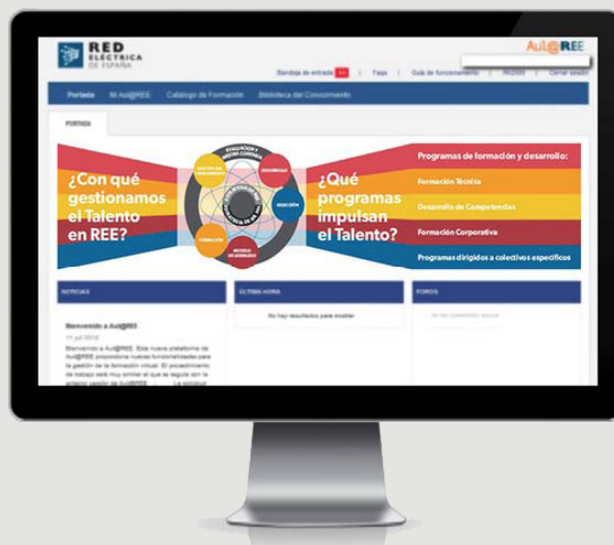
At this moment, there exists an e-learning platform, Aul@REE, that serves as an exchange area to share different learning resources: virtual training, lectures, questionnaires, learning pills, bibliography, recorded training sessions and recommendations from the participants in the various training programmes.

Talent Management Department intends to convert this tool in a “living” resource, which in addition to encompass theoretical knowledge, facilitates its transfer and allows all professionals within the company to share training and development experiences. A virtual training catalogue is available at **miRED**, in **Aul@REE**.

The virtual training offer will be increased with new courses and the “virtualisation” of existing training. Below are some examples:

- Building and maintenance of high voltage electricity structures.
- C05 Electric high voltage risk and clearance management.
- C06 Prevention management
- C07 Works at height [basic].
- C10 Driving off-road vehicles [basic].
- C11 Fire-fighting [basic].
- C12 First aid [basic].
- C18 Work in offices.
- C19 Efficient and safe driving of passenger cars [basic].
- C21 Works in confined spaces [basic].
- Some applications, such as SIGIMAN, PORTEMAN, MOVIMAN, etc.
- Disability awareness.
- Recordings of working procedures of certain activities, such as SF<sub>6</sub> gas handling, local operation, etc.

As a novelty this year, some courses will be open to everyone, such as the Office 2013 training.



# 05

## Training & Development Programmes

# Training & Development Programmes

The existing current training offer is grouped in four thematic areas:

## 1. Technical Training

It includes technical training programmes comprising the necessary theoretical and practical aspects to work in each Business Unit, as well as processes and procedures training. This area also includes the new languages programme and Safety training.

- CapaciTa Programme
- THabla programme
- AseguraT Programme
- NaTura Programme

## 2. Skills Development

It comprises programmes where the necessary skills to carry out each professional functions within the company are trained and are strengthened in the performance appraisal.

- CapaciTa Competencies Programme

## 3. Corporate Training

It contains actions or transversal programmes to the entire company.

- Corporate Responsibility Programme
- Training on Reconciliation
- Training on Criminal Risks
- Training on Equality
- Training on Quality

## 4. Specific groups targeted programmes

Programmes specifically created to develop certain groups, such as newly recruited people, high potential people and management team.

- InTegra Programme
- Enlace Programme
- Movilidad Programme
- ExperTos en RED Programme
- Banco PoTencial Programme
- LideraT Programme
- PracTica Programme

# 5.1

## Technical Training

The technical training programme is a fundamental integral part of Red Eléctrica's development and training plan since it includes the necessary knowledge any employee should have to carry out the functions assigned.

The Talent Management Department manages all the company's technical training. This requires a broad range of knowledge areas, which can be classified into the following three main programmes:

- Training targeted at employees from **Transport Infrastructures**.
- Training targeted at employees from **System Technical Management**.
- Training targeted at employees from **Corporate Services Management and Administration and Economic and Financial Management**.

Due to the necessary training volume and the high number of technicians targeted, the Talent Management Area elaborates specific training catalogues for these business areas with training actions of their interest.

The **training catalogue** is a dynamic tool evolving every year, where new courses are added and obsolete ones are deleted, depending on the needs of the company's personnel.



# CapaciTa Programme

## Objectives

- Train Red Eléctrica's employees to carry out their functions in their respective roles.
- Offer a retraining programme **according to the company's changing needs, facilitating the professional development of employees.**
- Disseminate Red Eléctrica Group's **knowledge** as system operator and carrier to other entities in the industry, both at national and international level.

## Who is it for?

- All Red Eléctrica Group's employees.
- The CapaciTa programme **is organised around three main knowledge axes:**
  - Training targeted to employees from Transport Infrastructures.
  - Training targeted to employees from System Technical Management.
  - Training targeted to employees from Corporate Services Management and Administration and Economic and Financial Management.

## What are you going to learn?

- The necessary knowledge and skills you need to perform your professional activity properly.

## Contents

- Operation and Transmission of Electrical Power.
- Economic and financial.
- Legal.
- Cross-departmental.

## New content of the programme

In 2016, the following novelties are found:

- Expansion and consolidation of a practical training about safety systems, in the Tres Cantos workshop classroom.
- Red Eléctrica technicians' qualification for running local operations.
- Specific training on pumping for the Chira-Soria project.
- New Electrical System Operation Experts Programme.
- Training for handling SF<sub>6</sub> gas, with no formal qualification.
- Involving all the Red Eléctrica Group subsidiaries' personnel in the training plan.
- Training in improving lean-approach processes.
- Training in Project Management under ISO 21500.

Due to the various profiles and specialisation levels, it is necessary to develop training plans included in CapaciTa programme further:

- **Theory training programmes**

comprising fundamental concepts of all aforementioned knowledge areas.

- **Retraining programmes**, in particular, those targeted at two major groups:

- > **Control centre operators.** Retraining on service restoration, as well as analysis and study of various system critical situations, are included here.
- > **Facilities maintenance technicians.** In order to ensure a top qualification and professional renovation and achieve a maximum facilities' preservation level, ensuring an optimal availability.
- > There are no specific retraining plans for other **smaller groups**, but they are also considered when organising advanced level courses with specific recycling objectives.

- **Postgraduate training.** An important part of the advanced training in TrainU programme. There exist several university agreements at the moment:

1. **Master in Designing, Building and Servicing of High Voltage Electricity Infrastructures** [ICAI]. Intended for graduate technicians mainly in from the business units. It is a mixed format, with virtual classes and tutorials and face-to-face exams at the university. It is made up of two postgraduate programmes of one-year duration each:

- *Project and Building of High Voltage Electricity Structures.*
- *Maintenance of High Voltage Electricity Infrastructures.*

Its main objective is to provide an overview of the Transportation business, both for Transport infrastructure technicians and other technicians needing to acquire or improve this perspective. It is an initiative devoted to increasing employability and contributes to internal mobility.

2. **Specialisation in the Energy Sector's Economy** [Universidad Carlos III].

Intended for university graduates mainly from the business units. It provides an overview of the Spanish Energy Industry within a liberalisation at the international level framework and makes known the interaction among the main industries within the electricity and gas sector. This course is entirely face-to-face and taught in English.

### 3. Specialist on System Operation Course (Red Eléctrica-ICAI).

Postgraduate course by means of which the Universidad Pontificia de Comillas (ICAI) which provides the theoretical basis of the course and the academic diploma while Red Eléctrica provides the practical part, by means of the operator training simulator. It is intended for future electricity control centres' operators.

Another essential element of training employees is **practical training**. There are specific practical training programmes, among which:

- Training on electric systems' operation, with the OTS (Operator Training Simulator). Intended for other groups, not only operators.

Operators Training Simulator (OTS):

- > The Operators Training Simulator (OTS) is the reference tool to retrain all the people involved in the control centres' work.
- > This simulator facilitates the technical update and assessment of the capacity to respond in complex and under pressure situations.
- > It is updated with replications of CECOEL and CECORE Electricity Control Centres and Special Regime Energy control centre (ECRE).

OTS Key Features:

- It allows modelling with great precision the behaviour of an electrical system and exactly replicating the real system in which the operators work.
- It is useful to train how to manage risk situations, as well as service restoration plans.
- Training on control, protection and communication systems, taught at Tres Cantos' Workshop-Classroom, mainly intended for engineering, construction and servicing technicians.
- Training on specific equipment, organised at the manufacturers' or providers' facilities, when the appropriate conditions are not met at Tres Cantos' facilities.
- Other mainly practical courses:
  - Emergency support installation.
  - Topography and GPS equipment.
  - Thermography, etc.

**CapaciTa programme also includes all computer and IT training:**

- Corporate tools, including Office packages and corporate applications, such as SAP, BDI, ADIR, GEORED, etc.
- Technical computing, including more specialised technical software packages, such as PSS-E, Matlab, AutoCAD, PSCAD, Oracle, etc.

**Among the retraining programmes,** those targeted at two big groups should be highlighted: Control centre operators and facilities maintenance technicians.

In addition, other activities valuable for the company are managed:

- **Service restoration simulations.** Here, Red Eléctrica's leadership takes the leading role, ensuring the necessary qualification to act in the event of emergency situations. This activity includes a theoretical-practical training with the simulation tool (OTS) and participation of Red Eléctrica operation staff and Spanish and European generation and distribution companies.
- **SF<sub>6</sub> Gas manipulation training.** Once the necessary training leading to the qualification of SF<sub>6</sub> gas handlers has been completed, a compulsory certification for all Red Eléctrica's employees in charge of the recovery of said gas: following Royal Decree [R.D.] 795/2010, this last training has been included in the course's catalogue.
- On the other hand, from the second half of 2016, in Aul@REE have been posted short

clips with which SF<sub>6</sub> Handlers will be able to review the works that are usually carried out with this gas. Additionally, and taking into account the great environmental impact of SF<sub>6</sub> gas, training sessions will be provided on technical, safety and environmental aspects, with no associated certification.

- **Qualification of employees as Local Substation Operators.** In 2016 the qualification of Local Substation Operators was started, by means of training and knowledge tests that ensure the safety of both people and facilities, as well as the optimal performance of the Local Substation Operation area.
- **Certification of subcontracted technicians** to carry out local operations without supervision. The purpose is the standardisation of other companies' staff working in Red Eléctrica facilities. The purpose of this initiative is reducing employment risks arising from this kind of works and increase the quality and efficiency in the maintenance of its lines and substations.

# THabla Programme

Red Eléctrica is committed to enabling all employees who so desire to acquire such a level of command of a foreign language that they are capable of fluent exchanges in such language.

## Objectives

- Develop communication skills and competencies in the foreign language according to set pedagogical goals.
- Allowing for verbal and written communications with institutions, providers and international bodies to be carried out efficiently, maintaining the quality and efficiency levels of the company at its usual status.

## Who is it for?

- People who need it to carry out their current or future duties.

## What are you going to learn?

- Development of verbal and written skills in English and/or French, necessary to carry out current or future positions within the company. The language programme will be developed under the European Framework of Reference, depending on individual needs of participants.

## Contents

- Those specific for each language knowledge level, according to the European Framework of Reference for Languages [CEFR].
- New Business Management Skills contents.
- Official certificates [First Certificate, Advanced, TOEIC].

## New content of the programme

The new language training programme includes substantial improvements: from the self-exploration of needs, that will aim at determining the need/opportunities for using the language within the professional activity, to an evaluation of the training methodology that will gradually replace the on-site lessons with technology that will support the programme.

The biggest part of the training will be given through the Aul@REE, through a state-of-the-art **training platform** that will provide a bespoke response to the needs of the employees.

# AseguraT Programme

Red Eléctrica promotes health and safety of its professionals, facilitating the necessary knowledge of risks associated with each position, taking into account the facilities where each worker carries out his/her duties and the measures to be taken to prevent those risks.

For that purpose, an Occupational Health and Safety Training Plan (OHS) is defined, thus optimising resources and complying with the legislation. The activities carried out to prepare this general Occupational Health and Safety Training Plan are contained in the AM012 Guide, available through the icon "Normativa" in miRED. The purpose of the guide is to establish a permanent plan for training actions on Occupational Health and Safety so that resources are optimised and the legal standards' requirements are fulfilled. Knowledge improvement and management can be acquired together, through experience, the betterment of the processes and the analysis of the results achieved in Occupational Health and Safety.

The AM012 establishes the following main activities:

## **Establishment of the groups for risk identification.**

- In order to plan Occupational Health and Safety activities, identification groups are created, encompassing all Red Eléctrica's employees. A person can be included in more than one group.
- These groups are created depending on the activities carried out at Red Eléctrica and, as a result of that, according to the risks the workers are exposed to in their posts. Each group corresponds to a certain qualification.
- There are 3 groups related to global risks associated with work roles, 12 specific groups linked to activities and 3 groups linked to people by the specific job they perform.

## **Identification of the necessary training.**

- The Talent Management Department defines the training needs to be satisfied for each identification group and its application frequency. These needs turn into specific training actions by means of the theoretical and practical contents, both for the classroom and for e-learning.

### Allocation of workers to groups.

- When an employee joins an organisational unit, by a new recruitment or change of activity, he/she will be automatically allocated to the identification groups associated with the position he/she will hold.

### Training planning.

- This management system and the structure described in AM012 Guide have been prepared in SAP's corporate applications [SIGIFORM, SIGIDEPE and SIGIORG] to obtain the actual situation at a certain date and be able to design the training programme for the new period.

### Objectives

- Enable Red Eléctrica employees to perform the activities inherent to their position or other voluntary activities, enhancing their knowledge and complying with the legislation on occupational risks prevention.

### Who is it for?

- All Red Eléctrica's employees.

### What are you going to learn?

- Risks associated with works done to perform the duties assigned.
- Safe working processes.

- How to optimise resources provided by the company.
- Legal and internal rules on occupational risks prevention.
- Individual protection equipment available at Red Eléctrica for the different activities of the positions.
- Aspects to the healthy company concept.

### Contents

- Risks identification group:
  - > Management or administrative work in offices.
  - > Shift work.
  - > Planning, verification, preparation and execution of facilities building and maintenance works.
  - > Execution of low voltage works.
  - > Works at height.
  - > Manual and mechanical cargo handling.
  - > Works in confined spaces.
  - > Cutting down, pruning and clearing of trees.
  - > Travel in passenger cars and off-road vehicles
  - > First aid.
  - > Fire extinguishing, building evacuation and firefighting first-intervention brigades.
  - > Prevention delegates.
- Awareness in health care.

## New content of the programme

Compulsory, voluntary and enabling qualifications will be accessible at employee's self-service.

The Occupational Health and Safety training programme in force will pay special attention to:

### Outsourced training:

- C07 Works at height for the line personnel.
- C08 Manual and mechanical load handling.
- C10 Driving off-road vehicles.
- C11 Firefighting basics.
- C12 First Aid, with particular focus in the cardio-pulmonary resuscitation [CPR].
- C13 Electricity risk under low voltage, mainly practical and targeted to works carried out within the company's facilities.
- C19 Driving vehicles in adverse conditions.
- C21 Works in confined spaces.
- Adaptation of the basic level contents to the e-learning format of C07 Works at height for the line personnel, C10 C10 Driving off-road vehicles, C11 Fire

prevention and evacuation plans, C12 First aid, C19 Efficient and safe driving of passenger cars (basic), and C21 Works in confined spaces.

### In-house training:

- E-learning C05 Electric high voltage risk and clearance management.
- E-learning C06 Prevention management.
- C15 Safety retraining.
- Updating of e-learning C18 Working places.
- Training actions related to healthy company model.



# NaTura Programme

The safeguard and protection of the environment are one of the company's culture values (the so-called "environmental awareness"). Red Eléctrica makes great efforts to combine the business needs with a responsible behaviour towards the environment.

Within this framework, and complementarily to it, during the term of this plan, training actions targeted to the **prevention and reduction of environmental damages** will be performed, as well as to raise awareness and comply with internal procedures and observance of environmental legislation in force.

## Objectives

- Train Red Eléctrica's personnel in environmental matters.

## Who is it for?

- Everyone in the company and, above all, environmental technicians.

## What are you going to learn?

- Environmental technical and legislation content.
- The impact of our actions on the environment.

## Contents

- Technical, legal and environmental.

## New content of the programme

During 2016, the first version of an acting guide will be prepared aiming at establishing a permanent plan for training actions on the environment, so that knowledge is enhanced and compliance with the legislation in force and company's internal rules on this matter are accomplished. The guide will include the assignment of recommended environmental training needs, compulsory or enabling for most of the positions within the organisation, mainly for transportation infrastructures positions. This action guide for the environment training will include:

- Groups of activities related to the environment, developed by the company's personnel.
- Positions managing, supervising or executing identified activities for each group.
- Compulsory training for each group. Groups are formed according to the activities performed in Red Eléctrica, and also depending on the need for acquisition of knowledge related to the position or the activity of employee.

Each group will be assigned a qualification, which may be voluntary, compulsory or enabling. Enabling qualification will be necessary for performing the activities, tasks and functions associated with a specific group.

# 5.2

## Competencies Development Programme

Red Eléctrica currently supports not only the definition of competencies models but also the design of innovative development processes that facilitate the employees' development and ensure the **acquisition of knowledge**, concepts practice, **experience and social learning** and its application to the position.

In view of this situation, the company has implemented a project to develop key skills, allowing:

- **Raise awareness** among participants and supervisors regarding the importance of their role to ensure their own development and the development of their teams.
- **Involve** all participants in the importance of developing Red Eléctrica's competencies as leverage to achieve their objectives and organisation's objectives.
- **Train** the techniques and skills necessary to successfully solve real situations of performance requiring the use of these skills.
- **Ensure** the fullest benefit of training, using technological resources of high impact, fostering the continuous interactivity of the group.
- **Use various types of methodologies**, Online and face-to-face, facilitating and fostering learning, creation of habits and transfer to the position of the skills and behaviours worked on.
- **Promote** learning by means of shared experience (best practices), situation analysis, debates among participants and experts, and application and implementation.

Skills pathways propose a Blended learning working methodology (face-to-face and virtual) including various resources to achieve learning and development objectives at the various skills levels.

Each training pathway includes:

- **On-line training:** the participant accesses the knowledge pills to settle the base of knowledge, will perform individual and group activities defined in the learning experiences and will have 3 planned synchronous sessions (video conference).
- **Face-to-face sessions:** The student will participate in 3 face-to-face sessions aiming at sharing practices performed and clarifying doubts on contents and practices carried out.
- **Application to the position:** The participant will prepare his/her Individual Development Plan (IDP) for the corresponding skill, adapted to his/her level and focused on the performance of activities to apply to his/her position the acquired knowledge in the phase of learning.

This programme will have a **virtual mentor** who will guide, invigorate, support and continuously follow up the participant.

The Talent Management Department will summon the participant to the corresponding pathway by means of Red Eléctrica's learning environment, where the various activities to be carried out will be presented, the participant will be able to know his or her progress and level of participation at all times.

7 learning paths have been created, to support the general skills needed in Red Eléctrica, in order to fulfil the areas where a margin for improvement has been found for each skill.

## Objectives

- Develop the skill training model, from expository learning, focused on theoretical knowledge acquisition, to social and experience learning focused on practical and collaborative learning experiences, with a high level of gaming and motivation.
- Ensure the transfer to the position, by means of an Individual Development Plan (IDP) focused on each competence and valid until the end of the training pathway.

## Who is it for?

- All employees with a work agreement in the company.

## What are you going to learn?

- Acquisition of behaviours constituting key Red Eléctrica's skills, including a learning phase and an application to the position phase, creating Individual Development Plans (IDP).

## Contents

- Team working.
- Initiative and problem-solving.
- Efficiency and productivity.
- Innovation and continuous improvement.
- Customer orientation.
- Adaptation and change management.
- Red Eléctrica global view.
- Team coordination.

## New content of the programme

The individual tutorial support has been increased in order to help participants understand the activities they had to perform and define the Individual Development Plan's (IDP) actions, the main goal of this programme.

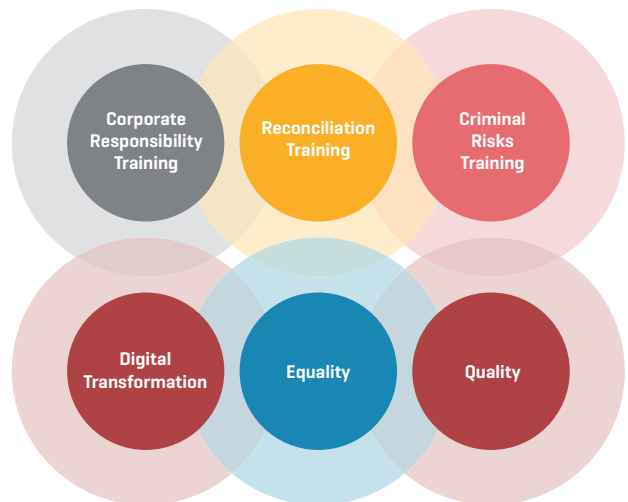
# 5.3

## Corporate Training Programme

Red Eléctrica is a company committed to achieving excellence in the development of its activities. Aware of this, it must integrate into its training strategy actions fostering Quality, Corporate Responsibility [CR], search for the greater possible balance between professional, family and personal projects of its employees [Reconciliation] and promotion of diversity.

In addition, the Plan also takes into account training on Criminal Risks. The goal of this action is to inform of the Criminal Code's amendments. For the first time ever, criminal responsibility for legal entities arising from crimes committed in name and on behalf of the legal entity and for its benefit, by the directors or people subject to their authority, when the criminal act may have occurred as a result of not having exercised the due control has been included in the Code.

This year, training actions focused on the following thematic areas will be carried out:



## Objectives

- Facilitate a **reconciliation culture**, in accordance with the legal framework in force and the Reconciliation Plan approved by the company, supporting the implementation of the reconciliation management model defined by Red Eléctrica and measures adopted on this matter for the various fields of the company.
- Foster a **leadership style committed** to reconciliation and involve the managerial team as manager in reconciliation and equality matters.
- Reinforce the **corporate culture** of compliance that Red Eléctrica Group has had in place for years.
- Make known the **criminal responsibility** of legal entities.
- Know and understand the **corporate quality management system** of Red Eléctrica, based on the model defined in ISO 9001:2000.
- Understand and handle **digital skills** as a requirement to perform one's work efficiently and in a profitable way.

## Who is it for?

- All the company's employees.

## What are you going to learn?

- Key concepts and criteria of Corporate Responsibility in Red Eléctrica and its day-to-day implementation.
- Key concepts facilitating the understanding and awareness regarding Equality, Reconciliation and Criminal Risks.
- Quality Management System.

## Contents

- Real situations' analysis facilitating the knowledge and way of acting following the principles defined in Corporate Responsibility matters by Red Eléctrica de España.
- Training on **reconciliation of the professional and personal life** and on equality and its involvement in managing people.
- Training on **criminal responsibility**.
- International standard **ISO 9001:2000**.

## Novelties of the programme

- Criminal Risks: Specific training actions will be developed for the managerial team, new recruits and the entire personnel.
- Digital transformation: Dissemination actions will be performed among the employees, on the "Digital Transformation" that the company and the whole of society are demanding.

# 5.4

## Specific groups targeted programmes

Red Eléctrica faces business challenges requiring that people are prepared to:

- Flexibly adapt to new business situations.
- Anticipate to possible future scenarios.
- Perform with efficiency and excellence its operations.
- Identify and benefit from new opportunities.
- Lead its human team to manage change.

As a result of this and in addition to existing training and development programmes already in place in the company, there is a commitment to provide a response to specific groups' needs. In addition, the coexistence of various generations within the company and the growing concern for the people management as key element requires an excellent management of diversity. Each person has specific training needs that must be taken into account when designing the development programmes necessary to increase his/her commitment and productivity.

Thus, the training provided by the company to its employees must be flexible and pursue the customisation through training activities and pathways suitable for each specific group and each employee.

# InTegra Programme

Red Eléctrica offers an integration programme aiming at welcoming the new recruit and help him/her to integrate. The programme lasts 9 months.

The structure is as follows:

- **Welcome and adaptation phase** aiming at facilitating the integration in the team and Red Eléctrica' business culture.
- **Integration phase:** pursuing the acquisition of the general technical knowledge to facilitate his/her professional performance.
- **Skills Development phase:** The phase where the skills are developed.
- **Consolidation phase:** Whose purpose is the involvement of the person in the company.

In order to ensure the success of these programmes, an exhaustive coordination among Talent Management Area and the various Business Units is necessary.

## Objectives

- **Strengthen** positively the decision of joining Red Eléctrica and foster from the beginning its security and confidence in the company levels.
- **Integrate the employee** in Red Eléctrica's culture in a quick and efficient way.
- **Acquire the functional knowledge** applicable to his/her position.

- **Develop the skills** of the newly recruited person according to his/her position needs.
- **Facilitate the professional development** of the new employees and adapt their training and development process to the specific needs of each person and of the organisation.
- **Identify the potential** and personal interests of that newly recruited person.

## Who is it for?

- New recruits.

## What are you going to learn?

- Knowledge of the company, exchange of experiences among attendees, facilitating the analysis of the various areas and functions of the attendees.

## Contents

- General knowledge about Red Eléctrica.
- Red Eléctrica facilities.
- Functions of the Unit he/she belongs to:
  - Internal functions of the position
  - Objectives definition
- Business processes.



- Company's culture:
  - Mission, vision and values
  - Governing and management bodies
- Knowledge forums with other International TSO.
- Exchange of experiences among attendees, facilitating the analysis of the various areas and functions they develop within them.
  - Technical knowledge
  - Skills
  - Competencies

### **New content of the programme**

The "mentor" figure is boosted: the mentor is a person with skills to "take care" at all times of the new employee and help him/her with his/her first steps withing the company.

He/she must have a friendly and smooth relationship with the rest of his/her team. The department manager assigns the mentor agreed with the Talent Management Unit. Employees with higher professional progression level will play an important role in this programme.

The line manager is responsible for the appropriate integration of the person in the team, to that end, with the assistance of the mentor, he/she must verify the employee's integration and collaboration level in the department activities. In case isolation or integration issues are detected, the manager must react reassigning tasks and transmitting the person the way he/she is expected to work.

# Enlace Programme

The Enlace Programme started in 2002 as a response to a need presented by two groups interacting on a daily basis and that must meet the **highest efficiency and quality** in the group work they are performing.

The functions of clearance operators and technical personnel of demarcations are intertwined on a daily basis, being essential for them **knowing each other's work**, how they do it and the various situations they face to perform it. In a second stage, guarantee of supply technicians have also been involved, due to the high incidence of their activity on other groups' work

## Objectives

- A greater knowledge and involvement among the people of these groups participating in a project.
- Exchange of information and experiences with a positive impact on their daily work.
- Incidents resolution and creation of teamwork dynamics allowing the presentation of improvement proposals.
- Foster a greater knowledge on strategic projects for Red Eléctrica, as well as on company's areas whose activity has a direct effect on all people participating in the Link.

## Who is it for?

- Control Centres (CECOEL and CECORE).
- Technicians of Demarcations maintenance.
- Guarantee of Supply Department.
- DMI central services' teams (remote control, protections and telecommunications).

## What are you going to learn?

- The importance of considering people from other departments with whom we have to work as an opportunity and not as a problem.
- The importance of creating a constant collaboration climate among various departments.
- The barriers we face on a daily basis when performing our work from both perspectives.

## Contents

- Presentations from various areas and/or activities of the company aiming at achieving a greater degree of integration of the people participating in them within the company.
- Technical sessions in the Sites with visits to various facilities and participation in activities and works carried out there.

- Technical sessions in Control Centres with visits to Control Offices and Simulator (OTS) and practice of using the operators' training simulator.

### **New content of the programme**

The new approach of the Enlace Programme aims at having the participants thinking about the following:

- The opportunities offered by working as a team.
- The way to handle various opinions to reach agreements.
- The value of constructive criticism to encourage a favourable change benefiting all involved people under certain circumstances.

# Movilidad Programme

Red Eléctrica considers that the development of internal skills is one of the key factors to undertake the business challenges with a greater chance of success. For this reason, since 2014 we are promoting mobility as a key element to speed up the development and learning process for the employees, through a Mobility Model.

We define internal mobility as a change necessarily implying a substantial learning and development effort in terms of:

- Knowledge
- Specific/general competencies
- New working environment

The action plan that involves a multiannual period establishes different activities among which the development of mobility cross-departmental projects is highlighted.

## Objectives

- Promote people's skills increasing their versatility and employability to respond to business needs in the short and medium terms.
- Accelerate the development and learning process under real practice.

## Who is it for?

- All the company's employees. Initially, Banco de PoTencial programme participants.

## What are you going to learn?

- Knowledge of other areas of the company.
- Red Eléctrica's contact network.

## Contents

- Carry out a specific project within a work area (department or company) other than the one you usually work in.

## New content of the programme

In 2017, the following activities are planned:

- Development and implementation of a technological tool that promotes and facilitates the internal mobility programme.

# ExperTos en RED Programme

The programme aims at developing the employees with a higher level of career advancement so that, starting from your current expert level, they will be able to:

- Increase their experience, knowledge and value contribution.
- Enhance their performance and transfer of knowledge.
- Achieve visibility, impact and recognition both internally and externally.

To that end, a program targeted at **improving the technical career** of this group is proposed. Innovative learning experiences (digital competencies, content creation and management, knowledge networks creation, collaborative learning, etc.) to allow them to identify themselves as a group and be able to obtain synergies and provide them with ways to work to formally foster the knowledge share. For participants, it will entail participating in a **differentiating and adapted to their needs programme**, have an express recognition by Red Eléctrica, achieve visibility and impact both internally and externally.

## Objectives

- To enable employees so that they acquire the differentiating behaviours required for their positions.
- Provide them with the tools they need to continue being a model in their respective areas.

- Motivate the employee to share his/her knowledge.

## Who is it for?

- Employees with a Higher Level of Career Advancement.

## What are you going to learn?

- **Innovative learning experiences** (digital competencies, content management and enrichment, creation of knowledge networks, collaborative learning, etc.)
- **Work manners** to promote in a formal way that he/she shares **his/her knowledge**

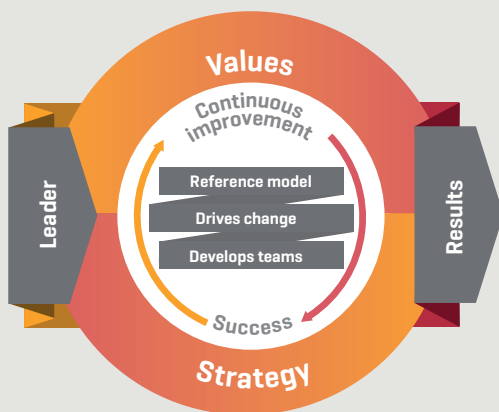
## Contents

- **Technical Career Management:** Learning experiences associated with a technical career.
- **Competency Management:** Learning experiences associated with the behaviours required for this group and development in furthering a technical career.

# Leadership Model

Red Eléctrica has a **Leadership Model** geared towards strengthening the figure of the leader within the organisation, as a model, and as prime promoter of Red Eléctrica's values.

A leader drives change, by the anticipation of the future; he/she acts as a reference model supported by the company's values. He/she develops teams and inspires trust and enthusiasm, thereby making it possible for the organisation to attain the expected results and ensure continuous success.



Red Eléctrica's Leadership Model stimulates team development, and for its leaders to inspire trust and enthusiasm, achieving employee engagement, and making it possible for the organisation to attain the expected results.

To facilitate the implementation of this model, a catalogue of leadership competencies structured around a core competency and four management competencies:



Two programmes have been designed based on this Leadership Model: Banco de PoTencial and LideraT which seek to develop the leadership competencies necessary for a leadership style which is flexible, agile and geared towards the creation of collaborative and participatory environments.

# Banco de PoTencial Programme

Red Eléctrica is committed to the internal potential development. For this reason, and with a view to the development of new leaders for the organisation of tomorrow, two Bancos de PoTencial have been created.

- Banco de PoTencial for Technicians.
- Banco de PoTencial for the Heads of Department.

## Objectives

- To identify and facilitate the development of employees with high potential.
- To facilitate the availability of leaders which the company will require, in accordance with business needs and those of renewing the leadership team itself.
- To stimulate internal promotion by managing the promotion of specialists and heads of department with potential.
- To increase the participants' engagement with REE's corporate project.

## Who is it for?

- Specialists within the G1 professional category.
- Heads of Department.

## What are you going to learn?

- Knowledge and skills necessary to develop and consolidate the leadership potential of the participants.

## Contents

- Development of leadership competencies.
- Leadership development programmes in business schools.
- Intensive English programme.
- Cross-cutting mobility projects.

In 2016, the second edition of both Bancos has continued and the third edition of the technicians Banco de PoTencial has been started.

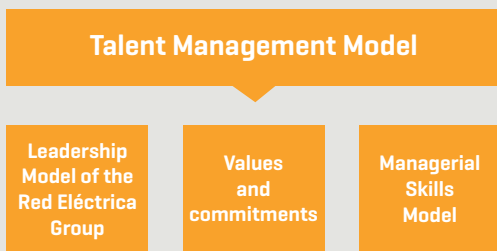
For both groups, a collaboration with national and international prestigious business schools has been established:

- For the Technicians Banco de PoTencial, a specific programme has been crafted, hand in hand with other businesses in the Spanish power industry.
- For the Heads of Department Banco de PoTencial, a programme has been designed, in collaboration with other European TSOs. This training has taken place in full-week' blocks, in Madrid, Barcelona and Munich.

# LideraT Programme

LideraT Programme is included in the Talent Management Model and is based on three pillars:

- I. Red Eléctrica Group's **Leadership Model**, where the description of the RED leader can be found.
- II. Red Eléctrica Group's **Values and commitments**, as a referent for the whole human group.
- III. The **Management Competencies Model**, from where we will work on the development roadmap.



## Objective

LideraT has been designed to provide our managers with the necessary resources and self-knowledge to develop their own leadership model that enables them to face in an optimal way the current and future challenges facing the company.

The LideraT Programme is set up into four Complementary spaces that will boost the RED leader\* development.



## Contents

- **RED Leader Space — ‘Inspiration Moments’**, offering a window to the most interesting thoughts in the world management field, in connection with our values, managerial competencies and leadership model.
- **‘Communication referents’**, with an aim to support people in the path to their self-knowledge and provide them with an individualised training to improve their written, oral and body-language, assessing the impact on the performance improvement.
- **Managers presence in exclusive national and international events** so that they have the chance to improve their managerial skills.
- **Leadership Journey**, that encompasses the learning roadmap for the deployment of the Leadership Model, including actions with highly prestigious business schools.



# Knowledge Management

The Knowledge Management Model designed by Red Eléctrica in 2015, together with the White Book for its application and the Deployment Plan, has the **goal** of creating a framework that allows the organisation to identify initiatives to boost Knowledge Management.

Any action or project that aims at developing Knowledge Management needs to be focused, from beginning to end, to having a positive impact in the business [what for], it needs to respond to the knowledge needs of the organisation [what], has to set up the way to articulate the project, the tools to be used [how] and it needs to establish measurement indicators [how much].

## Definition of knowledge management

Red Eléctrica's Knowledge Management is the set of all activities needed to create an environment in which to detect, create, transfer, use and improve knowledge within the organisation. All this will be accomplished with proper human resources, processes and technology management, putting into value both individual and collective interests in order to satisfy current and future needs of the business and the interest groups.

## I - The Knowledge Management Model

The Knowledge Management Model is based on five principles:

1. **Alignment with the Strategic Plan – What for?**
2. **In order to generate value for the business and the people – Why?**
3. **To ensure the necessary flexibility – How?**
4. **To choose a constant evolution – Sustainability**

The Knowledge Management Model is structured in components that, when deployed in an interconnected way, they boost Knowledge Management in different key areas of the company.

## II - White Book on Knowledge Management

This enables the procedures and the practical tools for applying the Knowledge Management Model through:

1. A simplified explanation of the Knowledge Management Model.
2. A guide to assessing the Knowledge management actions in order to assign the tools and procedures that will optimise results.
3. The description of 20 tools that will enable the different initiatives under the Knowledge Management framework.
4. Glossary.

## Action plan to implement the knowledge Management Model in Red Eléctrica

The action plan has, as a general goal:

Boost and encourage the kickoff of Red Eléctrica Group's Knowledge Management Model, setting working patterns to speed up the absorption of collaboration, transfer and knowledge exchange practices.

The action plan for the knowledge management 2016-2018 is structured on layers:

### Phase 1 - Definition of the structural actions

A period for the development of activities and supporting elements for knowledge management and for establishing the

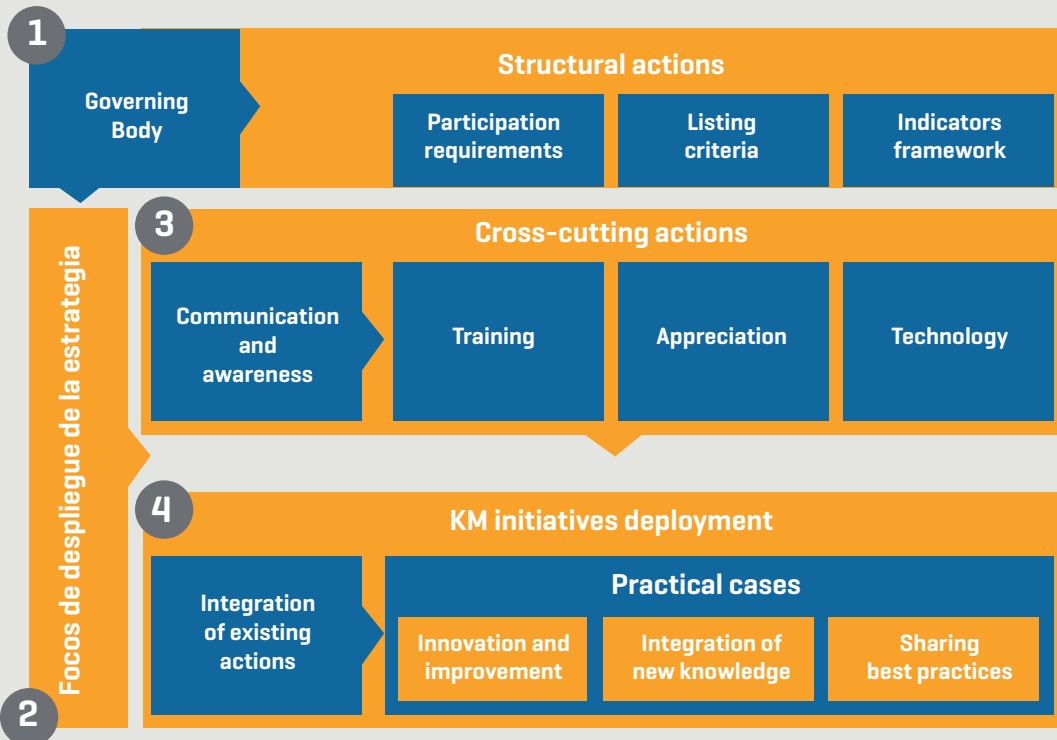
action lines or specific initiatives, according to the challenges or business needs [strategic plan].

### Phase 2 - Start of cross-departmental actions

Development of the set of priority initiatives that will be the base for generating impacts that highlight the value of knowledge management and for the incorporation of improvements and adjustments stemming from the deployment experience.

### Phase 3 - Initiatives deployment

Activities to undertake once the initiatives and supporting elements have been consolidated, in order to increase the range of the knowledge management to a greater number of areas and sites within the Red Eléctrica Group.



# PracTica Programme

Red Eléctrica is committed to the practical training of recent graduates through the PracTica and PracTica+ Programmes.

These programmes aim to support access to the labour market for newly qualified professionals and ease their future entry into the business world. These programmes, which are launched every year, are implemented through educational cooperation agreements via:

- The **PracTica+** Programme: Aimed at newly graduates.
- The **PracTica+Opera** Programme: Aimed at ensuring that the Electric System Operation is fully understood. This programme enables people to work in the Electric Control Centres.
- **PracTica** Programme: meant for students in their last years of higher education.
- Companion programmes for final year projects.

People who join these programmes receive practical training in the company, which makes it possible for the company to use the practical training programmes as an effective source of recruits for future hiring processes.

## Objectives

- To **enhance** the practical training of young graduates.
- **Support access to the labour market** by newly qualified professionals.
- **Improve employability** for their career.
- To actively and voluntarily contribute towards **social improvement**, by bringing young recent graduates or those in their last years of education closer to the labour market.
- Reinforce our brand image as employers.
- Source of recruitment and hiring.

## Who is it for?

- Students or recent university graduates or high-level vocational training graduates.

## What is learned?

- Knowledge of the company
- Main business processes.

## Contents

- Practical training depending on the destination unit.

In 2016, Red Eléctrica had 124 interns.

# A1

Annual  
training and  
development  
plan

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
Quality and CR	UF.0357.B	ISO 9001 Quality Management System	4	Virtual REE	52	<ul style="list-style-type: none"> <li>To know and understand the corporate management system regarding quality in Red Eléctrica, based on the model set in International Standard ISO 9001:2000, as well as its practical application to the management systems (technical, clients, processes, suppliers,...), so that all the people in the company, from their own positions and roles, work towards the continuous improvement of the processes in which they participate.</li> </ul>
Quality and CR	UF.0587.B	DEDI Managmt of External and Internal Demands	4	Virtual REE	13	<ul style="list-style-type: none"> <li>To know the basic workings of the tool for its different uses (internal or external demands), and to understand the management cycle of a demand.</li> </ul>
Quality and CR	UF.0640.M	Building bridges with CR	1	Virtual REE	1	<ul style="list-style-type: none"> <li>To facilitate the integration of Red Eléctrica de España's strategy, principles and corporate responsibility criteria in the daily employees performance.</li> </ul>
Languages	FRENCH	French Online platform	100	Virtual external business	97	<ul style="list-style-type: none"> <li>According to level: A1, A1+, A2, A2+, B1, B1+, B2, B2+ C1, C2</li> </ul>
Languages	ENGLISH	English. Online platform	130	Virtual external business	437	<ul style="list-style-type: none"> <li>According to level: A1, A1+, A2, A2+, B1, B1+, B2, B2+ C1, C2</li> </ul>
Corporate computing	UF.0147.M	BDI Website	8	On-site	95	<ul style="list-style-type: none"> <li>To get users to use the Facilities Database properly.</li> <li>To convey a global and general vision of the contents and features of the tool, so that users can profit most from it.</li> </ul>
Corporate computing	UF.0191.M	Project Management: MS-Project	18	On-site	57	<ul style="list-style-type: none"> <li>To acquire insight on all theoretical concepts that are necessary to optimally manage a project, in the planning and follow-up stages.</li> <li>Immediate practical application of all stated concepts through sample projects, using</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
	UF.0191.M <i>(continuation)</i>					Project, Microsoft's project management tool.
<b>Corporate computing</b>	UF.0240.A	Visual Basic for MS-Excel	26	On-site	74	<ul style="list-style-type: none"> <li>• To learn programming with an emphasis on objects for task automation, creation of new functions and procedures in this application.</li> <li>• To know how to connect applications to the Internet for maximum optimisation of working time and greater reliability in applications.</li> </ul>
<b>Corporate computing</b>	UF.0517.M	MS-Excel statistical methods	16	On-site	61	<ul style="list-style-type: none"> <li>• To provide the participants with the knowledge necessary to work effectively with statistical methods. The participants will carry out practical exercises with real-life examples, which will enable them to delve deeper into statistical problems.</li> </ul>
<b>Corporate computing</b>	UF.0562.A	Visual Basic for MS-Access	24	On-site	26	<ul style="list-style-type: none"> <li>• To learn Visual Basic programming applied to MS Access.</li> <li>• To create and modify macros which make process automation possible.</li> <li>• Advanced design of queries, forms and reports which are related by means of the creation of a management system.</li> </ul>
<b>Corporate computing</b>	UF.0591.A	Visual Basic for MS-Word	16	On-site	24	<ul style="list-style-type: none"> <li>• To learn programming with an emphasis on objects for task automation, creation of new functions and procedures in this application</li> <li>• Promote word processing activities and incorporate other Office software, such as Microsoft Excel, into Word, to optimise the working time and achieve a greater reliability of the applications.</li> </ul>
<b>Corporate computing</b>	UF.0615.M	ADIR	4	On-site	123	<ul style="list-style-type: none"> <li>• To show how the ADIR document management system works.</li> <li>• Manage, search and load documents.</li> </ul>
<b>Competencies roadmaps</b>	UF.0360.M	Initiative	6	Mixed: On-site / virtual	0	<ul style="list-style-type: none"> <li>• To increase the abilities to identify threats and opportunities, to ask to solve doubts, etc.</li> <li>• To promote and motivate a suggestion of solutions for the detected problems and provide ideas for improvement.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
	UF.0360.M <i>(continuation)</i>					<ul style="list-style-type: none"> <li>• To apply analysis techniques to break down the issues, analyse causes, generate alternatives, assess the impact and consequences,...</li> <li>• To anticipate and solve situations in the short and medium term.</li> <li>• To promote the delivery of suggestions beyond the employee's position, taking risks, undertaking challenges and responsibilities.</li> <li>• To transform their ideas in value-added projects.</li> <li>• To foster initiative as the way to act.</li> </ul>
Competencies roadmaps	UF.0730.M	Efficiency and productivity	4	Mixed: On-site / virtual	28	<ul style="list-style-type: none"> <li>• To organise and programme their work activities.</li> <li>• To identify bad habits to minimise them.</li> <li>• To improve the time management system.</li> <li>• To set goals, plans, deadlines and priorities.</li> <li>• To prepare contingency plans.</li> <li>• To use the communication channels properly.</li> <li>• To incorporate the programmes and suggest resources.</li> </ul>
Competencies roadmaps	UF.0736.M	Adaptation and change management	38	Mixed: On-site / virtual	15	<ul style="list-style-type: none"> <li>• To accept the changes and/or decisions, even when they are against one's own viewpoint.</li> <li>• To adapt the pace or working conditions, in the face of unforeseen events, without it having an impact in the performance</li> <li>• To apply the suggested changes displaying a constructive attitude before new situations, adapting their planning and reorganising resources and priorities.</li> <li>• To modify behaviours by adopting different points of view, looking for and listening to different approaches that enlarge their knowledge and vision about a situation.</li> <li>• To accommodate their relationship and communication style to their interlocutor.</li> </ul>
Competencies roadmaps	UF.0739.M	Innovation and continuous improvement	38	Mixed: On-site / virtual	2	<ul style="list-style-type: none"> <li>• To adapt their way of working to the new procedures and incorporate new approaches that improve their results.</li> <li>• To control and ensure the quality of the work and the information.</li> <li>• To identify opportunities and changes in methods and processes in order to improve their performance or that of their unit.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
	UF.0739.M <i>(continuation)</i>					<ul style="list-style-type: none"> <li>• To provide new solutions for their unit.</li> <li>• To look for the information and, in fields outside their own, to look for new answers to suggest new ideas and solutions when new and complex situations arise.</li> <li>• To follow up on the suggested improvements, with the unit's efficiency indicators.</li> </ul>
Competencies roadmaps	UF.0741.M	Customer focus	62	Mixed: On-site / virtual	16	<ul style="list-style-type: none"> <li>• To fulfil commitments and service the client. To answer client's questions, concerns or complaints.</li> <li>• Satisfy the needs and expectations. Keep in touch with the client in order to know their expectations and satisfaction level.</li> <li>• To Improve the service provided and take care of the relationship. Is personally involved in solving the client's issues.</li> <li>• To anticipate the client's needs. Counsels the client beyond their expectations.</li> <li>• To establish relationships with the client involving several departments.</li> </ul>
Competencies roadmaps	UF.361.M	Team work	6	Mixed: On-site / virtual	0	<ul style="list-style-type: none"> <li>• To participate in the team: speak up and give their opinion, share information, perform the assigned tasks and help when you are asked to.</li> <li>• To collaborate and cooperate: maintain good relationships, avoid conflict, show availability and offer to help other team members and people from other departments.</li> <li>• To get involved: Display initiative and collaborate with others without needing to be asked to do so; request and assess other people's ideas and experiences; showing an interest in learning to improve.</li> </ul>
Competencies roadmaps	UF.XXXX.	Global business vision	8	Mixed: On-site / virtual	0	<ul style="list-style-type: none"> <li>• To identify the role and responsibilities attached to your job, know the goals in your role and your unit.</li> <li>• To understand the interests of other business units, as well as the goals and indicators in your business area.</li> <li>• To know what your business area contributes to the company and identify opportunities for making new contributions from your unit.</li> <li>• To balance and align your interests with those of other business units.</li> </ul>



Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
	UF.XXXX. <i>(continuation)</i>					<ul style="list-style-type: none"> <li>To show a strong commitment with the vision, values and strategies of Red Eléctrica, from an integrated and forward-looking approach.</li> </ul>
<b>Environment</b>	UF.0347.M	Extinction of forest fires	8	On-site	71	<ul style="list-style-type: none"> <li>To acquire knowledge of fire behaviour, and the methods and means necessary for its extinction in forest fires.</li> </ul>
<b>Occupational health and safety</b>	UF.0614.M	C21 Safety in confined spaces	5	On-site	59	<ul style="list-style-type: none"> <li>Know the legal regulations for confined spaces.</li> <li>Identify risks linked to performing activities inside such spaces.</li> <li>Know how to apply the preventive measures that need to be planned.</li> <li>Know which are the Personal Protection Equipment (PPEs), how to use them and how to maintain them.</li> </ul>
<b>Technical</b>	UF.0001.B	Know Red Eléctrica de España	6	Virtual REE	3	<ul style="list-style-type: none"> <li>To get to know our business' culture better, as well as what's expected from us as part of it. To know the global business lines for the Red Eléctrica Group and its most recent history within the power industry.</li> </ul>
<b>Technical</b>	UF.0025.B	P.R.S. Generales Peninsular.	6	Virtual REE	1	<ul style="list-style-type: none"> <li>To get to know, understand, interpret and carry out the General Plans for Service Restoration (PRS), in case of a global incident in the Peninsula Transports Network, be it at a national or regional level, knowing what actions Red Eléctrica's Control Centres (CECOEL and CECORE), Generation Agents Control Centres (CCG) and Distribution Agents Control Centres (CCD) need to perform.</li> </ul>
<b>Technical</b>	UF.0047.M	Power market operation	16	On-site	21	<ul style="list-style-type: none"> <li>To understand the way the power market works in Spain.</li> <li>To understand the power market rules.</li> </ul>
<b>Technical</b>	UF.0123.M	Substations ancillary services	10	On-site	22	
<b>Technical</b>	UF.0144.B	Basic electricity	8	Virtual REE	5	<ul style="list-style-type: none"> <li>To supply basic knowledge about electricity and the main elements that make up a power system.</li> </ul>
<b>Technical</b>	UF.0162.M	Maintenance Digital control systems - integral.	15	On-site	27	

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
Technical	UF.0163.A	e-SIOS	16	On-site	2	<ul style="list-style-type: none"> <li>• Know and understand the System Operator Information System (SOIS) in order to carry out an operational follow-up of the programming in the different markets to operate the Spanish power system.</li> </ul>
Technical	UF.0164.M	Economics of Energy	130	On-site	2	<ul style="list-style-type: none"> <li>• First, students should understand a variety of relevant economic issues on energy. However, the purpose is not to cover all of them.</li> <li>• Second, students should learn how to use economic tools for dealing with energy problem. The homeworks assigned will be essential for that purpose.</li> <li>• Third, student should be able to go deeper in any energy topics of their interest. A reading lists and a list of papers will be provided for that purpose."</li> </ul>
Technical	UF.0193.M	Substations local operation	20	On-site	80	<ul style="list-style-type: none"> <li>• To understand and interpret the documents and handling process and the local operation of Red Eléctrica local substations and its connection to the commands of the substations reality.</li> </ul>
Technical	UF.0238.M	Measurement and power transformers	18	On-site	27	<ul style="list-style-type: none"> <li>• The aim of the course is to gain a global overview of power transformers and measurement. In the first instance, the physical and electrical concepts necessary for understanding how they work shall be covered. Following that, technology and components shall be analysed. To conclude, maintenance techniques for such equipment shall be covered."</li> </ul>
Technical	UF.0301.M	Dynamic PSS/E	18	On-site	3	
Technical	UF.0313.M	Switchgear and HV controlgear Maintenance	18	On-site	35	<ul style="list-style-type: none"> <li>• Get to know and understand the usage, design and operation features of high voltage interrupters and equipment and know how to carry out their maintenance programmes.</li> </ul>
Technical	UF.0393.B	The electric sector	2	Virtual REE	10	<ul style="list-style-type: none"> <li>• To know the general aspects of how the Power sector started in Spain and its current situation.</li> </ul>

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Technical	UF.0431.M	Reading and interpreting electrical circuit diagrams	15	On-site	20	<ul style="list-style-type: none"> <li>Gain the knowledge required for reading and interpreting substation control and protection frameworks. The course is highly practical so that students become suitably comfortable with handling substation documentation.</li> </ul>
Technical	UF.0452.B	GIS technology. Shielded substations	4	Virtual REE	24	<ul style="list-style-type: none"> <li>Know the technology in shielded substations.</li> <li>Identify the elements that make them up, analysing their components and the way they work.</li> </ul>
Technical	UF.0452.M	Advanced GIS technology Detail and diagnosis	18	On-site	65	
Technical	UF.0457.B	HVDC I. HVDC-LCC technology.	4	Virtual REE	29	<ul style="list-style-type: none"> <li>Inform of the basic aspects of transport in energy in CC and high voltage, including a short functional description of the two existing technologies LCC and VSC.</li> <li>Display the basic aspects of conventional or HVDC-LCC technology.</li> </ul>
Technical	UF.0462.M	Special regime settlements	8	On-site	31	<ul style="list-style-type: none"> <li>Understand how settlements work for agents under the Spanish electricity market special regime.</li> </ul>
Technical	UF.0475.A	ARTECHE instrument transformer. Maintenance	14	On-site	33	<ul style="list-style-type: none"> <li>Analysis of different diagnosis methods as well as preventive and corrective maintenance techniques.</li> <li>Application of the knowledge acquired to equipment.</li> </ul>
Technical	UF.0498.A	Post. HV Elec. Infrast. building projects	375	Virtual external business	1	<ul style="list-style-type: none"> <li>The global goal of this course is to teach students the different technical and managerial competencies that are needed in the design and building phases of lines and high voltage substations projects</li> <li>It's a virtual methodology with on-site exams.</li> </ul>
Technical	UF.0499.A	Post. HV Elec. Infrast. maintenance projects	375	Virtual external business	1	<ul style="list-style-type: none"> <li>The global goal of this course is to teach students the different technical and managerial competencies that are needed in the design and building phases of lines and high voltage substations projects It's a virtual methodology with on-site exams.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
Technical	UF.0500.B	Electric configuration of substations	8	Virtual REE	22	<ul style="list-style-type: none"> <li>Acquire knowledge about the elements that make a substation and the way they are classified.</li> <li>Know the factors that make up a substation and learn how to set it up electrically.</li> </ul>
Technical	UF.0501.B	Transport facility authorisation procedure	8	Virtual REE	40	
Technical	UF.0510.M	Power substations design Introduction	24	On-site	14	<ul style="list-style-type: none"> <li>Know, at a theoretical-practical level, the founding of design and operation of HV transforming stations and substations.</li> </ul>
Technical	UF.0527.A	High voltage facility maintenance management	75	Virtual external business	7	<ul style="list-style-type: none"> <li>Tackle all aspects related to the management of the building of transport infrastructures of high-voltage power, as funding, environmental management, HR, etc.</li> </ul>
Technical	UF.0528.A	High voltage infrastructure projects	75	Virtual external business	2	<ul style="list-style-type: none"> <li>Analyse the legal background to the design and construction of high voltage power infrastructures.</li> <li>Study basic technical aspects of the Spanish electrical network including facility design parameters.</li> </ul>
Technical	UF.0529.A	High voltage lines	75	Virtual external business	11	<ul style="list-style-type: none"> <li>Study the existing and future technology of high-voltage power lines and insulated cables including project phases and construction.</li> </ul>
Technical	UF.0530.A	High voltage substations	75	Virtual external business	5	<ul style="list-style-type: none"> <li>Study the existing and future technology of high voltage substations including project phases and construction.</li> </ul>
Technical	UF.0531.A	Other systems required for high voltage infrastructures	75	Virtual external business	1	<ul style="list-style-type: none"> <li>Take a look at the systems required for operating high voltage facilities correctly.</li> </ul>
Technical	UF.0532.A	High voltage facility maintenance management	75	Virtual external business	7	<ul style="list-style-type: none"> <li>Cover areas on the maintenance management of high voltage facilities such as maintenance models and plans, environmental management, safety, etc.</li> </ul>
Technical	UF.0533.A	HV aerial lines maintenance techniques	75	Virtual external business	10	<ul style="list-style-type: none"> <li>Study the different maintenance techniques for high voltage overhead lines with particular emphasis on the treatment of the different components.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
Technical	UF.0534.A	High voltage cable maintenance techniques	75	Virtual external business	7	<ul style="list-style-type: none"> <li>• Familiarity with different high voltage cable maintenance techniques, the different types, the terminals, earthing systems, etc.</li> </ul>
Technical	UF.0535.A	Substation primary system maintenance techniques	75	Virtual external business	5	<ul style="list-style-type: none"> <li>• Analyse substation primary system maintenance techniques taking into account different technologies and roles.</li> </ul>
Technical	UF.0536.A	Telecoms control and other systems	75	Virtual external business	4	<ul style="list-style-type: none"> <li>• Take a look at the techniques and maintenances practices used for the systems required for operating high voltage facilities correctly.</li> </ul>
Technical	UF.0538.B	Protection systems	8	Virtual REE	28	<ul style="list-style-type: none"> <li>• Present the need of safety equipment.</li> <li>• Know the features of safety equipment.</li> <li>• Demonstrate the use of safety systems.</li> <li>• Identify the technology and trends in safety systems.</li> </ul>
Technical	UF.0546.B	High-voltage equipment	9	Virtual REE	15	<ul style="list-style-type: none"> <li>• Know and understand the functioning, building and operating features of the power equipment used in high voltage systems.</li> </ul>
Technical	UF.0551.B	GPS Trimble GeoXT 2008	6	On-site	4	<ul style="list-style-type: none"> <li>• Provide a general description of the operation of the GPS equipment Trimble GeoXT 2008, with theoretical and practical aspects.</li> </ul>
Technical	UF.0552.A	SF <sub>6</sub> gas handling	20	On-site	15	<ul style="list-style-type: none"> <li>• Acquire the necessary knowledge to handle SF<sub>6</sub> gas, complying with Standard EC-842/2006.</li> </ul>
Technical	UF.0558.B	Electrical machine insertion currents	8	Virtual REE	8	<ul style="list-style-type: none"> <li>• Get to know the transmission network equipment affected by connection current phenomena.</li> <li>• Understand the physical phenomenon and why connection currents occur.</li> <li>• Analyse ways of reducing the impact of connection currents on the network.</li> </ul>
Technical	UF.0571.B	Isolated cables	12	Virtual REE	21	<ul style="list-style-type: none"> <li>• Know the isolated cables technology to transport high voltage power, as well as the standardised cables' features in REE.</li> <li>• Analyse the phases and stages to build an isolated cable line.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
	UF.0571.B <i>(continuation)</i>					<ul style="list-style-type: none"> <li>• Know the basic design criterion to take into account when undertaking an isolated cable line project.</li> </ul>
Technical	UF.0572.B	Aerial lines	12	Virtual REE	14	<ul style="list-style-type: none"> <li>• Present the need of using power lines.</li> <li>• Describe the types of lines in the transport network.</li> <li>• Define the elements in the lines and classify them according to their function, technology,...</li> <li>• Define the fundamental electric constants in transport lines.</li> <li>• Expose power phenomenon that take place in a line conductors.</li> </ul>
Technical	UF.0588.B	Electrical machines	12	Virtual REE	18	<ul style="list-style-type: none"> <li>• Showcase the different electrical machines in the transport network. Explain the working principle, as well as their function in the network, their constitution and their type of safety.</li> </ul>
Technical	UF.0608.M	Introduction to protection systems	15	On-site	60	<ul style="list-style-type: none"> <li>• Explain the basics of REE's safety systems.</li> </ul>
Technical	UF.0622.A	SIEMENS line protections	24	On-site	17	<ul style="list-style-type: none"> <li>• Know and understand SIEMENS line protection criteria, methods and usage.</li> </ul>
Technical	UF.0689.M	High voltage network power electronics	14	On-site	45	<ul style="list-style-type: none"> <li>• Given the increased use in high-voltage networks of different electronic devices with several uses such as voltage control, power-flow, frequency, etc, the aim of the course is to familiarise the student with available equipment, how they work and the main uses.</li> </ul>
Technical	UF.0695.M	Civil engineering substations maintenance	18	On-site	53	<ul style="list-style-type: none"> <li>• The aim of this course is to gain a deeper knowledge of how to resolve issues which arise in civil works at substations as a result of aging.</li> </ul>
Technical	UF.0701.A	ISODEL switchgear polyvalent model HFF	21	On-site	62	<ul style="list-style-type: none"> <li>• Know and understand the ISODEL switchgear, polyvalent model HFF-72's criteria, methodology and usage so that to be qualified for installing and commissioning it, as well as learning the corrective and predictive maintenance operations associated with it.</li> </ul>

Type of training	Course code	Course	Effective duration in hours	Training method	No. of reservations	Goals
Technical	UF.0702.M	FACTS devices	15	On-site	26	<ul style="list-style-type: none"> <li>Understand the electronic FACTS devices used in the earthing network.</li> </ul>
Technical	UF.0705.B	Real Decreto 337/2014. High Voltage regulation	12	On-site	14	<ul style="list-style-type: none"> <li>Know and understand the content and amends to royal decree 337/2014 (Real Decreto 337/2014) on High tension in substations.</li> </ul>
Technical	UF.0720.M	Maintenance FACTS Torres del Segre	14	On-site	1	<ul style="list-style-type: none"> <li>Know and understand the intervention procedures for the maintenance of FACTS Torres del Segre.</li> </ul>
Technical	UF.0729.B	PreDESC	4	On-site	1	<ul style="list-style-type: none"> <li>Show the new feature of the management tool for the job requests in the earthing network (DESC) so it's the person requesting the job the one who records his/her requests.</li> </ul>
Technical	UF.0750.A	ABB REB670 protection	15	On-site	20	<ul style="list-style-type: none"> <li>Know and understand the working, maintenance principles and the testing of the protection of the tie bars REB670.</li> </ul>
Technical	UF.0752.M	Earthing systems	10	On-site	152	<ul style="list-style-type: none"> <li>Description, need and importance of earthing systems.</li> <li>The goal of the course is mainly practical. It includes a theory opening session and later, measurements will be carried out in the field.</li> <li>The course is directed both at line and substations technicians.</li> </ul>
Specialised, virtual	UF.0673.B	Smart networks. Smart Grids.	20	Virtual REE	19	<p>Understand:</p> <ul style="list-style-type: none"> <li>Reasons why there is a current need to move towards a more intelligent electrical power supply system.</li> <li>What was the transition from the current passive networks to the active networks that are necessary to tackle the challenges of the future.</li> <li>How the new distributed challenges are incorporated (DER, Distributed Energy Resources), among which are the following: <ul style="list-style-type: none"> <li>Distributed generation (DG)</li> <li>Electric vehicles</li> <li>Demand management and</li> <li>Storage"</li> </ul> </li> </ul>

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Specialised, virtual	UF.0709.M	High voltage facility maintenance management	75	Virtual REE	7	<ul style="list-style-type: none"> <li>Tackle all aspects related to the management of the building of transport infrastructures of high-voltage power, as funding, environmental management, HR, etc.</li> </ul>
Specialised, virtual	UF.0710.M	High voltage infrastructure projects	75	Virtual REE	2	<ul style="list-style-type: none"> <li>Analyse the legal background to the design and construction of high voltage power infrastructures.</li> <li>Study basic technical aspects of the Spanish electrical network including facility design parameters.</li> </ul>
Specialised, virtual	UF.0711.M	High voltage lines	75	Virtual REE	11	<ul style="list-style-type: none"> <li>Study the existing and future technology of high-voltage power lines and insulated cables including project phases and construction.</li> </ul>
Specialised, virtual	UF.0712.M	High voltage substations	75	Virtual REE	5	<ul style="list-style-type: none"> <li>Study the existing and future technology of high voltage substations including project phases and construction.</li> </ul>
Specialised, virtual	UF.0713.M	Other systems required for high voltage infrastructures	75	Virtual REE	1	<ul style="list-style-type: none"> <li>Take a look at the systems required for operating high voltage facilities correctly.</li> </ul>
Specialised, virtual	UF.0714.M	High voltage facility maintenance management	75	Virtual REE	7	<ul style="list-style-type: none"> <li>Cover areas on the maintenance management of high voltage facilities such as maintenance models and plans, environmental management, safety, etc.</li> </ul>
Specialised, virtual	UF.0715.M	HV aerial lines maintenance techniques	75	Virtual REE	10	<ul style="list-style-type: none"> <li>Study the different maintenance techniques for high voltage overhead lines with particular emphasis on the treatment of the different components.</li> </ul>
Specialised, virtual	UF.0716.M	High voltage cable maintenance techniques	75	Virtual REE	7	<ul style="list-style-type: none"> <li>Familiarity with different high voltage cable maintenance techniques, the different types, the terminals, earthing systems, etc.</li> </ul>
Specialised, virtual	UF.0718.M	Substation primary system maintenance techniques	75	Virtual REE	5	<ul style="list-style-type: none"> <li>Analyse substation primary system maintenance techniques taking into account different technologies and roles.</li> </ul>
Specialised, virtual	UF.0719.M	Telecoms control and other systems	75	Virtual REE	4	<ul style="list-style-type: none"> <li>Take a look at the techniques and maintenances practices used for the systems required for operating high voltage facilities correctly.</li> </ul>



# A2

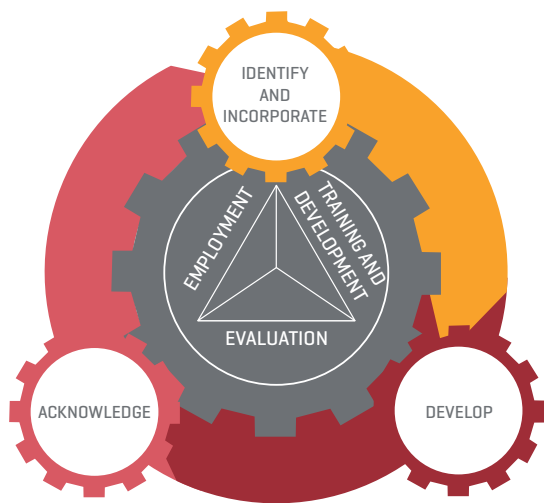
Activity  
Balance.  
Talent  
Management

# Activity Report. Talent Management

Talent management is directly linked to each employee's 'Life Cycle' in the company.

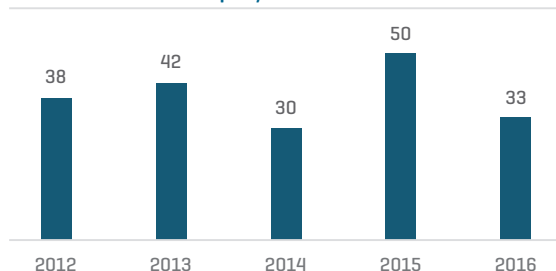
Throughout 2016, activities related to employment processes, training, development and evaluation included in this life cycle were carried out.

The Talent Management area's activity report is shown below, including representative indicators that make it easier to carry out a follow-up and on-going improvement actions.



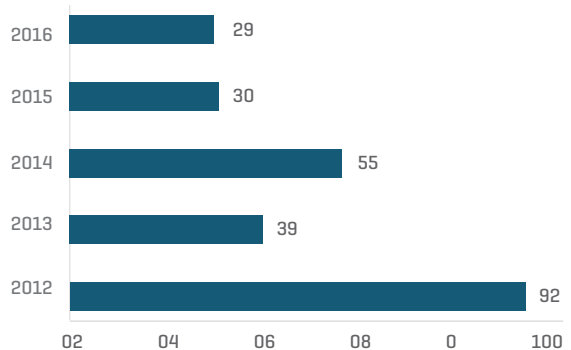
## Identification of External Talent

Number of new employees



65% of the managed recruiting processes during 2016 have been covered through external hiring.

Average selection process duration of selection processes



## Cooperation with the academic sector

In 2016, 124 people have participated in these processes, 16 of whom have also been part of a special theoretical-practical programme on the National Electric Control Centre Operator This programme, carried out in collaboration with higher education centres is a valuable source for Red Eléctrica. Also, 3 university students did their internships in the company.

In order to promote Formación Profesional (FP, vocational studies) students' participation, official bodies from the different regional governments have been contacted in order to design and implement a Vocational Training programme, within the FP Dual system, appropriate to Red Eléctrica's needs.

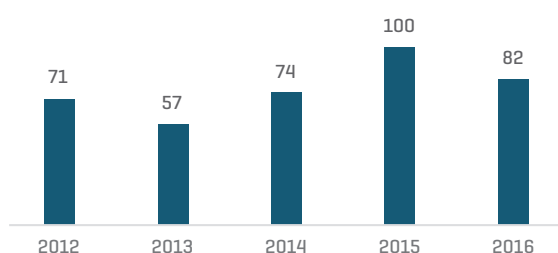
## Training and Development

In 2016, a number of different development programmes aimed at boosting Red Eléctrica's personnel talents were carried out.

DEVELOPMENT PROGRAMMES	No. attendees	No. of courses	Hours	Assessment [0-10]
CapaciTa Competencies [Competencies]	1,279	55	15,914	7.3
CapaciTa Competencies [Expertise]	88	10	814	8.5
Mobility: TSOs Knowledge Actions	10	5	176	-
Heads of Department Banco de PoTencial	82	10	1,058	8.7
Technicians Banco de PoTencial	193	9	3,455	9.3
Expertos en Red	70	6	645	-
LideraT	188	27	3,045	9.3
<b>TOTAL DEVELOPMENT</b>	<b>1,910</b>	<b>122</b>	<b>25,107</b>	

In 2016, there was a reduction in the number of training hours per employee. This is a natural trend, taking into account the average age of the staff and a lower need for training hours. In fact, the reduction could be greater were it not because of the commitment of the company in the virtual training and a special focus on the use of this methodology to learn languages.

### Average training hours per employee

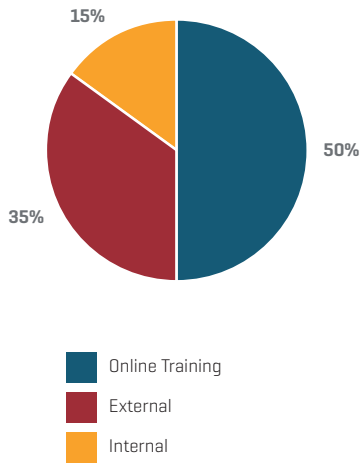


A summary table of the programmes, the number of attendees in each case, the editions of each course and the evaluation received is included below.

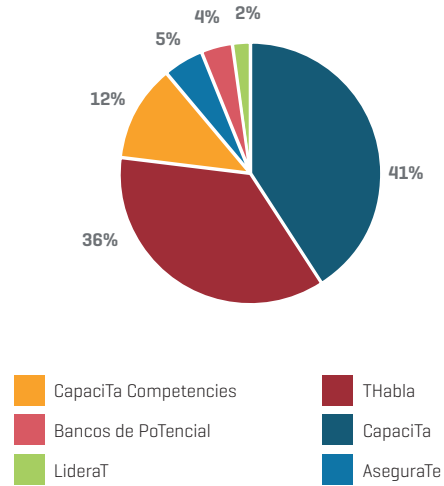
TRAINING PROGRAMMES	No. attendees	No. of courses	Hours	Assessment [0-10]
THabla Programme	1,500	158	49,362	8.1
Corporate Responsibility Programme	87	7	377	-
NaTura Programme	112	5	259	-
AseguraT Programme	1,238	132	7,161	7.8
CapaciTa Programme [Computing]	618	43	4,233	7.7
Knowledge of the company and the sector	69	12	384	5.9
CapaciTa Programme [Technical training]	3,370	442	51,624	7.9
<b>TOTAL TRAINING</b>	<b>6,994</b>	<b>799</b>	<b>113,399</b>	
<b>TOTAL TRAINING AND DEVELOPMENT</b>	<b>8,904</b>	<b>921</b>	<b>138,507</b>	<b>8.1</b>
<b>PRACTICA PROGRAMME [Interns]</b>	<b>320</b>	<b>20</b>	<b>4,448</b>	
<b>TOTAL [employees + interns]</b>	<b>9,224</b>	<b>941</b>	<b>142,955</b>	

Red Eléctrica is committed to the virtualization of learning contents using an online approach that has allowed for an optimisation of the training resources.

### Distribution of training hours depending on the methodology used:

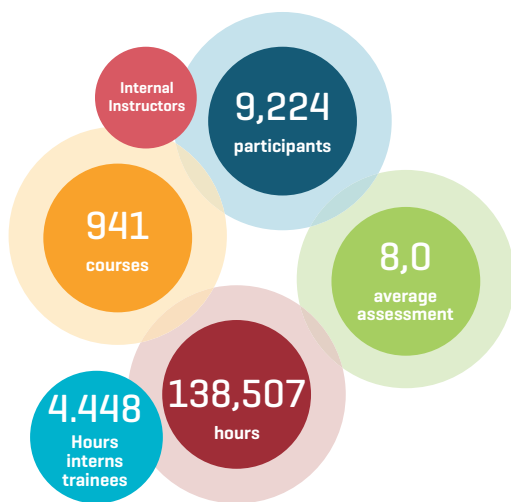
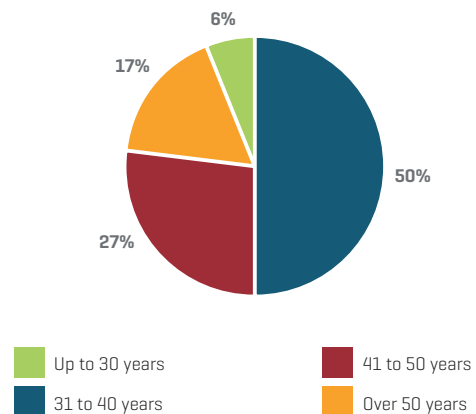


### Distribution of training hours per programme:



Due to the virtualization of contents, online training represents 50% of the total. Classroom-based training represents the other half. Taking into account the experience and technical understanding of our employees, Red Eléctrica prioritises in-house training, particularly in those programmes where internal expertise and insight is a must. The percentage of employees who acted as instructors during 2014 was: 6.7%; equivalent to 15% of the total number of courses delivered.

### Training breakdown by age:



Training is concentrated within the '31 to 40 years' age group. This is a very large group made up mainly of young employees with training needs.

The total quantity of training given to personnel in the youngest age range (up to 30 years of age) is smaller than in previous years since the number of employees in this age group has gone down.



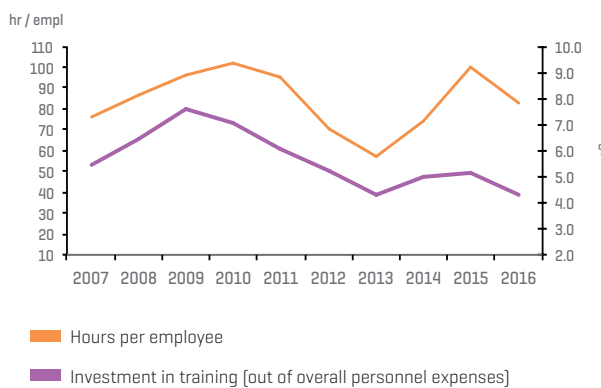
## Equality in training

The **Equal Opportunities** ratio in training 2016 was **1.17**.<sup>[1]</sup>

<sup>[1]</sup> This data is obtained as follows: Ratio between amount of training given to women on annual average (weighted by occupational groups) and the overall training average. The equality range is between 0.95 and 1.05.

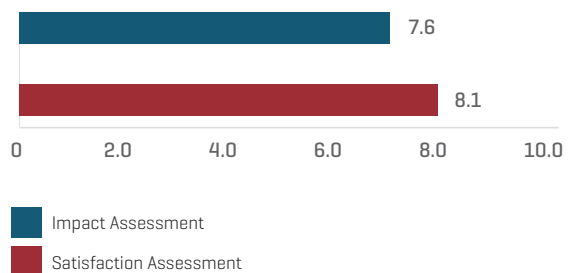
## Investment in training

The investment in training has been reduced. This is due to the reduction in the number of training hours, because of the maturity of the knowledge already acquired by the staff members.



course. The **impact appraisal** is only performed in certain courses. It measures whether the student has directly applied what he or she has learned and if this content makes it easier to perform in their positions.

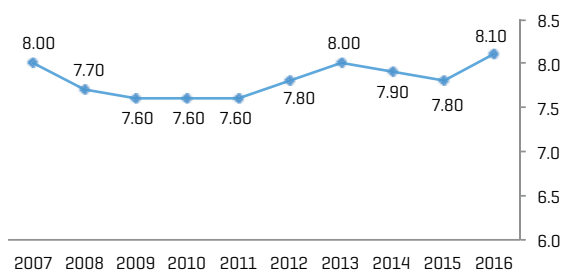
The average assessment result for courses carried out stood at **8.1** with an impact of 7.6 points.



In 2016, the assessment and measuring system has been implemented for the training to the Return of the Investment (ROI) calculation. The system contemplates different levels: satisfaction with the training, acquired knowledge and applicability of it and impact of the training, up to the calculation of the general ROI and per programme ROI. The estimations in 2016 have demonstrated a **progressive positive trend** of 10% in the training ROI within the past 5 years.

## Training evaluation:

In 2016, the trend in terms of **overall training assessment** continues to stand at around 8.



The **assessment** data takes into account the feedback received from attendees after the

## Main actions in Training and Development in 2016

- In 2016 the 'Campus REE' corporate university's model has been designed, to become a launching pad for the strategy, values and culture within the Red Eléctrica Group.
- New facilities have been built, for training and learning in Tres Cantos.
- A specialised training has been started in line with projects that comply with the ISO 21500 standard.

- On the 15th November 2016, an Electric System Restoration Drill was carried out, for the Spanish, French and Portuguese systems. One of the goals of the drill is to support on-going training for the operators, both from Red Eléctrica, REN-Portugal and RTE-France, and from the rest of the participating power businesses, in the case of a global incident.

To this end, it was key the simulator (OTS), which is used for the on-going training of electric system operators.

- For the first time, a practical on-going training has taken place in an electric substation with real facilities out of service.
- Real practices have been developed in the facilities, among control centre operators and future operators at a local level.
- The language training has gone virtual, thanks to 2.0 technology, replacing almost completely the classroom courses.
- A new Welcome and Incorporation programme has been implemented, to significantly strengthen the mentor's figure importance.
- In 2016, 100% of the managerial team made part of the LideraT programme, including four development areas: Inspiration Moments, Exclusive Moments, Communication Referrals, Leadership Campus.
- The Banco de PoTencial programmes have been continued for the technical positions and heads of departments. At the same time, the third edition of the Technicians Banco de PoTencial has been kicked-off with 27 participants altogether.
- The Knowledge Management Model deployment has been started and the first pilot programme has been implemented in order to deploy the actions and tools suggested in the White Book of Knowledge Management.
- The second edition of the Development Programme Banco de Expertos has taken place, with 536 hours of training for the acquisition of skills aimed at the dissemination of knowledge in the working environment.
- Within the mobility model, in 2016 35 cross-cutting mobility projects have been carried out, in order to promote the polyvalence and employability of the people and 5 international mobility projects to develop people and exchange knowledge between European companies operating in the sector.
- As regards the development of competencies, 8 roadmaps have been launched aimed at improving the results obtained in the employees' performance assessment.
- Regarding training on Corporate Responsibility, elements related to human rights have been included, and managerial and non-managerial staff from the company have participated in it.

# Recognition

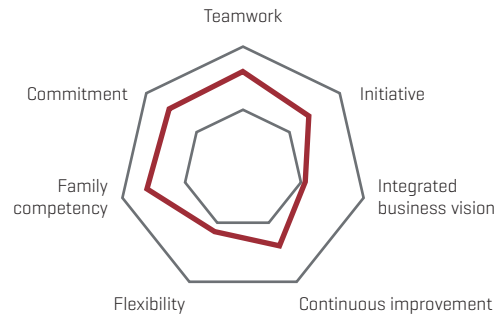
## Assessment

In 2016, the assessment has been implemented, following the criteria set in the relational framework for REA (Peru) and the implementation has also been planned for 2017 in TEN (Chile).

Human Resources Management, with a view to continue improving in terms of personal development, has developed a survey so that all those involved in the evaluation process can give their opinion on the performance appraisal system. Analysis of the results of this entirely confidential survey is useful in terms of assessing process quality. The results from the last valuation were (on a scale of 1 to 5):

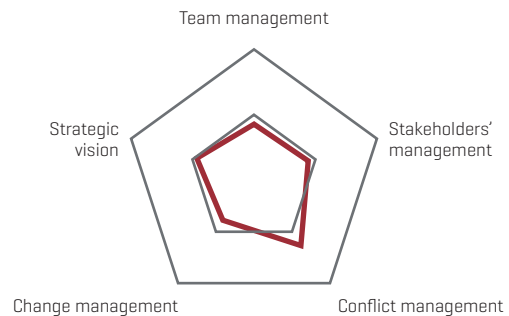
1. 'Global Process'	4.03
2. 'Assessment factors'	3.62
3. 'Strong points and areas with a margin for improvement'	3.71
4. 'Looking forward and consolidation'	3.79
5. 'Managerial Development Programme'	3.41
6. 'Opinion'	4.35
7. 'Information on my action'	3.67
8. 'My evaluator's action'	4.02
<b>Overall Average</b>	<b>3.83</b>

Evaluation results for employees under the work agreement are displayed below:



The areas for improvement in this group are Flexibility and Global Business Overview.

Evaluation results for the management team are displayed below.



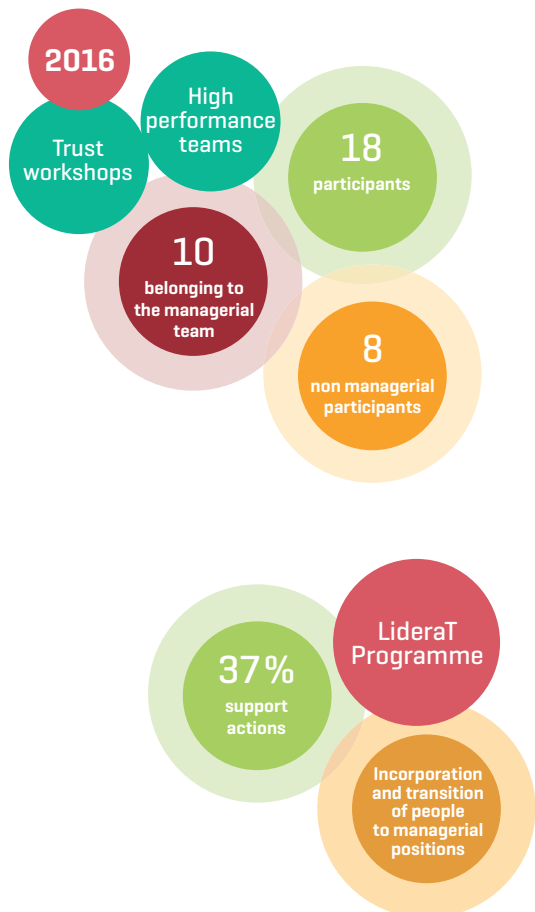
The areas for improvement in this group are Change Management and Team Management.

### Team Integration Actions

Taking the responses obtained from the last climate and engagement survey carried out as our starting point, we have been able to continue with team integration projects with the aim of improving the climate in some areas.

- Creation, activation and development of high-performance work teams.
- Trust workshops

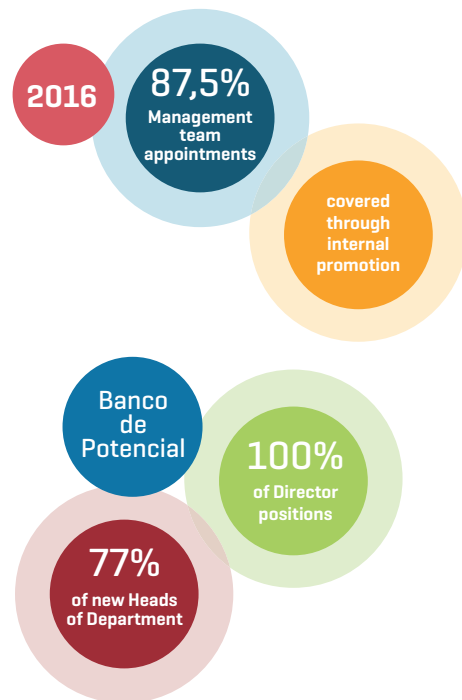
These actions have been developed within a cross-cutting cohesion and integration plan, aligning personal and departmental interests with Red Eléctrica global interests. This plan aims at boosting integration between teams, increase adhesion to company values and culture and develop group commitment in favour of a common cause. 18 people have taken part in these actions: 10 belonging to the managerial team and other 8 who do not belong to it.



### Internal promotion

**A clear commitment to the promotion and development of the people who make up the Company**

In 2016, 87.5% of the appointments in the company to managerial posts were covered with internal promotions. 77% of the new department chiefs and 100% of the manager positions were filled with participants of the Banco de PoTencial.



Within the LideraT Programme, in 2016, 37 individual actions have been launched to support the incorporation and transition of people who have taken new or different managerial positions in Red Eléctrica. These actions have made it easier to implement changes in the organisational structure of the company.



# Talent Management: 'Our priority' Main 'Challenges 2017'

- Implementing the corporate University model Campus REE.
- Promoting, within the leadership model, individual development programmes that enable the strategic vision.
- Consolidating the deployment of the Knowledge Management Model.
- Promoting technological innovation for the purpose of learning and professional development: simulators design, new virtual courses, recording of technical operational sequences for consultation.
- Promoting cooperation paths with the education sector, vocational training centres, universities and business schools.
- Qualifying the Sites servicing personnel as Local Substations Handling Operators.
- Promoting the Mobility Model as a development lever.
- Implementing the technological tool that allows understanding the motivations and the professional interests of Red Eléctrica's employees in order to facilitate their employability and promote mobility.
- Implementing the relational framework established for the Group companies within the talent management field, with the subsidiaries in Latin America.
- Analysing the current system of performance assessment in order to improve it and optimise the communication channel between evaluators and participants.
- Implementing a development programme aimed at groups of technicians from the Head of Facilities Servicing who are leading the work of functional teams.

**Our main challenge is:  
keep developing the talent of  
Red Eléctrica Group's employees**



**RED**  
ELÉCTRICA  
CORPORACIÓN