

Human Resources for Health Management Toolkit

Developed to assist managers in day-to-day HR management

Module 9: Human Resources Training & Development



Partnership for Reviving Routine
Immunisation in Northern Nigeria;
Maternal Newborn and Child Health Initiative

www.prrinn-mnch.org

Acknowledgement

Human resource management is key to providing quality health care services. The understanding of the dynamics and management of human resources is the bedrock around which service delivery revolves.

The PRRINN-MNCH programme has over the last 7 years been actively involved in several ways to solve the challenges of managing human resources in the 4 states of its operations (Jigawa, Katsina, Yobe and Zamfara). This manual is one of the modest efforts by the programme to support states to address the challenges of human resource management.

In the course of its work, the programme realised that human resource management, as a distinct work stream, has been lumped together with personnel management. This has led to the neglect of key human resources activities and its attendant effect of overall performance and management of human resources. This manual therefore provides key managers with the basic step-by-step process of managing human resources.

During the development of this manual, several individuals have contributed to this final document. I would like to acknowledge the contribution of the Consultants led by Michael Siebert; State Teams under the leadership of the STMs; State Stakeholders led by Permanent Secretaries and Office of the Head of Service in Jigawa, Katsina, Yobe and Zamfara States. The Directors of Personnel Management and members of the respective states Human Resources for Health Coordinating Committees have all played significant role in refining this document and its adoption by the states. Also worthy of mention is the Programme's HR LECs who have been responsible for the day-to-day follow up in the development of the manual.

It is my hope and prayers that Human Resources Units of the respective states SMOH and other agencies will utilise this document to improve the quality of their work.

I would also like to acknowledge the funding for this document by UK and Norwegian Government through DFID.

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National Programme Manager

PRRINN-MNCH

Human Resources for Health Management Toolkit

Foreword

This *Human Resources for Health* Management Toolkit is a step-by-step guide for health planners and managers to improve planning and management of human resources (HR), for the health system as a whole and within health facilities. It aims to help address some of the acute problems from shortages of skilled, experienced health workers.

The HRH toolkit is partly the output of PRRINN-MNCH in northern Nigeria, the Partnership for Reviving Routine Immunisation in Northern Nigeria /Maternal Newborn and Child Health programme funded by the UK Government and State Department of the Norwegian Government for the benefit of the Nigerian people. Many staff and officials in the states where PRRINN-MNCH works and team members of PRRINN-MNCH have helped to develop and test this toolkit – their contributions are gratefully acknowledged. The output is also the result of ongoing collaboration in a number of countries between health professionals of Health Partners International and Health Partners Southern Africa.

PRRINN-MNCH works with federal, state and local governments and local communities to improve the quality and availability of maternal, newborn and child health care.

This management toolkit does not necessarily reflect the views or policies of the UK Government, the Nigerian Government or any of the state governments with which we work. However we hope it will provide useful, practical assistance and guidance for human resources managers in their work.

Bryan Haddon

Chair, Health Partners International, UK

February 2014

Preface

In any developing public health sector HR forms the foundation of health care service delivery. The key however is making sure that Ministries of Health have the right people with the right skills in the right positions in the right number at the right places. In Northern Nigeria the scenario is no different. In an effort to achieve this, PRRINN-MNCH embarked on a process of strengthening the HR function within the ministries through initiatives such as establishing HR Units with clearly defined objectives and responsibilities. These HR Units however needed basic step-by-step guidance as to not only to administrate HR but to comprehensively and effectively do HR Planning, HR Management and HR Development. Facing the shortage of qualified HR practitioners, the Human Resources for Health (HRH) Toolkit was developed from a wide range of sources to provide a reference document to assist HR officers and managers with HR related functions.

This toolkit is not all-inclusive and covers the key aspects around HR within the Northern Nigerian context and is aimed at addressing the basic elements of HR. Although Northern Nigeria is unique with specific challenges around HR management, planning and development, the basic principles of HR remains the same. The Toolkit therefore applies academic/theoretical HR methodologies and approaches into day-to-day actions.

The HRM Toolkit consists of 10 Modules as listed below.

Module 1: HR Planning

Strategic HR planning predicts the future HR management needs of the health services after analyzing the current human resources, the external labour market and the future HR environment that the MoH will be operating in. The analysis of HR management issues external to the organization and developing scenarios about the future are what distinguishes strategic planning from operational planning. The basic questions to be answered for strategic planning are: Where are we going with health services and how does that impact HR? How will we develop HR strategies to successfully get there, given the circumstances? What skill sets do we need?

Module 2: HR Management & Risk Management

Ministries with good governance practices clearly establish the division of authority and accountability among the senior management, HR director and line managers. The role of the senior management is governance and the role of the HR director is management. Sometimes the roles can get hazy. In clarifying whose job it is, the senior management and the HR director must always keep in mind the legal responsibilities and liabilities as the employer.

Module 3: Recruitment & Retention

Making sure you recruit well is so important. Committed, motivated, qualified employees help your ministry achieve its purpose. Health service providers cannot afford to be short-staffed. Limited financial resources mean that hiring mistakes can be a huge financial burden. Hiring the wrong person is a poor use of resources for recruiting and orienting a new staff member. Having clearly defined recruitment process and procedures prevents costly recruiting mistakes. Repairing the damage can take a lot of time and effort.

Module 4: HR Performance Management

Performance management is a process by which managers, supervisors and employees work together to plan, monitor and review an employee's work objectives and overall contribution to the ministry. More than just an annual performance review, performance management is the continuous process of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that employees are meeting their objectives and career goals.

Module 5: HR Discipline

Clear expectation, appropriate supervision and feedback on a day-to-day basis are the best ways to avoid the necessity of implementing a discipline process as outlined below. However, when problems with behaviour or performance occur, discipline is necessary. By implementing a discipline process, you provide employees with an opportunity to become a productive part of your Ministry and you make any termination more defensible.

Module 6: Employment Termination

Termination is an action taken by the Ministry to end the employer/employee relationship. Ministries have a basic right to terminate the employment of an employee, but along with that right comes responsibilities. Employers must comply with the employment/labour standards and human rights legislation for their jurisdiction and beyond that, employers must treat employees fairly and in good faith.

Module 7: Diversity in the workplace

Building and sustaining diversity in Ministries can only be achieved by planning and design. It is therefore increasingly important to address how to support diverse, inclusive workplaces. What does a diverse inclusive work environment look like? How do we tangibly encourage and support diversity so that all people feel welcome within our workplaces irrespective of their gender, disability or race? When people feel welcome and safe from discrimination and harassment they are more motivated and their performance will improve. Absenteeism and performance problems decrease while productivity, morale and employee retention increase.

Module 8: Effective HR Teams

Despite the daily onslaughts of e-mails, phone calls and memos, meetings are still one of the most effective ways that people share and exchange information, get feedback, plan, collaborate and make important decisions for their ministries. So why do meetings have such a negative impact? Meetings seem to be getting longer, more frequent and generating fewer results. This can result in employees becoming frustrated as they feel that meetings are taking them away from, rather than adding value to their work. Ministries can increase the effectiveness of their team through effective communication, management of conflict and setting-up work teams.

Module 9: HR Training & Development

The changes in the public sector has had an impact on workplace learning. Think of the current positions in your ministry and the need for increased competence in change management, financial management, service delivery management, and so forth. Change also puts the spotlight on training and education as a means of equipping health workers with the tools they need to adapt to changing health skill requirements, organizational change and increasing complexity in the external public health environment.

Module 10: HR Information System

Computers have simplified the task of analysing vast amounts of data, and they can be invaluable aids in HR management, planning and development, from payroll processing to record retention. With computer hardware, software, and databases, Ministries can keep records and information better, as well as retrieve them easier and quicker. HRIS (Human Resources Information System) is an integrated system designed to provide information used in HR decision making. The HRAdmin software was developed and implemented in the four PRINN-MNCH states. This module provides end-users with the know-how of utilising the system to its full potential.

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1. Learning, Training & Development

1.1 Overview

The pace of change in the nonprofit sector has had an impact on workplace learning. Think of the current positions in your ministry and the need for increased competence in change management, fund management, diversity management, and so on. Change also puts the spotlight on training and education as a means of equipping workers with the tools they need to adapt to changing skill requirements, organizational change and increasing complexity in the external environment.

Key HR Principal

Every employee's training and development needs must be reviewed at least annually and plans established to address any gaps.

In this section of the HR Toolkit, you will find information about factors affecting learning and training, how to implement an employee development and training program, principles of adult education and a searchable directory of learning, training and development opportunities for people working in the sector.

1.2 Factors Affecting Working & Learning

Governments and their employees operate in an environment that has seen many changes in recent years:

- ✓ Competition for skilled employees
- ✓ Attracting and retaining employees becomes a challenge
- ✓ Need for additional skills
- ✓ Funding for employee training and development is a concern
- ✓ Less job security
- ✓ Limited opportunities for advancement

All these changes point to how vital it is to invest in the learning, training and development of your current employees.

1.2.1 Competition for skilled employees

There is greater competition for skilled employees and this competition will increase as the largest working segment starts to retire. There are various other organisations in the private sector as well as NGO's that requires the same technical skills as ministry of health. This results in a battle for the best of the best employees.

1.2.2 Attracting and retaining employees becomes a challenge

Attracting and retaining employees will become a bigger challenge as competition for employees increases. To ensure that your ministry remains a desirable place to

work, it needs to make sure that it provides enough scoping opportunities for learning.

1.2.3 Need for additional skills

Service provision, technology, profile and other changes in the health sector drives the need for additional skills to ensure that the ministry can achieve the set targets. These additional skills can either come from new employees or training of existing employees to obtain those required skills.

1.2.4 Funding for employee training and development is a concern

Adequate funding continues to be a concern. While the need to use resources to provide employee training and development increases, the resources to do so may not be available. In fact, funding for training and development may be one of the first items to be eliminated in times of financial uncertainty.

1.2.5 Less job security

Employees in the public health sector (and employees in general) have less job security than they used to. People constantly hear that they can expect to have many different employers and even different careers during their work life. Given this message and its reality, employees are looking for employers who will provide them with opportunities to develop transferable skills.

1.2.6 Limited opportunities for advancement

Most ministries in the public sector have a flat organizational structure. This means that there is little room for promotion. Employees and organizations need to embrace the idea that moving 'up' is not the only way to be satisfied with one's work. An alternative is to create challenges for employees in their current position or a similar position.

1.3 Enabling Environment for Employee Training & Development

1.3.1 The need for training and development

Employee training and development are part of effective management practices and good risk management strategies. The following issues and changes in the ministry may indicate the need for employee training and development:

- ✓ Employee's request
- ✓ Employee survey results
- ✓ Evaluation deficiencies
- ✓ Individual development plan

- ✓ Law and regulation changes
- ✓ Need to develop new leaders
- ✓ New employee
- ✓ New equipment
- ✓ New manager
- ✓ New program
- ✓ New technology
- ✓ Reassignment
- ✓ Safety issues

At the same time as the need for employee training and development is increasing, it can be argued that the time and money available in ministries for traditional forms of learning such as formal training courses has decreased.

1.4 Benefits of employee training and development

Development opportunities help to ensure that your ministry is a desirable place to work. Employee training and development programs also have a positive impact on performance. Job quality affects worker morale, job satisfaction, and the scope workers have to apply their skills and abilities to the job - all key contributors to productivity performance.

Key HR Principal

During the development of the annual budget consideration is given to including appropriate resources to fund employee training and development.

Employee training and development programs also help with employee retention. Noe states in his book *Employee Training and Development* that "Studies of what factors influence employee retention suggest that working with good colleagues, challenging job assignments and opportunities for career growth and development are among the top reasons for staying with a company." "... governments that invest in their own organizations, particularly in the area of employee development and training , find that they are stronger and better equipped to carry out their mission."

1.4.1 Benefits of employee training and development include:

- ✓ Employees are better prepared to help the ministry achieve its goals
- ✓ Staff are more productive
- ✓ Employees are more motivated
- ✓ Well trained staff require less supervision
- ✓ A pool of employees are ready to replace others who leave
- ✓ Staff that engage in continuous learning are better able to meet the challenges of changes in the ministry
- ✓ Staff are able to manage/work on new programs
- ✓ Your ministry will be more successful at attracting and retaining employees

1.5 Creating a learning environment in your ministry

A positive environment for learning is always critical for success, whether it is the environment of a classroom or the environment of your ministry. The learning environment provided by an organization is a function of the organizational culture. Organizational culture means the values, attitudes and beliefs reflected in the mission and goals, and practices of the organization.

The senior staff of your ministry set the tone for the organization's culture. Do their decisions and actions view learning as a positive way to improve individual performance and the performance of the ministry? Are these positive outlooks reflected in the value statements, policies, and structures that guide the operation of the ministry? Let us look at how to create a supportive learning environment:

1.5.1 Recognize that learning is part of everything the organization does

Opportunities to learn happen all the time. Organizational cultures that support learning recognize learning as an ongoing process, not an event. A new piece of legislation may be used as a learning tool for all staff. A proposed special event may become a learning opportunity for an employee who has expressed an interest in event management. Using every event, conference, workshop etc as an opportunity to learn.

1.5.2 Support the expectation of learning with resources for learning

An ministry shows that it values learning by including employee training and development in the annual budgeting process. Items included in the annual budget reflect the priorities of the ministry.

1.5.3 Encourage learning at all levels

Opportunities to learn are made available for everyone in the ministry from the senior managers to the most junior staff.

1.5.4 Using mistakes as learning opportunities

One way an organization shows that it values learning is in its approach to mistakes. "Failure is critical to the learning process and must be considered in the context of the individual's role, potential, and future success. When we fail, we might react in one of three ways: learn from the mistake, continue to fail, become reluctant to try again. In today's workplace environment, leaders must develop a culture that removes the punishing effects of failure to help people to take risks, be creative, and to grow." (Laurie Hillis). It is important to encourage people to learn from mistakes rather than being afraid to admit their mistakes for fear of disciplinary action.

1.5.5 Have a policy on employee training and development

A policy on employee training and development shows that the organization values learning. Professional development policies usually include guidance on:

- ✓ How often employees are expected to take formal training - once a year, once every two year, etc.
- ✓ The types of development programs that are acceptable
- ✓ When and how employees will be reimbursed for off-the-job programs

1.5.6 Provide time for learning

Time for learning in the workplace is important for the success of an employee development program. This means giving employees time to learn without the interruptions of every-day activity.

1.5.7 Allow for practice of new skills on-the-job

Learning does not end when the activity is over. Opportunities to use the knowledge and skills they have learned on-the-job will ensure that people retain what they have learned.

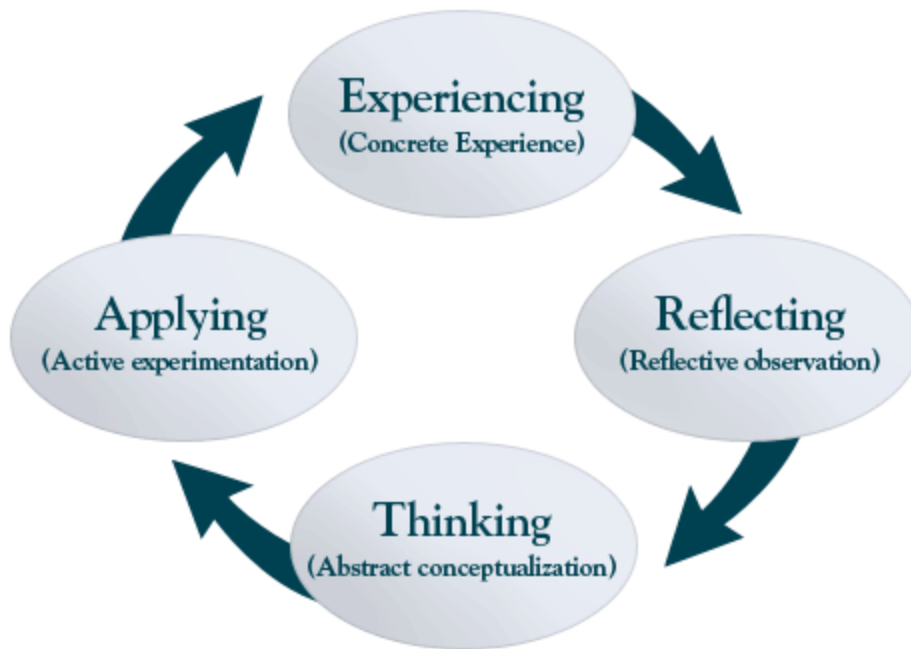
1.6 Understanding the Employee Learner

When introducing learning strategies into the workplace, it is important to base these strategies on a good understanding of adult learning. Adult learning is a complex topic with many theories and approaches. This section will focus on some of the most widely recognized approaches and principles that are used in adult education.

1.7 Learning process - how new information is taken in and processed

Learning is the acquisition of new knowledge, skills, and attitudes. Kolb and Fry developed a way of looking at the adult learning process called the Experiential Learning Cycle. Learning is seen as happening in a cycle made up of four stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation

First the learner must experience something directly - concrete experience. Next the learner reflects on the experience, comparing it to what s/he already knows - reflective observation. The learner then thinks about his or her observations and develops some new ideas about how things work - abstract conceptualization. Finally, the learner acts on what has been observed and thought about - active experimentation. The active experimentation stage then becomes the basis of future learning. Complete learning happens when learner moves through all four stages and the new knowledge, skills, and/or attitudes become the basis for new behaviour.



Kolb and Fry's Learning Process

For your employee training and development program to be effective, each activity should take the learner through all stages of the learning process.

1.7.1 Applying the learning cycle to a training and development activity

Let's look at a practical example of how to apply the learning cycle. Say you want to teach an employee how to research and write a report - something she has never done before. What can the manager do to help the employee learn by going through the learning cycle?

Experience - Show the employee a copy of a report that is well written and organized. Have the employee read through the report.

Reflect - Discuss the merits of the report with the employee. Go over what makes it a good report and where it could be improved.

Think - Show the employee some other examples of report writing styles and guidelines to use in deciding upon the organization of her report.

Apply - Have the employee write a first draft of her report. Review the report and provide detailed feedback for the next draft.

1.8 Implementing an Employee Training & Development Program

1.8.1 Components of a successful employee learning experience

Here is a checklist for a successful employee learning experience:

- ✓ The goals of the employee training or development program are clear
- ✓ The employees are involved in determining the knowledge, skills, and abilities to be learned
- ✓ The employees are participating in activities during the learning process
- ✓ The work experiences and knowledge that employees bring to each learning situation are used as a resource
- ✓ A practical and problem-centered approach based on real examples is used
- ✓ New material is connected to the employee's past learning and work experience
- ✓ The employees are given an opportunity to reinforce what they learn by practicing
- ✓ The learning environment is informal, safe and supportive
- ✓ The individual employee is shown respect
- ✓ The learning opportunity promotes positive self-esteem

1.8.2 Who is responsible for employee training and development?

Employee training is the responsibility of the ministry. Employee development is a shared responsibility of management and the individual employee. The responsibility of management is to provide the right resources and an environment that supports the growth and development needs of the individual employee.

For employee training and development to be successful, **management should:**

- ✓ Provide a well-crafted job description - it is the foundation upon which employee training and development activities are built
- ✓ Provide training required by employees to meet the basic competencies for the job. This is usually the supervisor's responsibility
- ✓ Develop a good understanding of the knowledge, skills, and abilities that the organization will need in the future. What are the long-term goals of the organization and what are the implications of these goals for employee development? Share this knowledge with staff
- ✓ Look for learning opportunities in every-day activity. Was there an incident with a client that everyone could learn from? Is there a new government report with implications for the organization?
- ✓ Explain the employee development process and encourage staff to develop individual development plans

- ✓ Support staff when they identify learning activities that make them an asset to your organization both now and in the future

For employee development to be a success, the ***individual employee should:***

- ✓ Look for learning opportunities in everyday activities
- ✓ Identify goals and activities for development and prepare an individual development plan

1.9 The individual development planning process

An individual development plan is prepared by the employee in partnership with his or her supervisor. The plan is based upon the needs of the employee, the position and the ministry. A good individual development plan will be interesting, achievable, practical and realistic. It is implemented with the approval of the employee's supervisor. See Individual Development Plan Format attached as Annex 1.

1.9.1 Step 1 - Self-assessment

Each employee identifies his or her skills, abilities, values, strengths and weaknesses. To conduct a self-assessment:

- ✓ Use the many self-assessment tools found on the internet
- ✓ Compare your knowledge, skills and abilities to those identified in your job description
- ✓ Review performance assessments (performance assessments are often used as the starting place for developing individual development plans)
- ✓ Ask for feedback from your supervisor

1.9.2 Step 2 - Assess your current position and your work environment

The employee does an assessment of the requirement of his or her position at the present time and how the requirements of the position and/or organization may change. To conduct a position assessment:

- ✓ Identify the job requirements and performance expectations of your current position
- ✓ Identify the knowledge, skills, and abilities that will enhance your ability to perform your current job
- ✓ Identify and assess the impact on your position of changes taking place in the work environment such as changes in clients, programs, services, and technology.

Based on your analysis in Steps 1 and 2, answer the following questions:

- ✓ What goals do you want to achieve in your career?

- ✓ Which of these development goals are mutually beneficial to you and your organization?

Write what you would like to achieve as goals. Select two or three goals to work on at a time. Set a time frame for accomplishing your goals.

1.9.3 Step 3 - Identify development activities

Identify the best ways to achieve your development goals.

- ✓ What methods will you use?
- ✓ What resources will be required?

1.9.4 Step 4 - Put your plan in action

Once you have prepared a draft of your individual development plan:

- ✓ Review your plan with your supervisor for his or her input and approval
- ✓ Start working on your plan
- ✓ Evaluate your progress and make adjustments as necessary
- ✓ Celebrate your successes

1.9.5 Cost-effective methods for employee training and development

Employee training and development needs to suit your organization's context, job descriptions, employment contracts and collective agreements. When selecting employee training and development methods, it is important to remember the learning process. There are many ways to provide employees with learning opportunities, including:

1.9.5.1 On-the-job experience

• Committees

- ✓ Committees are part of every-day activity in any ministry. They can also be effective learning tools, with the right focus.
- ✓ Committees made up of staff from different areas of your ministry will enhance learning by allowing members to see issues from different perspectives.
- ✓ Set aside part of the committee's work time to discuss issues or trends that may impact on the ministry in the future.

• Conferences and forums

- ✓ Employees can attend conferences that focus on topics of relevance to their position and the ministry.
- ✓ Upon their return, have the employee make a presentation to other staff as a way of enhancing the individual's learning experience and as

a way of enhancing the ministry. (Some conferences and forums may be considered off-the-job learning.)

- **Critical incident notes**

- ✓ Day-to-day activities are always a source of learning opportunities.
- ✓ Select the best of these opportunities and write up critical incident notes for staff to learn from. Maybe a client complaint was handled effectively. Write a brief summary of the incident and identify the employee's actions that led to a successful resolution.
- ✓ Share the notes with the employee involved and with others as appropriate. If the situation was not handled well, again write a brief description of the situation identifying areas for improvement.
- ✓ Discuss the critical incident notes with the employee and identify the areas for the employee to improve upon and how you will assist the employee in doing this.

- **Field trips**

- ✓ If your organization has staff at more than one site, provide employees with an opportunity to visit the other sites.
- ✓ This helps your employees gain a better understanding of the full range of programs and clients that your organization serves.
- ✓ Field trips to other organizations serving a similar clientele or with similar positions can also provide a valuable learning experience.
- ✓ Give staff going on field trips a list of questions to answer or a list of things to look for.
- ✓ Follow up the field trip by having staff explain what they have learned and how they can apply that learning to your organization. (Fieldtrips can also be an off-the-job activity.)

- **Job aids**

- ✓ Tools can be given to employees to help them perform their jobs better. These tools include: manuals, checklists, phone lists, procedural guidelines, decision guidelines and so forth.
- ✓ Job aids are very useful for new employees, employees taking on new responsibilities and for activities that happen infrequently.

- **Job expanding**

- ✓ Once an employee has mastered the requirements of his or her job and is performing satisfactorily, s/he may want greater challenges. Consider assigning new additional duties to the employee.
- ✓ Which duties to assign should be decided by the employee and her or his manager.

- ✓ Organizations with flat organizational structure are starting to give some managerial tasks to experienced staff as a way of keeping those staff challenged.
- **Job rotation**
 - ✓ On a temporary basis, employees can be given the opportunity to work in a different area of the organization.
 - ✓ The employee keeps his or her existing job but fills in for or exchanges responsibilities with another employee.
- **Job shadowing**
 - ✓ If an employee wants to learn what someone else in your organization does, your employee can follow that person and observe him or her at work.
 - ✓ Usually the person doing the shadowing does not help with the work that is being done.
- **Learning alerts**
 - ✓ Newspaper articles, government announcements and reports can be used as learning alerts.
 - ✓ Prepare a brief covering page which could include a short summary and one or two key questions for your employees to consider. Then circulate the item.
 - ✓ Include the item on the agenda of your next staff meeting for a brief discussion.
- **Peer-assisted learning**
 - ✓ Two employees agree to help each other learn different tasks. Both employees should have an area of expertise that the co-worker can benefit from.
 - ✓ The employees take turns helping their co-worker master the knowledge or skill that they have to share.
- **'Stretch' assignments**
 - ✓ These assignments give the employee an opportunity to stretch past his or her current abilities. For example, a stretch assignment could require an employee to chair a meeting if the person has never done this before.
 - ✓ To ensure that chairing the meeting is a good learning experience, the manager should take time after the meeting to discuss with the employee what went well and what could have been improved.

- **Special projects**

- ✓ Give an employee an opportunity to work on a project that is normally outside his or her job duties. For example, someone who has expressed an interest in events planning could be given the opportunity to work as part of a special events team.

1.9.5.2 Relationships and feedback

- **Coaching**

- ✓ Coaching refers to a pre-arranged agreement between an experienced manager and his or her employee. The role of the coach is to demonstrate skills and to give the employee guidance, feedback, and reassurance while s/he practices the new skill.

- **Mentoring**

- ✓ Mentoring is similar to coaching. Mentoring occurs when a senior, experienced manager provides guidance and advice to a junior employee.
- ✓ The two people involved have usually developed a working relationship based on shared interest and values.

- **Networking**

- ✓ Some professional specialties have informal networks designed to meet the professional development need of the members. Members meet to discuss current issues and to share information and resources.

- **Performance appraisal**

- ✓ Performance appraisals are partly evaluation and partly developmental. In traditional performance appraisals the manager and employee evaluate the employee's strengths and weaknesses. In a 360-degree performance appraisal, feedback is gathered from supervisors, peers, staff, other colleagues, and sometimes clients. The results of an appraisal can be used to identify areas for further development of the employee.

1.9.5.3 Classroom training

- **Courses, seminars, workshops**

- ✓ These are formal training opportunities that can be offered to employees either internally or externally. A trainer, facilitator and/or subject matter expert can be brought into your organization to provide

the training session or an employee can be sent to one of these learning opportunities during work time.

1.9.5.4 Off-the-job learning

- **Courses offered by colleges or universities**

- ✓ Many colleges and universities offer courses relevant to employees in the non-profit sector. Employees may attend these classes on their own time or your organization may give them time off with pay to attend. Employees are often compensated by the organization for the cost of the course.

- **Professional associations**

- ✓ Professional associations, like networks, provide employees an opportunity to stay current in their chosen field.
- ✓ Reading groups (also called learning circles or reading circles)
- ✓ A group of staff meets to discuss books or articles relevant to the workplace/organization. Meetings usually take place outside normal working hours, such as noon hour or right after work.

- **Self study**

- ✓ Self-paced independent reading, e-learning courses, and volunteer work all provide learning opportunities. The employee engages in the learning activity by choice and at his or her desired pace of learning.
- ✓ Information and course offered by the internet are called e-learning. A variety of learning opportunities can be accessed this way. The choices range from formal training offered by colleges and universities, to an informal walk-through of a given subject, to reading reports on a topic. E-learning can take place on or off the job.

Individual Development plan

Instructions

Once you have completed your Self-assessment (Step 1) and an Assessment of Your Position and Your Work Environment (Step 2) as outlined in the Individual Development Planning Process, you are ready to fill in the IDP form (next page).

Individual development plan purpose

- Set priorities for your career development
- Identify goals that are mutually beneficial to you and your employer
- Select the best available activities and the resources needed to help you achieve your goals
- Set a timeline for achieving your goals

Individual development plan sections

Developmental goals for the coming year

- What do you want to achieve?

Relationship of goals to the organization's goals

- How will the organization benefit from your development goal?

Knowledge, skills, abilities to be developed

- What will you learn?

Developmental activities

- What are the best development activities for the goals that you have identified?

Resources

- What resources are required for you to engage in the development activities – time, funds, help form others, and so forth?

Date for completion

- IDPs are usually written for a one -year period, but some employees prefer to set short-term (1 year), medium-term (2 years), and long-term (3 years) goals. The longer time frame may be necessary if, as a goal, you want to earn a degree or certification in your field.

Individual development plan

Name:

Developmental targets for the coming year	Relationship of target to the organization's goals	Knowledge, skills, abilities to be developed	Developmental activity	Resources	Date for completion
<i>Target 1</i>					
<i>Target 2</i>					
<i>Target 3</i>					

Employee's signature

Date

Manager's signature

Date

Human Resources for Health Toolkit

This toolkit helps you to get the most out of your investment in human resources for health. You need to plan and manage your human resources actively, ensuring optimal efficiency.

This toolkit shows you how.

People form the foundation of health care service delivery. Thus it makes financial sense to manage these valuable resources to ensure that:

- The right people with the right skills need to be available in the right number at the right place to do the right job
- Timely and accurate data on availability and distribution of health workers is accessible for informed decision making

The Modules

1. **HR Planning**
2. **HR Management & Risk Management**
3. **Recruitment & Retention**
4. **HR Performance Management**
5. **HR Discipline**
6. **Employment Termination**
7. **Diversity in the workplace**
8. **Effective HR Teams**
9. **HR Training & Development**
10. **HR Information System**

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