

## **Introduction**

Welcome to Topic 1 in the module *Managing Staff for Goal Achievement*. This topic is called Strategies for Managing Staff. In this topic we will be looking at short and long term work goals, time lines for achieving work goals and the ways that managers consult staff to set goals. We will also be looking at strategies for allocating work to achieve goals. We will be looking at how staff are evaluated on their performance. We will be looking at problems which prevent goals being achieved and ways of overcoming them. Finally, we will be looking at the ways in which staffs are dismissed from their jobs.

## **Work goals**

Goals are results that we want to achieve. They can be measured. They give us direction in our jobs. They are things that we can work towards. They include the time by which the goal will be achieved.

There are also personal goals. An example of a personal goal might be ‘to complete an English Language certificate course in the next two years’.

An example of an organisational or work goal might be ‘to double the amount of customers for our services in the next two years’.

Another example of a work goal might be ‘to get funding for a child care centre in the next 12 months’.

## **Short and long term goals**

Goals can be either short or long term. This is depending on the time by when they are to be achieved. Examples of short term goals might be: ‘to write a letter to my teacher by the end of today’; ‘to hold an additional committee meeting within two weeks’; and ‘to write a proposal for funding by the end of this month’.

Examples of long term goals might include: ‘to set up a Community Management program by the end of the year’; ‘to train a manager over the next five years’; and ‘to halve the number of children with malaria over the next 3 years’.

## **Drawing up time lines**

A time line shows the dates by when work tasks will be done to achieve goals. They might be tasks leading to a short term goal or a long term goal.

A long term goal might depend on a number of short term goals being achieved. Even short term goals might depend on certain small tasks getting done before they can be achieved.

For example, a short term goal might be to hold an additional committee meeting in two weeks. This goal cannot be met until the minutes of the last meeting have been written up and sent out with the agenda for the additional meeting. The staff might need to gather some information in preparation for the meeting, draw up a plan to put to the committee, and work out the cost of the plan. The staff will have to draw up a time line to show which jobs need to be done by the time of the meeting and the order in which the jobs will be done.

It might look like:

## **Time Line**

***Goal: Hold extra committee meeting on Wednesday 18.5.98***

Task	By when	Who
Write up minutes	Tue 3.5.98	Saw Wah
Plan meeting agenda	Wed 4.5.98	Naw Htoo
Collect information	Mon 9.5.98	Naw Htoo
Write up plan	Tue 10.5.98	Saw Wah and Naw Htoo
Do costings	Thurs 12.5.98	Saw Eh Na
Send out agenda etc	Fri 13.5.98	Saw Wah

Time lines can be written down in different ways, including the example shown above. They might be written as a long line across the page with dates on it, or as a line up the page with names and dates beside it. The type of time line used may depend on the amount of information to be put on the time line.

### **Consulting staff about setting goals**

In the workplace, the staff who have to do the work to achieve the goals which have been set are usually those who know how easy or difficult it will be to achieve the goals. They will know how complicated it might be to achieve the goals and how long it will take. Managers should consult (talk) with them about the goals being set and the time frame within which the goals are to be met.

Even if a manager sets goals for staff, thinking that the goals are achievable, these goals might not be met because they are not realistic and the staff are unable to meet them.

Consulting with staff can overcome this problem and make the goals achievable. Consulting with staff also makes the staff a part of the goal setting and they therefore feel that they are a part of the plan of the organisation.

On the other hand, if staff set the goals at a very easy level, they and the manager know that there is no real sense of pride in achieving the goals because they were too easy. So the goal setting has to be a combined effort agreed to by both management and staff if it is to work.

Setting goals gives staff in the organisation a clear idea of what they have to do in their jobs. If there are no goals then the manager has to tell staff what they are meant to be doing all the time, rather than everyone working according to goals.

### **Organising and allocating work activities**

There are a number of ways of dividing up all the work tasks or activities that need to be done to achieve goals. These can include: Staff meetings, teamwork, delegation, negotiation.

#### **Staff meetings**

Several members of staff might need to work together to achieve one work goal. One way of dividing the work tasks between workers is to discuss this at a staff meeting. Workers might volunteer to take on particular tasks which they think they could do well. They might agree about how long each task will take and to report back to the next staff meeting on their progress with the task. Sometimes more than one member of staff will agree to work on a task, especially if there is information to be gathered or written about.

## **Team work**

When several workers work on a task together they will work as a team. This will involve dividing up the tasks to be done and letting each other know how they are going with their work, possibly at team meetings. The team may need to go together to do their job. For example, a gardening work group might share grass cutting, digging and planting jobs.

## **Delegation**

The manager might decide which staff are the best people to do certain tasks. The manager might allocate (give) those tasks to those workers and let them know when they are to report back either to the manager or to a meeting. This is delegation, because the staff have not volunteered to do the work, even though they might be happy to do it.

Delegation can be important for achieving goals when there are many tasks to be done or they take up too much time for one person. The person who is responsible for the goal (manager) divides the goal into tasks and delegates the tasks to different workers according to their skills. The manager is still responsible for making sure that the goal is achieved and the tasks are done well.

## **Negotiation**

If a worker is working towards a goal and needing others to assist, but they are not a manager, they might approach other workers to seek their help. Talking with the other workers about being involved can be negotiation. They will have to talk about what each of them can do and come to an agreement about it. For example, one of them might say that they are very busy now but will be able to help more on the tasks in the following week. This may be agreed to. This sort of negotiation can make a difference between achieving or not achieving goals.

## **Evaluating goal achievement**

Goal achievement can be measured in the workplace so that managers can work out whether the staff are working effectively towards long term goals. Managers can work this out by evaluating (measuring) whether short term goals are achieved.

Managers evaluate staff to:

- decide whether a worker's performance is good or bad;
- measure how much the worker can do;
- help them to understand the worker;
- improve the relationship with the worker;
- decide on the strengths and weaknesses of the worker;
- set goals to help workers focus and thereby improve their performance;
- get rid of workers who cannot do the job;
- commend staff who do a good job, with extra salary or a higher position;
- set better goals and tasks for the worker; and
- decide about what training the worker needs.

## **Staff performance appraisals and work reports**

Managers can evaluate how well staff are achieving the goals by doing staff performance appraisals and work reports. This is a two way process between manager and worker. It lets both of them assess the performance of the worker. They also plan how the worker can meet work goals in the future. Both the manager and worker prepare for the appraisal. Usually the workplace has a form to help them prepare for the appraisal, which is filled in before the appraisal meeting. A work report is another strategy of appraising workers. Work reports may cover things like time spent on tasks and productivity outcomes. It may also look at whether the productivity outcomes are meeting set targets.

The appraisal is not meant to be:

- an attack on the worker's personality;
- a time for the manager to tell off the worker;
- a secret report which the manager keeps; or
- a time to make the worker feel afraid for their job.

The appraisal form will ask questions about: the main goals which the worker has achieved; the goals they have not achieved; parts of the job which are most difficult; what things stop them from doing their job better; what things they enjoy in the job; what changes they would like to see, and what new things they would like to learn. Both the manager and the worker will fill in the form separately before the appraisal meeting.

When the manager and worker meet to discuss their answers, they will make up an action plan, which will include what the manager and the worker agree to do in the future, both together and separately. It will also include any new work goals which they have agreed on.

If appraisals are held regularly, and are done in a positive way, they will help to identify reasons why work goals are not being met. They also provide an opportunity for managers to praise and reward staff for achieving work goals.

An Appraisal Form might look like the example below.

<p><b>Performance Appraisal Form</b></p> <ol style="list-style-type: none"><li>1. What are the duties and responsibilities of this job?</li><li>2. What goals were achieved?</li><li>3. What was done best?</li><li>4. What goals were not achieved?</li><li>5. What action by other people stopped the goals being achieved?</li><li>6. What changes could improve the job?</li><li>7. What things do you like best about the job? (Only for worker)</li><li>8. What things do you like least about the job? (Only for worker)</li><li>9. Are existing skills and knowledge being used in the job?</li></ol>
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10. What new skills would help to achieve goals?
11. What training would improve performance?
12. What support is needed for the job?
13. What other opportunities are there for this worker in the organisation? (For manager only)

### **Identifying problems**

The appraisals and work reports might show that workers are having problems with achieving work goals. This may be due to:

- unclear job description;
- lack of skills to complete tasks;
- personal problems and commitments;
- conflict between staff;
- grievances (complaints); and
- staff attitudes to their work.

### **Unclear job definitions**

Most staff are given a list of duties for their job, but it might not state clearly every task which they have to do. It usually does not state what is 'good enough' (performance standards).

It is important that the manager clearly tells every worker what is involved in the job and how well they are expected to perform. Making sure that this is done at the beginning can avoid problems arising on the job which will prevent goals being achieved.

### **Lack of skills to complete tasks**

Sometimes staff are expected to do a job even though they don't have the skills for that job. Managers should know what skills are needed to do tasks and should make sure that workers have those skills before delegating to them. If staff do not have the right skills, mistakes could be made which could have a serious effect on work goals.

### **Personal problems and commitments**

Sometimes staff have personal problems which stop them from doing their jobs as well as they could. They may also have commitments which cut into their work time and affect their performance. For example, family members might be expecting help from the worker during working hours. Managers need to be aware of how personal problems can affect work so that they can discuss with the worker how to overcome these problems.

### **Conflict between staff**

Sometimes workers do not get along with each other. They might behave very differently when certain people are around. This might stop them from achieving their work goals and upset others in the workplace. Managers need to be aware of conflict between staff so that they can work out a way of resolving the conflict.

## **Grievances**

Workers might have grievances (complaints) which need to be listened to and dealt with. Whatever they are complaining about could be stopping them from achieving work goals. Managers need to make sure that there is a system for hearing about and acting on complaints.

## **Attitudes**

Workers may have attitudes about the workplace which have a negative impact on the achievement of goals. This can also make it difficult for other workers to feel positive about their work. Managers have to be careful not to assume that personal attitude is the problem when it is one of the problems described above. They also need to be able to recognise when it is the problem. They need to be able to discuss attitudes with a worker in order to work out whether the worker might have a more positive attitude if they did a different job.

## **Overcoming problems**

There are a number of different strategies which managers can use to overcome problems with achieving work goals. After the manager has completed performance appraisals with staff and has identified any problems, then they can decide which strategy might be the most appropriate in overcoming problems.

## **Training**

If a worker does not have some skills to complete all their duties, then they may be able to learn the skills by being trained. Almost all workers (including senior staff) can benefit from training.

Training can include going to a course or being trained on the job. It can also involve taking on additional study at a TAFE college. Training can improve computer skills, written skills, assertiveness skills, negotiation skills, and skills in using new equipment.

Training is covered in more detail in Topic 3.

## **Counselling**

When a manager identifies that goals are not achieved because of personal problems, conflict between staff or attitudes about work, counselling can be a useful strategy. A manager might decide to discuss the problem with the worker to see whether they can agree about how to overcome the problem. A manager might decide to suggest that the worker talk to someone else who might be more helpful. The manager should not tell the worker what they have to do, but discuss with them what the problem is, why it happens and what the worker thinks can be done about it.

## **Renegotiation of work goals**

When a manager identifies that goals are not achieved because of unclear job definition, the work goals might have to be renegotiated (changed and agreed to). This might involve the manager and the worker looking at the work goals which have been set and deciding how to change them. There might be too many tasks for one worker or the time line might be too short (not enough time allowed for each task). The new work goals should be made much clearer so that the worker knows what is expected of them.

## **Conflict resolution**

When a manager identifies that goals are not achieved because of conflict between staff, the manager has to resolve the conflict. The manager might discuss the clash with each of the staff involved and with other staff. The manager must make sure that

the staff understand that personal conflicts should not interfere with their performance at work. The manager might ask each of them how they can resolve the conflict. The manager might ask the workers to meet together to discuss their clash with an independent person listening to both sides of the story. This independent person is a mediator.

The mediator might suggest to the manager a way of solving the problem for both of the workers. A mediator might be someone else working in the organisation or a person not attached to the organisation, agreed to by both of the workers.

There are a number of things, a manager can do to help solve the situation. The manager might have to delegate different tasks to the workers so that they do not have to work together. The manager might re-arrange where they sit in the office. The manager might let them know that they do not have to compete with each other and they might not clash with each other any more. The manager should make sure that they do not favour one worker over another.

### **Grievance procedures**

Having a grievance (complaints) procedure at the workplace can overcome problems where conflict resolution has failed, or staff have complaints that they want acted on. A grievance procedure is a system for dealing with complaints. It tells the staff or others, (such as clients or customers) who to complain to. It tells the manager what steps to take when there is a complaint.

An organisation might have a grievance officer to take complaints. It might also set up a grievance committee, with both members of staff and other interested parties on it. The committee would meet to hear formal complaints which relate to the organisation including complaints between staff or about staff. The committee might make decisions about action to be taken by staff or managers.

### **Probation and warnings**

Sometimes the manager and worker work out an action plan at the performance appraisal but the manager is still not happy with the worker's performance. The manager might think that the worker does not really want to do the job well and so the manager puts the worker on probation. This means that they have been warned that their performance is not good enough and that their performance will be reviewed again in a short time (eg: a few weeks).

If their performance does not improve, then they might be given a more formal warning that they could be dismissed from the job. A probation and warning system lets a worker know that there are serious problems with their work performance. It gives them a chance to improve.

### **Processes for dismissing an employee**

There will be times when none of the problem solving strategies outlined above will resolve difficulties in the workplace. The employee may be unsuitable for the job they are doing. They might also have done something dangerous, illegal or seriously harmful in the workplace. The employer now needs to consider the dismissal (sacking) of that worker from the workplace. Dismissal must be done following a number of steps set. These are so that the dismissal is not done in an unfair way.

## **Conditions for dismissal**

There are conditions for dismissal of an employee because of poor performance. These are things that the employer needs to do before dismissing someone. The employer must tell the worker that they have to improve their performance. The employer must also give the worker time to improve. If the worker improves their performance, then they might be able to continue working.

The employer will need to have tried the strategies for overcoming problems that have been outlined. Doing this will take time. The worker will need to have a clear job description. The employer also needs to have done a performance appraisal. They will need to have given warnings or possibly set a probation period on the worker's performance.

Once these things have all been done and the worker has not improved their performance, the employer needs to be sure that they have let the worker know that there is a problem. The worker also needs to have been told what they need to do to improve their work.

A sub-committee of people from the management at the workplace might be formed to talk to the worker about the problem. The committee should meet with the worker and give them an opportunity to put their side of the story. The committee needs to tell the worker clearly what the problems are and what needs to be improved. The committee also needs to make it clear to the worker that they could be dismissed if they do not improve during a set time period (review period).

The committee needs to write these things down in a letter to the worker so that everything is documented. The worker might ask a representative from a Trade Union to join the meeting, or they might ask another outsider instead.

The worker needs to be given a fair chance to improve during the review period. It is important that the worker is not put under stress. At the end of the review period another appraisal should be done. If the worker has not improved, the committee needs to be clear that this is the case and sure about the fairness of this decision. The committee has to make the final decision about whether the worker will continue or be dismissed.

## **Decision making process**

The committee might have to have meetings without the worker present to be certain that they agree to the need to dismiss the worker.

They need to be sure that they are being fair and that the standards they have set the worker are reasonable. They need to be sure that there is no alternative way of solving the problem and that they have exhausted all the strategies open to them.

Once the committee has made the decision, the worker needs to be told by them that they are being dismissed. The worker should be given notice in writing of their dismissal. They need to be told which day is their last day of work. This might be one or two weeks from the date of the letter. This could depend on the award or contract that the worker is under.

## **Requirements under the employment contract**

The way in which a worker is given notice or paid when they are dismissed will depend on the Contract attached to their job. The contract might state that the worker must be told a certain period in advance if they are going to lose their job. It might

state how much that worker is to be paid if they are dismissed. It might also set out the steps that have to be followed in the process of dismissal.

If the worker is not covered by a contract, the dismissal period is the same as the pay period. For example, if the worker is paid every fortnight, then they have to be told to finish work in two weeks time. So the dismissal period is two weeks. If the employer wants the worker to finish sooner than that, (for example, on the same day that they are dismissed) then they must pay the worker for all the days between the day they are dismissed and the last day of the two weeks.

Workers will be entitled to the following if they are dismissed:

- On the last day of work, the worker must be paid their wages up to that day. They must be paid any holiday pay and other pay owed to them at the time. They should be given a certificate of service which is a written statement showing the dates when the worker started and finished at that workplace
- in some contract the worker has the right to make a legal claim against the employer under the Labour Laws of that country. The worker can take the workplace to court to try and prove that the dismissal was 'harsh, unjust and unreasonable'. The court can rule that the employer has to 'reinstate' the worker. This means that the worker can go back to the job. The court can rule that the worker is entitled to more money from the employer. The court can rule that the dismissal was fair and the worker has to accept the dismissal.

The laws which cover unfair dismissed are changed by governments from time to time. Any employers thinking of dismissing a worker need to get a lawyer to advise them on the laws.

## **Summary**

In this topic we have looked at short and long term work goals, time lines for achieving work goals and the ways that managers consult staff to set goals. We also looked at strategies for allocating work to achieve goals. We looked at how staff are evaluated on their performance. We outlined problems which prevent goals being achieved and ways of overcoming them. Finally, we covered the ways in which staff are dismissed from their jobs if the problems could not be overcome.

## **Introduction**

Welcome to the second topic in the module *Managing Staff for Goal Achievement*. This topic is called Administration Systems. In this topic we will be looking at the administrative systems for recording details about pay. This will include records of hours worked by staff, records of wages paid to each staff member, and records of staff entitlements (benefits they are to be paid, including sick pay and holiday pay). This will also include how staff records are kept, who has access to these records, and the importance of confidentiality. You might want to look back at the module *Financial Management* to remind yourself about how to pay staff.

### Recording work hours

Most staff have to write down the number of hours they work each day. This is what the pay officer will use to work out their pays at the end of the pay period. Sometimes the staff have to write down what time they started work, what time they had lunch, and what time they finished work each day. Sometimes they only have to write down the total number of hours they worked each day. Usually they write this on a time sheet or in a time book.

For example a time sheet might look like this:

Weekly Time Sheet					
Name:		Naw Irene			
Date	Start	Finish	Breaks	Hours Worked	Signed
12.5.97	9.00 am	5.00 pm	1 hour	7	Irene
13.5.97	9.30 am	5.30 pm	1 hour	7	Irene
14.5.97	9.00 am	4.30 pm	½ hour	7	Irene
15.5.97	9.30 am	5.30 pm	1 hour	7	Irene
16.5.97	9.30 am	5.30 pm	1 hour	7	Irene
Total hours worked		35	Week ending:		16.5.97
Supervisor's signature		.....			

As in the example above, the time sheet for the pay period, which is one week in this example, will be filled in by the staff member at the end of the day. The date may already be written in or may have to be written in by the staff member. The time at which the staff member started and finished work and the number of hours taken in time off for lunch or breaks, or approved leave, has to be filled in.

The staff member must also record the final total of hours worked for the day, which will be the hours of breaks or leave subtracted from the hours between the starting and finishing times. The staff member then signs beside each day's record. At the end of the week the time sheet or timebook is given to the supervisor who signs the sheet or book and gives approval for the staff member to be paid according to the hours claimed.

If the staff member has had any days off work due to sickness (sick day) or holidays, they will write this instead of the start and finish times.

For example:

Weekly Time Sheet					
Name:		Naw Irene			
Date	Start	Finish	Breaks	Hours Worked	Signed
27.5.97	sick day				Irene

### How staff are paid

The pay officer collects the time sheets for all staff at the end of the pay period (weekly or fortnightly).

The pay officer will fill in a wage record for each staff member. It will show how many hours and how much pay that person is being paid.

For example:

Employee Wages Record – Naw Irene						
Date	Hr rate	Hours	Leave loading	Gross wage	Tax	Net wage
16.5.97	20 kyat	35		700.00 kyat	150.00 kyat	550.00 kyat
23.5.97		35	122 kyat	822 kyat	150 kyat	672 kyat

You can see that a new line is filled in by the pay officer every pay period. At the end of each month the pay officer also has to record the amount of an employee's welfare paid to the fund for the staff member.

The pay officer also has to fill in the payroll summary for each pay day. This is where they list the names of all the staff paid on that day, the gross and net amounts paid and the amount of tax deducted.

For example:

Payroll Summary - 23.5.97				
Name	Gross Pay	Tax	Net Pay	Cheque number
Naw Irene	700.00 kyat	150.00 kyat	550.00 kyat	385421
Eh Paw	500.00 kyat	80.00 kyat	420.00 kyat	385422
Total	1,200.00 kyat	230.00 kyat	970.00 kyat	

### Ways of paying staff

The pay officer fills in a form called a pay slip which shows the staff member how many hours they were paid for and how much they were paid. This pay slip is put in the pay envelope.

An example of a pay slip is as follows:

Employee Name		Pay period ended 23.5.97		
Irene		Normal Pay	Overtime	Leave loading
35 hours	20 kyat per hour	700.00 kyat	Nil	122.00
Gross pay	822	tax 150.00		Net 672

If staff members are paid by cheque, the pay officer can then draw up the cheques and get them signed and give them to the staff members. If they are paid by cash, the pay officer will have to take a cheque to the bank, cash it and then put the cash into pay envelopes and give them to the staff members. If the staff are paid by direct bank deposit into their accounts, the pay officer will have to take a cheque to the bank, fill in a form to deposit the money into the staff members' accounts and present it to the bank clerk with the cheque.

### **Personal record card**

As well as filling in the wage record for each staff member, the pay officer will need to fill in a personal record for each staff member. The information put on this card does not change each payday.

A new card is started for each new staff member. It gives the pay officer information they need to calculate the pay.

For example, a record card might look like this:

<b>Employee Name</b>	<b>Nw Irene</b>
Date of Birth	13.5.64
Address	2 Pagoda Street Rangoon
Phone	no phone
Job Title	Children's nurse
Hourly Rate	20.00
Date started	1.2.96
Date left	
Tax exemption?	Yes
Any dependents?	1
Deductions (union, health fund etc)	None

The pay officer can look at the record card and know straight away what hourly rate to pay and what level of tax to deduct.

### **Leave records**

The pay officer will keep records on the reverse side of the record card for each staff member which include annual leave (holiday) and sick leave already paid to the staff member.

It is important that these details be recorded because each person is only allowed a certain number of days leave per year. Each person earns these leave days by working at the organisation. The pay officer needs to look at how long someone has been employed at the organisation to work out how much sick leave and annual leave the staff member has earned to date.

For example, this Entitlement Record Card might look like this:

Employee Leave Entitlement				Name: Naw Irene			
Holidays			Sick Pay				
Date	+ days earned	-days taken	balance	Date	+ days earned	-days taken	Balance
1.8.96	10		10	20.4.96	2	1	1
1.11.96	15	5	10	4.8.96	4	1	3
1.2.97	15		15	10.2.97	8	5	3
1.5.97	20	5	15	10.5.97	6	1	5

### Storing staff records

It is important that staff records such as those shown in the examples are kept together for easy reference by the pay officer. All the records about wages should be kept together. All the personal record cards should be kept together and all the wages summaries should be kept together.

It is also important that the records be kept in a secure fireproof place such as a locked filing cabinet. This is important because the records are personal documents which show private information about people and are confidential. The organisation also needs to show that they have been fair in the way that they pay staff and keep records of this.

The only people who should have access to these records are the pay officer and any other administrative staff who need to use them. If a staff member wants to look at their own record they need to ask the pay officer to show it to them. Keeping the records locked up means that only the staff who need to access them for work purposes can do so with a key.

The administrative staff and pay officer who do use these records need to be aware of principles of confidentiality, meaning that they do not talk to others about what they have read on the records. It is also important that the staff recognise that the records belong to the organisation. The records do not belong to the staff who fill them in. A breach of confidentiality could result in a serious complaint against a staff member or the organisation.

### Summary

In this topic we looked at the administrative systems for recording details about pays. This included records of hours worked by staff, records of wages paid to each staff member and records of staff entitlements (benefits they are to be paid, including sick pay and holiday pay). We also looked at how staff records are kept, who has access to these records and the importance of confidentiality.

### Introduction

Welcome to Topic 3 of the module *Managing Staff for Goal Achievement*. This topic is called Staff Training. In this topic we will be looking at staff training. We will

describe the process for identifying training needs. We will also look at strategies for meeting training needs of staff.

### Identifying training needs

Managers are often expected to organise staff training for employees. Staff training helps workers learn new skills, improve their existing skills and improve their job performance. There are a number of times when staff training is needed, including:

- when things in the workplace are not running as well as they should;
- when new staff have been employed;
- when new equipment such as computers or tools have been installed; or
- when new work procedures such as time clocks have been introduced.

The process of providing training involves the following steps:

1. Identifying the skills (competencies) needed for each job.
2. Assessing whether staff have these skills.
3. Identifying where there are gaps in skills and training is needed.

### Identifying competencies

In Topic 1 we looked at work goals and allocating tasks to achieve work goals. Each worker's job description is a list of tasks to be completed in doing that job. The worker will need to have certain skills and abilities (competencies) to complete the tasks. A list of competencies is called a Job and Person Specification.

You can draw up a Job and Person Specification for every job. A worker might have almost all the skills for a job, but not all the skills. Training the worker in the skills that they lack can improve their job performance improve and make them the right person to keep doing or begin to do that job.

An example of a Job and Person Specification follows:

<b>Irrawaddy Health Services</b>	
Job Specification	
Position	Health Worker
Responsible to	Senior Health Worker and Health Committee
Classification	Grade 2
Essential Qualifications	None
Desirable Qualifications	1. Health worker training course completed 2. Nursing training
Essential Experience	Health and community service experience
Desirable Experience	Experience with independent health organization
Skills	Communication skills
Knowledge	Understanding of health procedures
Special conditions	Female only

The competencies for each job specification can be listed. The competencies are the abilities that the person needs to do the job. To identify what these competencies are,

you need to look at the Job and Person Specification and work out each of the tasks that has to be done and the things that the worker needs to be able to do to complete that task.

For example, the Health Worker Grade 2 would need to have the following competencies (abilities) to do their job:

- ability to dress a wound;
- ability to measure temperatures;
- ability to administer medicines;
- ability to calm distressed patients;
- ability to resuscitate;
- ability to prioritise patients according to presenting problem;
- ability to inform doctors of the patient's complaint;
- ability to drive;
- ability to write reports;
- ability to report to supervisor on work done; and
- ability to explain medical diagnosis to patients.

### **Assessing staff competencies**

A competencies assessment form can be used to work out whether a person has the right skills for a particular job. This might be done at the same time as the performance appraisal, for people already employed by the organisation. The proforma would list all of the competencies above and would also indicate whether the worker has a satisfactory level of ability in that skill.

The Competency Assessment form is used by the supervisor to list whether the worker is competent in each skill needed in the job. The supervisor would write S or NS beside each competency depending on whether the level of ability in that skill is seen as satisfactory (S) or not satisfactory (NS) by the supervisor.

Where the level of skill is seen as unsatisfactory, it may be possible to increase the level of a worker's skill through training.

Training might be useful so that staff in an organisation can keep up to date with changes that are happening in their area of work. It can also help people to keep improving the way they work.

Training can improve computer skills, communication skills, service delivery skills, leadership skills and skills at using equipment in the workplace.

A form for the Health Worker position might look like:

<b>Irrawaddy Health Services</b> Competencies
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Health Worker Grade 2	
Name of worker _____	<u>Satisfactory/</u> <u>Not</u> <u>satisfactory</u>
Ability to dress a wound	
Ability to take temperatures	
Ability to administer medicines	
Ability to calm distressed patients	
Ability to resuscitate	
Ability to prioritise patients according to presenting problem	
Ability to inform doctors of the patient's complaint	
Ability to drive	
Ability to write reports	
Ability to report to supervisor on work done	
Ability to explain medical diagnosis to patients	
Supervisor's name _____ Date _____	

### Identifying gaps in abilities

Identifying where the level of skill is unsatisfactory can help to identify gaps in the abilities of workers. Training could be required if these gaps are to be filled. If the competencies assessment form has been used at the same time as the staff performance appraisal has been done, the appraisal may have identified where training is needed.

In Topic 1 we looked at the questions which would be answered for a performance appraisal. These included questions about what new skills would help achieve the work goals and what training would improve performance. These are questions which help to identify where training is needed.

For example, the Health Worker Grade 2 might be satisfactory in all of the competencies except writing reports and driving. A need for training in these two areas could be identified and a plan drawn up for how this will happen.

It is important that the supervisor and the worker decide together what areas training is needed and how it will be provided to the worker. It needs to be a mutual process so that the right level of training is provided and it is suitable for the job. It is also important that the worker is not insulted at the suggestion that training is needed but recognises that it is an accepted part of learning the skills for the job.

It is important that the worker is able to attend training without worrying about their job not being done. A replacement worker might need to be provided so that the work still gets done while the training is taking place.

Even if the training is done on the job, the supervisor needs to make sure that the worker is not expected to do twice as much work when being trained. Training should not be unpleasant or stressful for the worker. The supervisor also needs to assign work tasks so that the worker gets a chance to practice their new skills after training is completed.

### **Strategies for meeting staff training needs**

There are a number of strategies for working out how to make sure that staff get the training they need. Strategies are needed to work out the best way to train staff; when and where to train staff; and how to pay for the training. The best way to work out all these things is to do a training plan.

### **Training Plan**

A training plan is based on the competencies needed to do a job well. It uses the gaps in a person's competency to set training goals. It includes the training goals, and the who, when, where and how of the training.

### **The training goal will be written into the training plan**

Both the supervisor and the worker have to agree on the training goal. A training goal for a health worker, for example, might be: to be able to dress a wound.

### **The reason for training will be written into the training plan**

They should also agree on the reason for wanting to achieve this goal. For example, the training might be to improve the worker's skill so that the worker's competency can be changed from 'not satisfactory' to 'satisfactory' on the competency proforma, or to enable a worker to take on a new job, or to teach a worker to use new equipment, such as a new computer.

### **Who will be trained will be written in the training plan**

The plan will name the worker who will be trained.

### **When the training will happen will be written in the training plan**

Some training can be done on the job, a little at a time. Some training can take one full day. Some training can take a few hours every week for a year or longer. When training happens depends on what sort of training is needed and what sort of training is chosen. The plan will show how long the training will take and what day and what time it will happen.

### **Where the training will happen will be written in the training plan**

Some training can be done at the workplace, some can be done in a classroom at the workplace or somewhere else, some can be done at home and some can be done at a training place such as a College. Where the training happens depends on what sort of training is needed and what sort of training is chosen.

### **How the training will happen will be written in the training plan**

There are many different ways to train people. These include:

1. One to one, on the job training

This is when a supervisor tells the worker what to do in detail, then shows the worker and watches as the worker does each task. The supervisor might train the worker to do many tasks in this way. For example, as each patient comes to the clinic, the health worker might give the trainee health worker lessons in dressing a wound, measuring a temperature, giving medicines and resuscitating patients.

2. One to one classes at the workplace

This is when the work is interrupted for training, such as when the supervisor agrees that the worker can spend some time (eg: an hour) at training and the supervisor or a trainer teaches a worker about something new.

For example, the health worker might give the trainee health worker lessons when there are no patients, showing the trainee on a model or on themselves.

3. Group classes at the workplace

This is when the supervisor or trainer teaches a whole group of workers. This sort of training might be chosen instead of one to one classes because several workers need to learn the same things.

4. Off the job courses

This is when the worker starts a course, like the Certificate in Community Management. These courses go for a long time, such as one or two years. These courses are taught by people who do not work at the worker's workplace. They can be distance education courses or classroom courses. Usually the worker does a few hours every week, as well as going to work.

5. Off the job, one day classes

This is when the worker goes to a training place, such as a college, for a class which goes all day. It is not a long course like off the job courses. For example, a health worker might go to a First Aid Course run by the ambulance workers.

6. Conferences

This is when the worker goes to a conference with workers from other workplaces. For example, health workers from all clinics in Mon State might go to a conference in Moulmein.

7. Apprenticeships with one to one, on the job training and course work

This is when a worker is training to be a plumber, electrician, carpenter etc and they have to work with a qualified person and go to a course as well.

The worker might do more than one different sort of training. For example, the trainee health worker might have one to one, on the job training; one to one classes, and as well as an off the job course.

Each of the different ways of training are better for learning different things. Some of them suit some workers better than others. When the supervisor and worker are drawing up the training plan, they have to talk about which training method will suit the worker best, which will suit the workplace best and which will achieve the training goal best.

The training plan will also include how the training will fit into the worker's work plan. For example, the health worker might have to have a one to one class every day at 4 pm, and other health workers have to see all the patients who come to the clinic at that time.

A training plan for a health worker might look like this:

### **Training Plan**

**Who** is this training plan for: Hser Nei

**Training Goal:** To achieve competency in the following skills:

- ◆ Ability to dress a wound
- ◆ Ability to measure temperatures
- ◆ Ability to administer medicines
- ◆ Ability to calm distressed patients
- ◆ Ability to resuscitate
- ◆ Ability to prioritise patients according to presenting problem
- ◆ Ability to inform doctors of the patient's complaint
- ◆ Ability to drive
- ◆ Ability to write reports
- ◆ Ability to report to supervisor on work done
- ◆ Ability to explain medical diagnosis to patients

**Why** Hser Nei wants to be trained: To become a health worker (ie: for a new job).

**When:**

- ◆ Hser Nei will start training in January 1998.
- ◆ Hser Nei will work as trainee health worker 9am to 12.00 Monday to Friday.
- ◆ Hser Nei will study the Certificate in Community Services and Health 1pm to 4pm Monday to Friday from February.
- ◆ Hser Nei will have one to one classes from 4pm to 5pm Monday to Friday.
- ◆ Hser Nei will attend driving classes between 1pm and 4pm Monday to Friday during January.

**Where:**

At the community health clinic.

**How:**

- ◆ Her Nei will be supervised by Hser Paw, the senior health worker. Hser Paw will be replaced in the clinic by Naw Wah and Naw Say Lah when Hser Paw is training Hser Nei.

- ◆ Hser Paw will give Hser Nei one to one classes in all practical health worker tasks (including dressing wounds, measuring temperatures, giving medicines, calming patients and resuscitation).
- ◆ Hser Paw will give Hser Nei one to one on the job training in all practical health worker tasks.
- ◆ When Hser Nei has completed the first five modules of the Certificate course, Hser Paw will give Hser Nei one to one on the job training in clinic management tasks (including prioritising patients, informing doctors of patient's complaints, writing reports, reporting to supervisors, explaining medical diagnosis to patients).
- ◆ Hser Nei will learn to drive by attending driving classes run by the adult educator.

Hser Nei will enrol in the Certificate as an distance education student. He will study in the clinic office.

### **Accessing training funds**

It costs money to train staff. The workplace might have to pay course fees, wages for trainers, training expenses (for equipment, books, videos), fares (to go to conferences or one day courses), travel allowances (for conferences), and wages for other staff to replace the worker who has gone for training. When a manager is writing a submission for funds, they should include some amounts for training. Sometimes the workplace might need more money for training than the department funded. They might have to look for extra funds.

In the example above the manager might be able to contact the funding department and ask for extra training money. They might have to ask other departments as well.

The manager has to write a training plan and apply to Ministry of Health for money to employ a trainee. The workplace has to show that it has trained staff who can teach the trainee and that they can give the trainee a job when they finish their training.

### **Running in house training**

In house training is on the job training. It can be for one worker or for many workers.

To run on the job training, the workplace has to employ a trainer. If a supervisor has to train the workers, the workplace might have to pay someone else to do the supervisor's job while they are teaching. If the supervisor cannot train the staff, then the workplace needs to find another trainer. It is possible to contract trainers for one off workshops (one day courses) or ongoing classes.

The manager could find out about trainers by asking other organisations, if they know any trainers they could recommend. The workplace has to know the training goals and what sort of training they want for the staff before they look for a trainer. Some organisations can provide trainers for one day courses in computers, management and communications.

The manager also has to make sure that the trainer is the right person for the workplace and that they are experienced at training staff.

The manager will need to meet with the trainer and plan the workshop or classes. They need to be clear about the training goals. They need to agree on how, when and where the training will happen. The manager has to make sure that the training will:

- be useful to the staff;
- achieve the training goal;
- not be too intimidating or difficult for the staff;
- not be too easy for the staff;
- not offend the staff;
- not waste time or rush the staff; and
- be run smoothly.

When the manager has arranged a trainer, then they have to work out where the training can happen. They might have to find a room for a workshop. Sometimes organisations hire a conference room or use a room at a school or a college, if they don't have a suitable room at the workplace.

Then the manager has to work out when the workshop can happen. They will discuss dates with the other staff. They will have to find a time when the workplace will not be too busy. They will have to find a time when it will not cause problems for people who depend on the organisation (the customers, clients or patients).

Then the manager has to work out arrangements they have to make so that staff can have time off to go to the workshop. They might have to close the office or leave a few staff to take messages and arrange appointments for when the staff return.

### **External training**

External training is off the job training. It can be for a one day course or for ongoing courses such as the Certificate in Community Management. It can include classroom training and distance education courses.

The manager might look for off the job training for the staff. The manager and worker will have identified the training needed through staff performance appraisals and competency proformas. The manager could contact other organisations or departments to find out about courses. These departments have the names of many courses. They have detailed descriptions of all the courses.

Once the manager has found a suitable course, then they will discuss it with the worker. They will have to agree on how often the worker has to attend class or work on their study. They have to agree on how this will fit in with their work. They have to draw up a training plan.

Then the worker will have to apply to do the course. When the worker is accepted into the course, they will have to enrol and pay the fees. Then they can start the course.

### **Summary**

In this topic we have looked at training staff.. We have looked at ways of identifying training needs by preparing job and person specifications, preparing competency lists for a job, assessing a person's abilities and identifying a person's training needs by using a competency proforma.

We have also looked at the ways a workplace can meet the training needs of its staff. It can do this by drawing up a training plan which includes training goals, as well as

saying who, when, where and how training will happen. We looked at the different ways of training. We looked at how a workplace can obtain funds to train staff. We looked at making arrangements for in house training and external training.