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An Organizational Context for Training

William Brieger, MPH, CHES, DrPH
Johns Hopkins University
Section A

Introduction and Definitions
The Context

Organizational Management

Personnel Management

Continuing Education

TRAINING

Organizational Management

Personnel Management

Continuing Education
Training Is

A set or series of formal learning activities
That enables future or current workers
To acquire the knowledge, skills and attitudes
Needed to perform a job
Within the workplace …

★ In-Service Training (IST) is part of continuing education (CE)
While training supports implementation and achievement of organizational goals, training is not limited to formal employees.

Community volunteers, peer educators and outreach workers also can be trained.
Continuing Education

CE is both formal and informal

CE helps workers revise and polish existing skills

CE helps workers obtain new skills on the job

CE keeps workers up-to-date

CE is part of

- Personnel or human resource management
Personnel Management

Obtaining, organizing, and motivating the human resources required by the enterprise

Developing an organization climate and management style which will promote effective effort and cooperation and trust between all the people working in it

Source: Armstrong, 1980
Helping the enterprise meet its legal obligations and its social responsibilities towards its employees with regard to the conditions of work and quality of life provided for them.

*Source: Armstrong, 1980*
Personnel management: those activities within an organization that are geared to recruiting and maintaining high quality human resources

Cardinal function: create a workforce with the ability/motivation to accomplish basic corporate goals

Two categories: (1) conditions of service, and (2) job performance
Conditions of Service

Salary and remuneration
Location and time of work
Promotions, transfers, separation
Performance appraisal, discipline
Benefits, such as health care
Entitlements such as continuing education
Health and safety
Allowances such as hazard pay, vacations
Personnel policy defines

- Job descriptions and responsibilities
- Job qualifications
- Working, reporting, and supervisory relationships

Job performance is enhanced through

- Continuing education
- Supervisory feedback
Summary of Context

Personnel/Human Resource Management

- Conditions of Service
  - Salary, Promotions
  - Benefits, Allowances
  - Discipline

- Personnel Development
  - Continuing Education
    - Workshops
    - Seminars
    - Short Courses
  - Job Description
    - Self-Learning
    - Staff Meetings
    - Supervisory Visits
Section B

Training in the Context of Organizational Management and Programming
Stakeholders in Organizational Management

Organizational management must address and balance the needs and interest of many stakeholders including:

- Personnel, workforce, unions
- Shareholders, legislators
- Directors, board members
- Customers/consumers
- Social interest groups, etc.
An organization (public or private) exists and grows because it provides the community with goods or services the community sees as worthwhile.

To do this efficiently, the organization must function at an optimum level of productivity.
This level is a direct result of the collective effort of all employees.

Yet not every employee works at the level established by the standard of performance for the job he or she holds.
A Review of Organizational Diagnosis

- Environment
- Human Element
- Time & Space Coordination
- Policy
- Technical
# How Training Can Address Organizational Problems

<table>
<thead>
<tr>
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<th>Better responses to environmental pressures and innovations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td></td>
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<tr>
<td><strong>Human Element</strong></td>
<td>Improved human relations and communication skills</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td>Updating performance for new procedures, equipment, etc.</td>
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</table>
### Issues Training May Not Address

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environment</strong></td>
<td>Changes in regulation, resource flow</td>
</tr>
<tr>
<td><strong>Human Element</strong></td>
<td>Ethnic rivalries, personality clashes</td>
</tr>
<tr>
<td><strong>Technical</strong></td>
<td>Appropriateness of equipment</td>
</tr>
<tr>
<td><strong>Space-Time</strong></td>
<td>Location and scheduling of work</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>Complaints arising from personnel policy</td>
</tr>
</tbody>
</table>
In Fact

It is estimated that only **15%** of performance problems can be addressed through training.

The other 85% are due to problems in the system—facilities, equipment, supplies, management procedures, etc.

★ *Learning for Health, 1992*
<table>
<thead>
<tr>
<th>Performance Can Be Affected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rigid timetables</td>
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<tr>
<td>Personal unwillingness to change</td>
</tr>
<tr>
<td>Feelings of isolation</td>
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<tr>
<td>Poor accommodation</td>
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<tr>
<td>Few incentives or opportunities for advancement</td>
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</tbody>
</table>
He focused on factors in the job that lead to satisfaction or to dissatisfaction

- These factors include the full scope of personnel management

The factors that employees listed as causing them satisfaction on the job were distinctly different in nature than those that cause dissatisfaction
Satisfiers

Achievement
Recognition
Responsibility
Work itself
Growth
Advancement

Note that these are components of self-actualization
<table>
<thead>
<tr>
<th>Dissatisfiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working conditions</td>
</tr>
<tr>
<td>Policies, practices</td>
</tr>
<tr>
<td>Supervision</td>
</tr>
<tr>
<td>Interpersonal relations</td>
</tr>
<tr>
<td>Salary/financial compensation</td>
</tr>
<tr>
<td>Status</td>
</tr>
<tr>
<td>Job security</td>
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<tr>
<td>Personal life</td>
</tr>
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Note that these are often sources of conflict, tension, worry, and disunity
Satisfiers are all integral to the performance of the job and are therefore referred to as **job-content factors**.

Dissatisfiers have to do with the environment surrounding the job itself and thus are referred to as **job-context factors**.

**Training, it would appear, addresses the satisfiers**.
A performance gap by employees doesn’t necessarily or directly translate into a need for continuing education or training

Before putting resources into CE:

- Look at the underlying causes of problem

The lack of appropriate knowledge and skills is one case where continuing education may be the answer
Other Reasons

Other reasons are related to:

- Lack of resources
- Poor motivation
- Poor work organization

These problems require different solutions

- Petit, 1994
### Tuberculosis Patient Case Detection, Treatment, and Holding Is below National Standards

<table>
<thead>
<tr>
<th>Specific Problem</th>
<th>Underlying Reasons</th>
<th>Possible Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff do not respond well to patients, patients’ family members, or to supervisors</td>
<td>Staff are recruited on basis of ethnicity, religion, or personal contacts—and do not feel accountable</td>
<td>Use of objective recruitment criteria</td>
</tr>
<tr>
<td>Sputum diagnosis is inaccurate or delayed</td>
<td>Reagents and equipment are lacking</td>
<td>Reallocation of resources to purchase needed supplies</td>
</tr>
<tr>
<td>Staff do not understand current treatment protocols</td>
<td>Directly Observed Treatment (DOTS) was recently introduced without informing staff</td>
<td>Continuing education to provide knowledge and skills on DOTS</td>
</tr>
</tbody>
</table>
WHO’s Mother-Baby Package

Program activities

- Strengthen health services
- Develop and manage human resources
- Assure equipment, supplies, and drugs
- Assure quality of care
- Organize health education for the community
Human Resource Development Includes

- Improving basic training—e.g., for midwives
- Deploying adequate staff at front-line and referral levels
- Conducting in-service training for existing MCH staff
- Obtaining legal backing for new procedures, roles of front-line cadres
- Improving conditions of service for front-line staff
Conclusion

When all things are considered, 15% of performance problems and needs is not a small number.

While training must be put in context of personnel and organizational management, training also must be addressed in a thorough and systematic manner.

Organizations must, therefore, have training policies.
Organization of Personnel Management

Organizations usually have departments that are variously called

- *Establishments*
- *Personnel*
- *Human resources*

Training and continuing education units, departments, or programs are less common
Legitimizing Training

IST and CE should be part of a training department/unit within an organization

This makes it possible for training to become a planned component of overall organizational management

As opposed to an ad hoc arrangement
Here a community health committee is being trained on mobilization for immunization.

The job of planning and implementing training should be a normal agency line function.
In order for the training function to be thus institutionalized:

- *The position of training manager and the establishment of a training department must be legitimized in the form of an organizational policy*
- *Training must be an entitlement*
- *A resource center is needed*
Functions of a Training Unit

Recognize, determine organization’s training needs

Implement staff development and training according to overall plans

Utilize training specialists to design plans for the organization

Provide coaching (individualized training) as needed

Evaluate and plan future training
Training Specialist

- Research and develop overall training plans
- Network with outside resources
- Work with management to develop appropriate supervisory approaches
- Administer and coordinate training programs
- Prepare training outlines and learning materials
- Train supervisors in teaching skills
- Evaluate training results
Training consumes resources

- **Staff time, materials, travel costs, etc.**
- **From design through follow-up**

Administrators and executives demand that a training unit demonstrate its value

- **Cost/benefit analysis**
- **Return on investment**
Trainees return to a work setting where they will apply new knowledge and skills

★ *But will they be accepted and function?*
Trainers must liaise with departments to ensure that:

- *Training needs are recognized*
- *Supervisors know what to expect from trainees*
- *Job security is maintained*
- *Trainees are rewarded appropriately*
Ideal Training Roles

When there is a difference or gap between actual performance and the standard, productivity suffers.

Training can reduce this gap by changing the behavior of individuals:

- *By giving them additional specific knowledge, skills, or attitudes needed to achieve a standard*
Changing behavior, then is the function of training

The ultimate objective is to help achieve the goals of the organization through optimum use of human resources
Training Functions

Increase productivity

Improve the quality of work and raise morale

Develop new skills, knowledge, understanding, and attitudes (fight obsolescence)

Use correctly new tools, machines, processes, methods, or modifications
Training Functions

Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs

Implement new/changed policies/regulations

Develop replacements, prepare people for advancement, improve manpower development, and ensure continuity of leadership

High expectations for training: can training live up to these?
Sample Training Activities

Orienting new employees to the goals, policies, structure, products, or services of the organization

Acquainting employees with a new organizational policy and how it is to be implemented
Sample Training Activities

Familiarizing employees with a new procedure, new record form, a new machine, or a modification of existing forms, machines, etc.

Improving the quality of information management and report writing throughout the organization
Section D
Combating *continuing ignorance*

- Help in remembering basic learning
- Job realities that were never taught in school
- Job changes due to new circumstances and technologies
- CE is a lifelong process
Health workers in isolated settings

- With few supervisory visits
- Inadequate or lack of reading materials
- Less opportunity to attend meetings, seminars
- Interact with fewer professional colleagues
CE Strategies

Staff meetings within the workplace

Meetings with professional colleagues at seminars, conferences, workshops

On-site supervision and coaching

Self-study with books, journals, distance education

Radio and mass media programs

Exchange visits

Formal in-service training courses
Rural Ibarapa District, Oyo State

Approximately 160,000 residents

165 health workers

- 33% local government
- 35% state, federal government
- 32% private facilities

Continued
Interviewed about CE experiences in:

- IST
- Supervision
- Staff meetings
- Self-study
CE Experiences: 144 Respondents

<table>
<thead>
<tr>
<th>Type of CE</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>IST</td>
<td>56</td>
</tr>
<tr>
<td>Super &lt; 6mos</td>
<td>98</td>
</tr>
<tr>
<td>Staff Meet &lt;6mos</td>
<td>104</td>
</tr>
<tr>
<td>Self Study</td>
<td>84</td>
</tr>
</tbody>
</table>
CE Experiences and Gender

- IST
- Super < 6mos
- Staff Meet < 6mos
- Self Study

- Male
- Female
Lessons

Government health staff have greater access to IST

Many donor programs sponsor IST

Policymakers forget that private sector provides large share of services

Private sector staff needs updating, too, on new treatment procedures, etc.