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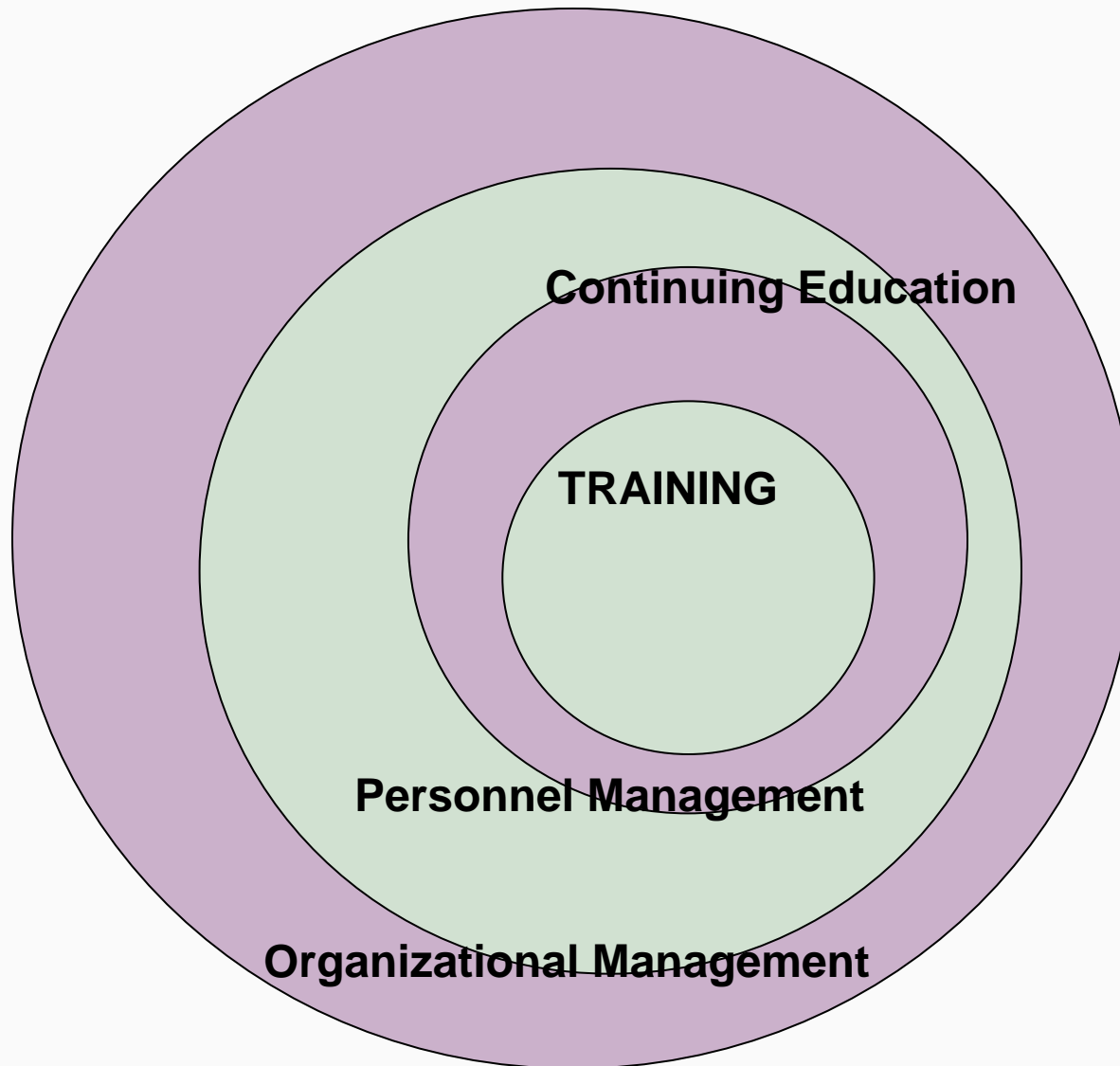
An Organizational Context for Training

William Brieger, MPH, CHES, DrPH
Johns Hopkins University



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Section A



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)*

Training in the Community

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

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*

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

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

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

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

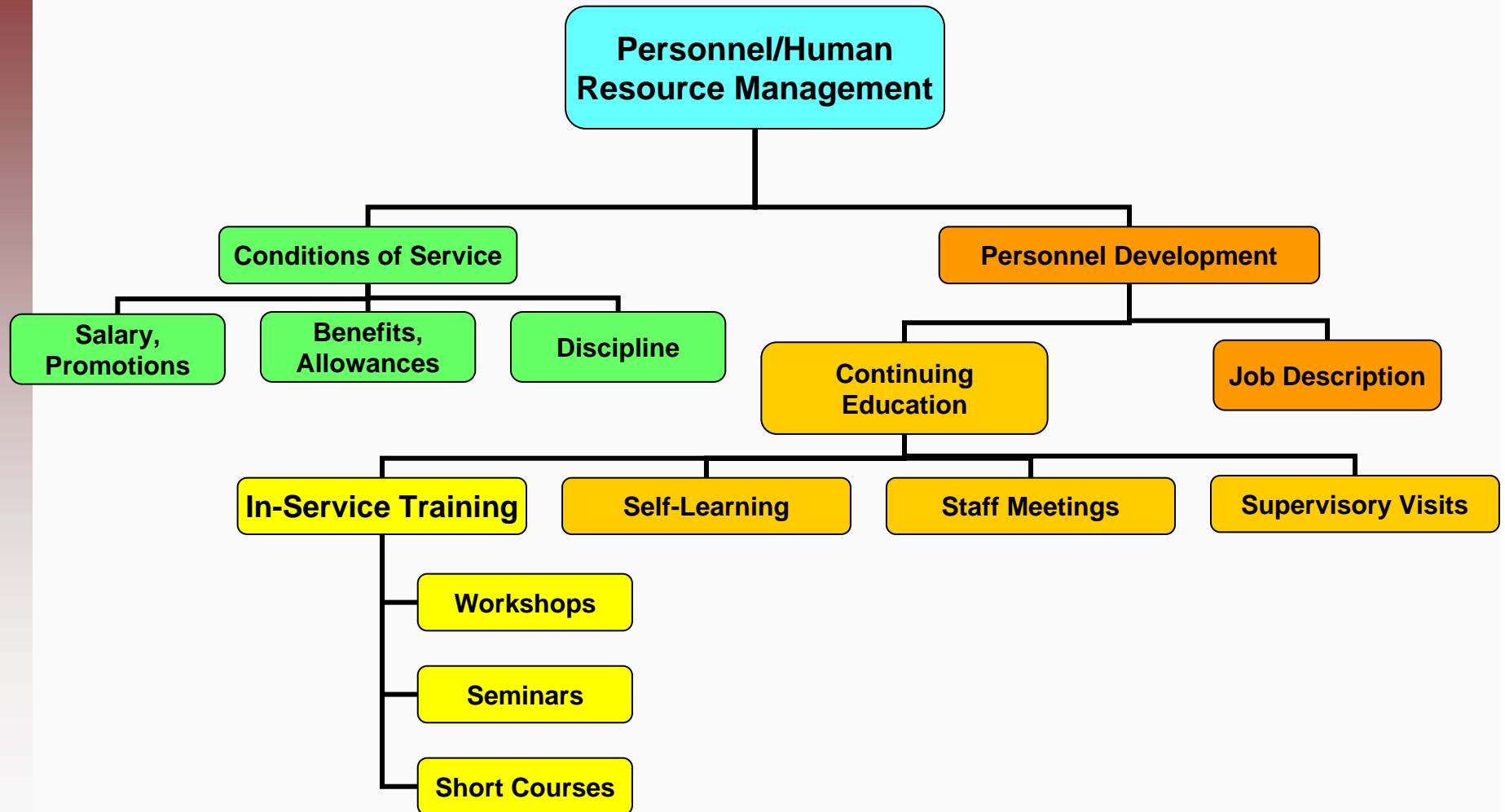
Personnel policy defines

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

Job performance is enhanced through

- ★ *Continuing education*
- ★ *Supervisory feedback*

Summary of Context





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Section B

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.*

Organizational Performance: Employee Performance

An organization (public or private) exists and grows because it provides the community with goods or services the community sees as worthwhile

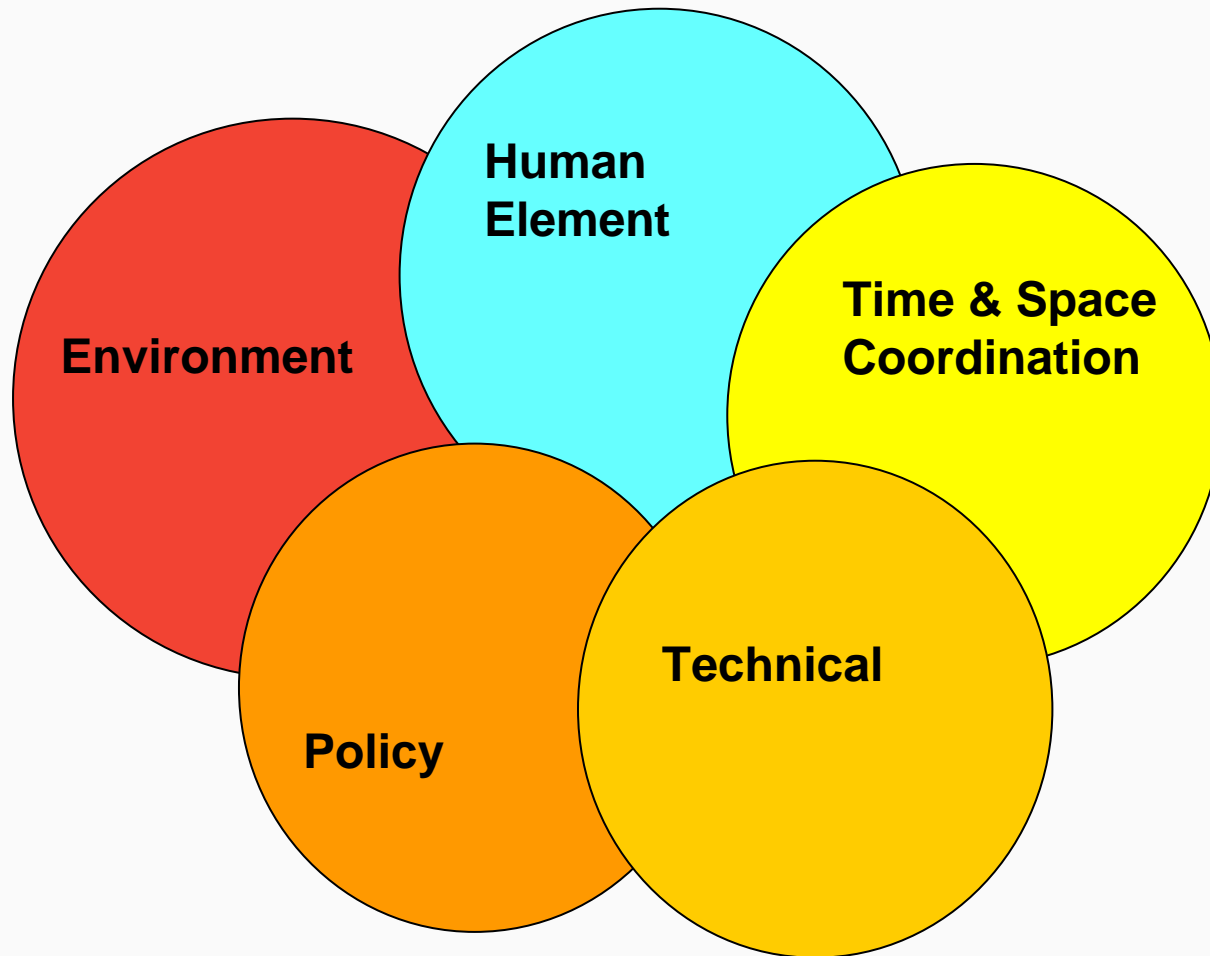
To do this efficiently, the organization must function at an optimum level of productivity

Organizational Performance: Employee Performance

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



How Training Can Address Organizational Problems

Environment	Better responses to environmental pressures and innovations
Human Element	Improved human relations and communication skills
Technical	Updating performance for new procedures, equipment, etc.

Issues Training May Not Address

Environment	Changes in regulation, resource flow
Human Element	Ethnic rivalries, personality clashes
Technical	Appropriateness of equipment
Space-Time	Location and scheduling of work
Policy	Complaints arising from personnel policy

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*

Performance Can Be Affected By

Rigid timetables

Personal unwillingness to change

Feelings of isolation

Poor accommodation

Few incentives or opportunities for advancement

Lack of or dysfunctional basic equipment

Heavy caseload and not enough staff

Inadequate referral system

Irregular or inadequate supplies

Herzberg's Research Helps Explain

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

Achievement

Recognition

Responsibility

Work itself

Growth

Advancement

**Note that these are
components of self-
actualization**

Working conditions

Policies, practices

Supervision

Interpersonal relations

Salary/financial compensation

Status

Job security

Personal life

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

Analyze before You Train

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 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*

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

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

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



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Section C

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

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

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*

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

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

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



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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*

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

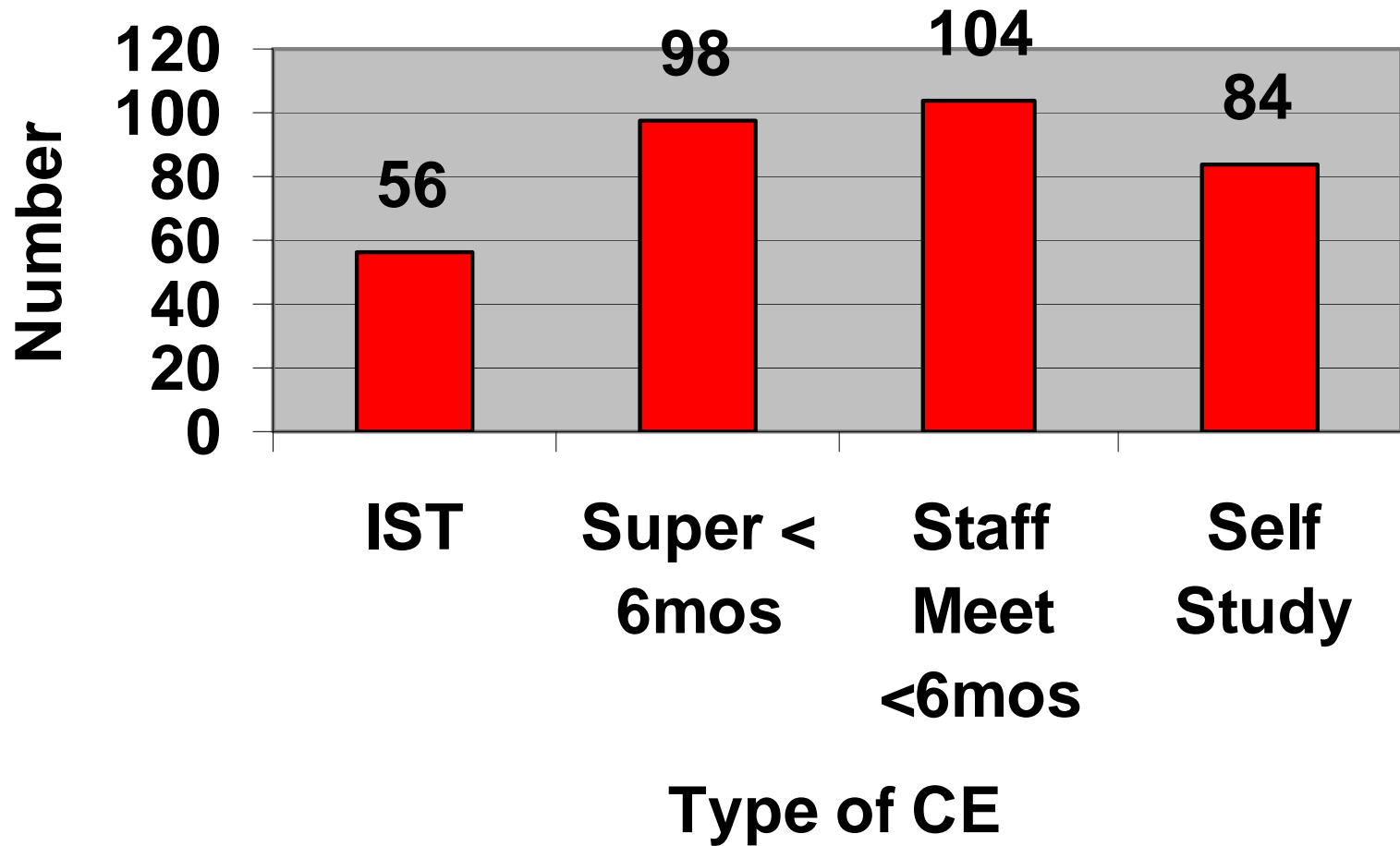
Approximately 160,000 residents

165 health workers

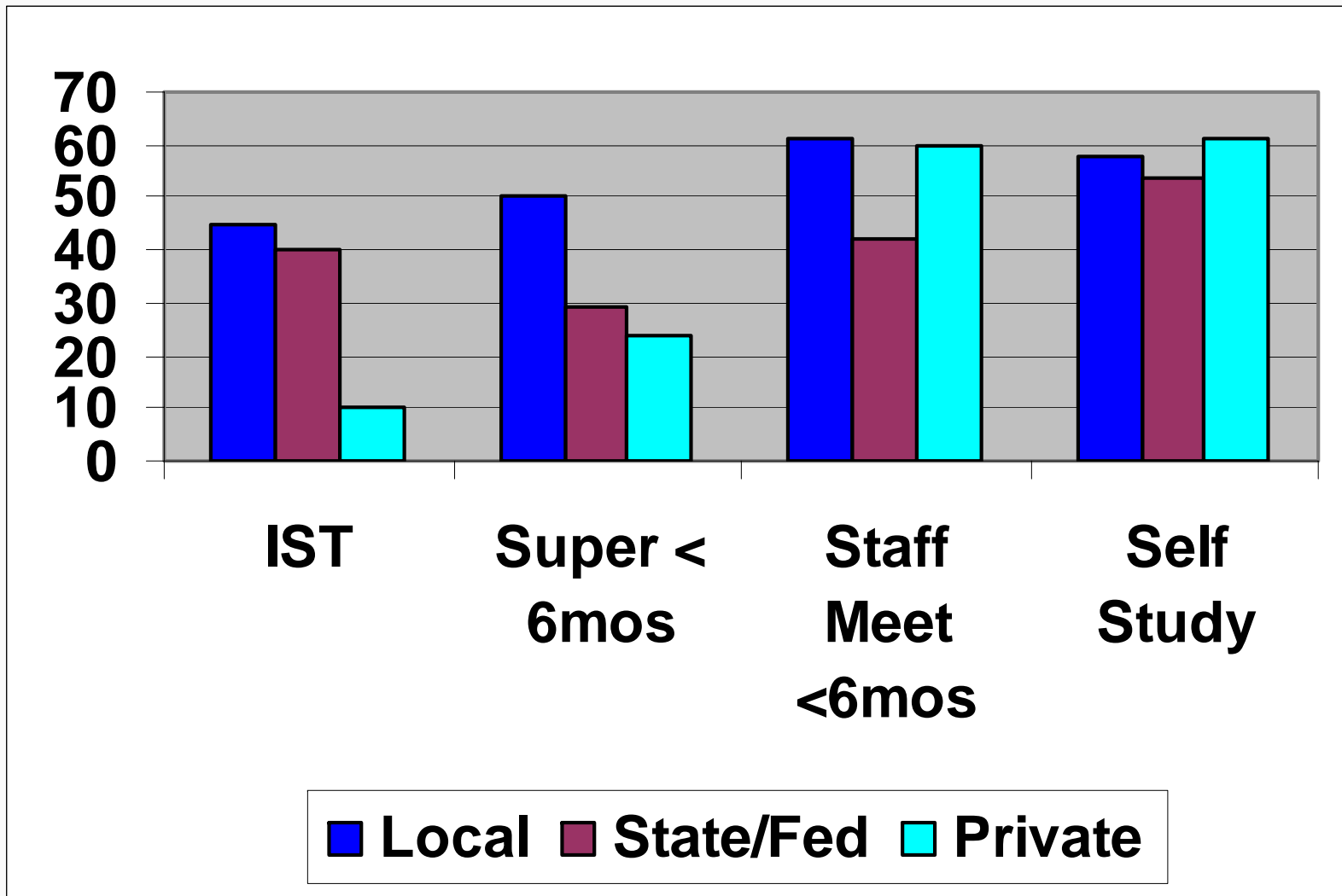
- ★ *33% local government*
- ★ *35% state, federal government*
- ★ *32% private facilities*

Interviewed about CE experiences in:

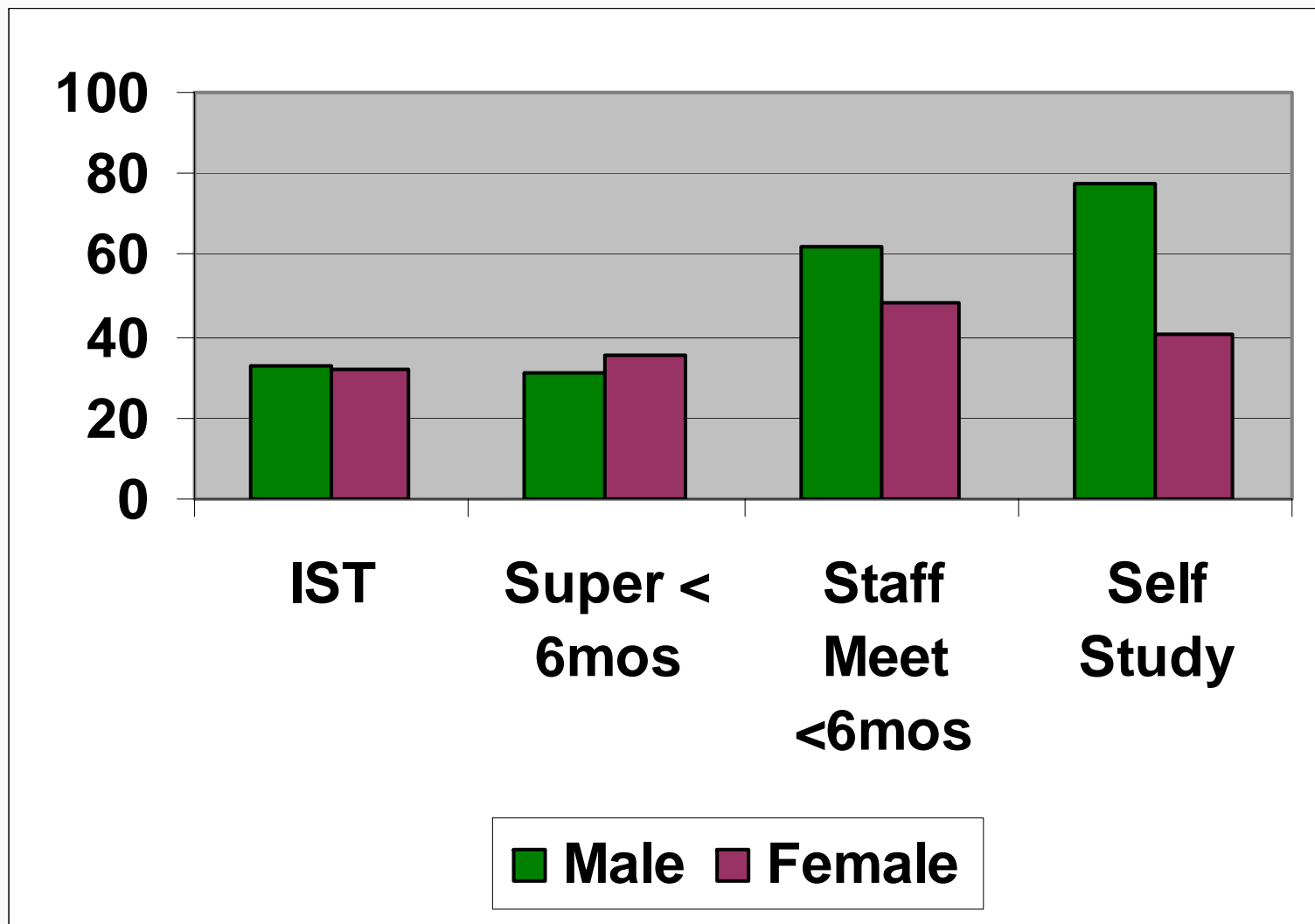
- ★ *IST*
- ★ *Supervision*
- ★ *Staff meetings*
- ★ *Self-study*



CE Experiences by Sector



CE Experiences and Gender



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.