

# ***Training manual on management of human resources for health***

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## ***SECTION II***

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### *Facilitator's Guide*

*Session outlines:*

*Managing organizations*

*Leadership*

*Motivation*

*Problem-solving*

*Staff establishment and recruitment*

*Management-staff relations*

*Staff development*



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**WORLD HEALTH ORGANIZATION  
GENEVA**

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## FACILITATOR'S GUIDE

These general notes are addressed to facilitators involved in using all or part of the material included in the Manual. They offer guidelines and suggestions (which can be adopted, adapted, or ignored) on how participants can be helped to make optimum use of the available material.

### General Approach

*A facilitator's role lies in helping people to help themselves to learn*

For many, the role of the facilitator is a familiar one. For others, it may be somewhat new. Some guidelines may be helpful. In general, the facilitator's purpose is to:

- help the group to get organized at the beginning of the activity. Although the process is to allow participants flexibility, sufficient structure is necessary to reassure them that this is deliberate;
- help trigger discussion;
- help to sensitize participants to the group processes among them;
- provide a model of self criticism;
- stimulate discussion and participation by building upon the purpose;
- provide the questions but not the answers, not give advice, take sides, be judgmental or argue, as this tends to discourage participation and reduce the effectiveness of the discussions;
- support the group in managing the group's time: this can be difficult because there are so many variables depending on the specific purpose of the meeting, the availability of time, the needs of the participants etc; in any case some time limitations should be agreed upon and observed; this can also be useful in selecting the most important issues for discussions.

Facilitators must be good communicators and adept at involving all participants in the session. Facilitators are not lecturers. Their work is to explore the variety of ideas about given issues and to help participants clarify their own ideas and the implication of these ideas for action.

This helping relationship is essentially an attitude of mind which needs to be emphasized in the role of a facilitator and shared with participants from the outset. It is expressed in a friendly but business-like approach to the conduct of the workshops, the climate of which is largely set in the initial contacts with participants. It is at this initial point that the expectation is established that, through this mutually-supportive and temporary learning community, participants can learn skills that will make a positive and noticeable difference to the way they perform in their present and future work.

Facilitators help them to identify and perform tasks within their competence, but of increasing complexity and challenge so that their ability and self-confidence are progressively built up as they are encouraged to higher levels of achievement.

**Remember that the training materials need to be interpreted and adapted for local circumstances.** The management of human resources takes place within specific and often changing regional, national and local environments, which must be taken into full account if truly relevant learning is to lead to permanently improved work performance. It follows from this that learning/training materials can offer universal frameworks, general principles and a variety of case studies, learning exercises and check-lists for local choice and application. However, the detailed design and conduct of particular training events should be decided by managers and trainers who are much closer to the local circumstances of participants. Judgement should be used:

- to extend or modify the brief in order to give special emphasis on aspects of HRM that are of particular local concern, perhaps by asking one of the groups to concentrate on such issues or by raising them for discussion in the reporting-back session.
- to select exercises and questions, or relevant training materials, exercises, audio-visual aids, reading etc. of your own if you judge that a modified range of materials would enable participants to achieve the workshop objectives more successfully, but care should be taken to avoid any overload of information and distraction from the main tasks.
- to decide when to sit in briefly on group meetings in order to observe their functioning, using this as a means of helping you to decide whether any modifications are needed as the workshop proceeds.
- to be prepared to comment, occasionally and constructively, on the processes of analysis and reasoning that groups are using or on any failure to use all the resources available to them, and offer help if it appears to be needed, but avoid as far as possible any involvement in the technical content of the group tasks because that is their job rather than yours.
- to encourage the view, particularly during plenary discussions, that in HRM there is not always a single "correct" solution to the problems and tasks, so that differences of opinion and approach are legitimate and to be respected, provided they are consistent with the available information and the objectives of the exercise.
- to not let participants move on to the next stage of the workshop until you are satisfied that the main lessons of the present stage have been learnt. You may wish to check the understanding of participants by judging the quality of their written answers to some of the questions and exercises, both on a random individual basis and by assessing the quality of groups' reports on their work.

### **The Participants**

These are assumed to be chiefly middle managers/administrators, between 12 and 25 in number if attending workshops, from a variety of professional backgrounds working in the health systems of their countries (at local/district, provincial/state or central/national levels), together with representatives of Public Services Commissions or similar bodies. Many participants are likely to be line managers (organizing work through staff in a supporting or advisory role to the senior line management of the health system). No previous specialized training is needed, but all participants should have significant human resources management responsibilities and experiences to share.

### **Preparation**

All the subject areas included require the tutor to undertake some preparation. At the least, this means that the tutor should become very familiar with the materials so that he/she can use local illustrations to reinforce the ideas, theories, concepts and practices described in the Manual. A check will need to be made of the following:

- that the teaching accommodation is satisfactory; and that all necessary equipment is functioning, including a projector for the overheads, and a blackboard or flipchart with the correct writing implements for up to four groups.
- that all the handouts and exercises have been copied so that each participant can have a set of the learning materials as they are distributed.

### **Method of work**

Activities of the Workshop are planned to:

1. Introduce issues, trigger initial discussion and draw on participants' own ideas and experiences.
2. Stimulate participants to think and reflect and to link their existing realities with opportunities for action.
3. Present information in a way which makes people curious and keen to link the workshop experience with their role back home.
4. Give participants every encouragement to make these links themselves and draw on their own conclusions.
5. Give adequate time for participants to identify issues, set priorities, develop strategies and specify the action they will take on their return home.
6. Have flexibility in order to respond to participants' needs and expectations.
7. Have a reasonable chance of being related to the participants' tasks in their own work setting.
8. Allocate a significant proportion of the time to activities which lead to converting ideas into action.

The workshop provides a flexible forum for exchange of views, ideas and experiences in an open manner. There are no formal lectures, introductions or presentation of position papers. Brief introduction of the key principles and content of the module documents may be made by the resource persons. Participants are invited to explore together the constraints as well as the possibilities in their own settings. They must identify the practical activities that they themselves must initiate on their return.

You have probably developed a session plan (suggested outlines for sessions are included in this section), but you may want to vary the timings. Remember that what we are trying to do is to help improve the performance of managers rather than rigidly follow a fixed timetable. One variation that you may wish to consider is to give the handouts to the participants and then use more time to discuss

the ideas they contain rather than give a lecture. Sometimes it may be preferable to take some key ideas from the handouts, adapt them to suit the local situation and deliver a short informal talk with questions and discussions, after which you can give the participants the handout as a reinforcement.

### Exercises

Exercises are used to generate information that will be useful in discussing the next lecture, or to reinforce a lecture, or to give some practice in the application of a skill.

Before you introduce an exercise, read it to yourself to make sure that you know exactly how the procedures of the exercise should work. **When you have done this you should then make some notes on what you want participants to gain from the exercise. What, in other words, are the main learning points?** You need to have them firmly in your mind and you may also want to emphasize some points that are particularly relevant to your situation. Have it written down in front of you so that you can refresh your memory during discussion of the exercise.

Each chapter of the Conceptual Basis section of the Manual has a corresponding series of exercises. However, it is not intended that participants do all of them. The facilitator should choose a few based on what she/he feels are the main issues and, of course, the time available. However, it is always wise to prepare for a couple of more exercises than may be actually used.

Exercises need to be introduced carefully so that everyone understands them. At the conclusion of an exercise try to create discussion amongst the participants. This can often be done by asking open-ended questions about the exercise and their reactions to it. Open questions begin with words like Who? What? When? Where? Why? Always try to avoid giving direct answers yourself, but encourage the participants to think about the lessons of the exercise themselves and relate these to ideas raised in the lecture, and to their own work and health system.

Do not hesitate to allow a useful discussion to run beyond the allotted time. If there is very little participation do not prolong the discussion to fill the time available. Move on to the next item quickly. It is often a good idea to record the main points of a discussion on a blackboard or flipchart. This again reinforces the learning and encourages participation because people like to see their contribution recorded for all to see.

### Style

The workshops are intended to be active, business-like, relevant to work and highly participative in their conduct and atmosphere. They are not designed for people who want to sit back and be lectured to. Specific learning objectives are expressed in terms of new or improved abilities which participants should be able to demonstrate during the workshop and apply on return to their work situation.

Consequently, although the style should be informal and relaxed, participants' involvement and responsibility for their own (and each others') learning through the work they undertake in the workshop should be maintained at all times.

Finally, remember that your principal task is to help the participants - all of them, not just the most senior or articulate or intelligent participants - to relate what is learned in the classroom to their actual work within the health system, particularly their responsibilities and opportunities for managing human resources more effectively.

### Materials needed at the Workshop

Section I, Conceptual Basis of Human Resources Management with annexes  
Parts A & B: containing additional reading, and exercises - one for each participant.

Section II: Facilitator's Guide and Session Outlines - one for each facilitator.  
(Session Outlines 2 to 7 include examples of overheads that facilitators may wish to use to introduce a subject or trigger discussion.)

### To recapitulate: What, then, will you DO as a FACILITATOR?

As a facilitator, you will do three basic things:

1. You will *support/assist with the learning process*:

- by making sure that each participant understands how he is to work through the materials and what he is expected to do in each chapter and each exercise;
- by answering the participants' questions as they occur;
- by making clear any information that the participant finds confusing as he works through the materials, and by helping the participant to understand the main purpose of each exercise;
- by guiding group activities, such as group discussions and role plays, to ensure the learning objectives are accomplished;
- by promptly evaluating each participant's work and giving correct answers;
- by identifying weaknesses in the participant's skills or understanding and providing explanation or practice to correct them;
- by helping the participant to understand how to apply concepts, taught in the course, to practical problems, for example, to actual situations in his day to day work.

2. You will *motivate*:

- by complimenting the participant on correct answers, improvements, or progress;
- by making sure that there are no major obstacles to learning (such as too much noise or not enough light).

3. You will *manage*:

- by making sure that each participant has access to the right supplies and materials when needed;
- by monitoring the progress of each participant.

**How will you do these things?**

- by demonstrating enthusiasm for the topics covered in the course and for the work that the participants are doing;
- by being receptive to each participant's questions and needs.

As a facilitator, you should encourage the participants to come to you at any time with questions or comments. You should always be available during scheduled times, and avoid working on other projects or carrying on discussions not related to the course during those times.

You should promote a friendly, cooperative relationship. You should respond positively to questions (by saying, for example, "Yes, I see what you mean," or "That is a good question."). You should also keep from using facial expressions or making comments that could cause participants to feel ridiculed.

Always take enough time with each participant to answer his questions completely (that is, so that both you and the participant are satisfied). Finally, you should not always wait for a participant to ask you for help. Instead, watch the participants as they work, and offer individual help if you see a participant looking troubled, staring into space, not writing answers, or not turning pages.

By demonstrating all of the behaviours described above, you will be showing the participants how they themselves should act when training health workers. Keep in mind that if you are helpful in finding explanations for difficult concepts, the participants are more likely to treat the health workers they will train in the same way. Participants should remember you in your role as a course facilitator as a person who wanted to *support their learning*.

**Evaluation**

This function of assessing the effects of the training and using that information as feedback to correct/improve the training, is vital to the HRM Training Manual, and a sample questionnaire is included. You may amend it or use it as it is, but it is very important that participants give feedback both on the content and conduct of the workshop.

The best way of learning how to achieve the optimal result is to practice and modify your approach in the light of your own experience. The following are outlines that may be used, either in full or in part, in conducting workshop sessions. They are by no means exhaustive and will need to be adapted according to the nature of the workshop, the available time, exercises and overheads selected, etc.

The introductory session of the workshop (between two to four hours depending on the number of participants and the formality of the inauguration) could take the following outline:

- Inauguration of the workshop
- Personal Introductions (participants and facilitators)
- Facilitators should give participants a brief introduction on the process of workshop: the role of the facilitator; the use of the learning modules; group/individual work; and a clear time-table (including scheduled breaks for coffee/tea and lunch).
- Questions/clarification from participants
- Discussion on objectives of the workshop

## **1. MANAGING ORGANIZATIONS**

### **Step 1**

Introduce the basic concept of management, its place in the organizational environment and the special managerial needs of health organizations (you may wish to use a flip chart to put down main issues that emerge from the discussion).

### **Step 2**

Introduce Exercise 1.1 "**Relating purposes of Management to your own experience**".

Following the exercise (done individually) get a few of the participants to share their ideas with the group and relate it to the issues/concepts identified in Step 1.

### **Step 3**

Elicit from the participants what they believe are the priority problems in HRM in their own situation. Note them down on a sheet and put it up on the wall to be referred to later: this list will be useful in relating later sessions to specific problems.

### **Step 4**

Participants should, individually, do Exercise 1.2 "**Prioritizing Management Skills**".

### **Step 5**

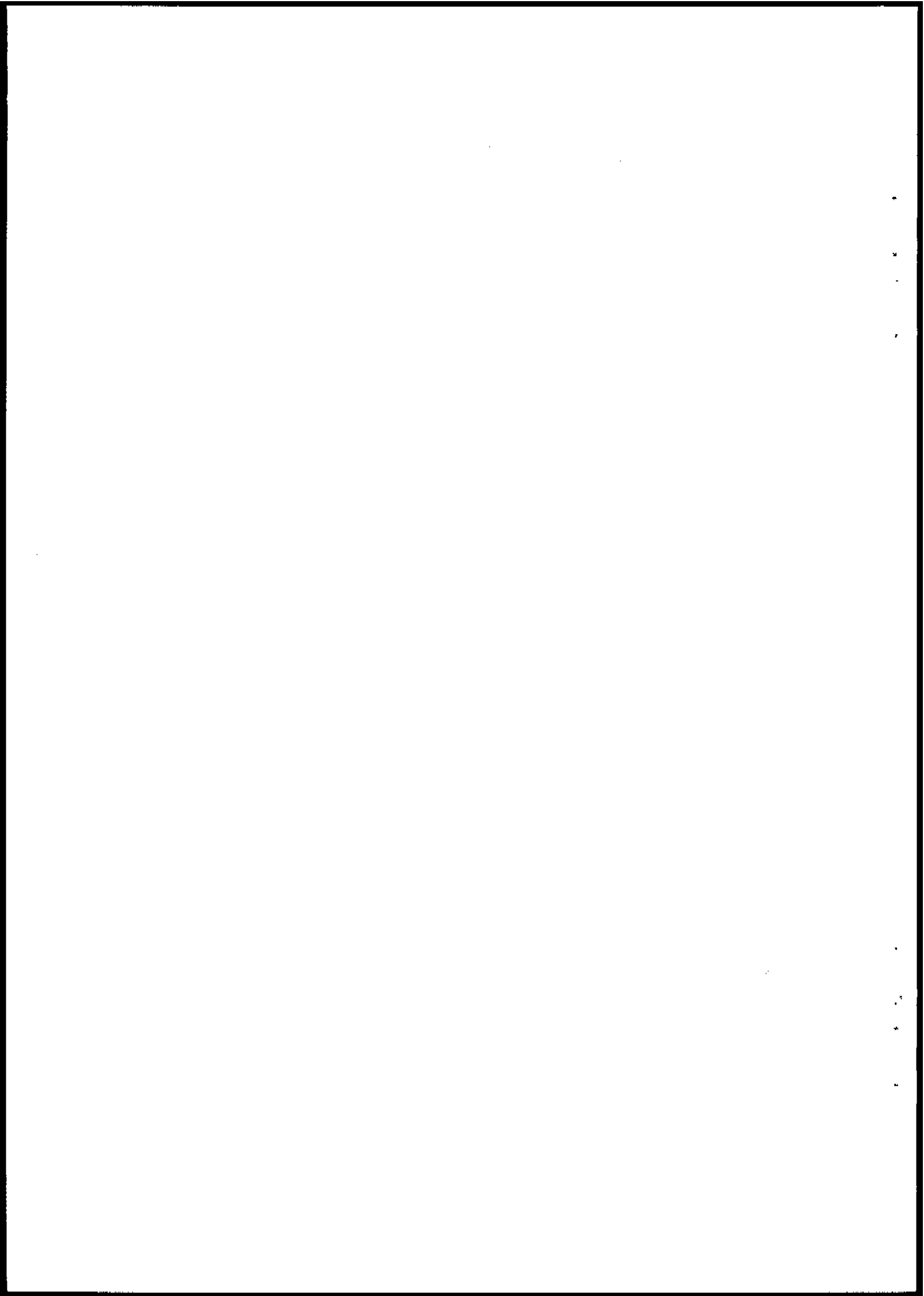
Relate the skills identified in Exercise 1.2 to the priority problems identified in Step 3. (Do the problems and skills match? If not, try and establish why).

### **Step 6**

Introduce Exercise 1.3 "**Problems of Organizational Change**". After rapporteurs have shared the groups' findings to plenary, have participants discuss major issues that emerge.

### **Step 7**

Round off the discussion (ask if there are any questions) and lead into the next topic - **Leadership**.



## 2. LEADERSHIP

### Step 1

Ask everyone to say *very briefly* what they most want to learn about leadership. Write these requests on a board/chart. You may then show overhead 1 "Objectives" to concentrate attention on the session's purpose, and relate some of the topics on the board to the relevant objectives as an example of the ways in which this session can help participants to deal more effectively with the needs which they themselves have identified.

### Step 2

Introduce Exercise 2.1 "Good Leaders". Allow plenty of time for this as participants will also need to become acquainted with each other during the exercise. Its purpose is to start discussion about the characteristics and behaviour of people they themselves regard as effective leaders in their own cultural, social and political context.

### Step 3

At the conclusion of the exercise, bring the participants together and ask each group to report on its conclusions. Lead into a discussion asking the participants why they came to the conclusions that they did, and what is the general quality of leadership found - and needed - in health systems.

### Step 4

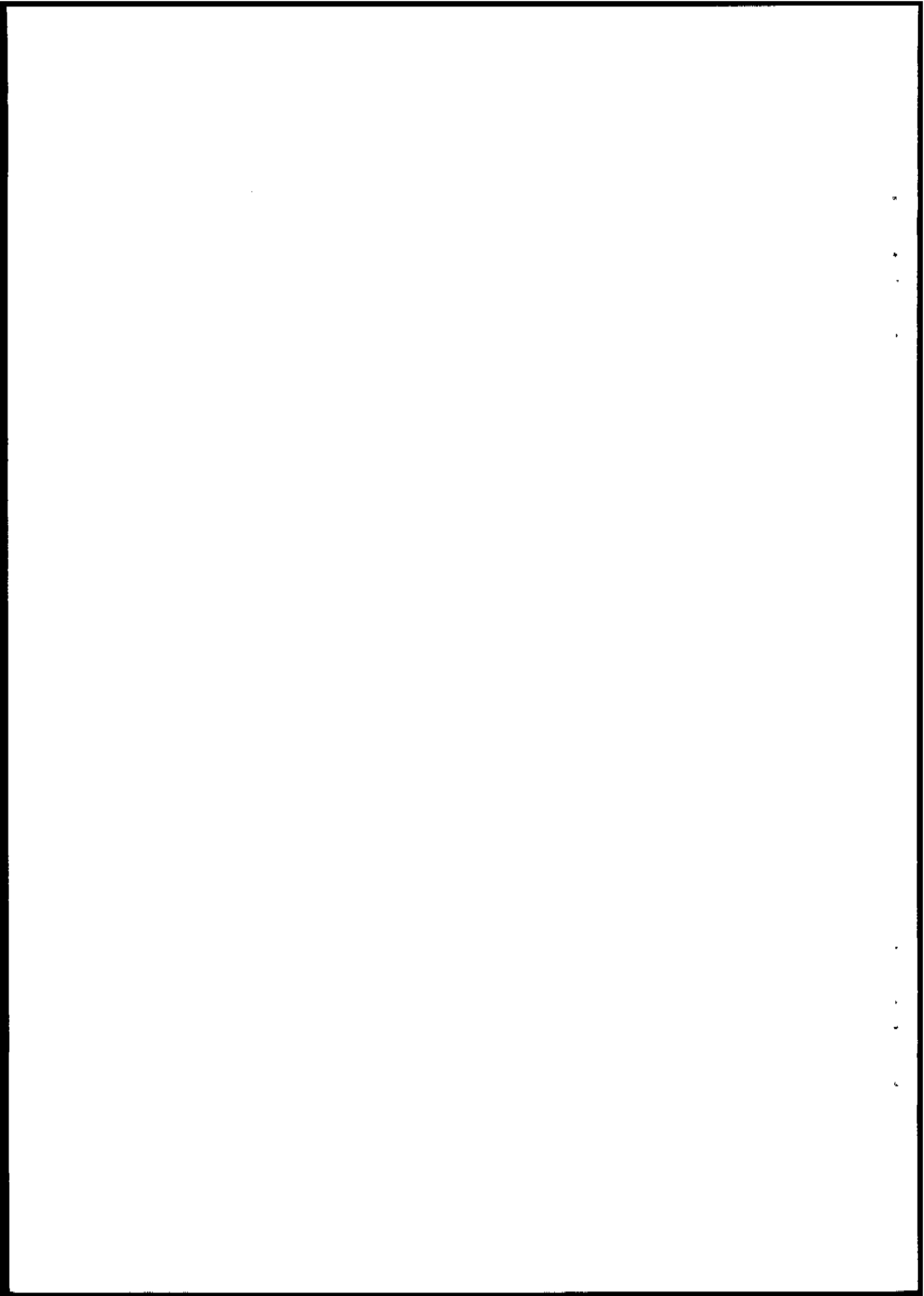
Introduce the question "What is Leadership?". Try to relate it to the list of what participants want to learn about leadership. Concentrate on the concept and introduce relevant overheads (2, 3 & 4). In the discussion encourage participants to talk about the place of visions and objectives in HRM leadership. Suggest the importance for health workers of all professions and levels to have a shared view of the future if they are expected to work energetically towards Health for All.

### Step 5

After this, introduce Exercise 2.2 "Vision Building and Setting Objectives". This exercise is done in pairs. Allow plenty of time for this so that participants can think about the work of their own services and institutions and what their chief purpose is; and what their own objectives should therefore be.

### Step 6

At the conclusion of Exercise 2.2, lead a concluding discussion (overhead 5) on the value of having a Vision, a Mission and Objectives. Invite three or four of the participants to briefly summarize the results of their work in this exercise; and finish with a five-minute review of the day so far.



## **OBJECTIVES**

**Understand four key features of effective leadership.**

**Have improved skills.**

**Consider own approach to leadership.**

**Plan changes.**

## **WHAT IS LEADERSHIP?**

**The provision of a vision that influences all who work in the organization.**

**The communication of that vision.**

**The building of trust.**

**Having confidence in achieving success.**

## **VISION STATEMENTS**

**People know what the whole enterprise is trying to do.**

**Create a unity of purpose.**

**Give clarity of direction.**

**Release people's energies.**

## **COMMUNICATING THE VISION**

**Work in teams.**

**Set objectives.**

**Handle conflict more constructively.**

**Release people's energies.**

## **VISIONS AND OBJECTIVES**

**Mission and vision.**

**Strategic objectives.**

**Tactical objectives.**

**First steps.**

## **BUILDING TRUST**

**Trust means having confidence in the judgement and decisions of the leader.**

**The leader needs to involve staff in those decisions that are going to impact upon them.**

## **CONFIDENCE IN ONESELF**

**Belief that the vision can and will be accomplished.**

**Recognize that to achieve success means taking risks.**

**Organization as a learning environment.**

## **CRITERIA FOR EFFECTIVE OBJECTIVES**

**Relate to one another.**

**State what has to be achieved.**

**Are clear.**

**Are flexible and take into account changing demands.**

**Are not so tightly defined.**

**Meet individual needs.**

**Are agreed.**

**Cover not only the task but also the development of people.**

**Are not seen as punishing but as developing.**

## **FILTERS**

**Prejudice.**

**Attitudes.**

**Assumptions.**

**Expectations.**

**Self image.**

## **CRITERIA OF GROUP COMPETENCE**

**High level of involvement.**

**The person most qualified tended to lead the group.**

**The group was conscious of "process".**

**The group was clear about goals.**

**The group was able to handle conflict successfully.**

**The group was able to deal openly with feelings.**

**Decisions were based on consensus.**

## **INTERPERSONAL RELATIONSHIPS**

**Initiating.**

**Seeking information.**

**Clarifying and elaborating.**

**Summarizing.**

**Seeking decision.**

**Taking decisions.**

**Harmonizing.**

**Encouraging.**

**Standard setting.**

**Standard testing.**

## **DECISION MAKING**

**Decision by lack of response.**

**Decision by authority rule.**

**Decisions by minority.**

**Decision by majority (voting).**

**Decision by consensus.**

**Decision by unanimous consent.**

## **GROUP DECISION MAKING**

### **Major Advantages**

- 1. More complete information and knowledge.**
- 2. Increased acceptance of a solution.**
- 3. Increased legitimacy.**

### **Major Disadvantages**

- 1. Time consuming.**
- 2. Pressure to conform.**
- 3. Ambiguous responsibility.**

**PERSONAL QUALITIES FOR  
EFFECTIVE DECISION MAKING**

**Experience**

**Judgement**

**Creativity**

**Quantitative Skill**

**Assessing Relative Importance**

### 3. MOTIVATION

#### **Step 1**

Introduce the concept of motivation (the attached overheads can be used to trigger discussion).

#### **Step 2**

Ask participants to do Exercise 3.1 "**Individual Needs**", individually (20 minutes). Then participants should go into groups of seven or eight and ask them to discuss the major causes of poor motivation and low performance (20 minutes) and report back to plenary. This can be followed by a brief discussion on/reaction to group reports.

#### **Step 3**

Participants work individually on Exercises 3.2, 3.3, 3.4 and 3.5 (one hour).

#### **Step 4**

In plenary, participants discuss various options available to organizations to improve motivation. The basis for this discussion will be the individual work done in Step 3. Participants should list priority activities that would maintain motivation and performance in their own organizations.

#### **Step 5**

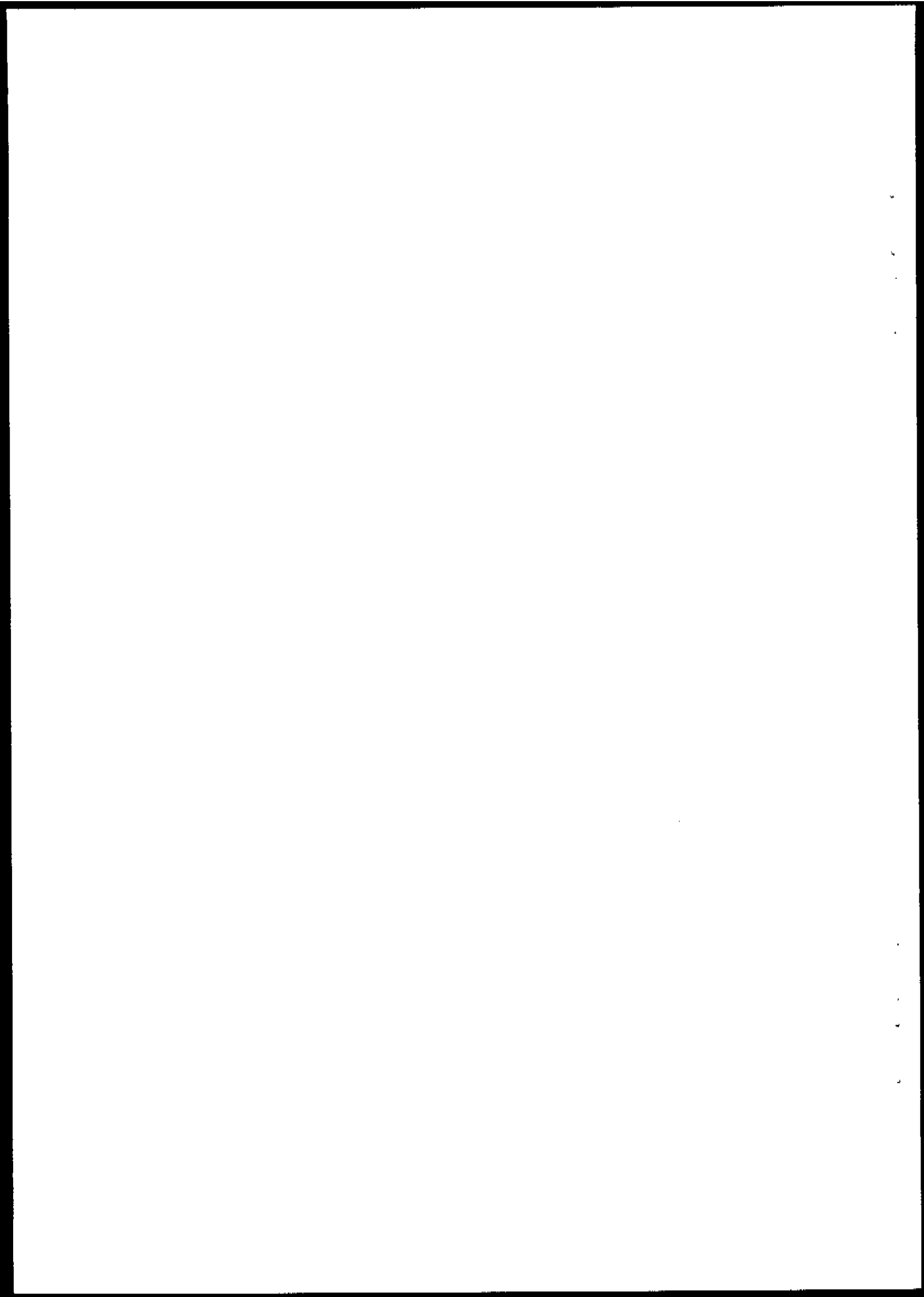
Exercise 3.5 "**Enriching Jobs**" has given participants a practical opportunity to apply the ideas to an HRM situation of their own choice in which low morale is a major problem. Your task in the subsequent discussion of this exercise is to encourage participants to think of realistic ways of motivating health workers which are consistent with their own cultural and health system realities, whilst recognizing that those realities are themselves capable of being changed to some extent.

#### **Step 6**

Ask participants to break up into groups of 6 or 7. Introduce Exercise 3.6 "**John Kasega Story**". The purpose of this story is to enable the participants to analyze the way in which the various characters demonstrated their own particular leadership style and succeeded or failed to create a motivating environment for their staff. Each group should be encouraged to present their analysis of the John Kasega Story in any way that they wish.

#### **Step 7**

Individuals complete Exercise 3.7 "**Questionnaire on Characteristics of a Healthy Organization**" and Exercise 3.8 "**Work Satisfaction Questionnaire**". This should be followed by a concluding plenary discussion on motivation.



**BASIC NEEDS: INDIVIDUAL - SOCIAL - PROFESSIONAL**

**Survival**

**Recognition**

**Security**

**Self-Esteem**

**Companionship**

**Self-Fulfillment**

**Status**

**Personal Growth**

## **MOTIVATING FACTORS**

**Set clear targets (individual or unit)**

**Identify roles**

**Delegate**

**Encourage culture of recognition**

**Improve communication (vertical and lateral)**

**Share information**

**Improve participation**

## **ORGANIZATIONAL RESPONSIBILITIES**

**Provide the best financial rewards possible (competitive salaries).**

**Provide an environment that encourages teamwork.**

**Provide good supervision.**

**Offer opportunities for recognition/appreciation.**

**Offer a fair appraisal system.**

**Offer systematic career development.**

**MOTIVATED STAFF**

**Come to work more regularly.**

**Work better.**

**Are more flexible and willing.**

**Are more supportive to colleagues.**

**Potential Satisfiers  
(Motivators)**

**Achievement**

**Recognition**

**Work itself**

**Responsibility/Delegation**

**Advancement**

**Growth**

**Potential Dissatisfiers  
(Hygiene Factors)**

**Organization Policy and  
Administration**

**Supervision**

**Interpersonal Relations**

**Work Conditions**

**Salary**

**Security**

## **A CULTURE OF EXCELLENCE**

**A belief in being the "best".**

**A belief in the importance of detail.**

**A belief in the importance of people as individuals.**

**A belief in superior quality and service.**

**A belief that members of the organizations should innovate.**

**A belief in the importance of informality to enhance communication.**

**A belief in achieving targets and improving service.**

## 4. PROBLEM SOLVING

### INTRODUCTION

You must feel free to select among the case studies offered (see Section I, Part B - Exercises), or add further problem cases, in order to concentrate on issues which are situation-specific and therefore of particular concern to the participants.

Make sure that the purpose of the module is well understood, clarifying the objectives, design and scope (overhead 1). You must be prepared to take an initial lead to generate useful discussion but be careful not to dominate the situation in any way.

During the group work be prepared to comment, occasionally and constructively, on the processes of problem analysis and solution which workshop participants are using, or on any failure to use all the resources of the group, and offer help on work methods if wanted; but avoid as far as possible any involvement in the actual tasks which the groups are given - that is their job, not yours. (The task is *what* they try to do; the process is *how* they try to do it).

Particularly in the plenary sessions, encourage the view that there is not necessarily one "correct" solution to the problem-solving cases, but that improved analysis and judgement, developed through working together on such problems, will lead to a solution or solutions of maximum benefit and feasibility.

#### Step 1

This step requires you to introduce a systematic approach to problem-solving and to help participants to apply Stages 1, 2 and 3 to actual problems (see Section I - Conceptual Basis, Part B).

#### Step 2

Invite participants to think of a problem in HRM and show overhead 2 which features the first two stages. Explain what is required to define the problem in the light of the essential available information, and then allow 10 minutes for them to individually apply that questioning process to the problem they have selected, making notes for use in a further 15 minutes of sharing their work in groups of 2 or 3. Explaining ideas to other people and answering their questions is a good discipline and source of learning.

#### Step 3

Then add overhead 3 to identify stage 3 of the framework. Allow another 5 minutes for individual work to define the objective of their problem-solving as precisely as possible, then another 5 to share those definitions in their small groups.

Finally spend a few minutes asking 2 to 3 individual members to tell the workshop how their particular problems have been developed through applying Stages 1, 2 and 3; whether they consider this to be an improvement; and what they found most difficult in this. There is no need for everyone to report progress at this stage, but throughout Steps 4 and 5 facilitators should be observing participants to see who may need some help, which can be given immediately to the individual or the small group. (Refer to **Section I, Part B, Annex 4 - Additional Notes on Potential Problem Analysis**). If participants find the time allowance too short, explain that the first priority is to gain a rapid overview of the whole framework in use, but that more time can be set aside later in the workshop for further practice and improvement.

Steps 1 and 2 should be complete after about 60 minutes. Give participants 2 or 3 minutes to walk around before moving on to Step 4.

#### **Step 4**

This concentrates on Stage 4 of the framework (generating alternative solutions) and participants should work in larger groups of 4 to 7 people; these can each be formed by combining two or three of the small groups, but 7 people represent a firm maximum. Therefore, most workshops are likely to produce three or four such groups, which will each need a room or area to work in without distracting each other, and flip chart paper to write on in large and clear letters to assist subsequent reporting to the whole workshop. This should all be arranged and checked in advance.

Start in plenary by adding overhead 4 and refer to the question:

**How many different ways can you think of together for solving this problem?**

and give the rules for brainstorming. Stress the different kinds of thinking involved and demonstrate this by taking 5 minutes to write up as many ideas as participants can call out for different uses of a brick, or paper clip. Follow this by adding overhead 5 to identify Stage 5 of the framework which, with the help of a range of relevant questions, demonstrates how the alternatives of Stage 4 can be reduced to a preferred solution (or solutions) of maximum benefit and feasibility.

#### **Step 5**

You should then ask participants to move to their larger groups for two distinct purposes. The first is to "brainstorm" for up to 15 minutes one of the HRM problems they have been working on in their smaller groups, in order to answer the question asked in Step 4, carefully observing the rules and style you have just demonstrated for the brick, or paper clip. Set a high target of at least 30 ideas on flip-chart paper from each group so that there is not time to debate any of them. You may wish to designate suitable group leaders for this work who are themselves lively and spontaneous.

The second purpose for the larger group work is to apply Stage 5's analytical judgement, for up to 25 minutes, to these numerous ideas in order to show the assessment of potential benefit and feasibility which each group gives to its better ideas.

Finish by asking the 3 or 4 groups to each give a very brief verbal progress report: do they now have a preferred solution which they are pleased with? The available time for Steps 3 and 4 is about 60 minutes.

### **Step 6**

This covers Stages 6, 7 and 8 of the framework, which you should introduce by adding overheads 6, 7 and 8 respectively. On Stage 5 (planning the action) emphasize that implementing the preferred solution is an exercise in the successful achievement of change, which requires a sensitive understanding of the change process itself as well as very careful planning, (using any relevant experience of your own to reinforce the advice), how to analyze the forces for and against the change, (the example given of introducing CHWs), and the list of relevant questions which participants should now apply to the problem solutions that they have devised. (Participants may refer to **Section I, Part B, Annex 4 - Additional Notes on Potential Problem Analysis**, for private reading if more details are required.

### **Step 7**

This step involving taking the action is difficult to simulate in the classroom, so concentrate on discussing the consequences on the success of this stage if there have been any omissions in the preceding stages; and on the underlying similarity between management problem-solving and clinical decision processes. However, Stage 8 (evaluating the outcomes) can at least be planned before the action is taken; so draw attention to the five basic questions of evaluation and ask participants to state in their action plan how they believe the information could be collected to answer all five questions. Use overhead 8 to show the function of evaluation in providing feedback to all stages of the problem-solving system.

### **Step 8**

Proceed to ask participants to return to their large groups to apply stages, 6, 7 and 8 to their chosen solution(s) in this way, summarizing their plan of action on flip chart paper. Steps 7 and 8 should take about 60 minutes, including the preparation of a brief presentation by the group to the plenary session that will follow.

### **Step 9**

Ask each of the 3 or 4 groups to report to the whole workshop, in no more than 10 minutes and referring to their flip-chart notes which they should display, how they actually applied the framework to the problem and with what result. This is a good opportunity for you to assess the progress made in understanding and using the methodology on which the module is based. About 45 minutes are available for Step 9, which you could close by asking participants for their reactions to the day's work.

### **Step 10**

A review of work so far is an opportunity for you to provide some helpful comments on the extent to which the participants have demonstrated their understanding of the problem-solving framework and their capacity to apply it to HRM problems. Show appreciation of any progress that has been made but concentrate attention and discussion on any difficulties, inviting members to comment on anything they do not understand or accept. Take the opportunity of enquiring about the quality of

the group work: Are people listening to each other well? Are there many imaginative ideas? Is everyone contributing something

### **Step 11**

The principal work of this stage is for participants, individually and in groups of 4 to 7, to practice the application of the framework to selected new problems in HRM. They might be chosen from:

- those defined by individuals as far as Stage 3, but not so far used for group work from Stages 4 to 8;
- those remaining on view in the classroom from the original listing of important problems in Step 3;
- the four case studies outlined in the Exercises section;
- fresh suggestions from participants and/or facilitators.

Having arranged the acceptance of an appropriate problem by each group, invite them to apply the framework to it at least as far as Stage 6, ready to report back to the full workshop (approximately one hour).

### **Step 12**

The reporting back from each group in turn should be undertaken as in Step 7. The growing familiarity of members with the methodology of problem-solving, and their growing social cohesion, should be reflected in an improved standard of work. Show approval of those who, for example, define their target periods; or generate many original ideas for possible solutions; or plan the implementation of their preferred solutions with intelligent anticipation of possible barriers and how to overcome them.

By this time there should be some participants showing enthusiasm for this systematic approach to problem-solving. So lead the discussion, following the 10-minute group reports, towards the implications of this work for the future - for them individually, for their organizations, for their countries' health systems. Does the workshop wish to make any specific recommendations to help improve HRM? (About one hour)

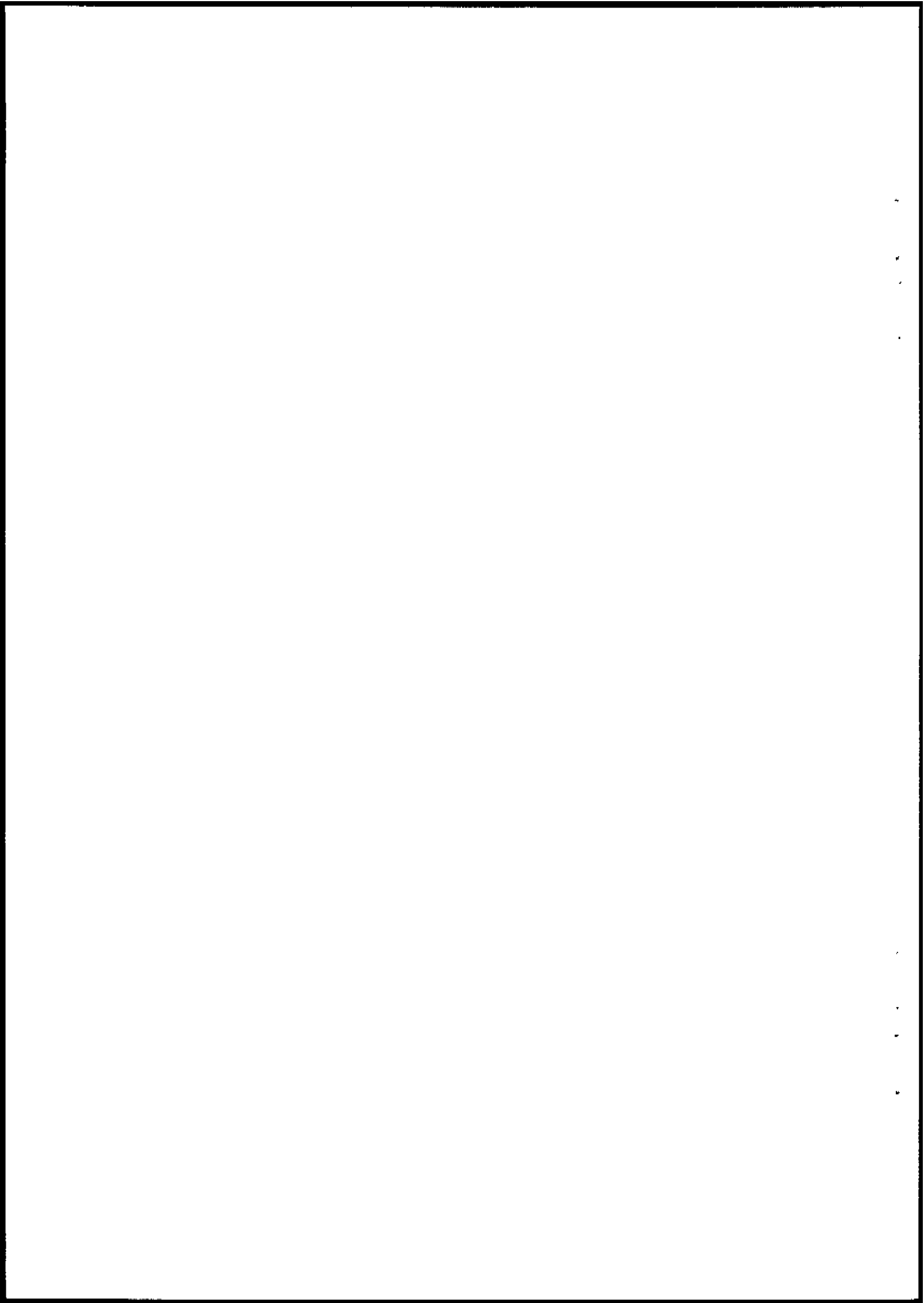
### **Step 13**

This period of 30 minutes, devoted entirely to action planning, is intended to provide a period of quiet reflection by individual participants with the following general brief, which could be typed for distribution to all participants:

Would you first of all think for a few minutes about your own particular job, its importance in your organization, the problems and the opportunities it brings - especially in the management of people - and any issues you are likely to face in the future.

Then consider for a few minutes the main things you have learned during this workshop, looking back at your notes and the learning materials whilst they are still fresh in your memory and before the pressures and habits of your normal work claim your attention.

Now please make written notes on any plans or ideas you have personally for better HRM in your job and in your organization. These action plans may be large or small: some will need further thought, or depend on the active support of other people, so consider what you should be recommending as well as what you should do on your own initiative. Can you define specific tasks and standards, time scales and review dates? Can you think of possible difficulties and how you can overcome them?

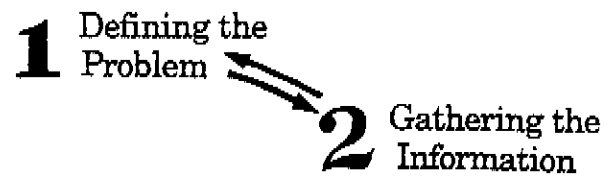


## **OBJECTIVES**

**By the end of this workshop, you should have:**

- 1. learned a systematic framework for the analysis and solution of problems typical of Human Resources Management (HRM).**
- 2. practised creative group methods to generate a wide range of alternative options in search of the best solution.**
- 3. applied the general framework to one or more specific HRM problems relevant to your own work.**
- 4. discussed the implications of this learning for better HRM.**


## **A Framework for Group Problem-Solving**






**3** Defining the  
Objective

*Problem-Solving  
Overhead 4*



**4** Generating  
Alternative  
Solutions

**5** Judging the  
Alternatives



*Problem-Solving*  
*Overhead 6*

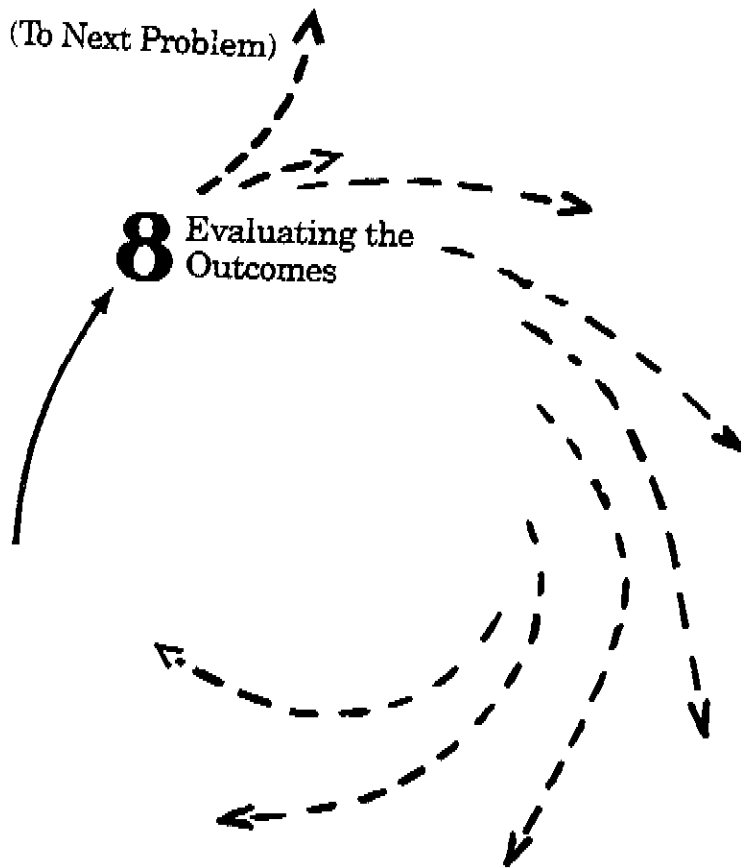
**6** Action  
Planning



**7** Taking  
Action



*Problem-Solving*  
*Overhead 8*



## 5. STAFF ESTABLISHMENT AND RECRUITMENT

### Step 1

Briefly introduce the subject (overheads 1, 2 and 3) and then Exercise 5.1 "Problems in Employing People".

### Step 2

Randomly select a few participants to report back on Exercise 5.1: get reactions from the group and discuss, if necessary, in plenary.

### Step 3

Introduce the subject of staff selection process. Use the overheads 4 to 8 to give an overview of this process.

### Step 4

It is important that Exercise 5.2 "Job Analysis" is done very thoroughly (in pairs) because the results of this analysis can be used later on. Make sure that you conduct a plenary discussion to talk about the process of undertaking analysis.

### Step 5

Ask the participants to do Exercise 5.3 "Job Descriptions". It will be useful for them to use the results of the Job Analysis exercise in preparing their Job Description. Note that the Job Description applies to their present job.

### Step 6

**Person specification exercise:** ask the participants to draw up a person specification for their own job. *Note that the exercise is done in the same pairs as for the Job Analysis.* Also explain that although they are drawing up a person specification for their own job, it does not matter if they themselves do not actually have the appropriate characteristics for this job. In other words, do not let them just write down their own attributes, knowledge and skills. Make sure they really do think about the actual requirements of the job, categorizing these in terms of **essential** and **desirable** as set out in the handout.

**Step 7**

Using overheads 9 to 13, initiate discussions on Selection Interviews. Ask participants at random to remember how they felt at their last interview - the positive and negative points. Invite them to role play a selection interview. Use overhead 14 to talk about assessment methods.

**Step 8**

Briefly go through the proper steps of inducting a new staff member (overhead 15). If you wish, you might get a couple of participants to share personal experiences.

**Step 9**

A five to ten minute session to wrap up the various issues discussed in this session.

**PLANNING AND ESTABLISHMENT  
CONTROL**

**Is present service staffed appropriately?**

**Changing technology.**

**Changing demands for health care.**

**Improved managerial practices.**

## **TYPES OF NORM OR INDICATOR**

**The "ideal service" norm.**

**The "policy" norm.**

**The "minimum standard".**

**The "good practice" norm.**

**The "if-then" norm.**

## **GETTING A BASELINE**

**Inheritance.**

**Inheritance and planned change.**

**Work study.**

**The application of formulae.**

**Disciplined professional judgement.**

## **SELECTION RECRUITMENT INTERVIEWING**

**Job analysis.**

**Job specification.**

**Personnel specification.**

**Scheme for assessment.**

**Selection interview.**

**Induction.**

## **JOB ANALYSIS**

**Is the job necessary?**

**Should the job be changed?**

**Preparation for the selection  
interview.**

## **JOB DESCRIPTION FORMAT**

**Organization.**

**Division/section.**

**Job title.**

**Purpose of job.**

**Accountable to.**

**Responsible for.**

**Other relationships.**

**Grade of job.**

**Main tasks of job.**

**Limits of discretion.**

**Special provision.**

**Terms and conditions.**

## **PERSON DESCRIPTION**

**Physique.**

**Attainments.**

**General intelligence.**

**Special aptitudes.**

**Interests.**

**Disposition.**

**Circumstances.**

**Contra-indications.**

## **THE APPLICATION FORM**

**Reasons for:**

**To obtain information on short-listing.**

**To help in preparing the interview.**

**A source of information for personnel records.**

**To present a good image.**

**Disposition.**

**Circumstances.**

**Contra-indications.**

## **THE SELECTION INTERVIEW**

**Who should be there.**

**What roles do the interviewers have?**

**The interview structure.**

## **INTERVIEW STRUCTURE**

**Welcome.**

**Acquire.**

**Supply.**

**Part.**

## **CREATING RAPPORT**

**Greeting.**

**Eye contact.**

**Non-verbal signs.**

**Reinforcement.**

**Reflecting feelings.**

## **CONTROL SKILLS**

**Being clear about opening and closing.**

**Open-ended questions.**

**Probing and follow-up questions.**

**Summarizing.**

## **QUESTIONING**

**Open.**

**Probe.**

**Closed.**

**Unproductive.**

## **ASSESSMENT METHOD**

**Identify the necessary knowledge, skills and attitudes.**

**Your view of every candidate is tested against every other candidate.**

**Score can be weighted.**

## **INDUCTION**

**Someone briefed to:**

**Meet the newcomer.**

**Explain rules and standard of conduct.**

**Describe health and safety policies.**

**Show him the buildings.**

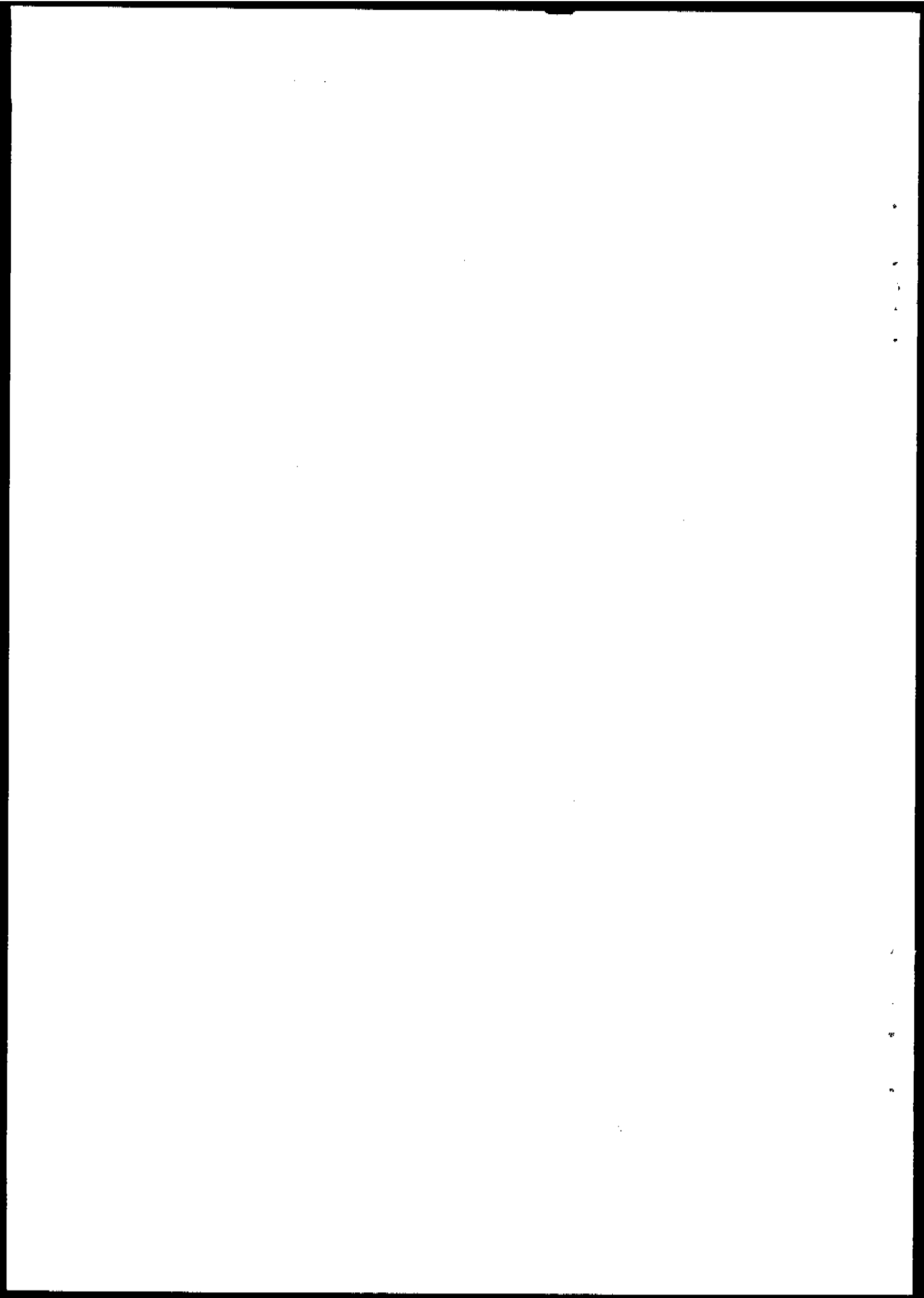
**Introduce him to other staff.**

**Explain how his job fits in with others.**

**Describe the organization as a whole.**

**Confirm pay.**

**Be available to help and support.**



## **6. MANAGEMENT/STAFF RELATIONS**

### **Step 1**

Start out by showing the objectives of the session (overhead 1) and then invite the participants to take part in Exercise 6.1 "Problems in Management/Staff Relations". In the discussion following this exercise try to relate the items that participants most associate with effective managers to what will take place during the Session. Make notes on flipcharts of typical problems in Management/Staff Relations, keep them for reference at the end of the Session.

### **Step 2**

For the exercise "Work Organization" (as appended at the end of this Outline) you should already have prepared the materials for the exercise. You try to create an organization with a manager sitting at the top of the table, his subordinates along either side of the table and their subordinates right down at the bottom of the table. If you have 18 participants, you will create two "work organizations" which can compete with each other to complete the task. As each "work organization" uses a maximum of eight people, you may need to appoint some participants as observers.

### **Step 3**

Identify who is going to be the manager, who are going to be the immediate subordinates and who are going to be their subordinates. Assign them each a letter of the alphabet. The manager will be A, the immediate subordinates B and C and their subordinates D, E, F, G, and H.

### **Step 4**

Once they are seated give them their respective envelopes into which you have put the briefing sheets. You will recall that everyone gets the briefing sheets "Work Organization Exercise - Experiential Game" (included in Section I, Part B - Exercises) whereas the manager also receives the sheet headed "Work Organization Exercise - Manager A Only" (included in Section II - Facilitator's Guide. Sufficient numbers of photocopies will have to be made, depending on number of participants).

### **Step 5**

Ask them to open their envelopes and explain that the game has to be completed within 45 minutes.

### **Step 6**

While the game is in process, either you or members of the workshop designated as observers note down what is happening. Is the manager, for example, overworked; how well does he/she appear to plan; how well are subordinates kept informed; do the subordinates understand what is happening; are they frustrated; is there a lot of joking, and so on?

### **Step 7**

When the exercise has been completed ask each participant to write down what he/she has learned from the exercise about the organization of work, and then to discuss this with other members of the group.

### **Step 8**

After about 20 minutes of discussion within the group, invite all the participants to join together and share their experience. In this plenary discussion, point out the difficulties a rigid hierarchy causes, the potential overload of communication on the top manager, the importance of the manager being clear about objectives and sharing these with others, the frustration that can be caused when people do not know what to do or do not have sufficient time to do it. Try to relate the discussion to people's experiences.

### **Step 9**

Hand out Exercise 6.2 "**Assumptions about Management**". Note that the key to the answers and a brief explanation of McGregor's Theories X and Y are included at the end of this Session Outline. When the participants have completed the exercise, lead a discussion about management style, asking individuals to recount their own experiences under various types of management style.

### **Step 10**

To give individuals a greater appreciation of the underlying theory, introduce Exercise 6.3 "**Applying Expectancy Theory**". With this exercise take the participants through each stage very carefully as you introduce it. You may want to refer back to the lecture notes to assist you in doing this. Do give plenty of time for this exercise. After the exercise has been completed, lead a discussion about its value in diagnosing motivational problems.

### **Step 11**

Hand out Exercise 6.4 "**Delegation**" and invite participants to consider on what basis they delegate work. Then discuss the exercise, and review the overheads, which should raise a number of issues about participants' approach to delegation in general.

### **Step 12**

This session should concentrate on discussing the main issues that emerged from Exercise 6.4. Try to relate the issues and ideas to the exercise on "Work Organization".

### **Step 13**

Lead a general discussion about participation and its appropriateness in the participants' own cultures and organizations. There is no brief for this session. It is for you to manage it as you wish. If the ideas in the lecture material are relevant you may want to consider, for example, what can be done to turn them into practice.

### **Step 14**

Hand out Exercise 6.5 "**Conflict Styles**". Once individuals have completed the exercise ask them to come to a group consensus decision. Lead a general discussion on the answers they have provided and the way they achieved agreement in their group. The key to the answers is included at the end of this Session Outline. Then lead a discussion on the effect of these various styles on the quality of the management/staff relations in HRM.

**MANAGEMENT/STAFF RELATIONS**  
**Work Organization Exercise**

**Exercise - Work Organization**

**1. AIM**

The aim of this exercise is to explore the problems of communication in a hierarchical organization. The exercise should generate considerable feelings concerned with frustration, aggression, overwork and, hopefully, some amusement.

**2. PREPARATION**

**Step 1**

Before the workshop begins determine how many participants will be attending. They should be divided into groups of 7 or 8. If this division leaves some people out they can be used as observers.

**Step 2**

For groups of 8 prepare 32 numbered cards. There should be 4 cards with the number 1 on them, 4 cards with number 3, and so on until you have 4 cards with the number 8 on them. Where the group comprise only 7 participants then there are 28 cards prepared with the numbers going up to 7.

**Summary**

Summarizing, each group of 7 or 8 people should have an envelope with a letter on it and in the envelope a random selection of 4 cards with numbers on them, and additionally in envelope A only, the brief for Manager A. All the envelopes, including Manager A's, should have the brief "Experiential Game".

**3. CONDUCTING THE EXERCISE**

To run the exercise organize the participants according to the diagram on the "Experiential Game" brief. It is quite helpful to put in front of each individual a folded piece of card with his letter on it. Everyone will then know who everyone else is. When everyone has an envelope and is seated appropriately you should invite them to open the envelope and announce that the game has begun. If you have observers they must not speak to the participants but observe in particular how A sets out the objectives of the exercise to his subordinates, how clearly others understand these, how frustrated the others become and how overloaded A might become. Also they should note how underemployed D, E, F, G and H may become and what they do while they are underemployed. It is sensible to brief observers apart from the others so that the players have little idea what is going to happen.

## MANAGEMENT/STAFF RELATIONS

### Work Organization Exercise

#### MANAGER "A" ONLY

You are Manager A in the organization, and the leader of the group for the duration of this game.

Note that all communications which you make must only be in writing (no verbal messages) and must follow the defined organizational hierarchy.

All your subordinates have a copy of the briefing sheet for the "Experiential Game", which you have. You must abide by the instructions on that paper insofar as they apply to you.

At the outset of the exercise, there are 32\* numbered cards distributed throughout your organization. Each of your seven subordinates, and yourself, has four of these numbered cards **distributed at random**. The cards are numbered from 1 to 8\*\*, there being four cards each bearing the same numbers (i.e. 4 x "1", 4 x "2", etc.).

Your task, within the time allotted, is to rearrange the cards through your organization so that each member finishes with a set of four similarly numbered cards (i.e. B has four cards numbered "2", E has four cards numbered "4" etc.). When every member has a set of four similarly numbered cards your task is complete.

Note that the movement of the cards must also follow the organizational pattern (as do your communications) and that only a maximum of two cards can be passed by any individual at one time.

\* 28 in 7-participant groups

\*\* 1-7 in 7-participant groups

**Exercise 6.2 - Assumptions about Management****EXERCISE KEY**

The purpose of this exercise is to assess each individual's assumptions about management using McGregor's Theory X and Y (see below) as the basis for making a judgement.

The sum of a, d, e, g, j, l, m, o, r and s indicates assumptions similar to those for Theory X. The sum of the other scores indicates assumptions similar to those for Theory Y.

**Assumptions about the Management of People****Introduction**

Douglas McGregor has postulated certain ideas about the assumptions that people had in managing others. These assumptions McGregor referred to as Theory X and Theory Y assumptions, and they are described briefly below:

***Theory X***

1. The average human being has an inherent dislike of work and will avoid it if he can.
2. Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, threatened with punishment to make them put forth adequate effort toward the achievement of organizational objectives.
3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all.

***Theory Y***

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about effort towards organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
3. Commitment to objectives is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern organizational life, the intellectual potentialities of the average human being are only partially utilized.

McGregor said that in his research with managers he discovered that they were influenced predominantly by either one set or another set of these assumptions.

## MANAGEMENT/STAFF RELATIONS

### Exercise 6.5

#### Exercise 6.5 - Conflict Styles

#### EXERCISE KEY

The purpose of this exercise is to consider how individuals react to conflict. The basis for the consideration is the concept of the "managerial grid" (see Section I - Conceptual Basis, Part B) and you should refer the participants back to the notes on this.

The key is as follows:

##### Case 1

Response    A = 9.1  
              B = 5.5  
              C = 9.9  
              D = 1.1  
              E = 1.9

##### Case 2

Response    A = 9.1  
              B = 1.1  
              C = 1.9  
              D = 9.9  
              E = 5.5

##### Case 3

Response    A = 9.9  
              B = 5.5  
              C = 1.1  
              D = 9.1  
              E = 1.9

##### Case 4

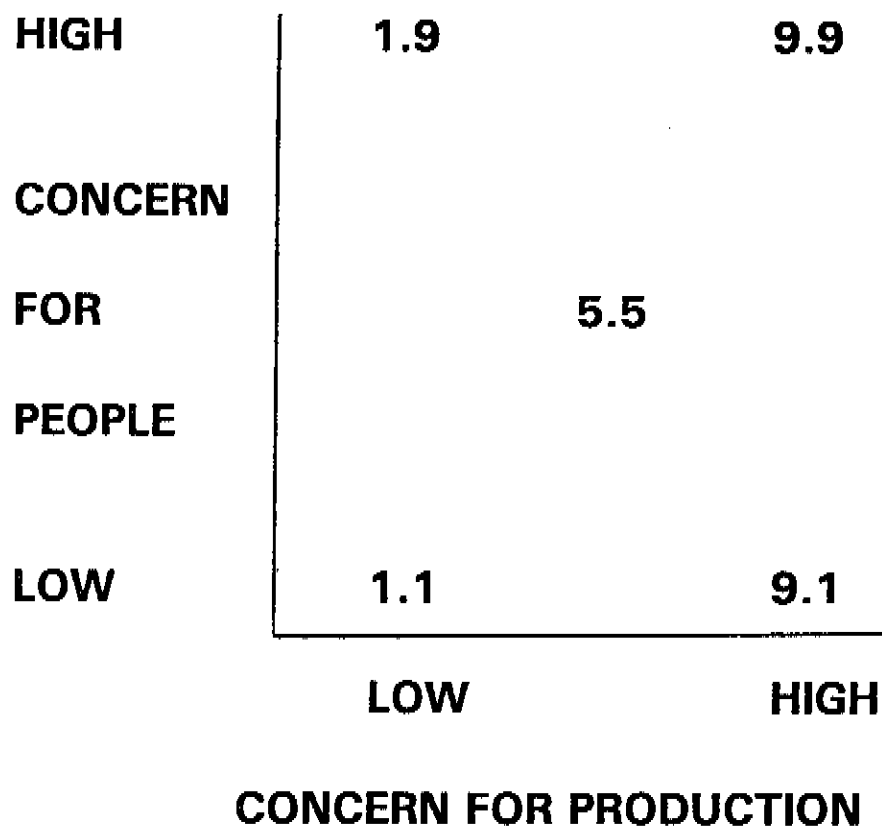
Response    A = 1.1  
              B = 1.9  
              C = 5.5  
              D = 9.9  
              E = 9.1

## **OBJECTIVES**

**By the end of this workshop, participants should have:**

- 1. Increased their understanding of management styles.**
- 2. Explored theories of motivation/incentives and their application.**
- 3. Developed their skills in delegation and discipline.**
- 4. Raised their understanding of participative management.**
- 5. Improved their skills of managing conflict and negotiation.**

**THE MANAGERIAL GRID**



## **JOB ENRICHMENT**

**Having interesting work.**

**Enjoying more responsibility.**

**Having more opportunity to achieve.**

**Being able to advance in the job.**

**Enjoying recognition for doing a good job.**

**Being able to grow professionally in the job.**

## **CONDITIONS OF SERVICE**

**How many hours the employee should work.**

**What extra payments may be earned.**

**How much annual holiday.**

**What statutory or religious holidays.**

**What happens to pay if he is sick.**

**What he should do if he is injured at work.**

**What pension arrangements there are.**

**What insurance provision he must have.**

**Length of contract.**

## **JOB EVALUATION**

**Job evaluation is concerned with assessing the relative demands of different jobs within an organization.**

**Job evaluation can:**

**Establish acceptable differences in the wage rates between jobs.**

**Create simpler pay structures.**

**Reduce the number of grievances.**

**Fit new jobs into existing pay structures.**

## **SUPERVISION AND DELEGATION**

**Do-it-all delegator.**

**Know-it-all delegator.**

**Delegate-it-all.**

**The good delegator.**

## **BASIC STEPS OF DELEGATION**

**Step 1 - Deciding on who should do it.**

**Step 2 - Defining what is to be achieved.**

**Step 3 - Allocating the means to do it.**

**Step 4 - Maintaining contact.**

## **PARTICIPATION**

**Creation of work groups.**

**Job enrichment.**

**Project groups.**

**Problem-solving groups (quality circles).**

**Changes in management style.**

**Staff suggestion schemes.**

**SUCCESSFUL PARTICIPATION THROUGH:**

**A sense of caring.**

**The environment.**

**Creating a family atmosphere.**

**Employment security.**

**Promotion from within.**

**Effective personnel departments.**

**Good levels of pay and other benefits.**

**Listening management.**

**Training of managers.**

## **STAGES OF DISCIPLINE**

**Counselling.**

**Written warnings.**

**Dismissal.**

**Serious offences.**

## **DISCIPLINARY INTERVIEW**

**Establishing the Gap.**

**Reasons for the Gap.**

**Eliminating the Gap.**

## **INTEGRATIVE CONFLICT**

**Common goals**

**Openness**

**Know own needs**

**Accurate representation**

**Predictability**

**No threats**

**Problem-solving behaviour**

**Reasoning predominates**

## **DISTRIBUTIVE CONFLICT**

**Pursuit of own goals**

**Secrecy**

**Know own needs**

**Inaccurate representation**

**Use of surprise**

**Apparent total commitment to our own position**

**CONSEQUENCES OF RESOLVING CONFLICT  
ON INTEGRATIVE BASIS**

**Problem-solving climate**

**Open communications**

**Trust**

**Groups resolve own problems**

**Commitment to objectives**

**Creativity**

**CONSEQUENCES OF RESOLVING CONFLICT  
ON DISTRIBUTIVE BASIS**

**Organizational politicking**

**Jealous preservation of own territory**

**Empire building**

**Conflicts passed up the line**

**Risk taking reduced through fear of failure**

**Organizational change is stultified**

## **ELEMENTS OF STAFF SUPERVISION**

**Style**

**Participation**

**Motivation**

**Delegation**

**Control**

## 7. STAFF DEVELOPMENT

### SESSION PLAN

#### Specific Preparation

This is required for organizing the role plays in performance appraisal (to be found at the end of this section). So, before the session begins:

1. Obtain as many folders as there are participants.
2. Label each folder with a letter, beginning with the letter A for the first folder, B for the second and so on. Each folder will be given to one of the participants when the time comes.
3. Into each folder insert a copy of the "Role Play Matrix" and "General Briefs" for the 3 case studies: everyone will need these 2 sheets (Pages 5 & 6 of this Session Outline).
4. Then, referring to the Role Play Matrix, take each folder in turn, check which individual briefs it should contain for each of the 3 case studies, and add one copy of those briefs into that folder. Thus for participant A the folder will then contain the individual Manager's brief for case study 1, the Subordinate's brief for case study 2, and nothing for case study 3 (because participant A is the Observer for that case study), in addition to the two documents which are already in the folder. For participant B the added papers will be the Subordinate's brief for case study 1, nothing for case study 2 and the Manager's brief for case study 3. Fill all the folders in a similar way, referring carefully to the matrix all the time.
5. In each case study the **Observer** will be using a personal checklist which is prepared in accordance with the "Observation Checklist" which accompanies the handout "Role-Playing Briefs" (Pages 3 & 4 of this Session Outline).
6. If there are fewer than 24 participants you will not need all the folders: if necessary the facilitator(s) can take part in order to have three persons as needed for each interview. If there are more than 24 participants, extra interviews can be organized for each additional trio, in the way we have described above, provided that you have prepared the extra folders.

#### Step 1

Introduce the subject by using overheads 1 and 2. Ask participants to share their experiences of staff development within their own agencies/organizations. Put main issues on a flip chart.

**Step 2**

Participants do Exercise 7.1 "**Problems in Staff Development**" which requires them to think about the situation in their own health organization. During the subsequent discussion try to relate the problems and needs which participants identify to what will take place during the workshop. Make a list on a flipchart of typical problems reported by the group, keep this for reference at the end of the Session.

**Step 3**

Introduce Exercise 7.2 "**Planning for Management Development**" (which should result in conclusions by each group on how progress can be made in their organizations). Record these in the reporting-back/discussion session for review at the end of the session.

**Step 4**

Introduce the subject of "Training Needs Survey" and encourage discussion on this as you review each section with the help of overheads.

**Step 5**

Introduce Exercise 7.3 "**Identifying Training Needs**" and, during the subsequent plenary, record the conclusions of each group on a flipchart, to review again at the close of the session.

**Step 6**

Introduce Exercise 7.4 "**Setting Objectives and Standards**" and then lead into a general discussion on this with reference to participants' own jobs in health management.

**Step 7**

If you distributed the role-play folders for participants to read in advance they will need no more than 20-30 minutes now to raise questions and complete the short "Observation Checklist" exercise individually. Ensure that everyone understands the timetable and where each trio will be working so that there are no undue delays between each of the 3 episodes, which should commence as soon as possible. Try to have all 3 episodes completed by the end of the Session, but if necessary the third could be postponed to the start of the next day if the programme allows for this. Do not attempt any plenary review of the day's work.

**Step 8**

If the role-play appraisals have been completed, lead a discussion of what participants have learned from them, encouraging everyone to speak, especially about any ideas they have to put into practice at work that they have learned about performance appraisal.

## **ROLE-PLAYING BRIEFS**

In order to give some appraisal interview practice to workshop members, three role-playing case studies have been prepared. For each role-play a separate brief will be provided for the manager and subordinate, as well as a general brief of the situation. The third member will be provided with the general brief only and an observation form which should be used to note down comments as the interview progresses. A matrix is provided to indicate which role each person will play on each occasion.

You will have time to prepare for the interviews and so it might be helpful for you to make notes on the briefs about points you wish to raise in your interview. If you wish, you may amplify the briefs slightly although please do not distort them. Also note that you are not asked to become involved in "amateur dramatics". When you are the manager try to be yourself, using the facts that have been provided; when you are the subordinate try to interpret the brief and behaviour in terms of how you think the person described might act. A further point - please do not discuss your brief with anybody else, as this would detract from the learning to be gained from these role-playing exercises.

The studies have endeavoured to portray certain characteristics and learning points arising from earlier sessions of the workshop, e.g., identification of potential in subordinates, phases of individual development, performance/defensiveness and individual needs. It is anticipated that discussion after each interview will refer back to these points and serve to reinforce learning.

### **Timing**

Each case study 'episode' is timed to last for about 45 minutes. It is suggested that the role players spend about 5 minutes refreshing their memory on their roles. Then the interview should take place. This may last about 20 minutes.

After the interview is finished the "subordinate" should give some feedback to the manager on how he felt about the interview. During this discussion (about 20 minutes) the observer can feed in his views. For learning to take place be frank and honest in your feedback - nothing is gained by being kindly; learning can be painful on occasions, but it is necessary for growth and development. After the first 45 minutes episode, move on to the second and then to the third, in the same trio but with a different case study and role each time, as in the matrix: 2 1/2 hours altogether.

### **References**

The references on the top left of each brief indicate the Case Study number and the respective role (M = Manager; S = Subordinate).

## **OBSERVATION CHECKLIST EXERCISE**

### **1. AIM**

The aim of this exercise is twofold. Firstly to give participants an opportunity to reflect on what makes a performance appraisal interview effective. Secondly to provide a checklist for participants to use when being the observer in the role plays.

### **2. STRUCTURE**

The exercise is done individually.

### **3. TIMING**

The exercise will conclude after 15 minutes, by which time the observation checklist should be "ready for use".

### **4. PROCESS**

As an individual, reflect on the summary notes related to the performance appraisal interview and the discussion these have provoked. Write down three or four aspects which you think would lead to the **effective** conduct of a performance appraisal interview. Then write down three or four aspects which would lead to an **ineffective** conduct of the interview.

You might consider "aspects" under the two headings of "interview structure" and "appraisee's behaviour".

These six to eight aspects will then form your observation checklist for the role plays.

### **5. USE OF THE OBSERVATION CHECKLIST**

Having completed your checklist, you should use it when observing the interview by putting a check mark against an aspect that you observe happening during the interview.

If you have time, try to record the context in which the aspect happened.

At the conclusion of your observation, use your analysis to feed back to the appraisee your views on how effective he was.

**ROLE PLAY MATRIX**

CASE STUDY	MANAGER	SUBORDINATE	OBSERVER
1	A D G J M P S V	B E H K N Q T W	C F I L O R U X
2	C F I L O R U X	A D G J M P S V	B E H K N Q T W
3	B E H K N Q T W	C F I L O R U X	A D G J M P S V

## **GENERAL BRIEFS**

### **Case Study N° 1 (CS1)**

Julius Temu, aged 37 and married with two small children, has been Chief Environmental Health Officer in the City Health Department for the past three years.

In the Health Office there are two Senior Environmental Health Officers, one of whom is Samuel Nditolo, and three basic-grade Environmental Health Officers (EHOs). The three EHOs have been recruited recently to the Department, while Mr Nditolo has been there for eighteen years, most of the time doing the type of work upon which he is at present engaged (committee work and administration of the Health Office). Mr Nditolo is married with a seventeen-year-old daughter.

Julius Temu is about to appraise Samuel Nditolo.

### **Case Study N° 2 (CS2)**

Dr Sutadji Karno, aged 54, is Provincial Medical Officer of a large province far from the capital. He has been with the province for 20 years.

Eighteen months ago he appointed Dr Edy Rambitan, who is now 28, to the post of senior medical officer (staffing) at the provincial headquarters. Dr Rambitan's previous job was as a general medical officer in an oil company hospital on the coast.

Sutadji Karno is about to appraise Edy Rambitan.

### **Case Study N° 3 (CS3)**

Mr P.N. Sharma, aged 33, married with three young children, is the Assistant Financial Controller in a large city-owned teaching hospital. He has held the post for three years. He is responsible for a number of the Sections in the Finance Department, amongst them the Accounts and Invoice Section. This Section is headed by Mr K.B. Misra, aged 54, married with two teenage daughters. He has been with the hospital for twenty-six years and in the Finance Department for twenty. The Financial Controller is Mr V.K. Das.

Mr Sharma is about to appraise Mr Misra.

**CS1 (M)**

**BRIEF FOR JULIUS TEMU**

Your name is: Mr Julius Temu

Age: 37

Status: Married with two small children

Job: Chief Environmental Health Officer, City Health Department. You have been in the job for three years.

You are about to appraise:

Name: Mr Samuel Nditolo

Age: 45

Status: Married with a seventeen-year-old daughter

Job: Senior Environmental Health Officer concerned with the committee work and the general organization of the Health Office. He has held the job for ten years and been with the Department for eighteen years.

When you were appointed to the job of Chief EHO, the Senior EHOs and the EHOs had all been trained in the traditional systems of public health protection and had been with the Department for many years. Since then all except one, Samuel Nditolo, have left or retired and you have deliberately replaced them with recently trained young men. Their average age is 26. You had some misgivings about their inexperience to begin with but these were misplaced, and generally they have done very well. Two of your subordinates were recruited straight from the EHO Training Scheme two years ago and one joined you last year from the neighbouring provincial health department.

When you recruited these young EHOs you were uncertain how Samuel would react but, in fact, initially he seemed quite helpful, particularly in the case of the two straight from the Training Scheme. You were pleased about this because he had a great deal of valuable experience to share.

In the past few months, however, the other staff have started making comments to you that Samuel's "helpfulness" is turning to "interference". He is always in their offices and does not let them get on with their work. They have commented that they think he should spend more time bringing his own work and knowledge up to date rather than interfering in their work. You tend to think that there may be some truth in what they say because you believe there is some slackness in the way that the Health Office is organized. For example, you have noticed the clerks coming in to work late and that agendas for meetings do not go out as promptly as they used to. In fact, on one occasion quite recently one set of agenda papers had to be delivered to the members' homes by hand because there was such a delay in getting them prepared. You are also receiving comments from other municipal staff who find they do not get the same sort of help and advice which they used to from Samuel. The health education officer, a lady of about 50, always found him a very sympathetic person to talk to but she has commented to you quite recently that she no longer finds Samuel helpful. He always sends her away to somebody else. Last year when you were discussing Samuel's development needs

with him you both agreed that it would be useful for him to attend a course on public speaking so that he would feel more comfortable when addressing groups of people (which he has to do in his job). You asked him to find out about any relevant courses and let you know so that together you could agree which one he should go on. He has never come back to you with this information.

You do not consider Samuel to be very dynamic, but in the past he has been a good, steady worker and you are perturbed that he has not achieved the results that you expected of him. You know that he still has aspirations for some further promotion, but both you and the City Staffing Officer feel that he has gone as far as his potential will allow him. You have noticed that he has been looking worried during the past few months and you suspect that this is because of all the changes in your Department recently. A number of new developments have taken place and you feel that Samuel has not been able to keep pace with them. You are going into the interview feeling that you have a number of problems to resolve with him.

CSI (S)

**BRIEF FOR SAMUEL NDITOLO**

Your name is: Mr Samuel Nditolo

Age: 45

Status: Married with a seventeen-year-old daughter

Job: Senior Environmental Health Officer in the City Health Department; you are concerned with the committee work and the general organization of the Health Office. You have held the job for ten years and been with the Department for eighteen years.

You are about to be appraised by:

Name: Julius Temu

Age: 37

Status: Married with two small children

Job: Chief Environmental Health Officer, City Health Department. He has been in the job for three years.

You have been in the Department for eighteen years, ten of which you have spent in the Health Office, so you really feel that you know what the work is all about. This is reinforced, to your way of thinking, by the fact that people have often come to you for help and advice. You feel that you are able to help your colleagues quite a lot. They are all younger than you. Two of them have very little experience since leaving the EHO Training Scheme and the third, who is also an ex-Trainee, has some experience of this type of work, but in a provincial situation. You did wonder about the way things would work out when Julius Temu started recruiting these youngsters, but with all the help you have been able to give them, and in fact still do, they should be all right, provided they listen to you. Lately you have begun to feel that they are ignoring the advice that you are giving them. As with all young men they consider, after a short time, that they already know it all. You are beginning to wonder if Julius Temu really did make a mistake recruiting these young men with little experience and you often complain to your wife about their big-headedness and obstinacy.

You are particularly worried because Mr Temu seems to value the work and advice of the youngsters more highly than yours and he has given them some interesting projects lately. You are wondering if he is planning to give you less interesting jobs to do. The thought of such a thing happening fills you with resentment because you have always been a good worker and people in the Department have always seemed to approach you for "fatherly advice". You still hope to become a chief EHO some time in the future.

You realize that you are not achieving the results which you used to achieve although you are not sure why. For example, you are finding that agendas for Committee meetings are not going out as far in advance as they used to. You suspect that the clerical staff, amongst whom there has been a somewhat high turnover, no longer have the commitment to their job that their predecessors did.

Hence, there are a lot of mistakes which need correcting and this delays the agendas. In fact, on one occasion the agenda papers had to be delivered by hand to the members' homes because they were so late. You have not told Julius Temu about this because you know that he would ask you to deal with the clerical staff yourself and at the moment your mind is full of a domestic problem that you are experiencing.

Your daughter has just come back to live with you, having been sent away from residential school because she is pregnant. You and your wife feel very ashamed about this and consider that you have failed as parents. Your wife has become quite ill. You realize that the worry is also affecting your work. For example, the health education officer, who has often come to you to "cry on your shoulder", asked your advice the other day and you just felt incapable of dealing with her; anyway it is not really your responsibility and you told her to discuss it with your colleague who is responsible for school health services. Normally you would have spent some time with her listening to her problem and trying to help. There have been one or two incidents like this. You have not approached Julius Temu about them because you feel that he will not listen to your problems as he seems to be more concerned with getting new ideas and re-planning urban Primary Health Care. You feel rather uncomfortable about the interview and are hoping to get it finished quickly.

**CS2 (M)**

**BRIEF FOR SUTADJI KARNO**

Your name is: Dr Sutadji Karno

Age: 54

Status: Married with two grown-up sons

Job: Provincial Medical Officer of a large province far from the capital. You have been with the province for 20 years.

You are about to appraise:

Name: Dr Edy Rambitan

Age: 28

Status: Married to Theresia, graduate of a North American university, and shares with her an interest in modern art. They have no children.

Job: He is Senior Medical Officer (staffing), has been with the province for eighteen months and previously worked for an oil company hospital as a General Medical Officer.

You have enjoyed your working career with this province and have played a very active part in developing its health services. You have experimented with a number of new ideas and have, for example, one of the first pilot schemes of a World Bank Family Health project. In fact, for any new ideas that come along you are well known as a person who will give them a trial. As a result of this you have been involved in a number of working parties at national level, and have quite a reputation throughout the country as a sound, hard-working Provincial Medical Officer (PMO). You get very annoyed with doctors who make adverse criticisms of the government service, and say that if they do not like it they should leave it.

Eighteen months ago you appointed Edy Rambitan to the post of Senior Medical Officer (SMO Staffing) in your province. The appointment was made early in December and you invited him and his wife to the New Year party. You were rather surprised at the way she was dressed as her clothes seemed to be very "adventurous"; you also found that she had very definite and outspoken views on society and "the system", views which differed greatly from yours. She is a very dominating lady and you wonder what effect this may have on Edy.

So far Edy has worked extremely hard; his enthusiasm and energy for his job seem to flow down to his subordinates who frequently stay late to ensure that work is completed on time.

His approach, however, to you and to your more senior colleagues seems slightly rebellious. He appears to be very critical of all decisions from above without thinking about them. For example, when the Provincial Nursing Officer said that she wishes to experiment by advertising in the national press, rather than only locally, for nursing staff, you heard that Edy had said that this was a stupid idea. On one or two occasions he has been right and you get the impression that behind your back

he is saying "I told you so". In fact, the advertising campaign was not very successful and recruitment is now being focused in the local area. You also have an impression that he secures loyalty from subordinates by saying such things as "I told them it would not work, but they were too entrenched in the system. It is up to us to demonstrate that they are wrong".

Recently Dr Marie Lalisang, one of the General Medical Officers in the Family Health project, resigned. You were very concerned about this since she still had a great deal to contribute to the project and tended to emerge as a leader amongst the other General Medical Officers at their regular meetings with you. You had no idea that she was feeling unsettled. You had a talk with her yesterday and she told you that Edy Rambitan had advised her, if she was ambitious, to look for another job. This made you extremely annoyed and concerned about the effect on other medical staff generally in the province. Edy Rambitan should not be doing this sort of thing; it is not his job. You personally recruited Marie Lalisang from the many candidates for the post and feel very strongly about being left out on discussion concerning her future.

Another incident occurred recently which seemed to illustrate Edy Rambitan's defiance of the system. He had ordered a new electric typewriter for his secretary without getting your sanction. Although you appreciate his desire to improve the appearance of the work, the budget will not stretch to this amount, and in any case the procedure demands that such a request should be passed to you and incorporated in the estimates for next year before such an item is bought.

On his appointment, the objectives of the Staffing Section had been determined quite clearly. This was to review all recruitment practices throughout the province and standardize these wherever possible. You are feeling that he is not getting on with this as quickly as he should be and he seems to be concerned more with the training side of the staffing function. You agree that this is an important area but the first priority is the recruitment policies. You feel that Edy has a hostile approach to authority which he expresses in a critical attitude to seniors as a means of showing off to his subordinates. You also think he regards public sector managers as second class compared with his former employers in the oil industry. You appreciate that there is a change taking place in people's attitudes to authority, particularly by the young. You feel that this attitude could destroy the team spirit that you have engendered in the province and you are determined to try to prevent that happening. You want to help Edy Rambitan since he is bright, and believe that, when he has matured, he will make a good contribution to the province's health system.

CS2 (S)

**BRIEF FOR EDY RAMBITAN**

Your name is: Dr Edy Rambitan

Age: 28

Status: You are married to Theresia, graduate of a North American university, and share with her an interest in modern art. You have no children.

Job: You have been Senior Medical Officer (staffing) for eighteen months with the medical headquarters of a large province. Your previous job was as General Medical Officer in an oil company hospital on the coast.

You are about to be appraised by:

Name: Dr Sutadji Karno

Age: 54

Status: Married with two grown-up sons.

Job: Provincial Medical Officer of a large province far from the capital. He has been with the province for 20 years.

You joined the medical HQ eighteen months ago after being a GMO in an oil company hospital until the slump in oil prices. Shortly after your appointment, Dr Sutadji Karno (PMO) took you on a tour of the province's health services, which you found very useful and interesting. One of your first tasks, given to you by the PMO very soon after your arrival, was to review and standardize, where possible, the recruitment procedures used by the provincial HQ. You had only a short time discussing this task in the PMO's office and were just beginning to understand the problems when the Provincial Commissioner walked into the office. Dr Karno asked you to leave, and you were not able to see him for a long time afterwards.

You went back to your office very anxious to prove your ability, and felt that this was something about which you had some ideas and could demonstrate your ability. In discussing the project with other people in your Staffing Section you decided to talk to the nursing staff first of all about standardizing their recruitment procedures. To your surprise you found that the Provincial Nursing Officer did not want to discuss your ideas and thoughts, and in fact insisted on advertising in the national press rather than the local sources you recommended. You have subsequently been proven right because the response to the national campaign was very poor, and some of your new ideas which are oriented towards the local area seem to have succeeded, particularly in the recruitment of good trainee community health workers.

You wanted to talk with Dr Karno himself about the problem concerning your relationship with the Provincial Nursing Officer. Unfortunately, he seems to avoid you because you just cannot find a time when he can see you. He is either at meetings at the Ministry of Health and Family Welfare or elsewhere in the capital on some other working party. Consequently, you do not feel that the recruitment review is a viable task at present and you have started to become more and more

interested in the training side of your function. You have, in fact, talked to the local college department of administration about the possibility of organizing induction courses specially tailored for your province. You also wanted to talk to Dr Karno about this but find it impossible to see him, and so you have decided to go your own way and see what happens.

Another thing you think somewhat irksome about the Medical HQ is the long delay involved in obtaining new equipment. For example, just recently you felt that it would be advantageous for the image of your Section if your correspondence was typed by an electric typewriter. You therefore asked if anybody in your Section knew what the procedure was and one of the secretaries replied that all you had to do was write out an order for the Purchasing Department. This you did, asking for the electric typewriter as soon as possible. Recently, when talking to one of the General Administrative Assistants in the Purchasing Department over lunch, you heard that the PMO is annoyed with you for putting in the order and ignoring the system, which requires you to put your request in the estimates so that it can be approved. You were a bit upset that you had not been told about this system and have made a point of ensuring that the induction courses which you arrange will cover this sort of information. You also believe that the antiquated systems in the HQ need updating and you believe that it is right to challenge all things which you feel prevent the organization working as efficiently as it can. In fact, you have heard that Dr Karno, in his youth, behaved in this sort of way and was known as somewhat of a rebel.

A few months ago you were talking with Dr Marie Lalisang and she was grumbling about the boring nature of her work and the unlikelihood of getting promotion soon. You sympathized with her, but said you could do very little about it. You casually suggested, however, that there was a great need for energetic medical people in the private sector. It was no surprise to you to hear that she had found another job quite shortly afterwards. You were very sorry to lose such a good colleague, but knew it was for her own good, particularly as she would get a wider variety of experience. You continue to enjoy your work but find the frustrations are greater than you expected.

You wish that you could discuss your ideas with Dr Karno at greater length. In fact the only person who really seems to listen to you is the chief pharmacist. You wish that you worked with him rather than for Dr Karno, who seems to be more concerned with his work on national committees and at the Ministry of Health and Family Welfare than with the way he manages his own provincial headquarters.

CS3 (M)

**BRIEF FOR P.N. SHARMA**

Your name is: Mr P.N. Sharma

Age: 33

Status: Married with three young children

Job: You are Assistant Financial Controller in a large teaching hospital and have held this post for the last three years.

You are about to appraise:

Name: Mr K.B. Misra

Age: 54

Status: Married with two teenage daughters

Job: Head of the Accounts and Invoice Section in the Finance Department. His Section has seven members - five men and two women. He has been with the hospital for twenty-six years. He had held his present job for eleven years.

You do not know K.B. Misra personally very well because you have always found him rather "cold". He is a very precise man and you have always felt rather uncomfortable when he calls you "Sir". You have noticed that he does not lunch with his colleagues, but he eats on his own at his desk. He seems to be a lonely man.

You have been helped many times by Mr Misra's detailed knowledge of the hospital and believe that the other Section Heads (all younger than he is) value his experience and the help which he willingly gives when approached by them. You wish that his relationships with the hospital people, particularly nursing staff and other professionals, were as good, but you have had enough feedback from them to know that this is not the case.

A member of the Municipality's new Computer Section has mentioned to you the difficulties which he has experienced in working with Mr Misra while trying to install an experimental programme aimed at providing week-by-week information on expenditure for the various hospital Departments. This was an idea of yours which you want to see launched. You have spent many hours in meetings trying to convince the senior nursing staff of the advantages of this approach and you need Mr Misra's cooperation to make it work.

You have also asked Mr Misra to help members of the Training Unit who want to start a much-needed finance information course for nursing staff. This has just not happened yet and you have been told by the training people that they are not receiving the help and cooperation required from Mr Misra.

You are aware that he is reluctant to change his methods. He still believes in comprehensive detail and puts absolute accuracy above everything else, despite the fact that you asked the Section Heads soon after you arrived to provide managers with information for rapid decision-making rather than scrutinizing and balancing the accounts to the last rupee. In your view pedantic accuracy is sometimes a waste of time; you are there to help run a hospital, not balance ledgers. You are concerned that Mr Misra's "neurotic" need to be accurate (in spite of your instructions to produce speedy approximations only) has caused you to miss a number of agreed target dates by which information should be given to the Hospital Departments and Committees. For example, you had trouble from Mr V.K. Das, your supervisor, when an agreed deadline for some financial information for a Committee was missed earlier in the year. You are anxious for Mr Misra to accept the importance of meeting his targets on time.

His attitude to his staff has also worried you. You have tried to involve people in their work and get ideas from them about how they could improve systems, etc. In your experience this style of management leads to rewarding improvements in output. You have asked your Section Heads to do something similar, believing that the people who actually do the job know best how it can be improved. Your secretary is a close friend of Pramila, the youngest girl in Mr Misra's group, and she told you that when she held discussions with his group about work improvement he was intolerant, and rejected what seemed sensible ideas from the younger people about the reorganization of their work. She has also told you that one of the things that she wants is more responsibility and not to have everything she does checked by Mr Misra or his deputy Mr T.R. Patel. She said that she finds that she makes more mistakes when she knows that it is going to be checked.

You have difficulty in understanding his attitude to his staff. He seems quite unfeeling towards the staff yet you have heard that each evening he has visited Mr Patel who is in hospital after a heart attack. You believe that Mr Misra could be a more valuable member of your Department if he were prepared to change, but you do not see him achieving a more senior job.

CS3 (S)

**BRIEF FOR MR K.B. MISRA**

Your name is: Mr K.B. Misra

Age: 54

Status: Married with two teenage daughters

Job: You are Head of the Accounts and Invoice Section in the Finance Department. Your Section has seven members - five men and two women. You have been with the hospital for twenty-six years and in the Finance Department for twenty years. You had held your present job for eleven years.

You are about to be appraised by:

Name: Mr P.N. Sharma

Age: 33

Status: Married with three young children

Job: Assistant Financial Controller of the hospital for the last three years.

After nine very satisfying years in your present job you have become increasingly dissatisfied over the past two years. You feel that things in the hospital have taken a decided turn for the worse. Your main worry is the way that no-one appears to be concerned any more to maintain the high standards which you and the previous Assistant Financial Controller had always been proud of. You are increasingly surprised that Mr V.K. Das, the Financial Controller, supports the methods of his new Assistant, Mr P.N. Sharma, to whom you are directly responsible. You feel that he has been influenced by the recently appointed chief executive who seems to want to turn the hospital upside down with "modern managerial methods", however crazy they seem.

Mr Sharma just does not talk your language. He is always asking you to put an approximate set of figures on paper for him (a "guesstimate" he calls it) before he goes off to some time-wasting meeting with one of the Departments. You also resent the way he reprimands you if you do not produce figures on the agreed date. He tells you that he does not need them to be 100% accurate but just sufficient to give him a general idea. He should realize that it is better to be a little late with the figures than for them not to be checked and examined to the last detail. You were brought up to respect the search for accuracy as the most important thing. You believe that Senior Managers particularly should have information which is absolutely accurate, even if it does mean that the information is not sent out with the agenda papers but is placed on the table at the meeting. If only today's youngsters had this disciplined respect of accuracy.

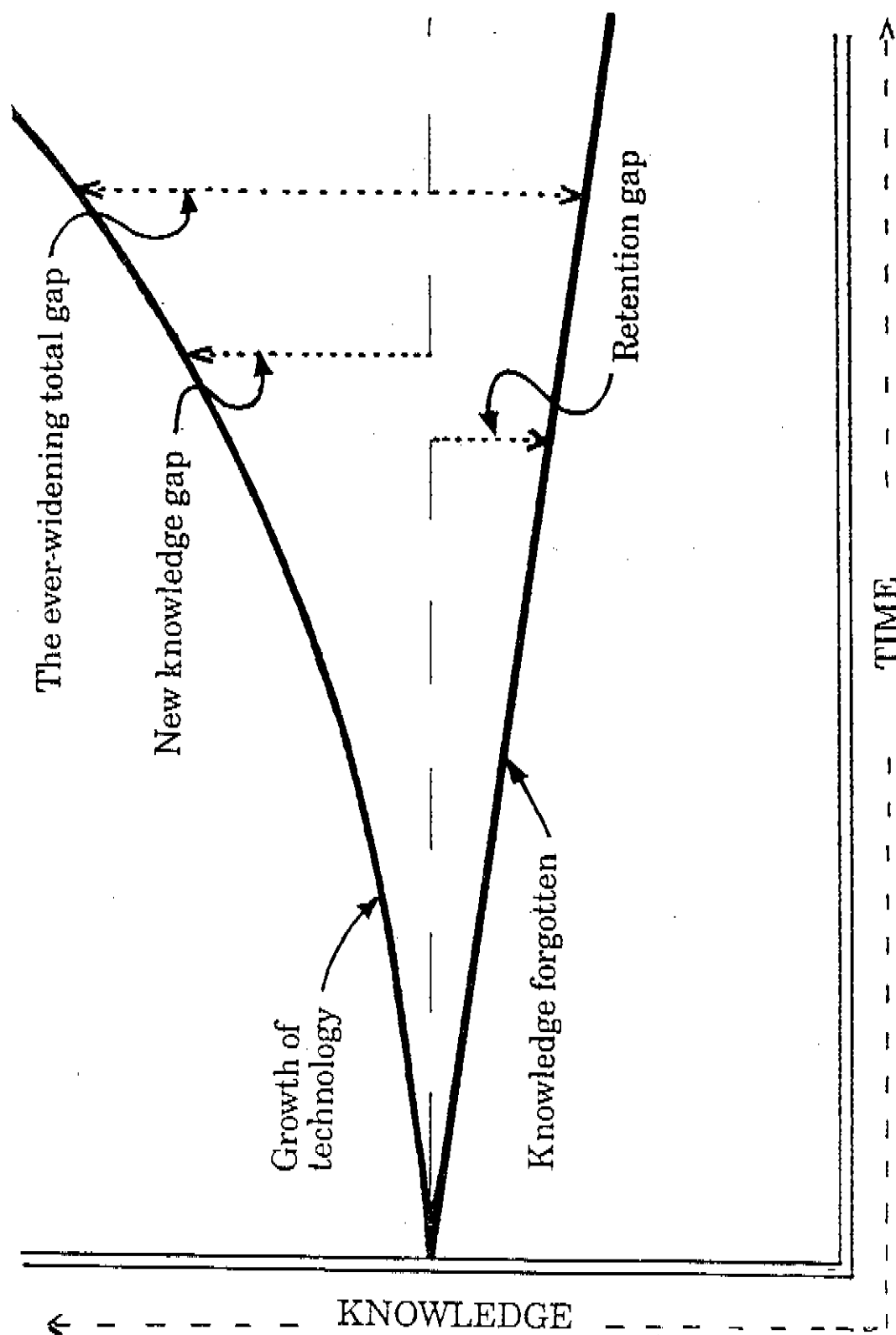
Apart from Mr Patel, who is exceptionally thorough, you do not feel you can really rely on the work of the others. This is why you have introduced a system that you and Patel check everything before it leaves the Section. He is your right-hand man and you have been under great pressure while he has been in hospital with a heart attack. You have enjoyed visiting him each evening in hospital and

it has been a relief to have someone to talk to who understands the problems of running the Section. Another thing that has recently puzzled you is that Mr Sharma insists that you hold Section meetings to discuss the way that the work is done. It seems that he believes that relative newcomers to the Section can know better how it should be run than yourself, who have been there for some time and have such a vast experience. You did hold one of these meetings but it only confirmed your view that they were a waste of valuable time. One or two ideas emerged but really you do not think it worthwhile following them up; anyway, it is your job to manage the Section and your subordinate's job to do what they are told and show respect for seniority. You believe strongly in showing respect for seniors and always, for example, call Mr P.N. Sharma "Sir". You are sure that this is the correct attitude, even though some of your colleagues do seem to use personal given names with their staff. You tend to find you have little in common with them anyway.

Other changes have also made this a difficult and busy year for you. For example, Mr Sharma came back from one of his numerous meetings with the nursing staff saying that they had agreed to a system of Departmental budgeting, and would he please liaise with the Municipality's computer people so that nursing sisters and other Departmental Heads could have weekly 'print-outs' of their budget position. You are quite sure that the Departments will not use this information and you also are not sure that the computer is as safe and reliable as people claim. For example, you have heard that in one hospital the computer miscalculated the payroll which had to be done by hand the following day and night. You do not want your reputation ruined in this way. Another rather irritating thing which Mr Sharma has asked you to be involved in was to help the Training Unit run some sessions for the nursing staff on the "Relevance of Finance to Nurses". You really cannot see the point of making nurses into "finance men" and believe that they should keep to nursing and leave finance to the experts. After all, that is what you are paid for. You are always ready to give advice, if necessary.

You are not looking forward to this interview with Mr Sharma. You acknowledge that he is intelligent but you feel that he wants change for its own sake. He does not let you feel relaxed as you always sense that he has something more important to attend to. You know that you are likely to finish your days in the hospital in the same job, but you would like to think that your remaining years will be as satisfying as they used to be.

### WHY WE NEED CONTINUING EDUCATION FOR ALL HEALTH WORKERS



## **OBJECTIVES**

**The creation of staff development policy and its implementation.**

**The use that can be made of training needs surveys.**

**The importance of performance appraisal.**

**Examining the options for developing staff.**

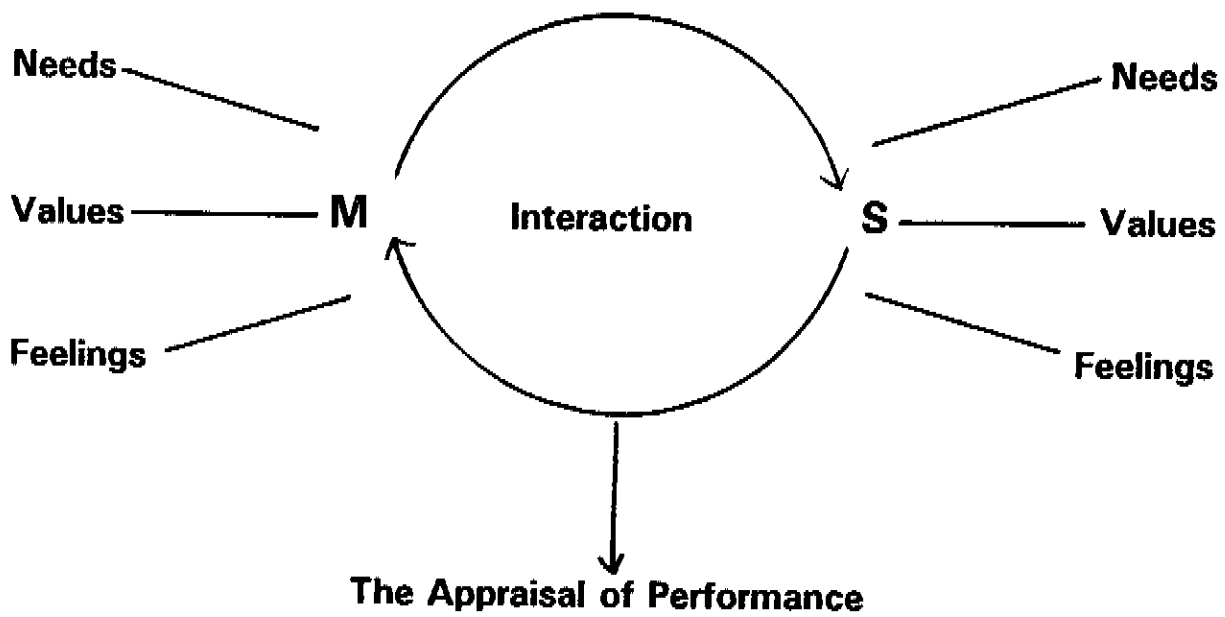
## **PROCESS OF THE INTERVIEW:**

### **DEMONSTRATE**

- **Attending skills**
- **Feedback skills**
- **Paraphrasing skills**
- **Ability to reflect feelings**
- **Appropriate use of open and closed questions**
- **Focussing skills**

**Perceptions  
of the purpose  
of the interview**

**Perceptions  
of the purpose  
of the interview**



## **STRUCTURE OF THE INTERVIEW**

**Review apraisee's performance  
in advance**

**Agree what problems exist**

**Agree action**

**Record interview**

## **YOUR SUBORDINATE**

- i) High Performer: low defensiveness**
- ii) High Performer: high defensiveness**
- iii) Low Performer: high defensiveness**
- iv) Low Performer: low defensiveness**

## **THREE TYPES OF APPRAISAL INTERVIEW**

- a) Tell and sell**
- b) Tell and listen**
- c) Problem solving**

7

8

9

10

11

12

13

14

**POTENTIAL FOR MORE RESPONSIBLE TASKS:**

- a) **Enthusiastic**
- b) **Contribution to job**
- c) **Self reliant**
- d) **Time to spare**
- e) **Additional duties**
- f) **Trusted**
- g) **Active in other areas**

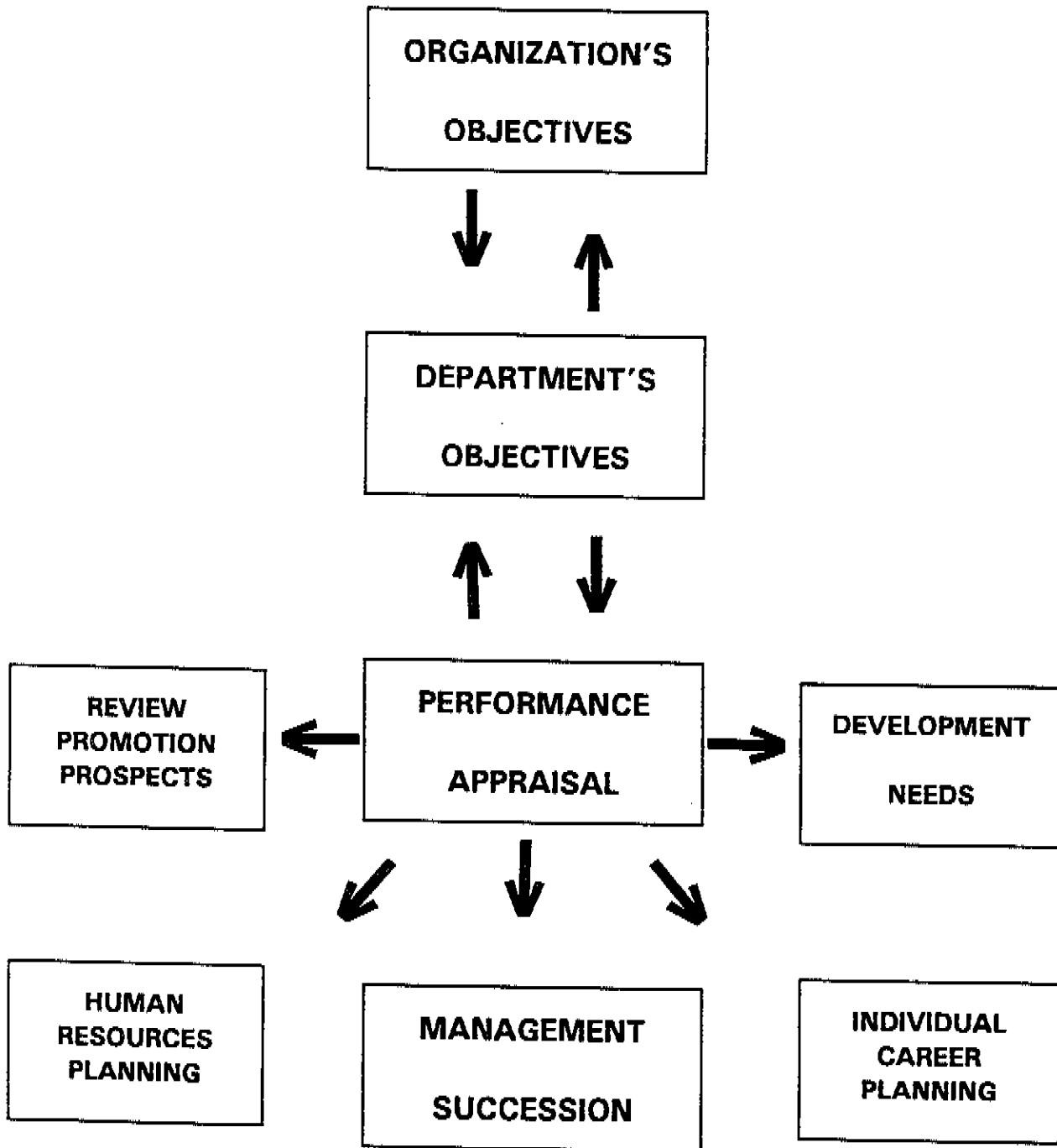
## **POTENTIAL FOR WHAT?**

- **Greater responsibilities in the present job**
- **Promotion to the next job**
- **Top jobs**

**NB: "Proven and provable performance"**

**PERFORMANCE STANDARDS SHOULD:**

- **Relate to key areas of the job**
- **Link with other objectives**
- **Both the "what" and the "how"**
- **Be agreed**
- **Be realistic**
- **Be measurable if possible**
- **Allow for change**



## **FEATURES OF A TRAINING SURVEY REPORT**

**The Organization**

**The recruitment, selection, deployment**

**Staff**

**General matters**

**Current training**

**Recommendations**

## **APPROACHES TO MANAGEMENT DEVELOPMENT**

**Self-development**

**Management coaching**

**Distance learning**

**Job rotation and attachment**

**Tutorial and advisory visits**

**Planned visits**

**Local study days**

**Participation in special projects, problem-solving  
and action learning groups**

**Participation in team development**

**CONSEQUENCES OF RESOLVING CONFLICT  
ON DISTRIBUTIVE BASIS**

**Organizational politicing**

**Jealous preservation of own territory**

**Empire building**

**Conflicts passed up the line**

**Risk taking reduced through fear of failure**

**Organizational change is stultified**

## **ELEMENTS OF STAFF SUPERVISION**

**Style**

**Participation**

**Motivation**

**Delegation**

**Control**