AN APPRAISAL OF THE NORTH EASTERN HEALTH BOARD'S TRAINING AND DEVELOPMENT PROCESSES FOR ADMINISTRATION STAFF IN COMMUNITY SERVICES

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May, 2000  Student No. 7451
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AN APPRAISAL OF THE NORTH EASTERN HEALTH BOARD’S TRAINING AND DEVELOPMENT PROCESSES FOR ADMINISTRATION STAFF IN COMMUNITY SERVICES

INTRODUCTION

Having started my working life in the Personnel Department, I have always had an interest in what motivates staff, the in-built structures within the Health Board to enhance morale, ensure job satisfaction and the importance of staff development so that staff can reach their full potential.

The North Eastern Health Board employs over 3,300 people covering all sectors of the service from Attendants to Matrons, Clerical Officers to General Managers. The Board’s Employee Handbook states that "the Board’s most valuable and most important asset is it's staff". They undertake to "encourage personal development and good teamwork by identifying staff needs and assist in providing means of developing staff". The purpose of this dissertation is to find out if this statement hold’s true in relation to staff who work in administration: how does the Board look after it's valuable resource and are staff in administration receiving adequate and appropriate training.

In the public sector, money rewards are not considered an important motivating factor, as there are too many constraints attached. Job
satisfaction would be a greater motivator and the means must be found to ensure that fulfilment in any post is attained.

The Board ensures that employees take part in training organised by or on behalf of the Board. This is laid down in the Particulars of Office for all grades. This is also financial assistance towards further education for those wishing to undertake same, once it is deemed relevant to their work. There is also the granting of study and examination leave.

The Training Section acts as co-ordinator for training needs of all grades of staff. Finances for such training are now in-built into all budgets – 1% being designated to cover training needs for any discipline. However, funding for further training e.g. through the Institute of Public Administration or Royal College of Surgeons is usually dealt with centrally, with a percentage of the funds being paid by Head Office. Currently the reimbursement of fees for third level education is in the region of 50% of full costs (the M.A. carries a 70% reimbursement level).

To full assess the current status of training and development for administration staff in Community Services in Cavan and Monaghan, it will be necessary to examine management theory, and how it is put into practice at central and local level.
The objectives of this dissertation are:-

1. To examine management theory relating to staff development globally and also at health services level.

2. To examine current trends in staff development nationally and the current developments being undertaken by the North Eastern Health Board and more particularly by Cavan Monaghan Community Services.

3. To evaluate the North Eastern Health Board’s role in training and development and the assertion that full consultation regarding training needs takes place with management and staff.

4. To assess the role of management in the training and development of staff, and the current consultation process between management and staff.

5. To evaluate staff perception of training, and the processes in place to allow staff reach their full potential.
CHAPTER 1
BACKGROUND

In order to ensure good performance from employees, as discussed in Personnel Management in Ireland by Gunnigle and Flood, it is important that employees have “the necessary knowledge, skills and abilities to carry out their current jobs effectively and to meet future organisational requirements”. The publication also states that staff development is important in this regard in that it allows staff to expand their skills and knowledge and at the same time enhancing their work performance, and achieving personal goals. It must be seen that by achieving certain levels their efforts will be rewarded, even if those rewards are not financial. Staff development is only one of the many factors that influence staff performance. This does not just happen. It needs the input of all levels of management and staff to make it work. If management do not approve of the development in progress, it will not succeed. If staff feel that the training being given is of no real use, then no benefit will be gained. Staff development must be tied in with other key motivators for staff - rewards, job satisfaction, job enlargement to name but a few. Such development should also be seen as a long term investment - management must be aware that by providing proper training to staff, they are more likely to benefit in the long term from the skills and knowledge gained by staff which in turn will reflect in an improved service being offered.
The concept of staff development is in-built into the theories of motivation, especially those advocated by Maslow and Hertzberg. Maslow saw the idea of self actualisation as a higher order need, something that could only be attained if all lower order needs were met. It could be said, therefore, that self actualisation (in a work context, self development) would not be attainable to the majority of people, as their priorities would not go beyond safety and security or belongingness. Maslow summarised that the average adult satisfies 85% of the lowest order needs: however going up the scale of needs, the percentage falls dramatically, leaving only a 10% satisfaction rate for self actualisation. Needs change in relation to a person’s career path - if one can progress in their given career, the emphasis moves away from, say, safety and moves more towards esteem. In other words, the higher up the career ladder one can go, the higher achievement can be made in relation to higher order needs.

**Maslow’s Hierarchy of Human Needs**

![Maslow's Hierarchy of Human Needs Diagram](fig 1.1)
Hertzberg held that there were satisfiers and dis-satisfiers, and that what may constitute a dis-satisfier would not necessarily be considered a satisfier. Therefore, there are two differing scales:

**Hertzberg’s scales – satisfiers and dis-satisfiers**

<table>
<thead>
<tr>
<th>Dis-satisfied</th>
<th>Not dis-satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not satisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale B</td>
<td>(fig 1.2)</td>
</tr>
</tbody>
</table>

There were differing factors that applied to each scale. Scale A had factors that were deemed 'hygiene factors' and scale B had what were deemed 'motivating factors'. Hygiene factors are those seen to be necessary to stop people feeling dis-satisfied. They will not directly motivate. Motivating factors must be met in order to motivate. However, if hygiene factors have not been satisfied, then dissatisfaction with the motivating factors will occur.

**Hertzberg’s Hygiene and Motivating Factors.**

<table>
<thead>
<tr>
<th><strong>Hygiene Factors</strong></th>
<th><strong>Motivating Factors</strong></th>
</tr>
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<tbody>
<tr>
<td>◆ Salary</td>
<td>◆ Achievement</td>
</tr>
<tr>
<td>◆ Job Security</td>
<td>◆ Recognition</td>
</tr>
<tr>
<td>◆ Working Conditions</td>
<td>◆ Responsibility</td>
</tr>
<tr>
<td>◆ Status</td>
<td>◆ Advancement</td>
</tr>
<tr>
<td>◆ Company procedures</td>
<td>◆ The work itself</td>
</tr>
<tr>
<td>◆ Quality of technical supervision</td>
<td>◆ The possibility of growth</td>
</tr>
<tr>
<td>◆ Quality of relationships with others at work</td>
<td></td>
</tr>
</tbody>
</table>

6
Within the public service, salary is not essentially a main motivating factor, as there is no flexible salary structure within the public service. Salary for any grade is as laid down by the Department of Health. Achievement, responsibility and advancement would be higher on the list of motivating factors than the pay attached to it. If the work being undertaken is fulfilling, that is another means of motivation. However, there must be proper structures in place to see that the factors relating to motivation are not ignored. If motivating factors are not embodied into everyday working life, then staff will become disillusioned, and the possibility of reduced output, or even absenteeism will occur. A properly motivated staff should enhance the service being provided and every effort must be made to ensure that levels of motivation do not stop at a certain level: there must be continual review, and changes in the service will only succeed if up to date training and development are available to all.

The North Eastern Health Board provides health services for a population in excess of 303,000 people in counties Louth, Meath, Cavan and Monaghan. To provide this service, the Board employs over 3,300 staff covering many professions, each one an integral part of the service. A breakdown of staff looks like this:

<table>
<thead>
<tr>
<th>Staff employed in N.E.H.B. (figures as at 30.6.99)</th>
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</thead>
<tbody>
<tr>
<td>Medical/Dental</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Para-Medical</td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Support Staff</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
</tbody>
</table>

(fig 1.4)
To have an effective staff development programme for such a wide range of professions would appear an almost impossible task. With the constant change in service delivery, it would be inconceivable that all sectors of staff would receive appropriate training immediately it was deemed necessary.

Staff development could almost be considered a new phenomenon in the health services arena. For many years, the Training Department dealt mainly with a small amount of courses usually given by outside agencies to a very limited number of participants. In the North Eastern Health Board area, the most frequent course held was a refresher course for nurses, held yearly. Other courses held were delivered mostly to para-medical grades, and were usually one/two day duration. The past five years has seen a transformation in the way training needs have been handled and delivered.

'Shaping a Healthier Future: a Strategy for Healthcare in the 1990s', published in 1994, changed the whole concept of training and staff development. It states that "that services will stand or fall on the contribution of the staff who provide them." It acknowledged the commitment and quality of staff working in the service. The Strategy saw the need to improve the service further through support and encouragement of staff. Improved training and more appropriate human resource policies were essential. Because the strategy laid down a basic rehauling of the delivery of services, it was felt that it
would be necessary to look carefully at the training and education of those delivering the service. It saw the need for a more structured approach to training needs for staff. As the service was constantly changing, it was deemed important that all staff were aware of the need for continuous training and education. As the greatest percentage of staff employed in the health services are in Nursing, it was felt necessary to first concentrate on bringing nursing grades in line with the demands of the service. New skills and knowledge were required to equip nurses for the changing face of the service, especially as the emphasis was now on primary care. As a result of this, a Co-Ordinator for Continuing Nurse Education was employed to spearhead this training of nursing grades.

Firstly the Board had to recognise the gaps in training within the nursing service, and to this end, a Steering Committee was set up to look at current and future training needs. It reached out to all staff employed in every section of the service - acute, psychiatric, elderly, persons with disabilities. They looked at what level of training had been achieved and what would be envisaged for the future. From this a programme of education for nurses was drawn up. It is up-dated annually, so it may include changing needs of the service as and when required.

As a result of the implications of the Child Care Act 1991, a Co-Ordinator for Child Care Education was appointed and a programme of courses was drawn up for those working in this specialist area. Due to
the fact that those working in Child Care are in constant contact with outside agencies, it was appropriate that these agencies were also involved in the training process in order to allow for a completely co-ordinated service with a common approach.

The Board also provides funding for Management education in conjunction with other agencies i.e., Institute of Public Administration, Royal College of Surgeons, Irish Management Institute. Recently the Office of Health Management conducted a survey of staff, which indicated that the percentage of staff receiving higher management training is higher in the North Eastern Health Board region than for the rest of the country.

Training/education has now been expanded to incorporate the regular use of outside agencies and also the targeting of groups of staff to receive specialist training in their area of expertise. Training now includes non-nursing personnel in the areas of health and safety, patient care, cleaning and catering. Formal Health and Safety training for staff is also in place. I feel, however, that some grades of staff are completely left in the dark. Recently, the Board held Management Skills Courses. The title of the courses alone left some grades of staff feeling that they would not benefit from them, and that the courses were not geared for them. Through this dissertation I hope to find out if staff feel they are receiving adequate training, and if they feel included in the planning of training needs.
The Mission Statement of the Training Section is as follows:

"The North Eastern Health Board is committed to continuing education and life long learning. The Training Section aims to support and assist Managers in improving staff performance and professional competence by developing high quality education and training programmes which meet the needs of the service"

The statement focuses on the needs of the service. Training programmes try to deal with service and individual needs. The Training Section states in it’s annual report that "the training and education programmes are constantly reviewed to ensure their quality, appropriateness and effectiveness". I would have to question whether or not this statement holds true - what type of reviews take place and how appropriate are they? Experience would tell me that reviews of courses are at best sketchy, and throughout this review I hope to highlight the level of review or feedback from courses actually taking place.

One area not covered in any great detail is the benefits of informal training. Most people are probably unaware that informal training even takes place. They don’t see the sharing of information or certain skills as a direct form of training. We all receive some form of informal
training on a regular basis, yet sadly, it is rarely recognised as a matter of any importance.

This year the Regional Education Centre issued its first full year prospectus. The introduction to the prospectus states that "it is the responsibility of managers to ensure that all staff participate in further development. The Training Section will advise and assist them in this task." It also states that the courses in the prospectus are in line with service plan objectives, and that they "have been developed following widespread consultation involving managers and staff across the region". I wish to test the validity of this statement and will find out if staff are really fully involved in the training plans laid out for them.
CHAPTER TWO
MANAGEMENT THEORY

Before looking at how well staff development in the North Eastern Health Board has evolved, it is necessary to look at the definition of staff development and what the aims of such development should be. Bass and Vaughan (1986) define learning as a 'relatively permanent change in behaviour that occurs as a result of practice or experience. In 'A Handbook of Personnel Management' the definition of staff development is "providing learning and development opportunities, making training interventions and planning, conducting and evaluating training programmes". It states that the overall aim of staff development is to see that the organisation has a quality of people it needs to attain its goals for improved performance and growth. To do that, an organisation must ensure that all staff have the requisite skills and knowledge to reach a level of competence in order to carry out their duties effectively. The performance of staff, individually and in teams, needs continual improvement and any development of employees should be with a view to maximising their potential for growth and promotion.

For an organisation to reach its full potential in relation to its development, it must produce an employee development strategy. This strategy outlines the means which show how the development
process will contribute to the overall goals of the organisation. The strategy should also show the viable links between learning, development training and the performance of an organisation, and how all these activities add value to the service being provided. The strategy should be for the benefit of all sections of the service, employees, service users and the community at large.

‘Personnel Management in Ireland’ – Gunnigle P., Flood P (1990) states that proper staff training and development facilitates "satisfactory employee performance allowing employees to satisfy personal and organisational needs through their work". This is not the only factor influencing performance. Employees must have the ability to achieve the required levels of performance. To be successful in dealing with the challenges in the future and in reaching specified goals, an organisation must develop a motivated and committed workforce.

Organisations are realising more than ever that the best way forward is by having employee development policies as part of their overall structure. Such development is an investment in human resources that should produce long-term benefits. The main thrust of employee development is that it is continuous and on a systematic basis to improve the current capabilities of staff and help them cope with ongoing change. There are many benefits of employee development, such as
• improved job performance
• better morale
• aiding career development
• reduced labour turnover
• reduced absenteeism
• improved employee potential
• improved employee motivation

Employee development is seen as helping the employee as well as the employer. Employees realise their full potential through facilitating personal development in their work. This increases individual motivation at work.

Gunnigle and Flood (1990) also stresses the need for an effective employee development policy. This policy must combine the needs of the organisation with the employee's need for growth and development. Employees should be a part of decisions in relation to career planning and development. There must be commitment and involvement from the employee to develop skills and knowledge in the form of experiences at work, as the organisation can only make sure that certain basic skills training takes place. In other words, it is imperative that any training given by employers is used effectively by employees in the workplace and that learned skills are shared amongst the workforce. The most important element in this sequence is a balance between the needs of the organisation and the individuals within it.
A need for a strategy in relation to employee development is also laid down. A philosophy that recognises the resource value of employees and aids the progress of a comprehensive development policy is a must. In addition to proper training and development for employees, it goes one step further and states what is also required is a supervisory style that allows such employee development. It would be of no benefit to have a motivated, well skilled workforce if their supervisors were not of like mind. If the supervisors were of a management rather than leadership style, the motivated staff would soon withdraw and levels of communication would soon be reduced. It would lead to poorer quality of service, impede organisational change, morale would be poor and job satisfaction would be at a very low ebb. Line Managers have the task of motivating and developing staff within their service, and through proper leadership, should be in a position to enhance their service and aid staff in reaching their full potential.

Both Armstrong M. (1995) and Gunigle P. Flood P. (1990) list the main elements of employee development

- Learning
- Development
- Education
- Training
Learning is the behaviour changes brought about through experience and practice. Development is a wider concept that includes the need to satisfy future demands of a job or the organisation. Education is the more formal activity to develop better understanding and knowledge rather than skills in a particular area. Training is the planned changes in behaviour as a result of learning programmes and instruction that allow for effective skills and competence to develop. In this context, employee development incorporates all training and development activities that are undertaken on a continuous basis to improve employee capabilities, allow them to perform well in their jobs and equip them for more demanding jobs in the future.

To fully appreciate development activities within an organisation, managers, according to Gunnigle and Flood, must understand the learning process so that training programmes are developed adequately. Individual's commitment and ability vary considerably. They must ensure proper and careful selection of staff together with a clear idea of training needs to ensure that the right staff go to the appropriate training. There are many different conditions for effective training:

♦ staff must be motivated
♦ employees learn best if they are involved in the learning process
♦ the content of the training should be relevant
♦ employees need feedback and guidance on their progress
there must be adequate time to absorb the content of any training

training methods should be appropriate and varied to maintain interest.

All training and development undertaken should be to achieve specified targets. These targets should come directly from corporate objectives and seen as performance goals at all levels within the organisation.

Accurate identification of training and development needs is the starting point of the whole employee development process. There must be an analysis between the current level of performance and future demands of staff. These training and development needs are then translated into objectives that provide the basis for the future content of any employee development activities. They will also serve as the basis for future evaluation on whether these activities have been successful.

The training cycle as expressed in 'Manpower Training and Development' (1979) gives a simplified version of the training process.
This can be applied to all levels of an organisation, from the body as a whole to individual departments or groups of workers.

**Step 1: Identify what training is needed**

The person responsible for training would carry out a training analysis of the work to find out exactly what staff are expected to do. The training officer would then work out a training programme taking into account staff's current and expected level of competence. Any difference between the two will be seen as the "training gap", (see fig. 2.3 and 2.4) and the training programme should bridge this gap.

**Step 2: Plan how to meet the need for training**

Having identified what training staff need, the training officer must now decide with management how to meet this need, taking into account the organisational goals and other constraints. The training programme should specify the skills and knowledge required, the time table for the training, where the training will take place and the resources required.

**Step 3: Implement the training**

The training is then carried out in accordance with the programme. Training can be given by training staff or outside agencies, either at the workplace or at a specialised training area. Records should be kept of the trainees' progress for immediate control purposes and also to provide feedback on the effectiveness of the training.

**Step 4: Check the effectiveness of the training**

The training programme should be reviewed at intervals by the Training Officer, management, and if appropriate, the trainees themselves. The results of such reviews provide feedback regarding future training
activities. Any lessons learned from this review will assist in improving the efficiency of training in the organisation.

This process can also be outlined in more detail as follows:

Identify training and development needs
↓
Establish objectives/standards
↓
Agree training/development activities
↓
Implement training/development
↓
Evaluate
↓
Feedback
(fig 2.2)

All the publications that I have reviewed that discuss the concept of training and development specify how important it is to properly identify the training needs of staff within an organisation. Training needs are seen as the 'shortfall' between current knowledge and skills and the level of knowledge and/or skills that may be required for the service now or in the future. This is known as the training gap, and can be shown as follows.

Demands of the Organisation/specific job

| Knowledge, skills, attitudes needed to adequately perform current duties and also to meet any future requirements |
| Current Level |
| Present knowledge, skills and attitudes of employees |
| Training Gap |

(fig. 2.3)
Or in simpler terms

The main task of management is to identify the training gaps and develop appropriate training and development programmes to reduce the gap. In doing this, it may be necessary to prioritise certain areas at any given time and resources would need to be allocated accordingly. The driving factor in having any training is what added contribution there would be to the organisation's effectiveness. It would be important to ensure that an organisation would not only be seen as adopting what is known as the "deficiency model" approach which implies that the training is only to put things right that have gone wrong. However, training is more positive. It should be concerned with satisfying, as well as identifying, development needs, increasing all-round competence and also preparing staff to possibly take on more responsibility in the future.

Gunnigle et. al. and Armstrong M. list the different levels of training needs analysis that has to take place. Firstly, the needs of the
Gunnigle et. al. and Armstrong M. list the different levels of training needs analysis that has to take place. Firstly, the needs of the organisation as a whole must be analysed i.e. the corporate or strategic level of analysis. This would include looking at the main objectives of the organisation, manpower planning and the direction the organisation would be taking in the future (technology, changes in service etc.). The next level is the operational level i.e. departmental or group training needs. Finally, there is the individual level; dealing with training needs for, say, career development or improved performance with a changing service. All three levels of analysis are inter-connected. By analysing the needs of the organisation, the needs of the departments/groups will be identified, and these in turn will outline the training needs of individual staff members. This also works in reverse. The analysis of individuals will show common needs at departmental level. Putting both of these together will help to define the needs of the organisation, although there may be some training, which will be taken at corporate level alone.

There are four main methods of analysing training needs:

- analysis of organisational and human resource plans
- job analysis
- analysis of performance reviews
- training surveys.
The training strategy of an organisation should be determined by its organisational and personnel strategies/plans from which human resource plans will come. The plans should show in general terms the skills and knowledge required in the future to meet service need, and the number of staff needed who possess those skills/knowledge. These indicators will then be translated into specific plans which will cover outputs from training programmes of people with particular skills or a mixture of skills.

Job analysis for training purposes means examining the job content, the standard required by the organisation in terms of quality and output and the knowledge and skills required to perform the job competently. This type of analysis should include the following information:

- any problems facing staff in relation to learning basic skills and how to apply them
- low performance of staff as a result of low motivation, or lack of skills/knowledge that need to be rectified by some form of training
- any areas where competency levels are not up to the required standard
- any areas where future changes in the service require a need for additional training.

Performance reviews should be a prime source of information about staff development needs. This type of approach concentrates on the
preparation of performance improvement programmes, which are related to jointly determined action plans. This form of review focuses on continuous development. It would be seen that every contact between managers and staff is regarded as a learning opportunity. Successful training normally requires active management support – it should start at the top and filter down through the organisation.

Training surveys bring together all the information obtained from the other methods of analysis in order to provide a comprehensive basis for the development of a training strategy and its implementation. It may be necessary to collate additional information by interviewing managers to establish their views about training needs and discussing with people undergoing training or who have completed training their opinions regarding its effectiveness. A training survey pays particular attention to the extent to which existing training meets the training need.

One of the objectives of management is to maximise staff's strengths and minimise their weaknesses. As well as this, management will have to look for and identify opportunities for staff to use their strengths to overcome weaknesses and to get rid of anything that may get in the way of their development. Using the SWOT analysis (strengths, weaknesses, opportunities and threats) can assist in this process, and will help to identify priorities, goals and strategies for change. The aim of this analysis is to:

*
♦ Build on strengths
♦ turn weaknesses into strengths
♦ make the most of opportunities
♦ plan around threats

and this is achieved through the development of action plans and strategies.

Donnelly (1987) stated that the traditional model of training and development is insufficient to meet changing needs of an organisation and that there is now, more than ever, a critical need to move from the provision of a narrow technical skills base to a situation where individuals are supplied with competencies in an ever-expanding range of skills. There is now a strong interest in continuous development as an organisational concern. The basic principles of this concept are that the ideals of the organisation aspire to
♦ the creation of an organisational climate that facilitates continuous development
♦ a system that rewards continuous development
♦ a structural design that promotes on-going learning.

Gunnigle et. al. In Human Resource Management in Irish Organisations state that the training policy of an organisation on employee development provides the framework within which all planned interventions take place. This can be expressed along a continuum where, at one extreme, training is viewed as an expense and only
occurs as the need arises, and at the other extreme, employees are seen as a valuable resource and so training and development is a central organisational concern.

Organisations can differentiate themselves as "desirable" employers by providing a range of employee and career development opportunities that are designed to attract and retain the highest calibre of employee. This type of approach requires a high level of co-ordination between employee development and the range of other personnel policy choices such as recruitment and selection, performance appraisal, reward systems and employee relations.

Who has responsibility for training and development?

Traditionally, training and development was taken to be the responsibility of a dedicated specialist function – however, this perception is being challenged as organisations identify and appreciate the key role line managers play in employee development.

Anderson (1993) proposes a role allocation which gives line managers a central role in the training and development process. He suggests that line managers must be highly regarded and should share many of the duties with the specialists. The sharing is seen to allow for the development of a "learning partnership".
Eventhough there is a need for line managers to take responsibility for training and development activities, the process of devolvement is not without problems. Hanson (1992) suggests that line management is so often under pressure to achieve short-term objectives that real support for human resource development is fairly rare. Ashton (1984) highlighted a number of problems when delegating to the line managers:

- ownership of the training and development process
- role clarification in terms of the degree of line manager involvement in various training and development activities
- the competence of managers to undertake such specialist activities.

Brewster and Soderstrom (1994) state that “tasks are being taken away from specialists who have appropriate training in skills and with a concentration in this one area. They are being passed to managers who may have little training or skill in the area and who are often uncomfortable with or lack confidence in it and who have a myriad of other responsibilities – there are also risks if Human Resource tasks are transferred to (managerial) employees who already have a full and more than full workload. In such cases the new tasks get low priority from those who are now responsible: in effect, this may imply that development equals a liquidation of tasks or at least a serious loss in the quality of performance”.

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There is now a greater commitment and flexibility required from employees, due to the changes in service delivery. Barrow and Loughlin (1992) suggest that organisations in the nineties require that employees

◆ have the ability to learn new skills and adapt to changing circumstances
◆ can conceptualise the contribution of their role to organisational effectiveness
◆ are capable of working in flatter structures and without supervision
◆ have the ability to manage the interface between customers and the organisation
◆ possess capabilities such as problem solving, creative thinking and innovativeness.

All these requirements place considerable responsibility on the training departments to ensure that employees are equipped to meet the demands required of them.

Informal training, as a learning process, does not receive very much attention. In 'The Systems Thinker', how learning really takes place in an organisation is discussed. It states that informal networks of learning conversations are as much a core business process as marketing, distribution or product development. In fact, thoughtful conversations around questions that matter might be the core process
in an organisation. A more strategic approach to this core process can not only appreciate an organisation's intellectual capital, but can also create sustainable business value in the knowledge economy. The Institute for Research on Learning studied how learning actually takes place in an organisation. They found that knowledge creation is a social rather than an individual process. People learn together in conversation as they work and practice together. Therefore important innovations are constantly being created as people share common questions and concerns. The Institute called the social process of learning ‘Communities of practice’. These networks are formed naturally by people learning together through the practice of their real work. From these studies, it was felt that there was a need to develop systems and processes that would foster useful kinds of conversations in the workplace. Alan Webber, in an article in the Harvard Business Review ascertains that conversation is the lifeblood of the knowledge economy. Information is the raw material and ideas are the currency of exchange. Good conversations become the crucible in which knowledge workers share and refine their thinking in order to create value-added products and services. He indicated that the most important work in the knowledge economy is conversation. This is only one area of informal training; however, it would the type of training that would be happening on a continuous basis amongst staff.

Following on from the theory behind staff development, what prompted the Health Board to formalise the provision of training to staff? The
Health Strategy ‘Shaping a Healthier Future: A Strategy for Effective Healthcare in the 1990s’ (Department of Health, 1994) laid down in print the need for active support for staff in the area of training and development. It states that "services will stand or fall on the contribution of the staff who provide them. The Health Strategy must focus on how they can be further encouraged and support……it is important to improve training and other aspects of our human resources policies." The skills required in the health service are very varied, and some balance had to be achieved between the demand for services and the ability to supply the many skills required for our health services. It also stated that it would be necessary to ensure that the balance between supply and demand was under constant review. The Strategy specified the necessity to look at the training requirements of several specialised groups i.e. doctors, nurses and the need for adequate training for managers in a rapidly changing environment. There was also a need, according to the Strategy, to include professionals – clinicians etc.- in the management structure.

What was most important was the statement that "staff need to be aware of the need for continuing education and training". This statement is the empowering of staff to have some control on the development they feel is required to help them achieve their potential.

“A Management Development Strategy for the health and personal social services in Ireland” (Department of Health, December 1996) or
Strategic Management Initiative (SMI) identified the need for all health services staff to operate in a ....... 'more open and accountable culture'. To enable this cultural shift to occur, staff would have to learn new skills. Managers at every level would have to be trained in how this cultural shift will affect their work. The SMI showed how training was specifically required at the higher levels of the service so that Managers would be able to assist all other staff within their control, thus bringing about an effective change in the way the service is delivered. The SMI identified that there were high levels of motivated staff who attended courses outside normal working hours and were largely unsupported by their employers. However, the trend was to now allow staff attend such courses during normal working time. It states that there is an abundance of ability among health service staff who would like to provide the best service possible. In many cases, many staff have developed skills and improved services, often without encouragement or incentive from employers. It was also seen that there would be little point in staff improving their skills if those skills were unused, due to resistance to change or indifference. Integration of objectives of staff and the organisation would be, according to the writers..."a notoriously difficult task, but a systematic approach to training and development provides a powerful source of integration".

The SMI also stated that access to staff development was in most cases self-initiated, and in essence would bear no relation to the organisation's plan for the individual. It was felt that 'quick fix' solutions
through training alone would not begin to address the problem. It recommended that training budgets should be directed to organisational objectives, and that such budgets should be devolved to departmental level, and managers should be accountable for using these budgets in a way which will improve organisational performance. It also stated that personal development plans should be an obligation on all managers, to be carried out on a regular basis. These development plans should identify the staff's training and development needs and relate them to the objectives of the organisation. These reviews should be part of the annual evaluation of the services' overall performance. It recommended that a task force should be established to review best practice and provide advice and support to local managers.

The North Eastern Health Board issues an Employee Handbook to all new employees on their commencement of duty. In it, the Board states that it recognises the need for ...."highly educated and trained employees". To this end the Board states that staff will be able to practice and develop their knowledge and skills. It is also a condition of employment that employees take part in training organised by or on behalf of the Board. The Handbook also states that Managers have a responsibility to ensure that all staff are properly trained to carry out their duties. It also indicates that there may be a contribution towards approved training courses as appropriate.

Under the Heading "Staff Policy" it states:

"The Board's most valuable and most important asset is its staff."
To enable them to give their best to patients and clients, the Board strives to be both fair and caring towards them. Every Manager at all levels is expected to: ....encourage personal development and good teamwork by identifying staff development needs, and assist in providing means of developing staff."

The framework is laid down in the Handbook, so is it followed through? To see if personal development needs are being met, it is necessary to look at the Training Section, which ultimately controls the training and development process.

The Mission Statement of the Training Section, as laid down in the Annual Report specifies that it is committed to education and life-long learning. It also aims to assist Managers to improve staff performance by developing high quality education and training programmes to meet the needs of the service. Training is developed to reflect the needs of individual staff as well as the organisation as a whole. There is even multi-disciplinary programmes to allow for integrated training across care groups.

To help this process, there are close working links with local managers. To this end, training programmes have been organised at local level, with funding coming from local budgets. The Annual Report states that
training and education programmes are constantly under review to ensure quality, appropriateness and effectiveness.

The Training Section have a strategic approach to education and training, where particular emphasis is placed on ensuring that the service to customers bypasses the structures of the organisation, and that all staff work together to ensure the highest quality service to the customer. The strategy states that the approach to education and training is strategic when:

1. Alignment with Organisation Objectives: this will show how investment in education and training helps achieve organisational objectives.

2. Involvement of Line Managers: they will be actively involved in the diagnosis of training needs and planning, delivering and monitoring of performance and development of their own staff.

3. Integration with Personnel Policy: the provision of education and training is reinforced by other Personnel relation policies i.e. equality, manpower planning, recruitment and selection, induction, mobility and career development.

4. Quality of design and delivery: the training programmes match the organisations learning objectives and the learning needs of specific groups.
5. Motivation of Trainees: those undertaking training should perceive that the training being undertaken is relevant and timely for their career.

6. Senior Management Support: Senior Managers should actively promote, participate in and act as role models in the learning culture, where positive feedback, development opportunities and mentoring is encouraged.

7. Fostering a learning environment: all training and development help to promote a learning culture within the organisation.

8. Evaluation: where participants, line managers and training personnel review the effectiveness of learning, and identify how skills/knowledge can be implemented in the workplace.

This strategy for the Training Department is based on concepts as laid down by the Health Strategy – equity, quality, accountability. There will be equity of access for all staff disciplines. There would be no differentiation across disciplines regarding staff release, financial support etc. Training will have to meet specific objectives, staff will have to identify their own needs, line managers must be actively involved in planning and delivering of training and monitoring the development activities of their own staff. Staff should be empowered to use their learning in the workplace, and there should be continuing evaluation. As regards accountability, Line Managers should be responsible for the development of their own staff, and there should be a systematic process of evaluation which measures training outcomes
and incorporates value for money for the organisation as part of the training process. Line Managers should also be supportive as regards the transfer of learning in the workplace.

The benefits of this type of strategic approach is that line managers will have more ownership of staff development, and staff will be able to identify their own training needs. It would be envisaged that training needs will be more accurately diagnosed. It would also be hoped that staff will be more motivated to implement change, which is essential in today’s health service.

Part of the action plan of the Training Section is to ensure that the 1% of payroll is set aside for In-Service Education and Training. They also plan to develop resource people around the Board’s area, using the valuable resource that is their staff, and the skills that have already been learned. There will be more multi-disciplinary training, which reflects the changing needs of customers.

To test if this strategic approach is actually bearing any fruit, it will be necessary to consult with the Training Section regarding the consultative processes in use at present, and if this approach works at ground level.
RECENT DEVELOPMENTS WITHIN THE HEALTH SERVICES

The concept of Personal Development Planning is becoming popular within the Health Services. The Office for Health Management have been active in the promotion of personal development plans, as they are seen as important to facilitate discussion between staff and managers on development and performance issues. The plans would also ensure that training and development initiatives would be closely aligned to organisational objectives and allow individual staff members to take more responsibility for their own development.

A number of pilot schemes were initiated over a period of six weeks. The aim of piloting these schemes was to identify success factors which will make personal development planning a development process for staff in the service. A number of key elements came through as a result of the pilot schemes:

- Ownership of the process must remain with the individual
- In order to gain support from top level management, the process must address organisational needs and it’s benefits both in developing the competencies of the individual and adding value to the services being provided.
- The line manager's role is critical as they are seen as the person responsible for creating a culture of openness where staff feel
comfortable raising questions, challenging the status quo and are encouraged to be responsible for their own learning.

- The line manager's role is also critical to the process in agreeing to support the development, facilitating the learning and ensuring it is aligned with business needs.

- Time is an important factor – time out to reflect and the time frame for the exercise. It will take time to create a learning organisation where personal development planning is seen as integral to running a successful service.

By running the pilot schemes, it was hoped to gain commitment and support of top level management and staff to personal development planning as a method of staff development. By having further pilot schemes, it is hoped to validate the success factors that have been identified in the initial schemes. Research will also have to be undertaken to show that the development of staff has a measurable improvement on the service being provided and on the staff themselves.

Another concept receiving attention at present is the idea of mentoring and coaching. Mentoring occurs when there is a relationship between management and staff that allows for passing on of knowledge, sharing experience and offering advice. It is defined as "off-line help by one person to another in making significant transitions in knowledge, work and/or thinking". Coaching is a more informal on the job training
technique aimed at developing a persons' skills, knowledge and work performance. It is defined as "tutoring, training, giving hints and priming with facts."

McGregor (1960) maintains that "every encounter between a superior and subordinate involves learning of some kind for the subordinate (and should for the superior too). The attitudes, habits and expectations of the subordinate will be reinforced or modified to some degree as a result of every encounter with the boss ..... Day by day experience is so much more powerful that it tends to overshadow what the individual may learn in other settings".

Guidelines have been drawn up by the Office for Health Management in relation to mentoring and coaching. Mentoring is the giving of guidance and advice to others, not necessarily from management to staff. Mentors will focus on the development of the learner, giving more time and attention than can be expected from a Manager. This form of development does not have a set time scale, but at a speed that suits the individual.

Coaching is a more informal training skill. This usually takes place between a Manager and staff, and is a highly effective method of staff development. Coaching is described as helping individuals to develop and helps them reach their full potential. However, coaching should be seen as a form of learning, not teaching. In other words, coaching
should be used to help individuals to learn for themselves rather than teaching them particular skills and telling them to do it.

There are many reasons for using mentoring and coaching skills. These may include areas:

- where there is a need to improve performance
- where there is a new starter to a particular area
- where staff are studying
- where staff wish to advance their careers.

Mentoring is more long term and focuses on assisting staff to develop beyond any one particular task, and is more concerned with the wider issues within the organisation and on career development. Coaching is focussed on daily work activities and improvement of job performance.

The best way to explain the differences between mentoring and coaching is as follows:

"Coaching is the responsibility of a line manager who has an immediate and day to day accountability for the learner's performance while a mentor is rarely a learner's line manager ..... mentors have protégés rather than learners and will therefore aim to develop a special kind of relationship".

(Parsloe, E., 1995)
In 1998, a stocktake of Managerial skills and talents was undertaken by the Office for Health Management on behalf of all Health Boards. Results were issued to individual Health Boards on completion. The results returned to the Health Board are attached in appendix 1. The stocktake covered areas like proficiency in the areas of staff development and appraisal, performance management and team building. The results for the N.E.H.B. show that in the area of staff development and appraisal, only 12.8% of staff surveyed felt that they had considerable skills or knowledge. 33.9% felt that they had reasonable skills or knowledge. In the area of performance management, 11.6% stated that they had considerable skills or knowledge, while 25.8% had only reasonable skills or knowledge. 79.1% of those surveyed specified that they would like to participate in an exercise to develop their own personal development plan. In the survey, staff were asked how long they have been in posts which include management or supervisory responsibility. A total of 13.1% had less than two years experience in this area, while 22.3% had two to five years experience, and the majority 53.1% had more than five years experience. 24.3% of those surveyed came from the Clerical/Administration sector.

In Community Services in Cavan/Monaghan, changes are taking place to redress the gaps that appear to exist in the service in relation to staff development. Commencing in 1998, Visioning Days have taken place (on an annual basis) in which staff and management alike take part in a
consultative process concerning their views and aspirations of the service being provided. During this process, issues that are pertinent to enhancement of service quality to the service user have been identified and explored. Out of this process, "10 Giant Steps" (see appendix 2) were formulated, giving goals for a better service by the year 2001. One of the steps was the support and development of quality initiatives. Training and development of staff was identified as one initiative that needed to be addressed. The first area in relation to staff training that was developed was staff induction. A questionnaire was issued to Heads of Departments (see appendix 3) regarding their input into staff induction. Department Heads were asked if they carried out induction with their staff. All answered that they did carry out induction, however the level of induction varied between departments. They were all of one mind that it was the responsibility of the Head of Department to carry out the induction with regard to the Department itself. However, there was concern that new staff were not inducted on the wider issues pertaining to the organisation as a whole. 55% of Department Heads were not aware that there was an induction pack available from Head Office – 80% had an induction pack for their own department which was used for new employees. The general consensus was that induction days were important to all staff and should be carried out almost immediately they commence duty. It was also felt that there was a need for follow on appraisal after induction, possibly after three months and further appraisals annually.
As a result of this survey, on-going Induction Courses are now taking place in Community Services on a two-monthly basis. At the end of each Induction Day, staff are asked to complete an assessment form (see appendix 4) in relation to the Induction received. Feedback to date has been positive – staff feel that the topics covered in the course are appropriate and the areas being covered are relevant. Refresher courses were indicated as being necessary to up-date staff on changes in services locally.

The next area in relation to staff development that needed to be addressed was the skills acquired by staff and what training staff felt they needed. To this end, a skills audit was carried out on all staff in Community Services. The results were quite unusual. Staff were asked to list their length of service, education and qualifications, the skills that they had acquired and courses they had attended. 50% of administration staff who returned the questionnaires (see appendix 5) had less than 10 years service, 50% with more than 10 years service. Of those with less than 10 years service, 20% did not recognise the skills they had learned in the process of performing their duties i.e. Microsoft Word, Excel, Access, SAP training, Lotus Notes, etc., or applications specific to their own department. The figure for staff with over 10 years service was 45%. 25% of administration staff felt they did not have any training needs. The Skills audit has shown how staff’s perception of development and training needs to change. It may be necessary for staff to be educated with regard to the relevance of all
training they receive, and how they bring that training back to the workplace, and the added value this training has on the individual and the service as a whole.

By identifying the training needs of staff, it is hoped that staff who already possess the necessary skills will share their skills with other staff locally. This active encouragement of the sharing of skills and knowledge is empowering staff to actively look to improve particular skills without, perhaps, having to wait for specific courses to be provided by the Regional Training Centre. The training will be on-site and will be a sharing of information between staff in familiar surroundings.

A project was undertaken by a number of line managers as part of a Management Development Training Programme, with particular regard to the perception both staff and management within community services had to staff development. Staff and managers alike were asked to complete a questionnaire concerning the issue of staff development (see appendix 6). When asked if there was a staff development programme operational in their department, 78% of managers felt that there was while 57% of staff held the same view. 15% of staff didn't know if such a programme existed. Of those questioned who felt that there was no staff development programme in their department, on the management side it was not seen as a priority or within the culture of the Board. The staff felt it was due to lack of leadership and the heavy
workload staff currently had to deal with. Staff saw informal training as a key element to a staff development programme, whereas managers felt that training courses were an important factor.

When asked how their departments staff development could be improved, the following answers were given:

**Managers**
- formal training
- appraisal
- mentoring
- increased resources
- regular reviews of training
- support for individual needs

**Staff**
- supervision
- teamwork
- appraisal
- i.t. training
- more specific courses
- procedures & practices
- local education
  co-ordinator

Both sides were asked what a staff development programme should contain:

**Managers**
- structured, planned, performance management and appraisal
- needs analysis
- formal development programmes

**Staff**
- training that will assist in promotion opportunities
- need to assess training/
- development needs from staff perspective
- promotion of a sense of worth/being valued
- goal/achievement setting
- skills development without professional territorial politics
Over 60% of staff and managers felt that they had opportunities for personal development in the previous two years. When asked for any additional comments in relation to personal development, staff and managers gave the following answers:

**Managers**
- closer liaison with Regional Training Centre to ensure that training needs and not trends are facilitated
- staff training needs suffer at the expense of extraneous developments and pressures

**Staff**
- need for supervision/mentoring
- training should be multi-disciplinary
- training should be for all grades

It was then decided to expand the process further and discuss with line management the possibility of developing personal development plans for staff. To bring this about, discussions were held with the Head of Each Department within Community Services under the following headings:

- the priority placed on staff development in the department
- the views of Heads of Department on staff development in the workplace and how it might work in the department
- the training needs of the Head of Department in the area of personal development planning. (appendix 7)

Some Line Managers felt that staff development was not a high priority issue in their department, while others had structures in place to ensure that appropriate measures were taken on a regular basis to assess the
development needs of staff. Line Managers felt that there was no organisational support for any form of appraisal process, and it would be necessary to create a culture whereby personal development planning became part of the work environment, and that appraisal would be viewed as an opportunity rather than a threatening prospect or an admonishment for staff.

There was a general consensus that staff must be fully involved in the appraisal process. Staff should be consulted regarding projects or initiatives being undertaken instead of just assigning work to them, they must have direct input, thus allowing them to feel part of the process. Staff views should be taken into account when preparing service development plans. There must be clear benefits for staff through the appraisal system - it should not only be seen as benefiting the organisation.

It was clear from the discussions with Line Managers that it would be necessary to have formal training for managers to fully implement any form of personal development planning. Appropriate training would have to include the areas of interpersonal skills, appraisal interview skills, career planning and performance management. To start this process, a training day on performance management for Heads of Department has been organised. It is hoped that all Department Heads will participate fully in this process - which will have benefits for staff, managers and the service as a whole.
The idea that courses should be multi-disciplinary, as discussed in the initial survey of community services staff, was brought home by the attendance figures for the Management Skills Courses held in 1999.

Of the staff who attended, 48% were Clerical/Admin, 25% para-medical, 20% Nursing, 2.5% Support Staff, 1.3% Dental and 3.2% Others, showing a very diverse range of grades attending management courses which until recently may have been deemed to be for administration staff only.

Of the courses on offer in 2000 as laid down by the Regional Training Centre's prospectus (appendix 8), I.T. courses have been overbooked, while management skills courses have had very poor attendances to date. A number of management skills courses have had to be cancelled, mostly those involving line management.

Administration accounts for 17% of the total staffing of the Health Board, and as such is not a section of staff which has received priority
with regard to training/development. The trend to date has been to prioritise training for nursing and other professional disciplines. However, administration input into the service crosses all disciplines, either dealing with a particular element of the service independently or complimenting other disciplines across the Board. Administration is a very important section of staff, and needs to be kept up to date with changes in the service. All disciplines have become more technology driven, with specific computer packages to enhance the service being delivered by all disciplines. Administration has seen the greatest changes in this regard, with possibly the least amount of training. Even with compulsory computer systems being introduced across the Board, training prior to their initiation was far from adequate. The sharing of information and skills amongst staff should go some way to reducing the deficit that staff have clearly identified. There are limits to what the Regional Training Centre can offer at any given time, and it is appropriate that as much training as possible is given locally. The Skills audit clearly defines what skills are in the service, and the training needs that staff themselves have identified. It would now be prudent to make full use of the skills available, ensuring that all staff are given every opportunity to increase their skill base, with training that is both adequate and appropriate.

To see if a structured approach to training and development exists for administration staff, it will be necessary to analyse the policies Head Office have in place at present, the role management plays in the
process and the way in which Community Services staff perceive their training and development needs.
METHODOLOGY

Following on from detailing what measures need to be taken to ensure an accurate assessment of training/development needs, it is now necessary to test whether these measures are actually used when designing training/development programmes for specific groups of staff.

My main interest is in administration, having spent my working life to date within this discipline. I want to look at the method of assessing training needs for administration staff from three different perspectives:

- central/regional perspective
- management perspective
- staff perspective

In order to properly assess these three perspectives, different research methods will have to be used. I intend to use two structured research techniques – one to one interviews and questionnaires. I will use one to one interviews when assessing the Training Section or Central perspective and the perceptive of Management of the local offices in Cavan and Monaghan. The benefits of one to one interviews is that the researcher is there themselves and can enlarge on the meaning of any particular item and can explain the intention behind questions in a way not possible with structured postal questionnaires. To assess staff perception of training and development, it is necessary to use postal questionnaires, due to the number of people involved. There are many
benefits in using questionnaires. This means of research allows for standardisation of questioning to allow you to test out hypotheses more explicitly. If properly devised, questionnaires can cover more respondents and give a greater feeling of anonymity. They require less skill and sensitivity to administer and allow respondents more time to think about their responses. The disadvantages of using a questionnaire are that it is only a primary data gathering method. The data given is more superficial than the information collected during an interview. Also, there is the risk of questions being interpreted differently from the researcher’s intention.

To judge whether assessment of training need is carried out centrally, it will be necessary to have a one to one interview with a member of staff from the Training Section. The areas to be covered with the Training Section are:-

-what way has training for Administration staff been assessed to date

-is there any policing of the 1% provision in budgets in relation to training for staff.

-the Training Section has provided a number of training courses for Administration staff – how was a decision made regarding the provision of these courses, was a detailed analysis carried out initially and are the courses a direct response to shortfalls in skills/knowledge within Administration.
- The annual report states that reviews are constantly taking place – what form does this review take.

The second perspective to be assessed is the role of management in the promotion and provision of adequate and appropriate training for administration staff. This will also be by means of one to one interviews with management in both Cavan and Monaghan sites. When conducting interviews with management it will be necessary to use an interview guide to ensure that all interviews are handled in the same way for each person; this is to ensure continuity of questioning.

The Training Section has specified that it is the responsibility of managers to encourage staff to participate in further development and that the Training Section will actively assist in this task. The prospectus for the Regional Training Centre has stated that the courses on offer have been developed following consultation with management and staff.

There are a number of issues that I wish to address with Management

- has consultation taken place with the Training Section in relation to training needs of staff
- has proper consultation taken place with staff in relation to possible shortfalls in the service and the training/development required to reduce these shortfalls
- do they actively encourage staff to participate in training/development.

Individual staff perception of training is the third area that needs to be assessed. This will be done through the issuing of a questionnaire. Questionnaires were issued to 50 members of Administration staff in Cavan and Monaghan Community Services. The main areas I will cover with staff are as follows:-

- have staff taken part in training in recent times
- do staff feel that management encourages them to undergo further training/development
- do management actively provide appropriate training
- are staff consulted with regard to what training is deemed necessary or appropriate
- are staff included in reviews of training/development that needs to be undertaken on a regular basis
- have staff an understanding of informal training.

All the information received will then be analysed, and it will be possible to ascertain the Board's current position regarding Staff development and training for administrative staff, the efforts of management to provide adequate and appropriate training for staff and how the staff themselves rate the current training available and the efforts being made by the Health Board to ensure staff receive training appropriate to their needs.
ANALYSIS OF FINDINGS

REGIONAL PERSPECTIVE:

To gain further insight into how training needs are evaluated throughout the region, I met with the Board's Co-Ordinator for Nurse Education, who also deals with training for all other grades employed by the Board.

At the outset, she outlined the Board's current position in relation to staff training and development. The North Eastern Health Board has a central training budget of £106,000 (excluding the budget for continuing nurse education). This amount has remained constant for the last four years. Approximately 42% of the central training budget for 1999 funded 3rd level courses for a total of 108 staff. Training takes place at three levels – regional, 3rd level and in-service training. The first level, regional, is where the Board provides courses for staff and the funding for same. The majority of these courses are held in the Regional Training Centre. The next level is third level education, where staff are afforded the opportunity to gain additional qualifications, say through the Institute of Public Administration or the Royal College of Surgeons. The training section provide appropriate funding for such courses and the provision of study and examination leave. The final level is in-service training, where courses are held locally for staff in the areas, for example, of health and safety or manual handling.
The Training Section supports local initiatives in relation to training. They will support managers in setting up training courses, as they have the expertise in this area. Through on-going training, the Training Section has contact with professionals who could be of value to managers setting up particular courses for staff. Local training is more accessible to staff and is also more appropriate as it is tailored to meet the needs of the staff on site.

Training Needs analyses have taken place for target groups – in 1994, a training needs analysis was carried out for nurses, and in 1997, a similar analysis was carried out for Public Health Nurses. There are annual reviews in respect of training requirements for staff in the area of Child Care.

The following questions were asked of the Co-Ordinator for Nurse Education:

What consultation takes place in evaluating training needs?

Consultation takes place, usually starting in September with all General Managers, Directors of Nursing, Chief Nursing Officers, the Primary Care Unit, Co-Ordinators for the Elderly, Administrators regarding the training needs of staff for the following year. The consultation takes the form of a meeting with the relevant personnel, with a standard form of questions used in order to ensure continuity in evaluation (see appendix 9). As well as being asked if they are satisfied with the courses offered
in the current year, they are asked to let the training section know of any immediate future needs they might have. Managers are also asked if there were any problems regarding the advertising of courses, making nominations or selection of staff.

The second form on consultation is through the evaluation forms completed by staff following attendance at courses. This feedback is a valuable source of information regarding the suitability of courses and any possible alterations that might have to be made.

**Is the 1% of payroll budget allocated to training policed?**

This is not policed centrally. This is policed by line managers only. As well as providing funding for staff to attend relevant courses, the 1% would also assist in the provision of relief cover, should the need arise. It is the responsibility of the line manager to ensure that the 1% is used appropriately.

**What on-going reviews take place in relation to training needs?**

The Training Section now takes part in a number of management meetings with Programme Managers and General Managers, usually on a two-monthly basis, and training issues are on the agenda, so that any issues that may arise may be discussed and further explored by the Training Section.
ANALYSIS:

Whereas the Training Section specify in their reports that widespread consultation takes place between management and staff, this does not take place. The personnel involve in the review are at General Managers/Matron level. There is no proper structure in place that will allow for staff to be involved in the evaluation of their own development and training.

There is also no policing of the 1% of payroll, eventhough the Training Section Action Plan states that they will ensure that the requisite amount of payroll budget is set aside for education and training.

The reviews taking place again are at General Manager/Matron level with the Programme Managers as an agenda item on regular meetings. This would appear to put the agenda for training and development low on the priority list, because the people who really need to be involved in the review are not consulted.

MANAGEMENT PERSPECTIVE

I held individual interviews with management in both Cavan and Monaghan with regard to staff development. The answers from both sites are amalgamated for analysis purposes.

Has consultation taken place with the Training Section in relation to training needs of staff?
Not at line manager level. The consultation process used by the Training Section involved General Managers from Community Services. Line Managers should have been involved in the process, they would be best placed to identify training needs for staff.

**Is there consultation with staff in relation to training and development needs?**

Yes. The Cavan site hold staff meetings on a regular basis, and staff training is always an item on the agenda. The Monaghan site are commencing staff meetings in the near future, and it would be envisaged that training needs would also be an on-going process through these meetings. There are continual informal discussions with staff in both sites in relation to their development needs, and every effort is made to accommodate where possible. Management, however, are lacking in the appropriate skills to effectively assist staff in assessing their training needs as there has been no formal training for management in this field. Unless proper structures are in place for management, staff will never receive a full review of training needs. The review has to work from both a management and staff perspective - the benefits such training will have for the objectives of the organisation and for the staff themselves.

**Is there active encouragement of staff to participate in training/development?**
Most definitely. Through the informal discussions held with staff, every effort is made to ensure that staff are afforded the opportunity to avail of training/development. Staff were encouraged to study the prospectus produced by the Regional Training Centre and identify courses relevant to their work, and management were very willing to endorse their applications to attend. There is a need to have a more formalised structure in place in relation to feedback from staff who attend courses. At present, feedback is minimal, and the effectiveness of the courses attended is diminished as a result. If management are not aware of the skills or knowledge acquired, it is difficult to make efficient use of them.

Is the 1% of payroll budget fully utilised in respect of training and development?

The 1% of payroll budget is fully used for the purpose of training and development. In Community Services the requisite amount from the budget is immediately earmarked to a Training code from which all expenses are paid. It would be expected that the full amount would be used in any year, if not exceeded.

Any other comments?

Staff development takes many forms. Some of the ways staff development is encouraged is by job rotation, within and across programmes and at corporate level to maximise an individual's knowledge of the organisation and the demands of the organisation. Delegation also provides development for staff. One area that is all too
often omitted is the acknowledgement of a job well done – self worth is important to staff; it provides a level of job satisfaction, and lets staff know their value to the organisation.

ANALYSIS:

Management take an active approach to staff development; however, they are not receiving the appropriate level of assistance from the Training Section. Consultation does not exist at line manager level in relation to training needs for staff. Management have taken the initiative to ensure all staff are receiving appropriate training and they are also encouraging staff to participate in development courses. Informal discussions with staff are an invaluable way of promoting the issue of staff development.

If there was a formal structure in relation to feedback from courses, many other staff would benefit from the training of their peers and management could fully utilise the skills acquired for the benefit of the service.

Management ensures that the 1% allocation from payroll is utilised appropriately by allocating the amount to a training code within the budget breakdown. This way all amounts coded to the specific training code can be traced through the Board’s accounting system.
Management also encourage the concept of job rotation. This gives staff an understanding of other sections of the service and added skills from the many areas covered by administration.

**STAFF PERSPECTIVE**

In order to get an accurate assessment of the staff perspective, I issued questionnaires to administrative staff in Cavan and Monaghan, 50 in total (appendix 10). 42% of those who received a questionnaire responded. I then divided the completed questionnaires into two sections, staff with up to ten years service and those with more than ten years service. These are my findings.

**STAFF WITH UNDER 10 YEARS SERVICE**

Have you undertaken any formal training in the last three years?

- 82% YES
- 18% NO

Please list the courses attended/education received:

- Time management
- Quality management
- Developing staff potential
- SAP Training
- Report writing
- Child Care Development
• Word – introductory, intermediate, advanced
• Personal Development
• Excel
• Disability Awareness
• Teachers Diploma in I.T.
• BA in Health Management
• ECDL Computer course

Of the 82% who had undertaken formal training:-

**Why did you undertake this training?**

27% stated that it was on nomination from manager, 73% stated that it was on their own initiative.

Of the 18% who stated that they had not undertaken any formal training:-

**Was any training/education made available to you?**

100% NO.

**Have you received any informal training in the last three years?**

73% YES 27% NO

Of the 73% who stated that they had received informal training:-

**Please list any informal training received:-**
• SAP Training
• Graphics and presentations
• New Medical Card System – Card 2000
• Health Board services
• E-Mail – Lotus notes

Are the training courses provided for administrative staff appropriate?

82% YES  18% NO

Have management consulted you in relation to your training needs?

64% YES  36% NO

Have you informed management of your training needs?

64% YES  36% NO

Have you taken part in any review of staff training/development?

64% YES  36% NO

Any comments you would like to make?

• Staff should train each other – there is a lot of expertise and it should be used to its full potential
• Staff should be encouraged more to attend courses. Uptake on courses in the Regional Training Centre in Ardee poor to date.
• There should be courses/training on dealing with the public and communication skills.
• Training is adequate and it is up to staff to make use of it.
• There should be courses on interview skills.
• There is a need for management to be more involved in assessing training needs – they should find out what training is required.

STAFF WITH TEN YEARS SERVICE AND OVER

Have you undertaken any formal training in the last three years?

70% YES 30% NO

Please list courses attended/education received:

• SAP training
• Word
• Excel
• Powerpoint
• Manual Handling
• Personal Development
• Customer Care
• Receptionist Course
- Medical Card System
- Time Management

Of the 70% who have undertaken formal training:

**Why did you undertake this training?**

- 43% on own initiative
- 43% on nomination by manager
- 14% other – reason given, new system had to be learned

Of the 30% who had not undertaken training:

**Was any training/education made available to you?**

- 66% YES
- 34% NO

**Have you received any informal training in the last three years?**

- 80% YES
- 20% NO

**Please list any informal training received:**

- Medical Card system
- Assertiveness course
- Personal Development course
- Immunisation system
- Word processing
- Powerpoint
- Excel
- Minute Taking Course
Are the training courses provided for administrative staff appropriate?

80% YES

20% NO

Have management consulted you in relation to your training needs?

50% YES

50% NO

Have you informed management of your training needs?

70% YES

30% NO

Have you taken part in any review of staff training/development?

10% YES

90% NO.

Any comments you would like to make?

• The Health Board places great importance on training and development and it is readily available to staff.

• Informal training is not very reliable – are you being shown the way to do something or the correct way to do something.

• More one to one training is needed after the completion of courses especially for any problems that may arise.

• Time should be set aside directly after a course to practice what's learned.

• Most staff carry a heavy workload and training is left aside except for IT training.
• There should be up-dates on a regular basis regarding new schemes being put in place – staff should be kept up to date in order to give a proper service to the public.
• There should be yearly appraisals between management and staff.
• Courses are considerable and effective.
• Managers don’t always actively encourage staff to participate in training and development, therefore it is very much up to staff to take the initiative to take part.

ANALYSIS:

Most staff are willing to undertake further training and development. In splitting the returned questionnaires into two categories, (i) under 10 years service and (ii) over 10 years service, it became apparent that those with longer service were more likely to do courses in relation to work related processes only – Word, Excel, Access, SAP. Those with less service were more inclined to do Skills Courses – Time Management, Quality Management, Developing Staff Potential, BA in Health Management, as well as work related courses.

The majority in staff questioned did the courses listed on their own initiative – staff did not feel that management had great input into the courses they applied for; however management have to approve any applications for course attendance (see appendix 11)
The majority of informal training listed by staff is in fact formal training. There appears to be no concept of the informal training received almost every day by staff by the sharing of skills or knowledge, no matter how little.

Staff did feel that the courses on offer are appropriate for staff and that they are part of the consultative process with management. There are mixed views with regard to taking part in any training and development reviews.

From the comments made by staff, it is apparent that there needs to be more consultation between management and staff in relation to training and development needs. One comment made is the lack of time after courses to practice skills learned. Once courses have been attended, no time is set aside for staff to practice the skills they have been learning. Maybe the formal feedback structure, if in place, might alleviate that problem.

Informal training is perceived as not being very reliable – it could be said that staff are not being shown what might necessarily be correct.

Staff are more empowered to look for further training and development. However, the process is not fully inclusive. 30% of staff with over ten years service, and 18% of staff with under 10 years service, did not undertake any training. If included in a full review, these staff will
realise that training and development is essential to boost morale, ensure greater job satisfaction and assist in their advancement within the organisation. In the type of courses attended, staff are becoming more aware of the skills required to enable them to reach their full potential and enhance the service as a whole.
CONCLUSIONS

Having analysed the findings from corporate, management and staff level through interviews and questionnaires, I would offer the following conclusions:

TRAINING SECTION

Through the material researched in this dissertation, the Training Section makes several statements:

♦ that they will encourage personal development and good teamwork by identifying staff needs and assist in providing means of developing staff.

♦ That they will support and assist managers in improving staff performance and professional competence by developing high quality education and training programmes which meet the needs of the service.

♦ That training and education programmes are constantly reviewed to ensure their quality, appropriateness and effectiveness.

♦ That the training courses provided this year are in line with service plan objectives and have been developed following widespread consultation involving managers and staff across the region.
♦ That line managers will be actively involved in the diagnosis of training needs and planning, delivering and monitoring of performance and development of their own staff.

♦ That line managers should be responsible for development of their own staff and there should be a systematic process of evaluation which measures training outcomes and incorporates value for money for the organisation as part of the training process.

♦ That part of the Training Section's Action Plan is to ensure that 1% of payroll is set aside for In-Service Education and Training and resource people should be developed around the Board’s area to use the valuable resource that is their staff to the best possible advantage.

By providing numerous training and development courses in the Regional Training Centre, the Training Section has gone a long way to encourage staff to take part in courses that will help them develop their skills and knowledge in relation to their work and their dealings with others. However, the means by which they identify those needs is far from clear. Staff are best placed to realise their immediate training needs, and yet they appear to be left out of the review process.

In order for appropriate training to meet service plan needs, it is necessary for staff to be fully aware of changes in services as applies to
them on an on-going basis. This would allow them to make accurate assessment of their future training needs.

The Training Section holds annual reviews regarding the staff development/training needs – however, these reviews are held at General Manager/Matron level. There is an assumption on the part of the Training Section that full reviews have taken place with other levels of the organisation, and that the training needs as specified at these reviews are complete. However, this is not the case. It is necessary to put measures in place whereby all levels of the organisation are party to the training review. Invariably, some sections of staff will not be included in a review unless such measures are present.

The reviews by virtue of feedback from courses is also relevant: staff are able to comment on the appropriateness and effectiveness of any particular course – this allows the Training Section to monitor the quality of the course being provided, and if any elements of a course should be changed.

The last two years have seen a major shift in the type of courses on offer to staff. Prior to 1999, Management Skills courses were not provided directly by the Board – they were only accessible to staff through outside agencies, if notification filtered through the organisation. There is now a realisation that to ensure that staff are assisted at every level to reach their full potential, appropriate
development training is required. By issuing a full prospectus for this year, the Training Section is allowing staff to plan the type of courses they wish to attend.

It is appropriate that the training/development needs of staff should lie with line managers – they are best placed to know the immediate training needs of staff for the benefit of the service; however, proper procedures should be in place for managers to adequately carry out this task. In most cases, managers are ill equipped to fully carry out a proper analysis of the needs of staff, mainly through lack of training in the area. Due to the workload managers have to deal with at present, it is highly unlikely that such an analysis will ever happen. The Training Section has the expertise in relation to training and development – to allow managers to take over this role, appropriate expertise needs to be handed down to them. In this regard, it will be necessary for the Training Section to assist managers by providing appropriate courses and by putting in place the evaluation mechanisms necessary for measuring training outcomes. This would be in line with the strategy of the Training Section. Line managers are not actively involved in the diagnosis of training need and have not been involved in the planning process. In order for a proper assessment of training needs to take place, managers must be fully equipped with the proper skills and knowledge to carry out such an assessment.
Part of the action plan of the Training Section is to ensure that the 1% of payroll is set aside for In-Service Education and Training. However, this is not policed in any way by Head Office at present. There needs to be some form of reporting policy in place, whereby managers would have to specify the manner in which the 1% was spent for staff. This would give indicators to the Training Section at any given time to the importance line managers are placing on training and development and uptake by staff of training courses in any given department.

The plan by the Training Section to develop resource people in the Board’s area has not happened to date. The initiative would appear to be happening at local level, not from Head Office. The Training Section would have to take responsibility and ensure that resource people are available in all areas of the Board, otherwise there would be inequity among staff with regard to the level of skills being acquired.

**MANAGEMENT:**

Management within Community Services in Cavan/Monaghan are making every effort to ensure that administration staff receive adequate and appropriate training and development. However, due to their own lack of training in this area, they are limited in what they can offer. Management need training themselves to be able to properly assess and guide staff in relation to their development needs. They do not have the expertise required.
Management acknowledge that they are best placed to identify the needs of their staff, but having no direct involvement in the review process, it would be possible that training/development necessary would not be made available. Being omitted from the consultation process with the Training Section leaves a large gap, as immediate needs might not be readily identified at a higher level. They feel that a review process should be fully inclusive, and not selective as it appears to be at present.

Management also acknowledge that feedback from courses is not managed effectively. It will be necessary to have a structured approach where skills or knowledge learned is shared amongst staff – this empowers staff and gives them a sense of worth. The feedback structure must also include management, or the effectiveness of any skills staff acquire will be diminished and management cannot make efficient use of skills they are unaware of. Also skills will be lost through lack of use.

The 1% of payroll is immediately earmarked by Management for training purposes by allocating the appropriate amount to a training code. This ensures that the funds are utilised fully and proper tracking of spending is available through the Board’s accounting systems.

Staff rotation is another area that management encourage on an ongoing basis. This allows staff to acquire skills in the many areas
covered by administration. They also ensure that staff are fully aware of their importance to the service as a whole and acknowledgement of a job well done is constant.

**STAFF:**

Administration staff, even with all the development mechanisms in place, still feel they are not included in the development process to any great extent. From the questionnaire distributed, it is clear that staff felt they had to take the initiative themselves, rather than with any consultation with management. The majority of formal training undertaken by staff consisted of courses specifically related to work processes i.e. Microsoft Word, Access, Excel, SAP Training. Skills development courses i.e. Developing Staff Potential, BA in Health Management, Time Management, only appear to have been undertaken by staff with less than 10 years service. In some cases, staff felt that no training had been made available to them at all.

Staff did feel that the courses provided for administrative staff were appropriate and that management did consult them regarding their training needs. 90% of staff with over 10 years service felt they had not taken part in any review of training needs, while 36% of staff with under 10 years service held the same view.

Staff's perception of informal training was somewhat confused. On the questionnaire distributed, staff listed formal training courses as part of their informal training. Very little of what would be considered informal
training actually appears on the lists provided. They do not seem to have a real understanding of informal training. They do not recognise the type of training that goes on nearly every day – working with their peers and exchanging information and skills. This is an on-going process, but one which is not recognised.

Staff acknowledge that there is expertise among themselves and that such expertise should be used to the greatest advantage through local, formal training.

The concept of appraisals would appear to be one area where staff feel they could make a contribution in reviewing training and development needs. This would also allow managers to be more involved in the review process, where staff needs are indicated and managers would see that these needs are met.

Some staff felt that management were not active in encouraging staff to undertake training and development – this is borne out in the results of the questionnaire. Even though staff should be empowered in the area of training and development, it is very much a two way process – managers have also to be active in this area. If managers are not active in the area of training and development, training and development for staff would not work as management would not make use of the skills and knowledge acquired by staff and as a result such skills would be lost through lack of use.
RECOMMENDATIONS

Staff training and development is an important tool in providing for a highly skilled workforce. The Health Board has stated that it's most valuable and important asset is it's staff. For the Board to provide the best possible service to clients, it must ensure that personal development needs of staff are met. There are many statements made by the Board's Training Section through written documents that have not held up to scrutiny. The concepts are relevant and worthwhile, now it is time to put those concepts into practice. Management are providing appropriate consultation with staff in relation to training needs – however they do this without fully acquired skills in this area. Such skills will have to be passed down from the Training Section, and until this is done, assessment of development needs will not fully succeed. Staff must be empowered to take control of their own training and development, but with the proper structures in place to ensure that full value of acquiring skills is appreciated by staff and management alike.

From the research undertaken in this dissertation, I would offer the following recommendations:

♦ A proper formal review process must be put in place including staff, line management and General Manager. This could be done by means of a representative sample of staff in each area
who would consult with their peers in relation to immediate training needs. They in turn would have consultations with management, who would be able to express the possible added requirements necessary to meet service plan objectives. These requirements would then be put forward to the General Manager for discussion with the Training Section. This process would then be fully inclusive, giving all sectors to the process an appropriate input.

Staff would have to be kept fully up to date with changes in services in order for them to include any training that might be required to up-date their skills to allow for a smooth transition to the new or changing service.

◆ Appropriate skills training will have to be provided for line managers so that they can properly take over responsibility for the training and development of staff. Most managers would not be equipped to undertake this role unless there was a proper structure in place.

◆ A formal reporting mechanism to be put in place in relation to the spending of the 1% payroll allocation for training and development. To this end, I recommend that a quarterly return be made to the Training Section with regard to the spending a department head has incurred for staff development.
Structured feedback systems need to be put in place so that the full benefit of training undertaken can be evaluated. This will be of benefit to managers and staff so that the skills acquired can be used to the best possible advantage of the service as a whole and the staff themselves.

The North Eastern Health Board has acknowledged that the staff of the organisation are a valuable resource, but there still is no appropriate systems in place to fully utilise this resource. Certain groups of staff receive on-going training and development, and there are other groups of staff who are dealt with on an ad-hoc basis. Many of the skill's development courses on offer for staff should have been provided when the relevant systems were first used, not many years later. However, the Management Skills courses are an indication that the Board is in the process of affording staff the best possible opportunity to reach their full potential. What is essential now is that the Training Section brings to life all the statements it makes in relation to the processes and policies in place to ensure appropriate and adequate training and development for staff.

Management are making every effort to ensure that administration staff receive the best possible training and development, eventhough they are ill equipped to fully assess the training needs of staff. Every effort should be made to ensure that the expertise in the area of training is passed down to management so that training assessment is
appropriate and complete. Communication with staff, formal or informal, on an on-going basis is the key to ensuring that training needs are recognised immediately. Management should have the appropriate skills to guide staff in making evaluations in relation to their development requirements.

Staff have not yet seen the full value of training and development. Many staff feel that they have not been afforded any opportunities to avail of training and development. Educating staff to the benefits of training and development for themselves is a must. They must be shown the added value such training will have for themselves as well as for the work they are doing. Staff must be made recognise that the initiative for development lies in their hands. The majority of training received by staff is in the form of informal training on a continuous basis – however, staff have no concept of this. Formal training accounts for a small percentage of the training all staff receive, yet to some it is the only form of training available. The greatest training/development staff will receive is the type of development that costs very little – the informal type of development.

Administration staff are a discipline in their own right, with input into many other disciplines. Until staff recognise their own worth in this regard, appropriate and adequate development will not take place.
Staff development is vitally important in a service that is constantly changing. The skills required by staff differ with every new scheme or system that is put in place. It is now time for all elements in the process - Head Office, management and staff - to utilise the opportunities that are available. By working together, and with the proper structures in place, staff development should, and will, get the requisite level of attention. Without a fully developed staff, the Board would not be able to provide the high level of service expected by service users. Services will improve through support and encouragement of staff. The opportunities are there, so why not use them?
BIBLIOGRAPHY


APPENDICES


2. Ten Giant Steps – Cavan/Monaghan Community Services, 1999

3. Staff Induction questionnaire – Heads of Department, Community Services.


5. Skills Audit Questionnaire – Cavan/Monaghan Community Services, 2000.

6. Staff Development Questionnaire – Cavan/Monaghan Community Services 1999.

7. Community Services discussion document – Personal Development Planning

8. List of training courses available to staff – Prospectus 2000 – Regional Training Centre.


10. Staff Development Questionnaire – Administration staff, March 2000.

11. Staff Nomination form – Courses, Regional Training Centre.
Office for Health Management
Report to
North Eastern Health Board

Stocktaking of Managerial Skills and Talent

August 1998
31 August 1998

Ms. Jackie Cinion
Personnel Officer
North Eastern Health Board
Kells
Co. Meath

Dear Jackie,

I refer to the recent Stocktaking of Managerial Skills and Talents in which the staff of your Board/Hospital/Agency participated.

I am now enclosing the following: -
♦ A copy of the overall analysis
♦ A copy of the analysis for your Board/Hospital/Agency
♦ A raw data disk for your Board/Hospital/Agency
♦ Instructions on how to access the raw data disk.

This Office has arranged for Mr. Mark Booth, a Senior Consultant with C.H.K.S. who managed this project to make a presentation to you on its findings on 21 October 1998 (time and venue in Dublin yet to be decided). He will also inform you and answer any queries you may have in relation to assessing and manipulating the raw data to suit your own purposes.

The Office, therefore invites you and whoever will be working on the data for you to attend this presentation.

Finally, I would appreciate it if you would contact me as early as possible to let me know of your interest in this matter.

Kind regards.

Yours sincerely,

Alan Smith,
General Manager.

Enc.
OFFICE FOR HEALTH MANAGEMENT

REPORT TO

NORTH EASTERN HEALTH BOARD

STOCKTAKING OF MANAGERIAL SKILLS AND TALENTS

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EXECUTIVE SUMMARY

The Office for Health Management has commissioned a survey of health sector managers across the country. The key purpose of the survey was to assess the key areas of expertise of managers as well as areas where further development and training may be required. The response rate to the survey for the North Eastern Health Board was 48%. The response rate for the survey overall was 35%.

The following are the key points to emerge from the survey for this site:

- The main areas where respondents felt they were lacking in skills, knowledge and experience were:
  - strategic management
  - resource use
  - project management

- The main areas of expertise for this site were:
  - consumer care
  - leadership and managing people
  - change management

- 44% of respondents at the site had a degree or post graduate qualification, compared with 43% nationally

- Levels of linguistic ability were fairly low across the whole sample. For this site the highest level of fluency was in Irish, but even then only 2% of respondents were fluent

- Levels of formal management development relating to group work over the last five years were higher for this site than nationally for both group and project work.
INTRODUCTION

1. The Office for Health Management commissioned CASPE Consultancy Ltd (a part of CHKS Ltd) to carry out a survey with the purpose of obtaining information upon managerial skills and talents across a wide range of healthcare organisations within Ireland. A copy of the questionnaire is included within Appendix 1 to this report.

2. It is intended that the results of this survey will assist employers to make better use of staff and facilitate personal development by:
   - highlighting areas of managerial knowledge and expertise in their organisation which can be built upon and disseminated;
   - highlighting areas where there is a low level of knowledge and expertise and for which additional development may be required.

3. In addition the survey will assist the Office for Health Management in its role of identifying future development needs in the healthcare sector.

4. The survey is the first national one of its kind and for this reason the amount of information collected has been limited. It is intended, however, that the results be used to inform future requirements and the findings may be supplemented by more detailed surveys at a later stage.

5. A total of 11,084 questionnaires were sent to managers within 23 different healthcare organisations across the country. For the North Eastern Health Board a total of 729 questionnaires were issued. Out of this total 345 were returned. This represents a response rate of 48%. All of the data collected have been treated confidentially and have not been shared with any other organisations.

6. The following section of the report gives the results for the site. In addition, this report is accompanied by one giving a summary of the results across all of the organisations involved. The accompanying report breaks the results down by staff group, level of management and gender.
RESULTS

7. Appendix 2 to this report gives the results of the survey for this site, together with the results obtained nationally. This appendix will allow the site to compare itself with the national picture for any of the survey areas.

8. The major aim of the survey was to establish the main areas of managerial skills and expertise, or conversely those areas that were lacking, within individual organisations and on a national scale.

9. The respondents to the survey covered the whole range of managerial responsibility. The main staff groups responding to the survey at this site were clerical & admin and nursing staff, who together accounted for almost 55% of respondents. Nursing was the largest staff group nationally accounting for one third of responses. The age profile for this site was lower than for the national survey with higher numbers in the 36 – 45 age bands.

10. For this site the major areas where individuals indicated that they had little or no skills, knowledge or experience are shown in table 1 below together with the figures obtained nationally:

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Site</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Management</td>
<td>46.1%</td>
<td>59.6%</td>
</tr>
<tr>
<td>Resource Use</td>
<td>45.0%</td>
<td>54.0%</td>
</tr>
<tr>
<td>Project Management</td>
<td>42.9%</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

*Table 1: Areas where respondents felt they had little or no skills, knowledge or experience*

11. Those topic areas where respondents felt they had considerable experience are shown in table 2 below:

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Site</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Care</td>
<td>31.9%</td>
<td>36.7%</td>
</tr>
<tr>
<td>Leadership &amp; Managing People</td>
<td>24.3%</td>
<td>35.4%</td>
</tr>
<tr>
<td>Change Management</td>
<td>17.4%</td>
<td>21.2%</td>
</tr>
</tbody>
</table>

*Table 2: Areas where respondents felt they had considerable skills, knowledge or experience*
12. In terms of formal management development training over the previous five years, levels were higher for the site for both group work and project work than found nationally. Having said that, however, 14% of respondents stated they had no formal management training in group work over the previous five years. This figure rose to 30% for project based work.

13. The survey showed that overall, the respondents for this site had more qualifications than nationally with 44% of respondents having an a degree or postgraduate qualification, compared with 43% nationally, although only 71% had professional qualifications compared with 75% nationally.

14. In terms of linguistic abilities, the level of fluency was low with 2% of respondents being fluent in Irish. This is, however, not significantly different to the national survey results.
APPENDIX 1

Copy of questionnaire issued.
MANAGEMENT DEVELOPMENT SURVEY

INTRODUCTION

The aim of this survey is to obtain a broad indication of the current level of qualifications, managerial skills and other talents of managerial/supervisory staff within the health and social services in Ireland. The details received will be used by the Office for Management and your own organisation to facilitate and promote management development in the service.

NAME & ADDRESS:

INSTRUCTIONS:

It is essential that you read the Guidance Notes enclosed as you work through the questions. If you are unsure about how to answer a question, give the best answer you can. If you feel a question does not apply to you or that you don’t have an answer, leave it blank. Additional comments are welcome but please write them on a separate sheet and do not staple or fix it to the questionnaire. The questionnaire will be analysed by a scanning machine so please ensure that you complete the questionnaire as written in the “Marking Instructions”. Otherwise your responses will not be recorded.

MARKING INSTRUCTIONS

Use a soft pencil ONLY (eg. HB).
Make dark heavy marks that fill the circle completely.
Erase unwanted marks cleanly.
Make no stray marks on this answer sheet.

CORRECT MARK

INCORRECT MARKS

The completed questionnaire should be sent to your Personnel Officer, in the envelope provided, by 2nd June 1998.

- Please indicate the highest level of post-secondary school qualification you have obtained

(Choose one circle only)

- None
- Certificate
- Diploma
- Degree
- Masters
- Postgraduate
- MBA
- PhD
- Diploma

- To what extent did management skills feature in your course-based post-secondary school qualifications?

- Considerable extent
- Some extent
- Little extent
- Not at all

- Do you have a professional qualification(s)? (eg. Accounting, Nursing, Physiotherapy)

- Yes
- No

- During the last five years approximately how much time have you spent on the following formal management development activities? (Give your best estimate)

a. Group work (eg. training courses, seminars/workshops)

- None
- <1 wks
- 1-2 wks
- 3-4 wks
- 4+ wks

b. Project work (eg. work-based, research projects)

- None
- <1 mth
- 1-2 mths
- 3-4 mths
- 4+ mths

- Have you gained organisational and other management related skills from taking part in any of the following activities?

a. Voluntary service work (eg. community service)

- Yes
- No

b. Travelling overseas (eg. work experience, voluntary service, etc.)

- Yes
- No

c. Involvement in social, sports, youth or other clubs (eg. secretary, treasurer, coach, etc.)

- Yes
- No

d. Involvement in unions and/or professional institutes (eg. official, secretary, etc.)

- Yes
- No

- Do you have language skills in any of the following?

- Irish
- French
- German
- Spanish
- Other European language

Fluent
- Semi-fluent
- Holiday use
- None

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)

(1)
(2)
(3)
(4)
To what extent do you have skills, knowledge and/or experience of the following topic areas (see explanatory note)

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Considerable Extent</th>
<th>Reasonable Extent</th>
<th>Little Extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Budgetary control</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Change management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Computer skills (e.g. word processing, spreadsheets, databases)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Consumer care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Data analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Group facilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Leadership and managing people</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Management information (development and/or use)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Negotiation and influencing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Objective setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Performance management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Presentation/Public speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Project management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Quality management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Resource Use (analysis and/or monitoring)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Risk management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Service planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Staff development and appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Strategic management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Team building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you had the opportunity to improve your skills, which three topics listed above would most help you in your career development? (Please fill in one circle on each line and place in priority order)

| Priority 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Priority 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Priority 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

Are you interested in helping others in learning groups on management issues?  
Yes ☐ No ☐

If yes, in which three topics from question 7 would you be most proficient to act as a facilitator?

| Topic Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |

Are you interested in acting as a mentor to more junior staff? (see explanatory note)  
Yes ☐ No ☐

Would you like to participate in an exercise to develop your own personal development plan?  
Yes ☐ No ☐

Background Information:
Help us identify what to do to improve the use of talent and skills, we need to know a little about you. These details will also help us compare the situations of different groups of staff.

How many years have you been in posts which include management/supervisory responsibilities?  
(Include both health and non-health related employment)
None ☐ Less than 2 yrs ☐ 2-5 yrs ☐ 6-10 yrs ☐ 11-20 yrs ☐ 20+ ☐

In which area of health and personal social services are you currently primarily employed? (Please mark one circle only)
Acute Hospital ☐ Community Care Service ☐ Learning Disabilities ☐ Other ☐
Psychiatric Services ☐ Public Health ☐ Functional Services ☐
Physical Sensory Disabilities ☐ Care of the Elderly ☐ Across several services (see note) ☐

Which of the following best describes your current level of managerial responsibility?
Top Manager ☐ Senior Manager ☐ Middle Manager ☐ First Line/Supervisory ☐ Minimal/None ☐

Please specify your occupation/staff group using the following list. (Please mark one circle only)
Medical ☐ Allied Health Professional/Paramedical ☐ Ambulance ☐
Dental ☐ Ancillary/Support Services ☐ Maintenance/Works ☐
Nurse ☐ Clerical/Admin ☐ Other ☐

Are you:  
Female ☐ Male ☐

17. In which age range are you?
17-25 yrs ☐ 26-35 yrs ☐ 36-45 yrs ☐ 55+ yrs ☐

Thank you for completing this questionnaire.
APPENDIX 2

Site and national survey results.
**MANAGEMENT DEVELOPMENT SURVEY**

**NORTH EASTERN HEALTH BOARD**

1. Please indicate the highest level of post-secondary school qualification you have obtained.

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>6.1%</td>
</tr>
<tr>
<td>Certificate</td>
<td>13.4%</td>
</tr>
<tr>
<td>Diploma</td>
<td>25.5%</td>
</tr>
<tr>
<td>Degree</td>
<td>15.9%</td>
</tr>
<tr>
<td>Masters</td>
<td>12.5%</td>
</tr>
<tr>
<td>PhD</td>
<td>13.6%</td>
</tr>
<tr>
<td>MBA</td>
<td>1.4%</td>
</tr>
<tr>
<td>PhD</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

2. To what extent did management skills feature in your course-based post-secondary school qualifications?

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable</td>
<td>37.1%</td>
</tr>
<tr>
<td>Some extent</td>
<td>29.3%</td>
</tr>
<tr>
<td>Little extent</td>
<td>12.6%</td>
</tr>
<tr>
<td>Not at all</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

3. Do you have a professional qualification(s)?

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>71.9%</td>
</tr>
<tr>
<td>No</td>
<td>28.1%</td>
</tr>
</tbody>
</table>

4. During the last five years approximately how much time have you spent on the following formal management development activities?

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Group work</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>14.2%</td>
</tr>
<tr>
<td>&lt;1 wks</td>
<td>14.2%</td>
</tr>
<tr>
<td>1 - 2 wks</td>
<td>17.7%</td>
</tr>
<tr>
<td>3 - 4 wks</td>
<td>13.9%</td>
</tr>
<tr>
<td>4+ wks</td>
<td>34.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Project work</td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>33.4%</td>
</tr>
<tr>
<td>&lt;1 wks</td>
<td>17.7%</td>
</tr>
<tr>
<td>1 - 2 wks</td>
<td>7.5%</td>
</tr>
<tr>
<td>3 - 4 wks</td>
<td>5.9%</td>
</tr>
<tr>
<td>4+ wks</td>
<td>24.8%</td>
</tr>
</tbody>
</table>

5. Have you gained organisational and other management related skills from taking part in any of the following activities?

<table>
<thead>
<tr>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Voluntary service work</td>
<td>36.1%</td>
</tr>
<tr>
<td>b. Travelling overseas</td>
<td>26.6%</td>
</tr>
<tr>
<td>c. Involvement in social, sports, youth or other clubs</td>
<td>31.6%</td>
</tr>
<tr>
<td>d. Involvement in unions and/or professional institutes</td>
<td>34.6%</td>
</tr>
</tbody>
</table>

6. Do you have language skills in any of the following?

<table>
<thead>
<tr>
<th>Fluent</th>
<th>Semi Fluent</th>
<th>Holiday use</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site</td>
<td>Nat</td>
<td>Site</td>
</tr>
<tr>
<td>a. Irish</td>
<td>1.7%</td>
<td>3.6%</td>
<td>35.4%</td>
</tr>
<tr>
<td>b. French</td>
<td>0.3%</td>
<td>0.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td>c. German</td>
<td>0.3%</td>
<td>0.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>d. Spanish</td>
<td>0.2%</td>
<td>0.4%</td>
<td>1.4%</td>
</tr>
<tr>
<td>e. Other European Language</td>
<td>0.9%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
</tbody>
</table>
7. To what extent do you have skills, knowledge and/or experience of the following topics?

<table>
<thead>
<tr>
<th>Considerable</th>
<th>Reasonable</th>
<th>Little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td>Nat</td>
<td>Site</td>
<td>Nat</td>
</tr>
<tr>
<td>1. Budgetary control</td>
<td>14.5%</td>
<td>14.0%</td>
<td>31.3%</td>
</tr>
<tr>
<td>2. Change Management</td>
<td>17.4%</td>
<td>21.3%</td>
<td>34.2%</td>
</tr>
<tr>
<td>3. Computer skills</td>
<td>11.9%</td>
<td>15.9%</td>
<td>24.9%</td>
</tr>
<tr>
<td>4. Consumer care</td>
<td>31.5%</td>
<td>35.7%</td>
<td>26.4%</td>
</tr>
<tr>
<td>5. Data analysis</td>
<td>6.9%</td>
<td>12.7%</td>
<td>27.5%</td>
</tr>
<tr>
<td>6. Group facilitation</td>
<td>14.5%</td>
<td>21.4%</td>
<td>31.3%</td>
</tr>
<tr>
<td>7. Leadership &amp; managing people</td>
<td>24.3%</td>
<td>35.4%</td>
<td>38.3%</td>
</tr>
<tr>
<td>8. Management Information</td>
<td>9.6%</td>
<td>13.0%</td>
<td>26.4%</td>
</tr>
<tr>
<td>9. Negotiation and influencing</td>
<td>13.9%</td>
<td>18.0%</td>
<td>34.5%</td>
</tr>
<tr>
<td>10. Objective setting</td>
<td>17.5%</td>
<td>20.0%</td>
<td>35.9%</td>
</tr>
<tr>
<td>11. Performance management</td>
<td>11.5%</td>
<td>12.6%</td>
<td>25.3%</td>
</tr>
<tr>
<td>12. Presentation/public speaking</td>
<td>14.5%</td>
<td>24.0%</td>
<td>28.4%</td>
</tr>
<tr>
<td>13. Project management</td>
<td>10.1%</td>
<td>12.5%</td>
<td>20.9%</td>
</tr>
<tr>
<td>14. Quality management</td>
<td>7.8%</td>
<td>16.6%</td>
<td>25.2%</td>
</tr>
<tr>
<td>15. Resource use</td>
<td>8.4%</td>
<td>9.2%</td>
<td>21.4%</td>
</tr>
<tr>
<td>16. Risk management</td>
<td>12.8%</td>
<td>13.5%</td>
<td>22.3%</td>
</tr>
<tr>
<td>17. Service planning</td>
<td>11.3%</td>
<td>13.6%</td>
<td>28.1%</td>
</tr>
<tr>
<td>18. Staff development &amp; appraisal</td>
<td>12.8%</td>
<td>18.5%</td>
<td>33.9%</td>
</tr>
<tr>
<td>19. Strategic management</td>
<td>6.1%</td>
<td>7.1%</td>
<td>18.3%</td>
</tr>
<tr>
<td>20. Team building</td>
<td>16.2%</td>
<td>21.6%</td>
<td>30.4%</td>
</tr>
</tbody>
</table>

8. If you had the opportunity to improve your skills, which three topics listed above would have most help in your career development?

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Priority 2</th>
<th>Priority 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership &amp; managing people</td>
<td>Computer skills</td>
<td>Leadership &amp; managing people</td>
</tr>
<tr>
<td>Budgetary control</td>
<td>Budgetary control</td>
<td></td>
</tr>
</tbody>
</table>

9. Are you interested in helping others in learning groups on management issues?

<table>
<thead>
<tr>
<th>Site</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td>39.7%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Nat</td>
<td>38.6%</td>
<td>36.7%</td>
</tr>
</tbody>
</table>

Which area would you be most proficient to act as a facilitator?

<table>
<thead>
<tr>
<th>Site</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change management</td>
<td>71.8%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

10. Are you interested in acting as a mentor to a more junior staff?

<table>
<thead>
<tr>
<th>Site</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td>71.8%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

11. Would you like to participate in an exercise to develop your own personal development plan?

<table>
<thead>
<tr>
<th>Site</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site</td>
<td>79.1%</td>
<td>80.1%</td>
</tr>
<tr>
<td>Nat</td>
<td>7.2%</td>
<td>8.8%</td>
</tr>
</tbody>
</table>
12. How long have you been in posts which include management/supervisory responsibilities?

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Less than 2 yrs</td>
<td>9.3%</td>
<td>7.6%</td>
</tr>
<tr>
<td>2 - 5 yrs</td>
<td>22.3%</td>
<td>19.4%</td>
</tr>
<tr>
<td>6 - 10 yrs</td>
<td>20.6%</td>
<td>23.1%</td>
</tr>
<tr>
<td>11 - 20 yrs</td>
<td>20.6%</td>
<td>25.1%</td>
</tr>
<tr>
<td>20+ yrs</td>
<td>11.5%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

13. In which area of health and personal social services are you currently employed?

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute hospital</td>
<td>26.1%</td>
<td>37.3%</td>
</tr>
<tr>
<td>Psychiatric Services</td>
<td>13.9%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Physical Sensory</td>
<td>1.2%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Disabilities Community Care Service</td>
<td>21.4%</td>
<td>13.1%</td>
</tr>
<tr>
<td>Public Health</td>
<td>1.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td></td>
<td>Care of the elderly</td>
<td>Learning disabilities</td>
</tr>
<tr>
<td></td>
<td>8.4%</td>
<td>7.7%</td>
</tr>
<tr>
<td></td>
<td>Functional Services</td>
<td>Across Several Services</td>
</tr>
<tr>
<td></td>
<td>6.7%</td>
<td>5.7%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>5.8%</td>
</tr>
</tbody>
</table>

14. Which of the following best describes your current level of managerial responsibility?

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Manager</td>
<td>3.2%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Senior Manager</td>
<td>15.9%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Middle Manager</td>
<td>28%</td>
<td>0.275</td>
</tr>
<tr>
<td></td>
<td>First Line/Supervisory</td>
<td>Minimal/None</td>
</tr>
<tr>
<td></td>
<td>33.5%</td>
<td>37.1%</td>
</tr>
<tr>
<td></td>
<td>10.4%</td>
<td>5.4%</td>
</tr>
</tbody>
</table>

15. Please specify your occupational / staff group

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical</td>
<td>7.2%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Dental</td>
<td>1.2%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Nurse</td>
<td>31.3%</td>
<td>33.2%</td>
</tr>
<tr>
<td>Allied Health Professional / Paramedical</td>
<td>16.2%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Ancillary / Support Services</td>
<td>1.2%</td>
<td>2.8%</td>
</tr>
<tr>
<td></td>
<td>Clerical / Admin</td>
<td>Ambulance Maintenance / Works</td>
</tr>
<tr>
<td></td>
<td>24.3%</td>
<td>21.3%</td>
</tr>
<tr>
<td></td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td></td>
<td>0.9%</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

16. Are you

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62.3%</td>
<td>60.6%</td>
</tr>
<tr>
<td>Male</td>
<td>37.7%</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

17. In which age range are you?

<table>
<thead>
<tr>
<th></th>
<th>Site</th>
<th>Nat</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 25 yrs</td>
<td>0.6%</td>
<td>0.6%</td>
</tr>
<tr>
<td>26 - 36 yrs</td>
<td>21.4%</td>
<td>20.2%</td>
</tr>
<tr>
<td>36 - 45 yrs</td>
<td>46.5%</td>
<td>36.0%</td>
</tr>
<tr>
<td>46 - 55 yrs</td>
<td>17.1%</td>
<td>23.6%</td>
</tr>
<tr>
<td>55+ yrs</td>
<td>7.2%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>

Notes: Questions 8 and 9 list the most frequent responses. Null responses have not been included. Totals may, therefore, not add to 100%
APPENDIX 3 – CALCULATION OF A COMPOSITE MANAGEMENT SCORE

In order to summarise the information collected in this part of the survey an overall management score was calculated for each of the participating organisations. This score was calculated by attaching a weight to each of the responses for each of the sites. The weights used were:

- Considerable amount of expertise * 10
- Reasonable amount of expertise* 5
- Little expertise* 1
- No expertise * 0

The theoretical maximum score under this system would occur if all respondents at a site had considerable expertise in each area and this would produce a score of 200. Taking the actual results of the survey (excluding some late arrivals) the actual national score is 73.8. The range of scores is shown in the chart below.

Composite Management Scores

The solid red line in the chart shows the average score for all of the organisations, whilst the score for the North Eastern Health Board is shown by the green bar.
10 GIANT STEPS for Y2K

WE WILL SUPPORT THE DEVELOPMENT OF QUALITY INITIATIVES

WE WILL MAKE APPLICATION FORMS AND SUPPORT INFORMATION MORE USER FRIENDLY

WE WILL PROPERLY MANAGE PUBLIC EXPECTATIONS OF SERVICE

WE WILL REDUCE DUPLICATION OF EFFORT

WE WILL IMPOVE THE POINT OF ACCESS TO COMMUNITY SERVICES

WE WILL ENDEAVOUR TO MAKE OUR WORK ENVIRONMENT AS SAFE AND AS PLEASANT AS POSSIBLE

IN ALL OUR DEALINGS WE WILL TREAT OTHERS AS WE WOULD WISH TO BE TREATED OURSELVES

WE WILL MAXIMISE THE POTENTIAL OF INFORMATION TECHNOLOGY

WE WILL PRIORITISE STAFF HEALTH AND SAFETY

WE WILL IMPROVE CROSS DISCIPLINE LIAISON

TOWARDS A BETTER ORGANISATION BY 2001

CAVAN AND MONAGHAN COMMUNITY SERVICES
INDUCTION QUESTIONNAIRE
HEADS OF DEPARTMENT

Do you carry out induction of new staff?

Yes ☐  No ☐

Comments:

Who do you feel should do this?

How soon after a new staff commences:

Are you aware of an induction pack, which is available from Personnel, Kells?

Yes ☐  No ☐

Comments

Would you like to take part in a Refresher Course in Induction provided locally?
Should there be general induction days for new staff (full day)?

If you agree, what speakers, and from what departments, should be included?

Would you like to see a specific Induction pack tailor-made for your department?

If so, what information would you like included (publication, brochures, timetables, work practices, standard operating procedures)?

What type of follow-on to initial induction would you recommend?

Any other comments or suggestions regarding induction?
INDUCTION QUESTIONNAIRE

How suitable is Venue: (location, room size, equipment, etc)

How appropriate were topics:

- Community Care
- Hospital programme
- Infection control
- Freedom of Information
- Complaints procedure
- Consumer Services

What alternative topics would you like included:

What have been the most difficult issues for you since joining N.E.H.B. in terms of Induction:

Should Induction days consist of Full or Half Days:

Should there be any follow up to Induction day:

Any other Comments:
SKILLS BASE AND TRAINING NEEDS PROJECT

- NAME:
- DEPARTMENT:
- GRADE:
- LOCATION:
- TEMPORARY OR PERMANENT:
- NUMBER OF YEARS WITH N.E.H.B.:
- EDUCATION/QUALIFICATIONS
  - INTERMEDIATE CERTIFICATE (Yes/No):
  - LEAVING CERTIFICATE (Yes/No):
  - NAME OF ANY CERTIFICATES AND CONFERRING BODY:
  - NAME OF ANY DIPLOMAS AND CONFERRING BODY:
  - NAME OF ANY DEGREES AND CONFERRING BODY:
  - NAME OF ANY MASTERS DEGREE AND CONFERRING BODY:
• LIST OTHER RELEVANT COURSES OR USEFUL SKILLS ACQUIRED:

• PLEASE LIST ANY TRAINING NEEDS (Including I.T.) YOU HAVE:

• ADDITIONAL COMMENTS
North Eastern Bord Slainte
Eastern An Oir
Health An Tuisceart
Board Thuaisceart

Community Care Services, Lisdaran,
Cavan
April 12, 1999

Dear Colleague,

We are currently participating in a Management Development Programme for Heads of Department in Cavan / Monaghan Community Services.

Part of this programme involves group project work, the findings of which will be presented by each group towards the end of the course.

The project undertaken by the undersigned is on the subject of Staff Development.

Our methodology for this exercise includes sampling the views of a number of staff (of all grades and disciplines, selected at random) on the issue of Staff Development as it relates to them.

We would appreciate a few minutes of your time to complete the attached questionnaire and return same in the enclosed envelope by 27th April 1999.

In order that you may give us a full and forthright response to the questions posed in the survey, you are not required to sign the questionnaire or identify your department / section / ward. You can be assured, therefore, that all replies received will remain anonymous.

Thank you for taking the time to participate in this project. Your assistance is much appreciated.

Yours sincerely,

Yvonne Ridley,
Principal Speech & Language Therapist
Cavan - Monaghan Community Services
Lisdaran

Susan McGoldrick,
Matron, St. Mary's Hospital
Castleblaney

Tom Murtagh,
Section Officer
Community Services,
1. What is your understanding of the term Staff Development?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Is there a Staff Development Programme in operation within your department/section/ward?

Yes ........................................ (as appropriate, and proceed to question 3)

No ........................................... (as appropriate and proceed to question 7)

Don't know ................................ (as appropriate and proceed to question 7)

3. Is participation in your Staff Development Programme recorded formally? Is logged

Yes No Don't know

4. Please list the key elements of your department's Staff Development Programme

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
5. Do you think that there are "gaps" in your department's Staff Development Programme?

Yes ........................................... (as appropriate, and proceed to question 6)

No ........................................... (as appropriate, and proceed to question 9)

6. If you answered "yes" to question 5 —
   please give examples of how you think the Staff Development Programme for
   your department/section/ward could be improved:

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

7. If you answered "no" to question 2 —

   (a) Why do you think there is no Staff Development Programme in your
       department/section/ward?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   (b) Ideally, what do you think a Staff Development Programme for your
       department/section should contain?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

8. For all respondents to the questionnaire:
Do you feel that you have had opportunities for personal development within your job within the past 2 years?

Yes  No

9. We would be glad to have any further comments which you may wish to make on the subject of Staff Development noted hereunder:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Again, thank you for taking the time to complete this questionnaire. Please return, completed, in the enclosed envelope by 27th April.
INTERDEPARTMENTAL MEMORANDUM

TO: EACH HEAD OF DEPARTMENT
FROM: YVONNE RIDLEY, PRINCIPAL SPEECH & LANGUAGE THERAPIST
       TOM MURTAGH, SECTION OFFICER,
SUBJECT: STAFF DEVELOPMENT — PERSONAL DEVELOPMENT PLANNING
DATE: 27/04/00
CC: MR. AIDAN BROWNE, GENERAL MANAGER, CAVAN / MONAGHAN COMMUNITY SERVICES

Dear colleague,

Following on from the recent Management Development Training, and our Staff Development project undertaken as part of this course, we have been requested by the General Manager to continue the project towards the development of a Personal Development Plan template for all staff.

We wish to progress this work by talking to each Head of Department on an individual basis. The issues for discussion are:

(a) The priority which you place on staff development in your department
(b) Your views on personal development in the workplace and how it might work organisationally in your department
(c) Your training needs (as Head of Department) in the area of personal development planning

Please contact either of us to set up a meeting (maximum duration - 30 minutes) to discuss the above.

We hope to have this process completed by 31st August.

Thanking you for your anticipated participation,

Yvonne Ridley  ext. 3350
Tom Murtagh  ext. 3166
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<td>Anne / Maeve</td>
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<td>29th September, 1999</td>
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<td>Millie Kiernan</td>
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<td>Susan McGoldrick</td>
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<td>Damien Murray</td>
<td></td>
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</tbody>
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Agenda

Evaluation of 1999 prospectus - Feedback

Staff training needs

Service plan objectives / issues arising

Application process for regional courses
STAFF DEVELOPMENT QUESTIONNAIRE
ADMINISTRATION

Grade: ____________________________

Number of years service: ______________

Have you undertaken any formal training in the last three years?

Yes ☐ No ☐

If yes, please list courses attended/education received:
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Why did you undertake this training?

☐ Nomination by Manager
☐ Own initiative
☐ Other, please specify
_____________________________________________________________________________
_____________________________________________________________________________

If no training was undertaken in the last three years, was any training/education made available to you?

Yes ☐ No ☐

Have you received any informal training in the last three years?

Yes ☐ No ☐
If yes, please list any informal training received:

________________________________________

________________________________________

________________________________________

Are the training courses provided for administration staff appropriate?

Yes ☐ No ☐

Have management consulted you in relation to your training needs?

Yes ☐ No ☐

Have you informed management of your training needs?

Yes ☐ No ☐

Have you taken part in any review of staff training/development?

Yes ☐ No ☐

Are there any comments you would like to make?

________________________________________

________________________________________

________________________________________

Please note that all answers given will be dealt with in the strictest confidence.

Thank you for taking the time to complete this questionnaire. I would be grateful if you would return same by the 14th April 2000
NEHB Regional Education & Training Programme
Course / Study Day Nomination Form

Please photocopy and complete ALL sections

SECTION ONE

Name: ____________________________________________________________

Job Title: _________________________________________________________

Work Location: ___________________________________ Tel No: ________

SECTION TWO

Course/Study Day Title: _____________________________________________

Date of Course/Study Day: _________________________________________

SECTION THREE: to be filled out by nominee

What do you hope to achieve from this course/study day?

____________________________________________________________________

____________________________________________________________________

Signature of Nominee: _____________________________ Date: ____________

SECTION FOUR: to be filled out by Line Manager/Supervisor

What are your reasons for supporting this application

____________________________________________________________________

____________________________________________________________________

Signature: _____________________________ Date: ____________

Note: Please ensure that all sections of this form are completed, that it is signed by your Line Manager and forwarded to: Training Section, Personnel Department, North Eastern Health Board, Kells, Co. Meath. Tel: 046-80613. Fax: 046-49032.
BA in Public Management – Health Stream 2000
Dissertation Supervisor’s Report

Student: Carol McGeough

Topic: An Appraisal of the North Eastern Health Board’s Training and Development Processes for Administration Staff in Community Services

Mark: 62%

The purpose of the dissertation is to examine the role of the North Eastern Health Board in relation to training and development and to assess whether appropriate consultation takes place with management and staff in the planning, delivery and evaluation of training. It also sets out to evaluate staff perceptions of training and development.

The student provides a comprehensive review of the relevant management theory as a framework for her dissertation. In her discussion of the theory, she demonstrates a good understanding of the respective roles of the manager, the trainer and the staff member in both identifying training needs and the evaluation of training. This is reflected in her approach to her independent research where she clearly targets the appropriate players within the training process for views and perspectives.

The dissertation is well structured with a logical progression of ideas and there is evidence of significant independent research on the relevant management theories.

However, there is an insufficient balance between description and analysis/critical thinking within the overall study – i.e. a considerable amount of space is devoted to the description of the relevant management theories and also to summary of the Office for Health Management Study on the NEHB training function, but the students analysis of her own research findings is limited and lacking in any real depth. One good example of this can be found in the student’s failure to comment on the variances between staff perceptions and management’s view of the training needs analysis process.

The dissertation would also have benefited from a comparative analysis e.g. review of training and development function in another Health Board of similar size and structures.
On a positive note, the student does attempt to set out a number of key recommendations for the Training Division, Managers and staff in relation to the development of the training function and also to define appropriate mechanisms for the evaluation of training and development programmes.