REPUBLIC OF UGANDA

Human resources development planning guide

Orphans and other vulnerable children (OVC) service delivery in Uganda

MINISTRY OF GENDER LABOUR AND SOCIAL DEVELOPMENT

FOREWORD

Human resource development planning is a very crucial step among the OVC program capacity enhancement measures currently being undertaken by this Ministry and its partners to address the plight of the Orphans and other Vulnerable Children in Uganda. Well planed human resources development strategies creates a pool of experts that are key for improved service delivery and ensuring long term sustainability of the OVC programme interventions. This human resources development planning guide has been developed to support continuous learning and knowledge management for sustained human competence to deliver quality services for orphans and other vulnerable children (OVC). The sustained capacity to deliver comprehensive services for orphans and other vulnerable children is dependent upon existence of core competencies across programme staff.

This guide has therefore been developed to provide an outline for systematic human resources development planning of staff managing and implementing the OVC programme at national and Local Government levels. The guide is applicable to different cadres of staff and partners managing various OVC interventions.

The guide complements on going efforts to enhance my Ministry's capacity to manage and ensure that all children in Uganda, regardless of their vulnerability are assisted to reach their full potential as equal citizens of Uganda. We are committed to support systematic staff development through application of this guide and develop the requisite staff competencies in all areas of the OVC program intervention.

I extend my sincere appreciation to MGLSD staff and our partners who have made valuable contributions and participated in the development of this guide. I am particularly indebted to USAID, CORE Initiatives, International HIV/AIDS Alliance, CARE International Uganda, Central and Local government sectors and Civil Society Organisations.

I urge all programme implementers to utilize this guide for improved staff development and scaled up comprehensive quality services for all orphans and other vulnerable children in Uganda.

"HOPE NEVER RUNS DRY"

Hon. Syda N. Bbumba
Minister for Gender, Labour and Social Development

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List of Acronyms and Abbreviations

CBSD   Community Based Service Department
HR   Human Resource
HRD   Human Resource Development
HRM   Human Resource Manager
LG   Local Government
LGDP   Local Government Development Programme
MGSLD   Ministry of Gender Labour and Social Development
NOP   National Orphans and Other Vulnerable Children Policy
NSPPI   National Strategic Programme Plan of Implementation
OVC   Orphans and other Vulnerable Children
PEAP   Poverty Eradication Action Plan
PPA   Programme Priority Areas
RO   Responsible Officer
TC   Training Committee

1.0   Background

The National Orphans and other Vulnerable Children Policy and National Strategic Programme Plan of Interventions for orphans and other vulnerable children (NSPPI) outlines the role of the MGLSD and the Community Based Service Departments (CBSDs) in the Local Government to lead, manage and coordinate the national response to OVC. Development of human capacity through a systematically planned human resources development process is one sure way of achieving this. The rationale for the planned human resources planning is to address the current human capacity challenges in delivering OVC services.

Development of this guide has taken into consideration the following already existing documents:

- The Public Service Act- The Public Service Commission Regulations, 1969, Section 18
- The Local Governments Act, 1997
- The Uganda Civil Service Standing Orders, 1991
- The Human Resources Management Manual for Local Governments in Uganda, 1999
- The Public Service Training Policy, 2006
- National Local Government Capacity Building policy, 2005
- The Ministry of Local Government Trainers' Handbook for Human Resources Management / Development, 2004
- The Ministry of Local Government Human Resources Management / Development Participants' Handbooks for local Governments for Primary and Secondary Target Groups
- Induction Training Manual for Newly Appointed Public Officers, 2006
- Guidelines for Staff Performance Appraisal in the Public Service for Managers and Staff, 2007
- National Equal Opportunities Policy, 2006

1.1 Aims for the Human Resource Development planning guide

The aim of this guide is to ensure systematic planning for staffing and human resource development of the OVC programme staff at MGLSD, CBSDs in the Local Government and among key partners.

1.2 Who will use the Guide?

The guide is for use by OVC **programme managers** for staff development planning. The HRD Planning Guide shall be reviewed/updated at least once a year to ensure its continued relevance to human resource development efforts/needs of MGLSD and Local Governments.

2.0 Human Resource Development (HRD) Planning

2.1 What is a HRD plan?

An HRD plan provides a framework for the identification of departmental skill needs, both current and for the future, and for the identification and incorporation of the learning needs of individuals. The ultimate aim and vision is a workforce that has the skills and knowledge to undertake the tasks required, and that is eager to learn new skills in order to be able to meet future challenges

2.2 HRD planning objectives

The objectives of developing an HRD plan for OVC staff are to:

a) Improve OVC service delivery
b) Prioritise training and development activities
c) Allow development of an HRD budget
d) Link staff development activities to the fulfilment of strategic departmental objectives
e) Provide clear and transparent procedures for staff development
f) Develop staff potential and improve their competencies
g) Increase job satisfaction, promote recruitment and aid retention of staff

2.3   Guiding Principles for Human Resource Development Planning

Developing this Human Resource Development Planning guide has been guided by the following principles:

1.   *Professionalism:* Training shall be systematically planned, monitored, evaluated and developed in a human resource development plan.
2.   *Transparency***:** Training opportunities shall be made known to all stakeholders.
3.   *Equal Opportunities***:** There shall be no discrimination among staff in award of training opportunities
4.   *Affirmative Action***:** Disadvantaged groups shall be given special consideration for training.
5.   *Demand driven approach:* Training shall be based on identified training needs of both the individual officer and the Ministry/Local Government.
6.   *Value for money:* Training funds shall be optimally utilised for the benefit of the Ministry/Local Government.
7.   *Comprehensiveness of the Training Categories***:** These shall include induction training and performance improvement, professional development and pre-retirement interventions.
8   *Application of conventional and non conventional training interventions***:** The plan shall include conventional and non conventional staff development interventions.

3.0   Procedures for Human Resource Development Planning

3.1   The Human Resource Development planning process

The Human Resource Development Plan for public sector shall conform to the planning cycle of the Ministry / Local Government. The planning process should follow steps detailed below:

a) Job competency requirements and staff capacity needs assessment
b) Prioritising training and development needs
c) Setting training and development objectives
d) Identification of training and development programmes
e) Development of training plan
f) Selection of training methods
g) Selection of training providers
h) Costing the Human Resource Development plan
i) Identifying funding for Training
j) Evaluation of the Human Resource Development plan
k) Criteria for selection of officers/staff for training and development

a)   Identification and analysis of training and development needs
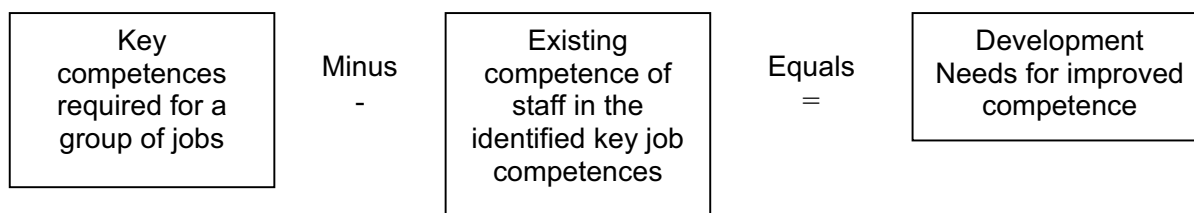
Staff capacity analysis
Identification of training and development needs of staff implementing the OVC programme requires:

1) identification of the key job competencies required for groups of similar jobs within the department;

2) identification of the existing competence levels of staff in post;

3) identification of the capacity gaps between 1 and 2. The analysis should take the 10 core programme areas of intervention into consideration.

Below is model for this analysis.

Core programme areas for the essential well-being of OVC
1. Socio-economic security 2. Food and nutrition security 3. Care and support 4. Mitigating the impact of conflict 5. Education 6. Psychosocial support 7. Health 8. Chid protection 9. Legal support 10. Strengthening capacity

Key competences required for a group of jobs	Minus -	Existing competence of staff in the identified key job competences	Equals =	Development Needs for improved competence

See appendix 2 for a step by step guide and template to carry out Staff Development Needs Analysis.

b)   Prioritising Training and Development Needs

Due to limited training budgets and wide raging development needs in the Ministry/Local Government and among partners, staff development needs shall be highly prioritised. The needs shall be categorised into short term and long term needs. Training and development needs shall be ranked in importance based on OVC programme priority objectives at different levels of implementation. The training shall target improvement of the most critical service requirement to OVC. However, other factors may also be considered such as cost and time involved.

c)   Setting Training and Development Objectives

Training objectives shall state what the Ministry/Local Government/Individual Officer will be able to achieve on completion of the training. The impact/outcome of the training shall be described in writing. Objectives and outcome shall clearly focus on impact created by the training in terms of improved capacity for service delivery

d)   Selection of staff development programme

Identification of appropriate training and development programmes shall be based on identified needs and training objectives. Development programmes should specify possible training and development interventions and methods whether on-the-job or off-the-job to impart knowledge, attitudes and enhance skills acquisition. The HRD plan shall detail whether the training is individual or group (cadre) training.

The following shall be included in the staff development programmes:
- Orientation and Induction on OVC programme policies
- Strategies/guidelines and tools
- Skills development for improved performance
- Professional development through formal training
- Organisational development

Induction and orientation
All newly appointed staff in the OVC programme at the Ministry/Local Government shall be oriented/ inducted in the OVC programme legal, policy, institutional and operational framework. They too will be oriented in their new jobs and the OVC programme policies and support systems. For all new persons this should be within the three months of their appointment.

Skills development for improved Performance
Performance improvement training shall be organized by the Ministry/Local Government to improve general or specific aspects of the officer/staff's performance based on skills required to implement the planned activities. This should be based on the OVC programme plans and programme intervention areas.

Professional Development through formal training
Depending on need and resources available staff may be sent to pursue short or long term professional development training at different levels within their career Such training may be either full or part time.

e)   Development of training plan

A training plan with clear objectives, performance targets and timelines will guide the types of training required in the short and long term. It should be developed jointly by the supervisor and staff/officer to be trained and monitored during routine performance management meetings.

f)   Selection of training methods

Research shows that humans learn in different ways and that different subjects are better suited to particular forms of learning delivery. Therefore the training programmes need to use a combination of methods and learning styles for staff development such as classes, conferences, workshops and seminars, in-house tailor-made courses, study visits, exchange visits, rotation and transfers, research, distance learning, counter parting with consultants, attachments, taskforce activities, coaching, mentoring, delegation, feedback, and twinning programmes. Types of training practices selected will depend on cost, suitability and feasibility.

g)   Selection of Training Providers

Selection of training providers shall be handled as per the procurement Regulations for the Public Sector Services and other regulations. Acquisition of appropriate expertise shall be the ultimate objective. Selected experts in OVC interventions shall constitute Central Government and District Resource Pools.

h)   Costing the Human Resource Development Plan

Costing of the HRD Plan is essential to ensure funds are earmarked for staff training and development activities. Costing should include the direct cost of the training, venue hire and refreshments/catering as required and indirect costs such as estimated travel and accommodation costs.

i)   Funding for Training

Programme managers must budget for staff capacity development either within the programme allocation/grant or through fundraising. Capacity building for MGLSD and Local Government may come from the percentage allocation, 2 - 4 percent of the wage bill. Other sources of funding may include: fellowship and scholarship schemes, donor funds and self–sponsorship by the individual staff/officer. Sources of funding in Local Governments also include Central Government Transfers as well as the Capacity Building Grant under LGDP II, Local Revenue, Civil Society and the Private Sector.

j)   Evaluation of the Human Resource Development Plan

Evaluation of a HRD plan assesses the impact of a training programme as per set objectives and outcomes. It measures the value of the training and identifies where improvements or changes are required to make the training more effective.

A pre-training questionnaire should be sent to all participants before a training session in order to evaluate the degree to which the programme is relevant to the target group or individual staff and meets the set training objectives.

Evaluation during the training programme (reaction level)

Evaluation carried out during and immediately after a training session is to find out the participants' reactions. The following should be considered: programme content and structure, methods of delivery, trainers' styles, quality of the learning environment, level of achievement of training objectives and suggestions for improvement. To fully evaluate the programme a questionnaire (refer to appendix 3) and end of training test (if applicable) will be carried out and question and answer sessions with participants will provide feedback. A training report is written and shared with managers and HR personnel.

Post training evaluation the training programme (job behaviour level)

Post training evaluation is carried out by immediate supervisors three months after the training programme to ascertain change in job behaviour of the participants at the workplace against set training outcomes. Participants shall also be given an opportunity for self assessment at the same time. Evaluation at this level is carried out during quarterly performance reviews or staff appraisals. See Staff performance appraisal in the public service guidelines for managers and staff (GoU, 2007) for further details.

k) Criteria for selection of officers/staff for training and development under the OVC programme

Officers/staff are selected for training according to the following criteria:

	TRAINING INTERVENTION	SELECTION CRITERIA
1.	Academic formal Courses	• Employment Status - confirmed staff (public sector) • Relevance to the individual & the programme • Affordability • Impact on work • Impact of course to service delivery • Affirmative action • Course to be pursued in the evenings/at weekends/online by distance learning • Quality
2.	Short Courses	• Relevance of course to the sector • Duration not exceeding 3 months • Cost implications • Impact on work • Affirmative action • Quality
3.	Conferences	• Relevance to the individual & the programme • Effect on work • Presentation of papers • Cost implications • Duration not exceeding 2 weeks • Quality
4.	Study Tours	• Relevance to the individual & the programme • Cost implications • Duration not exceeding 2 weeks • Quality

Appendix 1: Key HRD Definitions

CADRE	A group of officers/staff carrying out related work
COACHING	A one-to-one performance management or staff development activity in which a senior or more experienced officer/staff teaches and helps a junior or less experienced officer/staff to develop a skill(s) to enable him/her to work better
COMPETENCES	A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.
CONVENTIONAL TRAINING METHODS	Classroom based, lecture orientated
COUNSELLING	A process in which a supervisor helps a staff to define causes of problems encountered at work that are affecting performance and find his/her own solutions to improve performance
DELEGATION	A staff development activity in which a supervisor gives authority to his/her subordinates to carry out a task or responsibility that is normally the supervisors. It can be for purposes of building capacity; however the supervisor remains accountable for the way the task/responsibility is carried out by the subordinate.
EFFECTIVE	Carrying out tasks/responsibilities using the right methods or following procedures / guidelines of an organisation to achieve a given result
EFFICIENT	Carrying out the required (right) tasks/responsibilities within the given or set time, using the available resources.
INDUCTION	Orienting a new member of staff/ officer into an office or position.
LINE MANAGER	An officer with direct responsibility over a junior officer
MENTORING	A one-to-one process in which a senior or more experienced staff/officer shares his/her experience and helps a junior or less experienced staff/ officer to develop confidence in his/her abilities to work better and take on higher responsibilities.
NON CONVENTIONAL TRAINING METHODS	Not classroom based
OBJECTIVE	A specific or important goal that shall be met within a specified period. An objective has to be Specific, Measurable, Achievable Realistic and Time bound (SMART).
OUTPUT	An immediate result of carrying out a particular task / activity / responsibility within the short term.
PERFORMANCE INDICATORS	Guidelines and quantitative or qualitative measures that shall be used to verify whether a job is being performed to meet or exceed expectations. They provide an indication of how well employees are doing with respect to the achievement of the agreed standards of performance.
RESPONSIBLE OFFICER	Chief Executive Officer in the Ministry/Local Government with overall responsible for smooth running of the ministry.
STAFF	A serving public officer of MGSLD and a Local Government.

STAFF DEVELOPMENT	A learning intervention that provides opportunity for staff to develop skills, knowledge, attitudes and confidence that shall enable them take up positions/roles of higher responsibility in MGLSD and Local Government
SUBORDINATE	A junior officer/staff supervised by a senior officer/staff
SUPERVISOR	A senior officer/staff with the responsibility of directly overseeing the work performance of a junior officer/staff.
TASKS	The main responsibilities and/or duties/tasks a member of staff is expected to carry out as detailed in the job description
TRAINING	A learning intervention to improve staff's knowledge, skills and attitude for better performance in the current position/role
TRAINING LIAISON OFFICER	An officer designated to coordinate training and staff development activities in a Ministry/Local Government

Appendix 2: Staff Development Needs Assessment tool

This is a tool for analysing the development needs of post holders in relation to the job that they are doing. It can also be used to identify the development needs of a person for the purposes of succession planning. The tool can be used with individuals or with a number of employees either in the same role or in roles which fall within the same functional area or job family. Its success depends on the identification of the broad job competencies that are required for the role or the functional area, and on a robust assessment of the level of each broad competence identified as required for specific roles. Therefore, whilst the competencies may appear in a number of different jobs, the development needs of individual employees are measured against the level of competency required for the specific role occupied.

Step 1
The senior management of a department should review the template list of areas of competence in the assessment documents (in the left hand column. They should be the same on each page) and revise them or add any additional areas of competence (skill) that are particular to the group of jobs to be analysed. At present the list of competencies is generic and targeted at programmatic staff within an OVC setting and further detail may be needed. This is a process of identifying all the competency (skill) areas that are required within a group of jobs which are to be analysed. It is not necessary that all jobs require all the competencies identified

Step 2
The Line Manager of the employee/job and the next up line manager complete the Job Assessment matrix. This gives a picture of the level of competence required to do the job in question at an adequate level - not at the entry level or a high performing one (it is also not a description of the performance of the current post holder.) It is useful to describe the kinds of activities undertaken that fulfill the competency level in the relevant box.

Step 3
The Supervisor completes his or her Supervisor Assessment of the employee's competency levels in relation to the job. Again, it is probably simplest just to tick the relevant skill level for each category. However, completion of some details in support of the level of assessment will aid in resolving issues identified at step four, below.

Step 4
The Manager compares the Job Assessment with the Employee's self assessment and the Supervisor's assessment of the employee. First compare the respective assessments of the employee by him/her self and by the supervisor. Check for any variances in the matrices. Where there is a variance of more than one level further discussion with the Supervisor and Employee (individually should take place to try to determine a consensus). Then the combined agreed assessment of the employee and supervisor should be compared against the job competency requirements. Where there is a variance in the positioning of the assessment of the Job and the employee there should be further investigation to confirm the more precise nature of the gap with the employee and supervisor in order that an appropriate training intervention can be designed.

| Job Assessment Matrix | | | Level of Competency Required for Post of…………………………….. | | |
Area of Competence	Not applicable	Basic competency required (irregular use not a significant part of job)	Medium competency required (forms a regular or significant part of the job)	High competency required (core element of job, frequently exercised skill, in depth knowledge)	Expert competency required (specialist knowledge, focal point resource for others internally and externally)
1. People management skills					
2. Financial management skills					
3. IT skills (microsoft Office)					
4. Representational skills (outward facing)					
5. Donor relations management					
6. Proposal development					
7. Project management and planning					
8. Monitoring and Evaluation					

9. Programme design				
10. Community based approaches and working with civil society				
11. Working with OVC				
12. Child protection				
13. Social protection				
14. HIV prevention				
15. HIV Treatment, care and support				
16. Psychosocial support				
17. Training and facilitation				
18. Undertaking needs assessments				
19. Report writing				
20. Management of grants and contracts				

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	Employee Self Assessment Skills Audit for current job				
Skill Area	**I don't need to know this for my job**	**I need help and support in this area.**	**I have some skills in this area, but still need to learn more. Sometimes I need help and support.**	**I am confident of my skills and knowledge in this area. I rarely need help or support.**	**I am very confident of my skills and knowledge in this area. Other look to me as a source of information and advice in this area.**
1. People management skills					
2. Financial management skills					
3. IT skills (microsoft Office)					
4. Representational skills (outward facing)					
5. Donor relations management					
6. Proposal development					
7. Project management and planning					
8. Monitoring and Evaluation					
9. Programme design					

10. Community based approaches and working with civil society				
11. Working with OVC				
12. Child protection				
13. Social protection				
14. HIV prevention				
15. HIV Treatment, care and support				
16. Psychosocial support				
17. Training and facilitation				
18. Undertaking needs assessments				
19. Report writing				
20. Management of grants and contracts				

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Skill Area	Supervisor Assessment of Employees Skills match to current post				
	Employee doesn't need to know this for job	**Employee needs frequent help and support in this area.**	**Employee has some skills in this area, but still needs to learn more. Sometimes they need help and support.**	**I am confident of the employee's skills and knowledge in this area. They rarely need help or support.**	**I am very confident of the employee's skills and knowledge in this area. Others look to the employee as a source of information and advice in this area.**
1. People management skills					
2. Financial management skills					
3. IT skills (microsoft Office)					
4. Representational skills (outward facing)					
5. Donor relations management					
6. Proposal development					
7. Project management and planning					

8. Monitoring and Evaluation					
9. Programme design					
10. Community based approaches and working with civil society					
11. Working with OVC					
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15. HIV Treatment, care and support					
16. Psychosocial support					
17. Training and facilitation					
18. Undertaking needs assessments					
19. Report writing					
20. Management of grants and contracts					

Appendix 3: Assessment tool to prioritise training needs

Assessment tool to measure the individual and departmental/ organisational training needs.

Name / Position of Staff member	Skill Areas (Rating 0 – lowest, 10 highest)					
	1. People management skills	2. Financial management skills	3. IT skills (microsoft Office)	4. Representational skills (outward facing)	5. Donor relations management	Total
Staff 1						
Staff 2						
Staff 3						
Staff 4						
Staff 5						
Staff 6						
Staff 7						
Staff 8						
Staff 9						
Staff 10						
Total						

- *How to use the tool*

To complete the table enter the name and position of the individual and rate their competency scores (0 - lowest and 10 - highest) for each skill area. This table should be used for staff members at similar levels to cumulatively assess training needs in line with job requirements. This tool can be used for all skill areas written in the second row of the table.

- *Analysis of scores*

The total scores for each skill area can be compared area to demonstrate priority training needs for the department/ organisation. The total scores for each staff member will identify who should be prioritised for training.

- *Developing a training programme*

Due to budget constraints you may choose a number of areas of focus for a training programme or for an individual for the year starting with the most critical. You can select the priority areas of focus for the individual by comparing the job assessment matrix with the agreed position of the individual and the supervisor.

After assessing the priority training areas for the individual and the OVC programme you will be able to develop an appropriate training program to equip the staff with the knowledge and skills they require to be effective in their jobs.

Appendix 4:   END OF TRAINING EVALUATION FORM

1. Course title ....
2 Officer/staff name (optional)..
3. Training Provider..
4. Venue...
5. Course Leader...
6. Number of days...

Please evaluate questions 7 up to 11 using the following scale:
Excellent = 6, Very good = 5, Good = 4 = Moderate 3 = Moderate =2 Very Poor= 1.

7. The Venue
a) Room lay out.. b) Facilities..
c) Equipment.. d) Foods & refreshments.........................
e) Accomodation...

8. Course Administration
a) Timely receipt of course instructions ....b) Clarity of joining instructions.............
c) Welcome process..d) Handling of any special issues...........

9. Training Methods.
a) Training methods...b) Opportunity to participate..................
c) Use of training aids...

10. Presenters / Trainers
a) Style of presentation..b) Pace...
c) Knowledge of subject.......................................d) Clarity...

11. Course Content
a) Course structure.. b) Workshop materials..........................
c) Standard of workshop material......................... d) Relevance of pre-course work...........

12. Course Objectives / Personnal Development
a) Were your pre course objectives met?..
b) What are your key learning points from the course?...
....
....
....
c) Please describe your personnal development plan after the course.................................
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....
....

13. Overall Satisfaction

Please rate using the following scale: Excellent = 4, Very good = 3, Good = 2, Poor= 1.

a) Value for money ....b) Value for time spent..............................
c) Knowledge/ skills gained................................d) Enjoyment..
e) Would you recommend others to the course? Yes / no..
f) Why? / why not?...

14 . Suggestions for improvement...
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Notes: