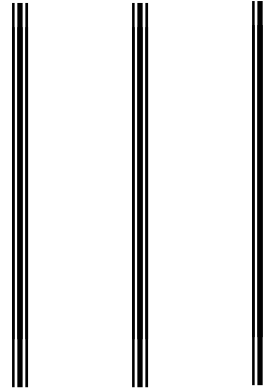


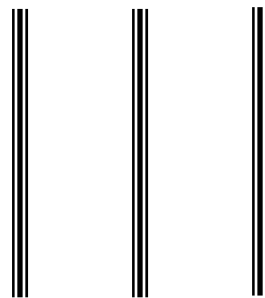
# **SHARE AND CARE NEPAL**

**Lalitpur**



## Learning and development: A strategic human resource development plan

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# **Table of Content**

INTRODUCTION .....	2
WHAT IS HRD ?.....	2
HOW WILL WE ACHIEVE THIS ? .....	3
RESPONSIBILITY .....	5
REVIEW AND EVALUATION .....	5

## **Introduction**

This Human Resource Development (HRD) Plan provides for a strategic approach to learning and development within Share and Care Nepal. It provides a framework for the identification of the 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 of staff, and a workforce that is eager to learn new skills in order to be able to meet future challenges. In other words, Share and Care Nepal's (SCN) aims to become a learning organisation.

Share and Care Nepal has own purpose and the principles when dealing with staff. The relevant principles are to:

- attract and retain, develop and manage quality employees
- maintain flexibility in balancing work and family commitments
- meet diverse community needs
- be accepting of change
- be an effective and efficient organisation
- foster and be committed to two way communication

A strategic HRD Plan will assist Share and Care Nepal in achieving its purpose and pursuing its objectives as an organisation - an organisation that must demonstrate its value to community and Government, and ensure that the above values and principles are adhered to. HRD cannot achieve the principles by itself or in isolation from other human resource practices and policies - it is one of the foundations that an organisation is built upon and not the only foundation. It must support SCN's Annual Operational Plans, be consistent with the Human Resources Plan and become an integral part of SCN's working environment. This requires a commitment from all staff for it to be effective, a commitment to identify areas requiring development and a commitment to action in order to address these identified needs.

The Plan must recognise and align with diversity management principles. These principles, which include equal employment opportunity, are further developed and explained in SCN's Management Plan. It must also provide a background whereby staff who are less than fully effective can be supported in addressing the areas identified as requiring development.

## **What is HRD?**

HRD goes beyond the traditional concepts of training and development through coursework. It should look at the methods that are most appropriate for achieving the desired learnings and encompasses and includes, but is not limited to, on-the-job training, placements, rotations, research, seminars, mentoring, coaching and study. Indeed, without this broader framework, most training ends up as wasted money.

A traditional training course is not always the most appropriate method of learning and it is often the case that the potential learnings that the staff member is supposed to have gained are quickly lost due to a lack of follow up or the opportunity to practice the learnings and cement the knowledge transfer. Managers must provide staff with the opportunities to practice and discuss what they have learnt. The follow up to learning requires both managers and staff to plan how this will be undertaken - forward planning

ensures that no-one is forgotten. Although important in all organisations, it is especially true in a small organisation where "repeat" training is not financially feasible.

Managers, therefore, must identify the most appropriate method of learning. This may range from the use of traditional training courses to internal discussions or seminars, from rotational opportunities and mentoring to including junior/new staff so that they can observe more experienced staff at meetings. Not all learning methods cost money - sometimes it "only" requires lateral thinking and an expenditure of effort and minor inconvenience. Further study is an important component of a learning organisation's repertoire. SCN is committed to supporting staff in their desire to undertake appropriate studies and has a separate study policy to address this issue.

SCN has a socially-oriented work environment requiring staff who are community focused and outcome-oriented, able to respond quickly to unforeseen changes, and able to develop options for action through negotiation, liaison, and skilful communication as well as recourse to regulation:

- SCN is an organisation in which staff need to be multi-skilled, flexible, adaptable, innovative and able to think laterally. Staff need to take an active and leading role in developing policies, management and administrative arrangements which ensure the pursuit of SCN's objectives
- the operational context requires empathy with stakeholders across many arenas - environmental, social, political and scientific.

HRD assists SCN to develop and retain highly skilled people who are motivated, innovative and flexible. SCN is striving to become a learning organisation, where HRD is an accepted part of individual and organisational responsibilities and people are continually learning. Achieving this will assist SCN to remain a successful and desirable employer.

### **How will we achieve this?**

In order to achieve the aim of a skilled workforce that is responsive to change, current and future skills gaps need to be identified:

- Current skills gaps are those skills and abilities that SCN needs in its people now but are either missing or need development for fully effective performance. SCN's Performance Recognition Scheme will assist with the identification of those staff whose skills require development
- Future skills gaps are those skills and abilities that SCN will need in the next two to five years. By identifying them now, SCN can start to address the needs in a structured and cost effective manner. Once the needs have been identified, individuals must be assessed as to their level of competence and appropriate action commenced

These skills gaps are further broken down into management and job-specific training needs:

- Management training needs are those skills that are applicable across most or all of the organisation

- Job-specific training needs are those skills that are specific to a particular area or position eg legal skills, project management.

Through the process of developing Performance Partnership Agreements, individual staff learning needs will be identified as well as the preferred method of delivery. Using identified individual needs, and after discussions with managers, project priorities will be set for the year.

It is recognised that, while some training is relevant across all levels of staff, other needs are specific to certain levels, based on work requirements. This does not mean that staff are restricted to training within their current level but rather identifies the minimum competencies expected of staff working at a given level. There are five streams of identified learning competencies. These streams are:

- i. management and leadership skills (both existing and potential managers)
- i. general skills
- ii. information technology skills
- iii. communication skills
- iv. job-specific skills

A structured program, based on these groups and streams, will be developed so that staff have the opportunity to learn in a manner that is appropriate and cost effective.

SCN also recognises the importance of preparing staff to undertake higher level work. This is important from a succession planning perspective as well as ensuring that high performance capabilities are developed. Achieving this will benefit both SCN and staff. The streams, therefore, will address not only the skills required for the current level but also those skills that may be needed for effective performance at the next level.

Other activities that support the learning and development of staff include:

- recognition that keeping up to date with developments in our field/s is an important component of learning. Building activities such as training activities into staff work plans recognises that it is a valid part of learning and of importance to SCN
- the creation of "forums" to deal with specific challenges/problems can help with the development of staff as well as exposing staff to other ideas. The manager meetings have started this process but extending this concept to other staff or using the concept to brainstorm or gain consistencies in approaches will be of value
- a (two-monthly) in-house seminar series, targeting developments in issues relevant to SCN allows for the greater dissemination of information and increases the effectiveness of communication channels. These seminars may be delivered by SCN staff or by external resourceperson
- development opportunities for staff are important but can be too expensive for individual programs/fisheries to support. The creation of a corporate development fund will allow staff to enjoy these opportunities and accrue the benefits for both themselves and SCN. Development opportunities could include overseas visits, conferences and full time study
- staff can refresh and develop through working with other organisations. Acknowledging the need to minimise disruption to operations, SCN will

progress the development of a placement program whereby staff may be outposted to other relevant organisations for a period with the aim of gaining experience in the workings of that organisation and gaining insights and skills that can be brought to bear on their work in SCN. The program may include interchanges, with staff from the other organisation gaining experience working in SCN.

### ***Responsibility***

Responsibility for HRD within SCN rests at the following levels:

- Program Director and *Program Managers* - strategic leadership for HRD, identification of future learning needs and committed support and active encouragement of the HRD Plan
- managers - ensuring the implementation of HRD within their program, including identifying individual and corporate learning requirements with staff, identifying and facilitating opportunities, and ensuring the provision of training and development to meet those requirements
- staff - identifying their learning requirements according to their level and/or function, identifying learning priorities with their managers, and pursuing HRD opportunities which could help them improve their individual productivity and effectiveness and progress their career goals
- the Human Resources Section - planning for and providing HRD which is relevant to the Authority and its staff, steering the organisational HRD Plan, and providing advice and assistance regarding the implementation of the HRD Plan wherever possible

### ***Review and evaluation***

The HRD Plan will be reviewed twice yearly -- at mid-year to review progress, and towards the end of the year to assist in preparing the following year's priorities and Plan. The review process will be undertaken in parallel with the annual budgetary cycle and the performance management cycle.

The success of the HRD Plan will be assessed against the objectives and performance indicators for each stream and group. Evaluation will take place at three levels:

- the program level in terms of impact on efficiency, effectiveness and program objectives
- the level of the individual in terms of competency development and improvement in work performance
- the delivery level in terms of the efficiency and appropriateness of delivery and administration.