Chapter 2

Literature review

Human resource management and planning

1. Human resource management

1.1 Definition

Human resource management is the way in which organizations choose to manage their employees (Bratton, 1994). As cited by Milkovich (1994), human resource management is important because human resources are the organization. Gillies (1989) defines human resource management as getting work done through other people. In summary, human resource management is the process of work within the organization dealing with employees.

Management is the process of implementing the policy through subordinates, while administration is the process of planning, organizing, commanding, co-ordinating, and controlling (Henri Fayol, cited in Decker and Sullivan, 1992). The process of administration as pointed out by Gulick and Urwick (in Sulat Meejusab, 1996) is "POSDCORB"; planning, organizing, staffing, directing, co-ordination, reporting, and budgeting. The management process involves identifying steps of action which will enable people to carry out their work in the organization (Storey, 1989). Personnel management is action dealing with human resources to carry out the corporate strategy and policy of the instittion. Nursing administration involves using the resources of

both science and the arts for implementing action with efficient and effective goal setting (Sulack Meejusab, 1996).

In conclusion, administration is the action of implementing policy or work through subordinates to achieve organizational goals. This word is also used in the government sector. In this project, the project organizer will treat the terms of "management" and "administration" as interchangeable.

1.2 Human resource management cycle.

Management of the human resource cycle is the process by which organizations solicit, contact and engender interest in potential new appointees to vacant positions in the organizations, and then in some way establish their suitability for appointment (Watson, 1989: 125). Recruitment and selection represent vital stages in the determination of which employees will be able to benefit from the policies. Recruitment is the biggest single challenge facing nursing personnel (Bratton, 1994: 144). Recruitment and selection are seen as two integral parts of a strategic approach to human resource management.

1.3 Human resource management policy in the Ministry of Public Health, LAO P.D.R.

Knowing that "man" is the key factor in personnel management, and the most difficult element to manage in policy development, the department of human resource management in the Ministry of Public Health divided its structure into five sections: (1) administration, (2) personnel (recruitment and posting), (3) training (education and promotion), (4) rewarding, and (5) party control committee. Nursing management is linked with the education and promotion section. Nursing services for patients in every health setting in Lao P.D.R. is also under this department. At present

nursing personnel are recruited and selected to fill vacant positions in each organization by physicians. However, in formal nursing, staff must be recruited and selected by nurse administrators.

1.4 Human resource management, Mahosot Hospital

The nursing service supervises everyday nursing techniques, giving professional advice in areas of care and patients' welfare. In terms of the structure (Appendix C), the nursing service is one of the three main departments in Mahosot Hospital : administration, profession, and services. (Appendix C). The main responsibility of the nursing service is supervising nursing techniques. Mahosot Hospital is considered the first institution for developing nursing service management in LAO P.D.R.

1.5 Nursing personnel management

Nursing personnel management is the process of care to be directed mainly at the organization's employees, recruitment, training and rewarding This is portrayed as a "caring" activity. It is concerned with satisfying employees' work-related needs and dealing with their problems (Torrington and Hall, 1987).

Human resource management has the duty to implement work through employees by incorporating the strategy and policy of the institution.

2. Human resource planning

2.1 Definition

Planning is the first part of the management process. In the management process, Gillies (1989) proposed a scientific method that involved a creation of a plan into four steps; exploring the organizational environment, establishing organizational goals, identifying courses of action, and evaluating the outcomes. According to Schermerhorn (1984), four key elements of strategic planning were the identification of organizational mission and goals, threats and opportunities of the external environment, and the identification of internal strengths and weaknesses.

Planning for human resources is the management process for identifying the organization's mission and goals. The literature claims that lack of clarity in mission, goals, or objectives leads to employee confusion and scattering of effort (Thieme, Wilson, and Long, 1981). A search for threats and opportunities in the environment should indicate any population shifts that would eliminate the need for institutional service or create a need for nonexisting services (Bruton, 1982). Therefore, the assessment of internal strengths and weaknesses as well as external threats and opportunities may reveal a need to plan for additional personnel resources.

Personnel planning is the process used to establish personnel / human resource objectives and tends to follow a consistent pattern involving three interrelated phases : forecasting, programming, and evaluation (Heneman, 1980: 174). Forecasting is used to determine the demand for labor. Personnel programming is an action plan of activities of the Personnel Department toward the accomplishment of its goals. Evaluation of personnel planning is to

monitor the earlier phases of the planning process and to provide feedback on the results (Heneman, 1980: 192)

2.2 Planning process and development of plan

The planning process, as cited by Decker and Sullivan (1989 : 83-87), involved seven major phases of strategic planning as follows: Phase I : before the beginning, Phase II : prepare for strategic planning, Phase III : analyze information, Phase IV : ends planning, Phase V : means planning, Phase VI : controls, and Phase VII : complete written strategic plan.

As a nursing service manager, Finer (1989) presented a model, involving two phases containing eight functional elements: phase one is depicted by planning, staffing. directing nursing care and budgeting ; phase two concerns the dynamic factors: human relations, communication, research, and teaching.

In terms of administration content, three themes emerge-social relations, the principles and practice of administration, and research and problem solving. In administrative practice, nurse managers should be able to utilize management techniques such as planning for fiscal management, information processing, and use of computers. Management concepts should be incorporated into the performance of nurse administrators (Carroll, 1989).

While planning is the formulation beforehand of a scheme to achieve one or more goals, strategic planning is the formulation beforehand of a scheme to realize those goals while conserving scarce resources (Fox and Fox, 1983). Hayes (1985) suggested that the traditional planning process begins with ends (goals) and proceeds to ways and means. In contrast, Kami (1977) urged a shortening of planning cycles and decreased emphasis on long-

term goals. Hayes cautioned that the emphasis on quantitative goals and a too-short planning cycle encourages episodic thinking and locks the manager into a decision mode that is based on forecasts rather than visions.

Fox and Fox (1983) explained that the organizational planning process consists of exploring the organizational environment, analyzing organizational subsystems, and clarifying the organization's mission and philosophy. Establishing organizational goals, measuring organizational capabilities, identifying alternative courses of action, evaluating the probable outcomes of action, and preparing the work group to execute chosen actions were also mentioned. Paitoon Sinlarat (1981: 116) devides the planning for training into four steps; goals and objectives, learning experiences, teaching aids, and evaluation.

Planning experts divide up the planning process in different ways. Sulack Meejusab (1996) presented five steps; data gathering, setting objectives, developing a plan, implementing the plan, and evaluating the plan. Tappen (1995) identified three steps which are develop plan, present plan, and implementation including monitoring the plan. The planning process for this project was organized in four steps: data gathering, analyzing organizational strengths and weaknesses, planning, and evaluating the plan.

2.3 Planning for nursing personnel in Mahosot Hospital

After the literature was reviewed, the planning process for nursing personnel in Mahosot Hospital was divided into four steps; data gathering, analyzing the internal organizational strengths and weaknesses, planning to implement the plan and evaluating the plan for nursing personnel. All of the

implementing steps of the planning process will be according to strategy and policy for the organizational setting.

3. SWOT analysis (Strengths, weaknesses, opportunities and threats)

3.1 Definition

SWOT analysis is the process of collecting information about the strengths, weaknesses, opportunities and threats about work and the personnel's characteristics required for the work. SWOT analysis can help in describing work and workers' characteristics. This must be done to create human resource management systems for selection, performance appraisal and / or compensation (Decker and Sullivan, 1992). Successful SWOT analysis requires a partnership between the human resource management department and the nurse managers responsible for the function to which the work is related.

In order to utilize the SWOT process to improve staff, consolidate the organization, and facilitate financial control, the nurse manager should be familiar with the following definitions : policy, procedure, salaries, position and job. A policy is a long-range statement of institutional objectives. For example, a hospital or clinic may have a policy stating that all jobs in the institution are to be evaluated no less frequently than every five years. A procedure is a short-range statement of technique to be used in realizing an institutional objective. A hospital or clinic may develop a procedure by which to evaluate jobs by the job classification technique. Salaries are compensation for workers other than those who are hourly paid. A position is an aggregation of duties, tasks, and responsibilities that require the services of one individual. A job is a work

assignment consisting of a set of tasks, responsibilities, and conditions that are different from those of any other work assignment. The exact relationship between compensation and work satisfaction is unclear. Herzberg's two-factor theory of job motivation views salary as a job "dissatisfier" rather than a "satisfier". Adequate salary can prevent dissatisfaction but cannot provide positive job satisfaction. On the other hand, an inadequate salary will cause job dissatisfaction (Herzberg, 1964 quoted in Decker and Sullivan, 1992: 169).

In summary, performing a SWOT for job analysis is a process of investigating each job from two standpoints : (1) the duties/responsibilities associated with the job and   (2) the skills and personal attributes required to perform the job satisfactorily. Through job analysis, the manager or personnel specialist investigates exactly what the worker does in a particular job, how he does it, why he does what he does, and how much skill is required to do it.

3.2 Recruitment

Recruitment is a process in which the needs of both the institution and the individual must be satisfied. The institution must satisfy its needs for nursing staff in order to survive. On the other side, the individual must decide whether to work in an institution in general. Recruitment is really marketing. You are selling your organization as an employer. Marketing involves analyzing a market, preparing the message, selecting the appropriate media, and analyzing the results. The effectiveness of recruitment methods varies considerably depending on the local labor market and competitors. It is necessary to note the methods of recruitment in the employees' personnel records. (Decker and Sullivan, 1992: 264)

3.3 Selection

Selection is the process by which organizations solicit, contact and engender interest in potential new appointees for vacant positions in the organization, and then in some way establish their suitability for appointment (Bratton, 1994: 147). Hiring is a two-stage process : screening for basic qualifications and selecting those likely to perform acceptably (Decker and Sullivan, 1992: 267).

The selection interview is the most commonly used selection procedure. The validity of the interview depends on how well it is planned and implemented (Decker and Sullivan, 1992: 273).

SWOT is a technique which aids in job analysis, particularly recruiting, selection and promotion. Rewarding or compensation management is a key element in any discussion of the concept of human resource management (Bratton, 1994: 191).

4. Training program for human resource planning

4.1 Training program

The training in this case is a refresher course for head nurses to gain knowledge about human resource planning. Training is a term which covers a wide range of activities. The length of a training activity can vary from one day to several months (Wentling, 1992). The training can consist of a lecture, slide show, group discussion, plenary session, and written individual reports.

The purpose of this training program is to develop a systematic training curriculum. The project provides a description of the training curriculum development process. The curriculum development process

includes nine steps (Wentling, 1992: 12): determining training content, specifying training objectives, organizing training content, selecting a training approach and identifying needed training resources, developing a training plan, developing tests and procedures for measuring trainee learning, developing training support materials, tryout and revising training.

4.1.1 Determining training content

Once training needs have been identified, the training objectives are developed. The training program for head nurses at Mahosot Hospital is designed to provide knowledge and activities for discussion in relation to human resource planning.

4.1.2 Training content and its objectives

Training Content	Training Objectives
Policy of human resource development	To understand the policy development in human resource for health, especially nursing. Recruitment, promotion and selection of the right person for a position are important for the development of the nursing profession in LAO P.D.R.
Slide Show	To apply the ward model for material and personnel planning.

Training Content	Training Objectives
Concept and process of nursing administration	To understand the nursing administration process and concept for nursing personnel planning activities
Scope of human resource planning	To describe the scope of human resource planning
SWOT analysis	To describe and analyse the strengths and weaknesses of nursing personnel, as well the opportunities and threats which are in the external environment To search for ways to reward nursing personnel
Planning for nursing personnel	To understand steps for nursing personnel planning

Group discussion :
  List the management activities from own ward
  Question: Please list the management activities in your own ward
	To understand concept and process of management activities related to human resource planning

Problem - solving for nursing	To know how to solve problems

Training Content	Training Objectives
Question : In Surgery Ward I , the assigned nurse on duty for today is absent. As head nurse, what action do you take?	related to human resource planning
Analyse strengths and weaknesses of nurses for reward Question : In the Pediatric Ward, nurse "A" is good in emergency care but not reliable. Nurse "B", her junior, is well organised but is somtimes late. How do you analyse both nurses strengths and weaknesses for reward	To describe and analyse the good points and the weak points of nurses for reward
Method for rewarding nursing personnel Question : As nurse "A" and nurse "B" each have good and weak points, if you are head nurse what would you do to motivate these two nurses?	To identify ways of motivating nursing personnel To provide counseling to nursing personnel

4.1.3 Content for individual written reports

Training Content	Training Objectives

1. Concept and process of nursing management
Plan for orientation of new
    nursing personnel
Plan for practice of the first
    year students in your ward
Plan for nursing staff in
    writing "new" form of nurse's
    notes
Plan for the cleaners in universal
    precautions for waste disposal
Plan for the assignment on
    hepatitis patients admitted to the
    ward
Plan for the dilution of the
    cleaning solution
	To teach nursing personnel the management process for effective work

2. Scope of planning for human resource management
Plan for the case study conference
    : Pediatric Ward . Patient
    "A", age 18 months, male,
    has high fever(39.5°C) with
    rash over the body, refuses
    to breast feed. Highlight theme:
    "Infant with high fever and rash"
	To describe the scope for human resource management : assessment, planning implementation and evaluation.

Training Content	Training Objectives
Plan for group competition to maintain the cleanliness of the hospital	
Plan for control the nursing staff's work over the ward	
Plan for motivating nurse "A" about the aseptic technique of wound care	
Plan for supervising nurse "A" on her assignment for comatose patient	
Plan for in-service training on "Bird respiration apparatus" for nursing personnel	
3. SWOT analysis	To identify the weak and strong
Plan to identify the weak points and the good points of nurse "A" and give rewards	points of nurse "A" for reward
Plan for a proper promotion of nurse "A" for new vacant position	
Plan for counseling in a case of misunderstanding between nurse "A" and nurse "B"	
Plan for job classification between nurse "A" (senior auxiliary) and nurse "B" (junior auxiliary) for reward.	

Training Content	Training Objectives

Plan to promote understanding

    of the relatioship between

    nursing work and moral ethics

Plan for teaching new

    techniques of wound dressing

    with dakin solution and dettol

    solution for effectiveness and

    efficiency of care

Plan for motivating and

    counseling nurse "A" and nurse

    "B" on lateness for performance

    appraisal

4. Recruitment and selection

    Plan to recruit a registered

        nurse to the position of

        head nurse

    Plan to recruit nursing personnel

        to work in the ward

    Plan to select nursing personnel

        to work in the critical care unit

    Plan to recruit and select

        for the vacant position

        of staff nurse

To plan for recruitment for vacant positions

    To select nursing personnel for posting in the unit

Training Content	Training Objectives
5. Method of motivation and reward	To plan for variety in rewarding the
Plan to observe nurse "A" on	nursing personnel
her wound dressing care for	
patient, and give reward	
Plan to counsel nurse A on her	
lateness and her responsibility	
towards the duty assigned. and	
give motivation	
Plan to observe how	
nurse "A" and nurse "B" work	
together and give reward	
Plan to motivate nurse "A" on	
caring for a comatose patient	

4.2 Concept of the training incorporates Kolb's learning cycle for concrete experience.

Figure 1 : Kolb's learning cycle

Source : Kolb, 1984: 240
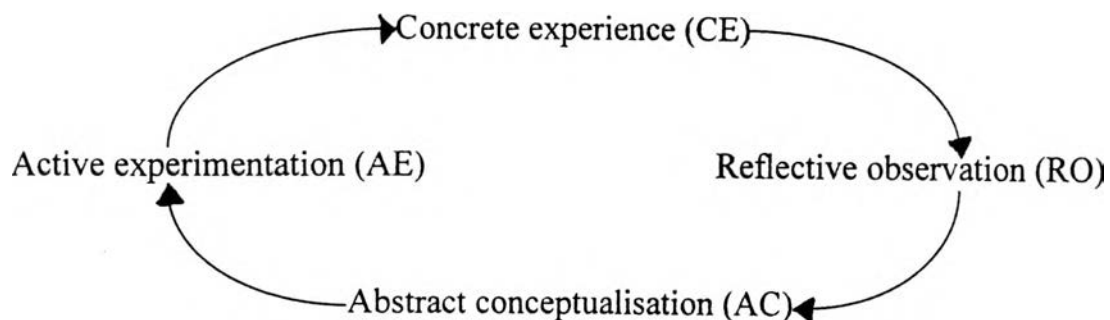
According to Kolb, learning occurs through the grasping of experience and the transformation of it. The transformation of the impact of experience on the senses (CE) and through internal reflection (RO), allows the emergence of ideas (AC) that can be extended into the external world through new actions (AE). However, individual learners will have an established pattern of assumptions, attitudes and aptitudes which will determine effectiveness in learning.

4.3 Method for training

The method for conducting the training program is first, assess needs in relation to knowledge and activities for discussion in human resource planning; second, design a training program; third, implement the training program, and the last step is evaluating the training (Paitoon Sinlarat, 2524).

4.4 Develop tests and procedures for measuring trainee learning.

4.4.1 Develop tests

The development of tests is done to check trainees' progress throughout the training program. The measurement of trainees' learning during the training session allows for necessary adjustments in instruction. Measuring trainees' learning provides concrete feedback about what the training program has achieved (Wentling, 1992: 15).

The measurement of learning progress is required to see if trainees have acquired the knowledge, skills, and / or attitudes set out in the training objectives. The measurement of this project is to evaluate head nurses on their knowledge of human resource planning. The project measurement consists of four parts : demographic characteristics, test of knowledge for

human resource planning, list of activities for discussion of human resource planning, and evaluation of the training program.

1. The Demographic Characteristics form is designed to collect data on the participant's social status, age, sex, years of experience as head nurse, basic and professional education, training experience and others (supervisor, nurse educator etc.....)

2. The Test of Knowledge for Human Resource Planning is to assess and evaluate the participant's knowledge of human resource planning.

3. The List of Activities for Discussion of Human Resource Planning form is to check the participants' discussion activities for human resource planning during the training program.

4. The Evaluation for Training Program form is for the participants to evaluate the training session. The form consists of three parts : lecturer's performance, training program, and recommendations.

4.4.2 Procedures for measuring trainee learning

The procedures for measuring trainee learning include information, orientation, and explanation. The procedures presented are applicable to all training topics.

The project procedures are first to inform participants about the test and the measurement tools, and second, to have the co-facilitator observe and evaluate the discussion. Three co-facilitators and project organizer plan for content and method of observing the group work as well as the group evaluation.

Explanation : participants who list only the management activity will get 1 while the one who can list and explain the meaning can get 2.

The one who can list, explain and give counsel can get 3, while the one who cannot list any activity will get 0.

Criteria			Explanation
0	=	never	no activity
1	=	seldom	list management activity without explanation
2	=	sometimes	list management activity with explanation
3	=	always	list management activity with explanation and give counsel

4.5 Training evaluation is divided into three parts as follows:

4.5.1 The pretest and posttest, which contain 15 items of three multiple-choice questions, are to evaluate the knowledge of human resource planning (Part 1 : Test for Knowledge of Human Resource Planning). The score is 0-1 (0 = incorrect answer, 1 = correct answer).

4.5.2 The checklist form is to observe and evaluate the participants during discussion sessions in the training program. (Part 2: Checklist of Activity for Discussion of Human Resource Planning). This form contains 5 topics : listing management activities, problem solving for nursing personnel, analyse strengths and weaknesses of nurses for reward, listing methods of rewarding, individual written report : nursing personnel planning. The score is 0-3 with values from 1-4.

Score	Value
0 = needs improvement	1
1 = fair	2
2 = good	3
3 = very good	4

4.5.3 The training program evaluation consists of three parts :
lecturer's performance, training program and recommendations for further
training (Part 3: Individual Evaluation of Training Program). This form is to
evaluate the training program. The score is 0-3 with values from 1-4.

4.6 Tryout and revise training

Once the training program content is set, it was ready to try out on a
group of 28 head nurses in the Lao - Friendship Hospital to determine strengths
and areas that need to be revised. The tryout was done two times for technical
accuracy and instructional effectiveness (Wentling, 1992: 16).

Experts were involved in checking the content validity and tryout to
provide feedback on the technical accuracy of the materials. The experts
invited were four people from Thailand and four others from LAO P.D.R. and
included a professional nurse and manager, three nurse educators, one
extraordinary expert for nursing administration, one nurse manager, two
supervisors, and one medical doctor dealing with nursing development in the
Ministry of Public Health, LAO P.D.R.

Framework of Process for Planning Training Program

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│ 1. Assess Need : Human resource      │← · · · · · · · · · · · · · · · · · · ·
│    planning                          │                                      ┊
│                                      │                                      ┊
│    - Knowledge                       │                                      ┊
│                                      │                                      ┊
│    - Activities for discussion of    │                                      ┊
│      human                           │                                      ┊
│                                      │                                      ┊
│      resource planning               │                                      ┊
└─────────────────────────────────────┘                                      ┊
                    │                    ┌──────────────────────────────────┐ ┊
                    │                    │ 4. Evaluation : Training program  │ ┊
                    ↓                    │                                   │ ┊
┌─────────────────────────────────────┐ │    pretest and posttest of        │ ┊
│ 2. Develop Training Program : Human  │←│    knowledge                      │ ┊
│    resource                          │·│                                   │ ┊
│                                      │ │    and activities for discussion  │ ┊
│    planning                          │ │    of                             │ ┊
│                                      │ │                                   │ ┊
│    - Development of the training     │ │    Human resource planning        │ ┊
│      program                         │ └──────────────────────────────────┘ ┊
│                                      │                    ↑                  ┊
│    - Content validity of training    │                    ┊                  ┊
│      program                         │                    ┊                  ┊
└─────────────────────────────────────┘                    ┊                  ┊
                    │                                       ┊                  ┊
                    │                                       ┊                  ┊
                    ↓                                       ┊                  ┊
┌─────────────────────────────────────┐                    ┊                  ┊
│ 3. Implement training : Human        │                    ┊                  ┊
│    resource                          │                    ┊                  ┊
│                                      │                    ┊                  ┊
│    planning                          │                    ┊                  ┊
│                                      │                    ┊                  ┊
│    - Theory / Lecture                │← · · · · · · · · · ·┊ · · · · · · · · ·
│                                      │
│    - Activities for discussion       │
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