

# Learning and Development Framework

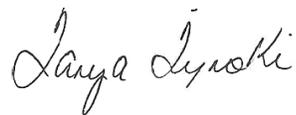
## A Message from the Executive Director of Human Resources

As outlined in the Human Resource plan, *Investing in Our People*, Health PEI has committed to sharpening our focus on recruitment, engagement, development and retention. Our strategies are meaningful and relevant and include growing, developing and supporting our most valuable resource – our people. Health PEI is committed to strategically investing in our people to deliver the best possible care and service to Islanders.

The Learning and Development Framework is pivotal in shaping our investment in people. It applies to all Health PEI employees and articulates the principles, roles, responsibilities and characteristics for building workplace capacity. The framework provides information on how to promote learning and development planning; identifies processes to position Health PEI to achieve strategic outcomes; stresses the need for alignment and integration with other workplace activities such as performance development; and demonstrates the way forward to supporting a learning culture.

To meet the needs of our changing workplace, it is essential that all staff continue to work towards self-development and maintain a personal commitment to learning new skills and following training pathways. Planning ahead will ensure that we are prepared for meeting the challenges of the future in providing high-quality health care to Islanders.

Sincerely

A handwritten signature in black ink that reads "Tanya Tynski". The signature is written in a cursive, flowing style.

Tanya Tynski  
Executive Director, HR

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## Background

Health PEI is committed to creating a learning culture that builds on and sustains an environment that inspires and supports employees to pursue learning through diverse formats, methods and streams. The organization endorses ongoing learning and development planning as a part of its strategic, operational and annual business planning activities of the organization, its facilities and/or networks. Furthermore, Health PEI is committed to expanding the learning and development opportunities for staff and leaders to support future organizational needs.

## Introduction

Learning and development is the process through which employees are encouraged and supported to acquire new or advanced skills and knowledge by participating in education and training opportunities on a regular basis. Learning and development may occur formally and/or informally. Formal development options include courses and programs of study. Informal options may include mentoring, coaching and clinical supervision.

Continuous learning and development are important factors of performance and motivation at work. These factors enhance the ability of Health PEI to attract, retain and develop talent with the right skills and abilities to be capable of dealing with changing environments and responsibilities.

Learning and development is a shared responsibility between the employee and the organization. There is a mutual obligation—an obligation on the part of the employee to take charge of their professional development and training and an obligation on the part of the organization to offer an environment that is conducive to learning.

To meet the above needs, and support staff in learning and development, Health PEI has developed this framework.

## Purpose

Health PEI is committed to the continuous learning and professional development of its employees. This framework builds on the following goal and objective of the Health PEI Human Resources Strategic Plan (2016-2019):

**Goal:** *Strengthen our work force capacity to sustain a high performing workplace.*

**Objective:** *Expand learning and development opportunities for managers and all staff to support organizational needs.*

The Learning and Development Framework serves the following purposes:

- ✚ Presents the principles that will ensure an integrated and standardized approach to learning and development;
- ✚ Describes the roles and responsibilities of senior leaders, directors, managers and employees; and,
- ✚ Provides different programs and tools which are evidence based and linked to the

strategic direction of the organization.

For the purposes of this framework, the following definitions will apply:

<b>Employee</b>	Persons involved in providing care and/or service within Health PEI facilities and programs. This also includes staff, physicians, students and contract workers.
<b>Learning and Development</b>	<p>The process where the employee is encouraged and supported to acquire new or advanced skills and knowledge by participating in learning and training opportunities on a regular basis.</p> <p>Development can occur formally and/or informally. Formal development options include courses and programs of study. Informal options include mentoring, coaching and clinical supervision.</p>
<b>Learning and Development plan</b>	<p>The learning and development plan is a set of developmental goals with accompanying action steps and targeted completion dates.</p> <p>The learning and development plan includes identifying “training” (learning directed toward specific objectives such as following certain regulations or procedures or the application of an acquired skill) and “education” (learning directed at broader objectives such as becoming a more effective staff, supervisor or better leader). The development plan supports employee career planning.</p>
<b>Organizational Learning</b>	The process of collective education in an organization that has the capacity to impact an organization’s operations, performance and outcomes.

## Scope

The Learning and Development Framework applies to the entire organization. Successful learning and development is shared by executive leaders, directors, managers, and all staff and physicians—all have a role to play in the process. Personal development is a professional activity just like carrying out the tasks in the job description.

## Benefits

Applying the Learning and Development Framework enables Health PEI to achieve the following benefits:

- ✚ Build a competent, diverse, and professional workforce.
- ✚ Increase employee engagement and job satisfaction.
- ✚ Maintain public confidence in the quality and safety of care provided.
- ✚ Create a skilled and versatile workforce that can adapt to changing needs.
- ✚ Foster employee career growth, high performance, and innovation.
- ✚ Act as an important input to workforce planning including succession planning.

## Guiding Principles

### I. **Make learning and development a strategic priority.**

Health PEI is committed to providing learning and development opportunities to assist employees to meet the constant changes of day-to-day operations. In order to create a skilled, innovative and respectful organization, it is critical that learning and development be a strategic priority. This means continuing to invest time and resources to support employee learning and development. Learning is a continuous process, integrated with and running parallel to the work of the organization. A learning culture has been shown to be a critical part of developing a high performing workforce. Health PEI will create a learning culture where employees are provided opportunities to develop new skills and are motivated and rewarded for doing so.

### II. **Create customized employee learning and development plans.**

Individual learning and development plans ([Appendix A](#)) need to be designed to reflect the employee's individual needs and the operational needs of the department/division. Learning and development plans need to be customized based on the attributes, career aspirations and performance assessment of the individual employee. The plan needs to further develop the employee's strengths, as well as identify opportunities for improvement. When an employee goes through the performance review process, a learning and development plan needs to be created as part of that process. The learning and development plan will serve as a roadmap for the employee and their manager regarding the competencies the employee needs to focus on during the upcoming performance year, and how the employee will move towards meeting their individual career development goals.

### III. **Align learning with the needs of the organization.**

Learning activities need to support Health PEI's strategic objectives. This is done by creating a program and/or divisional/organizational learning and development plan ([Appendix B](#)) in alignment with the Executive Leadership Team's organizational goals and objectives. Adult learning theory and practice indicate that learning is most effective when the activity is directly related to needs and is immediately relevant. The key to success is timely and meaningful employee learning and development plans.

### IV. **Provide appropriate learning options.**

There are a variety of learning options that may be considered as part of an employee's learning and development plan. On-the-job learning may include project-based opportunities, acting transfers, lateral career moves, vertical or promotion career moves, external secondments, cross-training, taking on additional responsibilities, or more traditional training opportunities such as courses, certificates, webinars,

conferences, degrees, seminars and literature review. Imperative to the promotion of continuous learning is inquiry and dialogue, as well as collaboration and team learning.

**V. Provide learning and development opportunities for all employees.**

Health PEI is committed to creating continuous learning opportunities at all levels of the organization. Employees at all job levels, functions, departments and divisions need to have access to learning and development opportunities to expand in their existing role, and to grow into their next position. Continuous learning and development is important to stay current with changing information and technology, and opportunities need to be offered to all staff in a fair and equitable manner.

**VI. Share knowledge with other staff.**

Health PEI needs to make knowledge sharing a common practice as part of creating a learning and development culture. This means that employees who attend seminars, training or conferences need to share the content with their peer group.

Knowledge sharing goes beyond that which is gained in a formal institutionalized program of study. Health PEI must ensure that knowledge and experience is shared between staff on an ongoing basis by establishing systems to capture and share learning, such as mentoring and coaching programs. This is particularly important to successful succession planning so as to retain corporate knowledge and develop future leaders.

**VII. Evaluate learning and development.**

Evaluation of learning and development serves two important purposes:

- indicates whether money has been spent wisely; and
- tracks organizational adoption of the Learning and Development Framework.

It is important that evaluation is programmed into the framework from the beginning. Proper consideration should be given to what to evaluate, when and how. When assessing training options, it is recommended that multiple training options be explored and the return on investment be considered to ensure value for money spent.

## Roles and Responsibilities

All Health PEI employees are responsible to promote and support a culture of continuous learning and development within their own work area and within HPEI. Learning and development will help to prevent errors, improve care and performance and support the achievement of business objectives. The following is an outline of key positions and groups and their responsibilities as they relate to learning and development.

### Chief Executive Office

- Ensure that all Executive Directors are informed of the policy and the framework and are advised of their responsibilities.
- Ensure the implementation and consistency of the framework across the organization.
- Monitor metrics associated with the framework to ensure a culture of learning and development.

### Executive Leadership Team

- Identify key learning priorities that will assist the organization in meeting its business objectives based on the existing strategic and business plans.
- Identify which corporate training is mandatory and which is optional.
- Identify and make budget and resources available to meet the learning and development needs of the organization.
- Communicate the importance of key learning priorities each year such as leadership development training.
- Create targeted learning and development opportunities that are aligned with the needs of the organization to prepare employees for future roles and opportunities.
- Hold managers and supervisors accountable for creating quality learning and development plans with their employees as part of the performance management process.

### Administrators/Directors

- Create a department/unit/program/service learning and development plan ([Appendix B](#)) each calendar year to align with corporate and development key learning priorities. The plan needs to outline corporate, team and individual learning activities at a department level.
- Implement the learning and development plans and communicate to staff the importance of these activities and why.
- Perform maintenance of training materials developed as part of selected departmental training offered.
- Support newly appointed managers in obtaining the necessary training. Some form of mentoring is also encouraged during the early months of an employee's new role as a supervisor or manager to provide support and ensure a successful transition.

- Identify team specific competencies and existing gaps in current staff skill set based on compiled employee performance reviews. For jobs with the same competencies, these need to be included in the annual department/unit/program/service learning and development plan.
- Include adequate learning and development activities in annual plans and budgets.

#### Managers/Supervisors/Delegate

- Provide day-to-day coaching and feedback to employees to help facilitate high on-the-job performance and to provide learning and development for direct reports.
- Initiate discussions with direct report employees to create and implement employee-level learning and development plans as part of performance accountability and development (PAD) process.
- Partner with direct report employees to identify existing skills, knowledge gaps and strengths and support the employee in finding the most cost effective way to close those gaps and maximize their strengths.
- Support direct report employees in career development planning. This is intended to prepare the employee for more highly skilled positions, promotion opportunities or lateral moves.
- Create and support a culture for shared learning.

#### Human Resources

- Execute corporate objectives and provide career development guidance and leadership to all employees.
- Communicate to all staff a summary of the Learning and Development Framework and the existing union/excluded training and development funds.
- Provide coaching to supervisors and employees on creating and implementing a learning and development plan. This includes providing learning pathways for various roles that are competency based.
- Provide coaching, as requested, on creating departmental and divisional learning and development plans.
- Evaluate the organization's progress towards implementing this framework through the learning and development success metrics listed in this document.

#### Employees

- Participate in a learning and development plan discussion with respective manager or supervisor on an annual basis as part of the PDP process. This is a two-way discussion of career interests, aspirations and learning goals resulting in a learning and development plan. The plan needs to be of benefit to both the employee and the department.
- Seek support and agreement of supervisor and manager on their learning and development plan.
- Commit to the actions identified in the plan, and follow through to accomplish the objectives and actions outlined in the plan.

- Participate actively to maximize benefits of all learning opportunities and satisfactorily complete all requirements to successfully complete the learning event;
- Apply the new skill and knowledge gained to their day-to-day job responsibilities and communicate to the immediate manager or supervisor where further support is needed.
- Share the skills and abilities with others within the workplace and the organization to enhance the performance of the organization as a whole.

## Learning and Development in Health PEI

### *Our Vision*

An engaged, empowered and innovative workforce dedicated to delivering quality Health services.

### *Approach*

In 2010, the LEADS in a Caring Environment Framework was adopted by Health PEI. The framework represents the key skills, behaviors, abilities and knowledge required to lead in all sectors and levels of the health system. It presents a common understanding of what good leadership looks like. For more information, visit the [LEADS in a Caring Environment Framework](#) webpage.

A key foundation for the LEADS in a Caring Environment Framework is Caring—for patients, for staff and for the health of “*Islanders.*” For leaders, caring means that compassion and support infuse our collective efforts to build a more effective and safe healthcare system. For the healthcare provider, caring means delivering the best and most appropriate care to patients with the utmost compassion and support. Caring is the common thread that links the organization together and forms the basis for the Learning and Development Framework.

Learning and development happens everywhere and encompasses a wide range of activities designed to improve the competencies and capabilities of individuals. Employee education starts from the beginning of employment with orientation and continues throughout the employee’s career.

Within Health PEI, there are four categories of education available for all staff:

- ✚ Mandatory education
- ✚ Corporate training
- ✚ Team/unit specific development
- ✚ Individual learning and development.

**Mandatory education** refers to required training for individuals. This training is usually required on annual basis and is tracked by management. For example, CPR (Cardiopulmonary Resuscitation), WHMIS (Workplace Hazardous Materials Information System), and emergency management training (fire) are required for frontline healthcare workers.

**Corporate training** refers to education opportunities that may be linked to the strategic direction and applicable to all employees, such as employee orientation, respectful workplace training, and quality improvement/patient-centered care. As well, other corporate education such as budget, quality and safety, and privacy are provided to assist managers with their day-to-day activities as leaders.

**Team/Unit specific development** refers to the development of staff working in a designated area. For example, pediatric staff are trained in PALS (pediatric advanced life support); those in Mental Health are trained in NVCI (non-violent crisis intervention); and those in long term care are trained in GPA (gentle persuasion approach). These opportunities allow team members to build capabilities and competencies in their chosen field of work.

**Individual learning and development** refers to the enhancing the capabilities and competencies of an individual based on their learning plan, career path and/or performance issues. Some examples may include specific courses, such as, e-learning, webinars and workshops/conferences. This type of learning is often self-directed and supports the individual's interests as well as needs.

## Learning and Development Components

### *Programs*

[New Leaders Program](#)

[Mentoring Program](#)

[Leadership Development Series](#)

Experienced Leadership Development Program – Link coming soon

### *Related Policies*

Health PEI has a policy framework which supports learning and development. These policies include but are not limited to;

- Employee Performance and Development policy
- Nursing Education (QEH) Vision Mission and Value policy
- Evaluation of Training and Competency policy (Laboratory Medicine) and
- Mandatory Education (LTC) policy.

The policies can be accessed online in the [Health PEI Policies and Procedures Manual](#).

## Resources

There are a number of internal and external resources available to assist with moving learning and development forward:

### Internal:

- ✚ Unionized and Excluded Learning and Development Funds
- ✚ Labor Relations service provider (Cox and Palmer)
- ✚ French language training (Collège Acadie)
- ✚ Departmental/Divisional training line accounts
- ✚ Localized education (clinical educators, nursing education days)
- ✚ PEI Public Service Commission (Pathways for Learning)
- ✚ Online education (nursing)
- ✚ Leadership Development Series
- ✚ Safety for Managers and Supervisors
- ✚ Staff Resource Centre

### External:

- ✚ University of Prince Edward Island (various short courses/certificates)
- ✚ Holland College
- ✚ Distance Education (MBA/BSCN)
- ✚ Community Colleges (Academy of Learning)
- ✚ Canadian Health Leaders Network (CHLNet)
- ✚ Independent consultants
- ✚ Various conferences/seminars
- ✚ Canadian College Healthcare Leaders (CCHL)
- ✚ Achieve Centre for Leadership & Workplace Excellence
- ✚ Crisis and Trauma Resource Institute

When developing the learning and development plan, managers/supervisors and employees should discuss resource concerns. A method to assist with this critical conversation is the [GROW coaching model](#) for crucial conversations (See Figure 1). The conversation focuses on identifying the skills or competencies required (**G**oal), the feasibility of the required training (**R**eality), where and how it might be obtained (**O**ptions) and when it will occur (**W**ill). This helps increase both employee and organizational commitment to the plan and helps ensure the plan is successful.



**Figure 1:** GROW Coaching Model for Crucial Conversations.

## Evaluation

Evaluation of the Learning and Development Framework will be achieved by annual monitoring of the following indicators:

- ✚ % of Employees with Performance Development Plans: # of employees with plans developed/# of FT/PT Health PEI employees.
- ✚ Accreditation Canada WorkLife Pulse tool: % of staff who respond *strongly agree* to the following statements:
  - I receive the training I need to do my job well.
  - I have good opportunities to develop my career.

## Communication

The Learning and Development Framework will be communicated to all staff and physicians of Health PEI through the utilization of various modalities, including: staff orientation sessions; leadership and management forums; Health PEI Staff Resource Centre; and the Intranet.

## References

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*The GROW model, Essential Mentoring skills*, retrieved from the internet May 2018

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## Appendices

## Appendix A



### YOUR LEARNING PLAN

<b>Leadership Learning Goal</b>  <i>I will grow my capacity to:</i>	<b>Learning approach</b>  <i>The following learning opportunities will maximize my potential for achieving my career learning goals</i>	<b>Deliverable Results</b>  <i>I will aim at achieving the following outcomes as a demonstration of my leadership growth:</i>	<b>Timelines</b>
1.			
2.			
3.			

**Notes:**



### **DEVELOPING THE ACCOUNTABILITY CONTRACT**

The leadership learning goals you are developing today will be part of your ongoing leadership development plan. The areas of development, preferred ways of learning, timelines and specific learning goals are yours to develop.

Your organization may be able to fully or partially support you in your development and learning plan. It's important to reflect on how much and which aspects of your learning you will be responsible for and what support is desirable / essential for you.

Please refer to the learning plan for considerations in developing your accountability contract.



## DEVELOPING THE ACCOUNTABILITY CONTRACT

The leadership learning goals you are developing today will be part of your ongoing leadership development plan. The areas of development, preferred ways of learning, timelines and specific learning goals are yours to develop.

Your organization may be able to fully or partially support you in your development and learning plan. It's important to reflect on how much and which aspects of your learning you will be responsible for and what support is desirable / essential for you.

Below are some questions to consider in developing your accountability contract.

- Considering the learning plan you have developed, what is the time commitment required to reach your leadership learning goals?
  
- What is the timeframe for achievement of your goals?
  
- What support do you need to achieve your goal?
  - What is the minimum amount of support required?
  - What is optimal support?
  
- What will it cost to reach your leadership goal  
\$ \_\_\_\_\_
  - What percentage will you consider contributing personally?  
\_\_\_\_\_ %
  
- What commitments do you need to make that will make your learning a success?
  
- What support do you need from your supervisor and/or organization?
  
- What could get in the way?
  
- How will you make room for your learning?

**Health PEI**

**B - Learning and Development Plan**

<b>Employee:</b>	
<b>Job Title:</b>	<b>Date:</b>
<b>Division:</b>	<b>Period Covered:</b>

**Health PEI's Vision**  
 One Island health system supporting improved health for Islanders.

**Values**  
**CARING**  
 We treat everyone with compassion, respect, fairness, and dignity.

**INTEGRITY**  
 We collaborate in an environment of trust, communicate with openness and honesty, and are accountable through responsible decision-making.

**EXCELLENCE**  
 We pursue continuous quality improvement through innovation, integration, and the adoption of evidence-based practices.

**Learning and Development Goals (professional/personal development and work skills):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Support required to accomplish your goal(s):**

\_\_\_\_\_

\_\_\_\_\_

**Work plan to achieve goal(s):**

\_\_\_\_\_

\_\_\_\_\_

**Progress on goal(s):**

\_\_\_\_\_

\_\_\_\_\_

**List/identify accomplishments/achievements from last year:**

\_\_\_\_\_

\_\_\_\_\_

**Supervisor's Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Employee's Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**These topics have been discussed by:**

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Provide a copy to employee, a copy to the supervisor, and send original to Human Resources for personnel file.*

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Appendix B



## Training Needs Analysis (Team/Unit/Program)

Team	
Team Leader:	

What are the general issues facing the team?

What are the team objectives?

What new systems, processes, equipment, knowledge or skills are required for the team to deliver on the on the objectives?

What training needs have been identified for the team?

**Confirmation of Current Duties:**

	YES	NO
1. Do all staff have a current job description? (see attached staff list)		
2. Do the job descriptions accurately describe the jobs/duties to be undertaken?		
2a. If no, what extra duties or changes need to be added to the job description?		
2b. If no, what duties are no longer required and can be deleted from the job description?		

**Training Needs:**

To perform effectively as a team, what training or learning do you still need to access to ensure competency and achieve your objectives?

How could this be provided?

Please identify any elements essential for a rolling programme of mandatory training.

Considering the development of the team and team objectives, do you have plans to develop your staff with future promotions and opportunities? What, if any, succession planning and career planning exists?

Have you identified individuals with potential who could progress? In order for them to progress, have training needs been identified?



**Future Development Needs**

What future organizational developments may impact on the team?

What training or development may you need to help make this happen?

Signature of Team Leader: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Team Development Plan**

Team: \_\_\_\_\_ Completed by: \_\_\_\_\_

Responsibility: \_\_\_\_\_ Date: \_\_\_\_\_

Name	Identified Learning Need	Required Outcomes	Proposed Method of Deliver	Agreement Y/N	Date Required

**Divisional/Organizational Learning and Development Plan**

LEVEL	Name	Type of Training or Development Required	Responsibility for Delivery	Proposed Delivery Method	Numbers Requiring Training or Development	Budget or Funds Available	Date Scheduled	Date to be Completed	Records Updated
MANDATORY									
CORPORATE									
TEAM/UNIT/SITE									
INDIVIDUAL									

Organizational Learning and Development Plan