



Singapore Healthcare Management 2015

Revamped Programme Executive Induction Programme

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Introduction

Program Executives (PEs) provide crucial administrative support to SingHealth Residency Programme Directors. However, the complexity of work resulted in early attrition and high turnover rate. The Employee Engagement Survey 2012 (Diagram 1) showed that under the bottom 10 statements, there was a good percentage of staff who felt that new staff did not receive adequate training for their job and staff were not provided with the necessary tools and resources to perform effectively at work.

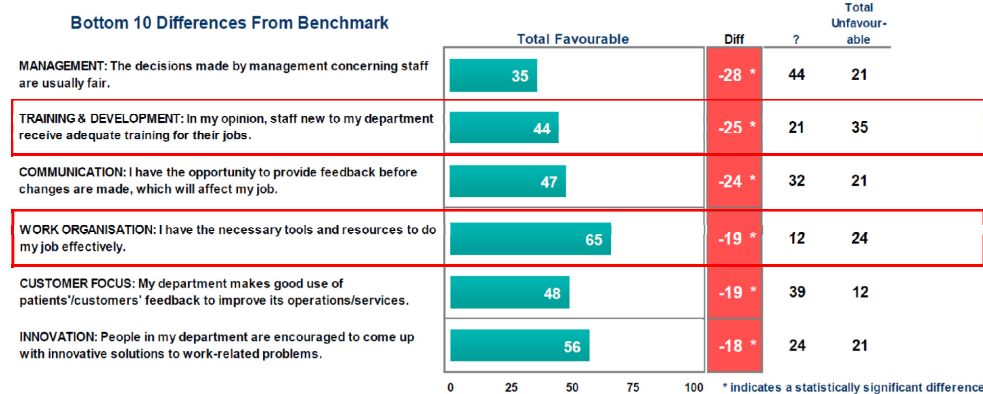


Diagram 1— Results of Employee Engagement Survey 2012

In 2013, an induction program in a 'boot camp' fashion was started to train new hirers intensively over 2 weeks. Large amount of content covered within a short timeframe and differing trainer effectiveness resulted in a lowly effective program. The content covered was also dissected into the different technical domains and covered at the convenience of the respective trainers rather than delivered in a knowledge building manner. This made it difficult for the learners to connect the relationship between the different domains at a macro level. The programme was also manpower-intensive, requiring 8 trainers to conduct 5 sessions every 2 months for new hires. It was therefore important to have the induction program revamped where the learners' needs are carefully assessed and the content revised to improve training effectiveness and efficiency.

Methodology

In July 2014, a workgroup consisting of Managers, senior Program Executives and new Program Executives (in job <6months) formed a team to analyse the problems with the effectiveness of the induction program. The team brainstormed and identified the following issues contributing to the ineffectiveness of the induction program:

- Large amount of information shared in a short period of time resulting in new hirers inability to absorb the content covered
- Trainers covering content without explaining the background and intention of work processes.
- Lack of training roadmap, trainers covering content at their own convenience instead of knowledge delivered in increasing complexity
- Frequent use of technical terms which is not further explained to aid understanding

The workgroup analysed the learning needs of the Program Executives and adopting the 5Ws (Who, What, Why, Where, When) and 1H (How) as the working principle (Diag 2), the induction content was rewritten to simplify technical concepts and technical terms were further explained with detailed definitions (Diag 3). The content also followed a storyboarding process (Diag 4) to allow learners to better visualise the relationship and flow of information. The workgroup also developed a learning roadmap and training was restructured into basic, intermediate, and advanced phases such that content of immediate needs and/or lower complexity was covered in the earlier phases. Learners will cover the basic modules within the 1st month of hire, intermediate modules at the 3rd month, and advanced modules by the 6th month.

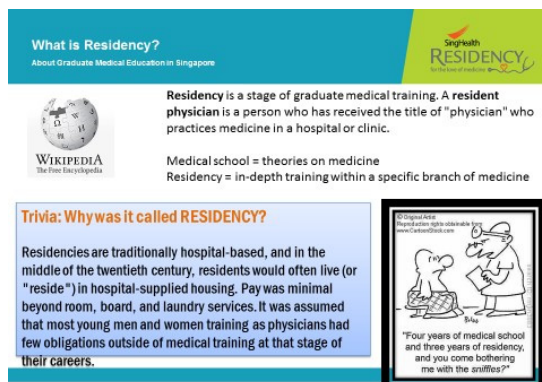


Diagram 2— Adopting the 5Ws and 1H working principle



Diagram 3— Technical terms explained with definitions

As content was delivered through e-learning, the team worked on developing slides that were self-explanatory, to ensure content could be easily understood without the presence of a trainer. Subsequent to the e-modules, learners will go through a face-to-face session (Diagram 5) with the trainers to clarify doubts. In order to standardise teaching across trainers, questions were asked from a prepared list to verify understanding. A quiz was conducted after each module to assess comprehension and ability to apply concepts.



Diagram 5— Face to face session with trainers

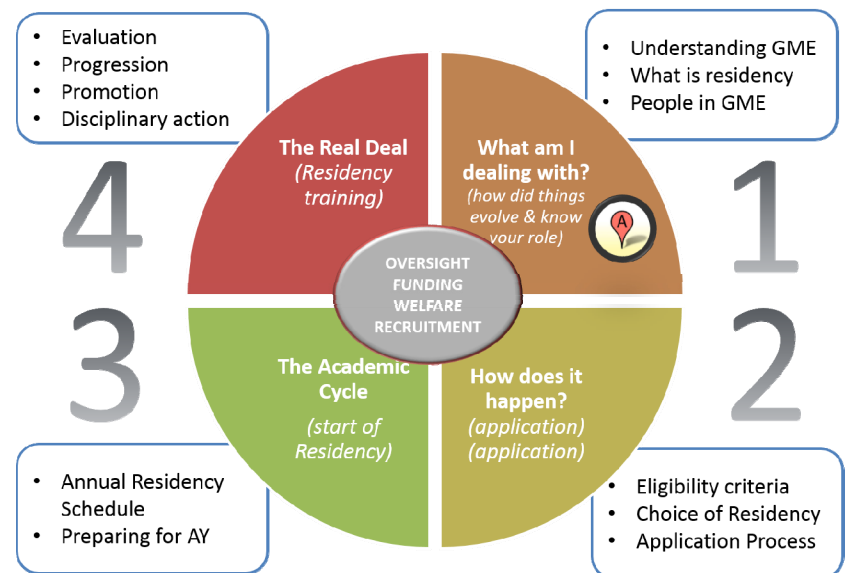


Diagram 4-- Storyboarding Process explaining the flow of information

Results

With the revamped programme, 7 PEs and 4 admin assistants (admin assistants were included for exposure) completed the training. The quiz results showed better learning retention and understanding with >85% of the Program Executives scoring ≥70 marks from the quiz (Diagram 6).

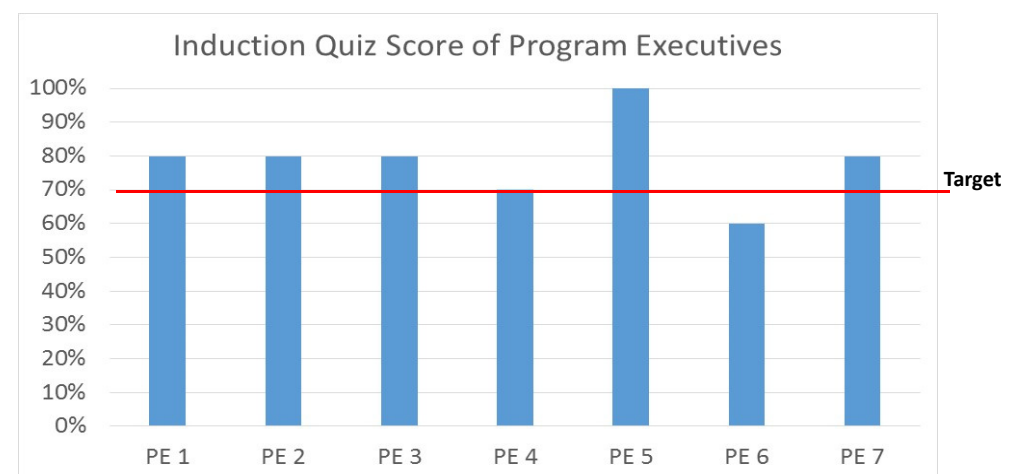


Diagram 6— Results of the Induction Quiz

Learner's feedback revealed that the online content was easy to understand when delivered through e-learning. The face-to-face and quiz debrief sessions were also effective in clearing doubts and correcting misconceptions. With the implementation of the revamped induction programme, the face-to-face training duration was reduced from 2 weeks to 2 days. There was also a reduction in the number of trainers required to conduct the training.

In the latest Employee Engagement Survey, comparison from 2012 data shows for the category Training and Development, new staff receive adequate training for their jobs, a 40% increase in staff agreeing with that statement (Diagram 7). Similarly, there was also a 34% increase on the Work Organisation category for the statement, the information I need to do my job is readily available (Diagram 7).

SINGHEALTH RESIDENCY 2014 (N=94) VS. SINGHEALTH RESIDENCY PROGRAM 2012 (N=34)				
Top 10 Differences From Benchmark				
	Total Favourable	Diff	?	Total Unfavourable
TRAINING & DEVELOPMENT: In my opinion, staff new to my department receive adequate training for their jobs.	84	40 *	9	7
WORKING RELATIONSHIPS: In this organisation, teamwork is given recognition.	80	38 *	13	8
WORK ORGANISATION: The information I need to do my job is readily available.	81	34 *	12	7
MANAGEMENT: The decisions made by management concerning staff are usually fair.	68	32 *	18	14

Diagram 7— Results of the Employee Engagement Survey 2014

Conclusion

The revamped PE Induction Programme has shown to be more effective and more efficient in preparing PEs for their responsibilities in SingHealth Residency. This initiative was also shared and spread to the Admin Section in the department to develop an induction program for all new hirers entering the Residency Department.