

PASAI Human Resources Guide

Supportive material

Chapter 7 Training and development



Pacific auditors working
together

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Template: Training and development plan

This template is a tool for guiding training and development initiatives to effectively support the growth of employees and the SAI.

Introduction

In this section, outline the purpose and goals of the training and development plan, emphasising its benefits for employees in their respective roles and for the SAI.

Purpose: Provide an overview of how the plan aims to enhance the skills and competencies of employees, aligning them with the long-term objectives of the SAI.	
Background and context: Explain the context in which the plan is developed, including any relevant factors influencing its creation. Highlight how the plan will contribute to the professional growth of employees and the advancement of organisational objectives.	

Competency needs

This section focuses on identifying the competence needs of employees in their roles and assessing the existing skills and knowledge within the SAI.

Competencies needed: Chose a role in the SAI. Identify the competencies essential for employees in this role to achieve the future goals and objectives of the SAI. Utilise resources such as ISSAI 150 and Guid 1950 on Auditors Competence for guidance.	
Existing competencies: Evaluate the current skills and knowledge possessed by employees in the same role as above providing a basis for identifying gaps and areas for improvement.	

Gap analysis

Conduct a comprehensive gap analysis to identify which competency needs require training initiatives. List required competencies in a role based on section 2. Competency needs. Determine the current state of this required competency. Identify desired state of the competency. Consider the importance of acquiring these competencies in relation to organisational objectives.

Competency	Current state (low/medium/high)	Desired state (low/medium/high)	Importance (low/medium/high)
Competency 1			
Competency 2			
Competency 3			

Document and analyse

This section involves determining key areas/competencies requiring additional training and development. Document identified gaps and their implications on both the roles and the SAI's objectives. Ensure alignment with the long-term vision of the SAI, as this analysis will inform subsequent training and development goals.

Competency	Gap	Implications
Competency 1		
Competency 2		
Competency 3		

Learning & Development plan

This section outlines training activities to develop and required competences. List identified training need, and why this training is useful (reason), what the participants will learn (content), who the participants are (target group) and what the indicators of effects are (measures). Ensure alignment with the overarching objectives of the SAI.

Training need	Why (reason)	What (content)	Who (target group)	Measures

Delivery

Identify appropriate training activities, considering delivery method, such as on-the-job training, classroom sessions, online learning, coaching, mentoring, job rotation, conferences or workshops. Choose activities based on context, goals, employee needs, available resources and estimated associated costs.

Course or event	Delivery method	# Sessions	Duration of course	Dates and times	Estimated cost

Template: Course sponsorship – Letter of undertaking

To: [Name of approving official]

In consideration of [name of SAI] sponsoring me for the following course:

Course title: _____

Organising institution: _____

Length of course: _____

Start date: ____/ ____/ _____

Course fee: _____

I agree that the SAI shall pay the fee on condition that I shall:

- diligently pursue and successfully complete the course;
- in the event of my failure to pass the required examinations, if any, repeat the course at my own expense if so required by the SAI;
- not default by not attending classes and shall achieve at least 75% attendance;
- not leave the service of the SAI before completing the course; and
- on completion of the course, serve a [number]-year bond with the SAI. The bond period will begin on the last day of the course, unless otherwise prescribed by the SAI Training Policy.

I, _____, hereby undertake to reimburse the SAI full paid up fee and any other costs, including liquidated damages incurred in keeping with the SAI Training Policy, if I fail to observe any of the conditions stated in this letter of undertaking.

Signature of employee: _____

Address: _____

Date: ____/ ____/ _____

Signature of witness: _____

Name: _____

Address: _____

Date: ____/ ____/ _____

Note: Please enclose all available course brochures or information.

Template: Training bond form

Training nomination form

Employee Nomination

Name of employee: _____

Designation: _____

Department: _____

Course title: _____

Course organiser: _____

Start date: _____ Duration of training: _____

Course fee: _____ Sponsor: _____

Head of Department's approval

How will this training programme benefit the employee's job performance?

Signature: _____

Date: ____/____/____



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INDIVIDUAL DEVELOPMENT PLAN (IDP) GUIDE

Individual development plans (IDP) are an effective tool to help employees articulate and achieve their developmental goals and specific training needs. Its primary purpose is to help employees reach short and long-term career goals, as well as improve current job performance. An IDP is not a performance evaluation tool or a one-time activity. Creating an IDP is a joint partnership between the employee and supervisor. IDPs help employees and supervisors identify the skills needed to meet professional goals and help the Office of Public Accountability (OPA) identify and meet strategic training objectives.

IDPs are **required** for permanent, full-time employees beginning in fiscal year 2020. For new full-time, probationary employees, an IDP is required 90 days after the employee reports for duty. An IDP is not required for temporary or limited-term employees, but is highly encouraged.

IDP Process

Employee has the primary responsibility for working closely with his/her supervisor to develop and monitor his/her IDP. The IDP process requires communication and interaction between the supervisor and employee. It involves five phases:

1. **Pre-Discussion Planning and Self-Reflection** - The purpose of the pre-discussion planning phase is to prepare the supervisor and employee for their joint discussion. This planning will not only provide time for discussion, but should also provide direction by having this information readily available for the employee/supervisor meeting. The employee should conduct a self-assessment of current job proficiency, skills, strengths, and developmental areas; examine interests and values; establish goals and priorities; and examine management priorities.
2. **Employee/Supervisor Meeting** - The employee-supervisor IDP discussion provides the opportunity for open dialogue about all that has been considered during the pre-discussion planning phase. Discuss the new skills, knowledge, and experiences the employee would like to acquire. Do these goals match personal and career interests? Are the goals in agreement with OPA's goals, mission and vision?
3. **Prepare IDP** - The matching of identified developmental needs with available development opportunities is a major step in the IDP process. A variety of developmental approaches and strategies should be considered. Identify the gap between the current situation and the desired outcome. This will produce a statement of purpose that should clarify why you want to learn something, and what specific skills, knowledge and abilities you wish to develop. Consider constraints such as time, cost, and personal responsibilities. There are four basic types of developmental experiences to consider in planning the IDP: on-the-job-training, formal classroom training, self-development, and developmental activities. Identify what skills, knowledge, and abilities are to be acquired or enhanced. Remember that this is only a plan, not a promise; the IDP can and should be revised as goals change and as learning occurs.



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4. **Implement Plan** – After the IDP has been agreed upon by the employee and supervisor, the IDP will be reviewed and approved by the Public Auditor before implementation. This will help insure that learning will not only be based on personal needs but will also be relevant to OPA's goals, vision, and mission. The IDP form is simply a means of formally documenting the development plan. Once the employee-supervisor discussion has been held, the designated form will be used as a guide to put the plan into action. The IDP should be revised and modified as necessary.
 - Step 1 – Employee will complete the Individual Development Plan Form.
 - Step 2 – Employee and supervisor will discuss employee's strengths and opportunities for improvement. Agree on contents of the form.
 - Step 3 – Supervisor ensures the form is properly completed.
 - Step 4 – Employee and supervisor will sign the form and then submit to the Public Auditor for approval.
 - Step 5 – After all signatures are completed, a copy of the form will be given to the Employee and Supervisor.
 - Step 6 – Employee and supervisor will implement the IDP and make updates as needed. Quarterly meetings between the employee and supervisor will be held to discuss and adjust, if necessary the IDP. The employee and supervisor will initial the form to indicate they have met.

5. **Evaluate Outcomes** - After completing the projects in the IDP, the employee and supervisor should evaluate the success of these activities. What insights were gained? What new understandings does the employee have? What new skills, abilities and knowledge were acquired? What experiences did you have, and what did you learn from them? How do you feel about this process? The supervisor and employee should evaluate the outcome of training and development experiences regularly.
 - Adjustments and updates should be made to the plan as needed.
 - Review the accomplishments and successes of this project with your supervisor (and others, as appropriate). Then update your learning plan for the next cycle. Remember that learning and growth are processes that may, and should, continue indefinitely. All IDPs will be cumulatively assessed to identify the OPA's strategic training needs and set priorities. This process provides management with a tool to evaluate training needs and total budget data needed to ensure there are adequate resources.



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INDIVIDUAL DEVELOPMENT PLAN FORM

Instructions for use:

- Beginning in fiscal year 2020, this IDP form is **required** for all permanent, full-time employees of the Office of Public Accountability. Failure to submit this form will result in lost opportunity for the employee to attend and receive training. For new full-time permanent employees, an IDP is required 90 days after the employee reports for duty. An IDP is not required for temporary or limited-term employees, but is highly encouraged.
- Please note that this document is a plan only and **not** a contract.
- Specific programs and training that require funding are subject to the availability of funds and the required approval process.
- Supervisor and employee should meet regularly to discuss progress.
- If you need assistance completing this form, please refer to the guide provided, your supervisor, or OPA's Administrative Services Officer.
- Once this document is completed, it should be submitted to the Public Auditor for his/her review and approval. Copies should be provided to the employee, supervisor, and kept in the employee's personnel file.

Year for Individual Development Plan: _____				
(1) Employee's Name (Last Name, First Name)	(2) Current Position		(3) Supervisor's Name (Last Name, First Name)	
(4) Quarterly Review Initial and Date	1st Quarter (due by January 30th)	2nd Quarter (due by April 30th)	3rd Quarter (due by July 31st)	4th Quarter (due by October 31st)
Employee				
Supervisor				



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A. KNOWLEDGE, SKILLS, AND ABILITIES

The employee should have conducted a self-assessment to evaluate skills, strengths, and developmental areas. Please document current interests, values, knowledge and skills, and abilities below. The supervisor should provide input and guidance.

1. Employee Knowledge and Skills Strengths (i.e. Unique skills the employee possesses that could be used as an asset to the office)	2. Employee Knowledge and Skills Opportunities for Improvement (i.e. Areas identified by the employee and supervisor that will be addressed in item B. Job-Related Development)

B. JOB-RELATED DEVELOPMENT

Use this section to document specific job-related developmental goals (immediate and long range).

1. Short-Term (6-12 months) Job-Related Developmental Goals:

1. Long-Term (1-3 years) Job-Related Developmental Goals:



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C. ACTION PLAN SECTION

This section describes specific knowledge and skills (from Section A) that you intend to pursue. Try and be creative by using a variety of learning strategies and activities. Activities could include: rotational assignment, classroom training, on-the-job training, experiential (hands-on) assignments, online courses, seminars or conferences, shadowing opportunities, developmental assignments, self-directed learning (reading, researching, writing an article or report), learn by teaching others (process or method), participate in discussion groups, mentoring, participation in professional associations, and certification programs. Include specific scheduled dates and courses if applicable. The level of specificity you use when writing your IDP is up to you and your supervisor. However, when you submit a training request you must also include a copy of your IDP. At that time, the approving authority may require additional information to approve the training request. Proposed developmental activities should be discussed and approved by your supervisor. Activities and courses requiring funding are subject to the availability of funds and the required approval process.

1. Specific Knowledge or Skill	2. Activity Description	3. Supervisor's Role (or involvement of others if applicable)	4. Time Frame	5. Outcome/Result (to be completed after activity)



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1. Specific Knowledge or Skill	2. Activity Description	3. Supervisor's Role (or involvement of others if applicable)	4. Time Frame	5. Outcome/Result (to be completed after activity)

I agree that a meaningful discussion has taken place about this employee's individual development within the OPA. Further, I propose the above activities to enhance the employee's skills.

 EMPLOYEE (signature and date)

 SUPERVISOR (signature and date)

 PUBLIC AUDITOR (signature and date)

As of October 31, 2019