

6. Staff Development												
Basic			Developing			Advanced			Leading Edge			
1	2	3	4	5	6	7	8	9	10	11	12	
<b>Strategic Direction</b>	Staff are expected to take the initiative to seek out training or career advancement opportunities. NPHI staff sometimes participate in training provided by external groups, but these often are unrelated to the NPHI's activities.		Leaders and staff actively seek professional development opportunities for staff, but these are not necessarily linked to the NPHI's goals.			The NPHI considers its staff to be among its most important resources and seeks to help them develop in ways that support the NPHI's work.			The NPHI has a long-term human resources strategy, linked to its strategic plan, which guides its investment in staff training and development. Its strategic investments in professional development, including succession planning, ensure its current and future success.			
<b>Systems</b>	Selection of staff for training is often based on personal relationships between decision-makers, donors, and staff. Leaders and managers rarely help staff plan for career advancement.		The NPHI has informal processes to guide selection of staff for training. A few senior staff are mentoring junior staff, but mentoring relationships are ad hoc and tend to be short-term.			The NPHI has formal, transparent processes for selecting staff for training. It provides tools and guidance for mentorship and creation of professional development plans. Many staff have professional development plans, but these are not always realistic. Few managers and staff take advantage of mentorship programs.			Most NPHI staff have professional development plans that include long-term goals. Plans are regularly updated to meet needs of staff and the NPHI. Many managers and staff take advantage of formal mentorship programs that link mentors and mentees throughout the NPHI.			
<b>Resources</b>	The NPHI does not have resources to develop and implement training for its staff. It often rejects opportunities for staff training even when costs are covered because it cannot get needed approvals or there are no staff to cover the trainee's work while he/she is in training.		The NPHI's resources for training are limited. Except when funded by donors, staff are unable to attend outside training. The NPHI has developed a few training courses, but it has limited resources for implementation.			The NPHI supports both in-house training of staff and staff participation in a range of outside opportunities, including long-term training for a few employees in anticipation of its future needs. The NPHI's training experts ensure the NPHI's training programs meet quality standards.			The NPHI uses a variety of training approaches to ensure staff are at the cutting-edge of public health and are prepared to meet future needs. The NPHI has experts in training, as well as technologies that ensure accessibility for staff on field assignments and with disabilities.			
<b>Quality</b>	The NPHI has many critical needs that are not addressed because staff lack necessary skills and few opportunities to learn. The NPHI does not conduct training. Few staff have had leadership or management training.		Trainings conducted by the NPHI sometimes use high-quality materials and curricula from other sources; but quality of NPHI-developed courses is often poor. Training is not available in many critical areas, such as leadership and management.			The NPHI's trainings incorporate adult learning principles and meet needs of various learner styles. Training opportunities for staff range from technical areas to leadership and management.			The NPHI's training programs are models for many organizations, and its curricula and approaches are widely shared. The NPHI's investments in staff development help the NPHI easily weather departures of critical staff due to retirements or job changes.			
<b>Engagement</b>	Staff recognize they often do not have the skills to do their jobs, and their supervisors often are unable to provide guidance and mentorship. Some staff feel that processes for selecting individuals for training are unfair.		Staff recognize that the NPHI is making efforts to identify training opportunities that meet their needs. However, some staff are frustrated by limited opportunities, lack of guidance and mentorship, and lack of formal processes for selection of staff for training.			Staff appreciate the many opportunities for training. However, many staff are unclear about how to advance in their careers. They are actively seeking mentors and career counseling, but are not always successful at obtaining it.			Staff have clear development plans and understand ways they can progress in their careers. They value working in the NPHI and feel valued by the NPHI. Many participate in formal mentorship programs.			
<b>Impact</b>	NPHI staff are unable to contribute as much to the NPHI as they could were they better trained. Staff regularly leave the organization to advance their careers, take on new challenges, or develop new skills because of limited opportunities at the NPHI.		As NPHI staff skills increase, the quality of the NPHI's work is improving. However, many gaps remain between the work the NPHI needs to do and the skills and experience of its staff. With limited opportunities for advancement, many trained staff leave the NPHI for more lucrative jobs with NGOs and other groups.			Most NPHI staff have the skills to do their jobs well. As they advance in their careers, they are able to obtain the training needed for continued success. However, departures of critical staff can be disruptive because of lack of succession planning or enough staff with cross-cutting skills.			The NPHI's staff are highly competent and loyal. Turnover is low, but when key staff leave, the NPHI is able to quickly fill the gap. The NPHI's strategic investments in people position it for future success.			