# Trainer’s Guide for iHRIS Manage

## Acknowledgements

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## Introduction

iHRIS is a health workforce information system that enables an organization to design and manage a comprehensive human resources strategy. iHRIS has five core components: iHRIS Qualify for health workforce registration and licensing; iHRIS Manage for human resource management; iHRIS Train for managing preservice and in-service training; iHRIS Retain for attraction, motivation, and retention; and iHRIS Plan for workforce planning and projections.

iHRIS Manage helps an organization manage its workforce more effectively and efficiently. Using the system, human resource (HR) professionals can create a centralized information base on all HR management aspects, such as standard titles, job classifications, and job descriptions over different geographic locations, offices, and facilities.

HR staff can solicit job applications for open positions, assign employees to fill positions, and maintain a searchable database of all employees, their identifying information, and their qualifications. Managers can track each employee's history with the organization, including their position and salary histories, and record the reason for departure when the employee leaves.

iHRIS Manage’s primary role is to manage workers employed in a ministry, local government (district), hospital, nongovernmental organization, or private organization. A decision maker within the organization can analyze this data to answer key human resource management and policy questions, such as:

* Are employees deployed in positions that match their qualifications and education?
* Are employees optimally deployed in locations to meet needs?
* How many workers need to be recruited to fulfill anticipated vacancies?
* Are pay rates equitable across similar jobs?
* Are employees being promoted in alignment with competencies?
* What are the reasons for employee attrition?

## Training Objective

[The module of iHRIS being trained on and the group being trained determines the training objective(s).]

Capacity building of HR managers and administrators to efficiently automate trainings.

By the end of the training, participants should be able achieve the following as a result of the learning activities:

* Log in to iHRIS
* Manage people (add and edit person details)
* Administer database
* Generate and export reports
* Create custom reports in iHRIS

## Training Team

A minimum of one trainer per every five participants is required in a training session because this is a practical training and participants needs special attention while having hands-on experience. For new participants, the training team should comprise of at least one of the following:

* IT personnel
* HR personnel
* Administration
* Data Quality personnel

## Training Outputs

At the end of the training, the following should be fully accomplished:

* Fully installed iHRIS
* Participants able to use iHRIS:
	+ Log in and log out
	+ Add/edit person’s details
	+ Generate and customize reports
	+ Administer the database
* Participants able to fully understand the functions and benefits of iHRIS
* HR data are imported into iHRIS
* Demonstrate how iHRIS will be used in the organization according to workflow
* Participating organization should return with fully functional HRIS, user manuals, and training CD
* Final competency documented on each participant
* iHRIS Train data collected from participants, if applicable
* Training report

## Learning Strategies, Activities, and Methods

What you will do in order to achieve the learning objectives?

* Hands-on use of the system
* Carry out an individual task / exercise / assignment
* Individual evaluation
* HR brainteasers
* Group discussions / brainstorming
* Q&A sessions
* Daily training assessment

## Training Materials and Tools

These are the required materials and any tools to assist learning:

* PowerPoint slides
* Attendance list
* Individual data forms
* Assessment / Evaluation forms
* Tasks / Exercises
* Training program
* User manuals
* iHRIS server, computers, and router
* Training computers / laptops
* Printer
* Digital camera
* Scanner
* Projector and tripod projector screen
* Stationery (flipcharts, notepads, pens, markers, photo copying papers, masking tape, stapler)
* Internet connectivity
* Network cables and wireless switches
* Extension cables with power surge protection
* External backup disks, flash disks, DVDs
* Flipcharts (Keep these to capture important issues/notes that arose during the training.)

### PowerPoint Slides Presentation

Page 1: Topic or Title

Page 2: Objectives

Page 3-6: Compress the course content

Page 7: Illustration of what is has been taught

Page 8: Conclusion

At the end of the session, allow a Q&A session not exceeding four questions.

**Presentation Format:**

* Font type and size: Arial 12
* Slide background: Use the standard iHRIS theme *(see the general iHRIS presentation)*
* Time: 30 minutes; Q&A 15 minutes

### Evaluation Forms

* **Pre-evaluation Form:** This form assesses the participants on iHRIS knowledge, attitude, and computer literacy.
* **Daily evaluation Form:** This form collects feedback from participants on the day’s training, trainer’s performance, and suggested areas of improvement.
* **End-of-Training Evaluation Form:** This informs the trainers if the objectives of both the trainer and trainee have been achieved.

### Training Program

The program provides the timing and the activities of the training sessions.

### User Manuals

The manuals provide a detailed explanation of how to use and navigate through iHRIS *(see the User Manuals for iHRIS Manage, Qualify, and Train).*

## Training Preparation

1. Send invitations
2. Logistics
	1. Participants (per diem, transport)
	2. Facilitators (modem, per diem, transport
3. Training venue: size, arrangement, accessibility
4. Training roles: team leader, logistics, timekeeper, IT support, data cleaning and importing, evaluation

## Training Steps and Flow

The following key activities should be carried out:

* Greetings/welcome
* Introduction and objectives: explain the intent of the training
* Participant expectations
* Response to participant expectations and administrative issues (allowances, dos/don’ts, seating arrangements)
* Pre-evaluation
* Overview of iHRIS *(see below)*
* Commonly used abbreviations and acronyms
* Basic computer usage
* How to use Web applications
* Introduction to Ubuntu
	+ Login
	+ Creating accounts
* iHRIS system modules and functions
	+ Overview of the different reports and their relationship to HR functions
	+ Managing people: creating and editing person records
	+ Searching records
	+ Editing and uploading photos
	+ Creating positions: assigning positions, recording promotions, transfers, and departures
	+ Creating staff establishment
	+ Exporting and saving reports
	+ Using reports in day-to-day HR documents
	+ Administering the database
	+ Importing HR data
* Give tasks/exercises for trainees to demonstrate that they have learned the different activities
* Carry out daily evaluation
* End-of-training evaluation
* Login, add, and update iHRIS Train (if applicable)

## iHRIS Overview

Provide an overall picture of iHRIS Manage:

* What is iHRIS?
	+ Define iHRIS as a tool and what it does.
	+ Define abilities of iHRIS according to the user manual
* Why have iHRIS in the organization?
	+ Explain the situation analysis (challenges) before iHRIS.
	+ Explain how iHRIS will improve HR management (handle the challenges)
* Why use iHRIS?
	+ Contribute to better HR management
	+ Benefits to the user, manager, organization, country
		- Improve availability of information
		- Improve efficiency in managing information
		- Easier to maintain HR data
		- Help information flow more quickly
		- Easy access to information
* Future of iHRIS
	+ Tool used for management of HR today
	+ Global access, secure, automated, and interactive
	+ Interoperable with other systems
	+ Lead HR management tool (one-stop center for HR data and Information)

## Tasks / Exercises

### Group Dynamics

Group participants according to their roles, e.g., leaders or managers, implementers or planners, and data managers (HR, IT, records officers).

### Group Presentations

On the second to last day of the training, participants are grouped, and each group is given an assignment to test their skills in iHRIS management and usage, assess difficulties and advantages of the system, and bring in creativity by different participants.

The following are the functions and topics to be discussed by each group:

a) Group 1

 -  Opening and logging into the system

 -  Components of iHRIS and the purpose of each component

 -  Manage people and add a person

b) Group2

 -  Search records: recent changes, positions, and people

 -  Update individual sections of records: phone and education

- Crop images and attach them to someone’s data

c) Group 3

-  Generate all the main reports and explain the importance of each report (facility, staff, etc.)

 -  How to use different filters (on the staff list)

 -  Export reports into Excel and PDF

d) Group4

 -  Generate charts and graphs

 -  Insert graphs, tables, and charts into a Word document

e) Group5

 -  Create a new report

 -  Add fields to a report

 -  Arrange the fields in a report starting with a particular field

 -  Define staff establishment for two positions and generate staff establishment report

f) Group 6

 -  Administrator the database and explain each section

 -  Create jobs and positions and assign them to people

 -  Create new accounts, change passwords, and recover passwords

### Tasks for Each Group

Leaders

 -  Opening and logging into the system

 -  Components of the system

 -  Searching records: recent changes, search positions, and search people

 -  Generating the main reports and explaining the importance of each

 -  How to use different filters (on the staff list)

 -  Exporting reports into Excel and PDF

 -  Generating charts and graphs

 -  Inserting graphs, tables, and charts into a Word document

 -  Changing passwords and recovering passwords

Implementers/Data Managers

 -  Opening and logging into the system

 -  Components of the system

 -  Manage people – add person

 -  Searching records: recent changes, search positions, and search people

 -  Updating individual sections of records

 -  Cropping images and attaching them to someone’s data

 -  Generating the main reports and explaining the importance of each

 -  How to use different filters (on the staff list)

 -  Exporting reports into Excel and PDF

 -  Generating charts and graphs

 -  Inserting graphs, tables, and charts into a Word document

 -  Administering database and explaining each section

 -  Creating new accounts, changing passwords, and recovering passwords

 -  Creating a new report

 -  Adding fields to a report

 -  Arranging the fields in a report starting with a particular field

 -  Creating staff establishment and generating staffing norms report

### Evidence of Learning

These are results that someone can see, hear, and smell, e.g., dozing, loss of focus, boredom, tiredness, full participation, alertness. All of these can be determined by any of the facilitators who can devise a method to attend to the current situation.

### Evaluation

This is the assessment and judgment of evidence in order to conclude if you have achieved the learning objectives.

## Appendix

Following are some examples of exercises that can be incorporated into your training program.

### Group Introduction

**Purpose:** To create an enabling environment for the participants to maximize learning

**Learning Objective:**

* Introduce participants
* Bring out hopes and concerns
* Engage each participant for their full contribution in the group

**Time Required:** 30 min

**Material:** Flipcharts and cards, markers, wall tape

**Training Method and Activities:** Participatory approach

* *Activity 1: Introductions*
* *Activity 2: Hopes and Concerns*

**Note for Facilitators:**

The facilitator should use an object to serve as a “talking stick.” The Object could be anything: a paperweight, shell, ruler, etc. The person who holds the object speaks while others are respectful listeners. The object could be placed in the center or passed from person to person. This helps speakers to finish without interruptions.

Bells can be used by facilitators to draw the attention of participants and signal time out for one activity and beginning of the next.

***Activity 1: Introduction Time: 30 minutes***

1. Create a circular sitting arrangement
2. Have all the participants sit in a circle
3. Greet participants and introduce name/s of trainer/s
4. Share objectives of the session
5. Inform the group that the participants and the facilitators will together create a positive climate
6. Follow these steps:
	1. Invite the participants to pick up an object from the center of the circle
	2. Ask each participant to look at the object and reflect on one of the following questions: What does this object tell you about the importance of an HRIS? Or what does this object tell you about your role in HRIS strengthening? Or what does this object tell you about the importance of human resource management in health? Or what does this object tell you about the importance of capacity building?
	3. Request the participants to reflect in silence for two minutes on the question in relation to the object.
	4. After two minutes, request the participants to choose a partner from the group, preferably a person who is unknown or who they do not meet very often.
	5. Ask each person (in the pair) to share about his/her reflections on the question and anything else he/she feels like sharing about in five minutes’ time.
	6. Inform the participants to return to the circle after five minutes and also that each person (in pair) will share about the reflections of his/her partner in the larger group.
	7. Once, the participants are back in the circle, ask the person sitting on your left to start sharing about the reflections of his/her partner and tell that the process will continue in a circle until the last person has shared.
	8. Thank the participants for their contribution and active participation. Hand over to the facilitator of the next activity.

***Activity 2: Hopes and Concerns Time 15 minutes***

1. Explain to the participants that the Hopes and Concerns activity is aimed at identifying and working collectively to cherish hopes and overcome barriers that may affect participants’ learning
2. Ask participants to divide in groups of four to five people.
3. Ask each group to write down its hopes and concerns related for the training or any related thing on a flipchart with markers.
4. Ask the groups to take 10-15 minutes to jot down their hopes and concerns and then post their flipcharts on the wall
5. Ask a volunteer from each group to share the hopes and concerns. Ask the following groups to share only additional hopes and concerns and not to repeat what was shared by the earlier groups.
6. Inform the participants that together efforts will be made to meet as many hopes as possible and to overcome as many concerns as possible during the course of the training.
7. Inform the participants that the agenda may be modified to realize hopes and address the concerns.
8. Hand over to the facilitator of the next session.

### Introduction to HRIS – Context and Purpose

**Purpose:** To develop understanding about the context and background of the HRIS Strengthening initiative.

**Learning Objectives:**

* Define an HRIS
* Learn about the need for HRIS
* Understand the purpose of HRIS
* List the benefits of HRIS strengthening
* Know about the key steps in the HRIS strengthening process

**Time Required:** 30 min

***Preparation by Facilitators***

* Flipcharts with the following headings (one on each flipchart) placed at different places in the room:
	+ Need for HRIS
	+ Purpose of HRIS
	+ List the benefits of HRIS strengthening
	+ Know about the key steps in the HRIS strengthening process
* Presentation on context and background of HRIS
* Agenda handout (one copy each)

**Training Method and Activities:** Participatory approach by asking participants to share their views and demonstrating through presentation.

***Activity 1: Purpose and Agenda Time 40 minutes***

1. Explain to the participants the objectives of the session.
2. Inform the participants that this session will seek to build on their existing knowledge about HRIS.
3. Ask the participants to self-select themselves into groups based on the area of their interest:
* Need for HRIS
* Purpose of State HRIS
* List the benefits of HRIS strengthening
* Know about the key steps in HRIS strengthening process
1. Ask each group to discuss among themselves the tasks of their selected discussion area.
2. Ask the groups to record their responses on the flipcharts.
3. When the groups have completed flipcharts, ask them to reassemble in a circle.
4. Post the flipcharts in the display gallery.
5. Ask one participant from each group to share information from their group work with the larger group.
6. Ask all to contribute additional comments and observations. Facilitate discussion.
7. Conclude discussion by explaining to the participants about the categories.
8. Give PowerPoint slide presentation on the context and background of HRIS.
9. Distribute copies of the HRIS Background and Agenda.

### Feedback and Next Steps

**Purpose :** To gather inputs on the orientation content and the facilitation process for further improvement in the orientation course.

**Learning Objectives:**

* Identify strengths and weaknesses in the content and the facilitation process.
* Learn about collecting inputs on learning experiences use for further improvement.

**Time Required:** 30 min

***Activity 1 Session description Time: 30 minutes***

Invite the participants to share their thoughts on the training, other observations, or comments. Pass object to each of the participants in the circle. Invite the participants to say “pass” if they have no comments. Go around the full circle and end with facilitator making closing remarks and thanking participants. Ask all participants to fill out an evaluation form before departing.