

# SNSF JOB-EMBEDDED SUPPORT GUIDELINES



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DRAFT*

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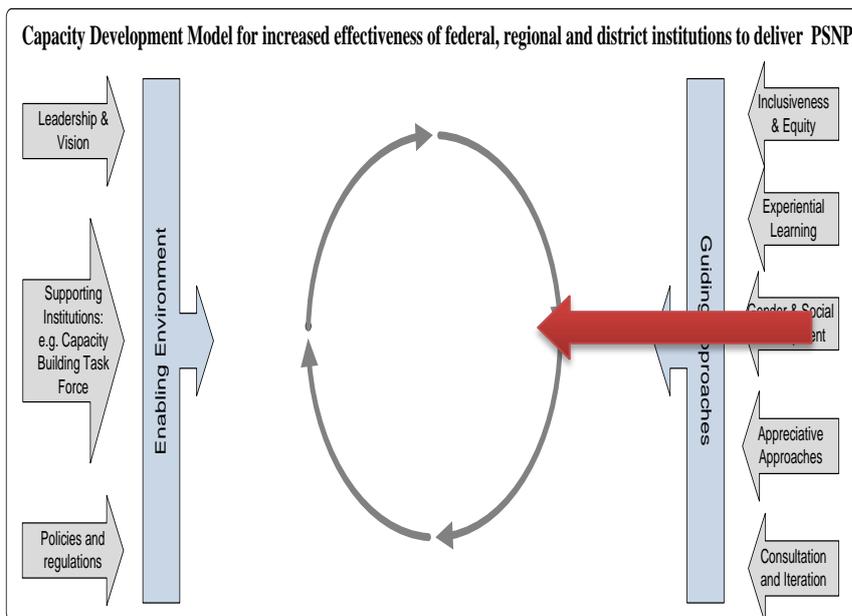
Job-embedded learning is “learning that occurs as staff engage in their daily work activities”

Job-embedded learning is the result of staff sharing what they have learned from their work, reflecting on specific work experiences to uncover new understanding and listening to colleagues share best practices they have discovered while trying out new programs or planning and implementing a project. (adapted from *Journal of Staff Development*, 1999,v.20, n.3)

Individual capacity development is most effective when it occurs in the context of the staff person’s daily work.

## Introduction

The Safety Net Support Facility project uses a four phase capacity development approach to support the development of individual and organizational capacity.



This approach assumes that training alone is not sufficient to lead to sustained individual and organizational workplace change. Training and other capacity strengthening activities should be followed by ongoing support. Activities that provide “capacity application and follow-up” support, as the third phase in the model, may include job-embedded strategies.

The *Job-Embedded Strategies Guidelines* provides individuals and organizations with suggestions about how to use various job-embedded support strategies. This document complements the *Training is Not Enough* participant reference book that provides details about every strategy.

These guidelines are intended for PSNP and SNSF staff at the federal, regional and woreda levels. This version of the document focuses on how SNSF staff can support individuals and organizations implementing PSNP.

The purpose of these guidelines is to provide:

- the “how to” of using specific job-embedded strategies.

The nature of job-embedded support is that it should be relevant, and provided at “teachable moments”. Sometimes these strategies are best used spontaneously. Sometimes a combination of strategies provides the ideal form of support.

#### Job-embedded support: Foundational principles

Job-embedded strategies are one form of capacity application and follow up support. The strategies should be used to further and deepen the learning among individuals about newly-learned competencies (knowledge and skills). These strategies can be employed by SNSF as staff support PSNP staff. They can be used by PSNP staff to support each other’s learning. Manager and leaders can use select strategies to support their staff. Colleagues can use these strategies with each other.

Three foundational principles underlie effective job-embedded strategies:

1. *Learning organizations reflect on their practice.* All of the strategies promote some form of individual or group reflection.
2. *Collaborative environments are learning environments.* Individuals can learn from their peers as much as they can learn from their managers and outside experts. All of these strategies build on knowledge from *within* the organization.
3. *Collaborative learning environments rely on trust among colleagues,* including managers. Relationships need to be co-created in order for job-embedded strategies to be effective.

The most effective way to learn how to use job-embedded strategies is to use them. Employ the praxis cycle. Experiment with them. Make mistakes. Reflect. Change the practice. Use them.

It is recommended that SNSF staff use job-embedded strategies one-on-one or with small groups of stakeholders.

### Who provides job-embedded support?

Of all SNSF staff, WCDTAs are the most responsible for carrying out job-embedded support as they are best positioned to support PSNP stakeholders at the woreda level. It is suggested that WCDTAs provide job-embedded support at least 30-40% of the time and organize their work accordingly.

At the regional level, there are up to six or seven SNSF staff able to carry out job-embedded support with selected PSNP stakeholders.

CDAs, activity leads and consultants will provide technical support to regional SNSF offices, as necessary, to guide the job-embedded support. WCDTAs are encouraged to work through RTLs to get additional content support from these resource people.

### “Moving to a ”

SNSF uses a five level benchmark system to measure progress among stakeholders. At the end of Year 1 of the project, most PSNP staff/organizations were performing at benchmark 2 based on the scale.

Benchmark 4 is defined as “it would be really great if we could say we were here by the end of the project .... this is our TARGET”. The assumption is that when SNSF staff provide effective job-embedded support, stakeholders will begin performing at a higher benchmark, and ultimately at Benchmark 4 or 5.

The SNSF Performance Measurement Guide should be referred to in conjunction with these guidelines.

### Organization of the guidelines

SNSF will provide individuals and organizations with job-embedded support as follow up to training and other capacity strengthening activities. The approach to job-embedded support will follow the SNSF logic model and work breakdown structure as indicated by the following headings:

*Section One - Leaders and Managers including:*

- Leaders and managers
- Technical committees and task forces including regional CDTACs

*Section Two - Technical Staff including:*

- Staff responsible for human resources
- Staff responsible for PCM
- FM staff
- Procurement officers
- Staff responsible for supporting gender and social development

*Section Three: Champion Facilitators*

Each section includes the criteria for reaching benchmark 4 for that content area. It also suggests who among PSNP stakeholders should receive ongoing support and who, among SNSF staff, should provide that support. In some sections, additional information about other skills is noted. General comments about providing support are offered.

Guidelines, not a manual

This document serves as a guideline for using job-embedded strategies. It is not a prescriptive manual. It is at the discretion of each regional SNSF office to determine who, among SNSF partners, are best positioned to support our PSNP stakeholders.

SNSF is currently exploring a number of job-embedded strategies including encouraging the use of journals, coaching, mentoring, observing, facilitating after-action reviews, initiating communities of practice, promoting IT tools, etc. But there are many other effective job-embedded strategies such as:

- Professional learning communities
- Study groups
- Peer coaching

Each regional team is encouraged to experiment with other strategies and to document these experiences.

The guidelines are organized around outputs to ensure that job-embedded support follows on all initial training activities to achieve planned results. Each output section begins with a job-

embedded matrix. The narrative provides deeper explanation about the type of skills to be supported and different approaches SNSF staff may take to work with partners.

#### Document job-embedded events

The last section of the guidelines explains how job-embedded support as a project input, can be documented and analyzed. SNSF staff at all levels will complete a data collection instrument to allow for further analysis about frequency and type of support and the ultimate impact of capacity application support in the workplace.

Note: this guideline is intended to serve SNSF staff for Year 2, 3 and 4. This version will be adapted as necessary.

# Supporting Leaders and Managers

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## Supporting Managers

### **Who, among PSNP staff, should SNSF support?**

Woreda: FS Coordinator, and if appropriate, Head of Office of Agriculture, Head of WOFED, and Head of OoWA

Region: FS coordinator, and where appropriate other process owners including the BoFED process owner.

### **Who, among SNSF, should provide support?**

*Each regional SNSF office should assess their individual relationships with their stakeholders to identify who best, among their staff, should provide support.*

Suggest:

WCDTAs >>>> woreda FS coordinators and other managers. TLs and CDOs can also provide coaching especially to Office heads during quarterly support missions.

RTLs >>>>> regional FS coordinators and other managers

**What to “look for”:**

Refer to the leadership and training materials for details about leading and managing skills to support.

Job-embedded support should result in leaders and managers performing at level 4 of the leadership benchmark scale:

<b>LEVEL 4</b> <b>Strategic leadership is evident to a great extent</b>	
<b>Criteria for benchmark</b>	<b>Possible strategies to support application?</b>
1. Leaders/managers have internalized the PIM	Refreshers on PIM summary and relevant Guidance Notes
2. Leaders/managers use/promote job-embedded support strategies (peer coaching, study groups, etc) with staff	Refreshers on “educating approaches” from Module 4.  Model coaching and other educator approaches
3. Promotes “real teams” -- committed to a common purpose, goals, and working approach for which they hold themselves mutually accountable.	Refresher on Leadership Module 1 and Module 2, Day 2  Coaching
4. All JRIS findings addressed/implemented	Use MTR/JRIS findings/required action to focus coaching conversations with TC/TF chairpersons. Eg. how to respond to developing annual plans for staff capacity needs as recommended by the MTR.  Coach meeting chairs about ways to address JRIS/MTR findings.
5. PSNP issues and decisions are addressed in internal meeting processes leading to concrete actions	Get permission to observe meeting process and provide targeted feedback.
6. External meeting schedules fully followed and effective as committee chairs apply new leadership skills	Coach chairperson to follow effective meeting process.  Refresh, if necessary, on Leadership Module 1 and TC Module 2
7. Women leaders influence decisions that give greater priority to gender and social development	Coach managers on ways to ensure women participate actively in the PSNP implementation.

### **More about how to support managers:**

First, continue building **trust**. Team leaders and WCDTAs, in particular, should foster close relationships with leaders and managers in their jurisdictions. Be patient as the relationship grows.

Gain permission or agreement by PSNP staff that they would like ongoing support. In most cases, SNSF should facilitate coaching conversations with leaders and managers. It may not be appropriate to mentor those who consider themselves more superior to our staff.

Other suggestions:

- Experiment with keeping a private **journal**. Share aspects of your journal with stakeholders. Share Dr. Hobb's journal entry. FS managers can keep a private journal about activities (meetings, field visits), events, or incidents in order to reflect and learn from them.
- Through the awareness-creation workshop, **co-create** a coaching relationship with one or two PSNP managers. Consensus building
- **Coach** managers through the meeting process until they have become effective at the skills. Phase out support. Coach, but do not assume or take over meeting responsibilities.
- Gain permission/consensus to **observe** managers in meetings. Ask them to identify what aspects of the meeting process they would like feedback on. Provide feedback.
- **Prepare minutes** to a meeting as an example for future meetings
- Offer to facilitate a brief **after-action review** immediately following a meeting
- **Coach** managers and leaders to manage up and use their powers of persuasion to:
  - Initiate frequent meetings with leaders to keep them informed about PSNP progress
  - Provide leaders with clear direction about PSNP implementation
  - Identify successes or best practices that can be replicated in other places
  - Identify PSNP challenges that need the attention of higher levels
  - Propose innovative solutions to PSNP challenges
- Initiate a **woreda FS community of practice** among woreda FS coordinators at the zonal level. Bring coordinators together regularly for bimonthly meetings to discuss PSNP progress, successes, and challenges. Over time, phase out facilitating support

and encourage SNSF woreda FS coordinators to organize and chair such support meetings. Remain involved as a coach.

Note: Leaders and managers, especially FS coordinators are involved in many SNSF activities. It is important that SNSF staff coordinate support to these individuals.

## Supporting Key Technical Committees, Task Forces, and Regional CDTACs

### Who, among PSNP staff, should SNSF support? In suggested order of priority...

1. Chairpersons and secretariat (individuals who support the chair), technical committees at regional and woreda level.
2. Technical committees as a whole
3. Chairpersons and secretariat, task forces at regional and woreda level
4. Task force as a whole

Note: start with providing support to technical committees only and then, with credibility in place, begin working with TF chairs.

### Who, among SNSF, should provide support?

Each regional SNSF office should assess their individual relationships with their stakeholders to identify who best provides support.

Suggest:

- WCDTAs >>>> woreda technical committee including coaching chairpersons
- Zonal support (in the SNNP) >>> CDOs and where appropriate, WCDTAs
- RTLs and CDOs >>>>> regional technical committees including coaching chairperson and/or secretariats?
- RFTLs >>>>> regional CDTACs

**What to look for? What job-embedded strategy to use?**

<b>LEVEL 4</b> <b>Technical committees and task forces meet all expectations in ToRs</b> <b>(include regional CDTACs in this benchmark)</b>	
<b>Criteria for benchmark</b>	<b>Possible strategies to support application?</b>
1. All committees hold regular meetings	Refresher* on TC Module 1 and 2 for critical mass of TC members.
2. Goal and purpose are fully understood	Refresher on TC Module 1 and 2 for critical mass of TC members.
3. Minutes accurately reflect discussions and agreed actions and are timely	Coach; act as secretariat in one meeting and create “model minutes”
4. All members are committed to addressing relevant gender issues	Refresher that may include content from GSD training material.
5. All members are fully aware of their roles and the consequences of their decisions/actions on PSNP	Refresher on TOR
6. All committees properly discharge their responsibilities	Refresher on TOR
7. Meetings are always held at convenient locations and times	Coach chairperson; model best practices
8. Action plans are developed and implementation of plan reported to higher authority for review	Coach chairpersons on promoting action plans and strategizing about how to use persuasion skills (leadership, module 1) when reporting to higher authorities.

\*Though refreshers are budgeted for TC/TF, they are not for CDTACS. However, TLs may be able to “refresh” CDTAC members as part of CD component of each meeting.

**More about how to support technical committees, task forces, and regional CDTACs:**

First, reach consensus with chairpersons that SNSF can provide ongoing support to these committees. Ensure that stakeholders want support by outlining the benefits of such support.

Engage with chairpersons through coaching conversations. These conversations can be informal but should target the content of committee meetings. Refer to the JRIS/MTR actions to guide content of such conversations.

- **Coach committee chairs** on the meeting process (preparing an agenda, inviting appropriate participants, managing the meeting, distributing minutes, etc).
- **Observe**, as a neutral participant, a committee meeting. Provide constructive feedback based on pre-determined, mutually-agreed upon criteria. Use the checklist in the leadership and technical committee training materials as a guide. Focus on providing support to female participants.
- Encourage the chair to ask meeting participants to **complete an after-meeting mini-questionnaire** or an **after-action review**, periodically, after a series of meetings
- Carry out a **critical incident technique** of a significant meeting or event that happened related to a technical committee. Examples include the meeting ended in conflict; the meeting has been repeatedly cancelled, et.

# Supporting Technical Staff

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## Supporting Technical Staff

### **Who, among PSNP staff, should SNSF support?**

#### ***Who are PSNP technical staff?***

For our purposes, technical staff are all those permanent and contract staff who work on:

- Human resources
- PSNP planning cycle (PCM)
- Financial management
- Procurement / physical capacity
- RIC/WICS
- Gender and social development

### **Who, among SNSF staff, should support technical staff?**

Each regional SNSF office should assess their individual relationships with their stakeholders to identify who is best positioned to provide support.

Suggest:

- WCDTAs >>>> personnel from Office of Civil Service; Office of Agriculture (HR); PSNP accountants (WOFED); ME specialists (FS); PASS TAs (FS) ; procurement TAs (FS); WICs; and personnel responsible for gender and social development
  
- CDOs  
Woreda: personnel from Office of Civil Service and Office of Agriculture (HR) at woreda level  
Region: FS technical staff; Civil Service Bureau; RICs
  
- RFAOs or RFAs >>>>>> PSNP accountants (WOFED); PASS TAs; procurement TAs
  
- RTLs >>>>>> personnel responsible for gender and social development.

## Supporting personnel responsible for PSNP human resources

<b>LEVEL 4</b>	
<b>PSNP HR System is functioning effectively.</b>	
<b>Criteria for benchmark</b>	<b>Possible strategies to support application?</b>
1. Staff plans routinely follow the process as described in PIM	Refresh/coach woreda and regional FS coordinators and ME TAs on the staff planning process in the PIM.
2. Efforts to address gender issues in HRM through affirmative action measures are successful in recruiting larger numbers of women	Refresh/coach BOA/OoA HR staff and FS coordinators on recruiting and retaining qualified women (referring to the HR training material).
3. Individual performance appraisal system is supported by adequate mechanisms to a great extent, i.e. shared objectives, constructive feedback, appropriate follow-up measures, etc.	Review relationship between staff development and performance management with FS staff and other managers.
4. Staff induction programme is successful in motivating new staff	Refresh FS coordinators and other managers on induction programmes (Leadership, Module 2; HR training)
5. Time to hire gap has improved to a great extent	Model/facilitate a critical incident technique process for Civil Service/BoA HR to address time to hire issues. Support implementation of strategies.
6. Turn-over decreases to a great extent	Model/facilitate a critical incident technique process for Civil Service/BoA HR/FS to address turnover issues. Support implementation of strategies.
7. Staff motivation to do their jobs has improved to a great extent	Coach FS coordinators and other managers on ways to motivate and recognize staff.  See job-embedded support strategies for leaders.
8. All appropriate hand-over procedures are effectively in place for staff who assume new jobs	When a PSNP staff person leaves position, facilitate a critical incident technique process with BoA HR/FS to address hand over processes. Support implementation of strategies.
9. Compensation packages meant to address staff retention are implemented to a great extent	Model/facilitate a critical incident technique process for Civil Service/BoA HR/FS to address improving compensation packages, especially for staff in remote woredas.

**More about how to support personnel responsible for PSNP human resources:**

Civil service staff, HR personnel from the Bureau of Agriculture, and FS coordinators have been taught skills related to the following competencies:

- Job description addendum
- Vacancy postings
- Interview questions
- Interview process
- Induction process

Continue building **trust**. CDos and WCDTAs, in particular, should foster close relationships with technical staff in their jurisdictions. Be patient as the relationship grows. The stronger the relationship, the more likely SNSF can provide effective job-embedded support.

- SNSF staff can **coach** FS staff and others to support the overall recruitment process. They can coach FS coordinators to develop clear job description addendums and write comprehensive vacancy announcements
- SNSF staff can **co-develop** appropriate interview questions, following the HR training approach, with civil service/HR and FS staff
- When new staff join the team, SNSF staff can **coach** FS coordinators to implement the induction programme .

After a completed recruitment process, SNSF staff can offer to conduct an AAR to review and reflect on the process.

After an individual has been fully inducted, SNSF staff could conduct an AAR with FS personnel, including new employee, to reflect on the process.

## Supporting personnel responsible for PSNP planning, monitoring and evaluation

### What to look for?

<b>LEVEL 4 PLANNING</b>	
<b>Regional plans integrate fully the needs of all stakeholders</b>	
<b>Criteria for benchmark</b>	<b>Possible strategies to support application</b>
1. Approval of plans is on time to a great extent	(Largely responsibility of federal FSCD)
2. Plans are submitted on time to a great extent	Coach FS and ME TAs on planning timeline.
3. Feedback mechanisms are consistently used to discuss revisions made to original plans at each level	Coach FS and ME TAs to implement feedback mechanisms.
4. Budgets take account of activities, and administrative and strategic components of the programme are included as a matter of course	Coach FS and ME TAs to budget appropriately.
5. PSNP standardized planning formats are consistently followed at all levels	Refresh/coach FS coordinators and ME TAs to use planning formats.
6. The implementation of PIM gender provisions are included in plans to a great extent	Coach FS and ME TAs to address gender provisions in planning process.
7. Records taken of planning consultations at each level are more complete and accurate	Coach FS and ME TAs on record keeping
8. PSNP planning procedures are practiced to a greater extent	Coach FS and ME TAs to follow process as outlined in the PIM.
9. Project cycle management principles for planning and budgeting are adhered to a greater extent	Coach FS and ME TAs to follow PCM process as outlined in the PIM.
10. Staff have the knowledge and skills they need to implement the planning and approval process as outlined in the PIM	Provide refreshers on planning skills that need to be understood better.
11. The importance of participation in planning is understood to the fullest extent at regional and woreda levels	Coach FS and ME TAs to engage community in the planning process.

<b>LEVEL 4</b>	
<b>M &amp;E tools are understood and utilized</b>	
<b>Criteria for benchmark</b>	<b>Possible strategies to support application</b>
1. Steering Committee(s), governing councils/cabinets use report findings to make decisions to a great extent	NA with respect to SNSF employing job-embedded strategies
2. Reports at each level are submitted as scheduled	Coach FS and ME TAs on monitoring report timelines.
3. There are regular feedback mechanisms for M&E reports that involve beneficiaries and stakeholders	Coach FS and ME TAs to implement feedback mechanisms.
4. Reports include analysis of qualitative data to the fullest extent	Coach ME TAs to use analytical skills to assess data
5. Reporting format captures sex-disaggregated data which is analyzed for gender issues to a great extent	NA with respect to SNSF employing job-embedded strategies
6. Reporting focuses on performance indicators to the fullest extent	Coach ME TAs to monitor plan implementation based on the performance indicators
7. Data is collected regularly on schedule to the fullest extent	Coach FS and ME TAs to ensure data is collected frequently
8. A uniform database is operated efficiently so that data can be stored and accessed easily	NA with respect to SNSF employing job-embedded strategies
9. New M&E formats have been validated and disseminated to RICs, WIC and PW personnel, and they are using them effectively	NA with respect to SNSF employing job-embedded strategies
10. RICs/WICs have a comprehensive understanding of RBM, log frames and performance measurement frameworks	Provide RBM refresher to RIC/WIC staff
11. Personnel responsible for M&E are fully trained and provided with follow up support	Coach FS and ME TAs
12. M&E budget (Management and Administrative budget lines) enhances the quality and frequency of monitoring	Coach FS coordinator and leaders to designate appropriate budget for effectively carrying out M&E.

**More about how to support personnel responsible for PSNP planning, monitoring and evaluation:**

Monitoring and evaluation TAs and FS coordinators are responsible for planning, monitoring and reporting processes. They have been taught how to use the PSNP planning templates and monitoring tools.

Woreda Level:

WCDTAs are instrumental in supporting an effective PSNP planning and monitoring process. They should support but not take over this process. WCDTAs should phase out support over time.

Possible entry points to the planning process:

*Planning*

- Offer assistance related to using the planning schedules and templates.
- WCDTAs should support the planning team to complete a participatory, timely woreda PSNP plan. Support the kebele plan consolidation and validation exercises.
- Support the FS coordinator to use presentation/persuasion skills when presenting the PSNP annual plan to the FS task force for approval.
- Offer to conduct an AAR after the planning process is completed to reflect and improve the process
- *Support and Monitoring*
  - Support FS and ME staff to carry out regular support/monitoring exercises using the monitoring tools and based on the logframe
  - Use the monitoring tools in a sample of kebeles. Identify gaps
  - Support the FS steering committee members to visit sample kebeles to observe progress
  - Support FS coordinators to manage up by informing leaders about PSNP successes/challenges.

**Regional Level:**

Supporting the regional planning process is less important than promoting a monitoring culture based on the PSNP logframe indicators and corresponding monitoring tools.

*Support and Monitoring*

Where appropriate, CDOs should accompany FS TAs on monitoring missions and guide the monitoring process. Based on the results, CDOs should encourage partners to adjust PSNP plans.

## Supporting personnel responsible for PSNP financial management

(including procurement)

What to look for:

<b>LEVEL 4</b>	
<b>Finance System: The PASS program has been improved to be more user-friendly and adaptable to multi-period processing. Well-trained users of the PASS system find it efficient and effective, and are able to process the financial information and payments in multi-periods, eliminating delays to data entry and processing. Delays to transfers to direct support beneficiaries are eliminated.</b>	
<b>Criteria for Benchmark</b>	<b>Possible strategies to support application</b>
<p><b>1. Finance Equipment:</b></p> <ul style="list-style-type: none"> <li>• PSNP staff are able to communicate and transmit information safely and reliably.</li> <li>• Payroll can be generated in multi-periods.</li> <li>• Payroll can be generated and distributed to woredas as their data is received, in accordance with the PIM.</li> <li>• PASS on WoredaNet is working somewhat effectively, in particular in those woredas where connectivity is stronger.</li> </ul>	<p>NA with respect to SNSF employing job-embedded strategies</p>
<p><b>2. Finance Personnel:</b></p> <ul style="list-style-type: none"> <li>• There is an adequate number of PSNP-dedicated financial staff.</li> <li>• Ongoing reinforcement of skills and guidelines has led to a high level of efficiency and accuracy.</li> <li>• Financial staff understand the financial reports and are able to analyze and discuss the information contained in them.</li> </ul>	<p>Refresh/coach WoFED staff</p>
<p><b>3. Auditing:</b></p> <ul style="list-style-type: none"> <li>• Skilled staff demonstrate an increased level of internal control and few audit issues are reported.</li> <li>• A dedicated staff base for PSNP results in a higher level of accountability.</li> <li>• Financial reports are accurate.</li> <li>• Financial reports are submitted in a timely manner.</li> <li>• Financial staff understand why specific audit issues have been raised.</li> <li>• Financial staff are able to address and correct any audit issues without numerous requests and intervention from federal level.</li> </ul>	<p>Coach leaders and managers to fulfill auditing report recommendations.</p> <p>Coach WoFED/BoFED staff to complete financial reporting accurately and in a timely manner.</p> <p>Facilitate critical incident technique with BoFED to identify and resolve audit issues.</p>
<p><b>4. Staff Turnover and CB:</b></p> <ul style="list-style-type: none"> <li>• Ongoing training has resulted in PSNP being able to handle their workloads efficiently and effectively.</li> <li>• Staff assigned to PSNP are seldom relocated to other programs, and they demonstrate a high level of knowledge and skill in PSNP financial management and processes.</li> </ul>	<p>NA with respect to SNSF employing job-embedded strategies</p>

**What to look for:**

<b>LEVEL 4</b>	
<b>PSNP Procurement Manual requirements are consistently applied</b>	
<b>Criteria for Benchmark</b>	<b>Possible strategies to support application</b>
1. All woredas are following the procurement processes stipulated in the PSNP Procurement Manual	Refresh/coach procurement staff
2. Regional procurement teams are trained and supported to use the processes per the PSNP Procurement Manual	Refresh/coach regional procurement staff
3. Procurement records and maintenance logs are kept and are accessible in most woredas and all regions	Coach procurement officers to accurately complete procurement records and maintenance logs.
4. Equipment is procured and/or modified to suit the needs of women, youth, people with disabilities, people living with HIV and AIDS	Where feasible, coach procurement officers to consider diverse procurement needs
5. Most woredas are preparing Annual Procurement Plans in specified formats	Coach procurement officers to use appropriate templates
6. Capacity is further strengthened to manage procurement and support woredas through programme guidelines	Coach/refresh procurement officers to follow the procurement manual
7. Procurement support and control systems are in place to a great extent according to programme guidelines	Coach/refresh procurement officers to follow the procurement manual
8. All woredas are following the procurement processes stipulated in the PSNP Procurement Manual	Coach/refresh procurement officers to follow the procurement manual

**More about how to support personnel responsible for PSNP financial management:**

SNSF has provided capacity development to woreda PASS TAs and BoFED/WoFED accountants and cashiers.

Woreda level

WCDTAs can provide job-embedded support in the following ways:

PASS TAs:

- **Coach** PASS TAs to get direction from the regional IT TA when having challenges
- Encourage PASS TAs to keep an **open journal** about any PASS glitches and challenges that can be shared with IT personnel
- Where possible, **mentor** PASS TAs on using the software
- Initiate and facilitate the establishment of **communities of practice** among PASS TAs across woredas in a zone or SNSF woredas at a regional level
- support PASS TAs to use **Team Viewer** to connect with FS PASS TA and other mentors.

WoFED accountants and cashiers:

- **Coach** accountants and cashiers to get direction from BOFED accountants when unclear about a process
- Encourage accountants and cashiers to keep an **open journal** about FM process challenges that can be shared with BOFED staff
- Encourage accountants and cashiers to view the **FM learning video** when unclear about a FM process
- Initiate and facilitate the establishment of **communities of practice** among WoFED accountants at a zonal level or among SNSF woredas at a regional level
- Where possible, WCDTAs can **mentor** accountants and cashiers on the FM process.

Procurement Officers:

- **Coach** procurement officers to follow the procurement manual
- Encourage procurements officers to keep an **open journal** about procurements challenges that can be shared with regional procurement TA
- Encourage procurement officers to seek support from regional procurement officers when necessary

#### Regional level

Regional SNSF finance staff can support BoFED accountants and cashiers in the following ways:

- **Coach** BOFED accountants to support WoFED staff through monitoring missions and by using Team Viewer and other IT tools
- Encourage BoFED accountants and cashiers to keep an **open journal** about FM process challenges that can be shared with MOFED staff

- Offer to conduct an **AAR** after the completion of the quarterly or annual financial end-of-year process.

Procurement Officers:

- **Coach** procurement officers to support woreda procurement staff through monitoring and support strategies including field visits.

## Supporting personnel responsible for physical capacity

### What to look for:

<b>LEVEL 4</b>	
<b>Physical resource administration system functioning effectively and efficiently</b>	
<b>Criteria for Benchmark</b>	<b>Possible strategies to support application</b>
1. Decision making in use of vehicles and motor cycles takes into account maintenance and budgetary implications	NA with respect to SNSF employing job-embedded strategies
2. Broken down equipment is repaired or replaced all the time	Coach FS coordinators and delegated staff to immediately repair equipment
3. Maintenance schedules are adhered to all the time	Coach FS coordinators and delegated staff on following maintenance schedules
4. Tracking logs for monitoring use of equipment are kept consistently and used to inform decision making	Coach FS coordinators and delegated staff on maintaining tracking logs
5. Equipment break-downs are predicted and occur less often because of maintenance and repair	Coach delegated staff on how to maintain equipment
6. Inventories of equipment are kept routinely and inform needs for care, maintenance, repair and replacement	Coach FS coordinators and delegated staff on how to maintain equipment inventories
7. Staff have more knowledge and skills for acquiring, operating and maintaining physical assets – they can diagnose problems and do small repairs themselves	Coach delegated staff on managing physical capacity
8. Procurement practices result in purchase of appropriate equipment that provide value for money	

FS coordinators are responsible for managing and maintaining PSNP equipment including vehicles and motorbikes. This responsibility may be delegated to other staff.

WCDTAs are best positioned to support delegated staff to establish maintenance schedules, logs and repair equipment. They are encouraged to get input from the SNSF physical capacity TA when they need more information.

## Supporting personnel responsible for gender and social development

### What to look for:

<b>LEVEL 4</b>	
<b>Gender and social development is mainstreamed in PSNP as per the PIM, taking into account regional priorities and differences (N.B. taking into account regional concerns for challenges of implementation feasibility of some provisions)</b>	
<b>What to look for?</b>	<b>Possible strategies to support application?</b>
1. Gender and social development issues are mainstreamed in PSNP's capacity building interventions	Support regional CD TAC chairpersons to prioritize GSD issues related to capacity development planning
2. Leaders and managers are aware and understand the importance of gender and social development issues of the programme	Refresher on PSNP GSD issues for leaders and managers through leadership and/or GSD refreshers
3. Clear guideline exist for gender and social development mainstreaming in PSNP and fully distributed to stakeholders	Refresher for PSNP stakeholders on GSD mainstreaming
4. Decision makers and technical staff promote PIM gender and social development provisions in planning, implementation and M&E	Refresher for leaders, managers and FS coordinators should include review of the GSD provisions
5. Gender and social development committee at regional and woreda levels are active in promoting gender and social development mainstreaming	Support regional CD TAC chairpersons to prioritize GSD issues related to capacity development planning
6. Gender and social development issues are mainstreamed in PSNP Project Cycle Management	Refresher FS and M&E planning staff on GSD issues as part of PCM refreshers.
7. Gender and social development issues are promoted in all PSNP's knowledge products	NA with respect to SNSF employing job-embedded strategies
8. Gender and social development provisions are implemented as per the PIM	Support GSD staff to work with PW staff to ensure GSD provisions are being followed

### More about how to support staff responsible for gender and social development

Team leaders are responsible for working with gender and social development focal persons. Focal persons in each region will have different roles and responsibilities. Team leaders can provide job-embedded support in the following ways:

- **Coach** individuals or small groups about how to ensure gender and social development issues are addressed
- Initiate a **GSD community of practice** at the regional level. Facilitate initial meetings and then slowly phase out support.
- ???

# Supporting Champion Facilitators

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## Supporting Champion Facilitators

### Who, among PSNP staff, should SNSF support?

Those individuals involved in the facilitation training in July – August 2012 are considered champion facilitators.

### Who, among SNSF staff, should support champion facilitators?

Each regional SNSF office should assess their individual relationships with their stakeholders to identify who is best positioned to provide support.

Suggest:

- CDOs >>>>> all champion facilitators

### More about how to support champion facilitators:

Of all the PSNP staff supported by SNSF, champion facilitators will be among the most important to project sustainability. They will require more ongoing support and mentoring than other partners. Most individuals are not yet “champions” and will need significant guided facilitation experiences to become true champions in their region.

CDOs should encourage champion facilitators to get as many opportunities as possible to practice facilitation.

- CDOs can facilitate individual and group **mentoring** and reflective dialogue sessions for champion facilitators
- CDOs can initiate and maintain a regional facilitator **community of practice**. Once established, CDOs can transfer the leadership to other individuals
- CDOs can **observe** champion facilitators as they cascade a training program. They can co-develop criteria for the observation based on the CIL training.

Note: champion facilitators will participate in a job-embedded support strategy workshop in June 2013. For now, it is important that they remain focused on facilitation skills only.

# Documenting Job-Embedded Support

## Documenting Job-Embedded Support Activities

Job-embedded support is an important phase in SNSF's approach to capacity development and like training, should be documented and analyzed.

A number of indicators measure the outcome: "strengthened capacity of government implementing partners to manage and deliver capacity development support under PSNP".

Including:

- "number of PSNP personnel with access to capacity building opportunities (*including training, job-embedded support and other events*) through SNSF"

In order to accurately measure this indicator, it is important that all SNSF staff complete the summary sheet on the next page (to be finalized with ME team) and ensure the data is entered in the regional database.

### Tips for completing the summary sheet

The tool is designed to measure single events where SNSF staff have provided some sort of job-embedded support to PSNP stakeholders

Many follow up activities carried out at the woreda level in particular are a combination of a number of strategies used with a variety of different stakeholders.

- For the purpose of data collection, identify the strategy most used in the session and the stakeholders (by type, majority representation)
- Complete the data collection sheet immediately following the job-embedded event

## Job- Embedded Support Summary Sheet

### Proposed Data Collection Template

Information to include:

1. Place of visit (name of region or woreda will be part of drop-down menu)
  
2. Who, among SNSF staff, is providing the support?
  - Team leaders
  - CDO
  - WCDTA
  - RFAO/RFA/RAO
  - Other
  
3. What content, based on the SNSF capacity development initiatives, is being supported?  
Select one. Note: if the strategy has involved a number of topics, select the topic most discussed and reflected on:
  - Leadership/management
  - PIM awareness
  - Risk financing
  - Committees (technical, task force, support groups)
  - NGO collaboration
  - Human resource management (recruitment, induction, retention)
  - Project cycle management
  - Financial management (including PASS)
  - Physical capacity (procurement, physical capacity)
  - Gender and social development
  - CD coordination at regional level
  - Facilitation
  - Job-embedded support
  - Knowledge management
  - Other

4. What job-embedded strategy was used during this event? Select the strategy most used.

- Refreshers
- Coaching
- Mentoring
- After-action review
- Critical incident technique
- Community of practice event
- IT communication tools including Skype and Team Viewer
- Other

5. How many people were provided job-embedded support during this event?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More

6. Who, in general, was supported? Select one based on the majority in the group.

- Leaders (R/W)
- FS coordinators (R/W)
- Other managers (R/W)
- IT TA (R)
- RIC focal persons
- Accountants (R/W)
- Procurement officers (R/W)
- GSD focal persons (R,Z,W)
- WIC focal persons
- Other woreda FS TAs
- Others (R,Z,W)

7. General comments: