



TALENT GROOMING PROGRAMME
FOR TECHNICAL HEALTHCARE PROFESSIONALS



Transforming Great Potentials

THE WAY FORWARD

2022

PREPARED BY TGP SECRETARIAT

CENTRE OF LEADERSHIP & PROFESSIONAL DEVELOPMENT

INSTITUTE FOR HEALTH MANAGEMENT

NATIONAL INSTITUTES OF HEALTH

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TALENT GROOMING PROGRAMME FOR TECHNICAL HEALTHCARE PROFESSIONALS (TGP):
THE WAY FORWARD

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Disclaimer

The views expressed in this report are those of the authors alone and do not necessarily represent the opinions of other members , nor the views or policy of the Ministry of Health Malaysia.

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A close-up photograph of a hand holding a white chess king piece. The hand is positioned in the upper left, with fingers gripping the piece. The king piece is the central focus, showing its crown and tiered base. In the background, a chessboard is visible with several other pieces, including a prominent black king piece in the center. The lighting is dramatic, with a strong blue and teal tint, creating a moody atmosphere. The overall composition suggests a strategic move or a moment of decision.

MOVE FORWARD
—
**GOOD THINGS
ARE UP AHEAD**

FOREWORD

Minister of Health Malaysia



In 2017, I spoke at the Talent Grooming Programme Inspirational Leadership Podium to share my experience on leadership with senior officers from the Ministry of Health. In my session, I shared my views on the importance of walking the talk. This is a fundamental quality of leadership.

The Ministry of Health has an abundant pool of talent, all of whom have been pivotal in managing the COVID-19 pandemic. I want to commend the efforts of Tan Sri DG who mooted the Talent Grooming Programme (TGP) for technical officers in MOH. Leadership is not cultivated overnight but rather is skills-based; and these are skills that must be nurtured. My hope is that all the talents participating in this TGP will enhance their already solid skill set and be the best leaders they can be upon graduation.

Finally, allow me to congratulate both the TGP Secretariat and Fellows for spearheading this programme since its establishment in 2014. I am confident that our talents will be successful in delivering the best healthcare possible.

A handwritten signature in black ink, appearing to read 'Khairy Jamaluddin'. The signature is fluid and cursive, with a long horizontal stroke at the end.

KHAIRY JAMALUDDIN ABU BAKAR
Minister of Health Malaysia

FOREWORD

Director-General of Health



The Ministry of Health's top management and executives recognised a widening gap in the healthcare leaders' successors due to many factors, including the retirement of senior officers, promotion and organisational reshuffling practices. This predicament leaves an enormous responsibility for the junior executives and middle healthcare managers succeeding in the post to adapt to the leadership role. For some, leadership comes naturally, and they quickly rose to the challenge. However, the weight of responsibilities can be immensely unsettling and daunting for some when positioned to deliver the organisation's decisions, guidance, and support. Hence, it necessitates a sustainable and effective leadership programme such as The Talent Grooming Programme (TGP) for Technical Healthcare Professionals to ensure the healthcare leadership's seamless continuation and affirms the Ministry of Health's vision of a nation working together for better health.

The recent COVID-19 pandemic has further emphasised the need for quality leadership in steering healthcare organisations and the country. During this volatile, uncertain, complex and ambiguous situation against a novel virus, healthcare leaders must be strong and agile in playing a guiding role in navigating the nation's battle against the pandemic. The COVID-19 pandemic was also a test of the strength and agility of the healthcare leaders in steering the organisation through the public health crisis. Hence, now more than ever, it is time for the programme to enhance leadership training further to ensure technical healthcare leaders in the Ministry are constantly prepared, capable, and resilient in any situation or challenge.

I believe that the past 11 cohorts of TGP Talents have significantly benefited from the programme since 2014. The Talent Grooming Programme has inculcated essential leadership competencies in the domains of leadership, organisational governance, interpersonal relationship, professional values, and personal values. My warmest congratulations to the TGP Secretariat, who undertook the evaluation of the TGP in 2020 for the first restructuring agenda of TGP after its establishment in 2014. Throughout this evaluation process, my heartiest appreciation to all the TGP Fellows, Panels, and Alumni for their wisdom and opinions provided valuable insights for enhancing the programme. I hope that this TGP Way Forward document will significantly strengthen the delivery of TGP and, importantly, impactful delivery of healthcare services to the country.

A handwritten signature in black ink, appearing to read 'Jheh', written over a dotted line.

TAN SRI DATO' SERI DR. NOOR HISHAM BIN ABDULLAH
Director-General of Health Malaysia

FOREWORD

Deputy Director-General of Health
(Research & Technical Support)



TGP is a systematic leadership grooming programme dedicating its strategic operation to develop our leaders. In an ever-changing healthcare landscape with emerging and re-emerging diseases, healthcare leaders must always be ready to face challenges and lead the organisation during any crisis. We are in agreement with the vision of the Minister of Health and Director-General of Health, giving our full support for this programme to progress and continue to be exclusive and relevant.

Since TGP establishment, 202 talents have benefited and more shall be recruited in future. From its inception, TGP has produced many incredibly successful leaders, who have managed to carve their names in various positions. This book is an encapsulation of the TGP programme restructuring that was undertaken following its first formal evaluation.

I sincerely hope that this publication will serve to encourage all the technical programmes to continue supporting TGP by sending their potential officers and earmarked successors to be enrolled in this programme. In addition, with the training received in TGP, I hope all the Talents and Alumni will be motivated to lead with courage despite the challenges ahead. Finally, I am looking forward for the continuous evolution of TGP towards the accreditation of the programme in future. This will definitely elevate the value of TGP.

.....
DATUK DR. HISHAMSHAH BIN MOHD IBRAHIM
Deputy Director-General of Health Malaysia (Research & Technical Support)

FOREWORD

Director
Institute for Health Management



The establishment of TGP starting from 2014 has produced many credible leaders among the technical healthcare professionals of MOH. While TGP has achieved a tremendous amount of progress in leadership development, there are still gaps that warrant further attention to enhance the programme. Following the qualitative research that evaluated the overall programme conducted by the Institute for Health Management in 2019 and a series of workshops with TGP Fellows and Alumni, various areas for improvement were identified and incorporated in the restructuring of TGP.

I would like to express my gratitude to the Director-General of Health and Deputy Director-General of Health (Research & Technical Support) for their continuous motivation and constructive suggestions for this TGP programme. My sincere appreciation to my team members who have been working hard to come up with ideas and sacrificing their time in completing this book.

TGP needs to continue to evolve with time. Hence, I sincerely hope that TGP will go to the next level as an accredited programme and become one of the programmes that MOH is proud of.

A handwritten signature in black ink, appearing to read 'Hayati', written over a horizontal dotted line.

DR. NOR HAYATI BINTI IBRAHIM
Director, Institute for Health Management



Chapter 1

INTRODUCTION

1.1 Background

1.2 Aim of TGP Restructuring

1.3 Approach of TGP Restructuring



1 INTRODUCTION

1.1 BACKGROUND

TGP was a first-of-its-kind programme when first established in 2014. It started as an initiative to groom and nurture potential Talents in the Ministry of Health Malaysia (MOH) into future leaders. As an integral part of the MOH, the early years of TGP have proven to be promising, allowing broad exposure and learning opportunities for numerous healthcare professionals through structured professional development.

Over the years, evidence-based recommended practices of leadership training have been reported in the literature (Arroliga, Huber, Myers, Dieckert, & Wesson, 2014; Mianda & Voce, 2018; Savage et al., 2014; Sonnino, 2013). Long-standing programmes show that leadership training is most effective when it is comprehensive and interdisciplinary, takes place over time, and incorporates institutional projects with immediate practical application of newly acquired skills (Figure 1.1).

As compared to various other leadership development around the world, these four criteria are fulfilled to a certain extent in the current practice of TGP. However, TGP is lacking in terms of customised training by career stages, continuous evaluation, evidence of improved leadership performance post-training, and provision of training by accredited academic institutions.

Since the inaugural cohort in 2014, there have been 11 cohorts with 202 Talents, of which 71 have completed the programme and become TGP Alumni as of 2020. Many outstanding TGP Alumni have succeeded in taking up strategic posts and leadership positions at the helm of MOH.

However, based on the TGP Registry, only 46.2% of the TGP Talents completed the programme within the stipulated duration of 3 years. Furthermore, the average training course attendance was less than satisfactory at only 67.8% among all the Talents.

Over the years, the TGP Secretariat has also received various feedback from the Talents and Supervisors with regard to the programme. Furthermore, with the evolution in the healthcare sector over time, the training module of the TGP also needs to be reviewed to stay relevant.

Evidence-based Recommendations	TGP Current Practice
Interdisciplinary	YES
Stretch over time	YES
Comprehensive content	YES
Institutional projects	YES
Customised by career stages	NO
Continuous evaluation	NO
Measurement of better personal and/or organisational performance	NO
Academy with faculty members	NO

Figure 1.1: Evidence-based Recommended Practices of Leadership Development (Arroliga 2014; Savage 2014; Sonnino 2016; Mianda 2018)



Figure 1.2: Issues and Challenges in TGP Completion

Therefore, in 2019, five years after the programme was started, a formal evaluation was performed (NMRR ID: NMRR-19-668-47660). Semi-structured in-depth interviews and focus group discussions were conducted with TGP Talents, Alumni, and Supervisors. The qualitative study explored many issues, especially those pertaining to non-completion among Talents (Figure 1.2).

Various suggestions were also put forth to provide the necessary support for more Talents to complete TGP within the stipulated time. Along with that, the study findings also revealed many rooms for improvement for the overall structure and specific components of TGP (Figure 1.3). The details of the study outcomes are outlined in a separate publication (Bakit et al., 2021).

1.2 Aim of TGP Restructuring

With an ever-changing healthcare landscape, TGP must continue to evolve with time and changes to stay relevant as a fertile ground for our Talents to grow to be outstanding leaders.

A holistic, critical, and impartial review of TGP to identify the areas that require re-engineering and refinement was vital to ensure the optimal benefits in accomplishing the intended objectives of creating leader pool to facilitate the succession planning in the MOH.

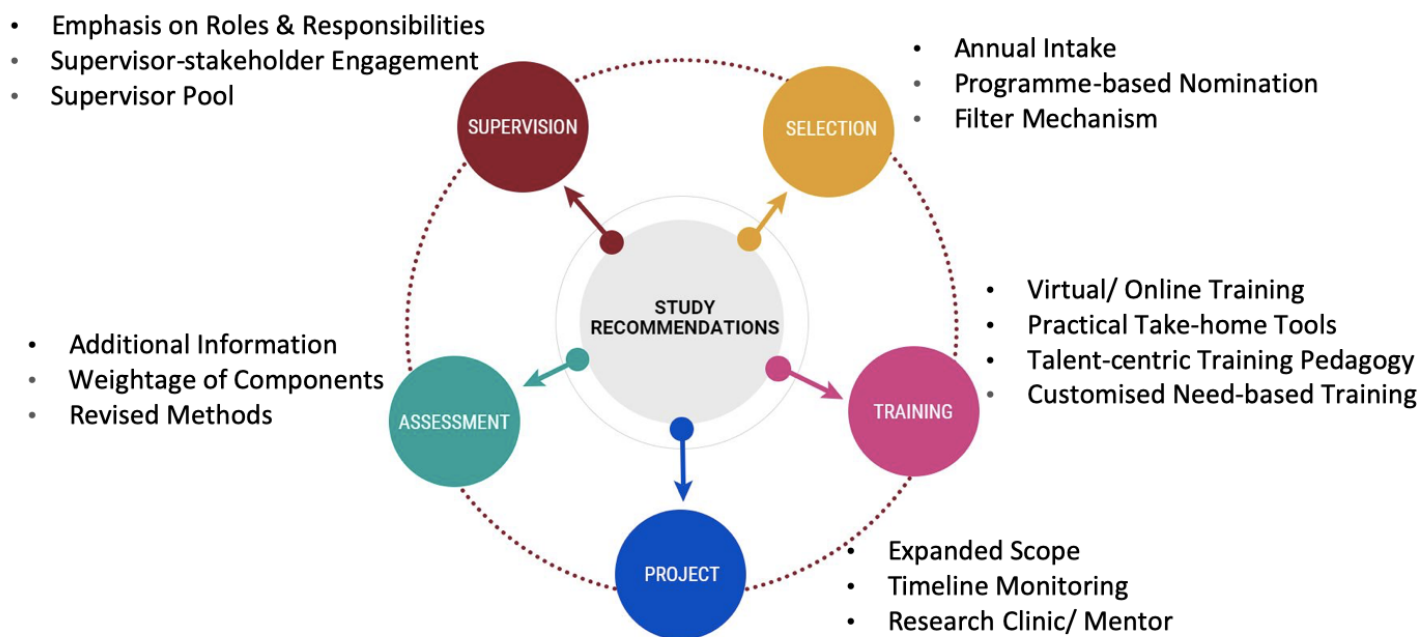


Figure 1.3: Study Recommendations on Issues and Challenges of TGP Completion

1.3 Approach of TGP Restructuring

Following the completion of the above-mentioned qualitative research, important study findings were disseminated to various stakeholders, including TGP Fellows, Heads of Technical Programmes, Deputy Director-General (DDG) of Health Research and Technical Support (R&TS) as the TGP Chairperson, and the Director-General (DG) of Health as TGP Advisor.

The dissemination process that was conducted via several physical and virtual meetings generated valuable inputs from the viewpoints of some of the highest level MOH leaders to pave the way forward for the restructuring of TGP.

Based on the collective findings, TGP Secretariat initiated the TGP restructuring initiatives by taking into account the strengths and the weaknesses of the current programme, as well as suggestions and recommendations from all relevant parties.

The initial blueprint of TGP restructuring was prepared by TGP Secretariat before being further discussed and refined in a series of virtual engagement workshops with TGP Fellows, Panels, and Alumnae. The final blueprint was completed and presented to the Director-General of Health for endorsement in December 2021.



TIMELINE

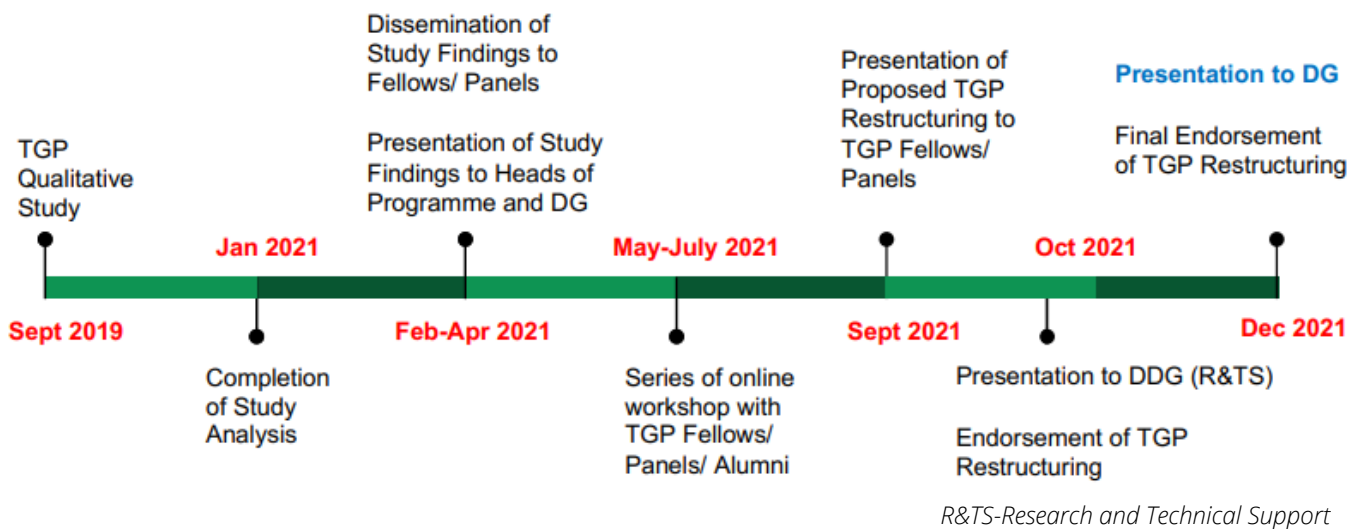


Figure 1.4: Timeline of TGP Restructuring Process

The following chapters outline the restructuring for each major component of TGP, namely:

- i. Organisational Structure
- ii. TGP Talent Selection
- iii. TGP Professional Development and Training
- iv. TGP Assessment
- v. TGP Supervision
- vi. TGP Alumni

A brief explanation of the background of each TGP component in the current programme will be described alongside the improvement and enhancement strategies under the restructuring.

Chapter 2

OVERALL STRUCTURE

2.1 Governance Structure

2.1.1 TGP Steering Committee

2.1.2 TGP Fellows/ Technical Committee

2.1.3 TGP Selection and Assessment Panel

2.1.4 TGP Secretariat

2.2 Programme Duration

2.3 Programme Intake

2.4 Exit Policy

2. OVERALL STRUCTURE OF TGP

2.1 GOVERNANCE STRUCTURE

As an idea mooted by the DG of Health, TGP came to fruition as a result of hard work from many key players. The Steering Committee oversees the overall progress, especially in terms of the policy direction of TGP.

During the initial establishment, TGP Fellows made up of senior experts from various Technical Programmes in the MOH were appointed directly by the DG of Health. They were tasked with the initial designing of the overall programme.

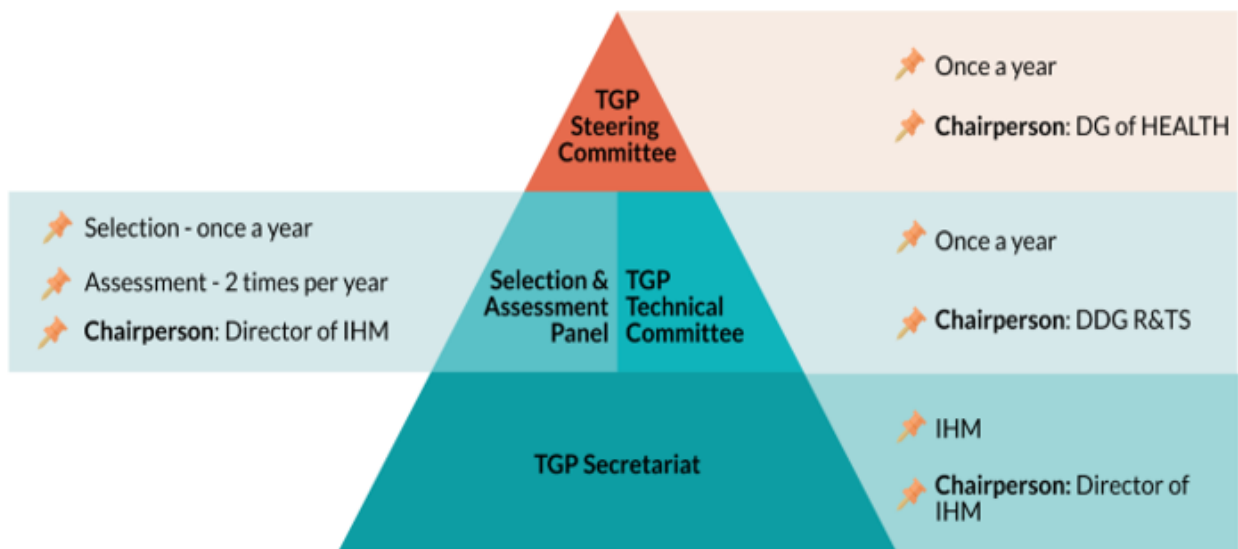
The Selection and Assessment Panels consists of representatives from all of the six Technical Programmes in MOH. They are responsible for the selection of TGP Talents from the potential applicants and the evaluation of TGP Talents in the final assessment respectively.

Moving forward, it is recommended to establish a systematic organisational structure for TGP (Figure 2.2). The Steering Committee will be led by the DG of Health. As for the TGP Fellows, they will be absorbed into the TGP Technical Committee chaired by the DDG R&TS. The Technical Committee will have a wider term of reference (TOR) that is more suitable for the long-term continuation and sustainability of TGP as compared to the initial roles of TGP Fellows in the designing of the programme.

The following sections outline the comparison between the current structure and the proposed modifications.



Figure 2.1: Main Players of TGP (TGP Guidelines 2nd Edition)



DG- Director General, R&TS-Research and Technical Support, IHM- Institute for Health Management

Figure 2.2: New Organisational Structure of TGP

2.1.1 TGP Steering Committee

Committee	Term	Current	New
TGP Steering Committee	TOR	<ul style="list-style-type: none"> Determine the policy direction Oversee the progress and success of the programme Endorsement and certification of talents 	<ul style="list-style-type: none"> Determine the TGP program direction Oversee the progress and success of the programme Endorsement and certification of talents Inputs for programme improvement Projection of requirement for succession plan
	Advisor	DG of Health	DG of Health
	Chairperson	DDG (Research & Technical Support)	DG of Health
	Secretariat	Director of IHM	Director of IHM
	Members	DDG (Medical) DDG (Public Health) Senior Director (Pharmaceutical Services) Senior Director (Oral Health) Senior Director (Food Safety & Quality) All State Health Directors (on invitation)	DDG (Research & Technical Support) DDG (Medical) DDG (Public Health) Senior Director (Pharmaceutical Services) Senior Director (Oral Health) Senior Director (Food Safety & Quality) Technical officers appointed by Programme
Meeting frequency	Not stated	Once a year (minimum) / if needed	

2.1.2 TGP Fellows/ Technical Committee

Committee	Term	Current	New
TGP Fellows @ Technical Committee		<p><i>TGP Fellows</i></p> <ul style="list-style-type: none"> Appointed directly by DG of Health at the start of TGP (2014 – 2016) 	<p>TGP Technical Committee</p> <ul style="list-style-type: none"> Responsible for the development of guidelines, assessment, and monitoring tools for TGP Review and endorsement of training competency domains and modules Annual review of TGP progress and give suggestion for improvement Evaluation of the programme at stipulated time (Once in 3-5 years) Deliberation and endorsement of termination
	TOR	<ul style="list-style-type: none"> Preparation and reviews of the guideline documents for TGP Suggestion for inputs for improvement of the programme 	
	Chairperson	Not applicable (Fellows were senior MOH officers consulted for TGP establishment)	DDG (Research & Technical Support)
Members	YBhg. Dato' Dr. Hj Azman Bin Abu Bakar (Retiree) YBhg. Dato' Dr. Hj Abd Jamil Bin Abdullah (Retiree) YBhg. Dato' Dr. Wan Mansor Bin Hamzah (Retiree) YBhg. Dato' Dr. Mohd Fikri Bin Ujang Dr. Mastura Binti Ismail Dr. Radziah Binti Mohamad Puan Siti Aisah binti Bahari	<ul style="list-style-type: none"> At least 3-5 officer nominated by the Head of each technical programme for 2-years term Preferably TGP Alumni Existing TGP Fellows who agree External Representatives from Academia or other government agencies 	
Meeting frequency		Once a year	

2.1.3 TGP Selection and Assessment Panel

Committee	Term	Current	New
Selection & Assessment Panel		<p><i>TGP Selection & Assessment Panel</i></p> <ul style="list-style-type: none"> Nomination by the Head of Programme for 2 years term Appointed by DG Comprises of Director or Deputy Director at MOH divisional level and state level 	<p><i>TGP Selection & Assessment Panel</i></p> <ul style="list-style-type: none"> Nomination by the Head of Programme for 2 years term Appointed by DG Comprises of senior technical officers, preferably TGP Alumni
	TOR	<p>Selection Panel</p> <ul style="list-style-type: none"> Responsible for choosing the talents based on pre-set criteria and conduct the discussion with other Selection Panel members from the same programme <p>Assessment Panel</p> <ul style="list-style-type: none"> Responsible for identifying talent progression based on talent performance, evaluating the performance of talent for completion of TGP, and forwarding recommendations on further actions to the Technical Committee for endorsement 	
Chairperson	Head of Secretariat – IHM Director		
Members	3 to 5 representatives from the technical programme		
Meeting frequency	Selection Meeting – twice a year (2014-2019) / once a year (2020) Assessment Meeting – 2- 4 times per year following total Talents eligible for assessment		<p>Selection Meeting – once a year Assessment Meeting – twice a year</p>

2.1.4 TGP Secretariat

Committee	Term	Current	New
TGP Secretariat	TOR	<ul style="list-style-type: none"> • Developing guidelines, assessment and monitoring tools • Organising Selection and Assessment Panel and TGP Steering Committee meeting (when needed) • Coordinating and monitoring the entire programme • Maintaining the registry/ database of Talents • Provide the progress report of the programme to stakeholders (when necessary) 	<ul style="list-style-type: none"> • Coordinating and monitoring the entire programme • Facilitating the development of guidelines, assessment and monitoring tools as decided by the Technical Committee • Organising TGP Steering Committee Meeting, Technical Committee Meeting, Selection and Assessment Meeting • Maintaining the TGP Registry of Talents and Alumni • Provide the progress report of TGP to stakeholders (when necessary) • Managing, developing, monitoring, and maintaining MyTGP system with NIH IT Team
		Chairperson	Director of IHM
		Members	Centre of Leadership and Professional Development



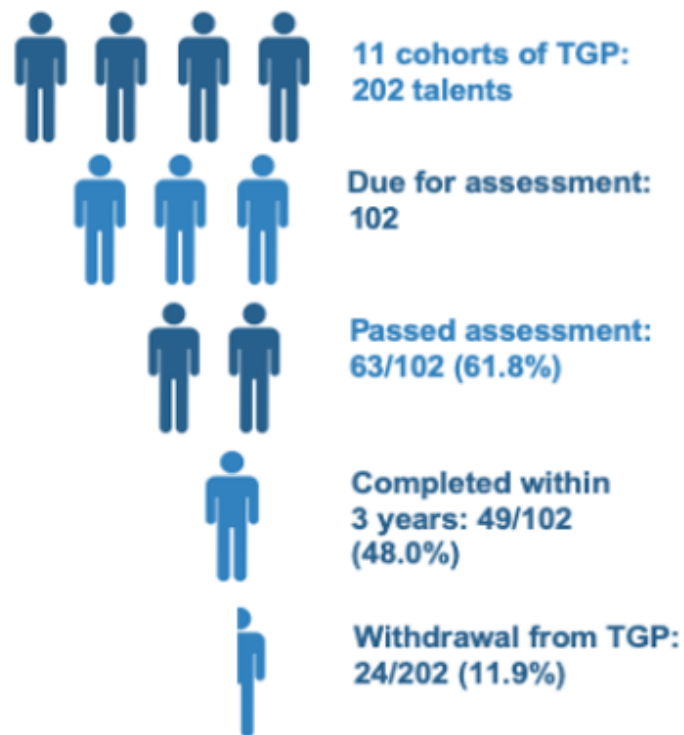


Figure 2.3: Status of TGP Talents as of 2020

2.2 Programme Duration

Currently, a Talent is expected to complete TGP within three years. However, there is no formal exit policy in the programme. Beginning from 2019, Talents who are unable to complete TGP within three years must submit a formal request letter to the DDG R&TS for extension.

Furthermore, there is also no stipulated time of maximum assessment and total period of training permissible for TGP Talents. So far, there have been six Talents who needed a second assessment, and another two who are due for a third assessment.

Following the restructuring, the programme duration is to be fixed to two years, within which the Talents are expected to fulfill the necessary training requirement before attending TGP Assessment at the end the second year.

In addition, Talents from the same cohort will be arranged for Assessment on the same date. Talents who are not successful will only be given one attempt for reassessment six months later.

2.3 Programme Intake

Between 2016 and 2019, a Talent pool of 202 Talents from a total of 11 cohorts was created through twice-a-year of TGP intake (Figure 2.4).

However, over the years, more than half (52%) of the Talents were unable to complete the programme in time due to various reasons.

Some failed to attend all the compulsory courses while others did not complete the TGP Project. Delays in completion led to a backlog and as a result, the number of active Talents built up in TGP.



Year	Number of Intakes	Cohort (Month of Intake)	Number of New Talents	Cumulative Active Talents in TGP
2014	One	1 (June)	16	16
2015	Two	2 (January)	19	53
		3 (August)	18	
2016	Two	4 (January)	17	74 (11 Alumni)
		5 (July)	15	
2017	Two	6 (January)	16	101 (8 Alumni)
		7 (July)	19	
2018	Two	8 (January)	22	123 (22 Alumni)
		9 (July)	22	
2019	Two	10 (January)	18	151 (10 Alumni)
		11 (July)	20	

Figure 2.4: Number of TGP Talents by Cohort Intakes

Ideally, both quantity and quality of Talents should be the intended outcomes of a good leadership training programme. However, the provider capacity needs to be taken into account.

Following the National Institutes of Health (NIH) restructuring, IHM has become one of the institutes under the NIH. Thus, the function of IHM has been shifted, with more emphasis being placed on conducting research. With this new vision, the role of IHM role as TGP Secretariat has been constrained with the downsizing of human resource, thus lacking a similar capacity to run the leadership programme as before. Therefore, realistically speaking, the quality of the Talents from the leadership development should be prioritised over the quantity of Talents produced.

Starting from 2022, TGP will focus on a once-a-year annual intake with a more detailed selection criteria to ensure the grooming of highly motivated and committed Talents. Each cohort will begin the training in March every year. Upon completion of two years of training, all the TGP Talents will undergo the end-of-programme assessment in April.

Figure 2.5 outlines the TGP Calendar for a single cohort. Training dates as well as important deadlines and the various time points to execute the respective exit policies are as stated. Training milestones and series of continuous assessment will be monitored closely via MyTGP. Talents will be expected to be more proactive and responsible in adhering to the training timeline.

	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Year 0									Selection			
Year 1	Orientation (Cohort 1) Training IP1		Training L1	Project Proposal	Training G1	Exit Policy (3)	Training Pr1	Training L2		1 st Reminder + Project Update	Logbook Year 1 + TWER Year 1	Exit Policy (4)
Year 2	Orientation (Cohort 2) Training IP2		Training L3	2 nd Reminder + Project Update	Training G2	Symposium/Podium	Training Pe1	Training G3			Logbook Year 2 + TWER Year 2	Exit Policy (5)
Year 3 (Assessment Year)	TAMAT	Assessment						Reassessment				Exit Policy (6)

Competency Domains: L-Leadership, G-Governance, IP-Interpersonal, Pr-Professional, Pe-Personal (Please refer to Section 4.1)

TWER: Talent Workplace Experience Report

The number in red indicates the reason behind the exit policy as listed in Section 2.4

Figure 2.5: TGP Calendar for Individual Cohort

2.4 Exit Policy

Before 2019, there was no formal exit policy for TGP Talents. In 2019, 24 TGP Talents withdrew from the programme for the reasons stated below:

- Self withdrawal for personal reasons.
- Poor attendance of compulsory training courses after three years of stipulated training period and one year of extension.
- Failure in completing TGP project for Final Assessment.

To ensure that TGP caters to Talents with an undivided commitment who pledge to fulfill all the requirements, an exit policy will be incorporated following the restructuring.

More importantly, exit policy will be clearly stated at the beginning of TGP during the Orientation. Early feedback from the Supervisors at the 6-month mark on the Talents' commitment will also be taken into account.

Below is the criteria for termination/ exit policy:

1. Self-withdrawal: Talents who are unable to continue the programme for personal reasons.
2. Poor attendance: Talents who are absent without valid reason or no response to invitations for three consecutive training.
3. Failure to update TGP project proposal by the 6-month mark.
4. Failure to complete compulsory yearly updates for TGP logbook and TGP project progress by the first-year mark.
5. No TGP project for assessment at the end of the programme.
6. Failure to attend Reassessment after postponing or failing the first Assessment.

Postponement of TGP will be considered by the TGP Technical Committee for the following reason with an official letter and evidence to the Head of TGP Secretariat:

- Official leave of absence > 3 months such as *Cuti Bersalin*, *Cuti Belajar*, *Cuti Tanpa Rekod*, *Cuti Tanpa Gaji*
- Medical reason

It is the responsibility of the Talent to officially notify the TGP Secretariat when he/ she is ready to resume the TGP training.



Chapter 3

TGP TALENT SELECTION

3.1 Applicant Criteria

3.2 Application Ranking System

3.3 Selection Process

3.3.1 TGP Competency Matrix (TGP-CM)

3.3.2 Curriculum Vitae

3.3.3 Personal Statement

3.4 Selection Panel Meeting and Talent Intake

3. TGP TALENT SELECTION

3.1 Applicant Criteria

In any Talent development programme, it is vital to have the right people with the right skills in the right place at the right time. To ensure that, the identification and selection of Talents are important.

When TGP was first established, it was intended to provide broad and generic leadership training to all levels of healthcare professionals to complement Talents' technical competency within their own respective technical programmes in MOH. The prerequisites to apply for TGP are shown in Figure 3.1.

However, no specific criteria were set in terms of age range, working experience, leadership position, and postgraduate qualifications. Figures 3.2-3.4 show the distribution of age range, years of service, and workplaces of the TGP Talents upon enrollment to the programme.

More than half of TGP Talents from Cohort 1-11 were between 31-40 years old (57.4%) with 11-20 years of working experience (53.0%). The majority were working in the Klang Valley, with one-fifth (20.8%) of them stationed at the MOH Headquarters in Putrajaya.



Figure 3.1: Eligibility Criteria for TGP Applicants

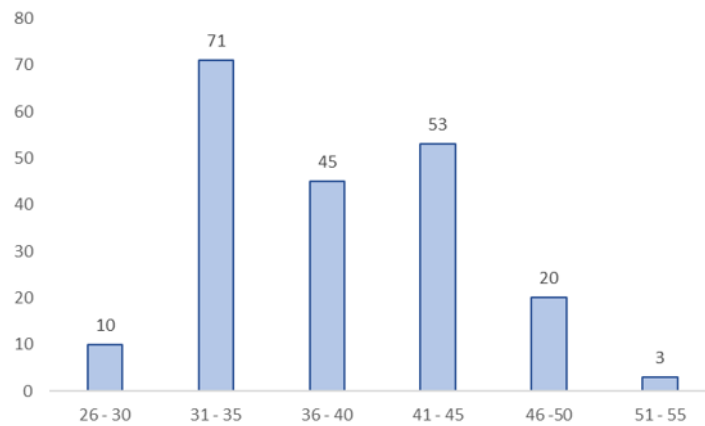


Figure 3.2: TGP Talents by Age upon Enrollment (n=202)

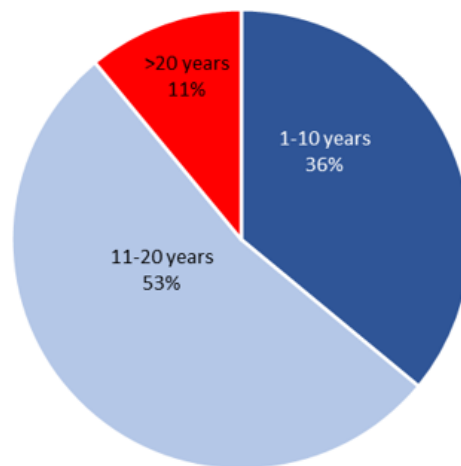


Figure 3.3: TGP Talents by Years of Service upon Enrollment (n=202)

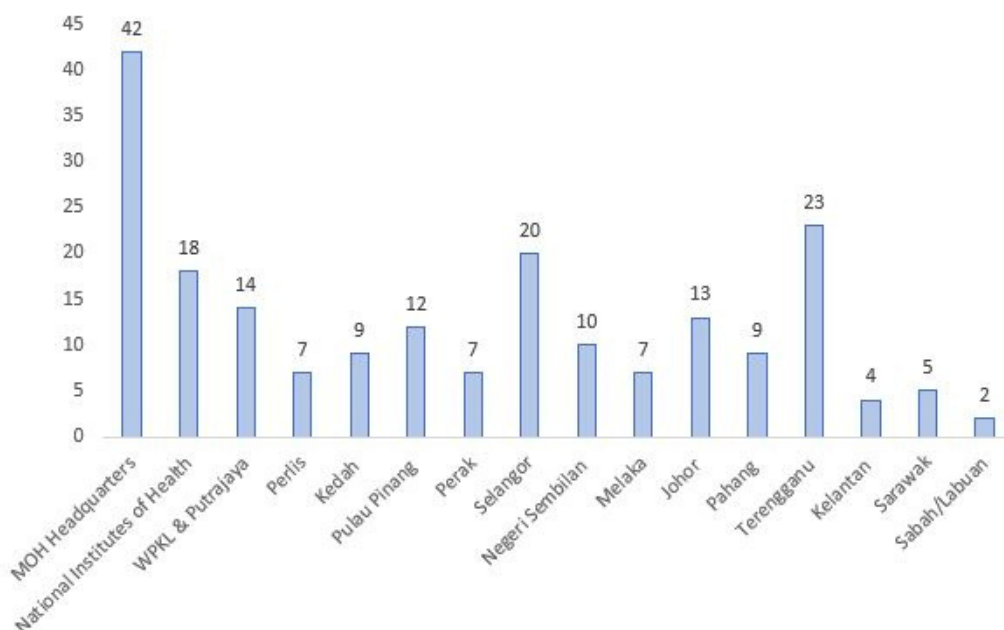


Figure 3.4: TGP Talents by Workplace upon Enrollment (n=202)

In the qualitative study, the main issue arising in terms of TGP Talent selection was the wide-ranging age group and working experience among them. The findings from the qualitative study and series of workshop revealed that Talents age, working experience, leadership position, and postgraduate qualifications were some of the vital factors to be considered during the selection process.

In comparison to the leadership training programme in other countries focusing on specific groups of healthcare professionals, TGP provides generic training for a wide range of Talents from six MOH technical programmes at various levels of position with different jobscope and working experience.

Research has shown that the background of the individual, especially the leadership level that one is in can influence how receptive the individual is to the training and affect the overall impact of the programme (Hannah & Avolio, 2010; Lyons et al., 2020).

To begin with, the motivation of joining TGP differed for Talents at various career stages. As a result, this affected their developmental readiness for continuous learning. Furthermore, their accountability at the workplace and applicability of training also depended mainly on the career stage they were in. Training pedagogy and intensity of supervision also varied for junior and senior levels of Talents (Figure 3.5).

In view of the impact of the career background on TGP, various factors need to be taken into account during the selection process to ensure that suitable applicants who can deliver optimum returns are chosen for TGP.

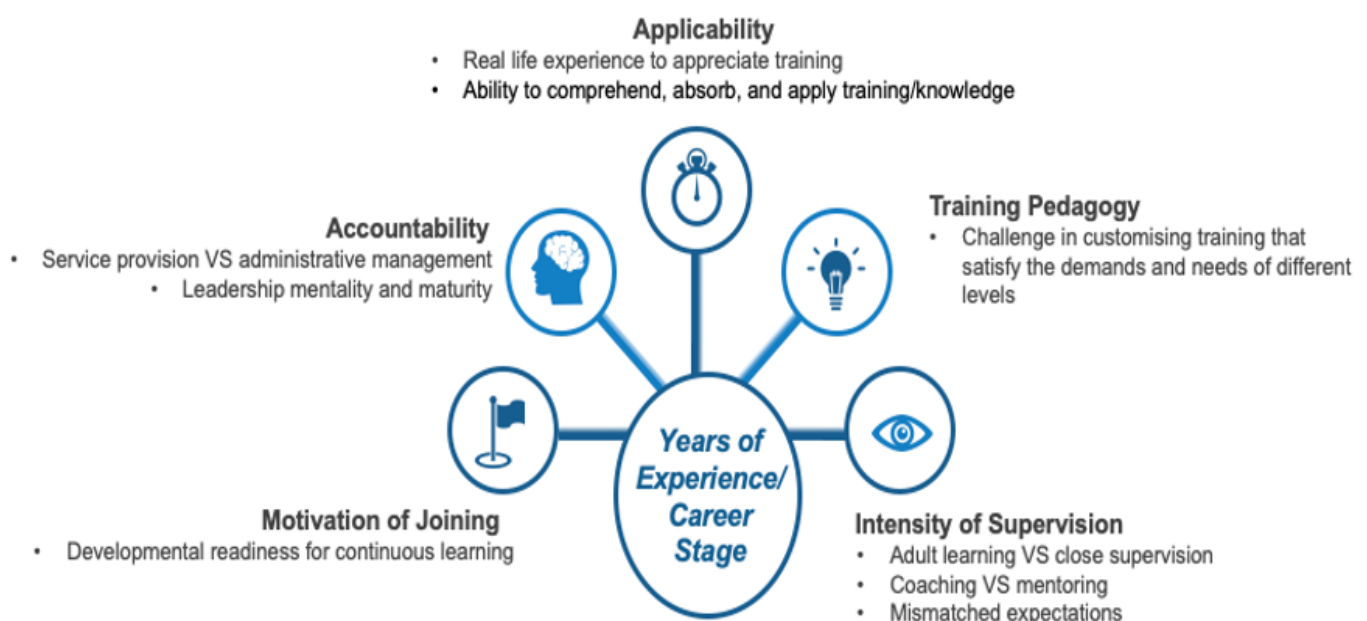


Figure 3.5: The Effects of Talents' Background Working Experience on TGP

Therefore, the selection of TGP applicants will be prioritised based on age group of 35-45 years and working experience of 10-20 years. These groups of applicants are believed to have held leadership posts and possessed a sufficient level of readiness to lead the organisation.

Other relevant selection criteria will also be assessed with an application ranking system to ensure that TGP Talents are chosen among the potential applicants with the highest merits.

3.2 Application Ranking System

The purpose of the ranking system for applicants is to identify the well-rounded applicants with the highest potential from each technical programme in MOH.

A total of 10 items will be included, summing up to 30 marks (Table 3.1). The applicants with the highest points from each programme will be shortlisted for final deliberation in the Selection Panel Meeting.

No	Item	Score
1	Age	Below 35 – 1 35 to 45 years old – 2 More than 45 – 1 (should be considered as Supervisor)
2	Years of Working Experience	Below 10 years – 1 10 to 20 years – 2 More than 20 years – 1 (should be considered as Supervisor)
3	Workplace	Headquarters – 1 Non - Headquarters – 2
4	Managerial/Leadership Experience	Head of Unit/Centre/Department – 1 Deputy Director - 2 Director – 3
5	Postgraduate Qualification	Degree – 1 Master - 2 PhD / Subspecialty – 3
6	Workplace Involvement in the past 2 years (Committee)	Committee member – 1 Head of Subcommittee/Unit - 2 Deputy/Secretary/Treasurer – 3 Chairperson of Committee – 4
7	Workplace Involvement in the past 2 years (Project/Programme)	Member – 1 Head of Subcommittee/Unit - 2 Deputy/Secretary/Treasurer – 3 Head/Chairperson of Project/Programme – 4
8	LNPT	< 85% – 1 85 - 90 % – 2 More than 90% – 3
9	Social/ Voluntary Involvement work or project e.g., NGO	Member of Organisation – 1 Any position in Organisation – 2 Head of Organisation – 3
10	Involvement in research in the past two years (listed in the NMRR)	Co-investigator – 1 Primary investigator – 2 Presentation at Scientific Conference – 3 Published any publication – 4

Figure 3.6: Application Ranking System for TGP Selection

3.3 Application Process

Previously, the application to join TGP was open throughout the year. In the beginning, the application process was based on a manual system using paper-based documentation sent in via email or postage.

However, with the establishment of MyTGP in 2019, the TGP application is now fully online. Interested applicants can register on the MyTGP website (<https://mytgp.ihm.moh.gov.my>) by filling up their details and uploading the necessary documents. The documents include *Laporan Nilaian Prestasi Tahunan* (LNPT), Continuing Professional Development (CPD), and Curriculum Vitae (CV) onto the MyTGP.

All applicants are also required to complete the TGP Competency Matrix (TGP-CM) Self Assessment and to nominate two referees who can complete the TGP-CM Assessment. TGP CM will be further explained in Section 4.1.

Following that, they need to undergo an online psychometric test by *Jabatan Perkhidmatan Awam* (JPA). Figure 3.6 shows the flowchart of the TGP Selection Process, in which items in blue denote the additional elements following the restructuring.

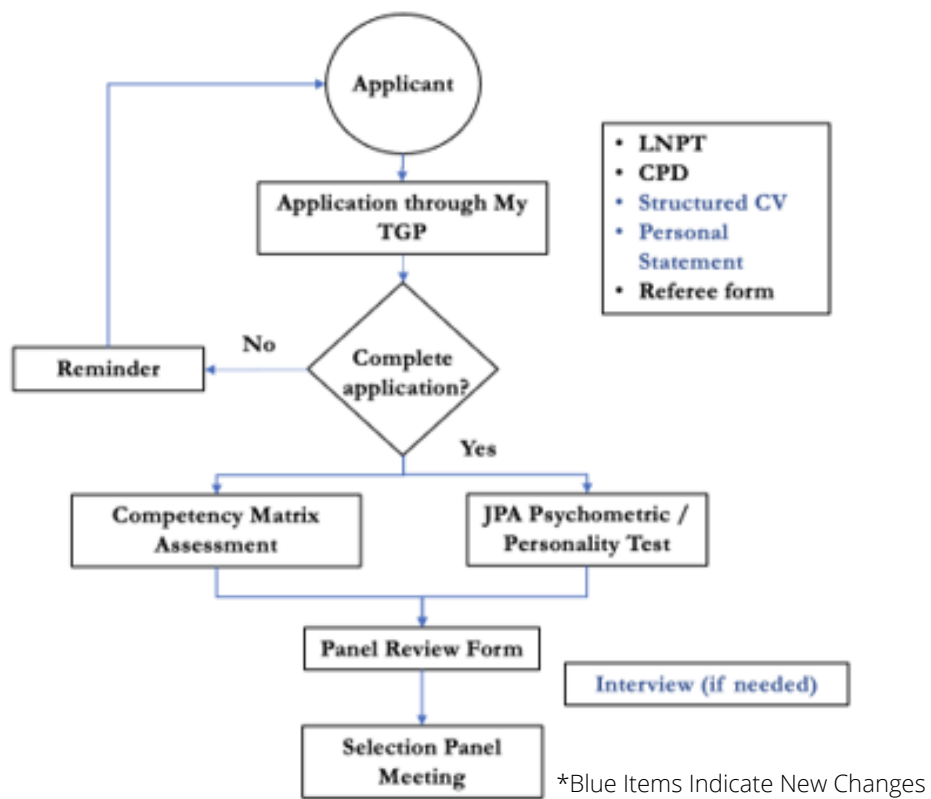


Figure 3.7: The Application Process of TGP Talents

3.3.1 TGP Competency Matrix (TGP-CM)

TGP-CM was developed based on five competency domains that dictated the skills and characteristics that future MOH leaders should be equipped with. The TGP-CM assessment form was envisioned as an evaluation tool to measure the competency of the Talents based on the intended objectives and outputs of TGP. Its development was spearheaded by the TGP Secretariat under the guidance of TGP Fellows in a comprehensive process that involved extensive literature search, field visits to other government agencies, and a series of engagement workshops with the relevant stakeholders.

The form was subsequently converted as an e-Form and pretested among MOH technical healthcare professionals before its application in TGP.

Currently, all applicants and their referees are required to complete the pre TGP-CM before Orientation. Before the final Assessment, the Talents and their Supervisors must complete the post-TGP CM. A radar chart will be generated for each Talent to compare the development and growth in the five competency domains between baseline and upon TGP completion.

However, despite the comprehensiveness and friendliness of the TGP-CM form, its limitation lies within inter-observer bias whereby the pre- and post-TGP CM assessment might be completed by different supervisors, especially if either the Talents or the Supervisors move to a new workplace following promotion or transfer. Similarly, the Talents also need to find a replacement if their Supervisors retire during their training.

Furthermore, it is only applied at two time points (at the very beginning and the very end) of TGP. Thus, it is not fully utilised as a continuous monitoring tool. In addition, the evaluation of leadership development using the TGP-CM form is not taken into consideration in the final Assessment of TGP Talents as no weightage is given to it.



Following the restructuring, TGP-CM will be incorporated into the TGP logbook to maximise its capacity as a leadership development tool. Apart from being a guidance for on-the-job training by the Supervisors, it will also serve as a monitoring tool for the Supervisors to focus on the necessary areas of improvement for the Talents.

The Supervisors will periodically assess the Talents in terms of their progress at baseline, end of year one, and upon completion of TGP at the end of year two of training (CM-0, CM-1, CM-2).

With regular monitoring, the Supervisors can equip the Talents with suitable skills promptly by delegating any works or roles to inculcate the necessary leadership values during the period of training. The components of the TGP-CM will be further explained in the next chapter.

3.3.2 Curriculum Vitae

Currently, TGP applicants upload their CVs during the application. Most of them include important baseline information for the purpose of TGP Talent selection. However, certain information such as leadership position or involvement in NGO and community services are often not included in the CV.

Apart from that, as CV is one of the marking components in the final Assessment, the lack of a structured CV format is a challenge for the Assessment Panel to compare the intra-Talent and inter-Talent performances before and after joining TGP.

Therefore, a structured CV template will be provided on MyTGP where Talents can fill in their details and myTGP system will autogenerate the information in a standard format so that crucial information is made available for the purview of Selection and Assessment Panels. This will facilitate the assessment process to make it more objective.

The following list outlines the seven categories in the structured CV:

- Highest academic qualification
- Responsibilities in specialties
- Involvement/ Position in a special committee
- Presentations and publications
- Involvement in training/ consultations
- Award/ special acknowledgement in service
- Involvement in NGO and social services



3.3.3 Personal Statement

In the qualitative study, intrinsic motivation (self-interest) and extrinsic motivation (nomination by superiors) of TGP Talents to join the programme was closely linked to their subsequent commitment to training attendance and TGP completion. Therefore, this aspect should be targeted as a filter mechanism to explore the motivation of joining TGP as a way to streamline the selection of potential TGP Talents.

With the restructuring, all potential applicants must submit a personal application statement. It should be a short essay of less than 250 words to be uploaded during the application in MyTGP.

The personal statement should include the following points:

- Why do you want to join TGP?
- Why do you think TGP should select you?
- What do you expect from TGP?
- Where do you see yourself five years from now?
- What is your proposed TGP project and why?



3.4 Selection Panel Meeting and Talent Intake

In the current system, the Selection Panel convenes about 2-3 months before the intake of the new cohort. The Panel is then presented with the full profile and documents of all the applicants with completed registration. The number of applicants would also differ between technical programmes and during each meeting.

The first round of discussion would be conducted among panels of the same technical programme to shortlist potential Talents from their respective programmes. This was followed by a second round of deliberation among the panels of all technical programmes to finalise the selection of Talents.

As above mentioned, the number of Talents for each cohort since the establishment of TGP was between 20-25, depending on the total number of applicants. While no fixed number was set for each technical programme, the selection panel would ensure representation from each programme for every intake.

Moving forward, the Selection Panel will be invited to a meeting in November each year. While the application portal on MyTGP stays open throughout the year, TGP Secretariat will send out reminders for all applicants by end of August to complete the application process. Only applicants with complete registration and document submission by end of September will be included in the Selection Meeting in November.

During the meeting, the panel will be presented with all the information regarding the applicants, including their full profiles, scores on the application ranking system, and personal statement.

The total number of Talents per cohort will be set as 20 to ensure Talents with the most desirable qualities and highest commitment to complete TGP within the stipulated two-year period are selected.

Based on the relative workforce of each technical programme and the distribution of active TGP Talents as of 2020 (Figure 3.8), the proposed allocation of TGP Talents for each technical programme is as below:

1. Medical – 6 Talents
2. Public Health – 5 Talents
3. Oral Health – 3 Talents
4. Pharmaceutical Services – 3 Talents
5. Research & Technical Support and/ or Food Safety and Quality – 3 Talents



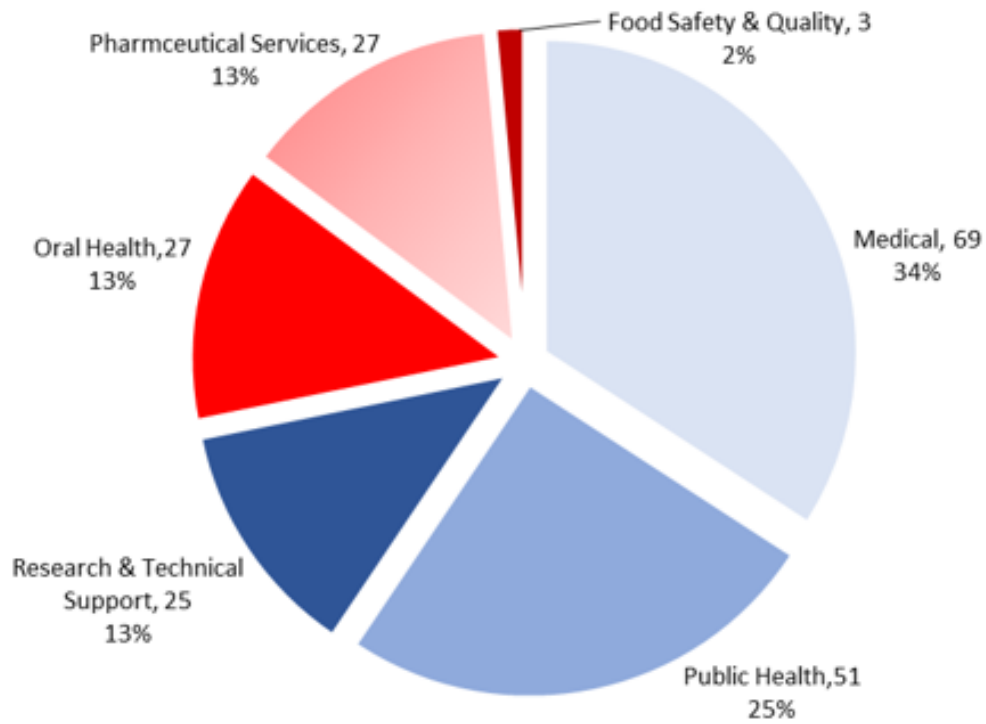


Figure 3.8: Proportion of TGP Talents by Technical Programmes as of 2020 (n=202)





Chapter 4

TGP TRAINING AND PROFESSIONAL DEVELOPMENT

4.1 Competency Domains

4.2 Training Module

4.3 Training Pedagogy

4.3.1 Formal Training

4.3.2 Edward Jenner Programme

4.3.3. TGP Inspirational Leadership Podium/Symposium

4.4 Training Evaluation

4. TGP TRAINING AND PROFESSIONAL DEVELOPMENT

4.1 Competency Domains

The professional development in TGP is based on five competency domains, namely Leadership, Communication & Relationships, Organisational Governance, Professional Values, and Personal Values (MOH, 2016). These domains encompass the qualities that future leaders should be equipped with. The competencies under each domain are as shown in Figure 4.1.

Formal training is provided at the level of IHM for certain competencies under the domains of Organisational Governance, Communication and Relationships, and Leadership; whereas Professional Values and Personal Values are expected to be cultivated via on-the-job training under the guidance of Supervisors.

With the changing landscape in healthcare, there is a need to revise and update the competency domains based on the latest needs on both local and global levels. Several modifications are proposed based on the latest evidence (Fattahi, Abolghasem Gorji, & Bayat, 2020; Kakemam et al., 2020). Although the list of competencies is not exhaustive, it was deemed acceptable as the most vital leadership competencies by the expert panels during the restructuring workshop (Figure 4.2).

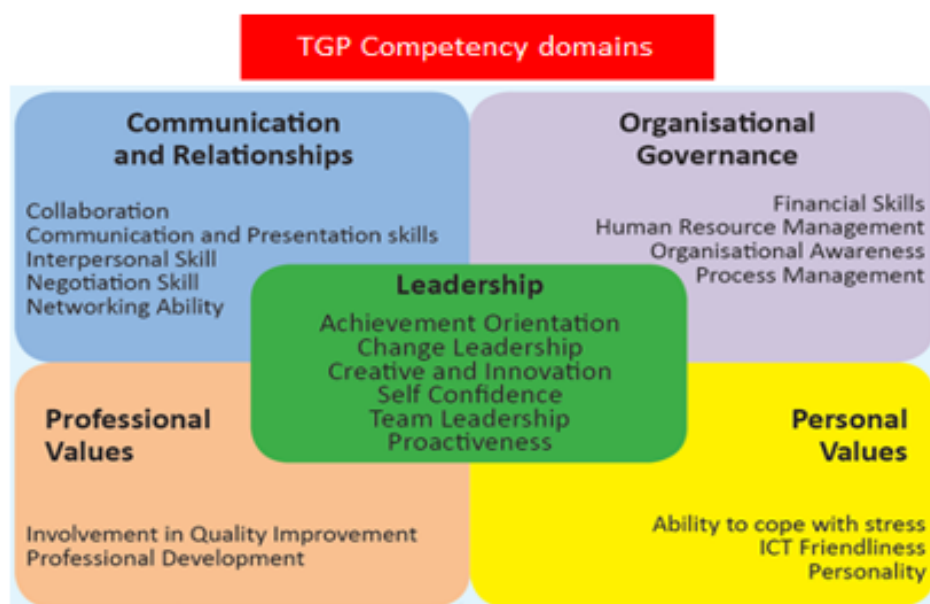


Figure 4.1: Competency Domains of TGP (TGP Guidelines 2.0)



Figure 4.2: New TGP Competency Domains and Competencies

- For the Leadership domain, the focus will be directed to the four most vital elements including change leadership, team leadership, empowerment, and conflict management.
- The domain of Communication and Relationships will be renamed as Interpersonal Relationships to portray a more comprehensive picture of the four competencies within the domain, including communication skills, networking skills, teamwork and collaboration, and negotiation skills.
- Organisational Governance domain will be maintained, but with the addition of new competencies, namely risk management and information management, in line with the latest development in the healthcare sector.
- With the new restructuring, both Professional Values and Personal Values related training will also be incorporated as part of formal training at IHM.

4.2 Training Model

In the current TGP, the leadership development is based on a training model of 70% on-the-job training, 20% coaching and mentoring, and 10% of formal training at IHM (MOH, 2016).

However, one of the frequently cited shortcomings with regard to this module is the lack of a structured system to guide the Supervisors on the ground for the specific components of leadership.

Furthermore, the existing assessment system to determine if the Talents successfully complete TGP is also not aligned to the ratio of the 70:20:10 training model.

To reflect the TGP professional development in a more realistic and practical picture, formal training aimed at equipping Talents with essential knowledge of leadership competencies will be formulated and matched with skill application at their respective workplaces under the guidance of the Supervisors.

To achieve this purpose, a concise logbook is designed based on the TGP competency domains and learning objectives of each formal training course. It is hoped that the utilisation of the TGP logbook can ensure that consistent standards of leadership training are materialised at the workplace. Please see Section 4.4 for TGP Logbook.

In terms of formal training provided at IHM, a total of eight training courses will be provided to cater to the three major domains (Organisational Governance, Leadership, and Interpersonal Relationship) and one training course each for the two minor domains (Professional Values & Personal Values). The total ten courses will stretch through the two years of training duration.



TRAINING

	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Year 1	Orientation Training IP1		Training L1		Training G1		Training Pr1	Training L2				
Year 2	Training IP2		Training L3		Training G2		Training Pe1	Training G3				

Competency Domains: IP- Interpersonal Relationship, L-Leadership, G-Governance, Pr-Professional Values, Pe-Personal Values

Figure 4.3: New TGP Training Calendar

Figure 4.3 shows the TGP training calendar that incorporates the ten courses for the five domains. Talents are required to fulfill the compulsory attendance requirement as listed:

- ✓ Three training courses each for major domains:
 - Leadership (L1, L2, L3)
 - Organisational Governance (G1, G2, G3)
 - Interpersonal Relationship (IP1, IP2)

- ✓ One training course each for minor domains:
 - Professional Values (Pr1)
 - Personal Values (Pe1)

- ✓ Compulsory Attendance Requirement
 - 7 out of 10 total courses
 - At least 6 out of the 8 major domain courses
 - At least 1 out of the 2 minor domain courses



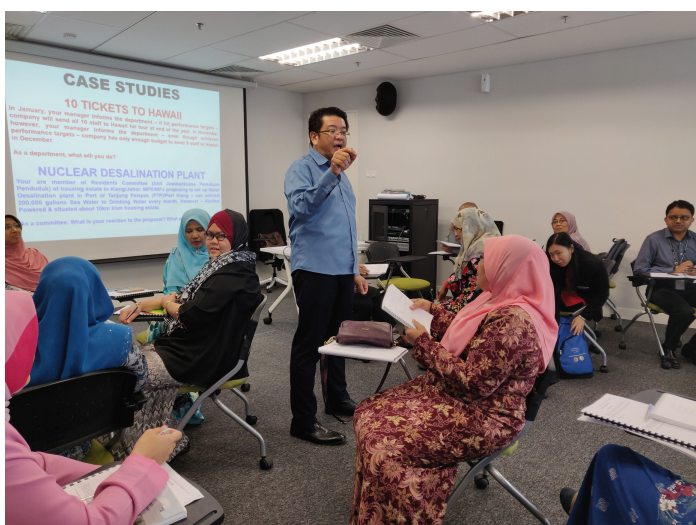
4.3 Training Pedagogy

4.3.1 TGP Formal Training

Since the establishment of TGP, 8-10 physical training courses are conducted annually on a two-year training block. TGP training is mostly outsourced to external trainers due to limited experts within the MOH.

Apart from the financial implications, the reliance on private trainers also gives rise to mismatched expectations as some of them might not be well versed with the public health system, leading to the lack of practical applicability of their training as commented by some of the Talents during the qualitative study.

This concurs with the literature findings of whereby external faculty for training provision was more costly and also less likely to produce the intended organisational outcomes due to the lack of direct benefits between trainer and organisation (Lyons et al., 2020; MacPhail, Young, & Ibrahim, 2015).



With the modified TGP Competency Domains, talent-centric and needs-based customised training will be developed with the private trainers who are properly screened before formally engaged as TGP trainers.

With the COVID-19 pandemic, physical training has been suspended and substituted with virtual training. However, leadership training modules usually work better when personal face-to-face interactions are involved. Physical or hybrid methods may be considered once the current situation improves.

In addition, Talents are also encouraged to actively seek and attend external training opportunities outside IHM that are relevant to TGP domains of leadership development. These courses are encouraged as a complement to TGP training and will be considered as added value in their CV. In addition, any invitations from external organisations for leadership-related courses will also be extended to all the Talents.

Although external trainers may impose financial burden, the TGP Alumni and Fellows were in the opinion that exposure by trainers beyond MOH may be valuable as the culture and practices of other organisations may benefit the Talents and catalyse positive transformation.

As TGP Alumni pool is also progressively expanding with our homegrown experts, we are looking forward to enlisting the Alumni as TGP trainers given the right opportunities.

4.3.2 Edward Jenner Programme

Apart from the formal training in IHM, Edward Jenner Programme (EJP), an online leadership training module by the NHS Leadership Academy in the United Kingdom has also been incorporated into the formal training of TGP starting from Cohort 8 in 2018.

The EJP involves 35 hours of online self-learning modules that can be completed within six weeks. The programme consists of 20 interactive online modules that teach the basics of people management, quality improvement, patient safety, teamwork, and facilitating change. The participants are given the flexibility to complete the online module at their convenience.

However, with the recent changes in the format of EJP, it is no longer aligned with the objectives of TGP professional development under the restructuring.

4.3.3 TGP Inspirational Leadership Podium/ Symposium

TGP Inspirational Leadership Podium is a regular fixture. Each cohort was given the task of hosting the Podium to gain hands-on experience in networking, teamwork, delegation, and communication as they prepare for the event. Many prominent leadership figures from various sectors have been invited to share their experiences on TGP Podium.

In 2019, the inaugural TGP Inspirational Leadership Symposium that comprised of two podium sessions was held in the new NIH Complex in Setia Alam. Unfortunately, the leadership symposium was put on hold in 2020 due to the escalating crisis of the COVID-19 pandemic. Keeping up with the new norm in the era of post-pandemic, TGP Secretariat will be hosting the event in 2022 on a virtual platform in collaboration with the TGP Cohorts in charge.



**1st TGP symposium by Tan Sri Jeffrey Cheah
co hosted by TGP Secretariat and Cohort 8 on 3 - 4 July 2019**

4.4 Training Evaluation

Many of the published studies in the literature adopted Kirkpatrick's Model of Professional Development (KP) when evaluating the effectiveness of training. It is categorised into four levels, i.e. 1. Reactions, 2. Learning, 3. Behaviour, and 4. Results (Figure 4.4).

In a recent systematic review, self-rating questionnaire was the most common tool used for assessment post leadership training. However, only 57% and 24% of the studies in the systematic review evaluated KP Levels 3 and 4 (Lyons et al., 2020). KP Levels 3 and 4 are better at reflecting the actual translation of knowledge and transfer of learning to the workplace (Kennedy, 2014; Saks & Burke, 2012). Clearer evidence should be generated to prove that the acquirement of leadership competencies is associated with better personal or organisational performance (Stoller, 2009).

Similar to the literature findings, the evaluation of TGP Talents only hovers around Levels 1 and 2 at present. At the end of each training, Talents provide feedback in the form of immediate reaction via *Penilaian Kursus Jangka Pendek KKM* as in whether they find certain aspects of the training arrangement (logistics, facilities, trainers) to be favourable or engaging.

Level 2 of KP on the learning outcomes is assessed only on a very superficial level in the current system, either in the form of pre- and post-test for certain training or in the component of self-reflection in the final assessment. However, both are not taken into account as part of the TGP Final Assessment.

Kirkpatrick's level	Description
Level 1 Reaction	Participants' satisfaction with the learning experiences, its organisation, presentation, content, teaching methods and quality of instruction
Level 2A Change in attitudes	Changes in the attitudes or perceptions among participant groups towards leadership, management and/or administration
Level 2B Change in knowledge or skills	For knowledge, this relates to the acquisition of concepts, procedures and principles; for skills, this relates to the acquisition of thinking/problem solving, psychomotor and social skills
Level 3A Behavioural change (self-reported)	Transfer of learning to the workplace and changes to professional practice, as noted by participants themselves
Level 3B Behavioural change (observed)	Transfer of learning to the workplace and changes to professional practice, as noted by a third party or by promotions
Level 4A Result (self-reported)	Organisational outcomes perceived by respondents and group effectiveness perceived by subordinates
Level 4B Result (observed)	Tangible organisational outcomes, such as reduced costs, improved quality and safety, impact of projects

Figure 4.4: Descriptions of Different Levels of Kirkpatrick's Model (Frich, Brewster, Cherlin, & Bradley, 2015)

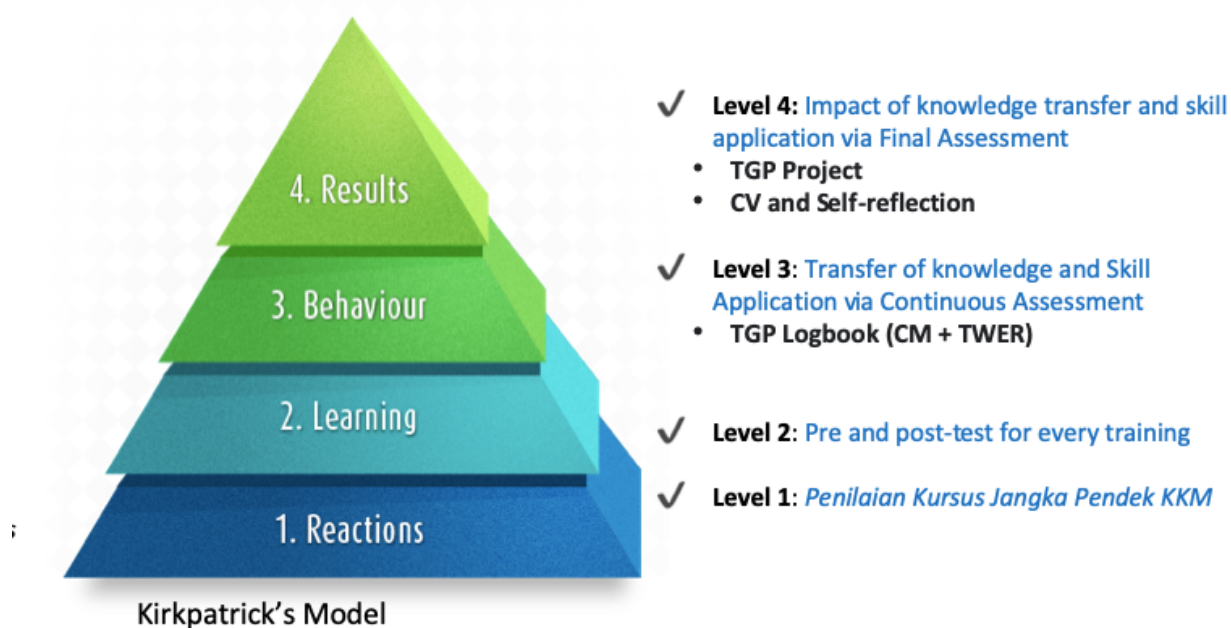


Figure 4.5: Kirkpatrick's Model of Training Evaluation and its Associated Tools in TGP Assessment

Assessment of the learning process and evaluation of expected outcomes need to be carefully planned in the design of leadership development interventions (Mianda & Voce, 2018). Different levels of training impact should be evaluated using the appropriate methods (Figure 4.5).

Having recognised the current limitations in the training impact evaluation, a more systematic training evaluation using the Kirkpatrick's Model will be incorporated following TGP restructuring (Frich et al., 2015). Firstly, questionnaires will be distributed to assess the relevance and the effectiveness of the trainers from the perspective of the Talents (*Penilaian Kursus Jangka Pendek KKM*) – KP Level 1. Apart from that, the pre and post-test will be given by the trainer to assess the Talent's knowledge of the subjects taught, indirectly showcasing their attention and participation during the training – KP Level 2.

While these findings do not comprehensively reflect the long-term leadership training outcomes, they serve as a proxy of the direct impact of the training on Talents to guide the Secretariat in deciding whether a course/trainer should be continued.

As for KP Level 3, the behavioural changes can be measured in the form of continuous assessment via the knowledge transfer and skill application by the Talents at the workplace. TGP Logbook will be incorporated as a Continuous Assessment tool to capture these aspects of leadership development in the day-to-day management setting at the Talents' workplace.

Finally, the KP Level 4, the results or the impact of training following knowledge transfer and skill application in Level 3, can be reflected in the components of the Final Assessment, i.e. TGP Project, CV improvement and self-reflection (Please see Chapter 5).

4.4.1 TGP Logbook

For the purpose of TGP training evaluation, a concise TGP logbook has been designed based on the TGP competency domains and learning objectives of each course to ensure consistent standards of leadership training are materialised at the workplace.

The logbook will be filled up by Talents at the end of every training year and their performance will be appraised by the Supervisors. It will serve as a tool for the purpose of continuous assessment by the Supervisors in terms of on-the-job training of the Talents.

TGP logbook will be made fully online via MyTGP. The update of TGP Logbook Year 1 before January is a prerequisite to progress to Year 2 of training as stated in the TGP Calender and Exit Policy (Section 2.3).

Completed Logbook at the end of TGP training will be a prerequisite for the final assessment. It will also account for 40% of the total assessment mark. Please see Appendix for the TGP logbook.



4.4.1.1 TGP Competency Matrix Evaluation

The first section of the TGP logbook is the Competency Domain Evaluation by Supervisors. It will be filled up at baseline, end of year 1, and end of TGP (CM-0, CM-1, CM-2). It consists of 20 items of competencies on a Likert scale ranging from 1-5 (1: Below expectation to 5: Above expectation), giving a total range of scores from 20-100.



LEADERSHIP (L)
<p>CHANGE LEADERSHIP Able to anticipate, handle, and evolve with unexpected changes in the organisation or environment in a dynamic way.</p>
<p>TEAM LEADERSHIP Recognized as a leader across and beyond the organisation that can lead interdisciplinary groups in a coordinated manner and applies practices that support team effectiveness to achieve organisational goals.</p>
<p>EMPOWERMENT Able to provide the resources, information, and support needed as a leader to improve work performance among organisational members.</p>
<p>CONFLICT MANAGEMENT Able to diagnose conflict and apply strategies to manage and minimize conflicts between people.</p>
INTERPERSONAL RELATIONSHIP (IP)
<p>COMMUNICATION SKILLS Present, facilitate group interaction, conduct meetings at higher levels effectively.</p>
<p>NETWORKING SKILLS Sustain a strong personal network with leaders within and beyond organisation.</p>
<p>TEAMWORK AND COLLABORATION Recognized as an active member of an inter-organisational team</p>
<p>NEGOTIATION SKILLS Recognized as negotiator across and beyond.</p>
ORGANISATIONAL GOVERNANCE (OG)
<p>FINANCIAL SKILLS Develop long-term financial plans and secure resources for the organisation, including asset management.</p>
<p>HUMAN RESOURCE MANAGEMENT Align human resources to achieve organisational goals.</p>

Figure 4.6: Descriptions of New TGP Competencies by Domains

<p>PROCESS MANAGEMENT</p> <p>Able to design and redesign processes in organisation to meet challenges and evolution in the system.</p>
<p>INFORMATION MANAGEMENT</p> <p>Able to manage and analyze information technologies to achieve improvement at the individual, organisation, and system levels.</p>
<p>RISK MANAGEMENT</p> <p>Able to perform risk assessment at the right time by identifying, classifying, quantifying the risks and performing risk management plans for control and mitigation.</p>
<p>PROFESSIONAL VALUES (Pr)</p>
<p>SELF ENHANCEMENT & PROFESSIONAL DEVELOPMENT</p> <p>Stays updated on knowledge with an open attitude towards continuous learning to obtain extra professional qualifications and skills.</p>
<p>CONTINUOUS QUALITY IMPROVEMENT</p> <p>Undertake and inspire others within and beyond the organisation in quality improvement activities.</p>
<p>COMMUNITY AWARENESS & STRENGTHENING</p> <p>To produce, gather, analyze, interpret data to provide opportunities and engagement with community members to strengthen local health needs.</p>
<p>PERSONAL VALUES (Pe)</p>
<p>RESILIENCE</p> <p>Able to endure, adapt, and recover from adversity.</p>
<p>CRITICAL THINKING & DECISION MAKING</p> <p>Have initiative and can evaluate viewpoints and achieve understanding with others in order to solve problems.</p>
<p>PROBLEM-SOLVING</p> <p>Actively anticipate potential problems and act to prevent them or mitigate their effects.</p>
<p>ETHICAL REASONING</p> <p>Able to apply ethical principles in making decisions that require sensitivity to the ethical implications of problems and situations.</p>

Figure 4.6 (cont): Descriptions of TGP Competencies by Domains

4.4.1.2 Talent Workplace Experience Report (TWER)


According to (Bozer, Sarros James, & Santora Joseph, 2014), more practice-based training should be incorporated in leadership development. Direct coaching in a cycle of "issue identification- feedback session- goal setting action planning- follow up- evaluation of outcomes" is a tailored method to improve individual competence and performance in an organisation.

The second section of the TGP Logbook is the new addition of a simple report, i.e. TWER as a framework for Talents to document, discuss, and reflect on real workplace experiences with the Supervisors.

Besides, it is also a progress monitoring tool for the Supervisor to evaluate Talent’s capability as a leader in the organisation and to identify any room for growth and areas needing support or guidance. Figure 4.7 outlines the respective roles of Talents and Supervisors for the completion of TWER. Figure 4.8 shows a template of the TWER as generated from the online database of MyTGP.

Role of Talent	Role of Supervisor
<ol style="list-style-type: none"> 1. Identify problem/ scenario encountered at work 2. Think of potential solution and strategies that can be taken for the problem/ scenario 3. To fill up TWER and discuss with Supervisor 4. Update TWER based on discussion with Supervisor 5. Submit to Secretariat via MyTGP at the stipulated time 	<ol style="list-style-type: none"> 1. May suggest problem/scenario to Talents 2. To discuss with Talent about what is good, what area needs improvement, and any other alternative strategies based on the TWER 3. May also expand the problem/ scenario to gauge how well the Talent can adapt/ handle 4. Endorse the TWER and to evaluate the Talent performance: <ul style="list-style-type: none"> ▪ 15 - 20: Excellent ▪ 10 - 15: Satisfactory ▪ < 10: Room for improvement

Figure 4.7: Respective Roles of Talents and Supervisors for Talent Workplace Experience Report (TWER)



Talent Workplace Experience Report (TWER)

-----Do, Check, Act -----

Workplace: _____

Title: *What change or improvement are you talking about?*

----- Plan -----

Background

- What is the purpose, reason for choosing this issue?
- What specific performance measure need to be improve?
- What is the context of the situation for full understanding
- Importance of the problem

Problem Statement and Effect of the problem

Current Situation : Where do things stand now ?

- What is the problem - gap in performance
- Show facts and processes visually using charts, graphs, VSM, etc.
- Break the problem into different parts.

Target state : what specific outcome is required?

- What specific improvement(s) in performance do you need to achieve?
- show visually how much, by when and with what impact
- Measurable targets (quantity, time)

Gap Analysis : why does the problem exist?

- What condition are preventing you from achieving the goals?
- Why do they exist? What are their cause(s)?
- use the simplest problem analysis tool to show the cause and effect down to root cause. (5 Why; Fishbone, Pareto chart etc.)

Strategies Needed / Countermeasures

- What options for addressing the gaps and improving performance in the current situation?
- Show how your proposed actions will address the specific causes of the gaps or constraints you identified in your analysis. The link should be clear and explicit

Action Plan : How implement ? (4 W's , 1H)

- Use Gantt chart (or similar diagram) to display actions, steps, outcomes, timeliness and roles.

Effect Confirmation

- What measurable results did the solution achieve? (or will be measured to verify effectiveness)?
- Who's responsible for ongoing measurement?

Follow-up . How will you ensure on-going PDCA?

- What processes will you use to enable, assure and sustain success?

INSIGHTS

Action for Spread

- How will you share your learning with others?

What went well	What did not go well
What Helped	What Hindered

CM Domains

CM	Discussed
IP	
L	
G	
Pr	
Pe	

Figure 4.8: Template of TWER

Chapter 5

TGP ASSESSMENT

5.1 Assessment Criteria

5.1.1 Training Attendance

5.1.2 TGP Project

5.2 Assessment Components and Weightage

5.3 Assessment Tools

5.3.1 Continuous Assessment

5.3.2 Final Assessment

5.4 Assessment Results



5. TGP ASSESSMENT

5.1 Assessment Criteria

Under the current requirement, Talents are required to complete 80% of the compulsory training before they are eligible to attend the TGP Final Assessment.

They also need to complete their TGP projects up to the stage of dissemination (presentation and/or publication). Completed TGP CM by both Talents and Supervisors must be submitted before the Assessment.

5.1.1 Training Attendance

Poor training attendance is one of the major factors that many TGP Talents cannot fulfill the criteria to attend the TGP Assessment within the stipulated period of three years.

Some also fail to attend the compulsory courses despite receiving invitations to the same course more than once. To overcome this, one of the clauses under the proposed exit policy will focus on training participation (Section 2.3).

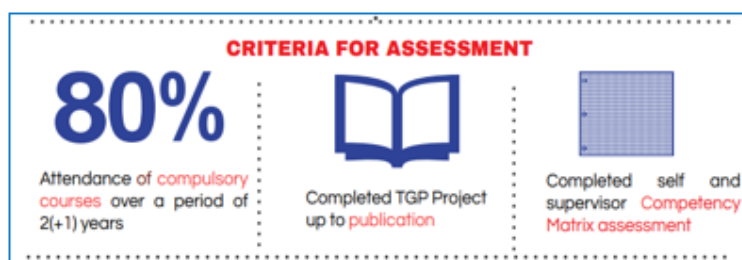


Figure 5.1: Prerequisite criteria for TGP Final Assessment

5.1.2 TGP Project

Even among TGP Talents with good training attendance, TGP project remains the main obstacle of TGP completion. This was established from the data triangulation with the TGP Registry and supported by the qualitative research findings.

When TGP was first established, TGP project and publication were made a priority besides the core competencies. The initial intention of the incorporation of a TGP Project was to produce more future leaders in MOH who practise evidence-based decision making whereas the emphasis on publication was to increase the international visibility of MOH via dissemination of the research findings.

Evidence has also highlighted that leadership training programmes were most successful when participants work on some of the 'real time' challenges at work during the training period (Warren & Carnall, 2011).

Currently, TGP project is commonly assigned to the Talents by the Supervisors following discussion. The project usually revolves around workplace problems that need to be addressed. In the past, some technical programmes would provide a list potential research question for TGP Talents to inform future policy. However, all Talents are given the flexibility to choose the project topic.

Such projects can also serve as innovation incubators for the organisations when the participants successfully implement a project to enhance institutional performance (Sonnino, 2013). In short, a well-planned project that has an impact on the institution represents a practical, on-the-job application of the skills learned.

However, individual factors and workplace challenges have been shown to interfere with project planning and execution. Many Talents struggle to complete a TGP research project deemed to be of high scientific merit by the Assessment Panel within three years.

There was also an imbalanced perception towards the research presented by Talents from different Technical Programmes and Talents who utilised research from their postgraduate studies.

Therefore, the suitability of the project must be scrutinised and redefined to achieve the initial purpose of incorporating TGP Project in the training and assessment of the Talents. Based on the wide-ranging feedback with regard to the TGP project, the following recommendations will be incorporated following the restructuring.

- 
 - A **wider scope** of projects --> quality assurance programme (QAP), case study/series
 - Can showcase the growth and development as a leader in workplace
- 
 - Prepared in the **academic writing style**
 - Main components to be highlighted --> problem statement, project rationale, main outcomes, practical and policy implications
- 
 - Panel should be made **aware** of all accepted scopes of the project.
- 
 - **Evidence of dissemination** is a must
 - Presentation of project findings should be on an official platform such as a conference or stakeholder meeting

Figure 5.2: New Criteria for TGP Project

- 
- Any form of **publication is an advantage** --> journal manuscript, technical reports, clinical practice guidelines (as main contributing author), media exposure.
- 
- **Ranking** of the implications and level of dissemination from the projects will be taken into account in the assessment
- 
- **Lower weightage** of TGP Project in the final assessment
- 
- New project starts during the time in TGP
 - Master and PhD projects are **not accepted**

Figure 5.2 (cont): New Criteria for TGP Project

5.2 Assessment Components and Weightage

At present, the completion of TGP is determined in the Final Assessment based on the evaluation of the four items as listed in Figure 5.3 by the Assessment Panel. The passing mark is set as 80%.

A one-off final assessment weighing heavily on the TGP project (40%) opens up the question of whether the assessment of TGP Talents is aligned with the goals of training. From the qualitative study, many participants commented that such an assessment system might have fail to fulfill or even contradicted the objective of leadership development.

In addition, the current assessment also does not align with the 70:20:10 leadership training model of TGP. Continuous assessment on participation during training is not accounted for. As a result, continuous evaluation in terms of knowledge transfer and skill application following leadership training are not ascertained in the current assessment.

Apart from that, some of the inputs received during the qualitative study also highlighted the need for a standardised CV template. The template should outline the relevant categories to assist the Panel in evaluating the performance of Talents in a more objective and comparative manner.

Item	Score
Compulsory Training Attendance	30%
Curriculum Vitae (CV)	15%
Self-reflection	15%
TGP Project	40%
TOTAL	100%
Passing marks 80%	

Figure 5.3: Assessment Components and Weightage under Current System

The overall objective of TGP is to groom potential leaders by equipping them with the necessary leadership skills. In view of the feedback received on the need to align the assessment components with the intended outcomes of leadership training, some proposed revision is made to the TGP Assessment.

Continuous assessment is introduced and accounts for 60% of the final marks to emphasise the importance of progressive leadership development at the workplace.

The weightages of the assessment components are also adjusted to include new items (Figure 5.4).

	Component	Weightage (%)
Continuous Assessment (By Supervisors)	1. Training Attendance	60
	2. Logbook	
	- TGP Competency Matrix Assessment - Talent Workplace Experience Report (TWER)	
Final Assessment (By Panel)	1. Performance Appraisal (CV Improvement & Radar Chart)	40
	2. Self Reflection	
	3. TGP Project and Presentation	
Total		100

Figure 5.4: New TGP Assessment Components and Weightage

5.3 Assessment Tools

5.3.1 Continuous Assessment

In the proposed restructuring, the additional components of continuous assessment will include training attendance. Endorsement of the TGP logbook by Supervisors will also account towards the continuous assessment, including the the performance appraisal of the Talents based on TGP CM Assessment and TWER.

5.3.2 Final Assessment

Similar to the current system, the Assessment Meeting will be attended by the Assessment Panel. There will be two Assessment Meetings every year. Talents from the same cohort will attend the same assessment in April upon completion of the two years of training.

A second Assessment Meeting will be held on October each year to cater to those who are unable to attend or fail the first assessment.

5.3.2.1 Assessment Tool- Curriculum Vitae

The Assessment Panel will be responsible in evaluating the leadership growth, development, and performance of TGP Talents based on their pre- and post-TGP CV, self-reflection, and lastly TGP Project.

With the introduction of a structured CV template on MyTGP, a more objective comparison of the TGP Talents' performance can be made for pre- and post TGP.

5.3.2.2 Assessment Tool- Self-reflection

No specific structure is outlined for the Self-reflection component in the Final Assessment under the current system.

The majority of the Talents would provide a short overview of their experiences in TGP and the benefits that they have gained in a general perspective.



Moving forward, to obtain a better self-reflection from the Talents, they will be required to provide a more comprehensive input that covers the five competency domains in TGP, especially in terms of what they have achieved in each domain following their time in TGP.

It can be in the form of a short write-up, slide presentation, or video clips to be shared during assessment meeting for five minutes.

5.3.2.2 Assessment Tool- TGP Project

TGP Research Project is the dominant component in the current Assessment system. The 40% of final marks apportioned to TGP Project can be divided into several elements as shown in Figure 5.5.

Elements for Technical Content	
Outline The Problem	5
Key Measures for Improvement	5
Methods And Tools	10
Analysis And Interpretation	10
The Next Step	5
Presentation Techniques	
Presentation and Slides	5
TOTAL	40

Figure 5.5: Elements of Technical Content and Presentation Techniques in TGP Assessment

With the scope expansion of acceptable TGP projects and reduced weightage in the final Assessment from 40% to 30%, some modifications are proposed to the assessment elements (Figure 5.6).

Research Project will be evaluated based on problem statement, literature review, methodology, analysis, discussion, and implications.

Quality improvement projects can centre on the six Quality Pillars related to the safety, customer centeredness, effectiveness, efficiency, appropriateness, and equity of any healthcare organisations.

While publication is not made mandatory, it will be considered as an added value with bonus marks being allocated.

Research Project	Quality Improvement Project
Problem Statement	Selection of opportunity for Improvement
Literature Review	Key measures for improvement
Research Methodology	Process of gathering Information
Analysis & Interpretation	Analysis & Interpretation
Discussion	Strategy for Change
Practical and Policy Implications	Effects of Change/The Next Step
Presentation (Slides)	Presentation (Slides)
TOTAL: 30% of Final Assessment	

Figure 5.6: New Elements for Research and Quality Improvement Projects

5.4 Assessment Results

For each assessment meeting, the Assessment Panel will include at least one member of the same Technical Programme as the Talents who are being assessed. The weightage of the final score will differ for panels from a different programme.

This system is put in place as the value and impact of the TGP projects completed by the Talents will be better evaluated by senior personnel from the same Technical Programme as they are the subject matter experts. The same system will be retained in the restructuring.



Figure 5.7: Calculation of Final Marks with Different Weightage from Different Panels

Based on the final mark, Talents will be categorised as **PASS** or requiring **REASSESSMENT** based on a cut-off point of 70%.

Moving forward with the restructuring, the postponement of assessment is only allowed for one time with valid reasons deemed acceptable by the Head of Secretariat and Technical Committee. The Talent must provide and submit the official letter with reasons and proof to the Secretariat.

Talents who do not pass will attend the Reassessment in October six months later. Those who do not pass the Reassessment will be considered as unsuccessful Talents and automatically exit the programme.

Further categorisation of all the Talents who pass will be tabulated as **Average/Good/Excellent** to facilitate the TGP Secretariat in shortlisting the deserving or appropriate Talents for further training opportunities such as attachment or coaching.

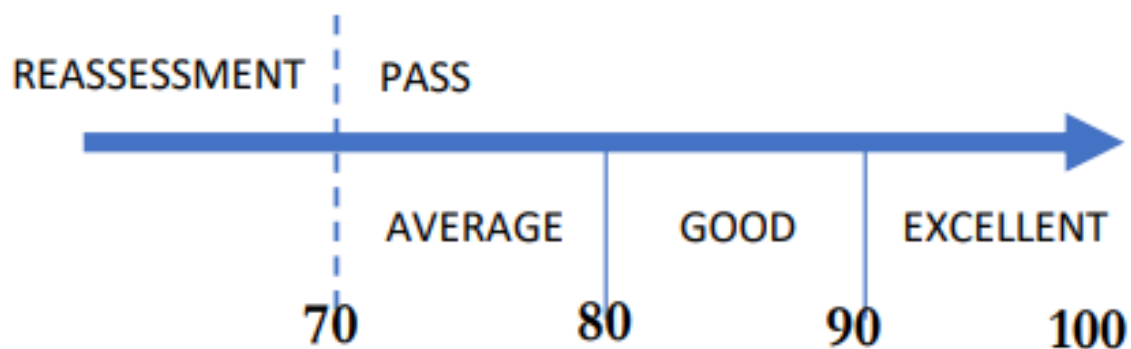


Figure 5.8: Categorisation of TGP Assessment Marks

Chapter 6

TGP SUPERVISION

6.1 Supervisor Selection

6.1.1 Nomination of Supervisor

6.1.2 Change of Supervisor

6.2 Supervisor Roles

6.3 Supervisor Tools

6. TGP SUPERVISION

6.1 Supervisor Selection

When TGP was established, senior officers at the leadership position of respective organisational levels with the required experience and technical capability were handpicked as potential Supervisors to guide the Talents under them.

Among the initial cohorts of TGP, the Supervisors were mainly the direct superiors of the Talents. Most of them were also involved in the designing and formulation of the overall TGP.

Therefore, the Supervisors with a clearer understanding of the TGP framework and objectives could be more closely involved in the TGP journey of their respective Talents and provide them with adequate opportunities to sharpen their leadership skills at the workplace.

However, as TGP gains traction and the pool of Talents expands, some issues arise in terms of the compatibility between Talents and Supervisors as revealed in the qualitative study.

For instance, Talent and Supervisor could be of the same seniority or they were not based in the same workplace. Both scenarios led to difficulties in the grooming of leadership skills and supervision of the Talent's progress as a leader.



6.1.1 Nomination of Supervisor

With the restructuring of TGP, the first choice of TGP Supervisors is the direct superior of the Talents, following the *Pegawai Penilai Pertama* under LNPT to facilitate the on-the-job training of Talents using the TGP logbook. The second choice can be the *Pegawai Penilai Kedua* under LNPT.

Ideally, the Supervisors should be senior officers in MOH with a positive interest in leadership development and TGP. A more ideal arrangement is the nomination of TGP Alumni as Supervisors for new Talents.

In addition, Project Mentor, i.e. subject matter experts can be assigned on a need basis if requested by Talents based on the recommendation of the respective Technical Programmes.



6.1.2 Change of Supervisor

As highlighted in the qualitative study, many Talents expressed their dilemma when their appointed Supervisors retired or when either the Talent or the Supervisor was transferred from the workplace.

With the change of Supervisors, the TGP assessment might be biased by inter-rater subjectivity due to the lack of continuity in terms of the progress assessment of the Talents from the initial Supervisor.

There is also a lack of guideline as to whether they need to identify new Supervisors or the replacing officer will automatically become their Supervisors. Some of the Supervisors expressed the willingness to continue the supervision even at different workplaces as the Talents.

To overcome this issue, the flexibility will be put in place for the Talents to maintain the current Supervisor if both parties agree.

However, if either side feels that the arrangement is not conducive for the supervision of leadership development and progress assessment, then the Supervisor should be changed to the new senior officer at the latest workplace. Any handover will be facilitated with the TGP logbook.

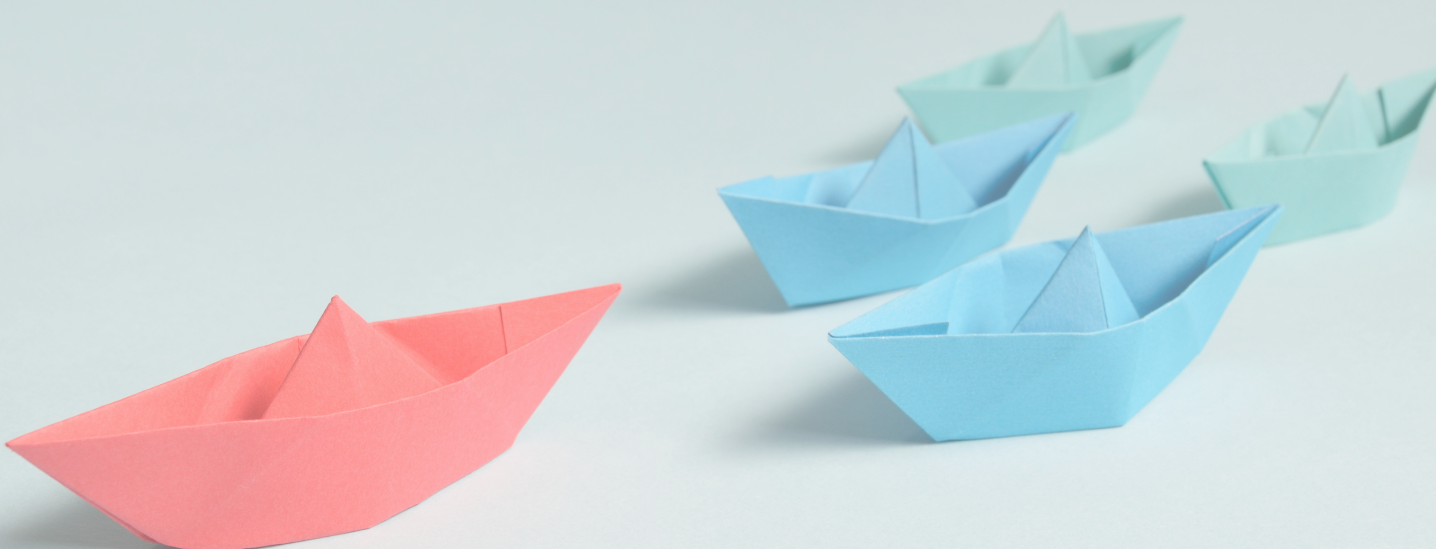
6.2 Supervisor Roles

Based on the TGP Competency Domain and the 70:20:10 training model, TGP Supervisors play a major role in mentoring and guiding the Talents in terms of professional development, leadership grooming, and TGP project implementation. The general responsibilities of the Supervisors are outlined in the TGP Handbook. However, more specific terms of reference are requested by both Supervisors and Talents in the qualitative study.

The findings from qualitative research showed that some Supervisors were unclear of the exact scope of supervision and mentoring, similarly reciprocated by the Talents who were unsure of what to expect from the Supervisors. In view of the ambiguous scope of supervision, mismatched expectations between Talents and Supervisors have occurred, casting a negative impact on the Supervisor-Talent relationship.

Taking into account the recommendations, the expected roles of Supervisors following TGP restructuring are outlined as below:

- To identify opportunities at the workplace that can transpire into on-the-job training for leadership development in the Talent.
- To provide input and guidance when consulted by Talents for TWER and TGP Project.
- To deliver the necessary support for Talents in terms of permission to attend training and protected time for TGP Project.
- To provide feedback on the suitability of Talent in the programme at multiple time points in TGP (Figure 2.5).
- To evaluate the Talent's improvement based on the Talent's entry in TGP logbook on a yearly basis.





6.3 Supervisory Tools

Under the current programme, nominated Supervisors are invited to the TGP Cohort Orientation. This is a platform for them to gain a better overview of the TGP agenda and intended outcomes. However, the uptake was not favourable, likely due to respective workplace commitment or logistic issues. Relevant documents such as TGP handbook, TGP Guidelines, and course materials are shared on a regular basis with the Supervisors.

Common shared feedback from the qualitative study was the lack of objective tools to guide Supervisors in the monitoring of leadership development among the Talents.

To address this issue, an online orientation will be held for the Supervisors to improve their understanding of TGP and more importantly, what is expected of them. The orientation will be in the form of an online Supervision Kit that they can access anytime at their convenience.

The materials in the Supervision Kit will include documents and/or pre-recorded videos on:

- Overview of TGP
- Roles of Supervisors
- TGP Calendar
- Introduction to MyTGP
- TGP Logbook: TGP CM and TWER as guidance for on-the-job training
- Continuous Assessment using TGP Logbook

Mentoring and coaching courses will be offered to Supervisors who are interested in enhancing their supervision capabilities. It will also serve as a form of appreciation for their contribution to TGP.





Chapter 7

TGP ALUMNI

7.1 Alumni Database

7.2 Alumni Contribution

7.3 Return of Investment (ROI) of TGP

7. TGP ALUMNI

7.1 Alumni Database

Among the TGP Alumni who have completed the programme, many have achieved commendable career progression. As of September 2021, there are a total of 71 TGP Alumni. The latest TGP Alumni Database is shown in Appendix B.

7.2 Alumni Contribution

To date, some of the TGP Alumni have revested in the programme as Supervisors and Panels. Selected Alumni were also invited for the knowledge-sharing session during the first TGP Inspirational Leadership Symposium and as members of the TGP Restructuring Workshops.

An online survey was conducted in September 2021. Among the 71 Alumni, 55 responses were received (Response rate: 77.5%).

Some of the TGP Alumni remained active with TGP-related activities after graduation. More than half of those surveyed had attended TGP Symposium/ Podium, while some became Selection/ Assessment Panel members (Figure 7.1). However, only one was assigned as a Supervisor. This indicates the potential to tap into the pool of TGP Alumni as Supervisors for future cohorts.

When enquired about their willingness to contribute to TGP, almost all of them are really interested (60.0%) or interested (38.2%) in contributing in various modalities as shown in Figure 7.2. The majority of them are enthusiastic to be involved in experience-sharing sessions with new cohorts or knowledge-sharing sessions about their subject matters. They also offer to take on the roles of Supervisors, Project Mentors, and Trainers.



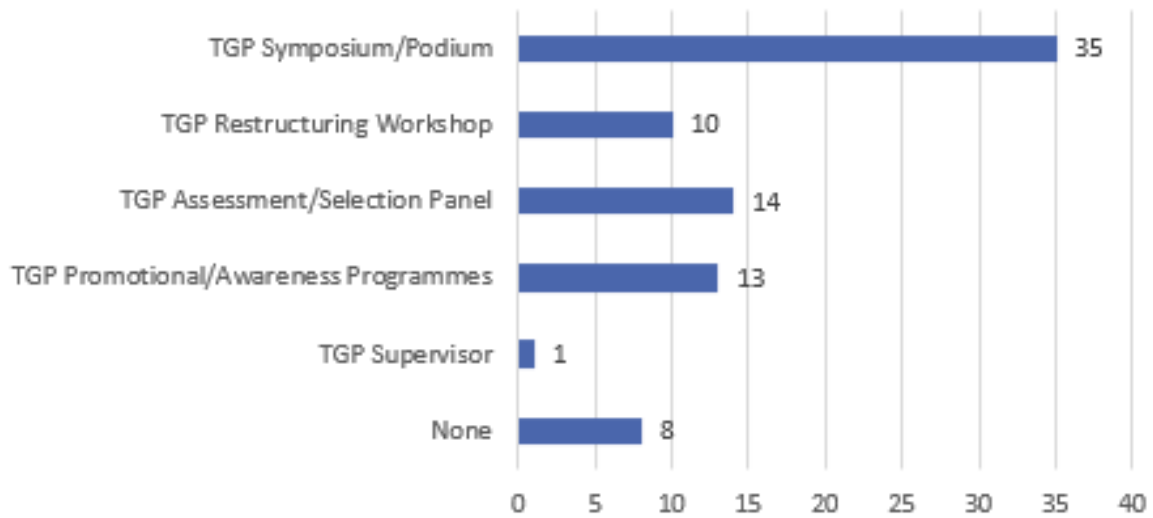


Figure 7.1: Participation of TGP Alumni in TGP-Related Activities after Graduation (n=55)

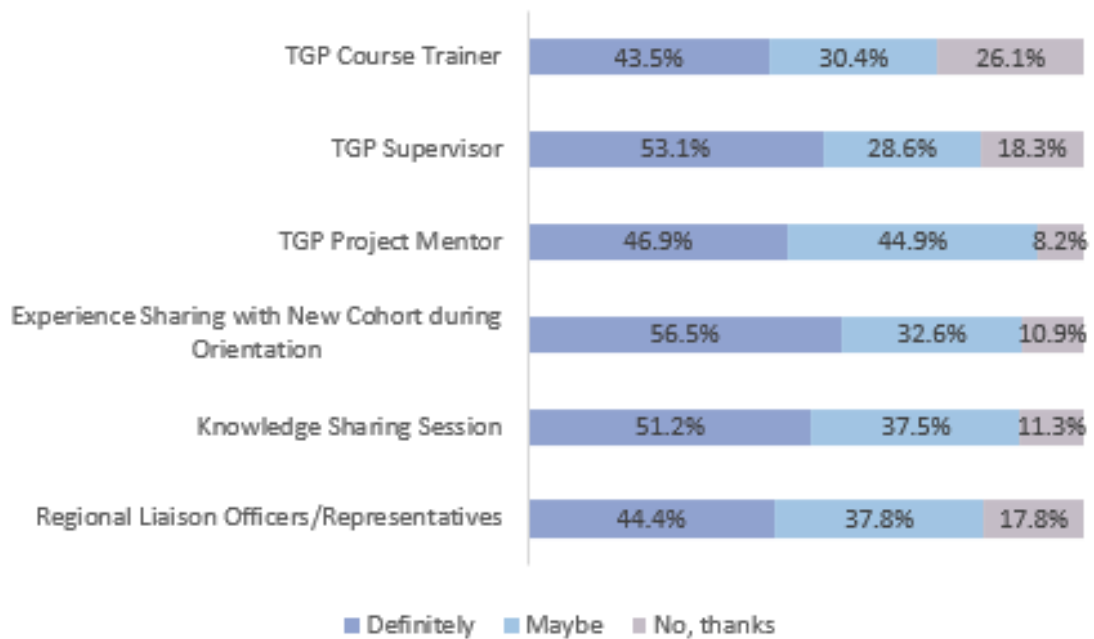
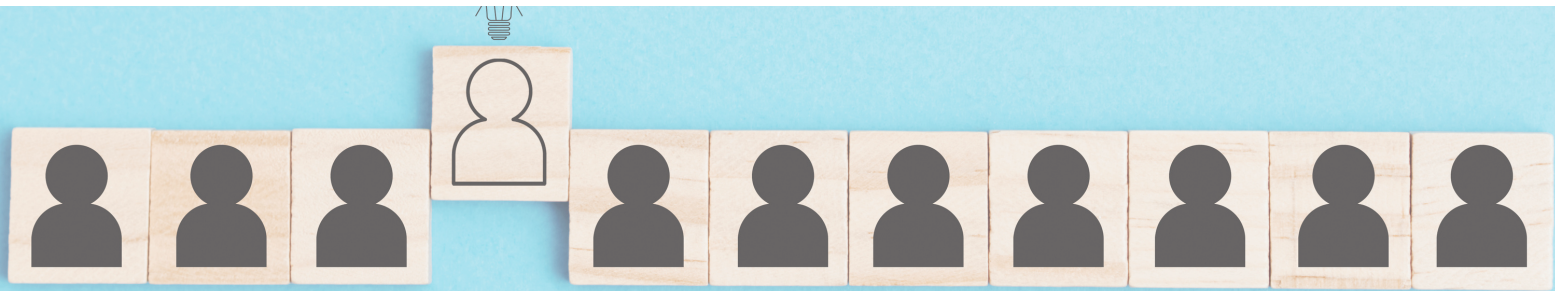


Figure 7.2: Preferred Modalities of Contribution by TGP Alumni (n=55)



In terms of the amount of time, half of them (50.9%) are willing to commit at least quarterly, followed by half-yearly (25.5%). The biggest challenges that may limit their contribution are work commitment and time constraints. Other issues such as organisational barriers and logistic arrangement also influence their abilities in contributing (Figure 7.3).

These challenges need to be taken into consideration when engaging TGP Alumni so that we can better tap into their expertise for the improvement of TGP.

For instance, advance annual planning can be arranged with the respective Alumni to reduce clashing of work schedules. Virtual sessions can also be used as the mode of presentation and sharing, thus offsetting logistic issues.

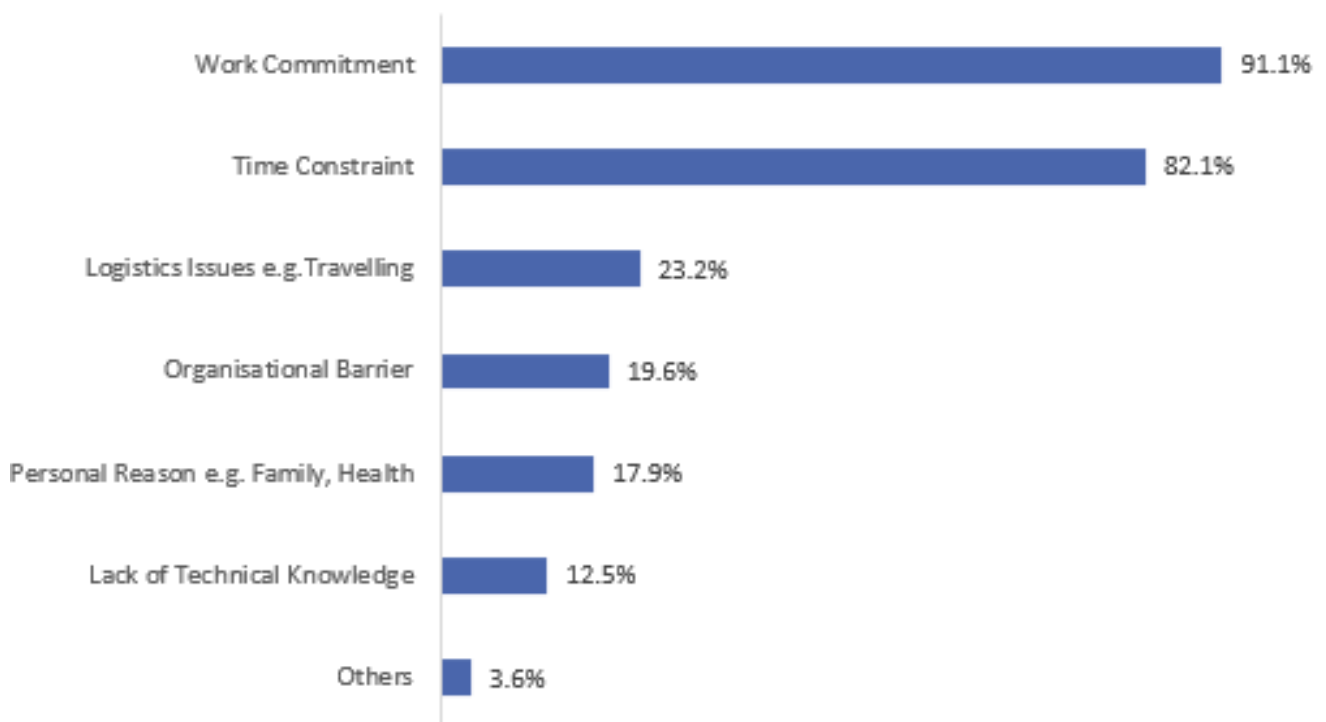


Figure 7.3: Potential Barriers of the Contribution by TGP Alumni (n=55)

7.3 Return of Investment (ROI) of TGP

With a sizeable pool of Alumni and active Talents, a clear blueprint should be in place to optimise the outcomes of their TGP training at the workplace, for their Technical Programmes, and MOH overall.

Those deemed good can be handpicked for assignment of more significant portfolios such as secondment to a different position, establishment of new units/ sectors, promotion to a higher level of policy and decision-making level, opportunities to be involved in local, regional or international collaboration.

These recognitions by the higher stakeholders can serve as extrinsic motivation for continuous enhancement of the Talents besides ensuring the optimisation of the ROI of TGP.

To further enhance the ROI of leadership development, there is a need to explore sequential training for further maturation. Good ones can be handpicked or fast-tracked for advanced training such as personal coaching, specialised attachment to enhance their readiness to take up strategic posts.

Advanced training that is a level above the generic training currently available in TGP should be made available to TGP Alumni. Ideally, the advanced training should be more structured, with a proper curriculum, and provided by accredited faculty or institutions.

- ✓ **TGP**
 - Alumni involvement as supervisors, trainers, panels
- ✓ **PTJ**
 - Catalyst for future leaders
 - Career progression
 - Organizational enhancement
- ✓ **MOH**
 - Bigger Portfolio/ Special Tasks during crisis
 - Certification/ Accreditation of TGP
 - Criteria for Promotion (*Draf Pelan Penggantian Jawatan Strategik di Bawah Skim Perkhidmatan Bukan Gunasama KKM*)



PTJ-Pusat Tanggungjawab (Respective Workplace)

Figure 7.4: ROI of Leadership Training at Multi-Organisational Level

A thorough evaluation is needed to justify the investment of any programme. True 'ROI' analysis of a leadership development programme should be incorporated as regular evaluations of the programme (Stoller, 2009). Some of the performance indicators that can be incorporated in the ROI analysis of TGP in the future include:

- Completion rates and quality of Talents based on assessment outcomes.
- Impact of Talent Development on organisational performance and staff/patient experience.
- The proportion of Talents/ Alumni with a meaningful career progression.
- The proportion of Talents/ Alumni as succession plan candidates who take up strategic positions.
- Duration of the transition period for Talents/ Alumni between current and newly promoted roles.





Chapter 8
CONCLUSION

8. CONCLUSION

The TGP restructuring outlined in this document is the overall results of the first comprehensive evaluation of TGP performed since its establishment in 2014.

With this restructuring, TGP aspires to continue grooming potential Talents with the most relevant competencies and skills for their future leadership journey. More importantly, we hope to place a higher emphasis on quality over quantity as well as focusing on long term investment.

The various components in TGP should not be 'set in stone'. Continuous transformations by taking into account the latest evidence and ongoing needs of the stakeholders should be instituted on a timely basis. The programme must constantly adapt to the changing healthcare climate and challenges in order to remain relevant in grooming ministry leaders.

Moving forward, the focus is about maximising the utilisation of the 'products', i.e. TGP Alumni, not just in terms of holding a larger portfolio, but also in terms of handling special tasks during a crisis, and acting as a catalyst for developing younger Talent and fulfilling the primary vision of TGP.

Lastly, all the key players, particularly stakeholders at the highest level of the ministry, and technical programmes must stay involved to provide the much-needed feedback and support for TGP.





APPENDIX

APPENDIX A: TGP LOGBOOK



Transforming Great Potentials

TGP LOGBOOK

**TALENT GROOMING PROGRAMME
FOR TECHNICAL HEALTHCARE PROFESSIONALS**

TGP COMPETENCY DOMAIN ASSESSMENT BY SUPERVISOR

NO	DOMAIN	PERFORMANCE OF TGP TALENT				
		1 Below Expectation	2	3 Meet Expectation	4	5 Above Expectation
	LEADERSHIP (L)					
1	CHANGE LEADERSHIP Able to anticipate, handle, and evolve with unexpected changes in the organisation or environment in a dynamic way.					
2	TEAM LEADERSHIP Recognised as a leader across and beyond the organisation that can lead interdisciplinary groups in a coordinated manner and applies practices that support team effectiveness to achieve organisational goals.					
3	EMPOWERMENT Able to provide the resources, information, and support needed as a leader to improve work performance among organisational members.					
4	CONFLICT MANAGEMENT Able to diagnose conflict and apply strategies to manage and minimise conflicts between people.					
	INTERPERSONAL RELATIONSHIP (IP)					
1	COMMUNICATION SKILLS Present, facilitate group interaction, conduct meetings at higher levels effectively					
2	NETWORKING SKILLS Sustain a strong personal network with leaders within and beyond the organisation					
3	TEAMWORK AND COLLABORATION Recognised as an active member of an inter-organisational team					
4	NEGOTIATION SKILLS Recognised as negotiator across and beyond					

	ORGANIZATIONAL GOVERNANCE (OG)					
1	FINANCIAL SKILLS Develop long-term financial plans and secure resources for the organisation, including asset management					
2	HUMAN RESOURCE MANAGEMENT Align human resources to achieve organisational goals					
3	PROCESS MANAGEMENT Able to design and redesign processes in an organisation to meet challenges and evolution in the system.					
4	INFORMATION MANAGEMENT Able to manage and analyse information technologies to achieve improvement at the individual, organisation, and system levels.					
5	RISK MANAGEMENT Able to perform risk assessment at the right time by identifying, classifying, quantifying the risks and perform risk management plans for control and mitigation.					
	PROFESSIONAL VALUES (Pr)					
1	SELF ENHANCEMENT & PROFESSIONAL DEVELOPMENT Stays updated on knowledge with an open attitude towards continuous learning to obtain extra professional qualifications and skills					
2	CONTINUOUS QUALITY IMPROVEMENT Undertake and inspire others within and beyond the organisation in quality improvement activities					
3	COMMUNITY AWARENESS & STRENGTHENING To produce, gather, analyse, interpret data to provide opportunities and engagement with community members to strengthen local health needs					
	PERSONAL VALUES (Pe)					
1	RESILIENCE Able to endure, adapt, and recover from adversity					
2	CRITICAL THINKING & DECISION MAKING Have initiative and can evaluate viewpoints and achieve understanding with others in order to solve problems					
3	PROBLEM-SOLVING Actively anticipate potential problems and act to prevent them or mitigate their effects					
4	ETHICAL REASONING Able to apply ethical principles in making decisions that require sensitivity to the ethical implications of problems and situations.					

TGP COMPETENCY DOMAINS ASSESSMENT MARKS

TGP COMPETENCY DOMAIN	CM-0 (BASELINE)	CM-1 (YEAR 1)	CM-2 (YEAR 2)
LEADERSHIP			
INTERPERSONAL RELATIONSHIP			
ORGANISATIONAL GOVERNANCE			
PROFESSIONAL VALUES			
PERSONAL VALUES			
TOTAL			

Talent Workplace Experience Report (TWER)

Workplace: _____

Title: *What change or improvement are you talking about?*

----- P l a n -----

Background

- What is the purpose, reason for choosing this issue?
- What specific performance measure need to be improve?
- What is the context of the situation for full understanding
- Importance of the problem

Problem Statement and Effect of the problem

Current Situation : Where do things stand now ?

- What is the problem - gap in performance
- Show facts and processes visually using charts, graphs, VSM, etc.
- Break the problem into different parts.

Target state : what specific outcome is required?

- What specific improvement(s) in performance do you need to achieve?
- show visually how much , by when and with what impact
- Measurable targets (quantity, time)

Gap Analysis : why does the problem exist?

- What condition are preventing you from achieving the goals?
- Why do they exist? What are their cause(s)?
- use the simplest problem analysis tool to show the cause and effect down to root cause. (5 Why; Fishbone, Pareto chart etc.)

-----Do, Check, Act -----

Strategies Needed / Countermeasures

- What options for addressing the gaps and improving performance in the current situation?
- Show how your proposed actions will address the specific causes of the gaps or constraints you identified in your analysis. The link should be clear and explicit

Action Plan : How implement ? (4 W's , 1H)

- Use Gantt chart (or similar diagram) to display actions, steps, outcomes, timeliness and roles.

Effect Confirmation

- What measurable results did the solution achieve? (or will be measured to verify effectiveness)?
- Who's responsible for ongoing measurement?

Follow-up . How will you ensure on-going PDCA?

- What processes will you use to enable, assure and sustain success?

INSIGHTS

Action for Spread

- How will you share your learning with others?

What went well	What did not go well

What Helped	What Hindered

CM Domains

CM	Discussed
L	
G	
IP	
Pr	
Pe	

It is confirmed that _____ has/has not* fully completed TGP training according to the prescribed period.

He/She is hereby certified as suitable/unsuitable* to attend TGP Final Assessment.

Supervisor:

Date:

Signature & Stamp:

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6	DR MD ANUAR BIN ABD SAMAD @ MAHMOOD md.anuar@moh.gov.my	KETUA PENOLONG PENGARAH KANAN	UD54	CAWANGAN PENILAIAN TEKNOLOGI KESIHATAN, BAHAGIAN PERKEMBANGAN PERUBATAN	4	2018
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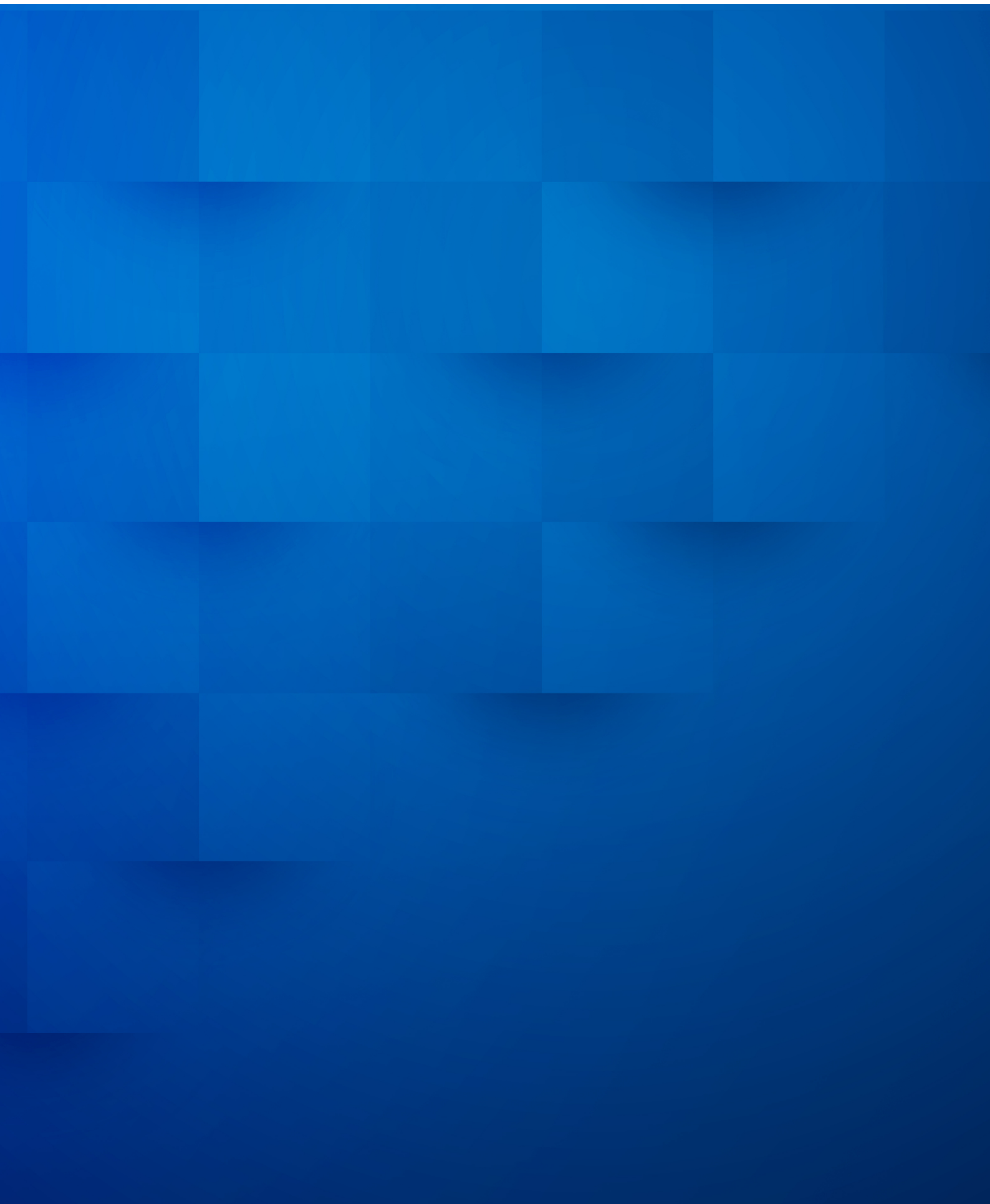
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