A Systematic Approach to Human Capital Development

Botswana Medicines Regulatory Authority (BoMRA) Case Study

Padmine Rammidi
BoMRA

A Decade of regulatory harmonization in Africa: Where are we? Where do we go from here?
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Current Position: Human Resource Manager (BoMRA)
Nationality: Motswana
Qualification: Bachelor of Commerce
Major: Human Resources Management and Industrial Psychology
Medicines Related Substances Act of 2013.

February 2018

Assumed all the regulatory functions effective 1st December 2018.

To date -58 Core Regulatory Functions - 40

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Need for Adapting a Systematic Approach to Human Capital Development

Recruitment Drive
Required expertise for review of applications of new medicines and clinical trials; Inspections of manufacturing facilities; Analysis of medicines GPs.

Challenges
- Defining profiles (Required competencies)
- Numbers required
- Exiting Competencies

BoMRA Strategy
- Vision - Maturity Level 3 by 2024. In addition to collaborate & participate in harmonisation initiatives.
- Question Arose - Adequate competencies to support vision?
- WHO Global Benchmark Tool self assessment to assess: Right skills, tools, resources, mandates to reach Maturity Level 3? Questions could not be answered.

HR issues arising from self assessment
Human capital adequacy and skilled manpower to carry out mission critical functions?
- Lack of objective tool to assess gaps in existing competence
- Staff development initiatives not informed by evidence-based gaps.
- Coordinated learning & effectiveness measures.

WHO Global Competency Framework
- As part of the BoMRA IDP to address gaps identified through self-benchmarking exercise
- BoMRA requested for WHO support in developing a systematic human resources development plan.
- The outcome will also input the finalization of the global competency framework.
The Framework

- Defines Required Knowledge, Attributes and Skills for a function
- These are developed through education, training and experience.
- Aimed at ensuring harmonised & quality performance standards for regulatory activities as part of regulatory systems strengthening
- Provides recommendations competence & training needs for regulatory functions & maturity levels as defined by the GBT.

Tangible Results & Benefits

- BoMRA competence library
- Skills Audit results
- Institutional human development plan
- Effective recruitment and selection of new staff
- A guide for effective standardised job descriptions
- Align individual capabilities with the organisation strategy and business processes
- Support in implementing IDP to address the gaps from the self-benchmarking for the HR component
- Effective participation and contribution to regional joint and work sharing activities e. ZAZIBONA

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Methodology

1. Performance Analysis
   - Organizational Analysis
   - Desired Performance
   - Environmental Analysis
   - Actual Performance

2. Cause Analysis
   - Lack of Environmental Support
   - Lack of Repertory Behavior

3. Intervention Selection & Design
   - Performance Support
   - Job & Work Design
   - Personal Development
   - Human Resource Development
   - Organization Design & Communication
   - Financial Systems

4. Implementation & Change Management
   - Change Management
   - Process Consulting
   - Employee Development
   - Communication
   - Networking

5. Evaluation
   - Formative
   - Summative
   - Confirmative

- Determining the current & future needs of the Authority
- Analysing current workforce
- Identify gaps between existing and required
- Causal Analysis
- Strategic solutions
- Human Capital Development Plan
- Implementation
- Assessment of improvement
- Learning Effectiveness

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Defining Desired Competencies

**Research**
- Design, Development & Implementation research was undertaken
- Pilot framework designed and developed by WHO
- Subsequently - implemented by BOMRA

**Competence Mapping** (methodical process in determining current and future needs of the organisation)
- **Plotting** - determination of required competence for BOMRA categorised into:
  - **Mandatory** - behavioral competencies that provide foundational success in the world of work e.g. problem solving, research & information
  - **Core** - aligned to the Regulatory System in the GBT e.g. QMS, Regulatory framework, information management
  - **Job specific** - function based competencies – Reviews, Inspectors, PV, Analyst

- **Prioritisation** based on importance - that are mission critical for BOMRA and are currently required and future needs.

- **Validation** of every stage, consolidation and adoption of the Authority’s Competency Library.
Employee self assess against competencies from defined library, causal analysis & suggest possible interventions

Peer Discussion aimed at providing peers in the same cadre reflection platform on their comprehension of behavioural statements.

Joint assessment between the supervisor and employee to validate and agree on assessment and interventions

Self Rating Scale:
5- Excellent (can coach)
4- Very good (can do without support)
3- Average (can do with support)
2- Developing (demonstrates competence sometimes)
1- None / struggling (does not demonstrate competence at all)

Joint agreed assessment submitted to Human Resource for development of training plan on identified gaps.

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### Mandatory Competencies for Reviewers

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<th>Advanced beginner</th>
<th>Skilled</th>
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Job Specific Competencies for Reviewers

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- Excellent
- Good
- Average
- Developing
- None/starting
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Overall Competencies for Reviewers

% Self Scores

- Advanced beginner
  - Excellent: 20%
  - Good: 50%
  - Average: 19%
  - Developing: 8%
  - None/starting: 4%

- Skilled
  - Excellent: 11%
  - Good: 37%
  - Average: 24%
  - Developing: 16%
  - None/starting: 12%

- Proficient
  - Excellent: 3%
  - Good: 19%
  - Average: 25%
  - Developing: 26%
  - None/starting: 27%
Lessons

Concerns and Fears

- Competency framework and assessment misconstrued to a performance measure
- Possibility of negative impact on job security
- Possibility of tool being used for pay benefit alteration
- Very lengthy exercise requires dedicated time, this may be difficult to include in exiting programs

Recommended mitigation for Concerns and Fears

- Clear communication of the objective of the Competency Framework
- Clear communication of performance assessment and clearly differentiate the two processes
- Clearly state the intended outcome – enabler for performance improvement.
- Documentation and communication of competency framework and the assessment process
Lessons

- Dunning Kruger effect is a common cognitive bias which was evident during the pilot – employees initially overrate themselves.
- Introduction of the peer discussion to the assessment process we saw a reduced cognitive bias of overrating competence level.
- A tool that is user-friendly and performs analytics is required for results consolidations and analysis.
Thank you!