GUIDELINES:

TALENT GROOMING PROGRAMME FOR TECHNICAL HEALTHCARE PROFESSIONALS

THIRD EDITION

TGP®
For Technical Healthcare Professionals

INSTITUTE FOR HEALTH MANAGEMENT

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THIRD EDITION

CONTENTS

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1.0 INTRODUCTION

Talent Grooming Programme (TGP) was a first-of-its-kind leadership development programme in Malaysia. It was established in 2014 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, TGP allows a broad learning opportunity for numerous healthcare professionals through structured professional development. The objective of TGP is to enhance the process of building leadership capability and inculcate other qualities among potential technical healthcare professionals, with the ultimate aim of improving the nation's health system performance and the health status of the population through effective healthcare leadership. Since the inaugural cohort of TGP in 2014, there have been 11 cohorts with 202 talents, of which 81 have completed the programme and become TGP alumni as of 2021.

This new guidelines is developed in response to the TGP restructuring that was undertaken to address the gaps discovered in the programme through a qualitative study titled "Issues and Challenges of TGP Completion: A Qualitative Study." The study was undertaken as TGP evaluation after six years of implementation. Important study findings were disseminated to various stakeholders, including TGP Fellows, Heads of Technical Programmes, the Deputy Director General (DDG) of Health (Research and Technical Support (R&TS)), and the Director General (DG) of Health. The discussion from a series of workshops generated valuable inputs from top level MOH leaders, paving the way forward for the restructuring.

The TGP secretariat initiated the restructuring efforts by taking into account the strengths and weaknesses of the current programme, as well as suggestions and recommendations from all relevant parties.

1.1 Organisational Structure of TGP

Below is the new organisational structure of TGP:
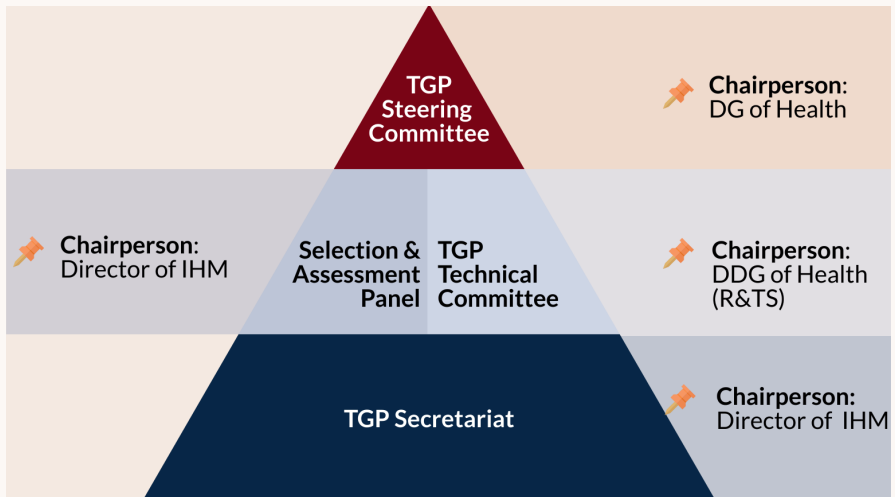
Figure 1.1: Organisational Structure of TGP

2.0 ROLES AND RESPONSIBILITIES

2.1 Responsibilities of TGP Steering Committee

A high-level committee within MOH to oversee the progress and success of the programme. The members consist of:

Advisor	Director General of Health
Chairperson	Director General of Health
Secretariat	Director of Institute for Health Management
Members	Deputy Director General of Health (Research & Technical Support)
	Deputy Director General of Health (Medical)
	Deputy Director General of Health (Public Health)
	Senior Director (Pharmaceutical Services)
	Senior Director (Oral Health)
	Senior Director (Food Safety & Quality)
	Technical Officers appointed by programme

The Steering Committee will convene at least once a year. It is responsible in deciding the overall direction and progress of the programme, providing input for the programme improvement, and endorsing the certification of talents who have completed TGP.

2.2 Responsibilities of TGP Technical Committee

Previously known as TGP fellows, the Technical Committee will be made up of experts from various technical programmes within the MOH, academia, and other government agencies. They will be appointed for a two-year term.

Chairperson	Deputy Director General of Health (Research & Technical Support)
Members	Existing TGP fellows
	Technical Officers appointed by each programme (3 to 5 people)
	External representative from academia/ other government agencies

The Technical Committee will meet once a year. They are responsible to:

   i. Develop guideline, monitoring, and assessment tools for TGP.

  ii. Review and endorse TGP training competency domains and modules.

 iii. Perform annual reviews of TGP progress and provide suggestions for improvement.

 iv. Evaluate the overall programme every three to five years.

  v. Endorse talent withdrawal/ termination.

2.3 Responsibilities of TGP Selection Panel

For the TGP Selection Panel, the members are nominated by the heads of all six technical programmes (Medical, Public Health, Pharmaceutical Services, Oral Health Services, Research and Technical Support, and Food Safety and Quality) and formally appointed by the DG of Health for a two-year term. The members should be senior technical officers in each programme, and preferably a TGP alumni.

The Selection Panel is responsible to discuss and decide on the applicants to be chosen as talents based on the pre-set criteria and application ranking system. Their responsibilities include:

i. Review documents for the selection of candidates who have fulfilled the entry criteria. The documents include:

      a. TGP applicant profile
      b. Referee recommendation report
      c. Curriculum Vitae (CV)
      d. *Laporan Nilaian Prestasi Tahunan* (LNPT)
      e. Continuing Professional Development (CPD) logbook report
      f. Personality Test Report
      g. TGP Competency Matrix (TGP-CM) Report
      h. Personal Statement

ii. Fill out the Panel Selection Form based on all the selection criteria and the application ranking system.

iii. Attend the scheduled TGP Selection meeting once a year.

iv. Conduct discussion with other selection panel members from the same programme for the talent selection.

2.4 Responsibilities of TGP Assessment Panel

Similar to the TGP Selection Panel, the TGP Assessment Panel members are also nominated by the heads of all six technical programmes (Medical, Public Health, Pharmaceutical Services, Oral Health, Research and Technical Support, and Food Safety and Quality) and formally appointed by the DG of Health for a two-year term. The members should be senior technical officers in each programme, and preferably a TGP alumni.

The Assessment Panel is responsible for evaluating the performance of talent for the completion of TGP. Their responsibilities include:

  i. Review documents related to the talent's achievements for those who have fulfilled the criteria for completion of TGP. The documents include:

      a. Updated CV
      b. LNPT
      c. CPD Logbook
      d. TGP Competency Matrix (TGP-CM) Assessment Report
      e. TGP Project Report

 ii. Fill out the Panel Assessment Form provided by the TGP Secretariat for talents undertaking the assessment.
iii. Attend the scheduled TGP Assessment meeting twice a year.
 iv. Assess talents for completion of the programme based on the performance.
  v. Suggest ways of improvement for TGP Assessment process.

2.5 Responsibilities of TGP Supervisor

For the nomination of TGP supervisor, the first choice is the direct superior of the talents, i.e. the *Pegawai Penilai Pertama* for LNPT, to facilitate the on-the-job training of talents using the TGP logbook. The second choice can be the *Pegawai Penilai Kedua* for LNPT. Ideally, the supervisors should be senior officers with a keen interest in leadership development. A more ideal arrangement is the nomination of TGP alumni as supervisors for new talents.

Change of supervisor is allowed during the training if necessary an to be assessed case by case basis. In the event of transfer or retirement, talents have the flexibility 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 could be changed to the new senior officer at the current workplace. Any handover will be facilitated with the TGP logbook.

The responsibilities of supervisors are outlined as below:

   i. Guide and mentor the TGP talents , especially in leadership and professional development in the workplace (on-the-job training).

  ii. Provide guidance and feedback to talent either in person, online, telephone conversation, or via email to monitor the development and performance of talent.

iii. Using the TGP logbook in the MyTGP system, supervisors are required to:

    a. Complete TGP-CM assessment at the beginning (0), first year (1), and second year (2).

    b. Discuss with talent in the preparation of Talent Workplace Experience Report (TWER) as well as evaluate talent's performance through TWER in the first year (1) and second year (2).

iv. Support and supervise talent's professional development activities, including giving permission for talent to attend TGP compulsory courses.

v. Provide feedback to the TGP Secretariat on the suitability of talent to be retained in the programme for the first six months and beyond.

vi. Introduce and inform talent of any professional networking opportunities related to leadership development.

vii. Attend events or activities organized by TGP if available.

In addition, the supervisors must also play a role in the TGP project as follows:

i. Supervisors are encouraged to be involved in TGP talent projects.

ii. Selection of project titles or topics that are appropriate to the actual task or closely related to MOH health services.

iii. Facilitate the preparation of project proposal (research proposal) and the National Medical Research Register (NMRR) registration process, if applicable.

iv. Assist in obtaining project ethics approval from the relevant research ethics committee.

v. Facilitate the process of data collection and analysis of TGP projects.

vi. Review and assist in the presentation of project findings to stakeholders/ concerned party.

vii. Supervise the production of project outputs such as manuscripts / technical reports/ executive summaries.

2.6 Responsibilities of Project Mentor

Project mentor, i.e., subject matter experts can be assigned on a need basis for the purpose of TGP project if requested by talents. The mentor can be nominated based on the recommendation of the respective Technical Programmes. They are responsible in mentoring or advising or giving their expert opinion to the talents on their TGP projects.

The roles of mentors are outlined as below:

i. Guide and mentor TGP talent especially in their TGP projects.
ii. Contribute their knowledge and expert advice in helping talent to complete the TGP project as follows:

    a. Set appropriate and realistic objectives and targets.
    b. Provide feedback on the methodologies in order to achieve project objectives.
    c. Facilitate the data collection and analysis.
    d. Review and assist in the presentation of project findings to stakeholders together with the supervisor.
    e. Encouraged to be involved in the writing of manuscripts/ technical reports / executive summaries.

iii. Assist in monitoring the progress of TGP projects and provide critical feedback and suggestions to talent.
iv. Suggestion for improvement of relevant training related to the implementation of TGP projects, TGP professional development activities and talent performance to the Secretariat, where relevant.
v. Attend events or activities organized by TGP if available.

2.7 Responsibilities of Talent

Each talent is responsible to give full commitment to the programme. Their responsibilities are as below.

The talents are required to:

    i.   Complete the programme within the stipulated time of two years. Talents must also take note on the exit policy in Section 3.2.4.

   ii. Attend the compulsory TGP training courses.

 iii. Complete TGP project and TWER.

 iv. Provide regular updates on:

       a. TGP project proposal (by the six-month mark)

       b. TGP project progress (by the first-year mark)

       c. TGP Logbook- Competency Matrix (by the first-year mark)

       d. TGP Logbook- TWER (by the first-year mark)

       e. LNPT (yearly)

       f. CV

       g. MyTGP

   v. Responsible of updating the secretariat in any changes of supervisor, place of work, study leave or long leave.

However, talents are made aware that the participation and completion of TGP does not guarantee any higher post or monetary reward. Letter of Undertaking will be endorsed during TGP orientation.

3.0 STRUCTURE OF TGP

There are five major steps in the framework of TGP, as shown in Figure 3.1:

- **Step 1:** Talent Application
- **Step 2:** Talent Selection
- **Step 3:** Professional Development
- **Step 4:** Assessment and Evaluation for Completion of the Programme
- **Step 5:** Alumni Database
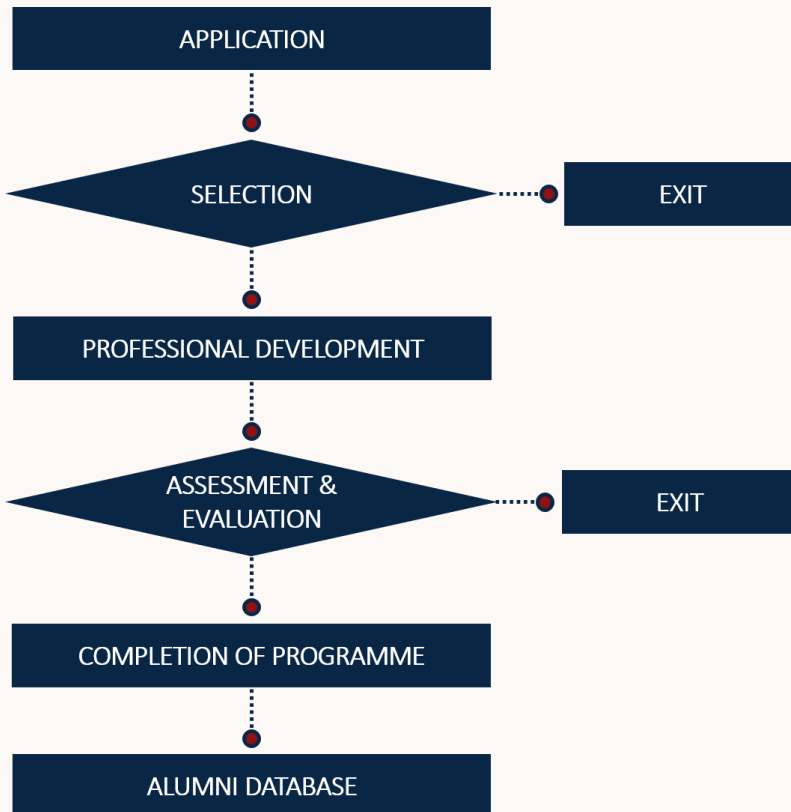
Figure 3.1: Framework of TGP

3.1 OVERALL PROGRAMME

Following the restructuring, TGP is stipulated to be completed within two years. All talents are expected to fulfill the necessary training requirement before attending the assessment at the end of the programme. The once-a-year annual intake starts in March every year. Upon completion of two years, the end-of-programme assessment will be arranged in April. The details are shown in Figure 3.2.

	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Y0 (Selection year)									Selection			
Y1	Orientation (Cohort 1) Orientation Training IP1		Training L1	Project Proposal	Training G1	Exit Policy (iii)*	Training Pr1	Training L2		1st Reminder + Project Update	Logbook Year 1 + TWER Year 1	Exit Policy (iv)*
Y2	Orientation (Cohort 2) Training IP2		Training L3	2nd Reminder + Project Update	Training G2	Symposium/ Podium	Training Pe1	Training G3			Logbook Year 2 + TWER Year 2	Exit Policy (v)*
Y3		Assessment						Reassessment Exit Policy (vi)*				

Competency Domains: L-Leadership, G-Governance, IP-Interpersonal, Pr-Professional, Pe-Personal
TWER-Talent Workplace Experience Report
*as shown in Section 3.2.4

Figure 3.2: TGP Calendar

3.2 TALENT APPLICATION AND SELECTION

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. For TGP, talents can be identified among Technical Healthcare Professionals from any organisational level in any of the six technical programmes of the MOH.

3.2.1 Applicant Criteria

An application ranking system is used to ensure that TGP talents are chosen among the potential applicants from each technical programme with the highest merits. A total of 10 components are included (Figure 3.3). The applicants with the highest scores will be shortlisted for final deliberation at the Selection Panel Meeting.

Variable	Criteria	Score
Age	Below 35	1
	35 to 45 years old	2
	More than 45	1
Years of Working Experience	Below 10 years	1
	10 to 20 years	2
	More than 20 years	1
Workplace	Headquarters	1
	Non-headquarters	2
Managerial/Leadership Experience	Head of Unit/Centre/Department	1
	Deputy Director	2
	Director	3

Figure 3.3: TGP Application Ranking System

Variable	Criteria	Score
Postgraduate Qualification	Degree	1
	Master	2
	PhD/ Subspeciality	3
Workplace Involvement in the past 2 years (Committee)	Committee member	1
	Head of Subcommittee/ Unit	2
	Deputy/ Secretary/Treasurer	3
	Chairperson of Committee	4
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
LNPT	< 85%	1
	85 - 90 %	2
	More than 90%	3
Social/ Voluntary Involvement work or project e.g. NGO	Member of Organisation	1
	Any position in Organisation	2
	Head of Organisation	3
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 3.3: TGP Application Ranking System (cont.)

3.2.2 Application Process

The TGP application is fully online. Those who are interested can register on the MyTGP website (https://mytgp.ihm.moh.gov.my), and proceed to fill up their details and upload the necessary documents. The documents include:

   i. LNPT
  ii. CPD Logbook
 iii. TGP Competency Matrix (TGP-CM)
 iv. Structured CV
  v. Personal Statement
 vi. Referee Form

They are also required to complete the TGP-CM Self-Assessment and to obtain one referee to complete the assessment as well. Following that, they need to undergo an online psychometric test by the *Bahagian Pengurusan Psikologi, Jabatan Perkhidmatan Awam* (JPA). Figure 3.4 shows the flowchart of the TGP Application Process.
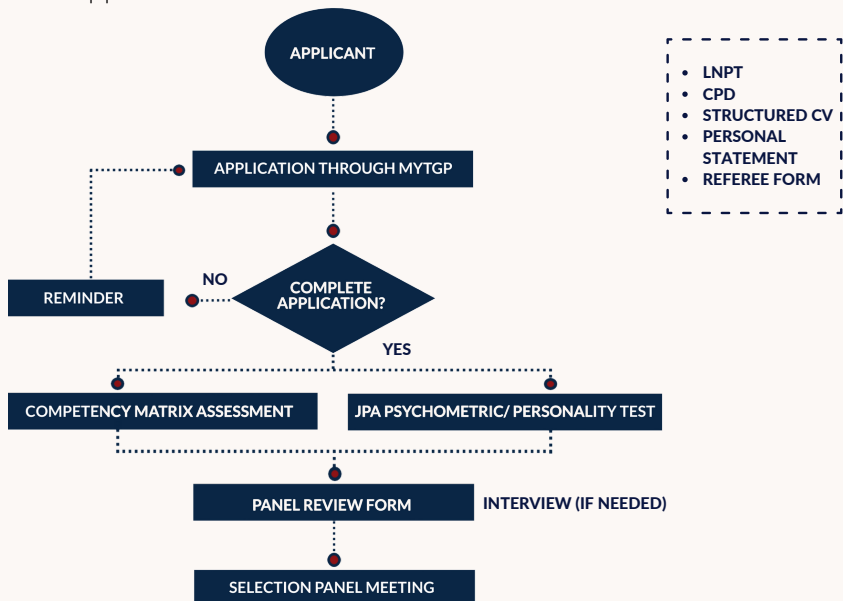
Figure 3.4: The Application Process of TGP Talents

3.2.2.1 TGP Competency Matrix (TGP-CM)

TGP-CM is based on the five competency domains that dictate the skills and characteristics that future MOH leaders should be equipped with. The TGP-CM assessment form serves as an evaluation tool to measure the competency of the talents based on the intended objectives and outputs of TGP throughout the training period. The components of the TGP-CM will be further explained in Section 3.4.2.

3.2.2.2 Curriculum Vitae (CV)

A structured CV template is available on MyTGP to standardise the CV inputs so that crucial information is made available for the purview of Selection and Assessment Panels (Figure 3.5).

Figure 3.5: Elements in the Structured CV for TGP

3.2.2.3 Personal Statement

All potential applicants must submit a personal statement in the form of an essay of less than 250 words during the application in MyTGP. It should cover the following points:

Why do you want to join TGP?

Why do you think TGP selection panel 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?

Figure 3.6: Elements in the Personal Statement

3.2.3 Talent Selection

Completed applications will be reviewed by the Selection Panel. The Selection Panel meeting is conducted yearly in November. Based on the score on the application ranking system, personality assessment from the JPA psychometric test, and the TGP-CM, the Selection Panel will discuss and finalise the 20 talents to be included in the new cohort of TGP for that year.

PROGRAMME	TALENT
MEDICAL	6
PUBLIC HEALTH	5
ORAL HEALTH	3
PHARMACEUTICAL SERVICES	3
RESEARCH & TECHNICAL SUPPORT AND/OR FOOD SAFETY AND QUALITY	3

3.2.4 Exit Policy

Before 2019, there was no formal exit policy for TGP. To ensure that talents pledge to fulfill all the requirements with the utmost commitment, an exit policy has been incorporated into the programme. Talents are informed about the terms and condition of the exit policy and termination during orientation. Early feedback from the respective supervisors at the six-month mark on the talents' commitment will also be taken into account.

Below is the list of criteria for exit policy:

   i. Self-withdrawal – Unable to continue the programme for personal reasons

  ii. Poor attendance – Absent without valid reason or no response to invitations for three consecutive trainings

 iii. Fail to update TGP project proposal by the six-month mark

 iv. Fail to complete compulsory yearly updates on the logbook, TGP project, and TWER by the first-year mark

  v. No TGP project for assessment at the end of the programme without a valid reason

 vi. Fail to attend reassessment after postponement/ failure of first assessment

Postponement of TGP will be considered for the following reasons with an official letter and proof to the Head of TGP Secretariat:

  i. Official Leave of absence more than 3 months such as *Cuti Bersalin*, *Cuti Belajar*, *Cuti Tanpa Rekod, Cuti Tanpa Gaji*

 ii. 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.

3.3 TGP PROFESSIONAL DEVELOPMENT

The professional development in TGP is based on five competency domains, namely Leadership, Interpersonal Relationship, Organisational Governance, Professional Values, and Personal Values. These domains encompass the qualities of future leaders. The competencies under each domain are shown in Figure 3.7.
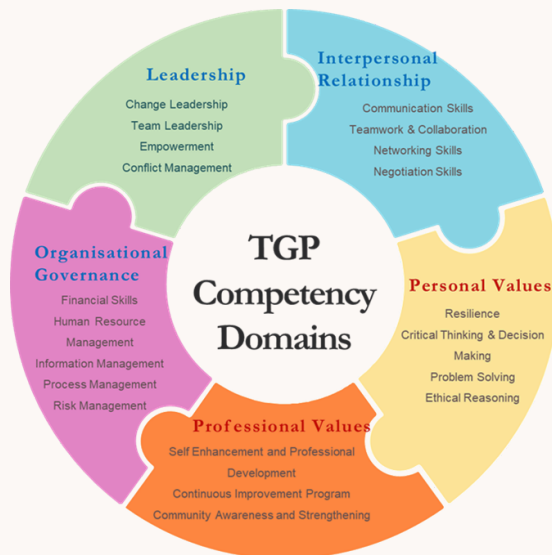
Figure 3.7: TGP Competency Domains

TGP Professional Development aims to enhance the professional development of talent to meet the present and future challenges in healthcare sector. The modules for each course are designed in accordance to the selected TGP Competency Domains. The valuable learning experience gained from the courses and TGP project is meant to empower them to maximise performance and potential as competent future leaders.

TGP Professional Development consists of:

3.3.1 Formal Training and Courses

In terms of formal training provided at IHM, a total of ten training courses will be provided to cater to the three major domains and one training course each for the two minor domains. The ten courses will be held throughout the two years of training.

Figure 3.8 shows the TGP training calendar that incorporates ten courses for the five domains. Talents are required to fulfill the compulsory attendance requirement as listed below in Figure 3.9.

	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Y1	Orientation Training IP1		Training L1		Training G1		Training Pr1	Training L2				
Y2	Training IP2		Training L3		Training G2		Training Pe1	Training G3				

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

Figure 3.8: TGP Training Calendar

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

MAJOR DOMAIN
2 or 3 training courses each for major domains

Leadership (L1, L2, L3)

Organisational Governance (G1, G2, G3)

Interpersonal Relationship (IP1, IP2)

MINOR DOMAIN
One training course each for minor domains

Professional Values (Pr1)

Personal Values (Pe1)

Figure 3.9: Requirement of Compulsory Training

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 by the secretariat.

3.3.2 TGP Project

TGP project is a compulsory project to be completed during the programme. It is also one of the major components in the final assessment. The main aim of the TGP project is to enhance the research skills and competency of the talents as well as producing more future leaders in MOH who practise evidence-based decision making.

Below are the criteria for the TGP project:

i. Other than research projects, a wider scope of projects such as quality assurance programme (QAP) that can showcase the growth and development as a leader in the workplace can also be accepted as a TGP project.

ii. The project must be a new project that starts during the period of TGP. Projects in Master or PhD are no longer accepted.

iii. The project must be prepared in the academic writing style (Appendix 1).

iv. Evidence of dissemination is a bonus point, for example, presentation in an official platform such as a conference or stakeholder meeting.

3.3.3 Inspirational Leadership Podium/ Symposium

TGP Inspirational Leadership Podium/ Symposium is a platform for established and prominent leaders to share their experiences and knowledge from their long and illustrious careers. Each cohort is given the opportunity of hosting the Podium in order to sharpen their networking, and communication skills. This encourages active and passive learning through gaining knowledge from the sharing of the speakers, as well as obtaining hands-on experience in organising and managing a major event.

Among the responsibilities of talents are:

    i. Coordinate with speakers and TGP secretariat

   ii. Preparation of working paper for podium

  iii. Become the main contact person for the speaker

  iv. Organising and managing the podium together with
      the TGP Secretariat and Information Technology Sector (STM),
      National Institutes of Health (NIH)

   v. Produce a TGP podium booklet after completion of the podium

3.4 TGP ASSESSMENT

Assessment of the learning process and evaluation of expected outcomes are carefully planned in the design of leadership development interventions. We adopted Kirkpatrick's Model of Professional Development (KP) when evaluating training effectiveness. It is categorised into four levels, i.e. 1. Reaction, 2. Learning, 3. Behaviour, and 4. Result (Figure 3.10).
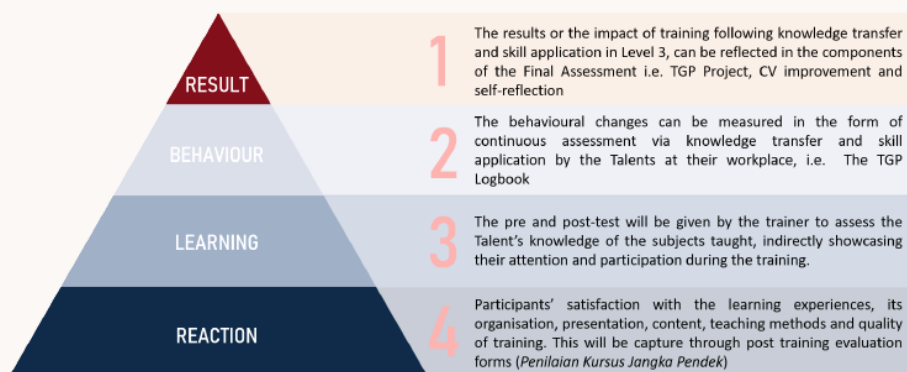
Figure 3.10: Kirkpatrick's Model of Training Evaluation

3.4.1 Assessment Components

The two main parts of the TGP Assessment is the continuous assessment throughout the training duration and the final assessment at the end of the two-year training. Continuous assessment that emphasises the importance of progressive leadership development at the workplace accounts for 60% of the final marks. Talent is eligible for the final assessment after fulfilling these criteria:

   a.   At least 7 out of the 10 formal training courses at IHM
   b.   Completed TGP project

The final assessment will focus on the TGP project, self-reflection, and CV improvement. It accounts for 40% of the final marks.

The postponement of the final assessment is only allowed once with valid reasons deemed acceptable by the Head of TGP Secretariat and Technical Committee. The Talent must submit the official letter with reasons and proof to the secretariat.

Talents who do not pass will attend a reassessment six (6) months later. Those who do not pass the reassessment will be considered unsuccessful and withdrawn from the programme.

Variable	Criteria	Score
CONTINUOUS ASSESSMENT **By Supervisor**	Training Attendance	10
	TGP Logbook -TGP-CM Assessment	25
	TGP Logbook -TWER	25
	TOTAL	60
FINAL ASSESSMENT **By Assessment Panel**	Performance Appraisal (CV Improvement)	5
	TGP Project & Presentation	30
	Self-reflection	5
	TOTAL	40
	Final Total	**100**

Figure 3.11: TGP Assessment Components

3.4.2 Assessment Tools

Below are the tools that will be used for the continuous assessment:

a. TGP Logbook

For the purpose of TGP training evaluation, a concise TGP logbook via MyTGP 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.

Talents will fill up the logbook at the end of every training year, and the supervisors will appraise their performance. 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.

The update of TGP Logbook Year 1 before January the following year is a prerequisite to progress to Year 2 of training as stated in the TGP Calendar (Section 3.1) and Exit Policy (Section 3.2.4). Completed Logbook Year 2 will be a prerequisite for the final assessment.

TGP logbook consists of TGP-CM and TWER. It will also account for 50% of the total assessment mark. Please refer appendix 2 for the TGP logbook template.
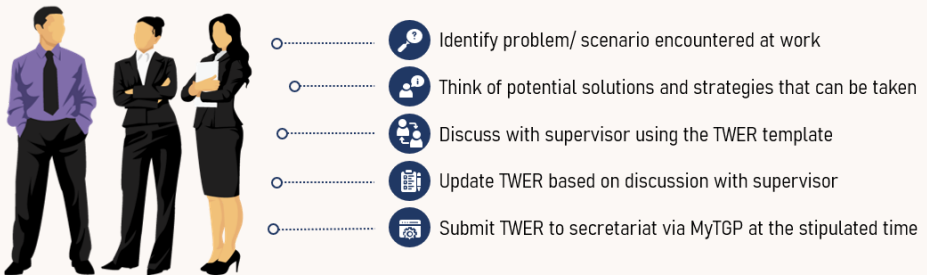
- **TGP-CM Evaluation**

The first section of the TGP logbook is the Competency Matrix 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 of 1-5 (1-below expectation to 5-above expectation).

- **Talent Workplace Experience Report (TWER)**

TWER acts as a framework for talents to document, discuss, and reflect on real workplace experiences with their supervisors. Besides, it is also a progress monitoring tool for the supervisors to evaluate talent's capability as a leader in the organisation and identify any room for growth and areas needing support or guidance. TWER need to be updated by talents at least once a year (before January) through MyTGP.

Figure 3.12 outlines the respective roles of talents and supervisors for the completion of TWER. Apart from the inherent benefits for both the talents and supervisors, the compilation of common workplace challenges from the TWER can be shared among the TGP talents or used as references or training materials by others in the leadership position.

Roles of Talent

Identify problem/ scenario encountered at work

Think of potential solutions and strategies that can be taken

Discuss with supervisor using the TWER template

Update TWER based on discussion with supervisor

Submit TWER to secretariat via MyTGP at the stipulated time

Roles of Supervisor

May suggest problem/ scenario to Talents

For talent to fill up TWER based on their view/ experience first

Discuss with talent on the TWER on what is good, what area needs improvement, and other alternative strategies

May also expand the problem/ scenario to gauge how well the talent can adapt/ handle

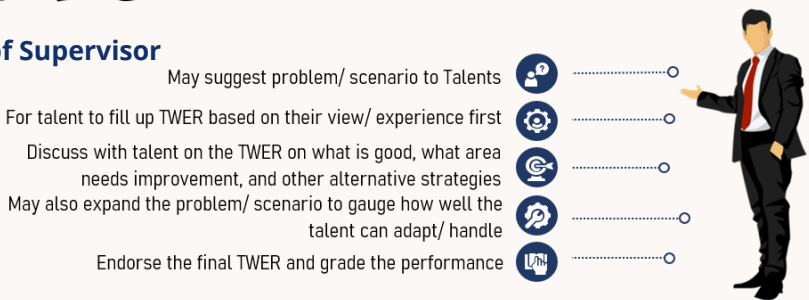Endorse the final TWER and grade the performance

Figure 3.12: Roles of Talent and Supervisor for TWER

Below are the tools used in the final assessment:

a. Curriculum Vitae (CV)

Improvement of CV must be shown as evidence for the assessment.

b. Self-reflection

Talents will be expected to provide more detailed information about their accomplishments in each of the five TGP competency domains, particularly what they have achieved in each domain following their time in TGP. It can be in the form of a brief write-up, a slide presentation, or video clips to be shared for five minutes during the final assessment.

c. TGP Project

TGP project will be assessed based on the nature of study design, either as a research project or a quality improvement project. It should be prepared and presented in an academic writing style. The research project should follow the outlines of the problem statement, literature review, methodology, analysis, discussion, and implications. Quality improvement projects can be presented based on the six steps outlined in Figure 3.13. Any quality improvement projects based on six quality pillars, namely safety, effectiveness, efficiency, appropriateness, customer centeredness, and equity, are acceptable. While publication of project findings is not mandatory, it will be considered an added value.

Research Project	Score	Quality Improvement Projects
Problem Statement	10	Selection of opportunity for Improvement
Literature Review	10	Key measures for improvement
Research Methodology	20	Process of gathering Information
Analysis & Interpretation	20	Analysis & Interpretation
Discussion	20	Strategy for Change
Practical and Policy Implications	10	Effects of Change/The Next Step
Presentation (Slides)	10	Presentation (Slides)
TOTAL SCORE	100	TOTAL SCORE

Figure 3.13: Distribution of marks for individual elements of TGP project

3.4.3 Assessment Results

For each assessment meeting, the Assessment Panel will consist of at least one member of the same technical programme as the talents who are being assessed. There will be two assessment meetings every year. Talents from the same cohort will attend the same assessment in April, upon two years in TGP. A second assessment meeting will be held in October each year to cater to those who cannot attend or do not pass the first assessment.

3.5 GRADUATION AND ALUMNI REGISTRY

A graduation ceremony will be held during major MOH events and talents will be acknowledged and awarded with a certificate. They will also be inducted into the TGP alumni registry.

APPENDIX

Appendix 1: TGP PROJECT REPORT AND PRESENTATION GUIDELINES

TGP Project Report

The written document should contain the following information:

Research Project	Quality Improvement Projects
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)

The report should be prepared in a comprehensible manner to other technical specialists. The use of technical language, mathematical formulae is encouraged. Acronyms should be defined if used. A copy of this will be appreciated if there is also a web-based version of the project report.

The TGP Assessment Panel would well receive other publishable and especially visual illustrations related to the project. Talents are encouraged to publish in national or international journals. The process of gaining permission to publish from the DG of Health Malaysia for the TGP project output is the responsibility of each talent. It can be performed via existing MOH procedures and guidelines in the NMRR.

TGP Project Presentation Guidelines

All TGP project will be presented by each talent in front of the TGP Assessment Panel at a scheduled time arranged by the TGP Secretariat.

i. Structure of the slide presentation

    a. There should be no more than 20 slides.

    b. The following should be shown on all slides as a footnote:
- Project title
- Talent's name as principal investigator.
- The second slide should summarise the talent details (organisation name, position), the total cost of the project, any source of grants given for the project, the project start date and duration, mentor/supervisor.

    c. Photos, diagrams and other illustrative material are highly appreciated.

    d. Electronic submission to TGP secretariat prior to the date of presentation would be appreciated.

ii. When is the project presentation to be submitted?

The deliverable is normally foreseen within the 2 years of TGP by the latest **two weeks** before the date of the final assessment.

Should major changes occur or when significant results have been reached, the talent is encouraged to submit an updated project presentation.

Appendix 2: TGP Logbook

a. TGP Competency Matrix (TGP-CM)

COMPETENCY DOMAIN ASSESSMENT BY SUPERVISOR

NO	DOMAIN	PERFORMANCE OF TGP TALENT				
		1 ---------- 2 ---------- 3 ---------- 4 ---------- 5 Below Expectation Meet Expectation Above Expectation				
	LEADERSHIP (L)					
1	**CHANGE LEADERSHIP** Able to anticipate, handle, and evolve with unexpected changes in the organization or environment in a dynamic way.					
2	**TEAM LEADERSHIP** Recognised as a leader across and beyond the organization 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 organisation					
3	**TEAMWORK AND COLLABORATION** Recognised as an active member of an inter-organisational team					
4	**NEGOTIATION SKILLS** Recognised as negotiator across and beyond					

	ORGANISATIONAL 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 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.					

b. Talent Workplace Experience Report (TWER)

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	

Notes

Notes

TALENT GROOMING PROGRAMME FOR TECHNICAL HEALTHCARE PROFESSIONALS