## Tool 5: Work Setting Characteristics Worksheet

*Suggested Use:* Use this worksheet to organize information about the work setting. This information is essential to plan the learning intervention and supporting interventions. If a performance needs assessment has been done, much of the information for this worksheet may already be available.

*Instructions*: If you are conducting site visits, use one sheet for each facility. In other situations, it may be most feasible to compile information on a group of facilities (e.g., all district hospitals) on one sheet. Check information that may have been collected for assessments, evaluations, and program planning and copy it in here as needed.

*Other Related Tools and Resources:* Step 2: Learn about the learners and their work setting

*Resources Used:* List data sources used in completion of this worksheet here. (Refer to Tool 1.)

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*Describe the facilities where learners work. Include the considerations that are listed to the left.*

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**A. Service Delivery Setting**

- Name and location

- Sector (public sector, NGO, faith-affiliated, private-for-profit, community-owned, etc.)

- Level of care (primary, secondary, tertiary)

- Staffing (Number, positions vacant, etc.)

- Population/community served (number, other known characteristics)

- What is the range of services offered at the work site, including referral and outreach services?

- What is the referral system for services not provided at the learnersqwork site? Which cases do they refer and to whom or to where?

- What is the size and condition of the facility (number and type of rooms, privacy, access to clean water, job aids, client education materials, supplies and equipment)? If a facility assessment was conducted, summarize findings.

## Tool 5: Work Setting Characteristics Worksheet *(continued)*

*Describe the facilities where learners work. Include the considerations that are listed to the left.*

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| **B. Reference Documents Available and Needed**<br>▪ Service policies, standards, procedures guidelines<br>▪ Job aids | |
| **C. Supervision System**<br>▪ Who supervises the learners? On-site or visiting supervisor? How often does supervision take place?<br>▪ If there is no formal supervision system, how does the worker come to understand job expectations and receive feedback on performance?<br>▪ What does the supervisor do when s/he meets with the learners (i.e., problem-solve, provide feedback, ensure learners have tools and supplies, observe and evaluate, provide on-the-job training, etc.)<br>▪ Are supervision guidelines and checklists available? | |
| **D. Work Groups**<br>▪ Who are the learnersqco-workers?<br>▪ How many co-workers are there and what cadres do they represent?<br>▪ How do they work together?<br>▪ What is their division of responsibilities? | |
| **E. Potential to Implement Specific Training and Learning Interventions at the Work Sites**<br>▪ All possible training approaches (group, individual, practicum, etc.)<br>▪ All facilities where the learners work<br>▪ Whether or not the site would be convenient for learners and practical for trainers<br>▪ Caseload adequate for practice, if needed<br>▪ Similarity to the actual settings where learners work<br>▪ Whether the site has an existing training mechanism (e.g., a teaching hospital, continuing education program, training rooms, trainers/preceptors) | |