



Ārlietu ministrija



Project
Development of the medical educational process
and capacity building

**Recommendations for Strengthening Administrative
Capacity**

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Development of the medical educational process and capacity building

Table of contents

Abbreviations.....	4
1. Summary.....	5
1.1. <i>Project Implementation Process</i>	5
1.2. <i>Tasks</i>	5
1.3. <i>Goals</i>	6
1.4. <i>Vision for Sustainable Development</i>	6
2. Recommendations on Motivation System	7
2.1. <i>Develop a motivation system for the administrative and academic staff:</i>	7
2.2. <i>Best Practices and Proposed KPIs:</i>	7
2.2.1. <i>Career Development Plans.</i>	7
2.2.2. <i>Recognition and Rewards System.</i>	7
2.2.3. <i>Mentoring Programs.</i>	8
3. Recommendations to Streamline Processes and Implement Digital Solutions	8
3.1. <i>Improve process standardization and promote the implementation of digital solutions to simplify daily staff workflows.</i>	8
3.2. <i>Best Practices and Proposed KPIs:</i>	8
3.2.1. <i>Process Standardization.</i>	8
3.2.2. <i>Digital Solution Adoption.</i>	8
3.2.3. <i>Workflow Efficiency.</i>	9
4. Recommendations to Enhance the Staff Training System	9
4.1. <i>Enhance the staff training system to include the following types of training:</i>	9
4.2. <i>Best Practices and Proposed KPIs:</i>	9
4.2.1 <i>Diversity of Training Formats Offered.</i>	9
4.2.2 <i>Participation Rate in Training Sessions.</i>	10
4.2.3 <i>Effectiveness of Training Programs.</i>	10
4.2.4 <i>Feedback on Training Quality.</i>	11
5. Recommendations for Regular Faculty Staff Training.....	11



Development of the medical educational process and capacity building

5.1.	<i>Regularly provide the following training for faculty staff:</i>	11
5.2.	<i>Best Practices and Proposed KPIs.</i>	11
5.2.1.	<i>Training on Administrative Processes and Project Management.</i>	11
5.2.3.	<i>Communication Skills Training.</i>	12
5.2.4.	<i>Conflict-of-Interest and Corruption Risk Management Training.</i>	12
5.2.5.	<i>Digital Skills Improvement Training.</i>	13
5.2.6.	<i>Training on Preparing Teaching Materials and Delivering Lectures.</i>	13
5.2.7.	<i>Training on Big Data Analysis and Evidence-Based Decision-Making.</i>	13
6.	<i>Recommendations on Annual Staff Training Needs Feedback</i>	14
6.1.	<i>Annually gather feedback on staff training needs, potentially in the context of career development plans.</i>	14
6.2.	<i>Best Practices and Proposed KPIs:</i>	14
6.2.1.	<i>Training Needs Assessment Completion Rate.</i>	14
6.2.2.	<i>Alignment of Training Programs with Identified Needs.</i>	14
7.	<i>Recommendations to Enhance Faculty Communication Processes</i>	15
7.1.	<i>Enhance communication processes within the faculty:</i>	15
7.2.	<i>Best Practices and Proposed KPIs:</i>	15
7.2.1.	<i>Fostering Internal Collaboration.</i>	15
7.2.2.	<i>Providing Feedback on Staff Performance.</i>	16
7.2.3.	<i>Impact on Faculty Efficiency.</i>	16
8.	<i>Recommendations for Developing International Cooperation</i>	17
8.1.	<i>Develop international cooperation:</i>	17
8.2.	<i>Best Practices and Proposed KPIs:</i>	17
8.2.1.	<i>Sharing Experiences through Exchange Programs.</i>	17
8.2.2.	<i>Collaboration with International Experts.</i>	17
8.2.3.	<i>Building New Collaboration Networks.</i>	18



Development of the medical educational process and capacity building

Abbreviations

The project	Development of the medical educational process and capacity building
PSKUS	Valsts sabiedrība ar ierobežotu atbildību "Paula Stradiņa klīniskā universitātes slimnīca"
TSU	Ivane Javakhishvili Tbilisi State University
KPI	Key Performance Indicators



Development of the medical educational process and capacity building

1. Summary

1.1. Project Implementation Process

These Recommendations for Strengthening Administrative Capacity were prepared as part of the project "Development of the medical educational process and capacity building", implemented by the PSKUS in collaboration with TSU.

The project was funded through a grant provided by the Ministry of Foreign Affairs of the Republic of Latvia.

Project implementation period: June 2023 to November 2024.

1.2. Tasks

To strengthen the administrative capacity of project partners—specifically the administrative staff of the Faculty of Medicine at TSU—several activities were organized within the framework of the project. These included experience-sharing events, group discussions, simulation-based training sessions for team building, and the development of recommendations for enhancing administrative capacity.

Currently, TSU's Faculty of Medicine is actively working on the development of its Strategic Plan for 2025–2031. As part of the project, tailored recommendations for strengthening administrative capacity were prepared, offering actionable insights that can be incorporated into the strategic planning process.

The recommendations were developed through a collaborative process, leveraging expertise from both Latvian and Georgian partners. This process included insights gained from working groups, conducted remotely via the Zoom platform, as well as in-person meetings with field experts in Georgia and Latvia. The recommendations align with international standards and address a wide range of critical areas, including:

- developing staff motivation systems;
- enhancing process efficiency through digital solutions;
- strengthening training programs;
- improving communication;



Development of the medical educational process and capacity building

- fostering international collaboration.

To strengthen the administrative capacity for administrative and academic staff at TSU, it is essential to establish KPIs that align with the proposed recommendations.

1.3. Goals

These recommendations reflect a commitment to achieving the following objectives:

- Strengthen staff motivation and engagement through career development, recognition systems, and mentorship programs.
- Optimize administrative and academic processes by adopting digital solutions and standardized workflows.
- Build a robust training system to continuously upskill staff in key competencies such as communication, digital literacy, and project management.
- Enhance collaboration and communication within the organization through structured feedback systems and team-building initiatives.
- Expand international partnerships and foster knowledge exchange to align with global best practices.

1.4. Vision for Sustainable Development

Grounded in a comprehensive approach, these recommendations aim to create a dynamic and resilient faculty environment that prioritizes innovation, efficiency, and collaboration while fostering personal and professional growth for staff.

By integrating cutting-edge digital solutions, cultivating a culture of continuous learning, and strengthening global networks, the faculty aims to achieve long-term sustainability, operational excellence, and a leading position in international academic and administrative standards.



Development of the medical educational process and capacity building

2. Recommendations on Motivation System

2.1. *Develop a motivation system for the administrative and academic staff:*

- a) *Evaluate the possibility of implementing career development plans that encourage staff to improve their skills;*
- b) *Establish a recognition and rewards system;*
- c) *Provide mentoring programs to help new employees develop specific skills and overcome challenges.*

2.2. *Best Practices and Proposed KPIs:*

2.2.1. *Career Development Plans.*

KPI: Percentage of Staff Engaged in Career Development Activities.

Definition: Measure the proportion of staff participating in career development programs, such as workshops, training sessions, and professional development courses.

Target: Aim for at least 75% participation annually.

Rationale: This KPI helps assess the effectiveness of career development initiatives and encourages continuous skill improvement among staff, aligning with the goal of fostering a culture of growth and learning

2.2.2. *Recognition and Rewards System.*

KPI: Staff Recognition Rate.

Definition: Track the number of staff members recognized for their performance through awards, commendations, or public acknowledgments within a given timeframe.

Target: Establish a goal to recognize at least 20% of staff each semester.

Rationale: This KPI evaluates the impact of the recognition program on staff morale and motivation, ensuring that achievements are celebrated and valued.



Development of the medical educational process and capacity building

2.2.3. *Mentoring Programs.*

KPI: Mentor-Mentee Engagement Level.

Definition: Measure the frequency and quality of interactions between mentors and mentees, including scheduled meetings, feedback sessions, and skill development outcomes.

Target: Set a goal for at least 80% of mentoring pairs to meet bi-monthly and achieve positive feedback scores from both parties.

Rationale: This KPI assesses the effectiveness of mentoring programs in facilitating skill development and overcoming challenges faced by new employees, contributing to their overall integration and success within the institution.

3. Recommendations to Streamline Processes and Implement Digital Solutions

3.1. *Improve process standardization and promote the implementation of digital solutions to simplify daily staff workflows.*

3.2. *Best Practices and Proposed KPIs:*

3.2.1. *Process Standardization.*

KPI: Rate of Standardized Processes Implemented.

Definition: Measure the percentage of administrative and academic processes that have been standardized across departments.

Target: Aim for at least 30% of key processes to be standardized within the first years.

Rationale: This KPI assesses the effectiveness of efforts to standardize workflows, ensuring consistency and efficiency in operations, which is essential for simplifying staff workflows.

3.2.2. *Digital Solution Adoption.*

KPI: Digital Tool Utilization Rate.



Development of the medical educational process and capacity building

Definition: Track the percentage of staff using newly implemented digital tools and solutions in their daily workflows.

Target: Set a goal for at least 25 % of staff to actively use digital solutions within six months of implementation.

Rationale: This KPI evaluates how well digital tools are being integrated into staff workflows, indicating the success of training and support initiatives aimed at facilitating this transition.

3.2.3. *Workflow Efficiency.*

KPI: Average Time Saved per Task Due to Digital Solutions

Definition: Measure the average reduction in time taken to complete specific tasks after the implementation of digital solutions compared to pre-implementation times.

Target: Aim for a minimum of 20% reduction in task completion time within the first year.

Rationale: This KPI provides insight into the effectiveness of digital solutions in enhancing productivity and efficiency, directly reflecting the impact of process improvements on staff workflows.

4. Recommendations to Enhance the Staff Training System

4.1. *Enhance the staff training system to include the following types of training:*

- a) *In-person theoretical and practical training sessions.*
- b) *Remote theoretical training sessions;*
- c) *Regular, in-person simulation-based training sessions.*

4.2. *Best Practices and Proposed KPIs:*

4.2.1 *Diversity of Training Formats Offered.*

KPI: Number of Training Formats Available.



Development of the medical educational process and capacity building

Definition: Track the total number of different training formats (in-person theoretical, remote theoretical, and simulation-based) offered to staff within a given period.

Target: Aim to offer at least three distinct training formats annually.

Rationale: This KPI assesses the diversity of training options available to staff, ensuring that various learning preferences and needs are accommodated.

4.2.2 Participation Rate in Training Sessions.

KPI: Overall Participation Rate in Training Programs.

Definition: Measure the percentage of staff who participate in at least one type of training session (in-person, remote, or simulation-based) during a specified period.

Target: Set a goal for at least 70% participation among staff within the academic year.

Rationale: This KPI evaluates engagement levels with the training system, indicating how well the university is promoting and facilitating access to various training opportunities.

4.2.3 Effectiveness of Training Programs.

KPI: Knowledge Retention and Application Rate Post-Training.

Definition: Assess the percentage of staff who demonstrate improved knowledge retention and application of skills following attendance at different types of training sessions, measured through assessments or practical evaluations conducted after training.

Target: Aim for at least 75% of participants to show significant improvement in knowledge or skill application.

Rationale: This KPI measures the effectiveness of the training programs in enhancing staff competencies, providing insights into whether the training formats are achieving their intended outcomes.



Development of the medical educational process and capacity building

4.2.4 Feedback on Training Quality.

KPI: Average Satisfaction Rating for Each Training Format.

Definition: Collect feedback from participants regarding their satisfaction with each type of training format through post-training surveys, focusing on content relevance, delivery effectiveness, and overall experience.

Target: Strive for an average satisfaction rating of at least 85% across all training formats.

Rationale: This KPI helps evaluate the quality and impact of each training format, ensuring that they meet staff expectations and contribute positively to their professional development.

5. Recommendations for Regular Faculty Staff Training

5.1. Regularly provide the following training for faculty staff:

- a) Training on administrative processes, project management, financial planning, process management, and related topics.
- b) Team-building training, incorporating a simulation-based approach using various methodological materials (e.g., MTa Insight).
- c) Regular training on communication skills (both internal and external communication).
- d) Training on conflict-of-interest and corruption risk management.
- e) Continuous improvement of staff digital skills to bridge gaps in digital competency levels across employees.
- f) Training academic staff on preparing teaching materials and delivering lectures effectively.
- g) Training on big data analysis, evidence-based decision-making, and identifying misinformation.

5.2. Best Practices and Proposed KPIs.

5.2.1. Training on Administrative Processes and Project Management.

KPI: Completion Rate of Administrative and Project Management Training



Development of the medical educational process and capacity building

Definition: Measure the percentage of faculty who complete training sessions focused on administrative processes, project management, financial planning, and related topics.

Target: Aim for at least 85% completion rate annually.

Rationale: This KPI assesses the effectiveness of training initiatives in equipping faculty with essential administrative skills, ensuring they can efficiently manage their responsibilities.

5.2.2. Team-Building Training with Simulation-Based Approach.

KPI: Team Performance Improvement Post-Training.

Definition: Evaluate the improvement in team performance metrics (e.g., collaboration scores, task completion rates) before and after team-building training sessions that utilize simulation methodologies.

Target: Achieve a minimum of 20% improvement in team performance metrics following training.

Rationale: This KPI measures the impact of simulation-based team-building exercises on faculty collaboration and teamwork, indicating the effectiveness of the training approach.

5.2.3. Communication Skills Training.

KPI: Communication Skills Assessment Scores

Definition: Assess faculty communication skills through pre- and post-training evaluations to measure improvement in both internal and external communication capabilities.

Target: Aim for at least a 30% increase in assessment scores after training sessions.

Rationale: This KPI evaluates the effectiveness of communication skills training in enhancing faculty's ability to engage effectively with colleagues and external stakeholders.

5.2.4. Conflict-of-Interest and Corruption Risk Management Training.

KPI: Awareness Level of Conflict-of-Interest Policies



Development of the medical educational process and capacity building

Definition: Measure the percentage of faculty demonstrating awareness and understanding of conflict-of-interest policies before and after training sessions.

Target: Achieve at least 70% awareness among participants post-training.

Rationale: This KPI assesses how well the training informs faculty about critical ethical standards, promoting integrity within the institution.

5.2.5. Digital Skills Improvement Training.

KPI: Digital Competency Assessment Improvement

Definition: Track improvements in digital competency levels through assessments conducted before and after digital skills training.

Target: Aim for at least a 25% increase in competency scores following the training.

Rationale: This KPI measures the effectiveness of digital skills training in bridging competency gaps among faculty members.

5.2.6. Training on Preparing Teaching Materials and Delivering Lectures.

KPI: Student Feedback on Teaching Effectiveness

Definition: Analyze student feedback scores related to teaching effectiveness before and after faculty training on preparing teaching materials and delivering lectures.

Target: Strive for a minimum increase of 15% in positive feedback scores post-training.

Rationale: This KPI evaluates how well faculty apply their training to enhance teaching quality, directly impacting student learning experiences.

5.2.7. Training on Big Data Analysis and Evidence-Based Decision-Making.

KPI: Application of Data Analysis Skills in Decision-Making.



Development of the medical educational process and capacity building

Definition: Measure the percentage of faculty who report using big data analysis techniques in their decision-making processes after completing relevant training.

Target: Aim for at least 50% application rate among trained faculty within six months post-training.

Rationale: This KPI assesses the practical impact of big data analysis training on faculty's ability to make informed decisions based on data-driven insights.

6. Recommendations on Annual Staff Training Needs Feedback

6.1. *Annually gather feedback on staff training needs, potentially in the context of career development plans.*

6.2. *Best Practices and Proposed KPIs:*

6.2.1. *Training Needs Assessment Completion Rate.*

KPI: Percentage of Staff Participating in Training Needs Assessments

Definition: Measure the proportion of staff who complete training needs assessments, such as surveys or interviews, designed to identify their training requirements.

Target: Aim for at least 70% participation annually.

Rationale: This KPI indicates the level of engagement among staff in identifying their training needs, ensuring that the feedback collected is representative and comprehensive.

6.2.2. *Alignment of Training Programs with Identified Needs.*

KPI: Percentage of Training Programs Developed Based on Feedback.

Definition: Track the percentage of training programs that are created or adjusted in response to the feedback gathered from staff assessments.

Target: Set a goal for at least 70% of training programs to align with identified needs within the academic year.



Development of the medical educational process and capacity building

Rationale: This KPI demonstrates how effectively the university is responding to staff input, ensuring that training initiatives are relevant and targeted towards actual skill gaps.

7. Recommendations to Enhance Faculty Communication Processes

7.1. Enhance communication processes within the faculty:

- a) Foster internal collaboration by organizing regular team meetings, working groups, or discussion forums;
- b) Provide feedback on staff performance to help them improve their efficiency.

7.2. Best Practices and Proposed KPIs:

7.2.1. Fostering Internal Collaboration.

KPI: Frequency of Team Meetings and Collaborative Activities.

Definition: Track the number of regular team meetings, working groups, or discussion forums held within a specified period (e.g., quarterly).

Target: Aim for at least one collaborative meeting or forum per month for each department.

Rationale: This KPI measures the commitment to fostering collaboration among faculty members, indicating how actively teams engage in communication and collaborative efforts.

KPI: Participation Rate in Collaborative Activities

Definition: Measure the percentage of faculty members participating in organized team meetings, working groups, or discussion forums.

Target: Set a goal for at least 75% participation among faculty members in these activities annually.

Rationale: This KPI assesses engagement levels and ensures that a majority of faculty members are involved in collaborative processes, which can lead to improved communication and teamwork.



Development of the medical educational process and capacity building

7.2.2. Providing Feedback on Staff Performance.

KPI: Frequency of Performance Feedback Sessions.

Definition: Track the number of formal performance feedback sessions conducted with faculty members over a specified period.

Target: Aim for at least one feedback session per faculty member per academic year.

Rationale: This KPI evaluates the regularity of performance feedback, ensuring that faculty receive timely and constructive input to help them improve their efficiency.

KPI: Staff Satisfaction with Feedback Process.

Definition: Measure faculty satisfaction with the feedback they receive regarding their performance through surveys conducted after feedback sessions.

Target: Strive for an average satisfaction rating of at least 80% regarding the usefulness and clarity of feedback provided.

Rationale: This KPI assesses the quality of the feedback process, ensuring that it is perceived as valuable by faculty members and contributes positively to their professional development.

7.2.3. Impact on Faculty Efficiency.

KPI: Improvement in Individual Performance Metrics.

Definition: Analyze performance metrics (e.g., teaching evaluations, project completion rates) before and after feedback sessions to measure improvements.

Target: Aim for a minimum of 20% improvement in key performance metrics following feedback implementation.

Rationale: This KPI evaluates the effectiveness of the feedback process in enhancing faculty performance and efficiency, providing tangible evidence of its impact.



Development of the medical educational process and capacity building

8. Recommendations for Developing International Cooperation

8.1. *Develop international cooperation:*

- a. *Share experiences with administrative staff from other countries through exchange programs or participation in international projects;*
- b. *Collaborate with international experts to introduce new approaches and methods;*
- c. *Build new collaboration networks.*

8.2. *Best Practices and Proposed KPIs:*

8.2.1. *Sharing Experiences through Exchange Programs.*

KPI: Number of International Exchange Programs Established

Definition: Track the number of exchange programs initiated with administrative staff from other countries.

Target: Aim to establish at least two new exchange programs annually.

Rationale: This KPI measures the university's commitment to fostering international collaboration and sharing best practices among administrative staff.

KPI: Participant Satisfaction Rate in Exchange Programs.

Definition: Measure the satisfaction levels of faculty and administrative staff who participate in exchange programs through post-program surveys.

Target: Strive for an average satisfaction rating of at least 85%.

Rationale: This KPI assesses the perceived value and impact of exchange experiences on participants, ensuring that programs meet their objectives.

8.2.2. *Collaboration with International Experts.*

KPI: Number of Collaborative Projects with International Experts.



Development of the medical educational process and capacity building

Definition: Track the number of projects initiated in collaboration with international experts across various fields.

Target: Set a goal for at least three new collaborative projects each academic year.

Rationale: This KPI evaluates the extent of engagement with global experts, indicating TSU efforts to introduce innovative approaches and methods.

KPI: Impact of Collaborations on Research Outputs.

Definition: Measure the number of research publications co-authored with international collaborators as a result of these partnerships.

Target: Aim for a minimum increase of 20% in co-authored publications annually.

Rationale: This KPI reflects the effectiveness of collaborations in enhancing research output and academic visibility on an international scale.

8.2.3. Building New Collaboration Networks.

KPI: Number of New International Partnerships Established.

Definition: Track the number of new partnerships formed with international institutions or organizations each year.

Target: Aim to establish at least two new partnerships annually.

Rationale: This KPI assesses the university's proactive approach to expanding its global network and enhancing its collaborative capacity.

KPI: Participation Rate in International Conferences and Workshops.

Definition: Measure the percentage of faculty members attending or presenting at international conferences and workshops related to their fields.

Target: Strive for at least 15% participation among faculty members each year.



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Development of the medical educational process and capacity building

Rationale: This KPI evaluates engagement in global academic discourse, indicating how actively faculty members are involved in building networks and sharing knowledge internationally.