UNIT 2 STAFF DEVELOPMENT

Structure

2.0 Objectives
2.1 Introduction
2.2 Basic Concept and Definitions
2.3 Benefits of Inservice Education and Staff Development
  2.3.1 For the Individual Employees
  2.3.2 For the Organization
2.4 Areas of Inservice Education and Staff Development
  2.4.1 Orientation
  2.4.2 Skill Training
  2.4.3 Leadership and Management Development
  2.4.4 Continuing Education
2.5 Steps to Inservice Education and Staff Development
  2.5.1 Assessment Phase
  2.5.2 Implementation
  2.5.3 Evaluation
2.6 Let Us Sum Up
2.7 Key Words
2.8 Answers to Check Your Progress
2.9 Further Readings

2.0 OBJECTIVES

After going through this unit, you should be able to:

- define Inservice Education and Staff Development;
- distinguish between Inservice Education and Staff Development;
- make suggestions for modifications/changes in existing Staff Development programmes;
- identify the benefits of Inservice Education and Staff Development;
- explain the steps in organizing these programmes;
- discuss the methods of Inservice Education and Staff Development; and
- describe areas of Inservice Education and Staff Development.

2.1 INTRODUCTION

In Unit 1 of this Block you have learnt about personnel policies, which are very important for a new employee to know. The learning does not stop at the initial introduction, but it should be a continuous process throughout his or her working life in an Organization to develop new skills, knowledge and attitudes. This is achieved through well planned Inservice education and staff development programmes. What do you understand by these terms? How to identify the area covered by each? This unit will give you a clear picture on these issues.
You will also be introduced to measures taken to organize the Inservice education and staff development programmes.

Though the content of this unit is basically descriptive in nature, you need to contact nursing administrators of the parent institute in exercising the activities; as you go through the proceeding sections of this unit you will find, it is not only enough to describe but also to look critically from a nursing point of view.

### 2.2 BASIC CONCEPT AND DEFINITIONS

Let’s look at the Figs. 2.1 and 2.2. Take a few comments to become familiar with both the diagrams. You will find that in Fig. 2.1 the job expectations are greater and employee’s capabilities are less. In other words, it means that the nurses’ working capabilities are less than what is expected from them. Whereas Fig. 2.2 clearly depicts that when the nurses are enriched with Inservice education, their capabilities or work output is balanced by what is expected from her.

![Fig. 2.1: Imbalance between Employees Capabilities and Job Demand](image)

![Fig. 2.2: Balance between Employee’s Capabilities and Job Demand](image)

You must now be wondering what does the Inservice education mean.
**Definition:** Well, Inservice Education, in general terms, may be defined as educational activities planned and organized by the employers for the employees to assist them in learning and/or furthering the knowledge, skills and attitudes required for the achievement of the specific purpose of the organization.

You would have noticed that when a person enters into a new work situation, orientation is not enough; often she/he requires some additional knowledge and skill training. Even the entrant’s previous experiences have meaning only if they are relevant to the situation. And knowledge of yesterday may be of use, if it is used in the light of today’s advancement — both technically and educationally. Hence, the concept of Inservice education arises. Fig. 2.3 will depict the basic concepts of inservice education.

![Fig.2.3: Concept of Inservice Education](image)

In hospital nursing services, it becomes the process of helping the nurse to carry out the functions commensurate with her obligations for nursing services. It also helps to develop their skills necessary to reach the ultimate goals of health agency i.e. (i) the highest quality of patient care, and (ii) to keep abreast of changing techniques and use of sophisticated tools and equipment. If it is so then what does staff development include:

- **Staff Development:** Includes both formal and informal learning activities relating to the employees’ roles that takes place either within or outside the organization.
- **Distinguishing between staff Development and Inservice Education.**

Now, you will realize that staff development is a broader concept than the Inservice education. The **purpose** of both is **similar** and hence the distinction between these two is often blurred; Inservice education helps employees to do their present jobs well whereas staff development is for the future job. The Inservice education is that part of the process of staff development which advances and maintains individuals within an organization. However, the staff development also encompasses instructions outside the parent organization, designed to supplement Inservice learning.

The characteristics of Inservice Education may be summed as:

1) It should be given in the job setting.
2) Every programme should be planned and ongoing.
3) It should be closely related and identified with service components.
4) It should help the employees’ learning and improve her/his knowledge, skills and attitude.
2.3 BENEFITS OF INSERVICE EDUCATION AND STAFF DEVELOPMENT

We have mentioned earlier that Inservice education and staff development are of utmost importance to ensure the quality of service. Given below are the benefits of Inservice education and staff development for the organization and for the individual employees.

2.3.1 For the Individual Employees

- Leads to improved professional practice;
- Aids in updating knowledge and skills at all levels of the organization;
- Keeps the nurses abreast of the latest trends and developments in techniques;
- Equips the nurses with knowledge of current research and developments;
- Helps the nurses to learn new and to maintain old competencies.

2.3.2 For the Organization

For the organization which actually accounts for human development of the personnel thereby benefiting the organization:

- Keeps the nursing staff enthusiastic in their learning;
- Develops interest and job satisfaction amongst the staff;
- Develops sense of responsibilities for being competent and knowledgeable;
- Creates an appropriate environment with opportunities for growth and communication;
- Helps the nurses in making appropriate and sound decisions as well as using effective problem solving techniques;
- Helps the nurses to adjust to change;
- Aids in developing leadership skills, motivation and better attitudes;
- Aids in encouraging and achieving self development and self confidence;
- Makes the organization a better place to work.
Check Your Progress 2

1) Enumerate the benefits of Inservice Education — two each from the point of view of (i) individuals and (ii) organizations.

2) Mark “O” against the statement which you think is benefitting the organization and “I” against that which you think is benefitting the individual employees.

Inservice Education helps in:

i) Making nurses better decision makers.
ii) Making nurses adjust to change.
iii) Creating opportunities for growth and communication.
iv) Developing job satisfaction among staff.
v) Making nurses update their knowledge and skills.
vi) Equipping nurses with the latest research findings and developments.
vii) Developing a sense of self confidence.

2.4 AREAS OF INSERVICE EDUCATION AND STAFF DEVELOPMENT

Now that you have grasped the benefits of Inservice education and staff development, let’s see the areas of Inservice education and development. These are usually developed according to personnel needs and generally are, as shown below:

2.4.1 Orientation

By Orientation we mean the process whereby a new staff member is introduced to a particular work setting. This is very important for a new person or a person new to a particular position within the organization. Everyone of us has experienced the positive impact of orientation formally or informally at the time of joining the institution. We classify the consequences of orientation as employee based and organization based, below:

**Employee Based**

- Develops a sense of security and confidence
- Reduces apprehension
• Aids adjustment
• Enhances interpersonal acceptance
• Familiarizes new employees with the organization, its goals, its policies and its other employees.

**ORIENTATION PROGRAMMES ARE SOCIALIZATION TOOLS USED AMONG NEW EMPLOYEES**

You will realize that this is a kind of socialization to create a family atmosphere and motivate the group to meet the objectives of the organization.

**Organizational Based**

• Helps to reduce employee turnover
• Increases productivity
• Ensures a conducive working climate

It provides the employees with a means to carry out a new job with fewer mistakes and a minimum of confusion. This results in a happier staff, whose job satisfaction is increased; they provide better services and care to the patients and the clientele which is the over-all objective of a health agency.

What meaning does orientation have for a new employee and for the employer? It means that there is a need to try to develop a common objective and goal with which the total group can identify. The overall objective of nursing services is to provide the best nursing care with available resources both at the institutional and community settings.

Let's now take a quick look at the topics to be included in the orientation programme. Fig. 2.4 (a) and Fig. 2.4 (b) will give you the conceptual map on the related topics. Some of the topics are compulsory, for example, history of the organization, introduction to nursing unit, personnel policies, expected standards of care, duties and responsibilities.
Fig. 2.4 (b): Suggested Topics Covered in Orientation Programme

Given below are some sample items for preparing a check-list for a four-day Orientation programme for nursing personnel which assures the authorities that the new employees are receiving all the necessary knowledge and process inputs required for performing their jobs well. An attempt has been made to include items covering both institutional and community settings merely as a sample to acquaint you with the procedure of making such a check-list. Refer to the Practical Manual HS3P3 in this connection.

SAMPLE OF CHECK-LIST ITEMS

Supervisor ........................................... Date ..................................

For: Employees/Staff Nurses/Sisters .............. Division/Deptt. .................

<table>
<thead>
<tr>
<th>Check When Initiated</th>
<th>Completed</th>
<th>Names of Persons accountable for this</th>
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<td>1</td>
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</table>

Prior to the arrival of Workers

1) Preparation of prospective colleagues (By group or individual conference) When:
   a) The employee is new and/or different
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<th>Check When Initiated</th>
<th>Completed</th>
<th>Names of Persons accountable for this</th>
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</table>

b) The job is new and/or different
c) Someone joins on promotion and/or on transfer

2) Having seating place, chairs, tables and other essential supplies ready for the person/s.

3) Arrangement for lunch/refreshment etc.

4) Keep supervisors and others concerned informed about joining of new personnel

Day 1

**Simple Items**

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<thead>
<tr>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1) Review of the job</td>
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<tr>
<td>• Confidential aspects</td>
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<tr>
<td>• Routines</td>
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<tr>
<td>• Time Tables</td>
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<td></td>
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<tr>
<td>• Reporting and Receiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relationship with other units, divisions and deptts.</td>
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<td></td>
</tr>
<tr>
<td>2) Maintenance of Quality of Nursing Care Services</td>
<td></td>
<td></td>
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<tr>
<td>3) Handling of emergencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) Team members and relationship within the team.</td>
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<tr>
<td>5) Explanation on Hours of duty, days off, rotation, on call duty and emergency duties.</td>
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<tr>
<td>6) Emphasis on 24 hr. round the clock service in nursing.</td>
<td></td>
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<tr>
<td>7) Discussion:</td>
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<tr>
<td>• on the attendance requirements and records</td>
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<td></td>
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<tr>
<td>• Service rules, leave and other benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How to report absence, delayed attendance, sickness, emergencies</td>
<td></td>
<td></td>
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<tr>
<td>• Effect of punctuality and regular attendance on nursing care services</td>
<td></td>
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<tr>
<td>• Salary and attendance</td>
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<tr>
<td>Check When Initiated</td>
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<td>Names of Persons accountable for this</td>
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8) At this stage - ask the employee whether she has any queries to be clarified or questions to ask.

9) In case, an Orientation questionnaire is planned, it is to be introduced now for administrators' discussion on the last day.

### Day 2

<table>
<thead>
<tr>
<th>1</th>
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<tbody>
<tr>
<td>1)</td>
<td>Introduction to immediate colleagues.</td>
<td></td>
</tr>
<tr>
<td>2)</td>
<td>Introduction to the work place.</td>
<td></td>
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<tr>
<td>3)</td>
<td>Giving of job description, job introduction, philosophy and objectives of rendering care services.</td>
<td></td>
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<tr>
<td>4)</td>
<td>Discussion on items given at No. 3 above.</td>
<td></td>
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<tr>
<td>5) a)</td>
<td>Explanation on different methods of indents/requisitions for drugs, other supplies, equipment as a routine and in emergencies,</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Keeping of records of all these</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Storage of the above.</td>
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<tr>
<td>6) a)</td>
<td>Handing over and taking over of patients in institutional settings,</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Handing over and taking over of records on families, community and area/s under supervision in community settings,</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Handing over and taking over of records of Eligibles enumerated and services rendered in community settings.</td>
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<tr>
<td>7) a)</td>
<td>Writing of night and day reports,</td>
<td></td>
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<tr>
<td>b)</td>
<td>Writing and submission of monthly reports in community settings.</td>
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<td>8) a)</td>
<td>Caring for critically ill patients,</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Establishment of priorities in follow up visits in community settings.</td>
<td></td>
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<tr>
<td>9) a)</td>
<td>Sending of call books,</td>
<td></td>
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<tr>
<td>b)</td>
<td>Procedures for referrals in Community Settings.</td>
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<tr>
<td>Check When Initiated</td>
<td>Completed</td>
<td>Names of Persons accountable for this</td>
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<tr>
<td>Day 3</td>
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<tr>
<td>1) Review of Day 1 encouraging questions from employees.</td>
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<tr>
<td>3) Explaining the importance of doing the job well, maintaining standards and quality.</td>
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<tr>
<td>4) Explaining telephone techniques, intercom techniques, how to talk over the phone to supervisors, colleagues, patients' parties, visitors others wanting information, individuals and community leaders.</td>
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<tr>
<td>• Be polite and wish the caller</td>
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<tr>
<td>• Speak Clearly</td>
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<tr>
<td>• Give name, designation &amp; ward No. or unit or health centre when answering</td>
<td></td>
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<tr>
<td>• Take message in writing, obtaining the name and telephone No. of the caller</td>
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<tr>
<td>• If messages are to be delivered, deliver them as soon as practicable</td>
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<td></td>
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<tr>
<td>• Keep essential telephone numbers handy</td>
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<tr>
<td>5) Explanation of rationale for different rules, regulations and policies.</td>
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<tr>
<td>6) Inviting questions from personnel.</td>
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<tr>
<td>7) Explain messenger service if any.</td>
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</tbody>
</table>

Day 4

<table>
<thead>
<tr>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>1) Explaining Staff Development programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Personal telephone calls, mails, bank facilities, transport and other facilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Inviting questions</td>
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<td></td>
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<tr>
<td>4) Administration and discussion on orientation Questionnaire (Refer item 9 of day 1)</td>
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</tbody>
</table>
Check Your Progress 3

1) Mention the benefits that the organization may have from organizing Orientation Programmes for the new employees.

2) State the impact of Orientation Programme on the new employees.

2.4.2 Skill Training

Like orientation, the area or skill training also requires attention. It is described as the learning process by which we acquire and improve knowledge, skills, concepts, and attitudes. In other words, it also helps to achieve the organizational goal by increasing the potentials of the employees, especially the skills.

The interesting fact about nursing service is that, its first level positions are filled by nurses prepared as generalists at the diploma or degree level. Because of the rapid advances in medical technology, these nurses are faced with the problem of handling newer equipment and assisting in complicated treatment procedures. For example, in the medical field there are super specialities like cardiology, neurology, gastroenterology, neonatology and so on. The very same nurses with general preparation, are providing nursing care to the patients in all these areas, without any further preparation.

It is however essential to identify the skills for which training is to be imparted. Further, it is not enough to train the nurses on these skills but to ensure that they have mastered them.

It is also important to emphasize here that skill training gives an opportunity to the nurses (i) to improve and reinforce their level of preparation, (ii) it also fills any gap in her knowledge of total patient care by keeping her aware of changing methods and new techniques through instruction, demonstration and supervised practice. You may know that in teaching a skill, one utilizes again the basic principles of learning. The details regarding principles of learning you have come across in Block 3 of Course No. BNS-105 on Behavioural Sciences. However, some of the applicable learning principles are as follows:

- The trainee must be motivated to learn
- Learning must be reinforced
- Materials provided must be meaningful
- Materials presented must be communicated
- Multiple sense learning should be applied
- The materials taught must transfer to the job situation
- Feedback is a must to achieve the required and appropriate learning curve.
2.4.3 Leadership and Management Development

These are the learning experiences necessary to provide and upgrade the skills and knowledge required in current and future managerial positions. This area is relatively new and interesting in Nursing.

You may know that today's nursing administrator is faced with the challenge of providing for the best hospital care as well as managing the nursing personnel. There is an increasing trend to show that more and more nurses are being managed and controlled by nurse administrators with appropriate authority and financial power in the country today.

How do we foster the nurses with the knowledge and skills of modern administrative tools and techniques, to assume the responsibility as efficient partners in the health care delivery team? The answer is — through Inservice Education and Staff Development, of course. You will study more details about leadership later in this Block (Unit 3). Here we have emphasized leadership and management studies and training for nursing as the need of the day.

2.4.4 Continuing Education

Let's now discuss about continuing education. You may know that the concept of continuing education is growing up very fast in nursing services. The literature suggests that nursing was the forerunner, in offering continuing education for staff development in foreign countries. This resulted in their developing high standards for nursing services and nursing education.

You are aware of the fact that, today, nursing is not merely confined to the traditional roles of attending to the sanitation of the ward or looking after the different needs of the patients. Today the expanded role of nurses calls for intelligent assessment of the nursing needs, planning for interventions and implementation of these interventions to meet the assessed needs, and evaluation of these interventions. Maintenance of accurate records and reports and imparting health education to the patients are also the nurses’ responsibilities.

The most challenging aspect of continuing education is the need to foster innovative and creative approaches to nursing care of patients. Its purpose is to achieve more effective behaviour in nursing practice to improve the patient care.

Let us look at the other side of this coin. It brings out the potentials of the staff and helps in deciding which persons are able to assume more responsibility in their respective jobs according to the levels at which they function.

Another dramatic characteristic of continuing education is its academic offerings to a group or to an individual. The content may be developed on the basis of (i) contents on the clinical areas like neonatal nursing, pediatric nursing, mental health nursing, neurological nursing, cardio-pulmonary nursing, surgical nursing etc., (ii) level of group of nurses like graduates, undergraduates etc., (iii) designation like staff nurses, nursing sisters etc., and (iv) experience like a new graduate or a nurse with three years experience in a specific clinical area and so on.

Continuing Education for the Nurse

Where post basic education is just being introduced many nurses in senior posts will not have had the opportunity to follow such studies. Since the nursing service has to be maintained, it is difficult to release those nurses to pursue further studies. Ready acceptance of differently trained personnel depends to some extent on building up the confidence and security of existing personnel, social justice requires that opportunities for acquiring further knowledge should be derived to enable people who have given good service in the past, the interests of the service can best be fostered if as many of the, senior personnel as possible have advance preparation.
In some countries the continuing aspect of in-service education includes specially devised courses that have been adapted to enable nurses to remain in their posts but to have periodic leave of absence for short period of formal education. Provision has also been made for continued instruction through guided reading, shortened working week to allow for the completion of course assignments and postal tuition during the period of study. Every teacher and administrator must detect and foster talent. Nursing staff will obtain the greatest satisfaction in their work when they are using their talents most appropriately and to the full. In the interest of service all available talents be used to the maximum. It is important to recognise in students and staff alike any special aptitude and to encourage their pursuit and development.

**Self Activity**

1) a) Please mark a “✓” against “Y” if your organization uses Inservice Education and Staff Development programmes for nursing personnel and “X” against “N” if this is not available in your organization. Y/N

   b) If yes, please classify the programmes according to the areas of nursing personnel needs (in the blanks given below):

   ![Table](image)

   c) If No, please discuss with your nursing administrator and list the programmes that need to be planned according to the nursing personnel of your organization.

   ![Table](image)

   Discuss this with your academic counsellor at the time of your counselling session.
2.5 STEPS TO INSERVICE EDUCATION AND STAFF DEVELOPMENT

In the earlier section, we emphasized the need to develop the inservice education and staff development programmes in various areas. In this section, we will introduce how to develop these programmes. The three phases in which to develop these programmes are:

- Assessment
- Implementation
- Evaluation

Let's consider each step.

2.5.1 Assessment Phase

In the assessment phase, the need for the programme is determined and the objective of the programme is specified. The needs are based on goals and needs of individuals and the organization. Individual needs reflect the learner's profile; for example learners' characteristics, learning styles and learners' goals, whereas organizational needs reflect the standards set for care of patients, overall health goals, role expectations of nurses and resources available.

i) Pinpointing the Needs

How can these needs be identified? There are several ways of assessing these needs. Direct observation of work performance is the most common method of identifying the needs. The trainer working directly in the clinical area with personnel has a golden opportunity to observe how the individual nurse performs her duties and interacts with the patients. This will provide variable data regarding learning needs.

It is interesting to know that sometimes reports and records can be helpful in identifying learning needs. Even surveys, and interviews are also used for identifying needs of operation and managerial level nurses. Thus needs can be identified by means of (i) observation of work performance, (ii) analysis of records and reports, (iii) survey, and (iv) interview.

ii) Prioritising Needs

You may know that there are multiple needs in the organization and it is necessary to prioritise them. Usually the needs are ranked in importance on the basis of organizational objectives. Other factors like economic factors, the abilities of the personnel and time are also taken into account.

iii) Setting Training Objectives

Once the needs have been categorized and priorities established, objectives are set to begin meeting these needs. The training Objectives begin with the statement of terminal behaviour. The objectives specify how well must the learner perform the behaviour and under which conditions the learner is to perform to develop the criteria for the programme.

iv) Developing Criteria

Before actual implementation of a programme, various criteria are laid down. Let's discuss each criterion separately.
a) **Specify Content/Topic and Learning Experiences**

You may recall that specific topics and learning experiences are based on well-defined and behaviourally oriented objectives. In planning the programme, the available resources also influence how a topic will be dealt with; for example, the number of educators available in one clinical setting. Although the setting may not have visual tapes, an overlay type of transparency or chalk-board may be made available to supplement the basic discussion.

Sometimes, the resources available outside the organization give the director the freedom to design the content. For example, if special nursing skills are needed to be taught in the postoperative care of cardiac patients undergoing bypass surgery, it should be determined whether a medical research institute or a hospital can offer the desired learning experience.

You will find that the sequence of topics proceeds from general to specific and from simple to complex. Continuity is another factor to make the programme effective. It would be interesting to note that the design/plan of learning experiences includes the session, place, time schedule and staff assignment.

After stating the objectives, you are required to plan and design sessions usually following the five-step procedure given below:

- Divide the session content into (a) **must know**, (b) **should know** and (c) **could know**.
- Arrange the content in logical order
- Select basic resources.
- Select training techniques
- Estimate segment times

These plans should be kept as a matter of record so that the actual results of learning experience can be compared for evaluation. A time schedule is prepared to depict educators, class and clinical schedule. In addition, if outside speakers are invited, this is also noted on the schedule. Efforts are made to assign the topic content to the subject expert. As a matter of rule, the most knowledgeable person could be made available.

b) **Teaching-learning Methods and Media**

Methods and media of teaching-learning activities are simple ways to provide learning experiences. You will have to identify the appropriate teaching methods for all the programmes, job related or developmental in nature. The methods should be supplemented by audio-visuals to enhance the learning experience.

The selected methods should be (i) **effective** and (ii) **economical**, (iii) In addition, methods should meet the objectives. For example, the selection of instructional methods for orientation programme is concerned essentially with teaching tasks. You have learnt in the earlier section that orientation is the process to orient the employee to their assigned positions and to their tasks where methods like lecture and demonstration may be more useful than group discussion.

On the contrary, however, group discussion, workshop, seminar, panel discussion and conference will be useful in leadership and management development programmes and demonstration, redemonstration, clinical grand rounds and observation are the methods appropriate for use in the skill training programmes.

Where should you organize these programmes? The factors like number of participants (training load), use of teaching learning methods and media, time of programme and nature of programme must be considered when selecting a place.
c) Developing Evaluation Criteria

The way in which the programme is to be evaluated is best considered before it begins. D.L. Birkpatric in “A Practical Guide to Supervisory Training and Development” suggests that we should define criteria in four areas of outcomes:

- Reaction of the trainee to the programme
- Learning of the content by the trainee
- Behavioural change of the trainee
- Effect of training programme on achievement of organizational objective

2.5.2 Implementation

Climate setting is significant in the actual presentation phase. For example, how the learners are greeted may influence how receptive they will be to the programme. Ensure the feasibility of and check if the concerned persons are working as planned. Once the climate has been set, it is the time to implement the learning experience. At the last, arrange final informal meetings.

2.5.3 Evaluation

Evaluation is a continuous process at each and every step of the development and implementation. It is an integral part of the programme. It is not the end but the means to measure the stated objectives and is also a guide for future planning of the programme.

W.B. Werther and K. Davis in “Personnel Management and Human Resources” suggests that evaluation of a programme should follow the five steps:

- Evaluation criteria should be established
- Participants should be given a pretest
- After training or development is completed, a post-test should be given
- Transfer of the learning to the job should take place
- Follow up studies should be undertaken to see how well learning was retained.

Essentially the evaluation should be made by comparing the results with the objectives of Inservice Education and Development Programmes set in the assessment phase.

A number of evaluation instruments and methods can be used to measure the results of Inservice Education and Development Programmes. These methods are to assess the reaction, behaviour and learning of the trainees. Some of the methods are:

- Records used to measure the turnover, absenteeism;
- Observational techniques used to evaluate the skills;
- Ratings used for performance, attitudes and judgement of ability;
- Questionnaires used to measure decision making, problem solving, attitudes, values;
- Personality tests to measure the changes in ability or knowledge.

Lastly the success of the programme relates directly to the efforts used in assessing, developing and evaluating each step.
The steps to Inservice Education and Staff Development are summarized in Fig. 2.5.

**Check Your Progress 4**

1) Name four factors on which programme needs are based.

2) Enumerate the means by which needs are identified.

3) Code the activity given against each of the alphabets with the planning steps given against each numerical below:
   - A) Grade the content
   - B) Arrange the content
   - C) Select resources
2.6 LET US SUM UP

The main points we covered in this unit include (i) Definition of Inservice Education and Staff Development. Inservice Education: The planned education experience, provided in the job setting and closely identified with the service in order to help a person perform effectively as a person and as a worker.

i) **Staff Development**: The process to assist staff in becoming increasingly knowledgeable and competent to fulfilling role expectations.

ii) **Areas of Inservice Education and Staff Development**: The main areas of Inservice Education and Staff Development are:
   - Orientation
   - Skill training
Leadership and management development

Continuing education.

The unit also gave information regarding need and importance of these areas in nursing.

iii) **Steps to Inservice Education and Staff Development:** Steps to the education and development are labelled as:

- Assessment phase
- Implementation phase
- Evaluation phase

This particular section oriented you how to organize the programme and it will be helpful to you to identify the need for Inservice Education and skill development programmes and planning the programme in your institution.

In Unit 3 of this Block we shall expose you to the basics of Leadership.

### 2.7 KEY WORDS

**Learning**

The act by which a person acquires skill, knowledge and abilities that result in a relatively permanent change in his or her behaviour.

**Motivation**

Willingness on the part of employees to put forth their efforts in fulfilment of organizational goals.

**Socialization**

Ongoing process through which an employee begins to understand the concept values, norms and beliefs held by others in the organization.

**Training**

The systematic process of altering the behaviour of employees in a direction to improve organizational goals.

### 2.8 ANSWERS TO CHECK YOUR PROGRESS

**Check Your Progress 1**

1) i) It should be given in the job setting,
   
   ii) It should be planned and ongoing.
   
   iii) It should be closely related and identified with service components,
   
   iv) It should help the employees' learning and improve her/his knowledge, skill and attitude.

2) **Staff Development**

   i) A broader concept
   
   ii) Covers informal and formal learning activities.
   
   iii) Takes place both outside and within the parent organization.

   **Inservice Education**

   i) Narrower concept
   
   ii) Covers formal learning activities.
   
   iii) Takes place within the organization.
iv) Encompasses Inservice Education and supplements Inservice learning.

v) Purpose is to develop staff in advancement and growth in the organizational job as well as for the future job(s).

vi) All staff development programmes are not necessarily Inservice Education Programmes.

Check Your Progress 2

1) i) a) Leads to improved professional practice.
   b) Helps in learning of new and maintenance of old competencies.

   ii) a) Enthuses and sustains eagerness to learn.
   b) Helps in leadership development skills.

2) i) O
   ii) O
   iii) O
   iv) O
   v) T
   vi) T
   vii) O

Check Your Progress 3

1) i) Helps in reduction of employee turnover.
   ii) Increases productivity.
   iii) Ensures a conducive working climate.
   iv) Helps new employees to carry out jobs with
      a) fewer mistakes
      b) minimum of confusion
      c) a sense of job satisfaction

   The resultant impact is better and improved institutional and community nursing services.

2) i) Development of a sense of security and confidence.
   ii) Reduction of apprehension.
   iii) Helps in adjustment.
   iv) Enhancement of interpersonal acceptance.
   v) Familiarization with the organization — its goals, policies and other employees.

Check Your Progress 4

1) i) Organizational goals
   ii) Standards of care
iii) Role expectation of Nurses
iv) Resources available

2) i) Observation of work performance
   ii) Analysis of records and reports
   iii) Survey, and
   iv) Interview.

3) i) D
   ii) B
   iii) A
   iv) C
   v) E

4) i) Identification of needs,
   ii) Prioritisation of needs.
   iii) Definition of training objectives.
   iv) Development of criteria for:
       a) Continents & learning experiences
       b) Teaching methods & media
       c) Evaluation

5) i) A
   ii) D
   iii) B
   iv) C

2.9 FURTHER READINGS

