



The provision of a Staff contribution training program in Loghman Hakim Educational and Medical Center

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Abstract

The organization's efficiency and effectiveness is accomplished by providing trained personnel. Today, education plays a role as a tool for competition development. In addition, any program that aims to reach all its desired achievements, needs to be developed with the staff contribution involved in that program. In this research, a simplex model has been presented to develop a training program regarding the staff contribution in identification of the program's main elements.

Keywords: education, training program

1- Introduction:

As the most valuable asset in an organization, workforces have a vital role in promoting the organizational goals. For this reason, one of the strategic activities of management is updating, strengthening and knowledgebase. One of the major tools in improving the staff performance and their knowledge upgrade is to implementing regular educational programs. In addition to improving the level of personnel knowledge, staffs training allows them to acquire other skills that lead to an increase in their chances of finding a new job after leaving their current organization. 4-1

Hospitals are among the service organizations that need more knowledge and awareness improvement of staff regarding various contagious diseases as well as the quality of patients treatment due to their critical activities relevant to human health. There are researches in literature on staff training in hospitals. 2,5,6

In this research, an attempt has been made to promote the education process in a hospital by providing a simple model. In this model, the aim is to include the maximum number of personnel in provision of the training program.

2- literature Review

Staff training involves developing a relatively new behavior of the staff which is in accordance with the organizational and staff interests. Therefore, training is not only learning to use a tool or gaining skills in a specific job, but also teaching a kind of customer/colleagues relationship,, how to work in a team , keep your physical and mental health in good condition and how to keep the organization's interests are all among the highlights of the importance of staff training. Actually, staff are the vital element of an organization and costly, as well.

For an efficient performance and economic growth of an organization, it is essential to optimize the participation of personnel in the organization to achieve organizational goals. This would be done through staff training. 7,8

Training plays a crucial role in the development of the organization, since it puts the organization in the best competitive position by enhancing performance and thereby increasing efficiency. This means there is a significant difference s between an organization that takes training programs seriously and the one that does not value the education. 11-4,9

In addition to any advantages that staff training comes with, increasing their spirit is one of the most valuable outcomes. One of the reasons for decreasing job leave, which costs the company a lot, is improving the spirit. Leaving the jobs are 40 per cent per year in Europe and the United States 14-12, so the importance of education is clear more than ever.

Improving the quality of their performance or increasing the quality of their output is another positive feature of the staff training. Despite the great attention to quality in the manufacturing sector, quality in service has its own place, and the more sensitive the customer service provided, the better quality would be reflected. In service-based organizations, there is a need for employees who have gained the required training well through direct interaction of staff with the client 17-15.

3. Methodology

As it was obvious in the previous parts, the first step in any training program is to create the need for it. In other words, the need must be formed before it can be met. The reason for this, is the absence of full knowledge of all staff about their training needs. The general model of the proposed training program has shown in Figure 1.

In this research, steps are taken to progress the process of staff training program and related model. these steps are considered as the following sequence.

Step 1: Identifying strategic approaches of the organization

An organization's strategic priorities determine the course of the movement of all units and all of that organization's decisions. Orientation to enhance quality, efforts to reduce costs, promoting the organization's role in the relevant industry are all extracted from the long-term objectives of the organization that guide the strategies of it.

Training programs are no exception and should include long-term goal orientation. For this reason, the priorities of the development and training of personnel skills can normally be evaluated in the following three areas:

- Maintaining the staff health (physically and mentally)
- Quality of services / products provided
- reduction in costs

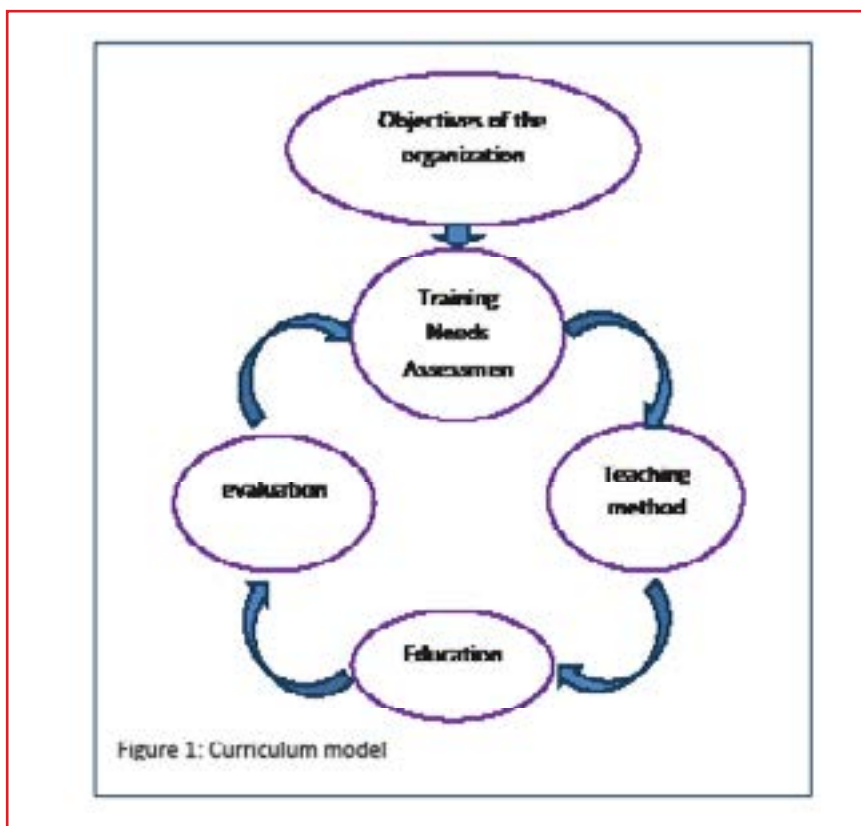


Figure 1: Curriculum model

Step 2: Educational Needs Assessment

In order to assess the training needs, the personnel of the organization should be classified based on their general duties:

- * Public services: cleaning, transportation, kitchen, etc.
- * Nurses, clinical affairs, emergency patient care, etc.
- * Doctors
- * Administrative: Admission, clearance, complaints, etc.

The difference in training needs is the justification for classifying staff. Since each class of personnel may interact with different equipment, tools, knowledge, and even with customers (clients and patients).

Based on the class in which the staff were trained, training needs should be extracted. As far as possible, extraction of educational needs should not be prescriptive/directional. Since training courses are among the variation factors that require support and empathy of stakeholders for progress. The participation of the trained personnel in extracting the training needs increases the success rate in the courses and achieves the desired achievements.

Therefore, three separate groups are surveyed in the educational needs assessment stage by compiling semi-open questionnaires. The first group, the personnel working in each unit, the second group, the specialists working in the field of education, treatment and research and finally the third group, the management specialists working in the field of scientific and functional quality improvement methods as well as cost reduction processes.

Examples of common questions in this assessment are:

- * What is the purpose of the training in section x?
- * What training do you need if your goal is to decrease costs?

* Can you point out a specific case of extra cost in this section?

* Which activity do you consider to raise the cost?

* What would you involve in the training if your aim is to improve the safety and health of personnel?

* Do you and your colleagues know how to use all the tools in your workplace?

* Has there ever been a case or cases where you or your colleagues have experienced an accident due to incorrect use of instruments or work methods?

* How much face to face contact do you have with customers?

* How to increase patient satisfaction?

* What training courses do you offer to improve customer satisfaction?

* In what cases in the hospital do you see quality?

* What trainings do you consider necessary to raise the quality level?

Of course, several other questions can be raised, depending on the situation of each organization. Personnel involved in the job are the front line elements, so answering these questions will lead to the best outcomes.

Step 3: Choose training methods

Choosing the right training method is very effective with respect to the desired training results. The relevance of the training method to staff characteristics (level of education, type of job, previous experience, etc.) makes the choice of training method important. Common methods of teaching include: face-to-face (teacher to student), seminars, distance learning, limited classes, workshops.

Step 4: Implement the training course

Depending on the subject of education as well as the method of education, selecting a teacher from within the organization or inviting teachers from outside the organization can be the subject of research.

Step 5: Evaluation

A four-step model can be used to evaluate the results of the training course.¹⁸ . The four steps mentioned are as follows:

Step 1- Evaluate the degree of learner satisfaction with the method and relevance of education. This survey can be performed via a questionnaire or interview.

Step 2- Check the learning rate. In other words, the degree to which the staff has been able to learn from the concepts taught must be checked. To test such a concept, pre-test-post-test can be used.

Step 3 - Measure the amount of transfer of learned material to the workplace. The aim of the training course is to change the behavior of staff, so it is natural to want to measure changes in staff behavior. But since assessing behavior change is complicated, this stage is more difficult than the previous ones. Some of the ways to observe the shift in staff behavior are to analyze the type of behavior of the person with the client, the type of behavior with the colleague, the degree of accuracy in doing things, being on time, the amount of patients talking about the staff, etc.

Step 4- Calculate the financial achievement of the training course. In the form of cost reduction, increasing service to more patients, decreasing absenteeism and staff quitting, higher quality of service (reducing the number of medical and clinical errors).

4- Conclusion and suggestion

personnel training, has a very important role in human resource management, with its multifaceted effect on organizations. It has a multiplier effect on improving the organization's efficiency to improve the expertise of staff with a direct impact on their performance and of course, to increase the confidence of them. With this description, ensuring that the training program it with a direct impact on their performance and of course, to increase the confidence of staff. produces achieves the desired outcomes is imperative for the company. In this analysis, the differences in educational programs have been partly reduced and the outcomes have been obtained by the method of participatory education.

As future work, by changing and improving the educational model its weaknesses can be eliminated. Of course, the choice of the type of educational method can also be considered as a special case.

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