

## Strategies for Successful Training/Learning

Shanley, C. (2004). Extending the role of nurses in staff development by combining an organizational change perspective with an individual learner perspective. *Journal for Nurses in Staff Development*, 20 (2), 83-89.

Nurses in staff development carry an important responsibility for training nurses and other staff members. The success of training depends on many factors, making the examination of those factors worth the time and effort. There are four basic models of training/learning:

- ✚ *Instructional systems design*; this approach aims at provision of skills that staff need to have in order to perform their jobs
- ✚ *Andragogy and self-directed learning*; the emphasis is on individual learning and evaluation, and reflects both the needs of the individual and the organization
- ✚ *Informal and incidental learning*; employees learn through their experience by sharing their experiences and reflecting with peers
- ✚ *Action technologies*; employees work as a team on real-life problems for learning; the social, cultural, historic and economic elements of their organization are considered in solutions

There are numerous reasons why none of the above methods may bring desired results such as lack of managerial support, systems and work practices that are not conducive to the new learning, insufficient time or resources for implementing new ideas, etc. Trainings need to consider specifics of organizational and managerial context without which their effectiveness in implementation of person-centered care is diminished. Good communication among staff and good two-way communication between staff and management are key elements for reinforcing and supporting staff in implementing changes. The author favors the action technologies learning style that highlights teamwork. All trainees work together on solutions and resulting in both individual and systems change. He recommends the following steps to be incorporated into training to ensure its success:

<b>Characteristics</b>	<b>Anticipated Results</b>
Becoming familiar with issues in the workplace	The familiarity of environment assures effectiveness of training
Gaining support from management	A higher chance of new idea implementation
Gaining support from learners	Staff are consulted and engaged; they need to see benefits for themselves to be motivated
Introducing systems for ongoing use in the workplace	Structures and systems should be developed by staff; their application boosts staff enthusiasm regarding changes
Encouraging a comprehensive analysis of existing systems	The focus is on realistic applications that are designed by staff and consequently workable

Providing resources for training other staff	A train-the-trainer element impacts more employees and further diffuses ideas
Providing directed support to learning in the workplace	Structure, process and/or peers' mutual support and education enhance learning

These seven elements make up a critical strategy that contributes to a deeper effectiveness of implementation of new ideas. Using this strategy will bring more positive and long-term outcomes.

**Implications:** Many leaders who successfully have implemented person-centered care engage all-level staff in discussing changes. They also involve all staff members in identifying practical solutions for challenges. Shanley's list of principles for successful training strategy is worth examining prior to staff training development.