

Managerial Training Needs assessment for Head Nurses at Ministry of Health Hospitals

Thesis

Submitted for partial fulfillment of the requirements of the Master
Degree in Nursing Sciences
(Nursing Administration)

By

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ABSTRACT

Training needs assessment is essential for planning educational activities for head nurses. This study aim was to identify managerial training needs assessment for head nurses working at Ministry of Health hospitals. This was to be achieved through assessment of the points of view of head nurses. The study was conducted on ١٣٩ head nurses working in ١٤ general hospitals affiliated to the Ministry of Health in ١٤ governorates in Egypt. Data collection was done through a self-administered questionnaire to assess training needs in administrative and managerial tasks, as well as their preferences for training. The results demonstrated that only ٣٩.٦% of the head nurses attended training courses in administration. There was a high agreement upon all head nurse's tasks proposed. The training topics mostly needed were time management (٦٥.٥%) and informatics (٦٤.٠%). Half or more of the head nurses preferred five courses per year, with seven days duration, five daily working hours, during work time, and outside the workplace, with pre-post testing, and nomination for courses to be based on pre-set criteria, and the lecture was the most preferred teaching method. These preferences differ among different governorates, and according to head nurse qualification. Therefore, it is recommended to develop a plan for training nurse managers in administration and management, taking into account their expressed needs and preferences. Periodic assessment of training needs should be conducted to update needs and preferences.

Keywords

Head nurse, Needs assessment, Managerial training

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INTRODUCTION

Training may be defined as planned efforts by organizations to increase employees' competencies (**Harris, ۲۰۰۰**). It has specific goals of improving one's capability, capacity, and performance (**Parson et al., ۲۰۰۶**). Training is different from education. While training is an attempt to narrow the differences between people as they perform a task, education is an attempt to broaden the differences between people (**Lauglo and Maclean, ۲۰۰۵**).

Vocational education and training comprises all more or less organized or structured activities, whether or not they lead to a recognized qualification, which aim to provide people with knowledge, skills and competences that are necessary and sufficient in order to perform a job or a set of jobs. Trainees in initial or continuing training thus undertake work preparation or adapt their skills to changing requirements (**Hanston et al., ۲۰۰۱**).

Periodic in-service training program for nurses is essential to improve their knowledge about patients and help nurses to deal with them. In-service training ensures that health professionals, already providing services, have the opportunity

to update their knowledge and skills according to the latest scientific information and standardized practices (**Sullivan, ۲۰۰۱**).

Program-based needs assessment is a systematic inquiry for the purposes of identifying priorities and making decisions, and allocating finite resources in a manner consistent with identified program goals and objectives (**Anderson, ۲۰۰۷**). As in most areas of education, for many years there has been intense debate about the definition, purpose, validity, and methods of learning needs assessment (**Grant and Stanton, ۲۰۰۰**).

The process of conducting a training needs analysis goes through a number of steps. These include performing a gap analysis, identifying priorities and importance, identifying causes of performance problems and/or opportunities, and identifying possible solutions and growth opportunities (**Clarke, ۲۰۰۶**).

Nurse managers have come to be regarded as one of the most important assets of a hospital (**Lin et al., ۲۰۰۷**). They are increasingly assuming leadership functions in health care institutions, with more participation decision-making (**Bondas, ۲۰۰۶**). This needs higher qualifications, and more training,

particularly in the areas of nursing administration and management (**Mathena**, ٢٠٠٢). This should be an ongoing process through continuing staff development programs **Klienman**, ٢٠٠٣).

Nurse managers need to possess several competencies that will enable them to perform these functions effectively and efficiently. Managerial competencies are 'sets of knowledge, skills, behaviors, and attitudes that a person needs to be effective in a wide range of managerial jobs and various types of organizations' (**Hellriegel et al.**, ٢٠٠٤).

Significance of the study

Nurse managers in Egypt represent a cornerstone in the work of healthcare settings at all levels. They are increasingly graduates of faculties of nursing, with some having even postgraduate training. However, still a significant percentage of head nurses in various Ministry of Health hospitals consists of diploma degree nurses, with less acquaintance with the principles of leadership and management. Although the Ministry of Health provides training programs to improve their skills in this area, still these efforts are fragmented and seem to be insufficient. Also, they are not based on actual assessment of the training need of these nurses. Therefore, there is a need

to assess such needs to provide to the decision-makers necessary information on which they can develop plans for training that respond to unmet needs. This study is an attempt to provide such information.

AIM OF THE STUDY

The aim of this study is to identify managerial training needs for head nurses working at Ministry of Health hospitals.

REVIEW OF LITERATURE

TRAINING

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. In addition to the basic training required for a profession, observers of the labor-market recognize today the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development (*Parson et al.*, ٢٠٠٦).

Training is the systematic development of the knowledge, skills, and attitudes required by an individual to perform adequately a given task or job (*Dessler*, ٢٠٠١). A training program is to be directed at providing nurses with the skills and attitudes required for the job and keeping informed of change methods and new techniques (*Soukup*, ٢٠٠٠). Training, as part of the broader field of human resource development (HRD), is still a key activity of organizations.