

# GUIDE LINES FOR STAFF TRAINING



**SOCIETY FOR SOCIAL RESEARCH ART AND CULTURE**

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**PARTNERS**

- 1. Society for Social Research Art and Culture  
C- 129, Saraswati Kunj Society,  
25, I.P. Extension, Patparganj,  
New Delhi, India**
- 2. Center for Rehabilitation of Torture Survivors  
6/5 Humayun Road Mohammadpur,  
Dhaka, Bangladesh**
- 3. Survivor Associated (Guarantee) LTD  
22 Melford Crescent Dehiwala,  
Colombo, SriLanka**

## **WHY STAFF TRAINING?**

Trained staff is essential for any organisation to function effectively. The need to link training programme with the organization's improvement goals is very important. Any program will be successful or fail is based on its effectiveness and alignment with the organization's priorities. An organization's improvement goals serve as the basis for transforming current performance into the desired future state. Staff training and development are essential to achieving these goals. Training can help staff members improve their skills and learn how to manage a program effectively. Good training programs offer fresh and interesting ideas for activities. They also help staff members grow as professionals. Training is an important part of keeping a program alive and healthy.

The key to effective staff training is to identify the principal duties of the staff members themselves, and to ensure that they are aware of their individual roles and responsibilities. We all talk about team work, but how can staff can be part of a team if they don't know how a team should behave. A short work shop on team building training would enhance the results of the organisation. In a training programme a regular scheduled session should be put in place that not only addresses current responsibilities, but also acknowledges that all staff should be interested in developing their own skills and understanding the importance of their role in the business.

Training is cheaper than hiring new staff, the cost of advertising, finding and selecting appropriate person and allowing for a settling in period is very high. The organisation who organises training will boost the morale of the staff and they will be better motivated to do a good job after all training would emphasize organisation priorities, eliminates mediocrity and act as a stimulant for performance.

Individuals like to learn, develop their skills and increase their knowledge because they become a more valuable person who can contribute to society as a whole and people like to do a good job, this is inherent in our society. Employers therefore should allow their staff to become more efficient and let them develop characteristics which contribute to the business.

The importance of training cannot be stressed enough after all who would like to go to a doctor with no experience of treating patients or be driven in taxi by a learning driver? Training can be done by the experienced staff or professional trainers and after having determined who should be trained and in what area. Poor training will cost the organisation a lot of money due to waste of time and waste of materials.

Most organisations carefully plan the financial and operational tactics for strategic improvement goals. But commonly overlooked are the competencies and skills of the staff that are expected to meet these goals. The training needs associated with each improvement goal should be carefully evaluated and planned for to ensure that staff is well prepared. The quality of patient care is significant impacted by what the staff knows. The more knowledgeable a staff, the better job he or she can do. The distinction between organizational goals and staff learning is becoming blurred. To successfully implement strategic improvement goals the organization must help everyone keep learning about their ever-changing job responsibilities.

## **IDENTIFYING THE NEEDS**

The success of an organisation is based on a skilled trained work force no matter where it is working. There is usually no evaluation of whether the training will actually enhance the organization's ability to achieve improvement goals. It is also common to ask employees what training they think they need. This may be important for individual staff development, but the employee's view of what is personally important may not address the overall needs or objectives of the organization. Also, managers may provide an opinion about the training needs of their organisation but there is no confirmation with or reference to the organization's improvement goals.

The most healthcare organizations determine the strengths and weaknesses of staff in meeting improvement goals for the organisation before defining and prioritizing training needs. When goals are established it is important to determine what training may be necessary to achieve these goals. This analysis involves identifying the staff competencies and skills that are necessary to support goal attainment. A competency is defined as a behaviour or set of behaviours that describes required performance for a particular job. Skills are concrete attributes of individuals, such as counselling skills, skill in information technology or crisis management.

A healthcare NGO may establish the goal of reducing the duration of treatment for depression. To achieve this goal, employees will need specific competencies and skills. What are these competencies and skills? The answer should be derived from the judgment of managers and reinforced through discussions with staff. Then conduct a gap analysis – What competencies and skills are needed? What staff should have these competencies and skills? What are the strengths and weaknesses of the current workforce? For each of the organization's performance goals, ask the following questions: Would enhancing the competencies/skills of the current staff help with goal attainment? Would a better-trained staff make goal attainment more effective and efficient? What are the learning needs of those staff that will directly influence goal attainment? How will knowledge and skill gaps be addressed?

Some healthcare NGO create a joint steering committee comprised of representatives from various levels and functions to facilitate the implementation of goal-directed training. This committee ensures that the training needs of staff are aligned with the improvement goals of the organization.

## **DESIGNING THE TRAINING PROGRAMME**

Training programs should be designed by trainers and/or staff to achieve certain overall goals for the staff. Programs should also include various learning objectives that when reached culminate in the staff members achieving the overall goals of the training program. Staff implements one or more learning strategies/methods/activities to reach learning objectives. When designing a training programme, each learning objective should be designed and worded to the extent that others can clearly detect if the objective has been achieved or not. From reading the learning objective, any one should be able to answer the question: "What will the staff be able to do as a result of the training activities/methods/strategies?"

As much as possible, learning objectives should also be written to be **SMART** (an acronym for **S**pecific, **M**easurable, **A**ceptable, **R**ealistic to achieve and **T**ime-bound with a deadline).

The formal training programme involves carefully proceeding through the following phases:

### **1. Assessing What Knowledge, Skills And /Or Abilities Are Needed By Staff;**

Ask staff members to complete a simple survey. Include open-ended questions. Ask what they want to know more about. You can also list specific topics, and ask your staff how interested they are in these topics. You might ask: "Would you be interested in training on how to organize special events?" A range of responses such as no interest, some interest, or very interested tells you more than simple yes or no responses. Compile the results of the surveys, and report back to your staff. Use staff evaluations to determine individual training needs. If several staff members need work in a specific area, this area may be a good training topic. If only one or two people need training in an area, find specific workshops, conferences, or readings for them.

### **2. Designing the Training, Including Identifying Learning Goals And Objectives,**

Rank the topics according to the amount of interest your staff showed in them. The topics that were the most interesting will be highest on your list - if they are feasible to present.

### **3. Developing the Training Methods And Materials;**

Finding the right trainer is very important. If you can afford to hire a consultant to provide training, ask other directors who they have used. Or ask consultants who gave excellent sessions at meetings you attended. Agencies may also provide training for child care staff. Possible agencies to contact include child care regulating agencies, child care resource and referral groups, the Cooperative Extension Service, public health departments, and professional child care organizations.

Sometimes the program director or an experienced staff member can provide training. You can get variety and fresh ideas by "swapping" trainers with another facility. Plan a cooperative training event to help with costs. It will also give your staff a chance to talk with staff members from other programs. Books and tapes are useful training tools. Check with agencies and other centers for recommendations. Book catalogues and your local library can also be sources of ideas.

### **4. Develop A Training Budget:**

Torture Rehabilitation program budgets are always stretched thin. Show your staff that training is important by setting money aside for it. Some programs pay their staff members a small amount to present a workshop. This shows that you value their work, and it does not cost a lot. Other programs have asked employers or community agencies to fund their training plans.

### **5. Implementing the Training;**

Survey the staff members to find the best time to offer training. There is rarely one time that is perfect for everyone. If you train outside the normal work day, you must decide whether or not to require attendance. If attendance is required, let staff know before they are hired. Also, tell everyone the dates and times of training early enough for them to plan to attend. Training often occurs at the center. Sometimes, moving to a different location can help staff be open to new ideas and get their creative juices flowing. Libraries, civic centers, and other child care facilities could be used as training locations.

### **6. Evaluating Whether Objectives Have Been Reached Or Not, In Addition To The Quality Of The Training Methods And Materials Themselves:**

After each session, ask staff members to evaluate the training. Use a simple form that can be used to plan future programs. Ask for feedback on the trainer, topic, time, and location. The benefit of any training can only be seen back in the workplace and this may take some time. People expect immediate results but sometimes the real result of effective training program are obscure as the staff may take some time to develop what they have learned. After a while ask, does the staff now have the knowledge and skills to be able to achieve the required tasks?

A little money spend on training goes a long way to ensure organisations success. The money well spend will act as a buffer against the targets which may have fallen behind in their illogical approach to not to train. The premium paid will open the door for sustainability within the organisation and will form the foundation for long term success.

## **ORGANISING WORKSHOPS**

Workshops combine training, development, team-building, communications, motivation and planning. Workshops are an extremely flexible and effective method for training, learning, development, change management, team building and problem solving, and virtually any organizational challenge. Participation and involvement of staff increases the sense of ownership and empowerment, and facilitates the development of organisations and individuals. Workshops are effective in managing change and achieving improvement, and particularly the creation of initiatives, plans, process and actions to achieve particular organisational aims. Workshops are also great for breaking down barriers, improving communications inside and outside of departments. The most constructive motivational

team-building format is a workshop, or better still series of workshops, focusing on the people's key priorities and personal responsibilities/interest areas, which will also develop organisation's aim as well.

Prior to workshop session identify and agree via consultation with the team the aim/opportunity area to be addressed. It's also important to decide workshop objectives in relation to the team's 'maturity', experience and development to understand and agree the level of freedom and responsibility to give the team during workshops, and in agreeing workshop follow-up actions and responsibilities.

Facilitating effective workshops is a skill that comes with experience. Effective workshops require a facilitative and enabling approach - not a directing autocratic style, so concentrate on enabling and providing tools, knowledge, mechanisms, freedoms, processes, information, etc., that open people's minds and make connections between tasks and people, in an enjoyable, constructive and liberating way.

- At start of workshop, introduce aim and process - agree expectations - answer queries. (5 mins).
- Brainstorm the ideas and opportunities with the whole group(10-20 mins)
- Split the group into smaller group of three to four members and ask them to come up with outline actions/initiatives/plans to achieve agreed purpose/aim. (20-30 mins)
- Have groups present back their ideas - review and praise positives aspects in each, and gently agree areas which would benefit from improvement/refining. (max 5 mins per group)
- Then task and agree for groups or individuals to refine outline plans into clear objectives **(SMART)** Specific, Measurable, Achievable, Realistic and Time bound during the workshop, or afterwards to be fed back to manager, which can then be followed up and coached during implementation.
- Follow up, coach, encourage, support and invite ideas for future workshop items and process improvements.

The above mentioned guidelines are general guidelines which are applicable to any NGO, working for Rehabilitation of torture victims. The guidelines mentioned below are designed to help organisations to develop specific training programmes according their organisations goals and objectives matching with staff needs. These can be modified and used accordingly.

**GOAL:** To develop skilled and trained staff that can provide need based holistic services to Torture victims.

**DURATION:** 3 days

**PARTICIPANTS:** 20-30 Staff working in rehabilitation Centre

**VENUE:** Suitable to accommodate 40 persons with sitting arrangement

**TRAINERS:** Well Experienced in their subject with practical knowledge. The

Speakers for each session should be expert in the topic covered in the session. The speaker should be discussing about the situation in the country. There should be proper discussion about the laws and other legislations prevalent in the country. The speakers should also mention about the resources available in the country.

**GROUP EXERCISE:**

Each session should be followed by a Group exercise which should include the topic covered. The group exercise can include a model case discussion (case vignette). The group exercise should involve all the participants. The participants should be divided into four groups and should be given 30 minutes for discussion and one member from that

Group should make the presentation of the discussion in 5 min. The salient points from the discussion should be preserved and used in the future training programme.

## **TRAINING MATERIAL:**

Audio Visual Arrangement  
LCD Projector  
Laptop  
White Board with Markers and duster  
Flip charts with stand  
Drawing sheets  
Coloured markers  
Writing pads  
Pens and Pencils with Eraser and Sharpeners

## **TOPICS TO BE COEVERED:**

### **Communication**

- Explain four basic principles of communication (verbal and non-verbal) and active, empathetic listening.
- Outline four barriers and bridges to communication
- List at least four ways communication skills which encourage staff involvement will help create a positive work environment.

### **Cultural Diversity**

- plan workable strategies for incorporating new staff into the work team
- select their own means to exhibit an appreciation of how values and perceptions affect communication
- make available for staff a series of learning opportunities for increased world knowledge and cultural information

### **Time Management**

- list job expectations of staff
- provide tools to use in prioritizing tasks of resident care
- create with staff a tentative schedule for cares based on these facts

### **Conflict resolution**

- explain at least five basic principles of empathetic communication to handle conflict
- develop policy that gives current front-line leaders the permission and expectation to work with other staff on conflict resolution.
- develop policy for progressive discipline and explain how this works to current front line leaders

### **Stress Management**

- list and recognize major symptoms and behaviours related to too much stress
- outline three to five stress management strategies
- list quick strategies staff can use during work shift as well as at home to reduce stress level
- educate staff about basic guidelines to build support work teams

### **Communication skills/Cultural Approaches**

- teach each other and staff about different cultural approaches and living styles
- identify three steps to foster a climate where differences in cultures are reviewed as positive and additive

- learn at least three methods of problem solving when cultural differences and practices interfere with necessary resident care.

### **Refugees**

- Definition of refugees
- Address and contact no. of office of UNHCR
- Conditions for getting Asylum
- Filling of Application
- Documents Required
- Submission of application
- Interview Guidelines.
- Financial help available
- Renewal of status

### **Human Rights**

- What are Human Rights
- Status Of Human Rights in the Constitution
- Important Articles.
- Tokyo declaration
- Geneva declaration
- Ethical codes for Doctors and Nurses
- Address and Contact no. of Office of human rights commission
- Ways of getting Human Rights Violations Redressed
- How to file application with NHRC
- What help NHRC can provide
- Any other point

### **Local Torture Victims:**

- Identification of Torture Victims.
- Identification of Places where normally torture happens.
- How to approach torture victims.
- Safeguarding interests of Torture Victims.
- Filing of cases at appropriate levels.
- Approaching Human Rights Commission.

Group Exercise: Relevance of International declarations, human rights and Human rights commission in the management of Torture Victims. Approaching local victims and filing of cases, liaison with local authorities and safe guarding interests of victims.

### **Torture:**

- Definition of Torture as per Convention Against Torture (UN)
- Definition of Victims (Primary and Secondary)
- Perpetrators

- Purpose of Torture
- Types of Torture
- Different Methods of Torture and their sequelae both short and long term
- Any other point

### **Legal Remedies:**

- National law against torture
- Rights of Victims during arrest.
- Role of Judiciary in prevention of Torture.
- Visit to places of detention
- Provisions and Extension of Police remand
- Facilities for long term Convicts.
- Basic facilities at detention centres
- Laws protecting rights of victims
- Process of writing FIR at Police station
- Compensation and reparation
- Any other point.

Group exercise: how to protect the torture victim taking help of various provisions in the law. Current practice of torture, common form of torture and most vulnerable situations where the torture is practiced.

### **Documentation:**

- Writing History, documenting signs and symptoms of torture in detail.
- Completing Registration Form
- Entering proper details of victim and family.
- Treatment details.
- Medical records
- Investigation and hospitalization Record
- Social details.
- Any other point

### **Rehabilitation:**

- Definition and components of Comprehensive Rehabilitation.
- Components of Comprehensive rehabilitation (Physical, Psychological, Social, Legal, Financial)
- Role of different professionals in Comprehensive Rehabilitation.
- Details of Methodology
- Evaluation
- Self evaluation
- Any other point

Group exercise: importance of proper documentation of torture victim. Relevance of documentation in organizing rehabilitation of the victim. How to ensure that victim is able to provide all the details. What is best way to organize rehabilitation services for the victim.

**Role of Doctors:**

- Establishing rapport with victim
- Documenting the signs and symptoms
- Formulating treatment and follow up plan
- Referral to appropriate specialists
- Requesting appropriate investigations

**Role of Physiotherapist:**

- Assessment of Victim in detail
- Documenting the disabilities and finding in details
- Formulating treatment and follow up plan

**Role of Psychiatrist:**

- Documentation of signs and symptoms
- Psychological consequences with emphasis on PTSD
- Role of medication and psychological intervention
- Formulation of treatment and follow up plan

**Role of Nurses:**

- Establishing rapport with the Victim
- Examination and documenting the findings
- Documenting Nursing needs of the victim
- Special nursing needs of the Victims
- Formulation of nursing plan

**Role of Counselors:**

- Do's and Don'ts for the counselor
- Role of counseling
- Goal of counseling
- Formulating counseling sessions and agreeing on number of sessions

**Role of Psychologist:**

- Role of Psychological interventions
- Various psychological interventions for Torture Victims
- Pros and Cons for various interventions
- Process of identifying specific interventions
- Formulation of intervention plan and sessions

**Role of Social Workers:**

- Identify Victims
- Help find accommodation
- Help find employment
- Help getting children admitted to schools
- Help file application for Asylum
- Take them to rehabilitation centre for treatment
- Develop close relationship to build confidence
- Work as interpreter
- Any other point

Group exercise: divide the participants in such a way that the each group discusses the role of two professionals in rehabilitation of torture victim. Ways to ensure a proper team working and complimenting each professional in the team.

**This topic may be included if organization feel that they should train the staff for this important topic. If organization feel that only few of the staff needs to be trained then this session could be arranged for those specific staff members.**

**Preparing Project proposals and report writing:**

- Identifying potential funding agencies
- Preparing proposal according to guide lines
- Log frame and other details of preparing proposal
- Report writing
- Statistical knowledge in preparing report
- Analysis of results

## **FEED BACK & EVALUATION FORMS**

- Evaluation Forms on Speakers
- Evaluation Form on Group Work.
- Evaluation form on the workshop and topics covered
- Feed back and suggestions on future planning of workshops
- Pre workshop feedback Forms.



For any further Information / Clarification please contact:

## **Society for Social Research Art and Culture,**

Regd. Off: C- 129, Saraswati Kunj Society, 25, I.P. Extension, Patparganj, Delhi 110092, India

Project Office: TA/ 91, Tughlakabad Extension, Main Okhla Road, New Delhi, 110019, India

Tel: 00 91 11 26331526, 0091 11 29996694 Fax: 00 91 11 29996694

Email: [sosrac@hotmail.com](mailto:sosrac@hotmail.com); [sosrac@bol.net.in](mailto:sosrac@bol.net.in)

Website: [www.sosrac.org](http://www.sosrac.org)