

EVALUATION OF CONTINUING EDUCATION TO
DETERMINE JOB BEHAVIOR CHANGE

A THESIS

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DEDICATION

This thesis is dedicated to my family and friends.
Without their support, patience, understanding, and
assistance this thesis would have never been completed.

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CHAPTER I

INTRODUCTION TO THE STUDY

Education and training have been conducted in health care facilities for many years. Early efforts in evaluation were concerned with the total number of persons who attended these sessions and focused on the group's behavior as a whole. Later, evaluation methods were developed to examine individual behavior (Annand, 1977). Unterreiner (1979) noted that continuing education programs have a primary focus on aiding employees to gain effectiveness in their work through the development of appropriate knowledge, skills, and performances:

By definition, then, continuing education must assist the employee in increasing their skills or knowledge relating to a specific job performed by the participant, and resulting in the participants' awareness of information or knowledge which can be applied to daily activity on the job. (p. 11)

Steig (1969) suggested that no method yet devised accomplishes the task of meeting specific goals in the orientation and training of professional staff than does properly organized inservice education (workshop programs).

As a delivery system, the workshop has been available to many educators, but very little information about its

effectiveness as a change agent is available. Much has been written in the defense of workshops, but not about their cost/effectiveness (Robbins, 1973). The question still arises as to whether workshops actually create job behavior change. Therefore, there is still a need for investigators to study the process of change. Do participants perceive that a change will occur? Does a change actually occur?

Purpose of the Study

The purpose of the study was to investigate the effectiveness of workshops as behavior change agents by using the Workshop Effectiveness Questionnaire (WEQ) developed by Robbins (1973).

Statement of the Problem

The problem selected for study was to investigate the effectiveness of workshops as behavior change agents by using the Workshop Effectiveness Questionnaire (WEQ) developed by Robbins (1973).

The WEQ was administered to ninety-six health care participants, using a pretest and posttest method. The pretest was conducted on site at the completion of each workshop. The posttest was mailed to each participant two and a half months after the completion of each workshop. For the posttest, a self-addressed stamped envelope was

provided to encourage return of the questionnaire. A second letter was mailed to those participants who did not return their questionnaire within a two week period.

The investigation was designed to examine the following research question: is there a difference between the degree of perceived job behavior change that results from workshop experience and the degree of actual job behavior change implemented two and a half months after the workshop.

Both workshops were entitled Developing People and were designed to achieve the same goals. The first workshop was conducted at Stouffer's Greenway Plaza Hotel in Houston, Texas on October 15, 1980. The second workshop was presented at Loew's Anatole in Dallas, Texas on October 16, 1980. The workshops were presented by Shirley J. Harmon, Ph.D., and Kenneth H. Nations, Ph.D.

Hypotheses

The following null hypotheses were examined by the investigator:

1. There is no significant difference between perceived job behavior change and actual job behavior change.
2. There is no significant difference between self-motivated participants and mandatory participants and job behavior change.

Definition of Terms

To promote a clear understanding of the problem, the following definitions and/or explanations of terms were established for use throughout the study:

Inservice education, workshop, program. An educational experience which has the components to supply the participant with knowledge and skills that could be applied to their particular job environment.

Continuing education. Any educational event which is planned to meet specific need and has predetermined educational objectives; has content designed to meet the objectives; uses some method for the participants to evaluate the content (Darmstaetter, 1980). Included in this term as types of continuing education are inservice education, workshops, and programs.

Evaluation. A procedure that determines program content effectiveness. An evaluation yields helpful information for planners and participants in both past and future programs.

Job behavior change. A determination from responses from the Workshop Effectiveness Questionnaire (WEQ).

Self-motivated participants. A determination from Workshop Effectiveness Questionnaire (WEQ) as a reason for attending the workshop.

Mandatory participants. A determination from the Workshop Effectiveness Questionnaire (WEQ) as a reason for attending the workshop.

Behavior change agent. An educational experience which causes an actual change in the participant's job environment. The workshop participant puts into effect the knowledge and/or skills acquired at the program.

Limitations of the Study

The proposed study is subject to the following limitations:

1. The total number of participants who respond to the posttest and the degree to which they complete the questionnaire.
2. The degree of objectivity with which the participants are able to complete the self-evaluation portion of the posttest.

CHAPTER II

RELATED LITERATURE

This chapter includes a review of literature related to the present study which aided the investigator in the development and understanding of this research. A survey of the literature revealed that this study does not duplicate any research available at the present time. The chapter is divided into three sections with continuing education literature reviewed under the following general headings: Reasons for Workshop Attendance; Motivational Factors; and Evaluation.

Reasons for Attendance

According to Welch (1980), one of the reasons the majority of health care professionals do not attend continuing education sessions may be due to a lack of leaders/supervisors in the field who encourage growth and learning. The author indicated that for any form of continuing education to be a success, it must be supported by the administrative hierarchy.

McCloskey (1974) pointed out that prevention of staff turnover might be aided by allowing for participation in continuing education. He recommended that nursing service

administrators provide time off and tuition waivers to nurses who wish to continue their education or to take advantage of inservice programs.

Additional negative aspects related to non-attendance at continuing education sessions were studied by Whitaker (1974) who stated:

A large number of unemployed nurses are not engaged in educational endeavors and are basing their nursing judgments and actions on obsolete or insufficient knowledge. Because a large number of nurses are not attending continual educational programs, it can be assumed that their needs--whatever they are--are not being met. Until the assessment of their unmet needs is undertaken by all the involved departments within nursing, then nursing will continue to fail to meet professional standards of practice. (p. 480)

Puetz (1980) did extensive research on nurse attenders and nonattenders in continuing education in nursing activities. A total of 2,619 nurses were sent a questionnaire. Attendance was compared with highest level of education, age, marital status, basic educational preparation in nursing, employment status, variables of years since graduation from basic educational preparation, years of full-time and part-time employment in nursing, and years not employed in nursing. Questions were asked regarding the reasons for attending the continuing education programs. The three reasons given most often were: 1) self-improvement; 2) to

learn more in the specific field of nursing; and 3) to satisfy the need to keep abreast of changes.

Nurses overwhelmingly indicated that the reasons for attending the continuing education activities were in the area of maintaining currency in nursing practice. Puetz indicated that further research should be done to determine reasons that nonattenders do not seem to have the need to maintain currency in nursing practice. He stated further:

The results of this study seem to indicate overwhelmingly that the nurse who is possibly the most in need of continuing education in order to remain current in the practice of nursing is least likely to be a participant in continuing education activities. The assumption that many of these nurses will be unlikely to attend continuing education on a voluntary basis seems to be warranted. (p. 26)

Schumacher and Matthews (1979) ranked factors determining nurses' participation in a continuing education activity. The three highest factors were the relatedness of a topic to one's own job or clinical specialty, personal interest in a particular topic, and one's own perceived need for information.

Elliott (1980) discussed one of the most controversial issues in the continuing education of nursing professionals today--that of mandatory or voluntary continuing education. He wrote that one argument against mandatory continuing education is that a professional person is a responsible person. He stated further:

It should be assumed that because of this sense of responsibility the professional will voluntarily participate in continuing education activities. (p. 14)

In contrast to the above study, Darmstaetter (1980) reported that the emphasis being currently placed on continuing education comes from the premise that adults do not voluntarily seek out and participate in educational experiences as a natural part of their professional career patterns.

A somewhat different approach related to participation in continuing education examines the concept of the need to arouse again the excitement which should be inherent in the education process. Darmstaetter (1980) found that adults appear to lose the quality of curiosity and eagerness to learn. Many individuals were conditioned from their early educational experiences to a negative response to further educational activities. Because of possible risks of self-worth and the chance that their performance may not be satisfactory, some adults have a fear of education. This fear has hindered these individuals in realizing their own potential and creative abilities. These people need to recognize their capabilities and begin to assume responsibility for selecting learning experiences which will be appropriate for developing these potentials.

In an earlier study related to this problem, Cooper (1978) suggested that motivating some nurses to learn is a challenge and is another argument for mandatory continuing education; however, there are many nurses who do not take advantage of continuing education opportunities on a voluntary basis, especially when the learning experience is relevant to their work environment and is easily assessible.

Motivating Factors

In a study on motivation completed in 1980, Welch asked the question, "Why aren't nurses individually seeking to increase their knowledge base and skills through continuing education programs?" (p. 19). She reported that the key issue revolves around why nurses have not searched for new information and new ways to effect positive change or see a need to do so. She concludes that there seems to be a reluctance or lack of motivation for nurses to maintain a professional approach to their nursing careers.

Gluck and Charter (1980) presented the philosophy that educational programs could help health care professionals develop those behaviors that would enable them to better deal with pressures in nursing that may contribute to negative results, such as burnout. They further stated:

Education can bring about a change in personal qualities and improve interpersonal skills. Personal qualities can be defined as those enduring characteristics of an individual that

influence his behavior generally in interaction with others. Interpersonal and leadership effectiveness can be considered as those skills, behaviors, or abilities that are necessary to motivate others in the desired direction. If through education, interpersonal and leadership skills or behaviors are learned and those behaviors continue, they become characteristics or personal qualities of that individual. (p. 31)

delBueno (1980), in a study concerning inherent problems within nursing, reported that:

Learning implies a dynamic rather than a static state and utilizes change as its primary mechanism of action. Changing behavior, even in only the cognitive realm, can be uncomfortable and costly--costly in the expenditure of time, energy and resources. None of us welcomes psychological or physiological discomfort. (p. 20)

Another deterrent to continued participation and motivation to attend future continuing education sessions is the resistance that might be met when a change is attempted. Welch (1980) reported:

There may be resistance to putting the new knowledge and skills of the learner into action and practice when she returns to her floor. If the staff do not utilize the new knowledge, then ultimately the nurse may see her educational endeavors as being fruitless. The learner may want to manifest changes behavior, but the organizational structure may not allow for it to transpire. (p. 20)

Welch also discussed the growth and change process and acknowledged that they involve a certain degree of risk-taking and are not conducive within a power structure laden with negativism. Within a work environment where a nurse

seldom receives positive feedback from supervisors, compliance with the status quo will most often be the obvious behavior. When there is no emotional support or guidance available to aid in the change effort manifested through learning, behavior remains static.

Cooper (1978) also identified some reasons why continuing education may not be successful. She found that a major problem is the resistance to implement new knowledge or skills when the participants return to their work environments. There may be limited attempts to change behavior through increasing one's skills and knowledge in an atmosphere where one feels unsupported.

In a comprehensive study completed in 1980, Brown discussed her findings regarding the process of integrating new information obtained from continuing education programs. She concluded that:

For the client the end of the course or program is only the beginning of her effort. She must do a lot of cognitive work, she must determine how what she has learned can be applied to enhance the way she practices nursing. She must be strongly committed to integrating new ideas into her professional life as it is all too easy to continue in the established familiar manner--integration frequently creates anxiety, frustration, and uncertainty. (p. 13)

Brown referred to the expansion or the change that integration requires, and stated that it may be drastic but usually is subtly instilled. The expansion or change may only be a

matter of incorporating new information into one's thought processes, may require further development of a new skill, or may involve approaching some area of the health care professionals' practice with a new and different perspective.

In 1975, Copp discussed her findings related to inservice education as follows:

The inservice instructors were the best, the curriculum was relevant, realistic, and patient-oriented, the nursing personnel were energetic, but it becomes evident the learners are not putting into practice what they know . . . inservice educators perceive their learners to be victims of an atmosphere of policy and practice change in which only change itself is a predictable element . . . in practice, however, change is often unplanned, fitful, expedient, or occurs by default. Even before the wheels of implemented change begin to turn, long dormant attitudes and negative feelings are awakened in many of the staff involved, bringing forth a resistive work environment in which the simplest change may drain the administrator's energies, incur unexpected costs, and discourage further planning for progressive change. (p. 19)

Copp continued to explain that change may result from action, reaction, inaction, or interaction, whether it be planned or unplanned. Change may be initiated by emergency, select, command, drift, design, or dream.

An additional aspect of the problem of motivation concerns the area of mandatory versus voluntary continuing education. Cooper (1973) presented her findings related to this subject by stating that the most significant argument against mandatory continuing education is the practice of

the attempt to force nurses to learn. She feels that if an individual is forced to learn, it will only foster a negative attitude towards learning.

The primary argument for mandatory continuing education is the necessity to ensure that nurses have the needed skills and knowledge for deliverance of quality nursing care. To do this, they must keep abreast of the rapid advances in health care technology through continuing education (Elliott, 1980).

Elliott presented arguments for and against mandatory continuing education and stated that it does not guarantee professional growth. Elliott disagreed with Cooper's conclusion about mandatory continuing education resulting in negative attitudes. He based his disagreement on the theory of cognitive dissonance:

This theory assumes that if a state of dissonance exists in an individual, the person will find such a situation psychologically so unpleasant that he will be motivated to reduce or eliminate the dissonance. (p. 16)

Many programs offer little guidance in the application of theory to actual work situations. Several authors (Forni, 1975; Libby, 1975; Stevens, 1973) noted that a learner must be eager and willing to learn and that there must be internal motivation to study and learn. The practitioner who participates in continuing education has the

right to expect that their work environment will be responsive to integrating new knowledge and skills. Hospitals, agencies, and other facilities should expect change from continuing education participants (Brown, 1980). Learning to cope with both the process of change and the resistance to change are necessary lessons which all staff need to learn if professional roles are to be dealt with effectively (Copp, 1975).

Crayton (1978) wrote of the importance of relating the continuing education experiences to the world of work. She related that adults expect instructors to present practical information and stated that this aspect of continuing education needs more emphasis if these activities are to be successful.

Bedwell (1978) concluded that many hospitals spend a substantial amount of money to send participants to external continuing education programs, while administrators complain that the knowledge acquired is often not applied in the hospital. He presented a practical model for determining accountability. He suggested counseling employees before and after continuing education programs to set objectives. Such an effort, he stated, can insure increased application on the job of what the employees learned at educational programs.

McCloskey (1974), in a somewhat less recent study related to continuing education, identified a feeling of low self-esteem as being a major issue with nurses' job dissatisfaction. He stated that:

The lack of internal rewards is a major indicator of job dissatisfaction and lack of enthusiasm. Because of a lack of self-esteem and self-confidence that often prevails, a reliance on status quo may be the only evident behavior. (p. 12)

If nurses with considerable experience in nursing tend to be low in interpersonal and leadership effectiveness, there could be a serious impairment of their ability to provide quality nursing care. This may imply that more emphasis should be placed on increasing their effectiveness through continuing education (Gluck & Charter, 1980).

Evaluation of Continuing Education

According to Cantor (1978), evaluation is a means of obtaining information needed to make predictions on which to base decisions about either the maintenance or revision of a process established to achieve a specific purpose, a program, or a system. Gaston (1980), writing on the same subject, stated:

Evaluation has long been recognized as a vital part of the continuing education process. However, it is also one of the more challenging components. Since evaluation methodology in continuing education is critical to the success of these activities, it is particularly important to use as wide a variety of techniques as possible. (p. 10)

O'Leary and Holzemer (1980) suggested that evaluations of educational programs determine effectiveness and yield helpful information for both past and future program planners and participants.

Another definition given for evaluation is that it is a comparison of an object of interest against a standard of acceptability (Green, 1979). A similar definition of the term evaluation is that it is an assessment of the overall progress towards a goal (Zufall, 1979). Depending on the skills and/or resources devoted to the process, the evaluation can be either a relatively simple or complex process. Evaluation begins with the planning of a program and continues through the implementation of recommendations made possible by the data (Zufall, 1979).

"Program evaluation completes the curriculum circle and brings planners back to identifying needs" (Smith, Ross, & Smith, 1980, p. 29). Welch (1980) reported on the Haar and Hicks (1976) theory regarding performance evaluation. These researchers reported that it may be a useful tool to further inspire learning, but often it is a tool that is disruptive to growth facilitation.

Smith (1978), when writing on the subject of evaluation, identified the need for active participation between instructor and the participant/learner. Smith suggested

that since ideal continuing education programs are a serious result of self-directed inquiry, then an evaluation must be done by the participant/learner in terms of progress toward their goals. Hamilton (1980) stated:

The educational innovator usually designs an evaluation without much professional advice, conducts it with limited resources, and defends it without the advantage of comparison to conventional approaches that have been similarly evaluated. (p. 545)

She recommended that provisions be made for gathering and detecting evidence about both desirable and undesirable outcomes that were not expected. Hamilton discussed different methods of receiving information for evaluations, such as questionnaires, individual interviews, group interviews, tests, observations, and testimonials and noted that the number of persons in attendance is an important method of evaluation. Welch (1980) also supported the notion that the number of participants is a major criterion used to evaluate a program's worth.

delBueno (1980) prepared a comprehensive study regarding cost-effectiveness of staff development programs. She developed a ratio formula to compare outcomes achieved by an educational activity. The formula was based on four assumptions: (1) evaluating the means and the end; (2) education and training can achieve varying levels of behavior change; (3) learning outcomes can be reliably measured;

and (4) most costs can be reliably measured. Educators can use the cost-effective formula to collect decision-making data in regard to: changing and educational methods and strategies; revising objectives for learning; the need for valid and reliable evaluation tools; continuation of educational offerings; different use of time and other resources.

Green (1979) studied the levels on which evaluation can focus--specifically process, impact, and outcome. He stated that:

Measuring the impact on knowledge, skills, attitudes, and beliefs, and especially behavioral and environmental changes can be the most critical evaluation at this stage of the development of programs. (p. 106)

O'Leary and Holzemer (1980) published a study in which they found that participants who completed the inservice training program were able to retain and demonstrate their skills two to eight months later. This program evaluation showed obvious effectiveness.

Smyth and McMahon (1976) discussed evaluation results from their continuing education study. They found that evaluation was continual throughout the project. After the workshop, faculty requested that feedback be given. The faculty concluded that participants demonstrated positive behavior change. This was demonstrated by an increase in

communication with faculty between and during the workshop, and an improvement of skills utilized on the job.

A different approach to evaluation was presented by Jones and Sherman (1980). These authors maintained that every method of evaluation is subjective because it imposes a biased perspective. "All evaluation instruments influence what is seen as objective reality" (Jones & Sherman, 1980, p. 557).

CHAPTER III

PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE STUDY

This research project was approved by the Associate Director of Communication Management Associates, Kenneth Harper Nations, Ph.D. The investigator surveyed the participants of the workshop entitled Developing People on October 15 and 16, 1980. The procedures that follow were used in the development of the study.

Preliminary Procedures

After identifying the need for evaluating continuing education, the investigator surveyed, studied, and gathered information from all available documentary and human resources. A tentative outline was developed and presented to the members of the thesis committee for suggestions and/or corrections. Revisions were made in accordance with the suggestions received from the thesis committee and approval for the tentative outline was obtained. Permission was secured from the Human Subjects Review Committee and the revised and approved outline in the form of a prospectus was filed in the Office of the Provost of the Graduate School.

Selection of Subjects

A letter of permission was obtained from the Associate Director of Communications Management Associates, Kenneth Harper Nations, Ph.D. to evaluate two workshop sessions entitled Developing People. The workshops, conducted by Dr. Nations, were attended by 96 health care professionals from the state of Texas. All 96 persons agreed to serve as subjects in the study.

Selection of the Instrument

A review of the literature was made in order to select an instrument that could most thoroughly measure the effectiveness of continuing education workshops. After several instruments had been reviewed, it was determined that the "Workshop Effectiveness Questionnaire" would be utilized to evaluate the Developing People workshops. The "Workshop Effectiveness Questionnaire" was developed at Western Michigan University by Wayne Richard Robbins (1973, pp. 138-144).

Description of the Questionnaire

The questionnaire is divided into three main sections. These sections consist of: (1) biographical data, which provides the investigator with demographic data about each workshop participant, (2) general information, which was specifically designed to solicit responses related to the

fulfillment of the objectives of the workshops, and (3) fifty-one questions designed to determine the presence and the importance of each of a series of workshop effectiveness predictor items. The fifty-one questions were divided into the following eight categories: clarity of objectives, workshop delivery system, physical facilities, human relations, attitude toward experience, organizational reinforcement, exposure and timing, and motivation. Table 1 reveals the number of questions related to each of the major categories of predictor items. These questions were randomly ordered in the questionnaire to discourage the respondents from establishing a response mind-set pattern.

Collection of the Data

Pretest data were collected by the investigator at the completion of each of the two workshops in October, 1980. The workshop leader had reserved the 30 minutes immediately following the closing of each workshop for the participants to complete the questionnaire. Each workshop participant was given a copy of the "Workshop Effectiveness Questionnaire" (Robbins, 1973) along with a cover letter which explained the purpose of the survey and contained the statement of consent. The investigator gave verbal instructions to clarify the procedure to be utilized in completing the

Table 1

Number of Questions Per Predictor Item

Predictor Category	Number of Questions
Clarity of Objectives	7
Delivery System of Workshop	8
Physical Facilities	3
Human Relations	3
Attitude Toward Experience	5
Organizational Reinforcement	5
Exposure and Timing	4
Motivation	16
Total	51

Note: Appendix A lists each question in the appropriate predictor category.

questionnaire. Participants were asked to complete the three different sections of the questionnaire. The first section consisted of biographical data, while the second section requested general information about the workshop itself. Participants were then asked to respond to each question in section three, predictor items, first by indicating the degree to which each predictor was currently present in the workshop experience, and then to indicate the perceived importance of the same predictor item. The average time for completion of the questionnaire was 20 minutes.

At the time of the pretest, the investigator explained the procedure of the posttest to the subjects. The Workshop Effectiveness Questionnaire was mailed to all 96 participants on January 31, 1981, and a follow-up reminder was mailed on February 13, 1981. After the follow-up letter, the investigator telephoned those participants who had not returned the questionnaire. A total of 56 questionnaires were received by the investigator. However, four were discarded as they were not complete. A total of 52 questionnaires (54%) were utilized in the study.

Treatment of the Data

Each of the 52 posttest questionnaires was given an identification number and matched to the corresponding

pretest. The remaining 44 pretest questionnaires, for which no posttest was available, were not utilized in the study. A data sheet containing the total scores from both the pre and post tests was compiled (see Appendix B). The data obtained from the three sections of the questionnaire were treated as follows:

Biographical Data

The responses from this section were hand tabulated by the investigator and then coded and punched on the computer at the Texas Woman's University. The mean, median, minimum value, maximum value, standard deviation, and standard error of the mean were then calculated.

General Information

One of the questions from this section requested a numerical rating of the workshop areas. These raw data were hand tabulated. Computations were performed to determine the mean, median, minimum value, and maximum value. The "yes," "no" responses from the other three questions contained in this section were also hand tabulated.

Predictor Items

The 16 workshop effectiveness predictor items included in the motivation category of the questionnaire were given numerical scores for each answer. The "almost always" response was awarded a score of 5 and the score of 1 was

assigned to the response of "rarely." Each participant's score indicating the presence (T1, T3) and importance (T2, T4) of each predictor item was hand tabulated. These scores were obtained from both the pretest (T1, T2) and the posttest (T3, T4) questionnaire of each workshop participant. These tabulations were then coded and punched on the computer. The Friedman Test was used to examine the relationship between the "importance" of each predictor item as indicated on the pretest and the "presence" of each predictor item as evidenced on each participant's posttest. This nonparametric two way analysis of variance tests whether three or more samples of data come from the same population. The test is appropriate for situations in which the same subjects are measured repeatedly, as was the procedure with the investigator's pretest and posttest questionnaire.

The Mann-Whitney U-Test was used to examine the relationship between the "self-motivated" participants and the "mandatory" participants and job behavior change (T3) as indicated on the posttest. Both tests were computed to determine significance at the .05 level. The Mann-Whitney tests whether there is a significant difference between two independent samples.

Table 2 shows the contents of each section of the Workshop Effectiveness Questionnaire. The responses to the

Table 2

Contents of Workshop Effectiveness Questionnaire

Section	Information Included
Biographical Data	Name, address, age, and position
	Facility size and years experience in profession
	Reason for attending
	Cost paid by
	Previous attendance
General Information	Physical facilities and amount of time for workshop
	Open-ended questions relating to the workshop effectiveness
	Specific objective scale
Predictor Categories	Comments
	Clarity of objectives
	Delivery system of workshop
	Physical facilities
	Human relations
	Attitude toward experience
	Attitude toward reinforcement
	Exposure and timing
	Motivation for change

demographic items gave the investigator background information for each participant and presented an opportunity for each respondent to comment on the workshop.

The responses from the three sections of the questionnaire were organized into appropriate tables for presentation in Chapter IV. In addition, the frequencies and percentages from the raw data were computed and presented in tables.

CHAPTER IV

PRESENTATION OF THE FINDINGS

The purpose of the study was to investigate the effectiveness of workshops as behavior change agents. The data for this study were collected through the use of the Workshop Effectiveness Questionnaire (Robbins, 1973) used to evaluate the Developing People workshops. A pretest questionnaire was completed by 96 workshop participants. Fifty-two of the original respondents completed the posttest questionnaire for a return rate of 54%.

The purpose of this chapter is to present the findings of the study. Data obtained from the completion of the Workshop Effectiveness Questionnaire (Robbins, 1973) are presented in tabular and narrative form.

Description of the Workshop

Table 3 describes each workshop location, date, and the number of participants who responded to the posttest questionnaire. The table reveals that 35 persons who attended the Dallas workshop responded to the questionnaire. This represents double the number that responded from the Houston workshop.

Table 3
Description of Workshops

Name	Sponsoring Agency	Date and Location	Number of Respondents
<u>Developing People</u>	Communication Management Associates	October, 1980 Houston, Texas	17
<u>Developing People</u>	Communication Management Associates	October, 1980 Dallas, Texas	35
Total			52

Description of Workshop Participants

As shown in Table 4, the participants ranged from 22 to 64 years of age. The mean age was 36 years. Although the maximum number of years in their profession was 38, half of the participants have worked in their area for eight years or less. Supervisory experience of the participants ranged from zero to 30 years with a median of 5 years service in this capacity.

Table 4

Description of Biographical Variables

Variable	Mean	Median	Max. Value	Min. Value	Standard Deviation	Standard Error of Mean
Age ^a	36.0	34	64	22	10.65	1.47
Years in Profession ^b	11.1	8	38	25	8.90	1.24
Years as Supervisor	7.5	5	30	0	8.46	1.17

^aTwo participants did not respond to this item.

^bOne participant did not respond to this item.

N = 52.

Age Distribution of Participants

Table 5 discloses that the majority of the participants, 57%, were below age 35. The largest single age group was between 26 and 30 years old. This group was comprised of 15 participants.

Table 5

Age Distribution of Participants

Age of Participants	Number	Percentage
21 - 25	8	15.0
26 - 30	15	29.0
31 - 35	7	13.0
36 - 40	6	12.0
41 - 45	4	8.0
Over 45	12	23.0
Total	52	100.0

Position Classification of Participants

Table 6 discloses that 26.8% of the health care professionals who attended the workshops provided direct nursing services. Thirty-one participants classified themselves in supervisory/managerial positions.

Table 6
Present Position Classification
of Participants

Position	Frequency	Percentage
Inservice Coordinator	3	5.8
Head Nurse	6	11.2
Assistant Director of Nursing	2	4.0
Senior Medical Technologist	3	5.8
Supervisor ^a	13	25.0
Clinical Specialist	1	2.0
Administrative Secretary	1	2.0
Manager ^a	6	11.2
Instructor	1	2.0
Department Director	4	7.7
Clinical Coordinator	4	7.7
Assistant Head Nurse	3	5.8
Registered Nurse	3	5.8
Administrative Assistant	1	2.0
Food Buyer	1	2.0

^aThese participants did not state their specific profession.

Reason for Attending Workshop

Table 7 reveals that the majority of participants attended the workshop because they were self-motivated (61%). Two participants (2%) stated "Other" reason for attending. One of these participants gave the reason for attending the workshop as being trained for a supervisory position, while the other did not note a reason.

Table 7

Reason for Attending Workshop

Reason	Frequency	Percentage
Self-motivation	41 ^a	61
Director of Supervisor	20 ^a	30
Institutional Credit	5	7
Other ^b	2	2
Total	67	100

^a15 participants checked both Self-motivation and Direction of Supervisor.

^bTraining for supervisory position.

Source of Workshop Expense Funds

Table 8 reveals that the employers of 71% of the respondents paid the expense for their employees to attend the workshop. The remaining 29% did not receive financial support from their employer. There were no other areas listed as being the source of expense.

Table 8
Participants' Source of Workshop Funds

Source	Frequency	Percentage
Self	15	29
Employer	37	71
Grant	0	0
Other	0	0
Total	52	100

Previous Attendance at Same Topic Workshop

As shown in Table 9, the majority (73%) of participants had never attended a workshop on the topics of Motivating Staff, Maximizing Performance, Career Burnout, and Career Direction. Fourteen (27%) participants had attended

workshops in which at least one of the workshop topics was presented.

Table 9
Number Having Previous Attendance at
Workshop on Same Topic

Attended Before	Frequency	Percentage
Yes	14	27.0
No	38	73.0
Total	52	100.0

Responses to Physical Arrangements
and Time of Workshop

Table 10 reveals the participants' evaluation of the location of the workshop, the meeting rooms, and the time allotted for each of the four topical areas of the workshop. The majority of the participants (54%) rated the physical arrangements as "very good." One subject did not respond to the workshop site question. The majority (84%) of the subjects rated the time allotted for the workshop as "good" or "very good."

Table 10
Responses to Physical Arrangements
and Time of Workshop

Variable	Very Good	Good	Average	Poor	Very Poor	No Response
Meeting Rooms	28 (54%)	20 (38%)	4 (8%)	0	0	0
Workshop Site	28 (54%)	21 (40%)	2 (4%)	0	0	1 (2%)
Time Allotted	19 (36%)	25 (48%)	7 (13%)	1 (2%)	0	0

General Information Questions

Evaluation of Workshop Areas

For each of the four workshop areas, Motivating Staff, Maximizing Performance, Career Burnout, and Career Direction the participants were asked to rate the "objectives understood," the "objectives met," and the "format of the presentation." These are presented in Table 11. Also indicated are the participants' ratings of the total area assessment value for each of the four areas. The scoring for this section of the questionnaire was as follows:

(1) "very high value," (2) "worthwhile," (3) "some value" and (4) "no value." These scores (1-4) were also used in

Table 11
Description of Participants' Evaluation
of Workshop Topics

Workshop Areas	Mean	Median	Minimum Value	Maximum Value
Motivating Staff				
Objectives Understood	1.65	2	1	3
Presentation Format	1.59	1	1	3
Objectives Met	1.67	2	1	3
Total Area Assessment	1.71	2	1	3
Maximizing Performance				
Objectives Understood	1.78	2	1	3
Presentation Format	1.51	1	1	3
Objectives Met	1.65	2	1	3
Total Area Assessment	1.67	2	1	3
Career Burnout				
Objectives Understood	1.23	1	1	3
Presentation Format	1.26	1	1	3
Objectives Met	1.36	1	1	3
Total Area Assessment	1.38	1	1	3
Career Direction				
Objectives Understood	1.65	2	1	3
Presentation Format	1.71	2	1	4
Objectives Met	1.78	2	1	3
Total Area Assessment	1.76	2	1	3

Table 11 to reveal the results for each area. The majority of the participants' ratings ranged from "worthwhile" to "very high value." One participant rated the area of Career Direction for presentation format to be of no value.

In addition to numerical scoring, participants were requested to make comments on items that they rated with a score of four (no value). The comments received were as follows. One participant commented that attendance at a full day workshop on "Stress and Burnout in the Hospital" was found to be more effective and helpful. Two other participants stated they could have spent a whole week in the areas of Motivating Staff and Maximizing Performance. One of these participants also commented about the presentation being "good" for the time allotted.

Workshop Effectiveness

The three remaining questions included in this questionnaire were primarily designed to provide immediate feedback to the workshop presentors. It was anticipated that these questions would be utilized to improve future presentations. All three questions requested a "yes" or "no" answer.

Table 12 reveals that the majority (98%) of the participants answered "yes" to the first question, "Was the workshop especially good?", while 98% answered "yes" to

Table 12

Workshop Effectiveness

Questions	Yes	Percent	No	Percent
1. "Was the workshop especially good?" ^a	49	98	1	2
2. "Were the workshop methods effective?" ^b	48	98	1	2
3. "Did you gain specific knowledge and/or skills that will make you more effective on the job?"	52	100	0	0

^aTwo participants did not answer Question 1.

^bThree participants did not answer Question 2.

"Were the workshop methods effective?" All of the participants (100%) answered "yes" to "Did you gain specific knowledge and/or skills that will make you more effective on the job?"

In addition to a "yes," "no" answer, the second question also requested an explanation if the participant answered "no." Each of the comments made for this question were made by a different participant. The responses were "haven't tried them yet," "fair," "being able to participate

in tasks gave practical application to the theory being presented--better understanding."

Item Category Questions

Of the 51 original questions contained in the questionnaire, sixteen of these were selected and used specifically to determine whether there was a significant difference between perceived job behavior change and actual job behavior change. The sixteen questions and their corresponding questionnaire numbers are as follows:

Motivation for Change Questions

(1) The techniques learned at the workshop will improve my job behavior.

(4) The workshop gave me new and valuable insights into management.

(7) I feel that the workshop experience will be beneficial to my job performance.

(9) I encourage the use of systematic procedures.

(12) I was involved in the planning of this workshop.

(15) I intend to make changes in light of new information.

(19) A person becomes less effective when he is not willing to make changes.

(23) People want to make changes in order to improve their performance.

(28) I am convinced by the workshop discussions that change is needed.

(31) I intend to implement the models and/or techniques presented at the workshop.

(35) If my supervisors had attended this workshop, there would be more likelihood of change.

(37) I have already made plans to implement the concepts of the workshop.

(40) I gained specific knowledge and/or skills that will make me more effective in my job performance.

(43) The workshop topics were pertinent to my job description.

(48) I typically take new ideas and put them into practice.

(50) As a result of attending this workshop my effectiveness will increase.

The investigator's first hypothesis was to determine whether there was a significant difference between perceived job behavior change and actual job behavior change. Scores were totaled for these sixteen questions on the pretest and posttest questionnaires; T2 represented the perceived job behavior change (importance scores) on the pretest, while T3 represented the actual job behavior change (amount currently present) on the posttest two and a half months later.

The findings of the study led the investigator to reject the first hypothesis:

There is a significant difference at the .0005 level of significance between perceived job behavior change and actual job behavior change.

The second hypothesis tested whether there was a significant difference between self-motivated participants and mandatory direction of supervisor participants and job behavior change. The information on the questionnaire used to obtain this was the reason for attending the workshop and the importance scores (T3) from the posttest questionnaire. The findings of the Mann-Whitney test led the investigator to accept the second hypothesis:

There is no significant difference at the .05 level of significance between self-motivated participants and mandatory participants in job behavior change.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Throughout the years, continuing education needs have become more obvious to our society. Scientists of all types are constantly learning new methods, techniques and procedures. Progress continues and the need for continuing education continues along with it. Health care professionals, along with other professionals, must be given the opportunity to increase their skills and knowledge in order to perform their job as effectively and efficiently as possible.

Workshops have been available to many health care professionals with a primary focus on assisting those employees to gain effectiveness in their job performance. Although some studies attempted to evaluate effectiveness of education, there does not seem to be sufficient research in this area. More specifically, the research lacks information regarding whether job behavior change does actually occur once the workshop participant returns to their work environment.

The present study was undertaken to investigate the effectiveness of workshops as behavior change agents. The study evaluated workshops presented by Communication Management Associates.

The population for the study was health care professionals from the state of Texas who attended the Developing People workshop in Houston and Dallas, Texas. Ninety-six subjects participated in the study. A pretest questionnaire was given to the participants after the conclusion of the workshop. The same questionnaire was sent to the 96 participants two and a half months after the workshop. A follow-up letter and telephone calls were used to secure a 54% return of the questionnaire. The questionnaire was composed of 12 pages and was divided into three sections: (1) biographical data, (2) general information, and (3) predictor item questions.

The respondents to the questionnaire were 52 health care professionals. The following are the major findings based upon the data obtained from the responses to the questionnaire:

The majority of the health care professionals (57%) were under the age of 35. The ages of the participants ranged from 22 to 64 years of age with the average age being 36. The data reveals that 39 participants had been

in the profession for 5 years or longer, while three participants had been in the health care field for less than one year. The maximum number of years in the profession was 38.

Supervisory experience of the participants ranged from zero to 30 years, with a mean of 7 1/2 years. There were twice as many respondents (67%) from the Dallas workshop as from the Houston workshop (33%).

The data revealed that 14 or 26.8% of the health care professionals who attended the workshops were from the nursing profession. Thirty-one of the participants were in a supervisory/managerial position.

Forty-one of the participants attended the workshop because of self-motivating reasons, while 20 participants attended because they were mandated to do so. Five of the participants' initial motivation to attend the workshop was to receive institutional credit, while two participants were there because they were being trained for supervisory positions.

The participants' source of funding to attend the workshop came from two different areas. Fifteen participants (29%) paid the workshop expenses themselves, while 37 participants (71%) received funds from their employers.

The majority of the participants (73%) had never attended a workshop on the same topic. Less than one-third of the participants had previously attended a workshop on the same or a similar topic.

Over 50% of the respondents answered "very good" when rating the meeting rooms and workshop site for the workshop. Nineteen participants answered "very good" for the time allotted for the workshop.

For each of the four workshop areas, the majority of the respondents rated the objectives and format of the presentation "very high" and "worthwhile." One respondent rated the presentation format as "no value," when referring to the Career Direction area.

Included in this section of the questionnaire were three questions concerning the participants' feelings regarding the workshop effectiveness. Ninety-eight percent of the answers were "yes" to the first and second questions. One hundred percent answered "yes" to the third question.

The hypotheses which the investigator examined were as follows:

(1) There is no significant difference between perceived job behavior change and actual job behavior change. Using the Friedman Test at the .05 level of significance, it was found that there was a significant difference between

the important scores of the pretest and the amount currently present scores of the posttest two and a half months later, for the sixteen predictor items. The result of the Friedman Test was 12.25 and was significant at the .0005 level. Thus, the null hypothesis was rejected.

(2) There is no significant difference between self-motivated participants and mandatory participants and job behavior change. The Mann-Whitney Test was utilized at the .05 level of significance. The result of the test was 96.50 ($p = .761$). Therefore, the null hypothesis was accepted.

Discussion

The related literature in this investigation presented some suggestions and theories which have been substantiated by the data obtained in this study. Welch (1980) states that the workshop participants need the backing of administration and the facility supervisor in order to implement job behavior changes. In the Developing People workshop, the participants were asked to respond to the importance of the following questions:

1. Supervisors in my facility reinforce my workshop experience.

26 participants (50%) answered "almost always"

15 participants (28%) answered "usually"

9 participants (17%) answered "occasionally"

1 participant (2%) answered "seldom"

2 participants (3%) answered "rarely"

2. The administration will encourage change prompted by this workshop.

18 participants (35%) answered "almost always"

17 participants (32%) answered "usually"

10 participants (19%) answered "occasionally"

6 participants (12%) answered "seldom"

1 participant (2%) answered "rarely"

3. If my supervisor had attended this workshop, there would be more likelihood of change.

26 participants (50%) answered "almost always"

14 participants (27%) answered "usually"

6 participants (12%) answered "occasionally"

4 participants (8%) answered "seldom"

2 participants (3%) answered "rarely"

An investigation by Gluck and Charter (1980) suggested a need for workshops on "burnout" for health care professionals. The findings in this study reveal that for the Career Burnout area, the total assessment average for the 52 participants ranged between "very high value" and "worthwhile." The mean score was 1.38. This information indicated

Table 13

Description of Questions Pertaining to Administrative Support

Question	Choice of Answers and Percentage of Participants Answering			
	Almost Always	Usually	Occasionally	Seldom Rarely
1) Supervisors in my facility reinforce my workshop experience	26 (50%)	15 (28%)	9 (17%)	1 (2%) 2 (3%)
2) The administration will encourage change prompted by this workshop.	18 (35%)	17 (32%)	10 (19%)	6 (12%) 1 (2%)
3) If my supervisor had attended this workshop there would be more likelihood of change	26 (50%)	14 (27%)	6 (12%)	4 (8%) 2 (3%)

that the participants felt this workshop area was useful and needed as part of their continuing education.

Gluck and Charter proposed that more emphasis be placed on increasing health care professionals' effectiveness through continuing education. The current investigation which was designed specifically to determine the effectiveness of the Developing People workshop, determined that there was a job behavior change between the pretest immediately answered after the workshop, and the posttest completed two and a half months later.

Crayton (1978) suggested that there be more practical information in continuing education experiences. The Developing People workshop deals with human relation areas, such as motivation, burnout, career direction, and maximizing performance, as opposed to theoretical types of information.

Del Bueno's study in 1980 stressed the need for valid and reliable evaluation tools. A formula was developed for her study to compare outcomes achieved by an educational activity. One of the assumptions was that education and training can achieve varying levels of behavior change. The data obtained in the current study led this investigator to determine that an educational experience did appear to achieve behavior change.

Conclusions

The findings of the investigator were consistent with the published literature within the limitations of this study. The major conclusions which seem to be indicated by the data obtained are as follows:

1. Participants tend to attend workshops because of self-motivating reasons.
2. Participants tend to receive monetary support from their employers to attend workshops.
3. Participants show a job behavior change after the workshop experience regardless of whether they attend for self-motivating reasons or for mandated reasons.

Recommendations

The major recommendations which seem to be indicated by the data obtained in the study are as follows:

1. A replication of the present study over a longer period of time to determine if job behavior changes occur at a later date.
2. A study to compare the effectiveness of a continuing education experience for highly technical skills and the effectiveness of an experience in human relations areas such as the Developing People workshop.
3. A survey conducted with health care administrators to determine the perceived effectiveness of workshops in general.

4. A survey to determine the types of workshops supervisors will pay for their employees to attend.

5. In addition to the questionnaire technique, a personal interview could be utilized to obtain more specific data.

APPENDIX A

WORKSHOP EFFECTIVENESS QUESTIONNAIRE

WORKSHOP EFFECTIVENESS QUESTIONNAIRE

BIOGRAPHICAL DATA

1. NAME _____ (Name will be kept anonymous) _____ AGE _____

2. PRESENT POSITION _____ SIZE OF FACILITY _____

3. MAILING ADDRESS _____ CITY _____ STATE _____ ZIP _____

4. TOTAL YEARS IN PROFESSION _____ TOTAL YEARS AS SUPERVISOR _____

5. REASON FOR ATTENDING WORKSHOP: Check initial force:

- Self-Motivation _____
- Direction of Supervisor _____
- Institutional Credit _____
- Other, Explain _____

6. COSTS PAID FOR BY: Self _____

Employer _____

Grant from _____

Other, explain _____

7. Have you attended a workshop on this topic before? YES NO

8. Would you like a copy of the summary findings of this evaluation? YES NO

9. How do you feel about each of the following?

	very good	good	average	poor	very poor
Meeting Rooms					
Workshop Site					
Amount of Time for Workshop					

YOUR ANSWERS WILL BE KEPT CONFIDENTIAL

WORKSHOP EFFECTIVENESS QUESTIONNAIRE

GENERAL INFORMATION

1. Was the workshop especially good? YES NO
2. Were the workshop methods effective? YES NO Please explain:
3. Did you gain specific knowledge and/or skills that will make you more effective on the job? YES NO
4. Considering the entire program, rate the following areas: Circle one in each category.

1 - for Very High 2 - for Worthwhile 3 - for Some Value 4 - for No Value

Workshop Areas	Objectives Understood	Presentation Format	Objectives Met	Total Area Assessment	Topic Covered Adequately
Motivating Staff	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	YES NO
Maximizing Performance	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	YES NO
Career Burnout	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	YES NO
Career Direction	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	YES NO

5. Please comment on items above that you rated 4 - No Value.

WORKSHOP EFFECTIVENESS QUESTIONNAIRE

Predictors

On the following pages is a list of items that may be used to describe your reaction or a perception of a behavior or attitude. Each item describes a specific kind of perception. Although some items may appear similar, they express differences that are important in the description of leadership or the effectiveness of the workshop experience. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, your perceptions of yourself and of the workshop experience.

AMOUNT PRESENT:	* RESPONSE OPTIONS:	* IMPORTANCE:
Please check the relative	A - Almost Always (80-100%)	* Please check also the
amount this predictor was	B - Usually (60- 80%)	* relative IMPORTANCE of
PRESENT in your workshop	C - Occasionally (40- 60%)	* this predictor in light
experience.	D - Seldom (20- 40%)	* of what should be.
	E - Rarely (0- 20%)	

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AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE	IMPORTANCE (Should Be)
Almost Always Usually Occas. Seldom Rarely	Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	Almost Always Usually Occas. Seldom Rarely
A B C D E	1. The techniques learned at the workshop will improve my job behavior.	A B C D E
A B C D E	2. The methods of instruction utilized during the workshop were conducive to learning.	A B C D E
A B C D E	3. The facilities provided a positive learning atmosphere.	A B C D E

AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	IMPORTANCE (Should Be)
Almost Always		Almost Always
Usually		Usually
Occas.		Occas.
Seldom		Seldom
Rarely		Rarely
A	4. The workshop gave me a new and valuable insight into management.	A
B	5. Supervisors in my facility reinforce my workshop experiences.	B
C	6. The length of the workshop was about right for the topic.	C
D	7. I feel that the workshop experience will be beneficial to my job performance.	D
E	8. I understood the workshop objectives from the start.	E
A	9. I encourage the use of systematic procedures.	A
B	10. There was sufficient opportunity provided for inter-action among participants.	B
C	11. Workshops that I have attended have been a worthwhile experience.	C
D	12. I was involved in the planning of the workshop.	D
E	13. The administration will encourage change prompted by this workshop.	E

AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	IMPORTANCE (Should Be)
Almost Always Usually Occas. Seldom Rarely		Almost Always Usually Occas. Seldom Rarely
A B C D E	14. It would be more valuable to space a workshop's learning experiences over a longer period of time.	A B C D E
A B C D E	15. I intend to make changes in light of new information.	A B C D E
A B C D E	16. Workshop objectives were adhered to by the leaders.	A B C D E
A B C D E	17. Objectives were met through various methods.	A B C D E
A B C D E	18. The facilities used were adequate for appropriate small group use.	A B C D E
A B C D E	19. A person becomes less effective when he is not willing to make changes.	A B C D E
A B C D E	20. Meeting and interacting with other professionals is a major purpose of workshops.	A B C D E
A B C D E	21. My supervisors are supportive of the workshop topics.	A B C D E
A B C D E	22. Follow-up sessions should be provided to give reinforcement.	A B C D E
A B C D E	23. People want to make changes in order to improve their profession.	A B C D E

AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	IMPORTANCE (Should Be)
Almost Always Usually Occas. Seldom Rarely	<p>24. I feel that the workshop objectives were met.</p> <p>25. Practical experiences were provided to emphasize objectives.</p> <p>26. The workshop helped me develop more effective leadership skills.</p> <p>27. Participants were earnestly at work on the task.</p> <p>28. I am convinced by the workshop discussion that change is needed.</p> <p>29. Professional resources were used during the workshop to provide a broader scope.</p> <p>30. Workshops presented during the early part of the budget year are most effective.</p> <p>31. I intend to implement the models and/or techniques presented at the workshop.</p> <p>32. The workshop objectives were directly related to my work needs.</p>	<p>Always Usually Occas. Seldom Rarely</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p> <p>A B C D E</p>

AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	IMPORTANCE (Should Be)
Almost Always Usually Occas. Seldom Rarely		Almost Always Usually Occas. Seldom Rarely
A B C D E	33. If change is to occur as a result of this workshop, it will be my responsibility.	A B C D E
A B C D E	34. The facilities used can make a difference between a good and poor workshop.	A B C D E
A B C D E	35. If my supervisors had attended this workshop, there would be more likelihood of change.	A B C D E
A B C D E	36. The explanations were too complex.	A B C D E
A B C D E	37. I have already made plans to implement the concepts of the workshop.	A B C D E
A B C D E	38. I was sure of where we were going and had a definite sense of direction.	A B C D E
A B C D E	39. The explanations were what I desired and needed.	A B C D E
A B C D E	40. I gained specific knowledge and/or skills that will make me more effective in my job performance.	A B C D E
A B C D E	41. We were sensitive to the needs of the other participants.	A B C D E
A B C D E	42. The atmosphere of the workshop helped productivity.	A B C D E

AMOUNT CURRENTLY PRESENT	EFFECTIVENESS QUESTIONNAIRE Draw a circle around one of the five letters (A B C D E) to show the response you have selected.	IMPORTANCE (Should Be)
Almost Always		Always
Usually		Usually
Occas.		Occas.
Seldom		Seldom
Rarely		Rarely
A	43. The workshop topics were pertinent to my job description.	A
B		B
C		C
D	44. The facility where I am employed is open to change.	D
E		E
A	45. Workshops are a valuable in-service experience.	A
B		B
C		C
D	46. The topics discussed will increase my on-the-job technical skills.	D
E		E
A	47. An appropriate variety of teaching methods was used by workshop leaders.	A
B		B
C	48. I typically take new ideas and put them into practice.	C
D		D
E	49. I was aware of the workshop objectives from the start.	E
A	50. As a result of attending this workshop my effectiveness will increase.	A
B		B
C		C
D	51. Workshop objectives were adhered to by the participants.	D
E		E

YOUR PARTICIPATION IS GRATEFULLY APPRECIATED!

APPENDIX B

TOTAL SCORES FROM QUESTIONNAIRES

TOTAL SCORES FROM QUESTIONNAIRE

Identification	Reason for Attending	Pretest Scores		Posttest Scores	
		Amount Currently Present (T1)	Importance (T2)	Amount Currently Present (T3)	Importance (T4)
1	Direction of Supervisor	62	71	64	67
2	Training for Supervisory Position	62	69	59	69
3	Self-motivated and Direction of Supervisor	53	61	65	66
4	Self-motivated	58	67	57	64
5	Self-motivated	73	77	65	77
6	Self-motivated and Direction of Supervisor	66	60	61	66
7	Self-motivated	74	73	65	76
8	Self-motivated	65	66	59	65
9	Direction of Supervisor	69	76	74	73

Identification	Reason for Attending	Pretest Scores		Posttest Scores	
		Amount Currently Present (T1)	Importance (T2)	Amount Currently Present (T3)	Importance (T4)
10	Self-motivated and Institutional Credit	58	56	57	66
11	Self-motivated	62	65	62	66
12	Self-motivated	70	77	60	63
13	Self-motivated	68	74	62	77
14	Self-motivated	64	72	63	73
15	Self-motivated	68	68	56	56
16	Self-motivated and Institutional Credit	62	62	49	50
17	Direction of Supv.	58	64	61	76
18	Direction of Supv.	59	63	64	74
19	Self-motivated	71	69	71	72
20	Self-motivated	69	74	66	69
21	Self-motivated and Direction of Supv.	68	71	66	75
22	Self-motivated	66	68	67	73

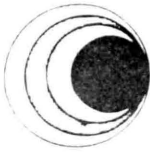
Identifi- cation	Reason for Attending	Pretest Scores		Posttest Scores	
		Amount Currently Present (T1)	Importance (T2)	Amount Currently Present (T3)	Importance (T4)
23	Self-motivated	58	63	69	74
24	Self-motivated	60	67	68	74
25	Self-motivated	63	74	70	76
26	Self-motivated	71	71	74	70
27	Self-motivated	57	71	67	77
28	Self-motivated	69	75	67	80
29	Direction of Supv.	57	56	62	57
30	Self-motivated and Direction of Supv.	71	76	70	78
31	Self-motivated and Direction of Supv.	68	75	71	70
32	Self-motivated and Direction of Supv.	60	63	60	63
33	Self-motivated and Institutional Credit	68	80	67	80
34	Self-motivated	72	75	69	75

Identification	Reason for Attending	Pretest Scores			Posttest Scores		
		Amount Currently Present (T1)	Importance (T2)	Amount Currently Present (T3)	Importance (T4)		
35	Self-motivated	69	77	72	78		
36	No Answer	63	67	61	69		
37	Self-motivated	70	75	67	71		
38	Self-motivated and Direction of Supv.	59	63	63	64		
39	Self-motivated	60	61	65	74		
40	Self-motivated	63	59	67	72		
41	Self-motivated	62	69	59	75		
42	Direction of Supv.	65	75	65	77		
43	Self-motivated	59	73	59	74		
44	Self-motivated	63	70	69	72		
45	Direction of Supv.	72	77	73	77		
46	Self-motivated and Direction of Supv.	62	71	61	58		

Identification	Reason for Attending	Pretest Scores		Posttest Scores	
		Amount Currently Present (T1)	Importance (T2)	Amount Currently Present (T3)	Importance (T4)
47	Self-motivated and Direction of Supv.	59	61	51	57
48	Self-motivated and for Continuing Education	70	74	61	70
49	Self-motivated, Direction of Supv., and Institutional Credit	68	75	74	78
50	Direction of Supv.	64	66	72	74
51	Self-motivated and Direction of Supv.	70	76	76	76
52	Self-motivated and Direction of Supv.	67	70	69	73

APPENDIX D

PROGRAM FOR DEVELOPING PEOPLE WORKSHOP



Communication Management Associates

6440 HILLCROFT SUITE 509 HOUSTON, TEXAS 77081 (713) 981-6300

February 3, 1981

Ms. Carol Schafner
2514 Jonesboro
Dallas, TX 75228

Dear Ms. Schafner:

This letter is to confirm our earlier agreement for you to survey participants attending the Dallas and Houston Communication Management Associates' workshops. Participants will be asked to complete a questionnaire at the end of each workshop and then will be contacted a month later with the same questionnaire to determine what the participants were able to gain from the workshop and put into practice in their work area.

Ms. Schafner, we, at Communication Management Associates, anxiously await your findings so that we can analyze the results to see how we can make our workshops more effective for the participants. The results from your study will also aid us in indicating to participants and potential clients what type of results they can expect from attending one of our workshops. Best wishes and success in your master thesis!

Sincerely,

Kenneth Harper Nations, Ph.D.
Associate Director

KHN/jg

APPENDIX C

CONSENT LETTER FROM DR. KENNETH NATIONS,
COMMUNICATION MANAGEMENT ASSOCIATES

COMMUNICATION MANAGEMENT ASSOCIATES
CONTINUING EDUCATION SERIES IN HEALTH CARE

DEVELOPING PEOPLE

COMMUNICATION MANAGEMENT ASSOCIATES

6440 Hillcroft Suite 509
Houston, Texas 77081

(713) 981-6300

FACULTY

SHIRLEY HARMON, Ph.D., has been on the faculties of the University of Colorado Medical School, Univ of Denver and Metropolitan State College. Dr. Harmon has had nine years administrative and nursing experience in addition, she has had twelve years experience in management training, consulting and continuing education. She has been on a H.E.W. Comprehensive Review Committee. Dr. Harmon's publications have appeared in Journal of Communication, Journal of College Health and Journal of American Society for Training and Development.

KENNETH H. NATIONS, Ph.D., has presented over 500 workshops in organizational communication, employee relations and leadership to health care groups. He has been on the faculties of the University of Texas (Austin), Univ of Denver and Univ of Colorado (School of Medical Technology and School of Nursing). Dr. Nations is a member of the American Society for Training and Development, Holistic Health Association and American Institute of Professional Consultants.

-or-

DEBORAH A. SWAIN, M.S.N., is currently Assistant Professor of Continuing Education for the Intercollegiate Center for Nursing Education in Spokane, Wash. Ms. Swain has had nine years inservice and nursing experience in large and small hospitals. She has developed continuing education programs while on the faculty of a community college and while an inservice instructor with Deaconess Hospital in Spokane. Ms. Swain holds degrees from the University of Minnesota and the University of Colorado.

WORKSHOP SCHEDULE

8:15 REGISTRATION AND INTRODUCTIONS

CREATING A CLIMATE FOR HIGH PERFORMANCE

8:30

Characteristics of your leadership style that produce a high achieving, motivated staff. Relationship of changing values of today's work force to motivation and performance. Developing problem oriented job specifications. The job description versus the real job. How to create a climate for high performance.

MAXIMIZING PEOPLE PERFORMANCE

9:45

How to utilize achievement, affiliation and dominance needs for high departmental performance. Use of contracting for individual growth and development. Setting up employee growth paths to achieve higher motivation, morale and performance. Use of mentor relationships to foster quality performance. Developing an action plan for maximizing staff performance.

11:30 LUNCH - ON YOUR OWN

CAREER BURN OUT: PREVENTION AND TREATMENT STRATEGIES

1:00

What is professional burn out? Who is most susceptible to burn out? Recognizing symptoms of career burn out in yourself and your staff. Applying preventive and treatment strategies. How burn out affects staff morale and productivity, patients and relatives. Gaining control of your professional development through goal setting.

DEVELOPING AND MAINTAINING CAREER DIRECTION

2:30

Helping yourself and your employees develop and maintain career direction. Designing a career development plan. The importance of having a future focused role image and life/work plan. Analyzing what it takes to reach the "ideal" job position: staging skills, controlling emotional liabilities, altering self image and world view and increasing your energy. Envisioning different realities.

4:00

Workshop evaluation & Continuing Education certification.

USEFUL QUESTIONS

The following are useful questions to ask the new employee or job applicant to get an in-depth feel for the person and ideas about motivation and growth directions that would be appropriate for the individual within your department or unit.

In your previous job, what were your main tasks? Why did you put them in that order? How much time did you need approximately for each of those tasks?

What have you found to be the most interesting and satisfying in your previous jobs? the least satisfying?

What special problems arise in your job? Which ones concern you the most? How do you approach them?

How has your job changed since you've held it? What part did you play in the change? What evidence of your work do you see remaining after you leave the job? Were these results planned or did they simply follow from your work?

Of all of your previous supervisors or bosses, how would you describe your favorite one? your least favorite one?

What do you ideally see yourself contributing to this organization and this department?

BEING A MENTOR

Being a Mentor involves:

1. A Mutual agreement based on genuine personal affinity to engage in a teacher subordinate relationship.

2. The mentor's ability to structure learning situations that suit the particular needs of the subordinate and help build self confidence and skills.
3. Daily informal contact as well as instructional dialog.
4. The mentor's willingness to be open with information received from above--first to prepare the subordinate for the next career step and to encourage the subordinate to be open about problems.

DAY-TO-DAY EXPERIENCES FOR EMPLOYEE
GROWTH/LEARNING

ASSIGNMENTS:

Breath & depth of assignments

Types of assignments

Special project assignments

Variety in assignments

Mobility assignments between departments/units

RESPONSIBILITIES:

Scope of responsibilities

Ability to undertake supervisory responsibilities

Planning responsibilities

TECHNICAL KNOWLEDGE:

Exposure in some depth with some hands-on experience to newest techniques and technology in the field:

Exposure in some depth with some hands-on experience to newest techniques and technology in an allied field or related field:

Exposure in some depth with some hands-on experience to potential areas of responsibility (marketing services, lobbying, computer technology, etc.):

EDUCATIONAL ADVANCEMENT:

New knowledge acquired through education, training, seminars, conferences:

Exposure to public and community activities

Speaking and writing opportunities (professional meetings)

ORGANIZATIONAL OPPORTUNITIES:

Opportunities to serve on and lead inter and intra-departmental committees or task forces:

Industry-wide and inter-organization activities, committees and task forces:

Opportunities for short or long term travel or relocation (setting up formal or informal relationships with another hospital or health care agency):

ELEMENTS OF PERSONAL LIFE/WORK PLAN:

1. Future focused role image.
2. Flexible life work plan.
3. Define what are the necessary skills and knowledge of the people who are there now and build these into your continuing education plan.
4. Alter self image and world view.
5. Stage your skills.
6. Deliberately acquire a power base within your organization.
7. Increase the amount of energy you have.
8. Learn stress management.
9. Develop your right hemisphere if you are currently a left hemisphere thinker.
10. Develop the ability to envision different realities.
11. Go into frontier areas of your profession and develop there.
12. Master the techniques of organizational and community changes.
13. Traits are changeable--different ones brought out by the environment. Therefore, design your organizational and home spaces that are turn-ons for you. (Also know what turns you off.)

QUESTIONNAIRE

- ___ 1. There is little variety or change in my work.
- ___ 2. I seldom find what I am doing to be challenging or demanding.
- ___ 3. My present position does not use my potential.
- ___ 4. There is a lot of time to socialize with others in my work area.
- ___ 5. I often feel bored with the work I'm doing.
- ___ 6. I frequently feel apathetic and lethargic.
- ___ 7. Lately I have to push myself to get any motivation to get things done.
- ___ 8. My job seldom requires initiative or responsibility.
- ___ 9. Basically my work has become very routine.
- ___ 10. I seldom look forward to going to work.
- ___ 11. I nearly always have a high energy level.
- ___ 12. I look forward to getting vigorous physical exercise several times a week.
- ___ 13. I am a career person and describe myself that way.
- ___ 14. I have a generally high level of enthusiasm.
- ___ 15. I put about equal energy into my work and personal life.
- ___ 16. I am proud of myself and have high self esteem.
- ___ 17. I feel I have a commitment to myself to enjoy life.
- ___ 18. I often feel excited about new ideas and learning new things.
- ___ 19. I frequently take relaxation breaks and find it easy to unwind.

- ___ 20. I have made a commitment to myself to maintain a high level of mental and physical health (ideal weight, non-smoker, etc.).
- ___ 21. I do not work well under pressure.
- ___ 22. When possible I delay or avoid making decisions.
- ___ 23. Little things make me irritable.
- ___ 24. I often have trouble sleeping at night.
- ___ 25. People find me impatient to get things done.
- ___ 26. I frequently feel tense and anxious.
- ___ 27. I often take my work home with me (physically or mentally).
- ___ 28. I believe I should strive for perfection.
- ___ 29. I have many things to do and not enough time to do them in.
- ___ 30. I often feel tired, lack energy or feel depressed for no apparent reason.

PROBLEM ORIENTED JOB SPECIFICATION:

1. Key problems that require a replacement or additional persons

Key short range problems:

Key long range problems:

2. What end result do I want to achieve by investing in this person?
3. How will I measure the return on the investment in this person?
4. To achieve results what will the person have to do in the following areas of responsibility?

People/client/patient relationships:

Supervision of others:

Relationships with other departments:

Miscellaneous, significant responsibilities:

5. What experience would be relevant and helpful in solving the KEY problems of the job?

6. What special abilities are necessary to solve the KEY problems of the job?

7. What growth can the person achieve by solving the KEY problems of the job?

CONTRACTING EXERCISE

Rewrite the following sentences into specific requests that include how, where, when, etc. That is, make the contract clear, specific and unambiguous to both parties involved.

1. Can you get me that information?
 2. Why don't you give me a hand with this paperwork?
 3. Why don't you do something about training Bob?
 4. How would you like to help me with this project?
 5. Can you see me some time next week?
 6. Let's speak to Aiken about this plan.
 7. Will you send that information out as soon as possible?
 8. We ought to set some goals for next year.
-

GOAL SETTING

State goals in behavioral terms. This commits the individual to action. To be achievable a goal needs to be stated in action terms--something that can be done, measured, seen, etc. When goals are vague or fuzzy they cannot be acted upon. No one knows for sure what to do or how to do it.

FUZZIESACTION TERMS

I want to know more about cost containment and its relation to budgeting.

I want to have positive relations with my subordinates.

I want to be the best management person in my organization.

I will increase my awareness of my staff's needs.

HOW TO VALUE OTHERS

1. Pay attention and really listen to others: the information they give and the feelings they express.
 2. Avoid making assumptions about how others think or feel, or how they will react in any given situation. You can't read their mind and crystal-ball gazing is for gypsies.
 3. Don't be destructively generous. Others want to be responsible for themselves. Let them do so. Avoid "parenting" your staff.
 4. Sarcasm and teasing are dirty fighting.
 5. Do disagree with or confront unrealistic or manipulative behavior. But avoid attacking others as people.
 6. Be honest, direct, spontaneous, open and specific. Don't participate in manipulative games. Avoid mind raping: correcting others' statements about how they feel or think and don't tell them how they should feel or think.
 7. Avoid labeling others--as lazy, childish, dumb, uncooperative--and don't make sweeping judgments about feelings especially about whether the feelings are real or important or morally right or wrong.
 8. Use questions very selectively. They are a demanding controlling form of communication, especially the "why and why not" questions which generally imply your disapproval.
 9. When you have differences be willing to negotiate any differences and work out contracts.
-

GUIDELINES FOR CONTRACTING

1. Define the expected actions. Use behavioral or action terms. Avoid using terms that specify personality traits.

2. Clarify the when, how, where, how much, how long, etc.
3. Negotiate any differences. Obtain agreement.
4. Check the match or agreement between you and the other person by restating the terms of the agreement (using different words), and asking the other person if he or she agrees. When agreement is obtained, ask them to specify how they will go about the task.

WHAT TO DO ABOUT JOB BURNOUT

1. Change jobs.
2. Build in capacity to transcend the situation.
3. Redesign the job. Avoid situational negantrophy.
4. Change careers.
5. Get fulfillment outside of the job.
6. Know your stressors and how to tackle them.
7. Get career counseling.
8. Improve your time management skills.
9. Know your work and play rhythms and live accordingly.
10. Start your day in your own space.

CAREER STATEMENTS

1. Good things come to those who work long hard hours.
2. Good things come to those who perform well.
3. Growth in a career is a function of the kind of a boss that you have.
4. If you want to achieve, you must know your weakness and how to overcome it.
5. Whatever you do, you should do your best.
6. Doing something is better than doing nothing.
7. It pays to have work life and personal life separated.
8. I know that I'm succeeding because I've just been promoted.
9. Life would be much better in another organization.
10. If I strive for perfection, I will be promoted.

QUESTIONS ON LIFE/WORK PLANNING

1. List peak experiences you've had.
2. List things you do uncommonly well.
3. List things you do poorly.
4. List things you'd like to stop doing.
5. List things you would like to do well.
6. List peak experiences you'd like to have.
7. List things you would like to start doing now.
8. List values that you would like to actualize.

LIFE/WORK PLANNING QUESTIONS

1. How much money do you need to consider yourself effective?
2. What kind of work gives you the most job satisfaction?
3. What kind of an environment do you want to live and work in? (Include physical, social, economic, political)
4. What are the social needs of yourself and your family? (Ex. mixing, partying, politicizing, etc.)
5. What kind of personal/family life do you want to lead?
6. How much prestige does your ego require?
7. How much security do you need? Relate to risk taking.

THINK THROUGH THE CONFLICTS IN YOUR ANSWERS AND MAKE CONSCIOUS DECISIONS ABOUT TRADE-OFFS. BASE YOUR CAREER PLAN ON THE ABOVE.

CAREER DEVELOPMENT PLAN

1. Analyze educational requirements.
2. Experience: Where should you go to get the kind of experience you need to get what you need to know?
3. What books should you read to improve your skills?
4. Skill Analysis: Develop whatever skills it takes to get to your goal.
5. What are areas of my person that need improvement?
6. What are my emotional liabilities? (Time bomb inside of you)

1. THIS WORKSHOP MET MY NEEDS: (Please circle)

NOT AT ALL SOMEWHAT WELL VERY WELL

2. I found the following topic or activity to be the MOST VALUABLE:

3. I found the following topics or activities to be the LEAST VALUABLE:

What recommendation would you make to improve the topic or activity?

4. Please comment positively or negatively about the methods (lecturers, discussions, group activities, etc.) used in the workshop.

5. The most important thing I got out of this workshop was:

6. What additional topics in management or communication would be helpful to you at work?

7. Which of these CMA workshop would you be interested in attending?

___ COMMUNICATION: HUMANIZING ELEMENT OF MANAGEMENT (Use of four types of cognitive styles in communication, assertiveness training)

___ CREATIVE MANAGEMENT OF STRESS (Causes of stress, stress reduction techniques, relationship of stress to onset of disease)

___ DYNAMIC LEADERSHIP (Use of adaptive leadership in responding to people and situations, use of active listening)

___ DEVELOPING PEOPLE (Motivation, Utilizing growth tracks and potential, avoiding career burn out, career direction and development)

___ COPING WITH DIFFICULT PEOPLE (Applying coping strategies to complainers, indecisive, silent, hostile/aggressive, know it all experts, performance standards to improving performance, supervisory behavior influence)

___ ACHIEVING HIGH PERFORMANCE (developing career competencies, acquiring power, organizational politics and managing your boss)

___ MANAGEMENT DEVELOPMENT (Organizational communication, delegation, employee evaluation, discipline without punishment, leadership)

___ MANAGEMENT TRAINING FOR HEAD NURSES (Establishing communication feedback defining job responsibilities, delegation, leadership, motivation)

___ MAXIMIZING HEAD NURSE EFFECTIVENESS (Non-verbal communication, increasing influence, reducing role stress, techniques for influencing diff. people)

___ INCREASING EXECUTIVE EFFECTIVENESS SERIES (2-day workshops designed for Administrative Nurses - programs presented at annual and state meetings)

8. Please indicate more convenient location or city needing workshop programs?

COMMUNICATION MANAGEMENT ASSOCIATES

6440 HILLCROFT SUITE 502 HOUSTON, TEXAS

Recognizes that

Social Security Number:

Has Successfully Completed the
Continuing Education Workshop:

DEVELOPING PEOPLE

Date:

City:

C.E.U. = 0.6

Contact Hours: 6

Shirley J. Harmon

Shirley J. Harmon, Ph.D.
Associate Director

Kenneth H. Nations

Kenneth H. Nations, Ph.D.
Associate Director

APPENDIX E

COVER LETTER TO PARTICIPANTS OF
DEVELOPING PEOPLE WORKSHOP

January 30, 1981

Dear Participant:

On October 15, 1980, in Houston or on October 16, 1980, in Dallas you attended a workshop entitled "Developing Skills" presented by Shirley Harmon, Ph.D. and Kenneth Nations, Ph.D. At that time, a questionnaire was distributed for you to answer as an evaluation of the program.

One of the purposes of the first evaluation was to determine whether you perceived that you would make a job behavior change as a result of the workshop.

The enclosed questionnaire will determine whether an actual job behavior change was made. This data will be utilized in current research being conducted on the effectiveness of continuing education. Your cooperation in filling out all of the information, including biographical data, is greatly appreciated. All answers will be confidential.

In order to meet the requirements put forth by the University's Human Subjects Review Committee, I would ask that you read and accept the following statements:

"I understand that my return of this questionnaire constitutes my informed consent to act as a subject in this research.

"No medical service or compensation is provided to subjects by the University as a result of injury from participation in research."

Thank you for your prompt response. Please return the questionnaire in the self-addressed stamped envelope which is enclosed.

Thank you again,

Carole Shafner
Graduate Student
Department of Recreation
Texas Woman's University

Enclosure

APPENDIX F

ITEM CATEGORY QUESTIONS AND CORRESPONDING
QUESTIONNAIRE ITEM NUMBERS

ITEM CATEGORY QUESTIONS

Category, Item Number, and Item:

A. Category One: Clarity of Objectives

- (44) I was aware of the workshop objectives from the start.
- (8) I understood the workshop objectives from the start.
- (16) Workshop objectives were adhered to by the leaders.
- (24) I feel that the workshop objectives were met.
- (32) The workshop objectives were directly related to my job needs.
- (38) I was sure of where we were going and had a definite sense of direction.
- (51) Workshop objectives were adhered to by the participants.

B. Category Two: Delivery System of the Workshop

- (2) The methods of instruction utilized during the workshop were conducive to learning.
- (47) An appropriate variety of teaching methods was used by workshop leaders.
- (17) Objectives were met through various methods.
- (25) Practical experiences were provided to emphasize objectives.
- (29) Professional resources were utilized during the workshop to provide a broader scope.
- (36) The explanations were too complex.
- (39) The explanations were what I desired and needed.
- (46) The topics discussed will increase my on-the-job technical skills.

C. Category Three: Physical Facilities

- (3) The facilities provided a positive learning atmosphere.
- (18) The facilities used were adequate for appropriate small group use.
- (34) The facilities used can make the difference between a good or poor workshop.

D. Category Four: Human Relations

- (10) There was sufficient opportunity provided for interaction among participants.
- (26) The workshop helped me develop more effective leadership skills.
- (41) We were sensitive to the needs of other participants.

E. Category Five: Attitude Toward Experience

- (45) Workshops are a valuable in-service technique.
- (11) Workshops that I have attended have been a worthwhile experience.
- (20) Meeting and interacting with other educators is a major purpose of workshops.
- (27) Participants were earnestly at work on the task.
- (42) The atmosphere of the workshop helped productivity.

F. Category Six: Purpose of Attendance (Covered in the biographical section of the questionnaire)

G. Category Seven: Organizational Reinforcement

- (5) Superiors in my district reinforce my workshop experiences.
- (13) The central administration and/or school board will encourage change prompted by this workshop.
- (21) My superiors are supportive of the workshop topics.
- (33) If change is to occur as a result of this workshop, it will be my responsibility.
- (44) The district where I am employed is open to change.

H. Category Eight: Exposure and Timing

- (6) The length of the workshop was about right for the topic.
- (14) It would be more valuable to space a workshop's learning experiences over a longer period of time.
- (22) Follow-up sessions should be given to provide reinforcement.
- (30) Workshops presented during the early part of the school year are most effective.

I. Category Nine: Motivation for Change

- (7) I feel that the workshop experience will be beneficial to my job performance.
- (15) I intend to make changes in light of new information.
- (12) I was involved in the planning of the workshop.
- (19) A person becomes less effective when he is not willing to make changes.
- (23) People want to make changes in order to improve their profession.
- (28) I am convinced by the workshop discussions that change is needed.
- (31) I intend to implement the models and/or techniques presented at the workshop.
- (35) If my superiors had attended this workshop, there would be more likelihood of change.
- (37) I have already made plans to implement the concepts of the workshop.
- (40) I gained specific knowledge and/or skills that will make me more effective in my job performance.
- (43) The workshop topics were pertinent to my job description.
- (50) As a result of attending this workshop my effectiveness will increase.
- (4) The workshop gave me new and valuable insights into management.
- (9) I encourage the use of systematic procedures.
- (48) I typically take new ideas and put them into practice.
- (1) The techniques learned at the workshop will improve my job behavior.

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