A Review on Training and Development in Indian Health Care Industry

Nishu Singh
Research Scholar
Bharati Vidyapeeth University
Institute of Management,
Kolhapur, India
E-ID: nishuramjee@gmail.com

Dr. Ashutosh Gaur
Associate Professor
Bharati Vidyapeeth University,
Pune, India
E-ID: ashutosh_gaur@yahoo.com

Dr. Madhumita Nayak
Associate Professor
Bharati Vidyapeeth University,
Pune, India

Abstract— **The health care industry in India is growing rapidly and it is projected to grow in the future due to advances in medical knowledge and the increased need for medical services required by a huge population country. Moreover, the growing complexity of health care delivery, including changing technologies, will require both incumbent workers and new entrants to continuously upgrade their skills. Although job opportunities exist for workers without extensive specialized training, most health care occupations require training leading to a vocational license, certificate, or degree. Training and development in the health care industry is an ongoing process. Training and Development is to improve employee knowledge and skills to support quality services to the patients. It also improves their performance in their domain specific activities. The ultimate aim of every training & development program is to add value to human resource. Training and development is versatile field of management. Impact of Training and development is seen in all the domain of business. In healthcare industry, T & D initiatives are also going to be introduced in India. Health care industries in India are also adopting Training and development activities to maintain the dignity and the integrity to this noble and social profession. This paper is concerned with the T & D initiatives for the working Doctors in Health care industry in India. Doctors are now continuously looking for training for upgrading their skills and knowledge. This paper aims to provide a systematic review of literature on training and development in Indian Healthcare. The Literature review is needed because it is necessary skill for both researcher and (doctors) of a profession. Any training and development that would not add value should be abandoned in the performance. Without trained doctors it will be very difficult to acquire skill and without skill any healthcare will not achieve its objective through people.**

Index Terms— Training & Development, Healthcare.

I. INTRODUCTION

Training is the subsystem of human resource development. Training is specialized function in a healthcare and one of the fundamental operative functions for known human resource management. Training improves changes, molds the doctors knowledge skill, behavior, aptitude, and towards the requirements of the job and the organization. Training refers to learning activities carried on for the primary purpose of helping members of an healthcare, to acquire and apply knowledge, skills, abilities and attitudes needed by a particular job and organization.

Training and Development is a continuous process for improving the caliber and competence of employees to meet the current and future performances. Training and development is a continuous process for improving the caliber and competence of the employees to meet the current and future performances. In this era of fast changing economic scenario and throat- cutting competitions, it is not enough for any organization just to have solid financial foundations, state of the art technology, automated systems, since the cutting edge of competitive survival is now the quality of the human resources which decides that which organization would ultimately survive in the long run. Health care sector is an important sub-set of the services sector, whose growth is forecasted to be the fastest in the changing economic scenario.

Many hospital owners and managers in India are less concerned about the T & D initiatives for their employees. They have a thought that it is the responsibility of the employee only to keep upgrade himself. Working Doctors / Physicians have another factors, may contribute to a lack of involvement in their up to date development in their respective fields. Now withstanding the vast investment in Training and Development by healthcare by past few years, the service is confronted with lots of challenges in achieving its vision and mission statement. The challenges include delays in processing of performance and the need to constantly upgrade the skills of Doctors to cope with trends in training and development. Another challenge is to create huge improvements in healthcare to make the facilities available to all, and also to improve the operational efficiency to make the healthcare facilities affordable and accountable. Hence to win and achieve a large pool of trained manpower, trained staff is required to build a comfortable zone and healthy relationship between Doctors and Patients.

Training is a type of activity that is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).
Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).
Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has

accomplished with respect to the process, results, relevance and success Uganda National Development Program (1995). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Training and Development

This involves training and development of workforces and managers (Briscoe 1995: 83). Training and development are often used to close the gap between current performance and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the *Identification of* the needs for training and development and selecting methods and programmes suitable for these needs, plan how to *implement* them and finally *evaluating* their outcome results (McCourt & Eldridge 2003, 237.

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

Training

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers (see e.g. Gordon 1992, Beardwell, Holden & Claydon 2004). This has yielded into a variety of definitions of training. For example, Gordon (1992, 235) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004). Related to the above, Beardwell et al. (2004) add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, thus a need for considerable and continuous investment in training and development.

Objectives of the Study

1) To identify the role of Training and Development on job performance of Doctors / Physicians through review of literature.
2) To identify how Training & Development can be used to improve job performance of Doctors / Physicians through literature survey.
3) To study the training and development needs in Indian Health Care Industry by exploring research papers and case studies.

Significance of Training and Development In Healthcare

In an ever changing and fast paced corporate world, training and development is an indispensable function.
Training and development is one of the lowest things on the priority list of most Healthcare. When it's organized, it is often at the persistence of the human resources department. There is, however,

enormous value in organizing proper training and development sessions for employees. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since a company is the sum total of what employees achieve individually, organizations should do everything in their power to ensure that employees perform at their peak. Here are a few reasons that demonstrate the importance of training and development.

New Hire Orientation

Training is particularly important for new employees. This can be conducted by someone within the company and should serve as a platform to get new employees up to speed with the processes of the Healthcare and address any skill gaps.

Tackle shortcomings

Every individual has some shortcomings and training and development helps employees iron them out. For example, at Rate Gain we have divided the entire headcount in several groups to provide focused training which is relevant to entire team of healthcare industry.

Improvement in performance

If shortcomings and weaknesses are addressed, it is obvious that an employee's performance improves. Training and development, however, also goes on to amplify your strengths and acquire new skill sets. It is important for a company to break down the training and development needs to target relevant individuals.If I can draw examples from my organization, every department has targeted training groups.

Employee satisfaction

A company that invests in training and development generally tends to have satisfied employees. However, the exercise has to be relevant to the employees and one from which they can learn and take back something. It will be futile if training and development become tedious and dull, and employees attend it merely because they have to. As a Healthcare, we stress on industry specific training and send many employees for international seminars and conferences that can be beneficial to them.

Increased productivity

In a rapidly evolving landscape, productivity is not only dependent on employees, but also on the technology they use. Training and development goes a long way in getting employees up to date with new technology, use existing ones better and then discard the outdated ones. This goes a long way in getting things done efficiently and in the most productive way.

II. REVIEW OF THE LITERATURE

2.1 Understanding the Concepts of Training and Development

The previous chapter demonstrated that the training plays an important role in the competent and challenging format of business. In every sector the accomplishment of any organization is tremendously relay on its employees. However, there are different other aspects that perform a major part; an organization need to ensure efficient employees in line with financially dominant and competitive in the market. Every organization should have the employees, who are capable to swiftly adjust in continuously fluctuating business environment. Today most of the companies are investing a lot of money on the training and development of employees in order to remain competitive and successful part of the

organization. The importance of training for employees is rapidly growing and organizations are using this tool to compete with their competitors in the market. There is momentous discussion between scholars and professionals that training and development program has effective impact on objectives of employee and organizations. Some of the scholars suggest that training opportunities increase in high employee turnover whereas the other claimed that training is an instrument which is beneficial for employee retention (Colarelli and Montei, 1996; Becker, 1993). Irrespective of all discussion, most of writers agree that employee training is a complicated human resource practice that can expressively influence on the accomplishment of the organizations.

Furthermore, organizations are struggling to get success in the worldwide economy, trying to differentiate on the basis of abilities, information, and enthusiasm of their workforce. Reference to a current report prepared by American Society for Training and Development, organizations are spending more than $126 billion yearly on employee training and development (Paradise, 2007). Training is an organized method of learning and development, which expand the efficiency of individual, group, and the organization (Goldstein and Ford, 2002). Development mentions the accomplishments leading to gaining of new abilities and skills for personal growth of employees. Furthermore, it is usually challenging to determine whether a precise exploration study reports to training, development, or both. In the rest of all this assessment, we used the term "training" to mention training and development.

In common parlance, Training is the "systematic approach to affecting individuals' knowledge, skills, and attitudes in order to improve individual, team, and organizational effectiveness." Development is "systematic efforts affecting individuals' knowledge or skills for purposes of personal growth or future jobs and/or roles". "Training" refers to a systematic approach to learning and development to improve individual, team, and organizational effectiveness (Goldstein & Ford 2002). The importance of and scholarly interest in training in work organizations is reflected by the regular publication of training reviews in the Annual Review of Psychologysince 1971 (Campbell 1971, Goldstein 1980, Wexley 1984, Latham 1988, Tannenbaum & Yukl 1992, Salas & Cannon-Bowers 2001).Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J., 2002). Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Chris Amisano,2010). Training increase or develop the managerial skills (Robart T.Rosti Jr, Frank shipper, 1998), despite focusing on efficiency and cost control the spending on training should increase because organization get more efficiency, effectiveness out of the training and development (workforce special report, 2006) . This shows that training increase the efficiency and the effectiveness of the organization.

2.2 Benefits of Training and Development for Individual and Teams, Organization and Society

Researches in the fields of training and developments gained actual momentum during the late 1980 s, while classic researchers like Russell, Tergberg and Powers (1985), Bartel (1994), Glenni and Wnuck (1997), Barak et al., (1999) suggested that - that training has significant effect upon the employee's performance. According to the top Management Expert Peter Drucker (1999). The most valuable asset for the 21st. century organization would be its knowledge workers and their resultant productivity. Training & development increase the employee performance like the researcher said in his research that training & development is an important activity to increase the performance of health sector organization (Iftikhar Ahmad and Siraj-ud-din, 2009).In research studies, there are several benefits of training and development programs which are as follows: The present review is organized as follows. In the first section, we describe benefits of training activities. First, we focus on benefits for individuals and teams, separating these benefits into job performance and factors related to job performance (e.g., tacit skills, innovation, communication), and other benefits (e.g., empowerment, self-efficacy). Second, we describe benefits for organizations. We also separate these benefits into organizational performance, factors related to organizational performance (e.g., effectiveness, profitability, sales), and other benefits (e.g., employee and customer satisfaction, improved organizational reputation). Third, we describe benefits for society. Overall, a review of this body of literature leads to the conclusion that training activities provide benefits for individuals, teams, and organizations that improve a nation's human capital, which in turn contributes to a nation's economic growth.

The second section reviews research addressing how to maximize the benefits of training activities at the individual and team, organizational, and societal levels. First, we focus on the activities that take place before training is implemented—needs assessment and pre-training states. Then, we focus on training design and delivery, followed by a discussion oftraining evaluation. We review research regarding transfer of skills and knowledge acquired in training to work settings. In the third and final section, we address conclusions, including implications for practice, and suggestions for future research.

2.2.1 Benefits of Training forIndividuals and Teams

There is documented evidence that training activities have a positive impact on the performance of individuals and teams. Training activities can also be beneficial regarding other outcomes at both the individual and team level (e.g., attitudes, motivation, and empowerment). We first review performance-related benefits.

2.1.1.1 Job Performance

Training-related changes should result in improved job performance and other positive changes (Hill & Lent 2006, Satterfield & Hughes, 2007) that serve as antecedents of job performance (Kraiger, 2002). Arthur et al. (2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviors or performance. In a qualitative study involving mechanics in Northern India, Barber (2004) found that on-the-job training led to greater innovation and tacit skills. Tacit skills are behaviors acquired through informal learning that are useful for effective performance.Frayne & Geringer (2000) conducted a field experiment in which they administered self-management training (lectures, group discussions, and case studies) to 30 salespeople in the life insurance industry. Littrell et al. (2006) conducted a qualitative review of 25 years (1980–2005) of research addressing the effectiveness of cross-cultural training in preparing managers for an international assignment. Littrell et al. (2006) examined 29 prior conceptual reviews and 16 empirical studies. Overall, they concluded that cross-cultural training is effective at enhancing the expatriate's success on overseas assignments. They also identified many variables that moderate the effects of training on expatriate performance, including the timing of the training (e.g., pre-departure, while on assignment, and post assignment), family issues (e.g., spouse's adjustment), attributes of the job (e.g., job discretion), and cultural differences between the home country and the assignment country.

2.1.1.2 Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs, 2000). Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman, 2000). From many years the requirements for blue-collar jobs is constant, and numerous companies have prepared a modification for demanding learning software and programmed systems (Cunniff, 2000). This requirement is compelling workers to appraise their profession capabilities to sustain their employment. Due to this situation numerous employees have rehabilitated their attitude to acquire promoted inside their organizations to work and develop out of the organization (Feldman, 2000). Therefore workers used to prepare 10 year plan for their future and constantly change their plans after two years as per the change of technology and information (Wilson, 2000). Employees understand that training program can directed to superior duties and higher remuneration (Fenn, 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

2.1.1.2 Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger, 1999). Companies, which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Wilson, 2000). Companies, which are providing the training and development programs for their employees, are achieving high level of employee satisfaction and low employee turnover (Wagner, 2000). Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald, 2000). Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization (Logan, 2000). Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses, 2000). Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development (Wagner, 2000). Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000).

2.1.1.3 Other Benefits

Other research demonstrates the impact of training on outcomes other than job performance or on variables that serve as antecedents to job performance. Dvir et al. (2002) implemented a longitudinal randomized field experiment, using cadets in the Israel Defense Forces, in which experimental group leaders received transformational leadership training. Transformational leaders exhibit charismatic behaviors, are able to motivate and provide intellectual stimulation among followers, and treat followers with individual consideration. Results showed that transformational leadership training enhanced followers' motivation (i.e., self-actualization needs and willingness to exert extra effort), morality (i.e., internationalization of their organization's moral values), and empowerment (i.e., critical-independent approach, active engagement in the task, and specific self-efficacy). Edkins (2002) conducted a qualitative review of the aviation human factor training literature and concluded that outcomes of safety and team-based training programs include (a) safety-related benefits, including a reduction in lost time related to injuries, and (b) teamwork-related benefits including improved team performance. Because safety-related errors in fields such as aviation and medical care are often the result of team coordination issues (e.g., Morey et al., 2002, Salaset al., 2001), team training emerges as an important intervention.

2.2.2 Benefits of Training forOrganizations

Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson 2001). Specifically, the majority of organizations recognized by American Society for Training and development for innovative training programs measure training impact at some level of organizational effectiveness (Paradise 2007, Rivera & Paradise 2006). Overall, research regarding organizational-level benefits is not nearly as abundant as the literature on individual- and team-level benefits. Not only have there been relatively few empirical studies showing organizational-level impact, but those studies that have been done typically use selfreport data and unclear causal link back to training activities (Tharenou et al. 2007). Nevertheless, we review this literature organized into two areas: benefits related to organizational performance and other benefits.

2.2.2.1 Organizational Performance

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan, 1984). Exploration on this topic recommends that investment in training and development program can be justified by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). Furthermore, the earlier researches have mentioned causation between training and effectiveness of the organization (Blundell, Dearden, Meghir and Sianesi, 1999). Aragon-S ´ anchez ´ et al. (2003) investigated the relationship between training and organizational performance by distributing a survey to 457 small and medium-size businesses in the United Kingdom, the Netherlands, Portugal, Finland, and Spain. Organizational performance was operationalized as (*a*) effectiveness (i.e., employee involvement, human resource indicators, and quality), and (*b*) profitability (i.e., sales volume, benefits before interest and taxes, and a ratio of benefit before taxes/sales). To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment. Further, it has been revealed as certainly correlated to the efficiency of the organization (Bartlett, 2001). Employees respond with optimistic attitudinal and behavioral replies which are supportive to their organization (Settoon, Bennett and Liden, 1996).

2.2.2.2 Employee Retention

Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning (Logan, 2000). Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald, 2000). Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger, 1999). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. Sears has established that in localities where manager provide help to their employees to develop professionally, turnover is almost 40-50 percentage fewer than those stores where association with the managers does not available (Logan, 2000). On other side, numerous employees participate in employee training programs are not assured

of a conventional association between programs and employee retention (Rosenwald, 2000); several managers found that positive learning atmosphere directed to higher retention rates (Dillich, 2000). Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for long term (Chaminade, 2007).

2.2.2.3 Other Benefits

Benefits of training have been documented for variables other than organizational performance. Again, many of these additional outcomes are related to performance indirectly. Sirianni & Frey (2001) evaluated the effectiveness of a nine-month leadership development program at a financial services company with presence in Canada, Europe, Latin America, and Asia. Participants included 29 service and operations market managers, district managers, and a regional president. The 13 training modules (e.g., managing conflict, motivating others, priority setting) were delivered in three-hour sessions every two weeks. Benson et al. (2004) collected data from each of the 9439 permanent, salaried employees of a large high-technology manufacturing firm to assess the effects on employee turnover of the organization's investment in employee development via a tuition reimbursement program. Investment in training via tuition reimbursement decreased turnover while employees were still taking classes.

2.2.2 Benefits of Training forSociety

Economists have conducted most of the research on the relationship between training activities and their benefits for society; the focal dependent variable is national economic performance. Overall, this body of literature leads to the conclusion that training efforts produce improvements in the quality of the labor force, which in turn is one of the most important contributors to national economic growth (e.g., Becker 1962, 1964). Economists coined the terms "human capital" and "capital formation in people" in referring mainly to schooling and on-the-job training (Wang et al. 2002). A study by van Leeuwen& van Praag (2002), who calculated the costs associated with on-thejob training and the impact of such training on country-level macroeconomic variables. These researchers concluded that if employers receive a tax credit of €115 per employee trained, the total expense for the country would be €11 million, but €114 million would be generated in increased. In addition to economic growth and other related financial outcomes, training activities have the potential to produce benefits such as the inclusion of the country in powerful economic blocks (e.g., European Union). This is because some of the requirements imposed on countries to be part of these blocks include human capital development. Accordingly, in recognition of the benefits of training at the societal level, many countries encourage national scale training and development projects as a matter of national policy (Cho & McLean, 2004). In the United Kingdom, the government wishes to improve the skills of the workforce and encourages the development of lifelong learning practices through a variety of organizations and initiatives (Lee 2004). The recognition of the importance of training activities led India in 1985 to become the first nation in the Asia-Pacific region to create a Ministry of Human Resource Development (Rao, 2004).

2.3 Factors Influencing Training and Development in Organization

Human resource is the very important backbone of every organiztion and it is also resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimatiley increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).As the Mwita (2000) explanis that performance is the key element to acheieve the goals of the organization so to performance increase the effectiveness and effecancy of the organization which is helpful for the achievement of the organizational goals.But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization (Qaiser Abbas and Sara Yaqoob). There are many factors which improves the work of the employee such as flexible scheduling, training etc.

2.3.1 Training Design

It is very necessary for the organization to design the training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It seems that Training design plays a very vital role in the employee as well as organizational performance. a bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

2.3.2 On the Job Training

On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982). People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Ruth Taylor et al., 2004). It is good for organization to give their employees on the job training so that their employees learnt in a practical way (Tom Baum et al., 2007).

2.3.3 Delivery Style

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip seamen et al., 2005). Delivery style means so much in the Training and Development. It is very difficult for an employee to perform well at the job place without any pre-training (Thomas N. Garavan, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It is very necessary for any organization to give its employees training to get overall goals of the organization in a better way (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Training and development increase the overall performance of the organization (Shepard, Jon et al., 2003). Although it is costly to give training to the employees but in the long run it give back more than it took (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos A. Primo Braga, 1995).

2.3.4 Perceived Organisational Support (POS)

POS continues generating a lot of interest especially among researchers in the fields of psychology and management (Rhodes and Eisenberger, 2002). According to Eisenberger (1986), POS is the extent to which employee gauge organisational involvement and contributions in to their well being. Differently, Allen et al (2008) defines POS as "the extent into which the organization will care for their employees."

POS is supported by the need to improve job conditions and human resources practices intent at providing great/positive interpersonal relationship, positive behaviour among the employees and positive attitude (Aube et al., 2007). Employees serve as a significant part of the organisation. Employees expect to be rewarded for their efforts not only through pay but also through provision of tangible benefits such as medical and wage benefits plus and respect (Riggle et al, 2009). Rewards, supervisory support, and favourable working conditions enhance perceived organizational support (Rhoades and Eisenberger, 2002). Therefore, POS strengthens employees' efforts to effectively deliver great results for the organization (Eisenberger et al, 2001). Moreover, according to Riggle at al (2009), POS does not only affect employees but the entire organization especially job satisfaction, commitment and workers turnover rate (Riggle et al, 2009).

2.3.5 Job Satisfaction
On the job performance may be influenced by many factors; one commonly studied is job satisfaction. Job satisfaction is considered a predictor of job performance (Judge, Thoresen, Bono, & Patton, 2001). Therefore, as organizations seek to increase job performance, they may seek interventions that increase job satisfaction. Efforts to enhance job satisfaction may focus solely on the individual employee's personality and demographics in relation to job satisfaction. For a comprehensive study of the relationship between job satisfaction and job performance, Judge, Thoreson, Bono, and Patton (2001) conducted a meta-analysis of 312 studies on the subject and confirmed the positive correlation between job satisfaction and job performance.

2.3.6 Organizational Commitment
Organizational commitment refers to an affective attachment to an organization, along with favorable decision to work within that organization, and the intent to continue work in the organization (Porter, Steers, & Mowday, 1974). Affective commitment has been described as a positive desire to act in a certain way (Mathieu & Zajac, 1990). It refers to the psychological attachment one has toward their organization. As research accumulated on employees' organizational commitment, a demand developed for possible explanations for that commitment. Organizational commitment has received much attention over the last decade as the driving force behind an organization's performance. Along with job satisfaction, it is a key variable in explaining work-related behavior and its impact on performance (Benkhoff, 1997). Levels of commitment have been found to have stronger positive relationships with attendance, effort, and continued employment with the organization than with actual job performance (Randall, 1990).

2.4 Training and Development Methods
Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are *on-the job training* given to organizational employees while conducting their regular work at the same working venues and *off-the-job training* involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the *on-the-job training* include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, *off-the-job training* examples include conferences, role playing, and many more as explained below in detail. Armstrong

(1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

2.4.1 Job Rotation and Transfers
Job rotation and transfers (McCourt & Eldridge 2003, 356) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

2.4.2 Coaching and/or mentoring
This involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt & Eldridge 2003, 256; Torrington et al. 2005, 394 - 395). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005, 394 – 395). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

2.4.3 Orientation
This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

2.4.4 Conferences
Training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals.

2.4.5 Role Playing
Involves training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the

roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

2.4.6 Formal Training Courses and Development Programmes

These are a number of methods which may be used to develop the skills required within an organization. These course and programmes are usually a set of defined and known programmes where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programmes, formal training and programmes can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programmes while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programmes can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

2.5 Relationship between Training & Development Programs and Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of *productivity, efficiency, effectiveness, quality and profitability* measures (Ahuja 1992) as briefly explained hereafter. *Profitability* is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). *Productivity* is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996). As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.5.1 Effect of Training and Development on Performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005).

In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright & Geroy (2001), employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior

organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. Further still, dissatisfaction complaints, absentism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- Identify and define training needs
- Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- Define the objectives of the training
- Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- Decide who provides the training
- Evaluate training.
- Amend and extend training as necessary.

2.5.2 Factors Affecting Employee Performance

2.5.2.1 Management – Subordinate Relationship
As organizations strive for flexibility, speed and constant innovation, planning with the people and not for the people ensures a positive relationship to performance improvement When employees are given freedom to participate in organizational decision making for example, there is are high chances of having mutual trust between management and employees. Mutual trust and cooperation help to break the barriers between the two parties. The employees will not resort to strikes and work stoppages without exhausting all the available channels of resolving the dispute. Employees will be motivated because management considers them as partners in contributing to organizational success instead of being seen as mere subordinates and therefore will avoid engaging into counterproductive behaviors hence improved performance through timely achievement of organizational goals and objectives (Carrel, Kuzmits & Elbert 1989). Additionally, (Ichnniowski 1997) argues that innovative human resource management practices improve performance like use of systems related to enhance worker participation and flexibility in the design of work and decentralization of managerial tasks and responsibilities.

2.5.2.2 Working Conditions
Although working conditions do not have a direct impact on production or output, they indeed have an indirect performance for example if the manual or mental work involved in certain jobs in a factory is tiresome, it will result into endangering not only the company property but also result into accidents which may further involve such incidents like loss of life. This might have adverse effects on the morale of the entire work force. Therefore organizations should establish working conditions that do not affect the work force negatively by providing among other things noise free environments, adequate lighting systems, adequate temperatures (Hogber 2005). Organizations can prevent accidents and maintain good safety records through development of a positive safety culture to ensure good working condition hence performance improvement (Newstrom 2002).

2.5.2.3 Reward System
The overall aim of reward systems is to attract and retain quality human resources when the employee as equitable and in relation to their performance improvement perceives the pay conditions. Organizations can use non-financial rewards like transport fee, incentive schemes to increase performance (Armstrong 2006). Additionally, organizations should adopt reward systems that are similar to the industry in which they operate or organizations can develop performance based pay systems in order to reward employees according to the set performance standards and profitability goals. Therefore for performance to improve, organizations need to create and maintain a sense of fairness equity and consistence in their pay structures (Davar 2006). Employees expect that the employers will purchase their labor at a certain price.

2.5.2.4 Health Unionization
In creating a healthy work climate, both management and workers unions should have a united hand and in the well-being of the organizational employees. Unionizations improve the industrial relations in instances where the management allows free participation of employees in trade unions. Management and trade unions will negotiate through collective bargaining processes the conditions of workers employment. Nilsen (2002) argued that industrial peace is a very important aspect for performance and growth of organizations. If the organization is plagued by industrial disputes and strikes, performance is bound to decrease. In other words, for overall productivity to improve health unionization should be considered and industrial disputes prevented through negotiations, conciliation rather than confrontation (Daft 1997).

2.5.2.5 Teamwork
This is when two or more people interact and coordinate to accomplish a specific goal and objective. When organizational members work together in teams, coordination of organizational goals and objectives becomes easier. This will lead to the teams sharing performance goals and thus lead to improving the morale of the employees which will later lead to improvements in productivity. Team works encourages open communication between employees and have compliment skills which enable them to achieve more in a specified period of time as compared to when the individual is working alone hence creating synergy (Daft 1997). Additionally, Stoner (1996) argues that employees in teams often unleash enormous energy and creativity reduces boredom because teams create a sense of belonging and affiliation hence increase in employee's feeling of dignity and self work. However, teams have the potential to be productive but the degree of performance depends on the relationship between management and the working team. Therefore support from management enhances performance of teams and performance improved in general.

2.6 Relationship between Training & Development Programs and Job Involvement
Job involvement is "the degree to which the job situation is central to the individual and his or her identity" (Blau, 1985, p. 34). Job Involvement is a psychosomatic recognition or dedication towards occupation (Kanungo, 1982). There are different levels of every individual of being committed to the assigned tasks (Paullay et al., 1994). In different studies scholars find out that actually job involvement is based upon internalization of norms and artifacts according to the importance of job assignments (Lodahl and Kejner, 1965). The employees who are very committed to the job assignments suppose that job assignments are essential part of their lives. After their better output they feel satisfaction, this nature of job involvement deemed towards self esteem (Lodahl and Kejner, 1965). Personnel become highly motivated for doing innovative tasks when

they feel high involvement in their jobs (Kanungo, 1982). The construct of job involvement is rather similar to organizational commitment in that they are both concerned with an employee‟s identification with the work experience but these constructs differ in that job involvement is more closely linked with identification with one‟s immediate work activities while organizational commitment refers to a person‟s attachment to the organization. It is likely to be involved in a specific job but not be committed to the organization or vice versa (Brown, 1996). Up to the extent the employees are involved in their jobs will affect the transfer of training to the workplace. Job involvement is the degree to which an individual identifies psychologically with the job and considers his/her perceived performance level important to self-worth (Blau and Boal, 1987). High job involvement is linked with fewer absences and lower turnover rate. Employees are more concerned about their jobs performance, and are constantly looking for ways to improve their effectiveness if they rank high on job involvement. One way to improve employee performance is to efficiently transfer the skills and knowledge acquired during training to the actual job (Blau, 1986). Employees ranking high on job involvement are more motivated to learn and transfer skills to the actual work setting (Noe and Schmitt, 1986). Employees with higher job involvement are more likely to acquire learning (training acquisition) valuable to their job and organization (Tracey et al., 2001) and have a higher motivation to learn. Job involvement operates on training effectiveness via two distinct pathways. The effects of job involvement on training transfer may be either fully or partially mediated by learning motivation (Colquitt et al., 2000).

2.6.1 Impact of Job Involvement on Employee Performance
Job involvement is supposed to be a very vital element which plays an important role for human resource as well as for the organization. If employees are whole heartedly involved in all the issues which are directly related to their job assignment, then they try to take initiatives to remove many problems (Lawler, 1986). Job involvement is very healthy for individuals as well as for the organization but still it cannot be concluded that that job involvement has unlimited impact on the performance. Managers observed that the staff members who have high involvement in job assignments produce more efficiently as compared to those employees who do not want to indulge themselves in the assigned tasks (Brown 1996 and Diefendorff et al., 2002) Job involvement directly affects the performance. But some researchers emphasize on this perception that job involvement improves performance but to some extent only (Cron 1984; Dubinsky and Hartley, 1986), Brown and Leigh,1996).

Job performance can be defined as employees perform their actions according to the requirement of the job (Borman & Motowidlo, 2001). Job involvement results in higher levels of in-role job performance by positively affecting employees‟ motivation and effort (Brown, 1996). Involvement in the official tasks directly or indirectly influences the employee performance. Effort is an intervening element between the relationship of job involvement and performance (Brown and Leigh 1996). There is a positive relationship between job involvement and performance (Lassak et al., 2001) A weak connection can exists between job involvement and employee performance due to some other variables. And job involvement is directly and indirectly affected by these variables and performance is automatically affected by the job involvement (Brown and Leigh, 1996). According to the Mowday, Steers and Porter, (1982) job involvement is a relative strength which varies from person to person in the different firms. Researchers described three features of professional commitment. 1. Accepting the rules and regulations of organization whole heartedly and take the goals and

norms of the organization as goal of its own career. 2. Always ready to exert high level of energy for the well being of organization. 3. Willingness to be a part of organization for long term basis. Job involvement enhances job commitment, which automatically enhances higher level of performance. Studies strongly argued on the relationship between job involvement and higher level of commitment and performance (Janis, 1989; Loui, 1995 and Brown, 1996). Employees who are committed to their job assignments, they have high level of job involvement and there is a very constructive relationship between job involvement and performance.

Research studies show that there is not a compulsion that the workforce who is more committed to the job is also expected to remain in the organization for the long time period. Such type of workforce is more successful and beneficial for the organization as compared to the workforce who is not genuinely committed to the organization and remains in the organization for life. Finally this description ends up on these words that job involvement enhances employee commitment and such type of employees put extra performance. In short, employee commitment works as a catalyst for the relationship of job involvement and performance (Meyer et.al.,1989; Konovsky and Cropanzano,1991)

2.6.2 AND DEVELOPMENT ON JOB PERFORMANCE
Training effects on performance may be subtle (though measurable). In the qualitative study involving mechanics in Northern India, Barber (2004) found that on the job training led to greater innovation and tacit skills. Tacit skills are behaviours acquired through informal learning that are useful for effective performance. Specifically, trained mechanics developed an initiative feel when removing dents a complex process particularly when the fender is body crumpled. As a result of informal training, one of the m6echanics had good feeling of how to hit the metal of exact spot so the work progresses in a systematic fashion (Barber, 2004).

Benefits of training are also documented for technical skills. Davis and Yi (2004) conducted two experiments with nearly 300 participants using behaviours modelling training and were able to improve computer skills substantially. Although behaviour-modelling training has a xxi rich success, a unique aspect of this research that training was found to affect changes in worker skills through a change in trainees' knowledge structures or mental models (Decker and Nathan, 1985). Specifically, mentally rehearsing tasks allowed trainees to increase declarative knowledge and task performance, each measured 10 days after the training was completed.

2.7 Impact of Training & Development Programs in Indian Health Care Industry in India
Healthcare is the diagnosis, treatment and prevention of disease, illness, injury and other physical and mental impairments in humans. Access to health care varies across countries, group and individual largely influenced by social and economic condition as well as the health policies in place. The delivery of modern healthcare depends on groups of trained professionals and paraprofessional coming together interdisciplinary teams. Most of literatures have showed the importance of human resources management on developing the quality of healthcare service (Yu, 2007; Michael, 2009; Patrick, 2011) and found that the incentives and providing motivation to work and follow the system of bonuses by competencies improve the performance of individuals working in hospitals (McKinnies, 2011) and can make a significant difference between health organization with good performance and health organization underperforms or below average(Edgar and Geare, 2005). Human Resources Management (HRM) is a vital management task in the field of healthcare and other services sectors, where the customer facing challenges because of staff‟s performance who have the experience

and the quality of performance (Howard et al., 2006)and that human resource management plays an active and vital role in the success of the reform of the health sector."Hospitals are being compared to hotels and airlines, and the customer is more demanding and expects nothing but warm and hospitable staff," believes Kumar S Krishnaswamy, Group Head - HRD, Wockhardt Hospitals Group, Bangalore. No more do patients just flock to hospitals for treatment. "To fulfill this demand, training and development hasgained crucial importance," says Rupak Barua, Chief Operating Officer, Calcutta Medical Research Institute (CMRI), Kolkata. Training-related changes should result in improved job performance and other positive changes (e.g., acquisition of new skills; Hill& Lent 2006, Satterfield & Hughes 2007) that serve as antecedents of job performance (Kraiger 2002). Reassuringly, Arthur et al.(2003) conducted a meta-analysis of 1152 effect sizes from 165 sources and ascertained that in comparison with no-training or pre-training states, training had an overall positive effect on job-related behaviors or performance (mean effect size or $d = 0.62$). However, although differences in terms of effect sizes were not large, the effectiveness of training varied depending on the training delivery method and the skill or task being trained. For example, the most effective training programs were those including both cognitive and interpersonal skills, followed by those including psychomotor skills ort asks. According to the Michel Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". (Source: A Handbook of Human Resource Management Practice, Kogan Page, 8th Ed., 2001) According to the Edwin B Flippo, "Training is the act of increasing knowledge and skills of an employee for doing a particular job." (Source: Personnel Management, McGraw Hill; 6th Edition, 1984). Most of searches including Colombo and Stanca (2008). Training is tool to fill the gap and the firms should use it wisely to improve employee productivity. Armstrong (2000) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at top. Cooper et al. (1989) found a positive relationship between training programs and employee's job involvement. He argued that if there are some recognitions and financial benefits for the high performers at the train ing programs, the feeling of reciprocity emerges in high performing employees as well as in other ones which motivate them to extend themselves in many ways such as adapting new skills, knowledge and competencies which ultimately leads to improved organizational performance. Miller et. Al (1996) examined the need and impact of training and development on service sector employees is widely discussed topic in the literature. Training needs assessment is the first step of organizational training and development program. It identify the needs or performance requirement of organization it determines whether there is gap between the actual performance and standard performance set by organization. After the need assessment, the training is designed and implemented accordingly.India's top leading health cares which really focuses on Training and development of their employees:-

Global Hospitals Private Ltd. provides specialty care and multi organ transplantation services in India. The company provides its transplantation services for liver, heart, lung, kidney, and bone marrow. It also offers medical and surgical gastroenterology, minimal access surgery, cardiology and cardiothoracic surgery, liver treatment, nephrology and urology, orthopedics and joint replacement, internal medicine and critical care, pediatrics, gynecology, ENT, radiology, imaging, and anesthesia services, as well as laparoscopic training and DNB services. In addition, the company provides laboratory services in the areas of ultrasound, X-ray, bone densitometry, colonoscopy, CT scan, Doppler, echocardiogram, endoscopy, holter monitoring, mammography, MRI scan, sigmoidscopy, and spirometry. Further, it operates a nursing school. The company was incorporated in 1998 and is based in Hyderabad, India. It has additional locations in Hyderabad, Bengaluru, and Chennai, India.

Fortis Healthcare Limited owns, operates, and manages multi-specialty hospitals. Its healthcare facilities offer a range of specialty medical services, such as cardiac care, orthopaedics, neurosciences, metabolic diseases, renal care, oncology, and mother and child care, as well as other services, such as cosmetic surgery, ophthalmology, pulmonology, ear nose throat care, and dermatology. As of April 25, 2013, it operated a network of 76 hospitals, approximately 12,000 beds, approximately 600 primary care centers, 191 day care specialty centers, and approximately 230 diagnostic centers in the Asia Pacific region, including India, Hong Kong, Singapore, Australia, New Zealand, Canada, Dubai, Sri Lanka, Mauritius, Nepal, and Vietnam. Fortis Healthcare Limited was formerly known as Fortis Healthcare (India) Limited and changed its name to Fortis Healthcare Limited in March 2012. The company was incorporated in 1996 and is based in New Delhi, India. Fortis Healthcare Limited is a subsidiary of Fortis Healthcare Holdings Private Limited.

Apollo Hospitals Enterprise Limited provides healthcare services primarily in India, Mauritius, Bangladesh, and Kuwait. The company's healthcare facilities offer treatment for acute and chronic diseases in primary, secondary, and tertiary care sectors. Its tertiary care hospitals provide care in approximately 50 specialties, including cardiac sciences, oncology, radiology and imaging, gastroenterology, neurosciences, orthopedics, and critical care services, as well as specialize in minimally invasive surgeries and transplantation. In addition, the company offers pre –commissioning consultancy services, such as feasibility studies, infrastructure planning and design advisory services, human resource planning, and recruitment and training services, as well as medical equipment planning, sourcing, and installation services; and post-commissioning consultancy services consisting of management contracts, franchising, and technical consultation. Further, it licenses the Apollo brand name for use by the radiology and laboratory services department of a hospital in Kuwait; and operates stand-alone pharmacies that provide medicines, hospital consumables, surgical and health products, and general over-the-counter products.

Max Healthcare Institute Limited operates healthcare facilities with indoor and outdoor patient care in India. The company offers healthcare services through its 9 facilities in Delhi and the National Capital Region, and 2 facilities in Mohali and Bathinda. It provides services in the areas of cardiology, orthopedics and joint replacement, cancer, neurosciences, pediatrics, obstetrics and gynecology, aesthetics and reconstructive plastic surgery, internal medicine, eye and dental care, endocrinology, diabetes, obesity, ENT, metal health and behavioral sciences, physiotherapy and rehabilitation, and nuclear medicine, as well as minimal access, metabolic, and bariatric surgery. The company is based in New Delhi, India. Max Healthcare Institute Limited is subsidiary of Max India Limited.

Columbia Asia is an international healthcare group operating a chain of modern hospitals across India, Malaysia, Vietnam and Indonesia. The company's highly skilled medical experts deliver care in hospitals specifically designed for the needs of patients and built for maximum comfort and efficiency. Columbia Asia Hospitals Pvt. Ltd.

is one of the first healthcare companies to enter India through 100% foreign direct investment (FDI) route. Columbia Asia hospitals are clean, efficient, affordable and accessible. The innovative design of the hospitals, from their manageable size to their advanced technology, is focused on creating positive experience for patients.

2.8 Benefit of Training in Heath care
- Increases Staff Retention.
- Improved patient satisfaction
- Enhance communication
- Improve employee morale
- Enhance team performance at both staff and leadership level.
- Significant cost saving.

2.9 SUCCESSFUL MODELS OF TRAINING AND DEVELOPMENT

There are many models of training and development that have made greater progress into organizational settings, which have began to have a greater impact on instructional design. Specifically, Instructional Systems Design (ISD), Human Performance Technology (HPT) and Performance-Based Instructional Design (PBID), all of which originate from research in the area of organizational development.

Instructional System Design (ISD)

Instructional System design (ISD) was created by the United States military as an efficient and effective way to train soldiers (Rothwell and Kanzanas, 1992). The goal of training is to improve human performance. It is based on the assumption that learning should not be developed in a random practice, but should be occurred in correspondence with organized processes, be organized to the target audience and have outcomes that can be measured. There have been many different versions of the model published but the common model has been the ADDIE model. This study critically analyses the ADDIE model, which is a term practically, synonymous with instructional system development, which not only generates practical application of skill level improvement, but also useful for training and development.

Human Performance Technology (HPT)

HPT is a training and instructional system that many businesses use to enhance productivity and to achieve the business goals of the organization. "Combined with learning and instructional technology, HPT provides a strategy for focusing directly on performance improvement" (Rothwell, 1996). HPT is drawn from many disciplines such as behavioural psychology, instructional systems design, organizational development, and human resources management. This allows organizations to identify the cause for the performance gap, offers a wide range of interventions to improve performance, guides the change management process, and evaluates the results. A description of this performance improvement strategy emerges as clearly explained by (Stolovitch & Keeps, 1992).

Human: performers in organizational and work settings.

Performance: measurable outcomes, accomplishments, valued by the system done.

Technology: a scientific study of practical matters.

The total performance improvement system is actually a merger of systematic performance analysis with comprehensive human resource intervention (Stolovitch & Keeps 1992).

Performance-Based Instructional Design (PBID)

PBID is designed to help learners perform more effectively in the workplace. PBID was designed by David J. Pucel, a professor from the University of Minnesota. Dr. Pucel specializes in the development and evaluation of training and development. He has

done extensive work with business and industry on selecting, training, and evaluating personnel to enhance personal and job-related performance.

PBID is a system that has seven major components, and is as follows:
1. Program description
2. Content analysis
3. Content selection
4. Content sequencing
5. Lesson structuring
6. Lesson delivery formatting
7. Evaluation and feedback procedures development (Pucel, 1989)

The system's output is an integrated plan of the instruction, and each system component contributes to the output. "Because it is a system and each component is directly related to each other component, the relationships among the components must be understood for the system to be used effectively" (Pucel, 1989)

III. CONCLUSION

In recent years, training programmes have been developed to teach health professionals and students formal quality improvement methods. Training in healthcare is an activity that explicitly aimed to teach professionals about methods that could be used to analyze and improve quality. The concept of quality improvement has become more widely accepted in India and training is increasingly available especially for qualified professional. However a great deal remains uncertain about training in quality improvement including the most appropriate content; how training can be best delivered to improve processes and patient outcomes; how to measure and ensure quality within training. Training professionals may be important not only to ensure that they have the skills needed to improve the quality of healthcare but also to enhance their motivation to do so.

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[190] Skillman, Susan, Andrilla, Holly A., Phippen, Ed, Hutson, Troy, Bowditch, Elise, Praseuth, Tina "Washington State Hospitals: Results of 2005 Workforce Survey." In *Working Paper*, edited by WWAMI Center for Health Workforce Studies (CHWS). Seattle: University of Washington, 2005.

[191] At NSCC the normal completion rate for Phlebotomy is 92% and the passing rate is 90%. The college's grade point average for the course not including the HEET students is 2.89. For the Medical Vocabulary course, the normal completion rate and passing rate is 93%. The grade point average for the course is normally 3.39.