A Project Report on

"A Study on the Effectiveness of Training Provided by Alexis Hospital, Nagpur City"

Submitted to

Department of Management Sciences & Research (DMSR)

G. S. College of Commerce and Economics, Nagpur

(An Autonomous Institution)

Affiliated to:

Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

In partial fulfilment for the award of the degree of

Master of Business Administration

Submitted by

Ms. Maryann Wong

Under the Guidance of
Dr. Madhuri V. Purohit

Department of Management Sciences and Research

G. S. College of Commerce & Economics, Nagpur

NAAC Accredited "A" Grade Institution

Academic Year 2023-24

Department of Management Sciences and Research
G. S. College of Commerce & Economics, Nagpur
NAAC Accredited "A" Grade Institution

AcademicYear2023-24

CERTIFICATE

This is to certify that **Ms. Maryann Wong** has submitted the project report titled, **"A Study on the Effectiveness of Training Provided by Alexis Hospital, Nagpur City"**, under the guidance of **Dr. Madhuri V. Purohit** towards the partial fulfillment of **MASTER OF BUSINESS ADMINISTRATION** degree examination.

It is certified that she has ingeniously completed her project as prescribed by **DMSR, G. S. College of Commerce and Economics, Nagpur, (NAAC Accredited "A" Grade Autonomous Institution)** affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

Dr. Madhuri. V. Purohit   **Dr. Madhuri. V. Purohit**

(Project Guide)   **(MBA Coordinator)**

Place: Nagpur

Date: 14/05/24

Department of Management Sciences and Research
G. S. College of Commerce & Economics, Nagpur
NAAC Accredited "A" Grade Institution

AcademicYear2023-24

DECLARATION

I**, Ms. Maryann Wong** here-by declare that the project with title "**A Study on the Effectiveness of Training Provided by Alexis Hospital, Nagpur City"**, has been completed by me under the guidance of **Dr. Madhuri V. Purohit** in partial fulfillment of **MASTER OF BUSINESS ADMINISTRATION** degree examination as prescribed by **DMSR, G. S. College of Commerce and Economics, Nagpur, (NAAC Accredited "A" Grade Autonomous Institution)** affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur.

This project was undertaken as a part of academic curriculum and has not been submitted for any other examination and does not form the part of any other course under taken by me.

Ms. Maryann Wong

Place: Nagpur

Date: 14/05/24

Department of Management Sciences and Research
G. S. College of Commerce & Economics, Nagpur
NAAC Accredited "A" Grade Institution

Academic Year 2023-24

ACKNOWLEDGEMT

With immense pride and sense of gratitude, I take this golden opportunity to express my sincere regards to **Dr. Praveen. J. Mustoor**, Principal, G. S. College of Commerce & Economics, Nagpur.

I tender my sincere regards to the Coordinator, **Dr. Madhuri V. Purohit** for giving me guidance, suggestions and invaluable encouragement which helped me in the completion of the project.

I am extremely thankful to my Project Guide **Dr. Madhuri V. Purohit** for her guidance throughout the project.

I would like to thank **Prof. Shubhangi Jepulkar** for her constant support & guidance throughout the project.

Last but not the least, I am very much thankful to all those who helped me directly and indirectly in successful completion of my project.

Ms. Maryann Wong

Place: Nagpur

Date: 14/05/24

Department of Management Sciences and Research
G. S. College of Commerce & Economics, Nagpur
NAAC Accredited "A" Grade Institution

Academic Year 2023-24

Index

CHAPTER I

INTRODUCTION

Training

Training refers to a system of educating employees within a company. It includes various tools, instructions, and activities designed to improve employee performance. It's an opportunity for employees to increase their knowledge and upgrade their skills.

It is the process of acquiring knowledge, skills, and attitude that helps improve employees' job performance and enables future career growth.

Why is training necessary?

Training is necessary for several important reasons:

• Knowledge and Skill Acquisition   • Employee Engagement and Retention

• Performance Enhancement   • Organizational Consistency

• Professional Development   • Change Management

• Compliance and Safety

Why is training necessary in hospitals?

Training is critically important in hospitals for several reasons:

• Patient Safety

• Compliance with Regulations and Standards

• Use of Medical Technology and Equipment

• Infection Control

• Emergency Preparedness

• Continuous Professional Development

What is a Training Needs Analysis (TNA)?

A training needs analysis takes a bird's eye view of your company and its overall goals before drilling down into various types of concrete training that you need. For example, your company may need more robust training or on-demand mobile training because of your employee or risk profile, based on this evaluation.

This is a comprehensive and holistic process that involves evaluating the current state of your organization, examining the skills, knowledge, and abilities of employees, and identifying areas where training interventions are necessary. It aims to uncover gaps between the desired and actual performance levels, enabling organizations to develop targeted and effective training programs.
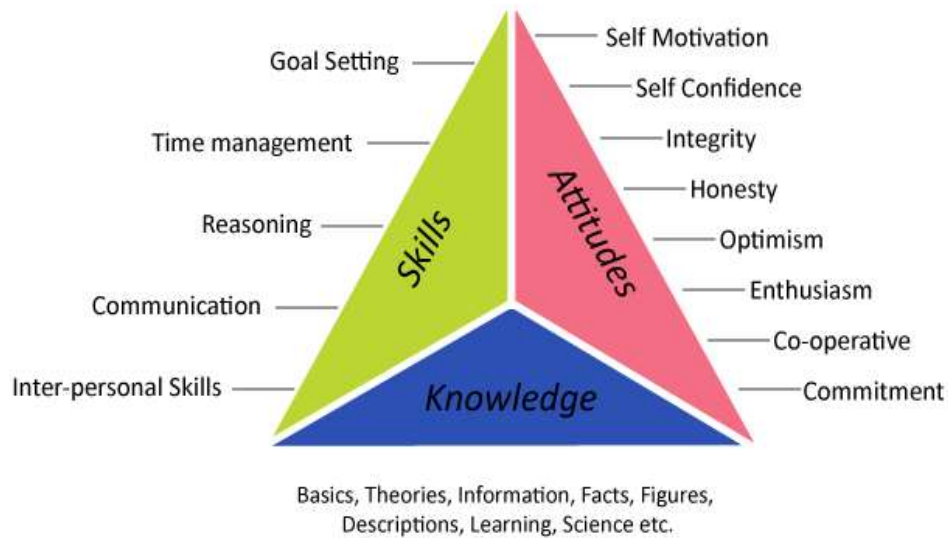
Conducting a training needs analysis before you start putting together your training program is a crucial step to developing more effective training materials and capturing the best use of your production time.

There are three basic types of training needs analyses:

- Knowledge
- Skills
- Abilities

Triangle of Success

Goal Setting

Time management

Reasoning

Communication

Inter-personal Skills

Self Motivation

Self Confidence

Integrity

Honesty

Optimism

Enthusiasm

Co-operative

Commitment

Skills

Attitudes

Knowledge

Basics, Theories, Information, Facts, Figures,
Descriptions, Learning, Science etc.

Knowledge-based analysis

When the company hires newly graduated employees, a training needs analysis of their knowledge base is crucial. For example, in industries with specific regulations, compliance-related issues, or intricate procedures, assessing employees' knowledge base becomes essential. For instance, a healthcare organization may assess the knowledge of new nurses regarding patient privacy laws and protocols.

This analysis ensures that employees are equipped with the necessary information and understand best practices within your industry.

Skills-based analysis

With young employees just entering the workforce and with senior employees who have a broad knowledge base, a training needs analysis of skills is crucial. This type of analysis covers not only practical skills to do the job but also soft skills like customer relations and working with other people. Sometimes it covers new or unfamiliar technologies.

Abilities-based analysis

The more independent and empowered your employees, the more productive and invested they are in their job. Assessing employees' abilities to problem-solve, manage risk, and set objectives that drive results is critical for organizational growth. An abilities-based analysis emphasizes empowering employees to become more independent, action-oriented, and productive.

Training needs analysis methods

There are a variety of training needs analysis methods which are used in organizations are as follows:

- Questionnaires
- Observation
- Interviews
- Examining work
- Assessments
- Focus groups
- Job task analysis
- Performance appraisals and reviews
- Customer feedback
- Pre-training assessments
- Performance metrics
- Competitive analysis

Methods of training

There are different methods of training to train employees. A company can choose a combination of training methods to train employees depending upon which method suits the content material and what works best for the learners. Here are the nine most popular training methods for employees:

1. Technology-based learning

With the development of technology, computerised training is becoming more prevalent. Computer-based training (CBT) or e-learning is another term for it. Both basically refer to the same thing with the only key difference, e-learning is entirely online whereas computer-based training includes any kind of training that takes place on the computer. The major advantage of technology-based learning is its scalability and flexibility. Any number of individuals can participate at the same time and progress at their own pace in this training method. It also removes the requirement of an in-person facilitator. This type of training often mimics traditional classroom-style teaching by providing a voiceover with visuals that support the content. Usually, resources such as videos and additional reading accompany the material to aid in the training process.

2. Simulators

Simulations are an effective training technique for fields requiring specific skills for operating complex machinery, such as in the medical or aviation industries. Successful simulations reflect actual work situations and allow trainees to solve issues that they are likely to face on the job. Usually, this training method is suitable for employees

handling heavy and expensive machinery or equipment, where the mistakes can be very expensive. For instance, an aeroplane pilot may undergo simulation training to help them prepare for flying an aeroplane. Aeroplanes are expensive and it can also be dangerous to provide training on real aeroplanes. An employer may choose a simulator considering the employees' safety and avoiding any costly damage.

3. On-the-job training

It is one of the most common types of training methods. On-the-job or hands-on training focuses primarily on the practical skills necessary for the job. This training method helps new hires begin working immediately. In some cases, it may be beneficial to incorporate an employee shadowing component. It may also allow new hires to gain a little insight into the context and job requirements before trying it on their own.

4. Coaching or mentoring

While a structured curriculum has a place in training, mentorship and coaching offer numerous benefits. Implementing a mentorship programme within the organisation, along with other training methods, provides opportunities for employee growth and develops relationships that help new employees feel welcomed and supported.

Mentorship is invaluable, but it also has its challenges. You may ask the company's most skilled employees to take time off work to train and develop newer employees. Though it is eventually beneficial, it often costs more than most other forms of training

5. Instructor-led training

Instructor-led training is one of the most traditional and popular training methods for employees. It is a classroom-style training where an instructor prepares and leads the experience, usually using visual components in a lecture-style presentation. It has many benefits, including that trainees can interact with the trainer and questions of trainees that might otherwise go unaddressed in other training methods can get enough attention. It also allows developing a relationship between the trainer and the trainee and among the employees undergoing the training together. The major challenge for this training method is its scalability. If the classroom is too large, it can hinder the one-on-one interaction of instructors and the employees. Also, it may require in-person monitoring throughout the training. Trainers may require extra efforts to engage trainees and maintain their interest in the training.

6. Roleplaying

Roleplaying usually involves a trainee and trainer, where each can act out different potential work scenarios. This method is most effective in industries that require client interaction or involve customer service, as it allows employees to practise handling difficult situations. Trainees act as if they are dealing with the situation and are responsible for resolving it without any guidance or rehearsal. The role players require to react fast to the changing situation and react as they would in actual life. This training method entails acting realistically in a hypothetical situation.

7. Films and videos

Video has become very popular as an effective training technique in a short period of time. It helps businesses train employees fast and efficiently. Many employees prefer it over reading materials. Videos can make difficult material more interactive, engaging and demonstrative. Similar to computer-based training, the material is easily accessible. Employees can review information at any time without an in-person facilitator. There are several approaches to training videos, including:

Animation: allows explaining complex topics through visual illustrations. It is probably the best method for the topic, which is difficult to record.

Live-action: videos are more demonstrative and are great for showing appropriate and inappropriate interactions through role-play scenes.

To-camera: features a narrator that is speaking directly to the viewer. Generally, the narrator communicates the information through a more lecture-style format.

Screen recorded: features a recording of things happening on the computer screen. It can be perfect for showing employees how to use new digital tools through a step-by-step process.

Some companies choose only one approach depending on the material, while others seamlessly combine a few methods into one video.

8. Case studies

When it comes to enhancing analytical and problem-solving skills, case studies may be the most effective training method. In this method, trainees get scenarios, either real or imaginary, that depict common work situations. Either independently or in a group, the employees then get instruction to analyse the case and come up with the best possible solutions and scenarios. After that, the trainer reviews the pros and cons of each option to help trainees enhance their skills.

9. Lectures and group training

When an organisation requires to share information with a large group of employees, a lecture or group training may be an effective method. It can be an efficient way to ensure that all employees are receiving a consistent message and it can be helpful to gather everyone together to observe the beginning of the execution of any new procedures or guidelines. It is also a cost-effective way to train a group of people at once. This training method may not be appropriate in all situations as it can limit the possibility for two-way communication only if the structure of the day includes enough opportunities for feedback. It can also be challenging to determine whether everyone in a group training situation has an equal understanding of the materials, which can result in some trainees getting more benefit than others.

Types of training provided at Alexis Hospital

1. Pediatric Advanced Life Support (PALS)

Trainees: Pediatric and doctors

The goal of Pediatric Advanced Life Support (PALS) is to save a life. For a child or infant experiencing serious injury or illness, your action can be the difference between life and death. PALS is a series of protocols to guide responses to life-threatening clinical events. These responses are designed to be simple enough to be committed to memory and recalled under moments of stress. PALS guidelines have been developed from a thorough review of available protocols, patient case studies, and clinical research; and they reflect the consensus opinion of experts in the field.

The PALS Provider Course is designed to improve outcomes for Pediatric patients by preparing healthcare providers to effectively recognize and intervene in patients

with respiratory emergencies, shock, and cardiopulmonary arrest by using high-performance team dynamics and high-quality individual skills.

2. Basic Life Support (BLS)

Trainees: To all clinical and non-clinical employees

Mandatory for: Nurses, doctors, interns, clinical and non-clinical employees

Basic Life Support (BLS) is a type of medical care typically administered by doctors and nurses in the hospital and by emergency medical services (EMS) or qualified bystanders out of hospital.

Basic Life Support is characterised by its quick emergency cardiovascular care, rescue breathing, chest compressions, and even early defibrillation to restore normal breathing in adults and children (with the head tilt-chin lift maneuverer).

It primarily cares for cardiac arrest victims, an obstructed airway, or abnormal breathing. This lifesaving system requires knowledge of Cardiopulmonary resuscitation (CPR), AEDs, and clearing airway obstructions.

Anyone can do this first aid procedure with the proper BLS skills and BLS certification. When done correctly, CPR can jumpstart a heart and bring people back to life!

A first aid practitioner is taught how to assess breathing, check circulation and check rhythm *before* they learn anything else in a first aid certification course.

They are taught how to perform high-quality chest compressions and conduct a full BLS survey (from airway assessment to recovery position) until an ambulance arrives.

3. Neonatal Resuscitation Program (NRP)

Trainees: Doctors

The Neonatal Resuscitation Program® (NRP®) course conveys an evidence-based approach to care of the new-born at birth and facilitates effective team-based care for healthcare professionals who care for new-borns at the time of delivery. NRP utilizes a blended learning approach, which includes online testing, online case-based simulations, and hands-on case-based simulation/debriefing that focus on critical leadership, communication, and team-work skills.

The NRP is a training program developed by the American Academy of Pediatrics and American Heart Association to teach healthcare professionals neonatal resuscitation principles and techniques. It is essential for doctors, nurses, and others who work with new-born infants, especially in the delivery room or neonatal intensive care unit. The training covers initial resuscitation steps, use of equipment, airway management, chest compressions, medications, and post-resuscitation care. It employs didactic lectures, skills demonstrations, and hands-on simulation practice. Upon completion, participants receive a provider certification valid for two years, with recertification required.

 NRP training is crucial for doctors, particularly obstetricians, Pediatricians, and neonatologists, as they are often the first responders for new-borns needing resuscitation. The program is regularly updated to incorporate the latest evidence-based practices and guidelines for neonatal resuscitation. In summary, the NRP training equips doctors with the knowledge and skills necessary to perform effective neonatal resuscitation, ultimately improving outcomes and saving lives of new-born infants.

4. Advanced Cardiovascular Life Support (ACLS)

Trainees: Nurses and Doctors

Mandatory for: Nurses, doctors

The Advanced Cardiovascular Life Support (ACLS) training program provides doctors and other healthcare professionals with specialized instruction on managing cardiac arrest, stroke, and other cardiopulmonary emergencies in adults. The comprehensive curriculum covers a basic life support refresher, recognition and management of respiratory and cardiac arrest situations, advanced airway management techniques, pertinent pharmacology, treatment of acute coronary syndromes and stroke, and effective communication and team dynamics during resuscitative efforts.

The training employs a multi-modal approach, combining lectures, multimedia presentations, hands-on skills practice on manikins, and immersive case-based simulation scenarios. Upon successful completion of the course, participants receive ACLS provider certification, which is valid for two years before renewal is mandated.

ACLS training is particularly crucial for physicians practicing in acute care settings such as emergency medicine, critical care, and other high-acuity areas where they may be called upon to lead a resuscitation team and make rapid, high-stakes decisions. This training ensures doctors maintain up-to-date knowledge and skills aligned with the latest evidence-based resuscitation science and treatment guidelines periodically updated by the American Heart Association.

Overall, ACLS training equips doctors with the advanced life support competencies necessary to promptly recognize and manage life-threatening cardiovascular emergencies in adult patients, ultimately improving outcomes and increasing the likelihood of survival for these critical patients.

CHAPTER II

COMPANY PROFILE

Alexis Multispecialty Hospital

"PARTNERING IN GOOD HEALTH"

The healthcare landscape across the world is ever changing. Clinicians and researchers strive hard to develop the best care for patients. At Alexis Multispecialty Hospital we believe it is our primary responsibility to keep up with these changes and make the benefits of healthcare evolution accessible to every single healthcare seeker, without any delay. With the same intentions, we have commissioned a signature model multidisciplinary 200 bedded tertiary care hospital at the heartland of India, Nagpur to provide end-to-end comprehensive medical care across various medical facilities.

Both facilities are specialized in following key services: Cardiac Catheterization Laboratory, Neonatal Intensive Care Unit, ICU, Dialysis, Advanced radiology & Laboratory services, Minimal Invasive surgeries, Bariatric Surgeries, Joint Replacement Surgeries, state of the art modular operating.

<u>Vision</u>

To thrive as the most preferred healthcare brand in the country by providing highly advanced, easily accessible and truly dependable care.

<u>Mission</u>

To partner with every healthcare seeker in their effort to achieve good health, by providing efficient, expert and compassionate care.

The Brand "ALEXIS"

The brand Alexis revolves on its axis that consists of 6 core values. These values guide the actions of the brand and describe what the brand stands for:

1. Compassion
2. Honesty
3. Efficiency

4. Passion
5. Innovation
6. Quality

1. COMPASSION

With compassion, we develop an emotional connection. Compassion in its true sense means not only feeling someone else's pain but also acting fast to help relieve the pain. As healthcare experts, we understand the expectations of our patients and strive hard to provide them with holistic care in a warm and modern setting. And while doing so, we make sure to stay humane and compassionate to our patrons and their families.

• Temperature-controlled atmosphere

• Safe and infection-free environment

• Strict maintenance of patient privacy

• 24/7 nursing care at your fingertips

• Optimum nurse to patient ratio

- Modern & convenient IP/OP facilities

- 24/7 emergency services

2. HONESTY

With honesty comes trust and faith in our relationship. We are proud of our transparent work ethics which perhaps has made us one of the most preferred hospitals in Central India. Every patient who approach us, irrespective of their medical requirements, is treated with highest care and at absolutely transparent costs. We do not charge for what we do not provide and we do not prescribe what our patients do not need. Our medical team ensures every treatment they prescribe is essential, transparent and focused on patients' well-being.

- Fair and honest medical practices

- Friendly medical and support staff

- Transparent treatment protocols

- Use of best local & global medicines

- Affordable treatment tariffs

3. EFFICIENCY

With efficiency, we achieve our goals faster and better. Access to good healthcare is every individual's fundamental right. In order to cater to varying needs of the region, Alexis brings together the best of medical and surgical expertise to Nagpur, the healthcare hub of Central India. As a truly world-class hospital, we constantly enhance and reinvent our healthcare ecosystem to offer cutting-edge solutions to our patrons. Our doctors and support staff across the departments bring together years of experience in providing highly-efficient patient care and rehabilitation.

- Excellent line-up of expert doctors & staff

- Advanced medical/diagnostic equipment

- Thoughtfully planned treatment areas

- Continuing education for medical staff

- Tie-up with majority of insurance companies

4. PASSION

With passion comes opportunities and ownership. We believe healthcare is beyond medicines and therapies. At Alexis, we are passionate about touching lives by alleviating pain and enhancing the quality of life. Our team of experienced doctors, nurses and supporting staff go one step further to make our patrons feel at home by providing personalised care that results in their overall well-being. We continue our collaborative pursuit of excellence with a firm belief that success comes from great teamwork and exceptional individual effort.

•   Experienced full-time consultants

•   Qualified visiting consultants

•   Well-trained nursing team

•   Skilled technicians & paramedics

•   Round-the-clock clinical cover

•   Optimum support staff

5. INNOVATION

With innovation, we make the impossible possible. As a healthcare institution of international standards, our key objective is to create a modern, well-equipped and efficient healthcare system that provides our patrons happy and healthy tomorrows. Our promise of compassionate care is seamlessly blended with advanced technology that helps our clinicians to give their best across disciplines. The impressive state-of-the-art clinical environment at Alexis also offers exciting challenges for our doctors, nurses and paramedics to hone their clinical acumen.

• Varian True Beam Linear Accelerator

• Advanced Brachy therapy Services

• Artis Q Ceiling Catheterization Lab

• MAGNETOM Skyra 48 Channel 3.0 Tesla MRI Machine

• SOMATOM Definition Edge 128 Slice CT Machine

• International Standard Ultramodern Operation Theatres

• Dialysis Unit with Fresenius 5008 Machines

• Advanced Holmimum Laser Technology

• Hemodifiltration SLED Facility for critically ill patients in ICU

6. QUALITY

With Quality, we set standards and empower ourselves. As partners in the journey to good health, our fundamental focus is to deliver the best quality clinical and surgical care to all our patients. This is why we have adopted the highest clinical standards and quality protocols laid down by the most prestigious national and international accreditation bodies. Alexis Multispeciality Hospital is accredited by the National Accreditation Board for Hospitals & Healthcare Providers (NABH) and is the first hospital to receive the Gold Seal of Accreditation from the Joint Commission International (JCI).

- A purpose-built healthcare destination
- Enhanced patient safety
- Protocols in place
- International quality treatment standards
- Excellent infection-control practices
- LEED-certified and IGBC complacent building

CHAPTER III

LITERATURE REVIEW

1. "Predicting survival, In-hospital cardiac arrests: Resuscitation survival variables and training effectiveness"

Authors Name: Simon Cooper and Juliette Cade

Year: 5 September 1996

Conclusion: The gathering and examination of data pertaining to cardiopulmonary resuscitation (CPR) efforts are crucial activities that contribute to the development of survival indicators and the subsequent training of resuscitation teams. By meticulously collecting and analyzing information from CPR attempts, healthcare professionals can identify patterns, trends, and factors that influence the outcomes of these life-saving interventions. This comprehensive understanding enables the formulation of reliable survival indicators, which serve as benchmarks for evaluating the effectiveness of resuscitation efforts. Furthermore, the insights gained from this data analysis process play a pivotal role in tailoring and enhancing the training programs for resuscitation teams, equipping them with the necessary knowledge, skills, and strategies to optimize their performance and improve patient outcomes during critical medical emergencies.

2. "Training to hospital staff to respond to a mass casualty incident"

Authors Name: Hsu EB, Jenckes MW, Catlett CL, Robinson KA, Feuerstein CJ, Cosgrove SE, Green G, Guedelhoefer OC, Bass EB

Year: July 2004

Conclusion: We concluded that enough studies were available to suggest that hospital disaster drills were effective in training hospital staff to respond to an MCI; however, weaknesses in study design limit the strength of these conclusions. Although computer simulations and tabletop and other exercises may have a role in identifying problems in disaster preparedness, the evidence is insufficient to judge their effectiveness in training.

3. "Effectiveness of Hospital Staff Mass-Casualty Incident Training Methods"

Authors Name: Edbert B. Hsu, Mollie W. Jenckes, Christina L. Catlett, Karen A. Robinson, Carolyn Feuerstein, Sara E. Cosgrove, Gary B. Green and Eric B. Bass

Year: September 2004

Conclusion: Current evidence on the effectiveness of MCI training for hospital staff is limited. A number of studies suggest that disaster drills can be effective in training

hospital staff. However, more attention should be directed to evaluating the effectiveness of disaster training activities in a scientifically rigorous manner.

4. "A Study of the Effectiveness of CPR Training to the Personnels of Nursing Department in the Hospital"

Authors Name: Chan-Woo PARK; Taek-Gun OK; Jun-Hwi CHO; Seung-Whan CHEON; Seung-Young LEE; Sung-Eun KIM; Ki-Hoon CHOI; Ji-Hoon BAE; Jeong-Yeul SEO; Hee-Cheol AHN; Moo-Eob AHN; Byung-Ryul CHO; Yong-Hoon KIM.

Year: June 2005

Conclusion: Our yearly CPR training in the hospital was not pertinent in improving the ability to perform CPR. Different CPR training methods are needed for different occupation. We think that further study is needed to develop an effective CPR training methods and to identify the appropriate re-training interval.

5. "The effectiveness of aggression management training programs for psychiatric hospital staff"

Authors Name: Livingston, James D, Verdun-Jones, Simon, Brink, Johann, Lussier, Patrick, Nicholls, Tonia

Year: March 2010

Conclusion: The findings of this study suggest that relying too heavily on aggression management staff training will have limited effect on addressing the range of issues related to patient-perpetrated violence in psychiatric hospitals. Mental healthcare organizations must look beyond staff training if they are to achieve meaningful reductions in aggressive incidents and staff injuries.

6. "The effect of aggression management training programmed for nursing staff and students working in an acute hospital setting"

Author Name: B. Heckemann

Year: 8 August 2014

Conclusion: Our findings corroborate findings of reviews on training in mental health care, which point to a lack of high-quality research. Training does not reduce the incidence of aggressive acts. Aggression needs to be tackled at an organizational level.

7. "Advanced trauma life support training for hospital staff"

Authors Name: Sudha Jayaraman, Dinesh Sethi, Paul Chinnock, Roger Wong

Year: 22 August 2014

Conclusion: In view of the wide acceptance in high income countries that trauma systems incorporating ATLS programmers' are beneficial to injury victims, and its widespread implementation, it may be difficult to conduct evaluative research in these settings. Future research should concentrate on the evaluation of trauma systems, both within hospitals and at the health system level. A controlled, sequential before-and-after design (similar to the Ontario Prehospital Advanced Life Support Study) conducted in a health system that does not currently have an organized trauma response is likely to be able to answer this question. This may be preferable to an RCT, given the problems of comparing different levels of training and differences in trauma systems, unless the trial is large, with cluster randomization and a factorial design.

8. "Effect of Training for Care Providers on Practice of Essential New-born Care in Hospitals in Sri Lanka"

Author Name: Upul Senarath

Year: 16 December 2015

Conclusion: A comprehensive 4-day training program can be followed by a significant improvement in essential new-born care practices in obstetric units.

9. "The effectiveness of communication-skills training interventions in end-of-life noncancer care in acute hospital-based services"

Authors Name: Laura Lord, David Clark-Carter, Amy Grove

Year: August 2016

Conclusion: Few studies have focused on end-of-life communication-skills training in noncancer acute-based services. Those that do have report positive effects on staff behavior with regard to communication about the end of life with patients and families. The studies varied in terms of the population studied and the health services involved, and they scored only moderately or weakly on quality. It is a challenge to draw a definite conclusion about the effectiveness of training interventions in end-of-life communication because of this. However, the findings from our review demonstrate the potential effectiveness of a range of training interventions with healthcare professionals on confidence, attitude, self-efficacy, and communication skills.

10. "Analysis of the effectiveness of a training program for parents of children with ADHD in a hospital environment"

Authors Name: Esther Garreta, Teresa Jimeno, Mateu Servera

Year: January 2018

Conclusion: Data support the effectiveness and feasibility of parent training programs for children with ADHD applied in hospital settings as they improve a large part of associated symptoms and parenting styles.

11. "Evaluation and Effectiveness of Dementia Staff Training Programs in General Hospital Settings"

Authors Name: Gkioka, Mara, Schneider, Julia, Kruse, Andreas, Tsolaki, Magda, Moraitou, Despina, Teichmann, Birgit

Year: 11 September 2020

Conclusion: Person-centered care (PCC) approaches, interactive and varied teaching methods, supporting conditions like champions, action plans, and setting care policies, are all characteristics of effective trainings. Successful programs should be sustainable over time, demonstrating positive outcomes across the organization. Based on current findings, there is a lack of adequate evaluation with regard to training programs on the organizational level.

12.. "The effectiveness of a person-centered communication skills training programme for the health care professionals of a large hospital in Denmark"

Author Name: Maiken Wolderslund

Year: June 2021

Conclusion: The implementation of the CST course significantly improved the self-efficacy of HCPs. The findings were supported by an increase in the number of HCPs who considered the skills that they had acquired to be very important.

CHAPTER IV

RESEARCH METHODOLOGY

PROBLEM STATEMENT

A Study on the Effectiveness of Training Provided by Alexis Hospital, Nagpur City

NEED OF STUDY

1. Training brings significant positive and effective improvements in the functional and behavioural performance of the employees.

2. Training is an investment into human resources.

3. Training enhances performance outcomes and satisfaction by improving healthcare professionals' performance through effective training.

4. Training helps to mitigate risks (arising due to inadequate training) associated with medical errors, adverse events, or lapses in patient care.

5. Training bridges the gap between knowledge and skills of employees and their standard performance.

OBJECTIVES OF STUDY

1. To know the different training modules used by Alexis Hospital during training.

2. To understand the effectiveness of training provided by Alexis Hospital.

3. To understand the importance of training and its modules.

4. To analyze the employee's development after the training.

HYPOTHESIS

Null Hypothesis (H0): The training has no significant effect on desired outcome or performance measure.

The null hypothesis assumes that the training does not make a significant difference in the outcome or performance being measured.

Alternative Hypothesis (H1): The training has significant effect on desired outcome and performance measure. The alternative hypothesis suggests that the training does have a significant impact on employees' performance.

LIMITATIONS OF THE STUDY

1. Limited scope for data collection.

2. Some respondents were not providing correct information for survey.

3. Fear of data circulation in the organization.

4. Respondents were very time restricted.

5. The findings of the study maybe specific to the organizational culture, policies and practices within Alexis Hospital Nagpur.

RESEARCH METHODOLOGY

Research methodology is a way of explaining how a researcher intends to carry out their research. It's a logical, systematic plan to resolve a research problem. A methodology details a researcher's approach to the research to ensure reliable, valid results that address their aims and objectives. The research design applied for this study is "Qualitative research." Qualitative research is a type of research that aims to gather and analyze non-numerical data in order to gain an understanding of individuals' social reality, including understanding their attitudes, beliefs, and motivation.

1. Sources of data Collection:

Primary Data Source: The Primary data will be collected from the employees of the hospital for the need and objective of the study.

Secondary data Source: The Secondary data will be collected from the hospital

websites, books, etc. to fulfil the need and objective of the study.

2. Research Approach

In this study the researcher has used interviews, questionnaire and research papers as a mode of collecting data.

3. Methods of Data Collection

The data will be collected in various forms such as questionnaire, interviews and secondary data analysis. The data collected through these methods can then be analysed and used to support or refute research hypotheses and draw conclusions about the study's subject matter.

- Interviews
- Questionnaire
- Research papers

4. Types of Questionnaires

Most of the questions in the questionnaire are closed ended questions except one opened ended question i.e email address filing.

5. Measure Scale

The measurement scale used in this research is Ordinal Scale. Under ordinal scale Likert scale types questions are asked to the employees.

For instance:

Q. How satisfied were you with the training materials and resources provided?

- o Very satisfied
- o Somewhat satisfied
- o Somewhat dissatisfied
- o Very dissatisfied

6. Universe

The population or universe represents the entire group of units which is the focus of the study. In this research the universe is the employees working at Alexis Multispecialty Hospital Nagpur, Maharashtra, India.

7. Sample Size

The minimum sample size taken for this research is 100.

8. Sampling techniques

Random sampling size method is used. Random sampling is a method of choosing a sample of observations from a population to make assumptions about the population.

9. Data Analysis Tools

The tools used for this research analysis are tables and pie charts. Pie charts will be used to show the percentage of the responses for each question.

CHAPTER V

DATA ANALYSIS

&

INTERPRETATION

Q1. How relevant were the training topics to your job responsibilities?

- o Highly relevant
- o Not very relevant
- o Not at all relevant

Sr. No	Frequency	Percentage
Highly Relevant	87.2	82.7%
Not very relevant	17.3	17.3%
Not at all relevant	0	0%
Total	**100**	**100%**
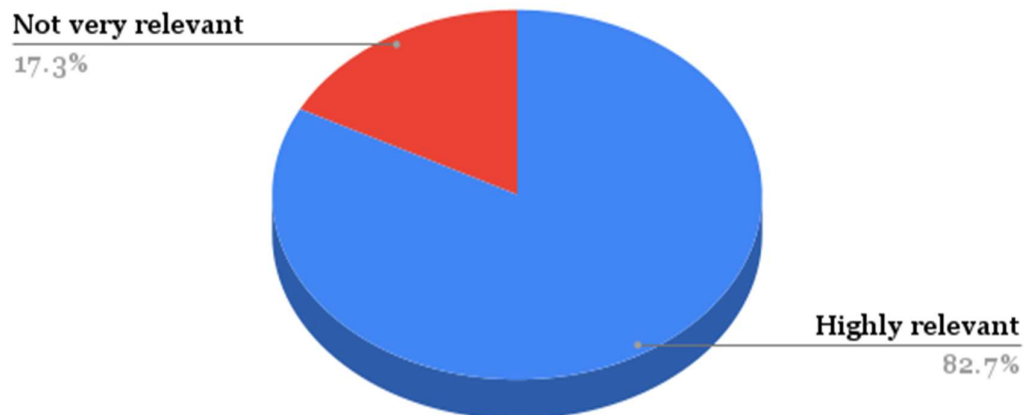
Relevance of the Training

Interpretation: The data shows that a large majority of employees, 82.7%, found the training topics to be highly relevant to their job responsibilities. Only a small portion, 17.3%, indicated that the training topics were not very relevant to the duties they perform in their roles. While the high relevance rating is positive overall, the organization should review the training content to better align it with the roles of those 17.3% of employees.

Q2. Did the training sessions provide you with new skills and knowledge that you were able to apply in your work?

- o   Yes, to great extent
- o   Yes, to some extent
- o   No, not really
- o   No, not at all

Sr. No	Frequency	Percentage
Yes, to great extent	36.0	36.0 %
Yes, to some extent	61.3	61.3 %
No, not really	2.7	2.7 %
No, not at all	0	0 %
Total	**100**	**100 %**
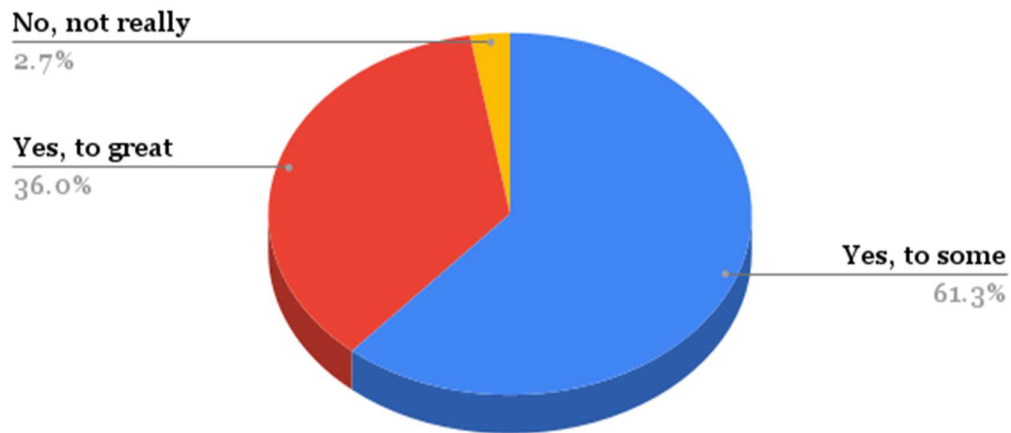
Value Addition

Interpretation: The data shows that nearly all employees (97.3%) felt the training sessions imparted new skills and knowledge that could be applied to their jobs. A sizable majority of 61.3% said the training provided applicable new knowledge and skills "to some extent," while over one-third (36.0%) responded "to a great extent." Only a very small fraction of 2.7% indicated the training sessions did not really provide any new transferable skills or knowledge for their work roles.

Q3. How would you rate the training provided by the instructors?

- o Highly effective
- o Somewhat effective
- o Not very effective
- o Not at all effective

Sr. No.	Frequency	Percentage
Highly effective	34.7	34.7 %
Somewhat effective	58.7	58.7 %
Not very effective	6.7	6.7 %
Not at all effective	0	0 %
Total	**100**	**100 %**
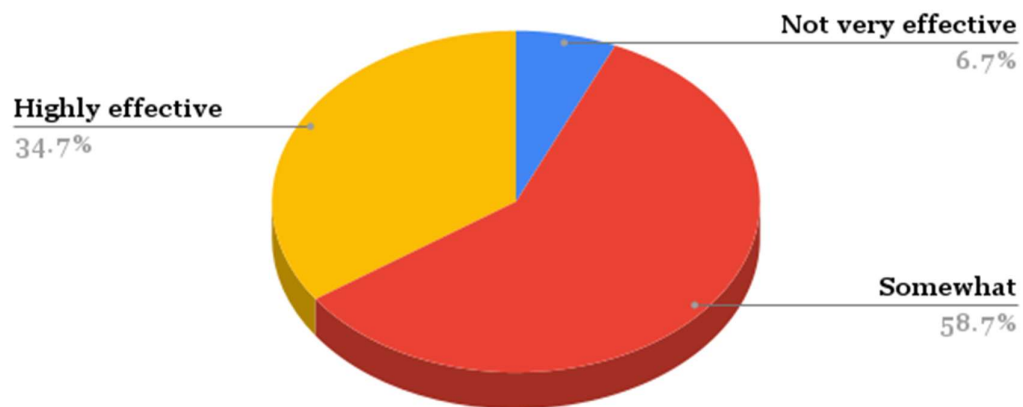
Effectiveness of the Trainer

Interpretation: The above data represents that the instructors have received strongly positive ratings, with 93.4% of employees rating them as either highly effective (34.7%) or somewhat effective (58.7%). Only a small portion (6.7%) indicated the instructors were not very effective, while none found them not at all effective. These results highlight the high quality of the instructor pool while also suggesting modest room for improvement based on the 6.7% negative rating.

Q4. How satisfied were you with the training materials and resources provided?

- o Very satisfied
- o Somewhat satisfied
- o Somewhat dissatisfied
- o Very dissatisfied

Sr. No.	Frequency	Percentage
Very satisfied	34.7	34.7 %
Somewhat satisfied	57.3	57.3 %
Somewhat dissatisfied	8.0	8.0 %
Very dissatisfied	0	0 %
Total	**100**	**100 %**
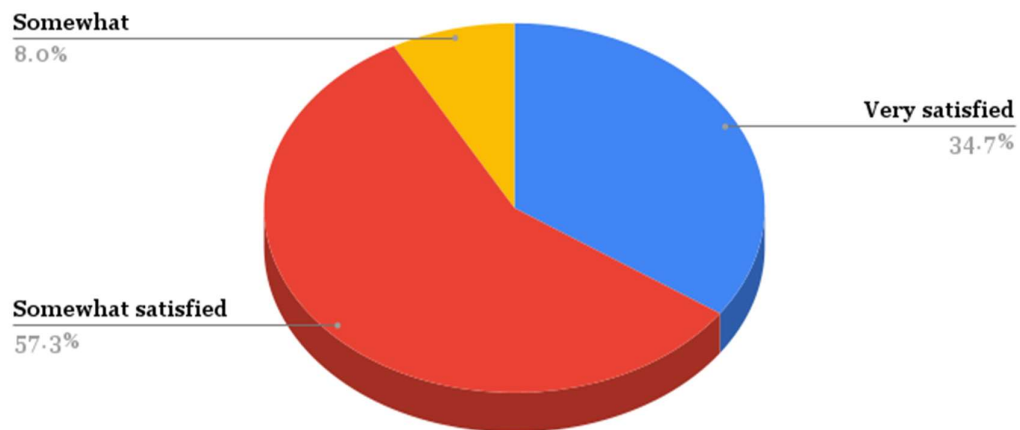
Quality of the Training Material

Interpretation: The training materials and resources were very well-received, with 92% of respondents indicating they were either very satisfied (34.7%) or somewhat satisfied (57.3%). Only a small portion of 8% reported being somewhat dissatisfied. The high satisfaction levels point to the effectiveness and quality of the supporting materials provided during the training program. However, the 8% dissatisfied segment suggests there is still some room for improvement in enhancing the materials further.

Q5. Did you feel the duration and frequency of the training were sufficient?

- o Yes
- o No
- o Maybe
- o Needed more time and frequency

| Sr. No	Frequency	Percentage
Yes	41.3	41.3 %
No	20.0	20.0 %
Maybe	16.0	16.0 %
Needed more time and frequency	22.7	22.7 %
Total	**100**	**100 %**
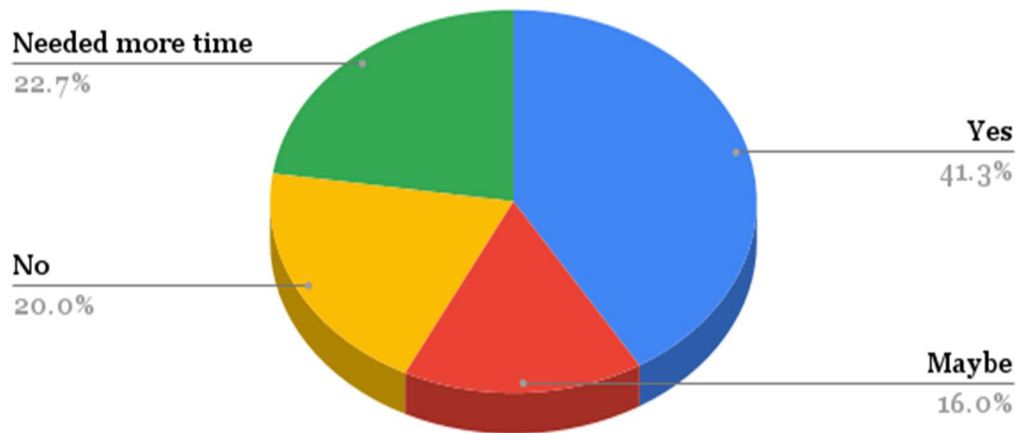
Time frame of the Training

Interpretation: The above data represents – 41.3% of the employees said "Yes", meaning they thought the amount of training time was sufficient. However, 20% of the employees directly said "No", indicating they did not find the duration and frequency sufficient. Additionally, nearly 22.7% of the employees specified they "Needed more time and frequency". There were 16% of the employees, who responded "Maybe", suggesting they were unsure or only somewhat satisfied with the training schedule.

Q6. To what extent did the training improve your confidence and competence in your job duties?

- o Significantly improved
- o Moderately improved
- o Slightly improved
- o No improvement

| Sr. No.	Frequency	Percentage
Significantly improved	13.3	13.3 %
Moderately improved	42.7	42.7 %
Slightly improved	44.0	40.0 %
No improvement	0	0 %
Total	**100**	**100 %**
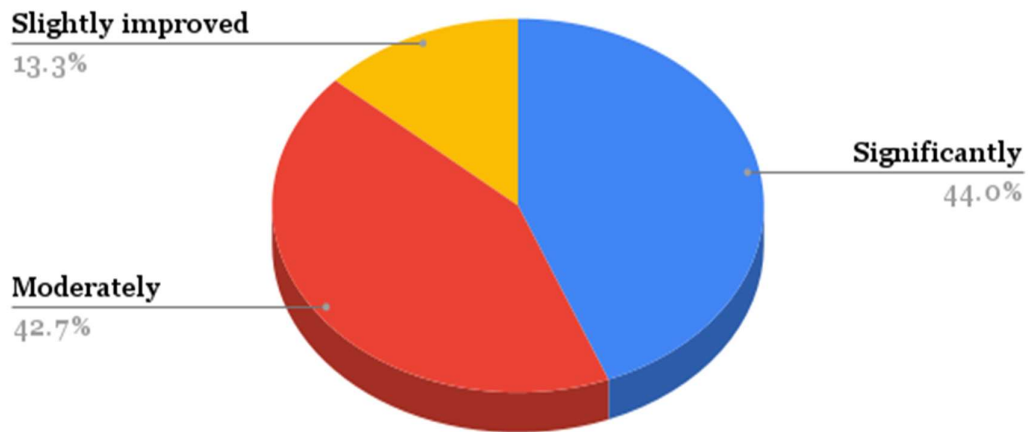
Impact of Training

Interpretation: The training provided a confidence and competence boost for most employees, though the extent varied. While 42.7% of the employees reported that the training had moderate improvement and 44% of the employees saw only slight improvement. A smaller 13.3% experienced significant gains. The data suggests the training was beneficial overall, but could be enhanced to drive more substantial improvements in employee abilities across the workforce.

Q7. Were there any specific training sessions or topics that you found particularly useful?

- o   Yes
- o   No

| Sr. No	Frequency	Percentage
Yes	94.7	94.7 %
No	5.3	5.3 %
Total	**100**	**100 %**

No
5.3%

Yes
94.7%
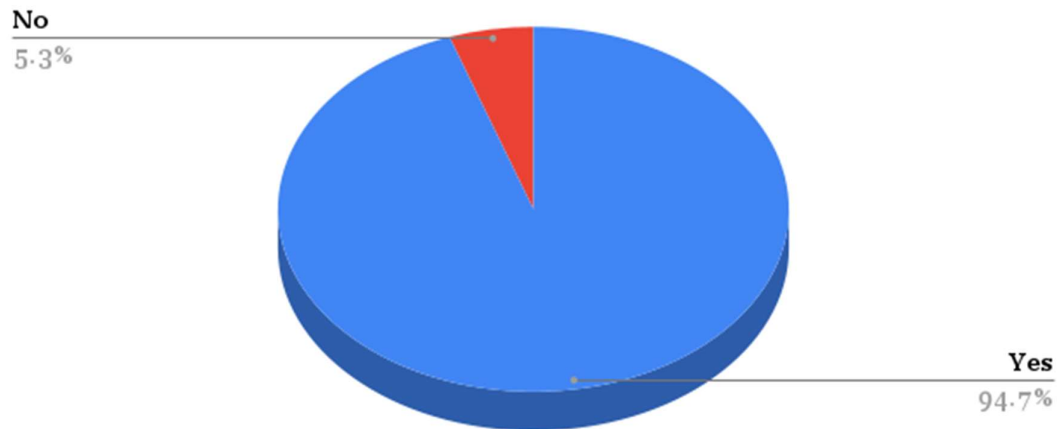
Usefulness of the Training

Interpretation: The data shows a majority of 94.7% of the employees found specific training sessions or topics to be particularly useful. Only a small fraction of 5.3% did not identify any distinctly useful sessions or topics. This indicates that while the overall training program provided value, as reflected in the previous responses, certain components clearly resonated more strongly and stood out as exceptionally beneficial to nearly 95% of participants.

Q8. Did the training align with your personal and professional development goals?

o   Yes

o   No

o   Maybe

| Sr. No	Frequency	Percentage
Yes	13.3	13.3 %
No	42.7	42.7 %
Maybe	44.0	44.0 %
Total	**100**	**100 %**
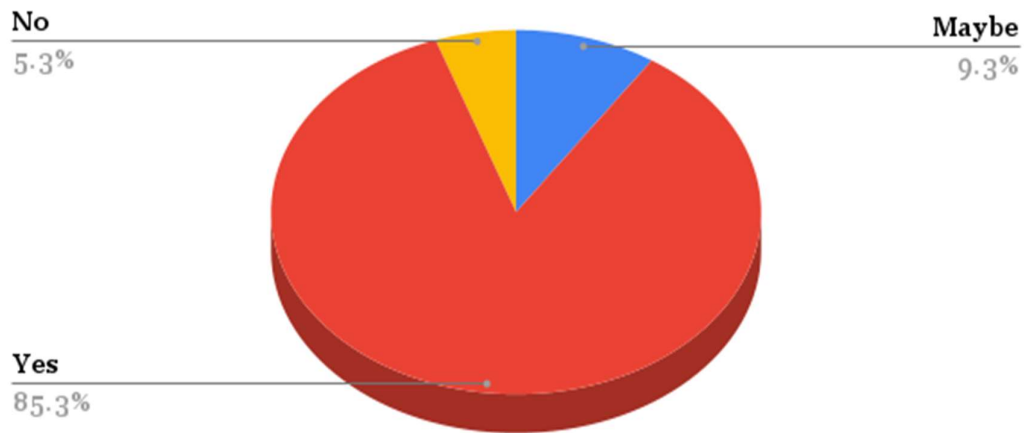
Fulfilment of the Personal Goals

Interpretation: The above data represents that only 13.3% of the employees felt the training aligned with their goals, while 42.7% of the employees felt the training did not align with their personal and professional development goals. Another 44% responded "Maybe", suggesting uncertainty or partial alignment.

Q9. Was the training program interactive and engaging?

- o   Yes
- o   No

| Sr. No	Frequency	Percentage
Yes	93.3	93.3 %
No	6.7	6.7 %
Total	**100**	**100 %**

No
6.7%

Yes
93.3%
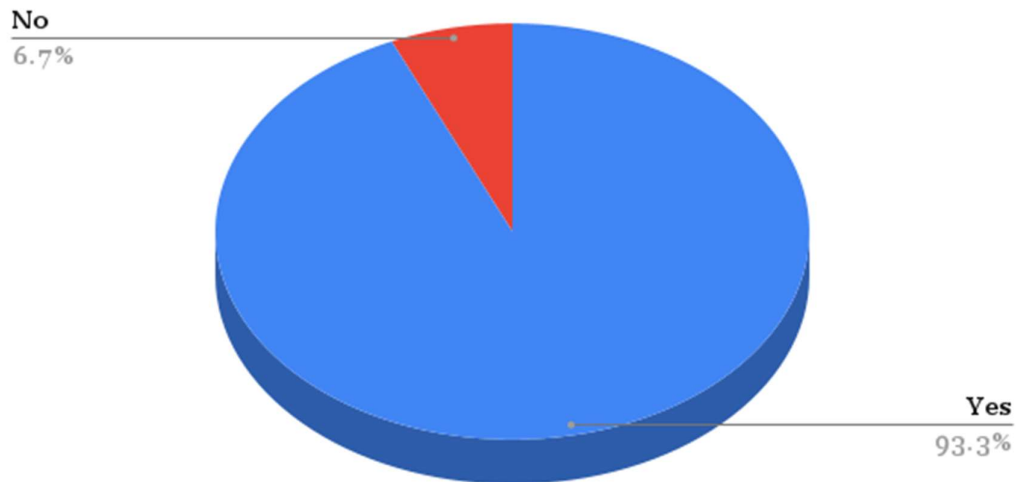
Interaction of the Training

Interpretation: The data represents that 93.3% of the employees responded "Yes", indicating a highly positive and immersive experience for the vast majority. Only 6.7% of the employees felt the training lacked interactivity and engagement. These results showcase the program's success in delivering a dynamic, hands-on learning environment that fostered active participation and maintained attendee interest.

Q10. How would you rate the overall quality of the training?

- o   Excellent
- o   Good
- o   Average
- o   Poor

Sr. No	Frequency	Percentage
Excellent	34.7	34.7 %
Good	48.0	48.0 %
Average	17.3	17.3 %
Poor	0	0 %
Total	**100**	**100 %**
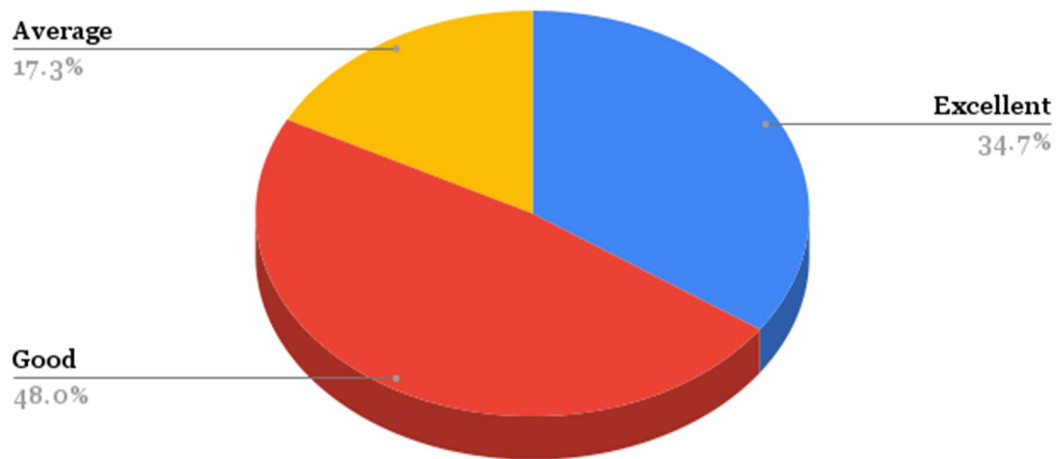
Training Quality

Interpretation: The training received highly positive overall quality ratings from employees. 34.7% of the employees rated the overall training as "Excellent". An even larger portion of the employees rated the overall training 48% rated it as "Good". While the "Average" rating from 17.3% signals there is room for improvement, it is encouraging that none rated the training as "Poor".

CHAPTER VI

FINDINGS &

SUGGESTIONS

FINDINGS OF THE INTERVIEW

Training provided at Alexis Hospital

I) Recruitment of new employees

- Internships
- Campus Placement Drives

II) Training for new and experienced recruits

1. Induction
Induction training (also known as onboarding/orientation) is the process of introducing a new employee to their new role within the business.

2. Orientation
Orientation training is a training program organized for a newly hired employee to get used to work and adapt to the company.

3. Job Specification
A job specification is an official document which describes the duties, required knowledge, skills and abilities, and minimum qualifications of State jobs.

4. Departmental Orientation
orientation training program, an introduction to the corporate culture is made by is informing the employee about the mission, vision and physical structure of the company, and the opportunities such as social rights and personal rights which will be provided for the employee are conveyed in detail.

5. Mandatory Training
Mandatory training is training that has been deemed essential for an organization to do to ensure its meeting required policy and regulatory standards.

TRAINING PROCESS

FOR NEW AND EXPERIENCED RECRUITS

AT ALEXIS HOSPITAL, NAGPUR.

STEP 1 : INDUCTION

STEP 2 : ORIENTATION

STEP 3 : JOB SPECIFICATION ORIENTATION

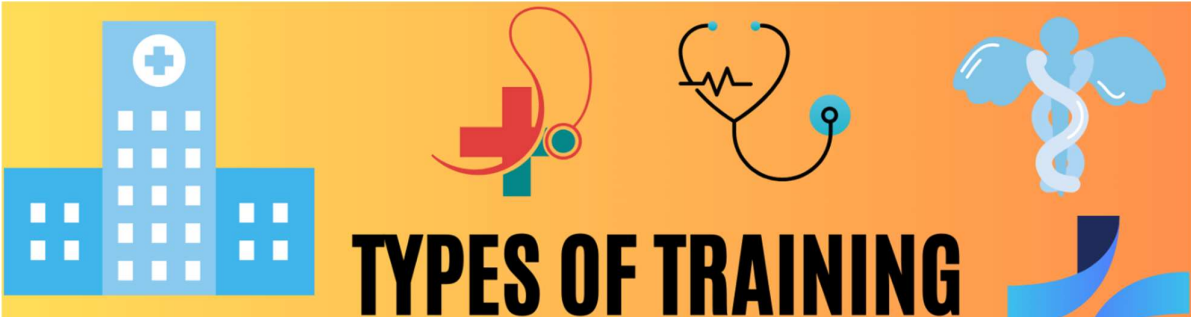STEP 4 : DEPARTMENTAL ORIENTATION

STEP 5 : MANDATORY TRAINING

TYPES OF TRAINING

1. PEDIATRIC ADVANCED LIFE SUPPORT (PALS)

2. BASIC LIFE SUPPORT (BLS)

3. NEONATAL RESUSCITATION PROGRAM (NRP)

4. ADVANCED CARDIOVASCULAR LIFE SUPPORT (ACLS)

Source: Alexis Hospital

Findings from Questionnaire

We can say that the training was effective on the basis of the responses we got from the respondents such as:

1. The training topics were relevant to the employee's job responsibilities as 87.2% of the employees found it highly relevant and 17.3% of the employees found the topics were not very relevant to their job roles and responsibilities.

2. The above data shows that nearly all employees (97.3%) felt the training sessions imparted new skills and knowledge that could be applied to their jobs.

3. After the training, instructors have received strongly positive ratings, with 93.4% of employees rating them as either highly effective (34.7%) or somewhat effective (58.7%).

4. The training materials and resources were very well-received, with 92% of respondents indicating they were either very satisfied (34.7%) or somewhat satisfied (57.3%). The high satisfaction levels point to the effectiveness and quality of the supporting materials provided during the training program.

5. The respondent's data represents that – 41.3% of the employees said "Yes", meaning they thought the amount of training time was sufficient.

6. The training provided a confidence and competence boost for most employees, though the extent varied. While 42.7% of the employees reported that the training had moderate improvement and 44% of the employees saw only slight improvement.

7. The data shows a majority of 94.7% of the employees found specific training sessions or topics to be particularly useful. This indicates that while the overall training program provided value, as reflected in the previous responses, certain components clearly resonated more strongly and stood out as exceptionally beneficial to nearly 95% of participants.

8. The data represents that 93.3% of the employees responded "Yes", indicating a highly positive and immersive experience for the vast majority. These results showcase the program's success in delivering a dynamic, hands-on learning environment that fostered active participation and maintained attendee interest.

9. The training received highly positive overall quality ratings from employees. 34.7% of the employees rated the overall training as "Excellent". An even larger portion of the employees rated the overall training 48% rated it as "Good". While the "Average" rating from 17.3% signals there is room for improvement, it is encouraging that none rated the training as "Poor".

SUGGESTIONS:

1. **Incorporate more frequent refresher training:** Incorporate more frequent refresher training by offering short online modules and hands-on workshops, encouraging peer-to-peer teaching.

2. **Enhance simulation-based training:** This study recommends increasing the use of high-fidelity simulation scenarios in ACLS training, as they provide a more realistic and immersive learning experience, better preparing healthcare professionals for real-life emergencies.

3. **Implement continuous quality improvement:** Implement continuous quality improvement by collecting data on clinical outcomes, holding regular review meetings, and promoting staff involvement in quality improvement projects.

4. **Tailor training to specific clinical settings:** This study recommends customizing clinical training to better reflect the unique challenges and resources available in different clinical settings, such as emergency departments, intensive care units, or rural healthcare facilities.

CHAPTER VII

CONCLUSION

The training program provided at Alexis Hospital plays a crucial role in the day-to-day lives of the employees in equipping healthcare professionals, particularly doctors, with the knowledge and skills necessary to respond effectively to life-threatening cardiovascular emergencies. By conducting a comprehensive study that evaluates the training modules, effectiveness, importance, and impact on employee development, Alexis Hospital can ensure that its training program can aligned with best practices, meets the needs of its healthcare professionals, and ultimately contributes to improved patient outcomes and increased survival rates.

After the analysis of the following data it can conclude that **Null Hypothesis (H0)** i.e. the training has no significant effect on desired outcome or performance measure is rejected. Hence, **Alternative Hypothesis (H1)** i.e. the training has significant effect on desired outcome and performance measure is accepted.

CHAPTER VIII

REFERENCES

https://www.alexishospital.com/

https://www.keka.com/glossary/training-and-development

https://www.alexishospital.com/american-associations

https://www.researchgate.net/publication/359628333_The_Impact_of_Employees'_Training_

on_Their_Performance_Improvements

https://scholar.google.com/

CHAPTER IX

ANNEXURE

Email

_____

1. How relevant were the training topics to your job responsibilities?

- o Highly relevant

- o Not very relevant

- o Not at all relevant

2. Did the training sessions provide you with new skills and knowledge that you were able to apply in your work?

- o Yes, to great extent

- o Yes, to some extent

- o No, not really

- o No, not at all

3. How would you rate the training provided by the instructors?

- o Highly effective

- o Somewhat effective

- o Not very effective

- o Not at all effective

4. How satisfied were you with the training materials and resources provided?

- o Very satisfied

- o Somewhat satisfied

- o Somewhat dissatisfied

- o Very dissatisfied

5. Did you feel the duration and frequency of the training were sufficient?

- o Yes

- o No

- o Maybe

- o Needed more time and frequency

6. To what extent did the training improve your confidence and competence in your job duties?

- o Significantly improved
- o Moderately improved
- o Slightly improved
- o No improvement

7. Were there any specific training sessions or topics that you found particularly useful?

- o Yes
- o No

8. Did the training align with your personal and professional development goals?

- o Yes
- o No
- o Maybe

9. Was the training program interactive and engaging?

- o Yes
- o No

10. How would you rate the overall quality of the training?

- o Excellent
- o Good
- o Average
- o Poor