Chapter 7

Summary and Conclusion
Objectives

1. To assess the current level of the usage of Problem Solving skills, Making decisions, Training, coaching and delegating, Listening & Organizing, and Setting goals and standards in the work practices.

2. To identify the skills on which employees require the training intervention.

3. To assess the effectiveness of the follow up intervention on Problem Solving Skills by comparing the Post Test 1 and Post Test 2 for Experimental group.

4. To assess the effectiveness of the follow up intervention on Decision Making Skills by comparing the Post Test 1 and Post Test 2 for Experimental group.

5. To assess the impact of no follow up intervention on Problem Solving Skills by comparing the Post Test 1 and Post Test 2 for Control group.

6. To assess the impact of no follow up intervention on Decision Making Skills by comparing the Post Test 1 and Post Test 2 for Control group.

7. To assess the effectiveness of the follow up intervention on Problem Solving Skills by comparing the Post Test 2 Scores for Control and Experimental group.

8. To assess the effectiveness of the follow up intervention on Decision Making Skills by comparing the Post Test 2 Scores for Control and Experimental group.
Hypothesis

1. There will be significant difference between Post Test 1 and Post Test 2 scores for Problem Solving Skills in the Experimental group due to follow up the intervention.

2. There will be significant difference between Post Test 1 and Post Test 2 scores for Decision Making Skills in the Experimental group due to follow up the intervention.

3. There will be significant difference between Post Test 1 and Post Test 2 scores for Problem Solving Skills in the Control group due to no follow up the intervention.

4. There will be significant difference between Post Test 1 and Post Test 2 scores for Decision Making Skills in the Control group due to no follow up the intervention.

5. There will be significant difference between Post Test 2 scores of Problem Solving skills for Control and Experimental groups due to the follow up intervention for one group.

6. There will be significant difference between Post Test 2 scores of Decision Making skills for Control and Experimental groups due to the follow up intervention for one group.
Nonequivalent Pretest-Posttest Group Design

The non-equivalent group pretest - posttest design is used to evaluate the impact of social interventions. This design is conducive for measuring the outcomes for a treatment group as compared to a Control group. This type of design is structured like the pretest and posttest randomized experiment but misses the primary characteristic of the randomized design. In this group design, we most often use intact groups that we think are similar as the Experimental and Control groups.

This research aimed at finding if the skill set acquired by the participants during any intervention program are sustained over a period of time or not. The entire population of 100 Front Line Managers was assessed on five key life skills identified for their role in the organization. On the basis of the Pre Test scores, employees who scored below the threshold were selected and given an intervention as they normally would have been.

After the intervention, Post Test 1 was done for the entire group and then it was divided into Control and Experimental groups. A follow up intervention was done after a month only for the Experimental group.
Tools and Measures

Management Effectiveness Profile (MEP):

This skills based questionnaire has been designed to help one understand more about a manager’s skills in the following areas:

- Managing you job:
  - Setting goals and standards
  - Managing and prioritizing time
  - Planning and scheduling work

- Developing the Team:
  - Training, coaching and delegating
  - Appraising people and performance
  - Counselling & Disciplining

- Relating to others:
  - Listening & Organizing
  - Giving clear information
  - Getting unbiased information

- Thinking clearly:
  - Identifying and solving problems
  - Making decisions & weighing risk
  - Thinking clearly and analytically

The test contains 12 scales with every scale containing 12 questions. The scores are obtained for every parameter and the employee tasking the test is given his/her score on every sub-parameter.
Statistical Analysis
Mean, Standard Deviation and $t$ test were applied to find if there were significant differences in the skill set of employees of Experimental group as compared to Control group.

Major Findings

- The $t$-value of 3.4 is significant at .01 level for the comparison of Post Test 1 and Post Test 2 scores of the Experimental group. The increase in mean value in Post Test 2 also indicates that the learnt Problem Solving skills were not only sustained but improved as well after the follow up intervention.
- The $t$-value of 1.4 is not significant for the comparison of Post Test 1 and Post Test 2 scores of the Experimental group. The minimal change in mean value also indicates that the learnt Decision Making skills didn’t improve after the follow up intervention further but were sustained.
- The $t$-value of 21.3 is significant for the comparison of Post Test 1 and Post Test 2 scores of the Control group. The drop in mean value also indicates that the learnt Problem Solving skills were not sustained due to no follow up intervention.
• The t-value of 23.4 is significant for the comparison of Post Test 1 and Post Test 2 scores of the Control group. The sharp drop in mean value in Post Test 2 also indicates that the learnt Decision Making skills were not sustained.

• The t-value of 26.95 is highly significant for the comparison between Post Test 2 scores of Control and Experimental groups. The stark difference in mean values indicates that the follow up intervention conducted for the Experimental group was helpful in sustaining the Problem Solving skills of the FLMs as compared to the Control group.

• The t-value of 25.49 is highly significant for the comparison between Post Test 2 scores of Control and Experimental groups. The stark difference in mean values indicates that the follow up intervention conducted for the Experimental group was helpful in sustaining the Decision Making skills of the FLMs as compared to the Control group.