Chapter IV

Research Methodology
Rational for selecting the sector
Considering that India is the world’s largest sourcing destination, accounting for approximately 52% of the USD 124-130 billion market and the IT, ITES sector is the major consumer of this pool, we selected companies in this sector to conduct the study.

Many organizations take services from third party training companies to get their trainers and other employees trained on different programs.

We approached multiple organizations and presented the idea of conducting an effectiveness analysis for the training being conducted for them. After several discussions with the HR teams and the leadership, we got the permission to conduct the research in one of them.

Client Background
The client Daksh Business Services is a leading industry player in the outsourcing sector. It has facilities in many metropolitan cities such as NCR, Kolkata, Pune, Chandigarh, etc.
The organization has an extremely people centric work culture and hence invests a substantially in developing skill set of the employees.

The HR team suggested targeting the population of Front Line Managers as this was one of the population groups where the training investments were huge and they were responsible for managing the biggest chunk of front line work force which in any organization has the majority of people issues.

They also provided us with a set of Life skills which were identified in the organization as key skills for all people managers and these were the skills the FLMs were trained on regularly.

**Organizational Hierarchy**

The organization had multiple levels of designation from top to bottom. The most generic hierarchy has been showcased on the next page.
Rational of the Sample

India’s recent growth story though has been excellent but still has a long way to go. Training and development/learning is extremely important to ensure that the dream of India becoming an economic super power is fulfilled.
We have a huge advantage of age and have more than enough technically skilled man power; however, the quality of man power in terms of behavioral traits does not meet the requirement. **Frontline Managers (FLMs)** is that strata of management that deals with the directly with the employees that perform the core job and generate revenue for the organization. Hence, the people management skills of this particular segment of the organization can make or break an organization’s prospects. These people are responsible for managing the performance as well as the attitudes of the biggest segment of the employee population and hence, organizations largely invest in.

**Rational of the Life skills selected**

A Pre Test was conducted for this group of 100 FLMs. On the basis of the scores of the five parameters, the parameters with the lowest average test scores were shortlisted for this study. Problem Solving and Decision Making were selected out of the following skills:

- Setting goals and standards
- Training, coaching and delegating
- Listening & Organizing
- Identifying and solving problems
• Making decisions

**Distribution of Sample:**
A group 100 Front Line Managers was selected. This group of 100 people included Front Line Managers nominated by the client because of their attrition percentage being higher than the company’s attrition rate.

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**Inclusive Criteria**

<table>
<thead>
<tr>
<th>Target Group</th>
<th>Front Line Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience</td>
<td>2 - 5 years</td>
</tr>
<tr>
<td>Educational qualification</td>
<td>Graduate</td>
</tr>
<tr>
<td>Current status on usage of life skills</td>
<td>Below average</td>
</tr>
</tbody>
</table>

**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.

**Reliability**

Internal consistency

Cronbach’s (1951) alpha coefficient for ratings by others for a sample of 1301 managers was used. Alphas ranged from .85 for (Team Development) to .91 (Stress Processing).

Interrater reliability
Moderate levels of interrater agreement for scale scores were found in the sample of 312 managers who had been rated by an average of 4.7 others. Eta-squared statistics ranged from .34 for Organizing to .42 for Stress Reactions (Cooke, 1989).

**Validity**

Construct validity

Convergent

Discriminant

Cooke (1989) reports a concurrent validity study in which a measure of overall effectiveness derived from the supplementary questions on the MEPS was regressed on three MEPS factor scores. These factor scores represented the three broad domains covered on the instrument: Task Skills, Interpersonal Skills, and Personal Skills. All three factors added to the prediction of the overall effectiveness measure, with Task Skills and Personal Skills weighted more heavily.

To eliminate problems due to common method variance, the regression described above was repeated using the effectiveness measure from superiors and the MEPS scores from peers, subordinates and others. Task Skills and personal skills again significantly predicted effectiveness, but the variance accounted for was quite low (R-squared = .05).
Criterion-related validity

Concurrent

Predictive

Correlations between scores on the summary perceptions (Task, Interpersonal, and Personal) and scores on the 15 skills were compared for self (n = 2,505) and others (n = 2,539). As expected, the others scores were stronger (.816, Performance Leadership and Task Effectiveness) than self (.450 Goal Setting and Task Effectiveness).

Scoring

The scoring is done on a scale of 1 to 5, 1 being almost never and 5 being almost always. Scores equal to or greater than 30 reflect that the person’s skill set are way below average. Scores between 30 and 45 show average skill set and show people who would benefit from further thought and reflection. A score equal to or greater than 45 shows that the skills are utilized efficiently by the employee.

Procedure

Initially, the researcher approached multiple organizations to present the idea of conducting an effectiveness analysis for the training being conducted for them.
After several discussions with the HR teams and the leadership, we got the permission to conduct the research in one of them. The target population was identified as the Front Line Managers by the Human Resource team of the organization. The life skills identified for this particular group was also shared by the client.

Phase I – Pretest
Prior to intervention, MEP test was conducted to assess the current level of the usage of life skills on five parameters for 100 FLMs. On the basis of the average scores of the group in each parameter, two parameters in which the group scored average and below average were selected for this research. Out of the 100 FLMs, 60 FLMs scoring below average on life skills were selected.

Phase II – Intervention
The training intervention was given to the group of 60 FLMs in the form of a 48-hour workshop spread over 6 days. Since the target population was huge, multiple workshops were conducted to cover the entire population. Following components were incorporated in the intervention:

- Role Plays
- Buzz Sessions
- Games
• Brain Storming
• Debriefing
• Group Discussions

Phase III
Just after the completion of training intervention, the Post Test 1 was conducted for the entire population and then it was divided into experimental and control groups of 30 FLMs each.

Phase IV
A follow up training intervention of 6 days was conducted for the experimental group of 30 employees after a month. Since the target population was big, multiple workshops were conducted to cover the entire population.

Phase V
Right after the training intervention, Post Test 2 was administered for both the experimentation and control groups.

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.