Chapter Eight

Validation of Recommendations
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Introduction to the Chapter

This chapter presents the findings of the pre and post training analysis conducted to determine the impact of the soft skills training programmes in helping to achieve improvements in their specific abilities as a result of the training programmes. This was done to validate the recommendations that soft skills training programmes should be conducted more often and that they are effective in bringing about specific improvement in abilities and competences after participants attend each of the soft skills training programmes.

The validation was done through pre and post training analysis by administering paired sample t-tests on a sample size ranging from 40 to 97 respondents who attended the training programmes.

The paired samples t-test was conducted to test whether there is difference in the abilities of those trained in being able to do something that are supposed to be an desired outcome of specific training programmes. The results of the analysis and some qualitative comments and observations are presented in this chapter.

8.1 Impact of Soft Skills Training Programmes on Performance Related Behavior and Attitude

8.1.1 Impact of Assertive Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended assertive skills training showed significance in the findings which explained that there is a positive impact of assertive skills training in helping participants of assertive skills training in developing the following assertive skills for performance.
8.1.2. Impact of Verbal Communication Skills Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended verbal communication skills training showed significance in the findings which explained that there is a positive impact of verbal communication skills training in helping participants of assertive skills training in developing the following abilities for performance.

*Improve speaking skills; Use the right words and improvement in vocabulary; Develop ability to influence people with one’s speaking style; Improve quality of pronunciation and intonation; Develop good listening skills; Increase comfort level in face-to-face communication; Develop ability to choose the right words in the right situations; Develop ability to tackle critical conversations; Perform in group discussions; Perform in interviews; Develop ability to address groups better; Become conscious of language accuracy.*

8.1.3. Impact of Business Etiquette Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended business etiquette training showed a significance in the findings which explained that
there is a positive impact of business etiquette training in helping participants of the training in developing the following abilities for performance.

Choose professional attire for each occasion; Be well-groomed for each occasion; Use appropriate manners and etiquette at work; Use appropriate manners in personal circle; Develop social graces and networking skills; Create an appropriate image on social networking sites; Adopt wine etiquette and table manners in different set-ups; Enhance professional image; Use the right accessories for all occasions; Understand gender etiquette; Create an impact in the society and in business situations

8.1.4. Impact of Leadership Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended leadership skills training showed significance in the findings which explained that there is a positive impact of leadership skills training in helping participants of the training in developing the following abilities for performance.

Understand their own leadership style; discover leadership qualities in self; be able to lead people; Get more people to follow me and work with me; Help my teammates and followers to grow and develop; Develop a vision for myself; Understand my leadership style; Discover leadership qualities in me; Lead people; Develop my charisma; Perform better after attending leadership skills training.

8.1.5. Impact of Written Communication Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended written communication skills training showed did not show a positive significance in
the findings. This explained that written communication skills training attended by the respondents did not help them to improve the following parameters:

Write better letters and emails; Improve language, tone and style of writing; Be tactful and positive in one’s writing skills; Use direct and simple sentences; Avoid mistakes in grammar and vocabulary; Develop effective relationships through their writing.

This could be interpreted that there was no positive impact of written communication skills training for those who attended the training, giving a strong call to probe into the methods of training used for written communication skills training.

8.1.6. Impact of Non-Verbal Communication Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended non-verbal communication skills training showed a significance in the findings which explained that there is a positive impact of non-verbal communication skills training in helping participants of the training in developing the following abilities for performance:

Be able to interpret body language signals; be able to interpret facial expressions; be able to interpret what people say with their eyes; be able to adjust body language appropriately for different situations; be careful not to give the wrong signals through one’s body language; be able to get work done without speaking too much; Understand when people are lying; Perform Better after attending non-verbal communication skills training.
However, the results of the paired-samples t-test on ability to lie well after having attended non-verbal communication skills training did not show a significance. This shows that the participants have not been able to lie well after attending non-verbal communication skills training. It can therefore be determined that non-verbal communication skills training does not help participants to be able to lie well. This shows that non-verbal communication skills training is not about helping people to get away with unethical behavior and cheat people.

8.1.7. Impact of Self-Awareness Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended self-awareness training showed a significance in the findings which explained that there is a positive impact of self-awareness training in helping participants of the training in developing the following abilities for performance.

- Understand other people's emotions
- Understand own emotions
- Empathize with people
- Control one's reactions to emotional stimuli
- Control anger
- Know purpose in life
- Use self-awareness knowledge to become more productive
- Perform better through emotional management

8.1.8. Impact of Problem Solving Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended problem solving training showed a significance in the findings which explained that
there is a positive impact of problem solving training in helping participants of the training in developing the following abilities for performance.

*Solve problems faster; Think in all directions before making a decision; Be innovative and creative in approaching problems; Manage critical situations well; Avoid disasters; Perform better after attending problem solving training*

8.1.9. Impact of Time Management Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended Time Management training showed a significance in the findings which explained that there is a positive impact of Time Management training in helping participants of the training in developing the following abilities for performance.

*Plan time properly; Set goals for self; Avoid time wasters; Procrastinate less than earlier; Make a daily work plan; Complete work on time; Reduce stress levels; get more time to follow one’s interests; Spend more time with loved ones; Achieve work life balance, perform better after attending the training*

8.1.10. Impact of Presentations Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended presentation skills training showed a significance in the findings which explained that there is a positive impact of presentation skills training in helping participants of the training in developing the following abilities for performance.
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Improve public speaking skills; Use the right posture in a presentation; Use the right hand movement; Present oneself better though formal attire; Make better audience connect; Overcome stage fear/last minute nerves; become a preferred presenter in the team; Make an impact through presentations; Be well prepared for my presentations; Improve my storytelling skills

8.1.11. Impact of Team-Working Skills Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended team working skills training showed a significance in the findings which explained that there is a positive impact of teamworking skills training in helping participants of the training in developing the following abilities for performance.

Work better in a team; Learnt to work as per role in the team; Understand different working styles of teammates; Get ideas contributed and executed in the team; Discover qualities in self that did not know existed

8.1.12. Impact of Conflict Management Training Programmes on performance-related behaviour and attitude

Results of the paired samples t-test for the sample size who attended team working skills training showed a significance in the findings which explained that there is a positive impact of team working skills training in helping participants of the training in developing the following abilities for performance.

Understand the origin of conflicts; Adopt a more collaborative approach; Not avoid a conflict situations; Reduce confrontation; Understand the other sides
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of view; Approach conflict half way; Achieve win-win situations; Achieve win-win situations; Manage conflict among team members

8.2. Qualitative Findings ad Observations from Participants

Qualitative comments were obtained from participants who attended assertive skills training, business etiquette training and verbal communication skills training which are presented below

8.2.1. Qualitative Findings ad Observations from participants of Assertive Skills training.

Participants expressed that they learnt to accept people as they are; overcome rigidity; communicate assertively with parents on choice of job and summer internship; convince teammates on matters ranging from adding or removing data from presentations and collecting the latest data for research; take different stands on issues of national interest such as security and terrorism without getting antagonized; turn down distractions and party offers during exams; ask for rights as a customer and passenger; Overcome shyness through role-play technique

8.2.2. Qualitative feedback collected from participants of the verbal communication skills programme threw up additional parameters of being assertive as follows

Participants expressed that they learnt to observe and analyse communication patterns in different situations; use the etiquette of speaking and appropriate behavior in a group discussion; formulate positive
sentences.; make an impact in all group discussions.; buy time from the opposite party while communicating; develop confidence through speaking practice; vary tone modulate voice; realize communication strengths; perform in stressful situations

8.2.3. **Qualitative feedback collected from participants of the business etiquette programme threw up additional parameters of business etiquette as follows**

Participants expressed that they learnt to be gender sensitive while delivering a handshake; modify body and hand movements through recorded role-play; develop awareness of attire for serious occasions; experiment with combinations of accessories; reinforce and enhance image through positive appreciation.

Some participants expressed that wine etiquette was not applicable to them owing to their being teetotalers.

8.3. **Implications of the Validation Findings**

The results show that there is a positive impact of all soft skills training programmes in being able to improve in abilities except for written communication skills training which needs further research into the training content and methods of written communication skills training.

The results of the validation of the impact of non-verbal communication skills training show that participants who underwent the training are able to perform better, are able to interpret and understand non-verbal aspects such as facial expression and what they mean, are able to understand when others are lying, helps them to adjust their body language based on different situations, and also to understand what people intend through what their
eyes speak. *However, non-verbal communication skills training does not help people to lie and get away.* While they understand when people are lying, they in turn are not able to use the training to lie. This is an interesting and positive finding as it can be deemed that non-verbal communication skills training (soft skills training) does not promote unethical behaviour. This enhances the earlier argument that soft skills training should be considered as a much deeper science and strengthens the introductory statement that eyeballs cannot hide things that people have to say and what they mean, but slides can.