Chapter 3
Research Design
Rationale of the study
Katz (1974) has also found that for managers to be effective, three key skills were required, which are (1) technical skills; (b) interpersonal skills; and (c) conceptual skills.
Mostly, an organization’s training and development function is divided into three verticals - technical, cultural and behavioral. The technical training vertical plans effective and efficient trainings for skills related to employees’ core job called hard skills which are a mandate for a person to perform the job he is being hired for.
Considering that the educational institutes primarily produce man power which is not equally good technically and behaviorally, a majority of available people are unfit from a behavioral perspective but organizations still take them on board to grow their business.
Over a period of time, the industry has realized the shortcoming of not making the attitude of employees a significant hiring criterion. A person hired for his technical skills may be good at churning business results; however, these skills remain unutilized unless the person is able to adapt the work culture of the organization and execute responsibilities using the right behavioural skills as well.
India’s IT, ITES sector is the major consumer of this technically strong and behaviorally weak resource pool. Over the years the investment in training and development
from a behavior perspective has increased many folds in this sector.

In order to ensure that these people who are not at par with their counterparts in behavioral skills, organizations invest huge amounts in training and development of these resources. Training organizations and internal training teams conduct Pre and Post Tests for the interventions conducted to show significant results. However, looking at the complexity of human behavior, do these training interventions really develop people’s skills which get sustained over a period of time or not was the question that this research aimed at answering.

**Objectives**

1. To assess of 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.

**Hypotheses**

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.

Variables:
These variables were selected on the basis of the essential skills identified by the organization for all people managers in the system.

- Setting goals and standards
  Setting Goals & Standards refers to one’s ability to manage activities and projects using measurable goals and standards, while working with others to develop understanding and build commitment. This competency looks at evaluating and prioritizing goals, intentions, and action standards; eliminating barriers to the goal-setting process; evaluating goals against criteria and standards; and using goals to motivate.
- **Training, coaching and delegating**
  Training, Coaching & Delegating refers to one’s ability to develop people. This competency looks at selecting the right people; reaching agreement on plans for action; balancing input and output; transferring responsibility to the employee; providing feedback; and appropriately rewarding good performance.

- **Listening & Organizing**
  Listening & Organizing refers to one’s ability to understand, organize, and analyze what you hear in order to decide how to respond. This competency looks at identifying and testing inferences and assumptions; overcoming barriers to effective listening; summarizing and reorganizing messages for recall; and withholding judgments that might bias a response.

- **Identifying and solving problems**
  Identifying & Solving Problems refers to one’s ability to identify barriers that interfere with the achievement of goals and apply a systematic set of procedures to eliminate or reduce the causes. This competency looks at distinguishing between symptoms and problems; collecting and weighing evidence relating to causes; and implementing the most appropriate course(s) of action.
- Making decisions

Making Decisions & Weighing Risk refers to one’s ability to systematically examine options. This competency looks at identifying limits, outcomes and risks; assigning weights to each possible alternative; and selecting the option that best meets the desired goals and standards.

Research Design

Nonequivalent Pretest-Posttest Group Design

The nonequivalent 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.

For this particular study:

All managers are required to attend a set of interventions every year to help them improve their people managerial skills and arrest issues such as attrition, performance related conflicts, approval of leave, compensation grievances, etc. resulting due to lack of them. At an organizational level, the
training partner identifies a list of essential skills associated with all the roles in the organization.

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.