KASSH
Potential Beyond Boundaries

CASE STUDY

## Competency Development - Front Line Managers (Non-Sales)

Over the last 9 years, we have worked with many companies in the area of competency development. Out of the various examples, we have chosen a recent one in the Pharma sector, where the learner group was chosen from various departments.

The competencies that were sought to be developed were: -

1. Communication

2. Basic leadership skills

3. Developing people

4. Problem solving

These competencies were chosen by the company based on their competency map adopted across the organisation. An assessment, based on online questions, followed by manager feedback was used to gauge pre-intervention levels.

The learner group were managing team sizes ranging from 3 to 11 and were all, essentially, first time managers. The population size addressed was 150 and 240 respectively, across various geographical locations.

We worked for a full year with an approach to develop one competency at a time. This meant that a classroom session for communication was followed by a 3-month gap, and so on. In this gap period, the learner group was expected to work on committed actionables. To make this happen, the managers of the learner group were taken through a one-day orientation. In this orientation, they were explained as to what would be learnt in the classroom, the methodologies being used, the possible outcomes and their role in the L & D process. Their inputs were taken, and content was tweaked to incorporate any relevant contribution. Post the classroom session, the action points created in the classroom were shared with them, on which they were to support and "coach" the trainees, to ensure behavioural change or skills development.

At the end of three months, the managers of the trainee group were again oriented to the next session. In this orientation, feedback was taken on any specific wins and challenges. These managers were also taken through a small module on giving feedback.

The second, third and fourth sessions were all of 3 days each, while the first one was of two days. In the classroom sessions, the extra day (first day) was used to recap the learning of the last session, discuss wins and challenges, share feedback of managers in a generic manner. The next two days were aimed at the next competency.

In classroom sessions, the breakup of the modules was as follows :

1. Communication
   a) Listening skills
   b) Written communication
   c) Telephonic conversations
   d) Presentation skills

2. Basic Leadership Skills (watered down version of situational leadership)
   a) Understanding KRAs and making a task list
   b) Learning the difference between competence and commitment
   c) Assigning a level to these for each employee
   d) Determining one's own behaviour for each person for each task

3. Developing people
   a) Learning about the PERSON and understanding what drives him/her
   b) Creating a goal sheet and linking that with KRA
   c) Identifying strengths and areas of improvement and creating a path based on that
   d) Giving (and receiving) feedback

4. Problem solving
   a) Few standard techniques - 7 why, fish bone
   b) Taking decisions and standing up to them
   c) Plan b, and c and d
   d) Escalation and reporting

The andragogy used interactive sessions, debates, quizzes, presentations by participants, role plays and used AV support wherever relevant. The content was created after detailed discussions with managers of the learner group, so that relevant examples could be used in the classroom. The content itself used Instructional Design methods and bloom’s taxonomy for defining learning levels.

Overall outcome after a yearlong intervention was assessed using the same methods as in pre-intervention and there was an overall increase of more than 45% on average scores. The median scores also moved up by about 20%. More importantly, attrition in back office teams fell from annualised 18% to 12%. While this cannot be directly ascribed only to L & D, it was felt by management teams that the intervention was one of the causes for this.