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비공식 관리자 직책의 훈련 요구사정: 대한민국 제조기업 사례 연구

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■ **요약** ■

경영교육프로그램들은 각 회사들의 요구에 맞게 맞춤형으로 변화하고 있다. 효과적인 훈련 요구사정을 수행하는 것은 관리자 및 경영자들의 변화하는 요구에 대응하는데 필수적이다. 이 사례연구는 대한민국의 제조 기업에서 비공식으로 운영되는 관리자 직책의 역할과 직무를 어떻게 도출하였는지, 그에 따라 관리자 훈련 내용이 어떻게 도출되었는지를 보여준다. 자료 수집을 위해 문서 자료, 일대일 면접, 초점 집단 면접, 설문 등 네 가지의 방법이 사용되었으며, 임원, 팀장, 초급관리자, 사원 등의 다양한 계층의 의견이 반영되었다. 그 결과, 해당 직위의 경험 수준을 고려한 관리자 훈련 프로그램 기초 및 고급 과정이 개발되고 진행이 되었다. 향후 실무 및 연구를 위해 더 효과적인 요구분석 방법에 대한 논의를 진행하였다.

[주제어] 훈련요구사정, 관리자 개발, 교육 훈련, 비공식 관리직

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I. Introduction

The management education field has changed from offering standardized, university–based programs to offering programs customized to the needs of a particular company and target population (Conger and Xin, 2000; Liedtka, Weber, & Weber, 1999). In order to develop customized training programs, conducting training needs assessment (TNA) must be the first step (Patton and Pratt, 2002). A needs assessment "identifies gaps in results, places them in order of priority, and selects the most important for closure or reduction"(Watkins and Kaufman, 1996, p. 13).

Choosing an appropriate approach to needs assessment for managerial positions is critical for the success of the intended training program, the participants and their subordinates, and the organization. When conducting a training needs assessment for managerial or supervisory positions, either or both of the following approaches are used: (1) a competency–based needs assessment utilizing a survey to determine deficiencies of the target position (e.g., Yoon, Song, Donahue, & Woodley, 2010) and (2) a job–task analysis utilizing qualitative methods such as one–on–one interviews and focus group interviews. Sometimes, both competency–based and job–task analysis approaches are used at the same time (e.g., Cho, Park, Kim, & Kim, 2010).

While the competency–based approach has become a mainstream approach to developing management training programs over the last 20 years or so, there is still a need to take a job–task analysis approach especially in a highly structured environment with pre–defined procedures and systems to follow when exercising leadership or supervisory duties. For example, learning about performance management as a competency may not be helpful for supervisors who have to utilize a certain performance management system following the HR policy of the company. In that case, knowing about a policy associated with performance management and learning how to use such a system become important. This falls under the realm of job–task analysis that identifies what job incumbents actually do to perform certain tasks.

When organizations undergo restructuring, layers of leadership positions get added or reduced. What should HR do to help the transition, for example, from three entry-to-mid levels of leadership positions to one level leadership position, making a big team without hierarchy? In such a case, the organization will need to make every effort not to block that part of the leadership pipeline (Charan, Drotter, & Noel, 2001) as it is likely that the team leader will struggle with forming an internal structure of the team and developing informal leaders.

This study addresses a consolidated team environment where team leaders can develop internal organizations without a consultation with or an approval by HR. When such internal, informal—to HR—organizations exist, how should the organization especially the HR and HRD functions do to develop the leaders of the informal subgroups? The purpose of this study is to illustrate how a South Korean manufacturing company identified the training needs of informal supervisors after clarifying their roles and common tasks in large team settings.

II. Relevant Literature

1. Training Needs Assessment from a Triangulation Perspective

Needs assessment uses a combination of qualitative and quantitative approach, achieving a certain level of triangulation can increase the validity of the results. "Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings"(Mathison, 1998, p. 13). Typical data collection methods include the following: 1) documents and artifacts, 2) one-on-one interviews, 3) focus group interviews, 4) observations, and 5) surveys (Gupta, 2007). Data sources include study participants who are typically key stakeholders and secondary data such as documents and records. Researchers are research investigators who collect and analyze data (Creswell & Miller, 2000).

Many needs assessment practices, however, rely on a single data source (e.g., target participant), a single data collection method (e.g., survey), and sometimes a single investigator. Cho (2006) reviewed 35 articles on needs assessment published in South Korea in 1995–2005, revealing the degree of triangulation. According to the study, 77.1% of the articles reported a study with one data source—mainly the target participant group—while 22.9% of the studies used multiple sources. In terms of the variety of data collection methods, 80% of the studies relied on a single method, 14.3% used two different methods, and 5.71% relied on three or more types of methods. In terms of the prioritization of training needs, 71.4% of the studies did not present priorities leaving 28.6% that determined priorities (Cho, 2006).

Ferreira, da Silva Abbad, and Mourão (2014) reviewed 191 articles published on training needs assessment from 1970s to 2014. As for the methodological orientation, 61% of the studies utilized quantitative data, 24% adopted mixed data, and 15% used qualitative data exclusively. In terms of design, 59% of the studies used descriptive analysis while 40% were correlational studies. In relation to the data collection method, 61% relied on surveys, 27% used mixed instruments or methods, 5% relied on interviews, 3% used focus groups, 3% used document analysis, and 1% used observation.

2. Needs Assessment Practices for Managers

There are few training needs assessment studies that delineated the use of multiple sources of data and/or multiple data collection methods. Patton and Pratt (2002) used focus group interviews to determine the training topics for high-potential managers in Idaho's state government. The sources of data included supervisors, managers, human resource professionals and legal staff. Twenty focus group sessions involving managers were held in six locations. Two sessions among the twenty were exclusively for legal staff and human resource/training managers. As a result, four training content categories were identified. This is an example of using a single data collection method involving diverse data sources.

Peterson and Peterson (2004) relied on surveys to identify training needs of junior and mid-level at a large governmental organization. Their project had two phases. In Phase 1, a survey was administered to 23 senior managers. The survey asked about the respondent's career plot, critical incidents, and needed skills categories for the target group. In Phase 2, both mid-level managers and junior managers were asked to participate in a survey to prioritize 45 human skills (competencies) by capturing the importance and developmental needs data. Top 10 skills were identified for the target group.

Holton, Bates, and Naquin (2000) used both interviews and surveys to assess needs of 72,000 Louisiana state government employees in order to devise performance-based instructions. First, interviews were used to identify strategic directions for the intervention. They interviewed senior management and unit leaders to identify strategic goals and areas with the highest performance improvement potential and to set strategic priorities. Second, they used two different surveys as a follow-up to interviews. For the first survey, they selected 2,000 employees from different units. The survey included open-ended questions regarding performance issues and proposed solutions. The second survey was crafted based on findings from the first survey and was sent to all employees using the five-point Likert scale. Results were calculated and prioritized by performance improvement ranking.

Gorman et al. (2003) developed a custom needs assessment method for strategic HR training for HR practitioners working in the Los Angeles County. They first used a focus group interview with 15 HR managers and identified 45 competencies. Then, they developed a questionnaire to assess the needs of the target population. The survey was sent to three different populations including executives, HR staff, and senior HR managers. Correlation coefficient statistics and the mixed linear model procedure were used for analysis.

More recently, Rao and Shah (2012) conducted a study to identify training areas for middle-level managers of a governmental transport corporation. They used three data collection methods—interviews, focus group interviews, and a survey. For the interviews, department heads and managing directors participated in order to align training requirements and the strategic directions of the organization. Fourteen focus group interviews were conducted involving 10 middle managers in each of the sessions. The focus group interviews were divided into two groups—internally promoted and externally recruited. Finally, a survey was administered to the target group in order to prioritize the needs of the two groups using the results of the focus group interviews. While they identified the unique needs of each group, they found three common training areas.

III. Method

1. The Context of the Case

The company (hereafter, ABC) is an IT · manufacturing company with a global customer base headquartered in South Korea. ABC · has a unique informal managerial position that is supposed to report to team leaders. A structural shift from a hierarchy to teams made the size of the teams too large for a team leader to manage as a given team had 10 to 100 team members. As a result, creating informal supervisory positions, called Part Leader (PL), within a team was a natural progression. Even though PLs were entry-level managers in reality, they did not have any authority to implement personnel management decisions or to participate in managerial or supervisory training programs due to its informal nature. They had an obligation given by their team leader to manage the performance of members of his/her part by participating in a performance management process, setting goals, monitoring performance, and evaluating the results.

ABC's informal PL system resulted in many problems in their leadership pipeline (Charan, Drotter, & Noel, 2001). First, PLs were unclear as to what they should do because they had no written responsibilities or training opportunities for the position. Second, as a result, team leaders had difficulty in managing their teams because PLs did not know how to manage their Parts (small teams within a team). Therefore, many team leaders could not apply their managerial knowledge and skills to their teams. Third, many Part Leaders were not motivated to carry out their supervisory tasks, because there were no monetary rewards, even though they had the possibility of being promoted to a team leader position. Finally, the number of unskilled PLs was increasing as more than 200 employees became new PLs every year as ABC grew rapidly. To address those issues, the Human Resource Development (HRD) team persuaded the HR executive to provide at least some training opportunities for PLs. The HR executive approved the needs assessment plan for PLs'leadership development.

The informal PL system in ABC brought many problems—role ambiguity, leadership problems, low motivations, and the transfer of training. A needs assessment was conducted in order to solve the issues. The purpose of this needs assessment was to specify PLs' roles and tasks, define required training content, and propose appropriate training methods. This study aimed to make PLs' role clearer and develop PLs become more competent in assuming supervisory responsibilities through training programs developed as a result of this needs assessment.

A needs assessment was conducted to fulfill the following objectives:

(1) identify the roles of Part Leaders;

(2) identify the duties and tasks of Part Leaders; and

(3) identify the required contents of training programs for Part Leaders?

2. Sampling Method and Sample

A stratified purposeful sampling was used to ensure that key stakeholders in different levels and functions are included. The study sample consists of executives, team leaders, Part Leaders, and Part members of ABC. All key executives were invited to the study, team leaders and Part members who deemed to be opinion leaders were chosen based on recommendations of HR employees (for team leaders) and Part Leaders (for Part members). All major functions such as sales, R&D, production, and support were represented in the sample.

Specifically, 7 executives in key functions, 10 team leaders, 20 Part Leaders (as colleagues), and 20 Part members participated in one-on-one interviews. For focus group interviews to determine the roles of Part Leaders, 11 people consisting of two team leaders, 8 Part Leaders, and 2 Part members participated. For a focus group interview to determine the duties and tasks of Part Leaders, nine Part Leaders from four different job groups (R&D, Production, Sales, and Support) participated in the workshop. The criteria for selecting participants for focus group interviews were high performers, well-respected people, or opinion leaders. A survey was sent to 714 employees, consisting of 100 team leaders, all 514 Part Leaders, 100 team leaders, and 100 Part members. Responses were from 483 employees, consisting of 85 team leaders, 319 Part Leaders, and 79 Part members. The overall response rate for the survey was 67.6%.

3. Data Collection Methods

This study adopted four data collection methods out of the five that Gupta (2007) suggests: 1) documents and artifacts, 2) one-on-one interviews, 3) focus groups, and 4) surveys to achieve the project objectives.

As the first step, the following documents were collected and analyzed to set the directions for the needs assessment: ABC's vision statement, leadership development curriculum, Human Resource policy, organization chart, leadership competency model, and every management training course material, including team leader training. Documents were analyzed primarily at the beginning of the project, but they were referenced when finalizing the roles and tasks of Part Leaders and training contents in order to position Part Leaders and the target training program uniquely. The following sections delineate how different data collection methods were used to achieve the project goals involving different stakeholders.

A. Roles of Part Leader

⟨Table 1⟩ depicts data collection methods used to identify the roles of Part Leader along with participants and sample questions. This study modified Dayal's (1969) Role Analysis Technique (RAT), which is used identify job incumbents'roles from the perspectives of different stakeholders. The RAT has the following four steps: 1) The focal individual starts to analyze the purpose of the role in the organization and its rationale. 2) The focal individual lists his/her activities, and his/her immediate supervisor and other employees question him/her on the described tasks. 3) The focal individual lists his/her own job expectations and those of related individuals. At the same time, employees working with the focal individual describe their expectations of that position. 4) The focal individual documents his/her role which includes all aspects above. In this study, rather than having the target group conclude the findings, a team of researchers faciliatated data collection process and analyzed the overall data.

〈Table 1〉 Methods of Identifying the Roles of Part Leader

Data Collection Method	Source of Data	Researchers
One-on-one interviews	7 executives, 10 team leaders, 20 Part Leaders, and 20 Part members	Five interviewers One analyst Two reviewers
Focus group interviews	2 team leaders, 8 Part Leaders, and 2 Part Members	One facilitator One analyst Two reviewers
Survey*	85 team leaders, 319 Part Leaders, and 79 Part Members	One analyst Two reviewers
Documents and artifacts	Existing leadership competency model and team leader training materials	Two analysts

Note. * The survey was used to identify training contents as well.

During the focus group interviews, the Nominal Group Technique (NGT; Delbecq, Van De Ven, & Gustafson, 1975) was used to ensure participation regardless of participants' personal characteristics and positions. The facilitator had the participants use post-it notes to express their opinions and stick them on a prepared large paper on a wall.

B. Duties and Tasks of Part Leader

Job-task analysis is useful especially when there is a lack of clarity in the duties and tasks of a certain job (Gupta, 2007). Conducting a job and task analysis helps employees to understand their future career directions and current requirements as well as helping supervisors to set performance goals for the target employees (Gupta, 2007). Data collection to identify the duties and tasks of Part Leader relied on a single method—a focus group interview—involving nine Part Leaders. It is because Part Leaders are the ones who know about their current duties and tasks. Duties and tasks are not hypothetical but something that people actually do in practice.

〈Table 2〉 Method of Identifying Duties and Tasks of Part Leader

Data Collection Method	Source of Data	Researchers
Focus group interview	9 Part Leaders from 4 different job groups	One facilitator One analyst Two reviewers

C. Training Contents

〈Table 3〉 summarized the methods used to identify training contents for Part Leaders. To determine training contents, the project team relied on a survey primarily for three purposes: 1) to measure tasks and person level needs (Desimone, Werner, & Harris, 2002) quantitatively; 2) to compare different perspectives on Part Leaders by sending the questionnaire to different stakeholders; and 3) to define appropriate training contents according to different levels of Part Leaders. The first focus group interview on the roles of Part Leader contained a question that required the participant to provide importance and training needs data. Even though the results from the one-on-one interview and the job-task analysis were not used directly to determine training contents; knowledge, skills, and tools (KST) were extracted from the identified roles and tasks considering them as a secondary source. In addition, the existing team leader training materials and a company-wide leadership competency model was referenced when finalizing training contents for Part Leaders.

〈Table 3〉 Methods of Identifying Training Contents for Part Leaders

Data Collection Method	Source of Data	Researchers
Survey*	85 team leaders, 319 Part Leaders, and 79 Part Members	One analyst Two reviewers
Focus group interview*	2 team leaders, 8 Part Leaders, and 2 Part Members	One facilitator One analyst Two reviewers
Documents and artifacts	The results from one-on-one interviews and focus group interviews in the present study Existing leadership competency model and team leader training materials	One analyst Two reviewers

Note. * The survey and the focus group interview were used to identify the roles of Part Leader as well.

3. Instruments

A. One-on-One Interviews

The one-on-one interviews with all four major stakeholder groups adopted a standardized open-ended interview approach in order to reduce the interviewer effect (Patton, 1990). Representative questions include: "What are the roles of Part Leaders in ABC?" and"From the perspective of your position [executive, team leader, Part Leader, or Part member], what expectations and dissatisfactions do you have about Part Leaders?"In addition to these questions, taking the Behavioral Event Interview (BEI) approach (McClelland, 1998), desirable behaviors of Part Leaders along with situational elements were asked. The results from the BEI questions were used to develop behavioral indicators and case examples associated with different roles of Part Leader. Executives were asked additional questions to understand the strategic directions of the company and desired characteristics of its employees.

B. Focus Group Interviews

The first focus group interviews to determine the roles of Part Leader adopted questions that are similar to the one-on-one interview questions. They include:"Who are the Part Leaders in our company and what is the definition of a Part Leader?" and "What are the expectations and/or dissatisfactions about Part Leaders?"Again, taking the BEI approach, best practices and activities were explored. The second focus group interview to determine the duties and tasks of Part Leader followed a typical job-task analysis protocol with a template to list their duties and corresponding tasks. Upon each person completing the duties and tasks section, common duties and tasks were identified since the participants were from different job groups. The facilitator asked the participants to rate the difficulty, importance, and frequency of the tasks and document the best activities of each task.

C. Survey

Mainly, two types of survey questions were used to identify desired roles of a Part Leader and desirable training contents for Part Leaders. As for desirable roles, the following options were given: motivating employees, clear task allocation, communication bridge (top-bottom), modeling, fast decision making, task and resource management, listening to employees, goal setting and performance evaluation, inter-part task coordination, establishing a pleasant work environment, solving employees' personal problems, sharing the vision, and other. The response options for the training needs question included people development/coaching, task management, performance management, people management, problem-solving, time management, business mind, self-management, counseling skill, planning, change management, negotiation, followership, finance/accounting, labor relations, and marketing. It is important to note that these response options were not from the interview results but based on the project team's prior consulting experiences. An additional question for Part Leaders only was to ask the length of their experience as Part Leaders with an intention to classify the results by the level of experience.

4. Data Analysis

The resulting data from the interviews, focus group interviews, and open-ended survey responses were analyzed using content analysis (Patton, 1990). During the focus group interview sessions, the project team and the participants jointly grouped and prioritized the factors of roles and tasks to ensure the validity of the results. With the data obtained from the survey, descriptive statistics were used as it seemed to be enough to differentiate the needs among different types of respondents.

Ⅳ. Results

In this section, the results of the needs assessment are described by the main objectives of this project. The focus was to delineate the process of synthesizing the results from different data collections methods.

1. Roles of Part Leader

Based on the interview results, stakeholder perspectives on the roles of Part Leader are shown in 〈Table 4〉. Three expected roles were common among all stakeholders: task specialist, people developer, and communication mediator (shown in bold).

〈Table 4〉 Interview Results – Perceived Roles of Part Leader (N = 57)

Stakeholders	Responses
Executives (7)	**Task specialist** (3), **people developer** (3), **communication mediator** (2), deputy team leader (1), proactive problem solver (1), and project manager (1)
Team Leaders (20)	**Communication mediator** (6), project manager (2), role model (1), **task specialist** (1), **people developer** (1), and direction setting (1)
Part Leaders (20)	**People developer** and counselor (6), direction setting (4), project manager (3), **task specialist** (3), decision maker (2), motivator (2), **communication mediator** (1), task coordinator (1), and deputy team leader (1)
Part Members (10)	**Communication mediator** (6), task allocating (2), **task specialist** (1), counselor/coach (1), task manager (1), and **people developer** (1)

The stakeholders'expectations beyond the roles of Part Leaders are summarized in 〈Table

5〉. While some elements overlap with the answers for the roles, unique perspectives of each of the stakeholder groups were captured, with no common expectations held by all stakeholders. This means that each stakeholder had different expectations for Part Leaders. For example, seniors (executives and team leaders) expected Part Leaders to manage their parts from a strategic perspective. Part members, on the other hand, wanted Part Leaders to address tasks and interpersonal issues within their Parts. Part Leaders must keep these expectations in mind when playing their roles.

〈Table 5〉 Interview Results – Expectations for Part Leaders (N = 57)

Stakeholders	Responses
Executives (7)	Visioning, leadership, organization management, task specialist, synergy creation
Team Leaders (20)	Leadership, modeling, people management, and synergy creation
Part Leaders(20)	Organization management, interpersonal skills and communications, and self-development
Part Members (10)	People management, task management, interpersonal skills and communications, and teamwork

Through separate focus group interviews, the following roles were identified: ***people development/ motivation, communication, leadership/modeling, goal setting and performance management, teamwork, task specialty, interpersonal relationship, task allocation, decision making, inter-team task coordination,*** and *presentation and reporting*. The roles that appeared in 〈Table 4〉 and 〈Table 5〉 are made in bold. The focus group interview could be understood as a validation of the interview results.

The results of the survey as for the roles of Part Leader are shown in 〈Table 6〉 with the top 60% in bold). Top six roles from the survey results—*motivating employees, clear task allocation, communication bridge, modeling, fast decision making*, and *task and resource management*—also appear in the results from the one-on-one interviews and the focus group interviews, confirming that they are critical elements.

〈Table 6〉 Surveys Results – The most important roles for a Part Leader (N = 483)

Roles	Team Leaders	Part Leaders	Part Members
Motivating employees	8.2%	**13.5%**	**11.0%**
Clear task allocation	**8.8%**	**12.7%**	**17.5%**
Communicational bridge (top-bottom)	**21.6%**	**12.2%**	**10.4%**
Modeling	**14%**	**11.5%**	6.5%
Fast decision making	2.3%	**10.6%**	10.4%
Task and resource management	**18.7%**	8.4%	8.5%
Listening to employees	7%	7.8%	**10.4%**
Goal setting and performance evaluation	8.2%	6.7%	2.6%
Inter-Part task coordination	4.7%	5.2%	3.9%
Making pleasant work environment	0.6%	3.6%	**11.7%**
Solving employees' personal problems	2.9%	3.4%	3.2%
Sharing the vision	0.6%	3.1%	1.9%
Others	1.8%	0.2%	1.9%
Accumulated Percentages of the Bolded	63.1%	60.5%	61.0%
Missing Value	0.6%	1%	1.9
Total	100%	100%	100%

2. Duties and Tasks of Part Leader

From the job-task analysis, five common duties were identified: 1) performance management, 2) meeting/reporting, 3) direction and budget management, 4) people management, and 5) people development. Then, their corresponding tasks were identified (see 〈Table 7〉). From this, the project team further identified knowledge, skills, and tools required for each of the duties and matched them with were identified.

〈Table 7〉 Job-Task Analysis Result – Duties and Tasks (N = 9)

Duties	Tasks
Performance Management	• Allocate tasks • Identify current performance index • Select unaccomplished index • Identify the problem • Generate solutions • Commit the solutions • Confirm the results
Meeting/ reporting	• Hold daily meetings (part) • Participate in the daily meeting (team) • Participate in departmental meeting • Participate in other meetings • Report people index • Report performance index • Report budget status

Direction and budget management	• Plan yearly • Plan monthly • Set team and Part directions • Plan for the week • Coordinate the schedule between Parts • Confirm the plan • Announce the plan
People management	• Set performance goals • Hold a Part meeting • Identify attendance
People development	• Identify people development index • Identify needed competencies • Plan a development plan • Train Part members • Manage work progress • Listen and coach • Approve Part members' reports

3. Training Contents and Synthesis of All Results

Training contents were identified based on the results of the first focus group interviews and the survey. 〈Table 8〉 reports the list of roles identified based on the focus group interviews along with prioritized importance and training needs data.

〈Table 8〉 Focus Group Interview Results: Role-Based Training Needs (N = 11)

Roles	Importance	Training Needs
People development / motivation	1	1
Communication	2	7
Leadership / modeling	3	5
Goal setting and performance management	4	2
Teamwork	5	11
Task specialty	6	10
Interpersonal relationship	7	4
Task allocation	8	3
Decision making	9	6
Inter-team task coordination	10	9
Presentation and reporting	11	8

On the basis of the answers to the second question of the survey, desirable training contents for Part Leaders are shown in 〈Table 9〉, with the top 60% in bold. The following are common training contents that appear in both results: *people development*, *performance management*, and *task management*. It is possible that the roles identified through the focus group interviews, such as *communication*, *leadership/ modeling*, *teamwork*, *task specialty*, *interpersonal relationship*, and *decision making*, may have gained the equivalent level of responses if they had been included in the survey as response options for training contents.

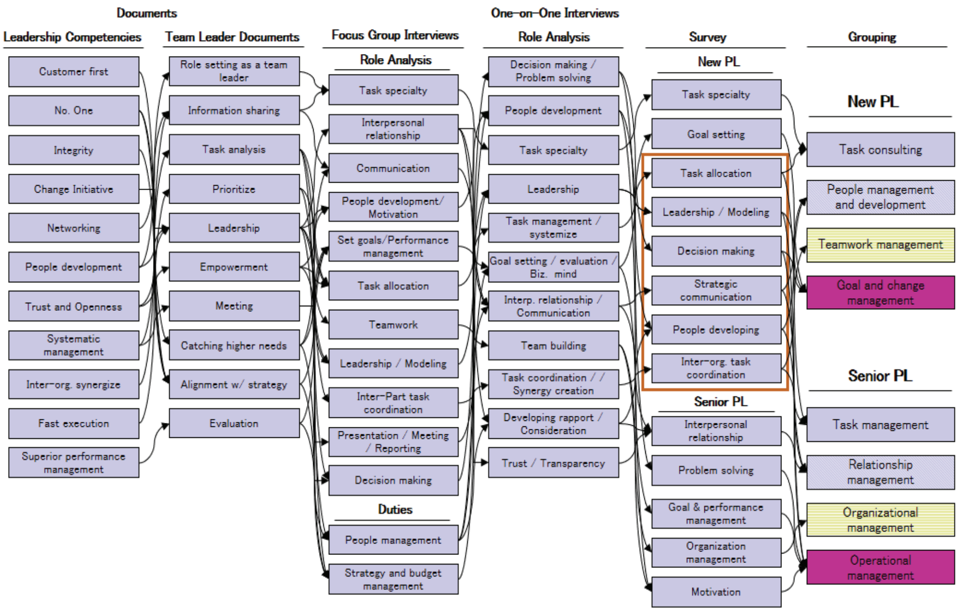
〈Table 9〉 Surveys Results – Desirable training contents for Part Leaders (N = 483)

Content	Team Leaders	Part Leaders	Part Members
People development/coaching	**24.1%**	**17.3%**	**20.8%**
Task management	**14.7%**	**11.2%**	**14.9%**
Performance management	**17.1%**	**9.7%**	3.2%
People management	3.5%	**8.8%**	**17.5%**
Problem-solving	**13.5%**	**8.0%**	**13.0%**
Time management	2.9%	**6.4%**	4.5%
Business mind	5.9%	5.5%	5.2%
Self-management	0%	5.4%	1.9%
Counseling skill	1.2%	5.2%	1.9%
Planning	2.9%	5.1%	3.2%
Change management	5.3%	4.6%	2.6%
Negotiation	1.2%	2.9%	1.9%
Followership	7.1%	2.7%	1.9%
Finance/accounting	0%	2.4%	2.6%
Labor relations	0%	1.4%	0.6%
Marketing	0%	0.6%	0.6%
Accumulated Percentages of the Bolded	69.4%	61.4%	66.2%
Total	100%	100%	100%

After this analysis, the project team compared the needs between new Part Leaders (less than six months of experience) and senior Part Leaders (more than three years of experience) to design a basic course and an advanced course. On the one hand, the new Part Leaders thought that the following four roles are important (top four): *clear task allocation* (13.8%), *communicational bridge* (13.8%), *motivating employees* (13.2%), and *task and resource management* (12.0%). On the other hand, the senior Part Leaders' priorities were *motivating employees* (15.7%), *clear task allocation* (13.3%), *modeling* (12.4), and *fast decision making* (11.4). *Clear task allocation* and *motivating employees* were held in common. The new Part Leaders were more task-oriented, while the senior Part Leaders were more people-oriented. Whereas 12.0% of the new Part Leaders selected *task and resource management*, only 7.1% of the senior Part Leaders selected it. Moreover, whereas 3.6% of the new Part Leaders selected *listening to employees*, 9.0% of the senior Part Leaders selected it. Whereas 11.3% of senior Part Leaders needed *performance management*, only 5.3% of the new PLs needed it. Interestingly, what the senior Part Leaders wanted was very closely related to training program contents for team leaders.

While the survey results influenced significantly on differentiating the training contents for the two levels of Part Leaders, the final training contents were determined based on the overall results from different data collection methods. The project team aligned the findings with ABC's strategic directions, leadership competency model, and curriculum for team leaders by adopting the spiral design approach (Rothwell & Sredl, 2000). For example, the defined roles, tasks, and training contents are matched with ABC's 11 leadership competencies. The final results included the key roles of Part Leader and the content of Part Leader training programs.

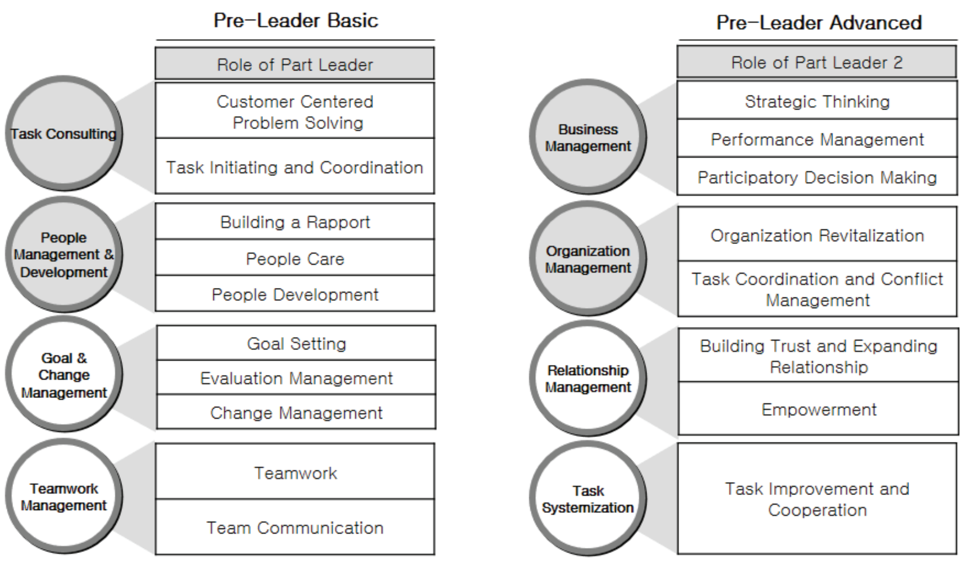
[Figure 1] depicts how the results from all data sources have been synthesized to two different levels of training programs for Part Leaders.



[Figure 1] The synthesis of the results

The project team concluded that a Part Leader is first a task consultant who solves the Part's problems and trains their subordinates using specialized skills to achieve the mission of the organization and goals and second a manager who builds an organization, expands relationships, and manages performance to shape the future of the company through the team. The project team proposed two key concepts of PL's roles: task consulting function and management function. As a task consultant, Part Leaders play a role as a task specialist, problem solver, and people developer. As a manager, Part Leaders play a role as an organization developer, motivator and relationship builder, and performance manager.

These findings suggest that a PL expresses two leadership dimensions: 1) a manager in his/her Part; and 2) high potentials who may become a team leader. The project team concluded that the training for Part Leaders should be designed on two levels, the first for new Part Leaders and the second for senior Part Leaders. The first level program was named as "Part Leader Basic" (PLB) and second, "Part Leader Advanced" (PLA). The PLB became an obligatory course for new PLs and the PLA became a course for those ones who are identified as team leader successors (see [Figure 2]).



[Figure 2] The content of the Part Leader training programs

V. Conclusions and Recommendations for Future Research

This study led to the design of training programs for Part Leaders in ABC by conducting a scientific needs assessment. This study carries a number of implications in ABC. First, this research guided directions for managing and developing the informal position, Part Leader, in ABC. Second, ABC started to develop Part Leaders systematically through the PLB and PLA while assuring the continuity of the training contents toward the team leader level. Third, the leadership competency level of Part Leaders was tracked using an assessment tool developed as a result of this study with concrete behavioral indicators. Fourth, this study shifted the paradigm about Part Leaders—from leaders holding informal and ambiguous supervisory positions to important future leaders. Finally, due to the result of this study, ABC started to grow leader successors with a systematic training program, PLA.

Some researchers (e.g., Patton & Pratt, 2002; Selmer, 2000) published their needs assessment practices, but they adopted only one of the data collection methods. As Holton, Bates, and Naquin (2000) suggest, HRD researchers and practitioners need to consider hybrid methods to needs assessment. Considering the literature published in South Korea and overseas (see Cho, 2006; Ferreira, da Silva Abbad, and Mourão, 2014), this study is one of the most sophisticated ones that used multiple data collection methods, multiple sources of data, and multiple investigators.

This study is unique as the focus of the needs assessment was to identify training contents for an informal supervisory position. Studies reviewed in this paper were about formal supervisory or managerial positions. Perhaps, due to this, studies on needs assessment for managers focused on training topics (e.g., Patton & Pratt, 2002; Rao & Shah, 2012), competencies (e.g., Gorman et al., 2003; Peterson & Peterson, 2004), and performance issues (e.g., Holton, Bates, & Naquin, 2000). This study, on contrary, examined the roles and tasks of the target participants in depth and used KSTs associated with them.

This study delineated the needs assessment process, questions for each of the methods, and the results of the needs assessment. It is hoped that this will help HRD researchers and practitioners better understand this study and replicate it with modifications. Yoon, Cho, &

Bong (2012) reports the impact of a training program (PLA) that was developed based on this needs assessment project. Reviewing this article along with it may provide HRD practitioner a full picture about how every element in the analysis, design, develop, implement, and evaluate (ADDIE) model is represented in a large project.

Nevertheless, it is worthwhile to consider more efficient and effective ways to carry out a needs assessment. For example, there were very similar answers in the responses of the interviews, role analysis workshop, and surveys. While the triangulation strategy increased the validity and reliability of the results, ABC could have saved time and money to some extent. This study employed the concurrent triangulation strategy (Creswell, 2008, p. 213) where both quantitative and qualitative data is collected concurrently and used to determine if there is convergence. In retrospect, the data collection could have been sequential as Rao and Shah (2012) in order to better utilize the first set of the qualitative data set by incorporating it into the final survey.

In addition, the one-on-one interviews in this study with team leaders, Part Leaders, and Part members, for example, could be eliminated although interviewing executives must be kept in order to understand strategic priorities and due to their busy schedules. This suggestion is partly due to the fact that the questions are also asked during the first focus groups interviews. Therefore, it would be beneficial for future practitioners to carefully decide what methods to select, how to mix those, and when to use each method considering available resources and their unique contexts.

Practitioners benefit from books on training needs assessment (e.g., Clark & Estes, 2002; Gupta, 2007; Rossett, 1987; Rossett, 1999). These, however, do not explain when and how to mix different methods. Future research should examine the potentially efficient and effective conditions on mixed-methods in training needs assessment in terms of what to choose, how to mix, and when to use. Even though this research showcases combining different data collection methods in a certain way, it cannot be generalized to other situations, in which different corporate culture, time availability, and employees are present. Therefore, it is necessary to try out, compare, and validate different combinations of methods in different contexts along with other triangulation strategies.

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ABSTRACT

Training Needs Assessment for an Informal Supervisory Position: A Case Study of a Manufacturing Company in South Korea

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Management development programs are changing to be more customized to companies' needs. Conducting effective training needs assessment is essential to keep up with changing needs of supervisory and managerial positions. This case study illustrates the process of identifying roles and tasks of an informal supervisory position as well as relevant training contents at a manufacturing company in South Korea. For data collection, four different methods were used: 1) documents and artifacts, 2) one-on-one interviews, 3) focus groups, and 4) surveys. In addition, various stakeholders including executives, team leaders, entry-level supervisors, and employees participated in the study. As a result, two supervisory training programs with basic and advanced levels for the supervisory position were developed and implemented considering the level of experience with the position. This paper discusses more efficient ways of integrating different assessment methods for future research and practice.

[Keywords] Training Needs Assessment, Management Development, Training and Development, Informal Supervisory Position

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