NATIONAL INSTITUTE OF PERSONNEL MANAGEMENT

Research Compendium
PERSONNEL TODAY

SPECIAL ISSUE ON

UPSKILLING & EMPLOYEE DEVELOPMENT

● EDITOR ●
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UPSKILLING & EMPLOYEE DEVELOPMENT

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Upskilling & Employee Development

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March 2024

FOREWORD

Dr. Balaji Gopalan, Ph.D.

Managing Director, Carraro India
(Div. of Carraro DriveTech, Italy)

It gives me great pleasure and I'm delighted in conveying my greetings to National Institute of Personnel Management (NIPM) on the publication of the research compendium on "UP SKILLING AND EMPLOYEE DEVELOPMENT".

Organizations should prepare business value proposition and must forecast market requirements to develop effective product and services. They also have to satisfy customer needs, creating value through innovation and reliability, achieve shareholder's expectations through modern industrial footprint and ensure sustainable growth path for future.

Where, when and how work gets done is changing, causing companies to reassess existing roles and determine what skills are required for the future. Future-proofing your workforce with the right skills that align to your company's core values is critical for success. Establishing a sustainable skills framework linked to job architecture is a key part of planning. Organisations must take advantage of all available resources, including skills data, to help make informed talent and workforce planning decisions.

Every organization is at a different stage in its future skills journey. At times it can be overwhelming for senior leaders to manage change at the scale that is needed to stay ahead of today's competition.

To be future-ready, Organisations should know, who we are, how we operate and how we will grow, to be fitter, flatter and faster enterprise with new business models. Employee upskilling and re-skilling, will be imperative for organizations to sustain and to make them future ready.

Following can be the steps for up-skill roadmap:
- Identify current and future capabilities and build a sustainable skills and competency framework.
- Connect your skills framework to your job architecture, linking skills to architecture helps determine exactly what is needed to integrate learning programs and offerings.
- Align your skills framework with current HR processes
- Understand cost implications and value-add (ROI).

By determining skills gap and anticipating the long-term needs, organisations should ensure that employees are familiar with relevant tools and technologies in their field. It is important for organisations to tailor their employees upskilling and development programs to their specific requirement and foster continuous learning culture. Emphasis should be on staying aligned with industry trends and acquire new skills accordingly. Upskilling initiatives must integrate efforts to leverage technology and e-learning platform thereby making training accessible, flexible and interactive.

It is recommended to define a road map for agile way of working embracing the new technologies. Digital transformation and IT Enablers shall play a vital role managing data with Supplier – Customer interface. Visual Shop Floor enables manufacturing systems to systematically collect and intuitively analyse data. This will help the company to monitor the performance parameters in the real time basis.

Customer Intimacy which I say is basically understanding customer needs, market intelligence and product evolution, will need layered skill development in the areas of Engineering, Technology and Product Development. Organisation needs to build a value system such that each one is responsible of what enters, transforms and is sent to the Customer with its impact on environment. Organizations should develop human-centric, sustainable approach focussing on digital literacy and developing employees through Leadership Enablement, Leadership Empowerment and Leadership Enrichment for identified employees in the hierarchy. In addition to this, Management should also focus on developing necessary "Power Skills" such as Empathy, Compassion, Emotional Intelligence, Creative Thinking etc.

The challenges of today and tomorrow will be addressed by organizations that comprehend the value of ongoing learning and deliver it across the organization.

May your upskilling journey be filled with knowledge, growth, and countless opportunities for professional development.

My best wishes to all of you …

Dr. Balaji Gopalan, Ph.D.
Managing Director, Carraro India
(Div. of Carraro DriveTech, Italy)

FOREWORD

Dr. M H Raja
National President
National Institute of Personnel Management **(NIPM)**
CMD, LEAD HR Services Pvt. Ltd.

Greetings!

I am honored to present the 9th issue of the Research Compendium on Upskilling and Employee Development by the National Institute of Personnel Management (NIPM). In an era defined by rapid technological advancements and dynamic workplace transformations, the need for continuous upskilling has never been more pronounced.

This compendium stands as a testament to NIPM's commitment to fostering a culture of lifelong learning and professional growth. As National President of NIPM, I am proud to witness the invaluable contributions of our members and the broader community in shaping this comprehensive resource.

Within these pages, you will find a wealth of insights, research findings, and practical strategies that illuminate the path toward effective upskilling initiatives. Our contributors, comprised of esteemed professionals and scholars, delve into the evolving landscape of employee development, offering valuable perspectives on harnessing emerging technologies, fostering innovation, and cultivating leadership acumen.

I commend the dedication of the NIPM research team, whose tireless efforts have resulted in a compendium that not only reflects the current state of upskilling but also serves as a guide for organizations navigating the future of work. It is my sincere hope that this compendium inspires leaders, human resource practitioners, and educators to embrace a proactive approach to upskilling, ensuring a workforce that is resilient, adaptable, and ready to thrive in the challenges of tomorrow.

My special thanks to Dr. S.V. Bhave, Director-HR & IR, Bharat Forge Ltd., and Editor Research Compendium for his immense contribution.

I convey my thanks to Mr. Vishwesh Kulkarni, Chairman, Yashaswi Group for sponsoring this Research Compendium.

Wishing you insightful reading and transformative take-away.

Dr. M H Raja
National President
National Institute of Personnel Management **(NIPM)**

WORDS OF WISDOM

*"Empowering employees with the skills
they need to thrive is not just an investment;
it's a strategic imperative."*
- Nandan Nilekani, Co-founder of Infosys

*"The true measure of leadership lies in its
ability to develop and inspire the
next generation of talent." -*
- Adi Godrej, Chairman of the Godrej Group

*"Continuous learning is the fuel that drives
individual and organizational growth." -*

- Vijay Shekhar Sharma, Founder of Paytm

*"A commitment to learning is the foundation
upon which successful careers and
companies are built."*
- Kishore Biyani, Founder of Future Group

EDITORIAL DESK

DR. SANTOSH VISHNU BHAVE
Fellow Member NIPM & Director-HR and IR,
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After successful publication of eight issues of Research Compendium, National Institute of Personnel Management (NIPM) - Personnel Today, is releasing its ninth issue of Research Compendium on Theme – " UPSKILLING AND EMPLOYEE DEVELOPMENT".

Upskilling has become a buzz word in business. HR professionals during last few years are extremely busy in organising upskilling training as needed with a view to face future business challenges in a strong way. However, upskilling per say cannot happen automatically, unless proper diagnostic study is carried out to understand current capabilities of employees as needed for business and then analyse the changes as required in capabilities of employees suiting the present and future business in a sustainable way.

During the last decade organisations have focused on skill development. However, introduction of new technologies has changed the canvas of training methodologies compelling to adopt different ways. As per economic times study, sixteen countries need 40 Lakhs skilled youth for work. Today, India is preparing skilled professional for the world and not just for itself.

Business operations in future is going to be entirely different, thereby challenging human capabilities. As per media, Human Intelligence needed to keep AI machine humming. Training, re-training and upskilling is one of the important agenda being discussed at round table in World Economic Forum at Davos - Switzerland.

The classic example of importance of upskilling can be post Covid scenario. The transition is from "men" operation to "machine" operation through intervention of digital technology. This can happen only with the help of upskilling employees at all levels through strong digitization.

Through the ninth issue of research compendium, NIPM has attempted efforts in inviting application-based research article on "Upskilling and Employee Development". We have received an excellent response from the authors. The articles included in this issue were reviewed by eminent professionals.

We had also circulated an article authored by Dr.Sheena Abraham, Assistant Professor - MBA, Poona Institute of Management Sciences and Entrepreneurship & Research Guide at Savitribai

Phule Pune University, on "How To Write Research Article /Paper". Our efforts were welcomed by all.

For this issue we have received a forwarding note from Dr.Balaji Goplan, Managing Director, Carraro India (Div. of Carraro DriveTech, Italy).   We are privileged to have this note from him.

I wish to express our sincere thanks to Mr.Vishwesh Kulkarni, Past National President of NIPM and Chairman of Yashaswi Group, Pune, who extended his support in sponsoring publication of this issue too.

Editorial board is also grateful to Dr.Raja, National President of NIPM, and all members of National Council of NIPM for their unstinted support in ensuring continuation of publication of Research Compendium.

Dr.Shivaji Mundhe, Dr.Vandana Mohanty, Ms.Lorraine Coelho, Mr.Parth Jadhav, Mr.Yogesh Rangnekar, Mr.Pawan Sharma, Mr.Rajesh Kadam, Ms.Amruta Tendulkar and Ms.Amla Karandikar, have continued their active support. I am grateful to all of them.

Thank you all for your support

Happy Reading!!!

Dr.S.V.Bhave
Editor – Research Compendium
NIPM – Personnel Today.

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WORDS OF WISDOM

"Investing in talent development is the cornerstone of building a sustainable and successful organization."
- Deepak Parekh,
Chairman of HDFC Ltd

"Empowering employees with the right skills is the best strategy for navigating uncertainty and driving success."
- Uday Shankar,
Former Chairman of Star & Disney India

"The foundation of organizational resilience lies in the continuous upskilling and adaptability of its workforce."
- Naina Lal Kidwai,
Former CEO of HSBC India

"Nurturing talent through continuous learning and development is the bedrock of sustainable business growth."
- Sunil Mittal,
Founder and Chairman of Bharti Enterprises

Introduction of Research Article Authors

Mr. Kuldip Joshi

Mr. Kuldip Joshi has done his M.A. Statics followed by post- graduation in Hr & IR from XLRI Jamshedpur. He is life member of NIPM. He has been Ph.D. guide attached to Pune University. He has over 50 years of experience dealing with OD, OB, HR & IR. Consultants to many organization freelancer.

Mrs. Amruta Karmarkar

Amruta Karmarkar has completed her Bachelor of Commerce from Symbiosis, she holds an MBA in Human Resource Management from Savitribai Phule Pune University. She has more than 15 years of experience in Human Resource Management, and her areas of expertise are Talent Acquisition, Learning & Development, Employee Engagement, Grievance handling and Administration. Presently working with Yashaswi Group as a Head HR. She is a Life Member of National Institute of Personnel Management (NIPM) Pune Chapter & National Treasurer of NIPM, India.

Dr. Deepali Desai

Dr. Deepali Desai is an Academician in the area of Human resource management, Operations and SCM. She has over 15 years of full time teaching experience. She is Certified Trainer for AIMA Biz Lab & certified Internal ISO auditor. She has published 03 books, 14 research papers in Journals.

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MS. Dipika Patil Lathkar

Ms. Dipika has an impressive educational background with a combination of Degree in Engineering and MBA in HR. Her engineering background has equipped her with a strong analytical and problem-solving mindset, which she has applied to tackle various HR challenges such as optimizing workforce utilization and designing efficient HR processes. Her expertise includes Talent Acquisition, Talent Management and Development, Talent Engagement and HR Analytics. Overall, she is a self-driven and versatile HR professional with a passion for supporting the success of manufacturing organizations through effective HR management.

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Dr. Palanivel is associated with BSBI, Berlin as Lecturer in Human Resource Management & Finance Stream. Prior to joining BSBI, he held the designation "Head" Faculty of Management in Sharda University, Uzbekistan, Central Asia and "Dean of Arts" assignments in DMI St John the Baptist University, Malawi, Central Africa. Also, he has associated earlier with the DMI St Eugene University in Zambia, MAM Business School and various Engineering Colleges in India.

Dr. Palanivel

Dr. Sadashib Padhee is the Executive Director at C4i4 Lab (Center For Industry 4.0), Pune. His previous work experience is as Ex-CHRO, Kirloskar Pneumatic Co.Ltd. Spanning 35 years, his association with reputed manufacturing conglomerates – in wide ranging business sectors like Steel, Dairy, Electronic, IT, Chemicals and Engineering, earned him his authority on HR & OD interventions for multi-fold business expansions, mergers & acquisitions, plant & technology transfers. He has been a Senior Assessor for CII's HR Excellence Award competition from its past 11 years. He has a doctoral research on organizational development and productivity improvement in foreign and Indian MNCs. Currently he works as an Advisor to Kirloskar Instt. Of Management

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Dr. Dipa Banerjee

Over 40 years of diverse experience in Hardcore Industrial Relations, Personnel, Human Resources, Training & Development, Recruitment, Employee Engagement, Union-Management Relations, Corporate Social Responsibilities (CSR), and Administration across various esteemed organizations. Renowned as a hard-core industrial relations expert with a wealth of knowledge and experience.With a proven track record and expertise in various facets of HR and Administration, he brings a wealth of knowledge and a successful career spanning over four decades.

Mr. Balasaheb Sonawane

Dr. N. R. Unnikrishna Kartha is a seasoned professional with a rich background in technology, management, and leadership. His dedication to learning and development is evident through his extensive training initiatives and significant contributions to esteemed organizations, like ISRO and UST Global.

Dr. N. R. Unnikrishna Kartha

Dr.SHANMUGAM SUNDARARAJAN, Assistant Professor in Business Management Skyline University Nigeria, He has 18 years academic and 5 years of Industry Experience, He is a life member of NIPM-Coimbatore chapter, He has produced 4 PhD Scholars and Published 185 articles in International and national Journals, 94 International &national conferences paper presentations.

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Reena Sharma is a dedicated research scholar in Management Studies at VGU, Jaipur. With an MBA from RTU Kota, she actively engages in educational initiatives. Reena has made her mark by publishing numerous research papers and presenting her work at various national and international conferences, showcasing her academic prowess. She is from Jaipur, Rajasthan. The present research area is on issues faced by working women.

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Dr. Boola Choudhary, an Associate Professor at Vivekanand Global University, Jaipur, and Centre Head of AIU-AADC, excels in Energy Economics with a PhD from MNIT. With UGC-NET qualifications and a gold medal in MA Economics, she's a distinguished Visiting Faculty at IIIT-Vadodara. Her experience spans collaborative roles in prestigious institutions, significant research contributions, and supervision of three PhD scholars. Her work includes impactful projects with NITI Aayog and Rajasthan's VI-State Finance Commission.

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Wilfred Monteiro is a nationally renowned thought leader; innovator of management practices & change agent. He has over 30 years of experience as a corporate advisor to board of directors and as a senior executive coach. He has propagated new ideas through hundreds of seminars with Chambers of Commerce and elite B-schools. He is the founder /executive director of SYNERGY MANAGEMENT ASSOCIATES (www.synergymanager.net) and creator of the META+COACH MODEL. His recent book HCM 4.0 THEBUSINESS CENTRIC MODEL FOR INDUSTRY 4.0 has been published by Himalaya Publishing House

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Teena Sojan V V is a Btech (Civil) final year student at Christ University Bangalore, Kengeri campus.Presently undergoing internship in M/s. Colliers International in Bangalore. She has a keen interest in research and building a career in civil engineering in the corporate sector.

Prof. Anu Priya

I am Anu Priya , Assistant Professor in MIT -ADT ,University,Loni Campus Pune.I am having total four years of teaching experience.I qualified Masters and UGC NET .Teaching and research is my passion.I am having a lots of sporty and enthusiasm towards students.I am also National Player in Kho-Kho and also Sport Co-ordinator for MIT COM .

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I am currently working as an Assistant Professor,at MIT College of Management,MIT-ADT University ,Loni Kalbhor,Campus ,Pune.I have total twenty years work experience along with 7 years Pharma Industry .I have chosen teaching due to my strength in training and counselling with students.I believe in reducing the gap between the industry and educational institute so that the personnel received from academics is full of skilled and knowledgeable personnel.

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Dr. Subramanya Manjunath is a Ph.D in Management in the area of Human Resource Management from renowned University of Mysore and PG in statistics from Bangalore University with PGDM in HRM from NIPM, having over 40 years of experience with a blend of Industry, Institution, Research, & Training in Human Resource Management with reputed large Companies / Institutions

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Ms Swathi Jampala has completed her Masters in Business Administration with a dual specialisation as Major-HR and Minor as Finance. and Bachelor of technology in Computer science stream. She has seven years of teaching experience and teach Management and HR Specialised Subjects and also got one year of Corporate experience in IT Sector as HR Executive. Presently working as Assistant Professor in AMS School of Informatics.

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Dr. Swathi S.

Dr Swathi S IS an enthusiastic academic with a fervent interest in the dynamic realm of Human Resources Management. Currently immersed in the pursuit of knowledge, she is dedicated to advancing her understanding and contributing to the field through rigorous research. Heracademic journey is driven by a passion for unraveling the complexities of HRM, exploring its interdisciplinary connections, and staying attuned to the latest trends.

Mrs. R.Masilamani Ramasamy

Mrs R.Masilamani Ramasamy, is on a perpetual quest for innovative and challenging opportunities in a professionally managed and dynamic organization. This accomplishment reflects her dedication to staying at the forefront of knowledge in her field, She is excited about the prospect of contributing my skills and experiences to a dynamic organization, taking on greater responsibilities, and continuing to grow both personally and professionally.

Dr. U. Amaleshwari

Dr. U. Amaleshwari, Director of the School of Management at DDGD Vaishnav College, Chennai. With 21 years of teaching experience, she holds a Ph.D. in Management Studies from the University of Madras. Her expertise includes digital marketing, and she recently has completed the Executive Program in Digital Marketing from IIM Jammu. She has received accolades for my research and paper presentations at national and international conferences. As a dedicated educator, she also serves as a research supervisor at the University of Madras.

Ms. Manikya Shetty

Manikya holds a degree in Electronics Engineering at D.J. Sanghvi College, Juhu, securing the fifth rank in the department. She has also pursued an MBA specialized in Human Resources from NMIMS, Mumbai, where she secured the third rank in the prestigious Dean's list. She is a recipient of JRD Tata Trust Scholarship, Ratan Tata Trust Grant at University level during engineering and Dr. Sonal Lakdawala Scholarship for scoring highest in English at SSC Exam. Currently, she serves as an Assistant Manager – HR at Kalyani Group, showcasing her proficiency in her professional endeavors.

WORDS OF WISDOM

*"Investing in employee development is not just about enhancing competencies;
it's about unlocking potential and fostering a culture of innovation."*
- Azim Premji, Chairman of Wipro Limited

"The true measure of a company's success lies in its ability to invest in and develop its most valuable asset—its people."
**- Rahul Bajaj,
Chairman of Bajaj Group**

"A commitment to employee development is a reflection of an organization's values and its vision for the future."
**- Nita Ambani,
Chairperson of Reliance Foundation**

"Empowering employees through upskilling and development initiatives is the cornerstone of organizational agility and resilience."
**- Kunal Shah,
Founder and CEO of CRED**

Guest Articles

WORDS OF WISDOM

*"Investing in employee development
is not just an option;
it's a necessity for sustainable growth."*

- Narayana Murthy, Co-founder of Infosys

*"The true investment for any organization
lies in nurturing and
upskilling its human capital."*

-Ratan Tata, Chairman Emeritus of Tata Sons

*"Empowering employees through continuous
learning is the cornerstone of
organizational success."*

- Shiv Nadar, Founder of HCL

*"The most valuable asset of any company
is its people, and their development
should be a top priority."*

- Azim Premji, Chairman of Wipro Limited

Upskilling and Reskilling :
Issues, Concerns and way forward

Kuldip Joshi

As Indian Economy marches to become 5 Trillion USD economy, with GDP growing at healthy above 6.5% , there is renewed hope and expectation amongst many sections of the society that India will be a great power in next decade . Skills and knowledge spur economic and social development of any country. As India is becoming a global knowledge-based economy, equipping its workforce with skills for modern-day jobs is a strategic concern for the country's growth outlook. India is one of the youngest nations in the world with more than 62% of its population in the working-age group (15-59 years), of which over 45% is below the age of 30 years. About 59 million youth (aged 15-30 years) are expected to enter the labor force in India by 2023. These are staggering figures. As a nation, we seem to be short on plans and execution in providing jobs to about 60 million youth (age group 15-30) who are expected to enter the labour force by end of 2024. While this is all good news, questions are being raised about long term sustainability of this growth momentum. If one looks at advanced economies which grew over 25-30 years consistently and compare them with India, few difference emerges, which are pertinent to this essay?

I am referring to the vital question of building human capital at the national level. There appear to be basic and deep rooted gaps in the whole process of building Human capital, which all would agree is necessary but not sufficient condition to be a Super Power.

Many of you would have been pained if not shocked by latest report of Annual state of education, (ASER), 2023, widely reported in the press. The survey found that out of 86% in the age group 14 – 18, only 43% could do 3digits by one digit division, the skill they should have mastered in class four. 25% of rural kids could not read standard 2 levelbooks in their mother tongue.The school education system is only throwing up large number of under baked matriculates.

Let us look at the college education and more specifically at institutions that train technical and professional man power.

There are more than 3500 Engineering, 3400 Polytechnics and 200 Design and ArchitecturalSchools in India, who annually produces 15 lakhs graduates. However, the quality of the product that is available for employment is poor. Employability Index has been less than 50 % over the years. Barring IITs, Regional Engg colleges and few select colleges, the quality is very poor. The other tragedy is that graduates from these premier colleges either go abroad (rarely to return) or take up management programs.

Ask employers about the employability. They are unanimous, that almost all graduates coming out need re-skilling to make them employable. This is across all Industry verticals, be in IT, manufacturing or hospitality. The state of affairs in basic technical training is not too different.

There are more than 15,000 Industrial training institutes with more than 25 lakh students' intake capacity. These institutions collectively offer programs in more than 140 trades, ranging from Tool

and die Maker to Travel and tourism. However, the seat utilization is poor, average being less than 50 %. In any case, most of the progr4ammes offered by these institutions are for skilling and rarely they offer any programme for re sklling.

With such dismal record by the State to provide quality skilled human resources, it is imperative for Industry to fill the gap. While it is not their primary job, they are required to carry on this task, more so due rapid changes in Technology. What has been Industry's record in this matter?

Several Govt. and Private Training Institutions have played vital role in skills development. Railway Technical School at Jamalpur (established in 1905) has imparted quality skills training. Similarly several establishments such as Ordinance Factories (Ambarnath) , Directorate of Marine Engg (1949) Tata Steel, Tata Motors, MICO (Banglore) Mahindra and Mahindra, HMT, HAL, Kirloskar group, Bajaj Auto etc have done very credible job in skilling its workforce. These training institutes had dedicated quality instructors who loved their job. Their contribution to building human capital needs to be recognized.

In recent times, however, the enthusiasm and commitment to up skill employees seems to be on decline. What could be the reasons?

Without squarely putting the blame on any single party, many stakeholders have to carry the blame.

Firstly, Trade Unions by and large have not championed the cause of skilled workman. In a typical organization with high degree of unionization, the salary differential between unskilled workers and highly skilled workers is rarely 1: 8. Therefore, acquisition of skill does not get rewarded. In this context, agreement signed by Tata Motors (Pune) with their Union several years back is path breaking and forward looking. Management and the Union agreed to develop skill and versatility matrix and rewards employees who move upward in this grid.

The second reason is, employer's over reaction to militant unionism which started in 1970s and carried on till about year 2000. In last 20 years or so, while Unionbaji has gone down , legacy fear continues! Successive studies show that permanent work force at operator's level has been going down. In many cases, the permanent work force is merely 25% to 30% of the total man power. Floating population is the norm. In some industries, the norm is to have 100% working population on contract basis. Such workers unfortunately do not acquire the skill nor do they get rewarded for acquiring superior skill. This large work force gets paid close to statutory minimum wage and in fact, minimum wage has become maximum wage!

The third reason is, mostly flowing out of fear of unionization. There is increasing trend to employ diploma and degree engineers to do work which would normally be given to ITI trained workman. Deployment of this practice is certainly a waste of human capital.

WHAT CAN BE DONE?
While everybody agrees that India will never get demographic dividend if we continue on current path, very little is being done to address this issue
Following measures may prove useful in skilling and reskilling work force.

1) Government should conduct open skills examinations in different trades. Such certification programs will receive high degree of recognition and consequently such employees would be

paid higher. Suitable incentives can be provided to employers who sponsor their employees for such certification programs.

2) On the lines of German education system, compulsory vocational training should be introduced at the school level.
Germany's dual system of vocational education and training is highly recognized worldwide due to its combination of theory in the classroom and training in a real-life work environment.

The dual system is firmly established in the German education system. The main characteristic of the dual system is cooperation between mainly small and medium sized companies, on the one hand, and publicly funded vocational schools, on the other. This cooperation is regulated by law. Trainees in the dual system typically spend part of each week at a vocational school and the other part at a company, or they may spend longer periods at each place before alternating. Dual training usually lasts two to three-and-a-half years.

There are currently around 330 occupations requiring formal training in Germany. Employer organizations and trade unions are the drivers when it comes to updating and creating new training regulations and occupational profiles or modernizing further training regulations.

3) In house training facility needs to be encouraged with tax incentives for acquisition and creation of dedicated training assets.

4) In house training establishments which are recognized by Govt. should be given special tax incentives, similar to that given for in house R and D establishments.

5) Is should be made increasingly difficult for employers to engage large scale contract labour for prolonged period for work which is of regular nature. Legal provisions exist in Telengana and Andra Pradesh, by prohibiting system of contract labour in work which is core to the business.

6) Business case needs to be made out, where by it can be demonstrated that it make a good business sense (in terms of better quality, less rework, better safety) to hire workers on permanent basis and upgrade their skills. One may like to study case of Sobha developers from Banglore.

Conclusion
While Government has tried to create an eco-system for skills development, industry has not responded adequately and in fact, in many instances have misused the system. It may take a while to evolve a new system where skill gets recognized and rewarded. I wonder if HR fraternity can take a lead in areas where they have influence to develop culture of continuous learning and skill up gradation. That indeed would be national service.

Importance of Upskilling in Todays Competitive Environment

Ms. Amruta Karmarkar

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Any company that wants to perform better has to upskill its workers. We live in a world of technical breakthroughs, and technology is crucial to the success of any organisation. Businesses that wish to prosper in these shifting times will require their workers to be equipped with new skills, particularly in the digital realm. Numerous businesses are heavily investing in upskilling initiatives in order to stay competitive in these fast-paced times.

Amazon has declared that it would teach one million people to transition into technical and non-technical professions by investing US $700 million in its upskilling programme. Employers are investing in upskilling their current workforce rather than hiring whole new employees. Artificial intelligence, machine learning, and data analysis are three rapidly developing fields that have the potential to completely alter employment rolls. As a result, workers will need to adapt to new responsibilities and redefine their value propositions.

Employers who upskill their staff typically see an increase in employee morale and a heightened sense of excitement about future prospects inside the company. Employee contribution to the workplace rises significantly when they feel secure in their job and see a clear path for future advancement. More modern businesses need to take into account upskilling as a crucial instrument for healing rifts relating to employee engagement and memory.

Upskilling the Workforce Initiative

Employers should ensure that the training providers they select have excellent communication skills when it comes to explaining the goals and purposes of the upskilling the workforce programme, as well as the specific skills that will need to be developed. Upskilling initiatives raise staff morale while simultaneously improving customer satisfaction. Employee satisfaction and belief in their work lead to improved performance and higher production.

The cost of upskilling current employees is lower than that of recruiting and onboarding new employees. Additionally, a company's investment in the professional growth of its staff fosters a healthy work environment.

Employers now need to upskill their staff in order to improve their company's chances in this age of digitization. Companies need to understand how crucial modern, high-tech skills are to landing a job. Even while companies still don't offer upskilling programmes, given the advantages, we will do everything in our power to inform employers, who should then take the initiative to do the same.

We are fully cognizant of the fact that staff turnover is expensive. The expense of replacing a single employee might range from half to double the employee's annual compensation. Retraining or upskilling current employees is a smarter and less expensive investment than employing new

employees and providing them with training. By helping your staff reach their full potential and become more effective, you may help them reskill, creating a workforce that is more diverse and well-rounded and improving team performance.

IMPORTANCE & BENEFITS OF UPSKILLING & RESKILLING.

Workers who receive enough training and have multiple chances to improve their abilities and skills are happier in their current positions and see a brighter future for themselves and the organisation. By upskilling your employees, you may help them see the route to career advancement clearly and inspire them to consider their options for the future. A deeper sense of purpose arises when one realises they're working towards something that will improve their standard of living.

Improves Customer Satisfaction and Boost Loyalty

Satisfied consumers are the result of happy employees. Employees perform better at work when they feel that they are in a more happier state with their firm and that they are headed in the right direction in life. Furthermore, upskilling keeps your employees abreast of changes in industry trends, empowering them to offer the best recommendations and insights to a variety of prospects and clients. Customers are willing to spend extra to shake hands with a more capable, proactive personnel. Additionally, happy and satisfied customers will become frequent clients and will always choose you over your rivals for your labour and services.

Employee Retention

Employees in any organisation yearn to develop their potential and improve their abilities through self-development activities and training programmes for upskilling the workforce. No one wants to work for a company that does not care about upskilling its workers. Employee productivity and morale are increased when an organisation invests significantly in training and development programmes for the growth of its workforce. Employees who encounter challenges at work are more likely to stay content. Workers who encounter various obstacles in their lives have the chance to advance their expertise and proficiency.

Fostering a Culture of Active Learning

Fostering a dynamic, learning-oriented lifestyle can help your business thrive and carve out a niche for itself in the contemporary labour market.

Companies that support activities and programmes for training and development foster a culture of active learning. Employees would use an initiative-based approach to upskilling in this situation. Encouraging continuous learning rather than yearly training sessions will prevent employees from being burdened with information and are less likely to be retained.

Accelerating the Productivity

Upskilling the workforce contributes to an increase in staff efficiency, which results in more noteworthy performance and turnaround. With additional time at your disposal, you can use it to improve your teams by encouraging them to come up with fresh ideas for business strategies and plans. It should come as no surprise that upskilling increases your company's productivity.

Your teams will spend less time learning how to complete any given work the more skilled they are. It also suggests that you can cut expenses and save time by finding a professional to finish the job.

Reskilling Has Become the Priority

Recent polls show that reskilling is a sensible and prudent choice in light of the recent hiring freezes and the growth of online learning platforms. Small and medium-sized businesses in India are reevaluating their personnel at disruptive times like the present COVID-19 outbreak to ensure that employees and management are equipped to handle contemporary business trends.

While most businesses have been severely impacted by the COVID-19 pandemic, records of employees and workers are being furloughed or laid off; nonetheless, many are still able to survive, if not thrive, in these unsettling times. Recent trends indicate that Indian business managers are more interested in developing the skills of their current talent pool than in recruiting new staff members. The more cost-effective choice is to retrain and upskill the current workforce rather than acquiring new employees.

Take Away

Many firms may first find it difficult to upskill their workers. Most companies believe they are ill-prepared to deal with future skill shortages in the workforce. But there are a lot of advantages to training employees on new technologies, and doing so will greatly boost the company's potential going forward. Prioritising and adopting a more focused strategy are crucial for firms looking to start upskilling programmes. Priority should be given to the jobs that new technologies are predicted to affect the greatest.

Upskilling the labour force will enable people to develop their skill set and create an independent India. Upskilling and reskilling your staff will result in a workforce of knowledgeable and adaptable workers that can easily pick up new skills on the job, adjust to recent advancements in technology, and set up your company for success.

The core of the Aatma Nirbhar Bharat Abhiyan is now upskilling. On May 12, 2020, Prime Minister Narendra Modi launched the Aatma Nirbhar Bharat Abhiyan, a ground-breaking initiative designed to tackle the COVID-19 pandemic and make India self-sufficient.

The COVID-19 pandemic and nationwide lockdown have caused the worst recession in Indian history for the economy. Businesses are implementing a variety of strategies to deal with the uncertainty, ranging from improving labour planning to adapting and working remotely. The most important thing India needs to do to become an Aatma Nirbhar Bharat is upskill. Upskilling is also an effective solution to the problem of Brain Drain.

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Research Articles

Employee Upskilling & Reskilling- HR Perspective

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Abstract:
Human resources are most important asset for any organization. The success or failure of any business is largely depends on the quality and skill possessed by their employee. Due to rapid changing technology and intense competition necessitates Upskilling and Reskilling of employees. New technologies are radically disrupting the job market. Digital transformation had significant impact on employee and thus training becomes challenge for every organization. From HR perspectives, though technology is essence from new business opportunities still it creates big challenges and skill gaps for the current workforce. To address this growing skills gap, companies focusing on Upskilling and Reskilling to match the growing needs. This paper focus on process of upskilling & reskilling, benefits and challenges as well learning organization & its correlation with upskilling & reskilling efforts.

Key Words:
Human Resources, upskilling, reskilling, digital transformation, skill gap.

Introduction:
Upskilling is the process of learning new information & skills to perform existing job more efficiently & effectively with necessary tools & knowledge. Whereas, Reskilling deals with new skill-sets to take on a new job role or function within their organization or at new place. Upskilling deals with acquiring relevant competencies needed for today's work environment as well as for the near future. It focuses on improving employees' skill sets, help them advance in their jobs and find more opportunities within the company in the future. It is suitable for employees whose current skill set overlaps with the skills needed for a new position. For example, HR professional with strong analytical skill can be re-skilled into a HR analyst role.

In today's VOCA world, employees need to remain competitive and have a learning attitude to deal with fast-paced marketplace. Reskilling and Upskilling enable employees to bridge the skill gap between required skill and current skill set they possess. Employees should get aware about skill gap and develop the relevant skills they need to remain competitive in the workplace. Reskilling & Upskilling is initiated in situations like technology had changes or wants to expertise in their domain areas or want to succeed in career.

Reskilling is initiated when company wants to retaining, high-performing employees or talented employees whose roles have become obsolete due to any change in business strategy or technological changes or due to competition. Emerging technologies like Internet of Things (IoT), artificial intelligence, machine learning, deep learning, virtualization, Automation, digitization, entry of chat bots, chatGPT and many more create urge for Upskilling or Reskilling of employees. Workforce, capital, and technology are the three major components which are significantly contributing in past three industrial revolutions. This way, now we required to realize the talent required to cope up the vision of Industry 4.0 and beyond.

Literature Review:
Prof. Sahana G N , Deeksha M Nagaraj (2023) in paper titled "A Study on Impact of Reskilling and Upskilling for Promotion of employees in the organization" investigate developments in reskilling and upskilling programs & its impact on employee for receiving a promotion. The survey is conducted with fixed number of variables such as age, gender, which helps in determining a significant difference with respect to the upskilling and reskilling of employees. The Multi Linear Regression test has been

implemented to analyze if job satisfaction, productivity influences the upskilling and reskilling programs. This paper concludes that majority of employees were not promoted after attending the upskilling and reskilling programs. Despite of considering all the skill trainings, majority of the employees had a pay raise. But surprisingly they were not promoted to a better or higher position in the organization or were identified fit for the promotions taking place in the organization.

Dr K Samuvel and Gilsha K (2023) in paper "A Study on Impact of Upskilling or Reskilling of Employees in IT Services" . this paper summarized as IT Services industry is constantly evolving, with new technologies and trends and makes it difficult for IT professionals to keep up with the latest skills and knowledge. Thus, many IT organizations are investing in upskilling and reskilling programs to help their employees stay ahead. This paper summarizes as some organization take good blend of formal and informal training on need basis. Many organizations also provide tuition reimbursement or sponsorship as part of reskilling and upskilling.

M.kamarun Nihar (2019), in the paper "PROSPECTS OF RE-SKILLING EMPLOYESS IN THE AGE OF AUTOMATION" 2019" summarized that regular training programs, easy access to training material, company leader's motivation, taking ownership are some steps for reskilling and upskilling of an employee. Upskilling & Reskilling will be essential ingredient to create the workforce of the future. The skill that will be most in demand in future will also be some of the hardest to train RESILIENCE, RESOURCEFULNESS, FLEXIBILITY.

Objectives:
Focus area and objectives of this article is to comprehend Upskilling & Reskilling concept and process. This study also aims at the key points to be considered in Upskilling & Reskilling implementation process. This article targets to study the benefits and key challenges of Upskilling & Reskilling programs for Industry and employee. Article aims to study HR perspective and their role in creating and initiating the Upskilling & Reskilling programs at industry.

Research Methodology: Research paper titled Employee Upskilling & Reskilling- HR Perspective is exploratory study try to investigate importance of upskilling & re-skilling, and its process. It also emphasis on Role of HR department in upskilling & reskilling. The data collected is secondary data and collected through journals, research papers and websites.

<u>Work Analysis</u>
❖ <u>*Process of Upskilling/Reskilling for the workforce:*</u>
Following are some steps for Upskilling and Reskilling process:

1. **Conduct a Skill Gap Analysis:**
   A skills gap analysis is an assessment conducted by HR departments or HR teams. It helps to determine whether or not their workforce's current skills meet the overall needs and business objectives of the company. A skill gap analysis gives a detail list of skills employees already have, need to improve, and need to develop. This skill gap analysis gives strong input for training need identification with specific skill areas of requirement.

2. **Put Upskilling as Key Performance indicator (KPI) and align it with employee development plans:**
   To create urgency or guilt in employee with Upskilling, HR can put it as key performance indicator (KPI) for employee in performance appraisal. HR can put certain skills into an employee's annual goal sheet and learning objectives.
   Skill gap analysis will give future skill requirements in line with organizational goals and Business perspective. It also addresses employee's unique development

needs. Accordingly, HR should identify employee development plans. Ultimately it helps to empower employees to gain the knowledge and skills necessary to become proficient and productive in their role. This also indirectly prepared employees for the future by equipping themselves with desired workplace skills, as well as allowing organizations to enhance their bottom-line results.

3. Identification and conduction of Employee Training Programmes:

After skill gap analysis and identifying key performance indicator, next step is training programs identification by HR team. Once the specific area of training is identified leads towards identifying suitable training method. There are many effective training methods like simulation training, Role play, case study, online platforms, digital training, job shadowing, instructor led training, on the job trainings etc.

Generally, companies select training programs on the basis of need, time, budget availability and comparative analysis of tentative upgradation in term of efficiency, cost & time saving and overall competitive advantage gained after training.

4. Extensive use of Technology as Upskilling tool:

Now days, there are many employee training software available to deliver effective Upskilling programs. Many software tools help in creating training modules. These tools had automatic monitoring systems to ensure compliance and security. These training tools track employee engagement, analyze performance, and gather feedback.

Some of the popular learning and training software:

- **Corporate Learning Management System (LMS)**
- Virtual Classroom Software
- Knowledge management system
- Digital Adoption Platform **(DAP)**

5. Follow up & Track Progress:

The last step is to evaluation of Upskilling program to agree on if it was successful and met the set objectives. Many employee training software are available with tools which allows to measure the training effectiveness. Monitoring Key Performance Index (KPIs) such as course completion rates, training progression rates, assessment scores, lowering skill gap analysis, improving proficiency or productivity, etc. helps to determine training effectiveness and knowledge or skill acquisition by the end of your Upskilling program.

Another way of monitoring and evaluation can be through employee feedback about training effectiveness, timely assessment through quizzes; demo to find its effectiveness. Also post training programmes, whether employees had become proficient or not, if productivity had increased or not and other parameters set previously as training objective will help to access the effectiveness.
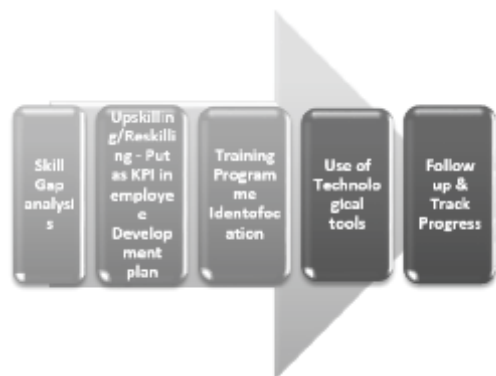
Fig:1 – Upskilling and or Reskilling Process

Concept of Learning organization & its correlation with upskilling & reskilling:

Learning Organization is emerging concept which prioritizes personal and professional growth of employees through knowledge transfer. These organizations encourage learning as part of their fundamental culture and

overall vision for long-term success.

Three key aspects of a learning organization:

1) Learning Environment: People need to feel safe to express their opinions, take risks, examine failure and challenge dominant ideologies. Learning organization always recognize and appreciate differences. They always motivate openness to new ideas and encourages innovation.

2) Learning Process & Practices: Learning organizations collect all kinds of information from a variety of sources, both internal and external, analyzing and interpreting it to solve problems and identify trends. Learning organizations always try to practice their knowledge using variety of training and methods. And they also use assessments tools to rectify & foster continual improvement.

3) Leadership/ Change Agent: Leaders play very important role in developing leaning avenues and learning environment at organization. Leaders can bring various sources, can link learnings with rewards and foster the learning environment in the organization. Transformational & transactional leadership styles mostly encourage learning process and practices in the organization.

Fig2: Key Aspects of Learning Organization

Learning organization always encourage upskilling & reskilling of an employee. It has two-fold objective. First is to retain employees, make them ready for future changes, increase their expertise in domain area, attract new talent, connect their upskilling & reskilling efforts with reward & recognition. Whereas, second aspect is increasing performance through upskilling & reskilling leads towards more profit and business earnings.

• **Role of HR in Employee Upskilling & Reskilling:**

In today's changing digital landscape, upskilling and reskilling employees has become essential & crucial for organizations to stay competitive. This necessitates companies to invest in their employees' in term of knowledge & skills required to meet the varying demands of the market. Thus to gear up & motivate employees, HR plays a crucial role. HR has to ensure that their employees have the necessary skills and knowledge to beat the growing competition.

To foster the employee reskilling & upskilling, HR has to go for:

• Skill Gap analysis.
• Developing a training plan.
• Giving access to training programs.
• Encouraging continuous learning & linking it with KPI (Key performance Indicator).
· Linking upskilling & reskilling with reward & recognition.
·• Monitoring & Evaluation.

Fig.3 Role of HR in Employee Upskilling & Reskilling:

In conclusion, the HR plays very crucial role in upskilling and reskilling employees for the success of an organization. With the increasing digital transformation, HR must take proactive steps to ensure that employees have the necessary skills and knowledge to thrive in the

ever-changing landscape.

Ultimately, HR's role in convincing management to make investment in employee upskilling and reskilling not only benefits the organization but also creates a skilled and engaged workforce that drives growth and innovation. Though, in today's competitive market, HR's role in upskilling and reskilling is more critical than ever HR should prioritize employee development to gain competitive advantage

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Challenges for Upskilling & Reskilling:
- • Technological Barriers
- • Budget Constraint
- • Lack of Skilled trainer
- • Time Constraint
- • Industry Relevance

- • Fear of Change

Benefits of Upskilling & Reskilling:
- • It helps in Talent retention / employee retention.
- • It can be considered as effective employee engagement strategy.
- • Upskilling helps to attract new talent.
- • It helps employees to become more productive and motivated.
- • Upskilling & Reskilling increases employees trust and commitment.
- • Due to upskilling & reskilling, Employees get updated, assure about their competencies are in line with changing trends.
- • Upskilling/ reskilling initiatives helps to fulfill self-esteem of an employee.

CONCLUSION:

Upskilling & Reskilling is the buzz word in today's business environment. Human resources are required to be cultivated and preserved carefully. The success or failure of any business is largely depends on the quality and skill possessed by their employees. Upskilling & Reskilling efforts build trust in the workforce and commit to keep their skills relevant and applicable within your business. In turn, employees will also stay and grow with your company to give impressive results in terms of retention, revenue, and profitability. Many companies like Amazon, Cisco, IBM, AT & T and many more are investing in Upskilling & Reskilling programs to build sustainable and skilled workforce to accept the challenges and endeavor business growth.

Upskilling or Reskilling not only empowers employees with new skills but also helps them to stay ahead of the competition as well having long term impact on business performance & profitability. So company has to give through time and investment in upskilling & reskilling of employees.

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Elevating Employee Development: Unveiling the Pivotal Role of Upskilling and Reskilling in Workforce Empowerment

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Abstract:
The modern era has changed the prospects of skill development. The skills which used to be the most critical are no longer into existence. A proficient and skilled workforce stands as a cornerstone for the socio-economic growth of both organizations and countries alike. Within any organizational framework, there exists a diverse spectrum of individuals: those endowed with innate talents, those possessing skills necessitating reskilling or upskilling for enhanced job efficiency, and those yet unskilled, requiring task alignment or skill development. In the contemporary industrial landscape, pervasive technologies like Industry 4.0, Artificial Intelligence, Machine Learning and Big Data analytics dominate.

To navigate this evolving landscape, organizations must gain a comprehensive understanding of their employees' potential, capacities, and limitations. This knowledge is integral to crafting effective employee development programs, fostering enhanced skills, and consequently, expanding career opportunities. The rapid evolution of industries and technologies necessitates organizational education initiatives on business decisions, forthcoming technologies, and the requisite skills for employees. In this transformative era, organizations are urged to inform and collaborate with their teams, guiding them through structured and personalized Learning and Development (L&D) programs. This collaborative approach empowers employees, instilling a sense of ownership in their growth journey, wherein they acquire and apply new skills to navigate evolving job roles.

Agile, data-driven, structured, and inclusive employee development initiatives are imperative, emphasizing the need for organizations to cultivate a culture of continuous learning. Such a culture not only equips employees with the necessary knowledge and skills but also positively impacts engagement and retention levels, paving the way for enhanced career advancement opportunities.

The shift towards organizations functioning as learning and training institutes is crucial. Collaborative efforts in designing tailor-made programs aligning with future business goals, along with strategic partnerships with educational institutions, can ensure a workforce that is not only adept but also industry ready. This comprehensive approach to employee development is paramount for organizational resilience and sustained growth in an era defined by technological disruption.

Keywords:
Upskilling, Reskilling, Knowledge, Competence, Capability Building, Technology, Sustenance, Employee Engagement.

Introduction:
The trend of acquiring new skills through various certification courses has been evident in IT industry compared to manufacturing industry. For IT industry Human Capital being their primary asset or resource focus on reskilling, skilling and upskilling their employees has always been of paramount importance for them. Whereas in manufacturing industry along with Human Capital, machinery and deployed technology play equally important role in productivity improvement and achieving sustainable business growth demanding good share of investment.

The training programs in such industries were

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time-consuming, unproductive, and costly affair following traditional approach of training need identification and delivery. Hence, Skill development initiatives prior to 2009 lacked precision and structure. For India as a country, rich talent pool and low labour cost serves as one of the key contributing factors in achieving its vision of becoming a developed Nation. To strengthen its position in the race of becoming a Superpower, it was vital that the Government focuses and invests in upskilling its Human Capital for better socio-economic growth.

Hence, in 2009 Indian government introduced Skill Development policy (which was revised again in 2015), with an aim to institutionalise a culture of life-long learning and provide a knowledge/skill enhancement ecosystem to its Human capital to enhance their skills thereby contributing to the Industry and Nation to their fullest potential. This policy laid down the framework for skill enhancement activities and aimed at increasing the no. of skilled manpower in the country to 15 million annually and targeted to skill 150 million people by 2022. With National Skill Development Policy in place and substantial transformation in the learning approach sparked by pandemic, organisations need to re-evaluate their current skill enhancement initiatives and emphasize on adapting the path of continual education to keep skills of their employees abreast.

These days industry as well as technology are reforming rapidly and structured employee development programs for upskilling and reskilling are imperative for professionals to stay ahead of the curve. Providing opportunities to employees to learn additional skills i.e. Upskilling and acquisition of new skills i.e. Reskilling, will not only help them to expand their capabilities, remain competitive in their careers but at large will elevate their contribution level to organisation's growth and success. Such educative initiatives will also empower them with relevant knowledge bringing them confidence to encounter and resolve complex operational challenges.

In the wake of continuously evolving industrial space and adoption of new technologies, organisations need to develop and deploy agile upskilling and reskilling initiatives to ensure their employees acquire and maintain relevant skills at much faster pace. With emergence of disruptive digital technologies, organisations need to include digital tools for identifying growth areas, defining, and implementing systematic learning paths and data driven evaluation of training effectiveness.

Present day employee development programs are must to stay ahead of the competition and must be designed such that in includes all stakeholders, tailor-made as per business needs and individual's professional aspirations and collaborative with equal focus on soft and hard skill development. Organisations and educational institutes should be undertaking initiatives to foster productive collaborations to educate students on new skills relevant to their future job roles thereby lowering the learning curve.

Knowledge sharing and developing knowledge groups within are essential to instil continual learning habit at individual level because as stated by American writer and businessman Alvin Toffler "The illiterate of the future is not those who can't read or write but those who cannot learn, unlearn and relearn".

Few skills which might play a pivotal role needs to be focused and the training aspects for these must be pondered to make in more effective. Few additional benefits which the organisation might get from upskilling of the employees is enlisted below-

Employee Engagement:

The employees when provided an opportunity to learn develops high level of interest in the work domain. This empowers the employee to participate activity and delivery the best performance leading to high level of engagement. The employee feels sense of ownership post completion of certain training and tries to deliver the learning into his day-to-day activities. This intern provokes his engagement level with the organisation.

Enhanced Performance:

The skilled employee thinks differently and has his own approach to solve the problem / issues. Due to training intervention the employee learns the alternative approach of thinking and resolving an issue. The approach might not be traditional but blend of learning and experience. This in turn help faster resolution of the problems or pain areas. Most of the organisation are benefited of this approach and others have been implementing this to create a success story. Thus, it gives a clear indication that skill development has its high level of impact on enhanced employee performance.

Agility in execution:

The organisation has witnessed that due to learning interventions the agility in execution has gone higher. This comes with a fact that earlier the employee use to consult multiple stakeholders before execution of the action due to lack of knowledge in the domain. Skill development bridges this gap and creates a confidence to resolve the issue proactively rather that reactive response. This has made the execution easy and much more agile.

Organizational Effectivity:

The organisation where skill development is considered as important part are reflected to be more effective and efficient than the organisation with learning as least priority. This makes it more evident that effective workforce creates effective organisation. The focus on the effectivity gives direction and the way to reach the goal. Thus, employees are in line with the capability building aspects and focus on the areas of their own development to support and strengthen the organisation.

Literature Review:

Authors have referred various research articles, research papers and white papers to understand the need for reskilling and upskilling working professionals and engineering students to make them Industry ready. One such paper titled "Reskilling and Upskilling the future ready workforce for Industry 4.0 and Beyond" by Ling Li emphasizes on the need for educating and enhancing the skills of workforce working in the labour-intensive sectors such as Food services, mining, agriculture, pharmaceuticals etc. In these sectors, employers are required to institutionalize a culture of continual learning along with automation by designing innovative and collaborative skill development programs.

There exists of correlation between skill enhancement and Job Satisfaction. Skilling initiatives have help improve the Job prospects within the organisation for employees whereas for undergraduates it helps improve their employability quotient. with Talent retention, employee engagement and employee development. (Ref-A Study on Impact of Reskilling and Upskilling for Promotion of employees in the organization by Ms.Deeksha M Nagaraj and Prof. Sahana G N).

Working as Allies and aligning employees' aspirations with that of organisation can work wonders in productivity improvement. Also giving employees ownership of their work, creating an emotional connect, developing two-way communication and supporting their growth/learning aspirations by developing innovative training modules and collaborating with various Vocational training institutes can help address challenges of deficiency in skilled manpower and low productivity. - Manufacturing matters, Journal of Manufacturing Excellence by CII.

Skill development should be regarded as crucial and given top priority by Organisations and Educational Institutes to stay in step with the rapidly transforming technological space. Working individuals need to embrace this idea of evolving technology and thereby their job roles and need to motivate oneself to prioritize learning in their life. Students seeking employment need to acquire right kind of skills to secure positions in their chosen field of interest. (Ref- Reskilling and Upskilling : T Reskilling and Upskilling : To Stay Relevant in T ant in Today's Industry by Rhea Sawant Symbiosis Swati Kadlag and Bryan Thomas Symbiosis Institute of Technology and Symbiosis International University).

A report on Future Jobs by World Economic Forum has highlighted that 50% of all employees will need Reskilling by 2025 resulting into change of core skills of current workforce in next 5 years due to advancement and adoption of new technologies for automating monotonous jobs or tasks.

An article "Building workforce skills at scale to thrive during—and after—the COVID-19 crisis" based on Global Survey conducted by McKinsey states that skill building is the best way to address deficiency of Skilled Manpower than external talent acquisition, contracting or redeploying employees. 69 % of organizations are investing their efforts in building future skills now than they did before pandemic with focus on developing Social and emotional skills along with technological skills. Organisations assessing potential Skill gaps, developing strategy to ensure workforce is future-ready and launching skilling hub or programs dedicated to learning are likely to succeed in their Skill transformation journey.

Upskilling helps to improve morale along with increase in productivity; saves on recruitment costs. Upskilling opportunities presented to employees plays pivotal role in ensuring employee better job satisfaction, maintain better company culture and lastly retaining of High Potential (HIPO) employees.(Ref- Leveling Up: The Benefits Of Upskilling For Employees And Organizations by Palena Neale, Ph.D, PCC,Forbes Councils Member)

A report by Great Learning on Upskilling Trends in India for 2023 has reflected that along with IT/ITES and BFSI being the top sectors with professionals upskilled, Manufacturing, Educational Services, and Pharma too have devoted their time and effort for elevating the skills of their workforce. Upskilling/Reskilling has helped employees to achieve career growth within their current organization. 71% of professionals in India are confident maintaining their employment regardless of the changing socio-economic conditions As a result of personal upskilling initiatives or those facilitated by the organization

Research Methodology:

The authors of the article have conducted qualitative research using Non-probability sampling technique. Primary data for this research was gathered using purposive sampling method and for secondary data authors have referred various local/global reports published by renowned agencies, articles, research papers, blogs and newsletters. Purposive sampling technique was used in this research with an intention to get insight from individuals working in Leadership positions across different functions in manufacturing industry who are important stakeholders as well as decision makers of the employee development process designed and implemented in their respective organisations. Our respondent list also included individuals having rich and holistic experience of designing and implementing various upskilling programs. We have gathered data from more than 70 respondents who have rich work experience in various manufacturing sectors with the belief that they are the right experts who can provide decent insights on future skills requirement of manufacturing industry and effective training techniques for successful implementation of various upskilling initiatives taken under the employee development program.

Data Analysis:

Key Technical Skills the Manufacturing Industry Should Prioritize

With technology progressing rapidly and factories getting smarter with use of advanced machinery, intelligent connecting devices/networks and huge amount of data getting generated from automated processes, it has become imperative for organisations to plan their employee development programs based on the current and future skill requirement of the industry. Survey conducted to identify the future technical skill requirement for manufacturing industry has highlighted technical skills such as Artificial Intelligence (AI), Machine Learning (ML), Digital Manufacturing, Industry 4.0, Sustainability and Green Manufacturing are likely to be the critical skills which every manufacturing organisation aspiring to grow and stay competitive should prioritise while designing their employee development programs.

Key EQ Skills the Manufacturing Industry Should Prioritize
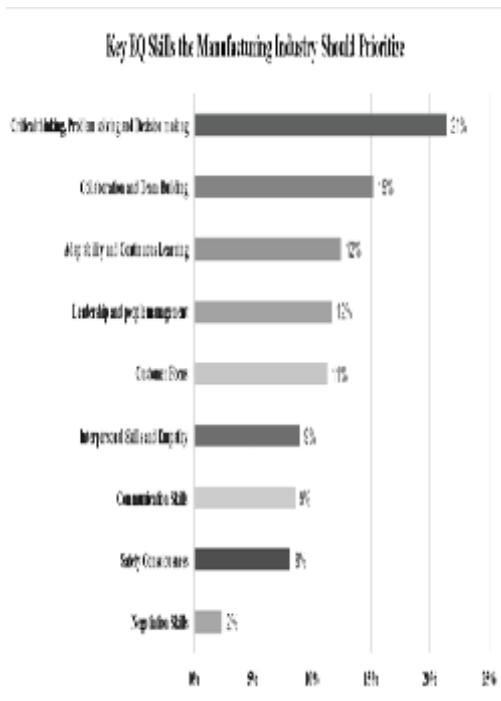
Previously hiring and internal promotions used to depend largely on hard skills and experience gained by the individuals. But this scenario has changed post pandemic, and it is now believed that to elevate overall business performance learning programs need to include hard skills coupled with soft skills for holistic development of the individuals. As per expert's opinion received during this survey, critical thinking, problem solving, decision making, collaboration and team building, adaptability, and continuous learning topics the list of important soft skills that manufacturing organizations should focus on in near future.

Effective Training Approaches for Achieving Success in Upskilling Initiatives
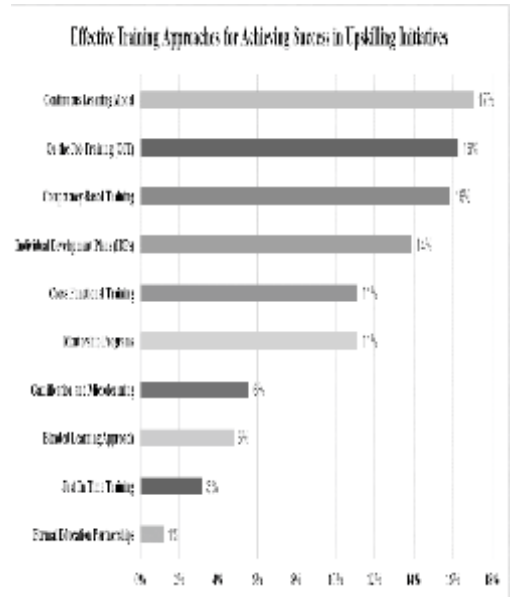
There are several training techniques which are being used past many years for upskilling or reskilling employees and post pandemic there few new training methods have been evolved having huge impact on the entire learning ecosystem. Through this survey researchers have tried to understand from experts which are the techniques they believe would be impactful in delivering trainings thereby making the whole employee development process more fruitful and engaging. It is observed that Continuous Learning Models addressing individual growth aspirations and inline with Company vision, OJTs and Competency-Based training models hold greater significance in organisations' overall skill enhancement effort compared to other learning methods practiced in the industry.

Essential Considerations When Crafting Upskilling and Employee Development Initiatives
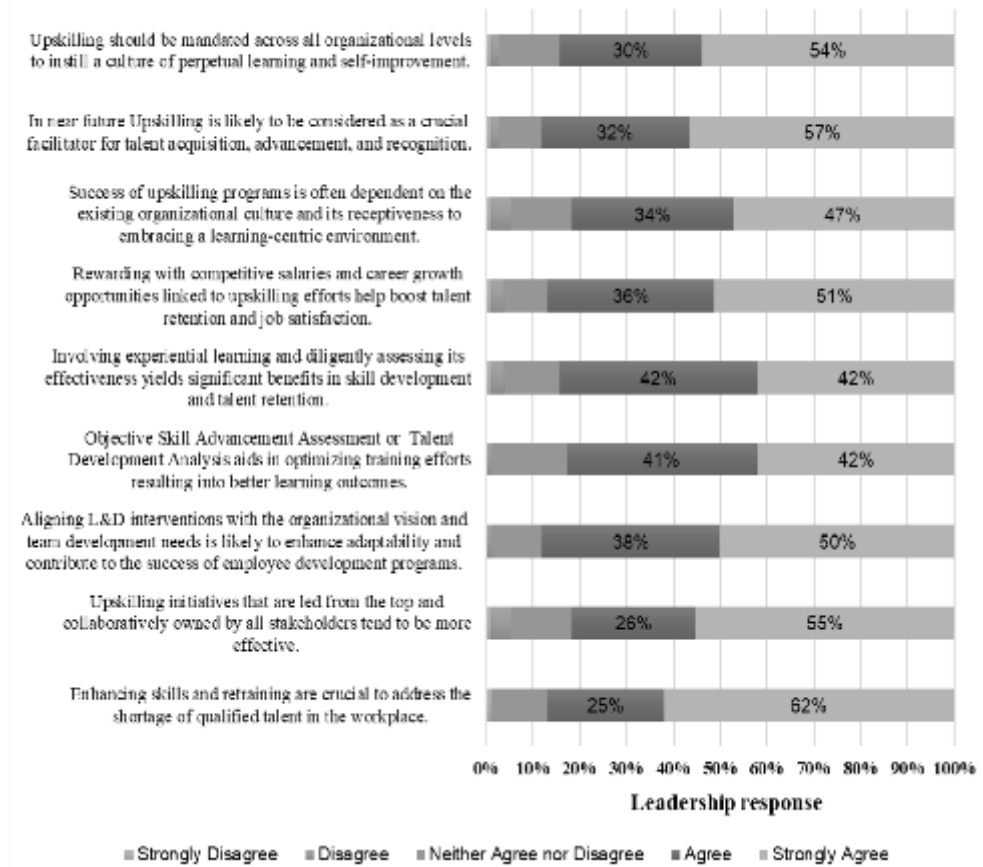
From above graph it is evident that, respondents have expressed strong agreement on skill enhancement and retraining being important in ensuring adequate skilled talent pool at workplace. They believe that upskilling initiatives should be implemented across all levels of the organisation to inculcate the culture of learning and self-improvement in the organisation. For employee development programs to be effective and productive, they need to be top-driven and co-owned by all stakeholders in the organisation. Upskilling is likely to have a bearing on Talent acquisition, vertical growth for individuals and recognition in years to come.

The respondents have exhibited a considerable level of agreement with objectively assessing the skill advancement areas, including experiential learning in training delivery and measuring training effectiveness can make the whole earning process more robust and likely to aid in talent retention. Aligning L&D interventions with Organisational vision and individual growth aspirations can improve the adaptability of learning programs. Augmenting upskilling initiatives with competitive salaries and opportunities for vertical growth is likely to enhance employees' job satisfaction levels.

Proposed Framework:
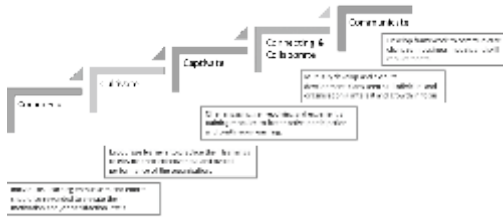
Fig: Talent Nurturing Model

Communication - It is the key to develop personal connect and success. With growing source of information and networking people these days are more informed and curious about their career advancement opportunities than before. Hence, establishing a proper communication framework to keep employees updated on changes in business needs, adaption of new technologies, new skills in focus and skills likely to become obsolete has become important. Communication of this information will not only help bring Clarity and transparency, but it will also help to advance confidence, contribution, and involvement of all the stakeholders in this employee development activities.

Connecting and Collaborating – Upskilling initiatives can be more engaging and productive if they are employed with collective and concentrated effort. It has become crucial that L&D teams connect with the individuals and their managers/HODs periodically to understand team's growth ambitions and collaboratively develop curated learning paths contributing to the team's and organisation's progress. This would also aid in extending a sense of ownership and involving all stakeholders in the decision-making process.

Captivate – For employee development programs to be well-received and seamlessly implementable, organizations should aim to offer engaging and stimulating learning experiences to captivate their employees' interest so that their attention and enthusiasm continues for learning and growth.

Cultivate – Learners should be encouraged and provided with avenues to cultivate the knowledge and skill they have acquired, contributing to both their individual development and the overall growth of the organization.

Commend – Policies should be framed to commend individual learning efforts by offering suitable financial incentives and opportunities for vertical growth. This approach would aid in keeping learners motivated, satisfied, and engaged in their workplace.

For entry level talent, Companies should partner with educational institutes and support them by offering Industry oriented certification programs for making the students future ready and deployable from day zero.

Conclusion :

In today's technologically dynamic and competitive market, having optimum skilled manpower at each level is crucial to the success of your organisation. Programs to elevate both hard and soft skills need to be prioritised based on changing business needs. Amid talent war, organisations should focus on nurturing talent internally given its cost-effectiveness and feasibility than lateral hiring which likely to pose the challenge of ensuring cultural fit.

Fostering a culture of continuous learning and self-improvement with all stakeholders actively and equally contributing can elevate the success bar of these talent development programs. In future there is likely to be shift in individual choice in offer acceptance based on factors such inclusivity, better learning and career development opportunities offered etc along with salary packages. Organisations need to support and encourage individual growth financially and professionally to enhance their employees' productivity, satisfaction at their job and exhibit loyalty towards the organization for an extended tenure. For Organisation to achieve sustained growth it is important that they levy equal focus on their team's growth plans along with technological advancements.

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Impact of Technology, Social Interaction, and Motivation on Employees' Commitment

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Abstract:
This article explores the impact of three independent variables, i.e. technology, social interaction, and motivation on employees' commitment to organizations hiring them as the sole dependent variable studied. This impact is investigated based on the main sub-constructs of the independent variables drawn from the operational definitions that enable the researcher to assess the impact accurately. The mixed research method, in which both qualitative and quantitative research tools were administered, was utilized for conducting the study. A sample of 300 instructors hired by private centers in a small city, i.e. Beni Suef, were recruited, out of the whole population of 500 instructors, for the study. A questionnaire was administered as a quantitative research tool for collecting numeric data whereas the interview was conducted as a qualitative research tool. Triangulation was used as a technique for attaining a deeper understanding of the data collected. Data collected was interpreted for drawing findings and conclusions leading to realizing the correlation attaching these variables altogether.

Keywords:
Employees' Commitment – Technology – Social Interaction – Motivation

Introduction:

Instructors represent the major asset of any organization. Successful organizations function with the aid of highly motivated and efficient employees (Gaur, Shukla & Verma, 2019). This optimum level of functionality can be attained via several factors that guarantee employees' commitment to the organization they work for. With the accelerating need to recruit efficient employees, working on various variables affecting this performance is a priority. Providing the appropriate level of motivation to employees should be the main concern of the organization represented in human resources personnel. As well, both types of motivation have to be addressed adequately (Adebayo, 2021). Nevertheless, overcoming obstacles hindering performance, e.g. technology and social networking, has to be taken into consideration. Based on the three dimensions of employees' commitment to the organization presented by Al-Madi et al. (2017), i.e. affective, continuance, and normative organizational commitment, emotions, costs of leaving the organization, and obligation to the organization are the three variables influenced by employees' perception of the organization (Al-Madi et al., 2017).

Recent research asserts the impact of job satisfaction on employees' commitment. Basically, this satisfaction is manifested in motivation, i.e. intrinsic and extrinsic motivation. Therefore, it is necessary to comprehend the major types of motivation affecting employees' performance (Saputra & Mahaputra, 2022). In various contexts, including educational businesses, the main concern of educational businesses is the extrinsic type of motivation. In educational businesses, intrinsic and extrinsic motivation affect instructors' commitment to the organization based on the level of satisfaction presented by the organization to the instructors. Successful human resources personnel can spot the right type of motivation affecting the candidate (Al-Madi et al., 2017). Meanwhile, working tools, mainly represented in using technological tools or equipment, as well as the organizational culture represented in the social

interaction among instructors and other personnel represent more factors affecting instructors' commitment to the organization they work for (Njenga, Kamau & Njenga, 2015). Technology is a major weakness point in several educational businesses in developing countries. As well, the organizational culture is not usually highlighted to new instructors.

The current study aims to investigate the impact of intrinsic and extrinsic motivation on instructors' commitment to the educational business based on the Expectancy Theory understanding. As well, another objective of the current study is represented in investigating the impact of technological tools' usefulness and ease of use on instructors' commitment to the educational business based on the Technology Acceptance Model. Meanwhile, this was accompanied by investigating the impact of social interactions leading to interpersonal relationships among instructors on instructors' commitment to the educational business based on the Social Exchange Theory. Hence, there are three theoretical frameworks governing the structure of the study, i.e. Expectancy Theory, Technology Acceptance Model, and Social Exchange Theory.

These fundamental objectives lead to solid positive consequences resulting from completing the study. Major consequences are represented in providing an adequate understanding of the impact of motivation on instructors' performance which leads to a decrease in employee turnover; namely instructor turnover, in small and medium educational businesses; especially in small African cities. Another consequence is identifying issues related to using technology in educational businesses, mainly by instructors, based on their experiences; especially after adopting online and blended learning in several educational institutions. This leads to bridging the gap between instructors and various business owners and stakeholders who do not realize the reasons for this issue. Moreover, the current study leads to identifying the social factors and networks leading to the organizational culture that is not usually

identified and adequately presented to instructors in small and medium educational businesses. Meanwhile, this study addresses the major three variables affecting educational businesses in developing countries in one study. This will bridge this gap in the field of research conducted on educational businesses. Personal observations as well as the literature review reveal the necessity of addressing these variables for better instructors' commitment. This consequently leads to a higher level of job satisfaction which leads to higher profits.

Literature Review:
Technology:

Technology is defined in light of the foundational work of the Technology Acceptance Model presented by Davis (1989) and Venkatesh et al. (2003). Here, technology is defined by Davis (1989) in the light of Perceived Ease of Use as the level of difficulty of using technology as perceived by individuals which can be measured using questionnaires and interviews via which participants express their beliefs regarding easiness of using technology for fulfilling required tasks.

Meanwhile, Davis (1989) defines technology based on Perceived Usefulness as individuals' belief in the ability to use specific technology to improve their performance in the workplace. This component can be measured using self-reports to assess the positive impact of using specific technology for fulfilling specific tasks professionally. In addition, relevance to the task fulfilled can be also assessed.

As per defining technology in light of Behavioral Intention to Use, Davis (1989) presents this construct as a major component for presenting the definition. Here, technology is defined as the potential possibility of using relevant technology in the future as perceived by individuals. This can be measured using questionnaires and interviews to have a better understanding of individuals' intentions to adopt technology and adapt to it in the future. Venkatesh et al. (2003), however, define technology in light of Actual Use as the variable expressing the realistic use conduct related to

technology in the workplace. This necessitates assessing the duration, frequency, and extent to which technology is utilized. Questionnaires and interviews can be used to attain this goal.

As per Attitude Towards Using Technology, Venkatesh et al. (2003) present a definition leaning on several components represented in having access to hardware and software in the workplace for fulfilling tasks and achieving the goals required. In addition, the design of the interface and usability play a vital role in enhancing task performance in the business context. Other components include features of the technological tool, resources available for providing training and technical support, availability of merging technology used in daily tasks, and reliability of the technological tool utilized.

Social Interaction:

Definitions of social interaction in light of Social Exchange Theory have been presented via the foundational work of Emerson (1976), Thibaut & Kelley (1959), Cook & Emerson (1978) as well as Blau (1964). Definitions of social interaction are presented in light of the three components, i.e. Relationship Evaluation, Perceived Costs, and Perceived Rewards. Thaibaut & Kelley (1959) define social interaction in light of Perceived Costs as the outcomes resulting from social interaction that can be negative. Operationally, social interaction can be assessed via examining participants' perceptions of the negative impact resulting from social interaction using questionnaires and interviews. Perceived Rewards, however, are presented by Emerson (1976) to be used for defining social interaction as the positive outcomes resulting from social interaction. Like Perceived Costs, Perceived Rewards can be measured using questionnaires and interviews to identify participants' perceptions of the desirable impact coming out of social interaction in the business context.

Cook & Emerson (1978) as well as Blau (1964), however, handle the definition of social interaction in light of Relationship Evaluation. Several components are identified for defining

social interaction in light of Relationship Evaluation. These components include patterns of communication, e.g. content, mode, and frequency of interaction among individuals in business contexts. Perceived relationship quality is another component that includes intimacy, satisfaction, and fulfillment as basic indicators governing social interaction within business contexts. A third component is represented in the reciprocity of engagement which refers to active participation and responsiveness in social contexts; especially business ones.

According to Blau (1964), the type of feedback received, i.e. constructive and negative feedback, has a major impact on social interaction in the business context. This can be translated into support, affirmation, and encouragement, on the one hand, as well as the negative feedback represented in criticism, conflict, or disagreement, on the other. Emotional tone as well as strategies used for resolving conflicts represent other components that affect social interaction in business contexts.

Motivation:

Definitions of motivation based on the Expectancy Theory were originally presented by Vroom (1964), the founder of the theory. In the light of Expectancy, i.e. Effort-Performance Expectancy, motivation is defined as the potential possibility of attaining a higher level of performance in fulfilling a specific task based on the efforts exerted. Hence, Vroom (1964) defines motivation operationally in the workplace as a variable that can be measured and assessed via directing questions to employees regarding their belief in the possibility of fulfilling tasks successfully via exerting the necessary efforts.

When attributing motivation to Instrumentality, Vroom (1964) defines it as the belief that a reward can come as a result of performing tasks successfully. This definition translates into an operational one when attributing it to the organizational context and assuming that motivation can be measured and assessed via

investigating employees' beliefs regarding the possibility of receiving incentives, getting promoted or receiving a reward based on the level of their performance when fulfilling various tasks.

When it comes to Valence, however, Vroom (1964) presents it as the Value of Rewards, i.e. how the reward is valuable or attractive based on the employees' point of view. Consequently, motivation is defined operationally as a variable that can be measured or assessed based on employees' preferences when it comes to the type of reward, e.g. promotion, incentives, bonuses…etc.

Employees' Commitment:

In the current study, commitment is studied in educational businesses as a dependent variable affected by motivation, technology, and social interaction. Commitment in the business environment is divided into several types, i.e. affective commitment, continuance commitment, Normative Commitment, and organizational commitment. Affective commitment is defined operationally as the limit of employees' attachment to the institution or the organization they work for which leads to a deeper level of involvement with the entity hiring them. This can be measured using questionnaires and interviews assessing affective commitment (Meyer & Allen, 1991).

As per Continuance Commitment, it is operationally defined by Meyer & Allen (1991) as the negative outcomes resulting from leaving the organization as perceived by the employee. This is referred to as the perceived cost of leaving the organization. This can be measured using questionnaires and interviews assessing continuance commitment.

Meyer & Allen (1991) define Normative Commitment operationally as a third type of commitment referring to moral or ethical reasons leading employees to have a sense of duty to remain in the organization. This can be measured using questionnaires and interviews assessing normative commitment.

Accordingly, employees' commitment is defined operationally in the current study as the dependent variable that can be measured using questionnaires and interviews assessing employees' perceptions of perceived costs, attachment to their organization as well as the sense of duty towards the entity they work for.

Objectives of the Study:

The current study aims to achieve the following objectives:

- Investigating the impact of intrinsic and extrinsic motivation on instructors' commitment to the educational business based on the Expectancy Theory understanding

- Investigating the impact of technological tools' usefulness and ease of use on instructors' commitment to the educational business based on the Technology Acceptance Model

- Investigating the impact of social interactions leading to interpersonal relationships among instructors on instructors' commitment to the educational business based on the Social Exchange Theory

Methodology and Data Collection:

Based on the problem addressed in the current study, i.e. the impact of motivation, technology, and social interaction on employees' commitment, the mixology research method design is utilized for approaching the research problem. This research design is more convenient for collecting more reliable data rather than solely depending on qualitative or quantitative research designs. Since the mixed research method is used in the current study, the data was collected using a questionnaire representing the numeric data collection tool needed for the quantitative research method as well as the interview as the non-numeric data collection tool used in qualitative research methods. Data collected via both tools was analyzed.

The current study necessitates using the mixed research method for the impracticality of using

either **solely to investigate** the research problem. Collecting data using quantitative tools, for instance, to assess the impact of one variable on the other lacks credibility since more data can be collected using qualitative research tools, e.g. focus groups or interviews. When answering questions from the questionnaire used in the pilot study, some participants showed an inability to decide on the choice that represents their case. Here, the interview provides further information and allows both the participants and the researcher to better understand the variables investigated. Here, the sole dependence on either tool makes the data collected unreliable. Therefore, utilizing the mixed research method is essential. Since the current study relies on the sequential transformative research design, which is a variation of the mixed research method, both qualitative and quantitative research tools were utilized for conducting the research. A questionnaire was utilized to assess the impact of motivation, technology, and social interaction on the employees' commitment. For the current study, a sample of instructors, representing employees, in some educational businesses was selected to study the impact of motivation, technology, and social interaction on their commitment to educational businesses. Instructors teach a variety of courses based on the needs of learners in specific areas.

As per the population out of which the sample has been selected, both part-time and full-time instructors responsible for providing various courses in private centers either online or in person represent the population addressed in the current study. The size of the population is estimated at 500 instructors with various demographic backgrounds. Population demography includes gender, both females and males are represented. Instructors belong to urban and rural communities. In addition, they teach several courses. As well, they belong to a range of age groups.

Since instructors represent the majority of the workforce in private centers, they possess the criteria matching the major criteria needed for the current study that investigates the commitment of employees in educational businesses. In the meantime, this population is the idealistic one dealing with the three major variables of the study, i.e. motivation, technology, and social interaction since they usually represent two-thirds of the workforce in most private centers.

Variables of the Study:

Technology is an independent variable in the current study. It is measured based on the main constructs of the Technology Acceptance Model which have Perceived Usefulness, Perceived Ease of Use, Attitude Towards Using Technology, Behavioral Intention to Use Technology, and Actual Usage Behavior as the main constructs.

Social interaction is an independent variable in the current study. It is measured based on the main constructs of the Social Exchange Theory which have three sub-constructs, i.e. Relationship Evaluation, Perceived Costs, and Perceived Rewards.

Motivation is an independent variable in the current study. It is measured based on the main constructs of the Expectancy Theory that have Expectancy, Instrumentality, and Valence as the main constructs.

Commitment is a dependent variable affected by motivation, technology, and social interaction. Commitment in the business environment is divided into several types, i.e. affective commitment, continuance commitment, Normative Commitment, and organizational commitment.

In addition to independent and dependent variables in the current study, there were extraneous variables that were controlled to ensure that only independent variables, handled in the study, affect the dependent variable addressed.

Data Analysis and Findings Discussion:

As per the questionnaire, items of the questionnaire had to be coded since verbal data related to demographic information, for instance, cannot be analyzed without coding. Each response was given a specific code to

facilitate the analysis process. According to Babbie (2016), responses of questionnaires can be given numerical codes. Each specific attribute is corresponded to a code.

The numeric scale from 1 to 5 was used to code the Likert-type questionnaire in an Excel sheet. Here, codes go as follows:

1 corresponds to "Strongly Disagree"
2 corresponds to "Disagree"
3 corresponds to "Undecided"
4 corresponds to "Agree"
5 corresponds to "Strongly Agree"

Respondent ID	Q1	Q2	Q3	Q4	Q5
1	5	4	5	4	5
2	4	3	4	3	4
3	3	2	3	2	3
...	...	...	...	...	...

Here, each column (Q1, Q2, Q3, Q4, Q5) corresponds to a question, and respondents' answers are coded using the numerical scale. This format can be used to enter data for each participant.

Additionally, a separate sheet or section in the Excel file can be presented as a codebook that explains the numerical scale for each response. For instance:

Codebook:

Cod	Response
1	Strongly Dis
2	Disagree
3	Undecided
4	Agree
5	Strongly Ag

Table 1: Multiple Regression Analysis

Descriptive Statistics

	Mean	Std. Deviation	N
E	3.4740	.10469	300
I	1.6840	.60644	300
V	2.4880	.38464	300
PU	4.3695	.33982	300
PEU	1.9920	1.05168	300
ATU	3.3465	.53808	300
BIU	3.5983	.37486	300
AUB	3.5808	.32596	300
RE	4.3011	.18268	300
PC	4.4470	.19395	300
PR	4.4530	.16180	300

Table 1 displays the descriptive statistics for several variables studied in the research (E, I, V, PU, PEU, ATU, BIU, AUB, RE, PC, and PR) in the context of multiple regression analysis. The previous table can be interpreted as follows. The mean represents the average value of each variable across all observations. For example, the mean for variable E is 3.4740, indicating the average value for E across the sample is approximately 3.47. As for Standard Deviation, it is a measure of the amount of variation or dispersion in a set of values investigated. A lower standard deviation indicates that the values tend to be close to the mean, while a higher standard deviation indicates more spread out values. The standard deviation for variable I, for instance, is 0.60644, suggesting that the values of I are somewhat distributed around the mean value.

Number of observations is represented in the symbol N. It refers to the number of observations or cases in the sample. In the current study, there are 300 observations for each variable. As per other variables, i.e. (E, I, V, PU, PEU, ATU, BIU, AUB, RE, PC, PR), they represent the variables included in the multiple regression analysis using the SPSS software. Each variable has its mean and

standard deviation. In multiple regression, these descriptive statistics provide a snapshot of the central tendency and variability of each variable in the data analyzed. Understanding these measures is crucial for assessing the characteristics of the data before proceeding with the regression analysis. Table 2: Correlations

Table 2 shows the Pearson correlation

Table 2: Correlations

		E	I	V	PU	PEU	ATU	BIU	AUB	RE	PC	PR
Pearson Correlation	E	1.000	-.022	.037	.162	-.006	.012	-.033	.187	.090	-.083	.052
	I	-.022	1.000	.214	-.385	.116	.042	-.050	-.143	-.137	-.070	-.217
	V	.027	.214	1.000	-.204	-.299	.045	.313	.164	.134	.017	.118
	PU	.162	-.385	-.204	1.000	-.151	-.117	-.257	-.164	.211	.235	.042
	PEU	-.006	.116	-.299	-.151	1.000	-.225	-.074	-.062	-.161	-.067	-.168
	ATU	.012	.042	.045	-.117	-.225	1.000	-.046	-.117	.025	-.037	-.007
	BIU	-.033	-.050	.313	-.257	-.074	-.046	1.000	.459	.094	.067	.082
	AUB	.187	-.143	.164	-.164	-.062	-.117	.459	1.000	-.094	-.226	.026
	RE	.090	-.137	.134	.211	-.161	.025	.094	-.094	1.000	.509	.208
	PC	-.083	-.070	.017	.235	-.067	-.037	.067	-.226	.509	1.000	.131
	PR	.052	-.217	.118	.042	-.168	-.007	.082	.026	.208	.131	1.000
Sig. (1-tailed)	E	.	.350	.261	.002	.462	.420	.287	<.001	.059	.076	.185
	I	.350	.	.000	.000	.022	.234	.196	.007	.009	.115	.000
	V	.261	.000	.	.000	.000	.221	.000	.002	.010	.385	.020
	PU	.002	.000	.000	.	.004	.022	.000	.002	.000	.000	.233
	PEU	.462	.022	.000	.004	.	.000	.100	.142	.003	.124	.002
	ATU	.420	.234	.221	.022	.000	.	.212	.021	.332	.260	.455
	BIU	.287	.196	.000	.000	.100	.212	.	.000	.052	.123	.078
	AUB	.001	.007	.002	.002	.142	.021	.000	.	.052	.000	.325
	RE	.059	.009	.010	.000	.003	.332	.052	.052	.	.000	.000
	PC	.076	.115	.385	.000	.124	.260	.123	.000	.000	.	.011
	PR	.185	.000	.020	.233	.002	.455	.078	.325	.000	.011	.
N	E	300	300	300	300	300	300	300	300	300	300	300
	I	300	300	300	300	300	300	300	300	300	300	300
	V	300	300	300	300	300	300	300	300	300	300	300
	PU	300	300	300	300	300	300	300	300	300	300	300
	PEU	300	300	300	300	300	300	300	300	300	300	300
	ATU	300	300	300	300	300	300	300	300	300	300	300
	BIU	300	300	300	300	300	300	300	300	300	300	300
	AUB	300	300	300	300	300	300	300	300	300	300	300
	RE	300	300	300	300	300	300	300	300	300	300	300
	PC	300	300	300	300	300	300	300	300	300	300	300
	PR	300	300	300	300	300	300	300	300	300	300	300

coefficients between different variables investigated in the current study, i.e. (E, I, V, PU, PEU, ATU, BIU, AUB, RE, PC, PR) in the data analyzed. The correlation coefficients measure the strength and direction of a linear relationship between two variables. The table can be interpreted as follows. As per correlation coefficients, a positive correlation coefficient indicates a positive linear relationship (as one variable increases, the other tends to increase). A negative correlation coefficient, however, indicates a negative linear relationship (as one

variable increases, the other tends to decrease). The closer the correlation coefficient is to +1 or -1, the stronger the linear relationship. A coefficient of 0 indicates no linear relationship. As for the Significant Correlations, the "Sig. (1-tailed)" values indicate the significance level of the correlation coefficients. If the p-value is less than the chosen significance level (commonly 0.05), the researcher rejects the null hypothesis of no correlation. In the row for variable 'PU' (perceived usefulness), for instance, there are correlations with other variables. The correlation between 'PU' and 'RE' is 0.211, and the p-value is less than 0.05, indicating a significant positive correlation.

The correlation between 'E' (expectancy) and 'PU' (perceived usefulness) is 0.162, suggesting a weak positive correlation. The p-value is less than 0.05, indicating statistical significance. The correlation between 'I' (instrumentality) and 'V' (valence) is -0.385, indicating a moderate negative correlation. The p-value is less than 0.05, indicating statistical significance. As well, the correlation between 'RE' (relationship evaluation) and 'PC' (perceived costs) is 0.509, indicating a moderate positive correlation. The p-value is less than 0.05, indicating statistical significance. The bottom part of the table provides the number of observations (N) for each pair of variables.

To determine whether there is a significant correlation between motivation, technology, social interaction, and employees' commitment, the correlation coefficients and their corresponding p-values in the table should be examined. When investigating the correlation between the variables related to motivation, technology, and social interaction (E, I, V, PU, PEU, ATU, BIU, AUB) and the variable representing employees' commitment (RE), the following is observed. The correlation between 'E' (expectancy) and 'RE' (relationship evaluation) is 0.090, and the p-value is 0.059 (> 0.05). The correlation between 'I' (instrumentality) and 'RE' is -0.137, and the p-value is 0.009 (< 0.05). The correlation between

'V' (valence) and 'RE' is 0.134, and the p-value is 0.010 (< 0.05). Also, the correlation between 'PU' (perceived usefulness) and 'RE' is 0.211, and the p-value is < 0.001. The correlation between 'PEU' (attitude towards using technology) and 'RE' is -0.161, and the p-value is 0.003. The correlation between 'ATU' (actual usage behavior) and 'RE' is 0.025, and the p-value is 0.332 (> 0.05). The correlation between 'BIU' (perceived costs) and 'RE' is 0.094, and the p-value is 0.052 (slightly above 0.05). The correlation between 'AUB' (perceived rewards) and 'RE' is -0.094, and the p-value is 0.052 (slightly above 0.05).

Based on these observations, there are some significant correlations between certain motivational, technological, and social interaction variables and employees' commitment. Notably, 'I,' 'V,' 'PU,' and 'PEU' have statistically significant correlations with 'RE.' It's important to note that correlation does not imply causation, and other factors could influence the observed relationships. Additionally, the significance level (alpha) chosen (commonly 0.05) affects the interpretation of p-values.

The previous analysis provides answers to the research questions provided earlier via assuming that there are statistically significant positive correlations between employees' commitment and the sub-constructs of motivation represented in expectancy, instrumentality, and valence. The same positive correlation exists between employees' commitment and the sub-constructs of technology represented in perceived usefulness, perceived ease of using technology, attitudes towards using technology, behavioral intention to use technology, and actual usage behavior. Additionally, the same statistically significant positive correlations exist between employees' commitment and the sub-constructs of social interaction represented in relationship evaluation, perceived costs, and perceived rewards.

As per the interview responses, 100 participants were interviewed. Responses were recorded for

later analysis. Data analysis procedures utilized the interview protocol provided earlier as well as the following steps. First, the interview responses were read thoroughly to be familiarized with them. This leads to understanding the context and patterns of responses emerging. Then, the responses collected were coded into categories based on a coding book. Here, initial themes and patterns are identified in light of the variables coded. This step was followed by interpreting data and identifying the themes related to the research objectives. Since the mixed research design was used in the current study, the triangulation technique was utilized. The data collected via the interview was compared to the data collected via the questionnaire to identify the common findings.

Investigating the data collected led to the following findings. When analyzing responses to questions addressing motivation, most responses expressed a tendency to have loyalty to the organization when receiving financial rewards in a way that matches the local economic situation. For instance, most participants were demotivated when offered low financial incentives. Nevertheless, they were highly motivated and committed to the organization when offered professional development opportunities as a reward.

As per questions addressing technology, participants were generally aware of the importance of using technology to attain their professional goals. According to some participants, this was not the case prior to the lockdown. New developments encouraged most of them to have positive attitudes toward technology; especially when perceiving the new opportunities that they can seize the technological skills needed for competing in the local and the international marketplace.

Social interaction questions revealed the relation between this construct and the previous one, i.e. technology. Eagerness to utilize technology to the maximum encouraged participants to build powerful connections for exchanging experiences. However, it led also to a higher level of competitiveness among a few participants. Nevertheless, in both cases, participants had a higher level of commitment to organizations that provide a dynamic community to provide professional development and build powerful connections for further opportunities.

Hence, the results of the qualitative data analysis refer to the same conclusions drawn via the quantitative data analysis. The statistically significant correlation between the previously mentioned constructs and employees' commitment is even stronger when analyzing interview responses. Participants were allowed to express their ideas thoroughly. Moreover, follow-up questions were asked for further understanding.

Conclusion:

In conclusion, this article provides a detailed account of all stages followed for conducting the research professionally. When it comes to conducting the research scientifically, there are three main stages, i.e. planning, implementation, and interpretation. In the planning phase, the mixed research method was assigned as the research methodology suiting the current study. Since this methodology depends on both qualitative and quantitative research techniques, the interview was assigned as the qualitative data collection tool that is used for collecting non-numerical data whereas the questionnaire was assigned as the numerical quantitative data collection tool. Data collected was analyzed using multiple regression statistical analysis utilizing SPSS software for evaluating the impact of the three independent variables on the dependent variable. Then, the findings are interpreted based on the research questions assigned earlier. Meanwhile, research ethics issues were addressed professionally to avoid any potential ethical misconduct. As well, extraneous variables were controlled for ensuring that the impact investigated is solely related to that of the independent variables on the dependent variable.

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Upskilling and Employee Development in India

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Introduction

Upskilling and employee development are essential for businesses to remain competitive in the rapidly changing global economy. In India, where the economy is growing rapidly and the workforce is becoming increasingly young and educated, upskilling and employee development are even more important.

Upskilling is the process of developing new skills or improving existing skills. Employee development is a broader term that encompasses all aspects of an employee's professional growth, including upskilling, training, and mentoring.

Benefits of Upskilling and Employee Development

There are many benefits to upskilling and employee development, both for businesses and for employees.

For businesses, upskilling and employee development can lead to:

- Increased productivity
- Improved quality of work
- Reduced costs
- Increased customer satisfaction
- A more competitive workforce

For employees, upskilling and employee development can lead to:

- Increased job satisfaction
- Improved career prospects
- Higher earnings
- A greater sense of personal achievement

Challenges faced in mapping up the existing skills v/s new skills

Despite the many benefits of upskilling and employee development, there are also some challenges that businesses in India face.

a) Difficulty in mapping & identifying the right skills to upskill employees in: This is because the job market is constantly changing and new skills are emerging all the time.

b) Lack of awareness: Many Indian employers are not aware of the importance of upskilling and employee development. They may also not be aware of the resources available to them to help them upskill their employees.

c) Cost: Upskilling and employee development can be costly. Employers may need to invest in training programs, software, and other resources. Cost of upskilling and employee development can be high. This is especially true for small and medium-sized businesses.

d) Time commitment: Upskilling and employee development can be time-consuming. Employers need to be willing to invest the time to train their employees and help them develop their skills. Further, it can be difficult to motivate employees to upskill. This is because employees may not see the value in upskilling or they may not have the time to do so as their priority.

To summarise, the top three challenges that Indian businesses face in upskilling and employee development are:

- Lack of time (60%)
- Lack of budget (55%)
- Lack of resources (50%) (Source: KPMG India Upskilling Survey 2023)

One of the noteworthy points - as per the recent research is, most of these challenges are sector agnostic. Meaning be it any sector of business like Manufacturing, Engineering, SCM/Logistics, FMCG, Banking & Insurance, BFSI, IT, ITES and even R&D.

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Despite the challenges, upskilling and employee development are essential for businesses to remain competitive in the rapidly changing global economy. Indian employers who invest in upskilling and employee development will be well-positioned to succeed in the future.

The methodologies and strategies adopted for skill enhancement:
There are a number of strategies that businesses in India can use to upskill their employees and develop their workforce.

One strategy is to provide employees with access to training and development programs. This can be done through in-house training programs, external training programs, or online courses like LMS platforms.

Another strategy is to provide employees with opportunities to learn on the job. This can be done through job shadowing, mentorship, or cross-training.

Finally, businesses can provide employees with financial assistance to cover the costs of upskilling. This can be done through tuition reimbursement programs, scholarships, or grants.

There are a number of benefits to upskilling and employee development, both for businesses and for employees. For businesses, upskilling and employee development can lead to increased productivity, improved innovation, and reduced turnover. For employees, upskilling and employee development can lead to higher salaries, better job prospects, and increased job satisfaction.

There are a number of ways that Indian businesses can upskill and develop their employees. Some common methods include:

- On-the-job training: This type of training is provided by supervisors or other experienced employees and typically involves employees learning new skills by performing their job duties.

- Formal training programs: These programs are typically offered by external vendors and cover a wide range of topics, such as leadership, management, and technical skills.
- Online learning / LMS: Online learning offers a flexible and convenient way for employees to learn new skills at their own pace.
- Mentoring: Mentoring involves pairing an experienced employee with a less experienced employee to provide guidance and support.

The Indian government is also taking steps to promote upskilling and employee development. In 2015, the government launched the Skill India Mission, which aims to train 400 million people by 2022. The mission is focused on providing training in a variety of sectors, including manufacturing, construction, and healthcare.

In order to be successful in the global economy, Indian businesses need to invest in upskilling and employee development. By providing their employees with the training and resources they need to grow and develop, Indian businesses can improve their productivity, innovation, and competitiveness.

Here are some specific examples of upskilling and employee development programs that are being implemented in India:
- **TCS Pace:** Tata Consultancy Services (TCS) has a program called Pace, which is designed to help employees develop new skills and stay up-to-date with the latest technologies. TCS Pace offers a variety of training programs, including online courses, in-person workshops, and mentoring.

- **Infosys Aspire:** Infosys has a program called Aspire, which is designed to help employees develop their careers. Aspire offers a variety of training programs, including online courses, in-person workshops, and mentoring.

- **Wipro Skills Academy:** Wipro has an

academy called Wipro Skills Academy, which is focused on providing training to employees in a variety of skills, including technical skills, leadership skills, and management skills.

• **Government of India Skill India Mission:** The Government of India Skill India Mission is a national program that aims to train 400 million people by 2023. The mission is focused on providing training in a variety of sectors, including manufacturing, construction, and healthcare.

These are just a few examples of the many upskilling and employee development programs that are being implemented in India. By investing in these programs, Indian businesses can help their employees grow and develop, and improve their competitiveness in the global economy.

How upskilling has helped in employee development: Upskilling and employee development are essential for businesses to remain competitive in the rapidly changing global economy. In India, where the workforce is young and growing, upskilling and employee development are particularly important.

A recent report by Randstad India found that 72% of Indian employers plan to invest in upskilling and employee development in the next year. This is up from 65% in the previous year. The report also found that the top three areas of investment are digital skills, soft skills, and leadership skills.

The following are some of the key findings of the report:

• **Digital skills:** Digital skills are increasingly important in all industries. The Randstad report found that 52% of employers plan to invest in upskilling their employees in digital skills. The most in-demand digital skills include cloud computing, data analytics, and artificial intelligence.

• **Soft skills:** Soft skills, such as communication, teamwork, and problem-solving, are also essential for success in the workplace. The Randstad report found that 45% of employers plan to invest in upskilling their employees in soft skills.

• **Leadership skills:** Leadership skills are essential for businesses to grow and succeed. The Randstad report found that 38% of employers plan to invest in upskilling their employees in leadership skills.

Key benefits of upskilling and employee development:
• **Increased productivity:** Upskilled employees are more productive and efficient. They are also better able to adapt to change and new technologies.

• **Improved employee engagement:** Upskilled employees are more engaged in their work and more likely to stay with their company. They are also more likely to be innovative and contribute to the company's success.

• **Reduced turnover costs:** Upskilling and employee development can help to reduce turnover costs. This is because upskilled employees are more likely to be satisfied with their jobs and less likely to leave their company.

Findings from various research:
• 67% of Indian businesses plan to increase their investment in upskilling and employee development in the next 12 months. (Source: LinkedIn Workplace Learning Report 2023)

• 70% of Indian employees believe that upskilling and employee development is essential for their career growth. (Source: KPMG India Upskilling Survey 2023)

• The top five areas that Indian businesses are investing in for upskilling and employee development are:

- Digital skills (65%)
- Soft skills (60%)
- Leadership skills (55%)
- Technical skills (50%)
- Customer service skills (45%)
  (Source: LinkedIn Workplace Learning Report 2023)

Additional insights

- The Indian government is also taking steps to promote upskilling and employee development. For example, the government has launched the Skill India Mission, which aims to train 500 million people by 2023.

- The private sector is also playing a role in upskilling and employee development. Many companies are offering in-house training programs and partnering with educational institutions to provide upskilling opportunities to their employees.

- The COVID-19 pandemic has accelerated the need for upskilling and employee development. As businesses increasingly adopt digital technologies, employees need to develop new skills to stay ahead of the curve.

Overall, the outlook for upskilling and employee development in India is positive. With the government and private sector working together, India is poised to become a global leader in this field.

Conclusion

Upskilling and employee development are essential for businesses to remain competitive in the rapidly changing global economy. In India, where the economy is growing rapidly and the workforce is becoming increasingly young and educated, upskilling and employee development are even more important.

There are a number of strategies that businesses in India can use to upskill their employees and develop their workforce. These include providing employees with access to training and development programs, providing employees with opportunities to learn on the job, and providing employees with financial assistance to cover the costs of upskilling.

By investing in upskilling and employee development, businesses in India can reap the many benefits that these programs offer, including increased productivity, improved quality of work, reduced costs, increased customer satisfaction, and a more competitive workforce.

A Study on Prospects of Skill Development of Employees in the Industry

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Abstract :
"Skills are the language of business"
Janice Burns

Increasingly industries are focussing on skill development of the employees for sustaining their business. Adoption of new technology and digitalisation require new set of skills among the employees. Existing employees need to develop the new skills. Therefore, the concept learning organisation is more relevant in the present scenario. In this context researcher has conducted this study among a few industries. It is found that skill development training is given for the employees at all levels as per the requirement. It is also observed that technical as well as soft skills are given to the full fill the needs of the organisation. Employee retention and performance and productivity found to the predominant effects of training for the organisation. Job satisfaction and career advancement have been reported by the employees as outcome of the skill development training. Industry collaboration with educational Institutes can improve the skill ready candidates for recruitment.

Key words:

Technology, skill development. Employee retention, Dr. Shaly Joseph Yashwantrao Chavan School of social work Affiliated to Shivaji University Kolhapur

I. Introduction

In the changing environment organisations need skilled employees. The expectations of employees are not matching with the organisation and as a result employee retention is a challenge for the organisation. Therefore, learning and upskilling is absolutely essential to sustain. Organisations need to be responsive, creative and productive for being efficient. Traditional recruitment and training are no more relevant.

One of the major investments in any organisation is skilling in employees. This helps the organisation to retain the employees. In order to become impactful employee non-technical skills are also required. Organisation have realised the importance of being innovative, making relevant as change is only constant. Organisation need to align with the changing environment.

World economic forum report that by 2025, 50% employees need to be reskilled due to adoption of new technology. Many of the present skill set of the employees will not be relevant in future. A lifelong learning strategy to be adopted by the organisation and employees (Li, L. (2022)). Skills of today is not relevant in coming days. According to IBM by 2030 there would be shortage of workers with right skill globally.

II. Statement of the problem

Industry needs employees with certain skills. Upgradation of existing skills are highly needed in this technological era. At the shopfloor unskilled labours are working. Majority of the contract labours are also unskilled. Therefore, skill development is comprehensive and challenging task for the HR department and the industry. In this context this study has been taken to understand the skill development efforts of the industries.

III Objectives:

1. To study the method of identification of the need of skill development
2. To study the type of skill development training

3. To study the outcome of skill develop-ment training

IV Research Methodology
Research design
Descriptive research design was used for the study to describe various aspects of skill development programme in the industry. Qualitative approach was used.
Method and Tools of Data Collection

Interview method by using interview schedule primary data was collected. Data were   collected from HR personnels from industries situated in Satara district.

Analysis of the Data
As the data were of qualitative in nature content mode of analysis was done.

V. Review of literature
The fourth Industrial Revolution brings far-reaching and accelerating disruptive change to business models and traditional education practices (Payton, A. 2017, June). This indicates the need of new skill set among the employees.

Exclusive use of specialised personnel in service industry often affects the functioning of service industry. The scheduled efficiency can be improved by multiskilled personnel in service industry (Henao, C. A., Muñoz, J. C., & Ferrer, J. C. 2015)1.

Training and skill are contested by workers and managers at various organisational levels. Competition in speciality markets is thought to require a capacity for rapid adaptation of products, thus creating a need for a committed, multi-skilled, functionally flexible workforce (Heyes, J. 2001)2.

Multi-skilling provides development and learning opportunities for the employees. It offers security to the employees. Multi skilling help the employees to get more job opportunities as no company can offer life time job. It can help in reducing the long-term costs for the organisation and also helps in its diversification (Gambin, I. 2001)3.

Organisation invest more in skill development to adapt to new technology, market trends. Employees also make sure to update their skills to succeed in future. Job performance and career progression take place only based on skills acquired (RB, K. J.et al)4.

Industries focus on getting trained manpower and extending internship and apprenticeship training for skill development. Input and provision employment and facilitating training for skill development are priority areas (Gupta, A., Sharma, N., & Jha, A. 2020)5.

Skill development need to be taken seriously by the institutions. Potential of skill development in the technical institutions to be strengthened with the collaboration of industries (Umunadi, E. K. 2012)6

VI. Discussion on Major findings
Sectors Where Upskilling is in High Demand
Upskilling is required in following sectors. These occupations employ large numbers of people and automation and digitalisation take place in higher magnitude. The skill profile required change drastically. Social, emotional skills like initiative taking, leadership and entrepreneurship is also is in dema

Figure 1

Approaches to Address Skill Gap

Companies use different approaches to full fill the skill gap. It is found that organisations are using different ways which is cost effective as well as efficient to meet the need of the time. Operationally intensive companies need to remain competitive and for that there is a high need to fill the skill gap.

Outcome of Conducting Skill Development Training

It is found that Training for skill development is done with achieving following outcome
• Increased productivity
• Reduce the need of micro management
• Develop future leaders
• Better job satisfaction and retention
• Attracting skilled employees
• Better consistency performance
• Better teamwork
• Prevention of accidents
• Promote innovation
• To adopt new technology
• To develop new product and business

It is found that the Outcome of the training is measured in different ways in terms of the performance of the employees. Retraining is organised for employees who have not met the requirement. Due weightage is given in the performance appraisal of employees regarding the skills developed.

Skill Development Among Unskilled Workforce

Industries hire unskilled labours and majority of them are migrant. The important training provided to them is safety training. The purpose is to make sure personal safety of employees and to prevent accidents in the workplace. Then the supervisors provide on the job training to acquire working skills to do the tasks efficiently. Manual skill matrix is used to identify the need of the training for them.

Skill Development Among Contact Workers
Skill training is provided to the contract labours directly by company in some of the industries. In some industries training is given to the contractors and in turn contractors give training to the workers. Training will be on the essential skill required for particular work and on safety rules and measures.

New trends in training
New trends which are reported by HR personnels are as follows which is practiced by industries where majority of employees are skilled and digitalized industries

Figure 3

Process of skill development

It is found following process is generally followed in industries under study

Stakeholders in Imparting Skill Development Training
It is found various stakeholders are involved in training. The internal and external sources are used by the industry. Internal sources include board of directors, mangers, supervisors and selected employees of same level (Peer training/ learning). External sources include consultancy firms, training institute, government skill development department,

professional trainers and contractors. In few industries it is found Officers and managerial staff availed training from international experts also.

Challenges Faces by the Industries
Following challenges were found to be faced by Industries

1. Along with digital skill soft skills are also important. So, there is a need to balance both
2. Organisations find difficult to meet the skill relevancy as the skill set needed keeps on changing
3. Ill preparedness of the organisation to fill the skill gap will affect the organisations badly in coming future.
4. The extent of learning inclemency of employees is a matter of concern

5. Organisations need a flexible organisational culture to adapt the changes to acquire critical new skills.

VII Suggestions
1. Career oriented employees' expectation of skill development to be fulfilled by the organisation
2. Industry and educational institute collaboration to be strengthened so that the customised skills can be imparted and industries can get industry ready employees.
3. Learning organisations deliver results so each organisation should have learning culture Learning organisation culture elevate employee retention and engagement
4. Industries employees should follow the rule of learn, unlearn and relearn.

VIII. Conclusion
Upskilling requirement is increasing day by day. Only learning oriented organisation can sustain their business at the national and international level. Efficient and innovative means of upskilling to be adopted by the organisations. The emerging artificial intelligence required to equip the employees needed in to balance the transitions in job.

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Challenges Faced by JK Tyre
and
Industries Ltd.
Chennai Plant in Mapping Current Skills to New Ones

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Abstract:

This research explores the complexities involved in mapping current skills to new ones within JK Tyre and industries Ltd Chennai Plant. A structured questionnaire was designed to gather insights from managers, line managers, department heads, HR professionals, and functional heads. The questionnaire delves into various aspects, including the identification of current skills, anticipation of future skill needs, communication strategies, budget constraints, technological challenges, and collaboration across departments. Through the analysis of responses, this study aims to uncover common challenges hindering the effective mapping of skills and provide valuable recommendations for improving the process. The findings are expected to contribute to the existing knowledge on talent development, offering practical insights for organizations striving to adapt to the ever-changing demands of the contemporary workforce.

Introduction:

In the dynamic landscape of the modern workplace, the rapid evolution of technology and industry demands a proactive approach to talent development. Ensuring that employees possess the necessary skills to meet current and emerging challenges is crucial for organizational success. This research aims to investigate the challenges faced by JK Tyre and industries Ltd Chennai Plant in mapping current skills to new ones, a process integral to aligning workforce capabilities with evolving job requirements. By understanding these challenges, JK Tyre and industries Ltd Chennai Plant can develop targeted strategies to bridge skill gaps, enhance employee competencies, and foster a culture of continuous learning.

Definitions:

Skill Mapping: Skill mapping in the research is the systematic process of identifying, assessing, and documenting the current skills possessed by individuals within an JK Tyre and industries Ltd Chennai Plant, with the goal of aligning these skills with evolving job requirements and future organizational needs. Current Skills: Current skills refer to the existing proficiencies, competencies, and knowledge that individuals bring to their roles within an organization at a given point in time. New Skills: New skills represent the set of competencies and knowledge that individuals need to acquire to meet emerging job demands, technological advancements, and changing industry trends. Talent Development: Talent development is the strategic and systematic process of enhancing the skills, abilities, and knowledge of individuals within an JK Tyre and industries Ltd Chennai Plant to improve performance, foster career growth, and meet JK Tyre and industries Ltd Chennai Plant objectives. Skill Gap: A skill gap is the disparity between the current skills possessed by individuals and the skills required for optimal job performance, indicating areas where additional training and development are needed.

Keywords:

Skill Assessment, Workforce Development, Competency Mapping, Training and Development, Organizational Strategy, Employee Engagement, Technological Advancements, Talent Management, Performance Management, Employee Resistance, Industry Trends, Career Aspirations.

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Identification of problem:

The Digital Age demands adapting the workforce to changing demands, but challenges like technical complexities, employee resistance, communication gaps, budget limitations, and interdepartmental collaboration hinder skill mapping. Identifying these challenges is crucial for developing targeted strategies. This research aims to analyse these obstacles, providing recommendations for practical organizational strategies for skill development in the modern business environment.

Objectives:

To systematically identify and categorize the key challenges faced by JK Tyre and industries Ltd Chennai Plant in mapping current skills to new ones. To investigate the factors contributing to employee resistance in the context of skill development initiatives and propose strategies to overcome such resistance. To assess the effectiveness of communication strategies employed by JK Tyre and industries Ltd Chennai Plant in conveying the importance of skill development and fostering employee understanding. To examine the level of collaboration across departments and assess its impact on skill mapping, with a focus on identifying interdisciplinary skills. To synthesize findings and provide practical recommendations for organization to enhance their skill mapping processes and cultivate adaptive workforces.

Review of literature:

This literature review aims to explore the challenges encountered by JK Tyre and industries Ltd Chennai Plant in the process of mapping current skills to new ones, emphasizing the critical role of skill adaptation in sustaining competitiveness and fostering innovation.

As JK Tyre and industries Ltd Chennai Plant integrate new technologies into their operations, skill mapping becomes imperative. Research by Aeyon Human resources delves into the technological challenges organizations face in implementing effective skill mapping

strategies. Issues such as the selection of appropriate mapping tools, data privacy concerns, and cybersecurity challenges are identified as significant impediments. Studies by Thomas Zwick Employee Resistance Against Innovations emphasize the challenges associated with employee resistance. This resistance is often rooted in organizational culture, fear of job displacement, or a lack of understanding about the long-term benefits of skill development initiatives.

Limitation:

Findings may be context-specific and might not be universally applicable to all industries or organizational structures. The rapidly evolving nature of technology and organizational dynamics means that some findings may become outdated shortly after the research period. The effectiveness of the research may be influenced by the size and diversity of the sample. A larger and more diverse sample would enhance the generalizability of the findings. Responses from participants, especially regarding challenges and solutions, might be subjective and influenced by personal perspectives. Due to the sensitive nature of some questions related to organizational challenges, participants might be hesitant to provide candid responses, potentially affecting the depth of the analysis.

Methodology:

This study adopts an exploratory research design to comprehensively investigate the challenges faced by JK Tyre and industries Ltd Chennai Plant in mapping current skills to new ones. Exploratory research is well-suited for gaining insights into a relatively unexplored area, allowing for a flexible and iterative approach to data collection and analysis. The required information obtained through data collection process. The primary data analysis was carried out by the administration of semi structured questionnaire to identified respondents of the JK Tyre and industries Ltd Chennai Plant. An attempt was made to collect the required inputs from seventy sampled

respondents of this JK Tyre and industries Ltd Chennai Plant which was inclusive of managers, line managers, department heads, HR professionals, and functional heads. The convenience/ purposive sampling and judgemental sampling technique were applied. Participants will be provided with clear information about the study's purpose and procedures. Informed consent will be obtained before participation, ensuring voluntary and confidential involvement. The questionnaire was designed and finalized after obtaining the consensus of the experts, professionals and those who have awareness about skill mapping. The raw data collected was edited, and the analysis was computed.

Data Collection:

A semi-structured questionnaire has been developed to gather both qualitative and quantitative data. The questionnaire consisted of open-ended questions to allow participants to express their views and experiences, as well as closed-ended questions for quantitative analysis.

Questionnaire Development:

The questionnaire has been designed based on the identified objectives of the study, incorporating themes from the literature review and research objectives. It will be pre-tested with a small group to ensure clarity and relevance. Pilot study was done initially to check the feasibility and to improve the research design.

Data Analysis:
Demographic detail of the respondents

1. **AGE in percentage:** The chart 01 has indicated that the majority of respondents fall within the 25-30 age group, constituting 50.46% of the total sample. This suggests a significant representation of younger professionals in the study. The 30-35 age group is also substantial, comprising 44.22% of the respondents. This indicates a diverse sample that includes mid-career professionals.

Age Group	In percentage
50-55	0.00%
45-50	0.56%
40-45	0.75%
35-40	1.26%
30-35	44.22%
25-30	50.46%
20-25	2.75%

■ 51& Above ■ 45-50 ■ 40-45 ▫ 35-40 ■ 30-35 ■ 25-30 ■ 20-25
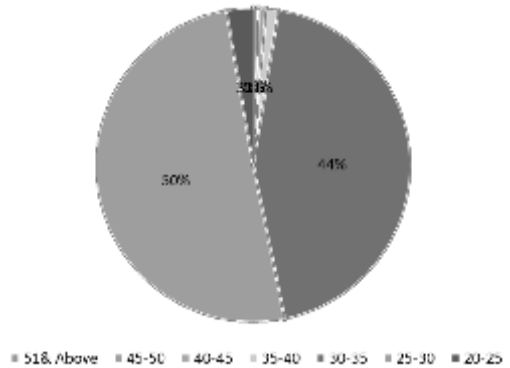
2. **How familiar are you with the concept of skill mapping within our organization?**
   Chart 02 indicates that an overwhelming majority of the respondents, 82.86%, indicated that they are "very familiar" with the concept of skill mapping within the JK Tyre and industries Ltd Chennai Plant. This high level of familiarity suggests that a substantial portion of the workforce is well-versed in the principles and processes associated with skill mapping. A smaller yet notable proportion, 17.14%, reported being "somewhat familiar" with skill mapping. While this group may not have an exhaustive understanding.

Options	In Nos.
very Familiar	58
Somewhat familiar	12
Not at all	0

■ very Familiar   ■ Somewhat familiar   ■ Not at all
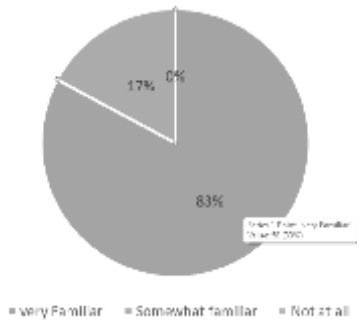
3. How do you currently assess the skills within your team/department?

Chart 3 represents all 70 respondents (100%) indicated that they currently assess the skills within their team/department through specific skill assessments. This unanimous response suggests a prevailing practice of using targeted and specialized methods for evaluating the skills of team members.

Options	
Regular performance review	0
specific skill assessment	70
Employee self assessment	0
Others	0

■ Regular performance review ■ specific skill assessment
■ Employee self assessment ■ Others
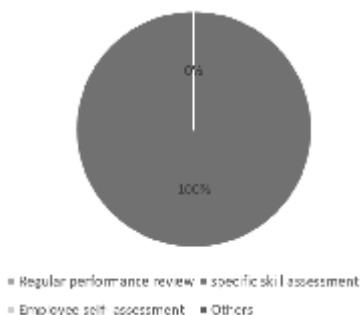
4. How do you anticipate the future skill needs of your team/department?

In chart 4 the majority of respondents, 78.57%, indicated that they anticipate future skill needs for their team/department primarily through the lens of technology advancement. This dominance suggests a widespread recognition of the pivotal role that evolving technologies play in shaping skill requirements. A significant but comparatively smaller proportion, 21.43%, expressed that they anticipate future skill needs by closely monitoring industry trends. This response indicates that some respondents recognize the importance of broader industry shifts beyond just technological advancements.

Technology advancement	55
Industry Trends	15
Other	0

■ Technology advancement   ■ Industry Trends   ■ Other
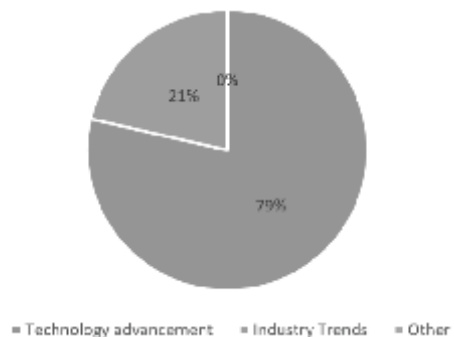
5. How do you communicate the importance of skill development to your team members?

The most commonly chosen method for communicating the importance of skill development is training sessions, with 48.57% of respondents opting for this approach. This suggests a strong reliance on formal training programs to convey the significance of skill development initiatives. Team meetings are the second most

selected communication method, chosen by 31.43% of respondents. While not as prevalent as training sessions, team meetings remain a significant channel for emphasizing the importance of skill development, indicating the value of collective communication. Individual discussions were chosen by 20% of respondents, indicating that some managers or leaders recognize the value of personalized communication to underscore the importance of skill development on a one-on-one basis.

Options	
Team meetings	22
Training sessions	34
Individual	14
others	0
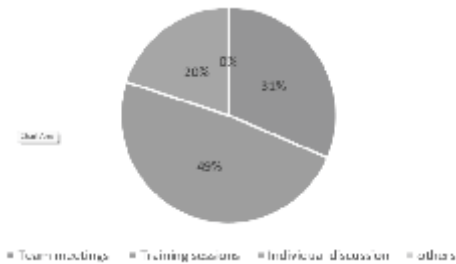
6. Do you face any challenges in allocating budget, time and resources for skill development initiative?

The majority of respondents, 58.57%, reported facing challenges in allocating budget, time, and resources for skill development initiatives. This indicates that a significant portion of the JK Tyre and industries Ltd Chennai Plant represented in the survey encounters obstacles in dedicating the necessary resources for skill development. Conversely, 41.43% of respondents indicated that they do not face challenges in allocating budget, time, and

resources for skill development initiatives. This suggests that a substantial portion of JK Tyre and industries Ltd Chennai Plant has established effective mechanisms or prioritization strategies to overcome potential obstacles in this regard.

Options	
Yes	41
No	29
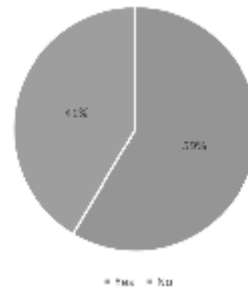
7. How well do you think skill mapping is integrated into the overall Production Process?

A significant majority, 90% of respondents, believe that skill mapping is integrated very well into the overall production process. This suggests a strong positive perception regarding the alignment of skill mapping activities with the JK Tyre and industries Ltd Chennai Plant production workflows. A smaller proportion, 10% of respondents, indicated that skill mapping is not integrated into the overall production process. While this percentage is comparatively low, it highlights the existence of a minority perspective that perceives a disconnect between skill mapping initiatives and the production workflow.

Options	
Very well	63
Somewhat well	7
Not at all	0

*Very well   *Somewhat well   *Not at all*
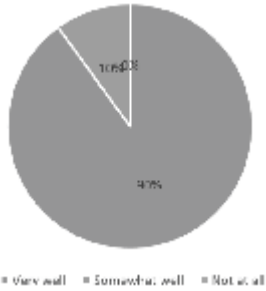
8. Have you encountered resistance from team member when introducing new skill development initiative?

In chart 8 a slight majority, 54.29% of respondents, reported encountering resistance from team members when introducing new skill development initiatives. This indicates that a significant portion of teams has experienced some level of pushback or reluctance during the implementation of new skill development programs. On the other hand, 45.71% of respondents stated that they did not encounter resistance. While less than the majority, this significant percentage suggests that a substantial number of teams have been receptive or relatively unopposed to new skill development initiatives. To identify what could be the reason for employees to show resistance for the training program, open ended question was asked if the respondents pick "yes". The below mentioned are some of the reasons

Fear of Change: Employees may be apprehensive about the unknown and fear that new skills might disrupt their established routines or job security.

Perceived Lack of Relevance: Resistance could arise if employees do not see the immediate relevance of the new skills to their current roles or perceive them as unrelated to organizational goals.

Communication Gaps: Inadequate

communication about the benefits of skill development or unclear expectations can contribute to resistance.

Options	
Yes	38
No	32

*Yes   *No*
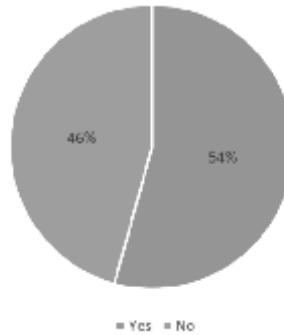
9. Do you think employee's lack of interest is being a roadblock during skill assessment?

In chart 09 a significant majority, 70% of respondents, believe that employees' lack of interest is a roadblock during skill assessment. This indicates a prevalent perception among those surveyed that employee disinterest poses a challenge in the skill assessment process. Conversely, 30% of respondents do not perceive employees' lack of interest as a roadblock during skill assessment. This suggests that there is a notable minority within the surveyed population who do not view employee disinterest as a significant hindrance to the skill assessment process.

Options	
Yes	49
No	21

Yes ■ No
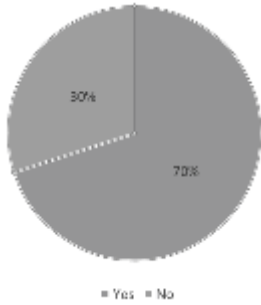
10 Are there any technological challenges in implementing effective skill mapping within your department?

In chart 10 the majority of respondents, 81.43%, indicated that they do not face technological challenges in implementing effective skill mapping within their department. This suggests a prevalent perception that technological infrastructure is generally supportive of skill mapping initiatives. A notable minority, 18.57% of respondents, acknowledged facing technological challenges in the implementation of effective skill mapping.

Options	
Yes	13
No	57

■ Yes ■ No
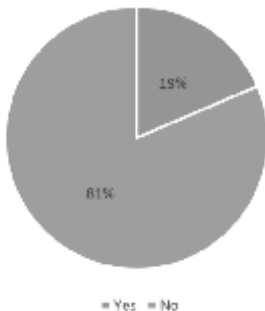
11. How well, do different departments collaborate in sharing info about skill requirements and development?

In chart 11 the majority of respondents, 61.43%, believe that different departments collaborate well in sharing information about skill requirements and development. This suggests a positive perception of effective interdepartmental collaboration in the context of skill-related information. A notable portion, 30% of respondents, perceives a moderate level of collaboration between departments in sharing information about skill requirements and development. This indicates that while collaboration exists, there may be room for improvement in the extent and efficiency of information sharing.

Options	
Very well	43
Moderately well	21
Poorly	6

■ Very well   ■ Moderately well   ■ Poorly
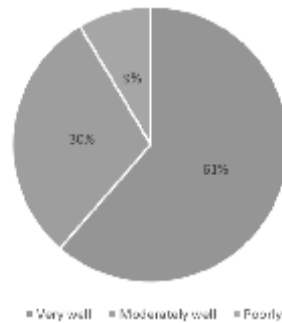
12. How closely do you believe skill development initiative align with the overall goals for our organization?

A significant majority, 54.43% of respondents, believe that skill development initiatives very closely align with the overall goals of the organization. This suggests a strong perception that skill development efforts are closely tied to the strategic objectives of the organization. A notable portion, 37% of respondents, perceives that skill development initiatives somewhat

closely align with the overall goals of the organization. This response indicates a positive alignment perception among a substantial number of respondents. A small minority, 8.57% of respondents, indicated that skill development initiatives do not align at all with the overall goals of the JK Tyre and industries Ltd Chennai Plant.

Options	
Very closely	38
Somewhat closely	26
Not at all	6

* Very closely   * Somewhat closely   * Not at all
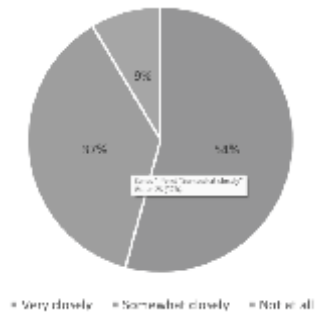
13. **Is there any Feedback Mechanism in place for employees to express their views on the mapping current skill to new skill?**
In chart 13 a substantial majority, 87.14% of respondents, indicated that there is a feedback mechanism in place for employees to express their views on mapping current skills to new skills. This suggests a prevalent adoption of feedback mechanisms within the surveyed organization. A minority, 12.86% of respondents, reported that there is no feedback mechanism in place for employees to express their views on skill mapping.

Options	
Yes	61
No	9

■ Yes   ■ No
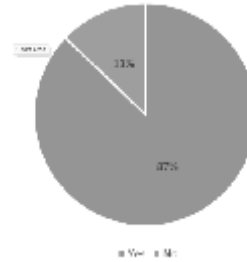
14. **The responses to the question "Did you face any challenges in accurately identifying the current skills of your team members?"** were analyzed qualitatively, revealing several common challenges expressed by the heads and managers:
Manager sand Heads face several challenges when it comes to identifying and documenting skills within their teams. Informal or tacit skills that are not formally documented can be difficult to capture. These skills, often gained through experiential learning or on-the-job experiences, are hard to quantify and may not be fully recognized using traditional skill identification processes. Additionally, the dynamic nature of skills in rapidly evolving industries poses a challenge. Skills can become outdated quickly, and managers struggle to keep up with the continuous changes, resulting in potential gaps between identified skills and the actual requirements of evolving roles. Another challenge is the reliance on self-reporting by employees. The accuracy of identified skills depends on team members accurately representing their skill set, and discrepancies or gaps in self-reporting can impact the overall accuracy of the identified skills. Technological challenges, such as the usability and integration of skill mapping tools, were also mentioned by some. Implementing or using technology effectively for skill identification can be difficult, leading to inefficiencies in the process. Finally, communication barriers within teams hinder the sharing of insights about team members' skills, limiting the overall accuracy of skill identification.

1. **The responses to the question "What suggestions do you have for improving the process of skill mapping and development within our organizations?"** were analyzed qualitatively, revealing several valuable suggestions provided by the respondents:

Many respondents suggested implementing regular training and upskilling programs, continuous learning opportunities were emphasized to align skill development with the dynamic needs of the organization. Respondents emphasized the need for transparent communication about the skills required for current roles and future growth, fostering a shared understanding among team members. Use of Technology for Skill Tracking: Leveraging technology for skill tracking and mapping was a common suggestion. Creating a collaborative approach where employees actively participate in identifying their skill goals and development plans can increase engagement and ownership. Regularly seeking feedback from employees about the effectiveness of skill development programs and incorporating their insights into refining processes can enhance overall efficacy.

Observations and Findings:

The research investigates the challenges and dynamics of skill mapping and development within JK Tyre and industries Ltd Chennai Plant, focusing on the perspectives of managers, heads, and department leaders. The data gathered through a questionnaire revealed that a significant percentage of respondents acknowledged challenges in accurately identifying team members' skills, including difficulties in capturing informal skills and reliance on self-reporting. Collaboration and communication among departments were generally positive, but a significant portion perceived moderate collaboration. The majority of respondents felt skill development initiatives align with organizational goals, but a moderate alignment was noted. Technological challenges were not significant, and resistance to skill development initiatives was found. Recommendations for improvement include regular training, clear communication, diversification of assessment methods, employee involvement, and robust feedback mechanisms.

Conclusion:

The findings underscore the complex and dynamic nature of skill mapping within JK Tyre and industries Ltd Chennai Plant. While the majority perceives positive alignment with organizational goals, challenges exist in accurately identifying skills, fostering collaboration, and overcoming resistance to new initiatives. The recommendations provide actionable insights for JK Tyre and industries Ltd Chennai Plant seeking to enhance their skill development strategies, emphasizing the importance of continuous learning, technology integration, and employee engagement.

Include soft skills in training programs, as they can transfer and last for a long time. Involve management at every stage to identify skill gaps and customize development journeys. Managers can gain loyalty from their direct reports by making deliberate investments in staff. Simulation and vestibule training can increase employee participation.

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Unveiling the Nexus: I.T. Industry Dynamics and HRM's Impact on Employee Retention

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Abstract:
In today's fast-paced business environment, keeping top-performing employees is a tough challenge. To tackle this, it's crucial to create or enhance human resource management (HRM) strategies for employee retention. This paper aims to assess how effective HRM strategies are in retaining employees within the information technology (IT) sector. The main goals of this study include examining the impact of HRM strategies on retaining employees in the IT industry and identifying strategies that significantly contribute to retaining human talent in an organization. In the current era of technological, social, and economic advancements, retaining highly capable and skilled employees is essential for the overall improvement of an organization. Employee retention not only reduces costs but also enhances human relationships within the organization.

Keywords

Human Resource Management Strategy (HRMS), Employee Retention (ER), IT Industry, Employee Retention in IT Profession.

Introduction

Employee retention is a critical factor influencing an organization's success. This study explores how human resource management (HRM) strategies shape employee retention, emphasizing their importance in today's highly competitive global marketplace. Effective workforce management involves employing various practices, policies, and initiatives to attract, nurture, motivate, and retain employees, aligning them with the organization's goals. Previous research has predominantly focused on why employees leave, but this study addresses the paradox by examining how to create successful retention plans for IT personnel (Crispin R. Coombs, 2009).

Literature Review

This literature review explores the impact of Human Resource Management (HRM) practices on employee retention in the Information Technology (I.T.) industry. Gope et al. (2018) emphasizes the importance of HRM practices in retaining valuable employees who contribute to organizational development. Panda et al. (2021) highlights the centrality of human capital in the I.T. sector, emphasizing the need for job security, economic security, and psychological well-being. The review considers various factors influencing employee retention, including knowledge management, psychological empowerment, work-life balance, and career development. Gope et al. (2018) argue that organizations should deliberately upgrade skills and knowledge, fostering a culture of continuous learning to retain employees. Panda et al. (2021) stresses the importance of psychological empowerment for I.T. professionals, emphasizing the role of a well-balanced work-life to enhance retention. he significance of career development as an essential component of HR strategies is discussed by Dr. Usha Tiwari and Devanshi Shrivastava (2013), emphasizing its impact on job satisfaction and employee retention. Crispin R. Coombs (2009) identifies challenges in retaining I.T. professionals and proposes effective tactics focusing on the meaningfulness of their work, especially in projects related to the health sector. Yu-Chen Wei (2016) suggests that HRM strategies play a crucial role in understanding employee retention, emphasizing the importance of compatibility between individuals and organizations and reducing turnover through work-life balance. Sunghoon Kim et al. (2018)

conclude that fostering an optimistic organizational culture adaptation contributes significantly to employee retention, creating a social connection within the organizational structure. Ludivine Martin et al. (2021) differentiate between inspiring factors for newer employees and elasticity factors for middle-aged and elder employees, highlighting the importance of recognizing diverse needs. Connie Zheng (2009) explores the selection of HRM approaches by multinational corporations in the Asian service industry, emphasizing the impact of cultural and social networks on reducing turnover. Patricia Todd and Jennifer Binns (2011) underscore the positive aspects of Work-Life Balance (WLB) and the potential for gender-neutral perspectives to enhance employee retention. Amit Bijon Dutta and Sneha Banerjee (2014) emphasize the role of management in attracting and retaining personnel, suggesting that all levels of the organization contribute to successful retention strategies. The review acknowledges the complexity of employee retention and highlights the need for further research in less-explored areas such as organizational culture, development and training, and flexibility. In conclusion, this literature review synthesizes insights from various studies to provide a holistic understanding of the impact of HRM practices on employee retention in the I.T. industry. The findings underscore the importance of creating a supportive work environment, fostering continuous learning, and addressing diverse needs to enhance retention strategies. The paper concludes by proposing avenues for future research in this dynamic field.

Aims and Objectives

In prior field studies on HRM strategies, significant attention has been placed on various factors influencing employee retention, such as work-life balance, compensation, reward and recognition, teamwork, and communication within the work culture. This investigation aims to identify and understand how these HRM strategies impact employee retention.

Research Problem Statement

This study builds upon previous research, establishing a conceptual framework. The goal is to identify key variables—such as work-life balance, compensation, reward and recognition, teamwork, and communication within the work culture—that affect employee retention. The study focuses on verifying these variables and justifying their impact on employee retention.

Theoretical Framework

Based on the literature review and research objectives, a theoretical foundation (see Fig. 1) has been developed. This framework illustrates the impact on employee retention through variables like work-life balance, compensation, reward and recognition, teamwork, and communication within the work culture. The model demonstrates the theoretical connections between these attributes.
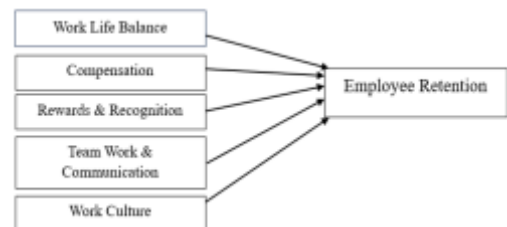
Fig.1: Theoretical Framework; Source: Authors

Research Methodology

In the context of West Bengal's IT sector, we conducted a survey involving 350 IT professionals using a non-probability convenience sampling method. The researchers included these professionals in the sample based on the study's objectives. Responses were measured using a Likert Scale ranging from 1 ('Strongly Disagree') to 5 ('Strongly Agree'). Questions related to demographic information were framed separately. Each question was considered a variable, forming the basis of a theoretical framework derived from the literature review and study objectives. Human resource management strategies such as work-life balance, compensation, reward & recognition, teamwork, and communication

within the work culture were chosen as factors impacting employee retention. The qualitative study utilized descriptive analysis, presenting responses through descriptive statistics and pie charts. Additionally, the reliability of the questionnaire was assessed using Cronbach's alpha.

Sampling

Sampling involves choosing a subset of the entire population to represent the whole. We employed the non-probability convenience sampling technique by initially distributing questionnaires to 400 IT firm employees. During analysis, 350 respondents were included, and 50 were excluded due to insufficient data.

Findings

The study explored the impact of employee retention strategies, considering factors like work-life balance, compensation, reward and recognition, teamwork, and communication within the work culture. The evaluation included 25 assertions related to five aspects of HRM initiatives influencing employee retention. The authors initially conducted a reliability test using Cronbach's alpha to assess internal consistency. The alpha coefficient, ranging from 0 to 1, was .955 for the 25 items, indicating strong internal consistency. The findings suggested that the items used in the study exhibit good reliability. All analyses were performed using IBM SPSS Statistics 27.

Table 1: Reliability Statistics

In this study, demographic characteristics of participants were illustrated through pie charts. The central tendency and variability of the collected responses were then computed using descriptive statistics, including mean, median, mode, and standard deviation, with the aid of frequency analysis in SPSS version 27.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.955	.963	25

Table 2: Frequency Tables

Table 2: Frequency tables and pie charts in % are used to represent the qualitative data in this study.

		Gender	Age	Marital Status	Highest Educational Qualification	Your Tenure in the Organization
N	Valid	350	350	350	350	350
	Missing	0	0	0	0	0
Mean		1.30	1.81	1.58	3.95	1.69
Median		1.00	2.00	2.00	4.00	1.00
Mode		1	2	2	4	1
Std. Deviation		0.496	0.728	0.560	0.776	0.864

Current Job Description	I am satisfied with my current work hours.	I have missed many personal events because of work.	I am satisfied with my current work-life balance.	On an average work night, are you satisfied with your hours of sleep.
350	350	350	350	350
0	0	0	0	0
1.81	4.37	2.45	4.41	4.38
1.00	5.00	2.00	5.00	5.00
1	5	1	5	5
1.082	0.882	1.437	0.831	0.884

Are you satisfied with your basic pay compared to similar positions in other companies.	I am satisfied with the bonus structure.	I am satisfied with the benefits that are offered here.	I am satisfied with my salary structure.	I am satisfied with the sick leave policies in the organization.
350	350	350	350	350
0	0	0	0	0
4.41	4.36	4.36	4.61	4.36
5.00	5.00	5.00	5.00	5.00
5	5	5	5	5
0.848	0.878	0.878	0.697	0.878

Are you satisfied with your professional growth and development in this organization.	Are you satisfied with reward and recognition for innovative ideas, customer satisfaction or increasing productivity etc.	I am satisfied with the criteria that need to meet to be promoted.	Do you feel like you will get an opportunity to reach your full potential at the organization?	Does your company provide you with a high value on employee satisfaction?
350	350	350	350	350
0	0	0	0	0
4.38	4.41	4.39	4.38	4.36
5.00	5.00	5.00	5.00	5.00
5	5	5	5	5
0.884	0.848	0.849	0.830	0.878

Do you think your organization provides you with a good level of job security?	I recommend this company this to others.	Have you interviewed for another job in the last three months ?	Do you know what is expected of you in your job?	Do your managers give feedback on your work regularly?
350	350	350	350	350
0	0	0	0	0
4.36	4.61	2.51	4.36	4.61
5.00	5.00	2.00	5.00	5.00
5	5	1	5	5
0.878	0.697	1.479	0.878	0.697

Do your coworkers make you feel important?	Positive attitude from your superior. Are you agree with it ?	Company provides training, are you agree with it?	The working conditions are easy to adapt, are you agree with it ?	I agree that the vision and mission is clearly defined.	Communication from management is clear, transparent and frequent.
350	350	350	350	350	350
0	0	0	0	0	0
4.36	4.36	4.36	4.61	4.36	4.36
5.00	5.00	5.00	5.00	5.00	5.00
5	5	5	5	5	5
0.878	0.878	0.878	0.697	0.878	0.878

Table 3: Pie Chart Representations

Present the gender distribution within the sample. Data reveals that 71.4% are male, 26.9% are female, and 1.7% fall into other categories. Figure 3 illustrates the age distribution, with 35.7% aged 18-30, 48.9% aged 31-45, 13.7% aged 46-50, and 1.7% aged over 60.

Marital status is depicted, indicating that 45.4% are single, 51.1% are married, and 3.4% are divorced, widowed, or separated. Figure 5 represents respondents' highest educational qualifications, with 44.9% holding bachelor's degrees, 22.3% holding master's degrees, 31.1% holding associate degrees, and 1.7% holding doctorates.

Respondents' tenure in their organizations, with 35.7% having 1–2 years of tenure, 0.9% having over 10 years, 8.6% having 3-4 years, 15.5% having 5-10 years, and 4.3% having less than 1 year. Figure 7 outlines current job descriptions: entry level (50.6%), middle management (31.1%), upper management (9.7%), executive (3.4%), and administration (5.1%).

Respondents' satisfaction levels across various aspects of their work environment. Additionally, mean, median, mode, and standard deviation are used to describe central tendency, variability, and frequency of occurrence in the data.

Cronbach's Alpha, measuring internal consistency, is .955 for 25 items, indicating acceptability. This justifies the impact of work-life balance, compensation, reward & recognition, teamwork, and communication on employee retention.

These variables' validity is supported by previous research (Bodjrenou Kossivi et al., 2016; Bidisha Lahkar Das et al., 2013; Amit Bijon Dutta et al., 2014; Chang et al., 2010; Paré et al., 2007; Zheng et al., 2009).

Gender

	N	%
Male	250	71.4%
Female	94	26.9%
Others	6	1.7%

Age

	N	%
18-30Y	125	35.7%
31-45Y	171	48.9%
46-60Y	48	13.7%
61Y & Above	6	1.7%

MaritalStatus

	N	%
Single	159	45.4%
Married	179	51.1%
Divorced / Widowed / Separated	12	3.4%

Highest Educational Qualification

	N	%
Associates	109	31.1%
Bachelors	157	44.9%
Masters	70	22.3%
Doctorate	6	1.7%

Your Tenure in the Organization

	N	%
<1y	177	50.6%
1-2y	125	35.7%
3-4y	30	8.6%
5-10y	15	4.3%
>10y	3	0.9%

Current Job Description

	N	%
Entry Level	177	50.6%
Middle Management	109	31.1%
Upper Management	34	9.7%
Executive	12	3.4%
Administration	18	5.1%

I am satisfied with my current work hours.

	N	%
STRONGLY DISAGREE	8	2.3%
DISAGREE	10	2.9%
NEUTRAL	17	4.9%
AGREE	126	35.0%
STRONGLY AGREE	189	54.0%

I am satisfied with my current work-life balance.

	N	%
STRONGLY DISAGREE	7	2.0%
DISAGREE	6	1.7%
NEUTRAL	18	5.1%
AGREE	124	35.4%
STRONGLY AGREE	195	55.7%

I have missed many personal event because of work.

	N	%
STRONGLY DISAGREE	118	33.7%
DISAGREE	97	27.7%
NEUTRAL	50	14.3%
AGREE	28	8.0%
STRONGLY AGREE	57	16.3%

On an average work night, are you satisfied with your hours of sleep.

	N	%
STRONGLY DISAGREE	8	2.3%
DISAGREE	8	2.3%
NEUTRAL	17	4.9%
AGREE	122	34.9%
STRONGLY AGREE	194	55.4%

Are you satisfied with your basic pay compared to similar positions in other companies.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	3	0.9%
NEUTRAL	20	5.7%
AGREE	120	34.3%
STRONGLY AGREE	198	56.6%

I am satisfied with the bonus structure.

	N	%
STRONGLY DISAGREE	5	2.5%
DISAGREE	7	2.0%
NEUTRAL	15	5.4%
AGREE	129	36.8%
STRONGLY AGREE	187	53.4%

I am satisfied with the benefits that are offered here.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	35.6%
STRONGLY AGREE	107	53.4%

I am satisfied with my salary structure.

	N	%
STRONGLY DISAGREE	2	0.8%
DISAGREE	3	0.9%
NEUTRAL	32	6.0%
AGREE	76	21.7%
STRONGLY AGREE	247	70.5%

I am satisfied with the sick leave policies in the organization.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	35.6%
STRONGLY AGREE	107	53.4%

Are you satisfied with your professional growth and development in this organization.

	N	%
STRONGLY DISAGREE	5	2.5%
DISAGREE	5	2.3%
NEUTRAL	17	4.9%
AGREE	132	34.9%
STRONGLY AGREE	194	55.4%

Are you satisfied with reward and recognition for innovative ideas, customer satisfaction or increasing productivity etc.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	3	0.8%
NEUTRAL	20	5.7%
AGREE	120	34.3%
STRONGLY AGREE	198	55.6%

I am satisfied with the criteria that need to meet to be promoted.

	N	%
STRONGLY DISAGREE	7	2.0%
DISAGREE	7	2.0%
NEUTRAL	21	6.0%
AGREE	121	34.8%
STRONGLY AGREE	194	55.4%

Do you feel like you will get an opportunity to reach your full potential at the organization ?

	N	%
STRONGLY DISAGREE	6	1.7%
DISAGREE	8	2.3%
NEUTRAL	19	5.4%
AGREE	130	37.1%
STRONGLY AGREE	107	53.4%

Does your company provide you with a high value on employee satisfaction ?

	N	%
STRONGLY DISAGREE	5	2.5%
DISAGREE	7	2.0%
NEUTRAL	15	5.4%
AGREE	129	36.8%
STRONGLY AGREE	187	53.4%

Do you think your organization provides you with a good level of job security?

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	35.6%
STRONGLY AGREE	107	53.4%

I recommend this company this to others.

	N	%
STRONGLY DISAGREE	2	0.6%
DISAGREE	3	0.9%
NEUTRAL	22	6.3%
AGREE	76	21.7%
STRONGLY AGREE	247	70.6%

Have you interviewed for another job in the last three months ?

	N	%
STRONGLY DISAGREE	118	33.7%
DISAGREE	93	26.6%
NEUTRAL	77	10.4%
AGREE	28	8.0%
STRONGLY AGREE	64	18.3%

Do you know what is expected of you in your job?

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

Do your managers give feedback on your work regularly?

	N	%
STRONGLY DISAGREE	2	0.6%
DISAGREE	3	0.9%
NEUTRAL	22	6.3%
AGREE	76	21.7%
STRONGLY AGREE	247	70.6%

Do your coworkers make you feel important?

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

Positive attitude from your superior. Are you agree with it ?

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

Company provides training , are you agree with it?

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

The working conditions are easy to adapt, are you agree with it ?

	N	%
STRONGLY DISAGREE	2	0.6%
DISAGREE	3	0.9%
NEUTRAL	22	6.3%
AGREE	76	21.7%
STRONGLY AGREE	247	70.6%

I agree that the vision and mission is clearly defined.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

Communication From management is clear, transparent and frequent.

	N	%
STRONGLY DISAGREE	9	2.6%
DISAGREE	7	2.0%
NEUTRAL	19	5.4%
AGREE	128	36.6%
STRONGLY AGREE	187	53.4%

Limitations

The study relies on participants' perceptions, potentially influenced by personal biases, making it susceptible to subjective human judgment. Generalizing the study's findings to all IT enterprises in the country is not feasible due to the specific sampling from West Bengal.

Future Scope

Given the acceptable Cronbach's Alpha value, researchers aim to substantiate factors in the KMO Study, principal component analysis, factor analysis, and other statistical tools. These aspects will be considered for future investigations by the authors.

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Research Article On
Upskilling & Employee Development

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Upskilling and Employee Development are very important in the industries in this era. During our professional career in the industries, many HR professional would have come across to this concept of Upskilling and Employee Development. Upskilling and employee development are essential components in fostering a dynamic and competitive workforce. Upskilling is the process of learning new skills or improving current ones so that workers are better equipped to adjust to changing needs in the industry. This proactive strategy strengthens organizational resilience in addition to promoting individual career success. Now a days due to cost control initiatives and continuous increase overhead cost in any industry, there is always pressure to produce more with the help of less number of workmen. Hence, it has become bottleneck to every industry.

Putting money into staff development encourages a culture of lifelong learning, which keeps workers motivated to stay involved and make valuable contributions. Companies may guarantee that their personnel is up to date on the latest industry trends and cutting-edge technologies by coordinating their training programs with their strategic goals.

This flexibility is essential in the ever evolving business environment of today. Additionally, upskilling helps retain talent since workers value employers who support their professional development. It is essential for succession planning as well, since it helps minimize skill gaps in the workforce and prepares staff for leadership positions.

A culture of ongoing learning is fostered by investing in employee development, which inspires workers to remain involved and make valuable contributions. Organizations can guarantee that their personnel stays knowledgeable about emerging technology by coordinating their training initiatives with their strategic objectives. Employee development can be approached holistically with the use of workshops, mentorship programs, and digital learning platforms. Frequent evaluations aid in tracking development and provide customized learning pathways. Employee knowledge sharing is improved by collaborative learning settings, both online and off.

In summary, employee development and upskilling are strategic requirements for companies hoping to survive in the face of market changes and technology breakthroughs, not just HR projects. Investing in the development and improvement of workforce skills is an investment in the organization's long-term viability and success.

The process of developing new skills or improving current ones in order to remain competitive in the labour market is known as upskilling. This process frequently occurs in response to shifts in technology, industry standards, or employment expectations.

Upskilling is the process of learning new skills or improving current ones in order to remain competitive in the labour market. It frequently happens in reaction to shifts in industry standards, employment needs, or technological advancements. The intention is to provide people the tools they need to succeed in their existing positions or get ready for new career prospects. Typically, the upskilling process

entails the following:-

1. **Skills Assessment:** Determine the abilities needed for present or prospective employment positions. This could be accomplished through talks with supervisors, performance reviews, or self-evaluation.

2. **Identification of Skill Gaps:** Ascertain the differences in an employee's present skill set and the skills necessary for their positions or upcoming responsibilities. This stage facilitates the upskilling plan's customization.

3. **Goal Setting:** Clearly define objectives for organizational and individual upskilling programs. Specify the precise abilities that must be gained and the intended results.

4. **Curriculum Development:** Create a thorough training program or curriculum that fills in the identified skill shortages. Online classes, seminars, in-person training, and mentoring initiatives are a few examples of this.

5. **Training Delivery:** Use a variety of teaching techniques to carry out the upskilling program. This could entail group projects, e-learning resources, in-person or online training events, and peer cooperation.

6. **Constant Feedback and Assessment:** Give participants feedback on a regular basis and assess their development. This stage guarantees that the upskilling program can be modified as necessary.

7. Application in the Workplace: Motivate participants to incorporate their newly learned abilities into their regular tasks. Using the abilities in real-world situations improves retention and facilitates their integration into daily work activities.

8. **Acknowledgment and Rewards:** Give staff members credit for their efforts and successes in upskilling. Acknowledgment cultivates a constructive culture of learning inside the company.

9. **Monitoring and Iteration:** Keep a close eye on how well the upskilling programs are working. Be ready to alter the software iteratively in response to user input, shifting industry trends, or changing organizational requirements.

By taking these actions, businesses may establish a methodical and efficient upskilling procedure that helps the company's overall competitiveness and resilience as well as the individual employees.

During my career I have tried Upskilling in many industries which helped employees and organisations a lot.

Employee development is the ongoing process of improving a person's knowledge, skills, abilities, and general effectiveness within a company. It focuses on long-term professional and personal improvement, going beyond training tailored to a particular job. The goal is to help the company succeed while preparing staff members for their present and future positions. The following steps are commonly included in the staff development process

1. **Planning and Evaluation:** Individual Assessment: Use performance reviews, self-evaluations, or feedback channels to determine an employee's strengths and shortcomings. Career Planning: Work with staff members to determine their aims and goals for their careers. The following steps are commonly included in the staff development process:

2. **Establishing Development Objectives:** Goal Alignment: To make sure that staff development complements more comprehensive company initiatives, match individual development goals with corporate objectives. SMART Goals: Set time-bound, relevant, measurable,

achievable, and specific goals for staff development.

3. **Determining Prospects for Development:** Training Programs: To fill skill gaps and encourage lifelong learning, provide pertinent workshops, classes, seminars, and online training. Mentoring and Coaching: To assist staff members in advancing their careers, arrange mentorship programs or offer coaching. Job Rotations: By alternating between various roles within the company, individuals can acquire a variety of experiences and viewpoints.

4. **Putting Development Plans into Action: Customized Plans:** Assign growth plans based on the particular requirements and goals of every worker. Ongoing Education: Promote a culture of ongoing education and skill development.

5. **Remarks and Assessment:** Regular Feedback: Offer helpful criticism on achievement and advancement toward objectives for growth. Performance Reviews: Include talks about development in routine performance reviews.

6. **Acknowledgment and Incentives: Recognition Programs:** Give staff members praise and rewards for their dedication to their own and their careers' advancement. Promotional prospects: Connect employee growth to organizational advancement prospects.

7. **Observing and Modifying:** Ongoing Monitoring: Evaluate development programs on a regular basis and make necessary modifications in response to input and evolving organizational requirements. Flexibility: Adjust to shifting market conditions as well as personal growth paths.

Organizations can cultivate a culture of continuous improvement, increase employee engagement, and guarantee that their staff is flexible and prepared to tackle changing problems by putting in place a thorough employee development plan.

Employee Development is must from the point of view keeping employees motivated to accept new challenges, improve productivity and enhance knowledge and skill so that he can be promoted to next level.

A substantial amount of research has been conducted on upskilling, which is indicative of the increasing significance of ongoing education and skill enhancement in the workplace. Scholars and institutions frequently investigate many facets of upskilling, encompassing its influence on people, institutions, and the economy. The following are some recurring themes and study areas:

1. **Effect on Career Advancement:** Research examines the relationship between upskilling and overall professional achievement, work satisfaction, and career advancement.

2. **Organizational Resilience:** Studies show that companies that place a high priority on upskilling are better able to adjust to changes in the economy, industry, and technology.

3. **Economic and Societal Implications:** Researchers examine how upskilling affects society and the economy more broadly, looking at things like improved social mobility, lower unemployment, and higher productivity.

4. **Effectiveness of Upskilling Programs:** Studies evaluate the effectiveness of various upskilling initiatives, including their effects on skill acquisition and retention as well as the effectiveness of training techniques, online learning environments, and mentorship programs.

5. **Employee Engagement and Retention:** Research looks into the connections between employee engagement, retention rates, and upskilling options.

6. **Analysis of Skill Gaps:** Studies look at how upskilling closes the skills gap within industries and helps bridge the gap between needed and available abilities.

7. **Trends in Technology and Industry:** Academics analyse the need of upskilling in light of new developments in technology and industry trends, determining what competencies are necessary to maintain competitiveness.

8. **Barriers to Upskilling:** Some research focuses on identifying and addressing barriers that individuals and organizations face in implementing effective upskilling strategies.

9. **Viewpoints on Government and Policy:** Research examines how national and local governments might encourage and promote upskilling through programs and policies

You could wish to look into research institutions, industry publications, and academic databases to find specific research articles or papers. Publications on employee development and upskilling are frequently found in journals in disciplines like education, organizational behaviour, and human resource management.

Numerous academic fields, including organizational psychology, human resource management, and education, have conducted research on employee development. You can search academic databases, journals, and publications for pertinent study resources. The following are some recurring topics and fields of study in employee development:

1. **Learning and Development ways:** Research examines the role of formal training, on-the-job training, and digital learning platforms as well as other effective ways for employee learning and development.

2. **Leadership Development:** Research looks into the abilities needed for successful leadership, the impact of these programs on organizational success, and leadership development programs themselves.

3. **Mentorship and Coaching:** Studies look at how mentoring and coaching programs help employees grow as professionals and acquire new skills.

4. **Career Development and Advancement:** Academics investigate how employers might assist staff members in goal-setting, career planning, and establishing avenues for career advancement.

5. **Staff Engagement and Motivation:** Studies look into how levels of motivation, work satisfaction, and engagement are correlated with staff development programs.

6. **Performance Management and Feedback:** Research looks at how regular feedback and procedures for managing performance can help employees grow and improve.

7. **Technology's Effect on Staff Development:** Studies examine how technologies, such as e-learning, virtual reality, and artificial intelligence, affect staff development procedures.

8. **Workplace Diversity and Inclusion:** Academics look at how equal opportunity and equality can be addressed through employee development programs, which can help achieve diversity and inclusion goals.

9. **Cross-Cultural Perspectives:** Research examines how employee development practices may need to be modified in a variety of multicultural workplaces throughout the world.

10 **Evaluation of Employee Development Programs:** Research evaluates the efficacy

of different employee development programs by calculating results, ROI, and effects on organizational performance

Without this concept and its implementation, no organisation can survive in today's world. Due to change in market demands, expectations and requirement of quality product with on time delivery, every industry needs to adopt this concept.

For more information on staff development, go through publications including the Journal of Organizational Behaviour, Harvard Business Review, and the Journal of Applied Psychology. Important resources can also frequently be found on research institution websites and institutional repositories.

■■

Strategic Up-skilling, A Catalyst For Employee Development And Corporate Advancement In Construction Industry

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Abstract:
In today's rapidly evolving construction industry, marked by technological advancements, market fluctuations, and intense competition, this paper, explores the pivotal role of up-skilling in shaping the trajectory of both individual careers and the overarching success of construction companies. The paper delves into the nuanced dynamics of continuous learning, emphasizing its role in achieving superior efficiency, heightened effectiveness, improved quality, and enhanced cost-effectiveness.

Keywords:
Skill development, survey, unlearning, learning, relearning, training, review, correction, corrective and preventive action, continuous improvement, problem- solving methods, waste control, cost control, diversity, equity, inclusiveness, profitability, efficiency

Introduction:
In the dynamic landscape of the construction industry, where personnel includes a mix of permanent and contract workers, the paper underscores the necessity of maintaining institutional knowledge while simultaneously ensuring the continual growth and adaptation of the workforce. The article posits that up-skilling serves as a linchpin for individual career advancement, and concurrently, it fortifies the company's resilience to market dynamics. The narrative explores the multifaceted impact of up-skilling, from leadership development and instilling ownership to fostering a culture of inclusiveness. The paper is made keeping in mind the fact that up-skilling will address to a great extent the future challenges. It will also assist better employee retention through more effective communication and work balancing.

Construction industry being exposed to naturalfeatures like sun and rain, needs special attention for maintaining efficiency, productivity and profitability.

Frame of Study
Research study has been carried out in two major construction companies in Kerala State, where the author has worked for over 10 years, names of which are not mentioned to protect their anonymity, which may please be excused.

Objectives:
1. **Achieving unified work Culture:** Forge a cohesive work culture that transcends the dichotomy between permanent and contract workers, emphasizing quality, rework reduction, and waste control.
2. **Integration of Ups-killing:** Align up-skilling initiatives with advanced knowledge and technological updates to stay abreast of industry trends and demands.
3. **Business Performance:** Directing efforts towards increased profitability, higher efficiency, and improved throughput by ensuring a skilled and adaptable workforce.
4. **Reskilling Evaluation:** Scrutinize the impact of reskilling initiatives on employee development and overall organizational performance.
5. **Influence of Inclusive Leadership :** Practise Diversity, equity and inclusion

Hypotheses:
1. Proper up-skilling will influence positively to enhance productivity, creating a more adept workforce.
2. Timely development interventions are expected to correlate with increased job satisfaction among employees.
3. Improved HR practices will foster a positive

work culture and encourage effective teamwork.

4. The uplift of the company is directly correlated with ongoing up-skilling and comprehensive employee development.

5. Up-skilling increases job satisfaction thereby resulting in increased cheer

Research Methodology:

1. Utilizing the extensive experience of the author in two progressive construction industries, the research employs a longitudinal approach, collecting data over a five-year span.

2. Leveraging tools such as reskilling and inclusive leadership, the study places a strong emphasis on Diversity, Equity, and Inclusion (DEI) practices.

3. The methodology includes a thorough SWOT analysis, employee grouping based on job roles, identification of improvement areas, and the targeted implementation of interventions, led by experienced internal leaders.

4. Structured data collection of middle level and working level employees with a sample size of 25 and 80 respectively, on employee engagement, career growth, improved profitability and customer retention through e-mail, and personal interaction through SWOT analysis.

Research Carried Out:

1. Reskilling Identification: Initiated through a detailed SWOT analysis to identify specific reskilling needs for blue-collar workers.

2. Employee Grouping: Categorization of employees based on their job roles to tailor interventions accordingly.

3. Areas of Improvement: Listing and prioritizing areas requiring enhancement.

4. Intervention Processes: Implementing diverse interventions such as counseling, mentoring, micro-training, group activities, and effective project management.

5. Leadership Involvement: Engaging experienced internal leaders, such as foremen and supervisors, in facilitating these processes, by drawing them from the immediate work site.

6. Employee Engagement: Facilitating one-on-one discussions, encouraging employees to document their insights, and fostering collaborative sessions for idea-sharing and proposing action plans for continuous improvement.

Findings from Literature Survey:

1. The quest for early zero-emission buildings underscores the imperative of up-skilling the existing workforce to meet evolving industry standards.

2. The evaluation of training effectiveness tends to be more subjective than objective, emphasizing the need for robust measurement metrics.

3. Though employee turn-over is not a major issue in construction industry, their initiative to undertake new jobs and team work are important.

This comprehensive exploration carried out offers profound insights into the transformative impact of strategic up-skilling on both individual employee development and the overarching growth of construction companies. The findings provide valuable guidance for organizations aspiring to navigate change, instill a culture of continuous learning, and emerge as leaders in a highly competitive environment.

Results of study carried out

1. Effective top management leadership is able to reduce employee turn over

2. Synergy and cheer have increased due to adopting better practices of HR

3. Micro-aggression has been reduced by adopting inclusive practises

4. There is better working relation between permanent employees and contract workers and they work as a single unit, due to the effective intervention of HR

5. Ownership and loyalty have gone up due to adopting practices of Diversity, Equity and Inclusion

6. Implementation of suggestion schemes is leading to reduced rejection

7. Profitability and efficiency have increased

more than 15%, corroborating the prediction of McKenzie's study and research

8. Evaluation of reskilling carried out gives a promising outlook

9. Employee engagement has shown an upward trend, thereby reducing burn-out and rust-out in all levels of employees.

Conclusion:

1. The exploration of the strategic role of up- skilling in the construction industry is found to illuminate the path towards sustainable employee development and corporate advancement. The findings underscore the imperative for companies to invest in continuous learning initiatives.

2. The identified objectives, ranging from unifying work culture and integrating up- skilling with technological advancements to enhancing business performance and evaluating the impact of reskilling, provide a comprehensive framework for construction companies seeking a holistic approach to workforce development.

3. The hypotheses mentioned earlier asserting the direct correlation between up-skilling and productivity enhancement, job satisfaction, positive work culture, and overall corporate uplift, align with the contemporary understanding of human resource dynamics. These notions emphasize that investing in the development of employees not only augments individual capabilities but serves as a catalyst for creating a dynamic, adaptive, and synergistic organizational culture.

4. The research methodology, drawn from the exposure and rich experience of the author over five decades in various types of industries and employing tools like reskilling and inclusive leadership, exemplifies a thoughtful and practical approach. The emphasis on Diversity, Equity, and Inclusion practices underscores the recognition that a diverse and inclusive workforce is not only a moral imperative but also a strategic advantage in fostering innovation and adaptability.

5. The literature survey findings, emphasizing the need for up-skilling in achieving early zero-emission buildings and the subjective nature of training effectiveness evaluation, contribute to the broader discourse on industry trends and evaluation metrics. This serves as a call to action for construction companies to stay ahead of the curve by aligning upskilling initiatives with industry benchmarks and incorporating objective evaluation methods.

6. The construction industry, characterized by its unavoidable blend of permanent and contract workers, stands to benefit significantly from a strategic and comprehensive approach to up-skilling. As companies navigate the complexities of modern business, the commitment to continuous learning emerges as a fundamental driver for sustained growth, employee satisfaction, and competitive advantage. Embracing the principles elucidated in this study, construction firms can position themselves as industry leaders, ready to face the challenges of the future with an empowered and skilled workforce.

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Building high performance team training through three C's "Culture, Competence and Commitment"

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Abstract

Performance of teams is what mainly determines every organization's success or failure. To establish high-performing teams, three main factors must be prioritized: culture, competence, and commitment. This paper explores the practice of high performance team building and extensive literature that surrounds the three c's and their influence on team performance. Culture refers to the shared values, beliefs, and behaviors within an organization. The first element of a team is a healthy and supportive culture that fosters cooperation, creativity, and continuous improvement. Culture that is conducive enhances employee's engagement, motivates them, and satisfies them thereby causing better work teams results. The term competence means the set of skills, knowledge and proficiency required for doing a job effectively. Team building training has to finish various tasks and attain their assigned targets, HR practitioners should have the correct competencies and capacities. Such technical knowledge and soft skills like communication skills, and decision making are also part of these qualities. Commitment implies the amount of passion and dedication team members have for both their organization and the work they do. The more dedicated teams are generally resilient, flexible, and ready to go the extra mile to fulfill their objectives. This paper highlights the significance of culturally competent commitment in promoting high-performing teams. By fostering an enabling environment, improving relevant skills, and fostering commitment, organizations can improve teams' performance and realize organizational objectives.

Key words:

High Performance Team, Culture, Competence, Commitment, Team Performance, Collaboration, Innovation, Employee Engagement, Motivation.

Introduction

Building strong teams is critical for an organization's success, and it needs attention to three critical elements: culture, competency, and commitment. Culture in a company comprises of its shared values, beliefs, and practices. A positive and encouraging culture can promote employee engagement, motivation, and work satisfaction. In contrast, competency covers the technical skills as well as soft skills needed by an employee in order to effectively perform his or her duties at work. Commitment implies the extent of attachment, which employees feel towards their organizations and work. High commitment may go hand in hand with greater resilience, adaptability, and dogged determination to do more than just meet set goals. This paper focuses on existing scholarly works on culture, competencies, and dedication and their role in enhancing group production. Through emphasizing on the need for creating an enabling environment that supports team building, promoting team essential competencies and encouraging loyalty towards work among team members; organizations can improve team performance in all aspects.

Need and Importance of the study

Study on creation of high performance teams via the three C's is based on necessity for efficient coordination in achieving organizational tasks. Organisations need cohesive teams that are able to work collaboratively and accomplish targets in an increasingly competitive, dynamic and globalized market. To do this, organizations should create teams comprised of individuals

who are not just technically competent, but also work well together, in addition to being innovative and adaptive enough to respond to environmental challenges, focusing on "the three C's". The significance of this case lies in the fact that thorough review of what is known about the three Cs as related to team performance is done. The research emphasizes the importance of instilling such a collaborative, creative, and constantly evolving culture in an organization. It stresses on the need of acquiring technical and soft skills towards completion task and fulfillment of objectives. Research also points at a strategy that should encourage employees to be committed towards the organization and their work. As such, they should strive towards improving their team performance towards achieving the set objectives through the three Cs. This researches show how companies may institute high performing teams by instituting good and supporting cultures, developing important skills, and increasing level of commitment among their employees. This study provides useful suggestions for designing effective team-building strategies across diverse types of organizations.

Statement of the Problem

This research seeks to address a challenge firms' face in creating efficient teams that can reach objectives quickly, amidst a fast-paced economy. Although companies believe in teamwork, few firms build collaborative teams that are creative and flexible. Some of these reasons include a poor direction in enhancing needed competence, a poisonous or supportive culture, and lack of commitment within the team. Building high performance teams possessing proper skills, supportive and encouraging culture and high spirit of goal-orientation is the challenge firms have to face. However, as regards best practices in bringing these teams together for any business, few materials have been documented in the literature. Therefore, in an attempt to fill this gap, the current research evaluates existing knowledge about the 3Cs – culture, competence, and commitment, and their effect

on team performance. In addition, the objectives of this research are geared towards identifying practical approaches toward building agile teams or groups that address environmental threats and meet organizational aims.

Reviews of Literature

A lot of studies done to examine effects of cultural, competences, and commitment on team performance. Cameron and Quinn (2011) noted that a positive organizational culture is positively associated with performance, job satisfaction, and employee engagement. In addition, Goleman et al found out that emotionally intelligent teams who demonstrated capabilities performed better and achieved their goals. As stated, Meyer and Herscovitch (2001) state that commitment has positive correlations with employee retention, job satisfaction, and organizational civic behavior. A Furthermore, Mathieu et al. (2008), show that team commitment positively affects team performance while canceling out team conflict's negative consequences. As per Schneider et al. (2017), a good corporate culture is essential for developing needed competencies or enhancing team members' commitment. This involves the coexistence of the three cs. In addition, in his 2011 study, Seibert concluded that highly competent teams tend to display commitment toward their organizations and their respective occupations. Furthermore stated that, highly competent teams tend to be more attuned to their companies and works at hand. In general, the analysis reveals that effective building of high performing teams entails developing core competencies, cultivating commitment within teams and creating a positive environment for the staff. All three factors mentioned above are highly interconnected for an organization to achieve the best from its teams.

Research gap

Concerning the literature review, the research gap found in this study was an exhaustive integration that brings together all the three Cs of culture, competence, and commitment and

how such components of a multicultural team affect its ability to perform as one coherent unit without divisions or contradictions Previous research has looked at the three C's separately as well as their impact on team efficiency, suggesting a more comprehensive approach considering the mutual influence of these factors. The literature claims that effective teams involve a positive and congenial culture and skills development as well as a heightened sense of commitments among members. There remains no advice for organizations on how to achieve them with success. Businesses need to adopt practical tools and techniques that will help them develop highly performing teams that are able to overcome various challenges in their environment and achieve corporate objectives. This study will provide an overview of what we know about the three C's and their impact on teams. This study intends to outline some useful measures towards achieving resilient and effective group in response to environmental change in support of organizational success.

Objectives of the study

1. To investigate how culture, skill, and commitment work together to create high-performing teams.
2. To determine the elements that go into creating a culture that encourages cooperation, innovation, and constant progress.
3. To evaluate the technical and soft abilities that team members need in order to execute tasks and reach objectives.
4. To look into what makes team members feel strongly committed to the company and their work, and how this affects how well the team performs.

Methodology of the Study
Research Design:

This research study is descriptive and analytical in nature because an organized process of conducting a literature review and structured online primary data have been used for the research study. The identification, selection, and critical assessment of pertinent literature on a given study topic are steps in the approach known as the systematic literature review. The

purpose of this technique is to present a thorough and impartial analysis of the body of research on the three C's of culture, competence, and commitment and how they affect team performance.

Source of data:

The research has been covered the primary data source through structured questionnaire which responded by the HR professionals and additional data collected from the secondary sources through journals, periodicals, unpublished research reports and websites for conceptual background and reviews of related literature. The steps that comprise the systematic literature review approach are as follows:

This study focuses on "how to establish a high performance team in organization through integrative strategies of culture, competences and commitments".

Identifying relevant literature: This implies that an in-depth search for related research on the three C's and its influence on team effectiveness in electronic databases comprising Google Scholar, SCOPUS, and Web of Science will be carried out.

Study selection relevant to the research topic: These searches will identify the relevant studies that may help address the research issue in question. Which research will be included will be determined by the following criteria: The three C's of culture, competence, and commitment were major concerns of this study, published in a peer-reviewed journal on their impact on team effectiveness.

Sampling Design

The HR professionals from various firms in India and across the world such as IT firms, Manufacturing and productions firms, services industry (Hotels, Hospitals, Insurance, Banking, Airlines and transports) Total population size is indefinite so convenience sampling and snowball sampling technique have been adopted to collect the data from the HR professionals from across the industry.

Statistical Tools for Analysis & Qualitative assessment:

For the primary data analysis purpose, Descriptive statistics were used such as Simple percentage and chi-square analysis, Anova, Factor analysis. For the secondary data analysis purpose the following methods were used such as:

Critical evaluation of the selected studies: They will be subjected to a critical review, following a standard quality evaluation framework. Investigations will be evaluated on their validity, reliability, and relevance by means of a quality evaluation instrument.

The data analysis tables were attached in annexure part of this paper due to page and word restriction. The research study have been combined and appraise the results of the reviewed studies to determine how cultural competency interrelates with commitment and its influence on performance of a team. The utilization of synthesized information will lead to finding out credible ways to craft highly performing teams using a holistic view of culture, competence and commitment.

Reporting the results: This report will present the results of a systematic literature review involving a summary of materials, details on the method, outcomes, and recommendations for the organizations.

RESULT AND DISCUSSION
From the Demographic analysis:
The descriptive analysis result shows that majority of them are Indian HR practitioners and some of the HR professionals are outside the India. Majority of HR practitioners are Middle level HR managers. Most of them are having more than 11 years of experience in their HR practice. Majority of HR practitioners are managing less than 250 employees in their respective company and their company turnover is $ 5 billion per annum. Majority of HR practitioners have practiced high performance team building training more than 2 years.

From the Chi-square analysis (test the relationship between experiences Vs Opinion of practice of High performance team building training). The HR professional experiences have been influenced the practices of High performance team building training.

From the Factor analysis: Out of 19 High performance training variables have been grouped into 3 factors. Each factor comprises 7 variables, 5 variables and 7 variables respectively, each factor named as Competence for Team Dynamics, Culture and Effective Leadership Commitment From the reviews and secondary data analysis the results were obtained such as:

The systematic literature analysis indicates that an integrated approach based on "the 3C's" – culture, competence, commitment for building high performing teams is paramount. The study came to several important conclusions about how the three C's affect team effectiveness, including:

Effective team building requires creating an environment that emphasizes collaboration, creativity, and constant improvement. These include having common purposes, good communication, safe psychological conditions, and concern for employees' health.

Competence: Team success is dependent on a host of technical and non-technical competencies that people need to possess in order to execute tasks and attain stated objectives. This includes coaching and mentor programmes, training and development initiatives, and embracing lifelong education.

Commitment: Team members have to devote themselves greatly in the organization as well as their work so that such high performing teams can be built. These include aspects of commitment, dedication, and resilience in addition to motivation, involvement, and job satisfaction of employees.

Systematic literature review indicated an approach for creating effective teams through culture, competences and commitment. This study suggests that businesses need to create a culture conducive to teamwork, creativity, and continuous learning. This could be achieved through enhanced employee's well-being, open communication, clear objective and psychological safety.

The study also emphasizes on strengthening the technical and the soft skills needed as one carries out his or her activities in order to achieve desired goals and outcomes at all times as well. This can be achieved through provision of training and development programs, coaching and mentorship as well as emphasis on continuous learning.

Moreover, the study emphasises on the need to enhance the necessary technological and interpersonal abilities which are important in undertaking tasks and attaining objectives. This can be done through training and development programs; coaching and mentorship; and concentration on constant learning. The report also emphasizes the need to cultivate among the team members, an enduring sense of ownership towards the organization and their duties. This includes employee engagement, motivation, job satisfaction, dedication, loyalty, resilience, and flexibility.

Thus, the study offers helpful insights to firms on how to establish strong performers through culture, competence, and commitment as a unit. Consequently, the results and suggestions in this paper can inform effective team building strategies that are viable enough to overcome environmental pressures and still achieve organizational objectives.

Summary of Findings

To this end, a comprehensive review of literature was made and the implications of the three C's of culture, competent, and commitment were analyzed for fostering high-performance team development. The study identified the need for having competent skills in an attempt to build effective teams for better output.

As such, it was revealed that there must be in place an effective and supportive corporate culture to build high performing teams. Such aspects include attention to employees' well being, creating safe environments for people to communicate openly and share goals among others. The findings of the study pointed out that a good culture leads to cooperation, invention, and the creation of an ongoing improvement process aimed at maximum achievements of teams.

Another finding of the survey indicated that team building involves having the necessary skills. These include coaching and mentoring, technical and soft skills development and continuous learning. The research findings indicate that these teams have a higher level of competence, and thus become more productive in comparison to other teams within the same organization.

Second, it was found out that creating cohesion among team members is crucial for development of high performing teams. These consist of employee loyalty, commitment, job satisfaction, adaptability, resilience, and perseverance. Commitment was found to increase in those groups highly committed to their works and organizations leading into increased team performance.

An integrated approach for building high-performance teams is characterized by three dimensions: culture, competence, and commitment (the 3 C's). This report offers critical guidelines that firms seeking optimal team delivery should consider such as building positive encouraging work culture, acquisition of relevant skills and high level of commitment among staffs. This research will come up with the best team-building approaches, which are appropriate for environmental pressures but still allow organizations to meet their objectives.

Recommendations

The following suggestions can be offered to organizations looking to create high-performing teams based on the study's findings:

- Create a culture that is upbeat and encouraging: This means organizations have to establish a culture that promotes teamwork, innovation and continuous learning. These elements include employee well-being, open communication, a common vision, and psychological safety.
- Develop necessary competencies: Companies ought to invest in the development, especially on the improvement of critical technical and soft skills. This could be achieved through training programmes, coaching and mentoring, as well as continuous learning.
- Encourage a strong sense of commitment: Every team member needs to develop strong sense of being part of the organisation and the nature of their job. listade references This can be achieved through employee engagement, motivation, job satisfaction, commitment, loyalty, resiliency, and adaptability.

Accept an integrated strategy that emphasizes the three Cs: culture, competence, and commitment. This can be achieved in organizations by integrating the three Cs. It involves demonstrating to employees a sense of commitment, identifying core competencies, and developing a conducive cultural setting. Therefore, organizations have to analyze their ongoing efforts in assembling teams every day for them to survive in the changing environment and realize organizational objectives.

These guidelines give a strong emphasis on using an integrative approach for designing high-performance teams built on culture, capability, and commitment. Applying these principles assists organizations in fostering a cooperative and innovative team that drives the organization's goals forward.

Conclusion

In a research study, the three C's of culture, competence, and commitment are identified as the essential components of a holistic approach towards creating top performing teams. This paper gives useful suggestions regarding how to set up successful work groups capable of coping with external risks and ensuring organizational goals satisfaction. These results show that if people work under negative setting, creativity and joint efforts will be suppressed but on the contrary if people work under positive setting, creativity and joint efforts will be stimulated and the continuous improvement will be happened. The study also highlights the need for such factors as developing necessary competencies, i.e., technical skill and soft skill, as well as creating a culture where teams would be committed. It is possible to improve team performance through creating an environment suitable for the teams' growth and eventually facilitating the attainment of business goals by implementing an integrated approach targeting the 3Cs of culture, competencies, and commitment. In summary, the study offers valuable findings pertaining to how to construct productive teams and helps businesses devise winning team development techniques.

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Annexure:
Descriptive analysis (Simple percentage analysis) Table -1

Variables	Responses Options	Frequency (%)
Nativity	National	120 (75%)
	International	40 (25%)
Position of employment	Senior level manager	39(24%)
	Middle level manager	64 (40%)
	Junior level manager	58 (36%)
Years of Experience	<5yrs.	45 (28%)
	6-10 yrs.	41 (26%)
	11-15 yrs.	38 (24%)
	>15 yrs.	36 (22%)
Size of Workforce	Less than 250 members	112 (70%)
	More than 250 members	48 (30%)
Annual Turnover of business	<Rs.500 crore	69 (43%)
	Rs.501crore to 750 crore	41 (26%)
	Rs.751-1000crore	27 (17%)
	>Rs.1000 crore	23 (14%)
Experience in Building High Performance Team	Less than 2 yrs.	49 (31%)
	More than 2 yrs.	111 (69%)

Inference: The above table shows that 3/4th the Indian national HR professions remaining ¼ of the HR professionals are outside the Indian region. Majority of them are Middle level HR managers. Most of them are having more than 11 years of experience in their HR field. Out of 160 respondents majority of HR managers managing less than 250 employees in their respective company and their company turnover is $ 5 billion per annum. 2/3rdof HR professionals have practiced high performance team building training.

Test of Hypothesis:
There is no relationship be

Table - 2

Cross tabulation of Experience Vs Opinion on practice of building high performance teamtween Employees' experience and Opinion on practice of building high performance team

			Opinion towards High Performance team building					
			HS	S	Neutral	DS	HDS	Total
Employees' Experience	<5 yrs.	Count	11	19	7	5	3	45
		%within experience						
	6-10 yrs.	Count	9	16	8	4	4	41
		%within experience						
	11-15 yrs.	Count	8	14	9	6	1	38
		%within experience						
	>15yrs.	Count	7	15	8	4	2	36
		%within experience						
	Total	Count	35	64	32	19	10	160
		%within experience						

Chi-square analysis: Table-3

Chi-Square test			
	Value	Degrees of freedom	Asymp.Sig (2-sided)
Pearson Chi-square	4.025[a]	12	.038*
Likelihood Ratio	4.147	12	.044
Linear by Linear Association	.259	1	.611
N of valid cases	640		
4 cells (26.7%) have expected count less than 5. The minimum expected count is 1.78			

* 5% level of significance

The above table shows the cross tabulation and chi-square analysis for test the relationship between Employees' experience and opinion on practice of building high performance team. It can be inferred from the table chi-square sig. value is 0.038 less than the p-value =0.05 @5% level of significance. Hence, it is concluded that the null hypothesis is rejected, there is a relationship between Employees' experience and opinion on practice of building high performance team.
Result: The employee experience is influence the high performance team building practices.

Factor analysis for grouping the High performance team building variables
Table - 4

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.794
Bartlett's Test of Sphericity	Approx.Chi-square	11203.222
	Df	72
	Sig.	.000

Table - 5 Communalities

Table: Communalities		
Skills and Expertise	**Initial**	**Extraction**
Collaborative Skills	1.000	.839
Adaptability and Learning	1.000	.821
Problem-solving Abilities	1.000	.776
Team Building Activities	1.000	.655
Conflict Resolution	1.000	.671
Shared Successes and Failures	1.000	.805
Shared Values	1.000	.794
Clear Vision and Goals	1.000	.912
Open Communication	1.000	.839
Trust and Psychological Safety	1.000	.744
Diversity and Inclusion	1.000	.803
Shared Accountability	1.000	.690
Leadership Support	1.000	.826
Recognition and Reward	1.000	.719
Work-Life Balance	1.000	.859
Strong Leadership	1.000	.917
Empowerment	1.000	.801
Role Modeling	1.000	.812
Extraction Method: Principal Component Analysis		

Source: spss output

Table - 6: Total Variance Explained

Component	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total %	% of Variance	Cumulative%	Total %	% of Variance	Cumulative%	Total %	% of Variance	Cumulative%
1	12.189	50.787	50.787	12.189	50.787	50.787	5.995	24.979	24.979
2	1.948	8.116	58.903	1.948	8.116	58.903	3.559	14.830	39.809
3	1.557	6.489	65.392	1.557	6.489	65.392	3.103	12.929	52.739
4	.912	4.968	70.360						
5	.851	4.795	75.154						
6	.832	4.299	79.453						
7	.761	3.171	82.625						
8	.672	2.801	85.425						
9	.509	2.119	87.545						
10	.491	2.044	89.588						
11	.417	1.739	91.327						
12	.355	1.481	92.808						
13	.278	1.157	93.965						
14	.255	1.063	95.028						
15	.237	1.021	96.049						
16	.224	.969	97.018						
17	.218	.910	97.928						
18	.192	.800	99.418						
19	.174	.724	100.000						

Extraction Method: Principal Component Analysis

Source: spss output

The above table exhibits the result of factor analysis with principal component analysis of 19 items of factors influencing with 3 factors which extracted out, by the three values, such as 50.787, 8.116 and 6.489 respectively are greater than recommended level of 1.

Table: Rotated Component Matrix[a]

	Components		
	1	2	3
Skills and Expertise	.773	.099	.298
Collaborative Skills	.696	.468	.167
Adaptability and Learning	.587	.708	.412
Problem-solving Abilities	.725	.500	.425
Team Building Activities	.715	.288	.580
Conflict Resolution	.023	.686	.253
Shared Successes and Failures	.157	.672	.297
Shared Values	.527	.306	-.114
Clear Vision and Goals	.177	.080	.661
Open Communication	.591	.417	.591
Trust and Psychological Safety	.270	.362	.602
Diversity and Inclusion	.630	.505	.455
Shared Accountability	.593	.123	.406
Leadership Support	.586	.195	.192
Recognition and Reward	.581	.138	-.066
Work-Life Balance	.201	.016	.599
Strong Leadership	.683	.484	.065
Empowerment	.715	.450	.406
Role Modeling	.640	.501	.439

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization

Source: spss output

The above table gave an indicative list of factor loadings before rotation. All the 19 variables are loaded on various factors. In order to unearth the underlying structure among the variables, Rotated Component matrix is attained and the loadings of all the variables on three Factors are shown in the following table.

From the above table, only those factor loadings which are greater than or equal to 0.5 are considered and they are tabulated as below

Table - 8 Factors Loaded

Factors	Variable Construct	Name of the factor
Factor 1	Skills and Expertise	**Competence for Team Dynamics**
	Collaborative Skills	
	Adaptability and Learning	
	Problem-solving Abilities	
	Team Building Activities	
	Conflict Resolution	
	Shared Successes and Failures	
Factor 2	Shared Values	**Culture**
	Clear Vision and Goals	
	Open Communication	
	Trust and Psychological Safety	
	Diversity and Inclusion	
Factor 3	Shared Accountability	**Effective Leadership Commitment**
	Leadership Support	
	Recognition and Reward	
	Work-Life Balance	
	Strong Leadership	
	Empowerment	
	Role Modeling	

Inference:

From the above factors loaded table, it inferred that all the 19 variables of high performance team building training have been grouped into three factors, each factors consists of 7 variables, 5 variables and 7 variables respectively and each factors names as Competence for Team dynamics, Culture and Effective Leadership commitment.

Unraveling Obstacles to Career Advancement for Women in the Education Sector: A PLS-SEM Analysis

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Abstract

This study examines organisational and societal constraints to working women's education careers in Jaipur. The study employs PLS-SEM to determine the associations between latent independent variables and the dependent variable "women's empowerment." A detailed questionnaire was given to 400 female educators at various levels to collect data on career development factors. Work-life balance, societal norms, business culture, gender bias, and leadership possibilities were examined to understand women's hurdles.

PLS-SEM analysis with smart-pls software modelled intricate correlations between latent variables and women's empowerment. This strategy provides for a detailed look at how individual and combined impediments hinder working women's careers. The method also helps identify urgent issues that must be addressed to promote women's professional advancement. According to preliminary findings, the identified latent variables negatively affect women's empowerment, showing the significant impact these barriers play in preventing women's career progression in education. The findings also highlight the need for organisational and social systemic adjustments to remove these barriers and enable women's equitable participation and advancement in education. This study adds to the discussion on workplace gender discrepancies, notably in schooling. It stresses focused activities and strategies to overcome these barriers. The research's findings also benefit stakeholders, policymakers, and institutions supporting gender equality and women's empowerment in education.

Keywords:

PLS-SEM, Barriers, Working women, smart pls software, confirmatory analysis

1. Introduction

India, a varied nation, has long been admired for its rich heritage and ideals. Despite its rich past, India has remained male-dominated. This classification has changed gradually in recent decades, especially in urban epicentres like Jaipur. More women are breaking down obstacles, establishing themselves professionally, and claiming financial independence. Globalization, urbanisation, and proactive government policies supporting women's rights and gender parity have shaped this change (Mishra & Singh, 2018). Indian education, among others, has seen a rise in female participation. Due to its tremendous social impact and position as a change agent, it remains an intriguing study field. Women educators in Jaipur are rising, but underlying difficulties hinder their professional advancement. Women's role in India is complex, contributing greatly to the nation's socio-economic fabric (Chakraborty, 2019). However, issues persist. Many obstacles remain, from the salary disparity, corporate prejudices, and limited leadership possibilities to social gender stereotypes.

A major issue is women's difficult balance between work and home. In many sections of the country, societal conventions force women to carry a double weight, causing mental and physical stress (Sinha & Subramanian, 2018). Choudhary and Yadav (2017) and Srivastava and Kapshe (2017) have addressed these problems, highlighting sector-specific challenges women experience in banking and the private sector. Despite these obstacles, progress is visible. A revolutionary undercurrent exists as the Indian government increases maternity benefits

and gender sensitivity training for women and urban families steadily change their views of working women. Education, generally considered soothing and suitable for women, faces gender-based difficulties. Skewed wage scales, limited leadership opportunities, and sometimes harassment show that gender imbalance persists even in fields designed for women (Joshi, 2018).

This study examines the organisational and societal constraints that may impede women educators' career advancement in Jaipur. It seeks to understand how societal norms, workplace culture, and women's empowerment in education interact by using firsthand data from women educators at all levels. The findings would contribute to the discussion on gender inequality in Indian workplaces and provide meaningful solutions. This research study seeks to understand the complex organisational and social constraints that hinder women's education career advancement in Jaipur. This study seeks to understand how work-life balance, societal expectations, company culture, gender bias, and leadership opportunities affect a woman educator's career.

Use Partial Least Squares Structural Equation Modeling (PLS-SEM) to link the difficulties above to women's empowerment. The study tries to illuminate the individual and combined consequences of these impediments on women educators' careers.

To promote women's career progression in education, identify the most pressing obstacles that must be addressed immediately.

Provide insights to help policymakers, educational institutions, and other stakeholders develop successful gender equality and women's empowerment policies in Jaipur and beyond.

2. Novelty of the Study

This study uses Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the complex issues women confront in Jaipur's education sector, a place rarely studied. This study focuses on schooling rather than societal or occupational issues, providing a more focused understanding. The study also considers work-life balance, societal standards, and organisational culture to provide a more complete picture of the hurdles. The emphasis on these barriers' separate and combined effects on women's empowerment provides a comprehensive and layered examination. The findings will bridge generic gender research with sector-specific solutions by providing stakeholders with more detailed, actionable information. Thus, this study advances the discussion on workplace gender inequities, notably in Jaipur's education sector.

3. Literature Review

Women's employment in India, particularly in Jaipur's service industry, is a complex topic with many interconnected aspects. Many studies have examined women's struggles, development, and the potential benefits of female involvement. This literature review critically evaluates numerous important contributions to this topic, setting the stage for studying family attitudes on married women's work in Jaipur's service sector.

In their key work, Ahmed and Mahmood (2017) examined working women in India, their challenges and their contributions to society. They clearly showed that women experience gender bias, discrimination, and the twin pressures of personal and work commitments. These women are tenacious as they work to sustain their families and improve their social standing. Ahmed and Mahmood persuasively demonstrate that equal workplace chances are morally right and can enhance society. Similar to Ahmed and Mahmood's findings, Chakraborty's (2017) survey of Indian women in the workforce confirms their concerns. On economic issues, Chakraborty adds that poor earnings, prejudice, and lack of education and training hinder women's growth. Equal opportunities and empowering women in the profession could

lead to positive socioeconomic changes, says the author. Expanding the perspective, Devasenapathy et al. (2017) highlight women's autonomy and maternity healthcare service utilisation. The study's substantial positive association suggests that women's empowerment improves healthcare results. This linkage elevates the debate on women's workforce participation. Adding historical context, Desai and Kulkarni (2008) explored how affirmative action transformed educational inequality in India. These initiatives have reduced educational gaps, especially for women and

Author(s)	Research Area	Key Findings
Bhati, A. (2021)	Rural India	Women's employment is associated with more positive family attitudes towards working women in rural India.
Chaudhary, P., & Shukla, A. (2022)	Urban India	Family support is essential in promoting married women's employment in urban India.
Desai, S. & Kulkarni, V. (2022)	India	Women's workforce participatio n is associated with more favorable family attitudes toward working women, especially among younger generations.
Mahmood, K., & Ahmed, I. (2017)	India	Working women play a significant role in society and contribute to their family's well -being, but face challenges due to gender norms and stereotypes.
Pande, R., & Ford, D. (2011)	India	Gender disparities in work and education persist in India, but affirmative action policies have helped to reduce educational inequalities.
Sarkar, J. (2018)	Urban India	Gen dered norms, expectations, and factors such as family support and workplace policies influence women's work -family balance.
Singh, R., & Singh, A. (2019)	India	Gender inequalities in work persist in India, including disparities in wages and job opportunit ies, with women facing particular challenges.
Sultana, S., & Bhatnagar, A. (2019)	India	Education, family attitudes, and social norms influence women's labor force participation in India.
Visaria, L. (2018)	India	Women's employment in India is shaped by various factors, including education, family attitudes
Ahmed, S. & Ashraf, B. (2022)	Pakistan	Women's participation in the labor force is positively associated with favorable family attitudes towards working women.

lower castes, according to their analysis. This historical perspective informs the present and emphasises institutional activities.

Kumar (2017) examined Indian working women's challenges in detail. Kumar added to Ahmed, Mahmood, and Chakraborty's concerns about family and employer support impeding women's career advancement. Kumar's research emphasises the need of supporting working women's social and economic empowerment.

Pande and Ford (2011) examined Indian gender gaps in work and education. The survey found that women's education and employment have improved, yet gender gaps remain. Sarkar (2018) explored urban India's gender, labour, and family relationships. The patriarchal family system, gender roles, and societal standards affect women's workforce engagement, according to the study. The study suggested changing social norms to encourage working women. Singh and Singh (2019) examined Indian workplace gender inequality. Women work in low-wage, low-skilled jobs and are underrepresented in management, the study found. The report suggested policy adjustments and societal attitudes toward women's employment to alleviate these inequities. Sultana and Bhatnagar (2019) analysed India's women's empowerment and labour force participation. Empowering women increases their labour force involvement, according to the study. Visaria (2018) examined Indian women's employment. The survey found that women's workforce involvement has grown in recent decades. Wages, working conditions, and formal employment remain unequal.

[Ayar et al., 2022] examine how demographic, individual, and work addiction affect health professionals' work-life balance and mental health during the COVID-19 pandemic. A study discovered that gender, working hours, the individuals health professionals live with, and job addiction affected their work-life balance and mental health. Male health professionals reported poorer work-life balance, longer working hours, higher work addiction, and higher mental health assistance needs. As job addiction worsened, work-life balance decreased the most. No significant variations in work addiction or work-life balance were detected across different health professionals. Addressing work addiction and establishing work-life balance are crucial to health workers' well-being during the epidemic.

Shirmohammadi et al. (2022) analyse how COVID-19 has affected remote work and work-life balance. The authors examine 40 current empirical research to understand pandemic-related problems for remote workers. Flextime vs. work intensity, flexplace vs. space limitation, technologically possible work arrangement vs. technostress and isolation, and family-friendly work arrangement vs. housework and care intensity are the four themes that show mismatches between remote work expectations and realities. HRD practitioners help employees match their remote work expectations and experiences, according to the paper. HRD practitioners can support remote workers by providing a fair overview of distant work, designing diverse remote work arrangements, and supporting remote workers to maintain work-life balance.

Rashmi et al. (2022) present a comprehensive overview of work-life balance (WLB) research dynamics and diversification. Flexible work arrangements, gender disparities in WLB, work-life interaction, related concepts, and WLB policies and practises are four established and emergent research areas from a comprehensive and critical literature review. WLB is also examined in relation to COVID-19. Future research is needed to explore single professionals' experiences and contextual elements' effects on WLB. The discipline benefits from its detailed overview of WLB research and suggestions for future research.

Oyewobi et al. (2022) This study analyses how work-life policies (WLPs) affect organisational commitment for Nigerian female construction workers through work-life balance (WLB). Data from 120 women professionals was utilised to test hypotheses using PLS-SEM path analysis. WLB increases positive organisational commitment and partially mediates the WLP-commitment link. The study emphasises the necessity of WLPs that help employees balance work and family to boost organisational commitment. This study helps explain how WLB affects WLPs and organisational commitment. The findings have significance for practitioners and scholars, especially in Nigeria's construction industry, where WLB has gotten little attention. For further study of these correlations, longitudinal designs and larger sample numbers are needed.

Dean et al., 2022 The COVID-19 epidemic has highlighted mental load, a mix of cognitive and emotional labour. Although unseen, this labour involves unpaid physical effort. There are no boundaries because it can be done at work, leisure, or sleep. It lasts because it involves continual care for loved ones. Despite schooling and job, women carry the mental load more. This burden is often overlooked in social surveys and data collection. Mental load combines cognitive and emotional effort, unlike physical domestic labour. Quantifying mental load, promoting work-life balance, and investing in caregiving infrastructure are needed to address this issue. To reduce mental strain and promote gender equality, these approaches are essential.

Syaharuddin et al. (2022) This report discusses how Banjar women on the Martapura River improve their families' economies. Many Banjar women are housewives who aid the family economy, according to this report. This qualitative descriptive study examines how Banjar women on the Martapura River improve the family economics through observations and in-depth interviews. Banjar women fulfil daily primary requirements through economic activity, notably in the informal sector, according to research. Informally, Banjar women trade basics, sell food and drinks like morning wadai or coffee shops, and run micro, small, and major enterprises like Haruan fish and shrimp trading business groupings. These commercial activities boost the family economy.

Gadzali et al.2023 investigated work-family and family-work problems among married female public bank managers in West Java, Indonesia. Female managers with 5- to 10-year-old children had greater work-family and family-work conflicts, according to the study. Children need greater attention between 5 and 10 years old, and education can be expensive. Higher workplace conflict was also caused by managerial level and dual role demands. The study stressed the importance of workplace happiness, communication, family support, and flexible working hours for women. It stressed that organisations must handle work-family conflict and promote women's work-life balance. The findings shed light on how changing roles affect married women in the workplace.

[Kwon et al.,2022] explore how the COVID-19 epidemic affected ECE teachers' job and well-being. The study found that early pandemic ECE teachers worked in stressful conditions. They faced wage, benefit, and resource discrepancies and had to learn new teaching methods. Similar pandemic investigations in other countries, including the US, found negative effects on teachers' mental, physical, and professional health.

Lange et al. (2022) examine remote work self-efficacy, work-related stress, and health. In the study, self-efficacy significantly reduced work-related stress and mediated health outcomes. Work-family conflict raises job stress and anxiety, but self-efficacy improves health. Autonomy and remote work boost self-efficacy. Data analysis was done using partial least squares-based structural equation modelling on 5163 participants. Self-efficacy can reduce work-related stress

and improve remote workers' health, which has practical consequences for businesses and employees.

Based on the literature review presented, this study aims to address several gaps in the existing research. Some of the significant research gaps are:

- Limited research on family attitudes towards married women working in the service industry in the Jaipur region of India.

- Limited research on the interplay between family attitudes and the work-family balance of married women working in the service industry in the Jaipur region.

- Limited research on the impact of cultural and societal factors on family attitudes towards married women working in the service industry in the Jaipur region.

- Limited research on the potential implications of family attitudes on the job satisfaction, performance, and career advancement of married women working in the service industry in the Jaipur region.

- A case study on family attitudes regarding married women working in the service industry in Jaipur, India, focusing on population size, work-family balance, cultural and socioeconomic issues, and potential effects on job satisfaction, performance, and career progression, fills these gaps in the research.

4. Research Methodology

The flowchart shows this study's rigorous research methodology. A framework is created to start the process. This step is vital for guiding and grounding research. Upon framework establishment, the study finds working women concerns ready. This phase focuses on studying the landscape and assessing working women's education sector awareness and problems in Jaipur. It
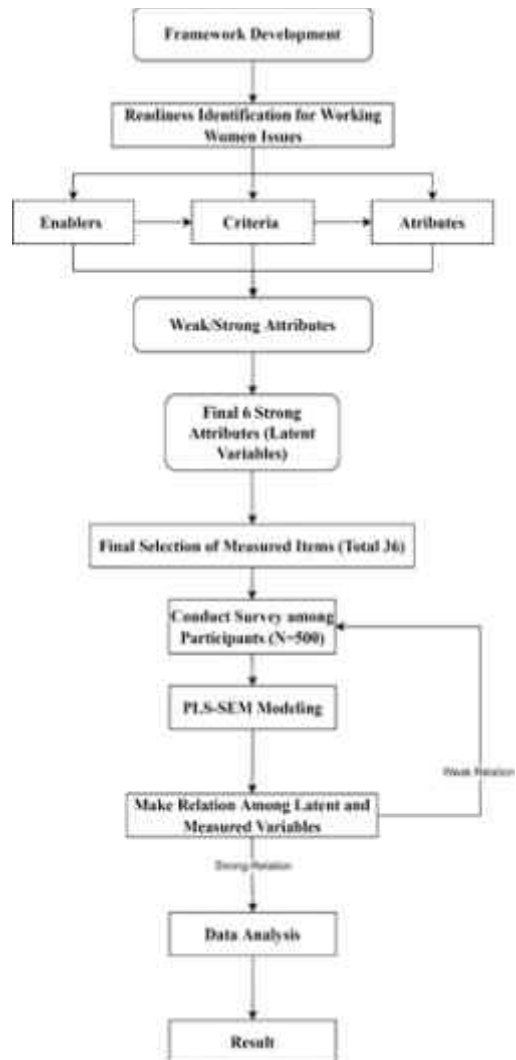

Figure 1- Framework Development for the present study

Next, identify 'Enablers,' 'Criteria,' and 'Attributes' that affect women's professional growth problems and opportunities. The complex challenges working women encounter are examined in these three interrelated pieces.

Weak and firm qualities are distinguished from the vast spectrum of attributes by the technique. Understanding the strength and significance of each quality on women's

empowerment requires this differentiation. Six resilient qualities (or latent variables) are selected for further analysis to provide a more concentrated perspective. Selecting 36 measured items provides meaningful measures for data collecting. With these parameters, the study surveys 500 participants thoroughly. This sample size ensures enough representation to generalise and trust the findings.

Data is analysed using PLS-SEM (Partial Least Squares Structural Equation Modeling). PLS-SEM is known for modelling complex relationships, and this study uses it to connect latent and measured variables. This method assesses relationships and shows how variables affect women's careers. Following relationship processing and in-depth examination, data findings yield results. Through a rigorous and well-structured approach, our results shed light on women's education sector hurdles and suggest solutions and policy changes.

5. Questionnaire Development

A rigorous literature analysis identified information gaps and themes such female perspectives on working women, gender stereotypes, and workplace policies, which led to the questionnaire. These themes guided impartial statement writing. The completed questionnaire was shared with 500 participants after a pilot test and feedback integration.

5.1 Data Collection for the Present Study

Research validity depended on data collecting from April to October 2023. We sought varied education professional perspectives after creating the questionnaire. Data was collected online for efficiency and accuracy. Printed surveys were also distributed in selected educational venues for inclusivity. Quality control and responder confidentiality were maintained.

Table 1 Data collection for the present study (a method used for data collection)

Month	Online Responses	Paper Responses	Total Responses	Cumulative Total
Apr-23	40	30	70	70
May-23	60	35	95	165
Jun-23	55	25	80	245
Jul-23	70	40	110	355
Aug-23	65	30	95	450
Sep-23	40	10	50	500
Total				500 (Completed)

July saw a data collection surge, possibly due to growing survey awareness. The six-month span facilitated trend identification and allowed participants ample response time. Combining digital and traditional data collection methods ensured a broad reach, paving the way for robust analysis.

5.2 Smart PLS Software

This research relied on SmartPLS for inferential analysis due to its structural equation modelling expertise. Partial Least Squares (PLS), a variance-focused SEM technique, was utilised to explore complex interactions between the study's variables, notably latent components. The team checked the measurement model's reliability and validity with SmartPLS before assessing the structural model to find variable relationships. Combining JSAP and SmartPLS for study analysis was invaluable. JSAP structured and provided a basic data snapshot, but SmartPLS

investigated variable relationships. Merging descriptive and inferential statistical software enhanced the study's credibility and depth.

Important of PLS-SEM for Studying Working Women in Jaipur's Service Sector

PLS-SEM is particularly useful for exploratory study on working women in Jaipur's service industry, notably in schooling. The main reasons:

Understanding working women's attitudes and difficulties is complex, and numerous latent variables may affect them. PLS-SEM models complex interactions, providing a complete understanding of constructs.

PLS-SEM excels at formative/reflective measurement. In a study like this, indicators may cause the latent variable rather than being an outcome. Social norms, workplace policies, and family obligations might influence how people view working women.

Predictive Focus: Instead than describing relationships, the study could predict outcomes. PLS-predictive SEM's nature could assist uncover actionable areas that could greatly improve working women's well-being and experiences.

Flexible Assumptions: Traditional SEM approaches demand rigorous data normality assumptions, which may not always apply in real life, especially in culturally sensitive Jaipur. PLS-data SEM's distribution flexibility makes it more adaptive to diverse datasets.

Traditional SEM requires large sample sizes for good results, but PLS-SEM can handle smaller samples. This is especially helpful if the study involves time-consuming focused group discussions or in-depth surveys with smaller sample sizes.

Working women in Jaipur's education sector encounter complicated perspectives and issues, which PLS-SEM will capture holistically and provide meaningful insights for policymakers, organisations, and society.

6. Participant Demographics Analysis

A thorough examination of the participants' demographics yields valuable context to frame the study's results. Regarding age, the most common age group, marked by the mode, is 4.002. The median age is 3, while the average age is 3.076, with a spread indicated by a standard deviation of 1.432. The age data's coefficient of variation is 0.466. Notably, 75% of participants are aged 4 or below, as the 75th percentile shows. In marital status, category 2 emerges predominantly, with the mode and median aligning at this number.

Table 2 Demographic result for the present study (N=500)

Variable	Mode	Median[a]	Mean	Std. Deviation	Coefficient of variation	50th percentile	75th percentile
Age	4.002	3	3.076	1.432	0.466	3	4
marital Status	2	2	2.06	0.752	0.365	2	2
Education Level	3	3	3	0.993	0.331	3	4
Occupation	1.004	2	2.308	1.187	0.514	2	3
Education Institute Type	1	1	1.356	0.723	0.533	1	1
Location of Institute	1	1	1.228	0.42	0.342	1	1
Location of residence	1	1	1.368	0.483	0.353	1	2

[a] More than one mode exists. For nominal and ordinal data, the first mode is reported. For continuous data, the mode with the highest density estimate is reported but multiple modes may exist. We recommend visualizing the data to check for multimodality.

The average marital status is 2.06, with a standard deviation of 0.752 and a coefficient of variation of 0.365, indicating significant variability. Mode, median, and mean education levels are 3. A standard deviation of 0.993 shows education diversity, and the 75th percentile is 4, meaning most people have a 4 or lower education. Occupationally, mode is 1.004, median 2, and mean is 2.308. This 75th percentile is 3. Educational institution type, career, and residence/ institution location data mostly show a mode and median of 1. The means for these categories are slightly above 1, indicating a modest bias toward lower values. Spreads around averages are shown by standard deviations of 0.42 to 1.187.

7. Selection of latent & Observed Variables

Our examination of key factors examined Females' Attitudes towards Working Women (FAT) to determine perspectives of professional women in education, including leadership, work-life balance, and representation. We examined gender stereotypes (GS) to assess role expectations. SC, particularly cultural norms and motherhood pressures, affected women's professional choices. The career-supporting facilities and policies available to women were also assessed using Workplace Policies and Procedures (WPP). Women experience direct discrimination and hiring prejudices, which we investigated in Workplace Discrimination (WD). Finally, Working Women Empowerment (WWE) discussed how women in education feel empowered, their recognition, access to opportunities, freedom of expression, decision-making influence, and five-year development.
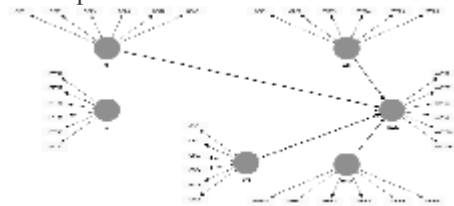
Figure 2 Initial Path model developed in

Smart PLS software

Females' Attitude towards Working Women (FAT):
It aims to understand perceptions about professional women, especially in education.
Asks about women's leadership skills (FAT01) and colleagues' comfort with women in higher roles (FAT02).
Explores work-life balance (FAT03), workplace recognition (FAT04), and leadership representation (FAT06).

Gender Stereotypes (GS):
Studies perceptions of gender roles in the workplace.
Probes views on emotions (GS02), decision-making (GS03), ambition (GS04), nurturing tendencies (GS05), and assertiveness (GS06).

Socio-Cultural Factors (SC):
Analyzes societal and cultural views affecting working women.
Questions societal norms (SC01) and domestic role expectations (SC02).
Addresses societal pressures, especially motherhood (SC06).

Workplace Policies and Procedures (WPP):
Gauges policies affecting women's career paths.
Considers creche facilities (WPP01), flexible hours (WPP02), and maternity leave (WPP03).
Highlights equal career opportunities (WPP04) and support for working moms (WPP05).
Discusses gender equality (WPP06).
Workplace Discrimination (WD):
Assesses discrimination women face at work.
Includes gender discrimination (WD01), missed promotions (WD02), pay gaps (WD03), harassment (WD04), and value of opinions (WD05).
Addresses hiring biases (WD06).
Working Women Empowerment (WWE):

Probes women's empowerment in education.

Questions personal empowerment feelings (WWE01).

Asks about workplace recognition (WWE02).

Evaluates access to opportunities and resources (WWE03).

Studies freedom to express opinions (WWE04).

Considers decision-making influence (WWE05).

Tracks progress over five years (WWE06).

8. PLS-SEM Algorithm used

The Partial Least Squares Structural Equation Modeling (PLS-SEM) is a critical statistical method to decipher complex relationships. We set initial weights for our analysis at 1.0, ensuring a neutral start to help the iterative algorithm converge. We've allowed a maximum of 3,000 iterations, though convergence might be reached sooner.

Table 3 PLS-SEM algorithm

Algorithm Components	Setting
Initial weights	1
Max. number of iterations	3000
Stop criterion	10?7
Type of results	Standardized
Use Lohmoeller settings?	No
Weighting scheme	Factor

Algorithm Components SettingInitial weights1Max. number of iterations3000 Stop criterion10^{-7}Type of results Standardized Use Lohmoeller settings? No Weighting scheme Factor

The stop criterion is set stringently at 10^{-7}, which means the algorithm halts when consecutive iteration changes are more minor than this value, ensuring precision. Our results are 'Standardized,' making interpretation and comparison simpler. While we've opted out of Lohmoeller's default settings, our chosen weighting scheme is 'Factor,' which emphasizes the shared variance of indicators. These settings ensure accurate and insightful data interpretation.

9. Result and Discussion

The provided figure presents results from a Partial Least Squares Structural Equation Modeling (PLS-SEM) simulation. This technique is known for its versatility in analyzing intricate structural relationships between observed and latent variables. At first glance, the model consists of four key latent constructs (represented by large circles): SC, FAT, WD, and WWE. Multiple observed variables or indicators (small rectangles) further support each of these constructs. Additionally, GS and WPP, two other constructs, play intermediary roles in the structural paths.
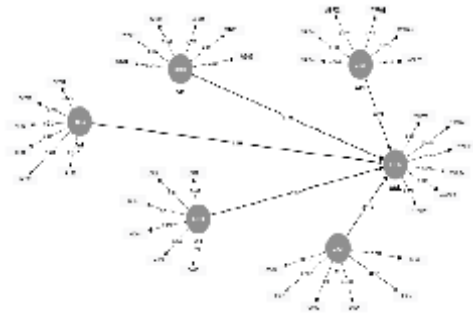

Figure 3 PLS-SEM output results

9.1 Reflective Measurement Models in Research

In the domain of research modeling, the external loadings indicate the strength and nature of relationships between specific indicators and their associated latent constructs. A value surpassing 0.7 for these loadings typically signifies a robust relationship. To elucidate: The construct SC encompasses indicators such as SC01 (0.799) and SC03 (0.876), manifesting high loadings.

The WD construct is similarly marked by potent indicators, including WD01 (0.875) and WD04 (0.869). The depicted diagram is a representation of the outcomes from a PLS-SEM (Partial et al. Equation Modeling) analysis, encapsulating both the

measurement (external) and the structural (internal) model components.

9.2 External Measurement Model

The external model shows how observable and latent variables relate. The "loadings" represent them.

SC Construct: SC01–SC06 are SC construct indications. Loads are 0.561 (SC04) to 0.932. (SC03). SC03 is more affiliated with SC than SC04, according to the difference. SC04's relationship might be reevaluated in future models since loadings should exceed 0.7.

FAT Construct: FAT03 (0.694) and FAT04 (0.726) are strong associations in this construct of six indications from FAT01 to FAT06. However, FAT03's negative FAT coefficient demands more study. WD Construct: All indicators have good latent WD variable loadings from 0.677 (WD06) to 0.875 (WD01). Six indicators with loadings between 0.876 (GS05) and 0.915 (GS02) exceed the 0.7 benchmark in GS Construct. WWE Construct: WWE01 at 0.961 has a strong association with WWE.

9.3 Internal Structural Model:

This segment accentuates interrelationships between constructs through path coefficients. Several salient coefficients encompass:

FAT to SC: 0.590, indicating a notable positive interrelation.

FAT to GS: 0.230, illustrating a moderate positive link.

FAT to WD: -0.109, highlighting a marginal inverse association.

WD to WWE: 0.592, signifying a pronounced positive bond.

R^2 Interpretations:

These metrics encapsulate the variance in the resultant construct explicated by its precursors. Observations include:

SC is represented by an R^2 of 0.590.

FAT manifests an R^2 of 0.230.

WD records at 0.592.

GS at 0.777.

WWE culminates at an R^2 of 0.920.

Specifically, GS and WWE's elevated R^2 values insinuate that this model elucidates a substantive fraction of their variances. Notably, WWE's variance is predominantly (92%) interpreted by its antecedents.

9.4 Construct Reliability and Validity Analysis

Reliability and validity are crucial for research credibility. They ensure that measurement tools are consistent and accurate. Reliability measures consistent results across similar conditions. A typical reliability metric is Cronbach's Alpha, where values near 1.0 are ideal. Composite Reliability (CR), another metric, considers item variances and loadings; a value over 0.7 indicates good reliability.

Validity ensures accurate measurements without external biases. It has several aspects:

Convergent Validity: Theoretically related items should be closely related in practice. A standard measure is the Average Variance Extracted (AVE), where values over 0.5 suggest good convergent validity.

Discriminant Validity: Different constructs should remain distinct. Checking if the square root of the AVE is higher than inter-construct correlations confirms this.

Table 4 Construct Reliability and Validity results

Variables	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
FAT	0.853	0.796	0.874	0.541
GS	0.9	0.86	0.905	0.618
SC	0.924	0.214	0.887	0.571
WD	0.89	0.825	0.878	0.551
WPP	0.865	0.891	0.896	0.593
WWE	0.836	0.863	0.878	0.546

The GS variable boasts a strong Cronbach's alpha of 0.9 and reliable composite values of 0.86 and 0.905, with a notable AVE of 0.618 affirming convergent validity. SC's alpha of 0.924 shows great consistency, but its rho_a value of 0.214 raises concerns, even as rho_c (0.887) and AVE (0.571) remain satisfactory. WD and WPP constructs both demonstrate robust reliability, with AVE values of 0.551 and 0.593 respectively. WWE's consistency is solid, evident from its alpha of 0.836, composite values (0.863 and 0.878), and an AVE of 0.546 confirming its convergent validity.
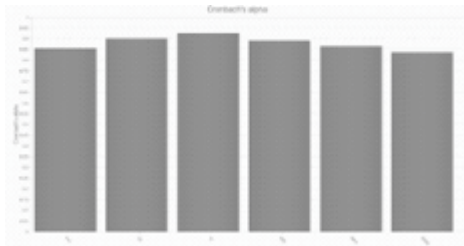
Figure 4 - Cronbach's alpha for all Latent Variables.
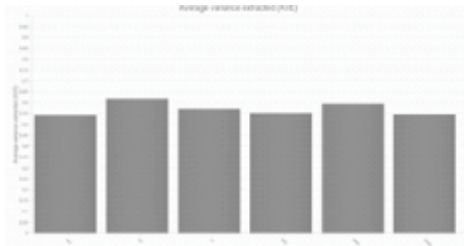
Figure 5 - AVE for all Latent Variables

9.5 Discriminant Validity

Discriminant validity ensures that research constructs are genuinely distinct from one another, preventing overlap and confusion in interpretation. It's vital in areas like psychology, where related concepts, like 'self-esteem' and 'self-efficacy,' must remain separate. The Fornell-Larcker criterion and the Heterotrait-Monotrait (HTMT) ratio are key methods for assessing this. The former checks if a construct's Average Variance Extracted (AVE) exceeds its correlations with other constructs, while the latter compares item correlations across and within constructs. Ratios below 0.85 in HTMT suggest distinctiveness. Cross-loadings, another measure, gauge item distinctiveness based on its loading intensity on its intended construct versus others. Conceptual clarity from the start helps in empirical evaluations. Without discriminant validity, research risks confusing conclusions.

Figure 5 Discriminant validity analysis using Heterotrait-Monotrait (HTMT) ratio

	FAT	GS	SC	WD	WPP	WWE
FAT						
GS	0.126					
SC	0.131	0.086				
WD	0.134	0.109	0.064			
WPP	0.176	0.264	0.096	0.14		
WWE	0.242	0.196	0.088	0.161	0.146	

GS, indicate strong discriminant validity. The provided data consistently confirms the distinctiveness of each construct in the study, emphasizing the robustness of the research findings.
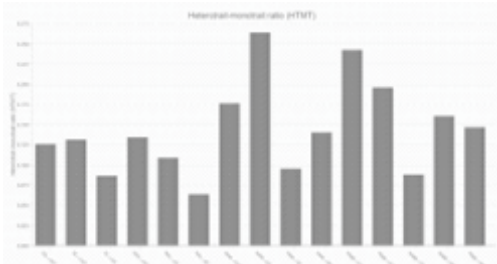

Figure 6 HTMT analysis for the present study

The HTMT ratios provided for all construct pairs in the study signify strong discriminant validity. The empirical evidence suggests that each construct captures a unique

phenomenon, which bolsters the reliability and clarity of the findings derived from these constructs.

The Fornell-Larcker criterion is a widely used method to assess discriminant validity by comparing the square root of a construct's Average Variance Extracted (AVE) with its correlations to other constructs. For satisfactory discriminant validity, the diagonal values (which are the square root of the AVE for each construct) should be larger than the off-diagonal values in the corresponding rows and columns.

Figure 6 Discriminant validity analysis using Foremen Larcker criteria

	FAT	GS	SC	WD	WPP	WWE
FAT	0.736					
GS	-0.076	0.786				
SC	-0.036	0.045	0.756			
WD	-0.028	0.066	-0.101	0.743		
WPP	-0.158	0.242	0.019	0.135	0.77	
WWE	0.236	0.224	-0.127	0.188	0.108	0.739

FAT: The square root of the AVE for FAT is 0.736. Compared to its correlations with other constructs (ranging from -0.158 to 0.236), this value is the highest, thereby establishing discriminant validity for FAT with respect to the other constructs.

GS: The square root of the AVE for GS is 0.786. This value is higher than its correlations with all other constructs (values between 0.045 and 0.242), suggesting that the GS construct has achieved discriminant validity.

SC: With the AVE square root at 0.756, SC's highest absolute correlation with any other construct is 0.127 (with WWE). This affirms

discriminant validity for SC when compared to all other constructs.

WD: The AVE square root for WD is 0.743, which surpasses its highest absolute correlation value with other constructs (0.188 with WWE). This confirms the distinctiveness of the WD construct.

WPP: WPP's square root of the AVE is 0.77. Its correlations with other constructs, which range from 0.019 to 0.242, are all lower than this value, highlighting the discriminant validity of WPP.

WWE: For WWE, the square root of the AVE is 0.739. This value is higher than all its correlations with the other constructs (with values from -0.127 to 0.236), solidifying its discriminant validity.

9.6 Collinearity analysis

Collinearity analysis checks for multicollinearity in regression models. It's vital for structural equation modeling. The Variance Inflation Factor (VIF) measures multi-collinearity. VIF values over 5 or 10 indicate multicollinearity issues. These can skew interpretation.

Table 7 inner model collinearity analysis of VIF

Relation Terms	VIF
FAT -> WWE	1.028
GS -> WWE	1.067
SC -> WWE	1.015
WD -> WWE	1.031
WPP -> WWE	1.101

FAT -> WWE1.028GS -> WWE1.067SC -> WWE1.015WD -> WWE1.031WPP -> WWE1.101FAT -> WWE: VIF is 1.028. It's below the threshold, so FAT isn't too correlated with other predictors for WWE.

GS -> WWE: VIF is 1.067. GS predicts WWE without much overlap with other predictors.

SC -> WWE: VIF is 1.015, indicating SC's distinct effect on WWE.

WD -> WWE: VIF is 1.031. WD has some

shared variance but without multicollinearity issues.

WPP -> WWE: VIF is 1.101, the highest but still below the threshold. WPP's relationship with WWE remains clear.

No high multicollinearity issues are present. Each predictor uniquely contributes to WWE, making the model robust and reliable.

Relation	f-square
FAT -> WWE	0.082
GS -> WWE	0.054
SC -> WWE	0.015
WD -> WWE	0.029
WPP -> WWE	0.007

Table 8 f-square test for PLS-SEMRelationf-squareFAT -> WWE0.082GS -> WWE0.054SC -> **WWE0.015WD ->** WWE0.029WPP -> WWE0.007

The f-square statistic is commonly used in PLS-SEM (Partial Least Squares Structural Equation Modeling) to assess the effect size, specifically to evaluate the strength of relationships between latent constructs. Effect size serves as a metric to comprehend the practical significance of the findings beyond just statistical significance.

FAT -> WWE: With an f-square value of 0.082, the effect size between FAT and WWE can be considered as medium. This suggests that the latent variable FAT explains a moderate proportion of the variance in WWE.

GS -> WWE: The f-square value of 0.054 suggests a small to medium effect size. It indicates that GS has a limited but notable influence on WWE.

SC -> WWE: The value of 0.015 points towards a small effect size. This implies that the variable SC provides only a minimal explanation of the variance in WWE.

WD -> WWE: With an f-square value of 0.029, the effect size is small, suggesting that WD doesn't exert a strong influence on WWE but still contributes to its variance.

WPP -> WWE: An f-square value of 0.007 is very small, implying a weak relationship between WPP and WWE.

Conclusion

The study presented an incisive analysis of the multifarious barriers that impede the career advancement of women in the education sector in Jaipur. Utilizing Partial Least Squares Structural Equation Modeling (PLS-SEM), the research unveiled the intricate dynamics between various latent factors and their consequent impact on women's empowerment. The administration of a comprehensive questionnaire to 400 female educators illuminated the influence of work-life balance, societal norms, organizational culture, gender bias, and the accessibility of leadership opportunities on women's professional growth. The application of PLS-SEM elucidated a distinct negative correlation between the aforementioned latent barriers and the empowerment of women in the educational sphere. This suggests a substantial adverse effect on career progression, underscoring the pressing need for strategic organizational and societal reformations. These changes are essential for dismantling the existing constraints that thwart women's equal representation and advancement in education.

The study's preliminary findings are bolstered by collinearity and f-square tests, which affirm the unique contribution of each identified barrier and their practical significance in the model. Such quantitative insights are crucial for developing nuanced interventions aimed at redressing gender imbalances.

In essence, the study not only contributes to the existing body of knowledge on gender disparities in the workplace but also punctuates the critical requirement for targeted policies and initiatives that advocate for gender equality and bolster women's roles in educational leadership. The research thus acts as a beacon for stakeholders, policy framers, and educational institutions, providing them with concrete evidence to inform their strategies for fostering an environment that nurtures and propels women's careers in education.

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Executive Coaching As A Strategic Initiative To Upskill The Leadership Pipeline
Key Insights And Pointers For Effective Implementation

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ABSTRACT
Upskilling as a strategic initiative begins by taking an interest in developing your leaders will make a huge impact, not just personally or professionally but an impact on the companies overall bottom line. Further inculcating these values in your employees is bound to secure good results for your business goals. Executive Coaching becomes the most suitable development tool in very many situations for example onset of new technology which makes old ways of working redundant. The truth is Executive Coaching an essential part of the managers job. This is badly needed, in a knowledge economy; where the young generation believe- they are drivers of their own performance and prefer an enabling style of leadership and detest a domineering style of leadership. Furthermore in a rapidly evolving business environment; development interventions should have precision in assisting targeted individuals adjust to workplace changes for the challenges of tomorrow

This research paper findings centre around Macro factors and companies need to do the groundwork and change police ;HR dept needs to polish its role & effectiveness and the Keystone factor – immediate reporting manager acts as a 365day on-the-job coach

The recommendations centre around the example of the world's best companies who shift the focus from your profits to your people–and witness the rapid transformation of the organization. These companies have a buy in of shared values and goals- avoid hierarchy based thinking & working. plant culture of innovation. The research paper emphasize the role of managers as the real edge who cultivate a management style which inspires ;build capabilities in managers to become coaches. The role of HR department has been highlighted viz streamlining coaching techniques and processes ; HR best practices to enrich the coaching culture

THE CONTEXT AND NEED
Upskilling and Employee Development has a big challenge in 2024 and beyond due to the scarcity of prime talent in the Indian economy which is poised to become 5 trillion dollar in the coming decade. Research shows most of the current skills set may become obsolete and new skillset and knowledge may be needed to survive in the turbulent change Even in normal conditions "crossroad" situations are encountered where Executive Coaching becomes the most suitable development tool for example :

- Onset of new technology which makes old ways of working redundant.
- helping competent technical experts develop better interpersonal or managerial skills as they climb the career ladder and retention as well as upskilling is a challenge
- Performance Appraisal throw up data of hi-performers who have latent potential waiting to be deployed both for the individuals career growth and organization need.
- Recent promote who experience role conflict or role overload and need some hand-holding for the challenges of tomorrow.

THE CURRENT SCENARIO
Executive coaching is a fad and the glib talk is "...If elite athletes pop-stars and celebrities think they need coaches, shouldn't I have one

---

too? Shouldn't we all?..'' The truth is Executive Coaching an essential part of the managers job. This Is badly needed, in a knowledge economy; where the young generation believe- they are drivers of their own performance and prefer an enabling style of leadership and detest a domineering style of leadership.

The prime purpose of coaching is to increase effectiveness, broaden thinking, identify strengths and development needs and set and achieve challenging goals. It is based on asking rather than telling, on provoking thought rather than giving directions and helping a person become self-regulating and accountable for his or her goals. Young generation have their highest priority (after pay packet) ... how to grow in the role?... and a manager's job is to help them get there!!!

RESEARCH METHODOLOGY

The kernel of the research done by my consulting firm Synergy Management Associates was the interaction with the various managers in the public and in company seminars (a total of 8 Pan India companies) . We had prepared a Questionnaire to survey the real burning issues and the weightage as deemed by the respondents. the respondents were HR managers and equal number of senior functional managers From our database we mailed the questionnaire to over 100 managers across the business spectrum to get a first hand preview of their perceptions and views on the subject of COACHING AS A STRATEGIC INITIATIVE TO FEED THE LEADERSHIP PIPELINE .

The total satisfactory responses we got were 178 which we tabulated and analyzed to form the corpus of "first-hand" knowledge before the Indian business spectrum. In addition I have interviewed in person or on Zoom over 14 CHROs from the elite blue chip companies to derive the end of section comments and insights

INTRODUCTORY QUESTION

IS coaching another passing fad or buzz work or does it have fundamental reasons for becoming so popular in the last decade ?

Summary of Responses from our Zoom

Interviews with senior managers:

Coaching is gradually accepted as a means of developing hi-performing people within an organization in order that they perform even better and reach their potential. Its growing use by Indian companies is because of the following factors

1. In a rapidly evolving business environment; development interventions should have precision in assisting targeted individuals adjust to workplace changes.

2. The structural features of modern organizations are changing
Organizational downsizing and flatter structures mean that newly promoted individuals often have to quickly fit into the higher performance requirements of their new roles. Coaching can support individuals achieving these changes.

3. The need for individualized inputs since learning styles and preferences vary . Coaching offers a flexible, option, which can be delivered 'just-in-time' to strengthen under-developed skills or urgently needed skills to address sudden change

4. The development needs of individuals can be diverse and are often too few individuals with specific development needs cannot facilitate the design of a formal training programme.

5. There is a hidden financial costs of the under- performance and/or inefficiency poorly performing senior managers/ executives. Coaching provides an opportunity to undertake pre-emptive and proactive interventions to improve their performance.

6. For senior level executives it can be 'lonely at the top' as they have few people they can confide in, develop ideas and discuss decisions and concerns. A coach can be used as a 'safe and objective haven' to discuss issues and provide support.

7. The Executive Coach helps by guiding the coachee to focus on your key priorities and concurrently serving as an impartial sounding board for discussion and feedback

8. Coaching follows the needs of young-gen /millennials who prefer individual responsibility for their personal and professional development. Coaching can help individuals identify development needs, plan development activities and support personal problem-solving.

9. Coaching can complement for other learning and development activities like training; online modules etc. It is a lever in accelerating development in business processes, skills, knowledge, and relationships.

10. The next step is assisting the transfer of learning in the workplace and reinforcing on-the-job experiences to see quick results Thus Coaching provides a valuable way of providing ongoing support for any development plan.

11. An Executive Coaching Program emphasizes spontaneous initiatives from a responsible and caring team leader to develop his people

12. Feedback and survey indicate most participants enjoy participating in coaching as they get direct one-to-one assistance and attention that fits in with their own timeframes and schedules.

13. Coaching helps team leaders in Setting and achieving higher quality goals & ensuring people are accountable and take responsibility of their actions There is the potential to see quick results.

QUESTION ONE:

Executive coaching should be used like a powerful prescription drug that works best under certain conditions. When employed as a cure-all, it is less effective, too expensive and has negative side effects. This is an important issue WHY SOME coaching interventions SUCCEED & SOME FAIL???

Responses from managers who underwent some coaching intervention

CRITICAL SUCCESS FACTORS FOR COACHING	High impact	Less impact	Low impact	No comment/ neutral
1. Have a detailed analysis done for the need to have a coach and in which area of work/life	79%	11%	7%	3%
2. Is your coach truly the right person selected for the task ?	81%	5%	4%	10%
3. Is coaching the best method? Should other alternatives to coaching be explored	66%	14%	12%	8%
4. What is the challenge/opportunity the person is facing right now should first be studied?	86%	2%	4%	8%
5. For best effect -the learner must be both willing and able to work with a coach?	87%	3%	6%	4%
6. The learners' preferences should be borne in mind throughout the coaching intervention	84%	2%	3%	11%
7. How scientific and skillful are the processes/methods of coaching?	81%	2%	4%	13%
8. Is the change centered around one person or is there a wider cause relating to a team or the whole organization ?	40%	18%	12%	30%
9. Should the immediate reporting manager complement with on the job coaching	83%	14%	2%	1%

QUESTION TWO
How much are the company policies invested in building a long term culture of learning and coaching ?

DEEPLY COMMITED	COM MITTE D	NEUTRA L	LESS COMMITED	NOT COMMITED	NEUTRAL/NO COMMENT
Total respondents 178					
29	61	44	31	7	10
16%	34	25	14	.04	.05

Question THREE
What is the role of HR in designing and managing coaching within an organization.

FACTOR FOR COACHING EFFECTIVENESS	HIGH WEIGHTAGE	AVERAGE WEIGHTAGE	LOW WEIGHTAGE
1. HR practitioners need to understand when coaching is an appropriate and effective intervention in relation to other learning and development options.	43%	28%	29%
2. They need to go into the nitty -gritty of coaching... be clear about what the different types o f coaching and diagnostic tools/models are, and when each is appropriate.	21%	64%	15%
3. Need to explore line managers first as coaches and later coaches before external coaches are called for	91%	5%	4%
4. The quality of coaching and the results it delivers depend hugely matching organizational culture and context and to the needs of particular individuals	86%	11%	3%
5. It is important that all parties are fully equipped for their role in the coaching, whether it is as a participant, as a line manager of a participant or as the coach itself.	61%	22%	7%
6. then HR practitioners also hold the responsibility for setting up contractual arrangements, as well as developing mechanisms to evaluate the effectiveness of the coaching activities.	91%	5%	4%
7. HR needs to scrutinize the coaching processes both from the coachee and the coachs' perspective.	82%	8%	10%

QUESTION FOUR
How effective is your human resource department in fulfilling the role of fostering a culture of coaching

FULLY PREPARED	ALMOST PREPARED	GETTING PREPARED	YET TO BEGIN	DIFFICULT TO STATE	NO COMMENTS
Total respondents 178					
13	51	76	26	2	10
7%	28%	43%	14%	1%	6%

QUESTION FIVE
How much are your managers prepared for the role of becoming coaches

FULLY PREPARED	ALMOST PREPARED	GETTING PREPARED	YET TO BEGIN	DIFFICULT TO STATE	NO COMMENTS
Total respondents 178					
26	59	57	29	7	ZERO
15%	33%	32%	16%	0.5%	

FINDINGS

A. MACRO FACTOR- ORGANISATION POLICES
- Company policies need to be deeply integrated in building a long term culture of learning and learning first; then developing the right leadership competences and coaching as a tool for these two objectives . A lot of companies have yet to reach the mark
- Organization environment must be nurtured which appreciates career growth and personal development (Question two point 10)

B. COMPANIES NEED TO DO THE GROUNDWORK
We have mentioned that coaching often is used as a "wonder drug" many are rushing into coaching as a fad the overwhelming response to the factors in Question Two indicate:
· Have a detailed analysis done for the need to have a coach and in which area of work/life

· Selection of the coach as truly the right person selected for the task
· the challenge/opportunity the person is facing right now should first be studied
· For best effect -the learner must be both willing and able to work with a coach
· The learners' preferences should be borne in mind throughout the coaching intervention
· Feedback from the coaching and his on-the-job improvement should be the criterion to assess the success of the coaching intervention.

C. HR DEPT ROLE & EFFECTIVENESS

The responses in QUESTION THREE show:

76% mildly stated that the function was " getting prepared" whereas only 28% said it was "almost prepared" and only 7% said they were fully prepared. The following findings needs to be highlighted

• HR department must verify if coaching is the best method or should alternatives to coaching be explored
• Need to explore line managers first as coaches and later coaches before external coaches are called for
• HR department must scrutinize how scientific and skillful are the processes of coaching both for internal and external coaches. HR needs to scrutinize the coaching processes both from the coachee and the coach
• Change centered around the person should be given first priority only later can coaching be addressed to a wider cause relating to a team or the whole organization.
• matching organizational culture and context and to the needs of particular individuals.
• HR practitioners also hold the responsibility for setting up contractual arrangements for improving the quality of coaching and the results it delivers
• Further developing mechanisms to evaluate the effectiveness of the coaching activities like coachee

feedback and on-the-job performance

D. KEYSTONE FACTOR – IMMEDIATE REPORTING MANAGER AS A COACH

· 83% of the respondent said that the immediate reporting manager should complement with on the job coaching
· The findings that only 15% of managers are prepared for the role of becoming coaches must ring a red alert for improvement whilst 16% believed that managers are " yet to begin"

RECOMMENDATIONS
PART A MACRO FACTORS

HAVE A BUY IN OF SHARED VALUES AND GOALS- An ideal organization works with a collective identity and a shared vision. This vision can be either the management's strategically planned goals or the employees' shared objectives. In addition, it has to reflect the company culture and act as a guiding principle for the management team.

AVOID HIERARCHY BASED THINKING & WORKING. The process of cultivating a culture of learning starts with the symbolic erosion of a hierarchy. Markedly, a hierarchical structure creates a fear of making mistakes, a habit of seeking permission, and a reluctance to pitch new ideas. Recommendation : An open-door policy of communication; A be-your-own-boss approach; Cross-functional meetings.

PLANT CULTURE OF INNOVATION - a organization which sponsors coaching interventions should first challenge the assumptions and usual behaviors to learn, innovate, and change. Innovation and change are the only ways organizations can sustain themselves in the future. Creating a meaningful culture of learning is a crucial driver of business growth. Basically, as a learning organization, you can offer freethinking and team learning avenues—empowering your employees to maximize their potential. In summary, a

learning organization allows individuals to pursue their creativity and make mistakes without the fear of consequences.

PART B - MANAGERS ARE THE REAL EDGE
CULTIVATE A MANAGEMENT STYLE WHICH INSPIRES

Establishing a coaching culture starts at the top. This has been emphasized in this survey where respondents felt the company culture does not complement /foster coaching Promote people-oriented leadership in your organization through these methods:
- Publish thoughts on key matters to the entire length and breadth of the organization
- Leaders need to demonstrate their commitment to coaching by being coachable themselves first, as well as coaching others in the organization.
- Senior leaders must shift their thinking and actions from telling to asking, from pushing their ideas to drawing thoughts from others, and from giving the answers to helping people think through solutions.

BUILD CAPABILITES IN MANAGERS TO BECOME COACHES
Research from both academics and the corporate world has fine-tuned the skills managers need to coach others into five categories:

1) **PUTTING TRUST AT THE CENTRE OF THE RELATIONSHIP.**
   It's easier to learn from someone you trust. People can learn more from a friend than a knowledgeable   but authoritative figure. Good Coaches must effectively establish goodwill and build trust by being clear about the learning and development objectives they set, showing good judgment, being patient so that learning does not creating a scare of failure.

2) **PROVIDING OBJECTIVE FEEDBACK**

In coaching the master question is: Where are you now and where do you want to go? Helping others to gain self-awareness and insight is a key job for an effective coach. The coach can provide timely feedback and help clarify the behaviors that an employee would like to change. Performance improvement is often an exploration; which focuses on gaps or inconsistencies, on current performance versus desired performance, intention versus. actions. The ownership of accepting the gap is based upon the learner's free will and not a prescription from the coach

3) **PROVOKING NEW THINKING .** Thinking from a new perspective is an important part of the coaching process. Challenging old myths and pet assumptions helps to bring a new insight to the problem at hand or a fresh zeal to meet daunting challenges. Hence good coaches ask open-ended questions, push for alternative solutions to problems, motivate through task simplification and encourage reasonable risk-taking.

4) **TASK AND EMOTIONAL ENCOURAGEMENT.**
   Coaching places upon the learner;   the responsibility to generate the solution; or at least work in partnership with the coach to find solution. Coaching is certainly not a prescription or a command mode of interaction. Therefore the learner understands the solution, and how it was arrived at. Creating their own customized solution, they are also more likely to carry it through. As partners in learning, good coaches listen carefully, are open to the perspectives of others and allow employees to vent emotions without judgment. They encourage employees to make progress toward their goals, and they recognize their successes.

5) **DIRECT TOWARDS MEASURABLE RESULTS.**
   Effective coaching is about concrete results.

The coach helps the employee set meaningful ones and identify specific behaviors or steps for meeting them. The coach helps to clarify milestones or key measures of success and holds the employee accountable for them. Self assessment is the key to learner participation and the low-risk context (if failure occurs) is what the coach should build.

PART C - ROLE OF HR DEPT

STREAMLINE COACHING TECHNIQUES AND PROCESSES

Coaching can often feels like a foreign language to most leaders. Therefore, it is incumbent upon HR as training leaders and coaches to facilitate the application of coaching to build a long-term applicationThere is significant value in providing training to your employees on the basic principles of coaching as well. It arms them with the ability to lead powerful conversations with key stakeholders, team members and clients.

Actionable ways recommended:

*   Equip your leaders with a performance coach outside the organization who can have honest conversations and objectively reveal blind spots to the individual
*   Coaching is most successful between a boss and their employee if they keep it simple and do it consistently.
*   Short sessions that are regularly scheduled and have a simple, direct, repeatable format provide the curiosity, encouragement and data employees need to grow.
*   Asking a few simple questions can lead to feedback that will consistently improve and deepen trust in the relationship.
*   Facilitating practice sessions along with positive reinforcement allows managers to feel good about getting better.

HR BEST PRACTICES TO ENRICH THE COACHING CULTURE

*   Hold open-for-all meetings and discussions;
*   Implement and include knowledge sharing strategies in the day-to-day work culture

*   Encourage cross-functional communication and collaboration A coaching environment begins with sharing knowledge and information. One of the biggest gaps is the lack of knowledge transfer from those who have experience into the rest of the workforce.
*   taking the time to fully engage others through inclusive dialogue helps people feel involved, valued and appreciated.

ROUNDING UP

Coaching is fundamental for organisation growth. Organizations that focused on learning about their employees' needs and wants has an unstoppable advantage in the marketplace. Upskilling as a strategic initiative begins by taking an interest in developing your leaders will make a huge impact, not just personally or professionally but an impact on the companies overall bottom line. Further inculcating these values in your employees is bound to secure good results for your business goals. The world's best companies shift the focus from your profits to your people–and witness the rapid transformation of the organization.

Please share your experiences and observations on coaching in your organization and read my blogspot http://ceo-metacoach.blogspot.in

SELECT REFERENCES :
*   **The 5 Essential Traits of a Learning Organization (talentculture.com)**

*   **16 Simple Steps Toward Creating A Coaching Environment In Your Organization (forbes.com)**
·   **coaching a tool for superior performance (linkedin.com) article published by Dr Wilfred Monteiro**

A Case Study on Imparting Employability Skill Among Civil Engineering Students Regarding Civil Engineering Department, Christ Deemed to be University Kengeri, Bangalore

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Abstract

In the context of Industry 4.0, understanding the industry, knowledge, skills, values, and reasoning abilities needed among civil engineering students to deal with practical issues in the civil engineering field is important. This paper highlights the efforts of Christ University's civil engineering department to develop contemporary skills among the students. The employability skills capacitate individuals with knowledge and skills relevant for job attainment and maintenance and promotional purposes. Skills include core skills of civil engineering and general soft skills. Both are equally important for the civil engineering profession. Skill development efforts make the students more job-ready by imparting industry-relevant skills. These efforts enhance the employment rate and help the students secure stable and better opportunities. The paper describes the practical exposure opportunities provided to students during their graduation by the civil department of the university.

Keywords:

Civil Engineering, Employability skills, Internship, Core Skills

I. Introduction

As a civil engineer, it is important to have good practical exposure to the theoretical information learned during the basic civil engineering BTech degree. This would be mostly obtained after the completion of the degree and with the commencement of professional work at a site. When a civil engineer enters the site, he/she gets into a process of progressive learning. Looking into this it can be understood that if an engineer is trained well during the tenure of his/her professional course he/she will be more confident and prepared to perform practically what has been learned during the course. Civil engineering has various fields like Geotechnical engineering, construction engineering and management, environmental engineering, structural engineering, etc. It is a discipline wherein practical experience can make wonders in the person's career. It is a field where success means the application of proper compilation of practical and theoretical aspects.

2. Research Methodology:

The case study methodology was used for this study. As the researcher is a student of the same college it was easy to get real data. The content analysis method was used for analyzing data.

3. Profile of CHRIST (Deemed to be University).

CHRIST (Deemed to be University) has six campuses, four in Bangalore, one in NCR, and one in Lavasa, Pune. The Bengaluru Kengeri Campus provides various programs in Psychology, Management, Engineering, and Architecture. Among these BTech in Civil engineering is one of the undergraduate programmes offered. University is graded with A+ Grade by NAAC. The university has many national and international collaborations to enhance the prospects of students.

4. Review of Literature

Graduate students have minimum skills apart from the theoretical knowledge, taught in their universities and are less preferred in the job market. This leads to unemployment, making the universities realize the importance of adding practical exposure to the curriculum.[1]

It is observed that a student with good academic knowledge has less practical knowledge. But good practical knowledge will surely lead to a good theoretical understanding as well. Thus, the emphasis on practical knowledge should be increased. With the increase in the number of graduates each year, the unemployment rate is also increasing rapidly. Therefore, if a student wants to stand out from the crowd, he/she has to have a good practical stand. There thus needs to be an increase in internships, lectures from industry experts, and off-campus training to make a student industry-ready.[2] If the above are not taken care of by the universities, it takes another two to three years for the graduate to go to a job and understand the practical procedures. In the meantime, some graduates do their higher studies with their intuition which they might regret later. They might realize later that some other civil engineering field interested them and by that time it's a difficult and time-consuming process to study their area of interest. Lack of interest makes the work a burden whereas interest in the work makes it fun to enjoy the process and do the work with enthusiasm leading to good quality work.

If a good industry internship is provided in the company, the student gets to interact with various people doing different work. For e.g. the student gets to interact with different people in charge of quality, safety, planning, design, etc. Thus, they know what are the different works they can work for and which one is of their interest. Accordingly, if a student is interested in planning, he/she can further go ahead and do an MTech in construction management and proceed with their career. They get to interact with the industry experts, observe what they are doing, and then choose what fits them the best.

There are now programs like foreign student exchange, wherein a student from a university in a particular country goes to a university in another country, and a student from that country is sent to this university as a student exchange between two universities across the globe. Practical trainings attract foreign students to universities.[3]

Courses like Building Information Modelling (BIM) should be introduced in the curriculum as early as the first year of engineering itself. It is sometimes difficult to visualize the concepts taught in class, where BIM can play a major role. BIM helps the student to integrate all the information he/she has learned in the course of their four years. It helps the student to create a full-fledged project from design, and tender and provide all the necessary information. This makes the student confident and ready to enter the field. Students can learn concepts better which they are taught in the ongoing construction site. However, since it is not possible 100% of the time, tools like BIM help the students visualize the concepts and understand them better.[4]

5. **Skill Development Initiatives at CHRIST (Deemed to be University)**

5.1. LAB/ WORKSHOP

At CHRIST (Deemed to be University), a student is trained in the theoretical skills to the high-level practical skills with efficient laboratory facilities. Various laboratory experiments on soil, water, and bitumen are practiced and performed by the students. The laboratory has software like ArcGIS installed wherein students can make use of it to perform various Geographical Information System (GIS) experiments. All kinds of machines like the compression testing machine, universal testing machine, and testing apparatus like Vicat apparatus, sieves for sieve analysis, California Bearing Ratio (CBR) testing machine, weir tests, etc are available for the students. When the syllabus is taught along with the experiments it becomes easy for the students to grasp it and understand it better. E.g. when a student is taught the properties of bitumen if they are taken to the laboratory in the same duration then

they can easily understand it. This also helps them to keep that concept in their mind for a longer duration, rather than studying just for examinations. Students here are encouraged to work with faculties who perform research work and incorporate their contributions into the same. The students here have made bricks with mask waste as a huge step towards sustainability. Likewise, the teachers here are involved in various research works which the students also can become a part of.

5.2 On-campus practical work

The department also provides courses like field practice in the VII semester of BTech. Here the students perform tasks like constructing brick/stone/block masonry walls and markings for foundation excavation which gives them a practical outlook wherein they learn the basic but important aspects like using line dori, plum bob, tube level, etc. Students understand how the construction process works. This makes it easy for them to supervise the construction work once posted with a task on the site. The process of construction from excavation to finishing is never taught in the syllabus and thus theoretical knowledge sometimes never helps them much to visualize the actual process. In on-campus practical work, the students start with making a small foundation using brick masonry, building a sill-level wall, plastering it, and then even putting tiles on the wall. This is done with brick, stone, and block masonry as well. In this process, they come across various tools and processes like a plumb bob, line dori, tube-level, and mixing of mortar as mentioned above. This also makes the students realize the hard work of the laborers and helps them behave accordingly with them at the site. Never noticed much but some important aspects like maintaining the level and

slopes on the floor are realized. This work may sound simple, but only when done by oneself can be realized how difficult it is and how much skill is required to be put into the same. Sometimes it can also be difficult to maintain the verticality of the wall which is realised by students during the practical sessions. These skills are very necessary when it comes to a civil engineer. He/she has to monitor the construction process and has to do frequent checks on the quality of construction. This skill of checking can never be achieved without being involved in the process by themselves. As compared to laborers' civil engineers are always thought to be at a very high level. This is true to some extent, though without knowing their level of job a civil engineer can be termed useless.

5.3 Extensive Survey Camp

The civil engineering department at the university organizes a survey camp for a period of 10 days. Here the students are taken to a varied topographical region wherein they can perform surveys in different terrains. The students are taken to Melkote, Mandya in Karnataka. Four different projects i.e. old tank project, new tank project, water supply project, and highway projects are undertaken by the students in the form of groups. An old tank project survey is undertaken to restore an old tank, for example, to increase the height of an existing reservoir bund. In a new tank project survey is undertaken to propose the construction of a new dam. In highway alignment, the width of the road is to be widened for which a survey is performed. In the water supply and sanitary project, the survey is done to propose a water supply and sanitary line in the given topography for a town or a city. Surveying is an important aspect of the civil engineering field; the extensive survey camp makes the students

comfortable with its important aspects. All these experiments are done using a total station instrument/equipment. This makes the students thorough with the first and most important step towards the start of any construction project, i.e. Surveying. Survey camp not only makes the students understand how to use a total station but also makes them understand how critical it is. Surveying does not only need the knowledge of how to use a total station but also needs proper planning and smart work to finish it well and efficiently. A civil engineer is a person who first enters a region where no one lives in the locality and aspires to make it a place where people dream of living. This may sound good, but is as difficult for the civil engineer as well. In the initial stage of the construction, the engineers have to stay in a temporary shed and adjust to food and basic needs to a great extent. It thus, makes it important for students to know the real struggles of being a good and passionate civil engineer. He/she needs to be field-ready to some extent before entering the actual site. Camps like this thus become important as they not only equip them with technical skills but also with life skills.

5.4 Internships

Two internships with eminent industries are compulsory after the V and VI semesters one-month duration all over India. During the internship small projects related to construction are carried out by the students and the same is supervised by the industry supervisor and faculty in charge. Learnings are presented and shared in class after the completion of the internship where students learn about various construction industry practices and technical aspects of the construction process. After the VII-semester students are placed with well-known construction industries like M/s. Colliers International, Ms/Sobha

Construction Ltd., M/s. L&T, Ms, Atkins, etc. for four months. It gives students hands-on practical exposure related to new technologies used in the construction field.

5.5 Conferences

National and international conferences have been organized by the civil engineering department wherein experts from industries are invited to give updates about the construction field. This updates the knowledge as well as gives the students a national and international outlook. It also reveals the expectations of the industry regarding the skills required for the new entrants.

5.6 Bridge courses from industry

Various bridge courses are being conducted in collaboration with companies like M/s. L&T, M/s. Clear Water Dynamics, etc. which enable the students to get updated inputs from civil engineers working in the construction field

5.7 Industrial visits and exhibitions

Students are taken on industrial visits to places like batching plants, construction sites etc. Students are also taken to exhibitions wherein they come across various innovations in the field.

5.8 Student exchange programs at the international level

The department offers various opportunities for students like the 2+2 program. Where the students get to study for 2 years at Christ University and 2 years at a foreign university. Students also have a chance to study civil engineering for two years and then another branch for the other two years. E.g. they can go ahead and choose robotics for the other two years.

5.9 Soft Skills Development

The university and the civil department give importance to the soft skill

development of the students. Throughout the course, students get opportunities to develop soft skills which include communication, confidence building, problem-solving skills promoting leadership qualities, etc. Various extra-curricular activities like debates, sports, cultural events, group discussions etc are organized continuously in all the semesters. Students get the opportunity to work in the university student council to interact with other departmental students and make important decisions. Intercollegiate competition give exposure to students to interact with other university students. Scholarships are given to students who excel in extra-curricular activities to promote the involvement of students in all activities for overall development along with academic performance to enhance employability skills. The university conducts many programs like IceTECH where the students get to present their ideas. The students create models and display it to the public, this helps them showcase their innovative ideas. Winners are selected and awarded accordingly. Magnovite is an event which is hosted by the department for students from outside the university, here most of the arrangements are done by the students. This makes the students responsible and gives them good management skills. This also builds bonds between students from different universities.

6. Suggestions

Now is the generation where students can be taught high skills even before they secure a job. Freshers can be made field-ready improving the construction industry. There is a need for environmental sustainability to a great extent in this field. For this, the students should be taught about the same. They should be taught about the SDGs, the environmental effects caused due to the construction industry, and the damage caused due to the same. This will provide the students an insight into what can be done and the scope of working sustainably for a better future.

Industrial and site visits should be increased across colleges which would provide better exposure to students and make them understand the site beforehand.

Looking into the various career opportunities that a civil engineer can achieve. The industry exposure received in the BTech level of study will give them an idea of how to perceive further in their career. In what field to take a MTech, continue a job with BTech, or take MBA and accordingly achieve a higher position.

7. Conclusion : The skill development efforts taken by CHRIST (Deemed to be University) and the civil department are found to be worthy of providing employment opportunities to the students. Networking with industries has proved to be beneficial to the students to get practical skills needed for their civil engineering career. This helps the students get employment in eminent industries or to set up their construction work as soon as the completion of the course.

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Employees' Upskilling Through Learning Environments With Special Reference To Higher Education Industry In Pune

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Abstract:

Education industry is one of the most essential part of any nation.As it is the foundation of civilization.The education is now becoming an industry ,it involves revolution in human life. With the entry of Artificial Intelligence and Machine Learning education is becoming a threat for common students as well as the employees. Many educational institutions are using innovative learning concepts and strategies that emphasize employee collaboration in an effort to become more competitive. When introducing and maintaining skills among employees, as well as when it becomes necessary to train personnel in non-core competencies, both individual learning and organizational learning should be taken into consideration in order to create a synergistic effect.

The ability to work with outside parties on this type of training is beneficial, particularly when it comes to co-creating and/or utilizing educational materials. In this paper, we suggest technologically oriented paths for collaborative, flexible, and adaptive employee upskilling. We specifically take into account two underlying goals: first, to research the upskilling trends and practices that are currently prevalent in Pune's higher education sector. Secondly, to investigate the benefits and Second, research the advantages and difficulties of upskilling through learning environments in Pune's higher education sector. Third, research the industry's best practices and suggestions for upskilling through learning environments in Pune.

By offering a learning environment that enhances knowledge and expertise in the employees' field, our proposed solution directions—introduced and motivated in this paper—visualize a method used to integrate ideas pointing to some concern to upskill the employees. It is anticipated that this kind of approach can help with employee upskilling in a way that is both efficient and approachable.

Key Words:
Employees' upskilling, Learning environment, Knowledge, educational qualification

Introduction:

The workforce must constantly adapt to changing industry and technological trends and upskill themselves. The need for efficient learning environments to support employees' upskilling has grown in the context of Pune's higher education sector, where educational institutions are crucial in forming the future workforce.

Pune, known as the "Oxford of the East," is home to a large number of colleges, universities, and specialized institutes. The city has a thriving higher education sector. However, traditional educational models may find it difficult to keep up with the changing skill requirements as industries see rapid technological advancements. This calls for a closer look at the procedures and settings used by staff members in Pune's higher education sector to pick up new abilities and information.

This study explores the idea of upskilling in Pune's higher education sector, highlighting the function that learning environments play in this process. The process of continuously learning new skills and knowledge to remain competitive in the labor market is known as upskilling, and it is essential for both individual career advancement and the advancement of higher education as a whole.

Pune deserves special attention because it is a

major center for education and a major player in India's manufacturing and IT industries. The city's varied industries, which include everything from automobile manufacturing to information technology, highlight the range of skill sets that employers require. Thus, it is critical to comprehend how staff members in Pune's higher education sector handle and welcome upskilling.

The idea of upskilling is examined in Pune's higher education sector in this study, with a focus on the role that learning environments play in this process. Upskilling is the process of constantly acquiring new knowledge and skills to stay competitive in the job market. It is crucial for the advancement of higher education as a whole as well as for individual career advancement.

Pune is a major hub for education and a significant player in India's IT and manufacturing sectors, so it merits particular attention. The city's diverse industries, which span from information technology to auto manufacturing, demonstrate the breadth of skill sets that businesses need. Therefore, it is imperative to understand how employees in Pune's higher education sector respond to and embrace upskilling.

The physical, social, and psychological setting in which learning occurs is referred to as the learning environment. Many elements can impact a learning environment, including the curriculum, pedagogy, technology, culture, and feedback. In addition, a learning environment can be created and tailored to meet the requirements and preferences of the students as well as the program's aims and objectives for upskilling. The effectiveness and efficiency of the upskilling program, as well as the motivation, engagement, and performance of the learners, can all be improved by a well-designed learning environment.

Our goal in this paper is to examine the idea and practice of upskilling through learning environments, with a focus on Pune's higher

education sector. With a large number of universities, colleges, and institutes offering a wide range of courses and programs in various disciplines and domains, Pune is one of the top educational hubs in India. Pune is a significant center for industry and information technology, home to numerous local and international businesses that work in a range of fields. Because Pune reflects both the potential and constraints of the higher education sector, as well as the opportunities and challenges of Industry 4.0, it offers a rich and diverse context for researching employee upskilling through learning environments.

Literature Review:

How to Create a Successful Upskilling Program: This Harvard Business Review article explores the advantages and difficulties of upskilling workers and provides three techniques to assist organizational leaders in determining the knowledge and abilities that workers will find useful.

The Information Systems Frontiers article "Reskilling and Upskilling the Future-ready Workforce for Industry 4.0 and Beyond" focuses on the issues of reskilling and upskilling the workforce to prepare them for Industry 4.0 and beyond. It outlines the most important competencies needed by the sector to implement Industry 4.0 and offers a path for individuals to follow in order to pick up new abilities.

Upskilling employees through service-oriented learning environments: This paper suggests ICT-related solution directions for employees' flexible, collaborative, and adaptive upskilling.

It specifically takes into account two fundamental goals: cooperative content co-creation and the adaptability of content+process.

Employability in higher education: an overview of the viewpoints of important stakeholders - In addition to reviewing the literature on employability in higher education, this paper

looks at the viewpoints of four important parties: employers, students, government, and higher education institutions. It highlights the obstacles and chances for improving employability in higher education and offers suggestions for further study and application.

Objectives:

1. To study the current trends and practices of upskilling in the higher education industry in Pune.
2. To study the benefits and challenges of upskilling through learning environments in the higher education industry in Pune.
3. To study the best practices and recommendations for upskilling through learning environments in the higher education industry in Pune.

Hypothesis:

H0: Employees' upskilling through learning environments with special reference to the higher education industry in Pune improves their job performance, career advancement, and organisational effectiveness.

H1: Employees' upskilling through learning environments with special reference to the higher education industry in Pune does not improve their job performance, career advancement, and organisational effectiveness.
Research Methodology:

Research Design: Sequential Explanatory Design.

As this research involves collecting and analysing qualitative data first, followed by quantitative data.The research problem requires qualitative data of upskilling of employees and then followed by quantitative data that involves the quantitative measurement in the form of performance appraisal,career advancement and organisational effectiveness.

Respondents: The respondents are from higher education teaching faculty.As the study involves the upskilling of employees in higher education industries with special reference to

higher education industry in Pune only.
Sampling Technique: Random sampling technique.
Data Collection Instrument:Online google survey form is used as a data collection technique.

Data Collection Procedures: The data is collected by sending google form to the faculties of higher education including Engineering and management faculties.The faculties answered the questionnaire form in Likert scale.The time period was taken from 1st Dec.2023 to 31 Dec.2023.The questionnaire was sent to 100 respondents .Out of that researchers received 95 responses.Researcher scrutinised 84 responses.

Qualitative Comparative Analysis (QCA) : To analyse complex relationships among variables in small to medium-sized samples qualitative comparative analysis has been used to identify the necessary and sufficient conditions for outcomes.

Result Section: From the analysis ,it is found some important findings from the data.These are as follows"

1. The respondents were more than 52 percent senior professors in the Pune education industry having more than 20 years of experience in higher education.

2. More than 45 percent faculties agreed that the upskilling programs and initiatives in Pune's higher education institutions align with current industry demands.

3. It is found that 60 percent of employees strongly agreed that the design of learning environments for upskilling in Pune's higher education industry considers the preferences and needs of employees.

4. It is observed that 53 percent of respondents showed their interest that external factors such as industry demands and technological advancements significantly influence the

implementation of learning environments for upskilling.

5. It threw light on the key stakeholders in Pune's higher education institutions actively contributing to shaping the design and implementation of upskilling programs.

6. Very few respondents disagree that the current learning environments contribute positively to the upskilling process.

7. Nearly 40 percent of respondents agreed that the benefits of upskilling through learning environments in Pune's higher education industry outweigh the challenges.

8. It's found that the learning environments are effectively addressed by the institutions.

9. Its observed that the 40 percent respondents agreed that best practices for designing and implementing upskilling programs are evident in Pune's higher education institutions.

10. Whatever the recommendations for enhancing the effectiveness of learning environments for upskilling are actively implemented by educational institutions in Pune.

Discussion: The major finding of the research study is that the Employees' upskilling through learning environments improves their job performance, career advancement, and organisational effectiveness. The result supports with the hypothesis that the employees upskilling through learning environment enhances their job performance as well as career advancement and organisational increased productivity.

Conclusion:

In order to comprehend the current status of upskilling initiatives, investigate the learning environments offered, and evaluate the impact on employees in Pune's higher education institutions, the study set out to address a number of important research questions and objectives.

Our research revealed [highlight a few significant findings without adding new information], providing insight into the efficiency of currently available upskilling initiatives and the function of learning environments in supporting staff development. The data analysis has yielded insightful information about the difficulties faced by staff members and the advantages and disadvantages of the upskilling tactics currently used in the higher education industry.

The research holds significance not only within the Pune context but also in the larger discourse on workforce development and the dynamic nature of skills needed in today's educational environment. Our findings have significant practical ramifications since they offer direction to organizations, decision-makers, and staff members who want to maximize upskilling programs.

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The Need for Upskilling and Employee Development and its Impact on Achieving Organizational Competitiveness: An Analytical Study

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Abstract :

In today's competitive and global business scenario, organizations are striving to keep up with the changing needs and demands of their customers. At the same time, in view of the ample employment opportunities, organizations are facing the challenges of attracting and retaining talent. Further, with the rapid advancement in technology and the revolution in the digitalization of the workplace, it becomes necessary for organizations to focus on sharpening and advancing the knowledge and skills of employees, firstly to meet the changing requirements of customers and, subsequently, to equip the employees with the changing times and work culture, as well as to fulfill the growing aspirations and motivate the employees. Hence, reskilling and upskilling are becoming significantly more important at the workplace, which facilitates employee development and improves organizational effectiveness as well. Thus, the aim of this research is to examine how reskilling and upskilling benefit the employee and how this will have a bearing on achieving organizational competitiveness. This research also gives an insight into the importance of learning and development in the digitalization era, followed by the significance of employee development, and concludes with the implications for organizations and the management of HR in particular.

Key words:

Upskilling; Reskilling; Employee Development; Organizational Development; Learning and Development; Digitalization; Efficiency; Effectiveness; Competitiveness; JEL Classification: J24

I. INTRODUCTION

The survival and success of an organization are directly proportional to the knowledge, skills, ability, and motivation level of the employees. In today's globalized business environment, organizations continuously strive to engage employees with desired skills to meet the unprecedented needs and demands of their customers. In the changing business scenario & competitive business environment, employees' aspirations are also changing as they anticipate organizational needs and tend to fully equip themselves with the business requirements. Employers have also realized that the employees are the driving force of an organization, and when they are able to meet the expectations of the customers with the desired skill levels, they can turn the organization around and achieve a competitive advantage. Thus, continuous development of employees in terms of skills and ability has gained momentum both from an employer and employee perspective as well. As the demand for employees with knowledge and skills is continuously growing, corporate training centres are mushrooming to equip young aspirants to meet the needs and requirements of organizations. In a similar way, organizations are giving more thrust to employee learning and development through various methods for reskilling and upskilling. The aim of this research is to identify the growing needs for upskilling

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and employee development and to analyse how they influence achieving organizational competitiveness.

II. RATIONALE FOR THE STUDY

The globalization of businesses has necessitated that entrepreneurs recognize the employees engaged by them as human capital and realize that when they are valued, nurtured, and retained by consistently enabling them to advance their knowledge and skills, they turn out to be the most valuable assets and truly become the backbone of an organization. Further, with the changing times, organizations need to equip their employees through reskilling and upskilling to cope with technological developments and face fierce competition. The latest technological trends and digitalization have transformed business processes and workplace practices as well. Hence, this study finds relevance in identifying the means and modes of upskilling and employee development and examining how they will benefit the organization in achieving competitiveness. Though various research studies are available on training methods and employee development, the study of this nature is limited.

III. OBJECTIVES

- To get an overview of the means and modes of employee development in an organization,
- To find out how reskilling and upskilling benefit the employee as well as an organization
- To examine how upskilling and employee development impact achieving organizational competitive - ness.
- To comprehend the implications for organizations and HRM in particular.

IV. RESEARCH METHODOLOGY

This research is a descriptive study based on secondary data available from various research papers, journals, blogs, and online sources. During this review process, the factors that augment employee development and facilitate organizational competitive- ness have been considered for the study.

V. CONCEPT OF EMPLOYEE DEVELOPMENT - AN OVERVIEW

Development is an important word that literally means "Growth"—applicable and a matter of concern to all entities, be it an organization or employees as human resources. Growth is a way of life for all individuals. It is important for business as 'organization development' and for individual workers as 'employee development'. As our focus is on employee development, the expectations of the employee when he joins an organization are manifold. For instance, when an employee is hired by an organization, he brings with him his qualifications, experience, time, and feeling of oneness with the organization, and more importantly, he makes an effort to fit into the organization's culture and involve himself among groups. The employee expects from the organization continuous motivation, timely rewards, and upward growth through the advancement of knowledge, skills, and abilities. At the same time, an organization facilitates an employee by orienting him or her with products, processes, and people through appropriate training methods. The organization expects the employee to hone or sharpen his or her skills with total dedication and commitment and contribute significantly to the company's growth. In other words, it refers to 'person-fit' and 'organization-fit'. Thus, ensuring employee development programs have dual benefits. One is that an employee can hone or upgrade his or her present skills for the current job and can develop the ability to take on higher responsibilities by acquiring additional knowledge and skills to the next level. Secondly, organizations can benefit from motivating and retaining employees and making them feel reliable with a sense of attachment, which eventually benefits the organization.

Historically, employee development was

given a boost and much focus in the later part of the second half of the 20th century by some of the prestigious industries like L&T, MICO-BOSCH in the private sector, and HAL, BEL, BHEL, BEML, HMT, and so on in the public sector. Employees were given an excellent opportunity to hone their skills and develop as master craftsmen through apprentice training, trade apprenticeships, working on machines on the shop floor, on-the-job training, and the like. Various training institutes were also simultaneously developed, like the Foreman Training Institute, NITTE, etc., to train people in specific skills.

Notwithstanding the need and efforts for skill development from the organizational perspective, the Ministry of Skills Development and Entrepreneurship reiterates in its program that to reap the benefits of the demographic dividend, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country (National Policy for Skill Development and Entrepreneurship, 2015).

Thus, it is the need for organizations to make consistent endeavours and efforts to equip and train their employees in skills development to meet the changes in growing business needs and challenges of global competition, which in turn facilitates business growth and the economic development of the country at large.

VI. NEED FOR EMPLOYEE DEVELOPMENT IN THE 21ST CENTURY

The rapid advancement and innovation in technology have changed the landscape of business, particularly in the last decade of the twenty-first century. Indeed, the economic growth of a country is driven by an increase in GDP, which is the combined value of goods and services produced, including an improvement in labour productivity within a country in a fiscal year. From a business perspective, the increasing needs and demands of customers and the digitalization of business processes have further enforced businesses to be more agile and responsive than ever before. While attracting and retaining talents with the right skills and ability, which encompass adaptability to the organization, is a challenge for every entrepreneur, exhibiting employability and possessing the required knowledge and skills to meet the needs of an organization at the right time with the right approach is a challenge for the employees. In other words, whereas economic development is the focus at the national level, enhancing labor productivity is the thrust at the organization level, and improving employability is the prerequisite at the employee level.

From the above perspective, organizations need to focus on employee development, as well as employees to continuously develop in terms of reskilling and upskilling knowledge, skills, and abilities to surpass and succeed in the globalization and digitalization eras and with the increasing trends of innovation and technological advancements. Some of the skills that facilitate and contribute to organizational transformation by enhancing employability and improving productivity to become more competitive are cognitive skills, which refer to the ability to understand complex ideas and reason them out, adapt effectively to the environment, and also encompass creativity, critical thinking, and problem-solving skills. Socio-emotional skills, which describe the ability to maintain interpersonal and social situations effectively, include leadership, teamwork, self-control, and perseverance. Technical skills are the proficiency needed to interact and perform a specific task, including the mastery of required knowledge, skills, and abilities. Digital skills are the ability to access and use digital devices and platforms to understand, communicate, collaborate, integrate, evaluate, and create information safely and appropriately (Victoria Levin et al., 2021).

VII. INSIGHT INTO THE LEARNING AND DEVELOPMENT IN THE DIGITALIZATION ERA

While businesses have witnessed and transcended their business processes through dramatic changes with the increasing trend of digitalization at the end of the second decade of the twenty-first century, the COVID-19 global pandemic has taught the entire humanity a new way of living and organizations a new way of doing business. The work culture has undergone major transformation with flexibility, remote working, and hybrid models of working, and classroom training is considered a thing of the past. To keep up with the latest in technology and customer requirements, organizations are making efforts to equip their employees by continuously reinforcing upskilling and reskilling through e-learning, virtual platforms, and a great emphasis on social learning methods.

Hence, learning and development through digital platforms are considered to be more strategic and operation-focused. As today's workforce is more induced and habituated to smart phones and seeks continuous upgradation of their knowledge and skills, the digital transformation of learning and development (L&D) makes a tangible difference as compared with traditional training methods. Organizations encouraging and implementing the digitalization of L&D as a strategy facilitate employees with a blend of new techno-logies, such as virtual, augmented, and mixed reality, and enable tools for interactive, hands-on training experiences. L&D also provides the employees with a flexible learning experience, offers highly personalized and individual learning, and allows them to feel empowered and motivated to develop new skills.

This enables employees to quickly train in their assigned roles by developing the necessary skills to improve customer experiences.

VIII. SIGNIFICANCE OF EMPLOYEE DEVELOPMENT

In today's competitive business world and knowledge economy, the expectations of the younger workforce are different from those of their predecessors. Their aspirations are much higher, and they want to quickly advance their knowledge and skills to keep pace with the latest trends. Hence, employee development is of primary importance in the modern workplace, which in turn is the practice of learning new skills and honing existing ones, which is the focal point in most organizations. Indeed, employees are the building blocks of an organization. When they are nurtured, cared for, and trained for specific needs, they become the frontrunners to lead the organization in terms of competitiveness. In general, employee development is the cornerstone of an organization; when they are trained and developed, they take care of the organization. Studies indicate that companies that invest in the training and development of their employees have reaped considerable benefits, such as cost savings through lower employee turnover, improvements in employee morale and retention, increased employee engagement, a strong organizational culture leading to an enhanced brand image of the company, and greater competitive advantage.

IX. THE IMPACT OF EMPLOYEE DEVELOPMENT ON ORGANIZATIONAL COMPETITIVENESS

Indeed, workplace practices have undergone dramatic changes with the changing times. Nevertheless, improving efficiency and effectiveness is the core activity of a business enterprise. While organizations are striving to attract and retain talents, employees of today prefer to find meaning in their work and to become more employable as job security is

declining. Further, with the rapid technological trends and digitalization, organizations are becoming more decentralized and diverse in their structure, which has made learning and development important not only to the employees but also to taking the organization forward. It is true that to stay competitive and thrive in the digital age, employees must possess a range of key skills that are in high demand. But it is perceived from the research studies on employee engagement that organizations should further ensure and give thrust to improving career development opportunities for the employees, which is a significant part of the employee experience.

In today's business context, it is not just profitability alone that is critical for organizational growth; employee development is equally recognized as a major contributor to coping with the increasing competition and gaining a competitive advantage. Organizations have realized that when employees acquire and gain knowledge, it can be processed as skills, and when they are experienced, it results in improvements in performance and productivity. It is prevalent based on the research studies that there is a correlation between employee development and organizational competitiveness, in addition to individual job satisfaction and other hygiene factors of employee motivation. When the employees are enabled with development opportunities to update and upgrade their knowledge and skills, they perform better, and more importantly, they are able to meet the unprecedented needs and demands of the customers. Further, to improve employee efficiency and organizational effectiveness, the developmental programs should be focused on individual as well as team performance and aligned to job outcomes in line with the mission and organizational objectives to gain more benefits.

By investing in employee development programs, it benefits employees and organizations in two ways: firstly, to improve employee capabilities and organizational competencies as well. While employee training facilitates the acquisition of knowledge or job skills in their current role, employee development accelerates personal and professional growth.

Thus, employee development is a continuous process of an organization facilitating their career development, which also benefits them by allowing them to harness the knowledge and skills in their job outcomes to enhance organizational performance.

X. DISCUSSIONS AND FINDINGS

As the landscape of businesses has undergone metamorphosis with the changing needs and demands of customers, the aspirations of today's workforce have also changed remarkably. In the present competitive and global business environment, employees are looking forward to advancing their careers to continuously update and upgrade their knowledge and skills with meaningful work content when they are employed in an organization. It is a fact that the survival and sustainability of an organization are solely dependent on the competence and competitiveness of the individual and the organization in general. In such an environment, the ability of the people employed with appropriate knowledge and skills plays a vital role in taking the organization forward. Hence, it is the need of an organization to consistently focus on employee development to enable them to cope with business needs, which also benefits the employee by advancing their knowledge and skills for personal and professional growth. This study has made an attempt to accentuate the significance of employee development and examined its impact on the effectiveness of an organization as a whole.

The following are some of the findings of

the study:

1. While economic development is the focus at the national level, enhancing labour productivity is the thrust at the organization level, and improving employability is the prerequisite at the employee level.

2. As the work culture has undergone major transformation with flexibility, remote working, and hybrid models of working, classroom training is considered a thing of the past. Hence, to keep up with the latest in technology and customer requirements, organizations need to focus on reskilling and upskilling the knowledge, skills, and abilities of their employees by continuously reinforcing through e-learning, virtual platforms, and a greater emphasis on social learning methods to sustain and gain a competitive advantage in the globalization and digitalization era.

3. As today's workforce is more induced and habituated to smart phones and seeks continuous upgradation of their knowledge and skills, the digital transformation of learning and development (L&D) makes a tangible difference as compared with traditional training methods.

4. Organizations adopting L&D as a strategy facilitate employees with a blend of new technologies, such as virtual, augmented, and mixed reality, and enable tools for interactive, hands-on training experiences.

5. L&D provides the employees with a flexible learning experience, offers highly personalized and individual learning, and allows them to feel empowered and motivated to develop new skills that enable them to quickly get accustomed to their assigned roles by developing the necessary skills to improve customer experiences.

6. As the employees are the building blocks of an organization, when they are nurtured, cared for, and trained for specific needs, they become the frontrunners to lead the organization for competitiveness.

7. It is opined from the study that organizations investing in employee development programs benefit employees and organizations in two ways: firstly, to improve employee capabilities and organizational competencies as well. While employee training facilitates the acquisition of knowledge or job skills in their current role, employee development accelerates personal and professional growth.

8. It is observed from the studies that organizations investing in the training and development of their employees as a strategy have reaped considerable benefits, such as cost savings through lower employee turnover, improvements in employee morale and retention, increased employee engagement, a strong organizational culture leading to an enhanced brand image of the company, and greater competitive advantage.

9. With the increasing trend of competition, organizations have realized that profitability alone is not critical for growth and sustainability; when employees acquire and gain knowledge consistently, it results in improvements in their performance and productivity, which is a major contributing factor and impacts the effectiveness of the organization as well.

10. As employees seek advancement of their knowledge and skills and meaningful work content, organizations instil employee development as a continuous process to enhance their careers, which results in job outcomes and leads to improved organizational performance.

XI. IMPLICATIONS

Indeed, the employees are the cornerstone of an organization, and the HR department plays a crucial role in not only motivating and inspiring them through good HR practices but also in facilitating and enabling them to consistently equip themselves with adequate knowledge and

skills to improve performance, productivity, and job outcomes through appropriate learning and development methods. The following are a few of the implications of the study:

1. Inspire and inculcate learning and development as a strategy among good HR practices to attract, motivate, and retain talents, which enhances the brand image of the organization.

2. Design and consult with managers to attract talents who are keen and look forward to challenging and meaningful job content in their assigned roles.

3. Collaborate and coordinate with functional heads to plan and institute appropriate skill development programs that facilitate employee engagement.

4. Find ways and means to advance the knowledge and skills of employees in line with organizational requirements by creating an atmosphere for learning and development.

5. Encourage and motivate employees by fostering rewards to improve efficiency and effectiveness in the assigned job roles for quick learners.

6. Facilitate employee career development and enable them to advance their

knowledge and skills, which in turn benefits the organization by improving productivity.

XII. SCOPE FOR FURTHER RESEARCH

As learning and development is a vast area, this research is the tip of the iceberg, aimed at the need for upskilling and employee development and its significance in improving organizational competitiveness. The discussions and findings of this study could be a source for practitioners and researchers to strengthen existing research. Some of the broader areas of research in this arena include the impact of training on employee job satisfaction, the role of training in improving employee performance, the effectiveness of virtual training programs in improving employee knowledge and skills, the effectiveness of e-learning in corporate training programs, analysing the relationship between training and innovation in the workplace, etc. (Mary Ann Confar, 2023)

XIII. LIMITATIONS OF THE STUDY

This research paper is not an exception to limitations, as the author puts forth and emphasizes based on experiences and secondary data sourced online. The sourced data through online research papers was limited to peer-reviewed management journals to get an insight into employee development and its impact on achieving organizational effectiveness.

XIV. CONCLUSION

It is true that employee development and organization development are the two sides of the same coin that go together. It is pertinent from the study that employees are the backbone of an organization, and only when they are fully engaged with motivation and enthusiasm, and by optimum utilization of their skills and abilities, organizations can visualize and achieve efficiency and effectiveness. In this perspective, it is necessary for organizations to give more thrust to the upskilling and reskilling of employees to hone their abilities, which facilitates improving organizational performance and productivity. The role of HR is crucial to consistently instil and ensure the development of employees as a strategy to improve and advance their skills and abilities from recruitment to retention and from motivation to engage them fully to achieve organizational competitiveness.

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A Study on the Impact of Upskilling for the Promotion of Employees in the IT and ITES Industry

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Abstract:
Upskilling facilitates continuous learning, which is the ongoing expansion of knowledge and skill sets. These additional skills improve the IT and ITES employees' current role performance and can potentially advance them in their career path. This paper aims to investigate the recent developments in research and practice of Upskilling programs for the benefit of IT and ITES employees receiving a promotion by providing the employees with various programs focusing on different types of skill programs and identifying solutions to the challenges that occur. This paper further elaborates on the Impact of Upskilling for the promotion of Employees in the IT and ITES Industry. This study provides new insights into the relevance of optimism and upskilling in crisis.

Keywords:
Upskilling, Promotion policy, Training and Development, Employee Satisfaction, Retaining of employees, Organisational Learning.

Introduction :
Upskilling is also a motivational force in attracting and retaining great talent. As organizations gear up for digital transformation, change management is imminent. Modernization of businesses demands agile and technically sound teams who are at the forefront of steering innovation. Talent that has access to leveling up skills promoted by the organization is often considered at the top of their game. They also continue with their employers over a longer period to be able to work hands-on with the latest developments in the market.

While the two factors above strongly benefit employees and customers, upskilling also has great intrinsic value to the parent organization. Enabling employees to gather new skills and merit, and by fostering a culture of intrapreneurship, several organizations have reported a boost in their overall performance and efficiency. This can be attributed to employees gaining hands-on experience with new tools, processes, and technologies that allow them to experiment within the organization and view tangible results before rolling the solution to market. This also helps the organization stay agile and enhances adaptability by finding new ways of responding to challenges and opportunities.

The Indian market is particularly drawn towards the trend of upskilling. In the current scenario the IT/ITES, BFSI, and Manufacturing sectors were the top industries where professionals skilled up in 2022. While the leading motivation for upskilling was the pursuit of a new job, this was very closely followed by the aim to achieve career growth within their current organization. Notably, 24% of Indians also said they were pursuing upskilling programs out of their interest, a trend commonly seen in more mature markets.

The interest in upskilling comes at an interesting time. Industry associations such as NASSCOM and CII have promoted upskilling among the workforce heavily over the last few years. NASSCOM has called out the importance of reskilling in the Digital Economy for IT/ITES companies, as more global organizations make strategic investments in India and set up their GCCs or Global Capability Centers. These centers rely on talent

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as the backbone of their operations, and India is positioned at a stronghold to cater to this demand. With more customers seeing digital led transformation for their operations and as companies trail markets with exceptional talent, reskilling gradually becomes a part of an organization's core strategy.

Several macroeconomic conditions are pushing professionals towards upskilling themselves. Keeping up with technological advancements has emerged as one of the key factors. A cornerstone of digital transformation involves finding the simplest solution to complex problems by stacking a range of technologies. Within a short span of three months, 2023 has proven to be the year of AI with software engineering and data science garnering interest among the technology community for its impact in driving transformation. Therefore, upskilling keeps individuals at par with the newer technologies that are constantly emerging with the ability to drive better operations and efficiency for customers.

Upskilling:

Upskilling is a workplace trend that provides training programs and development opportunities to expand an employee's abilities and minimize skill gaps. Upskilling focuses on improving current employees' skill sets so they can advance in their jobs and find different roles and opportunities within the company.

Upskilling facilitates continuous learning, which is the ongoing expansion of knowledge and skill sets. These additional skills improve the worker's current role performance and can potentially advance them in their career path.

Promotion policy:

Promotion policies establish the standards management can use to recommend, carry out, and approve staff elevation to a higher role. Understanding the purpose of employee promotion policies is an essential first step toward developing a successful strategy for promoting employees. An employee promotion policy defines when, how, and on what basis an employee can be promoted. It also outlines the process for recommending candidates for promotion and describes the expectations for a new role when an employee is promoted. Generally speaking, employee promotion policies should provide clear direction on when, how, and on what basis to promote an employee while also enhancing the overall development and performance of the team. Employee promotions are a vital part of an organization's strategy for growth and development. They can also be a means of recognizing and rewarding employee contributions to the organization.

Training & Development:

Training and development initiatives are educational activities within an organization that are designed to improve the job performance of an individual or group. These programs typically involve advancing a worker's knowledge and skill sets and instilling greater motivation to enhance job performance.

Training programs can be created independently or with a learning administration system, with the goal of employee long-term development. Common training practices include orientations, classroom lectures, case studies, role playing, simulations and computer-based training, including e-learning. These efforts are roughly divided into two types of programs:

Employee Training and Development A strategic tool for improving business outcomes by implementing internal educational programs that advance employee growth and retention.

Management Training and Development The practice of growing employees into managers and managers into effective leaders by the ongoing enhancement of certain

knowledge, skills, and abilities.

Below factors for upskill the employees through training and development
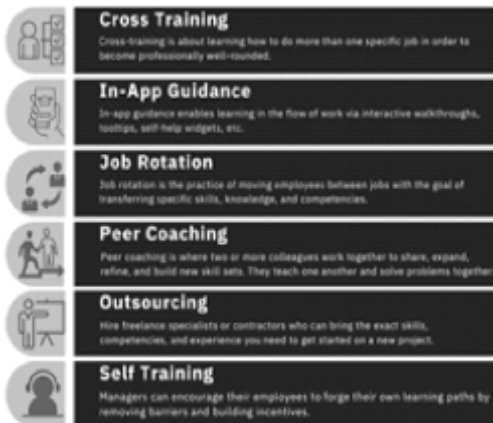
Employee Satisfaction:

Organizations are placing more importance on employee satisfaction and a critical factor for success. A satisfied workforce has greater potential to drive productivity and efficiency while leading to greater employee retention.

Improving employee satisfaction means more than just monetary compensation—it requires the improvement of various factors that impact a person's overall well-being, engagement, and motivation. From work-life balance and career growth opportunities to recognition and supportive company culture, organizations need to adopt a holistic approach to fostering an environment where employees feel valued and fulfilled.

Literature Review

Prof. Sahana G N (2023) Reskilling and upskilling programs can help employees by promoting increased motivation enhancing the employee experience and encouraging higher levels of employee loyalty.

Sudatta Kar, (2020) The rapid evolution of emerging digital technologies, including IoT, AI/ML, data analytics, and cloud technologies, is impacting the labour market. As new technologies flourish, finding qualified employees becomes more difficult for businesses.

P. Rajendran & Dr G. Udayasuriyan (2015) For organizations to achieve their overall objectives, it is essential for organizations to apply training and development in their broad activities to attain organizational goals and mission. Employers need to pay serious attention and apply all the resources allocated within their budget for training and development for this crucial exercise, to enhance the performance of the organization as well as the workers for smooth co-existence in the organisation.

Objectives of the study

*   The Primary objective of the study is to identify the current skills within the organization, effectiveness of the training programs, to identify the barriers of upskilling.
*   Impact of Upskilling for the Promotion of Employees in the IT and ITES Industry

Research Methodology

The research design chosen is descriptive in nature. The universe of the study refers to the employees of IT & ITES Industry in Hyderabad. The sample size taken to conduct the research is 120 employees. The respondents were selected by using Simple Random sampling technique. Structured Questionnaire was used for primary data collection. Secondary data was collected from earlier research work, various published journals, magazines, websites, and online articles. Simple Percentage Analysis with graphs used for data analysis.

Data Analysis

1. What age bracket do you belong to?
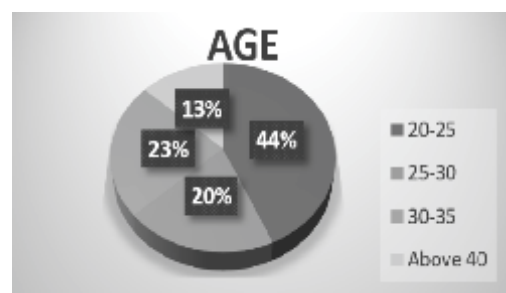
2. How do you identify yourself?

3. What is your highest level of education?

4. What is your present Designation Level?

5. Do you believe upskilling program has improved your employability?
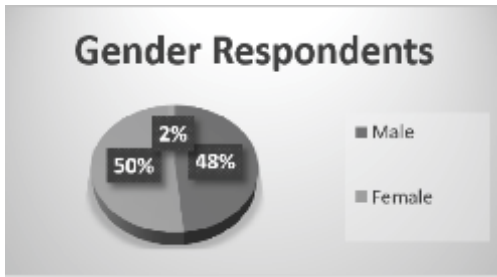
6. Do you believe upskilling is important for career development?
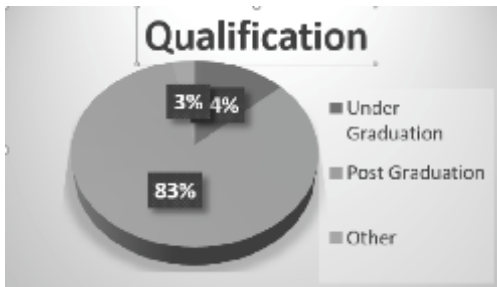
7. What is your working modality?
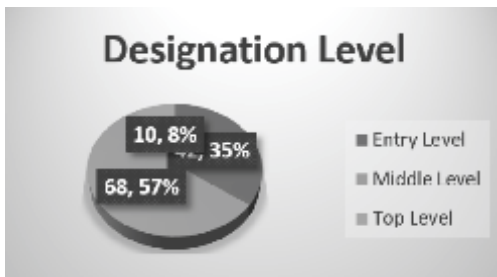
8. How would you describe your work-life balance at the organization?

9. How would you describe the organizational culture?

10 Have you participated in any upskilling programs provided by the organization?

Upskilling Programs

27%
73%
■ Yes
■ No

11. How do you feel about the upskilling opportunities provided by the organization?

Upskilling Opportunities

3% 13%
34%
50%
■ Very satisfied
■ Satisfied
■ Neutral
■ Unsatisfied
■ Very unsatisfied

12. What type of upskilling programs did you participate in?

Participation in Upskilling Programs

13% 2% 23%
47% 15%
■ Technical skills
■ Soft skills
■ Leadership development Skills
■ Personal Devlopment skills
■ Micro Learning Skills

13. Do you believe that the upskilling programs have improved your job performance?

Improved Job Performance

23% 2% 23%
50%
■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree

14 Have you received a promotion or a pay raise after completing an upskilling program?

Promotion or pay raise after completing and Upskilling Program

14 6 18
40 42
■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree

15. You feel that upskilling has increased your job satisfaction

Upskilling Has Increased Job Satisfaction

18 3% 5%
60%
■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree

16. Have you noticed any changes in your career path since participating in upskilling programs?

Changes in career path after participation in upskilling Programs

22% 0%
25% 53%
■ Yes, I have been given new responsibilities
■ Yes, I have been promoted
■ No, there has been no change
■ I have not participated in any upskilling programs

17. How important is promoting diversity and inclusion within promotions?

Importance of promoting diversity and inclusion within promotions

0%
57% 43%
■ Most Important
■ Important
■ Not Important

18. Will you recommend the upskilling programs to your colleagues.

19. Do you believe that the organization values employees who participate in upskilling programs?

20 How often do you believe employee promotions should occur?

21 How should promotions be determined in your organization?
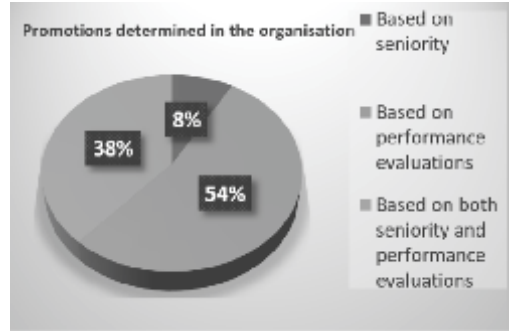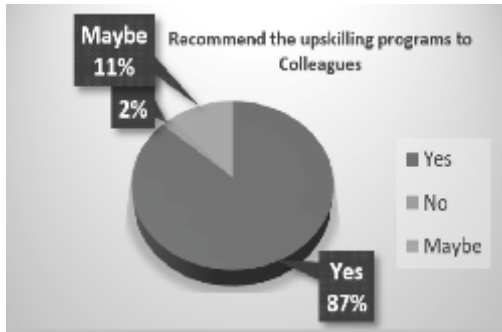
22 How has the upskilling program impacted your job performance?
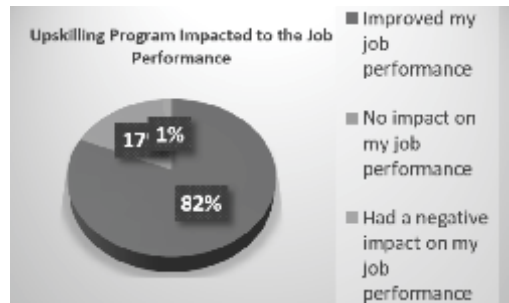
23. How do you think the organization can improve its upskilling programs to better support employee career growth and advancement?

Findings

1. Most of the respondents were the age group of 20-25(44%)
2. The % of male and female respondents is almost equal.
3. The majority of the respondents were Postgraduates (83%)
4. The Majority of the respondent's designation was Middle Level
5. All the respondents believed that upskilling are most important for career development (95%)
6. The majority of the respondents said that upskilling is most important for career development (95%)
7. The Majority of the respondent's working Modal was In-office work.
8. Most of the respondents said that their work-life balance was good.
9. Most of the respondents said their organisation culture was collaborative and supported.
10. Most of the respondents participated in upskilling programs provided by the organisation.
11. Most of the respondents felt satisfied about the upskilling programs provided by the organisation.
12. 47% of the respondents participated in Leadership development skills followed by 23% in technical skills, 15% in Soft Skills, 13% in Personal development skills, and least in Micro Learning Skills.
13. Most of the respondents believed that upskilling programs have improved their job performance.
14. Most of the respondents received a pay raise after participating in an upskilling Program.
15. Most of the respondents felt strongly that upskilling has increased in job satisfaction.
16. Many of the respondents were given new responsibilities.
17. Most of the respondents felt promoting diversity and inclusion is important.
18. Most of the respondents recommended the upskilling programs to their colleagues.
19. Half of the respondents believed that the organization values employees who participate in the upskilling program.
20. Most of the respondents said that promotion should occur every year.
21. Most of the respondents said that promotions should be determined based on performance evaluation.
22. Most of the respondents said that upskilling has improved their job performance.
23. Most of the respondents said that the organization should provide more options for skill development.

Recommendations:

IT & ITES Organizations should identify skills gaps and provide training programs to upskill employees to meet the organization's evolving needs.

IT & ITES Organizations should develop career development programs that provide employees with opportunities to learn and grow in their careers.

IT & ITES Organizations should encourage a culture of learning and provide employees with the resources and tools they need to upskill.

IT & ITES Organizations should recognize and reward employees who have completed upskilling programs and have shown an improvement in their performance.

IT & ITES organizations encourage continuous learning to encourage a positive work culture that values cooperation, coordinated effort, and development.

Managerial Implication:

a valuable insight on how the upskilling programs can help the employees by promoting amplified motivation and enhances the employee experience and encourages higher levels of employee loyalty towards the organization development.

Conclusion :

The study concludes that When employees are allowed to upskill, they tend to stay longer in the organization. Promoting employees from within the organization can reduce the cost of recruitment and training new employees. Upskilling helps employees to learn new skills, improve their performance and productivity, and become more valuable to the organization. This can help in identifying employees who are ready for promotion. Upskilling has a significant impact on promoting employees within an organization. Despite considering all the skill trainings being provided and also after following the same the majority of the employees had a pay raise but were not promoted to a better or higher position in the organization nor were identified fit for the promotions taking place in the organization. Above findings, recommendations and associations can make a pipeline of skilled and propelled employees who are prepared to take on new difficulties and add to the outcome of the association. Putting resources into the representative turn of events and advancement helps the person as well as works on hierarchical execution, efficiency, and employee maintenance.

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Impact of Upskilling on Employee Development

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1. ABSTRACT

Upskilling in the workplace is considered as important factor for development of employees. There are numerous benefits of upskilling such as increase in employee retention, fill the skill gaps within the organization, avoid cost of hiring new talent, create and encourage culture of learning, support organization to gain competitive advantage and always enhance employee motivation, increase satisfaction level and productivity. Upskilling and growth of employees are connected closely with each other. There has to be visible management support in skill development process.

2. KEYWORDS

Upskilling, organizational growth, employee development, opportunities, career progression, workplace.

3. INTRODUCTION

Upskilling in the workplace involves promoting continuous learning by offering training and development opportunities to expand the skills, knowledge, and competencies of current employees. Not only does upskilling give the team a chance to build expertise and help in advancement in their personal and professional growth, it can also enhance employee engagement, satisfaction, and performance—factors critical to the future success of the business.

Upskilling is the process of learning new skills and acquiring relevant competencies needed for today's work environment as well as for the near future. It focuses on improving employees' skill sets, usually through continuous employee training programs, to help them advance in their jobs and find more opportunities within the company in the future. To be competitive in the digital age, employees need to have a learning-for-life mindset and a willingness to acquire new competencies required by the fast-paced marketplace.

Upskilling vs. Reskilling

Both reskilling and upskilling enable employees to bridge the skill gap and develop the relevant skills they need to remain competitive in the workplace. Each of these terms has its benefits and ideal use cases, but when is the right time to use upskilling, and when should you attempt reskilling? Let's understand by looking at the key differences between the two.

1. **Focus**

   Upskilling requires employees to learn new information and skills, but not to take on a new role. It simply provides employees with the tools and knowledge needed to perform their current job more effectively and efficiently.

   On the other hand, reskilling is when employees develop new skills to take on a new job function within their organization. It is suitable for employees whose current skillset overlaps with the skills needed for a new position. For example, a data entry specialist with strong technical skills can be reskilled into a data analyst role.

2. **Implementation**

   Upskilling is implemented in situations such as:

- Helping employees succeed in their current job.
- Helping the workforce adapt to new changes in the industry.
- New software implementations.
- Helping the workforce remain confident and knowledgeable in their field of expertise – even if that field changes and develops.

Reskilling is implemented in situations such as:

- Retaining reliable, high-performing employees whose roles have become obsolete.
- Retaining a pool of employees whose original job function with your organization is no longer needed due to the sunsetting of legacy software.

Organizational long-term success is significantly impacted by workforce readiness. When well-prepared and given the required skills, knowledge, and competencies, the workforce can successfully manage industry changes, technological breakthroughs, and changing market needs. In a corporate environment that is rapidly changing, the organization can remain competitive and agile thanks to its adaptability.

What is employee development?

Employee development is a joint effort between staff and employers to improve the skills and competencies of the workforce.

An employee development program can include various forms of employee training, as well as mentoring, seminars, workshops, and microlearning modules.

The goal is to arm employees with the training and knowledge to hone their skills and become more competent at their jobs.

Next, we clear up some common misconceptions between employee development and employee training.

Benefits of employee development programs

a. Higher employee retention rates

Employee retention is a high priority for any organization. According to a 2018 survey reported by SHRM, more than one in four workers leave their company for another every year.

Here's an important stat coming from the 2022 LinkedIn Workplace Learning Report. Employees who feel that they don't use their skills to their fullest potential are 10 times more likely to start looking for another job.

Millennial workers, in particular, expect more learning opportunities in the workplace. According to a 2021 Monster survey, 45% of workers would be more likely to stay in their current position if the company offered more professional development opportunities.

b. Reduced employee turnover

The importance of employee development has never been more clear. Companies need to do whatever it takes to achieve employee engagement and prevent turnover.

This, in turn, makes employees more likely to stay at your company.

A recent study by Culture Amp found that employees without access to consistent development opportunities are two times more likely to leave within a year.

And it's not just about keeping employees. Having a high-impact employee development strategy does wonders for employer branding. In other words, it helps you attract top talent to your company. In today's competitive job market, that's quite the coup.

c. Reduced employee churn costs

Reducing churn costs in this business landscape is paramount. One way to do this is to implement continuous training and employee development. Your employees get new skills and become more productive. This also increases employee satisfaction, which boosts retention rates.

d. Increased customer satisfaction

Customer satisfaction is one of the key metrics of organizational success. Your customers ultimately drive your profitability.

Well, engaged and satisfied employees are also more productive. Whether it's the Sales team or the Marketing department, their performance will improve. As a result, this increase in productivity and success gets passed down to the consumers.

Your customers will notice if you have engaged employees or not. They will also notice if the level of service is satisfactory or not.

Simply put, engaged and satisfied workers who feel like they're advancing their career paths will be better in interactions with customers.

Taking employee development seriously has another positive impact on business: employees who regularly update their skill sets are a competitive advantage because they are in tune with the trends and demands of the industry.

e. Stronger company culture

Much is being said about the importance of company culture. As a concept, it's a bit unquantifiable.

Yet it's one of those things that you notice when it's there. Companies with strong cultures have engaged and productive employees. They provide learning opportunities and a lot of internal mobility.

To put it bluntly, these are the companies that people want to work for. Think Google, Apple, and the like.

Being known as a company that takes employee development seriously will attract all kinds of job seekers, including top talent.

Now, we'll discuss the four best practices for employee development.

4. LITERATURE REVIEW

Researchers had an opportunity to go through various literature as a base for this article.

Employee Development

Every large organisation has a distribution of low, average and high performers. Nevertheless, most corporate retention programs – which are typically expensive to implement – don't differentiate between them. At the same time, every organisation is subject to labour market forces over which it has little or no control.   There is likely to be a "buyer's market" for some job categories and a "seller-market" for others.   Thus, a company must do its best to identify which employees – or employee segments – represent the highest value to the organisation, and then apply its resources in a manner that optimize their retention in a free labour marketplace. (Ref. Hiring and keeping the Best People - Harward Business)

The Development Dilemma.

Many companies consider employee development a good investment.   Employees become more knowledgeable and effective, which, in turn, makes customers happier.   Other companies, however, question the value of employee development in the current era of high workplace mobility.   "Who," they ask, "will reap the benefit of all this expensive training and development if a) we are forced to lay these people off, or b) they leave us for jobs elsewhere?"   More pointedly, they question, "are we simply picking up the training tab for other companies – perhaps our direct competitors?"

These questions underscore a dilemma for training and career development.   On the other hand, training investments make employees more valuable and more satisfied with the deal they are getting at work.   This is particularly true for technology workers and engineers who recognize that their competencies erode over time.   Many of America's major brokerage firms, for example, have long enjoyed a reputation as great trainers of retain stockbrokers. After careful screening, they hire people with the right stuff for the business, put them through three or four months of intensive sales and investment training and licensing preparation, and then mainline them into the

day-to-day work of their nationwide branch offices. Many small broker-dealers meanwhile, spend little or nothing on training. Instead, they lie in wat for the newly training "registered reps" to learn the ropes and build client accounts – and then they try to recruit them. It is a way to acquire good people on the cheap. (Ref. Hiring and keeping the Best People - Harward Business)

Benefits of Developmental Efforts

*   Treat the cost of employee development as an investment; it does have a real payoff, and it should reduce costs associated with the turnover of valued personnel.
*   Be sure that employee development is aligned with company goals and strategy.
*   Use online learning to supplement and reduce the cost of formal training.
*   Map out career ladders to move talented and dedicated employees to higher levels of responsibility and performance, using formal training, mentoring and special assignments as rungs on those ladders.
*   Deal decisively with C performers. They must improve their performance (using training if necessary), or move to positions where they can perform at higher levels, or leave the company. (Ref. Hiring and keeping the Best People - Harward Business)

Preparing Developmental Programme

1. Preparing learners for the program
2. Establishing a climate conducive to learning
3. Involving learners in mutual planning
4. Involving participants in diagnosing their learning needs
5. Involving learners in forming their learning objectives
6. Involving learners in designing learning plans
7. Helping learners carry out their learning plans
8. Involving learners in evaluating their learning outcomes.
    (Ref. Approaches to Training and Development Third Edition by Dugan Laird)

Focus on Process Skills.

The distinction between task and process applies to respective skills also. Where the tasks skills are connected with operations of trade like operating a machine, preparation of a balance sheet of accounts, or planning a demonstration in agriculture field, the process skills are concerned with issues like deciding objectives of a task, setting measures for success, and dealing with people around as well as colleagues. Even people at the lowest level need these skills and in organisations. The methodology focuses on development of process skills to answer the "how" of handling a piece of work and equip each participant with skills of teamwork in such a manner that they are able to sue these skills when they go back to work. (Ref. Developing Leaders, Teams and Organisations by Anup K. Singh & Daisy Chauhan)

What is Development?

Education TeachKnowledge
Training Show Skills
DevelopmentLearnWhole Person
(Ref. Developing Management Skills by Margaret Dale)

Check List for Development Plan

*   Have a plan for change. Don't assume that another system will fit your environment or be embraced enthusiastically by your employees. Plan your own changes by adjusting benchmarks for the attitudes, skills, and goals of the people in your organisation. Develop a culture of empowerment that's personalized for you and your business.
*   If the energy in your organisation results from threats or problems or manipulating the status quo or wanting more, more, more, that energy is probably short-lied. When the threat or problem dissipates, the energy dissipates along with it. When all the energy goes into maintaining the status quo, there's little left for the future. When all the energy pours into getting more, you're energizing quantity, not quality.
*   Ask what you're doing right – not what you're doing wrong – and do more of it.

- Before you decide to make a change on the basis of a benchmark, turn an appreciative eye towards the benchmark and assess its value.

  (Ref. Empower Employees – by Kenneth L. Murrell and Mimi Meredith)

The Need for Skill Training

In terms of effective managerial behaviours, communicating, developing employees, motivating others, and handling conflicts all involve interpersonal skills. Individuals who have a high motivation to manager manifest this desire through the application of their interpersonal skills in competitive activities with peers by taking charge in groups, and by exercising power over others. Finally, the human and political skills needed at all levels of management are clearly interpersonal in nature. Given that component interpersonal skills are important, if not the most important attribute for managerial effectiveness, it is clear why constituencies such as human resource personnel, business media, management professors, and business accrediting bodies are disturbed by the number of business graduates who are deficient in these skills. College graduates who aspire to a career in management might have the motivation to manage as well as conceptual understanding of the behaviours required to be effective, but if they have poorly developed interpersonal skills, they are ill-equipped for the future. Sending motivated business school graduate into the workplace with only a cognitive grasp of the behaviours necessary for managerial success allows them to talk a good game but does not prepare them to be proficient players. (Ref. Training in Interpersonal Skills – Tips for Managing People at Work – Fourth Edition – by Stephen P. Robbins & Phillip L. Hunsaker)

Authors have done adequate review of literature. Information is collected from questionnaire, research papers books, internet and newspapers.

5. RESEARCH OBJECTIVE

The present study has following objectives:-

a) Examine various approaches and views of Upskilling and Employee Development

b) Collect relevant data from various practicing managers, analyze and study the same.

c) Give suggestions

Authors have done adequate review of literature. Information is collected from questionnaire, research papers, books, internet and newspapers.

6. RESEARCH METHODOLOGY

The study is based on qualitative and quantitative research.

Qualitative analysis is done based on literature review. That submits certain limitations to the issue, hence quantitative analysis is also performed for this study.

The study is exploratory in nature. Competitive analysis is done using the descriptive data analysis method. The questionnaire was made to seek the perception of respondents. The data was collected through the questionnaire and 63 participating managers dealing with the subject have responded to our questionnaire. The respondents were informed about the objective of the study. No reference of individual / company is done for the purpose of study.

The data was analysed using excel and charts various figures prepared for better understanding of responses.

7. RESEARCH HYPOTHESIS

Hypothesis is a formal statement of an unproven proposition i.e., empirically testable.

To establish logically visible in the form testable statements, following hypothesis, i.e., null and alternatives have been formed.

HO1 - Upskilling of employees has great impact on employee development.

HA1 - Upskilling of employees has no role to play in employee development.

HO2 - Upskilling of employees always helps in high retention.

HA2 - Upskilling of employees does not

always helps in high retention.

HO3– Performance of an individual gets positively impacted with higher exposure in skill development.

HA3– Performance of an individual gets negatively impacted with higher exposure in skill development.

8. SAMPLE DESIGN

The questionnaire was drawn by authors consisting of 19 questions related to the employee engagement subject, which was sent online to 100 practicing managers across India, working in different business segments. Responses were received from 63 practicing managers and the success rate was 63%. The respondents are practically involved in industries and academia dealing with employees and very much concerned with the topic of research.

9. DATA ANALYSIS

As stated above 63 professionals from HR / Business / Academia from all India basis took part in this survey.   Respondents considered for this study have minimum 25 years leadership experience in dealing with employees at their respective organizations. Based on the data collected through questionnaire, following is the analysis followed by findings:-

Researchers had approached 100 professionals with a questionnaire on the subject to explore their view on Upskilling and its impact on Employee Development. Respondents were in the age group of 35 to 60 years with a mix of male and female. Respondents were Ph.D.'s, Post Graduates, Undergraduate and Diploma in Engineering, having long experience in industries dealing with the subject of research.

1. It is well accepted fact that upskilling is considered as a foundation for organisational growth and so also the growth of an employee.   This will get strengthened if organisation has a systematic skill devleopment strategies, involving identification, assessment, documentation, analysis, training and development, actual training to identified employees with focused future plan.   In short there has to be skill mapping activities and a road map for the same.

Respondents were asked if upskilling is considered as a foundation for an organsiations growth. Interestingly, 63.5% respondents strongly agreed with this statement. Whereas 28.6% agreed with the statement that upskilling is considered as a foundation for organisational growth.

Upskilling is considered as a foundation for organizational growth (63 response)

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree
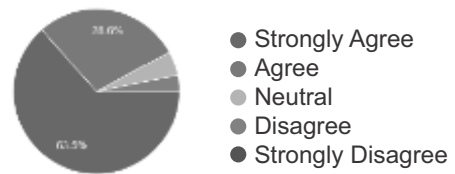
2. Organisational and employee growth always travel together, provided proper skill mapping is done.   The benefit for skill mapping for workforce are numerous. The first benefit is that it gives employers a clear picture of their employee's abilities and competencies. The second benefit of skill mapping, it encourages employees happiness and engagement by showing commitment to professional development. Employees are more likely to remain more motivated and devoted if their employer is investing in their professional growth. The third benefit is that it can help to identify high potentional employees and develop them for leadership roles, succession planning and in turn talent management process are streamlined.   Lastly, the skill mapping enhances the overall eficiency and productivity of the workforce as employees are beter equipped to perform their roles, collaborate effectively and adapt to industry shift, leading to better business outcome and

more resilient organisation. This is evident from responses received from respondents as sketched in following graph:-

> • For career progession organisations are expected to focus more on skill development. (53 Response)
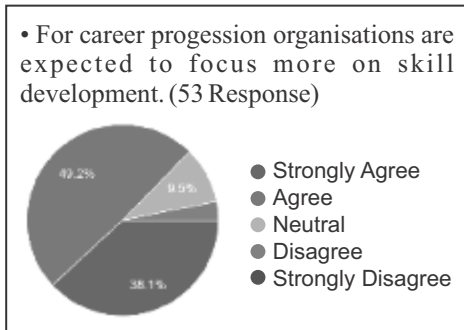
3. Organisations where systematic upskilling processes are practiced are finding it easy to attract talent from open market. In today's workplace culture leaders are increasingly recognised for their role in unlocking workforce potential leading towards developing organisational market image. The organisations are leveraging the power of its people to create high performance and agile workplaces that inspires innovation, and that is the exact reason amongst all, a few organisations are considered as great place to work. Such organisations are always considered as preferred employer. Respondents are very sensitive in giving their views to the questions if opportunity for upskilling and employee development is considered as an important factor for talent acquisition. 87% of the respondents were in agreement that if organisation has upskilling and employee development programme, then such organisations can be preferred as employer of choice, which is relevant from following graph

> Opportunities for upskilling and employee development are considered as an important factor in talent acquisition.
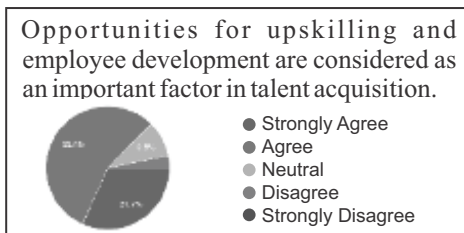
4. In any organisation it is very important that an employee develops faith on top managemnet towards their career progression. Employee must feel plan is designed for them and their growth and should consider as a personalised one.

Personalized employee development plans have a much higher chance of success than generic training content. It makes sense because every employee is an individual with their own ideas and needs.

If you just implement a selection of generic online courses, the odds are your team members won't connect with the material very well. Any training program that fails to engage will also fail to change behaviours and impart new skills. It's money down the drain.

Your managers should sit down with their direct reports and discuss what the employees enjoy and don't enjoy about their work and how they hope to progress in their roles.

The respondents were specifically asked if visibile support of top management is must while skill development initiatives are introduced. Around 92% respondents echoed positivley to this question which is evident from the following graphs :-

> Visible support of top management is a must while skill development initiatives are introduced.
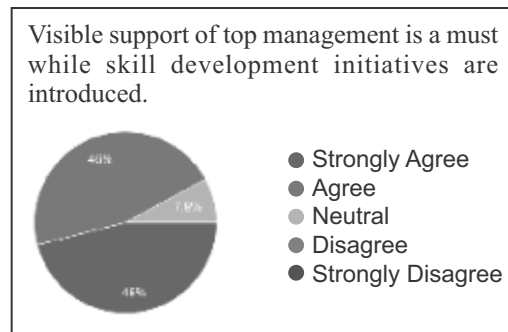
5. It is a question of debate if organisations are solely responsible for skill development of employees or employees are also expected to

take initiatives on their part and ensure that they are individually and as a team are exposed to skill development initiatives. It is evident from the research undertaken by us that seriousness is getting generated largely amongst stakeholders, exhibiting that employees are also responsible in upskilling themselves if individual wants to devleop in an organisation. To our specific question if organisations are solely responsible for skill development of employees, about 36.5% disagreed with the proposition, whereas about 22.2% respondents preferred to be neutral. It is evident from the responses that there is an increased level of feelings amongst employees that alongwith organisation,

individual is also responsible for skill development, which is evident from the following graph :-

Organizations are solely responsible for skill development of employees. (63 responses)

● Strongly Agree
● Agree
● Neutral
● Disagree
● Strongly Disagree
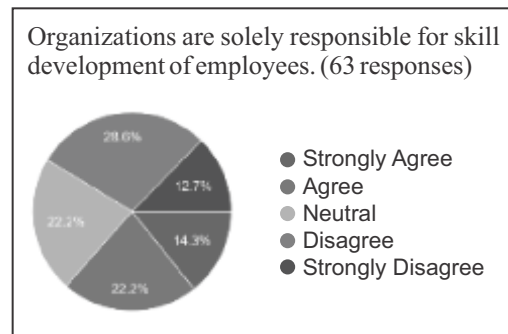
10. CONCLUSION AND FINDINGS

On the basis of above discussion, literature survey, analysis of the data, hypothesis HO1, HO2 and HO3 are fully proved.

In view of above researchers have arrived at conclusions and findings as follows:-
Upskilling is considered as an important aspect in ensuring development of employees. In the process, respondents were asked few open questions like if employees and organizations, both are responsible for upskilling, Connectivity of upskilling with performance of individual and that of an organization. Employers are looking at upskilling as need of the hour, not only for today, but for ensuring future of work and workplace. After analysis of responses, literature review and detailed discussion as above, authors have reached to following conclusions and findings.

1. Upskilling is considered as foundation of an organization's growth.
2. If organization wishes to change then upskilling of employees should get larger focus.
3. For career progression, organizations are expected to focus more on skill development.
4. Opportunities for upskilling and employee development are considered as important factors in talent acquisition.
5. There is a larger awareness amongst stakeholders that organizations alone are not responsible for skill development of employees, but individual employee is also expected to involve himself in the process.

11. WAY FORWARD

Here is why employee needs to consider upskilling during digital age:-

1. Machines may be coming for your job. Jobs are likely to be disrupted in the next decade due to technological changes happening each day. Many high skilled roles such as tax consultants, marketers, financial traders, involving repeated tasks has been and continue to be easily automated.

2. Digital skills are vital for employees. All organizations are in digital economy coming to realize that digital skills are essential for employees such as AI, ML, data science, business analysis, programming and developing, digital marketing, cyber security will be in great demand in the future.

3. Future proof of employee career – The advancement of technology comes with evolving job roles and continuously evolving business processes. This makes it a necessity for employees to upskill themselves and keep up with fast paced changes in order to future proof of their careers.

4. Save time, money and energy – The top talent organizations are looking for externally, might exist internally. Before posting vacant position, consider internally mobility first by upskilling or reskilling current employees.

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Employee Upskilling and its impact on Employee Well-Being and organizational performance.

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Abstract

Purpose: The purpose of this study is to present the Employee Upskilling drive by the organization and its impact on employee well-being by exploring state of the art on the growth literature on Employee upskilling and its impact on employee well-being within the manufacturing industry and online survey collected within the manufacturing industry, an implementation and sustainability viewpoint while highlighting the research gap.

Design/methodology/approach – Review the various published articles extracted from Scopus, , Emerald Insight, Springer, and Inder science databases was carried out following the protocol of systematic review, and collect the online survey from 112 respondent of manufacturing sector, the model was design on seven factors (career development, professional development, training & development, and employee well-being and find out it contribution on employee retention, Employee and organizational performance.

Findings – The findings of the SLR revealed the growth of literature on employee upskilling and its impact on employee well-being and organizational performance within the manufacturing sector. The review also highlighted the most cited critical success factors, critical failure factors, performance indicators, and associated tools and techniques applied during employee upskilling drive implementation. The review and survey results also focused on career development, professional development, training & development, and employee well-being. They found their contribution to employee retention and Employee and organizational performance.

Practical implications – The findings of this SLR (Systematic literature review) can help senior managers, practitioners, and researchers to understand the current developments and future requirements to adopt the upskilling drive in manufacturing sectors from employee upskilling and its impact on employee well-being within manufacturing industry viewpoints.

Originality/value – Academic publications in the context of the role of Employee upskilling in various research streams are sparse. To the best of the authors' knowledge, this paper is one of the first SLRs(Systematic Literature review) that explore current developments and online survey results on employee upskilling and its impact on employee well-being.

Keywords: Employee Upskilling, Employee Well-being, Employee retention, Employee and organizational performance.

Introduction :

Industries are fostering a culture of employee upskilling to encourage employees and boost employee engagement and well-being. This is not limited to providing opportunities for upskilling, aiming to recognize and reward the employees for their commitment to self-development.

The principle of promoting employees to the level of their incompetence, especially when it is possible to incorporate employees' upskilling regularly; if we look at the current trend in the industry due to Artificial Intelligence & Industry 4.0, upskilling employees has become a critical requirement, because the earlier traditional model of hiring employees have

predefined skills. It was assumed that they had retained relevant skills; in that case, employee careers are no longer sustainable. Industries must adopt new trends of employee upskilling to ensure their workplace remains active, adaptable, and equipped to fulfil the Employee's future demands. It will directly impact employee engagement and well-being.

Deloitte's research shows that stretching professional careers, besides the declining half-life of skills, compounds the need for upskilling. Employees are working longer, but skillsets remain relatively less time. Therefore, it is necessary to update the employees continuously.

LinkedIn's 2022 workplace learning report shows that upskilling and robust training programs improve employee engagement and retention, a sign of good employee well-being. 86% of CEOs stated that digital training education programs improve employee engagement, and 94% of employees stated they are willing to work longer if the organization invests in career development.

According to a study by Dell and the Institute for the Future, 85% of the jobs of 2030 do not exist, and 44% of respondents say that organizations will face the skill gap within the next five years.

Research objectives
The objectives of the present work are as follows:
RO1. To explore the existing knowledge on employee upskilling growth and development of literature on Employee upskilling and its impact on employee well-being.
RO2. To identify the research gaps and highlight future requirements to adopt employee upskilling trends in manufacturing sectors.

Organization of paper
This paper is organized into seven different sections. Section 1. Purpose of this study. Section 2 explains the methodology for the literature review. Section 3 analyses the existing work and findings on survey results. Section 4 provides implications of present work on researchers and practitioners; Section 5, Originality/value. Section 6 is a literature review on employee upskilling and its impact on well-being and organization. Section 7 presents future research directions on Employee upskilling within the manufacturing sector, and limitations of the present study are given.

Literature Review
It has been observed that career management has given importance to employee mental well-being, mobility, retention, and upskilling the employees; the authors try investigating the relationship between employee upskilling and employee well-being, and it has been observed that there is a significant relationship between employee upskilling and employee well-being, it directly impacted on employee and organization performance. The author collected the primary data through a questionnaire, the data was collected from 100 respondents collected from Chennai city, and secondary data was collected from books and journals; the data was tested through Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear association; it has been observed that the career management impacted on employee mental well-being and it was helping the fostering a productive and engaged workforce. While reviewing this literature, it has been observed that the sample is limited and represents only one city. He just focused on career development; there is a need to investigate the diverse influence of career progress on employees' emotional well-being.[1]

This literature determines how upskilling and retraining drive impacted job satisfaction and employee retention; the mixed-methods technique used during this research include the literature review and data collected through a survey from 70 respondent from various organizations on demographics, employee retention, and their experience. It has been observed that 55.7% of respondents found it challenging to select the best training programs, and 34.3% of respondents needed more training

funding. The research was conducted on upskilling and retaining drive improvements in employee productivity, efficiency, and performance, as well as new career opportunities and their direct impact on employee well-being. The researcher collected data from a minimal sample size and focused on funding issues and selecting training topics. He was trying to reframe the importance of upskilling, but it needs to be more evident. [2]

Due to Industry 4.0, there are significant changes in the manufacturing sector, and adoption is necessary for competitiveness and productivity; this study focuses on skilled availability and its influence on the successful adoption of Industry 4.0. There is a drastic demand for skilled employees, and there is a need for upskilling and reskilling, impacting your well-being. The qualitative descriptive method was used, and a survey was collected by enrolling the respondents. The study found a higher demand for skills other than conventional skills, impacting employee well-being. It has been observed that the organization should take the lead on employee upskilling and reskilling. This study focused only on the broad subject of 4.0, only the South American sector, and did not all venture; second, it only focused on skill and not on the whole subject competencies, which may impact employee well-being.[3]

This research tries to explain how upskilling can use technologies to improve production, and it includes other factors, including challenges, barriers, sustainability, Employee and their well-being, and technology; the data was collected from 500 respondents through survey method, the data was analyzed through regression analysis find the correlation between above factors, it has been evident that 80% of respondents are saying that there needs to change the state of production, process, and health apart from survey ask the question on technology impact upskilling efforts and 68% respondent says that there is positive impact on upskilling efforts and it may resulted in positive well-being. This study focuses only on the positive impact but does not highlight the adverse impact on employees with low skills and qualifications, which may result in low well-being.[4]

This paper is in line with intellectual discussion on upskilling talent to cater to the auto sector's critical -superiority and route-contravention with technological innovation, and focuses on studying the impact whether technological advancement such as automation, intelligent transportation systems such as robotics and mechatronics-led to high-end training solutions time to time upskilling the employees having a bearing on employee retention with employee well-being, the data was collected through interviews on various employees of various grades and collected the data from literature and analysis the through the conceptual model, it has been observed that adoption of advance technology helping to reduce the cost and Employee upskilling helping to develop the talent and business needs, it's indirectly boosting the Employee morale and impacted into positive employee well-being. The authors focus on automotive tier-one companies; they already have sufficient funding to do the automation and upskilling of the employees, and compensation to employees from these companies in an exemplary manner can represent the whole industry.[5]

This paper discovers the consequences for higher education of the hasty development in the technology used by the manufacturing sector; higher education contributes to matching the skilled market demand, and the author reconceives how upskilling programs can be designed and delivered, which can be helpful in the manufacturing sector. The data was collected through face-to-face interviews with 26 senior management representatives from the manufacturing sectors in Ireland, and it has been observed that there is a need for skill at distinct levels. The authors give their conclusion based on only the face-to-face interview of 26 respondents only a limited geographical area which can represent the whole universe[6]
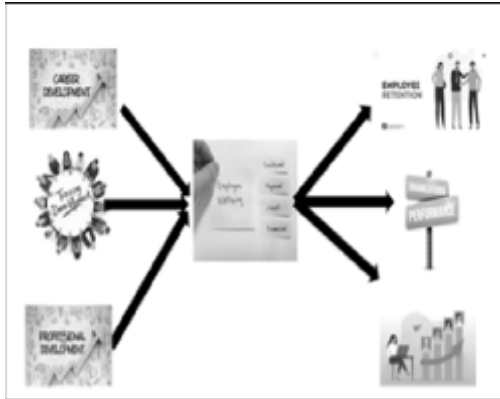
Fig(1)

The data was analysed based on the above seven factors, on independent variables, i.e., Career Development, Training and development, and Professional Development, and its impact on employee well-being and dependent variables, i.e., employee retention, organization & employee performance. A further detailed analysis is determined as follows:

TABLE -I
Data Analysis and Interpretation

Variables	SUBCATEGORY	BLUE (N)	%	White (N)	%
	18-25	5	4.46	7	6.25
	26-35	30	26.79	12	10.71
AGE GROUP	36-45	20	17.86	12	10.71
	46-55	16	14.29	10	8.93
	Above 56	0	0	0	
GENDER	MALE	106			94.60%
	FEMALE	6	6		5.40%
	DIPLOMA	54			48.20%
QUALIFICATION	DEGREE	47			42%
	MASTER DEGREE	11			9.80%

The largest group in BC, 26.79%, fell in 26 to 35; in W.C., 10.71% fell in the 26-35 & 36-45 age category, and the age group 36 to 45 represent the BC 20 Nos. In the age group 46 to 55, W.C. 8.93% and BC 14.29 and BC 4.46%, the age group 18 to 25, and WC 6.25%, there is no representation from both categories in the age group above 56. Regarding education, the Diploma is the largest group, representing 48.20%, and Degree 42% and Post Graduates 9.80%

TABLE II
Variable Factor Showing Mean and Standard Deviation

Factor	Mean	Standard Deviation
Career Development	4.32	0.53
Training & Development	5.59	0.52
Professional Development	4.26	0.53
Employee Well-being	4.22	0.57
Retention of Employee	3.60	0.95
Organization performance	4.24	0.54
Employee Performance	4.23	0.54

The above table shows Seven variables process, such as Career Development t (M= 4.32 & SD = 0.53, Training & Development (M=5.59 & SD = 0.52. Professional Development (M=4.26 & SD=0.53), Employee Well-being (M-4.22 & SD-0.57), Retention of employee (M=3.60 & SD-0.95) , Organization performance (4.24 &SD-0.54), Employee Performance (M=4.23 & SD =0.54. Apart from the retention of employees, slightly negative associates, and

remaining others, all the above factors positively correlated with organizational and Employee performance. From the above factors, it has been observed that all factors associated with high mean and low standard deviation are interpreted as closely clustered around the average.

Factor 1: Career Development (Fig: 2)
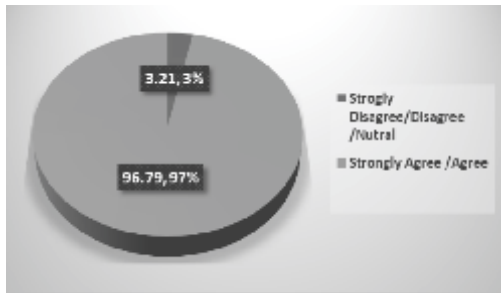
According to a survey, most employees, 96.79%, agree that having a clear path for career advancement, setting career goals, assisting with succession planning, supporting employees in finding new areas of interest, and participating in career development programs all help employees become more employable. Management should consider the 3.21% of current employees who are not entirely comfortable with their careers.

Factor 2: Training & Development (Fig: 3)
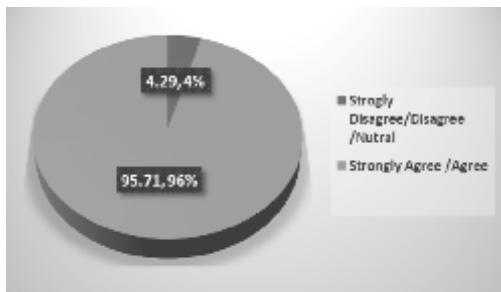
A survey shows that a majority of 95.71% of employees agreed that If an organization offers enough training opportunities, it is helpful to improve the employee upskilling level, training & development, contributing towards bridging the gap between skill, training, and

development programs, increasing the ROI, training & development helping to attract the new talent, training & development program helping in updating the knowledge, perhaps management should also think about 4.29% employees those are not that much comfortable about Training and Development.

Factor 3: Professional Development (Fig: 4)
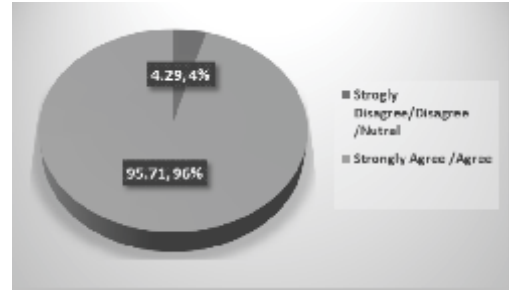
A survey shows that 95.71% of employees agreed that employee upskilling drives increased employee satisfaction. Employee upskilling contribute to increasing compensation benefit; upskilling drive contribute to developing leadership skill, upskilling drive contributes to qualifying for specific professional opportunities, and helpful to improve the improve self-confidence; perhaps management should also think about 4.29% of employees who are not that comfortable about professional development.

Factor 4: Employee Well-being (Fig: 5)
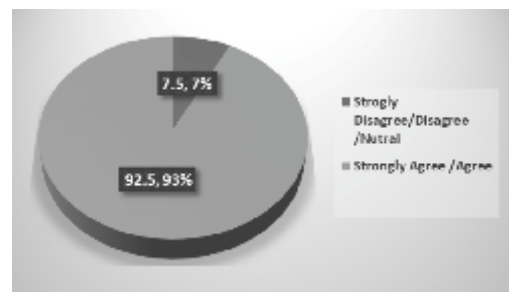
A survey shows that a majority of 92.5% of employees agree that an employee upskilling program helps to create a sense of accomplishment among employees and

improve employee engagement, helps Employee maintain work-life balance, organization upskilling drive helps to improve the relationship between superior and Employee, and also Is upskilling program helping to improve to create the sense of job security among the Employee perhaps management should also think about 7.5% employees those are not that much comfortable about employee well-being.

Factor 5: Retention of Employee (Fig: 6)
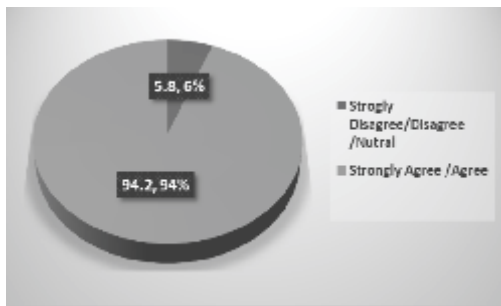
A survey shows that a majority of 94.2% of employees agreed that Employee upskilling programs increase employee retention and employee upskilling programs help employer branding. Management should also consider the 5.8% of employees who are uncomfortable with the employee retention drive.

Factor 6: Organization performance (Fig: 7)
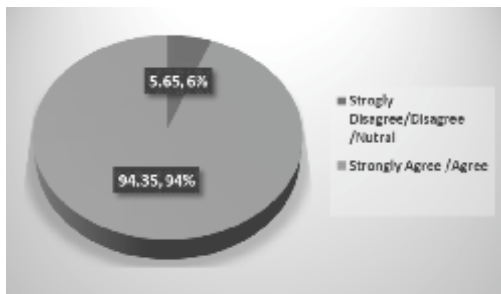
A survey shows that 94.35% of employees agree that employee upskilling helps improve productivity and business longevity through higher employee costs and benefits and also helps create an innovative and future-proof workforce. Management should also consider the 5.65% of employees who are uncomfortable with the organization's performance drive.

Factor 7: Employee Performance (Fig: 8)
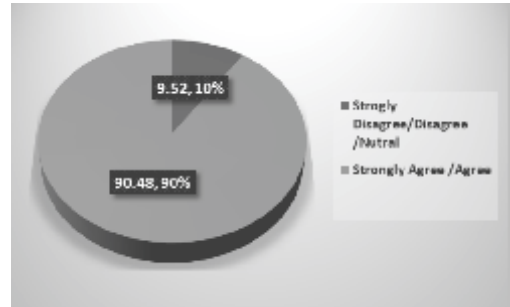
A survey shows that a majority of 90.48% of employees agreed that employee upskilling helps to improve employee performance and organization upskilling drive helps to improve the critical thinking and problem-solving skills of employees and also helps organization upskilling drive helps to improve the digital capabilities of Employee perhaps management should also think about 9.52% employees those are not that much comfortable about employee performance drive.

Limitations and scope for further research

In the context of this study, incorporating simple methodology selecting past literature and a survey of a limited sample size of 112 employees of the manufacturing industry, based on the variable taken, the same possible variable can give different results in other literature and a sample size of other industries also, which may give the different result. It may be the scope for further research.

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     SATISFACTION AND EMPLOYEE
     RETENTION IN THE
     MANUFACTURING SECTOR June 2023
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     improve manufacturing production results
     BY MARK T. HOSKE JULY 17, 2023.

5   Poorani, S., and L. R. K. Krishnan.
     "Manufacturing Technology Trends in Auto
     Sector Guiding Skill Enhancement and
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6   Doherty, Oran, and Simon Stephens. "The
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     can higher education keep up?." Education+
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■■

A Study on Employee Upskilling to Unlock the Employee Potential in Indian Organization

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ABSTRACT:

Upskilling and employee development stand as integral pillars within a forward-thinking organizational strategy, addressing the demands of the digital age and nurturing a culture of continual growth. In the dynamic terrain of work, characterized by technological advancements and evolving norms, upskilling and employee development emerge as indispensable strategies, guiding the way through the swiftly changing professional landscape. Upskilling has notably surfaced as a pivotal strategy for organizations aspiring to cultivate a workforce ready for the future.

Moreover, this process entails ongoing learning, enabling employees to acquire the crucial competencies needed for today's work and the foreseeable future. The incorporation of upskilling programs by organizations signifies a strategic investment in employees, elevating both individual and team performance to attain organizational goals.

This paper explores the intricate relationship between the up skilling and employee development highlighting the significances and how up skilling supports organization in employee development. As in the ever-changing work world, learning new skills is crucial for staying strong and competitive this positions both companies and employees at the forefront of innovation and growth, emphasizing their adaptabilities.

1. INTRODUCTION:

In recent years, "up skilling" has become a workplace buzzword, driven by significant changes in technology and work dynamics. The pandemic accelerated these shifts, pushing organizations to seek candidates not just qualified for today's jobs but eager to evolve for the future.

In the business world, training and development are vital. Training hones skills for specific jobs, while employee development is the big picture, shaping overall growth. Managers don't just do their job; they build expertise for now and prepare for future challenges. It's all about staying ahead in this dynamic landscape. Managers and executives engage in a continuous process of developing experience and competence in their current roles, preparing them for future tasks in an ever-changing work landscape.

Navigating the changing workplace landscape involves addressing key aspects of up skilling and employee development. Firstly, organizations grapple with challenges in aligning current skills with emerging ones. Skill enhancement relies on diverse methodologies, and stakeholders play a crucial role in shaping employee upskilling initiatives. Real-world experiments showcase applications of upskilling, highlighting positive outcomes. Upskilling not only aids talent acquisition but also significantly supports overall employee development, making it a cornerstone in building a future-ready workforce.

2. THE SINGNIFICANCES OF UPSKILLING AND EMPLOYEE DEVELOPMENTS:

In today's dynamic workplace, upskilling and employee development are the key drives of professional growth and organizational success. Imagine your career as a constantly evolving adventure; upskilling is the treasure map, guiding you

toward new skills and knowledge. This pursuit isn't just about personal growth; it's a strategic move for companies too. Employee development is the secret sauce that transforms a workforce into a powerhouse, ready to tackle the challenges of tomorrow. So, whether you're an individual aiming for career heights or a company aiming for success, the path starts with upskilling and employee development.
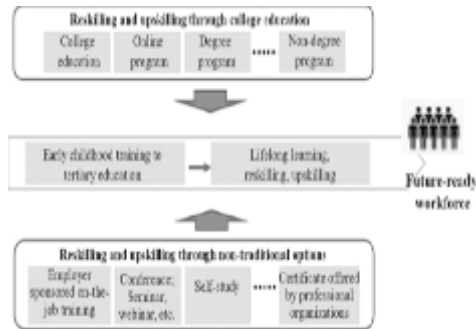
Source: Information Systems Frontiers, Reskilling and Upskilling the Future-ready Workforce for Industry 4.0 and Beyond, 13th July 2022

3. CHALLENGES FACED IN MAPPING UP THE EXISTING SKILLS V/S NEW SKILLS:

In the fast-evolving landscape of today's professional world, upskilling and employee development have become indispensable. However, the journey from existing skills to acquiring new ones is not without its challenges.

Lack of Learning Culture: Establishing a culture of continuous learning is challenging, requiring organizations to foster an environment that encourages and rewards ongoing skill development.

Rapid Technological Advancements: The relentless pace of technological evaluation introduces a constant challenge. Mapping existing skills to the latest technology requirements demands agility and adaptability, as what was relevant yesterday may be outdate tomorrow.

Budgetary Constraints: The financial aspects of upskilling initiatives pose a considerable challenge. Balancing the need for comprehensive programs with budgetary constraints requires strategic planning to maximize the impact of available resources.

Adapting to Remote Work: The shift towards remote work adds complexity to skill mapping, as employees need digital literacy and collaboration skills in addition to their core competencies.

Integration with Job Roles: Ensuring that newly acquired skills seamlessly integrate with employees' job role is essential, avoiding a disconnect between training and practical application.

4. THE METHODOLOGIES ADOPTED FOR SKILL ENHANCEMENT:

Mentorship Programs: facilitate knowledge transfer through mentorship, pairing experienced employees with those seeking to expand their skill set, fostering a collaborative learning environment.

Project-Based Learning: Emphasize hands-on experiences through real-world projects, allowing employees to apply theoretical knowledge, collaborate effectively, and develop practical skills that directly contribute to organizational goals.

Continuous Learning Culture: Foster an environment where employees are encouraged to embrace a mind-set of continual learning, leveraging online courses, workshops, and seminars to stay ahead in their respective fields.

Gamified Learning Platforms: Introduce gamification elements to training modules, making skill development engaging and enjoyable, while tracking progress and rewarding achievements to enhance motivation.

Source: Employee Training & Development

5. PROCESS THROUGH WHICH STAKEHOLDERS WERE INVOLVED IN UPSKILLING OF EMPLOYEES:

In the dynamic landscape of professional growth, upskilling and employee development are collaborative journeys that actively involve various stakeholders. It begins with leadership, where a strategic vision is crafted to align the organization's goals with the evolving skills landscape. HR professionals play a pivotal role in identifying skill gaps and designing tailored training programs. Managers act as mentors, providing real-time feedback and guidance. Employees, the central beneficiaries, engage proactively in learning opportunities.

External partners, such as educational institutions or industry experts, contribute valuable insights and resources. Regular feedback loops ensure continuous improvement. In this interconnected process, each stakeholder dons a unique hat, collectively fostering a culture of continuous learning and growth within the organization.in this captivating dance of up skilling, stakeholders harmonize their efforts, transforming the workplace into a dynamic stage where skills flourish, and employees shine. The result? A workforce that's not just skilled but choreographed for success.

The success of upskilling initiatives lies in the concerted efforts of various stakeholders. By fostering a culture of continuous learning, integrating technology, and recognizing individual and collective achievements, organizations can ensure that their employees are not just keeping pace with industry changes but leading the way to success.

6. LITERATURE REVIEW:

Meaney, et al. (2019), Although language learning and reskilling are essential components of EU integration plans for third-country citizens, Greece's current policies and infrastructure are insufficient and incoherent, particularly in regard to migrant women. The paper's major focus is on how integration policies, particularly language learning, Formal education, and vocational training possibilities, affect migrant women's labor-market positioning and life aspirations. How do migrant women deal with the lack of reskilling options, and what alternative techniques do they devise in order to forge new paths and combat marginalization? Improving language skills, enhancing professional profiles, establishing a career through volunteer work, and self-employment are examples of migrant women's agency and strategy in the context of Greek migration policy and society.

Li, et al. (2022), Reskilling of humans is considered a key factor in assisting the company and its employees to achieve inclusive growth and sustainability. The pace of technological development cannot be slowed down in today's world. Digitization, automation, and artificial intelligence are the primary drivers of growth for entire organizations. According to the opinion presented in this article, to ensure that the workforce has the necessary skills for the future, the reskilling or upskilling of their existing employees should be adopted by the organization. If they want to remain competitive in the market, greater investments in training and development must be made by the company

or its personnel. This article will emphasize how the progress of the organization and individual employees depends on human reskilling by emphasizing how the progress of the organization and individual employees depends on human reskilling by emphazing several research papers and the perspectives of HR consultants.

Zarifhonarvar, et al. (2023), Despite the paper's qualitative methodology, the results will help clarify the upskilling and reskilling requirements for IR 4.0 and serve as a starting point for future research. This essay offers a different perspectives plan for a developing nation depending on a non-renewable source to diversify its economy and enter IR 4.0.

Varma, et al. (2021) this survey study study represents the collective efforts of ten development partners in an attempt to shead light on the impact of the pandemic on employee, apprentice, intern, and trainee training and development from the perspective of enterprises and organizations. To improve the agility and resilience of societies to deal with the challenges posed by pandemics and crises in the future, governments must ensure the continuation of workplace training and development, as well as improve the effectiveness of skill development initiatives of skills development and lifelong learning systems.

7. APPLICATION BASED EXPERIMENTATION OF UPSKILLING, ITS RESULT AND POSITIVE OUTCOMES:

Employees actively engage in real-world scenarios related to their skill development. This dynamic learning process accelerates skill acquisition, fostering a deeper understanding of the subject matters.

Enhance Problem Solving: Application-based upskilling sharpens critical thinking skills, empowering employees to approach challenges with innovative solutions.

Adaptability in Fast-Paced Environment: In industries marked by rapid change, employees equipped with application-based skills are better positioned to adapt swiftly to evolving demands

Fostering A Learning Culture: when learning is embedded in daily routine, a culture of continuous improvement blossoms. Employees become lifelong learners, eager to explore new possibilities. This shifts isn't just about the present; it's an investment in the future of the workforce.

Embracing the Future of Learning: As organizations recognize the impact of application-based experimentation, the shift towards this transformative approach becomes more pronounced. It not only meets the dynamic needs of businesses but also nurtures a culture of continuous learning, ensuring employees stay ahead in their professional journey.
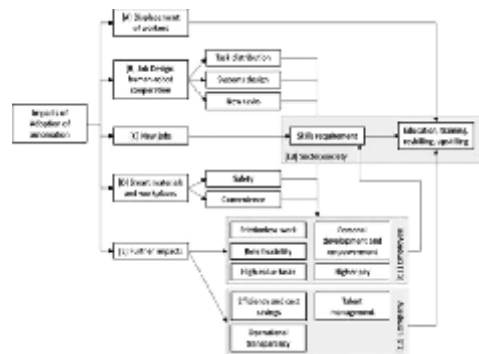
Source: The Indian Journal of Labour Economics- Transforming Skill Gaps Crisis into Opportunity for upskilling in India, Volume 65, 27 August 2022, pages 845-862.

8. HAS UPSKILLING HELPED IN RESTRICTING TALENT ACQUISITION:

Upskilling has become a powerhouse in reshaping the landscape of talent acquisition. By investing in the continuous development of existing employees, companies not only enhance their

workforce's skill set but also create a culture of learning and adaptability. This proactive approach minimizes the need for extensive talent acquisition, as internal candidates are upskilled to meet evolving job requirements. The result is a workforce that is not only highly skilled but also deeply connected to the company's mission and values. In essence, upskilling acts as a dynamic force, not only enriching individual careers but reshaping the traditional approach to talent acquisition.

Cost Saving: investing in upskilling is often more economical than constant talent acquisition, leading to significant cost reduction.

Enhanced Competitiveness: upskilling empowers employees with new skills, making them more competitive in their roles and reducing the need for external hiring. This increased proficiency not only makes them more valuable to the current workforce but also produces the necessity for frequent talent acquisition.

Adaptability and Innovation: upskilled employees are more adaptable to evolving industry trends and technological advancements. This adaptability fosters innovation within the organization, reducing the reliance on external hires to bring in new perspectives

Increased Retention: when companies invest in upskilling, employees feel valued and are more likely to stay with the organization. This retention diminishes the constant need to seek external talent, creating a stable and experienced workforce.

9. HOW UPSKILLING HAS SUPPORTED ORGANIZATION IN EMPLOYEE DEVELOPMENTS:

Unleashing Potential: upskilling empowers employees by unlocking their untapped potential. By providing targeted training programs, organizations enable their workforce to acquire new skills, bridging gaps in knowledge and proficiency. This not only boosts individual confidence but also enhance overall team capabilities.

Closing Skill Gaps: one of the primary benefits of upskilling is the closing of skill gaps. As industries evolve, so do the skills required. Upskilling ensures that employees remain at the forefront of industry trends, making team valuable assets and preventing any skill misalignments that may hinder organizational progress.

Increased Productivity and Innovation: employee armed with updated skills are better positioned to contribute to organizational productivity and innovation. Up skilling sparks creativity and empowers individuals to approach challenges with fresh perspectives, driving continuous improvement and innovation within the company.

Future-Proofing Workforce: By embracing upskilling initiatives, organizations future-proof their workforce, preparing employees to tackle emerging challenges and embrace opportunities, thus ensuring sustained success in the long run.

Talent Retention Magnet: organizations investing in upskilling programs create a magnetic pull for top talent, as professionals are drawn to employers committed to nurturing and advancing their skills, fostering a culture of continuous learning.

"The more we give importance to skill development, the more competent will be our youth.

Narendra Modi.
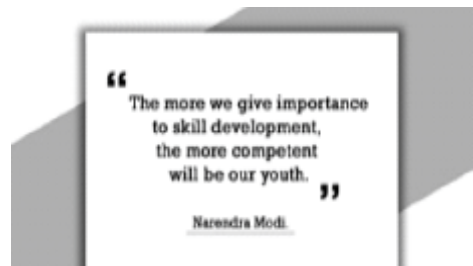
10. CONCLUSION:

The journey through the realms of upskilling and employee development has been both challenging and transformative. Navigating the intricate landscape of mapping existing skills to new ones posed hurdles that demanded strategic thinking and a nuanced approach. The methodology adopted for skill enhancement became a beacon of progress, with stakeholders actively participating in shaping the future-ready workforce.

Application-based experimentation becomes the cornerstone of this transformative journey, yielding results that surpass expectations. The positive outcomes are profound, as up skilling not only enriches the workforce but also mitigates the need for constant talent acquisition. Through a synthesis of various articles, it becomes evident that a well-structured approach to upskilling not only supports organizational objectives but becomes a catalyst for holistic employee development. In this paradigm, the symbiotic relationship between acquiring new skills and organizational success becomes undeniable, creating a culture where innovation, growth, and talent retention harmoniously coexist.

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A Study on the Impact of Upskilling on the Career Growth of Faculty in Various Educational Institutions.

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Abstract:
Upskilling facilitates continuous learning, which is the ongoing expansion of knowledge and skills. The faculty members' effectiveness in their current roles is enhanced by these new abilities, which may also help them progress in their careers. By offering the faculty a variety of programs that concentrate on various skill programs and finding answers to the problems that arise, this study seeks to investigate the latest advancements in research and practice of upskilling programs for the benefit of faculty skill enhancement. The impact of upskilling on faculty career advancement in the education industry is further discussed in this study. This research offers fresh perspectives on the value of optimism and upskilling during difficult times.

Keywords:
Upskilling, faculty development, career advancement, training programs, skills enhancement

Introduction

One of the most important strategies for boosting faculty career progression in educational institutions is upskilling. Teachers can broaden their knowledge, pick up new teaching techniques, and update their skill sets by taking part in upskilling activities. Their capacity for research is also strengthened by this ongoing learning, which increases their efficacy as teachers and increases their
ability to adjust to the changing needs of education.

Workshops, training courses, and professional development programs catered to the particular requirements of educators are frequently included in such projects. By upskilling, teachers may better integrate creative teaching strategies, negotiate technology changes, and meet the different requirements of today's students. Upskilling faculty members thus frequently exhibit higher levels of job satisfaction, greater confidence in their positions, and a stronger capacity to make significant contributions to their institutions.

Furthermore, by encouraging a culture of innovation and continuous improvement in educational settings, upskilling programs have a favorable effect on institutional growth. Faculty members become change agents when they gain new information and abilities, which enhances curriculum development, teaching effectiveness, and overall institutional adaptability.

All things considered, upskilling programs are essential for empowering teachers, improving their professional opportunities, and helping educational institutions keep moving forward in a constantly changing academic environment.

Upskilling Upskilling is the process of acquiring new skills or improving existing ones in order to remain relevant and productive in a fast changing work environment. It entails obtaining more knowledge, abilities, or certificates that allow people to adapt to technological advances, industry changes, or changing employment needs.

Workshops, seminars, online courses, mentoring programs, and collaborative projects are examples of upskilling activities. They strive to improve teaching practices, encourage

research excellence, stimulate creative approaches to curriculum design, and provide faculty with the resources they need to effectively connect with different student groups.

Faculty development

It Involves actions aiming at improving faculty members' abilities, knowledge, and effectiveness in academic contexts. Faculty development through upskilling is essential for cultivating a lively, flexible, and proficient academic community inside educational institutions. Educators enhance their teaching armory with contemporary methodologies, updated topic knowledge, and new approaches by participating in continuous learning and professional growth activities. These activities not only increase faculty members' teaching efficacy, but also allow them to negotiate technology changes, changing student needs, and dynamic educational trends. Such proactive upskilling participation adds to a more dynamic learning environment, enables educators to develop compelling learning experiences, and strengthens their ability to conduct cutting-edge research. Finally, teacher development through upskilling is critical to improving educational quality, cultivating a culture of continuous improvement, and increasing institutions' overall academic prowess.

Career advancement

Denotes advancement and growth within one's profession, as evidenced by promotions, higher responsibility, and better prospects. Academic career advancement entails a dynamic and complex path marked by a desire for continued professional growth and recognition within educational institutions. This development entails moving through various academic ranks, each of which is distinguished by demanding requirements covering excellence in teaching, research, and service. A clear dedication to scholarship, as evidenced by influential research publications, effective grant acquisition, and active involvement in academic discourse, is required for advancement from assistant professorship to associate and full professorship. Developing great teaching qualities, as evidenced by favorable student ratings, creative pedagogical approaches, and mentorship, is also critical. Furthermore, faculty members serve the university by taking on leadership roles, serving on committees, and actively participating in academic community projects.

Training programs

Formal endeavors that are arranged in workshops, courses, or seminars to transmit certain knowledge, skills, or abilities. Faculty training programs cover a variety of efforts aimed at improvingeducators' abilities, knowledge, and professional growth inside educational institutions. These programs address several aspects of faculty responsibilities, such as teaching effectiveness, research techniques, technological integration, and leadership abilities.

This include pedagogical development, research enhancement, technology integration, professional skills, etc.

Faculty development programs are frequently tailored to fit the specific needs of educators at various phases of their careers and disciplines. These programs may be delivered through seminars led by internal faculty specialists, partnerships with external consultants or experts, or organized courses integrated into professional development curricula.

Skills enhancement

The process of enhancing and refining existing skills or learning new ones in order to accomplish activities more effectively. Faculty skill enhancement refers to continual efforts inside educational institutions to strengthen and refine faculty members' talents across a variety of disciplines necessary for their positions in teaching, research, and service. It entails actions aiming at improving educators' expertise, skills, and proficiencies in order to fulfill the changing demands of the academic world.

This includes teaching proficiency, research competence, technological adaptability, leadership and professional development. These skill development programs serve faculty at all stages of their careers, from novice educators to established professors, and are frequently tailored to fit the specific needs and disciplines of an institution. They hope to build a culture of continuous improvement and professional development among faculty members, ensuring that they are agile, adaptive, and prepared to tackle the challenges of a dynamic academic environment.

Review of literature

1. Saudi J Biol Sci. 2019 may; 26(4):688-697. Published online on 2017 oct 18 there is not a unified and standard faculty educational framework, but the programs can be structured and tailored to match the desired goals and educational needs.

2. ANTT Robotics Ltd published on 17 September 2022 , upskilling allows educators to use technology for improved instruction . Educators must constantly change their teaching strategies to create the best possible learning experience of their students.

Objectives of the study

1. The primary objective is to find the impact of upskilling for career growth of faculty in education industry.

2. The secondary objective is to find the difficulties that are faced by faculty while upskilling and to give the remedies for the difficulties.

Research methodology

The research design chosen is descriptive in nature. The universe of the study refers to the faculty in education Industry inHyderabad. The sample size taken to conduct the research is 100 faculty members. The respondents were selected by using Simple Random sampling technique. Structured Questionnaire was used for primary data collection. Secondary data was collected from earlier research work, websites, and online articles. Simple Percentage Analysis with graphs used for data analysis.
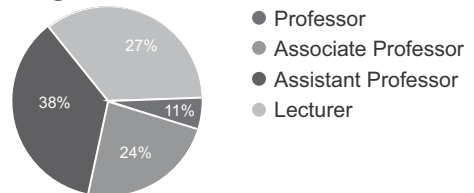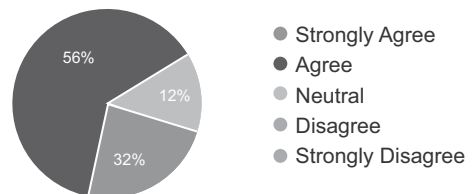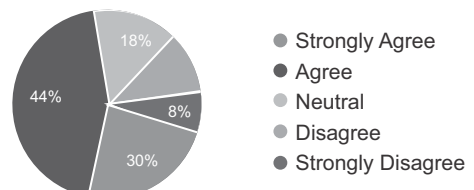
3. Gender
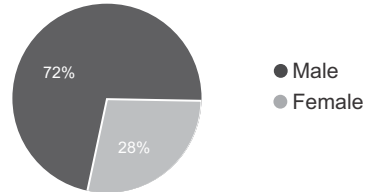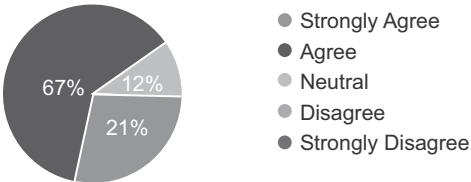

4. Qualification
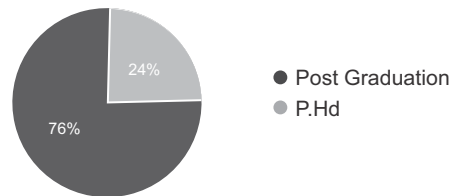
5. Designation

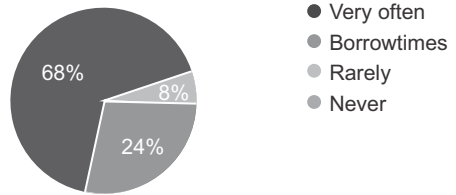### 6. I constantly driven to learn through workshops/seminars/conferences/FD Ps

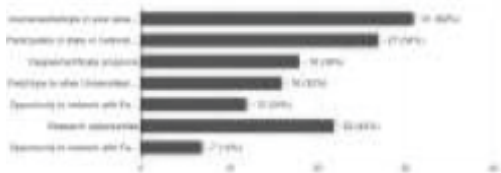### 7. I never bother investing money to advance my knowledge and abilities

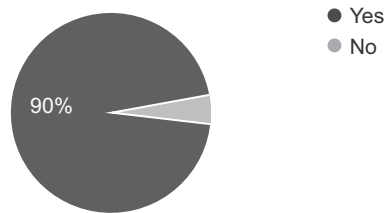**8. I enjoy taking online classes to develop my skills**

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. Please select the activities that the institution helped you with

10. To what level did the following impact your professional development?
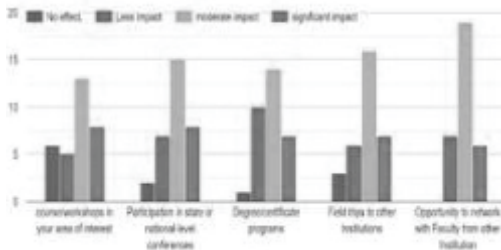
11. Does any professional development initiatives involve an upfront cost?

- Yes
- No
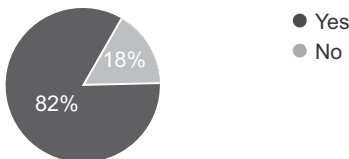
12. Did participating in professional development programs help you advance your career at the Institute?

- Yes
- No

13 How often can you experiment with new ways to improve learning?

- Very often
- Borrowtimes
- Rarely
- Never

14. How frequently have you been given a work evaluation at the Institutions?

- Yes
- No

15. Do you recommend the upskilling programs to your colleagues

- Yes
- No
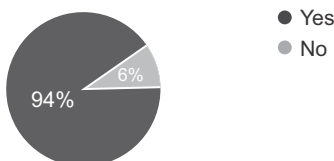
Findings :-

1. Majority of the respondents were Female
2. Majority of the respondents were post graduated (76%)
3. 38% of the respondents were Assistant professor, 32% were Lecturers, 24% were Associate and 6% were Professors.
4. More than half of the respondents agree that they were constantly learning through Workshops/ Seminars/ Conferences/ FDPs.
5. Majority of the respondents say that they don't bother to invest to enhance their knowledge and abilities.
6. More than half of the people strongly agree that they enjoy taking online classes to

develop their skills.

7. 62% of the respondents say that the institution help them to undergo the course or workshop of their interested area.

8. 54% of the respondents convey that the institution helps them to participate in state or national conference.

9. Majority of the people say yes that it involves upfront cost for them.

10. Majority of the respondents convey that participating in professional development program help you advance their career at institute.

11. More than half of the respondents convey that sometimes they experiment the new ways to improve learning.

12. 30% of the respondents say that once per year they will be evaluated.22% convey that once every two years

13. 18% say twice a year 14% convey three or more times in a year their work is evaluated.

14. Majority of the respondents say yes that they recommend for upskilling program to their colleagues.

Recommendations:

➢ All educational Institutions should monitor the long-term benefits of Upskilling on Faculty Career Progression.

➢ Institutions should also provide practical suggestions for enhancing institutional policies, Upskilling initiatives, and best practices for faculty career development.

➢ Institutions should recognize and reward employees who have completed upskilling programs and have shown an improvement in their performance.

➢ Educational Institutions should encourage continuous learning to encourage a positive work culture that values cooperation, coordinated effort, a n d development.

CONCLUSION :

Faculty members professional development benefited greatly from the introduction of upskilling programs. These programs improved the caliber and efficacy of faculty by providing them with up to date subject specific knowledge, technology innovations, and pedagogical approaches, initiatives for upskilling had a favourable impact on job satisfaction and faculty motivation. Faculty who had access to opportunities for ongoing learning felt more empowered, engaged in their work, and enthusiastic about their employment. Furthermore, upskilling was essential for job progression. Faculty who took part in these programs actively found that their institutions offered them more prospects for recognition, leadership positions, and promotions. This demonstrates how educators careers and continued professional development are related.

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Up Skilling Need of Hour in 21ˢᵗ Century

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Abstract

In this paper the need of upskilling of employee is discussed. Every employee joins the company with some skills and when they get retired the skills are no longer in existence. IT employees are taken into for the study. Both primary and secondary data were taken in this paper. Hundred fifty convenient samples were taken for the paper. The results show that employee do not have sufficient amount of Training for resistance to change. So they need Analytical thinking and innovation, Complex problem-solving, Technology use, monitoring, and control, AI, IoT, IIoT etc.

Key words:

Employee, upskilling, reskilling , Training and development and changes.

There is a reasonable shift from a commodity-based economy to a scholarly economy with expanding rates of associations' resources being theoretical. The quantity of positions that require human abilities are becoming quicker than the quantity of individuals who can fill them. Consequently drawing in, connecting with and holding workers, is turning into a first concern among the human asset techniques accessible for associations across the world.

The World Economic Forum also says upskilling is crucial to post-Covid economic recovery; it could boost global GDP by over $6 trillion and create 5.3 million new jobs by 2030. The technology changes very fastly. Every year method of doing work is more associated with adoption of technology.

Amazon recently pledged $700 million to retrain 100,000 employees for higher skilled jobs in technology (for example, training warehouse employees to become basic data analysts). JPMorgan Chase made a five-year, $350 million commitment to develop technical skills in high demand—in part targeting its own workers. And Walmart has already invested more than $2 billion in wages and training programs, including Walmart Pathways, which educates entry-level employees about the company's business model and helps workers develop valuable soft skills.

A report by McKinsey Global Institute predicts that by 2030, an estimated 375 million workers—which accounts for almost 14% of the global workforce—would be displaced by the advent of Industry 4.0, and by extension, automation and artificial intelligence. The use of robots to perform tasks to increase productivity and output has endangered the employment of millions of workers, opening the case for upskilling and reskilling the workforce in the age of automation.

Every organization need employee who have skills, knowledge and ability to do the work. when we take up the IT sector. IT employees are more connected with technology they need to update themselves every time the employee without updating, upskilling the survival of the employee becomes very difficult.

Literature Review:

Ling Li (2022) : The author discuss about the Industry 4.0 is revolutionizing which is impacting the entire global working condition. He tells that by 2025 most of the present skill will be outdated. The Industry requires Artificial Intelligence, Quantum Computing: IoT, IIoT, Data Sciences & Business

Intelligence, Cyber security, Green Energy etc. For which the upskilling and reskilling of employee is need of the hour.

Siti Norida Wahab et.al (2021), the paper is based on supply chain Industry. With respect to Malaysia they advocate that Human Resource Development Fund is required in the field to increase the effectiveness and efficiency. The awareness of adoption of technology driven work force will help the supply chain industry.

PROBLEM STATEMENT
IT Industry changes fastly the technology the employee become obsolete over the periods of time if they are not upskilled and Development. It is very much essential to understand skill required for 2025 in IT Industry.

OBJECTIVE OF STUDY
To identify different types of skills required in IT Industry.

RESEARCH METHODOLOGY
Descriptive method has been used in this paper.

SCOPE OF THE STUDY
The scope of the study is confined to the IT Company located in electronic city Bengaluru only.

SOURCE OF DATA
Data was collected from both primary and secondary sources. Primary data was collected through structured questionnaire methods. The secondary data was extracted from different publishers and websites.

SAMPLE DESIGN AND SIZE
Non Probability sampling technique was used for the paper.150 convenient random sampling has been used.

 Table -1
(next Paragraph)

Descriptive Statistics			
Questions	N	Mean	Std. Deviation
Adequate opportunities are available for professional growth in this organization.	150	3.56	1.262
Learning from my mistakes is encouraged.	150	3.21	1.244
My work is challenging, inspiring, and rewarding.	150	3.66	1.308
I get sufficient training to do my job well.	150	3.01	1.413
I have the knowledge and skills I need to do my job.	150	3.27	1.281
My career development aspirations in the company arebeing met.	150	3.15	1.460
I am encouraged to come up with innovative ideas in the Job.	150	3.39	1.171
Our company encourages positive change and new ways of doing work	150	3.36	1.168
Employees are trained to resist change.	150	4.88	1.139
Valid N (list wise)	150		

Source: Primary Data

From the above Table 1, it can be seen that there are 09 statement related to Training and development, change , challenging, inspiring, and rewarding of job for which the mean and standard deviation was tabulated. The most important statement have highest mean.

• Employees are trained to resist change.4.88
• My work is challenging, inspiring, and rewarding.3.66

- Adequate opportunities are available for professional growth in this organization. 3.56

It is clearly indicating that Employees are trained to resist change is one of the biggest challenge IT employee face. Opportunities for professional growth are not available to all employees. All the IT employees are not given opportunities.

Keeping this empirical evidence what are the skill, Technology are required are discussed below.

Technologies need to be learned by IT employees

- AI and ML: Artificial Intelligence and Machine Learning is the ability of computer-controlled robot to perform tasks.

- Quantum Computing: Quantum physics incorporates the digital revolution into the physical world.

- IoT, IIoT: IoT Industrial Internet of Things (IIoT), links fabrication and material handling equipment, remote sensors for freight transport, and tracking systems for vehicles and other assets.

- Data Sciences & Business Intelligence: coding, data mining, analytical skills, and modeling to extract value and meaning from the data.

- Cyber security: computer system against unauthorized access or attack.

- Green Energy: It is renewable energy Green energy is considered clean, sustainable, or renewable energy. A clean energy plan is an essential integral part of Industry 4.0,

Table -2

Skill Required in 2025	Skill in 2020
1.Analytical thinking and innovation	Complex problem solving
2.Active learning and learning strategies	Critical thinking
3.Complex problem-solving	Creativity
4.Critical thinking and analysis	People management
5.Creativity, originality, and initiative	Coordinating with others
6.Leadership and social influence	Emotional intelligence
7.Technology use, monitoring, and control	Judgment and decision making
8.Technology design and programming	Service orientation
9.Resilience, stress tolerance, and flexibility	Negotiation
10.Reasoning, problem-solving	Cognitive flexibility

Data from: Gray (2016). The ten skills you need to thrive in the Fourth Industrial Revolution. World Economic Forum, January 19, 2016; and Whiting (2020). These are the top 10 job skills of tomorrow – and how long it takes to learn

them. World Economic Forum, October 21, 2020. * 25/20/15: skills in 2025, skills in 2020, and skills in 2015; 20/15: skills in 2020 and skills in 2015

JPMorgan, which has 250,000 employees, is rolling out a platform called skills passport. Employees are been upskilled and reskilled in different requirement operation, roles, functional in the company. It is clear that after covid -19 the employee all over the world have realized that to combat any change and challenge continuous learning and upskilling and reskilling is very much essential.

Conclusion:

The upskilling and reskilling programs can be made more effective by adopting human-centric approach. During the covid time we saw the concept of work from home. In 2022 we see Hybrid work structure 3 days in home and two days in office. If young generation is given more courses related to the Technology the gap between Industry and academia can be reduced. The Indian IT will become more resilient only by adopting the continuous learning , up skilling and reskilling programs in action.

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Evaluating the Role of Upskilling Programs on Employee Development

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Abstract

This article aims to evaluate the benefits of upskilling programs for employee development and identify any areas where the implementation of these initiatives could be enhanced. It attempts to comprehend how it affects employee performance and organizational success, concentrating on elements such as employee engagement, retention, career progression, personal and professional development, work-life balance, individual and team performance. Employee development programs are becoming increasingly important for companies in the context of the global economy as a strategic requirement for staying competitive. Organizations view their workforce as important resources and understand that the success or failure of the business as a whole is largely dependent on the performance of its employees. Evaluation of the impact of employee development programs on individual workers and the businesses they work for is the goal of this study.

Keywords:
Upskilling, Employee development, Organizational success, Employee performance, Workforce training, Professional development, Continuous learning.

1. Introduction

The workforce plays a critical role in an organization's success in every field. But there are other elements that are also quite important. In order for a business to continue being profitable and competitive in the market, it must ensure that its workforce is productive. Employee retention and job satisfaction are therefore crucial factors for businesses to consider in order to preserve this valuable human resource. Some firms mistakenly believe that employees are only driven by financial gain in their jobs. This perspective ignores the significant value that many employees place on the intrinsic benefits of their jobs. As a result, it has a negative impact not just on job satisfaction and employee retention, but also on companies.

Every company needs employees who can quickly adapt to the ever-changing nature of the business environment. To stay successful and competitive, the majority of businesses today spend a significant amount of money on workforce training and development. Employee training is becoming more and more important and businesses are utilizing it as a weapon to outbid one another in the marketplace. A comprehensive human resource management plan must include investments in people's training and development. The intention is to motivate individuals to excel in their roles and to increase productivity. For employees to feel adaptable and effective at work, they must continue to learn and expand their knowledge and skill sets. They also need to see unambiguous signs from management that the organization prioritizes their training and professional development requirements (McDowall & Saunders, 2010).

Companies must upskill their workforce for long-term success and resilience in a globalized world, especially post the Covid-19 pandemic, as it significantly impacted economies and society (Cedefop, 2020).

The study assesses the influence of upskilling initiatives on employee productivity and organizational effectiveness, emphasizing the significance of a competent, adaptable workforce for corporate growth.

1.1 Understanding Upskilling

Upskilling is the process of enhancing an employee's current skills to meet the demands of the rapidly evolving business environment. The success of a business and advancements in technology play equal roles in its overall strategy (Yeow et al., 2018). Putting together the necessary resources and synergies to empower each employee to enhance their skills is the goal of upskilling paths. To ensure that current employees are competent in handling increasingly difficult jobs or implementing contemporary technology and methods, it entails integrating them into the team and providing them with further training and teaching.

As one knows, the Four C's are essential for adapting to a 21st-century workplace:

- Critical thinking
- Creativity
- Collaboration
- Communication

Therefore, it is not enough to say that the skills of the future will only involve technology. In the future, organizations will be navigated by self-driven people with social, interpersonal and cross-cultural abilities, as well as flexibility and accountability. Certain people learn quickly and acquire the skill set, while others need more time and effort due to situational factors as well as the skill's function. Upskilling is done to advance professionally or increase one's effectiveness in their current employment (Moore et al., 2020).

Training and development is an essential part of the Human Resource Management function and has a significant impact on how well human resources are utilized (Shen, 2005). Training behaviors and abilities must be applied in the workplace, sustained over time and extended across settings in order to improve job performance (Holton & Baldwin, 2000). Employee upskilling can foster organizations in cultivating a culture of continuous learning and growth. This strategy not only maintains employee motivation and engagement but also aids in the attraction and retention of top talent within companies. Through the development of pertinent training programs using tools such as ADDIE, skill, knowledge can be developed and performance gaps can be bridged (Li, 2016). A culture of continuous learning and development aids an organization in adapting to evolving business requirements and maintaining market competitiveness. However, a better comprehension of the manner in which specific upskilling programs affect different aspects of employee growth is needed. By closely examining the effects of upskilling and illuminating the complexities of skill development, job satisfaction, overall performance outcomes and organizational effectiveness as well as understanding ways in which the implementation could be improved, this research seeks to close this gap. It seeks to add to both the scholarly conversation and the real-world tactics used by firms trying to improve employee performance. The study's findings might offer a more complex perspective of the connection between upskilling programs and employee development. This could therefore promote deliberate decision-making, innovative HR tactics and enhanced organizational results.

2. Literature Review

The experts state that in the new labor market, there is a smaller window of opportunity for employees to upskill and reskill. Over the next five years, there will be a significant gap in skills due to changing requirements in all occupations. That goes double for individuals who plan to stay in their current occupations as well as for those who are just entering the workforce

(Schwab & Zahidi, 2020) projects that in the next five years, there will be a 40% shift in the proportion of important skills and that 50% of all employees will require retraining or additional education. Prior studies have acknowledged the benefits of upskilling; nevertheless, the specific types of upskilling programs that are most effective in different organizational contexts remain to be determined. This study aims to bridge this information gap by examining the intricate effects of certain upskilling strategies and accounting for factors such as the kind of skills acquired and how well they align with organizational goals. Productivity is increased when knowledge and skill gaps are filled quickly and effectively through training. Offering new viewpoints and practical skills to employees boosts their competence and confidence. As a result, they operate more productively and make better decisions (Oluwaseun, 2020).

It is particularly harder to overcome obstacles to upskilling when working for small and medium-sized enterprises (SMEs) because of these two problems. People struggle to strike a balance between their own constraints and demanding obligations, such as managing several responsibilities and adjusting to shifting business requirements (Messersmith & Guthrie, 2010). Labor and skill disparities have been greatly impacted by the Fourth Industrial Revolution, which has made changes to work practices and skill levels necessary. However, not everyone is sufficiently equipped for this dynamic workplace. Conversations on the consequences of digitalization, artificial intelligence and the uncertainties surrounding jobs and career paths following automation have surfaced. Concerns include shifting work schedules, the rise of the gig economy and the challenges posed by erratic jobs that depend on outside services. There is also a growing discrepancy between the abilities that are currently in demand and those that are

called for in order to address skill obsolescence (Abe et al., 2021).

This study uses a longitudinal methodology to explore the long-term effects of upskilling on employee development, focusing on potential future problems and challenges faced by businesses. It aims to provide a comprehensive understanding of the relationship between employee development and upskilling activities specially benefiting the industry practitioners.

3. Research Objective

The aim of this paper is to analyze the impact of upskilling programs on employee development as well as to determine if there are any enhancements required in the implementation of such initiatives. It intends to understand its effect on employee performance and organizational effectiveness. Recognizing the importance of the HR function in organizational dynamics, this study aimed at a broad group with differing years of experience and backgrounds in various sectors, markets and roles. This study ensures a thorough examination of HR-related factors, including employee engagement, employee retention, career progression, personal and professional development, work-life balance and individual and team performance. The principal aim is to perform an exhaustive exploration and derive a sound conclusion concerning the validity of the evaluations. The study intends to add significant insights to the larger conversation on the efficacy of upskilling programs and their consequences for organizational and human resource management through this in-depth analysis.

4. Hypothesis

The following three hypotheses are put forth:

HO1: There is no difference in employee performance as a result of upskilling initiatives.

This hypothesis implies that implementing upskilling initiatives would not result in a noticeable difference in employee performance (defining it through individual performance, personal & professional development, work life balance).

HA1: There is a difference in employee performance as a result of upskilling initiatives.

It proposes that there is a significant positive impact on employee performance outcomes when organizations implement upskilling programs. It implies that the introduction of such programs is associated with notable improvements in the skills, abilities and overall performance of employees within the organizational context.

HO2: There is no impact in organizational effectiveness by implementation of upskilling initiatives.

The second hypothesis asserted that the introduction of upskilling initiatives would not lead to a significant difference in organizational effectiveness(defining it through employee retention, employee engagement, teamwork and collaboration). This implies a skepticism toward the widely held belief that enhancing the skills of the workforce inherently translates into overall organizational improvements.

HA2: There is an impact in organizational effectiveness by implementation of upskilling initiatives.

HO3: There are no enhancements required for upskilling programs for employee development.

HA3: There are enhancements required for upskilling programs for employee development.

It proposes that improvements are necessary for upskilling programs aimed at employee development. This suggests an assumption that the existing programs are deemed effective and sufficient in fostering employee growth. The study aims to statistically evaluate whether adjustments are warranted for the existing upskilling programs based on collected data and analysis.

These hypotheses serve as critical points of investigation, prompting us to rigorously analyze data and draw conclusions about the actual impact of upskilling initiatives on both individual employee performance and the broader organizational effectiveness.

5. Research Methodology

This research commenced by formulating a research topic, developing a hypothesis and then conducting quantitative research using a questionnaire. The data collected from surveys, distributed among people managers and individual contributors across diverse fields and job functions, was meticulously analyzed to draw insightful conclusions. The invaluable insights gained from these discussions contribute significantly to understanding various perspectives on the study. This research combines convenience and snowball sampling. Survey results were used as primary data, complemented by secondary sources such as research reports and books, as well as online resources such as websites and blogs. Excel was used to carefully analyze the data and a variety of charts were created to display important information.

6. Sample Design

A questionnaire was developed comprising 10 questions pertaining to upskilling and employee development. This survey was distributed to people managers and individual contributors across various

business segments in India. A total of 36 responses were received from individuals actively engaged in various industries.

7. Data Analysis and results

As mentioned earlier, 36 individuals from backgrounds in Management and Technology participated in this survey. The respondents included in this study possess a robust experience in their respective areas.

Fig (1)

About 86% of respondents feel that upskilling programs are crucial for personal and professional development.

Fig (2)

Approximately 78 percent of participants expressed that upskilling positively impacted their individual performance and productivity.
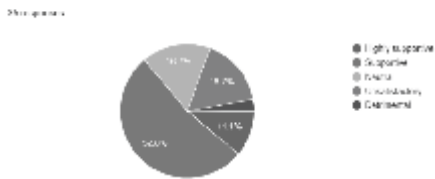

Fig (3)

About 64 percent of respondents expressed that work life balance was taken care of during implementation of upskilling programs.

It can be concluded that the first alternative hypothesis is proved regarding employee performance in the context of upskilling initiatives. There is a discernible difference in employee performance resulting from the implementation of upskilling initiatives. This analysis contributes crucial insights into the effectiveness of upskilling programs and their potential impact on individual employee performance, aligning with the overarching goals of the research. With respect to the individual, his/her performance, personal & professional development, work life balance is taken care of while implementing an upskilling program which directly benefits the employee.

Fig (4)

About 56 percent of participants expressed that upskilling helps organizations in employee retention.

Fig (5)

About 69% of respondents conveyed that upskilling positively influenced their engagement level at work.

Fig (6)

Approximately 58% of respondents indicated

that upskilling programs influenced teamwork and collaboration positively.

The second hypothesis puts forth a specific assertion regarding organizational effectiveness in the context of upskilling initiatives. There is evidence to support the alternative hypothesis and disprove the second null hypothesis based on the data collected and the further investigation. There is a significant difference in organizational effectiveness resulting from the implementation of upskilling initiatives. Through employee retention, employee engagement, teamwork and collaboration, there is eventual increased productivity and greater organizational performance leading to organizational advantage. In line with the main objectives of the research, this analysis provides crucial insights into the wider influence of upskilling programs on organizational outcomes.

Fig (7)

Based on the responses and the prevalent sentiments, it is advisable to consider enhancements to the upskilling programs for employee development. About 92% of participants have indicated the need for improvements to upskilling initiatives. According to the feedback, there is room for improvement in the current programs to better serve the employees' changing requirements and expectations. In order to do this, one might look into adding more individualized learning pathways, utilizing cutting-edge technology to create training modules that are interactive and adaptable and encouraging a continuous learning culture. Furthermore, getting direct feedback from team members regarding their individual skill gaps and career goals could help to better target and affect upskilling activities.

Adopting these suggestions not only improves the programs' alignment with individual development goals, but also boosts the overall efficacy of employee development initiatives. The third hypothesis, makes a particular declaration about the necessity for improvements in upskilling programs for employee growth. There is statistical evidence to reject the third null hypothesis and accept the alternate hypothesis. By addressing HA3, the study aims to provide insights into the perceived success of present upskilling activities, as well as potential areas for development. In light of the study objectives, this analysis contributes to a better understanding of the relationship between upskilling initiatives and their effect on employee growth.

Based on inputs through survey, the below model 7(A) has been proposed.

Model 7(A)

8. Conclusion and findings

On the basis of above discussion, literature survey, analysis of the data, hypothesis HO1 to HO3 are fully proved.

The conclusions and findings are as follows:

1. The execution of upskilling efforts has resulted in a noticeable difference in employee performance. In keeping with the overall objectives of the research, this analysis provides important insights into the efficacy of upskilling programs and their possible influence on individual employee performance. When developing an upskilling program, consideration is given to the individual's performance, personal and professional development and work-life balance.

2. The adoption of upskilling efforts results in a notable change in organizational effectiveness.

   Upskilling programs result in increased employee engagement, employee retention, teamwork and collaboration, which gives organizations a competitive edge. The more satisfied the employees are at work, the higher their engagement level and the higher the productivity of both the individual and the team.

3. Feedback through responses suggests improvements to employee development programs. Personalized learning pathways, interactive training modules and a continuous learning culture are suggested. Feedback from team members on skill gaps and career goals can enhance upskilling activities and connect programs with individual development goals.

4. This study demonstrates the several ways in which upskilling programs can be extremely beneficial to both individuals and organizations. Efficiency and elements that have a direct or indirect relationship to employee performance are covered. The study's findings offer proof of the advantages that upskilling initiatives have for companies. These benefits include higher productivity and eventual profitability for the business in addition to other benefits that are either directly or indirectly related to employee performance. Proposed model of this study has been suggested as mentioned above in point 7(A).

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The Methodologies Adopted For Skill Enhancement And How Its Improve The Employee Personal Skills

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ABSTRACT:
The labour economy is being drastically disrupted by emerging technologies. Every organisation faces a huge difficulty in keeping up with the pace of digital change since technology not only creates obstacles and skill shortages for the current workforce, but it also presents powerful business prospects. According to a Gartner HR Research survey, 58% of today's workers will require new skill sets in order to perform their jobs effectively in the future. Companies need to start an upskilling revolution that enables workers to train across departments, pick up new skills, get exciting new capabilities, and remain ahead of the competition in order to solve the widening skills gap. In order to implement Industry 4.0, the industry has identified the top talents that are needed, and we have provided a blueprint that can be used as a guide for learning and gaining new information. According to the study's findings, an organization's strategic goals ought to include lifelong learning. Companies and individuals alike must demonstrate a commitment to upskilling and reskilling, and to making career development a crucial part of the workforce of the future. It is imperative that significant efforts be made to ensure that learning opportunities, like reskilling and upskilling, are affordable, accessible, and available to the workforce. This article offers a distinctive viewpoint on a learning society prepared for the future as a crucial component of the industry future development.

Keywords:
Upskilling, Reskilling, Employee training and development, Workplace, Organizational performance.

Introduction about Upskilling

The process of picking up new skills and gaining pertinent abilities required for both the short and long term is known as upskilling. It emphasises on developing workers' skill sets in order to assist them progress in their positions and find more chances inside the organisation down the road. Usually, this is done through ongoing employee training programmes. Employees in the digital age must be open to learning new skills and possess a learning-for-life mentality in order to remain competitive in the fast-paced job market.

Reskilling versus Upskilling

Employees can close the skill gap and acquire the necessary skills to stay competitive in the workplace through both reskilling and upskilling. Every one of these phrases has advantages and perfect applications, but when is it appropriate to use upskilling and when is it appropriate to try reskilling? Let's examine the main distinctions between the two to better comprehend.

The skills need to enhance for the Future development

1. **Concentrate**
   Employees must acquire new knowledge and abilities in order to be upskilled; they cannot assume new responsibilities. It only gives workers the resources and information they need to carry out their existing duties more successfully. Conversely, reskilling refers to the process by which workers acquire new abilities in order to perform a different job function inside their company. It is appropriate for workers whose skill set now matches what a new position requires.

A data entry worker with great technical abilities, for instance, could become a data analyst by retraining in the field.

2. Execution

Upskilling is applied in circumstances like these:

- Supporting workers in achieving success in their current role.
- Assisting workers in adjusting to recent developments in the sector.
- Novel software applications.
- Assisting the workers in maintaining their knowledge and self-assurance in their area of specialisation, even as it evolves and changes.

Reskilling is implemented in situations such as:

- Retaining reliable, high-performing employees whose roles have become obsolete.
- Retaining a pool of employees whose original job function with your organization is no longer needed due to the sunsetting of legacy software.
- Retaining your current employees while implementing a business strategy that shifts personnel from one department to another

Reskilling	Upskilling
An Employee learning a new set of skills in order to perform a different job	An employee learning additional skills to be better equipped to do their current job
Skills learnt are not related to current job role	Employees improve their exiting skills and learn skills related to their current job role
Involves a change in career	Does not usually involve a change in career
Facilitated through job shadowing other employees	Facilitated through training programmes such as online training, microlearning, classroom training, etc
Helps organizations retain good talent	Helps employees get new opportunities and develop talent for personal growth.

1. It's possible that machines will take your work.

A survey claims that because technology is changing so quickly, one in three jobs could be affected in the next ten years. Tax consultants, marketers, and financial traders are just a few of the highly skilled professions where repetitive work can be readily automated to save time and money. Artificial intelligence (AI) and other new digital technologies are already being adopted by businesses in order to maximise process efficiency and minimise costs. The good news is that digital technologies are only capable of automating specific manual labour tasks—not the entirety of a profession. Process-oriented jobs will be primarily handled by machines in the future, while mental tasks like analysis, problem-solving, and social skills will still require human intelligence.

2. Digital proficiency is essential for workers

Tech companies—as well as all other organisations operating in the digital economy—are beginning to understand how important it is for workers to have digital skills in the modern workplace. In-demand competencies that will remain so in the future include artificial intelligence (AI), machine learning (ML), data science, business analysis, programming and development, data visualisation, digital marketing, and cyber security. Upskilling to the most in-demand skill sets will enable workers to retain their jobs even if their company needs to undergo restructuring and help them better adapt to change inside the company.3. Future proof your career The advancement of technology come with evolving job roles and continuously evolving business processes. This makes it a necessity for employees to upskill themselves in order to keep up with the fast-paced changes in technologies in order to future-proof their careers and explore more opportunities or job roles to stay ahead in the game.

Upskilling's Advantages for Employers

Employee upskilling is essential to the workforce transformations that organisations are undergoing in order to promote growth, productivity, and digital innovation.

1. **Gives workers the abilities to be more effective and productive**

   Upskilling guarantees that workers receive the instruction and authority necessary to optimise their competence and output in the work environment. Upskilling, for instance, gives workers the know-how and abilities to capitalise on new and developing trends, technologies, and tactics in their field or position.

2. **A Higher Rate of Staff Retention**

   Maintaining excellent employee performance and low turnover rates requires your company to ensure high levels of employee satisfaction throughout the whole workforce. A Willis Towers Watson survey found that 70% of "high-retention-risk" workers wish to go because they don't think their current position would progress in the future. Organisations must provide workers a sense of value if they want to guarantee high employee happiness. Upskilling is a terrific approach to let your staff members know you're interested in their professional development and to give them a sense of what's in it for them. This increases worker productivity, satisfaction, and retention rates in a company.

3. **Saves time, money, and energy.**

   The top talent you're looking for externally might already exist internally. Before posting that vacant position, consider internal mobility first by upskilling or reskilling your current employees. Upskilling is a smart move compared to external hiring because hiring costs more than retaining an existing employee who could easily fit that open role. Hiring from within also ensures that organizations are hiring someone they know, they can trust, and that has previously shown they are a skilled employee. Not to mention, it takes a lot of time, effort, and planning to recruit and train new hires.

4. **Attracts new talent**

   When companies demonstrate an investment in employee development areas and career progression, employees feel valued and become the strongest brand advocates for the business. This means they're more likely to recommend your organization to their network of friends, ex-colleagues, and family members. This gives you a wide pool of diverse talent to choose from when it's time to expand your team. It also means they're dedicated to making a company grow, hit its goals, and be overall successful.

5. **Boosts morale**

   Teams with various learning and development opportunities have higher workplace morale. Continuous learning and upskilling opportunities not only provide comfort in the working environment, but also encourage employees to feel happier, satisfied, and motivated in their roles. This promotes internal satisfaction, and results in your employees having a more positive outlook on their future within the company.

Literature review

The World Economic Forum, through reports authored by Schwab and Samans in 2016 and Schwab and Zahidi in 2020, has presented comprehensive insights into the future of jobs and the pivotal role of specific skills in advancing technology. These reports encapsulate the perspectives of strategy officers and chief human resources managers from leading global companies, shedding light on

current shifts in required skills and recruitment practices across various industries. The analyses conducted in these reports focus on the evolving skill landscape in the labor market and meticulously track the pace of changes. The rapid adoption of technology is a prominent signal that the demand for skills across various jobs will undergo substantial transformations in the next five years and beyond. Consequently, significant skill gaps are anticipated to persist. Haywood (1992) noted that in a real world situation, there are many factors that influence the effectiveness of training and development in an organization and training is one out of many factors that could enhance individual and organizational performance.

Table 1, drawing data from Gray (2016) and Whiting (2020), provides a comparative overview of the top 10 skills for the years 2015, 2020, and 2025. In Column 1, the top 10 skills for 2015 are listed, while Column 2 displays the corresponding skills for 2020. The middle column (Column 3) highlights the change in the ranking of skills between 2015 and 2020. For instance, complex problem solving retains its top position in both 2015 and 2020, while critical thinking ascends to the second rank in 2020 from its fourth-place position in 2015. The first column from the left illustrates the changes in the top skills for 2015, 2020, and the anticipated skills for 2025. Notably, "Analytical thinking and innovation" emerges as the top skill for 2025, even though it was not on the list in 2015 or 2020. Conversely, "Complex problem solving," initially ranked first in 2015 and 2020, becomes the third most important skill in the 2025 list. For those individuals maintaining their roles, the data in Table 1 indicates that more than 60% of core skills will undergo changes from 2020 to 2025. Interestingly, seven out of the top 10 skills listed for 2025 are not present in the 2020 and 2015 lists.

While there is significant overlap in skill requirements between 2015 and 2020, eight out of the top 10 skills remain consistent across these two periods. Looking ahead to 2025 and

beyond, the skill-set list that employers believe will gain prominence is led by analytical thinking and innovation skills, followed closely by active learning and learning strategies. Analytical thinking and active learning take the top two spots in the 2025 ranking, highlighting the importance of cognitive self-management. Critical thinking and problem-solving skills, previously at the forefront in 2020 and 2015, are now positioned at 3rd and 4th places in the 2025 skill list. Notably, these two skills, along with creativity, have consistently been deemed critical since the initial report in 2016.

Training and Development Benefits
Training and development plans are implemented to support the business's end objective and benefit both the organisation and its employees. Employee attitudes towards profit as well as the company's profitability are both positively impacted by training and development. Employees may be better able to identify and accomplish organisational goals with the support of training and development. "Employee training and development" describes the process of giving staff members the abilities and information required to be successful in their current and future roles. The process of gaining information is through training and development. Therefore, it might be viewed as an organisational resource that facilitates the gathering, derivation, and use of. Because it may bring together newly acquired skills and knowledge, employee performance contributes to the expansion of a business. As a result, scholars have devoted particular attention to the impact of training and development on employee productivity in the workplace. Tahir (2014).

The Benefits of Upskilling for Employees
Upskilling not only benefits the employer, but also the employee, as it builds hard and soft skills that can carry out throughout their career. With upskilling, employees will be able to:
•   Develop in-demand skills that will help them succeed throughout their career.
•   Improve their value to their organization and make them more attractive to outside

roles, helping employees negotiate a raise or make more money elsewhere.
• Enable employees with the skills to make a desired career change or land a promotion.

1. Conduct a Skill Gap Analysis
A skills gap analysis is an assessment conducted by HR teams to determine whether or not their workforce's current skills meet the overall needs of the company. A skill gap analysis, as an output, gives you a list of skills employees already have, need to improve, and need to develop.

2. Build Upskilling into Your Employee Development Plans
To encourage employees to embrace the concept of upskilling, organizations should underscore the significance of acquiring new skills for advancing their future careers. Achieving this involves incorporating specific skills into employees' annual goals and learning objectives. By implementing such development plans, organizations empower their workforce to acquire the knowledge and skills essential for proficiency and productivity in their current roles. This proactive approach also ensures that employees are well-prepared for the future, equipped with the sought-after skills in the workplace. Moreover, it enables organizations to bolster their overall performance and results. It's crucial to establish clear, achievable, yet challenging, and time-bound goals for employees. For instance, a specific goal could be that every sales department employee attains proficiency in two critical future skills within a timeframe of six months.

3. Choose Your Employee Training Method(s)
Selecting the right employee training methods is crucial, as individuals have varied learning styles. Some are visual learners, while others benefit from hands-on experiences, and some prefer instructor-led guidance. To determine the most effective training method for your workforce, Learning and Development (L&D) teams must assess employees' learning styles and take into account factors like training objectives, goals, cost, and timeline.

A few of the most effective employee training methods are:
• eLearning
• On-the-Job Training
• Instructor-Led Learning
• Roleplaying
• Coaching
• Simulation Training
• Group Activities
• Video Training
• Cross Training
• Job Shadowing
• Case Studies

Modern methods to Upskill your workforce
Upskilling the workforce is essential for staying competitive in the rapidly evolving business landscape. Modern methods to upskill your workforce incorporate innovative technologies and strategies. Here are some contemporary approaches:

1. Online Learning Platforms:
• Utilize online platforms and learning management systems (LMS) to provide employees with access to a variety of courses and modules.
• Platforms like Coursera, LinkedIn Learning, and Udacity offer a wide range of courses on diverse topics.

2. Microlearning:
• Break down training content into bite-sized, easily digestible modules.
• Deliver content through short videos, quizzes, and interactive content for quick, on-the-go learning.

3. Gamification:
• Integrate gaming elements into the learning process to enhance engage-ment.
• Create challenges, competitions, and rewards systems to make learning more

enjoyable.

4. Virtual Reality (VR) and Augmented Reality (AR):
- Implement VR and AR technologies for immersive, hands-on training experiences.
- Simulate real-world scenarios to allow employees to practice and apply skills in a virtual environment.

5. AI-Powered Learning:
- Use artificial intelligence to personalize learning paths based on individual progress and preferences.
- Analyze data to identify skill gaps and recommend relevant training.

6. Collaborative Learning Platforms:
- Foster a culture of knowledge-sharing through collaborative learning platforms.
- Encourage employees to share insights, experiences, and best practices with their peers.

7. Podcasts and Webinars:
- Leverage the popularity of podcasts and webinars for convenient, on-the-go learning.
- Invite industry experts to share insights and trends with your workforce.

8. Interactive Workshops and Bootcamps:
- Conduct hands-on workshops and intensive bootcamps focused on specific skills.
- Provide a practical, in-depth learning experience for targeted skill development.

9. Cross-Functional Training:
- Encourage employees to diversify their skill set by offering cross-functional training programs.
- Develop a versatile workforce capable of handling different roles within the organization.

10. Continuous Feedback and Assessment:
- Implement regular feedback loops to assess employee progress and adapt training programs accordingly.
- Use assessments to identify areas for improvement and adjust learning paths.

11. Subscription-Based Learning Services:
- Subscribe to services that offer continuous updates and new content to keep your workforce up-to-date with the latest industry trends and technologies.

12. Mobile Learning Apps:
- Develop mobile-friendly learning apps for on-the-go access to training materials.
- Enable employees to learn whenever and wherever it is convenient for them.

By embracing these modern methods, organizations can create a dynamic and adaptive learning environment that ensures their workforce remains equipped with the skills needed for success in a rapidly changing business landscape.

Objectives of the Study
1. To study the significance of training and development used for employee skills enhancement.
2. To determine the factors affecting training and development in employee skill development
3. To analyse the relationship between upskilling and reskilling for the employee development
4. To provide recommendations to enhance employee performance through the methodologies adopted for the skills enhancement.
5. To know future skills and tools to enhance the employee personal development.

Scope of the Study:
This study is help to know the difference between upskilling and reskilling and assist to find the skill enhancement abilities. The variables include in this study are effectiveness

of training, training methods adopted satisfaction of employees, are improving the level of productivity.

Examples of Corporate Upskilling Programs in 2023

To understand how to set up an upskilling program for your organization, here are four real-life examples of companies upskilling their workforce in 2023 to draw inspiration from:

1. **Amazon**

   In September 2021, Amazon allocated $1.2 billion to extend educational and skills training initiatives for 300,000 employees until 2025, as part of its commitment to Upskilling 2025. Amazon is consistently introducing new training opportunities and expanding existing programs for its workforce in the United States.

   These initiatives include:
   - AWS Grow Our Own Talent: Providing on-the-job training and job placement opportunities to Amazon employees and entry-level candidates with unconventional backgrounds.

   - Surge2IT: A program designed to assist entry-level IT employees within Amazon's operations network in pursuing higher-paying technical roles through self-paced learning resources.

   - The UXDR Apprenticeship program: Merging instructor-led training with practical experience, this program offers employees the chance to acquire and enhance skills in research and design.

   - Mechatronics and Robotics Apprenticeship Program: Focused on equipping individuals with skills and technical knowledge necessary for technical maintenance roles.

2. **IBM**

   IBM has formulated a worldwide initiative to equip 30 million individuals of all age groups with the essential skills for future job opportunities by the year 2030. To actualize this objective, IBM has unveiled a comprehensive strategy involving over 170 academic and industry collaborations. The roadmap encompasses a diverse range of programs and involves partnerships with universities, significant government bodies, and non-governmental organizations. Broadly, IBM's initiatives aim to engage the global private sector in fostering and enlarging avenues for opportunity, especially targeting underrepresented and historically disadvantaged communities.

3. **AT&T**

   'AT&Ts Future-Ready Initiative focuses on personalized skills development paths. The initiative focuses on collaborations with online education platforms to offer employees online learning opportunities. It includes personalized learning experiences in a career portal that helps employees plan their future and identify skills they need to learn.

4. **Mastercard**

   In order to remain competitive, Mastercard wanted to create a learning culture that would encourage its employees to build new skills. They decided to use Degreed as a platform that offers personalized learning experiences, creates career pathways, and helps employees connect to the content relevant to them. There's a breadth of content available on Degreed, including 'bite-sized' learning in the form of short articles, videos, and podcasts.

5. **Unilever**

   By utilizing an AI-enabled talent marketplace, which they call FLEX Experiences, to automatically connect workers with these options, the company created a network of mobile talent ready to address company needs.FLEX Experience flourished during COVID-19's onset, and the platform continues to make a lasting impact to this day. Already, the company has seen a 41% improvement in productivity

since its implementation, 70% of their assignments are now filled with cross-functional teams, and more than 700,000 hours of work unlocked.

6. Mastercard

While nearly all industries have been affected by upheavals, the financial industry's pivot towards the future of work—and industry—involves some of the most drastic changes to standard operating procedures. With a highly-skilled global workforce, the company wanted to make sure all of its 24,000 workers were connected and ready to pivot as needed. "Now that disruption is the new norm, we really need employees to be on top of their game," notes Lucrecia Borgonovo, Chief Talent and Organizational Effectiveness Officer. "They need to stay current, stay relevant, learn new skills, and become agile."

With more than 75% of their workforce registered on their platform, the company unlocked more than $21 million in value through increased productivity, and 100,000 hours of capacity gained, and helped spur the creation of a cryptocurrency and NFT group to address the growth of the emerging technology.

7. HSBC

The help of a workforce intelligence solution, HSBC was able to better understand where they needed to strengthen their institution for a future-fit agenda—resulting in 60,000 of productivity unlocked and nearly half of projects assigned to cross-functional team, which in turn retains our global corporate knowledge and builds employee engagement as they start to understand that more and more of their goals and ambitions can be realized within HSBC."

8. Seagate

Seagate wanted to make sure its employees could not only be trained in emerging technologies but also wanted to make redeploying talent both simpler and scalable for its global workforce. Even during the height of the COVID-19 pandemic, company leadership decided against instituting mass layoffs in favor of strategic internal redeployments, putting workers in places to contribute with their full set of skills and strengthening the skills needed for the future of work.

9. Schneider Electric

After an internal survey showed that nearly 50% of exiting employees cited a lack of internal growth opportunities as their primary reason for leaving, leadership at Schneider Electric decided to stop the growing trend. By instituting a talent marketplace, the organization was better able to serve its workers by connecting them with relevant training, projects, and mentorship opportunities.

10. Walmart

Walmart, the largest private employer in the U.S., announced in 2021 that it would invest nearly $1 billion over the next five years to provide its employees with free access to higher education and skills training. Through its Live Better U (LBU) education program, the company will pay 100% of college tuition and book fees for all participating associates. The company also announced four new academic partners, including Johnson & Wales University, the University of Arizona, the University of Denver and Pathstream, which join existing partners to deliver programs tailored to adult and working learners.

11. Verizon

Participants can choose from a range of 10- to 15-week programs in roles such as: Cybersecurity Analyst; IT Support Specialist; Junior Web Developer; Junior Full Stack Java Developer; Junior Cloud Practitioner; and Digital Marketing Analyst. After completing the program, participants receive support in continuing their

education or in finding full-time employment, internships, or apprenticeships. Verizon Skill Forward is part of the company's $44 million commitment to training 500,000 workers for in-demand technology jobs by 2030.

12. McDonald's

Since launching in April 2015, the initiative has supported nearly 75,000 people and provided over $165 million in high school and college tuition assistance. McDonald's other efforts to increase education access include the Hispanic American Commitment to Education Resources (HACER) national scholarship program; post-pandemic support programs for students enrolled at Historically Black Colleges and Universities (HCBUs); online courses for young people to develop work-ready skills; and the Where You Want to Be Campaign, which connects employees with mentors in their chosen field.

13. Google

Google has joined forces with Jobs of the Future (JFF), a nonprofit dedicated to transforming the American workforce and education systems, to train low-income adults and prepare the next generation for IT careers. Both efforts are part of the company's Grow with Google initiative, which gives people training, resources, and tools to grow the skills they need to find jobs. Another Grow with Google program developed in partnership with non-profits The Last Mile, Center for Employment Opportunities (CEO), Defy Ventures, Fortune Society, and The Ladies of Hope Ministries provides digital skills and jobs training for formerly incarcerated individuals.

14. Marriott International

The Global Voyage Leadership Development program prepares recent university graduates to be future leaders within the organization. The 12- to 18-month, award-winning program provides hands-on and virtual training in disciplines such as accounting and finance, culinary, engineering, event management, food and beverage, human resources, revenue management, and rooms operations. Workforce upskilling calls for a collaborative response from both governmental and non-governmental organizations.

Research Methodology

The current study is based on conceptual framework & descriptive by nature. The primary & secondary sources has taken to give edge to the study. The concept of methodology relates to the methods adopted for the research work. It also includes the process of collection of data from different sources. Methodology is the basis for the systematic performance, unless the work is pre-planned and organizes the result. Methodology is a science of systems and methods of conducting the research work. It includes proper thinking of devices prior to the commencement of work performance.

Conclusion : The study came to the conclusion that the intricate relationship between employee growth and training functions as a dynamic component that significantly affects both worker performance and a company's overall success. In the modern corporate environment, companies must strategically concentrate on training and development as a means of fostering continuous improvement, creativity, and excellence among their employees. By putting in place a thorough framework that encourages growth, learning, and adaptation, companies can make the most of their workforce's potential and empower them to not only overcome present challenges but also spearhead new ones. Enhancing employee performance via training and development can be viewed as a cooperative effort when both individuals and organizations progress together towards a collective pursuit of greatness.

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WORDS OF WISDOM

"A commitment to employee upskilling is a testament to an organization's dedication to nurturing talent and driving long-term success."

Anil Ambani, Chairman of Reliance Group

"A commitment to lifelong learning is the key to staying relevant in today's dynamic business landscape."

N. R. Narayana Murthy, Co-founder of Infosys

"In today's dynamic environment, organizations must view employee development as a strategic imperative, not an optional investment."

Rajesh Gopinathan, CEO and MD - TCS

"Continuous learning is not just a personal responsibility; it's a collective commitment to organizational growth."

Naina Lal Kidwai, Former CEO of HSBC India

WORDS OF WISDOM

"The most valuable asset of any company is its people, and their development should be a top priority."

- Azim Premji, Chairman of Wipro Limited

"In a world of rapid change, those who invest in continuous learning will emerge as leaders."

- Mukesh Ambani, Chairman of Reliance Industries Limited

"Encouraging a culture of learning and development is essential for fostering innovation and growth."

- Anand Mahindra, Chairman of the Mahindra Group

"A commitment to employee upskilling is a testament to an organization's dedication to its people and their future success."

- Kiran Mazumdar-Shaw, Executive Chairperson of Biocon

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National Institute of Personnel Management (NIPM), is the only all India body of professional managers engaged in the profession of Human Resource Management, Industrial Relations, Labour Welfare, and Training & Development in the country. It came in to existence on 15th March 1980 as a result of merger of two professional institutions, namely the Indian Institute of Personnel Management (IIPM) established in 1948 in Kolkata and the National Institute of Labour Management (NILM) established in 1950 in Bombay, now Mumbai.

With its National Office at Kolkata, NIPM has a total membership of about 10,000 spread over 53 Chapters all over the country.

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