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Up-skilling and Re-skilling: A Strategic Response to Changing Skill Demands

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Abstract:
The significance of up-skilling and re-skilling workers' work-related learning is discussed in this study along with how it affects talent mobility and engagement. The present research looks at the impact of re-skilling and up-skilling workers to create a workforce that is prepared for the future. Professionals in the automotive sector are the target audience. A questionnaire was employed as the data gathering tool. The hypotheses were analyzed using SPSS software. The study's findings demonstrated how employee engagement and talent mobility gain momentum when work-related learning is up-skilled and re-skilled.

Keywords: Up-skilling, Re-skilling, Career Path, Driving Engagement, Talent Mobility, Performance and Future - ready workforce.

Introduction:
Up-skilling is the intentional development of a worker's skill set in order to improve their efficacy and adaptability in their current roles. With increased experience in their current field of expertise, employees typically demonstrate greater capability and proficiency in their positions. Workers who participate in intentional learning programmes, such as experiential learning opportunities and content-based courses, frequently advance their skill sets.

Up-skilling staff members can be achieved in part by strengthening their technical and soft skill competencies. Developing the skills necessary for employees to take on more responsibility inside the organization is often one of the main goals of any up-skilling initiative. Up-skilling is crucial for continued organizational development in addition to enhancing individual accomplishment. (Nicole Schreiber-Shearer December 7, 2023)

- Up-skilling is the process of learning new skills or of teaching workers new skills.
- Re-skilling is the process of learning new skills so you can do a different job, or of training people to do a different job.

Employers can effectively counteract what is predicted to become an enduring skills shortage using both of these tactics.
Seeking individuals with "adjacent skills," or those that are similar to the new abilities your firm needs, is the process of re-skilling. It offers a lateral learning opportunity that can aid in the extensive re-skilling that workers in the contemporary workforce are expected to do. According to predictions from the World Economic Forum, technological advancements would need re-skilling for a half of all jobs by 2025.
Conversely, an up-skilling culture teaches staff members new, advanced skills in order to bridge talent gaps. It entails helping your team members progress on their present professional path by keeping them engaged in ongoing education. These workers may have been with your company for a number of years and have a thorough awareness of both your clientele and company culture. According to a study by LinkedIn Learning, as many as ninety-four percent of staff members are interested in remaining with a company longer if it actively supported their professional development.

Despite the belief held by two thirds of organizations that workforce development programmes may effectively tackle the skills gap, their implementation of such programmes is hindered by financial restrictions and inadequate technology to assist internal efforts. But, if you wait to act, your company's capacity to achieve its long-term objectives may be jeopardized, particularly if you lack the necessary skill set.

Offering employees a defined career path is one of the finest methods to leverage re-skilling and up-skilling in your company. An employee uses career pathing as a tool to set out a plan for their own professional growth. By developing a career pathing

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programme, your company may implement both re-skilling and up-skilling initiatives to help your workers match their career goals with the organizational objectives of the company.

Competency-based techniques are the foundation of effective career pathing tactics. This helps your company drive employee engagement by enabling it to analyze and appraise the particular competences needed for each distinct function and comprehend the skill development needed for staff members transitioning into new roles.

Every staff member has a unique career path that enables them to map out the steps necessary to accomplish their long-term objectives and advance their career through promotions or sideways moves. In order to achieve those goals, it is necessary to comprehend the information, abilities, and character attributes that are needed. It also aids in determining the specific talents and further training that are required.

The advantages of choosing a career path :
There are a number of benefits to implementing career pathing in your company, such as:

- **Future demand:** It may be met by focusing on the development of critical skills in your current workforce by identifying the capabilities that are already in place.
- **Find hidden skills:** Career pathing gives your staff the ability to describe and evaluate their own abilities, bringing to light possibilities that the company may not be aware of.
- **Establish an environment of talent mobility:** Talent in today's workforce seeks for companies who are invested in their professional growth. A career pathing approach improves employee motivation and retention rates in addition to drawing talent to your company. Additionally, career pathing fosters internal mobility both vertically and laterally and makes it clear that your company appreciates its workforce.

An comprehensive career pathing plan that includes re-skilling and up-skilling is advantageous for both individuals and HR as the pace of digital change continues unremitting. Even more so, if your company wants to stay up with the rapidly evolving skills market, this has to be a talent priority.

Objectives:
1. To identify how employees up-skill and Re-skill their work-related learning.
2. To analyze the impact of Up-skilling and Re-skilling of employees in Driving Engagement.
3. To examine the importance of Up-skilling and Re-skilling in Talent Mobility of Employees.
4. To suggest the implementation of up-skilling and Re-skilling in creating Future-ready workforce.

Hypothesis:
Alternative Hypothesis 1: Employees taking part in workshop has significant effect on Up-skilling and Re-skilling of Work Related Learning.
Alternative Hypothesis 2: There is positive impact of Up-skilling and Re-skilling of employees on Driving Engagement and Talent Mobility.
Alternative Hypothesis 3: There is statistically significance between Department of Employees and Up-skilling & Re-skilling of Work Related Learning.
Alternative Hypothesis 4: Socioeconomic status of Employees is positively associated to the Dependent and Independent variables of the study.

Review of Literature:
Edeh et al. (2022) indicated that the global Covid-19 epidemic has altered the organizational structures and operating procedures of manufacturing and service companies alike. Therefore, in order to revive these organizations, human resource managers must retrain and up-skill the employees who are in charge of operating the vehicle that carries out the organization's objectives. This study looks at how organizational resilience is affected by changing human resource capabilities during times of global crises. The target population consists of twenty manufacturing enterprises. A questionnaire was employed as the data gathering tool. Participants include supervisors, HR managers, middle managers, and operations managers. The hypothesis analysis method employed was linear regression. The study's findings demonstrated that organizational resilience is significantly impacted by skill adjustments made by human resources. The study draws the conclusion that improving organizational resilience through human resource skill modifications, namely in the areas of up skilling and re skilling, is possible.

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Jaiswal et al. (2022) advocates of artificial intelligence (AI) have envisioned a future in which computers with intelligence will do repetitive activities that people currently undertake, freeing up humans to work on more creative projects. The synergistic conclusion of human–machine skills is endorsed by many think tanks, notwithstanding the general dread of concomitant job losses. Based on the ideas of dynamic skill, neo-human capital, and AI job replacement, we argue that people must up-skill in order to handle the introduction and acceptance of AI. Twenty seasoned experts from multinational companies (MNCs) in the Indian information technology industry were questioned in order to identify the essential competencies thought to be crucial for workers' up-skilling. Using Gioia's technique for qualitative research, our inquiry found that data analysis, digital, complex cognition, decision making, and continuous learning abilities are the five essential talents for employee up-skilling.

Warman et al. (2022) examines the viewpoint of workers who view the introduction of rotation and transfer as a form of discipline in connection to the development of perceived organizational support, which is impacted by loyalty and equity within the company, and suggests a digital strategy as a means of resolving the problem. Quantitative surveys are used to gather data from 4.523 workers at various Employees Social Security System offices (BPJS Ketenagakerjaan). When it comes to employee acceptance of job rotation and transfer, organizational support is correlated with organizational fairness and organizational commitment. It produced views that diverged from the original objectives of job rotation and transfer. In order to implement leadership in the organization, the research recommends digitizing the systems.

Zayed et al. (2022) revealed that COVID-19 pandemic has a profound impact on the human resource skills of the hospitality industry worldwide. As a result, managers and industry experts are still grappling with how to improve workforce skills and strengthen their resilience to future disruptions. This issue served as the foundation for the investigation of the impact of human resource skill adjustment on the dynamic capabilities of sub-Saharan African hospitality enterprises following the COVID-19 work environment. Using a cross-sectional survey approach, the study included 220 participants in total, selected from 60 hospitality establishments in the southeast region of Nigeria. Research hypotheses that were developed were examined using linear regression. The study's findings showed that the dynamic capability of the hospitality industry was predicted by skill adjustments made by human resources. The study comes to the conclusion that the dynamic capability was predicted by the human resource skill adjustment as evaluated by up-skilling and re-skilling approaches. The conclusion of the study suggests that human resource skill adjustment should be implemented by managers and operators of hospitality businesses in all functional areas of their management in order to improve the industry's dynamic capability and allow each department or section to achieve its goals equally.

Edeh et al. (2020) examines the connection between worker productivity and skill management in Nigerian oil and gas companies. There was a cross-sectional survey used. Ten registered oil and gas enterprises in Rivers State, Nigeria, make up the accessible population for this study, whereas the target population is made up of these firms using simple random sampling. We polled eighty (80) managers and supervisors. Krejcie and Morgan were used to determine the sixty-six (66) sample size. The managers and supervisors were given sixty-six (66) copies of the questionnaire, but forty-five (45) of those copies were correctly completed and returned. Statistical Package for the Social Sciences (SPSS) version 22.0 was used to assess the hypotheses using the Kendall Coefficient of Concordance. The study discovered a favorable and substantial association between worker efficiency in Nigerian oil and gas enterprises and skill management. The study suggests that improved worker productivity in Nigerian oil and gas companies may be attributed to skill management, namely in the areas of skill development, skill documentation, skill attractiveness, and skill retention.

Grosemans et al. (2020) focused on the creation and validation of a work-related learning assessment tool that may be used in a variety of occupational settings is discussed in this research. An extensive literature search and collaborative discussions among the authors served as the foundation for the instrument's meticulous construction and testing among a diverse population of Flemish employees (N = 3232). Two subsections were randomly selected from the dataset. On the first dataset (n = 1616), an exploratory factor analysis was performed to shed light on the instrument's underlying structure. Using the second subset of the data (n = 1616), a confirmatory factor analysis was performed to evaluate the obtained structure. Additionally, internal consistencies, convergent and discriminate validity, and measurement invariance between groups were examined. The same respondents took the test again six months later to assess predictive accuracy and long-term assessment consistency. The findings demonstrated that three factors—formal learning activities, informal learning activities utilizing environmental sources, and informal learning activities utilizing personal sources could be identified and validated. The instrument's validity and reliability were found to yield good findings.

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Dr M Nishad Nawaz (2013) examined that in today's competitive world, human talent is a big valuable resource and a source of inventive dominance in all the essential sectors that exist. The proliferation of new information technology and globalization have led to a rise in talent mobility. It raises employee dedication and produces demanding work that encourages workers to put in more effort, both of which improve retention rates. In the current talent battle, the organization that efficiently controls its talent pool will emerge victorious. A company that invests in its skilled employees benefits more. at light of this, an investigation has been conducted to look at how talent mobility affects workers' performance at a few Bangalore-based software businesses.

B.Little & P.Little (2006) examined the concept of employee engagement, which has gained a lot of attention in management literature and practice lately. Our study investigates definitional issues as well as how employee engagement relates to and differs from other well-established, verified variables. We go over the advantages and disadvantages of research on employee engagement as well as how the construct is applied to organizational results. These days, a lot of businesses track employee engagement levels and make an effort to raise them because they think it will boost turnover, profitability, productivity, and safety. The study urge users of the concept to carry out further study on employee engagement so that practitioners and academics may both have a better understanding of what they are forecasting and measuring.

Research Methodology:
The current study examines the effects of re-skilling and up-skilling employees in terms of their career path and future readiness while controlling for driving engagement and talent mobility. Convenience sampling is a technique employed to determine the sample. The investigational goal of the study made use of both primary and secondary data.

Population and Sampling Procedure:
The intended demographic is composed of employees from different organizations that work for Hyundai, Ford, Renault-Nissan, and TATA Motors in Chennai's automotive industry. A Google link-accessible form was transmitted to 200 employees, and 181 of them responded to inquiries regarding the study.

Measuring Instrument and Data Collection Method:
The questionnaire was meant to serve as a gauge for the investigation's goals. The initial segment presents the socioeconomic background of the participants. In order to measure the impact of talent mobility and driving engagement on workers' work-related learning, the survey's second portion poses questions about up-skilling and re-skilling. A 15-item scale developed by Grosemans et al. (2020) was used to measure employees' work-related learning. Q12, the Gallup organization Meta analysis were used to analyze the association between driving engagement and employees' up-skilling and re-skilling. The degree to which re-skilling and up-skilling improve talent mobility was measured using statements gathered from various previous researches.

Statistical Tools employed in the Research:
1. Simple Percentage Analysis
2. Descriptive Statistics
3. One Sample T-test
4. One Way Analysis of Variance (Anova)
5. Linear Regression
6. Chi-square

Limitations of the Study:
- The study's primary focus is on how employees up-skill and re-skill in areas linked to their jobs.
- Chennai's automotive industry professionals made up the sample population.
- The primary objective of the research is to ascertain the significance of employee re-skilling and up-skilling in promoting engagement and talent mobility.

Data Analysis and Interpretation
Figure 1: Socioeconomic status of Automotive sector Professionals
Source: Primary Data

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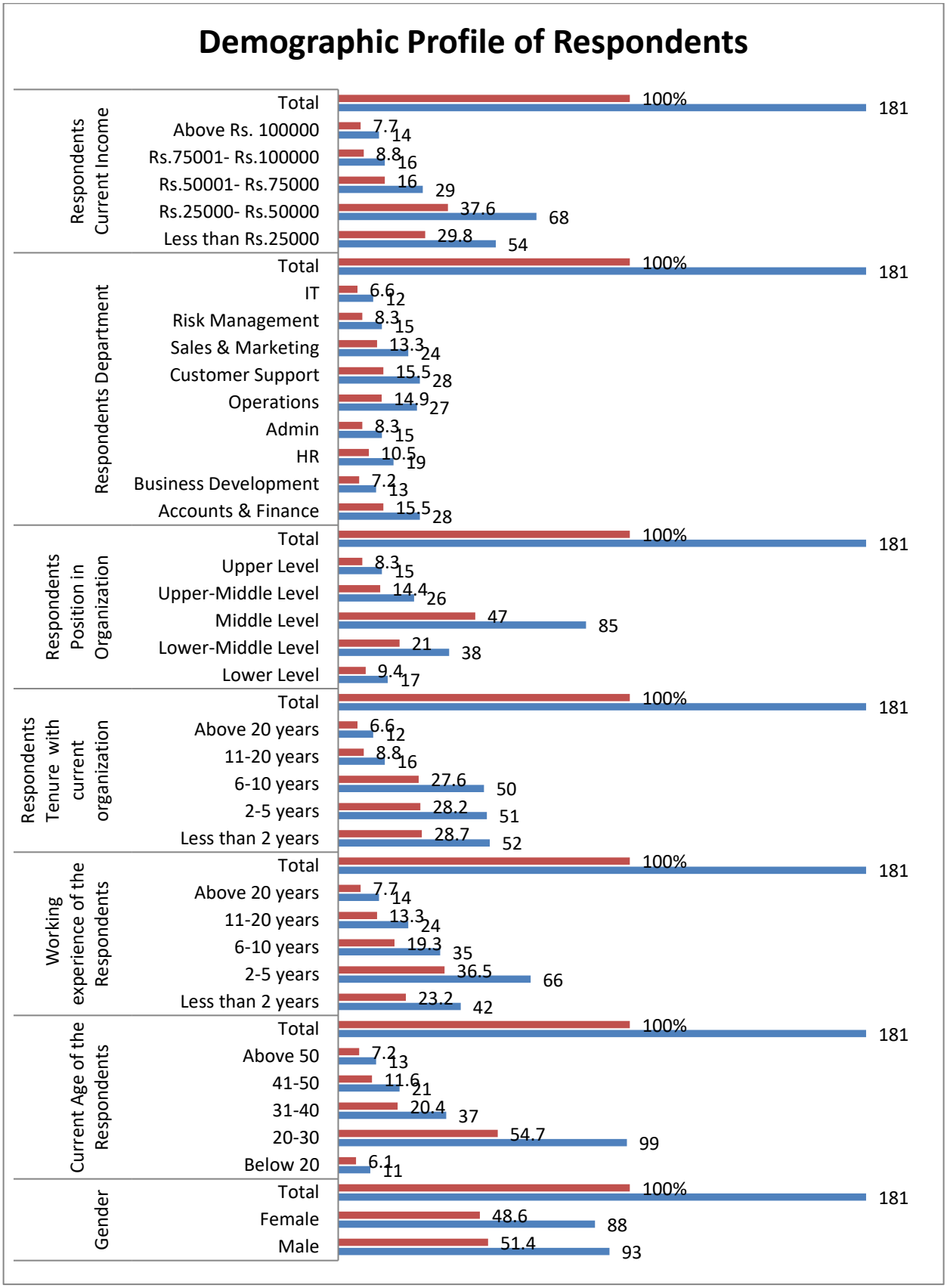

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The data cited above illustrates that over half of the individuals surveyed are male (51.4%), a large percentage of those who took part are under the age of 20-30 years (54.7%), the majority of those surveyed have worked for the predominant organization for two to five years (36.5%), the majority have worked for the organization for less than two years (28.7%) and the majority of respondents are middle-level workers (47%). A notable proportion of participants are employed in the Accounting & Finance and Customer Support Departments (15.5%), with the majority of staff members earning between Rs. 25000 and Rs. 50000 (37.6%).

Table 1: Up-skilling and Re-skilling of Work Related Learning

Up-skilling & Re-skilling	Mean	Std. Deviation
I searched for information (websites, magazines, videos, books, etc.).	2.365	1.2200
I tried something new (technique, method, behavior, etc.).	2.282	1.0766
I asked others for information	2.193	.9951
I took part in a seminar/conference	2.409	1.0534
I attended a training/(additional) course	2.359	1.0319
I thought about how I handled things.	2.337	.9844
I observed how others managed things	2.282	1.0766
I took part in a workshop.	2.497	1.0986
I attended a presentation.	2.459	1.0978
I asked the opinion of others on what I did.	2.348	1.0726
I talked about work experiences with others.	2.287	1.0673
I thought about how I would handle things on beforehand.	2.381	1.0559
I took an e-learning course (online training).	2.381	.9852
I read magazines, websites, books, etc.	2.398	1.0148
I watched visual material (documentary films, instruction videos, etc.).	2.409	1.0948
Valid N (listwise)	181	

Source: Computed Data

Descriptive analysis of Up-skilling and Re-skilling of employees are shown in the table above. The mean value, which varied from 2.19 to 2.49 showed that employees' opinion is neutral with statements of Up-skilling and Re-skilling of Work Related Learning. The statement " I took part in workshop (2.49) was supported by many of the employees.

Table 2: Significance of Up-skilling and Re-skilling among employees

Statement of Up-skilling & Re-skilling	Test Value = 3								
	Mean	Std. Deviation	Std. Error Mean	t	df	p	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
I took part in a workshop.	2.497	1.0986	.0817	-6.157	180	.000	-.5028	-.664	-.342

Source: Computed Data

A one sample t-test showed a statistically reliable difference between the employees agreed with the statement " I took part in workshop" and average score of employees not agreed to the statement . From the above table, Depression score was statistically significantly lower by 0.50(95% CI, 0.34 to 0.66) than a normal depression score of 3.0, t(180)= -6.157, P= .000 . There was statistically significant difference between means (P < 1%) , then we accept the alternative hypothesis i.e., Employees taking part in workshop has significant effect on Up-skilling and Re-skilling of Work Related Learning.

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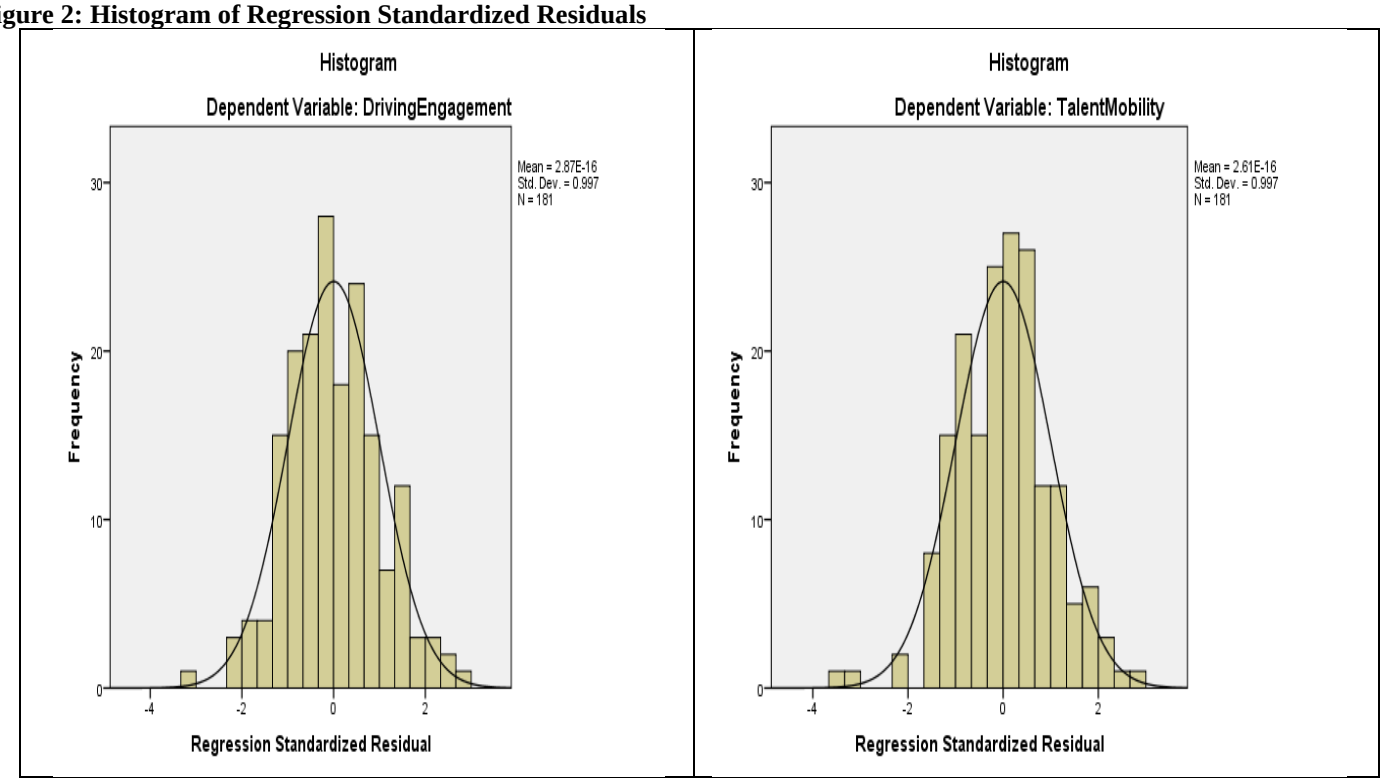
Table 3: Impact of Up-skilling & Re-skilling on Driving Engagement and Talent Mobility

Variable	Up-Skilling & Re-Skilling								
	R	R Square	Adjusted R Square	Unstandardized Co-efficient (B)	Std.Error of B	F	Beta	t	P
Driving Engagement	.758[a]	.570	.568	.430	.028	237.690	.755	15.417	.000
Talent Mobility	.741[a]	.549	.546	.457	.031	217.577	.741	14.751	.000

Source: Computed Data

The influence of Up-skilling and Re-skilling on Driving Engagement and Talent Mobility is depicted in the above table. As a consequence with the positive Unstandardized and Standardized Co-efficient values of Driving Engagement (0.43, 0.75) and Talent Mobility (0.45, 0.74) proves that there is positive correlation between Up-skilling & Re-skilling and Driving Engagement & Talent Mobility. Positive coefficient indicates value of Up-skilling & Re-skilling increases , the mean of the Driving engagement and Talent Mobility also increases. P value is .000 indicating that Up-skilling & Re-skilling has statistically significant positive impact on Driving Engagement and Talent Mobility at 1% level.

Figure 2: Histogram of Regression Standardized Residuals



Source: Computed Data

Since the independent variable's residuals are within the normalcy assumption, Up-skilling and Re-skilling, as well as Dependent Variable according to Figure 2, Driving Engagement and Talent Mobility has a uniform distribution and yields an equilibrium curve from the regression standardized residuals histogram.

Table 4: Significance of Department of Employees and Up-skilling & Re-skilling of Work Related Learning

Up-skilling & Re-skilling of Employees		Sum of Squares	df	Mean Square	F	Sig.
Department of Employees in Automotive sector	Between Groups	4081.834	8	510.229	3.123	.003
	Within Groups	28097.094	172	163.355		
	Total	32178.928	180			

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Source: Computed Data

The table show the output of statistically significance between Department of Employees and Up-skilling & Re-skilling of work related learning, F (8) = 3.123, P= 0.003 which is less than 0.05 and therefore is statistically significance between group means at 5% level.

Table 5: Association between Age group and Up-skilling &Re-skilling of work related learning

Age Group of Employees	Up-skilling & Re-skilling			Total	Chi Square Value (p-value)
	Low	Medium	High		
Below 20	1	8	2	**11**	**45.382[a] (.000)**
20-30	13	54	32	**99**	
31-40	14	11	12	**37**	
41-50	15	4	2	**21**	
Above 50 years	8	2	3	**13**	
Total	**51**	**79**	**51**	**181**	

Source: Computed Data

From the aforementioned data understanding level of Up-skilling & Re-skilling of Work related learning associated with Age group of employees is illustrated. Majority of 99 employees falls under the age group of 20-30 years and among them more than 50% of employees (54) have medium level of understanding. Highest number of Employees under age group from 31 to above 50 years have low level of understanding towards the Up-skilling & Re-skilling. Among 181 employees, 51 employees are under low and High category each and majority of 79 employees are under medium category. With the result outcome of Chi Square value (45.382a) and p=.000 , there is strong association between Age group of employees and Up-skilling & Re-skilling of Work related learning at 1% level.

Table 6: Association between Working Experience of Employees and Driving Engagement

Total Working Experience of Employees	Driving Engagement			Total	Chi Square Value (p-value)
	Low	Medium	High		
Less than 2 years	3	25	14	**42**	**38.327[a] (.000)**
2-5 years	13	41	12	**66**	
6-10 years	10	13	12	**35**	
11-20 years	14	6	4	**24**	
Above 20 years	8	1	5	**14**	
Total	**48**	**86**	**47**	**181**	

Source: Computed Data

The prevalence of impact level of Up-skilling & Re-skilling of Work related learning associated with Driving Engagement of employees is demonstrated in the above table . Majority of 66 employees having 2-5 years working experience and among them 41 employees have agreed to medium level of impact. From the total of 181 employees , 47 employees agreed to high level impact, 48 employees agreed to low level impact and majority of 86 employees agreed to medium level impact. According to Chi- Square value (38.327a), p=.000 at the 1% level, there is strong association between Total working experience and Impact of Up-skilling & Re-skilling on Driving Engagement.

Table 7: Association between Employees opinion about Career Development and Talent Mobility

Career Development	Talent Mobility			Total	Chi Square Value (p-value)
	Low	Medium	High		
Yes	46	77	29	**152**	**32.880[a] (.000)**
No	0	0	8	**8**	
May be	2	9	10	**21**	
Total	**48**	**86**	**47**	**181**	

Source: Computed Data

The association between Employees opinion on statement that is Up-skilling and Re-skilling of work related learning leads to Career Development and its Impact on Talent Mobility is demonstrated in the above table. Majority of 152 employees have said Yes to the statement and among them 77 employees have agreed to medium level of Impact. Total of 181 employees ,

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highest number of 86 employees agreed to medium level of impact of Up-skilling & Re-skilling on Talent Mobility. Chi-Square value (32.880a), p=.000, indicates that alternative hypothesis is accepted at 1% level of statistical significance.

Major Findings:

- Over half of the individuals surveyed are male (51.4%), a large percentage of those who took part are under the age of 20-30 years (54.7%), the majority of those surveyed have worked for the predominant organization for two to five years (36.5%), the majority have worked for the organization for less than two years (28.7%) and the majority of respondents are middle-level workers (47%). A notable proportion of participants are employed in the Accounting & Finance and Customer Support Departments (15.5%), with the majority of staff members earning between Rs. 25000 and Rs. 50000 (37.6%).
- The mean value, which varied from 2.19 to 2.49 showed that employees' opinion is neutral with statements of Up-skilling and Re-skilling of Work Related Learning. The statement " I took part in workshop (2.49) was supported by many of the employees.
- Depression score was statistically significantly lower by 0.50(95% CI, 0.34 to 0.66) than a normal depression score of 3.0, t(180)= -6.157, P= .000, Employees taking part in workshop has significant effect on Up-skilling and Re-skilling of Work Related Learning.
- P value is .000 indicating that Up-skilling & Re-skilling has statistically significant positive impact on Driving Engagement and Talent Mobility at 1% level.
- There is statistically significance between Department of Employees and Up-skilling & Re-skilling of work related learning, F (8) = 3.123, P= 0.003 which is less than 0.05 and therefore is statistically significance between group means at 5% level.
- Chi Square value (45.382a) and p=.000 , there is strong association between Age group of employees and Up-skilling & Re-skilling of Work related learning at 1% level.
- According to Chi- Square value (38.327a), p=.000 at the 1% level, there is strong association between Total working experience and Impact of Up-skilling & Re-skilling on Driving Engagement.
- Majority of 152 employees have said Yes to the statement and among them 77 employees have agreed to medium level of Impact. Chi-Square value (32.880a), p=.000, indicates that alternative hypothesis is accepted at 1% level of statistical significance.

Suggestions for Practical Implication:

- The survey's results demonstrate that a large number of workers in the automotive industry are unaware of the significance of up-skilling and re-skilling in work-related learning. It is recommended that organizations use appropriate measures to raise awareness and enhance comprehension of up-skilling and re-skilling.
- With the assistance of the HR team, conduct a skill gap analysis for staff members to ascertain whether or not the workforce's present skill set satisfies the demands of the business as a whole.
- Companies must stress the value of up-skilling and re-skilling workers if they want to see their careers advance in the future. This may be achieved by include specific abilities in an employee's learning objectives and yearly goals.
- Various individuals acquire in distinct manners; some are visually impaired, others want hands-on expertise, certain individuals require direction from a facilitator, etc. Learning and development personnel must comprehend the learning preferences of their workforce in addition to taking into account other elements like training goals, objectives, budget, and schedule in order to choose the most effective training for workers approach.
- Utilize technology for staff training to provide up-skilling and re-skilling initiatives that are successful. With the help of these technological software tools, you can make interesting training materials, monitor employee involvement, maintain compliance and safety standards, evaluate performance, and get feedback.
- To ascertain the efficacy of training and comprehension or skills acquired by the finish line of your up-skilling and re-skilling programme, organizations need to monitor course completion rates, training advancement rates, the evaluation outcomes, minimizing skill gap investigation, boosting competency or performance, in addition to other factors.

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Conclusion

Employees that undergo Up-skilling and Re-skilling are equipped with the skills and information necessary to carry out their existing work more successfully. Up-skilling and Re-skilling in the context of work-related learning facilitates worker adaptation to recent developments in the automotive sector. Employees maintain their self-assurance and skill in their profession despite changes and developments in the automotive business. Because it makes skilled workers more productive and efficient, the organization can retain dependable and high-performing personnel. By helping workers keep abreast of new and developing trends, technologies, and strategies in their field, up-skilling and re-skilling contribute to the creation of Future-ready workforce.

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