Employability Skill and Job Readiness

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Abstract

As students completes their education, their employability knowledge and skills determine their job readiness. It is the confidence that knowledge and skills boost and consequent readiness to do the job. The purpose of this research is to find out how young graduates feel about their employability skills. various areas of employability suggested in the literature reminds that job readiness is of ultimate purpose of our education and training. In this study, about 100 young people participated in this study by responding to a structured questionnaire including two scales to measure employability skills and job readiness. Results are encouraging that young people scored above average on all the scales indicating that the young people are progressive in their learning and approach to employment. Implications are drawn for practice.

Introduction

Raybold and sheedy (2005): Employability Skills are the 'Transferable Skills' that an individual requires in order becoming 'employable.' Employers appreciate a set of abilities in an employee, in addition to superior technical understanding and topic knowledge, because these skills enable employees to perform their duties efficiently. Employability skills are the knowledge and 'soft skills' (non-technical talents) needed to function well at work. Effective communication, self-management, problem solving, leadership traits, and teamwork are among these skills. They are the key competencies or enabling talents. Furthermore, these abilities and attitudes enable individuals to make key decisions, solve problems, and gain proficiency, all of which contribute to their overall performance. These are a collection of talents that are applicable across many industries and are not particular to one professional path. There are transferable talents that can be used in any industry at any stage of their careers. Transferable abilities are those that can be used in a variety of situations. In other settings, skills learnt in one situation can be used. In five main studies, the National Center for Research on Evaluation, Standards, and Student Testing evaluated and classified workforce skills. Educators, business executives, recruiters, and policymakers have recognized four categories of talents based on five studies:

(a) Fundamental academic skills - basic listening and speaking skills

(b) Higher-order thinking skills such as reasoning, problem-solving, creativity, decision-making, and the ability to learn.

(c) Interpersonal and teamwork skills such as negotiation and conflict resolution skills, leadership skills, and the ability to work with people from different backgrounds.

 (d) Personal characteristics and attitudes such as self-esteem, motivation, and taking responsibility for one's own actions and growth.

Rationale for the study.

Swanson and Holton, 2001.Organizational Development (OD), Training and Development (TD), and Career Development are the three key areas of Human Resource Development (HRD) (CD). CD, on the other hand, receives far less attention and investigation in the literature. One possible reason is that careers are becoming less defined, which is accompanied by high unemployment rates, job losses, and a loss of company and employee commitment. Employees do not consider themselves as being committed to a career with one organization or industry, and the term "career" is dying away because companies can no longer promise a traditional hierarchical organizational path. In today's workplace, it would be naive to believe or demand job security in exchange for loyalty.

Arthur 1994: Employees taking ownership of their careers or jobs, being values-driven and self-directed as possibilities arise, is a more positive trend. As a result, job readiness and career readiness are frequently used interchangeably in the literature. While this discussion is beyond the scope of this study, these facts demand that career development be reintegrated and studied in the HRD curriculum. The importance of studying career development among adult students on university campuses who are undergoing professional transitions would allow HRD to link students' development requirements to organizational aspirations. Because global competition among organizations necessitates the recruitment of well-aligned and well-prepared employees to meet organizational goals, career development is critical.

Hussar, W.J., and Bailey, T.M.2011: There has been little research on the shift from a paradigm where organizations contribute to and manage individuals' careers to a new normal where individuals construct their own careers. Individuals' interests and abilities are an important component of an organization's social capital, even if organizations are gradually removing their hands from how individuals manage their careers. Career development will be detrimental to an organization's turn-over and performance in the long term if it is ignored or given lip regard. Organizations will benefit from knowing what motivates their employees to pursue graduate degrees, as well as what motivates them not to how prepared these potential employees believe they are for the positions they have or will have in the future.

Purpose of the study

As a result of the available data and study findings, it is suggested that research be focused and postgraduate students be prepared for careers. Despite the fact those graduate students' career demands differ from those of traditional-age students. As a result, the goal of this study was to look into work preparedness among post-graduate degree graduates at Hyderabad's Siva Sivani Institute of Management

Objective

To examine graduate degree completers' perceived work readiness, as indicated by responses to chosen items on a post Graduating Student Survey at a Siva Sivani Institute of Management.

To see if there is a link between perceived work preparedness and completion of a postgraduate degree at the Siva Sivani Institute of Management.

Work readiness.

Work preparedness is a novel concept in the literature on career development and training and development. Furthermore, it is still in the early stages of development. It's difficult for everyone to agree on a single

definition of job readiness, as well as what abilities and characteristics indicate work readiness. Despite this lack of agreement, it is used as a selection factor for predicting postgraduate employment potential.Work ready is defined as the degree to which postgraduates are seen to have the attitudes and characteristics that will enable them to succeed in the workforce. Students who have completed their undergraduate or graduate degrees and are entering the workforce are referred to as postgraduate students.

Review of Literature

Harvey, 2001: As a student completes his or her education, his or her employability skills determine his or her job readiness. .Post Graduating students must have the necessary skills and traits to be employable. These abilities are required in addition to the students' academic qualifications and technical abilities. **Nabi, 2003**: After completing their degree programmers, a large number of fresh post graduates have difficulty finding acceptable work. They appear to be missing in specific basic abilities referred to as employability or job readiness skills, while having academic and technical skills. Based on the replies of 750 employers, The Economic Times (2016) found that 60% of them strongly feel soft skills are a key role in hiring, and 30% believe they are moderately significant soft skills are more important for junior and middle-level employees, according to 75% of respondents. Almost all (95 percent) companies said it's difficult to locate personnel with the necessary degree of soft skills. According to this research, the most important employability skills are:

i. Listening skill
ii. Communication skill
iii. Confidence
iv. Positive attitude
v. Team work
vi. Creativity
vii. Flexibility

As by Davies, 2000: New employees are expected to perform satisfactorily and be accountable. "Acquired abilities from higher education do not always lead to competencies valued by the labor market, many post graduates feel frustrated after completing studies and being unable to find a suitable employment." There is a significant difference in the options available to people who have employability skills versus those who do. Several post graduate recruitment studies have emphasized the importance of transferable employment skills to secure and retain a job; employers require graduates with academic, technical, and non-technical skills (ineffective management, communication, and interpersonal skills, teamwork, and problem-solving skills). Basic skills are an element of competitiveness that relate to personal development, occupational skills, and information technology abilities

Hugely and Mussnug 1997: It is more necessary to teach thinking and analytical skills than specialized talents. Teamwork, oral and written communication, problem solving, information processing, negotiating, listening, planning, resourcefulness, and originality are among the talents .Self-reliance, self-discipline, the capacity to work cooperatively with others, and the ability to use knowledge to solve practical problems, are transferrable qualities that should be included in university curricula. As a result, multiple studies on employability skills have revealed a significant disparity between the skill requirements of various industries

and the degree of those skills among recent graduates. The gap in leadership skills, communication skills, negotiating skills, ability to manage, coordinate, conflict resolution, have a clear vision, creative/innovative, adaptation to change, problem solving, and decision-making skills is large, according to a literature study.

Objectives of the Study

The research reveals that varied perspectives on the abilities required of young graduates who are ready for placements exist. Graduates are expected to be 'job ready,' with academic, technical, and employability qualifications. They do not; however, appear to have a strong understanding of which employability skills are required to function in various positions. There are few research studies on graduating students' thoughts and ideas on required competencies. This research found that there is a pressing need to develop an instrument that assesses

 a) Employability skills
 b) Student perceptions of their degree of readiness in the business and management sectors.

As a result, the current study's goal is to find out how post graduating seniors feel about their employability abilities in management degrees. This pilot project focuses on developing and validating relevant scales containing questions (items) that assess post graduating students' present skill readiness in multiple areas described in the literature. This will aid in identifying the gap between the abilities and competencies required for entry-level management roles.

Methodology

The Study area includes The graduates living in greater Hyderabad city participated in this study. Further, descriptive research design is adopted to describe the characteristics of the sample. Two important variables namely, employability skills and job readiness among young graduates were examined.

Tools & technique: A cross-sectional survey design was used, with data collected using a questionnaire designed expressly to gauge students' opinions and perspectives on the employability skills requirement. These abilities are characterized as follows in the current study: communication skill, personal and professional advancement, Personal Qualities, intellectual and technical skills. The primary goal of this study was to find out how young graduates in Hyderabad felt about their job readiness. Thus, two standardized scales were adopted to measure employability skills with 19 items scale and for measuring job readiness is measured with 10-item scale. Both the scale items were assessed using 5-point liker scale (where 5= strongly agree and 1=strongly disagree). The coefficient of alpha values are 0.78, 0.82 respectively indicating both the scale are reliable.

Data Collection

The data for this study was gathered from young people in greater Hyderabad city in the year 2017. The present study included every post-graduating and graduating student. The information was collected using Google form.

Sample size: using non probability sampling method, the sample units were chosen using convenient sampling technique. After a months' time, around 102 respondents filled the Google form.

Tool of Data Collection

bases questionnaire.

Results and Discussion

In this section, two important study variables are presented. They are employability skills and job readiness. Two scales were adopted to examine the study variables. In the following tables, means, SDs are computed to understand the status of the two variables.

Employability Skills

Skills are special abilities. There are various skills that young graduates are expected to possess and be ready to present such skills in their work place. However, such skills are tested in job interviews. Thus, results in this regard are presented in the following table.

TABLE 1 :EMPLOYABILITY SKILLS SCORES

S.No	Job Readiness Scale Items	Mean	SD
1	Ability to identify problems related to job	3.55	0.64
2	Ability to solve problems related to job	3.59	0.62
3	Use a computer to execute daily tasks	3.52	0.67
4	Understand cause-and-effect relationships	3.46	0.68
5	Numeracy and computational skills	3.42	0.81
6	Understand how an organization functions in relation to its competitors	3.60	0.66
7	Making decisions based on through analysis of the situation	3.52	0.73
8	Understand external influences, if any, (such as demonetization, Brexit etc.) on the organization and its strategies accordingly	3.51	0.71
9	Visualize your role in response to those changing strategies	3.56	0.57
10	Keeping up-to-date with external realities related to your company's success	3.54	0.71

It is quite clear from the table that on all the skills, the young graduates have scored above average which indicates that they just surpassed the expected scores.

Ability to identify problems related to job

Problem-solving is a part of everyone's work, whether you're a manager or entry level. A project manager may solve problems for their clients and team members, while individual contributors may solve problems for themselves or their coworkers.

Ability to solve problems related to job

When employers talk about problem-solving skills, they are often referring to the ability to handle difficult or unexpected situations in the workplace as well as complex business challenges. Organizations rely on people who can assess both kinds of situations and calmly identify solutions.

Use a computer to execute daily tasks

Just about every business you can think of uses computers in one way or another to carry out its functions. From generating reports to communicating with clients, computers do a lot for the efficiency with which a business is run.

Understand cause-and-effect relationships

A cause-effect relationship is a relationship in which one event causes another to happen. ... The cause must occur before the effect. Whenever the cause occurs, the effect must also occur. There must not be another factor that can explain the relationship between the cause and effect.

Numeracy and computational skills

Numeracy skills reflect your critical thinking and problem-solving abilities and can lead to better-paying jobs.

Understand how an organization functions in relation to its competitors

The process of appraising the growth, personnel, operations and work environment of an entity. Undertaking an organizational analysis is beneficial, as it enables management to identify areas of weakness and then find approaches for eliminating the problems.

Making decisions based on through analysis of the situation

Decision analysis is a form of decision making that involves identifying and assessing all aspects of a decision, and taking actions analysis is to ensure that decisions are made with all the relevant information and options available.

Understand external influences, if any, (such as demonetization, Brexit etc.) on the organization and its strategies accordingly

The goal of a small business is to grow and make money. To do that, it is important that all employees are on board and that their performance and behavior contribute to the company's success. Employee behavior, however, can be affected by external factors outside the business.

Visualize your role in response to those changing strategies

Employees, organizational change can bring about stress and anxiety, which affects their job performance. In order for businesses to successfully make large-scale changes to remain competitive, they need to anticipate the types of reactions their employees may have so that they can reassure them and help them focus on the success of the business.

Keeping up-to-date with external realities related to your company's success

Employers have a vital role in perpetuating a strong culture, starting with recruiting and selecting applicants who will share the organization's beliefs and thrive in that culture, developing orientation, training and performance management programs that outline and reinforce the organization's core values and ensuring that appropriate rewards and recognition go to employees who truly embody the values.

Job Readiness

The extent to which the young people are prepared to join occupations and professions for which they were educated and trained. In the following table, various aspects of job readiness are presented in the form of means and SDs.

TABLE 2 : JOB READINESS SCORES

Sno	Job Readiness Scale Items	Mean	SD
1	Monitoring Progress against the plan	3.54	0.75
2	Revising plans to include new information	3.65	0.64
3	Setting Priorities	3.69	0.56
4	Self-Confidence	3.75	0.54
5	Maintaining a positive attitude	3.79	0.47
6	Ability to work independently	3.64	0.54
7	Self-Motivation Play a role in the success	3.64	0.54
8	Relating well with superiors	3.61	0.73
9	Adapting to changing situations at workplace	3.67	0.59
10	Ability to function effectively in a team	3.67	0.63
11	Leadership skills are expected in the job	3.58	0.64
12	Recognizing alternative routes in meeting objectives	3.58	0.67
13	Develop and maintain effective relationship with colleagues and superiors	3.66	0.61
14	Initiating change to enhance productivity	3.62	0.66
15	Empathizing and Understanding the needs of others	3.60	0.66
16	Meeting deadlines	3.51	0.81
17	Delegating work peers	3.46	0.74
18	Delegating responsibility to subordinates	3.50	0.66
19	Responding positively to constructive criticism	3.51	0.70

It is quite clear from the table that on all the job readiness, the young graduates have scored above average which indicates that they just surpassed the expected scores.

Monitoring Progress against the plan

Monitoring progress involves keeping track of lots of moving parts. Most projects involve multiple team members handling various aspects of the project at the same time. They have to monitor elements such as the budget, scope, schedule, resources and tasks to be completed.

Revising plans to include new information

The *plan* should be revised when major plan such as legislation affecting the organization is approved *new* technology changes the face of the Company.

Setting Priorities

Setting priorities at work isn't just about choosing to do one thing over another; it's about choosing to do important things first so that you can achieve your long-term goals. Once priorities are established, they help us to stay organized and on-task.

Self-Confidence

One of your employees 3has worked hard over the past year, and you believe he's ready to take on more responsibility. Unfortunately, he's not as confident about his abilities.

Self-Confidence

One of your employees has worked hard over the past year, and you believe he's ready to take on more responsibility. Unfortunately, he's not as confident about his abilities.

Maintaining a positive attitude

A positive attitude keeps everyone trying new things, feeling brave about brainstorming new ideas, and makes people feel excited to go to work with their co-workers.

Ability to work independently

Working independently is the ability to work self-sufficiently on assigned tasks. Employees might receive direction on projects from a supervisor or manager, but they can then trust you to accomplish tasks with little to no supervision. They also can work on projects of their choosing separately from a team.

Self-Motivation Play a role in the success

The ability to motivate you self-motivation is an important skill. Self-motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve. This page explains more about this essential area, part of emotional intelligence.

Relating well with superiors

It is essential that the supervisor assigns challenging tasks to his team member as per his specialization and interest. The individual should have interest in the work; otherwise he would treat it as a burden and unnecessarily crib about things. It is important that the team leader understands his team members well.

Adapting to changing situations at workplace

Change is an inevitable and often positive aspect of working with others and the ability to cope with change can decrease stress and even increase productivity. They may even find that new and exciting opportunities show up for you when you learn to accept and embrace change. Adapting to change can take time and patience.

Ability to function effectively in a team

Teamwork is essential for the success of any project in the workplace. Working well with clients, managers, colleagues and other business stakeholders requires to have certain skills. Employers prefer candidates with these skills because they maintain a strong work culture and help the company achieve its goals.

Leadership skills are expected in the job

Excelling in a human resources career means honing your leadership qualities and skills.Analytical abilities are helpful in selecting and developing employee benefits packages, and communication and conflict management skills are essential in team management and in dealing with all kinds of employee and workplace challenges.

Recognizing alternative routes in meeting objectives

Recognition satisfies a person's desire to feel valued and motivates us to repeat a behavior where acceptance is high. In the workplace, recognition provides employees with the dots to connect their contribution.

Develop and maintain effective relationship with colleagues and superiors

A major part of our adult life is spent at the workplace. While it is easy for some people to build a relationship at the workplace, it does not come naturally to othersrelationships in the workplace matter more than you think.

Initiating change to enhance productivity

Improving productivity is not about making wholesale changes to the way you do business, and it is not about injecting a large pool of funds to improve production outputs. Productivity is achieved by developing consistent improvement measures that make existing systems, and people, more effective over time.

Empathizing and Understanding the needs of others

Empathetic leadership means having the ability to understand the needs of others, and being aware of their feelings and thoughts. Unfortunately, it has long been a soft skill that's overlooked as a performance indicator.

Meeting deadlines

Everyone in business knows how hard it is to keep up with multiple projects, especially when meeting deadlines is the ultimate goal. Every client wants a promptly completed project, irrespective of the workload you may be accumulating or the number of employees.

Delegating work peers

Managers have some tasks that they need to do, but their primary job is to make sure that others are doing what they have been assigned to accomplish the mission and goals of the organization.

Delegating responsibility to subordinates

Employees who are delegated new responsibilities are given an opportunity to excel at a task that has been entrusted to their care and direction. Supervisors delegating certain tasks are selecting someone who can perform the work.

Responding positively to constructive criticism

The person offering constructive criticism does not intend to make you feel bad about yourself. Rather, they recognize your strengths and are giving you the tools to recognize and overcome weakness.

Conclusion

Internships have been shown to improve people's perceptions of their ability to work. This conclusion is based on the fact that people who completed a post-graduate degree with an internship tended to be different from those who did not. Those who had completed an Internship thought they were more prepared for work than those who had not completed an Internship. Furthermore, in the regression model, having an internship was a substantial predictor. Students can gain adaptable knowledge; this form of learning allows students to improve their teamwork, communication, research, critical analysis, and problem-solving skills. It also allows postgraduate students to apply what they've learned in the classroom to the actual world of employment. Internships should be introduced into graduate programs or courses wherever possible, according to the researcher. This will allow postgraduate students to profit from applying classroom learning to the business while also obtaining assistance and hands-on training from both their instructors and Internship organizations' supervisors. Additionally, while in their graduate studies, students should look for internship opportunities and offer to undertake project-based tasks in these firms.This internship with The Climber has been a great experience for me. My Captain was assigned to the Operation Executive position, which entails responsibilities in four areas: sales, marketing, business development, and human resources.

Because of the work culture and the procedure, it was a terrific learning experience that was unlike any other Sales & Marketing Internship.

After completing the internship, you will have gained valuable insight into the fields of marketing and human resources management.

Throughout the process, I learned the importance of hard effort and endurance, as well as how to deal with problems as they arise.

This internship established the groundwork for future advancement in a variety of sectors; the knowledge obtained during this internship may lead to new career choices for me.

Implications

a. In most projects, numerous team members are responsible for different areas of the project at the same time.

b. When key plans, such as legislation affecting the organization, are approved, the plan should be amended

c. When new technology changes the Company's face, the plan should be revised.

d. Choosing one task above another isn't the only way to set priorities at work.

e. You believe one of your employees has put in a lot of effort over the last year and is ready to take on new responsibilities.

f. You believe one of your employees has put in a lot of effort over the previous year and is ready to take on greater responsibility.

g. A cheerful attitude encourages people to attempt new things, be daring when brainstorming new ideas, and look forward to going to work with their coworkers.

h. The capacity to work independently on specified tasks is a valuable skill.

i. The ability to motivate one is also a valuable skill.

j. It is critical that the supervisor assigns difficult work to his team members based on their areas of expertise and interests.

k. Working with people entails change, which is both inevitable and frequently beneficial, and the capacity to manage with it can reduce stress and even boost productivity.

l. In the workplace, teamwork is critical to the success of any endeavor. Working effectively with clients, bosses, coworkers, and other business stakeholders necessitates a set of abilities.

m. In order to succeed in the field of human resources, you must develop your leadership characteristics and talents.

n. Recognition satisfies a person's desire to be valued and encourages us to repeat a behavior that has a high level of acceptance.

o. Improving productivity does not necessitate fundamental changes to your business model or the injection of a huge sum of money to boost production outputs.

p. Empathetic leadership entails being able to see and understand others' needs, as well as their feelings and thoughts.

r. Every businessperson understands how difficult it is to manage several tasks, especially when following deadlines is the ultimate goal.

s. Managers have some responsibilities, but their major responsibility is to ensure that others are carrying out their responsibilities in order to achieve the organization's objective and goals.

t. Employees who are given new duties are given the chance to thrive at a task entrusted to their care and direction.

u. The individual giving you constructive feedback is not trying to make you feel horrible about yourself.

v. Everyone's job entails problem-solving, whether you're a boss or an entry-level employee.

w. When employers talk about problem-solving skills, they usually mean the capacity to deal with challenging or unexpected situations at work, as well as complex business difficulties.

x. Computers are used in almost every business you can think of to carry out its functions in some fashion.

y. Numeracy skills are a reflection of your critical thinking and problem-solving talents, and they can lead to higher-paying professions.

z. The process of evaluating an entity's growth, employees, operations, and work environment.

aa. Decision analysis is a type of decision-making that entails identifying and evaluating all components of a decision as well as performing an action analysis.

bb. A small business's goal is to expand and profit.

cc. Employees may experience stress and anxiety as a result of organizational change, which may influence their job performance.

dd. Employers play a critical role in sustaining a strong culture, beginning with recruiting and selecting individuals who share the organization's values and thrive in that culture, as well as implementing orientation, training, and performance management programs.

Conclusion

After completing their schooling, students' employability knowledge and abilities determine how prepared they are for the workforce. Knowledge and skills increase confidence, which in turn increases preparation for the work. This study aims to learn how recent graduates feel about their employment abilities. The literature's varied employability suggestions serve as a reminder that the main goal of our education and training is to be job-ready. About 100 teenagers took part in this study by answering questions on a prepared questionnaire that included two measures for gauging employability abilities and job readiness.The results are positive because they show that young people are progressive in their learning and approach to job because they scored above average on all the scales. Implications for application are drawn.

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