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A Study on Impact of Reskilling and Upskilling for Promotion of employees in the organization

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Abstract

Purpose: This paper aims to investigate the recent developments in research and practice of reskilling and upskilling programs for the benefit of employees for receiving a promotion by providing the employees with various programs focusing on different types of skill programs and also to identify solutions to the challenges that arise.
Design/methodology/approach: To study on the impact of reskilling and upskilling for promotion of employees in the organization a quantitative method has been used and also the survey is been made respectively to collect data from employees about their preferences on the type of programs, type of skills, working model, productivity and satisfaction. The chi-square test has been implemented effectively in order to analyze the categorical data where the data has a fixed number of variables such as age, gender, which helps in determining a significant difference with respect to the upskilling and reskilling of employees for the promotion purpose with the help of the demographic variable. The Multi Linear Regression test has been implemented effectively to help analyze the continuous data such as the job satisfaction, productivity which mainly influences the upskilling and reskilling programs.
Findings: This study helps in providing the majority of employees were not promoted after attending the upskilling and reskilling programs 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.
Research Limitations: The results of the study are bound to few potential limitations and bias includes where the participants underwent the upskilling and reskilling programs but did not help them with the promotions.
Practical Implications: This study provides a valuable insight on how the reskilling and upskilling programs can help the employees by promoting increased motivation and enhances the employee experience and encourages higher levels of employee loyalty.
Social Implications: Risk to diversity and economic decline may cause the existing risks and economic decline to the employee's choice considered in the upskilling and reskilling programs.

Keywords: Upskilling, Reskilling, Pay raise, Promotion, Logistic Industry, training, employee satisfaction, organizational learning.
Paper type: Research Paper

INTRODUCTION:

Upskilling is the process of learning new skills relevant to the present profession or employment while Reskilling is the acquisition of new talents unrelated to the existing position and both methods can improve, adaptability and versatility at work, which could improve the chances of getting a promotion. Reskilling and upskilling are processes for giving employees new skills or improving their current ones in order to better meet the shifting needs of an organization. Upskilling and reskilling have gained importance in recent years as technological improvements continue to change the nature of the workforce and the skills necessary for success. (Sawant, 2022) Upskilling and reskilling are important strategies for promoting professional development and advancement within an organization. Reskilling entails teaching staff members new abilities or technologies that are pertinent to either their existing positions or open positions inside the company. On the other side upskilling entails giving staff training that expands on their present competencies to increase their Proficiency and effectiveness in their current roles. (Cheryl, 2021). A prominent topic of research Is the effect of reskilling and upskilling on employee promotion within an organization. organizations can boost employee performance and job satisfaction, as well as retention rates and recruitment costs, by investing in staff training and development. (Alfredo Díaz, 2020)The Impact of reskilling and upskilling on the promotion of employees in an organization is a topic of growing interest and importance. This study aims to determine the extent to which employee promotion and career advancement in organizations are influenced by reskilling and upskilling programs. The study will take a mixed method approach, gathering and analyzing both qualitative and quantitative data. A person seeking a promotion in their career may find it quite helpful to reskill and upskill. One can show the company is dedicated to professional growth and development by acquiring new skills or improving old ones, which can increase the values as an employee. (Li, 2022) It is important to keep in mind that reskilling and upskilling can occur in a variety of ways including seminars, mentoring, coaching, on the job training, online courses, in percent training, and on the go training. The strategy used will be determined by the organizations need, available resources, and the precise skills and expertise that are being sought for those looking for a promotion, reskilling and upskilling can offer a variety of advantages such as improved professional satisfaction, more job stability, and higher earning potential. (Abe, 2021)

STATEMENT OF THE PROBLEM

Reskilling and Upskilling of employees does not always lead to the promotion of employees. This is because upskilling and reskilling can't always be an effective way to improve an employee's skill and knowledge thereby leading to promotion always.

REVIEW OF LITERATURE

The workforce is being transformed and greater access to new skills and knowledge is being facilitated by Industry 4.0, resulting in a revolution of industrial processes and a significant impact on globalization. According to the world Economic Forum, retraining will be needed for 50% of all workers by 2025 due to the adoption of new technologies. Over two-thirds of the abilities that are necessary in today's work needs will change in five years. In 2025, a third of the necessary talents will be technology-related skills that are not seen as being viral to today's employment requirements. The discussion in this study is centered on the upskilling and reskilling of the workforce in the era of Industry 4.0 and beyond. (Li, 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 several research papers and the perspectives of HR consultants. (Nayak Sasmita, 2018) New skills can be gained by employees wherever they may be, thanks to changes in the learning environment. The use of entirely digital methods to replicate the best aspects of in-person learning has been expedited by COVID-19 through live video and social sharing. More cost-effective scaling of learning initiatives is enabled by this change and better personalization of leaners, which in turn increases efficacy. Conditions that are changing quickly must be adapted

to by every industry's workforce, and new jobs and activities must be matched by business with those individuals. Leaders who can reskill and upskill the workforce will deliver new business models in the post-pandemic period. (Sapana Agrawal, 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. The goal of this study is to determine what factors might be affected by employees while making decisions about retraining themselves for the future. In a case study of a multifunctional firm, focus group talks, interviews, surveys, and an analysis of ERP data are employed. Skill distance in the context of learning behaviour is defined in this study while identifying the contributing factors. (Sudatta Kar, 2020) Due to the social and economic constraints put in place by governments to stem the spread of the virus, the COVID-19 pandemic has had a significant impact on Australian employers. Governments have taken a number of steps to assist people and businesses to solve this. The Job Keeper programme, financing for infection control training, a salary subsidy to support apprentices and trainees, an incentive to increase apprenticeship starts, and the Job Trainer programme were the efforts that mattered most to companies. (Ian White, 2022) This study investigates the impact of ChatGPT on the labour market. In order to begin comprehending how ChatGPT and other AI-related services are influencing the labour market, the author carefully analysed the earlier research that has been conducted on the topic and then evaluated the Chatgpt impact using the supply and demand model. The essay analyses the potential and problems presented by this innovation's short- and long-term effects on the labour market. Additionally, I use a text-mining strategy to extract different duties from the International Standard Occupation Classification in order to give a thorough list of jobs most vulnerable to ChatGPT. (Zarifhonarvar, 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 further research. This essay offers a different perspective plan for a developing nation depending on a non-renewable source to diversify its economy and enter IR 4.0. (Siti Norida Wahab S. D., 2021) In order to address the issues that occur, this paper will look into current advancements in theory and application about how artificial intelligence (AI) is transforming professional skills. According to earlier research (Jain et al. & Rothwell, 2021), developing market-responsive training pathways for skills, responsibilities, and roles necessitates foreseeing the kind of organisational changes brought on by the deployment of AI systems. The study therefore examined the various theories and viewpoints that explain how AI affects human skills in enterprises. Next, the article looked at how the development of AI affects the skills that employees need as well as how AI can aid in the development of critical talents. (Morandini, 2023)

(Alfredo Díaz, 2020) The article intended to start a conversation about how to weigh the benefits and dangers of the economy's growing robotization. Concerns about the viability of the current Social Security systems are specifically addressed. It is crucial to encourage worker training and employment given the rapid process of skill depreciation. In order to demonstrate potential solutions that could be adopted in the near future within the European Union in accordance with the instructions offered by a number of international agencies, several methods that have already been utilised in the past to finance comparable goals are discussed here. (Alfredo Díaz, 2020)

(Struthers, C. Ward ,Dupuis, Eaton, July, 2020) Participants were instructed to imagine themselves as victims of a co-worker's infraction after reading a story. Then, judgements of accountability and tolerance of co-workers were evaluated before and after training. One concept that is starting to show potential as a health and relationship enhancer in the workplace is forgiveness. This study's main goal was to investigate the results of social motivational training, a psychological intervention designed to encourage co-workers to forgive one another. Workers were randomly allocated to one of two intervention conditions in the first of two experiments. (Struthers, C. Ward ,Dupuis, Eaton, July, 2020) Reskilling and upskilling programmes have evolved to counter the effects of crises, greater competitiveness, and labour market impact caused by science and technology advancements. Choosing professional routes and appropriate upskilling choices is currently regarded as a difficult and time-consuming activity because information on continuing education is widely dispersed across websites. Consequently, this article provides a technique for creating a thorough knowledge graph from the websites of education providers. The researcher gathered educational programmes from 488 providers and use contextualization, entity recognition, and entity linking techniques to extract knowledge about entities like requirements, skills, learning objectives, and course material. Then, slot filling incorporates these items into a sizable knowledge network with approximately 734,000 edges and about 74,000 nodes. (Weichselbraun, 2022) Offering free or inexpensive, high-quality online courses to anyone anywhere and removing the barriers of traditional education's cost, location, and access are two ways that educational social entrepreneurs who offer massive open online courses (MOOCs) create social value by removing inequality in terms of reaching educational resources to develop new skills required by the business world. New employment and business models requiring new employee abilities, it was also anticipated to emerge during the epidemic. As a result,

people were more aware of the rationale behind MOOCs and the significance of social entrepreneurs who provide MOOCs. This chapter's goal is to investigate MOOC platforms and their efforts to provide social value during the COVID-19 pandemic. (Arıker, 2022) The Fourth Industrial Revolution has transformed the nature of work as we know it. Despite its rosy projections, the 4IR also foretells how things will be done and what talents will be needed. Not everyone will possess the abilities required in the workplace of the future. Debates concerning the effects of digitization on labour, artificial intelligence, and the uncertainty of work and careers left after automation have been fuelled by complex underlying reasons about the future of work. Concerns about the projected work-skill misalignment in the 4 IR are also prevalent since employees' presentation skills could not be applicable in the modern workplace. As a result, it is normal for skills to become outdated and for people to need to reskill or upskill. (Abe, 2021) The purpose of the paper is to provide the workers with the appropriate opportunities so that they may develop the skills they need in this era of advanced technology, which will have a positive impact on both the workforce and enterprises in the long run. Investing in reskilling and upskilling is less expensive than finding and hiring new employees. A company that reskills or upskills its workforce develops a fully formed, well-trained workforce and improves the talents of its personnel. Not only does it boost revenue for the company, but it also boosts employee retention. Making sure that employees' current abilities remain applicable is more important than ever in an era where technology is always evolving and driving change in the workplace. (Chakma, 2020) The definition of professional competence expected of employees who work for companies that are directly or indirectly impacted by these advancements or changes significantly and continuously changes due to the rapid modernization and influx of various new technologies and methodologies currently being used today. This creates a demand for new jobs requiring new skill sets, and one finds that in order to stay relevant to the workforce. In order to contribute to further development of these advancements, job candidates should have the appropriate skills for the job they are considering applying for, and those who are already employed should pick up new skills in order to stay relevant in the industry when new technologies are introduced. (Sawant, 2022) Due to teachers' lack of preparation for teaching remotely during the Coronavirus (COVID-19) epidemic, there were significant gaps in instruction. Because teachers lacked many digital abilities, they were unable to support students' learning through utilizing technology in novel ways to solve problems. Therefore, enhancing teachers' digital skills to facilitate the teaching and learning process will positively be influenced students in the use of digital technology in completing their assignments; consequently, enhance students' digital skills; prepare students for jobs that do not yet exist; and support them for unforeseen challenges they might face. (ElSayary, 2023) As a result of the physical, social, and psychological strains that employees have experienced as a result of the unexpected and demanding demands of pandemic, organizations all over the world have come to understand the importance of developing and maintaining a resilient workforce. The focus of this chapter is on training, upskilling, and reskilling in organizations and how these processes relate to fostering resilience in workers. As working relationships and expectations have abruptly shifted across sectors and businesses, it is highly pertinent and timely. The United Arab Emirates (UAE) scenarios must be included, hence a case study of EFS Facilities Services Group using primary and secondary data has been added. This instance demonstrates how upskilling and reskilling can be used to increase workforce resilience. (Agha, 2022) Every person is entitled to the chance to work in a respectable job with a living pay and room for progress. This is far from the reality for many people in America today, who are stuck in a loop of low-paying jobs that leave them with subsistence income and prevent them from rising in the economic ladder. To stay up with the rapid rate of technology innovation and its revolutionary effects on the U.S. economy, local leaders, businesses, and employees must quickly adapt. This paper, when combined with the prior one, "Growing Cities that Work for All," highlights the changes influencing low-wage jobs and their consequences for decision-makers hoping to increase worker mobility. (Marcela, 2018) Low-wage employees are hurting, and it's not because there aren't enough new jobs. The oncoming wave of innovation will give rise to new jobs and professions, and the market for labour will shirk some abilities just as swiftly as it will require others. Although it's unlikely that robots will ever completely replace American employees, the influx of new technologies will drastically reduce employment opportunities, increasing some industries while eradicating others. With this knowledge, workforce development initiatives may more successfully and quickly adjust to the demands of employees and businesses. When properly coordinated with economic development, such initiatives can have a greater influence on local opportunities for workers. (Meaney, 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. (Liapi, 2009) The goal of

this study is to investigate the perceived effect, prospective impact, and benefits of upskilling and reskilling on employed, underemployed, and jobless workers. Furthermore, the purpose of this research is to determine whether the perceived benefits of upskilling and reskilling include going beyond the poverty line and therefore out of poverty in genuine and sustainable ways. This new work and probable rise in compensation might lift them and their families beyond the poverty line. According to the findings of this survey, participants believe that upskilling and reskilling are options available to a select few. Employers are perceived to prioritize certain employees for upskilling/reskilling while excluding others. (Evans, 2022)

The writers' opinions and interpretations in this publication do not necessarily reflect those of the Government of Canada. Skills Next studies include: global comparisons of trends to understand the future of skills; and racialized people in Canada; knowns and unknowns about skills in Barriers to employment for persons with labour market information; disabilities; and racialized people in Canada. Rethinking the link between industry technology's return on investment and futility. As digitization continues to change the types of skills employers require, it will become increasingly important for Canadian businesses to assess the impact of reskilling and upskilling programs, as well as to foster a culture of continuous learning to ensure staff have the skills they require. (Ahmed, 2020) The Fourth Industrial Revolution has altered the South African short-term insurance market, as indicated by firms embracing automation in their operations. The difficulty that insurance companies face is that the talents needed for the future are not readily available in the market. Through the process of reskilling, organizations can develop the necessary future skills and capabilities using their existing resources. It was critical to identify elements that influence the success of employee reskilling, which must be taken into account when firms develop reskilling strategies as part of their long-term strategy. A critical literature analysis was done to examine what is already available in support of talent management and staff reskilling, and certain elements were identified as crucial for firms. (Modise, 2019) While automation provides numerous benefits, it has also raised legitimate fears about the future of our employment. Many occupations will be created, eliminated, or changed as robotics, artificial intelligence, blockchain, and other seismic advancements continue to evolve and take grip in our economy. Acquiring a digital skill set and adjusting those skills to changing circumstances will be a prerequisite for many people' sustained employment and professional success. However, predicting which talents would be relevant and then acquiring those abilities while working is difficult. As concerns about income and wealth inequality grow, as does fear of being left behind in a digital, data-driven economy, educating employees with 21st-century skills is critical. (Fenlon, 2019) Proponents of artificial intelligence (AI) envision a situation in which intelligent computers do routine activities performed by people, freeing them up to pursue creative endeavors. While there is considerable concern about job losses, organizational think tanks support the synergistic convergence of human-machine competencies. Using dynamic skill, neo-human capital, and AI job replacement theories, the author argued that the introduction and adoption of AI necessitates employee upskilling. In the study the author interviewed 20 experienced professionals at multinational corporations (MNCs) in the information technology sector in India to establish the core skills regarded critical for employee upskilling. (Varma, 2021) This survey study represents the collective efforts of ten development partners in an attempt to shed light on the impact of the pandemic on employee, apprentice, intern, and trainee training and development from the perspective of enterprises and organisations. 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 skills development and lifelong learning systems. Given the enormous disruption to skill development initiatives caused by the pandemic, it was decided to conduct a global online poll to assess the impact of the COVID-19 issue. (Cheryl, 2021)

RESEARCH GAP:

Due to all the new concepts, a minute number of studies are done is multiple indexes. Every study that are available now are mainly focused on how the upskilling and reskilling of employees have been led to the promotion of employees pertaining to the reskilling or upskilling programs that will be provided by the organizations to the employees. Thereby, it also impacts on the impact of reskilling and upskilling for promotion of employees considering effectiveness of various reskilling and upskilling programs.

HYPOTHESIS OF THE STUDY:

$\boldsymbol{H_0}$: Reskilling and upskilling don’t have an effect on Promotion of the employees of an organization.

$\boldsymbol{H_1}$: Reskilling and upskilling have an effect on Promotion of the employees of an organization.

OBJECTIVES OF THE STUDY:

- To identify the current skills withing the organization.
- To evaluate the effectiveness of the training programs.
- To Identify the barriers of reskilling and upskilling
- To identify the best practices during the reskilling and upskilling programs.

SCOPE OF THE STUDY:

- Identification of the challenges faced by organizations in implementing reskilling and upskilling programs and recommendations for addressing these challenges.
- The evaluations on the impact of reskilling and upskilling programs on the promotion rates of employees.
- Examination of the factors that contributes to the success of employee promotion, that includes job performance, experience and training.
- Comparison on the effectiveness of various types of training programs.
- Assesment on the impact of employer investments in reskilling and upskilling programs on employee engagement, satisfaction and retention.
- From screening of applicants to maintaining the databases, arranging interviews and addressing and also resolving of contestant queries, AI helps in reducing the time and effort required to complete such activities.

RESEARCH METHODOLOGY AND DATA COLLECTION

The research methodology applied will include questionnaires in house employees of Fyn Mobility and employees outsourced under the same company.

- **Population:** Employees of logistics and manufacturing industry.
- **Sample design:** Quantitative
- **sample size:** 104 Employees
- **sampling unit:** In house employees of Fyn Mobility
- **sampling method:** Simple Random Sampling
- **Method of data collection:** Questionnaire
  - ✓ The study will use a combination of primary and secondary data collection methods.
  - ✓ Primary data will be collected with the help of a questionnaire circulated among the employees.
  - ✓ Secondary data will be obtained from publicly available sources, research papers, company websites or other relevant sources.
- **Data analysis techniques:** Chi Square Test & Multi Linear Regression
- **Tool For Analysis:** The data would be analyzed using statistical software like SPSS.

LIMITATIONS OF THE STUDY:

- **Time and cost:** Reskilling and upskilling programs could be time-consuming and is expensive as well.
- **Age Discrimination:** Employees who are ages may face age discrimination, which makes it challenging for them to reskill and upskill that makes them remain competitive.
- **Limited applicability:** The skills gained through the reskilling and upskilling programs conducted in the organizations may not be relevant to all the industries and all jobs.

- **Inadequate support:** To effectively reskill and upskill, the employees might not receive the support that they require.

DATA ANALYSIS AND INTERPRETATION:

Testing of Hypothesis: Chi Square Test

	Independent Variables					
	Age	Gender	Education	Designation	Working Mod	Work-Life
Test Variables	p-value	p-value	p-value	p-value	p-value	p-value
Do you believe the reskilling or upskilling program has improved your employability?	0.039	0.562	0.016	0.026	0.012	0.055
Do you believe reskilling and upskilling are important for career development?	0.118	0.135	0.002	0.134	0.023	0.127
How would you describe the organizational culture?	0.655	0.204	0.302	0.504	0.609	0.005
Have you participated in any reskilling or upskilling programs provided by the or	0.047	0.814	0.024	0.871	0.156	0.053
How do you feel about the reskilling or upskilling opportunities provided by the	0.156	0.669	0.001	0.213	0.01	0.157
What type of reskilling or upskilling program did you participate in?	0.162	0.84	0.06	0.012	0.047	0.133
Do you believe that the reskilling or upskilling programs have improved your job	0.768	0.291	0.52	0.055	0.073	0.001
Have you received a promotion or a pay raise after completing a reskilling or upsl	0.767	0.26	0.107	0.043	0.018	0.053
Do you feel that reskilling or upskilling has increased your job satisfaction?	0.001	0.501	0.05	0.358	0.175	0.061
Have you noticed any changes in your career path since participating in reskilling	0.002	0.988	0.423	0.525	0.229	0.029
Do you think that reskilling or upskilling programs have improved your job prosp	0.162	0.536	0.26	0.098	0.018	0.076
How important is promoting diversity and inclusion within promotions?	0.285	0.127	0.067	0.417	0.029	0.004
Have you recommended the reskilling or upskilling programs to your colleagues?	0.428	0.606	0.005	0.01	0.011	0.052
Do you believe that the organization values employees who participate in reskilli	0.003	0.31	0.001	0.302	0.103	0.403
Should promotions be limited to certain departments or open to all employees?	0.118	0.651	0.001	0.132	0.189	0.179
How often do you believe employee promotions should occur?	0.005	0.262	0.015	0.003	0.262	0.775
How should promotions be determined?	0.34	0.305	0.412	0.569	0.667	0.009
Should promotions be based on an employee's ability to perform duties outside o	0.092	0.287	0.285	0.952	0.328	0.29
How has the reskilling or upskilling program impacted your job performance?	0.013	0.711	0.008	0.016	0.001	0.003
How do you think the organization can improve its reskilling programs to suppor	0.356	0.725	0.069	0.065	0.001	0.219

From the above table, we know that,

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 8.390. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.039). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 8.307. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.016). The result is significant if this value is equal to or less than the designated alpha level (normally .05)
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.265. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.026). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 8.784. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.012). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of Age, education, designation and working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs with the improvement of employability.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 17.118. The p-value appears in the same

row in the "Asymptotic Significance (2-sided)" column (.002). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 11.342. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.023). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of education and working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling program's importance for career development.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.974. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.047). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.466. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.024). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of age and education is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling program's participation provided by the organization.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 21.883. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.001). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 16.935. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.010). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of education and working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling program's opportunities provided by the organization.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 12.857. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.012). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 9.636. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.047). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of education, designation and working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling program participants.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 21.582. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.001). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of work-life balance is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs improvement on job performance.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 23.546. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.001). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of designation and working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs have received a promotion or pay raise.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 25.607. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.002). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.084. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.029). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of age and work-life balance is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs increasing the job satisfaction.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.337. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.026). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 8.042. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.018). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of age and work-life balance is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs has changed their career path.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 12.993. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.043). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 15.367. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.018). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of working model is less than 0.05, we can say that there exists a relationship between the Upskilling and Reskilling programs have improved job prospects.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.084. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.029). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 11.112. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.004). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of working model and work life balance is less than 0.05, we can say that there exists a relationship between the importance in promoting diversity and inclusion within promotions.

- As the p-values in the case of working model and work life balance is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling program conducted for career development.

- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 16.786. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.010). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 16.580. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.011). The result is significant if this value is equal to or less than the designated alpha level (normally .05).

- As the p-values in the case of working model and work life balance is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs being recommended to colleagues.

- As the p-values in the case of age and education is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs conducted by organization values employees.
- As the p-values in the case of education is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs promotions should be open to all open employees.
- As the p-values in the case of designation is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs employee promotion should be conducted often.
- As the p-values in the case of age and education is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs conducted by organization values employees.
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 21.711. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.001). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- As the p-values in the case of work life balance is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling program's determination of promotions.
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 25.607. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.002). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 7.084. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.029). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- As the p-values in the case of age, education and working model is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs impact on job performance.
- The chi square statistic appears in the Value column of the Chi-Square Tests table immediately to the right of "Pearson Chi-Square". The value of the chi square statistic is 21.040. The p-value appears in the same row in the "Asymptotic Significance (2-sided)" column (.001). The result is significant if this value is equal to or less than the designated alpha level (normally .05).
- As the p-values in the case of working model is less than 0.05, we can say that there exists a relationship between the reskilling and upskilling programs change to support for the betterment of employees.

Testing of Hypothesis: Multi Linear Regression:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.649[a]	.421	.404	.439	.421	24.226

a. Predictors: (Constant), Have you participated in any reskilling or upskilling programs provided by the organization?, Do you believe reskilling and upskilling are important for career development?, Do you believe the reskilling or upskilling program has improved your employability?

b. Dependent Variable: Do you think that reskilling or upskilling programs have improved your job prospects within the organization?

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.035	3	4.678	24.226	<.001[b]
	Residual	19.311	100	.193		
	Total	33.346	103			

a. Dependent Variable: Do you think that reskilling or upskilling programs have improved your job prospects within the organization?

b. Predictors: (Constant), Have you participated in any reskilling or upskilling programs provided by the organization? Do you believe reskilling and upskilling are important for career development? Do you believe the reskilling or upskilling program has improved your employability?

From the above table, we know that
Given that R2 is 42% the model is fit.

H_0 will be rejected based on the Anova's table, as the significance value is less than 0.05

FINDINGS:

The majority of the respondents were in the age group of 18-25. The majority of the respondents were female. The majority of the respondents were Undergraduates. The majority of the respondent's designation was Mid-Level. The majority of the respondents believed that upskilling or reskilling had improved their employability. The majority of the respondents said that upskilling or reskilling are important for career development. The

majority of the respondent's working modal was Remote. The majority of the respondent's work-life balance was good. The majority of the respondent's organizational culture was Competitive and high-pressure. The majority of the respondent's had participated in the reskilling or upskilling programs provided by the organization. The majority of the respondents felt Satisfied about the reskilling and upskilling opportunities provided by the organization. The majority of the respondents participated in soft skill training. The majority of the respondents somewhat believed that the reskilling or upskilling programs have improved job performance. The majority of the respondents received a Pay raise. The majority of the respondents significantly felt increase in job satisfaction. The majority of the respondents were given new responsibilities. The majority of the respondents noticed improvements with their job prospects within the organization. The majority of the respondents felt promoting diversity and inclusion important. The majority of the respondents had recommended the reskilling & upskilling programs to a few colleagues. The majority of the respondents believed neutrally that organization values employees who participate in upskilling or reskilling. The majority of the respondents said promotions should be open to all the employees. The majority of the respondents believed that employee promotions should occur once in every two years. The majority of the respondents state that promotions should be determined on the basis of the performance evaluations. The majority of the respondents state that promotions should be based on an employee's ability to perform duties outside of their job description. The majority of the respondents state that reskilling or skilling has improve their job performance. The majority of the respondents state that the organizations should increase funding for training programs.

SUGGESTIONS:

Organizations should identify skills gaps and provide training programs to reskill employees to meet the organization's evolving needs. Organizations should develop career development programs that provide employees with opportunities to learn and grow in their careers. Organizations should encourage a culture of learning and provide employees with the resources and tools they need to reskill. Organizations should recognize and reward employees who have completed reskilling programs and have shown an improvement in their performance. Organizations should measure the impact of reskilling on employee performance, retention, and organizational agility to determine the effectiveness of reskilling programs and make necessary adjustments. Should give standard input to workers on their exhibition and progress towards their objectives. Foster a positive work culture to perceive and remunerate workers who have shown excellent execution, commitments, and accomplishments. To encourage continuous learning to encourage a positive work culture that values cooperation, coordinated effort, and development. This will assist workers with feeling esteemed and drew in and establish a strong climate for profession development. Use objective criteria to utilize objective measures like work execution, capabilities, and experience to settle on advancement choices. This will assist with guaranteeing reasonableness and straightforwardness in the advancement cycle. Discuss plainly with representatives about advancement open doors and the models used to assess competitors. This will assist representatives with understanding the advancement cycle and what is generally anticipated of them.

CONCLUSION:

When employees are given the opportunity to reskill and 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. Reskilling 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. Reskilling can have a significant impact on promoting employees within an organization. advancing workers inside an association is a significant part of ability the executives and a critical consider holding top entertainers. By giving open doors to development, creating vocation plans, offering preparing and improvement, and empowering position shadowing and coaching, associations can make a culture of learning and advancement that upholds worker professional success. It is critical to convey advancement open doors obviously, utilize objective measures for advancement choices, and encourage a positive work culture that values collaboration and development. By following these suggestions, associations can make a pipeline of skilled and propelled workers

who are prepared to take on new difficulties and add to the outcome of the association. Putting resources into representative turn of events and advancement helps the person as well as works on hierarchical execution, efficiency, and worker maintenance.

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APPENDIX:

QUESTIONNAIRE

1. What age bracket do you belong to?
    - 18-25
    - 25-35
    - 35-45
    - 45+

2. How do identify yourself?
    - Male
    - Female
    - Prefer Not to say

3. What is your highest level of education?
    - Under Graduation
    - Post Graduation
    - Other

4. Designation?
    - Entry-Level
    - Mid-Level
    - Top-Level

5. Do you believe the reskilling or upskilling program has improved your employability?
    - Yes
    - No

6. Do you believe reskilling and upskilling are important for career development?
   - Yes
   - No
   - Maybe
7. What is your working modal?
   - Remote
   - Hybrid
   - On-Site
8. How would you describe the work-life balance at the organization?
   - Good
   - Fair
   - Poor
9. How would you describe the organizational culture?
   - Collaborative and supportive
   - Competitive and high-pressure
   - Hierarchical and bureaucratic
   - Innovative and forward-thinking
10. Have you participated in any reskilling or upskilling programs provided by the organization?
    - Yes
    - No
11. How do you feel about the reskilling or upskilling opportunities provided by the organization?
    - Very satisfied
    - Satisfied
    - Neutral
    - Unsatisfied
    - Very unsatisfied
12. What type of reskilling or upskilling program did you participate in?
    - Technical skills
    - Soft skills
    - Leadership development
13. Do you believe that the reskilling or upskilling programs have improved your job performance?
    - Yes, significantly
    - Yes, somewhat
    - No, not really
    - No, not at all

14. Do you think that reskilling or upskilling programs have improved your job prospects within the organization?

- Yes
- No

15. Have you received a promotion or a pay raise after completing a reskilling or upskilling program?

- Yes, a promotion
- Yes, a pay raise
- No, neither
- I have not completed a reskilling or upskilling program

16. Do you feel that reskilling or upskilling has increased your job satisfaction?

- Yes, significantly
- Yes, somewhat
- No, not really
- No, not at all

17. Have you noticed any changes in your career path since participating in reskilling or upskilling programs?

- Yes, I have been given new responsibilities
- Yes, I have been promoted
- No, there has been no change
- I have not participated in any reskilling or upskilling programs

18. How important is promoting diversity and inclusion within promotions?

- Important
- Not important

19. Have you recommended the reskilling or upskilling programs to your colleagues?

- Yes, to many colleagues
- Yes, to a few colleagues
- No, I have not recommended it to anyone
- I have not participated in any reskilling or upskilling programs

20. Do you believe that the organization values employees who participate in reskilling or upskilling programs?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. Should promotions be limited to certain departments or open to all employees?

- Limited to certain departments
- Open to all employees
- It depends on the circumstances

22. How often do you believe employee promotions should occur?

- Every Year
- Every two years
- Every three years

23. How should promotions be determined?

- Based on seniority
- Based on performance evaluations
- Based on both seniority and performance evaluations

24. Should promotions be based on an employee's ability to perform duties outside of their job description?

- Yes
- No

25. How has the reskilling or upskilling program impacted your job performance?

- Improved my job performance
- No impact on my job performance
- Had a negative impact on my job performance

26. How do you think the organization can improve its reskilling or upskilling programs to better support employee career growth and advancement?

- Provide more options for skill development
- Increase funding for training programs
- Offer more advanced or specialized training
- Provide more opportunities for hands-on experience
- Other