



JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)

An International Scholarly Open Access, Peer-reviewed, Refereed Journal

“A Study on Professionals' Perceptions on the Skills Needed in the Corporate Sector in Indore”

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Abstract

Nearly everyone is impacted by higher education, whether as citizens, workers, parents, students, or as recipients of scientific, medical, and technical advancements. As is well known, competency or expertise is the foundation of any successful endeavour. These elements could differ from one company to another, necessitating a tailored approach to workplace competencies. Because each company has to incorporate ideas into its own hiring, growth, and succession planning, as well as into the design of jobs. One is prepared to begin considering the particular sets of abilities, know-how, and experience required to be a high-performing function once the general focus of the role has been determined. The human resource instrument that helps the company manage and grow the abilities of its workers, hire the best succession planners, and create employment plans is competency-based management.

The purpose of this survey is to find out how professionals view the competences needed in the corporate sector. Twelve general competences that promote great performance in the internal communications field have been found by this descriptive study. The main goal of this study is to determine how professionals and students in the Indore region perceive the skills needed in the business sector. Thus, this study will help determine what capabilities the placement committee is looking for in a candidate and what skills are necessary to land the proper job. It will also help determine how students perceive various aspects of society. It will shed light on how businesses must cultivate these skills in order to grow and succeed in their respective domains.

Keywords: *Education, management, competencies, corporate sector*

INTRODUCTION

India produces more than 4,000 technical and professional graduates annually, which is approximately 25 times more than Thailand's 17,000 and second only to China's 4,90,000. In addition to engineers, India generates more than 70,000 certified professionals with vocational skills and 8,50,000 graduates annually. Millions of people are still looking for good work, nevertheless.

The combination of abilities, know-how, and experience required to be a great performance is referred to as competences. Performance management/appraisal, personal development planning, management training and development, job descriptions, person requirements, and management selection are the most common uses for competencies.

The competences particularly address the abilities, know-how, and experience in internal communications that individuals require to be high performers. The more broad commercial and managerial competencies, like leadership, time management, and numeracy, have not been the subject of our research or definition. Many organizations already have their own generic competency frameworks, and there are more generalist definitions accessible. Individual positions, organizations, and team structures will all influence how much a person uses these talents. One can select

which of the 12 competences are pertinent to a certain job using the framework which level (basic, intermediate, or advanced) of each competency is suitable for the position.

Some definitions of Competencies:

“A competency is a set of skills, related knowledge and attributes that allow an individual to successfully perform a task or an activity within a specific function or job”-By Unido

“Competencies are personal characteristics that contribute to effective managerial performance”-By Albanese (1989)

“Competencies are generic knowledge motive, trait, social role or a skill of Person linked to superior performance on the job”-By Hayes

At PPL, competency-based HR procedures have shown great success in hiring, training, and performance management. However, libraries thinking about implementing these practices need to be mindful of the following challenges:

1. It takes a lot of time for management. 2. There are various methods to interpret ratings for the frequency of misbehavior.

3. For certain employees, performance might be a highly emotional matter. 4. Staff find it challenging to use competency metrics for 360-degree feedback. 5. If there are insufficient qualified candidates, competency-based hiring could be challenging.

Managers have a well-defined process for assessing and directing subpar performance. We've had a lot of success reviving underperforming employees.

1. There is now a language for managers and employees to use when discussing performance concerns.
2. Managers have had great success with underperforming employees and find it easier to handle performance issues.
3. The hiring procedure is now clear.
4. There is greater focus on the training process.

As is well known, competency or expertise is the foundation of any successful endeavor. These elements could differ from one company to another, necessitating a tailored approach to workplace competencies. Because each company has to incorporate ideas into its own hiring, growth, and succession planning, as well as into the design of jobs. The human resource instrument that helps the company manage and grow the abilities of its workers, hire the best succession planners, and create employment plans is competency-based management..

BROAD COMPETENCY CATEGORIES

Technical/functional competencies, managerial competencies, and generic competencies
A LIST OF SKILLS THAT CAN BE EXCELLENTLY DEVELOPED THROUGH MEANS OTHER THAN TRAINING PROGRAMS

Competencies at the Supervisor Level

1. Positivity 2. Practical Understanding 3. Social Competencies 4. Self-Empowerment 5. Capacity for Analysis 6. Flexibility 7. A focus on improvement

Competencies at the Executive Level

- 1) Self-management and planning and organizing
- 2) Analytical and Problem-Solving Skills
- 3) In terms of interpersonal skills, teamwork, and conflict resolution
- 4) Action-oriented self-empowerment
- 5) Originality and Adaptability

Middle Management – Level Competencies

- 1) Summarizing and Listening (Networking)
- 2) Encouraging and caring;
- 3) Encouraging and developing subordinates;
- 4) Improvement-oriented
- 5) Honesty and Motivation
- 6) Expertise
- 7) Persuasion & Influence

Senior Management-Level Proficiencies

- 1) Having an impact
- 2) Work process orientation and resource optimization
- 3) People management, or stress management
- 4) Versatility
- Adversity-based leadership: (Leadership by Example)
- 6) Organization Development Orientation/Learning Facilitation/People Process Orientation:
- 7) Integrity: Serves as an example and role model, fully assimilating the company's corporate concept. Despite pressure to the contrary, he or she does what they think is right.

Competencies and job skills for graduates

1. Solving problems is a sign of an autonomous worker
2. Time management is being ahead of the curve
3. Commercial awareness is the way the industry fits together
4. Communication is the ability that keeps the flow of information going
5. Essential competencies and skills: master the fundamentals
6. Emotional intelligence: a prerequisite for collaboration
7. Originality: graduate recruiters appreciate new ideas
8. Computer proficiency: how to satisfy the demands of recent graduates in the workforce
9. Customer service: the hard business skill with a soft edge.
10. Entrepreneurial skills: taking advantage of and completing opportunities.

RESEARCH OBJECTIVES

1. The main objective is to investigate how professionals and students view the skills needed in the corporate sector..
2. To determine the gaps in credentials and potential employment placements.
3. To make recommendations for actions to close the gap.
4. To determine the difficulties students encounter in locating suitable employment.

LITERATURE REVIEW

Tirtha Bhatt from Ahmedabad's Lokjagruti Institute of Management Studies

Despite the fact that research focuses on the abilities, expertise, and character traits of practitioners, no conclusive study combines these components in a study that spans Europe. Specializations are challenging to identify because of the emphasis on roles and the labeling of practitioners based on the tasks they perform or their position within the organizational hierarchy. The literature evaluations also make it evident that little is known about social media usage in the PR industry and the abilities, know-how, and character traits required to carry out this function effectively. Finding the best, better, good, and average effort from each employee and supporting the best is the aim of this endeavor.

- Douglas Thomas and Patricia Torbet (National Center for Juvenile Justice, 2005)

The "development of competencies" component of that statement—possibly the least understood of Pennsylvania's three juvenile justice objectives—is examined in this White Paper. It makes a case for a particular viewpoint on competency development, including what it is, why it matters, and how to go about doing it. It is the result of extensive deliberation and consideration by the state advisory group, the Juvenile Justice and Delinquency Prevention Committee, and a focus group of state and local practitioners who convened on a periodic basis over a two-year period to define and identify research-supported practices, competency development outcomes, and principles that align with the goals of the Juvenile Act

- Peter Hyde Consulting for Management September 17, 2006 general skills in the field of framework.

Discovering The logic behind our generic competency paradigm is explained and presented in this white paper. Our ambition to provide self-service 360 degree feedback in collaboration with Bowland Solutions served as the impetus for creating the framework. A list of standard skills, each with many behavioral indicators, would be provided by the research.

- Olga Gazman, Lisa Wozniak, and Cynthia Putnam New York, 2009

In order to serve workers with varying demands, this research analyzes two industry partnership models for trained and experienced building operators who are now unemployed as well as long-term unemployed people.

However, there are four components that all models have in common that help them successfully match companies and employees and place them in positions. Participants are chosen for success through recruitment and screening by an experienced case manager based on clearly established qualifying criteria. Workers receive practical skill enhancement through training and certification that combines classroom instruction, fieldwork projects led by nearby firms, skill evaluation, and participant feedback. Through employer supervision and mentoring, participants gain practical building experience and form relationships with companies that can help them develop the soft skills they need to succeed in the workplace. Support for job searching was given both before and after training, with an emphasis on enhancing interviewing and résumé skills as well as successfully negotiating employment offers.

METHODOLOGY

This research is based on primary data. this is a descriptive research, so the data is collected through questionnaires method. In my research study I collected the data from respondents who are H.R managers and Training and placement officers from various colleges and companys situated in Indore District.

Data collected through questionnaires is analyzed through SPSS by applying KMO Bartlett's test and Factor analysis. Sample size is 50. The sample size is 25 H.R managers and 25 placement officers. followed simple random sampling technique

Tools for Data Analysis Used are KMO & Bartlett's test, Factor analysis..

KMO & Bartlett's test measure of sampling adequacy. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is an index used to examine the appropriateness of factor analysis. High values (between 0.5 and 1.0) indicate factor analysis is appropriate. Values below 0.5 imply that factor analysis may not be appropriate.

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. Factor analysis searches for such joint variations in response to unobserved latent variables.

Limitations of the study

- The primary time constraint in this study is that only 50 respondents' data was obtained; also, the cost of conducting the research limited my field of expertise.
- Another significant drawback is that respondents' opinions or viewpoints may be skewed on their preferences for the competences they believe are necessary for their line of wor

DATA ANALYSIS AND INTERPRETATION

RESPONDENT PROFILE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	4.0	4.0	4.0
	DISAGREE	1	2.0	2.0	6.0
	NOT SURE	1	2.0	2.0	8.0
	AGREE	15	30.0	30.0	38.0
	STRONGLY AGREE	31	62.0	62.0	100.0
	Total	50	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	6.0	6.0	6.0
	DISAGREE	12	24.0	24.0	30.0
	NOT SURE	8	16.0	16.0	46.0
	AGREE	12	24.0	24.0	70.0
	STRONGLY AGREE	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Table No. 4.3 INNOVATION/CREATIVITY SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	10.0	10.0	10.0
	DISAGREE	2	4.0	4.0	14.0
	NOT SURE	6	12.0	12.0	26.0
	AGREE	13	26.0	26.0	52.0
	STRONGLY AGREE	24	48.0	48.0	100.0
	Total		50	100.0	100.0

Table No. 4.4 DESIGNATION					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	H.R	25	50.0	50.0	50.0
	TPO	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Table No. 4.5 COMMUNICATION SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	4.0	4.0	4.0
	DISAGREE	8	16.0	16.0	20.0
	NOT SURE	4	8.0	8.0	28.0
	AGREE	13	26.0	26.0	54.0
	STRONGLY AGREE	23	46.0	46.0	100.0
	Total		50	100.0	100.0

Table No. 4.6 ANALYTICAL AND LATERAL SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	5	10.0	10.0	10.0
	DISAGREE	2	4.0	4.0	14.0
	NOT SURE	6	12.0	12.0	26.0
	AGREE	15	30.0	30.0	56.0
	STRONGLY AGREE	22	44.0	44.0	100.0
	Total		50	100.0	100.0

Table No. 4.7 COMPUTER SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	4.0	4.0	4.0
	DISAGREE	6	12.0	12.0	16.0
	NOT SURE	6	12.0	12.0	28.0
	AGREE	13	26.0	26.0	54.0
	STRONGLY AGREE	23	46.0	46.0	100.0
	Total	50	100.0	100.0	

Table No. 4.8 NETWORKING SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	6.0	6.0	6.0
	DISAGREE	10	20.0	20.0	26.0
	NOT SURE	13	26.0	26.0	52.0
	AGREE	16	32.0	32.0	84.0
	STRONGLY AGREE	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

Table No. 4.9 CUSTOMER ORIENTATION SKILL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	3	6.0	6.0	6.0
	DISAGREE	6	12.0	12.0	18.0
	NOT SURE	9	18.0	18.0	36.0
	AGREE	15	30.0	30.0	66.0
	STRONGLY AGREE	17	34.0	34.0	100.0
	Total	50	100.0	100.0	

Table No. 4.10 FORWARD THINKING					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STRONGLY DISAGREE	2	4.0	4.0	4.0
	DISAGREE	10	20.0	20.0	24.0
	NOT SURE	12	24.0	24.0	48.0
	AGREE	20	40.0	40.0	88.0
	STRONGLY AGREE	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table No. 4.11 ADAPTIBILITY					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	3	6.0	6.0	6.0
	DISAGREE	2	4.0	4.0	10.0
	NOT SURE	15	30.0	30.0	40.0
	AGREE	16	32.0	32.0	72.0
	STRONGLY AGREE	14	28.0	28.0	100.0
	Total	50	100.0	100.0	

Table No. 4.12 TECHNICAL KNOWLEDGE					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	2	4.0	4.0	4.0
	DISAGREE	10	20.0	20.0	24.0
	NOT SURE	14	28.0	28.0	52.0
	AGREE	12	24.0	24.0	76.0
	STRONGLY AGREE	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Table No. 4.13 LEADERSHIP QUALITIES					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	3	6.0	6.0	6.0
	DISAGREE	4	8.0	8.0	14.0
	NOT SURE	11	22.0	22.0	36.0
	AGREE	20	40.0	40.0	76.0
	STRONGLY AGREE	12	24.0	24.0	100.0
	Total	50	100.0	100.0	

Table No. 4.14 QUALITY TO MANAGE STRESS PROPERLY					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	STRONGLY DISAGREE	7	14.0	14.0	14.0
	DISAGREE	4	8.0	8.0	22.0
	NOT SURE	10	20.0	20.0	42.0
	AGREE	18	36.0	36.0	78.0
	STRONGLY AGREE	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table No. 4.15 SELF CONFIDENCE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	2	4.0	4.0	4.0
DISAGREE	10	20.0	20.0	24.0
NOT SURE	10	20.0	20.0	44.0
AGREE	14	28.0	28.0	72.0
STRONGLY AGREE	14	28.0	28.0	100.0
Total	50	100.0	100.0	

Table No. 4.16 ABILITY TO MAKE DIFFICULT DECISIONS IN A TIMELY MANNER

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	3	6.0	6.0	6.0
DISAGREE	5	10.0	10.0	16.0
NOT SURE	6	12.0	12.0	28.0
AGREE	18	36.0	36.0	64.0
STRONGLY AGREE	18	36.0	36.0	100.0
Total	50	100.0	100.0	

Table No. 4.17 FLEXIBLE IN NATURE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	3	6.0	6.0	6.0
DISAGREE	5	10.0	10.0	16.0
NOT SURE	16	32.0	32.0	48.0
AGREE	13	26.0	26.0	74.0
STRONGLY AGREE	13	26.0	26.0	100.0
Total	50	100.0	100.0	

Table No. 4.18 QUALITY OF EMPOWERING AND DEVELOPING OTHERS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	4	8.0	8.0	8.0
DISAGREE	7	14.0	14.0	22.0
NOT SURE	11	22.0	22.0	44.0
AGREE	15	30.0	30.0	74.0
STRONGLY AGREE	13	26.0	26.0	100.0
Total	50	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	2	4.0	4.0	4.0
DISAGREE	1	2.0	2.0	6.0
NOT SURE	13	26.0	26.0	32.0
AGREE	16	32.0	32.0	64.0
STRONGLY AGREE	18	36.0	36.0	100.0
Total	50	100.0	100.0	

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	6	12.0	12.0	12.0
DISAGREE	4	8.0	8.0	20.0
NOT SURE	9	18.0	18.0	38.0
AGREE	10	20.0	20.0	58.0
STRONGLY AGREE	21	42.0	42.0	100.0
Total	50	100.0	100.0	

4.2 Data analysis

The results shown below are KMO & Bartlett's test and Factor analysis.

4.2.1 Reliability Statistics

Cronbach's Alpha	N of Items
.617	20

Interpretation :-

Cronbach's Alpha Reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer coefficient is to 1.0 the greater the internal consistency of the items in the scale. Based upon the formula where k is the number of items considered and r is the mean of the inter-item correlations the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. George and Mallery (2003) provide the following rules of thumb. While increasing the value of alpha is partially dependent upon the number of items in the scale, it should be noted that this has diminishing returns. It should

also be noted that an alpha of .8 is probably a reasonable goal. It should also be noted that while a high value for alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is uni dimensional.

4.2.2 KMO & Bartlett Test

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	.535
Bartlett's Test of Sphericity	Approx. Chi-Square	250.581
	Df	153
	Sig.	.000

Interpretation :-

KMO and Bartlett's Test of Sphericity (Factor Analysis)

- The Kaiser-Meyer-Olkin sampling adequacy metric determines whether there are minimal partial correlations between variables. The factor model would be incorrect if the correlation matrix were an identity matrix, as shown by Bartlett's test of sphericity.
- Kaiser-Meyer-Olkin (KMO) and Bartlett's Test: This test is the following item in the output. The sample adequacy, as measured by the KMO, must be more than 0.5 in order for a factor analysis to be considered adequate. **The KMO value in this research study is 0.535.**
- The sampling adequacy Kaiser-Meyer-Olkin (KMO) measure. The suitability of factor analysis is assessed using the Kaiser-Meyer-Olkin (KMO) metric of sampling adequacy. High scores (0.5 to 1.0) suggest that factor analysis is suitable. A value of less than 0.5 suggests that factor analysis might not be suitable.

Factor analysis

Table No.4.23 COMMUNALITIES

	Initial	Extraction
interpersonal skill is needed in a student	1.000	.668
intelligence is needed in a student	1.000	.430
communication skill is needed	1.000	.706
analytical and lateral skill is needed	1.000	.581
networking skill is needed in a student	1.000	.431
customer orientation skill is needed in a student	1.000	.662
forward thinking is needed in a student	1.000	.618
adaptability is needed in a student	1.000	.624
the student should have the technical knowledge	1.000	.644
leadership qualities should be there in a student	1.000	.712
a student should have the quality to manage stress properly	1.000	.680
self confidence is necessary in a student	1.000	.514
the student have the ability to make difficult decisions in a timely manner	1.000	.498
the student should be flexible in nature	1.000	.436
the student should have the quality to do out of way work	1.000	.503
the person should have the quality of empowering and developing others	1.000	.564
do you think the person should know how to work in a team	1.000	.612
do you think imotional intelligence is needed in a student	1.000	.568
EXTRACTION METHOD: PRINCIPAL COMPONENT ANALYSIS.		

Interpretation :- The degree to which one object correlates with every other item is known as communality. Higher communalities are preferable. A variable will find it difficult to load considerably on any factor if its communalities are low (between 0.0 and 0.4).

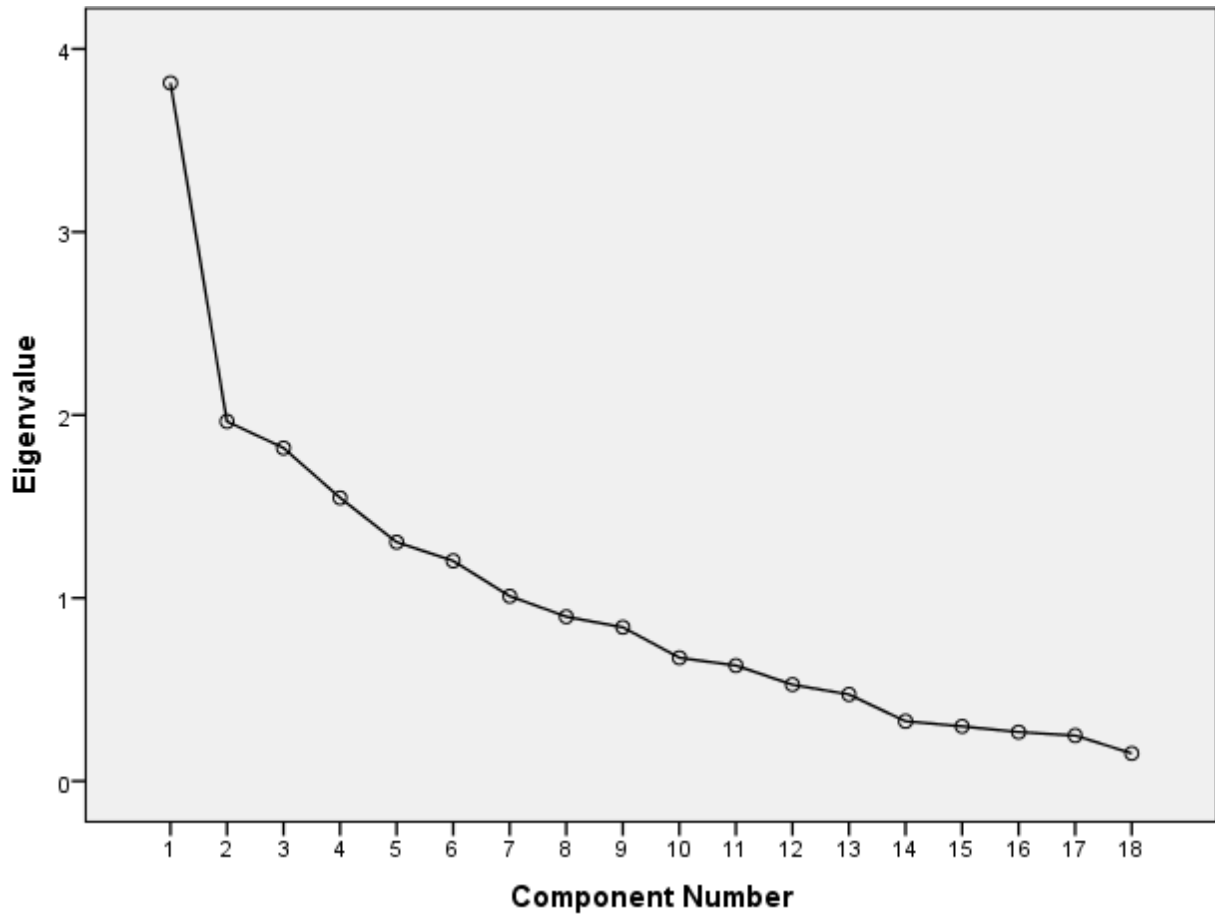
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.814	21.191	21.191	3.814	21.191	21.191	2.336	12.977	12.977
2	1.965	10.915	32.106	1.965	10.915	32.106	2.265	12.585	25.562
3	1.820	10.109	42.215	1.820	10.109	42.215	2.250	12.498	38.060
4	1.547	8.596	50.811	1.547	8.596	50.811	1.923	10.685	48.745
5	1.305	7.251	58.062	1.305	7.251	58.062	1.677	9.317	58.062
6	1.203	6.684	64.747						
7	1.010	5.610	70.356						
8	.898	4.988	75.345						
9	.840	4.669	80.014						
10	.674	3.743	83.756						
11	.631	3.507	87.263						
12	.527	2.926	90.189						
13	.473	2.628	92.817						
14	.327	1.815	94.632						
15	.299	1.660	96.292						
16	.268	1.487	97.780						
17	.249	1.381	99.161						
18	.151	.839	100.000						

Extraction Method: Principal Component Analysis.

Interpretation:-

The first five elements in this total variance table account for 68.529% of the variance. Factors 1 and 2 have variations of 27.519%, 24.600%, and 16.410%, respectively.

Fig. no. 4.21 Screen Plot



Interpretation:- We can infer from this screen plot that professionals are perceived mostly by their interpersonal and communication skills.

Table No.4.25 Rotated Component Matrix

	Component				
	interpersonal skill	intelligence	communication skill	analytical and lateral skill	networking skill
do you think interpersonal skill is needed in a student				.515	
do you think intelligence is needed in a student			.559		
do you think communication skill is needed		.562			
do you think analytical and lateral skill is needed			.720		
do you think networking skill is needed in a student		.547			
do you think customer orientation skill is needed in a student					.591
do you think forward thinking is needed in a student		.764			
do you think adaptability is needed in a student					.746
do you think the student should have the technical knowledge		.407			
do you think leadership qualities should be there in a student	.642				
do you think a student should have the quality to manage stress properly	.798				
do you think self confidence is necessary in a student				.604	

do you think the student have the ability to make difficult decisions in a timely manner	.606				
do you think the student should be flexible in nature				.633	
do you think the student should have the quality to do out of way work		.622			
do you think the person should have the quality of empowering and developing others					.576
do you think the person should know how to work in a team			.658		
do you think imotional intelligence is needed in a student			.622		
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 7 iterations.					

Interpretation:-

To identify the factors influencing the perception of professionals. Thirteen variables were identified in Table 4.25. The 13 variables that explained about 68% of the total variation were reduced to only 5 by using Varimax rotation. When taken as a whole, the three components explain roughly 58% of the variance. Thus, we cut the number of components from thirteen to five. The number of elements influencing professionals' perceptions is shown in each column.

Interpersonal skills, intelligence, communication skills, analytical skills, and lateral skills are the first five components. Networking was a crucial component of the research in the last one. to identify the factors influencing how people view professionals. There were 13 variables identified in Table 4.25. Using Varimax rotation, the 13 variables that explained nearly 68% of the total variation were reduced to only 5. About 58% of the variance is explained by the three factors taken together. In light of this, we lower the number of components from 13 to 5. Each column shows the amount of variables that affect how professionals are seen.

Interpersonal skills, lateral and analytical skills, communication skills, and intelligence make up the first five factors. In the last category, networking was crucial to the study.

The fourth component, which is grouped together and referred to as analytical and lateral skills, consists of three factors: interpersonal, self-confidence, and flexibility. Their respective factor loadings are (.515,.604,.633).

The fifth component, which is grouped together and referred to as networking skills, consists of three factors: client orientation, adaptability, and empowering and developing others. Their respective factor loadings are (.591,.746, and .576).

CORE FINDINGS

During the research it was found that most of the respondents give more importance to communication and technical skills during selection of a candidate. In this research there were 50 respondent from which 25 was HR's from various company's and 25 was TPO's from various colleges. Almost of the respondents were highly educated.

In this research it was found that the respondents have majorly focused on these 5 skills i.e interpersonal skills, intelligence, communication skills ,analytical and lateral skills and networking skills. This research project was a great opportunity to visit various companies and educational institutions for knowing the perception of professionals towards various competencies required in corporate sector

CONCLUSION

Through this topic “PERCEPTION OF PROFESSIONALS ON COMPETENCIES REQUIRED IN CORPORATE SECTOR” the researcher came across many factors which influence the perception of professionals in terms of skills required in their respective sector and by this it became known that these are the main five competencies on which the professionals should give importance during selection process i.e interpersonal skills, intelligence skills, communication skills, analytical and lateral skills and networking skills.

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