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Skilling for Employee Job Performance and Career Progression

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ABSTRACT

The goal of the skill approach to training and development is to increase staff productivity and effectiveness by arming them with information and skills that are most pertinent to the goals of the business. Making ensuring that employees have the appropriate set of abilities that are highly valued inside the organisation is the main objective of skilling. This may entail determining the precise skill sets needed for essential company operations and creating training plans that are tailored to fill those gaps. Skilling for employee job performance and career progression can help organisations stay competitive in a business environment that is changing quickly, which is one of its main advantages. Companies may ensure that they are better able to adapt to new technology, market trends, and other developing difficulties by investing in the skill development of their personnel. Skilling for employee job performance and career progression, as a whole, is a useful strategy for businesses to invest in their staff and make sure they have the skills they will need to succeed in the future.

Key words: Skilling, employee job performance, career progression.

Introduction

Modern corporate organisations' ability to succeed or fail is based on the calibre of its people resources. The foundation for such success is thought to be highly qualified and developed employees (Salah, 2016). In the IT/ITES industry, it is crucial to fill skill shortages and develop staff capabilities if you want to advance your career. According to a research by Lu and Zhai (2018) that looked at the influence of skill development training on career progression in IT businesses, employees' career prospects were significantly improved by training that concentrated on new technologies and digital skills. Similar findings were found in study by DeRouin et al. (2018), which showed that IT/ITES workers who received focused technical training in areas like programming languages, cybersecurity, and software tools performed better in their jobs and completed projects more effectively. The study by Sun and Hsu (2017) also highlighted how workers' engagement to their IT/ITES firms and job satisfaction were significantly impacted by a defined career progression path backed by targeted training opportunities.

Naturally, the talent capabilities are also being nurtured and evolved to meet these shifting business imperatives. One of the marquee imperatives for the Learning & Development function is to build superior internal talent capability which can help in fulfilling major business demands for present as well as future skills. With this in mind, the "Top Demand Competencies Development" program was initiated in FY2021 where we have taken a focused approach to build new and fortify existing competencies by tying them directly to high volume business demands of the unit. It is centered on strengthening Deep Domain & Technology skills for meeting current skill requirements while also equipping associates for future-readiness. A highly inclusive program, it is open to all service delivery associates across levels and roles.

There is a significant positive link between training interventions and employee outcomes, according to the research on training efficacy, job performance, and career advancement in IT/ITES organisations. In the quickly changing IT/ITES business, training is essential for improving technical competences, problem-solving skills, and domain expertise, all of which are essential for work performance and career progression. Successful training transfer and the use of newly gained abilities in the workplace can help to raise performance standards.

Research Methodology

The paper follows a quantitative descriptive design. Data is collected from employees from various job roles and experience levels in IT/ITES company. Structured surveys have been used to gather data on perceptions of career advancement, job performance, and training efficacy. The objective of the study is to understand the Effectiveness of Skill Training on Employee Job Performance & Career Progression in an IT/ITES Company in India. The study used a cross-sectional descriptive research design. Data was collected from 40,331 respondents employed across India.

Results

Table 1 – Experience in the Organisation

Variables		Frequency	Percent
Experience in the organisation	<1	82	.2
	1-5	26635	66.0
	6-10	9093	22.5
	11-15	3531	8.8
	16-20	804	2.0
	21-25	128	.3
	26-30	50	.1
	>31	8	.0
Total	40331	100.0	

Two-third (66%) of the respondents have been working in the organisation for 1 to 5 years. More than one-fifth (22.5%) of the respondents have been working in the organisation for 11-15 years.

Table 2 – Age and Gender

Variables		Frequency	Percent
Age	Less than 30 years	15283	37.9
	31-40	20819	51.6
	41-50	3717	9.2
	51-60	391	1.0
	Undisclosed	121	.3
	Total	40331	100.0
Gender	Male	26574	65.9
	Female	13757	34.1
	Total	40331	100.0

Just over half of the respondents (51.6%) belong to the age group 31-40 years. More than one-third (37.9%) of the respondents were less than 30 years old. Nearly two-third (65.9) of the respondents were male.

Table 3 – Competencies Obtained and Employee Level

Variables		Frequency	Percent
Competencies obtained	Zero competency	8089	20.1
	1-30	31878	79.0
	31-60	356	.9
	61-90	5	.0
	91-120	3	.0
	Total	40331	100.0
Employee Level	Junior	26533	65.8
	Mid-Level 1	9861	24.5
	Mid-Level 2	3529	8.8
	Leader	408	1.0
	Total	40331	100.0

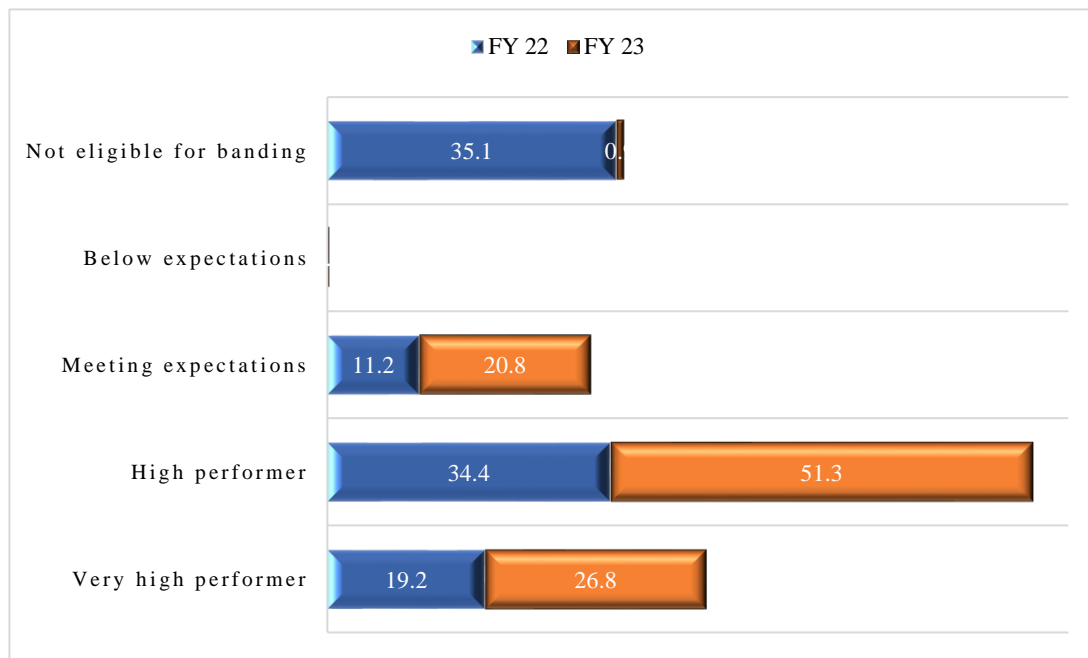
Majority of the respondents (79%) have acquired 1 to 30 competencies. Nearly two-third (65.8%) of the respondents belong to the junior level. Nearly a quarter (24.5%) of the respondents belong to Mid-Level 1.

Table 4 – Gender and Employee Level

Variables		Employee Level			
		Junior	Mid 1	Mid 2	Leader
Gender	Male	15785 (39.1)	7363 (18.3)	3056 (7.6)	370 (0.9)
	Female	10748 (26.6)	2498 (6.2)	473 (1.2)	38 (0.1)

More than one-third (39.1%) of the respondents who are employed I junior level are male and less than one-fifth (18.3%) of the respondents in Mid 1 level are also male.

Figure 1 - Performance Measure Financial Year 2022 vs 2023



In the financial year 2022, more than one-third (34.4 percent) of the respondents received the designation of "High Performer," and almost one-fifth (19.2 percent) received the designation of "Very High Performer." In the financial year 2023, more than half (51.3%) and more than one-fourth (26.8%) of the respondents were categorised as "High Performers" and "Very High Performers," respectively. Additionally, a far smaller sum in the financial year 2023 compared to 2022 was not eligible for banding (35.1 percent). This demonstrates the responders' development and growth as well as the organization's prompt grouping of them.

Table 5 – Relation between Training Effectiveness and Career Progression

Variables		Frequency	Percent
Relation	Strongly linked	14945	37.1
	Moderately linked	16700	41.4
	Weakly linked	7379	18.3
	No link	1307	3.2
	Total	40331	100.0

More than one-third (37.1%) of the respondents are of the opinion that training effectiveness and career progression are strongly linked. More than one-third (41.4%) of the respondents state that training effectiveness and career progression are moderately linked.

Table 6 – Effectiveness of Training on Career Progression

Variables		Frequency	Percent
Effectiveness	Highly effective	15546	38.5
	Moderately effective	18241	45.2
	Slightly effective	6544	16.2
	Total	40331	100.0

More than one-third (38.5%) of the respondents claim that training is highly effective for career progression.

Conclusion

To answer the important business demands, related Job performance and career progression of the employees, the Top Demand Competencies Development project was developed. The programme is adaptable and can be modified to meet even fast changing business demands thanks to a modular framework and strong governance in place. The Top Demand Competencies Development programme was modified to reflect the tech and domain demand areas pertinent for the newly reorganised organisation as a result of the shift in units and sub-unit structures, demonstrating the sustainability of the programme plus increase in productivity, job performance and thereby in-built career progression for the employees.

Over the course of two fiscal years (FY21 and FY22), over 25% of the workers have significant technology skills. Based on their acquired skills and other important criteria as well as their deployment into relevant projects, 33% of the Deep-skilled graduates. So far, 300+ competencies have been defined and enabled to support the skilling required for this. To take advantage of the prospects presented by their learning platform, new strategic collaborations with 20+ vendor partners have been forged.

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