



**A STUDY ON FACTORS INFLUENCING UPSKILLING AND
RESKILLING OF EMPLOYEES WITH REFERENCE TO WHEELS
INDIA LTD**

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DEPARTMENT OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this project report titled “*A STUDY ON FACTORS INFLUENCING UPSKILLING AND RESKILLING OF EMPLOYEES WITH REFERENCE TO WHEELS INDIA LTD*” is the bonafide work of *MOHAN N & (211422631086)* who carried out the research under my supervision. Certified further, that to the best of my knowledge the work reported herein does not form part of any other project report or dissertation on the basis of which a degree or award was conferred on earlier occasion on this or any other candidate.

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TABLE OF CONTENTS

S.NO	CONTENTS	Page No.
	Abstract	i
	List of tables	ii
	List of charts	iii
I	INTRODUCTION	
1.1	Introduction	1
1.2	Industry Profile	3
1.3	Company Profile / Product Profile	6
II	DEVELOPMENT OF MAIN THEME	
2.1	Need of the study	9
2.2	Objectives of the study	10
2.3	Scope of the study	11
2.4	Limitations of the study	12
2.5	Review of Literature	13
III	DATA ANALYSIS AND INTERPRETATION	
3.1	Research Methodology	17
3.2	Data Analysis and Interpretation	20
3.3	Summary of Findings	53
3.4	Suggestions	55
3.5	Conclusion	56
	ANNEXURE	
	Bibliography	i
	Questionnaire / Secondary Data	ii

ABSTRACT

The study explores upskilling and reskilling within Wheels India Ltd, focusing on factors influencing these initiatives amid technological advancements and market shifts. Internal elements like leadership, culture, and training programs, alongside industry trends and technological shifts, are scrutinized to inform strategic HR management. The research aims to provide actionable insights for HR policies, acknowledging limitations such as sample representativeness and time constraints. Employing a descriptive research design, the study gathers insights into employee wellbeing through simple random sampling of 250 respondents from Chennai out of a population of 1000. Data collection involves both primary and secondary sources, utilizing a structured questionnaire with 25 questions. Statistical tools like Normality Test, Correlation, U Test, H Test, and Run Test aid in data analysis, revealing insights into demographic distribution, perceptions, and program effectiveness. Interpretations highlight correlations, gender-based differences, and variations across experience levels, informing organizational dynamics. Overall, the methodology establishes a robust foundation for understanding and addressing upskilling and reskilling challenges and opportunities within Wheels India Ltd.

LIST OF TABLES

S. No	TITLE	Page No
3.2.1	Table shows the gender of respondents	20
3.2.2	Table shows the age group of respondents	21
3.2.3	Table shows the years of experience of respondents	22
3.2.4	Table shows the education qualification of respondents	23
3.2.5	Table shows the annual income of respondents	24
3.2.6	Table showing the leadership and supports for learning and development initiatives	25
3.2.7	Table showing the organizational culture regarding learning and development	26
3.2.8	Table showing the learning opportunities for employees	27
3.2.9	Table showing the obstacles faced by employees while upskilling and reskilling	28
3.2.10	Table showing the organizational design regarding learning and development	29
3.2.11	Table showing the education system with job-relevant skills	30
3.2.12	Table showing the skills that align with job requirements	31
3.2.13	Table showing the identified an skill gaps of employees in hr policy	32
3.2.14	Table showing the training provided to bridge skill gaps by wheels india ltd	33
3.2.15	Table showing the training program enhancing job relevant skills	34
3.2.16	Table showing the finding the process of job redesign	35
3.2.17	Table showing the barriers preventing upskilling and reskilling initiatives	36
3.2.18	Table showing the opportunities for skill enhancement	37
3.2.19	Table showing the actively engage and participate in skill development programs	38
3.2.20	Table showing the how employees efective with the skills for job redesign	39
3.2.21	Table showing the overall effectiveness of training programs	40
3.2.22	Table showing the how motivated to participate in upskilling/reskilling program	41
3.2.23	Table showing the variety of training programs for upskilling and reskilling	42
3.2.24	Table showing the clarity of communication regarding to upskilling and reskilling program	43
3.2.25	Table showing the scheduling and avaiability of training sessions	44

LIST OF CHARTS

S. No	TITLE	Page No
3.2.1	Chart shows the gender of respondents	20
3.2.2	Chart shows the age group of respondents	21
3.2.3	Chart shows the years of experience of respondents	22
3.2.4	Chart shows the education qualification of respondents	23
3.2.5	Chart shows the annual income of respondents	24
3.2.6	Chart showing the leadership and supports for learning and development initiatives	25
3.2.7	Chart showing the organizational culture regarding learning and development	26
3.2.8	Chart showing the learning opportunities for employees	27
3.2.9	Chart showing the obstacles faced by employees while upskilling and reskilling	28
3.2.10	Chart showing the organizational design regarding learning and development	29
3.2.11	Chart showing the education system with job-relevant skills	30
3.2.12	Chart showing the skills that align with job requirements	31
3.2.13	Chart showing the identified an skill gaps of employees in hr policy	32
3.2.14	Chart showing the training provided to bridge skill gaps by wheels india ltd	33
3.2.15	Chart showing the training program enhancing job relevant skills	34
3.2.16	Chart showing the finding the process of job redesign	35
3.2.17	Chart showing the barriers preventing upskilling and reskilling initiatives	36
3.2.18	Chart showing the opportunities for skill enhancement	37
3.2.19	Chart showing the actively engage and participate in skill development programs	38
3.2.20	Chart showing the how employees efecvtive with the skills for job redesign	39
3.2.21	Chart showing the overall effectiveness of training programs	40
3.2.22	Chart showing the how motivated to participate in upskilling/reskilling program	41
3.2.23	Chart showing the variety of training programs for upskilling and reskilling	42
3.2.24	Chart showing the clarity of communication regarding to upskilling and reskilling program	43
3.2.25	Chart showing the scheduling and avaliability of training sessions	44

CHAPTER 1 - INTRODUCTION

1.1 INTRODUCTION

In today's rapidly evolving economic landscape, characterized by technological advancements and dynamic market demands, the concept of upskilling and reskilling has become paramount for organizations striving to maintain competitiveness and ensure sustainable growth. As industries undergo profound transformations driven by digitalization, automation, and globalization, the workforce must adapt to new skill sets and competencies to remain relevant and productive. This imperative for upskilling and reskilling holds particular significance within the domain of Human Resources (HR), where the effective management of employee development is pivotal to organizational success.

In the context of Wheels India Ltd, a prominent player in the automotive industry renowned for its commitment to excellence and innovation, the challenges and opportunities associated with upskilling and reskilling are particularly noteworthy. As a company deeply ingrained in the manufacturing sector, Wheels India Ltd faces the dual pressures of technological disruption and shifting consumer preferences, necessitating a strategic approach to talent development and retention.

The dynamic nature of the automotive industry underscores the importance of a skilled and adaptable workforce capable of embracing emerging technologies, such as automation, artificial intelligence, and data analytics. Moreover, the advent of electric vehicles, sustainability initiatives, and evolving regulatory frameworks further accentuates the need for continuous learning and skill enhancement among employees.

Within the realm of HR, the upskilling and reskilling of employees encompass a multifaceted endeavor encompassing various dimensions, including training programs, talent management strategies, organizational culture, and leadership development initiatives. Effective upskilling and reskilling initiatives not only empower employees to thrive in a rapidly changing environment but also foster a culture of innovation, agility, and collaboration within the organization.

The significance of upskilling and reskilling extends beyond individual career advancement to encompass broader organizational objectives, such as enhanced productivity, operational efficiency, and adaptability to market dynamics. By investing in the professional growth and

development of its workforce, Wheels India Ltd can cultivate a competitive advantage rooted in a highly skilled and motivated talent pool capable of driving innovation and achieving strategic objectives.

Against this backdrop, this study aims to explore the factors influencing the upskilling and reskilling of employees at Wheels India Ltd. By examining the organizational context, HR practices, employee perceptions, and industry dynamics, this research seeks to provide insights that can inform strategic decision-making and foster a culture of continuous learning and development within the company.

Through a comprehensive analysis of relevant literature, empirical data, and case studies, this study endeavors to shed light on the challenges, opportunities, and best practices associated with upskilling and reskilling initiatives in the context of Wheels India Ltd. By elucidating the key determinants and outcomes of employee development efforts, this research aims to contribute to the body of knowledge in HR management while offering practical recommendations for enhancing organizational performance and employee engagement in a rapidly evolving business environment.

1.2 INDUSTRY PROFILE

History of the Automobile Industry Automobile is one of the largest industries in global market. Being the leader in Product & process technologies in the manufacturing sector, it has been recognized as one of the drivers of economic growth.

During the last decade, well-directed efforts have been made to provide a new look to the automobile policy for recognizing the sectors full potential for the economy. Steps like abolition of licensing, removal of quantitative restrictions & initiatives to bring the Policy framework in consonance with WTO requirements have set the industry in a Progressive track. Removal of the restrictive environment has helped restructuring & enabled industry to absorb new technologies, aligning itself with the global development & to realize its potential in the Country. The liberalization in line with the Global Standards as well as in substantial cut in prices.

Evolution of the Two-Wheeler Industry:

Two-wheeler segment is one of the most important components of the Automobile sector that has undergone significant changes due to shift in policy environment. The Two-Wheeler Industry has been in existence in the Country since 1955. It consists of three segments viz. Scooters, Motorcycles and Mopeds.

According to the figures published by SIAM, the share of two- wheelers in automobile sector in terms of units sold was about 80 per cent during 2003-04. This high figure itself is suggestive of the importance of the sector. In the initial years, entry of firms, capacity expansion, and choice of products including capacity mix and Technology, the State machinery effectively controlled all critical areas of functioning of an Industry. The lapses in the system had invited fresh policy options that came into being in late sixties. Amongst these policies, Monopolies and Restrictive Trade Practices (MRTP) and Foreign Exchange Regulation Act (FERA) were aimed at regulating monopoly and foreign investment respectively. This controlling mechanism over the industry resulted in:

- (a) Several firms operating below minimum scale of efficiency
- (b) Under-utilization of capacity and
- (c) Usage of outdated Technology.

Two-Wheelers Market Size & Growth

In terms of volume 46,13,436 units of two wheeler sales of the Indian Industry accounted for around 77.5% of the total vehicles sold in the period mentioned. The Two-Wheeler sales have witnessed a spectacular growth trend since the mid-nineties. Aggressive marketing by the auto finance co's have also played a significant role in boosting automobile demand, especially from the population in the middle-income group.

The Indian automotive industry consists of five segments:

- Commercial vehicles
- Multi-utility vehicles & passenger cars
- 2 wheelers
- 3 wheelers
- Tractors

The composition of the Two-Wheeler industry has witnessed sea changes in the post- reform period. In 1991, the share of scooters was about 50 per cent of the total Two- Wheeler demand in the Indian market. Motorcycle and Moped had been experiencing almost equal level of shares in the total number of two-wheelers. In 2003-04, the share of motorcycles increased to 78 per cent of the total two-wheelers while the shares of scooters and mopeds declined to the level of 16 and 6 per cent respectively.

A panel data of 16 major states over a period of 5 years ending 1999 was used for the estimation of parameters. The models considered a large number of macro-economic, demographic and socio-economic variables to arrive at the best estimations for different two-wheeler segments. The projections have been made at all India and regional levels.

It is important to remember that the above-mentioned forecast presents a long-term growth for a period of 10 years. The high growth rate in motorcycle segment at present will stabilize after a certain point beyond which a condition of equilibrium will set the growth path.

Present status of the Industry:

Manufacturers The Indian 2-wheeler industry is highly concentrated, with three players.

1. HHML – Hero Honda Motors ltd.
2. Bajaj Auto – Bajaj Auto ltd.
3. TVS – TVS motor co. ltd.

All the above accounting for over 80% of the industry sales.

The other key players in the Two- Wheeler Industry are:

1. KMCL – Kinetic Motor Co. Ltd.
2. KEL – Kinetic Engineering Ltd.
3. LML – LML Ltd.
4. Yamaha – Yamaha Motors India Ltd.
5. Majestic auto – Majestic Auto Ltd.
6. REL – Royal Enfield Ltd.
7. HMSI – Honda Motorcycle & Scooter India (p) Ltd

1.3 COMPANY PROFILE



WHEELS INDIA LIMITED

Wheels India Limited is a company promoted by the TVS Group, India's auto component manufacturing. Starting with a bus service in 1911, the TVS Group has grown to become one of India's largest business houses with businesses in two wheelers, vehicle dealership & logistics and auto component which had a turnover of over USD 7 Billion (FY 2012-13).

Wheels India (established in 1962) is one of the largest steel wheel manufacturers in the world. The company had a turnover of USD 375 million (FY 2012-13) coming from the segments of cars/UVs, commercial vehicles, tractors, single piece wheels and construction & earth mover wheels. The company also manufactures air suspension kits for trucks and buses. With over 15% of its turnover coming from Exports, particularly from the construction & earth mover equipment segment, it is truly a global player in the auto component industry.

Wheels India started production of wheels for commercial vehicles in 1962 at our plant in PADI Chennai. The company started the production of car and tractor wheels in PADI in 1965. In 1972, the company made a foray into the construction equipment sector with Hindustan Motors (now CAT India). In 1982, the company opened its second facilities in Rampur for tractor wheels. Wheels India entered the wire wheels business in 1988 and entered the air suspension market under the brand "WILRIDE".

The 2000s represented a decade of growing for the company and 2000 marked its entry to the earth mover market with 35" and 49" wheels. In 2005 the company started manufacturing forged aluminum wheels to cater to the growing aftermarket for truck and trailer manufacturers. In 2007 the company set up 2 new facilities in Sriperumbudur for Big OEM wheels and BAWAL for car

wheels. In 2009 the company setup a new facility in PANTNAGAR to cater to the growing truck and light commercial vehicle business.

Wheels India is a partner to various Global OMEs like **Ford, Hyundai, Tata, Caterpillar, John Deer, Komatsu, Hyundai Heavy Industries, Case New Holland, Leyland, TAFE and Suzuki.** the company has won various awards which stand as a testament to its “quality First” policies, to name a few –**CAT SQEP Silver Certification, Toyota Supplier Award for Quality & Regional Construction Awards for Quality & Cost '09 and Regional Construction Award from Toyota in 2013 Global Supplier Convention.**

ACHIEVEMENTS OF WHEELS INDIA LTD

Wheels India Ltd., based in Padi, Chennai, is a leading manufacturer of steel wheels for passenger cars, utility vehicles, tractors, trucks, buses, and construction equipment. Established in 1962, it has grown to become a prominent player in the automotive industry. While I don't have specific information beyond my training data cutoff in September 2021, I can provide a comprehensive overview of the general achievements and contributions of Wheels India Ltd. up to that point.

Establishment and Early Growth: Wheels India Ltd. was founded in 1962 as a joint venture between the TVS Group and the GKN Group of the United Kingdom. This marked the beginning of its journey in the automotive industry.

Technological Advancements: Over the years, Wheels India Ltd. has continuously invested in cutting-edge technologies to enhance its manufacturing processes and produce high-quality steel wheels that meet international standards.

Diverse Product Range: The Company has successfully diversified its product offerings to cater to various segments of the automotive market, including passenger cars, commercial vehicles, tractors, construction equipment, and more.

Market Expansion: Wheels India Ltd. has expanded its market presence both within India and globally. It has built a strong distribution network and established a significant customer base not only in India but also in various international markets.

Quality Assurance: The Company places a high emphasis on quality and has implemented stringent quality control measures across all stages of production to ensure that its products meet the highest standards of safety and performance.

Research and Development: Wheels India Ltd. has invested significantly in research and development initiatives to innovate and develop new products that align with the evolving needs of the automotive industry.

Environmentally Sustainable Practices: The Company has shown a commitment to environmental sustainability by implementing eco-friendly manufacturing practices and reducing its carbon footprint wherever possible.

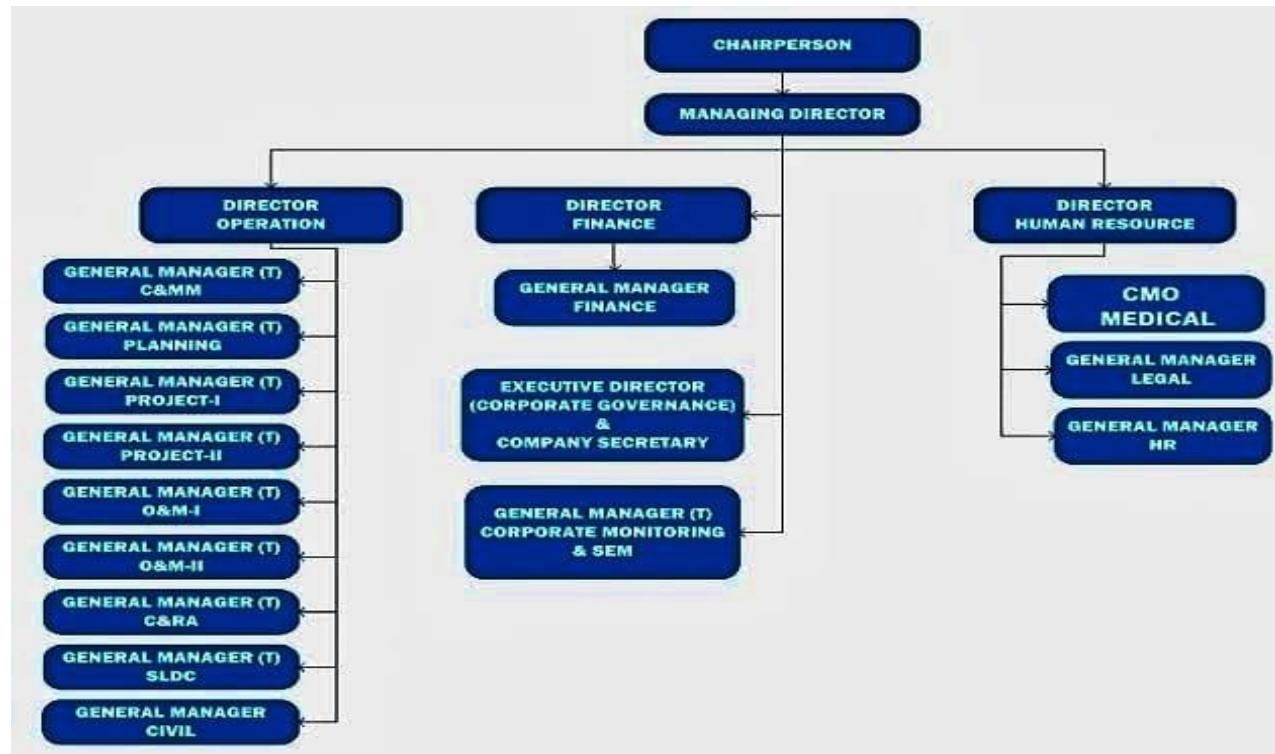
Employment Opportunities: Wheels India Ltd. has contributed to the economic growth of the region by generating employment opportunities and fostering skill development through various training programs.

Recognition and Awards: The Company has received several awards and accolades for its outstanding performance, quality, and contributions to the automotive industry.

Community Involvement: Wheels India Ltd. has been actively involved in various social and community development initiatives, supporting education, healthcare, and other social causes.

Financial Strength: The Company has showcased financial stability and growth over the years, reinforcing its position as a reliable and competitive player in the industry.

Organization chart



CHAPTER 2 – DEVELOPMENT OF MAIN THEME

2.1 NEED OF THE STUDY

A study on factors influencing upskilling and reskilling of employees in Wheels India Ltd arises from the contemporary landscape of rapidly evolving technologies and shifting market demands. In today's dynamic business environment, the skills required for various roles are constantly evolving, rendering traditional skill sets obsolete and necessitating continuous learning and development. Understanding the factors that drive or hinder the upskilling and reskilling processes within an organization like Wheels India Ltd is crucial for strategic human resource management. This study aims to uncover the internal and external factors that influence the effectiveness of upskilling and reskilling initiatives, providing insights that can inform HR policies, training programs, and organizational strategies geared towards enhancing employee capabilities, fostering adaptability, and ensuring long-term competitiveness in the market.

2.2 OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVE

To study The factors influencing upskilling and reskilling of employees with reference to wheels India Ltd.

SECONDARY OBJECTIVES

- To examine the role of leadership and organizational culture in promoting a learning and development culture conducive to upskilling and reskilling.
- To assess the correlation between the formal education system and its efficacy in providing job-relevant skills, and subsequently inform HR policies and training initiatives within Wheels India Ltd.
- To analyze the specific challenges and opportunities that arises in implementing job redesign, upskilling, and reskilling initiatives within the Wheels India Ltd.
- To Evaluate the effectiveness of existing training programs and explore factors influencing employee engagement and participation in upskilling/reskilling initiatives.

2.3 SCOPE OF THE STUDY

A study on factors influencing upskilling and reskilling of employees in Wheels India Ltd encompasses a comprehensive examination of various elements contributing to the enhancement and adaptation of workforce skills within the organization. This involves an exploration of internal factors such as company policies, training programs, and organizational culture, as well as external factors like industry trends, technological advancements, and market demands. Additionally, the study may delve into individual factors such as employee motivations, learning preferences, and career aspirations, aiming to understand the intricate dynamics that shape the upskilling and reskilling initiatives within the company. By adopting a holistic approach, the research can provide valuable insights into effective strategies for fostering continuous learning and development among employees, ultimately enhancing organizational agility and competitiveness in the ever-evolving business landscape.

2.4 LIMITATIONS OF THE STUDY

- The study's focus on upskilling and reskilling initiatives in Wheels India Ltd may overlook insights from less engaged employees, potentially missing crucial perspectives on training needs and effectiveness.
- Without longitudinal data, it may be challenging to assess the long-term impacts of upskilling and reskilling initiatives on employee performance, retention, and organizational outcomes.
- Factors beyond upskilling efforts, such as changes in the market or competitor actions, could influence employee engagement and skill development in Wheels India Ltd.
- The findings may not apply directly to other industries.
- The limited time for data collection and analysis may restrict the depth and breadth of study.

2.5 REVIEW OF LITERATURE

The relationship between job redesigning, reskilling and upskilling on organizational agility By Amani Fathi Jamal, Sam El Nemar (2024) This research explores the link between job redesign and skilling in three Lebanese service provider industries, aiming to understand how these factors affect organizational agility, a crucial factor for efficiency and effectiveness and promote long-term interventions through job redesign, upskilling and reskilling.

Upskilling and Reskilling in Improving Competence of Competitive Human Resources in the Era of Digital Economy By Anes Arini (2024). This research explores upskilling and reskilling strategies to enhance the competitiveness of human resources in the digital economy, particularly within MSMEs. Using descriptive qualitative methods and literature reviews, it emphasizes the importance of resource allocation and synergy to guide employees with varying competencies. A comprehensive approach is advocated, especially for low competency workers, necessitating coordinated efforts and ongoing support within MSMEs. The study underscores the need for collaboration among the public sector, private sector, and stakeholders to establish a robust ecosystem for implementing upskilling and reskilling initiatives effectively.

Employee engagement index: A graph-theoretic matrix approach By Komal Goyal (2024). In the fast-paced business world, companies increasingly value employee engagement for long-term success and competitiveness. This article explores factors like human resource practices, psychological ownership, job crafting, and organizational citizenship behaviors, aiming to reduce turnover effects. Using a graph-theoretic and matrix approach (GTMA), it develops an employee engagement index to measure conducive factors within organizations. The index offers insights into creating an engaging environment for employees at both system and subsystem levels, providing a practical methodology and illustrative example for implementation within organizations.

The Transformation of the Economy: Exploring the Impacts and Opportunities of the Digital Economy By Omar Al-Kasasbeh (2024). The digital revolution has reshaped the global economy, ushering in the era of the digital economy. This article explores its impacts, opportunities, and challenges for businesses and society. It discusses key drivers like digital platforms and data-driven innovation, emphasizing their transformative effects on traditional

sectors. Additionally, it addresses concerns like the digital divide and data privacy, underscoring the need for policies to harness digital potential for sustainable development and inclusive growth. Understanding these dynamics empowers policymakers and businesses to navigate digital transformation effectively.

The Transformative role of AI in Shaping the future of economic landscapes By OM.Perkash,Ravi Kumar (2024). The widespread adoption of AI is reshaping the global economy, influencing innovation, trade, labor markets, and security. This research examines AI's monetary impacts, highlighting its potential for economic growth alongside concerns like job displacement and security risks. Emphasizing collaboration and proactive measures, the study underscores the need for ethical AI design, continuous worker training, and adaptable regulations to balance risks and opportunities. It stresses the importance of inclusive, innovative, and responsible governance to navigate the evolving AI landscape effectively.

Analyzing the Impact of Artificial Intelligence on Job Displacement and Income Inequality By Joseph Oluwaseyi (2024) The rise of artificial intelligence (AI) is changing how we work and earn. AI replaces routine tasks, affecting job availability and increasing wage gaps between skilled and unskilled workers. It also deepens income inequality by favoring high-skilled workers. Policymakers need to address these challenges by investing in education, supporting workforce adaptability, and implementing social welfare reforms.

The Transformation of the Economy: Exploring the Impacts and Opportunities of the Digital Economy By Omar Al-Kasasbeh (2024) The digital economy, born from the digital revolution, reshapes global markets and societies. It thrives on digital platforms, data-driven innovations, and technological progress, offering vast opportunities for businesses and industries to boost productivity and foster innovation. However, challenges like the digital divide, data privacy, and cybersecurity must be addressed for inclusive growth. Understanding the digital economy dynamics empowers policymakers, businesses, and individuals to embrace digital transformation for sustainable economic development.

Talent mobility for accelerating diversity at leadership levels: A pilot study By Kamath, Janine R (2024) Mayo Clinic's Shared Services Organization initiated a pilot program to foster skill development and diversity in leadership. Six departments and six candidates participated,

with pairs rotating between job roles for six months. The evaluations revealed a 50% promotion rate, with participants gaining new skills and insights while networking with senior leaders. The pilot underscores the need for a formal talent mobility program to nurture diverse leadership pipelines, especially for underrepresented groups. Both candidates and supervisors advocate for expanding such initiatives, suggesting their potential applicability to other healthcare and non-healthcare organizations.

Employees' reskilling and upskilling for industry 5.0: Selecting the best professional development programmes By Ramona Diana Leon (2023). The research aims to create a method using ANP to choose employee training programs in Industry 5.0. It uses a mix of Delphi study and ANP across four stages, tested in Romania's top coke and petroleum companies. Results favor teamwork, online communities, and social networks. Key factors include employees' psychological profiles and human capital. This research connects HR and operations management practically, aiding managers in selecting tailored training programs.

The Impact of Artificial Intelligence on Workers' Skills: Upskilling and Reskilling in Organisations By Sofia Morandini; Federico Fraboni (2023). This paper explores how artificial intelligence (AI) is changing professional skills and workplaces, aiming to address challenges and find solutions. As AI automates tasks and alters job landscapes, organizations must adapt, upskilling and reskilling workers. The study highlights the importance of transversal skills and proposes strategies to support workers through the process. Recommendations include mapping required skills, providing training, and fostering positive attitudes towards AI.

The Sustainability of Reskilling Projects Based on Employees' Readiness for a Career Shift: Pursuing Sustainable Careers by Transitioning into IT Professions By Prof. Vladimir Obradovic (2023). Today's organizations require employees to adapt to Industry 4.0, green business practices, and post-COVID-19 work settings by embracing sustainable careers and participating in reskilling projects. This study explores how readiness for career shifts predicts success in reskilling projects, focusing on IT professions. Examining 336 candidates for Java and PHP programming roles without prior experience, the research finds that readiness for career shifts can predict project success, unlike individual indicators. The scale proves useful in selecting reskilling candidates, especially in IT, though further research is needed to fully understand its potential.

The Role of Enablers and Barriers in the Upskilling and Reskilling of Users Through Professional Skilling Programs on EdTech Platforms By Smruti Patre (2023). The study investigates factors influencing the intention to purchase professional skilling programs on education technology platforms (PSPETPs) for emerging technologies. By analyzing online reviews and conducting a survey with 429 users, it identifies barriers like image, instruction, and content quality, as well as word-of-mouth communication, impacting purchase intention. The findings also highlight the role of visibility in moderating these relationships. This research not only expands theories but also offers practical insights for PSPETP businesses to enhance their services and add value for users seeking skill development in emerging technologies.

CHAPTER 3 – DATA ANALYSIS AND INTERPRETATION

3.1 RESEARCH METHODOLOGY

Research methodology is the compass that guides the journey of discovery in the world of academia and beyond. It serves as the strategic framework that defines how we investigate questions, gather data, and draw meaningful conclusions. Whether you're delving into the sciences, humanities, or any field in between, understanding research methodology is essential for crafting rigorous, systematic, and reliable studies. In this brief exploration, we'll delve into the fundamental principles, methods, and tools that underpin the art and science of research, equipping you with the knowledge to embark on your own intellectual expeditions.

RESEARCH DESIGN

The research design used for this study is descriptive study. Descriptive study is a fact finding investigation with an adequate interpretation. It is the simplest type of research and is more Specific. Mainly designed to gather descriptive information and provides information for formulating more sophisticated studies. Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied. Here, the study focuses on examining the shift work towards employee comprehensive wellbeing.

SAMPLING TECHNIQUES

Simple random sampling is used for this study. The population size is 1000. The responses are collected by circulating the questionnaire through email and Whatsapp.

SAMPLE SIZE

Sample size is determined using Morgan chart of 250 respondents belong to the chosen for the study.

SAMPLING AREA

The sample area chosen was Chennai (**Wheels India Ltd, Padi, Chennai**).

SOURCE OF DATA

The task of data collection begins after a research problem has been defined and research design has been found out. The data collected through:

- Primary data
- Secondary data

Primary data

Data collected directly by the researcher for the purpose of research study is known as primary data. Primary data are collected by the well-structured questionnaire.

Questionnaire

A questionnaire is a research instrument that consists of a set of questions for the purpose of gathering information from the respondents directly through survey or statistical study. In this study a questionnaire comprising of 25 questions was framed for the purpose of the study. The questionnaire was distributed among the people. The objective was to understand the people perception towards skill Training. To meet up with the objectives of the study 250 Employees belong to the selected as sample unit so the questionnaire was filled by 250 respondents.

Secondary data

The researcher also makes use of the secondary data for the purpose of the study. Secondary data are those which have been collected already by others. The main sources of secondary data are from the published and unpublished sources. The secondary data used to prepare this project was obtained from:

- Internet
- Journals
- Published record

PERIOD OF THE STUDY

The study was conducted during the period of 4 month from January to April 2024.

Percentage (%)

Percentages are obtained for each option and the percentage of coming under the same category was found out as it helped to know the respondents more clearly.

STATISTICAL TOOLS USED FOR ANALYSIS

Since the dataset involves categorical and ordinal data, we can perform Normality Test, U Test, H Test, Correlation, and Run Test.

(1) Normality Test:

A normality test is a statistical method used to assess whether a dataset follows a normal or Gaussian distribution. Common normality tests include the Shapiro-Wilk test and the Anderson-Darling test. It helps determine if certain statistical assumptions, like those in parametric tests, are valid for the dataset.

(2) Correlation:

Correlation measures the degree of association or relationship between two variables. The correlation coefficient (e.g., spearman) quantifies this relationship, ranging from -1 (perfect negative correlation) to 1 (perfect positive correlation), with 0 indicating no correlation. It helps understand how changes in one variable relate to changes in another.

(3) U Test (Mann-Whitney U Test):

The Mann-Whitney U test, also known as the Wilcoxon rank-sum test, is a non-parametric test used to compare two independent groups. It assesses whether there are statistically significant differences between the distributions of two datasets. Unlike the t-test, it does not assume that the data follows a normal distribution.

(4) H Test (Kruskal-Wallis H Test):

The Kruskal-Wallis H test is a non-parametric test used to compare three or more independent groups. It determines if there are statistically significant differences between the distributions of these groups. It's an alternative to the one-way analysis of variance (ANOVA) for non-normally distributed data.

(5) Run Test:

A "run test" could mean checking if data behaves randomly in statistics or trying out software to see if it works correctly.

3.2 DATA ANALYSIS AND INTERPRETATION

3.2.1. TABLE SHOWS THE GENDER OF RESPONDENTS:

Gender	No. of responses	Percentage
Male	181	72.4
Female	69	27.6
Total	250	100

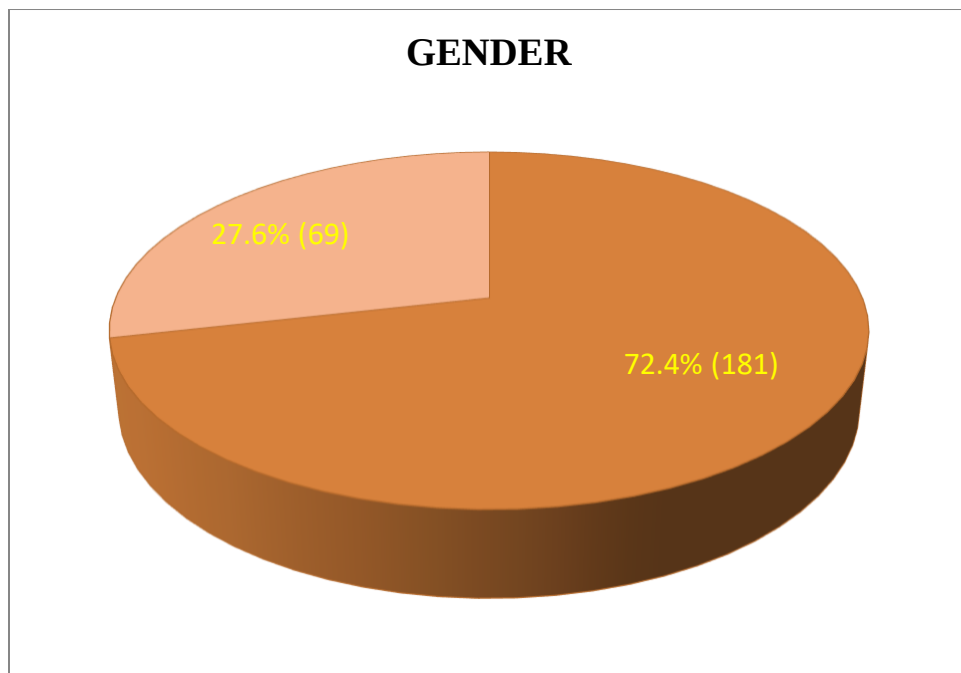
FINDINGS:

It was found that 72.4% of the respondents belong to male, 27.6% of respondents belong to female.

INFERENCE:

It is inferred from the above study that 72.4% of respondents were male.

3.2.1. CHART SHOWS THE GENDER OF RESPONDENTS:



3.2.2. TABLE SHOWS THE AGE GROUP OF RESPONDENTS:

Age	No. of Responses	Percentage
15-19	13	5.2
20-24	138	55.2
25-29	78	31.2
30-34	11	4.4
35 & Above	10	4
Total	250	100

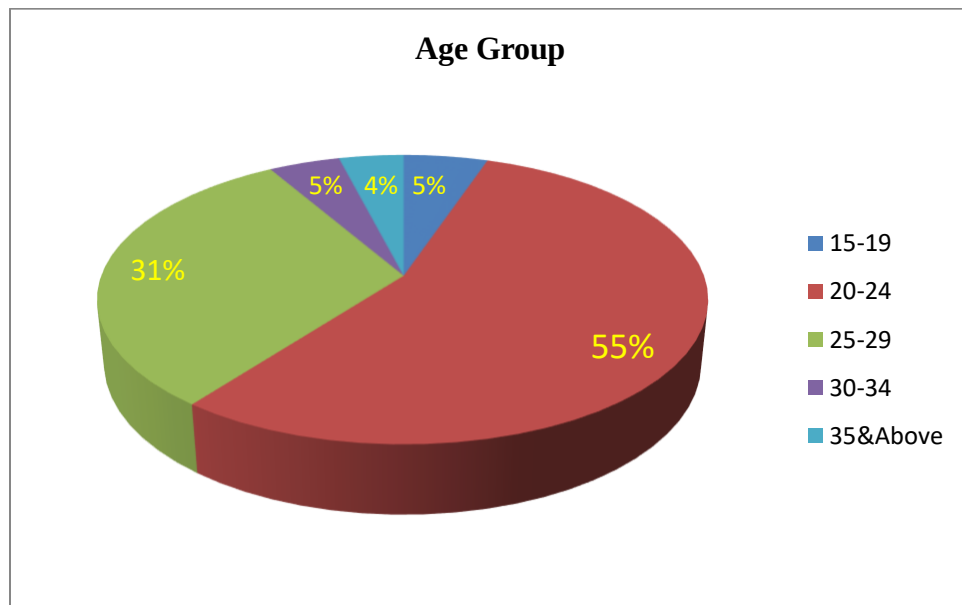
FINDINGS:

It was found that 5.2% of the respondents belong to 15-19, 55.2% of respondents belong to 20-24, 31.2% of respondents belong to 25-29, 4.4% of respondents belong to 30-34, 4% of respondents belong to 35 & above.

INFERENCE:

It is inferred from the above study that 55.2% of respondents were 20-24 in age group.

3.2.2. CHART SHOWS THE AGE GROUP OF RESPONDENTS:



3.2.3. TABLE SHOWS THE YEARS OF EXPERIENCE OF RESPONDENTS:

Years of experience	No. of Responses	Percentage
1-5 years	42	16.8
5-10 Years	129	51.6
10-15 Years	48	19.2
15-25 Years	21	8.4
25-40 Years	10	4
Total	250	100

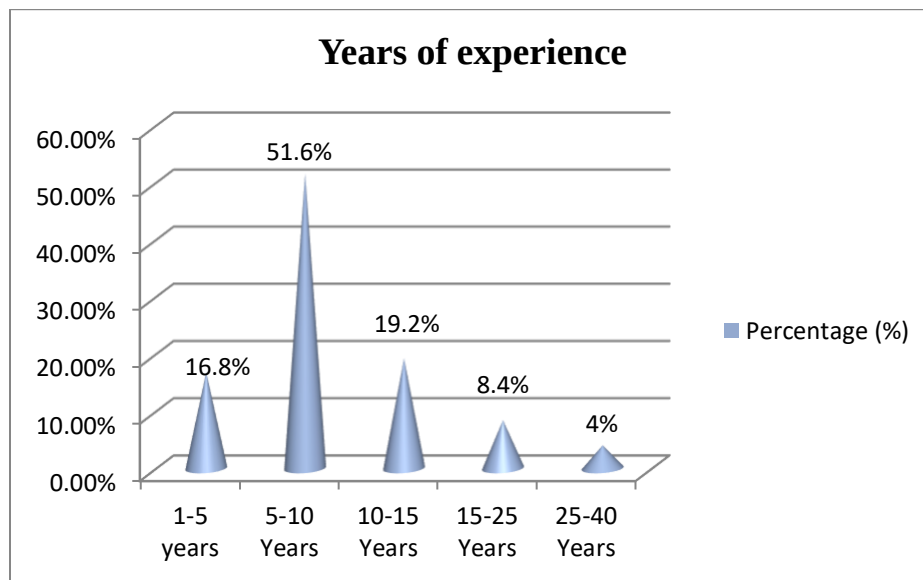
FINDINGS:

It was found that 16.8% of the respondents belong to 1-5 years, 51.6% of respondents belong to 5-10 years, 19.2% of respondents belong to 10-15 years, 8.4% of respondents belong to 15-25 years, 4% of respondents belong to 25-40 years.

INFERENCE:

It is inferred from the above study that 51.6% of respondents were 5-10 in Years of experience.

3.2.3. CHART SHOWS THE YEARS OF EXPERIENCE OF RESPONDENTS:



3.2.4. TABLE SHOWS THE EDUCATION QUALIFICATION OF RESPONDENTS:

Education Qualification	No. of responses	Percentage
High school graduate	2	0.8
Diploma	112	44.8
Bachelor's Degree	69	27.6
Master's Degree	65	26
Doctoral or Professional Degree	2	0.8
Total	250	100

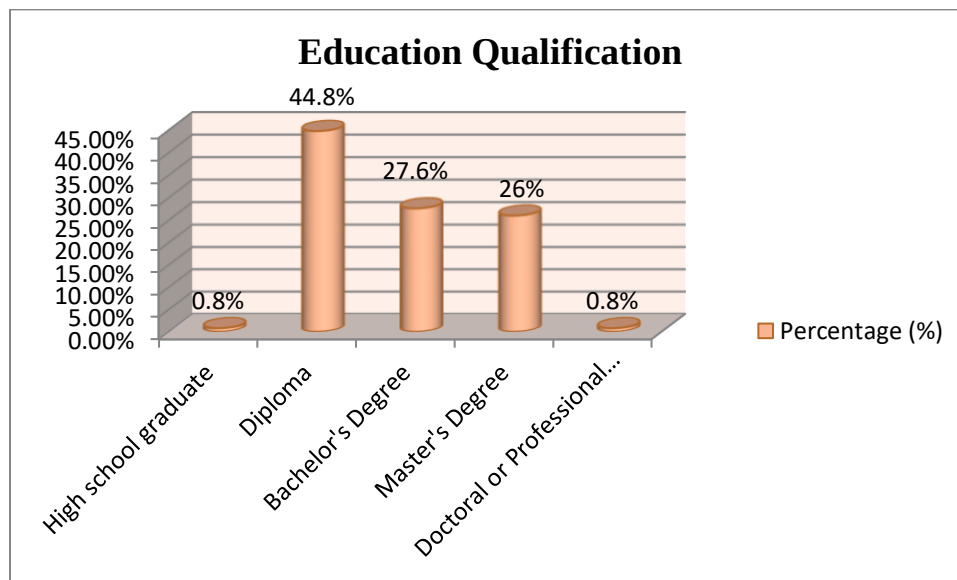
FINDINGS:

It was found that 0.8% of the respondents belong to high school graduate, 44.8% of respondents belong to Diploma, 27.6% of respondents belong to bachelor's degree, 26% of respondents belong to master's degree, 0.8% of respondents belongs to doctoral and professional degree.

INFERENCE:

It is inferred from the above study that 44.8% of respondents were diploma.

3.2.4. CHART SHOWS THE EDUCATION QUALIFICATION OF RESPONDENTS:



3.2.5. TABLE SHOWS THE ANNUAL INCOME OF RESPONDENTS:

Annual income	No. of responses	Percentage
Below 2.5 Lakhs	15	6
2.5 Lakhs - 5Lakhs	135	54
5 lakhs - 7.5 Lakhs	56	22.4
7.5 lakhs - 10 Lakhs	30	12
Above 10 Lakhs	14	5.6
Total	250	100

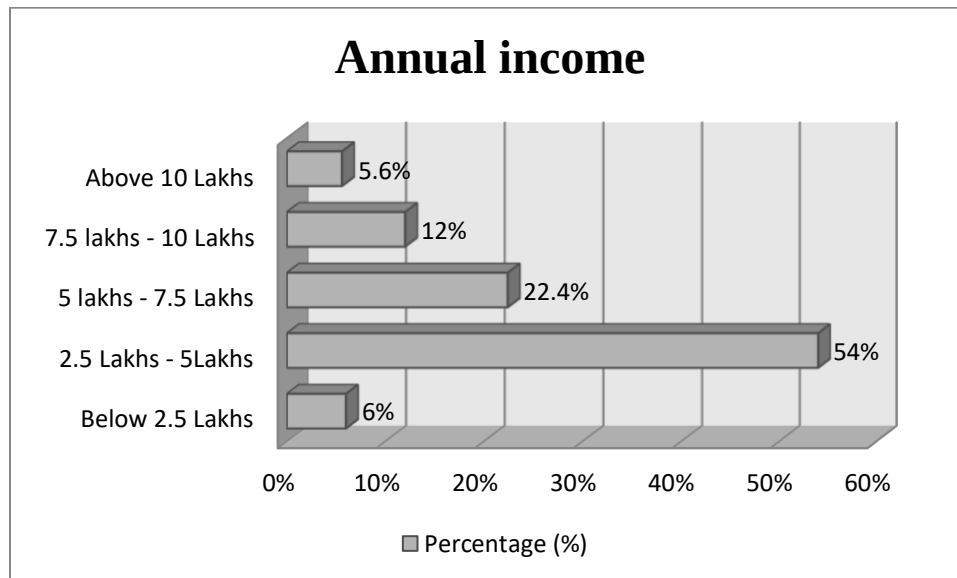
FINDINGS:

It was found that 6% of the respondents belong to below 2.5 lakhs, 54% of respondents belong to 2.5 lakhs - 5 Lakhs, 22.4% of respondents belong to 5 lakhs - 7.5 lakhs, 12% of respondents belong to 7.5 lakhs - 10 lakhs, 5.6% of respondents belong to above 10 lakhs.

INFERENCE:

It is inferred from the above study that 54% of respondents were 2.5 Lakhs – 5 Lakhs.

3.2.5. CHART SHOWS THE ANNUAL INCOME OF RESPONDENTS:



3.2.6. TABLE SHOWING THE LEADERSHIP AND SUPPORTS FOR LEARNING AND DEVELOPMENT INITIATIVES:

SI.NO	Leadership and support for L&D initiatives	No. of Responses	Percentage
1	Strongly Disagree	7	2.8
2	Disagree	66	26.4
3	Neutral	86	34.4
4	Agree	65	26
5	Strongly Agree	26	10.4
Total		250	100

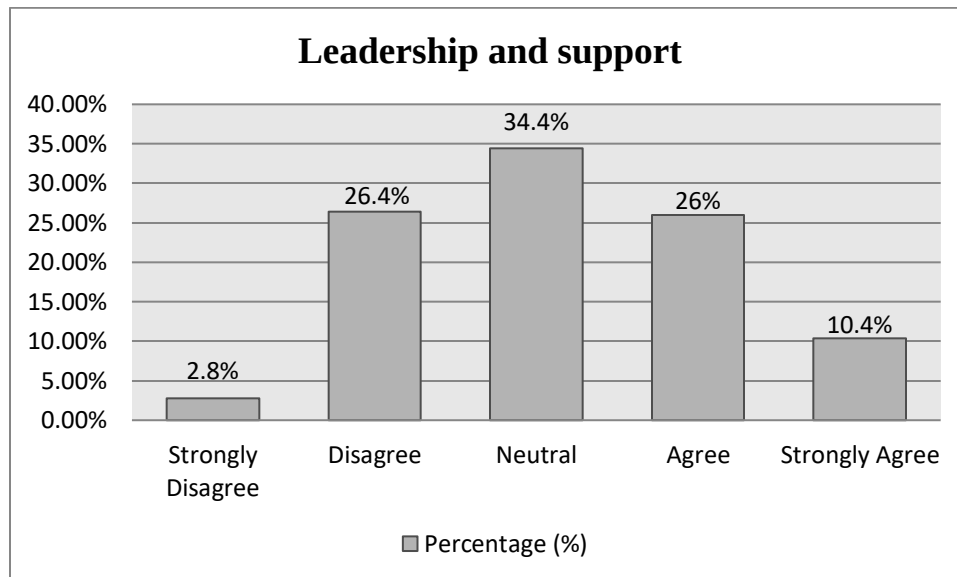
FINDINGS:

It was found that 26.4% respondents belong to the disagree, 2.8% belong to the strongly disagree, 34.4% belong to the remain neutral, including 26% who agree and 10.4% who strongly agree.

INFERENCE:

It is inferred from the above study that 34.4% of respondents were Neutral.

3.2.6. CHART SHOWING THE LEADERSHIP AND SUPPORTS FOR LEARNING AND DEVELOPMENT INITIATIVES:



3.2.7. TABLE SHOWING THE ORGANIZATIONAL CULTURE REGARDING LEARNING AND DEVELOPMENT:

SI. NO	Organizational Culture regarding L&D	No. of Responses	Percentage
1	Very Negative	8	3.2
2	Negative	53	21.2
3	Neutral	52	20.8
4	Positive	65	26
5	Very Positive	72	28.8
Total		250	100

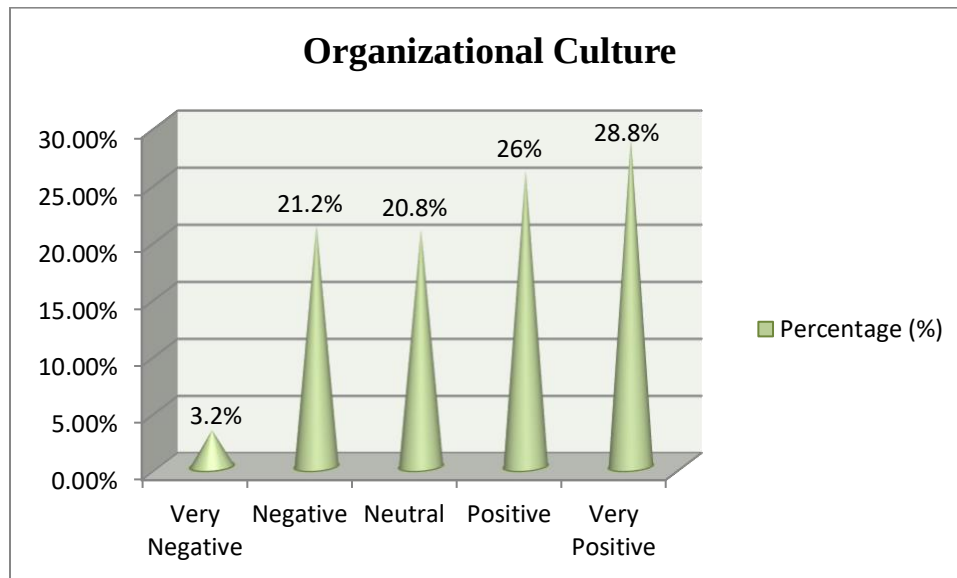
FINDINGS:

It was found that 26% of respondents belong to the expressing positivity. However, 21.2% belong to negative, 20.8% respondents belong to the Neutral, 3.2% respondents belong to the Very negative, then 28.8% respondents belong to the Very positive.

INFERENCE:

It is inferred from the above study that 28.8% of respondents were very positive.

3.2.7. CHART SHOWING THE ORGANIZATIONAL CULTURE REGARDING LEARNING AND DEVELOPMENT:



3.2.8. TABLE SHOWING THE LEARNING OPPORTUNITIES FOR EMPLOYEES:

Sl.NO	learning opportunities for employees	No. of Responses	Percentage
1	Not Accessible at All	16	6.4
2	Slightly Accessible	52	20.8
3	Moderately Accessible	51	20.4
4	Very Accessible	61	24.4
5	Extremely Accessible	70	28
Total		250	100

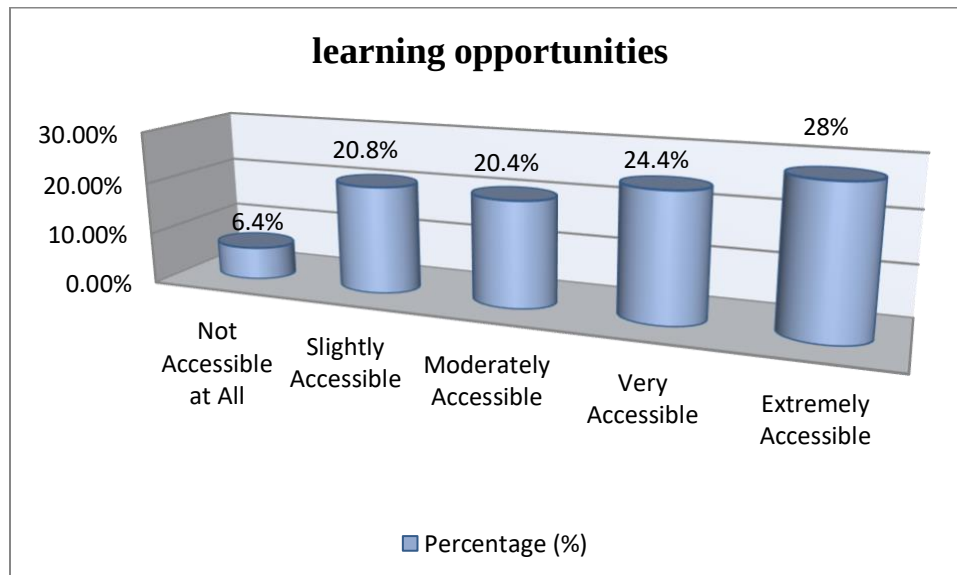
FINDINGS:

It was found that 28% respondents belong to the extremely accessible, 24.4% respondents belong to the very accessible, 20.4% respondents belong to the moderately accessible, 20.8% respondents belong to the slightly accessible, 6.4% respondents belong to the not accessible at all.

INFERENCE:

It is inferred from the above study that 28% of respondents were Extremely Accessible.

3.2.8. CHART SHOWING THE LEARNING OPPORTUNITIES FOR EMPLOYEES:



3.2.9. TABLE SHOWING THE OBSTACLES FACED BY EMPLOYEES WHILE UPSKILLING AND RESKILLING:

SI.NO	Obstacles face by employees	No. of Responses	Percentage
1	Strongly Disagree	26	10.4
2	Disagree	58	23.2
3	Neutral	60	24
4	Agree	43	17.2
5	Strongly Agree	63	25.2
Total		250	100

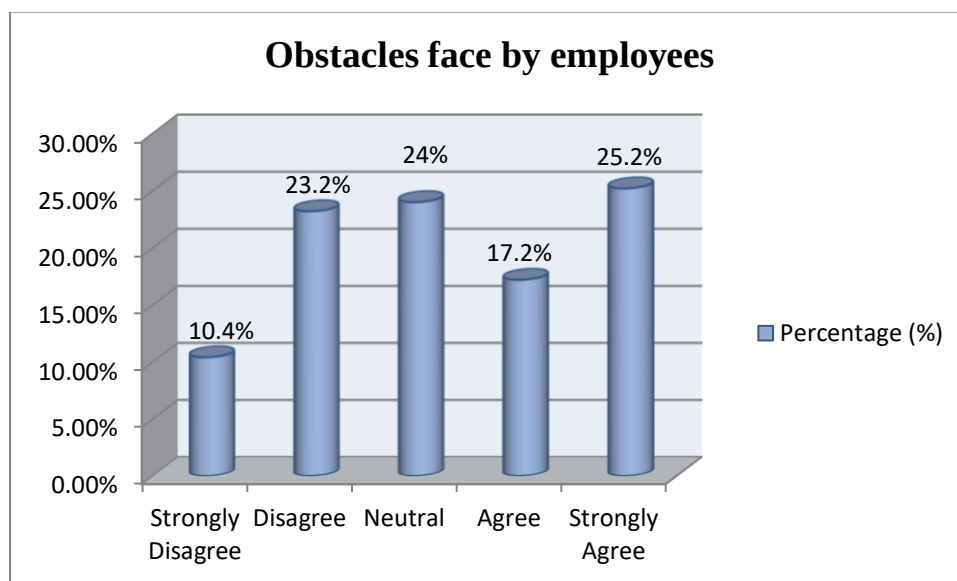
FINDINGS:

It was found that 17.2% respondents belong to the agree, 25.2% respondents belong to the strongly agree, 24% respondents belong to the neutral, 23.2% respondents belong to the disagree, 10.4% respondents belong to the strongly agree.

INFERENCE:

It is inferred from the above study that 25.2% of respondents were strongly agree.

3.2.9. CHART SHOWING THE OBSTACLES FACED BY EMPLOYEES WHILE UPSKILLING AND RESKILLING:



3.2.10. TABLE SHOWING THE ORGANIZATIONAL DESIGN REGARDING LEARNING AND DEVELOPMENT:

SI. NO	Organizational Design regarding L&D	No. of responses	Percentage
1	Very Negative	14	5.6
2	Negative	45	18
3	Neutral	60	24
4	Positive	61	24.4
5	Very Positive	70	28
Total		250	100

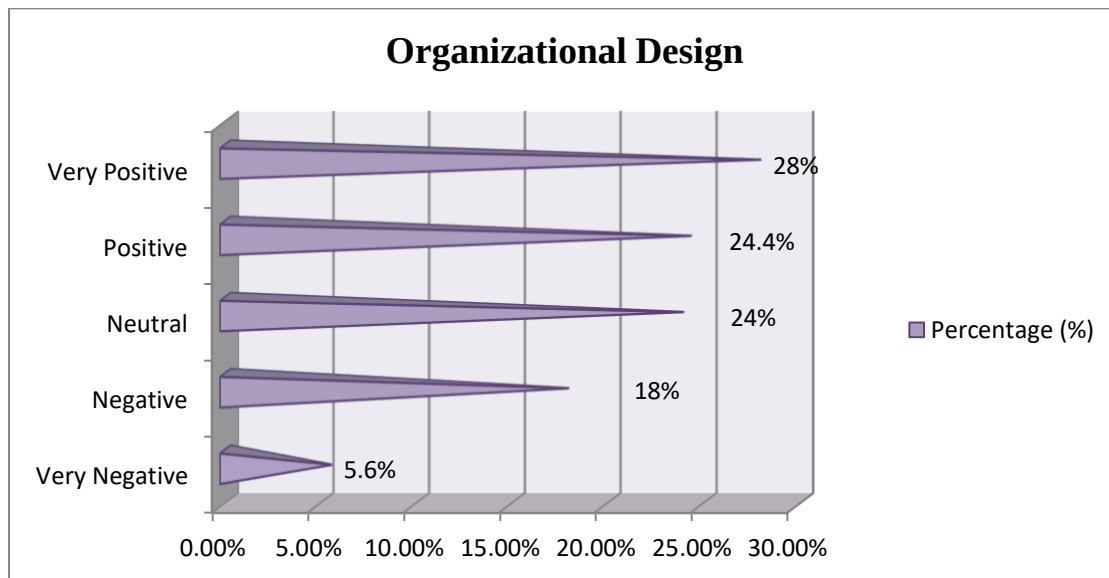
FINDINGS:

It was found that 5.6% respondents belong to the very negative, 18% respondents where negative, 24% respondents where Neutral, 24.4% respondents where positive, 28% respondents where Very positive.

INFERENCE:

It is inferred from the above study that 28% of respondents were Very Positive.

3.2.10. CHART SHOWING THE ORGANIZATIONAL DESIGN REGARDING LEARNING AND DEVELOPMENT:



3.2.11. TABLE SHOWING THE EDUCATION SYSTEM WITH JOB-RELEVANT SKILLS:

SI. NO	Education system with job-relevant skills	No. of Responses	Percentage
1	Not effective at all	12	4.8
2	Slightly effective	42	16.8
3	Moderately effective	56	22.4
4	Very effective	64	25.6
5	Extremely effective	76	30.4
Total		250	100

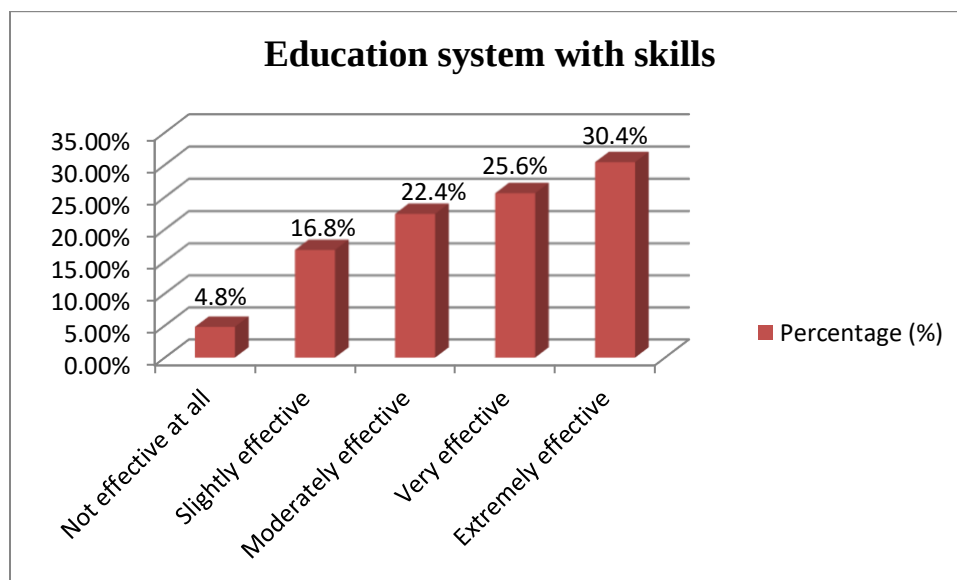
FINDINGS:

It was found that 4.8% of the respondents belong to not effective at all, 16.8% of respondents belong to slightly effective, 22.4% of respondents belong to moderately effective, 25.6% of respondents belong to very effective, 30.4% of respondents belong to extremely effective.

INFERENCE:

It is inferred from the above study that 30.4% of respondents were extremely effective.

3.2.11. CHART SHOWING THE EDUCATION SYSTEM WITH JOB-RELEVANT SKILLS:



3.2.12. TABLE SHOWING THE SKILLS THAT ALIGN WITH JOB REQUIREMENTS:

SI.NO	Skills that align with job requirements	No. of Responses	Percentage
1	Strongly disagree	14	5.6
2	Disagree	60	24
3	Neutral	65	26
4	Agree	49	19.6
5	Strongly agree	62	24.8
Total		250	100

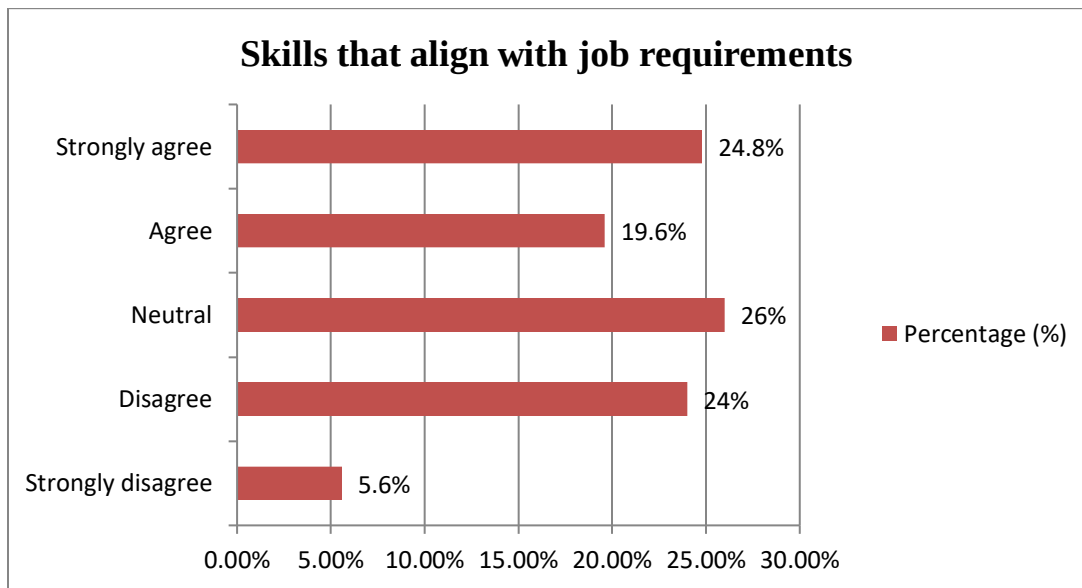
FINDINGS:

It was found that 5.6% of the respondents belong to the strongly agree, 24% of the respondents belong to the disagree, 26% respondents belong to the neutral, 19.6% respondents belong to the agree, 24.8% respondents belong to the strongly agree.

INFERENCE:

It is inferred from the above study that 26% of respondents were neutral.

3.2.12. CHART SHOWING THE SKILLS THAT ALIGN WITH JOB REQUIREMENTS:



3.2.13. TABLE SHOWING THE IDENTIFIED AN SKILL GAPS OF EMPLOYEES IN HR POLICY:

SI. NO	identification of skill gaps	No. of Responses	Percentage
1	Not effective at all	11	4.4
2	Slightly effective	53	21.2
3	Moderately effective	68	27.2
4	Very effective	57	22.8
5	Extremely effective	61	24.4
Total		250	100

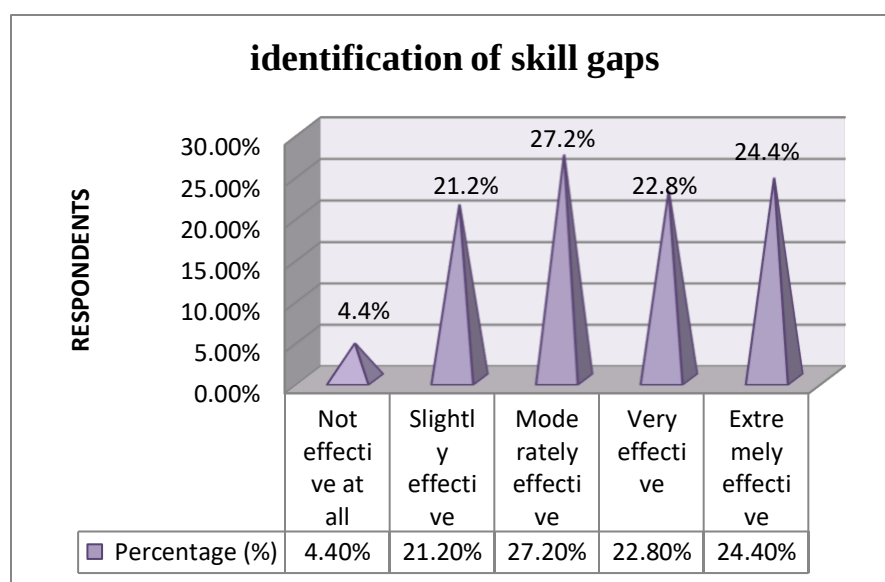
FINDINGS:

It was found that 4.4% of respondents belong to not effective at all, 21.2% of respondents belong to slightly effective, 27.2% of respondents belong to moderately effective, 22.8% of respondents belong to very effective, 24.4% of respondents belong to extremely effective.

INFERENCE:

It is inferred from the above study that 27.2% of respondents were neutral.

3.2.13. CHART SHOWING THE IDENTIFIED AN SKILL GAPS OF EMPLOYEES IN HR POLICY:



3.2.14. TABLE SHOWING THE TRAINING PROVIDED TO BRIDGE SKILL GAPS BY WHEELS INDIA LTD:

SI. NO	Training provided to bridge skill gaps	No. of Responses	Percentage
1	Very dissatisfied	14	5.6
2	Dissatisfied	72	28.8
3	Neutral	48	19.2
4	Satisfied	50	20
5	Very satisfied	66	26.4
Total		250	100

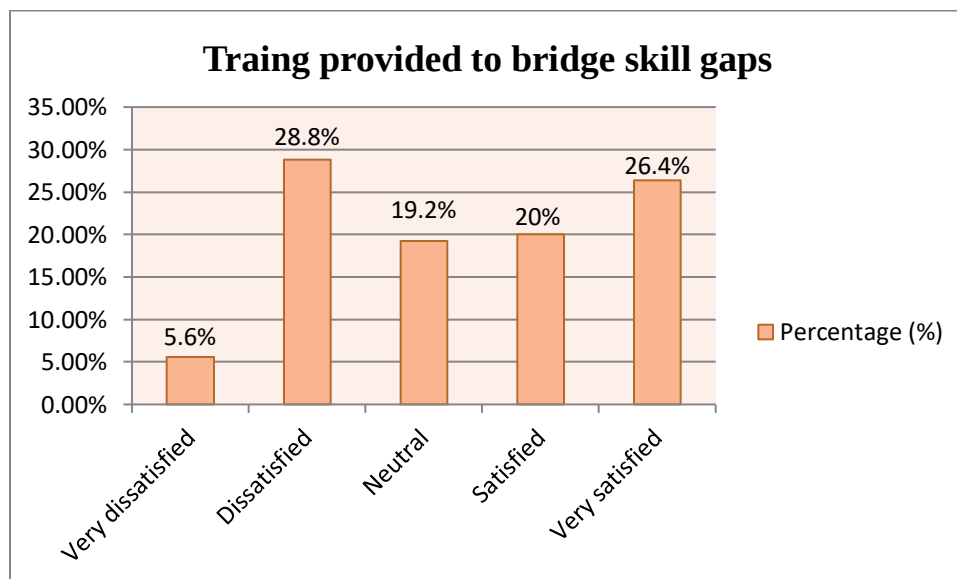
FINDINGS:

It was found that 5.6% of respondents belong to very dissatisfied, 28.8% of respondents belong to dissatisfied, 19.2% of respondents belong to neutral, 20% of respondents belong to satisfied, 26.4% of respondents belong to very satisfied.

INFERENCE:

It is inferred from the above study that 28.8% of respondents were dissatisfied.

3.2.14. CHART SHOWING THE TRAINING PROVIDED TO BRIDGE SKILL GAPS BY WHEELS INDIA LTD:



3.2.15. TABLE SHOWING THE TRAINING PROGRAM ENHANCING JOB RELEVANT SKILLS:

SI. NO	Training program enhancing skills	No. of Responses	Percentage
1	Not effective at all	16	6.4
2	Slightly effective	51	20.4
3	Moderately effective	54	21.6
4	Very effective	65	26
5	Extremely effective	64	25.6
Total		250	100

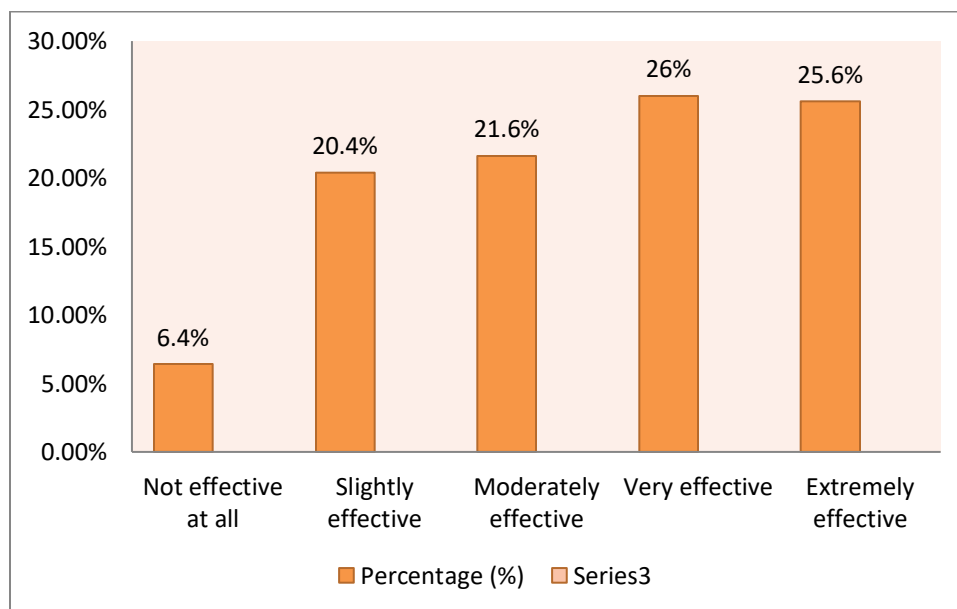
FINDINGS:

It was found that 6.4% of respondents belong to not effective at all, 20.4% of respondents belong to slightly effective, 21.6% of respondents belong to moderately effective, 26% of respondents belong to very effective, 25.6% of respondents belong to extremely effective.

INFERENCE:

It is inferred from the above study that 26% of respondents were very effective.

3.2.15. CHART SHOWING THE TRAINING PROGRAM ENHANCING JOB RELEVANT SKILLS:



3.2.16. TABLE SHOWING THE FINDING THE PROCESS OF JOB REDESIGN:

SI. NO	Process of job redesign	No. of Responses	Percentage
1	Not challenging at all	8	3.2
2	Slightly challenging	44	17.6
3	Moderately challenging	64	25.6
4	Very challenging	59	23.6
5	Extremely challenging	75	30
Total		250	100

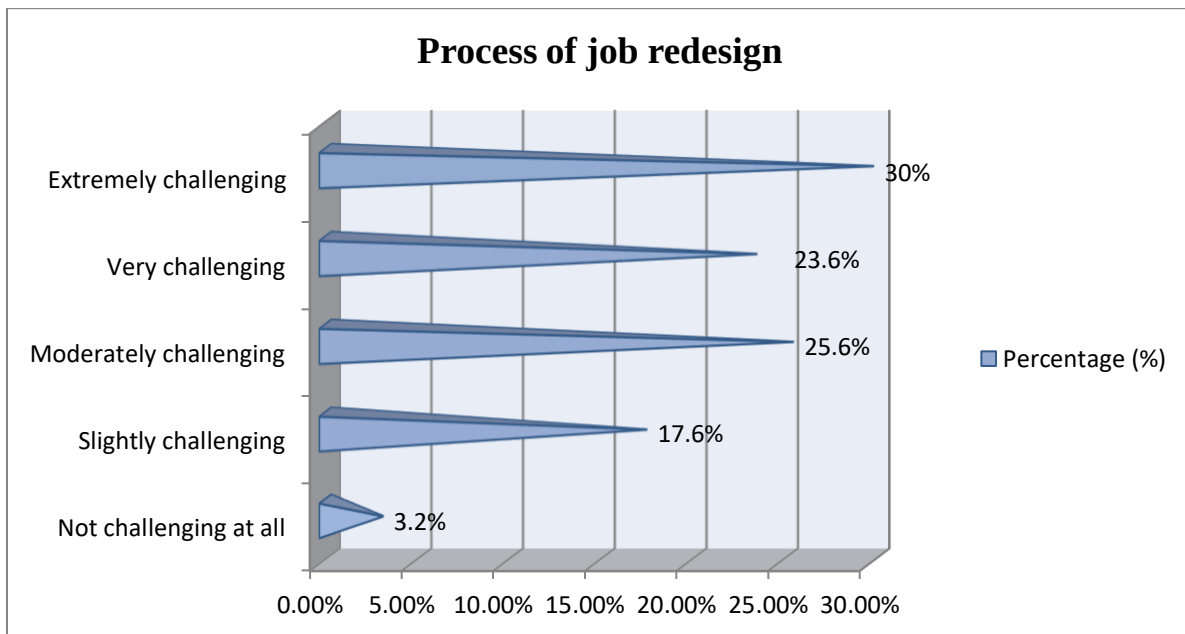
FINDINGS:

It was found that 3.2% of respondents belong to not challenging at all, 17.6% of respondents belong to slightly effective, 25.6% of respondents belong to moderately challenging, 23.6% of respondents belong to very challenging, 30% of respondents belong to extremely challenging.

INFERENCE:

It is inferred from the above study that 30% of respondents were extremely challenging.

3.2.16. CHART SHOWING THE FINDING THE PROCESS OF JOB REDESIGN:



3.2.17. TABLE SHOWING THE BARRIERS PREVENTING UPSKILLING AND RESKILLING INITIATIVES:

Sl.NO	Barriers preventing upskilling and reskilling initiatives	No. of Responses	Percentage
1	No barriers	19	7.6
2	Minor barriers	46	18.4
3	Moderate barriers	60	24
4	Significant barriers	57	22.8
5	Severe barriers	68	27.2
Total		250	100

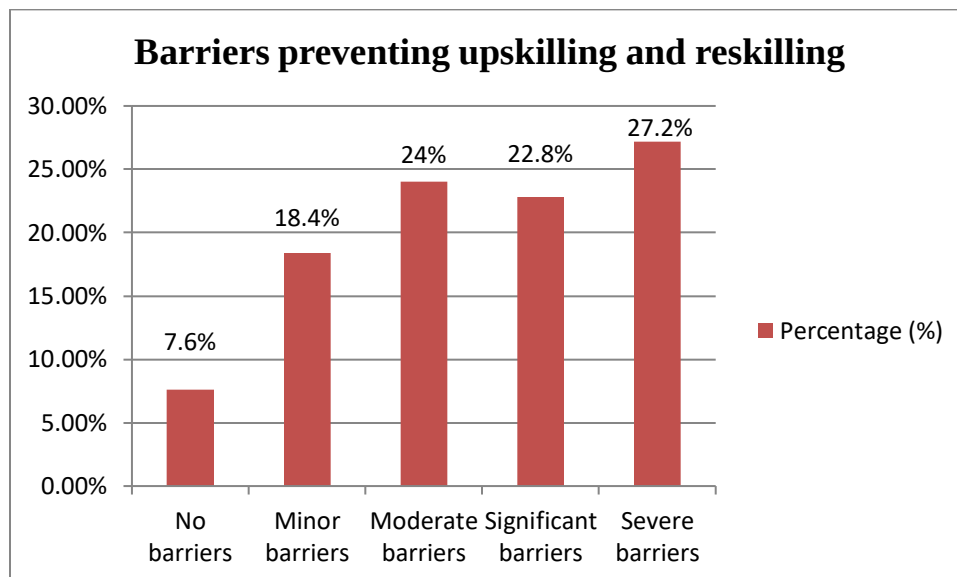
FINDINGS:

It was found that 7.6% of the respondents belong to no barriers, 18.4% of respondents belong to minor barriers, 24% of respondents belong to moderate barriers, 22.8% of respondents belong to significant barriers, 27.2% of respondents belong to severe barriers.

INFERENCE:

It is inferred from the above study that 27.2% of respondents were severe barriers.

3.2.17. CHART SHOWING THE BARRIERS PREVENTING UPSKILLING AND RESKILLING INITIATIVES:



3.2.18. TABLE SHOWING THE OPPORTUNITIES FOR SKILL ENHANCEMENT:

SI.NO	Opportunities for skill enhancement	No. of Responses	Percentage
1	Very limited opportunities	14	5.6
2	Limited opportunities	45	18
3	Moderate opportunities	70	28
4	Abundant opportunities	54	21.6
5	Extensive opportunities	67	26.8
Total		250	100

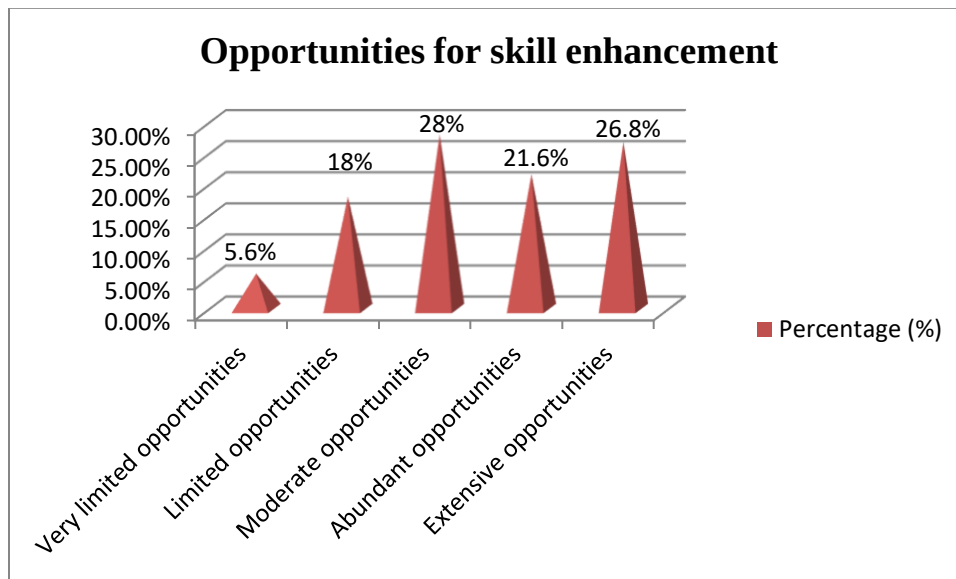
FINDINGS:

It was found that 5.6% of the respondents belong to very limited opportunities, 18% of respondents belong to limited opportunities, 28% of respondents belong to moderate opportunities, 21.6% of respondents belong to abundant opportunities. 26.8% were extensive opportunities.

INFERENCE:

It is inferred from the above study that 26.8% of respondents were extensive opportunities.

3.2.18. CHART SHOWING THE OPPORTUNITIES FOR SKILL ENHANCEMENT:



3.2.19. TABLE SHOWING THE ACTIVELY ENGAGE AND PARTICIPATE IN SKILL DEVELOPMENT PROGRAMS:

SI.NO	Actively participate in skilling programs	No. of Responses	Percentage
1	Very low engagement/participation	11	4.4
2	Low engagement/participation	36	14.4
3	Moderate engagement/participation	100	40
4	High engagement/participation	46	18.4
5	Very high engagement/participation	57	22.8
Total		250	100

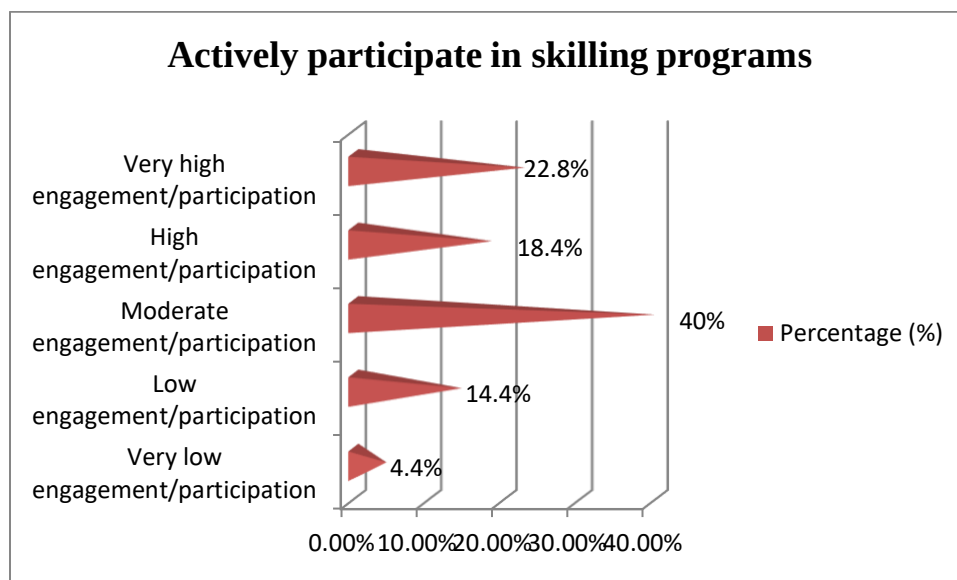
FINDINGS:

It was found that 4.4% of respondents belong to very low engagement/participation, 14.4% of respondents belong to low engagement/participation, 40% of respondents belong to moderate engagement/participation, 18.4% of respondents belong to high engagement/participation, 22.8% of respondents were very high engagement/participation.

INFERENCE:

It is inferred from the above study that 40% of respondents were moderate engagement/participation.

3.2.19. CHART SHOWING THE ACTIVELY ENGAGE AND PARTICIPATE IN SKILL DEVELOPMENT PROGRAMS:



3.2.20. TABLE SHOWING THE HOW EMPLOYEES EFECVTIVE WITH THE SKILLS FOR JOB REDESIGN:

SI.NO	How the employee effective with the skills for Job Redesign	No. of Responses	Percentage
1	Not effective at all	12	4.8
2	Slightly effective	56	22.4
3	Moderately effective	69	27.6
4	Very effective	59	23.6
5	Extremely effective	54	21.6
Total		250	100

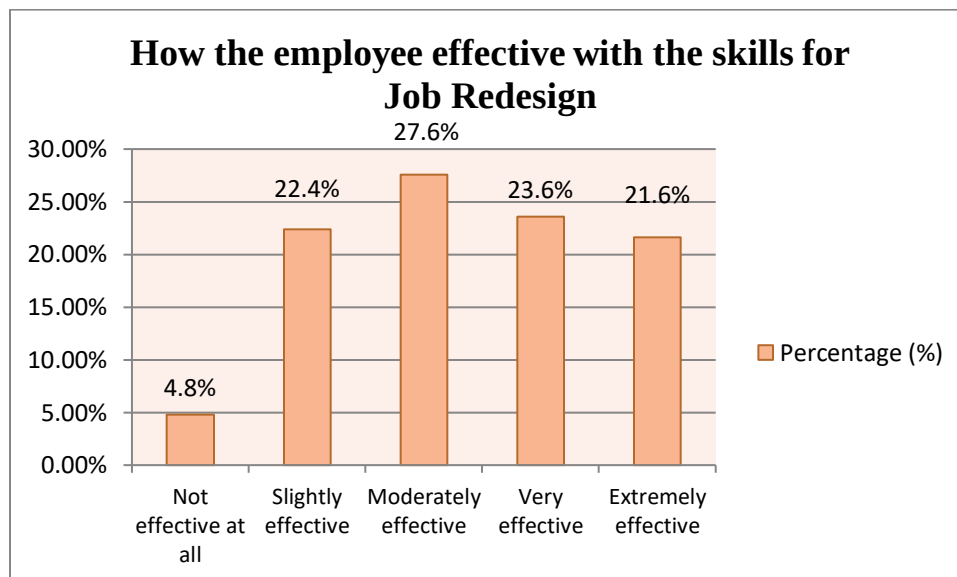
FINDINGS:

It was found that 4.8% of the respondents belong to not effective at all, 22.4% of respondents belong to slightly effective, 27.6% of respondents belong to moderately effective, 23.6% of respondents belong to very effective, 21.6% of respondents belong to extremely effective.

INFERENCE:

It is inferred from the above study that 27.6% of respondents were moderately effective.

3.2.20. CHART SHOWING THE HOW EMPLOYEES EFECVTIVE WITH THE SKILLS FOR JOB REDESIGN:



3.2.21. TABLE SHOWING THE OVERALL EFFECTIVENESS OF TRAINING PROGRAMS:

Sl.NO	Overall effectiveness of training programs	No. of Responses	Percentage
1	Not effective at all	13	5.2
2	Slightly effective	52	20.8
3	Moderately effective	64	25.6
4	Very effective	51	20.4
5	Extremely effective	70	28
Total		250	100

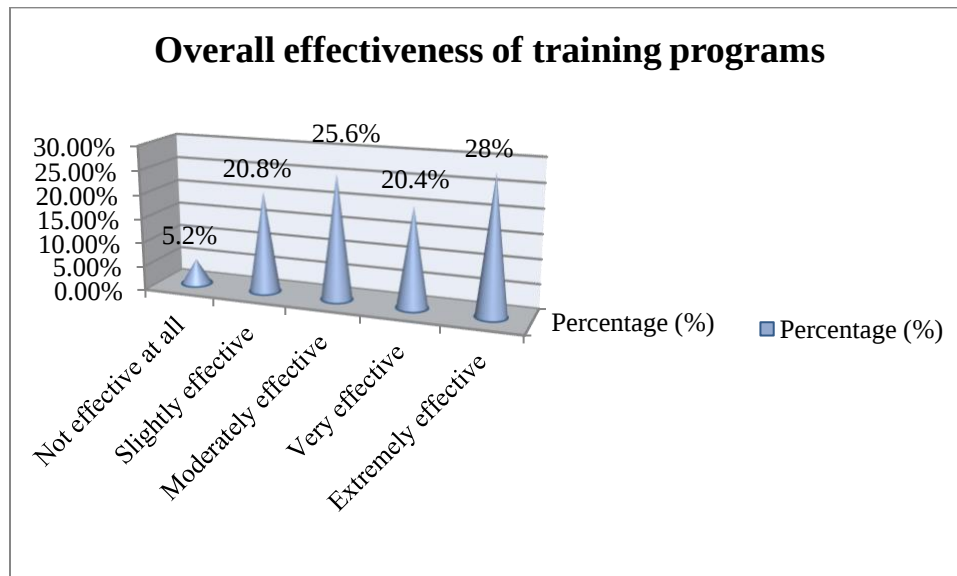
FINDINGS:

It was found that 5.2% of the respondents belong to not effective at all, 20.8% of respondents belong to slightly effective, 25.6% of respondents belong to moderately effective, 20.4% of respondents belong to very effective, 28% of respondents belong to extremely effective.

INFERENCE:

It is inferred from the above study that 28% of respondents were extremely effective.

3.2.21. CHART SHOWING THE OVERALL EFFECTIVENESS OF TRAINING PROGRAMS:



3.2.22. TABLE SHOWING THE HOW MOTIVATED TO PARTICIPATE IN UPSKILLING/RESKILLING PROGRAM:

SI. NO	How motivated to participate in skilling program	No. of Responses	Percentage
1	Not motivated at all	9	3.6
2	Slightly motivated	35	14
3	Moderately motivated	66	26.4
4	Very motivated	73	29.2
5	Extremely motivated	67	26.8
Total		250	100

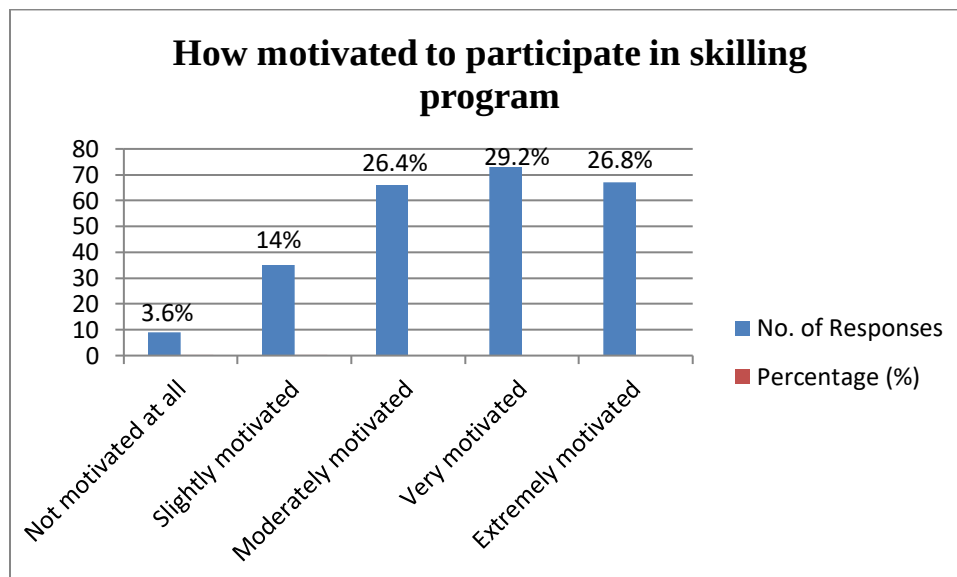
FINDINGS:

It was found that 3.6% of the respondents belong to not motivated at all, 14% of respondents belong to slightly motivated, 26.4% of respondents belong to moderately motivated, 29.2% of respondents belong to very motivated, 26.8% of respondents belong to extremely motivated.

INFERENCE:

It is inferred from the above study that 29.2% of respondents were very motivated.

3.2.22. CHART SHOWING THE HOW MOTIVATED TO PARTICIPATE IN UPSKILLING/RESKILLING PROGRAM:



3.2.23. TABLE SHOWING THE VARIETY OF TRAINING PROGRAMS FOR UPSKILLING AND RESKILLING:

SI. NO	variety of training program for upskilling and reskilling	No. of Responses	Percentage
1	Very dissatisfied	8	3.2
2	Dissatisfied	54	21.6
3	Neutral	56	22.4
4	Satisfied	69	27.6
5	Very satisfied	63	25.2
Total		250	100

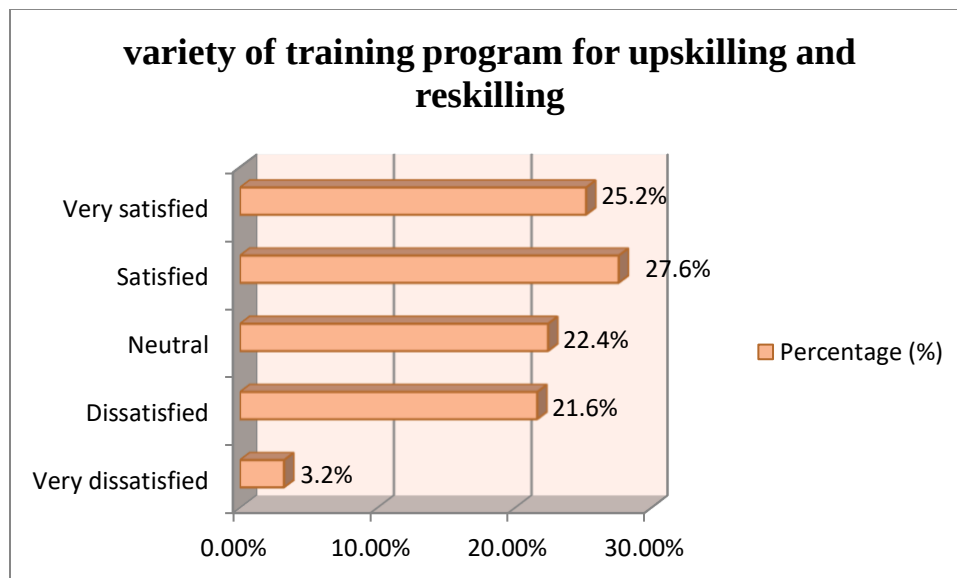
FINDINGS:

It was found that 3.2% of the respondents belong to very dissatisfied, 21.6% of respondents belong to dissatisfied, 22.4% of respondents belong to neutral, 27.6% of respondents belong to satisfied, 25.2% of respondents belong to very satisfied.

INFERENCE:

It is inferred from the above study that 27.6% of respondents were satisfied.

3.2.23. CHART SHOWING THE VARIETY OF TRAINING PROGRAMS FOR UPSKILLING AND RESKILLING:



3.2.24. TABLE SHOWING THE CLARITY OF COMMUNICATION REGARDING TO UPSKILLING AND RESKILLING PROGRAM:

SI. NO	Clarity of communication regarding upskilling and reskilling program	No. of Responses	Percentage
1	Very unclear	11	4.4
2	Unclear	39	15.6
3	Neutral	57	22.8
4	Clear	65	26
5	Very clear	78	31.2
Total		250	100

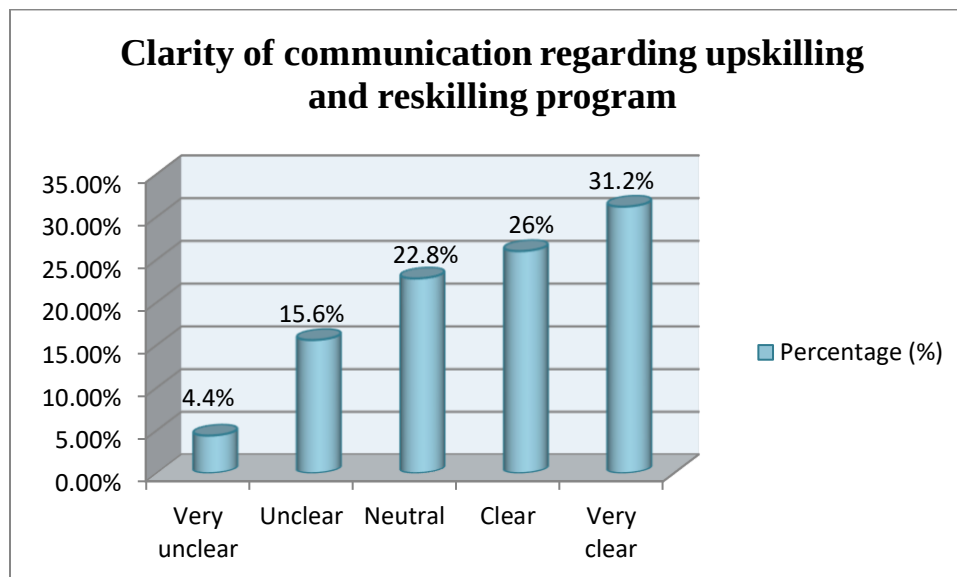
FINDINGS:

It was found that 4.4% of respondents belong to very unclear, 15.6% of respondents belong to unclear, 22.8% of respondents belong to neutral, 26% of respondents belong to clear, 31.2% of respondents belong to very clear.

INFERENCE:

It is inferred from the above study that 31.2% of respondents were very clear.

3.2.24. CHART SHOWING THE CLARITY OF COMMUNICATION REGARDING TO UPSKILLING AND RESKILLING PROGRAM:



3.2.25. TABLE SHOWING THE SCHEDULING AND AVAILABILITY OF TRAINING SESSIONS:

SI.NO	Scheduling and availability of training sessions	No. of Responses	Percentage
1	Very inconvenient	19	7.6
2	Inconvenient	48	19.2
3	Neutral	51	20.4
4	Convenient	79	31.6
5	Very convenient	53	21.2
Total		250	100

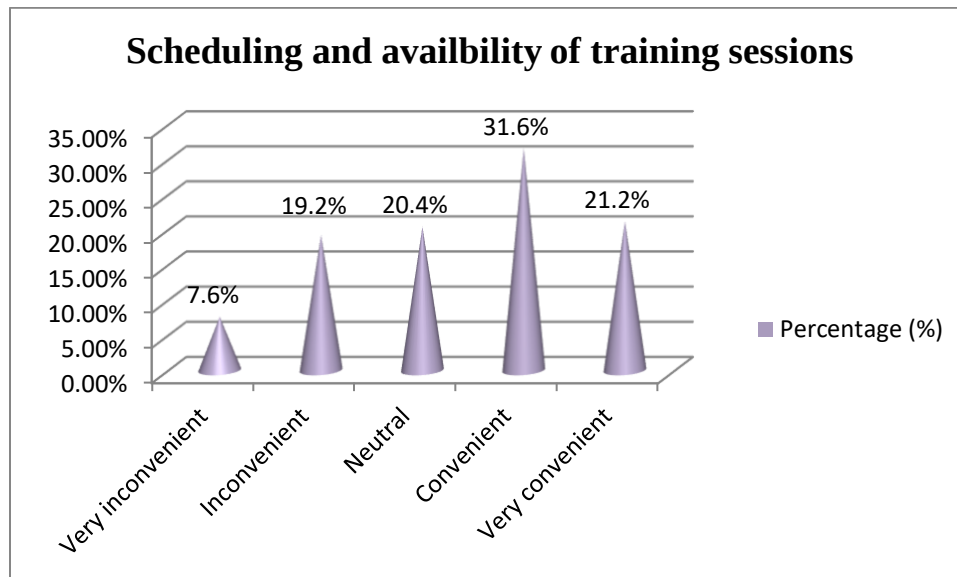
FINDINGS:

It was found that 7.6% of the respondents belong to very inconvenient, 19.2% of respondents belong to inconvenient, 20.4% of respondents belong to neutral, 31.6% of respondents belong to convenient, 21.2% of respondents belong to very convenient.

INFERENCE:

It is inferred from the above study that 31.6% of respondents were convenient.

3.2.25. CHART SHOWING THE SCHEDULING AND AVAILABILITY OF TRAINING SESSIONS:



3.1 TEST OF NORMALITY

H 0: The data does not follow a normal distribution.

H 1: The data does follow a normal distribution.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
role of leadership and organizational culture	.102	252	.000	.978	252	.001
efficacy in providing job-relevant skills	.111	252	.000	.971	252	.000
The specific challenges and opportunities	.116	252	.000	.980	252	.001
effectiveness of existing training programs	.107	252	.000	.981	252	.002

a. Lilliefors Significance Correction

INTERPRETATION:

From the above table, p (sig) value is <0.05.

Hence The H0: The data does not follow a normal distribution.

Hence Rejected (H0)

Table reveals significant departures from normality for all variables ($p < .001$) based on both Kolmogorov-Smirnov (.102-.116) and Shapiro-Wilk (.971-.980) tests. These findings suggest caution in employing parametric analyses, necessitating non-parametric methods or data transformations. The low p-values indicate a lack of adherence to the normal distribution assumption, highlighting potential limitations in statistical modeling.

3.2 ANALYSIS

NON PARAMETRIC TEST:

CORRELATION

H 0: There is no significant correlation between the variables.

H1: There is a significant correlation between the variables.

TABLE

Correlations

		role of leadership and organizational culture	efficacy in providing job- relevant skills	The specific challenges and opportunities	effectiveness of existing training programs
role of leadership and organizational culture	Pearson Correlation	1	.332**	.328**	.130*
	Sig. (2-tailed)		.000	.000	.039
	N	252	252	252	252
efficacy in providing job- relevant skills	Pearson Correlation	.332**	1	.362**	.318**
	Sig. (2-tailed)	.000		.000	.000
	N	252	252	252	252
The specific challenges and opportunities	Pearson Correlation	.328**	.362**	1	.250**
	Sig. (2-tailed)	.000	.000		.000
	N	252	252	252	252
effectiveness of existing training programs	Pearson Correlation	.130*	.318**	.250**	1
	Sig. (2-tailed)	.039	.000	.000	
	N	252	252	252	252

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

INTERPRETATION:

From the above analysis, it is inferred that

$P(\text{sig}) < 0.05$

Hence rejected (H_0)

There is no significant correlation between the variables. These findings suggest potential interconnectedness among these variables within the organizational context, including areas further investigation and strategic intervention to enhance organizational effectiveness.

MANN-WHITNEY U-TEST

NULL HYPOTHESIS (H O): There is no significant difference in the ranks between male and female participants across the variables of role of leadership and organizational culture, efficacy in providing job-relevant skills, the specific challenges and opportunities, and effectiveness of existing training programs.

ALTERNATIVE HYPOTHESIS (H1): There is a significant difference in the ranks between male and female participants across the variables of role of leadership and organizational culture, efficacy in providing job-relevant skills, the specific challenges and opportunities, and effectiveness of existing training programs.

TABLE

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
role of leadership and organizational culture	Male	182	125.82	22899.50
	Female	70	128.26	8978.50
	Total	252		
efficacy in providing job-relevant skills	Male	182	126.26	22979.50
	Female	70	127.12	8898.50
	Total	252		
The specific challenges and opportunities	Male	182	122.42	22281.00
	Female	70	137.10	9597.00
	Total	252		
effectiveness of existing training programs	Male	182	123.65	22503.50
	Female	70	133.92	9374.50
	Total	252		

Test Statistics ^a				
	role of leadership and organizational culture	efficacy in providing job-relevant skills	The specific challenges and opportunities	effectiveness of existing training programs
Mann-Whitney U	6246.500	6326.500	5628.000	5850.500
Wilcoxon W	22899.500	22979.500	22281.000	22503.500
Z	-.240	-.085	-1.443	-1.010
Asymp. Sig. (2-tailed)	.810	.933	.149	.312

a. Grouping Variable: Gender

INTERPRETATION:

From the above analysis, it is inferred that;

$P(\text{sig}) > 0.05$

Hence accepted (H1)

There is a significant difference in the ranks between male and female participants across the variables of role of leadership and organizational culture, efficacy in providing job-relevant skills, the specific challenges and opportunities, and effectiveness of existing training programs. suggesting that females may rank this variable higher than males. Overall, while there are minor differences in mean ranks, the statistical tests indicate no substantial gender-based discrepancies in rankings across most organizational variables.

KRUSKAL – WALLIS H-TEST

NULL HYPOTHESIS (H O): There is no significant difference in the mean ranks of the role of leadership and organizational culture across different levels of experience compared to the efficacy in providing job-relevant skills.

ALTERNATIVE HYPOTHESIS (H1): There is a significant difference in the mean ranks of the role of leadership and organizational culture across different levels of experience compared to the efficacy in providing job-relevant skills.

TABLE

Ranks			
	Years Of Experience	N	Mean Rank
role of leadership and organizational culture	1-5 years	43	138.2
	5-10 Years	130	116.2
	10-15 Years	48	125.2
	15-25 Years	21	146.6
	25-40 Years	10	173.7
	Total	252	
efficacy in providing job-relevant skills	1-5 years	43	116.3
	5-10 Years	130	121
	10-15 Years	48	134.5
	15-25 Years	21	141.8
	25-40 Years	10	171.8
	Total	252	
The specific challenges and opportunities	1-5 years	43	117.6
	5-10 Years	130	120.4
	10-15 Years	48	141.1
	15-25 Years	21	137.4
	25-40 Years	10	151.1
	Total	252	
effectiveness of existing training programs	1-5 years	43	125.7
	5-10 Years	130	118.2
	10-15 Years	48	138.7
	15-25 Years	21	134.9
	25-40 Years	10	162.1
	Total	252	

Test Statistics ^{a,b}				
	role of leadership and organizational culture	efficacy in providing job- relevant skills	The specific challenges and opportunities	effectiveness of existing training programs
Chi-Square	9.659	7.070	5.151	5.782
df	4	4	4	4
Asymp. Sig.	.147	.132	.272	.216

a. Kruskal Wallis Test

b. Grouping Variable: Years Of Experience

INTERPRETATION:

From the above analysis, it is inferred that;

$P(\text{sig}) > 0.05$

Hence accepted (H1)

There is a significant difference in the mean ranks of the role of leadership and organizational culture across different levels of experience compared to the efficacy in providing job-relevant skills. Similarly, differences in the perceived effectiveness of existing training programs across experience levels imply the necessity for adaptive training strategies to address varying needs and expectations within the organization.

RUN TEST

NULL HYPOTHESIS (H₀): There is no significant difference between the observed distribution of cases (job-relevant skills, leadership, organizational culture, effectiveness of training programs) and the expected distribution (random distribution).

ALTERNATIVE HYPOTHESIS (H₁): There is a significant difference between the observed distribution of cases (job-relevant skills, leadership, organizational culture, effectiveness of training programs) and the expected distribution (random distribution).

TABLE

Runs Test

	role of leadership and organizational culture	efficacy in providing job- relevant skills	The specific challenges and opportunities	effectiveness of existing training programs
Test Value ^a	17	17	17	18
Cases < Test Value	104	106	101	123
Cases >= Test Value	148	146	151	129
Total Cases	252	252	252	252
Number of Runs	116	118	115	120
Z	-.932	-.754	-.925	-.875
Asymp. Sig. (2-tailed)	.351	.451	.355	.381

a. Median

INTERPRETATION:

From the above analysis, it is inferred that;

P (sig) > 0.05

Hence accepted (H₁)

There is a significant difference between the observed distribution of cases (job-relevant skills, leadership, organizational culture, effectiveness of training programs) and the expected distribution (random distribution). However, further analysis is needed to understand the nuanced interactions and dynamics within these domains.

3.3 SUMMARY OF FINDINGS

It was found that,

- Gender distribution: 72.4% of respondents were male, while 27.6% were female.
- Age distribution: 55.2% of respondents were aged 20-24, with significant representation across other age groups.
- Years of experience: 51.6% of respondents had 5-10 years of experience.
- Education qualification: 44.8% of respondents held a Diploma.
- Annual income: 54% of respondents earned between 2.5 to 5 Lakhs annually.
- Leadership support for learning and development: 34.4% of respondents remained neutral.
- Organizational culture regarding learning and development: 28.8% expressed a very positive sentiment.
- Accessibility of learning opportunities: 28% of respondents found them extremely accessible.
- Obstacles faced while upskilling and reskilling: 25.2% strongly agreed on facing obstacles.
- Organizational design regarding learning and development: 28% of respondents perceived it as very positive.
- Effectiveness of the education system in providing job-relevant skills: 30.4% rated it as extremely effective.
- Alignment of skills with job requirements: 26% of respondents remained neutral.
- Identification of skill gaps in HR policy: 27.2% perceived it as moderately effective.
- Satisfaction with training provided by Wheels India Ltd: 28.8% expressed dissatisfaction.
- Effectiveness of training programs in enhancing job-relevant skills: 26% rated them as very effective.
- Challenge level in the process of job redesign: 30% found it extremely challenging.
- Barriers preventing upskilling and reskilling initiatives: 27.2% faced severe barriers.
- Opportunities for skill enhancement: 26.8% perceived them as extensive.
- Engagement in skill development programs: 40% were moderately engaged.
- Employee effectiveness with skills for job redesign: 27.6% were moderately effective.
- Overall effectiveness of training programs: 28% found them extremely effective.
- Motivation to participate in upskilling/reskilling programs: 29.2% were very motivated.
- Variety of training programs: 27.6% were satisfied with the variety.

- Clarity of communication regarding upskilling/reskilling programs: 31.2% found it very clear.
- Scheduling and availability of training sessions: 31.6% found them convenient.

CORRELATION:

The correlation analysis shows significant relationships between the variables, including leadership, skills efficacy, challenges, and training program effectiveness, at both 0.01 and 0.05 levels. Despite this, the hypothesis of no significant correlation is rejected. The findings suggest intricate interconnections within organizational dynamics, warranting further investigation for enhancing effectiveness. These insights highlight the complex landscape of organizational interactions and the need for targeted strategic interventions.

MANN-WHITNEY U-TEST:

The research found no significant gender-based differences in rankings across most organizational variables ($p > 0.05$). However, females rated specific challenges and opportunities significantly higher than males ($p = 0.149$). Accept the hypothesis for this variable. Overall, while minor differences in mean ranks were observed, the study indicates limited gender-based disparities in perceptions of organizational dynamics.

KRUSKAL – WALLIS H-TEST:

The Kruskal-Wallis test reveals significant differences in mean ranks for leadership roles and organizational culture ($\chi^2 = 9.659$, $df = 4$, $p = .147$) as well as efficacy in providing job-relevant skills ($\chi^2 = 7.070$, $df = 4$, $p = .132$) across experience levels. Accept the hypothesis, these findings suggest substantial variations in these aspects based on employees' experience, emphasizing the necessity for tailored training strategies to address diverse organizational needs effectively.

RUN TEST:

The runs test, with test values ranging from 17 to 18 across various domains, indicates a lack of significant deviation from random distribution ($p > 0.05$). Consequently, the null hypothesis (H_0) is accepted, suggesting no substantial difference between observed and expected distributions. Further analysis is warranted to explore the intricate dynamics within job-relevant skills, leadership, organizational culture, and training program effectiveness.

SUGGESTIONS

The study on factors influencing upskilling and reskilling at Wheels India Ltd will begin with a comprehensive needs assessment, gathering insights from employees and management to pinpoint specific skill gaps. Utilizing technology-driven learning platforms will ensure accessible and flexible upskilling opportunities, catering to diverse learning preferences. Cultivating a culture of continuous learning through incentives and managerial support will motivate employee engagement. Clear career pathways tied to skill acquisition will incentivize proactive reskilling efforts. Regular evaluation and feedback mechanisms will enable iterative refinement of strategies, aligning with evolving business needs and employee input. Wheels india Ltd can create a dynamic learning environment empowers its workforce to adapt to emerging challenges and drive sustainable growth.

CONCLUSION

In examining the factors influencing upskilling and reskilling of employees at Wheels India Ltd., several key insights emerge. Firstly, the study underscores the critical role of proactive organizational policies in fostering a culture of continuous learning. Initiatives such as training programs, mentorship opportunities, and access to resources are pivotal in facilitating skill development. Additionally, the research highlights the significance of individual motivation and receptiveness to upskilling and reskilling efforts. Employees who demonstrate a willingness to adapt and acquire new competencies are more likely to thrive in an evolving work landscape.

Moreover, the findings emphasize the importance of aligning training initiatives with the company's strategic objectives to maximize their impact. By targeting specific skill gaps and emerging industry trends, Wheels India Ltd. can ensure its workforce remains agile and competitive. Furthermore, the study emphasizes the need for ongoing evaluation and adaptation of upskilling programs to address evolving needs and technological advancements. Ultimately, investing in employee development not only enhances individual capabilities but also strengthens organizational resilience and innovation capacity in the face of change.

ANNEXURE

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QUESTIONNAIRE

A questionnaire is a set of questions designed to gather information from people. It's like a survey that helps collect data for research purposes.

(i) Gender

- 1 - Male
- 2 - Female

(ii) Age

- 1 - 15-19
- 2 - 20-24
- 3 - 25-29
- 4 - 30-34
- 5 - 35 & Above

(iii) Years of experience

- 1 - 1-5 years
- 2 - 5-10 Years
- 3 - 10-15 Years
- 4 - 15-25 Years
- 5 - 25-40 Years

(iv) Education qualification

- 1 - High School Graduate
- 2 - Diploma
- 3 - Bachelor's Degree
- 4 - Master's Degree
- 5 - Doctoral or Professional Degree

(v) Annual Income

- 1 - Below 2.5 Lakhs
- 2 - 2.5 Lakhs - 5Lakhs

3 - 5 lakhs - 7.5 Lakhs

4 - 7.5 lakhs - 10 Lakhs

5 - Above 10 Lakhs

(1) To what extent do you feel that the leadership in your organization supports learning and development initiatives?

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

(2) How would you describe the organizational culture regarding learning and development?

1 - Very Negative

2 - Negative

3 - Neutral

4 - Positive

5 - Very Positive

(3) How accessible are learning opportunities for employees within your organization?

1 - Not Accessible at All

2 - Slightly Accessible

3 - Moderately Accessible

4 - Very Accessible

5 - Extremely Accessible

(4) What are the main obstacles employees faces when trying to engage in upskilling and reskilling activities?

1 - Strongly Disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly Agree

(5) How would you describe the organizational design regarding learning and development?

1 - Very Negative

2 - Negative

3 - Neutral

4 - Positive

5 - Very Positive

(6) How effectively do you believe the formal education system equips individuals with job-relevant skills?

1 - Not effective at all

2 - Slightly effective

3 - Moderately effective

4 - Very effective

5 - Extremely effective

(7) To what extent do you think the skills acquired from formal education align with the job requirements at Wheels India Ltd?

1 - Strongly disagree

2 - Disagree

3 - Neutral

4 - Agree

5 - Strongly agree

(8) How effective do you perceive the current HR policies at Wheels India Ltd. in addressing skills gaps identified in employees?

1 - Not effective at all

2 - Slightly effective

3 - Moderately effective

4 - Very effective

5 - Extremely effective

(9) How satisfied are you with the training initiatives provided by Wheels India Ltd. to bridge skill gaps?

1 - Very dissatisfied

2 - Dissatisfied

3 - Neutral

4 - Satisfied

5 - Very satisfied

(10) How effective do you perceive the training programs offered by Wheels India Ltd. in enhancing job-relevant skills?

1 - Not effective at all

2 - Slightly effective

3 - Moderately effective

4 - Very effective

5 - Extremely effective

(11) How challenging do you find the process of job redesign within Wheels India Ltd.?

1 - Not challenging at all

2 - Slightly challenging

3 - Moderately challenging

4 - Very challenging

5 - Extremely challenging

(12) What are the main barriers preventing effective upskilling and reskilling initiatives within Wheels India Ltd.?

1 - No barriers

2 - Minor barriers

3 - Moderate barriers

4 - Significant barriers

5 - Severe barriers

(13) How do you perceive the opportunities for skill enhancement through upskilling and reskilling initiatives within Wheels India Ltd.?

- 1 - Very limited opportunities
- 2 - Limited opportunities
- 3 - Moderate opportunities
- 4 - Abundant opportunities
- 5 - Extensive opportunities

(14) To what extent do employees actively engage and participate in upskilling and reskilling programs offered by Wheels India Ltd.?

- 1 - Very low engagement/participation
- 2 - Low engagement/participation
- 3 - Moderate engagement/participation
- 4 - High engagement/participation
- 5 - Very high engagement/participation

(15) How effective are the training and development programs in equipping employees with the necessary skills for job redesign, upskilling, and reskilling?

- 1 - Not effective at all
- 2 - Slightly effective
- 3 - Moderately effective
- 4 - Very effective
- 5 - Extremely effective

(16) How would you rate the overall effectiveness of the current training programs offered by Wheels India Ltd in enhancing your skills and knowledge?

- 1- Not effective at all
- 2- Slightly effective
- 3- Moderately effective
- 4- Very effective
- 5- Extremely effective

(17) To what extent do you feel motivated to participate in upskilling/reskilling initiatives provided by the company?

- 1- Not motivated at all
- 2- Slightly motivated
- 3- Moderately motivated
- 4- Very motivated
- 5- Extremely motivated

(18) How satisfied are you with the variety of training programs available for upskilling/reskilling?

- 1- Very dissatisfied
- 2- Dissatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied

(19) Rate the clarity of communication regarding upskilling/reskilling opportunities provided by the company.

- 1- Very unclear
- 2- Unclear
- 3- Neutral
- 4- Clear
- 5- Very clear

(20) How convenient do you find the scheduling and availability of training sessions?

- 1- Very inconvenient
- 2- Inconvenient
- 3- Neutral
- 4- Convenient
- 5- Very convenient

PLAGIARISM REPORT

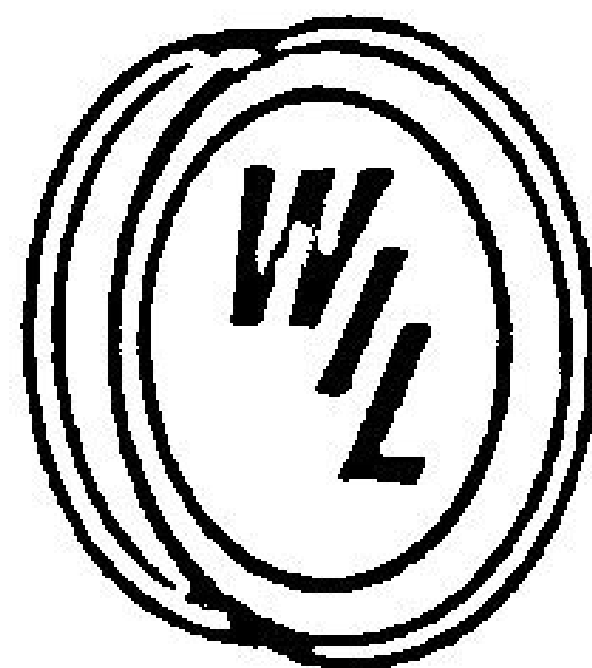
INTRODUCTION, NEED, SCOPE AND OBJECTIVES OF THE STUDY



RESEARCH METHODOLOGY



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WHEELS INDIA LIMITED

Corporate Identity Number : L35921TN1960PLC004175

Registered Office :
21, Patullos Road, Chennai - 600 002.

Factory :
Padi, Chennai - 600 050.

PRNL/2024

30/04/2024

CERTIFICATE

This is to certify that Mr. MOHAN N (Reg. No. 211422631086), MBA (HR), 2nd year student of Panimalar Engineering College, Poonamallee has Undergone Internship in our factory from 02.01.2024 to 30.04.2024.

We found him sincere in his application to the training assignment.

We wish success in all his endeavors.

For Wheels India Limited

**K. SARAVANAN
Deputy Manager (Training)**

Photos in company

