A STUDY ON UNDERSTANDING WORK VALUES AND TRANSFERABLE SKILLS AND ITS IMPACT ON WORKFORCE AGILITY OF INFORMATION TECHNOLOGY PROFESSIONALS IN PUNE

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BY

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Annexure IV

CERTIFICATE OF THE SUPERVISOR

It is certified that work entitled, **'A study on understanding Work Values and Transferable Skills and its impact on Workforce Agility of IT professionals in Pune'** is an original research work done by Mrs. Swapnisha Pankaj Khambayat under my supervision for the degree of Doctor of Philosophy in **Management** to be awarded by **Tilak Maharashtra Vidyapeeth, Pune.** To best of my knowledge this thesis

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Abstract of 'A Study on Understanding Work Values and Transferable Skills and its Impact on Workforce Agility on IT Professionals in Pune'

6.1 Introduction

Workplaces are dynamic and so the people also should be. According to Jeff Bezo, Nothing is sustainable, else you create; somebody will replicate it. Employees can become problem solvers when they have significant say over their jobs. Finding out the employee's agility how it is and how it relates to transferable skills and work values is the area the researcher dealt with.

Employees develop their own set of values in the process of task completion which makes them more compatible with the culture of an agile company. Out of several studies since the 1880s, a complete examination of work values linked with transferable skills and managerial measures might encourage managerial agility.

An agile workforce can adapt quickly and efficiently to new situations. Apart from transferable skills training courses might help employees to maintain their nimbleness in the workplace. Some others are of opinion that the agility of an employee can be predicted by determining how an applicant's transferable skills and work values will contribute to the flexibility of their workplace. Here the researcher wants to correlate it to agility criteria. Establishing a preamble of work values (which is one of the dependent variables) can be conceptualized as congruence between individuals and organizational ideals on person organizational fit (D Clarq, 2008).

According to Roger transferable skills highlight the candidate's relevant personal skills. Transferable skills are considered the skills thought to be most immediately tied to knowledge and capabilities.

6.2 Scope of the study

Information technology has an all-encompassing effect on economies worldwide. Goals decided by the researcher include examination and stratification of work values of IT professionals in Pune. In the same line the transferable skills as well. To find out the respective relationship between workforce agility and work values and transferable skills and workforce agility; the

research will seek to answer whether or not universal work values and skills can be predicted. The IT industry can effectively signify such changes more than others.

The scope of the research extends to Information Technology sectors' employees in the Pune area. They filled out my questionnaire thereby I collected primary data. The secondary data was already collected in the form of Working papers, white papers, journal articles, government websites and so on.

6.3 Literature Review

All those parameters and their interrelationship were studied in detail and before finalizing the title, gaps were dug out. The articles from journals like Journal Of Vocational Behavior, Asian Social Service, Career Assessment, Sustainability, INSEAD, International Journal Of Academic Research and Social Science and various working papers were also under study. To deal with the concept of agility journal of ergonomics and computer sciences were also studied. Various opinions of researchers like Zhang, Sharifi, Sherehiy, Boynton and Hesketh were also taken into consideration.

Conceptual framework:

Workforce agility can be considered as an observable agile performance or behaviour at work. To talk about work values, Chatman has suggested that values are appropriate means of conceptualizing fit since individual and organizational values can be evaluated similarly. A job offer acceptance is carried out with value emphasized matching the primary value orientation of an individual.

If we take an example of Francesca's paper on values of transferable skills aimed at assessing borders of skills transferability; the researcher finds the gap in getting means of job mobility and how and why employees do that. To get benefitted by knowing an exact set of transferable skills for the subject I delved more into the depth of the parameters to be assessed.

6.4 Research Methodology

With this descriptive research, we analyzed the opinion sets from a sample of 280 experienced officers and managers working in the IT sector in the Pune region.

The reliability tests were carried out of 45, 91 and 7 items for work values, transferable skills and workforce agility respectively. The Cronbach Alpha was 0.944 for work values, 0.963 for transferable skills and 0.966 for workforce agility.

The researcher dealt with the following questions-

1. Do the work values affect the workforce agility of IT employees working in Pune city?
2. Do the transferable skills affect the workforce agility of IT employees working in Pune city?
3. Do the workforce agility is different among genders of the IT employees working in Pune city?

Hypothesis:1

H0: The work values do not affect the workforce agility of the IT employees working in Pune city.

H1: The work values do affect the workforce agility of the IT employees working in Pune city.

Explanation: The level of significance was set to be at 0.05. As a result, the variation explained by the model is 64% which is quite good. Hence to see whether the model is worth exploring.

Hypothesis:2

H0: The transferable skills do not affect the workforce agility of the IT employees working in Pune city.

H1: The transferable skills do affect the workforce agility of the IT employees working in Pune city. The level of significance was kept constant at 0.5 and the method of the test was linear regression.

Hypothesis: 3

H0: There is no difference in the workforce agility from the gender perceptive of the IT employees working in Pune city.

H1: There is a difference in the workforce agility from the gender perceptive of the IT employees working in Pune city.

At this stage, the significance was 0.05 and the test carried out was One Way ANOVA.

6.5 Findings and Conclusion:

In total 45 parameters of work values, 91 items of transferable skills and 7 indicators of workforce agility were under study and produced favourable results.

There is no issue of multicollinearity hence we will see which components affect workforce agility. Creativity, Superiors relationships, Aesthetics, and Prestige have not affected the workforce agility while management, achievement, surroundings, Way of Life, Security, Associates, Independence, Variety, Economic Return, and Intellectual Stimulation were affected. The transferable skills components not affecting the workforce agility were Technical Skills & People Skills. The components affecting the workforce agility were primarily Generic Skills, Creative Skills and Business Skills, with two more Numeric Skills, Creative and Investigative Thinking Skills. Thus we fail to accept the null hypothesis here also. Hence we fail to accept the null hypothesis. Further the result denotes like that males are having more workforce agility as compared to females.

Transferable skills can be promoted and polished during OD intervention processes in the Information. Each company can carry out their own required set of values and skills which impacts on agility and implement to their policy - in operation. The studies have shown that males are more agile than females.

6.6 Recommendations:

In order to get more enrichment of prospective employees, management, surroundings, achievement, independence, variety, altruism and intellectual stimulation can be explored in the candidates Employers can select more agile workforce, endowed with generic, numeric, creative and investigative and business skills, with giving lesser focus on finding technical and people skills. This may help them to find out more agile, diverse and performing workforce.

Organizations can maintain gender ratios as they may promote the typical work culture they belong to. This will definitely draw beneficial results if they the levers of workforce agility in the form of transferable skills and work values they need to inculcate.

6.7 Scope for further research:

A similar cross sectional study can be carried out taking accounts the sectors like transportation, banking and insurance, and so on. Taking this research outside the borders of India might help refine the parameters that are at odds with employees and strengthen the concept for widespread use. It may have cross cultural impact accordingly with employees and strengthen the concept for universal use.

In all three parameters, the database may be further used by government departments to initiate and implement policies in the skill-building exercises.

Chapter 1 Introduction

1.1 Background of the study:

We can't help but wonder what sets certain people apart from others regarding professional achievement. The answer to this issue is exciting and crucial for individuals and their managers. Employees will be better able to concentrate on their tasks if they have a firm grasp on the components necessary for success. Organizations care about their employees' professional development because their career success directly impacts the organization's prosperity. The findings of "A Study on Understanding Work Values and Transferable Skills and its Impact on Workforce Agility on IT Professionals" will help us better comprehend the factors contributing to an organization's long-term viability.

Values are like fingerprints. Nobodyis the same, but you leave them all over everything you do." Elvis Presley.

Employee values are intangible assets that a firm cannot rely upon. (Presley, 2012)

The leading researcher described work values as "overarching ideas regarding the worker's conceptions of the desirable aspects of the job and the work-related outcomes." I. Background (Kalleberg, 1977). Job values may be understood from the perspectives of three prevailing beliefs or attitudes: devotion to one's career, education, and work.

More specifically, people use a value hierarchy to structure how they make decisions about careers. Career aspirants' categorization of values informs talks throughout key decision-making stages. According to Schwartz (1994), this is a universal framework for evaluating people's morality. Schwartz's paradigm includes two a priori values categories: adaptability to change and conservatism and self-improvement and transcendence. Human values provide a solid foundation for estimating workplace values.

In general, proficiency is linked to success and morals. Individuals are motivated to acquire expertise in that area in response to discovering something of interest and worth. Skills, an integral part of every successful workforce, are the next topic for debate. The need for specificskills also shifts in the VUCA environment due to the wide variety of business structures. Hence a future professional must develop

newskills.

People's interests and abilities are likely to be quite similar at a rate of about 80%. They hold the view that transferable skills are generic talents that may be put to use in a variety of professions. Citation: (Tuck L H, 2000). Many of a person's hundreds or thousands of abilities are obvious and often used, while others are latent and never come to light. In today's competitive job market, he argues, talents are more valuable than ever "because you can earn them through a wide variety of activities and then transfer them from one work to another" (J, 2008).

In today's era of volatility, there is no other way to re-invent. The only sustainable advantage you can have over others is agility; that's it. Because nothing else is sustainable, else you create; somebody else will replicate. Jeff Bezo (Kintone, 2018).

For an organization to be agile, it has to train its employees to respond quickly and effectively to changes in the marketplace. But there hasn't been much study on the features and qualities that make up an agile workforce.

Despite the proliferation of definitions for "agility" and "agile manufacturing" in academic circles, there is no agreed-upon, universally acknowledged one. The concepts mentioned above often refer to an organization's responsiveness and flexibility in the face of ever-evolving and uncertain competitive market conditions. The increased unpredictability and complexity of work processes made possible by flexible technology contributes to a rise in the level of operational uncertainty (S, 1998).

To further illustrate the concept, consider research showing that cooperative teams outperformed competitive teams in every category of performance analysis (quality, performance rate) except agility. As a proxy for performance agility, the pace at which tasks could be completed in a simulated setting with rapidly shifting variables and demands was evaluated (K, 2004).

When employees have a more significant say over their job, they are better able to problem-solve quickly and creatively. Having the option to handle minor operational issues without involving a supervisor or other staff members helps employees gain insight into the issues at hand, as well as the job at hand or the work process as a whole, which may then be used for the prevention or

anticipation of future issues. Predicting and avoiding work-related matters is crucial for every agile business (Wall T. D., 1987).

Employees are expected to participate in a wide range of collaborative activities and settings (C, 1997), including but not limited to cross-functional project teams, collaborative endeavours actively and proactively with other enterprises, and virtual organizations (E) (Bottani, 2010).

The researcher proposes delving into the headings as part of the preparatory work for pursuing the aforementioned professional paths.

1.2 Importance of the study:

Employees in today's volatile, uncertain, complex, and ambiguous (VUCA) workplace are shifting their mindsets and taking on more independence as they strive to achieve their personal goals of professional growth and development by adapting to the needs of a more agile workforce. Managers might use the lessons learned from previous job transitions to help them become more stable in their current agile roles. Employees are more likely to remain in their current field if they acquire "portable skills" or those that may be used in their current or future employment.

Any person mustconstantly perform at the workplace. He needs to be immersed in the task entirely. Employees develop their own set of values in the process,which makes them more compatible with the culture of an agile company. Scholars argue that values play a crucial role in constructing the workplace.

Although several empirical studies have been conducted on agility since the 1880s (Brown et al. 1882), few provide a complete examination of work values, links with transferable skills, and managerial measures that might encourage worker agility usage to the maximum extent possible. Evidence for this may be found in several studies (Alavi et al., 2014; Sherehiy et al., 2014; Muduli, 2013; Bottani, 2010; Sumukadas&Sawhney, 2004). Most publications on corporate agility provide theoretical descriptions of agility and agility frameworks, whereas only a small number of works conduct empirical investigations of these conceptualizations and frameworks (Sherehiy et al., 2007; Ripatti, 2016).

One definition of an agile workforce can adapt quickly and efficiently to new situations. Quickly adapting to further information, communication, and technology environments is crucial for today's businesses to succeed.

The global scientific community has contributed much. While many scholars have studied the topic of workforce adaptability, few have focused on transferable skills and work values. Researchers include Ying Liu, Peter Martin, Roger Benet, EranVigoda-Gadot, and Huang. In specific research, individual talents, including communication, leadership, teamwork, and cognitive ability, have been proven to be augmented by transferrable skills. Some research suggests that training courses might help employees maintain their nimbleness in the workplace by providing them with the necessary abilities. Personal hurdles need to be overcome so businesses can quickly determine how an applicant's transferrable talents and work values will contribute to the flexibility of their workforce. An understanding of the factors that have impacted the development of an agile workforce, such as employee work values and transferrable skills, will be facilitated by this research. By pinpointing the work values and transferrable abilities that correlate with agility criteria, this study's findings may be used to solve issues of workforce agility among IT workers.

1.3 Benefits accrued through these variables:

1.3.1 Work values:

1.3.1.1 Conceptualization :According to the literature (e.g. Kooij, Jensen, Dikkers, & de Lange, 2010 (Kooij D T A M, 2011)), an employee's work values significantly impact how they interact with their employer (e.g., De Vos, Buyens, &Schalk, 2005). Fit is also conceptualized as congruence between individual and organizational ideals in the research on person-organization fit (e.g., De Clercq, Fontaine, &Anseel, 2008; Kristof, 1996). (De Clercq, 2008).

With such widespread use, it is essential to have a precise understanding of work values and appropriate and trustworthy methods to assess them. According to the study, a person's professional values are best understood as manifestations of their larger personal values at work (Ros, Schwartz, &Surkiss, 1999). Therefore, they are the circumstances or outcomes that workers strive toward in the workplace (Super,

1980).

Considering that a person's decision value congruence is a predictor of their career path, it's evident that additional research is needed into this phenomenon. Many conceptualizations, according to researchers, are flawed because they fail to account for critical contextual elements and organizational value systems that shape people's actions. Acceptance of a job is most reliably predicted by the job's values, except for honesty, where the value most heavily stressed corresponds to the individual's primary value orientation.

1.3.1.2 Job choice and allied decisions:There is an obvious need for more excellent research into the relationship between value congruence and occupational choice. For instance, our study does not shed light on how frequently information about organizational value orientations is made available to job seekers or how often values present in the job or organization are salient to the individual, both of which are necessary for value-congruent job matching to be effective. Perception is the only way in which values at work may affect choices.

1.3.1.3 Gender: Compared to working men, working women placed a greater emphasis on instrumental job values and a lower focus on cognitive work values (Dajani, 2018). As a result, this may be implemented within the current workforce while still meeting the requirements placed on managers. According to the findings of two separate study teams, neither men nor women place a more excellent value on receiving fair compensation and benefits ((A, 2010)Hirschi, 2010; Sharabi, 2014). Borg claims that the empirical proof of the Theory of Values' applicability is directly related to the value of an organization (Sousa, 2016).

1.3.2 Workforce agility:

1.3.2.1 ***Efficiency improvement through power sharing:***Several studies have found that empowerment (or power-sharing practices) is essential for developing a responsive workforce (Bottani, 2010; Goldman and Nagel, 1993). Organizational learning, including a commitment to education, shared vision, open-mindedness, and information sharing, are all enhanced by power-sharing techniques (Hopp and Van Oyen, 2004; Youndt et al., 1996). According to

research (Alavi et al., 2014), they directly and substantially impact employee flexibility.

1.3.2.2 ***Influence of work control/autonomy:*** Sherehiy (2014) investigates the impact of job demands, job control, skill diversity, job unpredictability, and job complexity on workforce agility. It was shown that when workers have the freedom to make their own decisions on the job, they perform better even while facing high uncertainty and difficulty (the mental and physical exertion needed to do the job nicely). Because of the active learning that takes place, workers are more inclined to act flexibly. The adaptability of the workforce can be hindered, however, by job insecurity in sure of these cases. It was hypothesized that the significant degree of uncertainty in these instances led to excessive strain, tension, and a general inability to adjust effectively to changing circumstances.

1.3.2.3 ***Skill chaining the attractive component:***

There are three decisions to make when putting workforce agility into action. The primary concern is whether or not to use mobile employees (as opposed to using some other form of flexibility or a traditional, inflexible system). The second concerns the decision of which employees should be cross-trained (i.e., what skill pattern to introduce). And finally, how to allocate the cross-trained personnel to different jobs across time, given workers' skill sets (Oyen, 2004).

1.3.3 Transferable skills:

1.3.3.1 Increase in chances of specific applicants:

Roger analyzed transferable abilities and found the following. To attract a more qualified applicant pool, businesses might benefit from "job application advertising" that highlights candidates' relevant personal skills. The respondents' employers had a long-standing custom of hiring people with these talents, and it was believed that similar companies in their industrial sector needed them. The majority of respondents (66%) said it was risky to presume that today's graduates had sufficient levels of transferrable personal skills. That many businesses hire people with degrees in fields other than business to train them for general management roles (in marketing, for

example), and a lack of interpersonal skills among these people may be a contributing factor to the discontent of their employers (Benette, 2006).

Transferability is generally considered since few skills are thought to be most immediately tied to knowledge and capabilities. Dr. Darryn Snell claims that people with less experience in a sector can acquire the necessary expertise via experience in various roles and minimal retraining.

1.4 Scope of Research Study:

IT professionals in Pune are the focus of the research. These days, IT has an all-encompassing effect on economies worldwide. A sizable portion of the GDP of the service economy is generated by IT and ITES. In 2020, the information technology sector contributed 8 percent of India's gross domestic product. The IT sector in India is predicted to expand its exports by 1.9%, reaching US$ 150 billion in FY21. There were 138,000 additions to the IT workforce in 2020. Revenue in the IT and BPM sector is projected to reach US$ 194 billion in FY21, up 2.3% year-over-year.

According to a separate report by the India Brand Equity Foundation, the value of India's IT market is expected to rise by 6%, up to US$ 81.9 billion in 2021. In the unique context of India, it is also an effective means of bringing in foreign exchange.

Technology and innovation firms often create and employ cutting-edge tools. In addition, companies want to hire people who can adapt to the ever-changing nature of the modern workplace and are eager to learn new things to advance their careers and broaden their horizons. As part of its mission to increase employment opportunities, the ILO has placed emphasis on the rapid pace of globalization, the evolution of the workplace, and the rapid advancement of technology. As a result, they will have to devote resources to training and educating their personnel. With the digitization of the Indian economy beginning in 2015, a more qualified and competent labour force has become essential.

There will be plenty of opportunities in the IT industry in the coming years, thanks to projects like SWAYAM (a platform with at least 350 online courses to enable students to virtually attend classes taught by the best faculty). The use of AI and machine learning will improve upon already impressive achievements. Compared to

pure theoretical computing, the Information Technology field is more practical. In particular, it emphasizes the selection, creation, application, integration, and administration of computer technologies to maintain a flexible workforce within the larger context of organizations and societies.

The term indicates that the agile workforce in Pune would be put to the test in fundamental areas like work values and transferable skills. To achieve these goals, the researcher will rely on input from an executive with at least two years of experience and members of one other possible hierarchy.

1. Examine and stratify the work values of IT professionals in Pune's IT companies.
2. To understand and identify transferable skills of IT professionals in Pune.
3. To explore the relationship between workforce agility and work values of professionals with particular reference to the IT industry.
4. To analyze the relationship between the agility of the existing workforce with gender as veriables

This study will investigate whether or if differences in individual characteristics, such as work values and transferrable skills, account for the occurrence mentioned above. This might be accomplished by researching the traits shared by people who have developed agility in a specific set of work values and have gained a particular group of transferrable abilities. This research will seek to answer whether or not universal work values and skills can be predicted. This research would provide light on the phenomena of time-independent changes in an individual's level of success.

For this reason, employers are increasingly looking for graduates with specific skill sets, including the ability to foresee shifts in the IT industry and effectively convey the significance of such changes to others.

Chapter 2 Literature Review

2.1 Introduction of Values and its context:

"A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the desirable, which influences the selection from available modes," (Kluckhohn, 1951). Lesthaeghe and Moors (2000) argue that Kluckhohn takes a functionalist, deterministic view in which values are cultural imperatives that necessarily lead to certain actions (Liu, 2011). Rokeach (1973) defines value as "an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposition or converse mode of conduct or end-state of existence''. Values are generalized and relatively abstract superseding evaluative standards that define desirable ends and ways to achieve them (Olson, 1993).

An item belongs to the universe of value items if, and only if, its domain asks estimation of the degree of importance of a goal or behavior in life area and the range is ordered from very important to obtain to very important to avoid the goal. (L., 1976)

2.2 Work Values:

Ros, Schwartz, and Surkiss (1999) made a first attempt to explore the extent to which work values relate to the Schwartz's basic values. They defined work values as ''specific expressions of general values in the work setting'' (Ros et al., 1999, p. 54). They specified four types of work values (intrinsic, extrinsic, social, and prestige) found in past literature that correspond to the four higher order personal values (openness to change, conservation, self-transcendence, and self-enhancement, respectively).

Most research on work values has differentiated values with reference to two types of rewards derived from working. The first is extrinsic rewards, such as, income, advancement opportunities and prestige associated with the job. The second is intrinsic rewards such as the inherent interest towards work, the potential for learning and the opportunity to be creative (Johnson, 2001) (Johnson, 2001). Following this, another two dimensions of work values are altruistic and social values.].

Scholars believed there were many aspects of work values. For example, Wu and Chiang explored how Chinese values impacted employees' satisfaction (ES). Taiwanese employees viewed "career planning" as the most important, while Chinese employees thought "organizational management" was most important. For Taiwanese employees, "salary and benefits", "workload", and "organizational management" had effects on ES, while age and education were important to Chinese employees (C, 2007) .

Chen, Chu and Wu (Chen P, 2008) states that a person's values act as a criteria for choosing goals or guiding actions. Work values are important components that drive individuals to seek certain kinds of jobs or working environments.

Krumm, Grube, and Hertel (Krumm, 2013) also integrated the traditional work values domains (intrinsic, extrinsic, social, and prestige) with the Schwartz basic values model. They sought to validate a new instrument, the Munster Work Value Measure (MWVM), which adds a fifth domain of generativist (concern for guiding and helping the next generation). The MWVM covers 21 work values that include not only Schwartz's 10 basic values but also an additional 11 values. It operationalizes each Schwartz value with 1 (*for achievement*) to 4 (*for power*) sub dimensions.

Research in Italy, Mexico, and Spain supported the four-factor structure and cross-cultural measurement invariance of the EVAT (Arciniega et al., 2009 (V, 2009)). Later, Avallone (Avallone F Farnese M . L. Pepe S &Vecchione, 2010), developed the 30-item Work Values Questionnaire (WVQ) to measure the 10 basic values in the work context by adapting items from the Portrait Values Questionnaire (Schwartz, 2005).

However, a factor analysis of responses yielded a six- factor structure (openness to change, conservation, self-enhancement, self-transcendence, security, and pleasantness) that only partially captured the 10 basic personal values. The WVQ did not distinguish between the two self-enhancement values (power and achievement) or the two self-transcendence values (benevolence and universalism). This is problematic because De Clercq and colleagues (2008) indicate that the values that constitute each of these higher order values have distinct meanings in the work context.

Value Name	Basic Value Definition	Work Value Definition
Achievement	Personal success through demonstrating	competence according to social standards
Power	Social status and prestige, control or dominance over people and resources	Social status and prestige in the work setting expressed through leadership roles and influence
Benevolence	Preserving and enhancing of the welfare of those with whom one is in frequent personal contact	Devoting oneself to the needs of people with whom one is in frequent work contact and creating harmonious and supportive work relationships
Universalism	Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature	Fairness, respect, protection against discrimination for all members of the work organization; socially responsible policies
Security	Safety, stability, health, avoiding risks in the work and organizational setting	Respect, acceptance, and diffusion of organizational traditions, culture, and customs
Conformity	Restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms	Independent thought and decision-making, creating, and exploring at work; freedom to choose how to perform one's job
Stimulation	Excitement, novelty, and challenge in life	Variety, novelty, and challenges in work situations and contexts
Hedonism	Pleasure and sensuous gratification for oneself	Pleasure in doing work, compatibility between work and one's recreational and leisure interests

Table : Conceptual definition of work values and basic values

Schwartz and Bilsky (1987) (Schwartz, 1987), values can be defined as concepts or beliefs about desirable end states or behaviors that transcend specific situations, guide the selection or evaluation of behavior and events, and are ordered by their

relative importance. Values are “evaluative beliefs that synthesize affective and cognitive elements to orient people to the world in which they live” (Marini, 1984). Vocational values are shown relatively stable, generally and dynamically functional system of concept, reflected general values on vocational choice, impact career choice and vocational development in future (Wang, 2003).

Rokeach’s structure has two dimensions of values: terminal values and instrumental values. He reports that terminal values can be illustrated through nine values: (1) international harmony and equality: a good life for others, rule by the people, international cooperation, social progress and social reform, a world at peace, a world of beauty, human dignity, equal opportunity, greater economic equality, and preserving the natural environment; (2) personal growth and inner harmony: self-knowledge or self insight, the pursuit of knowledge, inner harmony, self-improvement, wisdom, and self-respect; (3) secure and satisfying interpersonal relationships: mature love, true friendship, personal support, security for loved ones, and acceptance by others; (4) social standing: recognition by the community, economic prosperity, and authority; (5) national strength and order: national greatness, national economic development, the rule of law, and national security; (6) traditional religiosity: salvation, religious or mystical experience, upholding traditional sexual moral standards, and sexual intimacy; (7) social stimulation: an active social life and an exciting life; (8) physical well-being: physical development, good health, and physical exercise; and (9) individual rights and basic necessities: privacy for yourself, a sense of ownership, a leisurely life, carefree enjoyment, the protection of human life, comfort but not luxury. He reports that instrumental values can be illustrated through ten values: (1) a positive orientation to others: tolerant, helpful, forgiving, giving others a fair go, tactful, considerate, cooperative, loving, trusting, grateful, understanding, friendly, and generous;

(2) competence and effectiveness: bright, adaptable, competent, resourceful, self-disciplined, efficient, knowledgeable, persevering, progressive, conscientious, logical, and showing foresight; (3) propriety in dress and manners: polite, patriotic, prompt, refined, clean, neat, and reliable; (4) religious commitment: committed, devout, self-sacrificing, and idealistic; (5) assertiveness: standing up for your beliefs, having your say, and determined; (6) withdrawal from others: keeping to yourself and independent; (7) care freeness: acting on impulse, spontaneous, and cautious; (8) honesty: open and honest; (9) thriftiness: thrifty and never missing a

chance; (10) getting ahead: ambitious and competitive (M, 1973)

2.2.1 Importance of Work Values

Work values, or the goals that one seeks from working, play a crucial role in an individual's life and career development. They affect educational and career choices, and one's commitment to learning and work. People tend to select careers that are consistent with their work values; otherwise, they change their work values in the direction of the dominant values of their chosen fields of work (M, 1973) (Super, 1957). A work value can be defined as the importance individuals give to outcomes arising in the work context (Elizur, 1984).

Monica (2005) considers that work values are beliefs about the desirability of various work features and are usually applied by referencing potential rewards derive from working (e.g., pay, prestige, opportunities to learn). Brown (D., 1996) defines work values as the values that individuals believe should be satisfied as a result of their occupational work. According to Pennings (M P. I., 1970) , work-value systems can be defined as constellations of attitudes and opinions with which individuals evaluate their jobs and work environments. Herzberg et al. (1959) considers work values as representing motivational aspects, i.e. motivators and hygiene.

Work-related values refer to the goals or rewards people seek through their work, and they are expressions of more general human values in the context of the work setting (Schwartz, (H, 1987)). Hu (Hu X. Y., 2001) divides work values into eight aspects: Individual development, social development, unit's development, interpersonal relationship, economic rewards, achievement-prestige, environment, and the influence of family.

The Atlas model based on Holland's RIASEC types (Rounds, 2014) Rounds and Armstrong, takes a step in this direction by linking values to work interests and professional roles.

According to Schwartz, a model of distinct values are arrayed on a circular continuum, Each value expresses a different goal. The model may provide a comprehensive and sound framework for mapping both personal values to develop scales for measuring work values. The 10 values mentioned were (Schwartz S. , 2012)

Self direction

Stimulation

Hedonism

Achievement

Power

Security

Conformity

Tradition

Benevolence

Universalism

Relations among the work values showed the same structure of four higher order values, forming two bipolar dimensions, characteristics of personal values. However, the position of hedonism values in this structure was very different. In the motivational circle of basic values, hedonism is located between achievement and stimulation and strongly correlated with the latter. In the motivational circle of work values, it was located near universalism distant from and negatively correlated with stimulation values (Chiara Consiglio, 62016).

Various studies have examined the concept of work values (Hirschi, 2010) (Gahan and Abesekera, 2009; Vansteenkiste et al., 2007; Zhang, 2007; Roe and Ester, 1999; Sagie at al., 1996) and the strong influence of work values on work performance (Klenke, 2005).

Individuals are attracted to an organization because of the values of the organization; they will be happier, more motivated, satisfied, and committed when the individual's values are congruent with those emphasized by their employer. Likewise, individuals will leave the organization if their values do not match those of the organization (Judge, 1992).

(Dawis R V &Lofquist, 1984) suggested that work values are central to understanding job satisfaction, as posited in their Theory of Work Adjustment (TWA) (Dawis and Lofquist, 1984), which assumes that individuals develop job satisfaction when their values are fulfilled by aspects of their job. Therefore, work values are believed to be critical in career choice.

2.2.2 How Work values play significant role in organizational setting:

In 2016, Juliana Moraes de Sousa conducted a study to identify evidence that work values can predict organizational values based on conceptual similarity proposed by the Theory of Values. For the organizational values of conservatism and hierarchy, harmony and egalitarianism, the work values that show comparable motivation were the variable that more strongly explained the organizational values. For the organizational values of Mastery and innovation, the work values with opposite motivation were those that more strongly indicates support for WV motivational types belong to same POV second order dimension are the strongest POV positive predictor (B., 2016).

The study presents evidence that both work values and preferred organizational values can be used in studies of individual organization values fit, since conceptual similarity between the different structures is demonstrated from the underlying motivations (B., 2016). Work values proved to be predictors of the preference for organizational values with similar axiological content. Perhaps this result was due to the satisfaction of underlying needs that these values promote. That is, work values are manifestations of the underlying individual needs that can be met through organizational contexts that promote satisfaction of these desires, affecting preference for organizational values (B., 2016).

In an article I Alan Mc Cluskey opines that , Value systems can also be a source of problem in complex in highly complex, fast-changing situations, fixed value systems tend to be too rigid. That doesn't mean we need to do away with values, on the contrary. We need to adjust our notion of values. Confronted with complexity, values need to be more flexible, indicating the general direction in which we are to go. Values have a longer lifespan than goals or objectives. They reach out into the unknown, focusing attention on how we collectively see the future, channeling energy, guiding decisions. They also anchor our action in the past and make sense of the present. A part of values are necessarily transcendent, detached from mundane physical constraints. (Cluskey, 2004)

Work values are of importance because they influence a variety of organizational behaviors and outcomes such as performance, satisfaction and job behaviors' (Sohod, 1996) .

A work value inventory is used by career counselors and career development facilitators to measure how important various work values are to the individual.

Similarly, in this study a work value inventory is used to assess the importance of different attributes of work values so that marketing departments at different firms can understand what students value the most in work activities, or employees can develop effective recruitment strategies as well as effective employee retention programs. Data were collected from senior marketing and non- marketing students in US and Malaysia. Exploratory Factor Analysis and Comparative Factor Analysis were conducted to explore and confirm students' work value structure. A two-factor work value structure, including extrinsic and intrinsic, emerge after Exploratory Factor Analysis on the first run. This structure is then subjected to Comparative Factor Analysis, the results were confirmed the presence of the factorial structure of work values. Extrinsic values factor represents work values such as security, supervisory relations, economic returns, associates, achievement, surroundings, and way of life. The extrinsic factor of work value involves most of the tangible work outcomes. The other factor, "intrinsic values", represents more intangible aspects of work. For example, six work values are grouped into the factor of "Intrinsic values''. They are creativity, aesthetic, intellectual stimulation, management, altruism and variety. These values relate to the intangible aspects of jobs that allow job holders to fulfill their talents. The two first-order factors organize, as well as summarize, the 14 work values into broader categories (Ahmed Rageh Ismail, 2016). He further notes that work values do not differ significantly between male and female workers. This study is consistent with other students carried out on nurses (Cooman R, 2008) and IT professionals (Dinger, 2010).

It was clearly emphasized by both students that they follow nine work values namely achievement, supervisor relationship, creativity, surroundings, intellectual simulation, independence, associates, security and aesthetics (Ahmed Rageh Ismail, 2016).

Many scholars have studied issues related to work values. Ralston *et al.* assessed the impact of economic ideology and national culture on the individual work values of

managers in the United States, Russia, Japan, and China (Ralston, 1997). Reichel*et al.* presented evidence that work values could be a good indicator for the selection and career development of personnel (Reichel A, 1981). Lee and Yen explored the connection between work values and career orientation for employees in high-tech production (Lee, 2013).

All organizations are unique and, thus, practice different cultural values within the organization. In a university setting, it was discovered that leadership values have a significant impact on university-wide cultural values, employee values, and stakeholder values (Ab Hamid M. R., 2013) (B, 2015). Cultural values considerably affect productivity values and employee values. Further, employee values have significant influence on productivity and stakeholder values (B, 2015) (Ab Hamid M. R., 2013).

Francis and Lingard claimed that societal attitudes and work values were changing and that these changes had been reflected in the employment practices of many construction companies (H F. V., 2012). Morrison and Thurnell addressed that, in order to attract and retain valuable employees, the New Zealand construction industry must provide useful work-life benefits, reasonable working hours, and supportive workplace cultures in line with such initiatives (E & D, 2012).

2.2.3 Importance of values with personal and organizational characteristics:

The men assigned more importance to power, conformity, and tradition values in the work setting than women did and that women assigned more importance to stimulation, self direction, benevolence, universalism, and hedonism values than men did.

Only the importance of security and achievement values did not differ as a function of gender.

The detailed and more recent survey depicts following observations: The Portrait Values Questionnaire (PVQ) is an alternative to the SVS developed in order to measure the ten basic values in samples of adults that emphasize abstract, context-free thinking people who value a goal do not necessarily exhibit the corresponding trait; nor do those who exhibit a trait necessarily value the corresponding goal. Scientists have suggested one dynamic principle that organizes the structure of

values: congruence and conflict among the values that are implicated simultaneously in decisions (Schwartz S. H., 2012)

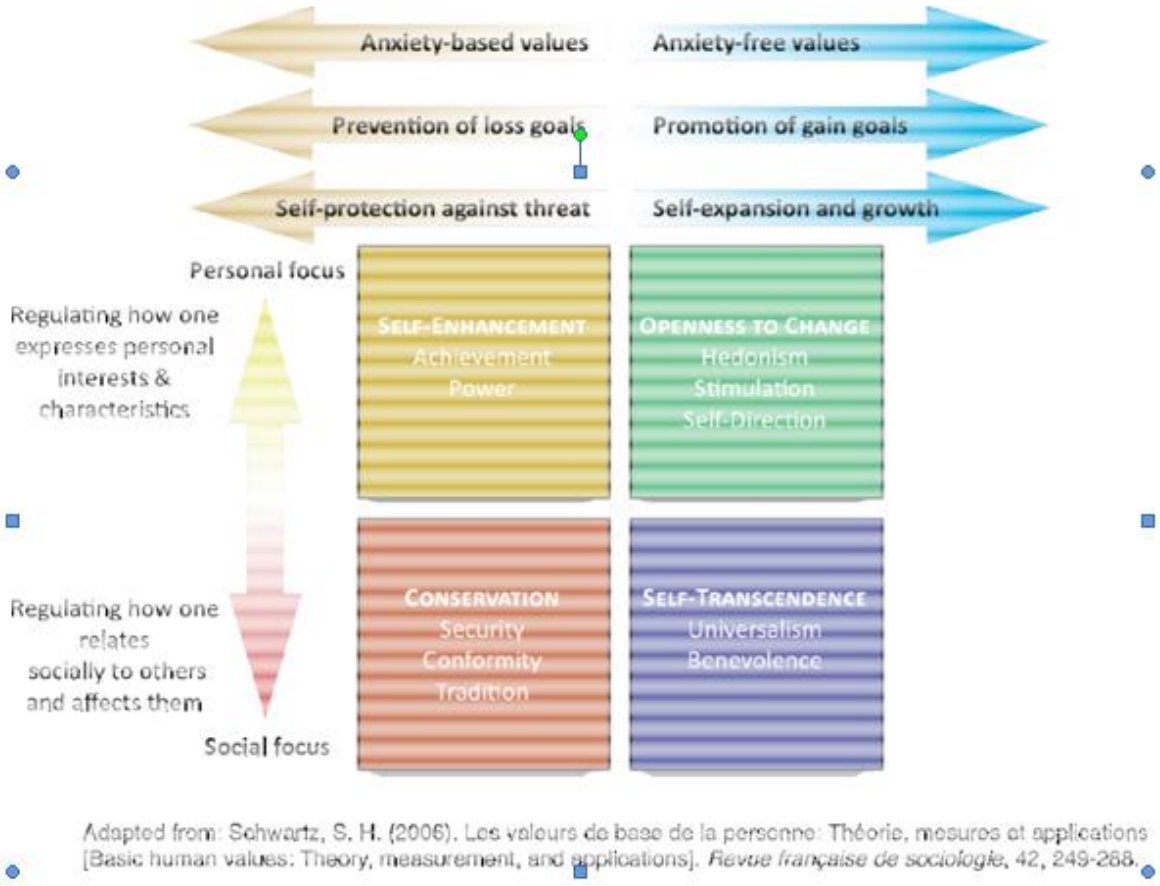

Figure 2.1. Dynamic underpinnings of the universal value structure

Pan-cultural hierarchy of values probably derives from the adaptive functions of values in maintaining societies and from our common human nature. Social facilitators and social control agents discourage values that clash with the smooth functioning of significant groups or the larger society. Values that clash with human nature are unlikely to be important. The basic social function of values is to motivate and control the behavior of group members (Parsons, 1951).

India and the vast majority of nations studied, benevolence, universalism, and self-direction values appear at the top of the hierarchy and power, tradition, and stimulation values appear at the bottom. This implies that the aspects of human nature and of social functioning that shape individual value priorities are widely shared across cultures (T, 1951).

2.2.4 Choice decisions:

Work values can be thought of as preference or need for particular outcomes or states (Englaand 1967). Katz (1973) suggested that occupational choices could be viewed as preferences for settings that allow or encourage expression of particular values or value systems. Since job choice can be seen as an early step one takes to implement an occupational choice (Keon T. L., 1982), perhaps the occupational argument can be applied to jobs as well. Additionally, (Vroom, 1966)found that individuals made job choices consistent with their work goals. Many of these goals were value laden (e.g. chance to benefit society, opportunity to advance), suggesting that individuals make job decisions based in part on their work values.

On the opinion that values are hierarchically organized in memory, researchers further indicated that entry of individuals with particular dominant values might in the long term, influence the value orientation of the organization (Meglino B. M., 1989).Chatman (1989) has argued convincingly that person –organization fit is best determined by scales that can be used to measure both individual and organizational characteristics.

Concern for others, achievement, honesty and fairness play important part in value congruence. It was also true that across value groups the job values had the greatest effect when consistent with the primary value orientation of the individual. (Tomothy Judge, 1991)

(Jeng Wen Lin, 2015) In terms of Work values Chinese Employees focus on their current situation and how it can improve quality of lives while Taiwanese employees tend toward a stable job that reflects the opportunity for promotion. They are of further opinion that better welfare could improve employees' performances while Chinese cadre members focused on encouraging communication. If this care is taken, employee's resigning tendencies are observed to be decreased.

2.2.5 Work values seem to be studied by researchers:

Early research on values was initiated by (Spranger, 1922), (as cited in Allport, 1976), where Spranger had proposed the existence of six fundamental types of subjective evaluations or Lebensformen. This classification is also adopted by Guth and Tagiuri in 1965, as quoted by England (1967) and Harrison (1999), where the value systems were divided into six categories namely; theoretical, economic, aesthetic, social,

political and religious. In his book 'Types of Men', Spranger classified people into six major groups on the basis of their value orientations (Jalilvand, 2000).

2.2.5.1 The theoretical

These types of person's principal interests are the unearthing of truth and the systematic ordering of knowledge. To pursue his or her goals, the theoretical person will take a cognitive approach, will look for identities and differences, will ignore the beauty or utility of objects in judgments, and will seek only to observe and to reason. The theoretical individual is an intellectual with pragmatic, critical, and rational inclination.

2.2.5.2 The economic

The economic person is mainly interested in utility, self-preservation, the practical affairs of the business world, production, marketing, consumption, and the use of economic resources, the elaboration of credit, and the accumulation of concrete wealth. His decisions are dominated by the expected economic and practical results.

2.2.5.3. The aesthetic

Interested primarily in the artistic aspects of life, the aesthetic person values form and harmony, judges events in terms of elegance, symmetry, or harmony and fitness, and enjoys events for their own sake.

2.2.5.4. The social

This type of person loves people and has a philanthropic or generous outlook on life. The social individual tries to be kind, sympathetic, and unselfish. He looks at theoretical, economic and aesthetic people as having rather cold and inhuman orientations. The social person values love, as the most important component of a human relationship, and has an attitude toward life that approaches that of a religious type.

2.2.5.5. The political

This type of person's main interest is power in all activities (not just politics). Often political individuals are leaders in many areas, seeking personal power, influence, renown, and recognition.

2.2.5.6. The religious

The religious person is mystical and seeks to relate, in a meaningful way, to the cosmos as a whole. His mental activity is constantly directed towards creating the highest and most satisfying values in experience.

According to Spranger, all people have all these values, which form a hierarchy that varies from person to person. The relative importance of these values differs from one person to another.

Spranger defined the six ways of looking at life in terms of separate and distinct ideal types, although he did not imply, that a given person belongs exclusively to one and only one type. This study would attempt to utilize all the six value elements as suggested by Spranger, (Winter, 2019) but will not embrace the idea that the six values are mutually exclusive.

Ralston et al. assessed the impact of economic ideology and national culture on the individual work values of managers in the United States, Russia, Japan, and China (Raltson, 1997). Reichel et al. presented evidence that work values could be a good indicator for the selection and career development of personnel (Reichel, 1981). Lee and Yen explored the connection between work values and career orientation for employees in high-tech production (Lee H W, 2013).

2.3 Transferable skills:

2.3.1 Transferable skills in the work context:

The graduate talent market is an important part of the labour market as a whole (Z., 2003), mass expansion of higher education and recruitment of graduates for jobs previously held by non- graduates make graduates an important part of the workforce. Inevitably, changes affecting the world's economy and the labour market have produced new trends and expectations of employment (Felfe, 2008).

Rapid, unpredictable and inevitable changes have greatly impacted companies' recruitment and selection of the right talents. Ironically, with an increasing numbers of first degree graduates there is also a decline in hiring of manpower by companies. This imposes a stiff competition for graduates in securing a job. Companies are now more selective and wary in choosing the right talent(s) to be taken in as employees. As such, standards or expectations of candidates' employability skills (soft skills especially) and attributes are much higher now than before, particularly for engineering and technology graduates. Omar, Manaf, Mohd, CheKassim and Abdul Aziz (2012) asserted that at current, the nationwide and global economies' employers tend to employ graduates with high soft skills competencies.

Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required (Hillage and Pollard, 1998). Hillage and Pollard's definition is supported by (Seawell, 2007) asserting that employability is "having a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful". These are in line with Yorke (2008) who firmly pointed out that "employability is a set of achievements skills, understandings and personal attributes that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."

Most managers operate under the constraints that are particular to an industry, such as regulatory supervision in the food, drug, and utility businesses or the deeply competitive nature of the consumer goods business.

When dealt with real life example; GE executive moved into an industry similar to the one that had formed the core of experience at GE, his new company generated annualized abnormal returns of 8.8%; when the executive moves into a very different profile his company generated abnormal return of -29.1%.

This is just not limited to gaining experience in single company throughout the career but it includes relationship with customers, suppliers, regulators and even competitors that can confer and advantage (Boris Groysberg, 2006).

Farr (1991) proposes the skills triad to help counselors better understand the different type of skills. He further subdivides into three major types*viz.*: Adaptive skills, job related skills and transferrable skills. The opposition between general skills and specific skills that client possess provided support to models of the labour market that long affected theoretical and empirical research on wage policies, such as internal labour markets or the signaling theory (M D. P., 1971). Since initial acknowledgement of an intermediate category of transferable skills between firm specific and general skills (L, 1987)subsequent studies have highlighted the role played by industry specific skills (Neal, 1995) occupation specific skills (L. S. K., 1987) or task specific skills (U, 2007).

Although 'several authorities have highlighted the need for graduates to offer more (transferable) skills and abilities, few have sought to produce comprehensive or definitive descriptions of those skills' (L, 2000).

In 1997 the Careers Service of the University of Surrey examined the recruitment literature of 60 companies known to have employed Surrey graduates. The literature of 54 (90%) of these employers referred to communication (oral, written and interpersonal) as a skill they expected new graduates to possess. This was followed by teamwork (50%), problem-solving (35%), IT awareness (25%), planning and organizing (25%), initiative (20%) and adaptability (20%) (University of Surrey, 2000). Numeracy (10%) came bottom of the list. The University of Surrey (2000) report outlined the findings of surveys of employers' needs conducted by the Universities of Wales, Newcastle, Central England, Manchester and UMIST. All concluded that communication (especially verbal) skills were highly valued. However, whereas the University of Wales and UMIST studies found that IT skills and numeracy were given low rankings, the

Newcastle investigation concluded that numeracy was deemed 'essential' (Benette, 2002). A survey of firms in Greater Nottingham found that small enterprises placed substantially greater emphasis on graduates possessing a range of transferable skills than did larger businesses. However, a lower value was given to 'leadership' in small organizations, and there was a greater expectation that graduates would make immediate contributions. Team working ability was desired because this enabled a graduate to 'fit into a very close working environment' Also the capacity to work in a team was seen to contribute to a person's ability to contribute to a broader range of functions, tasks and activities. An earlier survey of 30 small to medium sized enterprises completed by the same authors found that motivation was the only quality that *all* the respondents regarded as important. Wide disparities of opinion were observed regarding the importance of leadership, numeracy and IT (V., 2000b).

Zunker (2006) says that skills identification through self-assessment techniques has received renewed attention and suggests that ―the focus is on identifying skills from previous experiences in a number of activities, including work, hobbies, and volunteer work (p. 222). Bolles (2000) says that the rationale for skills identification is that clients may fail to recognize developed skills and are unable to relate them to occupations.

In an article, published by Fordham University is experts who study trends in hiring find that most companies, regardless of size or industry, look for the same basic skills when hiring. The top skills employers are looking for in today's workforce include:

- Critical thinking: seeing the big picture and being analytical; comprehending what you read.
- Good communication skills: getting your point across effectively by means of writing and speaking. Transmitting and interpreting knowledge and ideas.
- Visionary qualities: Brainstorming looking to the future, setting goals
- Self esteem motivation and goal setting: a positive attitude, showing willingness to take initiative.
- Proficiency with information: being inquisitive, curious and resourceful; knowing how to conduct research
- Global mindedness: understanding and showing interest in other cultures and getting along with diverse groups of people
- Teamwork: working well with others to achieve common goals
- Learning to learn: A desire for lifelong learning
- Basic Academic skills: Developed capacities that facilitate learning or the more rapid acquisition of knowledge, computation and interpretation of data.
- Creative thinking and decision making: understanding of the steps involved with effective decision making ability to evaluate the effects of a decision; applying information creatively specific problems or tasks.
- Personal and career development skills: Analyzing and learning from life experiences
- Interpersonal/ negotiation skills: using interpersonal skills for resolving conflict, relating to and helping people.
- Organizational effectiveness and leadership: Supervising, directing and guiding individuals and groups in the completion of tasks and fulfillment of goals (Identifying your transferable skills, 2015).

2.3.2 Role and concept of transferable skills:

It is relevant to note here the difficulty of interpreting statements made by managers regarding what they want from graduates*vis-à-vis* transferable personal skills in view

of possible confusions over definitions. (M, 1991) Silver (1991) in particular commented on the ambiguity and meaninglessness of many of the comments that managers make about the skills they deem critically important for managerial work. Remarks made during interviews were, Silver alleged, often so abstract as to be useless, and interviewees had limited vocabularies for listing skills requirements. Managers found it hard to identify words relevant to specific areas of competency. Hence, portmanteau terms such as 'good communicator' and 'must have leadership skills' came up repeatedly. (S, 1990) study of the personal skills considered important within 40 UK companies similarly revealed much confusion among interviewees *vis-à-vis* the definition of terms. The same words meant very disparate things to different people, both between organizations *and* within them. For instance, 'good decision-making' was characterized in one firm as taking decisions only when a person possesses all the facts; and in another as proactively assessing prevailing business conditions and calculating risks and contingent probabilities. If specific personal skills are vital for successful performance in a job, and if there are severe shortages of people possessing the requisite levels of these skills (as is often alleged, see for example, Silver, 1991; Sargeant& Matheson, 1996; LDP, 2000; Stewart & Knowles, 2001) (Partnership), 2000) then presumably employers would take the initiative in developing them among their workforces.

Transferable skills serve as signals that raise the employability of an individual (Bangerter, 2012). From the perspective of an employer, an individual is employable if there is a match of his or her skills with the demands of the labour market and the organization (Hennemann, 2010).

All things equal, a person with better social or other transferable skills will eventually be seen as better employable than a person with less social skills. Consequently, employees should invest in their skill development to enhance their chances to be hired, to secure employment or to find a new job more easily (RPIC-ViP 2011). Employers consider transferable skills as important criteria, as these skills indicate if a new entrant will be able to collaborate with co-workers and to become integrated into the team and the organization (relational or people skills) (Hogan, 2013)

In a study on the understanding of transferable skills in Australian companies, Hawke (G H. , 2004) reported that employers see transferable skills generally as positive, especially in personnel selection. Executives believed that all employees ought to

have transferable skills. Middle management felt that it could be desirable to develop transferable skills and that it is the responsibility of the employee to develop them. Employees themselves did not believe that transferable skills were important in practice (Hawke 2004: 133).

2.3.3 Importance of Transferable Skills:

ILO emphasized upon rapid globalization, changed working environment and technological development while working towards improving employability. This will generate the need to invest in skill development and training in their workforce. Since 2015, the Indian economy is moving towards the road of digitalization, which needs more skilled and competent workforce (World Employment Report, 1998-99) individual skills are important but job market factors also play a crucial role that largely affects the ability of an individual to get any job and do well further in the same job depending on the labor market demand and employers attitude (P. Brown, 2003). Subsequently, individual's skills based approach stimulated towards the holistic view of employability skills. McQuaid and Lindsay (C. D. Lindsay, "the Concept of Employability and the Experience, 2005, 2005) emphasized upon individual factors (employability skills and attributes, demographic characteristics , job seeking) personal circumstances (household circumstances, work culture, access to resources and external factors (enabling support factors, demand factors such as, labour market factors) that make an impact on a person's employability. Despite the fact that an individual's skills are important; personal circumstances and external factors are equally important and cannot be overlooked while enhancing an individual's employability.

The value of transferable skills is slowly being realized and the debate has moved on somewhat. Academia is more concerned with looking at methods to teach skills effectively rather than whether interest should be expressed in the first place.

Transferable skills are important as , they can be acquired in a wide variety of settings and not just at work, they can be transferred from occupation to occupation and they are greatly hunted after by employers in today's world of work (John J Liptak). Most of the experts agree that cultivating and identifying transferable skills is important for people making career choices and changes. Sukienik, Bendat and Raufman (W) (2001) suggest that thorough skills analysis is a critical component of any career

planning process. They opine that transferable skills are the building blocks of future body shape.

Newman 1996 (Newman) agrees that transferable skills, those gained in prior work or life experience literally form the foundation stone and building blocks for client occupational choices.

Farr (M F. , 1991) believes that the first key factor in defining your ideal career knows your best skills and abilities enjoy using and are good at, it is unlikely that they will be fully satisfied in any occupation.

Transferrable skills are critical in identifying occupations in which people will find success, in making the transition from occupation to occupation, in making the transition from leisure to specific occupation, in creating effective resume and cover letter and in completing a successful employment interview. The research will actively show that value for employees and firms alike, of diverse and resourceful approaches to career management and development. Employees may want to enhance and protect their portability; employers may want to build and retain from specific human capital. (Groysberg, 2020). This challenge is affecting Indian industries in its ability to provide quality manpower to measure up to global standards; higher educational institutions in India are critically questioned for such a predicament. In spite of various measures hitherto undertaken by universities and corporate to equip Indian graduates with employability skills, the efforts have been grossly piecemeal and outcomes dreadfully poor. Prof E. Balagurusamy, former Member (Education), State Planning Commission, Tamil Nadu. made this observation while addressing a one-day interface program, ICTACT Bridge, organized by the ICT Academy of Tamil Nadu in association with NASSCOM to "focus on employability skills" (Khambayat). Harry S. Truman warned in a report of his Commission on Higher Education, "If the ladder of educational opportunity rises high at the doors of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advance, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them." (Khambayat).

In the context here an example of auto ancillary industry research can be taken into account. A report made by Dr. Snell and his collogue mentions following excerpt, as findings;

1. Auto production workers possess a wide range of skills, both generic and specific, which are transferable across a broad spectrum of industries. These skills include dexterity, ability to follow instructions, flexibility, reliability, strong work ethic, teamwork, communication, concentration to detail, problem-solving, ability to work to high standards under time anxiety, ability to anticipate needs of self and work team and the ability to plunk for long periods.

2. Both core and elective units of competencies contained in the auto production workers' qualifications are shared across a wide range of other certificates and occupations outside of auto manufacturing including food manufacturing, healthcare, laundry, warehousing, storage and logistics. The analysis provides guidance to auto production workers and careers advisers on which occupations offer occupational mobility opportunities on the strength of their formal certificate training.

3. Due to the state of the labor markets and the non-auto specific nature of their skills, non-production auto workers (engineering professionals, trades workers, administrative and clerical support staff and managerial staff) are expected to have a wider variety of occupations that they can transfer into compared to general production workers (Snell).

Few of his findings mentions as follow, the findings and associated educational and training products that emerged from this research can enable workers and those assisting them to better understand transferable skills among auto and auto component workers and their relationship to alternative employment opportunities.

As part of assisting job seekers to understand their transferable skills and their relationship to a range of occupations, it is suggested that an online skills review tool for job seekers and careers advisers be developed.

The development of learning materials based on the information and transferable skills diagrams contained in this report would assist budding employers to better understand auto worker skills and how they relate to their specific skill needs.

Transferable skills enable displaced workers to bridge the gap between the occupations that are no longer providing job prospects and occupations that are emerging. However, it is not known to what extent displaced workers make use of these skills in making job and career decisions, when applying for jobs, writing CVs or taking part in job interviews.

This knowledge could then be used by training system and market facilitation actors to better assist workers to identify viable job and career opportunities and to make

more informed decisions about how best to approach RPL and where retraining and up-skilling is most likely to deliver the best job outcomes (Snell).

Individuals who were trained to proficiency in one job can apply knowledge and skills they have acquired in learning another job (Lance C E, 2012). Again, learning in the workplace does not automatically lead to the development of transferable skills. Learning in the workplace is often in conflict with the urgency of working on a task and respecting deadlines (Sofo F, 2010)

2.3.4 Studies on transferable skills:

Recognition of move to employment also allows us to make greater distinctions between transferable and other types of skills. A comprehensive definition was provided by the former Department for Education and Employment (DfEE) in which transferable skills were defined as those skills that are central to occupational competence in all sectors and at all levels (DfEE, 1997), and include project management, leadership, communication, working in teams and problem solving. Tremendous responsibility is placed on higher education for developing transferable skills in undergraduates, which has often led to claims of 'disenfranchising' academics of the technical expertise related to their specific subject area (Benette, 2000).

A second point worth mentioning is that the academic community does not always appreciate the intellectual achievement of transferring these skills and there is a risk of them being labeled 'soft' (D, 1993). The downside to this is that, unless there is an explicit awareness related to developing the skills, the associated teaching is less effective (Drummond, 1998). Bolt-on (or stand-alone) skills development approaches suffer from the opposite problem. Even though skills development becomes explicit, students often fail to grasp the academic value of such an approach. Cottrell comments that 'learning development and skills enhancement do not thrive if they are divorced from the students' overall teaching and learning experience'. (Cottrell, 2001).

According to Juhdi, Samah, and Yunus (Juhdi, 2006) organizations prefer to select graduates who are balanced, and having good academic achievements. In addition,

employer also looks for individuals possessing 'soft skills' such as communication skills, problem solving skills, interpersonal skills and the ability to be flexible. These are foundation skills that can be applied across the board; no matter what job the employees are performing (T., 2002)

With reference to a report prepared by Dr. Snell, the comparative skills analysis recognized that many of the competencies and skills held by auto workers are transferable across industries beyond manufacturing. As part of this stage as Units of competencies analysis was conducted. Further these were considered transferable if they were shared with at least one other certificate, and occupation, outside of auto manufacturing. Moving a step ahead, the matrices took the form of simple informatics diagrams to be provided to workers and employment support agents to assist in the process of identifying the range of options for alternative employment. Following are few skill profiles of auto workers Skills and attributes:

- Dexterity - well-developed hand/eye coordination
- Ability to follow instructions
- Time management skills
- Reliability and strong work ethic
- Ability to work in teams
- Flexibility in work role
- Communication (verbal and written)
- Attention to detail and ability to solve problems
- Ability to work to high standards under time pressure
- Ability to think ahead, anticipate and plan needs of self and work team
- Ability to stand for long periods - accustomed to demanding physical work
- Relevant technical knowledge of specialized equipment

The most generic and transferable skills relate to the following areas:

2.3.4.1 Communication

- Uses verbal and written communication skills related to work procedures, OH&S, team dissemination
- Ability to interact with diverse workforce

2.3.4.2 Teamwork

- Can work effectively in teams

- Promotes innovation in team environment
- Communicates effectively within and across teams

2.3.4.3 Problem-solving

- Uses structured problem-solving tools e.g. root cause analysis
- Continuous improvement of work processes
- Problem-solves to improve quality and efficiency, maximize OH&S and improve team cohesion

2.3.4.4 Initiative and enterprise

- Applies competitive systems and practices: quality standards, 5S system, process improvements, cost factors
- Can identify and detect defects and stop production to make improvements

Planning and organizing

- Plans work to optimize productivity
- Organizes workplace information utilizing knowledge management systems
- Applies Just in Time, Lean Manufacturing, quick changeover procedures where required

2.3.4.5 Self-management and resilience

- Adapts to change with resilience
- Adheres to work safety practices
- Minimizes waste to achieve production goals

2.3.4.6 Continuous Learning

- Has knowledge of environmentally friendly work practices
- Keeps up to date with OH&S and mandatory training requirements

2.3.4.7 Technological Skills

- Uses information systems and other technologies according to training and skill level

- Ability to use a range of hand tools, power tools and complex machinery including robots

The sharing of above mentioned units of competency across different certificates in different industries is used as a proxy to identify transferable skills.

In very simple words, general skills are useful in a variety of different jobs. One can transfer these skills from one occupational setting to another, and they include such skills as building things, instructing people, coaching, analyzing data, leading a group, and managing money.

Sherer and Eadie (R., 1987) define transferable skills as skills that are not job specific but that cut horizontally across all industries and vertically across all jobs from entry-level to chief executive officer. Transferable skills are portable skills that people take from one life experience to another.

Liptak (Shatkin, 2011) defined them as skills gained from a wide variety of activities engaged in at work, at play, in the community, and with family and then transferred from one task to another. Tuck, Price, and Robertson (Liz H. Harris, 2004) suggest that approximately 80 percent of peoples' skills probably overlap with their interests. They believe that transferable skills are actually general abilities that can be used in many different work environments.

Knowing and developing one's transferable skills is essential to career development. Lawson (2000) suggests that transferable skills can improve with application and practice, enable people to make contributions and add value, and allow people to describe their value to prospective employers. He says that an awareness of transferable skills, the ability to describe them to employers, and the ability to apply them in various occupations enhance a person's career development and that these skills are mental and physical activities that you learn to do, with varying degrees of proficiency. (Lawson, 2000)

2.3.5 How transferable skills develop:

Lock (2005a) Lock (2005a) suggests that transferable skills are things you do, such as teaching, organizing, assembling, designing, and operating. He says that transferable skills develop naturally from all aspects of life, especially from activities outside of

work, and then transfer to a job. Similarly, Liptak (J, Treatment planning and Career Counseling, 2001)suggests that leisure-time activities often provide opportunities to develop skills that can be transferred to work environments. He stresses that career counselors need to be more aware of the hobbies, spare-time activities, and family-related experiences of their clients and how these activities contribute to clients' skills sets.

Liptak (J, 2008) concludes that transferable skills can be acquired from a variety of roles and settings other than at work. Some of the varied settings include the following:

- Home-acquired transferable skills are learned while engaged in activities at home, such as mentoring others, caring for others, negotiating, and organizing.
- School-acquired transferable skills are learned while engaged in activities at school, such as working collaboratively, creative problem solving, writing effectively, and conducting research.
- Community-acquired transferable skills are learned while engaging in activities in the community, such as volunteering to help others, managing a civic organization, and coaching or umpiring in a sports league.

As one can perceive, the reason that transferable skills are so vital, that they can be acquired in a wide variety of settings and not just at work, they can be transferred from occupation to occupation, and they are greatly required after by employers in today's world of work.

Lock (2005b) says that in the future, employees will not be confined to a single job description. Rather, he believes that all employees will need to utilize a variety of transferable skills to perform multiple jobs with an organization or for a number of different companies. He concludes that your chances of survival will be better in the emerging job market if you develop portable skills abilities that can be transferred to other workplaces if the need arises.

(Isaacson L E, 1997)Isaacson and Brown (1997) suggest many different types of people need assistance in identifying transferable skills, including displaced homemakers reentering the workforce, ex-offenders, students, and downsized

employees, to name a few. They believe that transferable skills are primarily nontechnical skills that have been acquired in their current jobs or in other jobs that will transfer to other jobs. Sukiennik, Bendat, &Raufman (2001) suggest that a thorough skills analysis is a critical component of any career-planning process. They say that transferable skills are the building blocks of your future career just as muscles are the building blocks of your future body shape. Similarly, Newman (Newmann Fred M, 1996) agrees that transferable skills, those gained in prior work or life experience, literally form the foundation stone and building blocks for client occupational choices.

2.3.6 Transferable skills and workforce agility:

Research on skill transferability across employers across employers has been triggered by the question on whether displaced workers suffer a wage loss when re entering in the labour market. The underlying assumption is that the less transferable the skills provided by an employee, the higher the post displacement wage loss she or he will experience (Addison, 1989). The natural set to test the impact of skill transferability on wages was soon recognized in job mobility, especially by means of a direct comparison between industry stayers and industry switchers (Podgursky M, 1987). Neal (D N. , 1995)provides evidence on the higher post-displacement wage losses suffered by industry switchers compared to industry stayers. Weinberg (A, 2001)suggests that the recruitment of experienced workers endowed with industry-specific skills is less sensitive to industry shocks than in the case of younger workers. Based on longitudinal datasets, Parent (2000) provides additional evidence on the higher return to industry-specific skills com- pared to firm-specific skills.

However, other studies argue that a dichotomous contrast between industry stayers and industry switchers cannot provide a full picture of skill transferability across industries (G, 1996)**.** Movers face a range of alternatives and their final choice is affected by multiple drivers. **Pack and Paxson**(H P. H., 1999) suggest that physical proximity and similarity in processes and labour flows significantly condition labour mobility patterns. Workers are willing to move to closer industries in order to better exploit their accumulated skills and receive higher wages (Poschl J., 2010)**.** (G, 1996)**&**(CHA, 2010)show that the reward for transferable skills varies with the

destination industry. As an example; **Ong and Mar** (Ong, 1992) report that displaced workers from Silicon Valley companies rehired in the same 4-digit industry display no wage loss, whereas the earnings of those re-employed outside high-tech industries suffer large declines.

Increasing job volatility, rising training costs and more frequent organization and technological change focus the attention of labour market players on transferable skills. Transferable skills increase workers' employability and provide firms with ready-to-use competences and capabilities to fill up opening and vacant positions (Francesca Sgobbi, 2012). The borders of transferability for the skills developed within a sector traditionally described as a collection of internal labor markets characterized by firm-specific skills. The larger the difference in technologies, techniques and labour flow organization between the source and the destination industry, the lower the probability of inter-industry skill transfer.

Cottrell comments that learning development and skills enhancement do not thrive if they are divorced from the students overall teaching and learning experience (Cottrell, 2001).

A good knowledge about future employers' and employees' employability preference are essential to acquire the desired talent (Mayrhofer, 2005).

Employers not only identify talents with technical competency but also conscientiously assess intangible skills such as communication, leadership, teamwork, problem solving, decision making in which are vital in ensuring graduates succeed as a candidate of choice and subsequently be employed (R, 2006).

Three aspects of agile performance (proactively, adaptability and toughness) are introduced in this research to evaluate the workforce agility. (Bodhana Sherehiy, May 2008)

One review identified the global characteristics of agility which can be applied to all aspects of enterprise: flexibility, responsiveness, speed, culture of change, mobilization of core competencies. With very clear view these all can be applicable to personnel. (Bodhana Sherehiy, May 2008)

There is little study to support the skills that job demands and job control interaction on human resources agility, or any of its dimensions. Results of this study revealed the dealings between job demands and job uncertainty significantly affect overall

human resources agility and dimension of being proactive. The negative relationship between the job uncertainty and adaptively dimensions of human resources agility may suggest that too high uncertainty may lead to higher pressure, stress, and thus less efficient adaptation at work. (IJEBodhana 2014)

The investigation of determinants of human resources agility from the information technology (IT) perspective Breu et al., 2002 (Breu, 2001) discovered that information and communication technology applications increase human resources agility when used for collaborative forms of work.

Agile people is mentioned in the literature have two attitudes like cross training and behavior flexibility of human resources. (Gunashekaran, 2001, Sharp et al, 1999, VanOyen). These agile personnel have two types of behaviors like 1. React and adapt to changes in time (with proactively), 2. Able to take advantage of changes and turn them into benefits (Jones, 2005).

A study conducted by Hopp and Oyan (2004) says the human resources agiliy style consists of cross training skill pattern, team structure and its bonding and workers policies. (P., 2004).

2.3.7 Work values and transferable skills:

In a former OECD project on the definition and selection of key competencies (DeSeCo) (Rychen and Salganik 2003), four skill domains were defined: (1) subject competencies (knowledge, facts, definitions, concepts, systems), (2) methodological competencies (skills, fact-finding, analysis, problem-solving), (3) social competencies (communicating, working interactively, citizenship) and (4) personal competencies (attitudes, values, ethics) (Stevensnd; Weinert 2001). These skill domains were defined based on a common understanding that individuals need to have the qualifications to act autonomously, to use tools interactively and to f unction well in socially heterogeneous groups (Mulder, 2017) .

The provision of transferable skills can no longer be ignored and universities are invariably doing more to equip their students with such skills. Employer expectations and demands have always been important to the debate (de la Harpe and Radloff, 2000) and it is also true that employers sometimes voice concerns about the relevance of the educational system to their needs. Perhaps such criticism is inevitable, given that the educational system does not serve an vocational purpose, but education, particularly higher education, is experiencing a major shake-up. (GrebertKraaykamp,

2019).

One study confirmed that company specific work values drive star employees performance. In this study of analyst's intercompany movement, 57% moved between companies with similar capabilities, a quarter left one of the six biggest investment banks for one of the smaller ones and 18% moved up from small to big. But those from star analysts who moved missed their inculcated work values and drop in performance occurred in the new company. In contrast; performance of analyst who migrated from smaller to bigger firms often did not dip, possibly because they acquired new resources, although they still didn't do any better before move.

A report commissioned by the World Chemical Engineering Council (WCEC 2004) which explores the readiness of chemical engineering education meets the requirement of engineering graduates and whether chemical engineering education meets the requirement of employment. Findings from report suggest that almost all attributes and skills which graduates were asked about are required to a greater extent in employment than they are developed during education. For the same of overcoming the problems faced in developing transferable skills in undergraduates it is the need to identify exactly correct set of skills required for this profession.

When star executives switch companies, they leave an environment in which their skill sets allow them to be effective. The more closely the new environment matches the old, greater is the likelihood of the success. It creates and keeps a platform for a executive to work profoundly with the transferable skills he has and brings success to company. (Boris Groysberg, 2006).

2.4 Workforce Agility

The workforce is becoming a key theme driving strategic Human Resources Management (HRM).Workforce management is critical and difficult because of four trends:

1. Ongoing retirement of the "Baby Boom Generation"
2. A widening skills gap
3. Work ethics of Gen X and Gen Y workers
4. Large-scale social integration

The concept of the agile workforce has been discussed as central to creating the agile organization, which achieves superior environmental responsiveness in contexts of turbulence and change.

Workforce agility is found to result in "quality improvement, better customer service, learning curve acceleration, and economy of scope and depth" among other things (Sherehiy, 2014) .

Zhang and Sharifi(Zhang, 2000) studied manufacturing companies that have achieved agility in their organization and their findings derived from several surveys and case studies show that management practices that concentrate on promoting agility in workforce and organization were found to be more critical and effective for the studied manufacturers than practices promoting other agility providers. When adoptable (agile) human resources work to turn raw material in output or invest their potential in providing unique services to customers then the crucial business can be converted into differentiated and classic marketplace. These employees can respond to fast paced change in customer demands for product and services. Respond to situations, and utilizing tacit knowledge makes them agile. Managers can be led to path wherein they can accomplish knowledge to inculcate and support to respective employees those who need, while others can motivate through it. (Boynton)

Organizational makeup is found to be more appropriate when it successfully operates in VUCA environment. Communication is lateral, open and informal and consists of information and guidance rather than instructions and decisions and communication. Generally in these kinds of organizations, the actions and employee behavior is guided through shared values, clarity of purpose and commitment Burns and Stalker (T Burns, 1961); Amiri, Ramazan, and Omrani(Amiri Ali, 2010).

Weick and Quinn (Quinn, 1999) also find that when companies organize for continuous change, they have "authority tied to tasks rather than positions, shifts in authority as tasks shift, systems that are self-organizing rather than fixed, ongoing redefinition of job descriptions and acceptance of change as a constant." Organizing for change and flexibility also has effects at the project level. In table 1, Conboy et al. (Conboy, 2011)describe the differences between more traditionally organized projects and agile projects.

Table 1. Contrast between traditional and agile methods

Project component	Traditional	Agile
Control	Process centric	People centric
Management style	Command and control	Leadership and collaboration
Knowledge management	Explicit	Tacit
Role assignment	Individual - favors specialization	Self-organizing teams - encourages role interchangeability
Communication	Formal and only when necessary	Informal and continuous
Customer involvement	Important usually only during project analysis	Critical and continuous
Project cycle	Guided by tasks or activities	Guided by product features
Desired organizational form or structure	Life-cycle model (waterfall, spiral, or some variation)	The evolutionary- delivery model
Technology	Mechanistic (bureaucratic with high formalization)	Organic (flexible and participative, encouraging cooperative social action)
Team location	No restriction	Favors object-oriented technology
Team size	Predominantly distributed	Predominantly collocated
Continuous learning	Often greater than 10	Usually fewer than 10
Management culture	Not frequently encouraged	Embraced
Team participation	Command and control	Responsive
Project planning	No Compulsory	Necessary
Feedback mechanism	Up front	Continuous
Documentation	Substantial	Minimal

Consequently, research on agile manufacturing have reported that an agile environment sets different requirements for the workforce than traditional or

mechanistic systems: "(1) closer interdependence among activities, (2) different skill requirements, usually higher average skill levels, (3) more immediate and costly consequences of any malfunction, (4) output more sensitivetovariationsinhumanskill,knowledgeandattitudesandtomentaleffortrather than physical effort, (5) continual change and development, (6) higher capital investment per employee, and (7) favor employees responsible for a particular product, part, or process" (Y Y Yusuf, 1999). All in all, an agile workforce is expected to handle a great deal of uncertainty and complexity and have greater autonomy in reacting to unanticipated events (Plonka, 1998)

Schultz (2014) says that developing a sense of community is critical in agile organizations, since employees feel recognized, cared for, and have a shared sense of responsibility. Similarly, Whitworth and Biddle (Biddle, 2007) tried to identify the characteristics that are related to team cohesion in agile teams. In their research, they found that a collective team culture is the main factor that fostered team cohesion and motivation.

2.4.2 Why agile workforce is important:

The role of HR manager is always difficult for coping with the employee expectations. It is also critical to face different attitudes, approaches of employee's generation gaps. Employee's behavior has been changing from individual to group activities.

On the other hand, the corporate attitudes focus only on profitability, productivity and overall efficiency. They are taking more sophisticated tools to acquire global talent and matching the skill gaps. To meet out the contradiction between the employer and employees are more sensitive, personalized and cannot be managed with any pre-specific strategies.

Workforce Management encompasses all the activities needed to maintain a productive workforce. The human capital has emerged as the make or break factor of any organization survival and growth. Failures in talent management are an ongoing source of pain for executives in modern organizations (Cappelli, 2015).

Information systems (IS) and information and communications technology (ICT) are seen to assume a fundamental role in developing agility, as the notions of speed and

flexibility would be inconceivable otherwise (Goldman S L, 1995); Kidd, 1994; Yusuf *et al*., 1999). Agile workforces have been claimed to capitalize on skills by proactively innovating their skills base just ahead of need (Prahalad and Hamel, 1990; Yusuf et al., 1999). Organizations need to scan their environment and interpret its dynamics continuously with a view to anticipating future skill requirements (Weick, 1969). Complexity and change are further seen as challenging organizations with an increased need for information in order to reduce environmental uncertainty (Galbraith, 1973) and manage the implications for the organizations skills base (Duncan, 1972).

Agile workforces are argued to gain from collaboration, both within and outside the organization (Goldman and Nagel, 1993; Gunasekaran, 1999).

2.4.3 How Workforce Agility play a significant role in organizational setting:

The successful and fast response to changes requires that an agile organization is able to adapt all enterprise elements such as goals, technology, organization, and people to the unexpected changes (T., 1994) .

The existing literature especially emphasizes that without an agile workforce enterprise agility cannot be achieved. It is believed that workforce agility may provide such benefits as quality improvement, better customer service, learning curve acceleration, and economy of scope and depth (Herzenberg Alic, 1998)Herzenberg et al., 1998; Hopp and Van Oyen, 2004; Bhattacharya and Gibson, 2005; Fink and Newman, 2007). (P. H. W., 2004)

Leading agile organizations requires holistic management and balancing between different principles, policies, and practices. She explains how since organizations must deal and react to with several factors in the environment and interests, they cannot focus on and serve one single objective. However, companies must be customer –centric and understand who they are serving (Van Oosterhout, 2006).

Sumukadas and Sawhney (Sumukadas, 2004) found that information sharing practices had very little direct and indirect effect on workforce agility. They concluded that information sharing is a very basic form of practice that promotes employee involvement.

Inmaculada and Vicente (Puig, 2013) found that developmental appraisal has the second highest importance rating for workforce agility. Performance appraisal

positively influences agility by contributing to flexible behavior. Performance appraisal gives feedback, discusses problems, and identifies areas for employee performance improvement so they can benefit companies in many ways. From a motivational perspective, performance appraisal provides extrinsic motivation and recognition for employees and also gives employees the sense that they can influence their careers (Puig, 2013). In agile organizations, employees' commitment to continuous change and development is necessary, and consequently, performance appraisal reassures employees that their developmental efforts are not waste of time and effort (Inmaculada and Vicente, 2013). Finally, Inmaculada and Vicente (Puig, 2013) report that performance appraisals create knowledge as they track information about employees' progress atwork.

Concerning organizational position, as might be expected, agility of managers significantly was higher than the other employees. Commonly, a manager plays three kinds of roles, e.g., an interpersonal role, an informational role, and a decisional role (H, 1973). In this regard, (L, 1974) Katz identified three managerial skills that are essential to successful management: technical, human or relational, and conceptual. It is obvious managers need to be more agile than theirs employees to perform these roles.

The data suggest that agile workforces acquire the five capabilities of intelligence, competencies, collaboration, culture and information systems (IS). From an information technology (IT) perspective the determinants of workforce agility are flexible infrastructure platforms that support the rapid introduction of new IS and the enhancement of IT competencies across the entire workforce (Karin Breu, 2001).

Workforce agility has been seen to achieve a number of organizational benefits. It is understood to increase productivity, profits and market shares (Goldman et al.,1995), to grow a business in a competitive market of continuous and unanticipated change (Gehani, 1995) and to enhance organizations prospects for survival in increasingly volatile and global business environments(Katayama and Bennett, 1999).

Past research has also suggested that information technology is necessary for agility due to the capability of processing and distributing a large volume and variety of information in real- time, which can be then be refined with a number of IT enabled systems (K, 2011) (Lu and Ramamurthy, 2011). Finally, it was mentioned that having top management encouraging cross-functional information sharing and cooperation,

for example with company vision and values, promotes information sharing.

2.4.4. Workforce Agility studied by different researchers:

Developed in the 1950s in the field of air combat, agility was defined as 'an aircraft's ability to change manoeuvre state, or, put another way, as the time derivative of manoeuvrability' (Richards, 1996, p. 60). The agility concept was popularized in manufacturing in the early 1990s and was soon extended into the broader business context, where it has been defined as an organization-wide capability to respond rapidly to market changes and to cope flexibly with unexpected change in order to survive unprecedented threats from the business environment (C, 1999).

Today, the classical strategy of vertical integration can be a recipe for failure, as ever increasing customer demands for high-quality, low-cost personalized products require cooperation across functional and organizational boundaries (Prahalad and Hamel, 1990; Mileset al., 1997). Collaboration can take many forms, be it cross-functional project teams, collaborative ventures with other companies or virtual organization (Van Oyenet al., 2001). Agile workforces are said to move flexibly, rapidly and effectively into any collaboration environment (Forsythe, 1997).

Physical boundaries reduce flexibility and movement: If we lack flexibility, we lack responsiveness to the ocean we swim in and thus, we fail! (Lee and Hassard,1999, p. 396). In transcending spatial and temporal boundaries, information, communication and mobile technologies are fundamentally intertwined with a work-forces ability for speedy action and operational flexibility (Goldman S L, 1995) (Yusuf, 1999). The convergence of ICTs has revolutionized traditional ways of working in co-located, hierarchical and stable environments and given way to electronic forms of collaboration and virtual organization of employees (e.g. shared web spaces and Internet-based group-ware) and organizations (i.e. electronic business and electronic commerce) (Schultze and Orlikowski, 2001).

Workforce agility requires not only physical and structural but also cultural resources. Empowerment and autonomy in decision making are seen to bekey in making a workforce truly agile (Goldman S L, 1995)(W.J., 2001). Decentralized decision making among largely autonomous organization members will allow speedy coordination and action as needed (Gunasekaran, 1998). However, empowerment will

only support effective action if opportunities exist for direct lateral communications and the use of current and accurate business information (Strader et al., 1998).

The concept of workforce agility is rather scarcely studied and even debated. Even though there are numerous of studies on agility since 1882 by Brown et al., there are few empirical studies that offer a comprehensive analysis on enablers, practical strategies and management actions that can promote workforce agility (Alavi et al., 2014; Sherehiy et al., 2014; Muduli, 2013; Bottani, 2010; Sumukadas&Sawhney, 2004). Most studies on corporate agility concentrate on the theoretical descriptions of agility and agility frameworks, while few studies investigate these conceptualizations and frameworks empirically (Sherehiy et al., 2007). Moreover, there are a lack of studies that empirically investigate the practical methods to implement and adopt agility (Tseng &Ching-Torng, 2011; Qin &Nembhard, 2010; Zhang &Sharifi, 2007). Sherehiy and Karwowski also agree that only few studies that studied the effect of organizational factors on workforce agility or adaptive performance (2014).

Nelson and Harvey (1995) state that agility is also a capability to not only respond but also proactively cultivate solutions for potential needs.

Dyer and Shafer (Dyer, 1998) stress the importance of having a common agility mindset, meaning employees at all levels must "understand and embrace the essentiality and essence of organizational agility." Similarly, Plonka (1997) says that "an agile workforce has a positive attitude towards learning and self-development; good problem-solving ability; comfortable with change, new ideas, and new technologies; ability to generate innovative ideas, and always ready to accept new responsibilities." Ultimately, having flexible resources depends on employees' willingness to be flexible.

The models proposed by Griffin and Hesketh(Barbara Griffin, February 2011) and (Dyer, 1998)were used as the framework for classification of workforce agility attributes, and behaviors. The various aspects of agile workforce performance were grouped in three main dimensions: proactivity, adaptivity, and resilience. The proactive dimension refers to the "situation when a person initiates the activities that have positive effects on the changed environment" (Barbara Griffin, February 2011). To this category belong behaviors such as: (1) anticipation of problems related to change; (2) initiations of activities that lead to a solution of the change related problems and improvements in work; and (3) a solution of the change related problems. The adaptive dimension is based on the "changing or modifying of oneself

or one's behavior to better fit a new environment" (Griffin and Hesketh, 2003). This dimension includes interpersonal and cultural adaptability when dealing with people with different backgrounds and experiences. The adaptive dimension also includes constant learning of new skills, tasks, technologies, and procedures. Furthermore, adaptive behavior requires professional flexibility, which is the ability to assume multiple roles, change easily from one role to another, and the ability and competency to work simultaneously on different tasks in different teams. Resilience describes the ability to function efficiently under the stress, despite a changing environment, or when strategies applied to solve a problem have failed. To this dimension belong: 1) positive attitude to the changes, new ideas, and technology; 2) tolerance of uncertain and unexpected situations, differences in opinions, and approaches; 3) tolerance to stressful situations and coping with stress.

WFA is an organization's ability to rapidly respond and flexibility cope with the unexpected internal and external environmental changes (L., 2007)

Breu et al., (2001) defined competency in relation to information technology and software use, business and management integration process skills and alignment with the organization's direction (Bosco, 2007).

In the model which is presented by Sherehiy (2008), workforce agility is considered as an agile performance or an observable behavior at work which are defined in following six main dimensions include:

1. Dealing with unpredictable and uncertain situations: key aspects of performance that relate to such events are how easily workers adjust to and deal with the unpredictable nature of these situations, how efficiently and smoothly they can shift their orientation or focus when necessary, and to what extent they take reasonable action, in spite of inherent uncertainty and ambiguity in the situation (Pulakos E D, 2000)
2. Creative problem solving: refers to Solution of novel, ill-defined and complex tasks and change related problems and also refers to initiate the activities help solving problems (Sherehiy, 2008). On the other hand, this aspect of performance requires the individual to bring complex matters or situation to their desired end or develop creative solutions to novel, difficult problems (Pulakos E D, 2000).
3. Professional flexibility: ability and competence of working on different tasks in different teams simultaneously.

4. Learning work tasks and procedures: learning new ways to perform a job, tasks; learning new skills set or tasks to retool a job or a new career (Sherehiy, 2014)
5. Interpersonal adaptability: Aspects of interpersonal adaptive performance that have been discussed in the literature include such things as demonstrating interpersonal flexibility ; adjusting interpersonal style to achieve a goal; adapting interpersonal behavior to work effectively with a new team, co-workers, or customers; and being a flexible, responsible service-provider who can effectively anticipate and fulfill customer needs (Pulakos E D, 2000).
6. Coping with work stress: Stress is an English word meaning pressure and force (A, 2011). Work stress often occurs when individuals' physical and emotional do not match or cannot handle their job demands, constraints and/or opportunities (Y, 2009). In this literature, "coping with stress" means the abilities of handling stressful & hard situations at work.

There are three dimensions of workforce agility: proactivity, adaptability, and resilience (Sherehiy, 2014). Proactive is the situation when a person initiates the activities that

have positive effects on the changing environment, such as anticipate problems related to changes, initiate activities that lead to solutions to problems related to changes and improvements in work, and make a solution of the problems related to changes (B, 2003)). Adaptive refers to change and modification of oneself or one's behavior to better fit a new environment (B, 2003) . For instance, when someone is dealing with people with different backgrounds and experiences, or when learning new skills and tasks.Resilience is one's ability to respond efficiently even under stressful conditions, environmental changes, or experienced failure. These include a positive attitude to the changes, tolerance of uncertain and unexpected, and stressful situations (Sherehiy, 2014)

Efficient business practice means keeping top talent and developing flexible policies as an incentive. In others, it means using just-in-time scheduling to meet customer demand, with less concern as to how it will affect workers. As Demos describes it, this is a practice in which "employers rely on scheduling software and measures of demand (such as floor traffic, sales volume, hotel registrations, or dinner reservations)

to match workers' hours to labor needs." In industries like service and construction, the ideal workforce would be flexible, expanding or contracting as needed, with an immediately available pool of specialized talent that can work on specific tasks and find experts to troubleshoot when problems arise. Richard Greenwald, a labor historian, says that the trend of increasing efficiency to increase profit essentially "shifted all the risks that large institutions used to have onto the backs of individuals." In a recent email conversation, labor scholar Ruth Milkman cautioned that it is important to put the current economic situation in a bit more context. She says that although the model of maximizing profit has been used for centuries, independent or contingent work was relatively rare between 1935-1975 because labor regulations passed in the New Deal and the growth of unions gave workers other options. As both protections were eroded in the 1970s, the independent workforce grew. However, she also emphasized that not all profit maximization efforts automatically lead to the expansion of contingent work.

2.4.5. Work values and workforce agility:

Presence of changing demand and or challenges make people tend to change themselves through active learning. Above all then they can inculcate knowledge in process of decision making. (Karasek, 1998). The process of proposition of knowledge, dissemination and its usage in decision making process must be carried out with utmost care and under supervision of management. (Harvey C M, 1999)believes "work experience" is related to workforce agility. Our findings demonstrate this belief. About variable "age", the older individuals are the greater agility to be seen (Saurabi, 2014).

Many companies don't realize that their human resource philosophies dictate how successful-or-unsuccessful they are at about utilizing transferable skills and work values of people. Over a period of business cycle, Merill Lynch rate was one in 30, Moreover, it took analysts at Merill Lynch 12 years, on average to climb to the top, but at Sanford Bernstein, they did it in four years. If companies want to, they can develop stars. Indeed the first step in winning the war for talent is not to hire stars and make them cost centre but to grow with adaptable work values.

2.5 Research Gap:

2.5.1 Work Values:

There were various independent and interdisciplinary papers were studied across globe and researcher notes areas of research gaps to lay down foundation of the study and ultimate utilization for the conclusion.

More cross cultural comparison studies were conducted to examine the possibility of generalizing factor structure on to different subjects with different cultural backgrounds (Mohammed, 2016).

On the same line of thinking, researchers like Jeng-Wen Lin, Pu fun Shen, and Yin – sung Hsu suggests: Further studies are needed whether employee work value structure would be enriched in working conditions (Jeng-Wen Lin, 2015).

According to the title paper published by YingLeu, Yong Lei The Connotation of work Values: A Preliminary review; there should be confirmed theoretical framework of work values with respect to ontological and axiological values (Review, 2015)

2.5.2 Transferrable skills:

According to author's opinion, universities, governmental organizations and employer's associations need to prepare the final set of skills to be inculcated in the students. This was the note made in the report titled 'Employers' Demands for Personal Transferable skills in Graduates: a content analysis of 1000 job advertisements and an associated empirical study' authored by RogerBenette long back in 2002.

All employees may not (who leave organization) be absorbed by other companies. This is due to lack of transferrable skills. But on a true note these skills help in getting higher salary by the means of job mobility (Job hoppers) (Francesca Sgobbi, 2012). Researcher further wants to work out as challenges are of application of transferable skills like determination skills important for workplace and enhancement of self confidence and self esteem. This would help in creating and using resume for career changers (Liptak, 2011).

According to the current state of employability skills in our country, students who would be entering the labor market, only one-third of them could be able to meet the criteria set for employment by employers (Wheebox, 2016). Due to low employability, India will face huge skill gaps. Thus, there is an exigent need to transform or shift from age old learning practices to reflective learning (Stimulating Economics through fostering talent mobility , 2010).

Drivers of independent workforces, their benefits and challenges must be addressed prior to addressing usefulness of the organization's alternative workforce data (Bersin, 2009).

2.5.3 Workforce Agility:

According to RuhollahSorabi, to enhance HR flexibility internally firms can develop employees the wide range of skills and behavior repertoires through methodologies they practice (Sohrabi, 2014).

Many employee characteristics, practices may be tacitly and unconsciously embedded into the agile employees work makes it hard to identify in interviews. Later consequences of action must also be realized with change over a period of time (Ripatti, Towards Agile Workforce Case study of three companies , 2016).

Exploring and understanding the fundamentals of employee development, change, economic and career stability may add value to the life of employees their community and the workplace.

This thesis will be helpful in guiding both industry and academia in incorporating and improving these skills among professionals.

2.6 Limitations to study:

The promise of transferable skills is that when individuals move to another context (e.g., new job or employer), they should be able to reuse and apply previously acquired skills with ease. In most descriptions of transferable skills, it is mainly an individual's capacity to transfer these skills, as they are part of an individual's competence.

The transfer might be limited if individuals lack metacognitive strategies or the willingness and motivation to use and adapt previously acquired skills to a new work setting. Successful (skill) transfer is an active process in which skills are transformed and adapted to the new situation (C, 2014)

Many employers still complain that graduates from higher education have poor employability skills or transferable skills. According to the employers, students still lack those transferable skills that are needed for the modern workplace (Bowers-Brown and Harvey 2004; Cumming 2010).

To support students' employability, many educational institutions integrate the development of transferable skills in their curricula (Tymon 2013) by providing, e.g. specific career-related courses and work-based learning experiences (Deeley 2014; Kuijpers et al. 2011). Within higher education, these initiatives seem to foster the development of slightly better transferable skills such as problem-solving, communication and entrepreneurial skills (Wilton 2012). Internships and work-based learning experiences also have a positive effect on the students' motivation (Eden 2014).

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Chapter 3 Research Methodology

The thesis is titled as 'A study on understanding work values and transferable skills and its impact on workforce agility of IT professionals in Pune'.

3.1 Introduction:

It captures dynamic influence on workforce agility as researcher is working on the parameters of work values and transferrable skills and how both parameters impact on workforce agility.

The Indian finance ministry declared budget recently, she reiterated the need of planning and control of in and out flow of money. Maximum tax paid is emphasized from those companies whose operations are on broader context and more profits. Fraternity of Information technology come under this category. Information Technology companies grow slowly but generates a huge amount of revenue to India. Their operating profit margin remains high & infuse large amount of foreign currency to the GDP as such.

Digging to a very basic approach every industry, company or firm grows with five P's. With more emphasis service sector deals with people at large. So Employees of Information technology sector are assets of employers as such.

This occasionally happens in the of Information Technology and ITES sector wherein they have to provide services to moderately diverse clientele. All clients have different requirements and different kind of modified information technology product. All new tools and techniques in IT they need to accustom to, so that they can utilise those to cope up diverse need of the clientele requirements and the modifications demanded.

Researcher wants to elaborate the concept of agility with the help of databases and opinions collected from information technology professionals commenting about the implementation and success of technology and it's update through workforce agility. Concept of agility deals with creating agile organisation which achieves superior environmental responsiveness in the context of VUCA environment. Agile workforce is said to move flexibly rapidly and effectively into any collaboration environment.

The aim of this research thesis is to add to our knowledge about the work values and transferable skills and its relationship with workforce agility. This chapter gives traces

of Workforce Agility, work values and transferable skills by utilizing the special references of Pune's Information Technology professionals.

According to the importance of topic mentioned Pune's information technology industry employs thousands of employees with varied expertise and experience. As mentioned earlier researcher will consider employees who have at least few months of experience in aforementioned sector.

Between the period from 1991 to 2000 Pune has 6th largest per capita income in India. The decadal growth rate of Pune for last 40 years has been at least 40% and its estimated population by 2031 will hit 5.6 million if the trend continues. (the approximate growth rate remains 2.63%) to our surprise Pune's 62% population is under 30 with a larger average share of 25-34 age group.

Almost all top IT companies present in Pune and it is second biggest software hub in the country. (eyeonasia.gov.org)

With a apt news published by Hindustan times (Dec 13, 2018) Pune ranks third in terms of Information Technology export from Indian cities, It has registered the fastest growth of 11%. In the year IT and ITes sector grows from Rs. 34400 Cr in 2015-16 to Rs. 43000Cr in 2017-18.

VidyadharPurandare , honorary secretary, software exporters association of Pune (SEAP) said that although NASSCOM (National Association of Software and Service Companies states that Pune has 4.5 Lac IT employees. In the year 2022 the figures have grown exponentially.

So here researcher is discussing the sampling criteria of the thesis 'A study on understanding work values and transferable skills and its impact on workforce agility of IT professional in Pune'.

3.2 Research Objectives:

1.To study the various components of work values

2. To study the various components of transferable skills

3. To study the affect of work values on workforce agility

4. To study the affect of transferable skills on workforce agility

5. To study the workforce agility amongst the different genders

3.3 Sampling Criteria:

In the aforementioned title especially Information technology and Information technology Enabled Services are dealt with those who are based in Pune to serve the purpose researcher operates with following ways by

a) Examining representative sub-sets of the data with the purpose of producing estimates of parameters aforementioned.
b) Utilizing the maximum number of employees of different demography mentioned in the questionnaire

Alone in Pune there must be approximately **4.5 Lac IT** employees. These employees work with different job roles as prescribed to them. For discussion we can consider following sort of jobs; Systems analyst, Database administrator, Software application packager, Full-stack developer, Senior software engineer, Data scientist etc.

Magarpatta, Kharadi, Aundh, Hinjewadi are the locations contain IT companies here at Pune. Baner area is also a new upcoming hub as well.

Needless to say, current top 10 companies has created base at Pune and fresh faces are infused as employees to them. State and Central Government gives promotion/grants to Information Technology and Information Technology enabled services industry and therefore the sector attracts and retains talents.

Respondents need to deal with demographic factors like age, gender, work alignment, employment status experience, and further they will deal with heart of the questionnaire which is of work values, transferable skills and workforce agility.

3.4 Population:

A population refers to any collection of precise group of human beings or of non-human entities such as objects, didactic institutions, geographical areas, or salaries drawn by individuals. Some statisticians call it as ‘universe’. A population containing a finite number of individuals, members or units is a class. A population with infinite number of members is known as infinite population.

Any inferences from a sample refer only to the defined population. Select employees of target population of Pune’s Information Technology professionals from which the sample has been properly selected. We may call this the target population. These professional may be working on any hierarchies having any number of experience.

These respondents can be any person belongs to any gender.

Without keeping the bias of the demography the whole population will be directly considered. This can be taken such that every IT professional in the population has equal chance of being selected. Employees who have at least experience of some months are under consideration. IT professionals from

Magarpatta, Kharadi, Aundh, Hinjewadi and Baner were provided with the questionnaire.

3.5 Sampling size:

Sampling here is a method by which relatively small number of Information Technology Professionals is selected and analyzed in order to find out their agility about the entire population from which it was selected. It will reduce expenditure, save time and energy, permit measurement of greater scope, and produce greater precision and accuracy.

The maximum number of professionals will be provided with questionnaire and request those to fill it without bias. With the help of Google forms this process will be assisted for few cases.

Due to this sampling technique, the risk of systematic bias is removed. In this type of sampling is highly representative of the population considered. Researcher is also careful for it shouldn't be tedious and time consuming and she will ensure that the sufficient number of representative sample size is achieved.

Among the approximate population of 1000 IT professionals targeted, 280 professionals responded constitutes the sample size.

3.6 Sample Element:

Information Technology professionals work in teams share equal responsibility. The task they carry out needs focus, continued research, and customization of acquired needs which entirely differ from the IT profile.

Sample element deals with hierarchies of the professionals. They work on the positions of Team leader, Manager, Team member, software tester etc. Under researcher's purview all come and establish a sample element for her.

Experience of the respondents also comes in the purview here and best responses can be expected from the profiles of respondents may have accessed to at least a couple of years of experience . But it is not mandatory condition or negligible part of questionnaire.

Based on this respondent may understand the purpose of handling the questionnaire and express himself fully with it. Thus the researcher's first choice of sampling technique

3.7 Sample unit:

Researcher has chosen **all companies** which are based at Pune and their areas like Magarpatta, Kharadi, Aundh, Hinjewadi, Baner were aligned as respondents. The companies were not choice as such but all companies whose professionals will give feedback on the questionnaire were welcomed.

So sample unit were companies were all three types viz. small sized, medium sized and large sized as well.

3.8 Sampling Methodology:

The researcher utilizes ***probability sampling method as sampling criteria*** specified and hands over the questionnaire to the employees of IT and ITES employees based in Pune. The sampling technique used is simple random sampling.

The nature of investigation was favorable enough and the objectives were clarified to respondents over a call so that in an unbiased manner they have filled the questionnaire. Collection of data is through mailing the questionnaire to respondents. At their ease of time, respondents have filled it. The cumulative database was then downloaded for data analysis.

Researcher has visited personally to initiate the process of getting unbiased detailed opinions from the side of respondents.

The probability sampling created ease to get the filled questionnaire and research and researcher acknowledge the respondents to doing so.

3.9 Pilot testing:

A 'pilot testing' study is a way to decide if the given testing fields are good for collecting the required data or if there are some more additional needs to be made for making testing more efficient.

A subset of members / professionals was interviewed in semi structured manner. The purpose of interviews was to validate the data derived from questionnaires. There were three factors under study, prime focus was on work values and transferable skills and third and important was of workforce agility.

There were several work values which literature review kept mentioning about.

Researcher utilized few out of them all.

Same the case happened with transferable skills, all the skills bear equal fame but the

context was needed to be set for setting connection between skills and work values and professional's agility as well.

So a small pilot testing was carried out on sample respondents of number 25 and few interviews were also conducted. After sufficient literature review it was seeming promising to conduct this study a step ahead and researcher decided to continue the with unchanged questionnaire.

3.10 Survey instrument:

The survey instrument was a customized questionnaire in which questions were close ended. On the basis of factors understudy there are four sections viz. demographic, respondent's views about work values, transferrable skills and workforce agility.

All questions were arranged in a based on the objectives set for the study. The clarity on each set objective was major purpose behind designing a questionnaire. The questions aren't complex and designed as accurate in the views of professionals. As it contains sections it won't be monotonous too.

To keep the track of answers instruction of one item per row, instruction was reemphasized to questions beforehand. In the section of Work values ample number i.e. 45 values variations were added to get best expressions from respondents.

In the set of transferable skills , communication, technical, number , creative and artistic skills were tested with atleast 8 varieties into it. In the section of workforce agility too, items were in seven numbers.

3.11 Research Gaps:

Researcher has studied articles published from 2000 to 2020 and she found few gaps related to the variables related to study.

a) Possibility which affects the work values in context of changing work culture and its direct relationship with the self identity
b) Predictability of work values on condition that framework for dynamic analysis of relationship constructed through process of work differences
c) Which value salience exists in job choice situations and what implications this has for job choices individuals make.
d) With an only platform available employee work value structure would be enriched in working conditions, no literatures found on relationship of values with agility needed by employees
e) The evaluation of organizational values once the validity of the measure for the theoretically predicted dimensions related to agility parameter

f) Universities, government organizations and employers need a final set of skills to be inculcated to students in varying job profiles
g) All employees may not leave organizations be absorbed by companies due to lack of transferable skills
h) There are differences in salaries earned by job hoppers and these employees are assisted by certain set of skills and they are agile too.

Chapter 4 Findings of data analysis

4.1 Introduction:

This chapter covers analysis of data collected by researcher through respondents. The value of N= 280. Few demographic questions were asked and then the collected data shows the various components of the research study on three variables tackled by the researcher. This chapter comprises following parts

4.2 Objectives of the study

4.3 Reliability testing

4.4 Analytical statistics as mean standard deviation and variance

4.5 Hypothesis testing

4.2 Objectives of the study

1. To study the various components of work values
2. To study the various components of transferable skills
3. To study the affect of work values on workforce agility
4. To study the affect of transferable skills on workforce agility
5. To study the workforce agility amongst the different genders

4.3 Reliability Testing

4.3.1 Work Values

Reliability Statistics

Cronbach's Alpha	N of Items
.944	45

4.3.2 Transferable Skills

Reliability Statistics

Cronbach's Alpha	N of Items
.963	91

4.3.3 Workforce Agility

Reliability Statistics

Cronbach's Alpha	N of Items
.966	7

4.4 Analytical statistics as mean standard deviation and variance

1. What gender do you identify as

Table 1 Identification of Gender

Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Male	185	66.1	**1.34**	**0.474**	**.225**
Female	95	33.9			
Total	**280**	**100.00**			

Figure 1 Identification of gender

Findings: The above statistics table and chart suggests that around 66.1% of total sample are males, rest are females. The data spread concentration is given as mean 1.34 , standard deviation is 0.475 and variance is 0.225

2. **What is your age**

Table 2: Age demography:

Responses	Frequency	Percent	Mean	Std. Dev.	Var.
N Valid					
21-30 year old	87	31.5	2.77	0.585	0.342
30-45 years old	170	60.7			
45+ years	23	8.2			
Total	280	100.0			

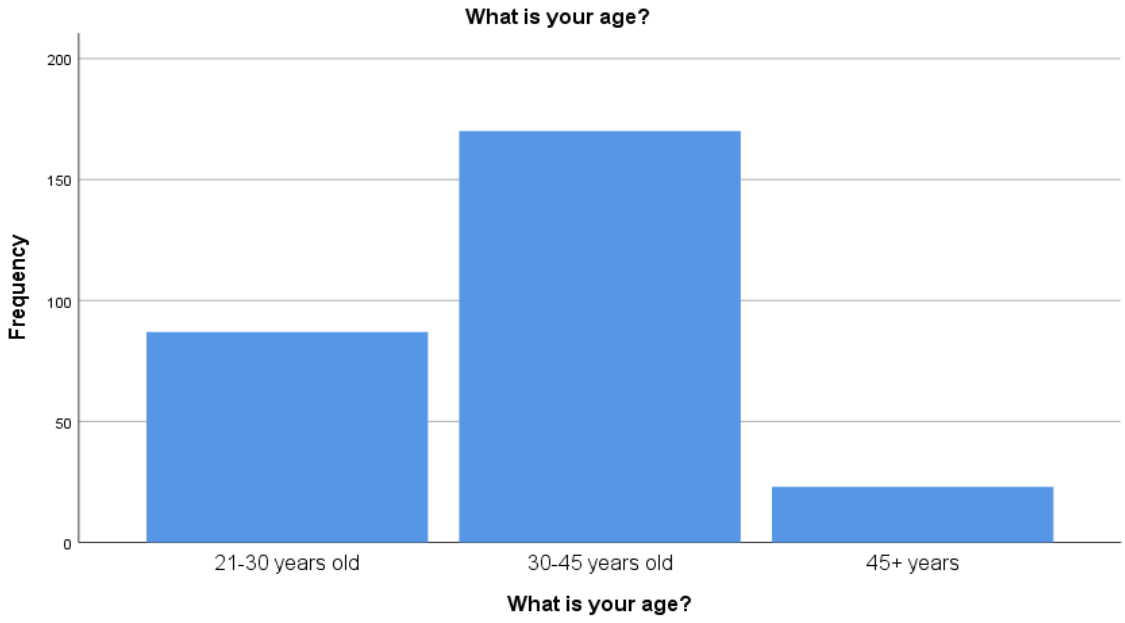


Figure 2: Age demography

Findings: The above statistics and table shows that all respondents fall in the age groups mentioned by researcher. The data spread concentration is given as mean 2.77, standard deviation is 0.585 and variance is 0.342.

3. Your work alignment is at:

N valid :280 Missing 0

Table 3 Work alignment

Responses	Frequency	Percent	Mean	Std. Dev.	Var.
N valid	280				
Missing	0				
Valid Pune	195	69.6			
Other than Pune	85	30.4			
Total	280	100.0	1.30	0.461	0.212

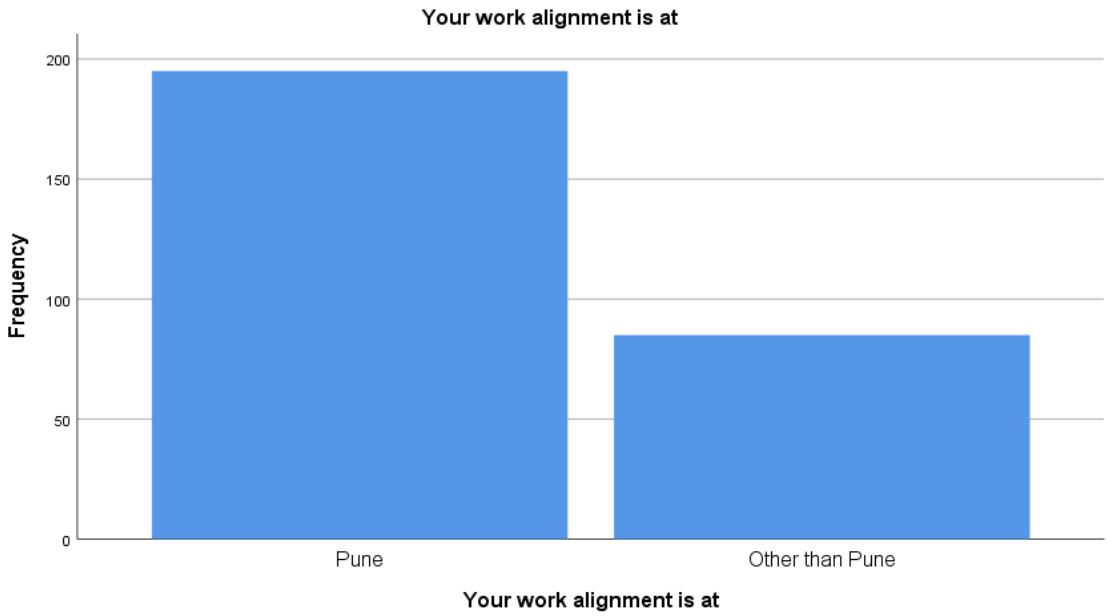


Figure 3 work alignment

Findings: The above statistics table and bar graph suggests that around 71.1 % sample population is valid from Pune. The data spread over concentration is given as mean 1.30 std. dev. 0.461 And variance is 0.212.

4. **What is your current employment status:**

Table 4: Current Employment Status

Responses	Frequency	Percent	Mean	Std. Dev.	Var.
N valid	280				
Missing	0				
Valid employee full time	264	94.3			
Valid employees part time	8	2.9			
Seeking opportunities	8	2.9			
Total	80	100.0	**1.09**	**0.369**	**0.136**

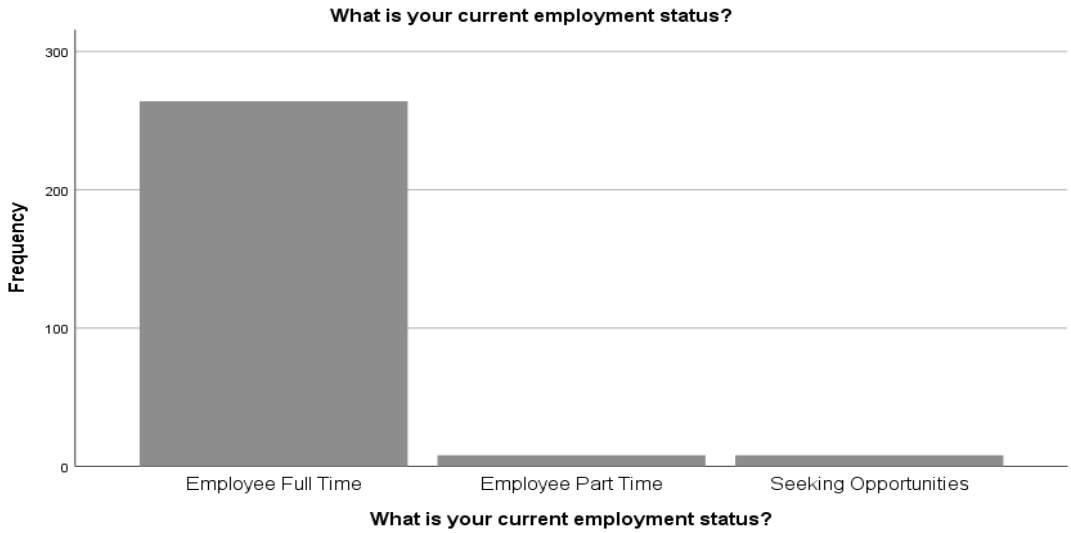


Figure 4: Your current employment status

Findings: 94.9 percent employees are full time. The data spread across is of mean 1.09, std. deviation is 0.369 and var: is 0.136.

5. Your work experience is of

Table 5: Work Experience of employee

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
N Valid	Fresher	6	2.1			
	More than 3 years	87	31.1			
	More than 5 years	43	15.4			
	More than 10 years	144	51.4			
	Total	280	100.0	3.16	0.942	0.888

Figure 5: Work experience of employee

Findings: The above statistics table and bar graph suggests that around 51.4% employees of total samples have more than 10 years of experience in the IT and ITES. The data spread concentration is given as mean 3.16, standard deviation of 0.942 and variance of 0.888.

6. **Work in which you have to keep solving problems:**

Table 6: work in which you have to keep solving problems

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
N Valid	Unimportant	147	52.5			
	Of little Importance	105	37.5			
	Moderately Important	21	7.5			
	Important	7	2.5			
	Total	280	100.0	1.60	0.736	0.542

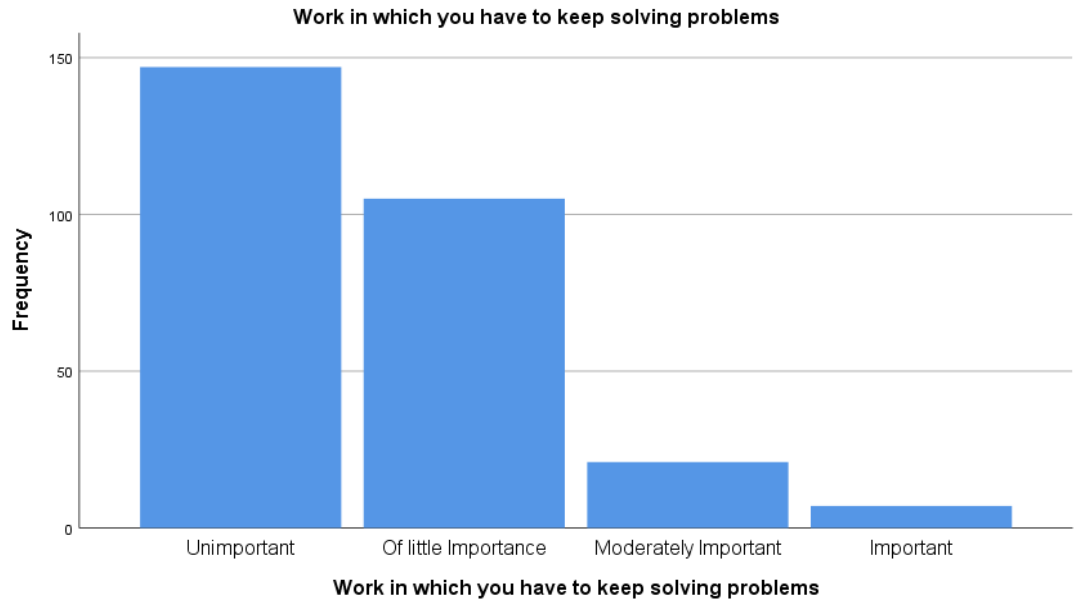


Figure 6: Work in which you have to keep solving problems

Findings: The above statistics table and pie chart suggests that 52.6 % employees think that they need to solve unimportant problems. The data spread concentration is given as mean 1.36, standard deviation of 0.736 and variance of 0.542.

7. Work in which you help others

Table 7: Work in which you help others

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	126	45.0			
	Of little Importance	131	46.8			
	Moderately Important	15	5.4			
	Important	8	2.9			
	Total	280	100.0	1.69	0.816	0.667

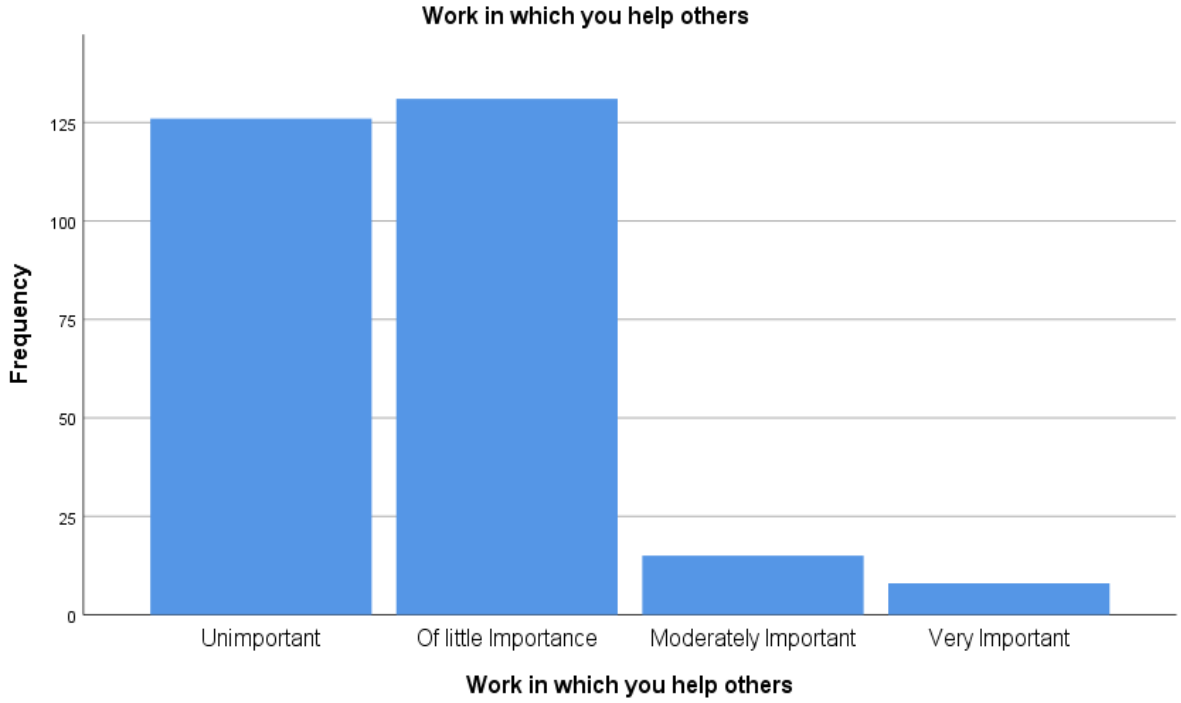


Figure 7: Work in which you help others

Findings: The above statistics table and chart suggests that 46.08 professionals think that they help others in the tasks of little importance. The data spread concentration is given as mean of 1.69, standard deviation: 0.816 and variance of 0.667

8. **Work in which you can get a raise**

Table 8: Work in which you can get a raise

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	88	31.4			
	Of little Importance	169	60.4			
	Moderately Important	15	5.4			
	Important	8	2.9			
	Total	280	100.0	1.88	0.880	0.774

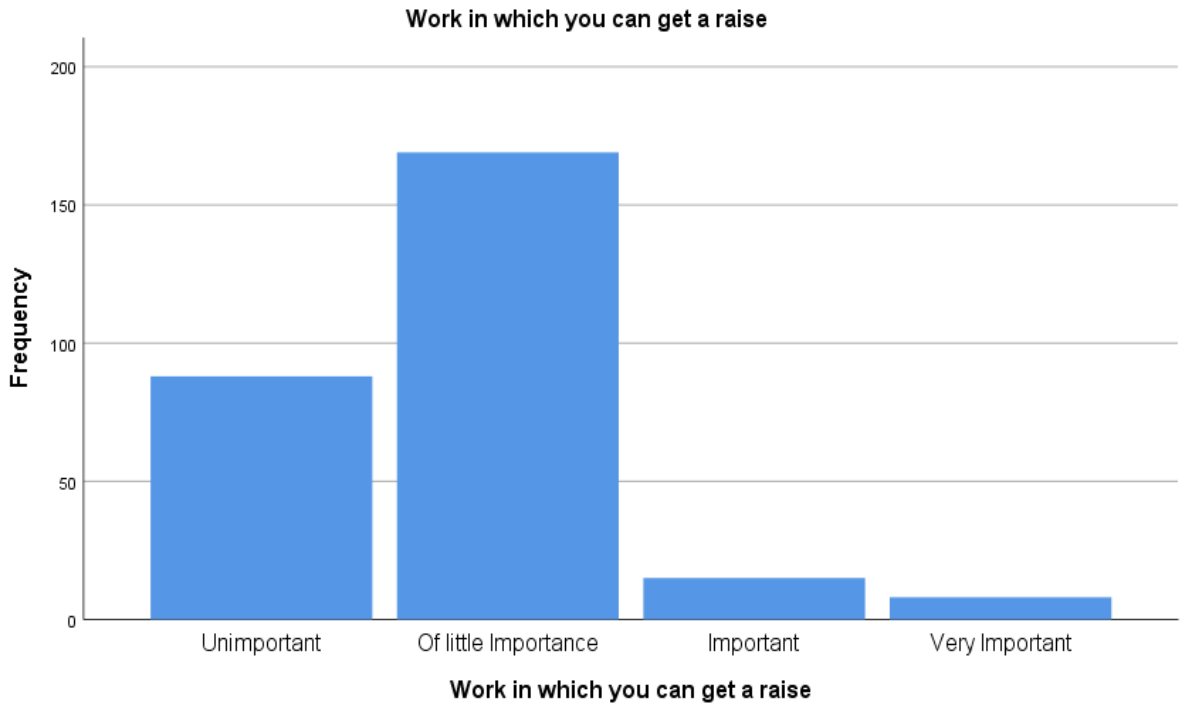


Figure 8: Work in which you can get a raise

Findings: The above statistics table and chart suggests that 8.3 % professionals think that their important wok can lead them to financial raise. The data spread concentration is given as mean of 1.88, standard deviation: 0.880 and variance of 0.774.

9. Work in which you look forward to changes in your job

Table 9: Work in which you look forward to changes in your job

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	67	23.9			
	Of little Importance	109	38.9			
	Moderately Important	88	31.4			
	Important	16	5.7			
	Total	280	100.0	2.19	0.865	0.749

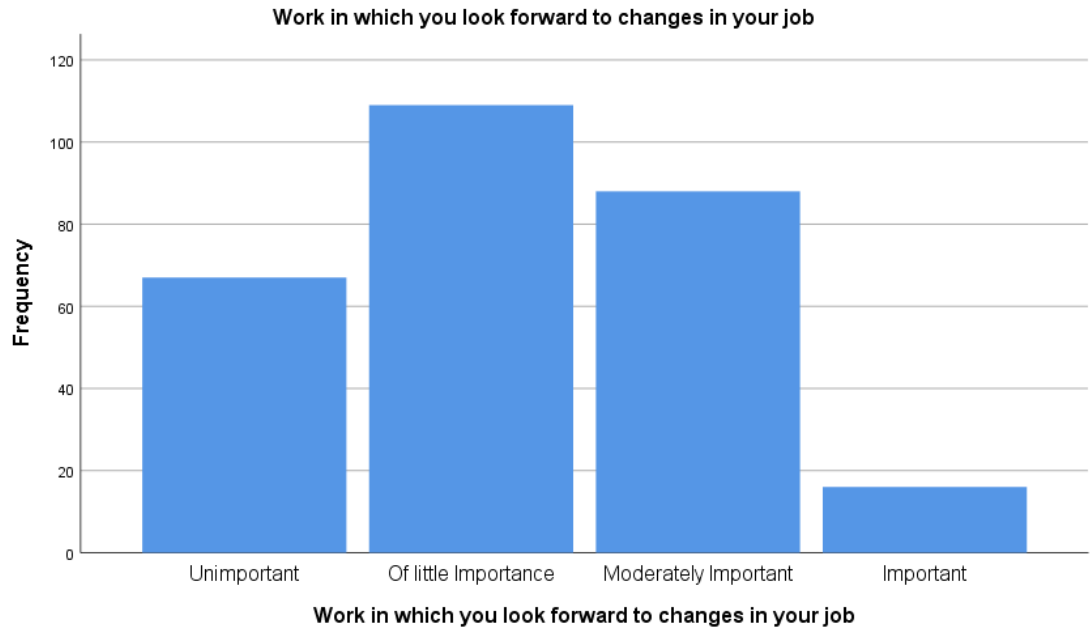


Figure 9: Work in which you look forward to changes in your job

Findings: The above statistics table and chart suggests that 38.9 % professionals think that looking forward towards change in job is less important. The data spread concentration is given as mean of 2.19, standard deviation: 0.865 and variance of 0.749.

10. **Work in which you have freedom in your area**

Table 10: Work in which you have freedom in your area

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	161	57.5			
	Of little Importance	75	26.8			
	Moderately Important	44	15.7			
	Total	280	100.0	1.58	0.742	0.560

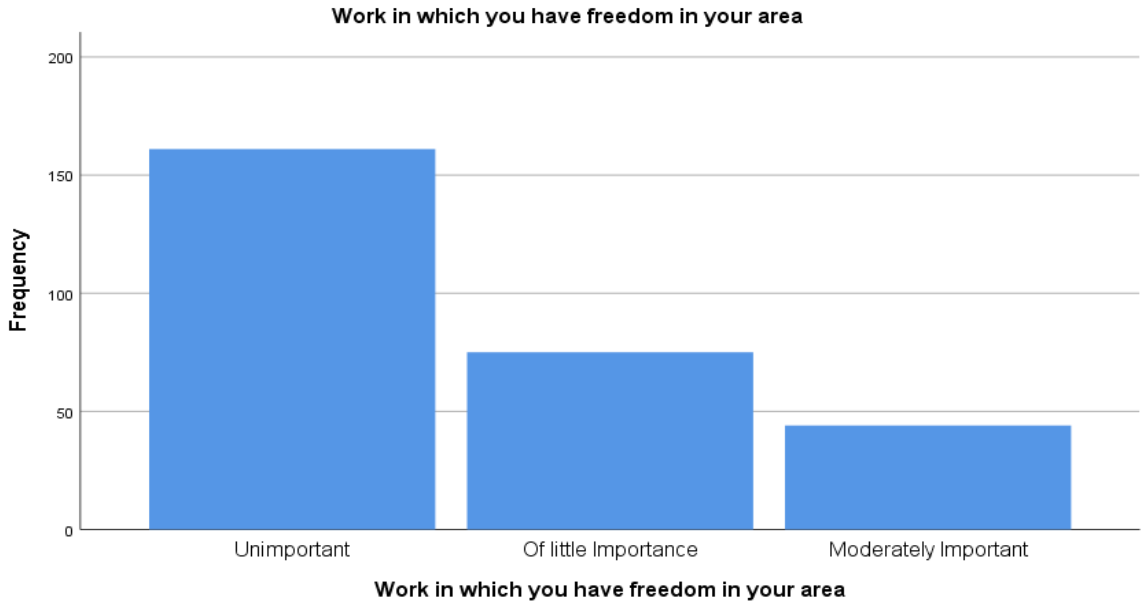


Figure 10: work in which you have freedom in your area

Findings: The above statistics table and chart suggests that 57.5 % professionals think that their unimportant wok can be done utilizing freedom in the area. The data spread concentration is given as mean of 1.58, standard deviation: 0.742 and variance of 0.560

11. Work in which you gain prestige in your field

Table 11: work in which you gain prestige in your field

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	145	51.8			
	Of little Importance	120	42.9			
	Moderately Important	15	5.4			
	Total	280	100.0	1.54	0.598	0.357

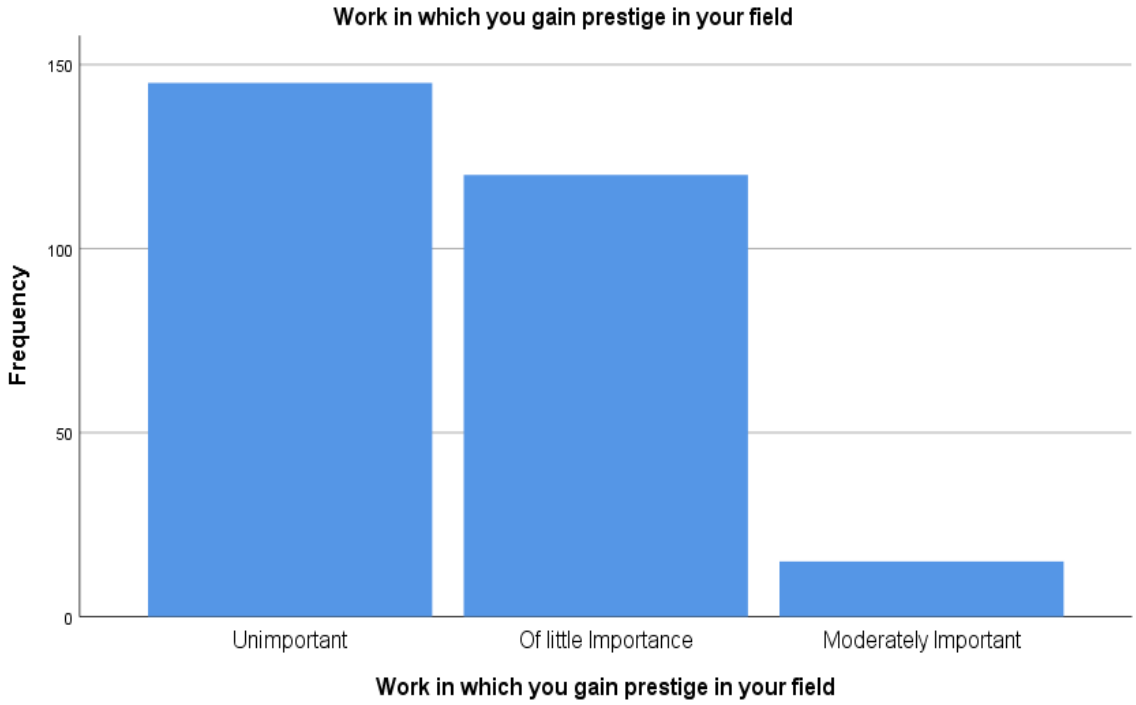


Figure 11: Work in which you gain prestige in your field

Findings: The above statistics table and chart suggests that 51.8% professionals think that gaining prestige is unimportant work. The data spread concentration is given as mean of 1.54, standard deviation: 0.598 and variance of 0.357.

12. Work in which you need to have artistic ability

Table 12: Work in which you need to have artistic ability

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	94	33.6			
	Of little Importance	94	33.6			
	Moderately Important	77	27.5			
	Important	15	5.4			
	Total	280	100.0	2.05	0.909	0.826

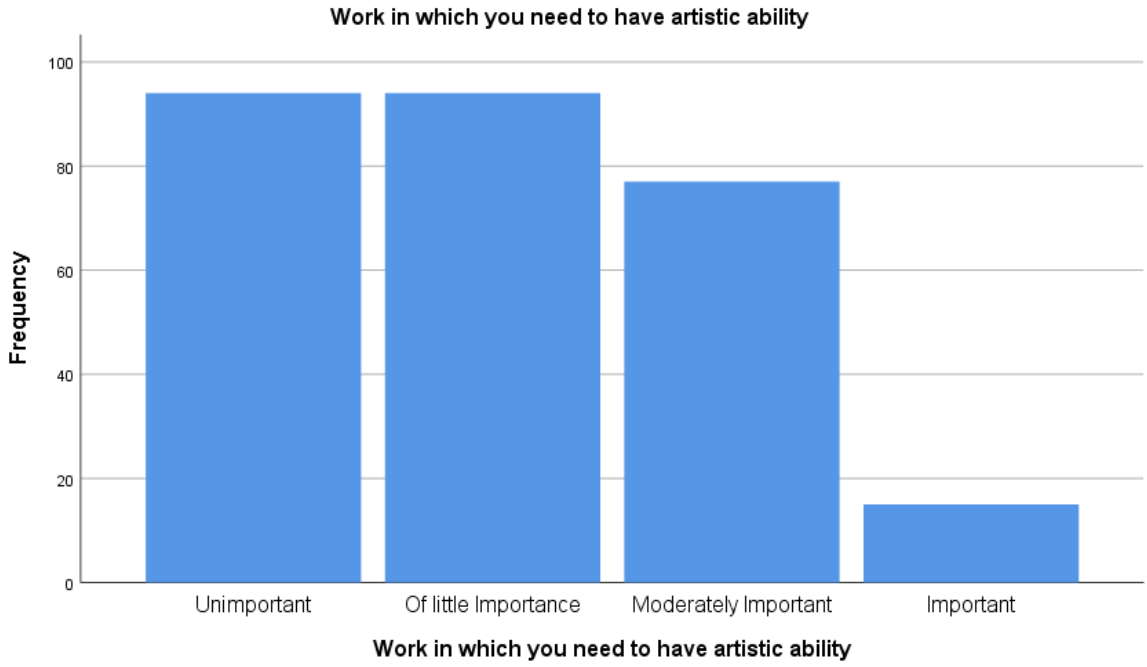


Figure 12: Work in which you need to have artistic ability

Findings: The above statistics table and chart suggests that 67.2 % professionals think that they don't need to have artistic ability. The data spread concentration is given as mean of 2.05, standard deviation: 0.909 and variance of 0.826

13. Work in which you are one of the gang

Table 13: Work in which you are one of the gang

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	50	17.9			
	Of little Importance	59	21.1			
	Moderately Important	95	33.9			
	Important	52	18.6			
	Very important	24	8.6			
	Total	280	100.0	2.79	1.189	1.414

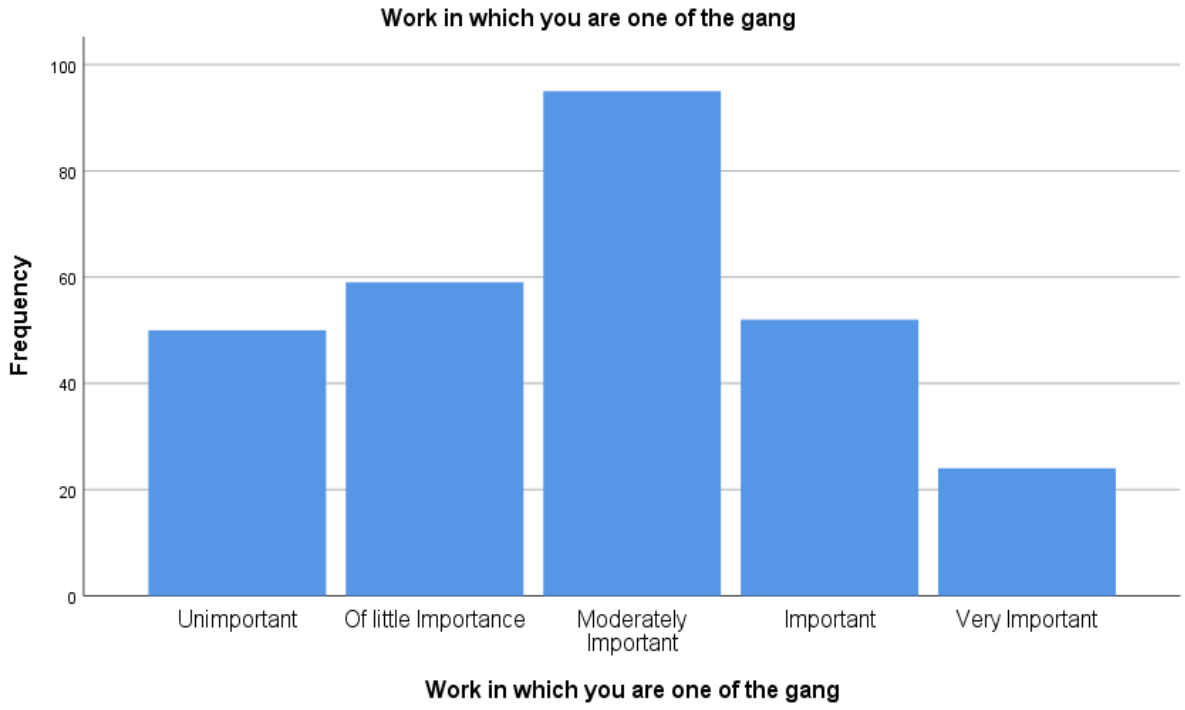


Figure 13: Work in which you are one of the gang

Findings: The above statistics table and chart suggests that 60.5 % professionals think that they want continued to be member of gang. The data spread concentration is given as mean of 2.76, standard deviation: 1.181 and variance of 1.395

14. Work in which you know your job will last

Table 14: Work in which you know your job will last

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	58	20.7			
	Of little Importance	113	40.4			
	Moderately Important	101	36.1			
	Important	8	2.9			
	Total	280	100.0	2.21	0.801	0.642

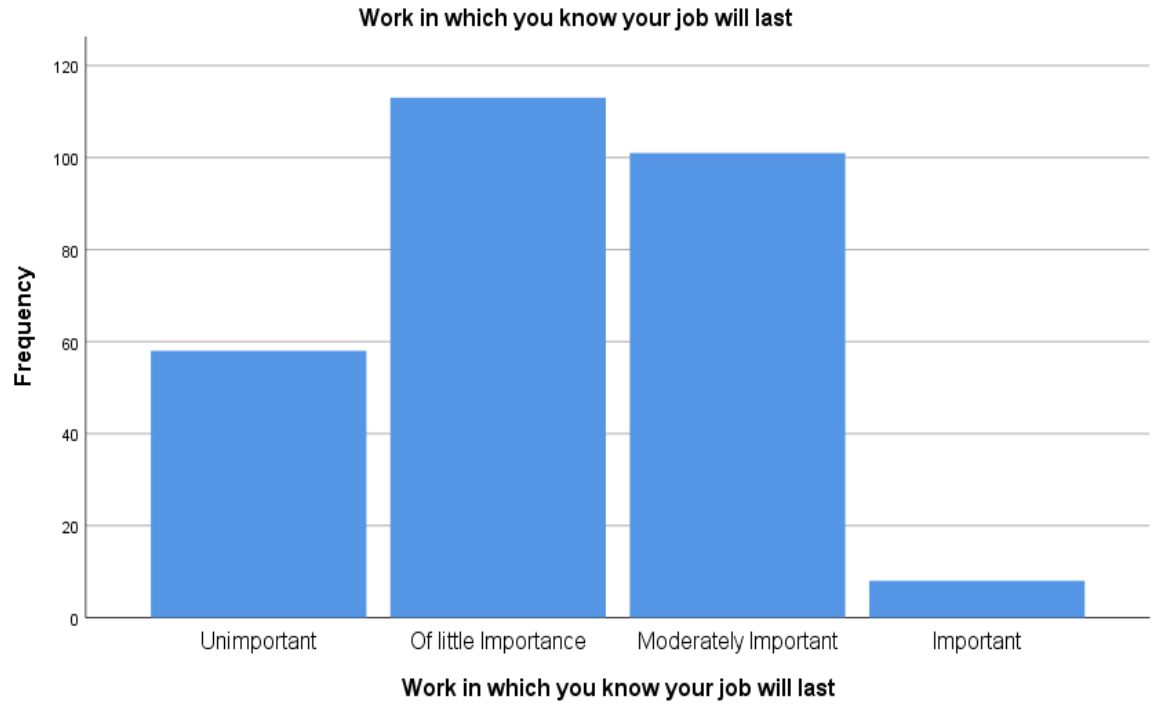


Figure 14: Work in which you know your job will last

Findings: The above statistics table and chart suggests that 61.1 % professionals think that they want continued in job of little importance. The data spread concentration is given as mean of 2.21 , standard deviation: 0.801 and variance of 0.642

15. Work in which you can be the kind of person you would like to be

Table 15: Work in which you can be the kind of person

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	104	37.1			
	Of little Importance	131	46.8			
	Moderately Important	30	10.7			
	Important	15	5.4			
	Total	280	100.0	1.84	0.819	0.671

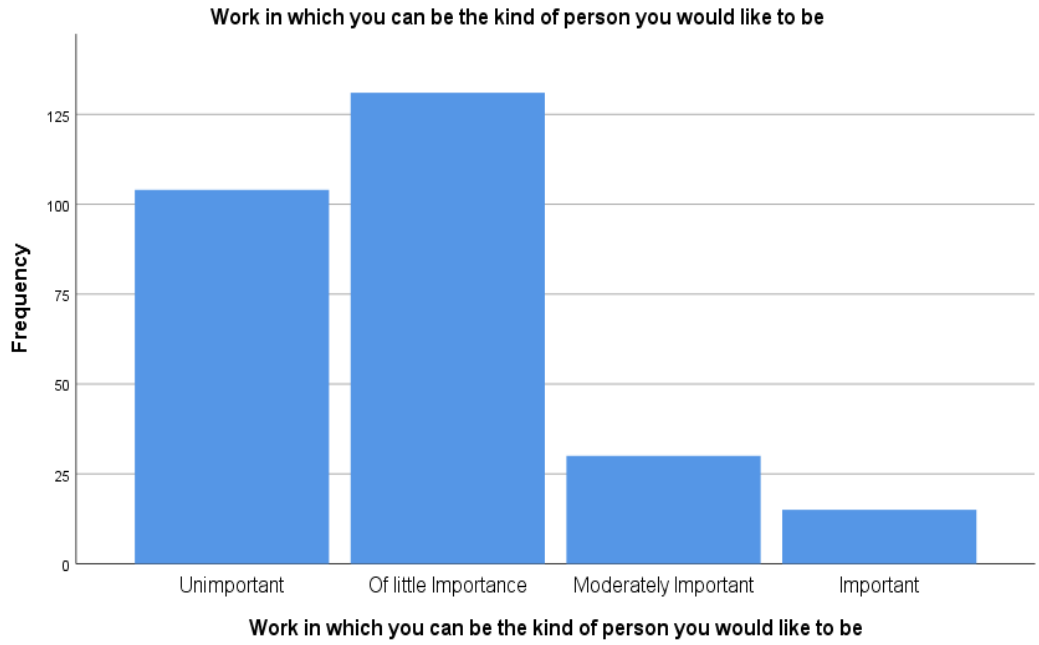


Figure 15: Work in which you can be the kind of person

Findings: The above statistics table and chart suggests that only 10.7% professionals' kindness in their work will serve the purpose. The data spread concentration is given as mean of 1.84, standard deviation: 0.819 and variance of 0.671.

16. The work in which you have a boss who gives you fair deal

Table 16: The work in which you have a boss who gives you fair deal

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	109	38.9			
	Of little Importance	120	42.9			
	Moderately Important	51	18.2			
	Total	280	100.0	1.79	0.728	0.530

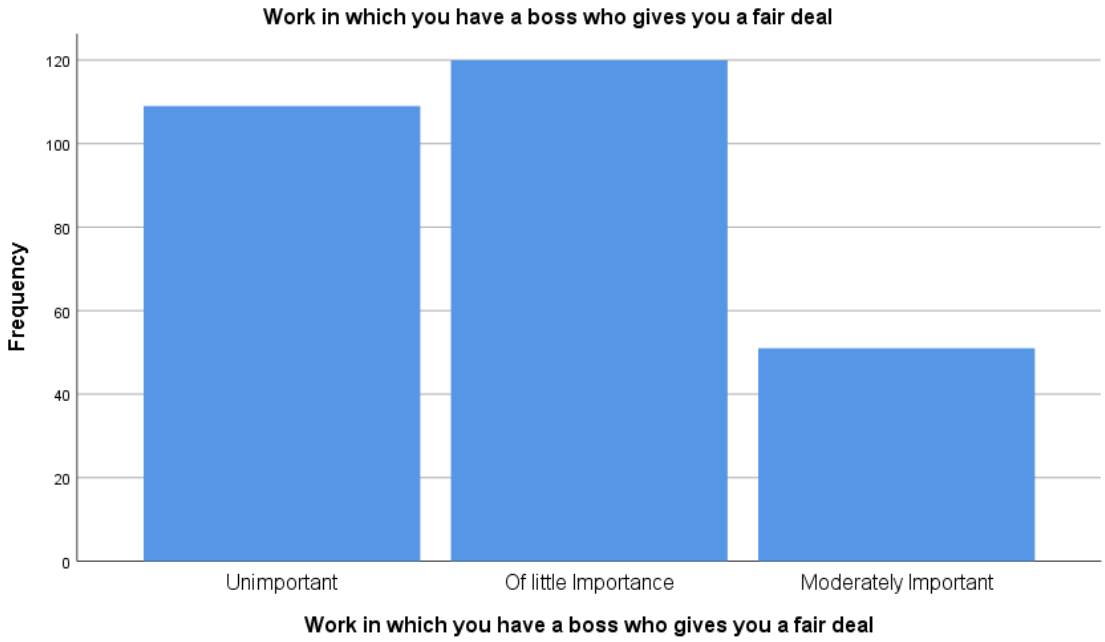


Figure 16: The work in which you have a boss who gives you fair deal

Findings: The above statistics table and chart suggests that only 18.4 % professionals' in their work boss may not give fair deal. The data spread concentration is given as mean of 1.79, standard deviation: 0.728 and variance of 0.530**.**

17. Work in which you like the setting in which your work is done

Table 17: Work in which you like the setting in which your work is done

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	68	24.3			
	Of little Importance	154	55.0			
	Moderately Important	58	20.7			
	Total	280	100.0	1.96	0.671	0.450

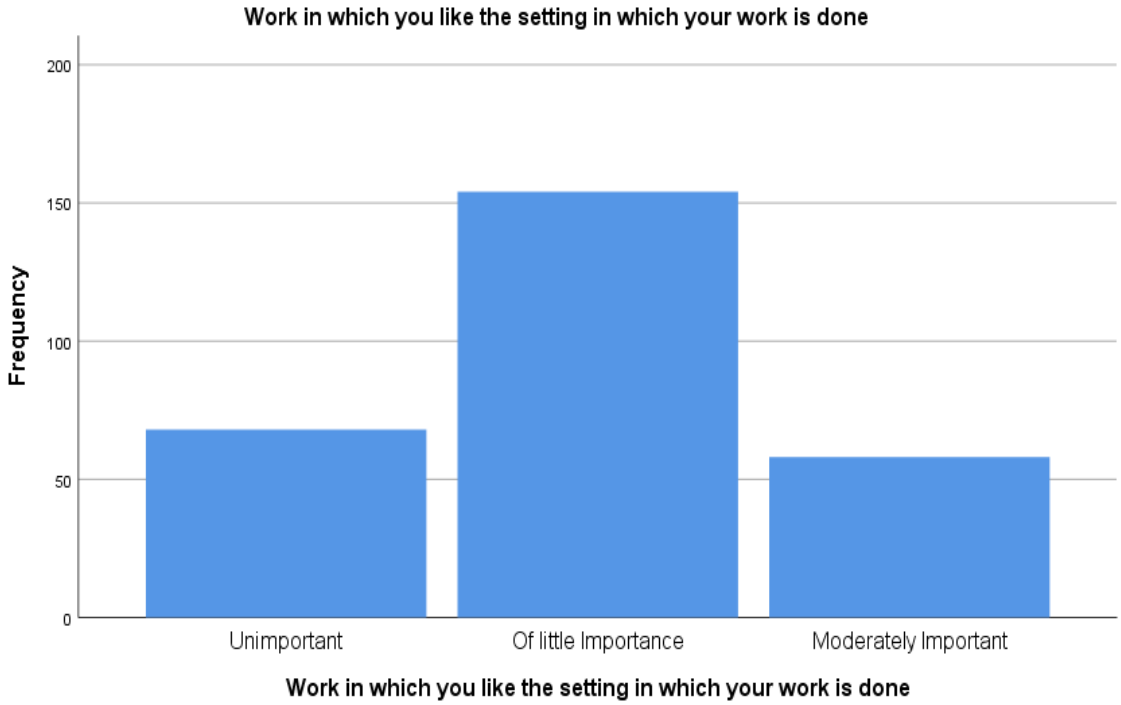


Figure 17: you like the setting in which your work is done

Findings: The above statistics table and chart suggests that only 79 % professionals' give little importance to work settings. The data spread concentration is given as mean of 1.96, standard deviation: 0.671 and variance of 0.450.

18. Work in which you get the feeling of having done a good day's work

Table 18: Work in which you get the feeling of having done a good day's work

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	118	42.1			
	Of little Importance	155	55.4			
	Moderately Important	7	2.5			
	Total	280	100.0	1.60	0.539	0.290

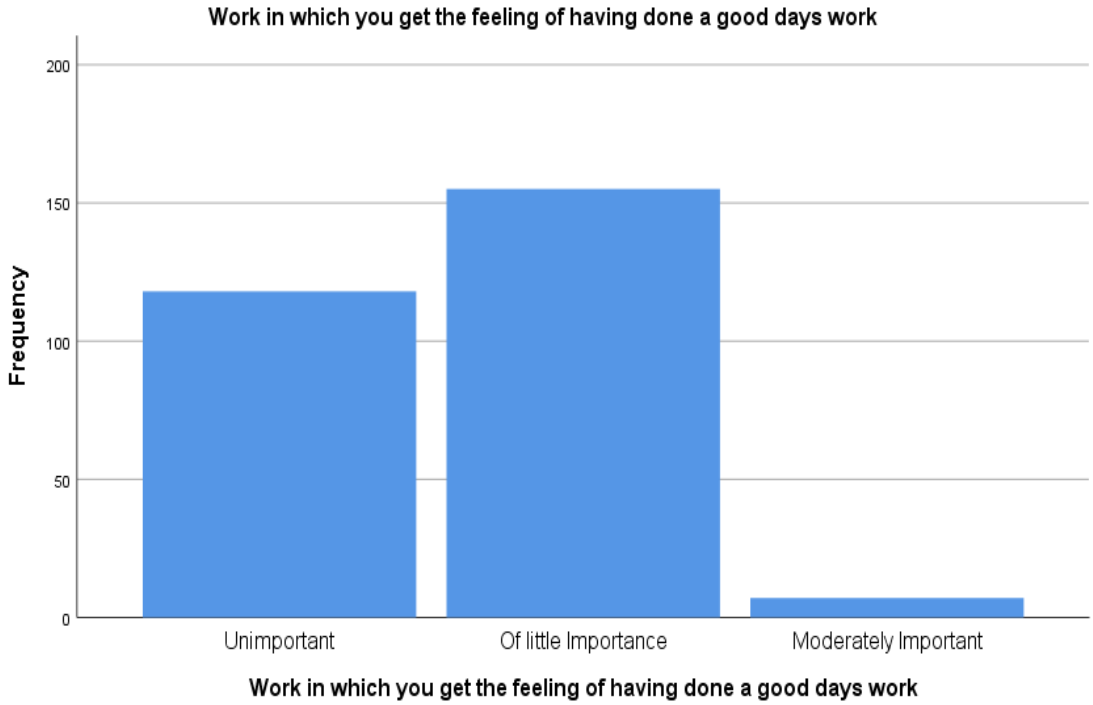


Figure 18: Work in which you get the feeling of having done a good day's work

Findings: The above statistics table and chart suggests that only 97.5 % professionals' give little importance to assumption that they are having good days at work. The data spread concentration is given as mean of 1.60, standard deviation: 0.539 and variance of 0.290.

19. Work in which you have authority over others

Table 19: Work in which you have authority over others

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	53	18.9			
	Of little Importance	116	41.4			
	Moderately Important	90	32.1			
	Important	21	7.5			
	Total	280	100.0	2.28	0.857	0.734

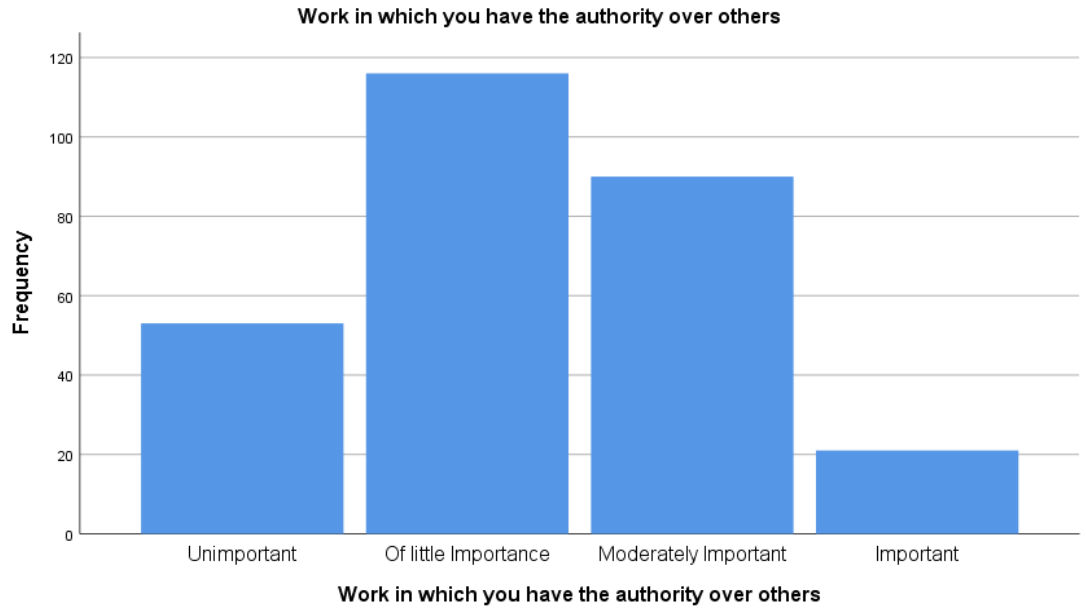


Figure 19: Work in which you have the authority over others

Findings: Although not all but a considerable percent (32.1) professionals give importance to exercising authority over others. The data spread concentration is given as mean of 2.28, standard deviation: 0.857 and variance of 0.734.

20. Work in which you try out new ideas and suggestions

Table 20: Work in which you try out new ideas and suggestions

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	125	44.5			
	Of little Importance	141	50.4			
	Moderately Important	14	5.0			
	Total	280	100.0	1.60	0.584	0.340

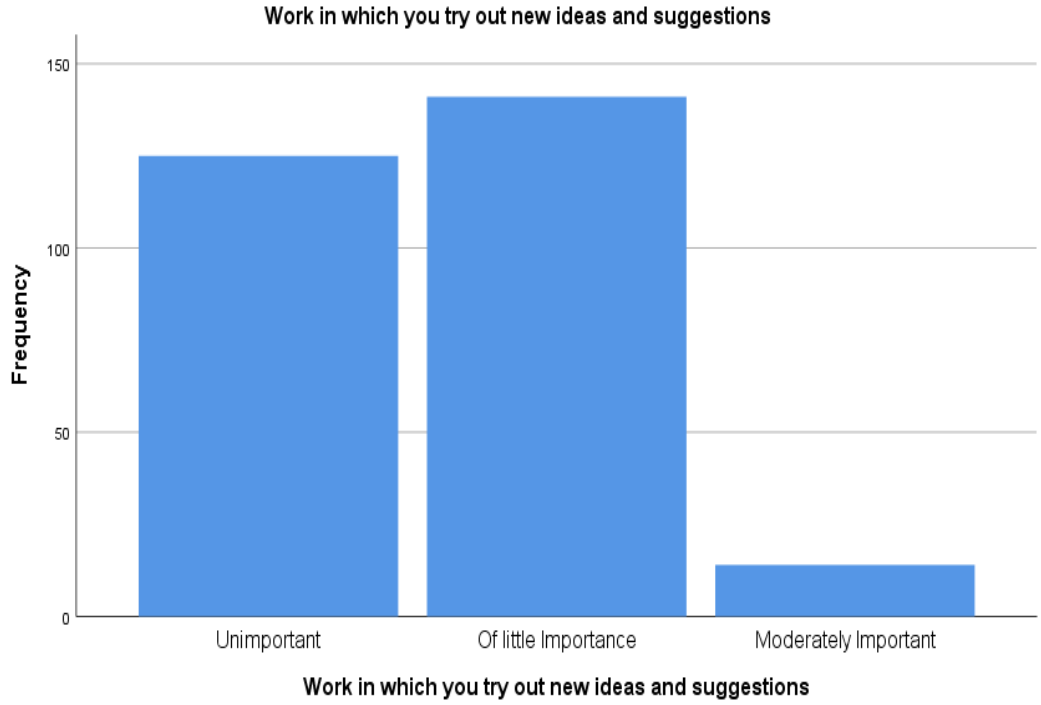


Figure 20: Work in which you try out new ideas and suggestions

Findings: Although not all but a considerable percent (5.0) professionals give importance to exercising new ideas and suggestions at work. The data spread concentration is given as mean of 1.60, standard deviation: 0.584 and variance of 0.340.

21. Work in which you create something new

Table 21: Work in which you create something new

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	149	53.7			
	Of little Importance	108	38.6			
	Moderately Important	16	5.7			
	Very important	7	2.5			
	Total	280	100	1.60	0.810	0.657

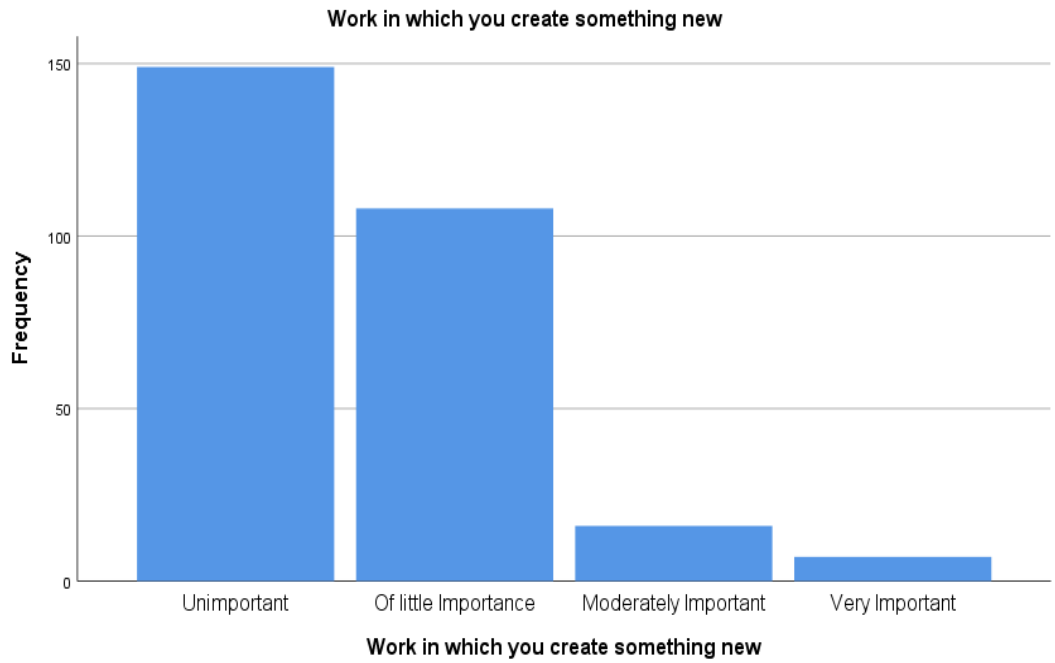


Figure 21: Work in which you create something new

Findings: The above statistics table and chart suggests that only 92 % professionals' give little importance creation of something new. The data spread concentration is given as mean of 1.60, standard deviation: 0.810 and variance of 0.657

22. Work in which you know by the results when you have done a good job

Table 22: Work in which you know by the results

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	111	39.6			
	Of little Importance	141	50.4			
	Moderately Important	21	7.5			
	Very important	7	2.5			
	Total	280	100	1.73	0.707	0.500

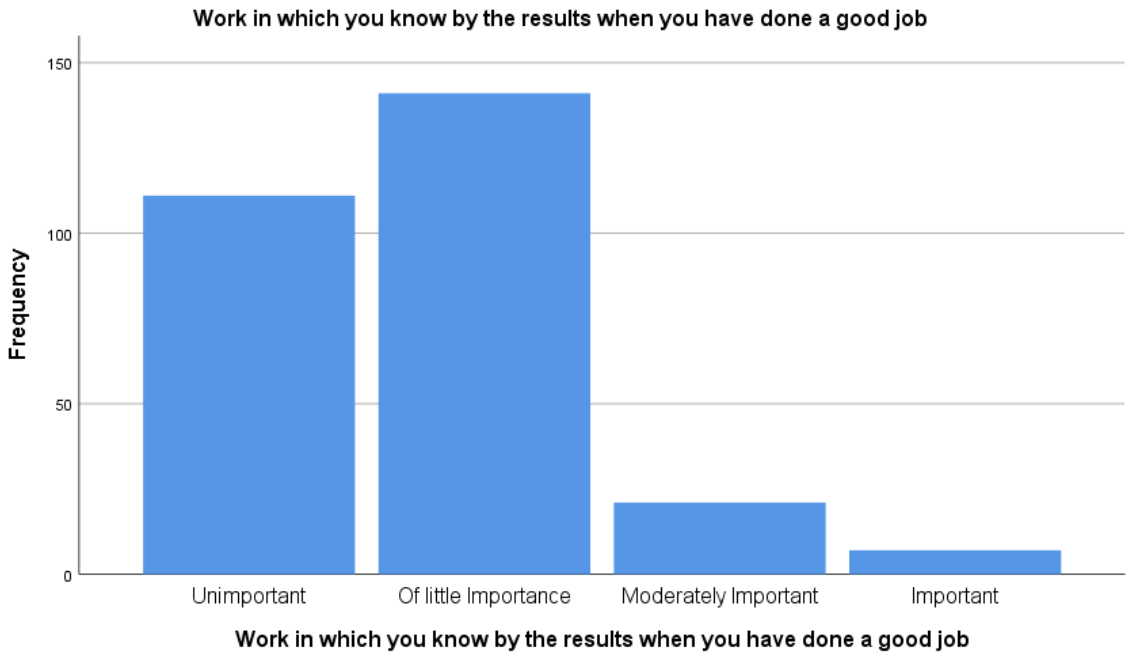


Figure 22: Work in which you know by the results

Findings: The above statistics table and chart suggests that 90% professionals' give little importance that they will be known by results on performance of duties. The data spread concentration is given as mean of 1.73, standard deviation: 0.707 and variance of 0.500

23. Work in which you have a boss who is reasonable

Table 23: Work in which you have a boss who is reasonable

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	65	23.2			
	Of little Importance	149	53.2			
	Moderately Important	58	20.7			
	Very important	8	2.9			
	Total	280	100	2.03	0.745	0.555

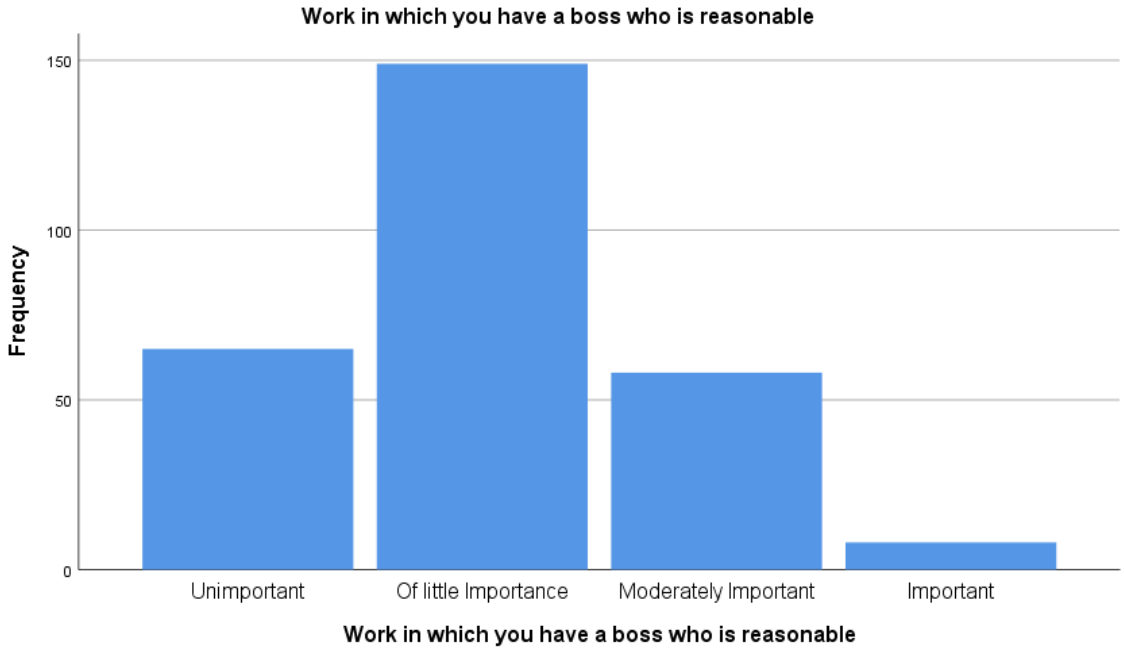


Figure 23: Work in which you have a boss who is reasonable

Findings: The above statistics table and chart suggests that 76.3% professionals' have a boss who is reasonable. The data spread concentration is given as mean of 2.03, standard deviation: 0.745 and variance of 0.555

24. Work in which you are sure of always having a job

Table 24: Work in which you are sure of always having a job be

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	112	40.0			
	Of little Importance	118	42.1			
	Moderately Important	50	17.9			
	Total	280	100.0	1.78	0.729	0.531

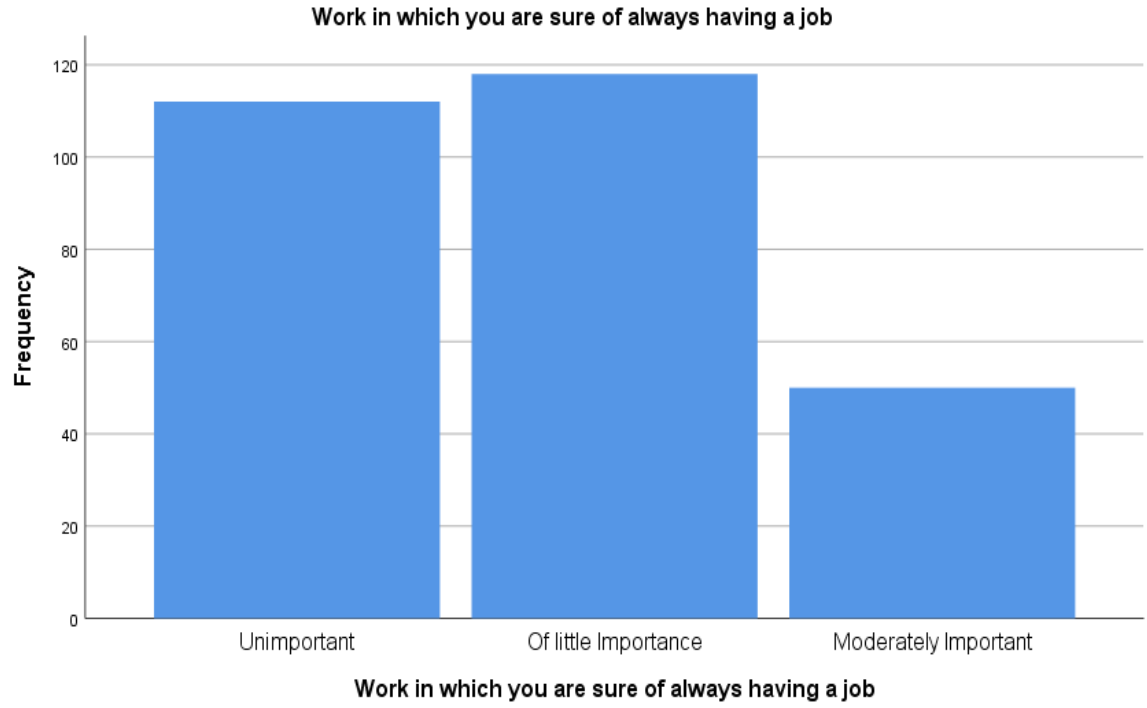


Figure 24: Work in which you are sure of always having a job

Findings: The above statistics table and chart suggests that 82.1% professionals' are sure of always having a job is unimportant to them. The data spread concentration is given as mean of 1.78, standard deviation: 0.729 and variance of 0.531

25. Work in which you add beauty to the world

Table 25: Work in which you add beauty to the world

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	88	31.4			
	Of little Importance	94	33.6			
	Moderately Important	98	35			
	Total	280	100.0	2.04	0.816	0.665

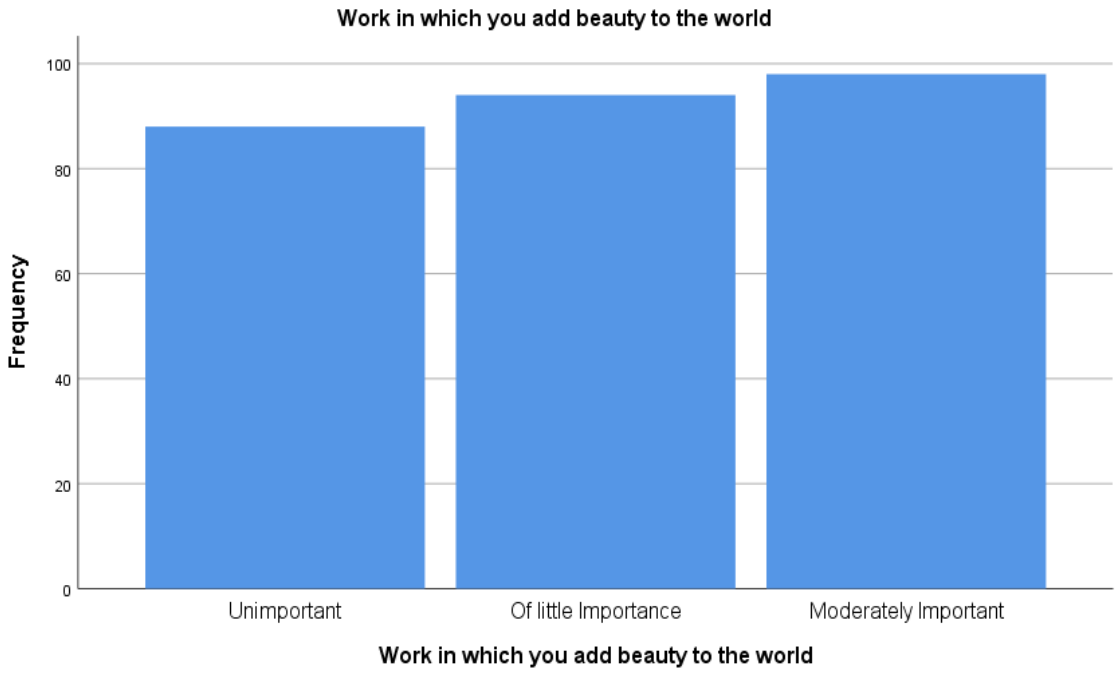


Figure 25: Work in which you add beauty to the world

Findings: The above statistics table and chart suggests that 31.4% professionals' feel unimportant about adding beauty to the world. The data spread concentration is given as mean of 2.04, standard deviation: 0.816 and variance of 0.665

26. Work in which you make your own decision

Table 26: Work in which you make your own decision

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	147	52.5			
	Of little Importance	119	42.5			
	Moderately Important	14	5.0			
	Total	280	100.0	1.53	0.592	0.351

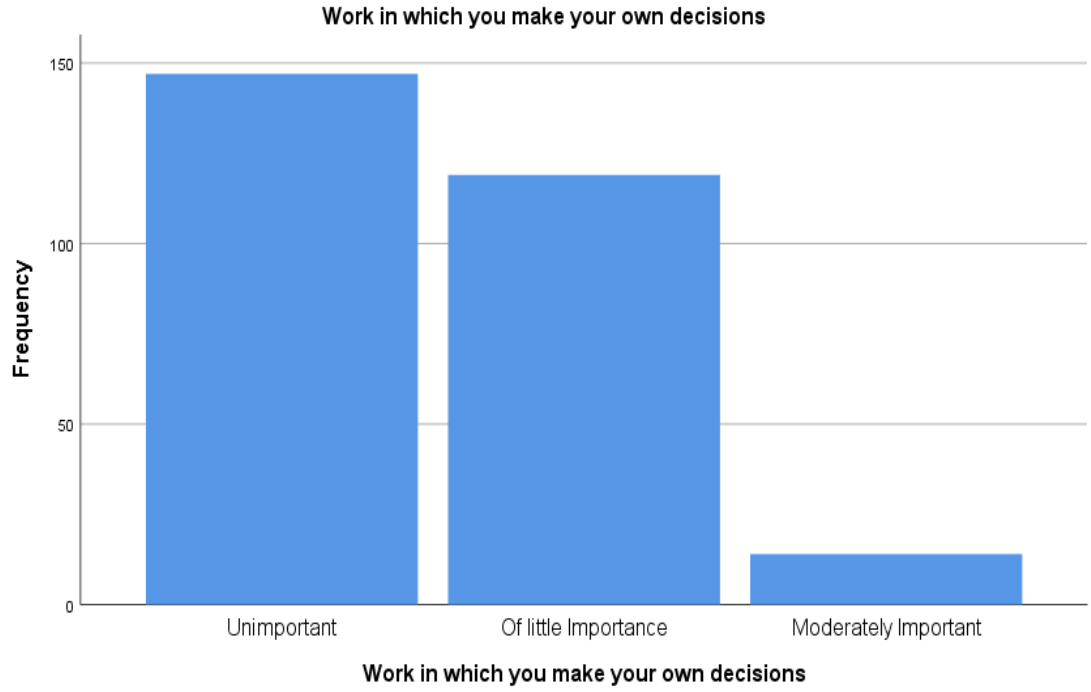


Figure 26: Work in which you make your own decisions

Findings: The above statistics table and chart suggests that 52.5 % professionals' the. The data spread concentration is given as mean of 1.53, standard deviation: 0.592 and variance of 0.351

27. Work in which you have pay increases that keep up with the cost of living

Table 27: Work in which you have pay increases that keep up with cost of living

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	125	44.6			
	Of little Importance	104	37.1			
	Moderately Important	51	18.2			
	Total	280	100.0	1.74	0.749	0.561

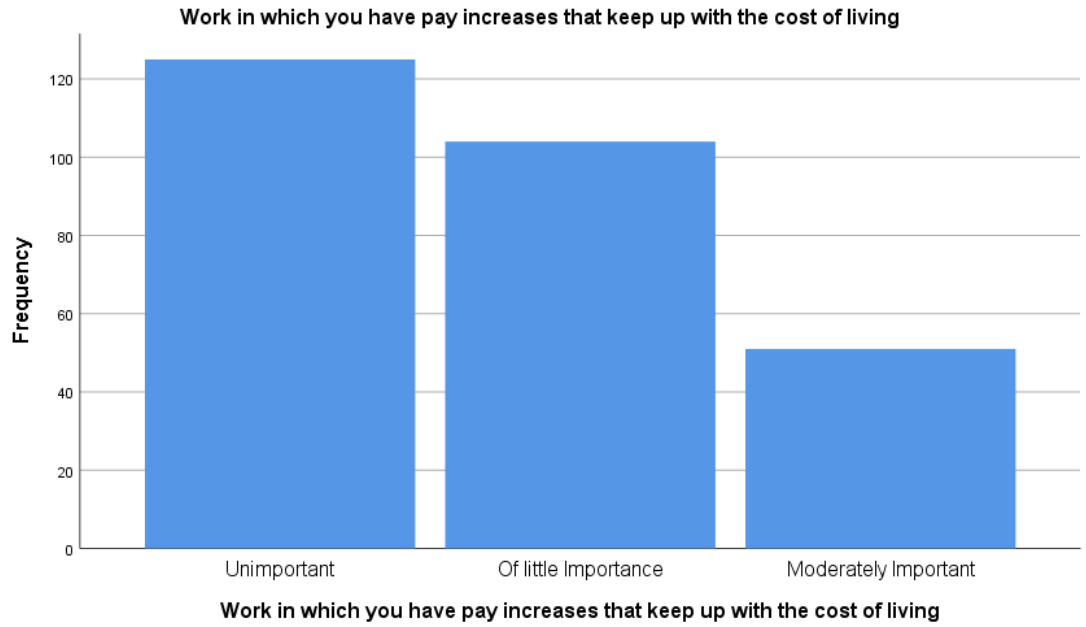


Figure 27: Work in which you have pay increases that keep up with the cost of living

Findings: The above statistics table and chart suggests that 44.6% professionals' feel that pay increases but that may not keep up with the cost of living. The data spread concentration is given as mean of 1.74, standard deviation: 0.749 and variance of 0.561

28. Work in which you are mentally challenged

Table 28: Work in which you are mentally challenged

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	38	13.6			
	Of little Importance	155	55.4			
	Moderately Important	49	17.5			
	Important	23	8.2			
	Very important	15	5.4			
	Total	280	100.0	2.36	0.996	0.992

Figure 28: Work in which you are mentally challenged

Findings: The above statistics table and chart suggests that 31% professionals' feel that they are mentally challenged. The data spread concentration is given as mean of 2.36, standard deviation: 0.996 and variance of 0.992.

29. Work in which you use leadership abilities

Table 29: Work in which you use leadership abilities

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	120	42.9			
	Of little Importance	138	49.3			
	Moderately Important	22	7.9			
	Total	280	100.0	1.65	0.621	0.386

Figure 29: Work in which you use leadership abilities

Findings: The above statistics table and chart suggests that a considerable percentage of professionals 82% showing leadership abilities is unimportant. The data spread concentration is given as mean of 1.65, standard deviation: 0.621 and variance of 0.386

30. Work in which you have adequate lounge, toilet and other facilities

Table 30: Work in which you have adequate lounge, toilet and other facilities

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	126	45.0			
	Of little Importance	116	41.4			
	Moderately Important	38	13.6			
	Total	280	100.0	1.69	0.699	0.489

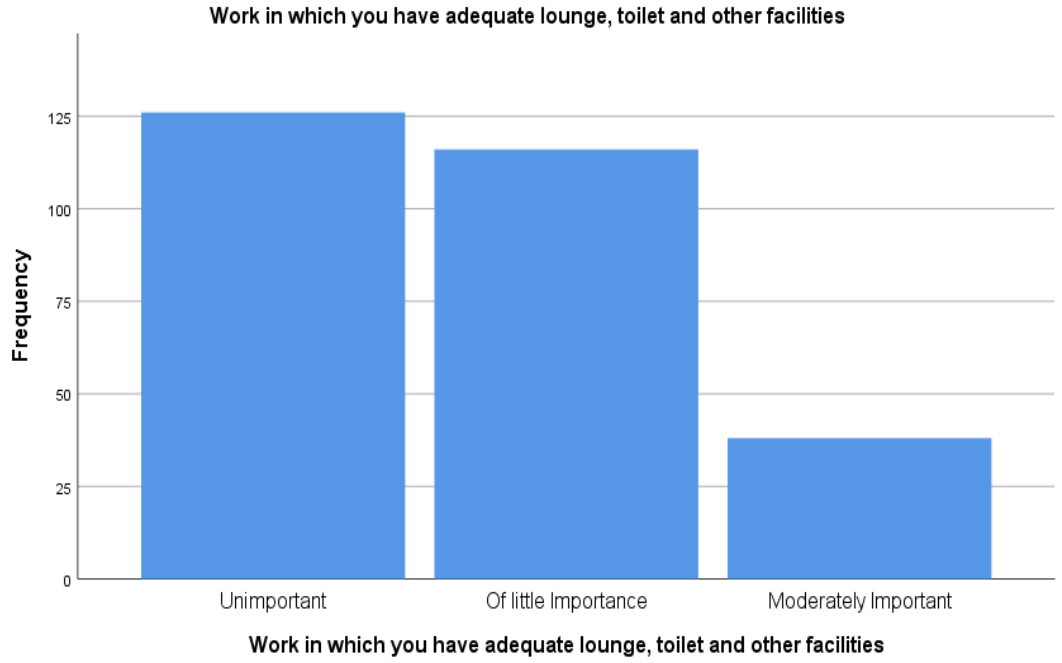


Figure 30: You have adequate lounge, toilet and other facilities

Findings: The above statistics table and chart suggests that a considerable percentage of professionals 45% shows having lounge, toilet etc. facilities are unimportant. The data spread concentration is given as mean of 1.69, standard deviation: 0.699 and variance of 0.489

31. Work in which you have a way of life, while not on the job that you like

Table 31: Work in which you have a way of life

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	83	29.6			
	Of little Importance	124	44.3			
	Moderately Important	59	21.1			
	Important	14	5.0			
	Total	280	100.0	2.01	0.842	0.709

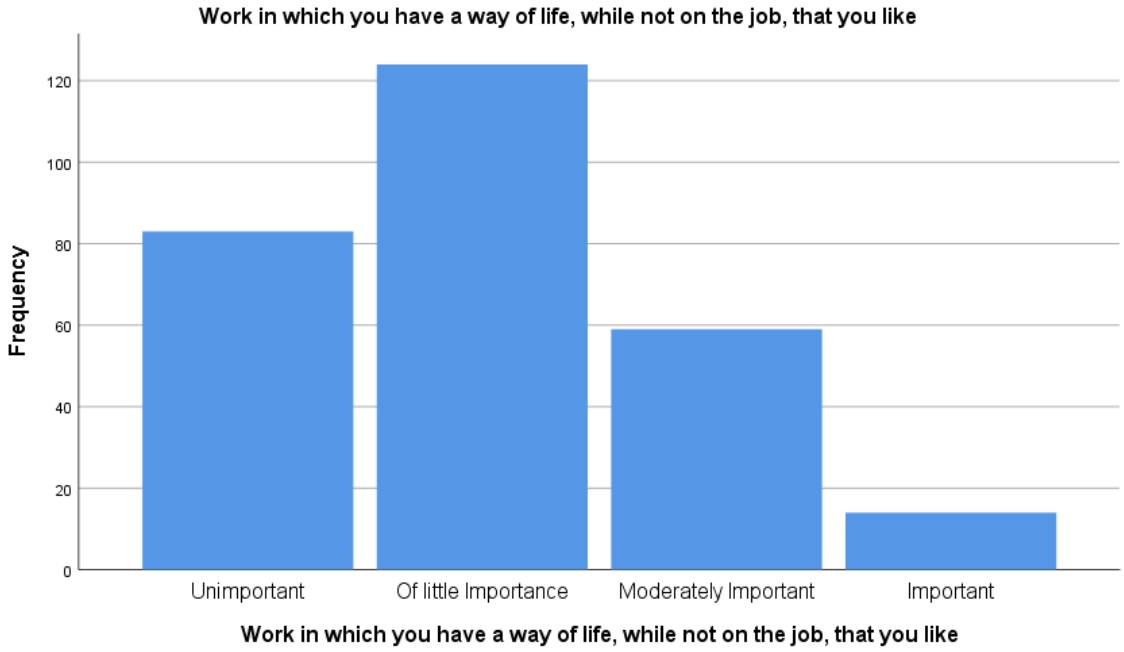


Figure 31: Work in which you have a way of life

Findings: The above statistics table and chart suggests that 30% professionals feel unimportant that 'they have a way of life while not on the job'. The data spread concentration is given as mean of 2.01, standard deviation: 0.842 and variance of 0.709.

32. Work in which form friendships with you fellow employees

Table 32: Work in which form friendship with you fellow employees

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	60	21.4			
	Of little Importance	177	63.2			
	Moderately Important	43	15.4			
	Total	280	100.0	1.64	0.605	0.365

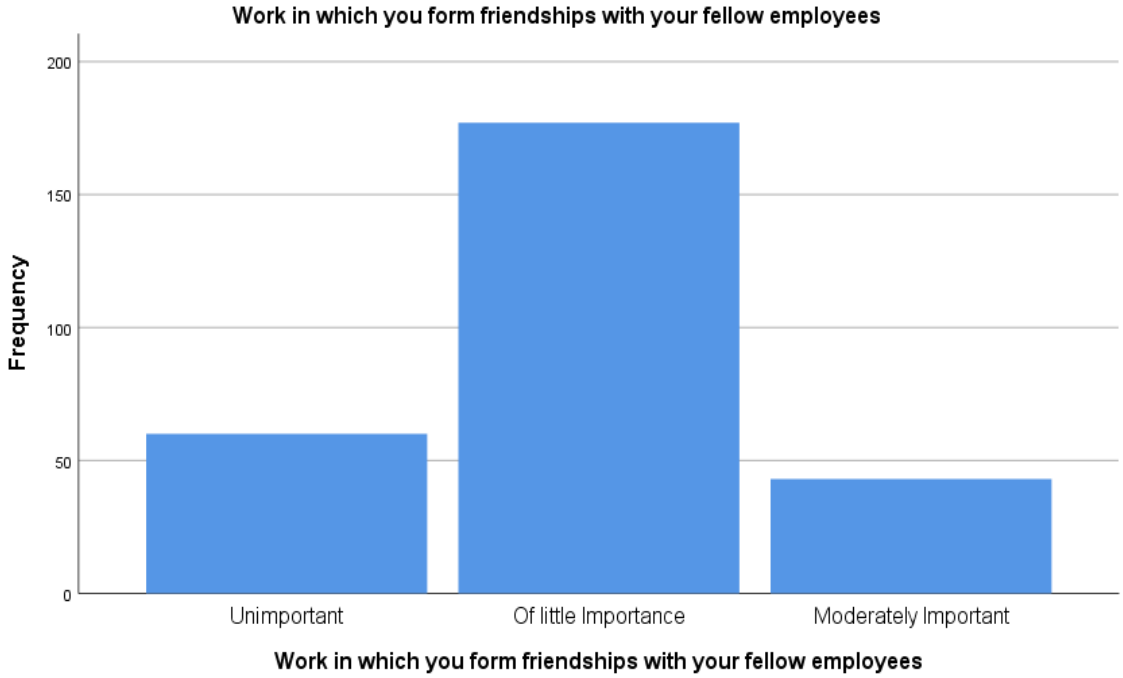


Figure 32: Work in which you form friendships with your fellow employees

Findings: The above statistics table and chart suggests that 15.4 professionals feel important that making friendship with fellow employees is important. The data spread concentration is given as mean of 1.64, standard deviation: 0.605 and variance of 0.365.

33. Work in which you know that others consider your work important

Table 33: Work in which you know that others consider your work important

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	74	26.4			
	Of little Importance	168	60.0			
	Moderately Important	31	11.1			
	Important	7	2.5			
	Total	280	100.0	1.92	0.772	0.596

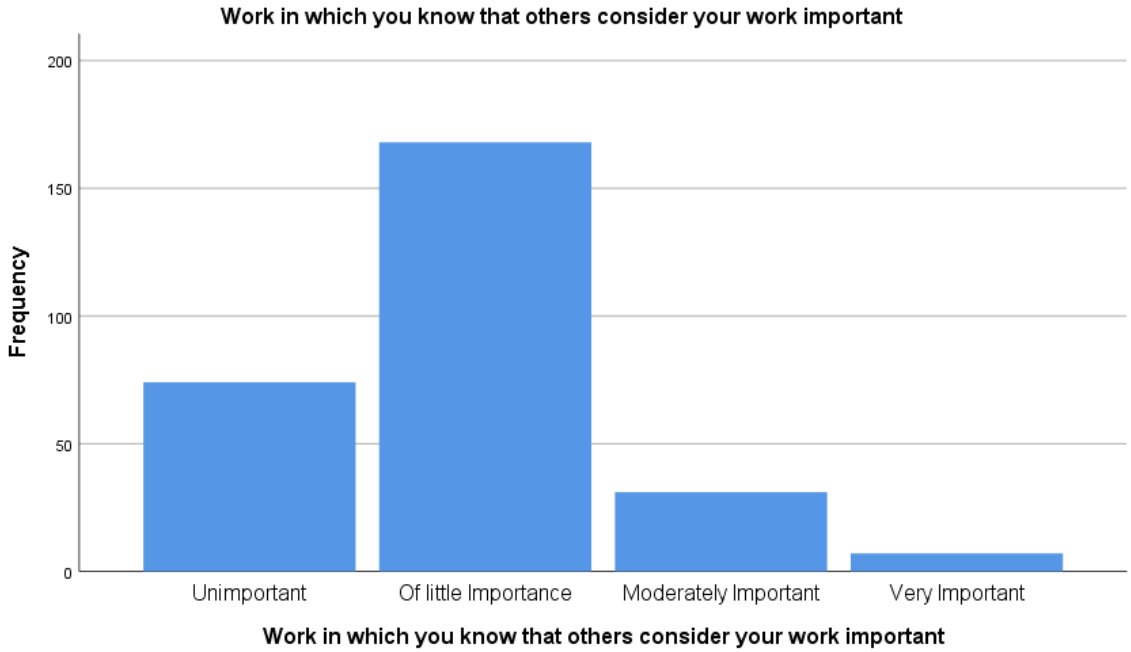


Figure 33: Work in which you know that others consider your work important

Findings: The above statistics table and chart suggests that 60.53 others consider professional's work is of little importance. The data spread concentration is given as mean of 1.92, standard deviation: 0.772 and variance of 0.596.

34. Work in which you do not do the same thing all the time

Table 34: Work in which you do not do the same thing all the time:

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	65	23.2			
	Of little Importance	112	40.0			
	Moderately Important	96	34.3			
	Very Important	7	2.50			
	Total	280	100.0	2.19	0.877	0.768

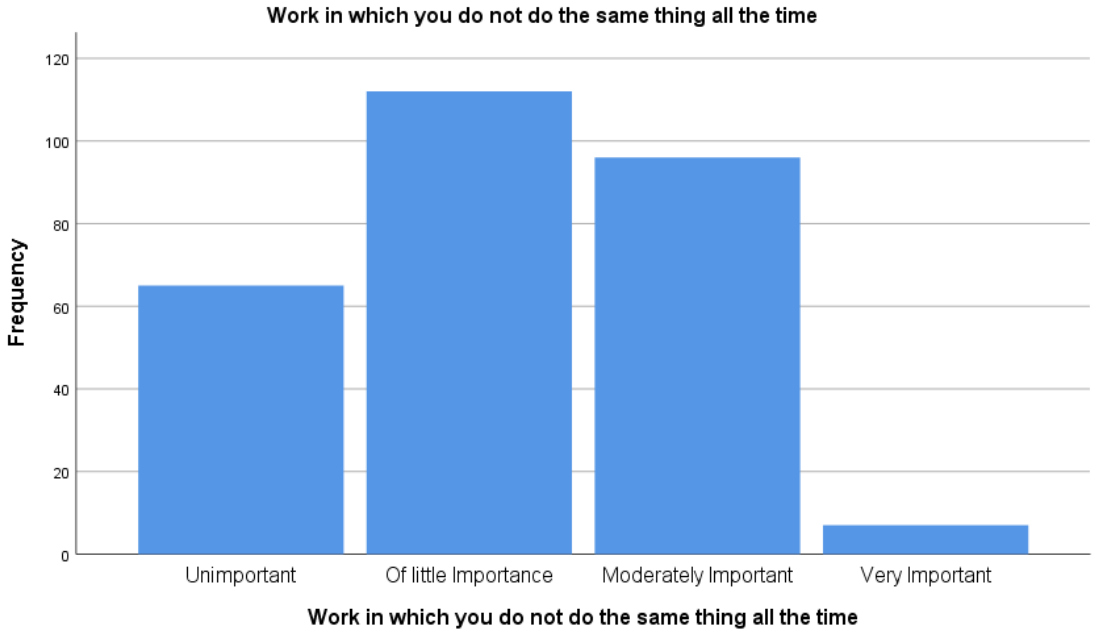


Figure 34: Work in which you do not do the same thing all the time

Findings: The above statistics table and chart suggests that 23.2 % professional consider that they don't have to do same thing all the time is still unimportant. The data spread concentration is given as mean of 2.19, standard deviation: 0.877 and variance of 0.768.

35. Work in which you feel you have helped another person

Table 35: Work in which you feel you have helped another person

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	91	32.5			
	Of little Importance	123	43.9			
	Moderately Important	59	21.1			
	Important	7	2.5			
	Total	280	100.0	1.94	0.796	0.634

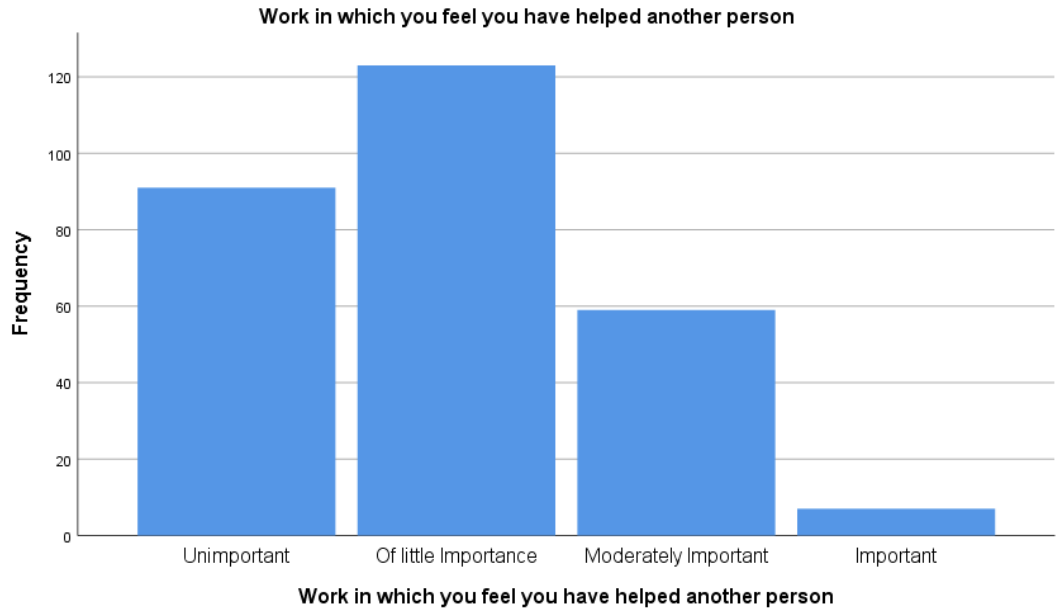


Figure 35: Work in which you feel you have helped another person

Findings: The above statistics table and chart suggests that 33% professionals feel that they have helped another person which was unimportant. The data spread concentration is given as mean of 1.94, standard deviation: 0.796 and variance of 0.634

36. Work in which you add to the well-being of other people

Table 36: Work in which you add the well being of other people

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	102	36.4			
	Of little Importance	126	45.0			
	Moderately Important	45	16.1			
	Important	7	2.5			
	Total	280	100.0	1.87	0.858	0.736

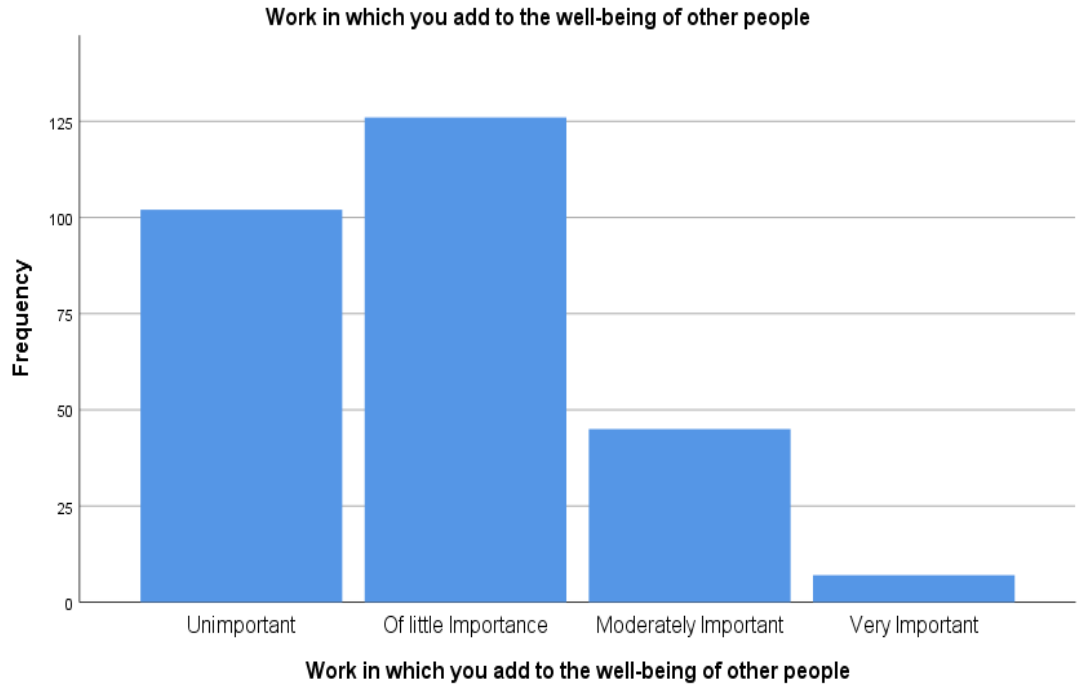


Figure 36: work in which you add the well being of other people

Findings: The above statistics table and chart suggests that 36.4% professionals feel that they add well being of other people is unimportant. The data spread concentration is given as mean of 1.87, standard deviation: 0.858 and variance of 0.736

37. Work in which you do many different things

Table 37: Work in which you do many things

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	60	21.4			
	Of little Importance	139	49.6			
	Moderately Important	66	23.6			
	Important	15	5.4			
	Total	280	100.0	2.13	0.806	0.650

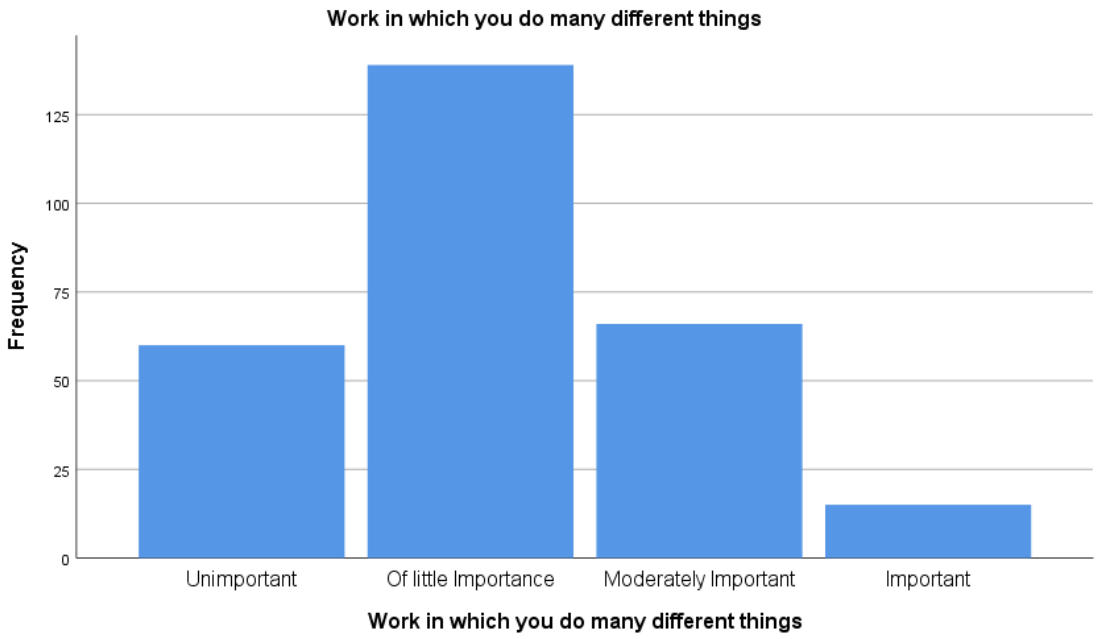


Figure 37: Work in which you do many things

Findings: The above statistics table and chart suggests that 21% professionals do many different things are unimportant. The data spread concentration is given as mean of 2.13, standard deviation: 0.806 and variance of 0.650

38. Work in which you are looked up to by others

Table 38: Work in which you are looked up to by others

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	82	29.3			
	Of little Importance	117	41.8			
	Moderately Important	59	21.1			
	Important	15	5.4			
	Very Important	7	2.5			
	Total	280	100.0	2.10	0.968	0.936

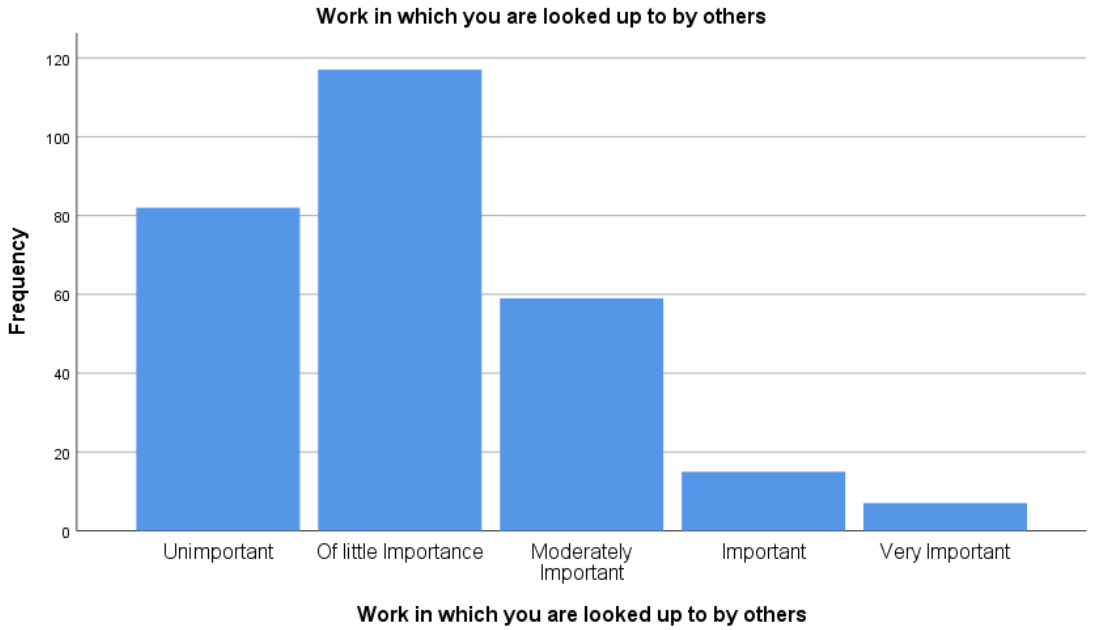


Figure 38: Work in which you are looked up to by others

Findings: The above statistics table and chart suggests that 29% professionals think that they are looked up to by others is unimportant. The data spread concentration is given as mean of 2.10, standard deviation: 0.968 and variance of 0.936

39. Work in which you have good connections with fellow workers.

Table 39: Work in which you have good connections with fellow workers

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	96	34.3			
	Of little Importance	147	52.5			
	Moderately Important	37	13.2			
	Total	280	100.0	1.79	0.657	0.432

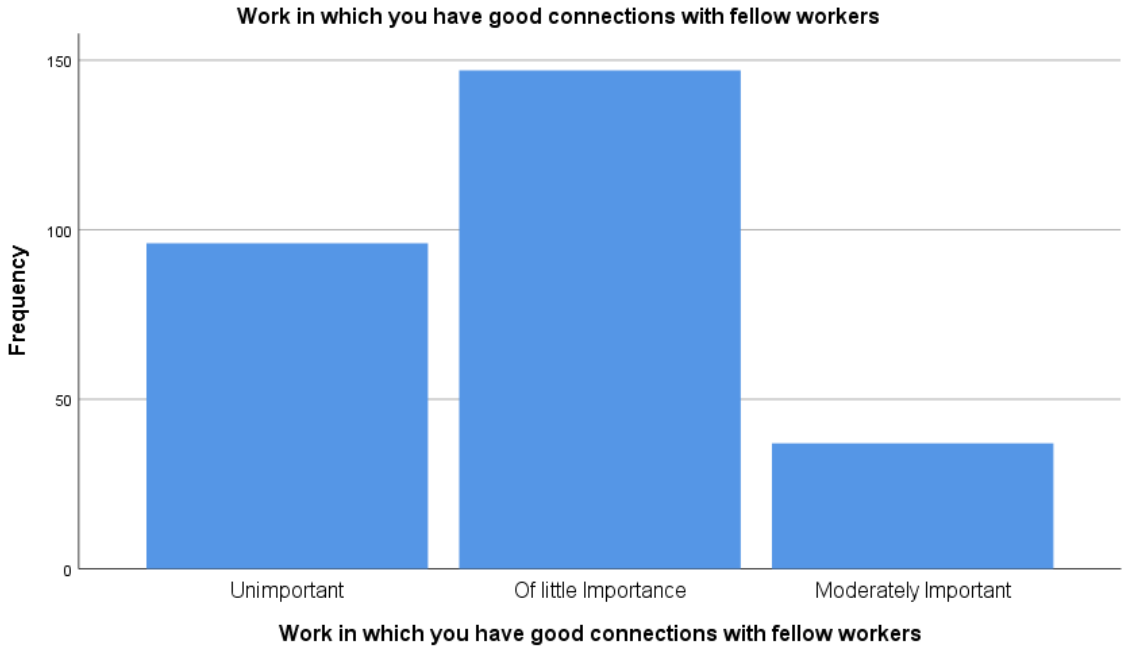


Figure 39: Work in which you have good connection with fellow workers

Findings: The above statistics table and chart suggests that 87% professionals think they have good connections with fellow workers is unimportant. The data spread concentration is given as mean of 2.11, standard deviation: 0.969 and variance of 0.939

40. Work in which you lead the kind life you most enjoy

Table 40: Work in which you lead the kind of life you most enjoy

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	104	37.1			
	Of little Importance	140	50.0			
	Moderately Important	29	10.4			
	Very important	7	2.5			
	Total	280	100.0	1.81	0.816	0.665

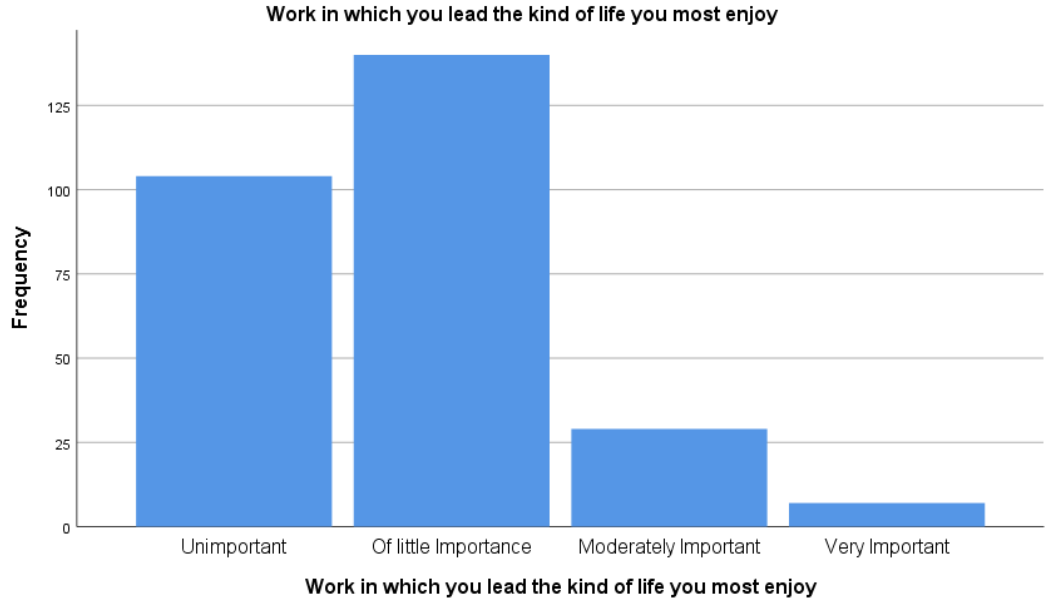


Figure 40: Work in which you lead the kind of life you most enjoy

Findings: The above statistics table and chart suggests that 88% professionals lead the kind of life they most enjoy is unimportant for them. The data spread concentration is given as mean of 1.81, standard deviation: 0.816 and variance of 0.665

41. Work in which you have a good place in which to work (quite, calm etc.)

Table 41: Work in which you have a good place in which to work (quite, calm etc.)

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	104	36.8			
	Of little Importance	147	52.6			
	Moderately Important	22	7.9			
	important	7	2.6			
	Total	280	100.0	1.76	0.702	0.493

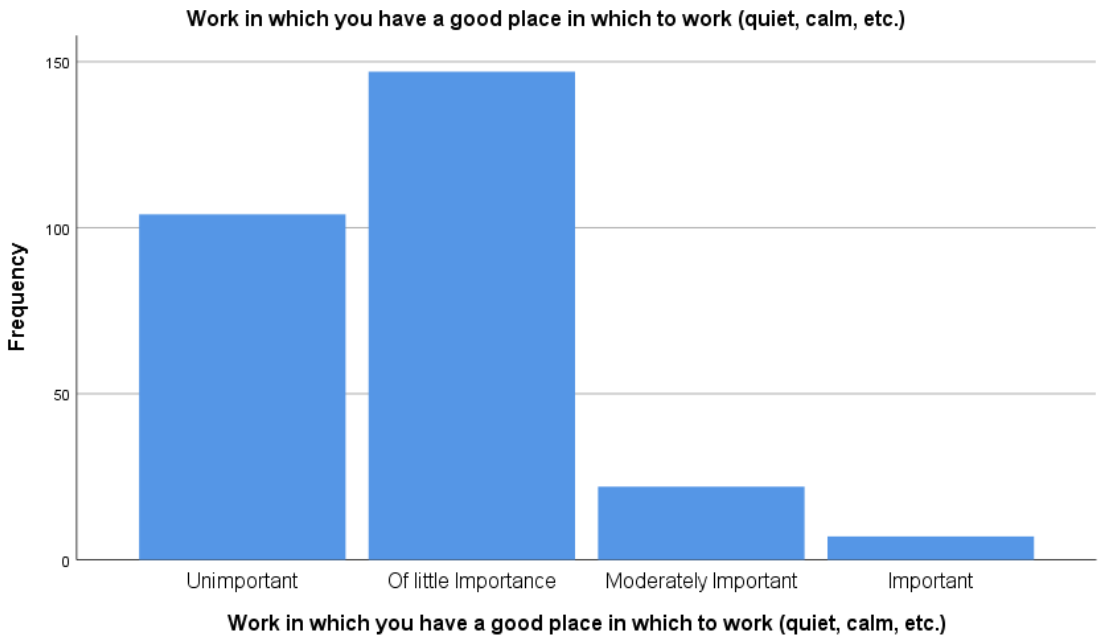


Figure 41: Work in which you have a good place in which to work (quite, calm etc)

Findings: The above statistics table and chart suggests that about 90% of professional think that they want work in good places is unimportant. The data spread concentration is given as mean of 1.76, standard deviation: 0.702 and variance of 0.493

42. Work in which you plan and organize the work of others

Table 42: Work in which you plan and organize the work of others

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	46	16.4			
	Of little Importance	131	46.8			
	Moderately Important	96	34.3			
	important	7	2.5			
	Total	280	100. 0	2.23	0.746	0.557

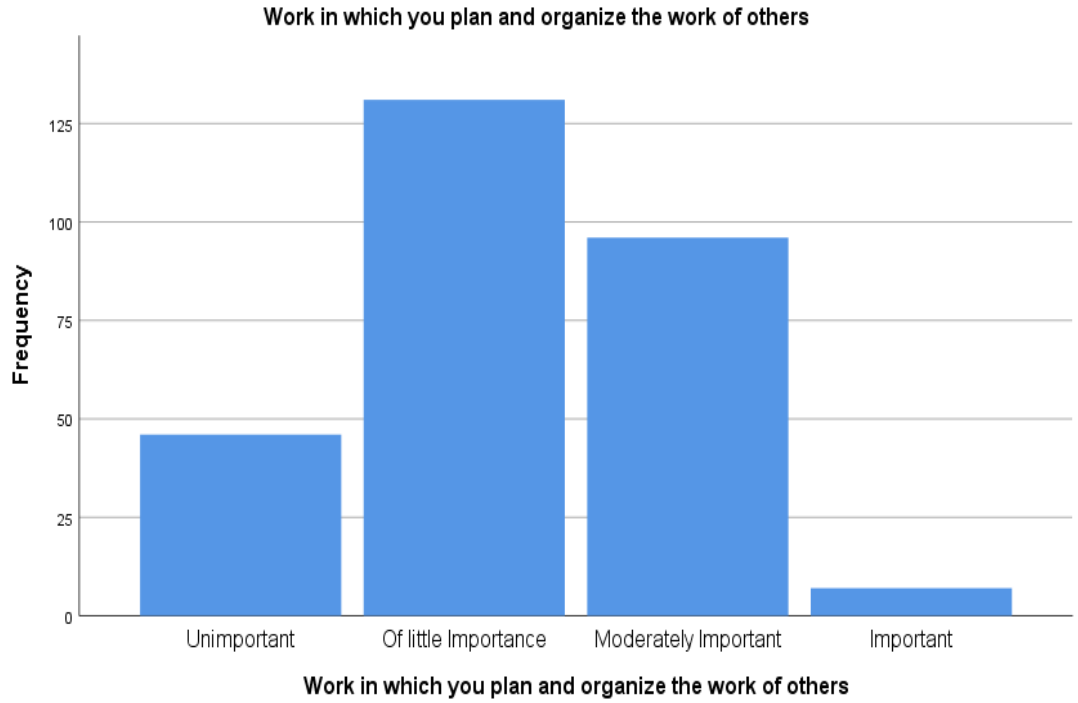


Figure 42: Work in which you plan and organize the work of others

Findings: The above statistics table and chart suggests that about 63% of professional think their planning and organizing other's work is unimportant. The data spread concentration is given as mean of 2.23, standard deviation: 0.746 and variance of 0.557

43. Work in which you need to be mentally alert

Table 43: Work in which you need to be mentally alert

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	119	42.5			
	Of little Importance	140	50.0			
	Moderately Important	14	5.0			
	important	7	2.5			
	Total	280	100.0	1.68	0.686	0.471

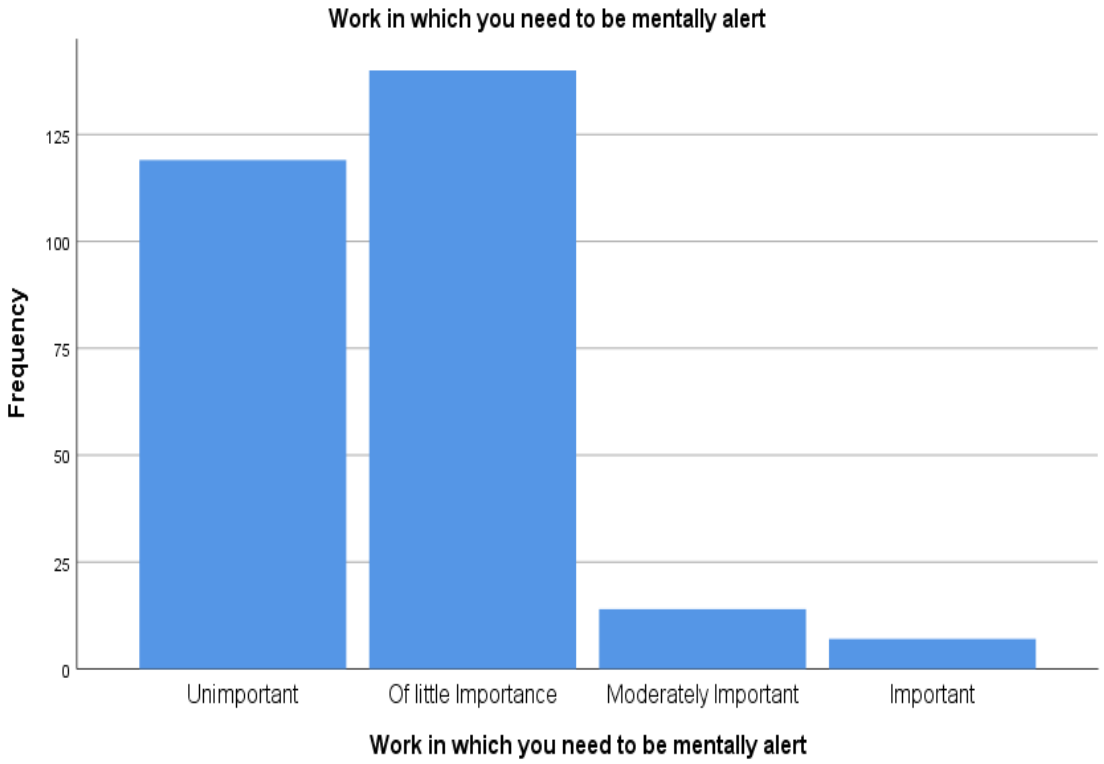


Figure 43: Work in which you need to be mentally alert

Findings: The above statistics table and chart suggests that about 93% of professional think being mentally alert is of little importance. The data spread concentration is given as mean of 1.68, standard deviation: 0.686 and variance of 0.471

44. Work in which you are paid enough to live very well

Table 44: Work in which you are paid enough to live very well

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	81	28.9			
	Of little Importance	149	53.2			
	Moderately Important	43	15.4			
	important	4	2.5			
	Total	280	100.0	1.91	0.733	0.537

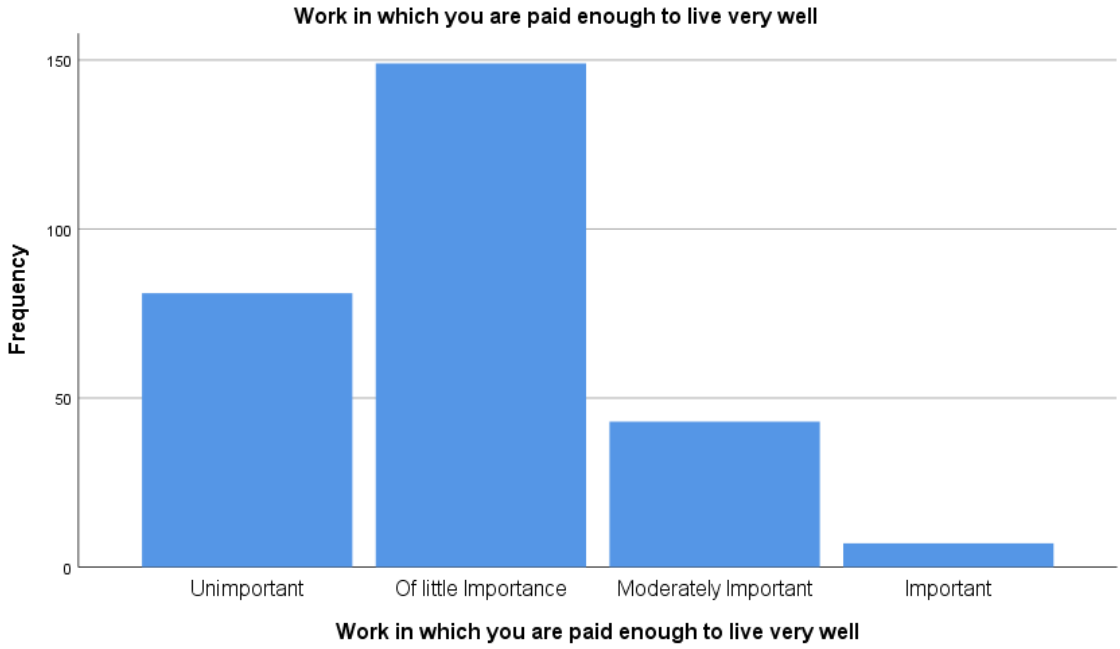


Figure 44: Work in which you are paid enough to live very well

Findings: The above statistics table and chart suggests that about 82.1 % of professional think they are paid enough to live very well is unimportant. The data spread concentration is given as mean of 1.91, standard deviation: 0.733 and variance of 0.537

45. Work in which you are your own boss

Table 45: Work in which you are your own boss

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	43	15.4			
	Of little Importance	133	47.5			
	Moderately Important	82	29.3			
	important	14	5.0			
	Very important	8	2.9			
	Total	280	100.0	2.33	0.895	0.801

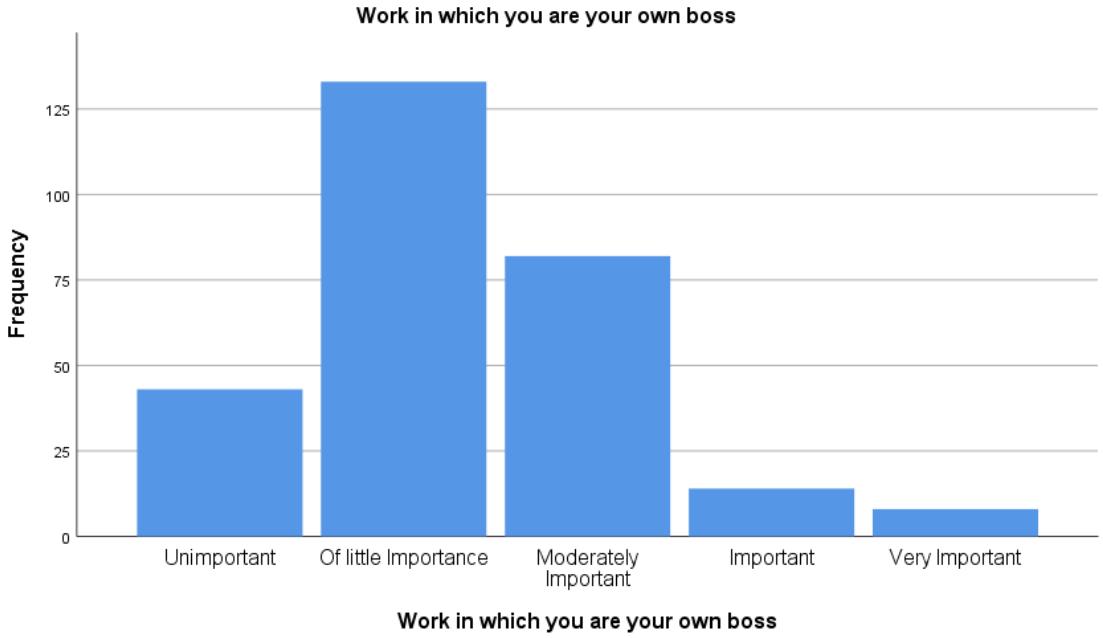


Figure 45: Work in which you are your own boss

Findings: The above statistics table and chart suggests that merely 16% of people don't think they are bosses of their own. The data spread concentration is given as mean of 2.33, standard deviation: 0.895 and variance of 0.801.

46. Work in which you make attractive products

Table 46: Work in which you make attractive products

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	97	34.6			
	Of little Importance	122	43.6			
	Moderately Important	54	19.3			
	Important	7	2.5			
	Total	280	100.0	1.92	0.872	0.761

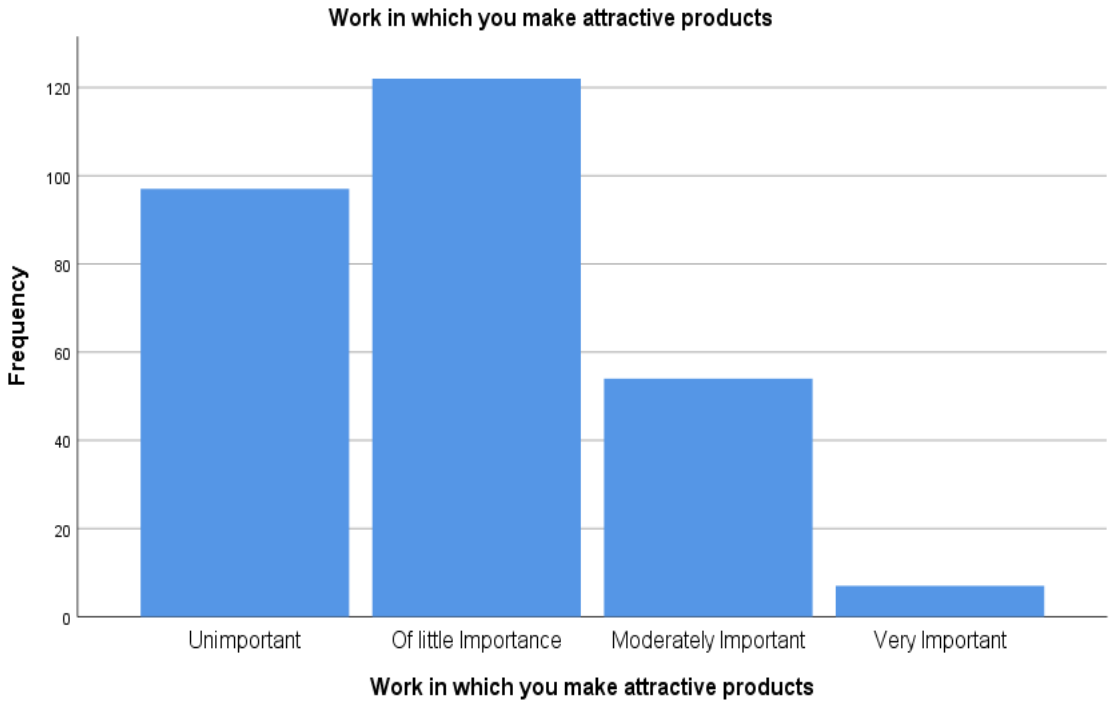


Figure 46: Work in which you make attractive products

Findings: The above statistics table and chart suggests that 35% of people don't think they make attractive products. The data spread concentration is given as mean of 1.92, standard deviation: 0.871 and variance of 0.761

47. Work in which you are sure of another job in the company if your present job ends

Table 47: Work in which you are sure of another job in the company if your present job ends

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	73	26.1			
	Of little Importance	148	52.9			
	Moderately Important	52	18.6			
	important	7	2.5			
	Total	280	100.0	2.00	0.821	0.674

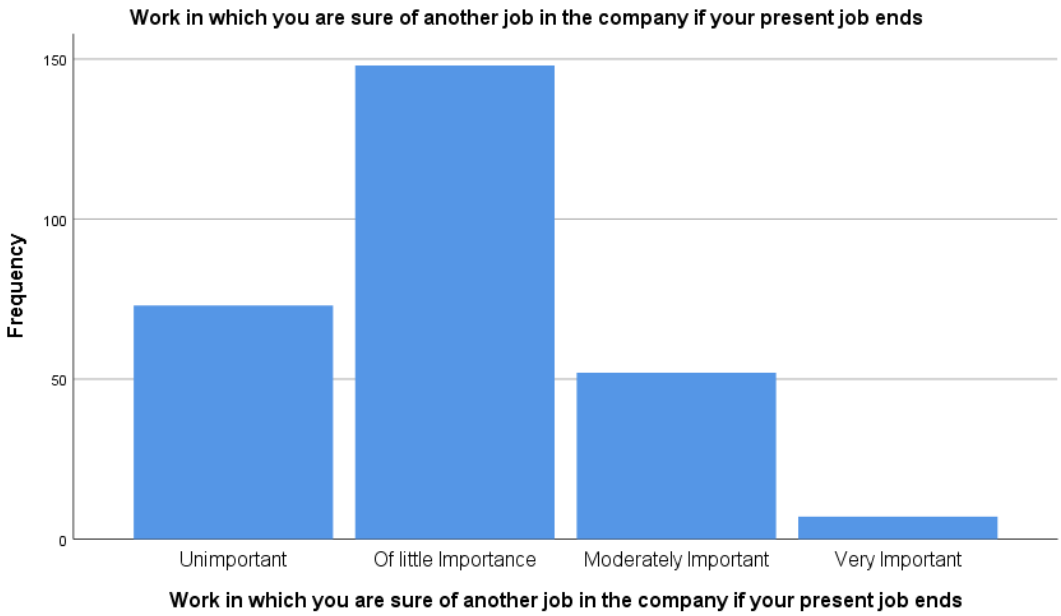


Figure 47: Work in which you are sure of another job in company if present job ends

Findings: The above statistics table and chart suggests that 26% of people feel unimportant of being sure when, existing job ends they have next job. The data spread concentration is given as mean of 2.00, standard deviation: 0.821 and variance of 0.674

48. Work in which you have a supervisor who is considerate

Table 48: Work in which you have a supervisor who is considerate

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid	Unimportant	64	22.9			
	Of little Importance	136	48.6			
	Moderately Important	58	20.7			
	important	8	2.9			
	Very Important	14	5.0			
	Total	280	100.0	2.19	0.984	0.969

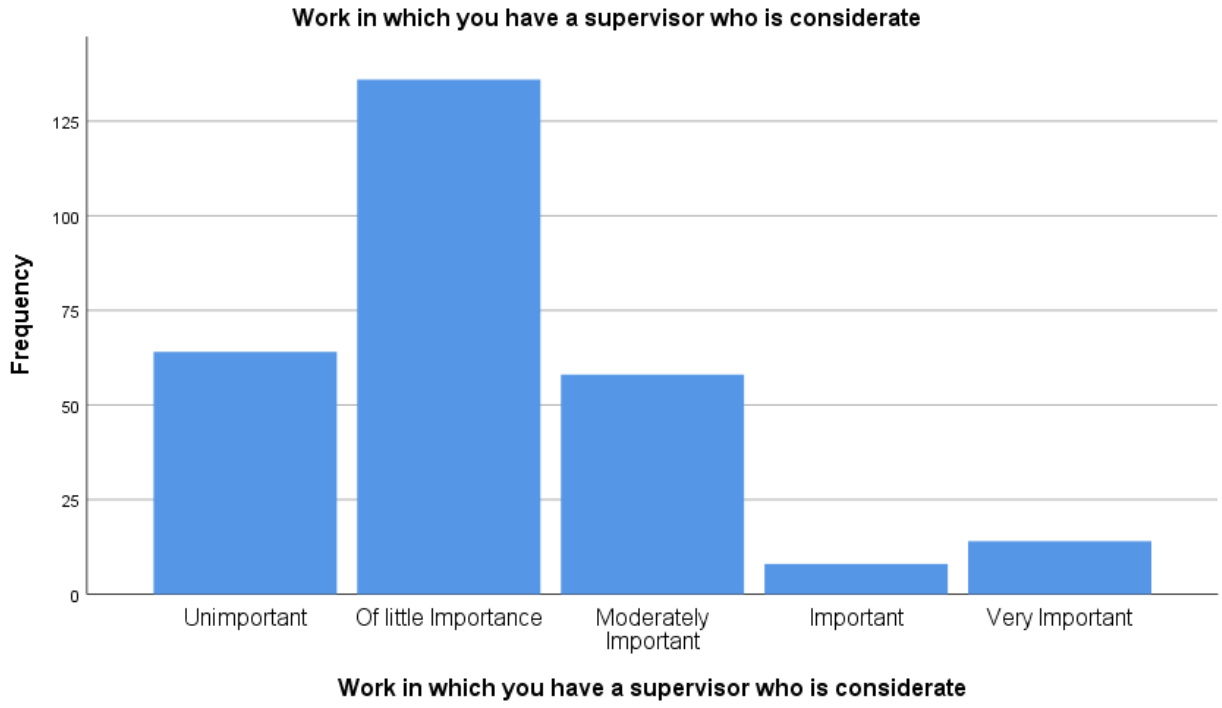


Figure 48: Work in which you have a supervisor who is considerate

Findings: The above statistics table and chart suggests that % of people feel unimportant of having a considerate supervisor. The data spread concentration is given as mean of 2.19, standard deviation: 0.984 and variance of 0.969

49. Work in which you see the result of your efforts

Table 49: Work in which you see the result of your efforts

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	119	42.5			
	Of little Importance	132	47.1			
	Moderately Important	22	7.9			
	important	7	2.5			
	Total	280	100.0	1.74	0.818	0.669

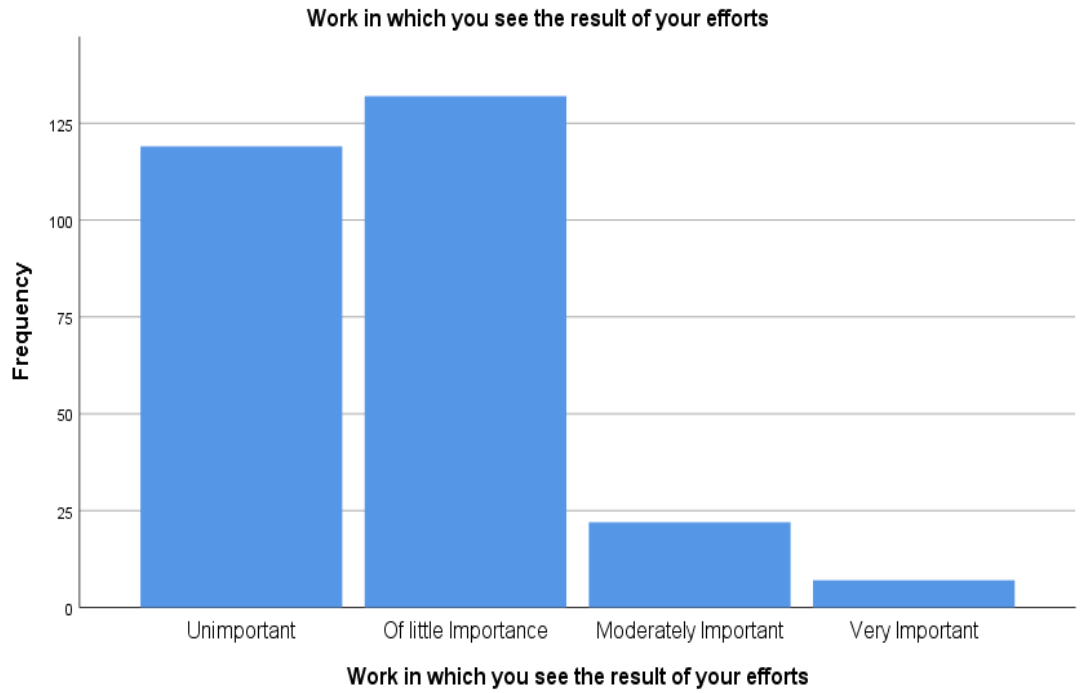


Figure 49: Work in which you see the result of your efforts

Findings: The above statistics table and chart suggests that 90 % of professionals see results of their own efforts are unimportant. The data spread concentration is given as mean of 1.74, standard deviation: 0.818 and variance of 0.669

50. Work in which you contribute new ideas

Table 50: Work in which you contribute new ideas

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Unimportant	164	58.6			
	Of little Importance	101	36.1			
	Moderately Important	8	2.9			
	important	7	2.5			
	Total	280	100.0	1.52	0.780	0.609

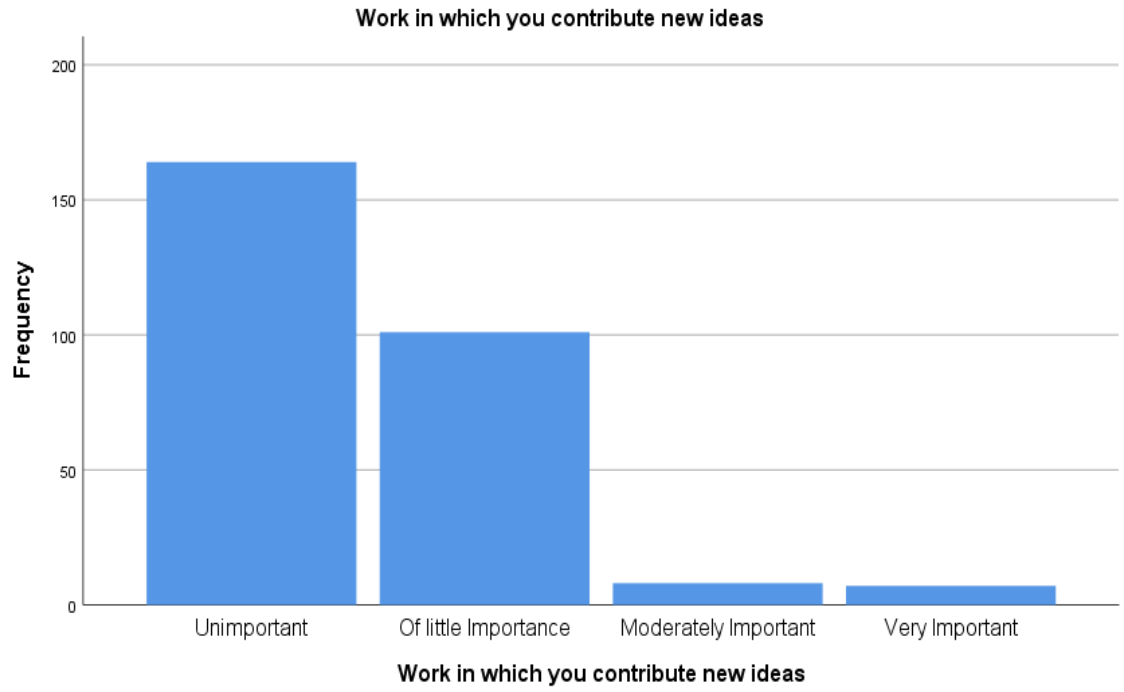


Figure 50: Work in which you contribute new ideas

Findings: The above statistics table and chart suggests that contributing new ideas are of little importance is just said by 37% professionals. The data spread concentration is given as mean of 1.53, standard deviation: 0.787 and variance of 0.619

51. Skill (Write, edit, translate, interpret or critique words)

Table 51: Skill (Write, edit, translate, interpret or critique words)

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	126	45.0			
	Feel competent	49	17.5			
	Most liked	59	21.1			
	Would like to develop	46	16.4			
	Total	280	100.0	2.09	1.147	1.315

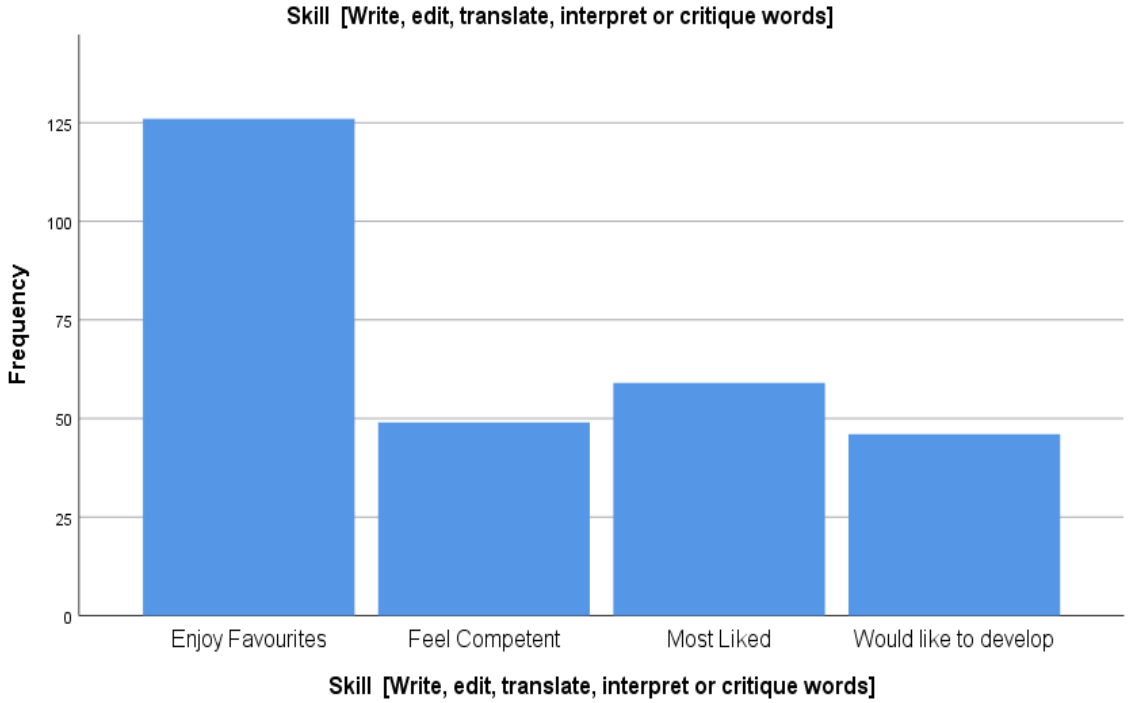


Figure 51: Skill (Write, edit, translate, interpret or critique words)

Findings: Most of the professionals (44.7%) enjoy their skills of writing editing translating and interpret the critique words. The data spread concentration is given as mean of 2.09, standard deviation: 1.147 and variance of 1.315

52. Skill (speak in public, debate, advocate, present or demonstrate an)

Table 52 : Skill (speak in public, debate, advocate, present or demonstrate an)

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	98	35.0			
	Feel competent	56	20.0			
	Most liked	72	25.7			
	Would like to develop	54	19.3			
	Total	280	100.0	2.29	1.139	1.297

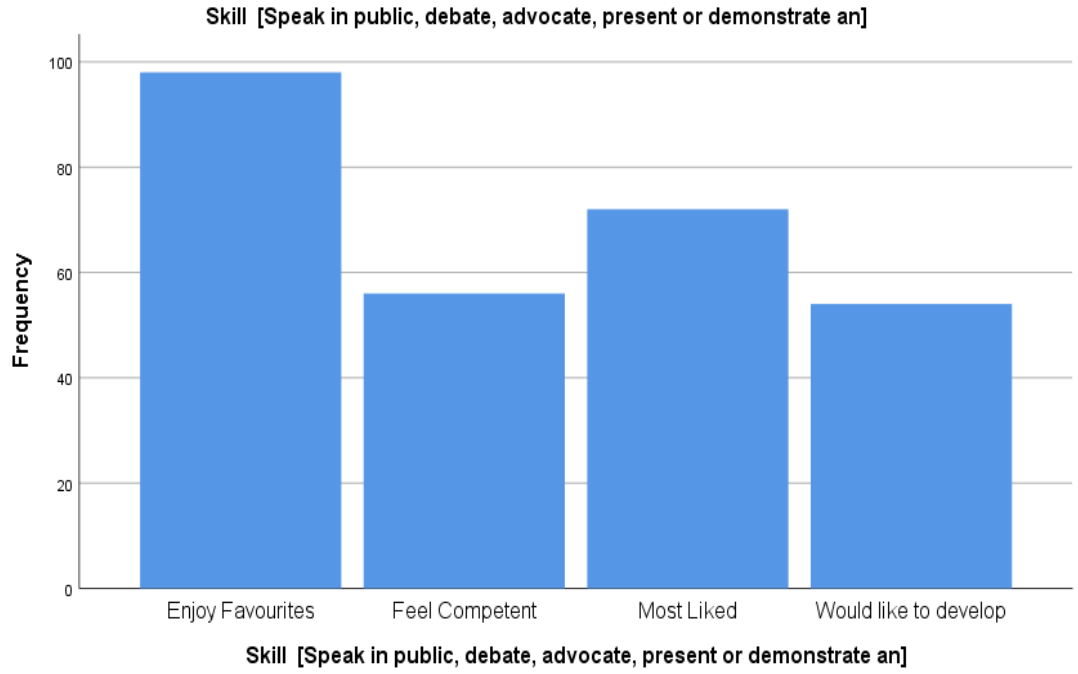


Figure 52: Skill (speak in public, debate, advocate, present or demonstrate an)

Findings: Most of the professionals (55%) enjoy their skills of speaking in public, debate, advocate, present or demonstrate an . The data spread concentration is given as mean of 2.09, standard deviation: 1.147 and variance of 1.315

53. Skill (Idea)

Table 53 : Skill (Idea)

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	134	47.9			
	Feel competent	70	25.0			
	Most liked	22	7.9			
	Would like to develop	54	19.3			
	Total	280	100.0	1.99	1.155	1.333

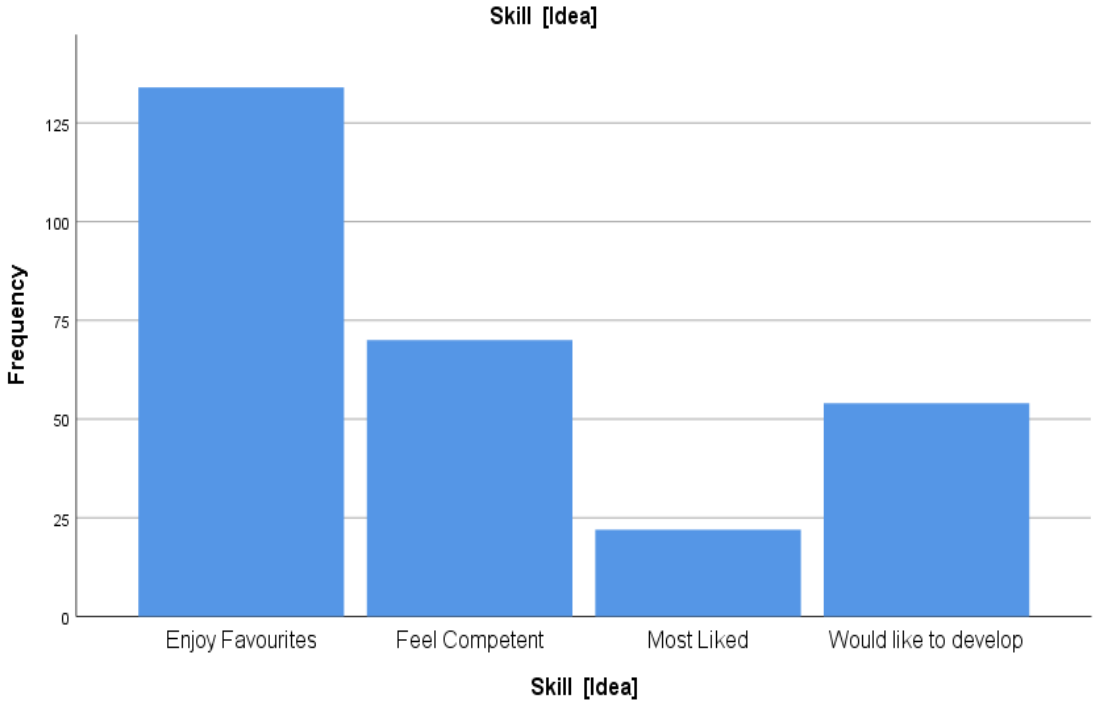


Figure 53: Skill (Idea)

Findings: Most of the professionals (55%) enjoy their skills of generating ideas. The data spread concentration is given as mean of 1.99, standard deviation: 1.155 and variance of 1.333

54. Skill (Facilitate a meeting)

Table 54: Skill (Facilitate a meeting)

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	134	47.9			
	Feel competent	70	25.0			
	Most liked	22	7.9			
	Would like to develop	54	19.3			
	Total	280	100.0	1.99	1.155	1.333

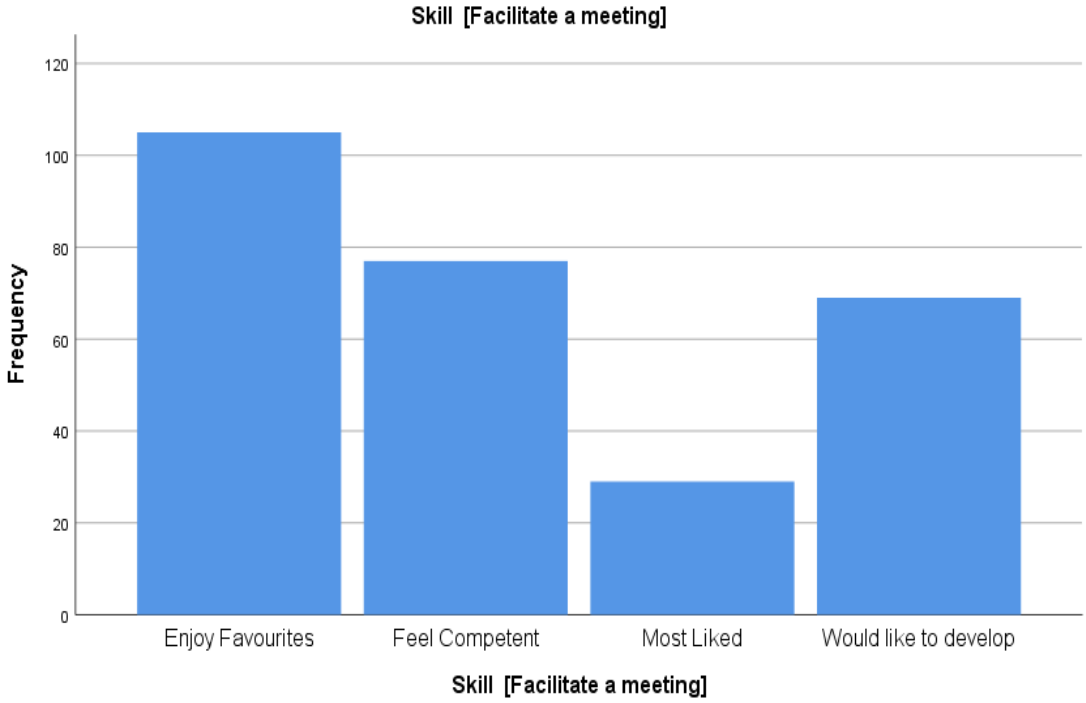


Figure 54: Skill (Facilitate a meeting)

Findings: Most of the professionals (65%) enjoy their skills of facilitating meetings. The data spread concentration is given as mean of 1.99, standard deviation: 1.155 and variance of 1.333

55. Skill [reading and following directions]

Table 55.Skill [reading and following directions]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	147	52.5			
	Feel competent	49	17.5			
	Most liked	7	2.5			
	Would like to develop	77	27.5			
	Total	280	100.0	2.05	1.286	1.653

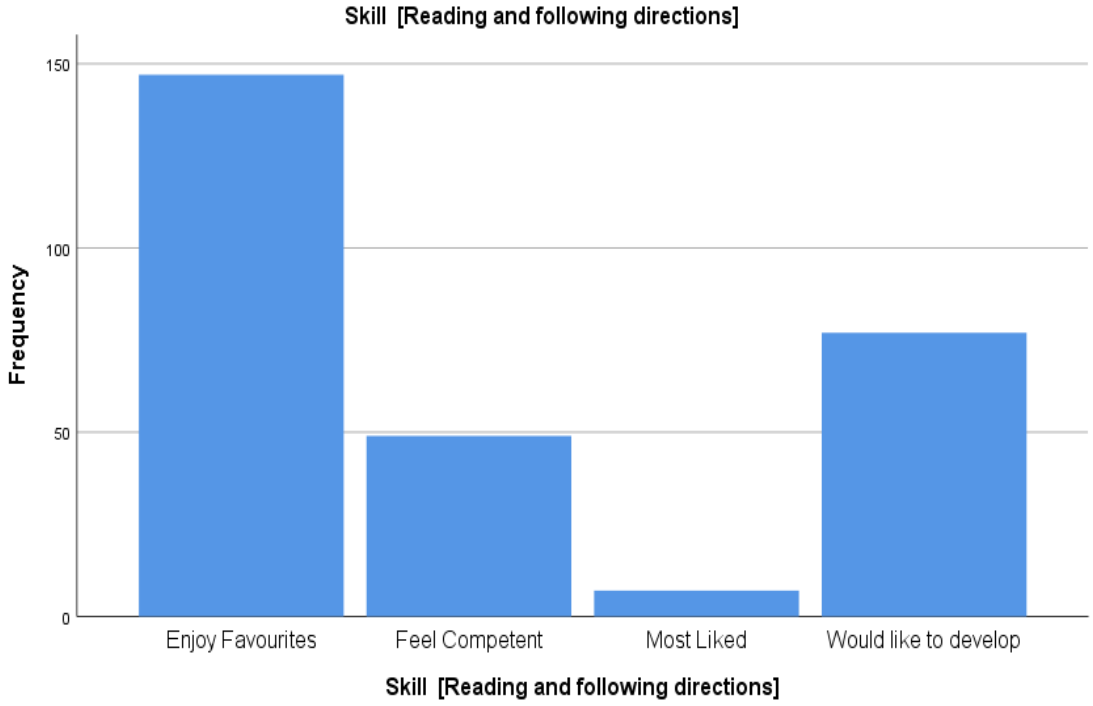


Figure 55:Skill [reading and following directions]

Findings: 53% Professionals enjoy their skills of reading and following instruction. The data spread concentration is given as mean of 2.05, standard deviation: 1.286 and variance of 1.653

56. Skill [comparing or cross –checking two lists]

Table 56: Skill [comparing or cross –checking two lists]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	170	60.7			
	Feel competent	49	17.5			
	Most liked	8	2.9			
	Would like to develop	53	18.9			
	Total	280	100.0	1.80	1.165	1.358

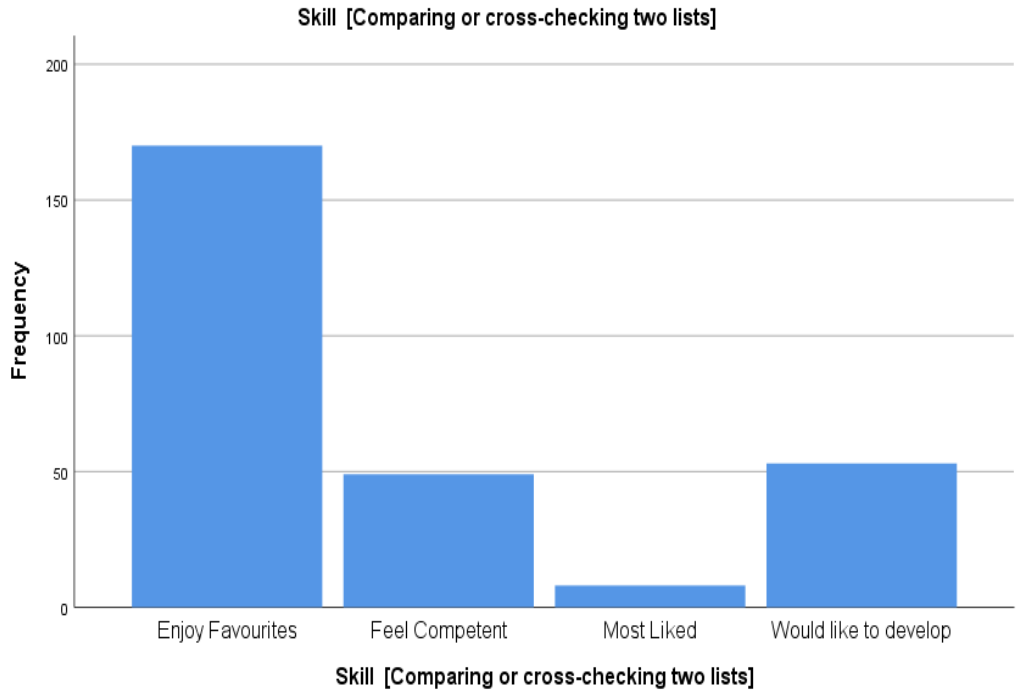


Figure 56:Skill [comparing or cross –checking two lists]

Findings: 61% Professionals enjoy their skill of comparing or checking two lists. The data spread concentration is given as mean of 2.05, standard deviation: 1.286 and variance of 1.653

57. Skill [Filling out forms]s

Table 57: Skill [Filling out forms]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	56	20.0			
	Most liked	37	13.2			
	Would like to develop	54	19.3			
	Total	280	100.0	2.04	1.175	1.382

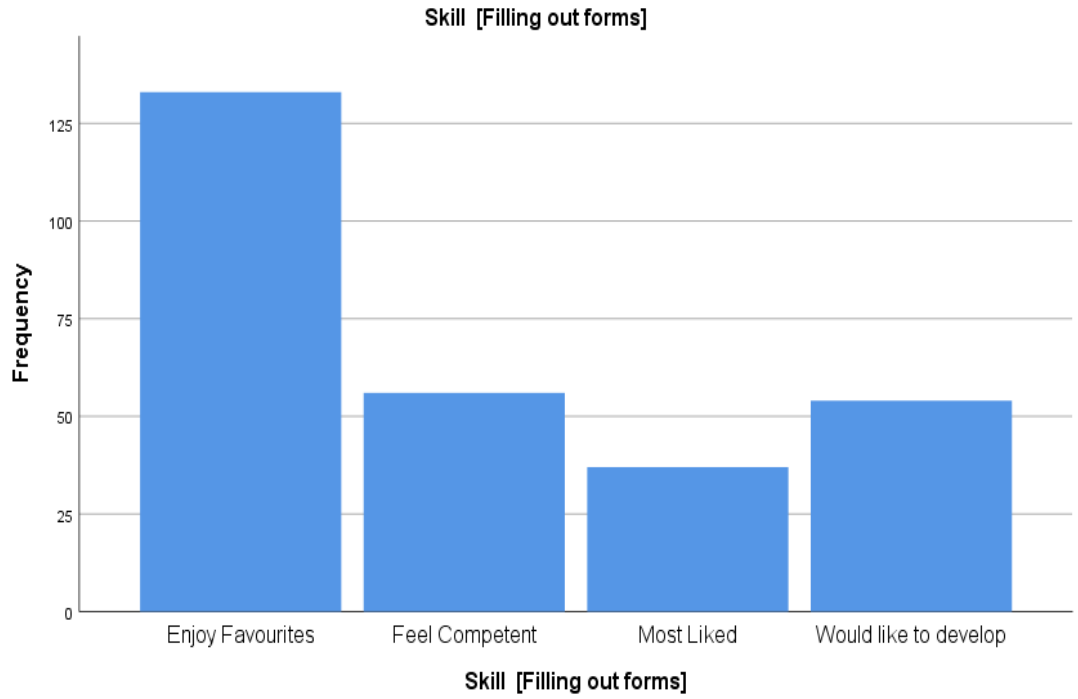


Figure 57: Skill [Filling out forms]

Findings: 48% Professionals enjoy their skill like filling out forms. The data spread concentration is given as mean of 2.04, standard deviation: 1.175 and variance of 1.382.

58. Skill [Writing reports, letters and memos correctly]

Table 58: Skill [Writing reports, letters and memos correctly]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	121	43.2			
	Feel competent	49	17.5			
	Most liked	50	17.9			
	Would like to develop	60	21.4			
	Total	280	100.0	2.18	1.201	1.442

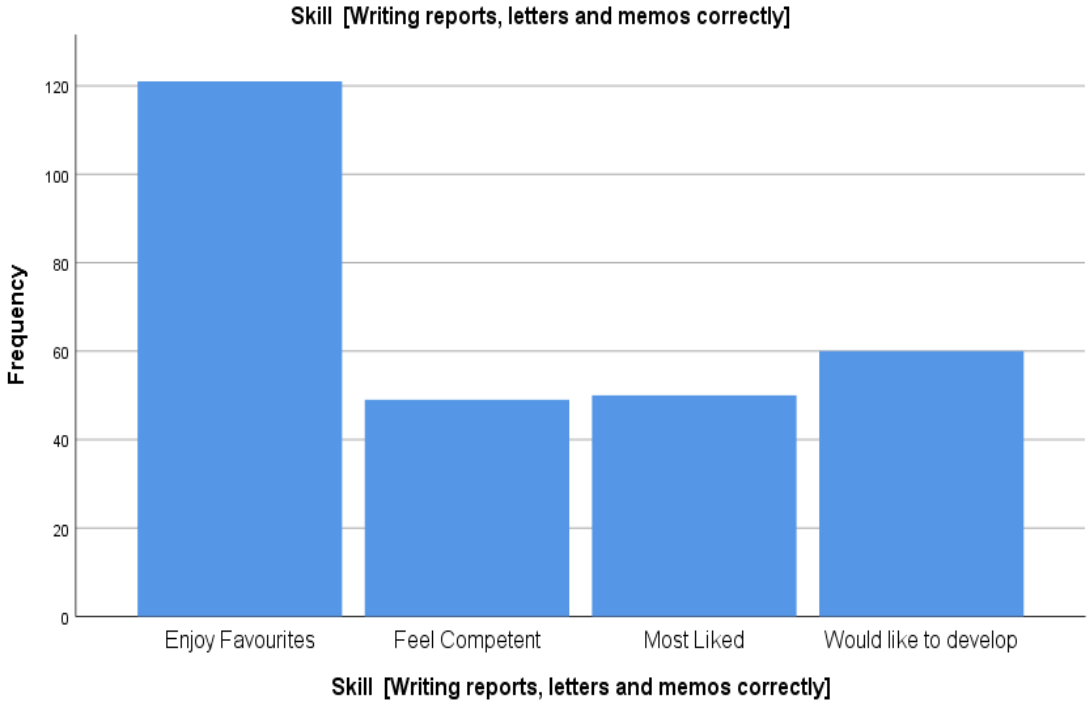


Figure 58: Skill [Writing reports, letters and memos correctly]

Findings: 61 % Professionals competent on skills like writing report, letters and memos correctly. The data spread concentration is given as mean of 2.18, standard deviation: 1.201 and variance of 1.442.

59. Skill [reading and understanding policies and memos]

Table 59. Skill[reading and understanding policies and memos]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	157	56.1			
	Feel competent	42	15.0			
	Most liked	28	10.0			
	Would like to develop	53	18.9			
	Total	280	100.0	1.92	1.190	1.416

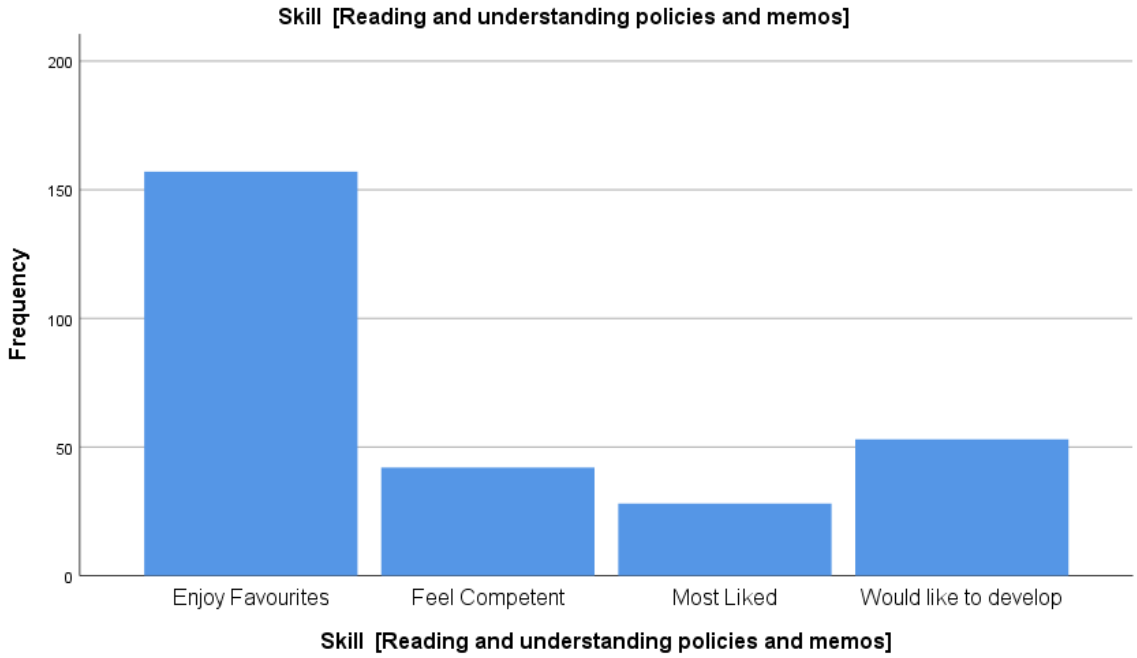


Figure 59: Skill [reading and understanding policies and memos]

Findings: 56 % Professionals competent on skills like reading and understanding policies and memos. The data spread concentration is given as mean of 1.92, standard deviation: 1.190 and variance of 1.416.

60. Skill [Comfortably speaking to others you do not know]

Table 60: Skill [Comfortably speaking to others you do not know]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.

Valid N	Enjoy Favorites	113	40.4			
	Feel competent	63	22.5			
	Most liked	66	23.6			
	Would like to develop	38	13.6			
	Total	280	100.0	2.10	1.084	1.176

Figure 60: Skill [Comfortably speaking to others you do not know]

Findings: 40 % Professionals enjoy on skills of speaking to others you do not know. The data spread concentration is given as mean of 2.10, standard deviation: 1.084 and variance of 1.176.

61. Skill [Taking notes while someone speaks]

Table 61: Skill [Taking notes while someone speaks]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	135	48.2			
	Feel competent	42	15.0			
	Most liked	43	15.4			
	Would like to	60	21.4	2.10	1.220	1.488

	develop					
	Total	280	100.0			

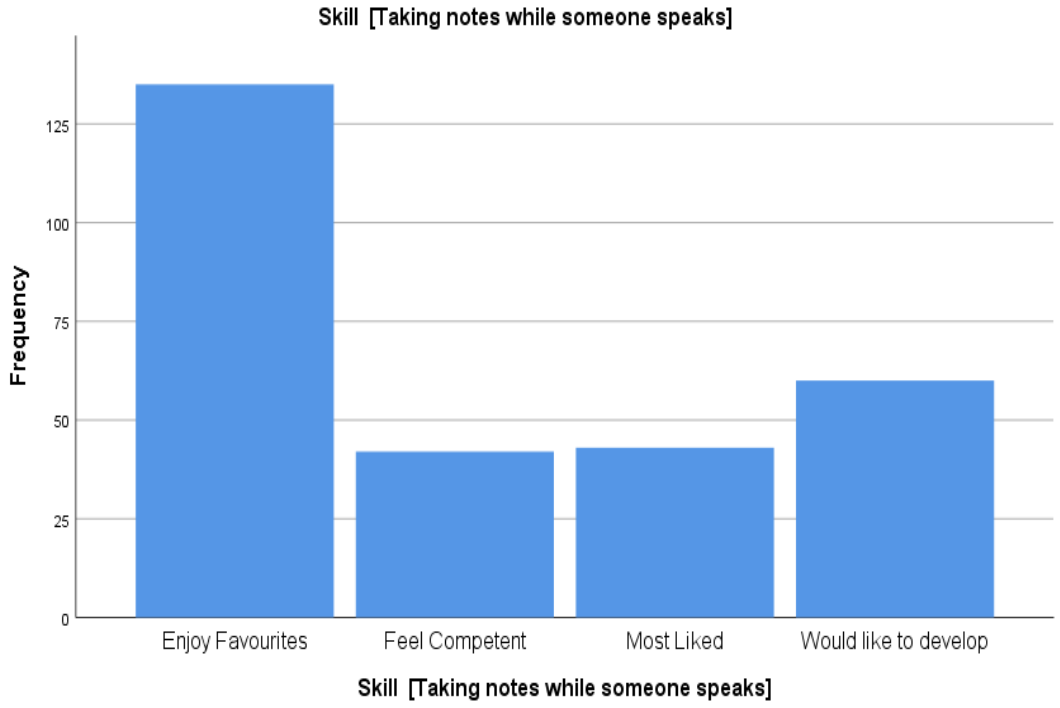


Figure 61: Skill [Taking notes while someone speaks]

Findings: 48.2 % Professionals enjoy on skills of taking notes while someone speaks. The data spread concentration is given as mean of 2.10, standard deviation: 1.220 and variance of 1.488.

62. Skill [Finding information]

Table 62: Skill [finding information]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	139	49.6			
	Feel competent	56	20.0			
	Most liked	15	5.4			
	Would like to develop	70	25.0			
	Total	280	100.0	2.06	1.246	1.552

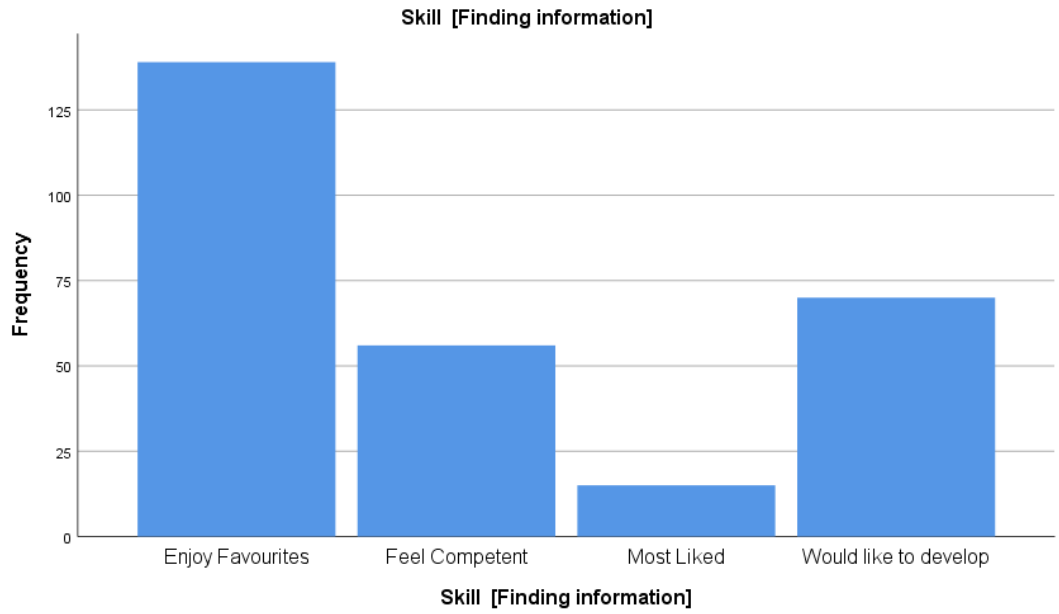


Figure 62: Skill [finding information]

Findings: Among many working professions 70% are competent for on skills of finding information. The data spread concentration is given as mean of 2.06, standard deviation: 1.246 and variance of 1.552.

63. Skill [Using a map]

Table 63: Skill [Using a map]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	42	15.0			
	Most liked	28	10.0			
	Would like to develop	77	27.5			
	Total	280	100.0	2.18	1.285	1.650

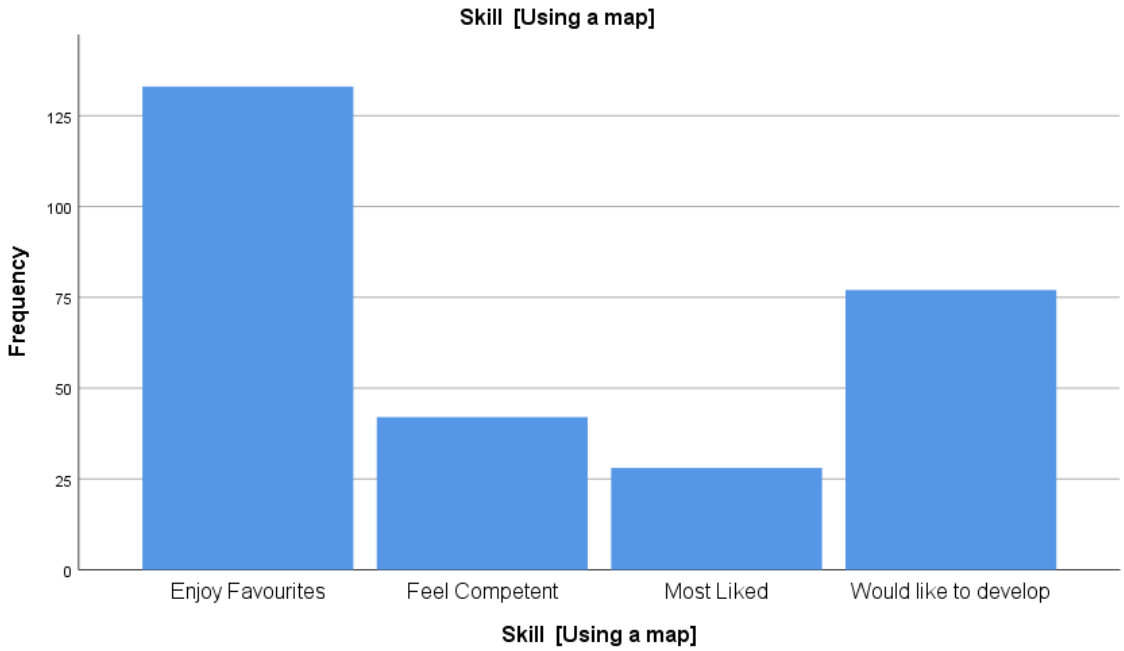


Figure 63: Skill [Using a map]

Findings: Among many working professionals 70% are competent on skills of using a map. The data spread concentration is given as mean of 2.18, standard deviation: 1.285 and variance of 1.650.

64. Skill [Explaining things to other people]

Table 64: Skill [Explaining things to other people]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	42	15.0			
	Most liked	28	10.0			
	Would like to develop	77	27.5			
	Total	280	100.0	2.18	1.285	1.650

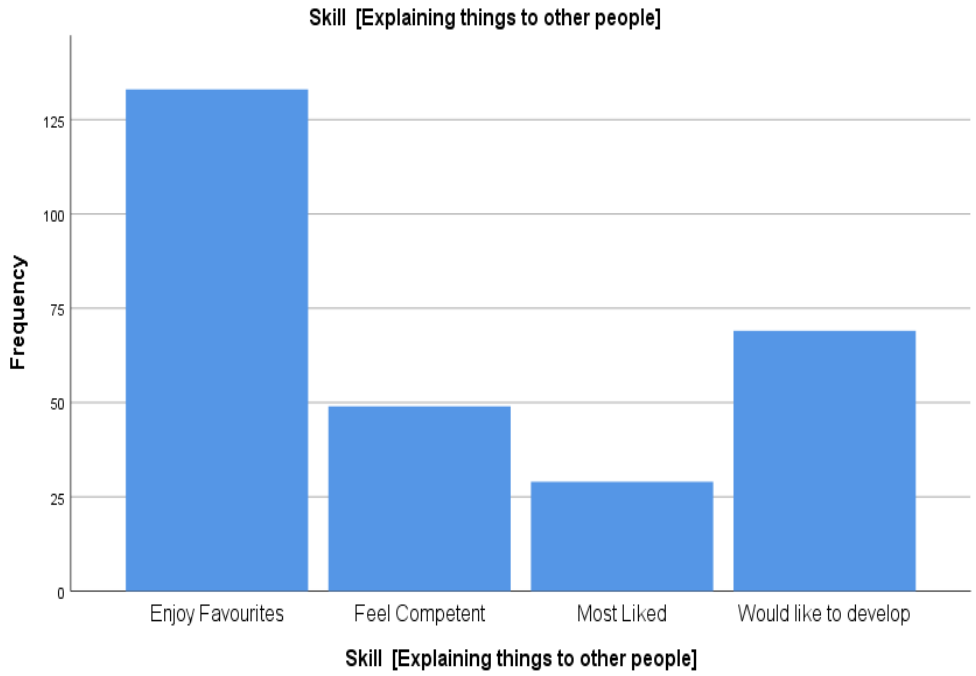


Figure 64: Skill [Explaining things to other people]

Finding: Among many working professionals 63% are competent for on skills of explaining things of other people. The data spread concentration is given as mean of 2.18, standard deviation: 1.285 and variance of 1.650

65. Skill [Know when to ask for help or more explanation]

Table 65: Skill [Know when to ask for help or more explanation]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	162	57.9			
	Feel competent	28	10.0			
	Most liked	37	13.2			
	Would like to develop	53	18.9			
	Total	280	100.0	1.93	1.212	1.468

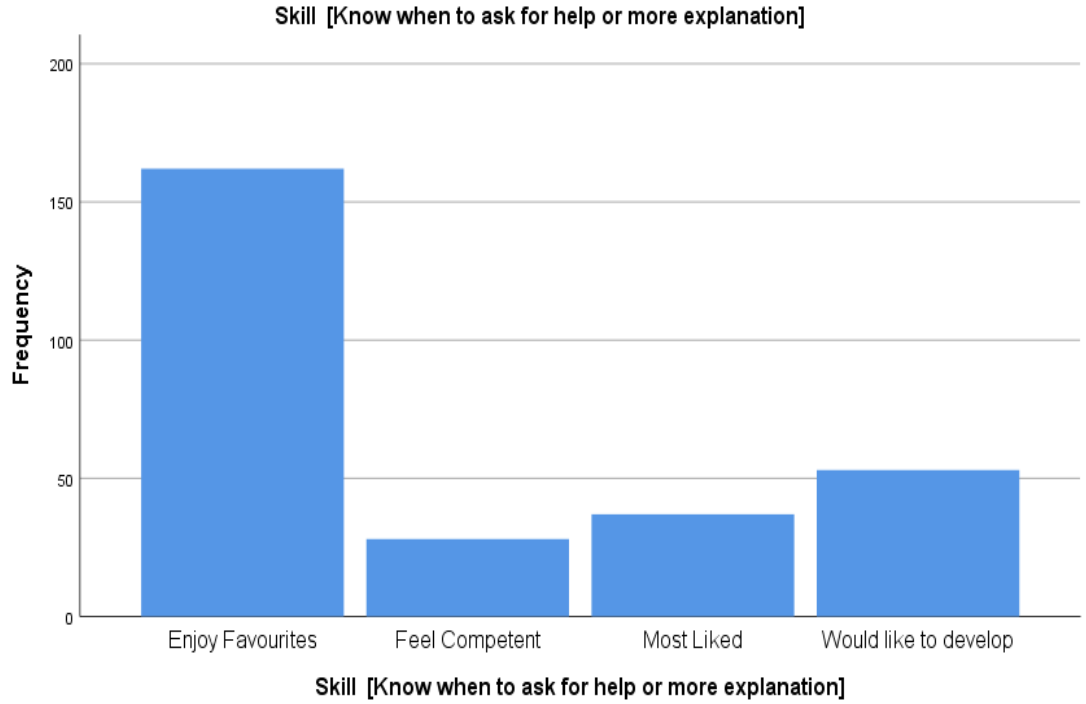


Figure 65: Skill [Know when to ask for help or more explanation]

Finding: Among many working professionals 68% are competent for knowing when to ask for help or more explanation. The data spread concentration is given as mean of 1.93, standard deviation: 1.212 and variance of 1.468

66. Skill [Counsel or advise others]:

Table 66: Skill [Counsel or advise other]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	134	47.9			
	Feel competent	56	20.0			
	Most liked	29	10.4			
	Would like to develop	61	21.8			
	Total	280	100.0	2.06	1.206	1.455

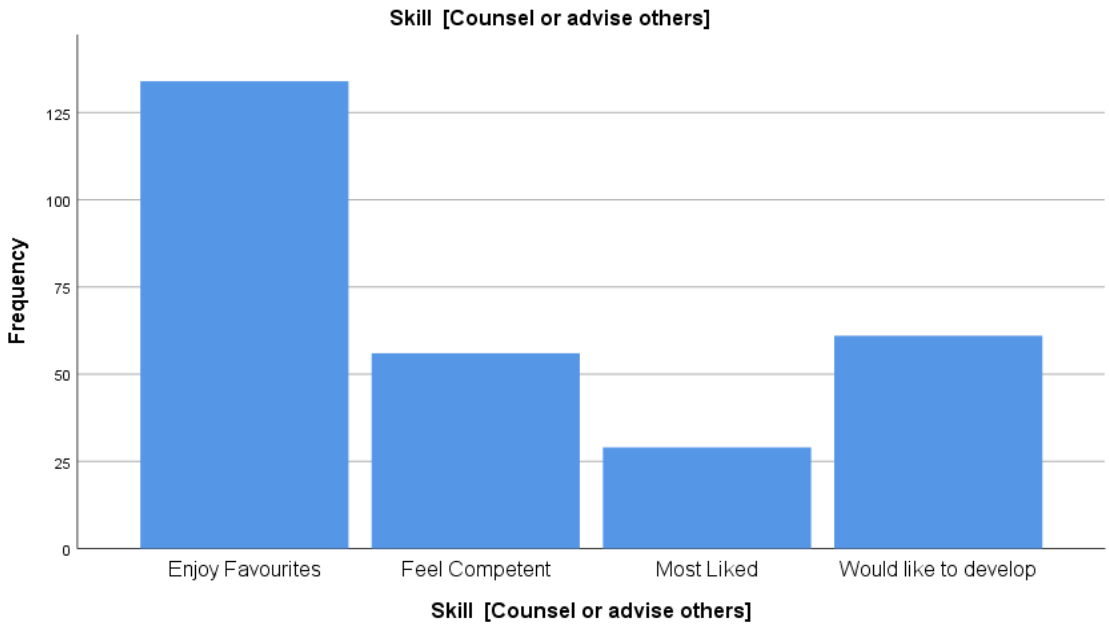


Figure 66: Skill [Counsel or advise other]

Finding: Among many working professionals 48% are competent for knowing when to counsel or advice others. The data spread concentration is given as mean of 2.06, standard deviation: 1.206 and variance of 1.455

67. Skill [Listening to others]

Table 67: Skill [Listening to others]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	156	55.7			
	Feel competent	49	17.5			
	Most liked	22	7.9			
	Would like to develop	53	18.9			
	Total	280	100.0	1.90	1.178	1.388

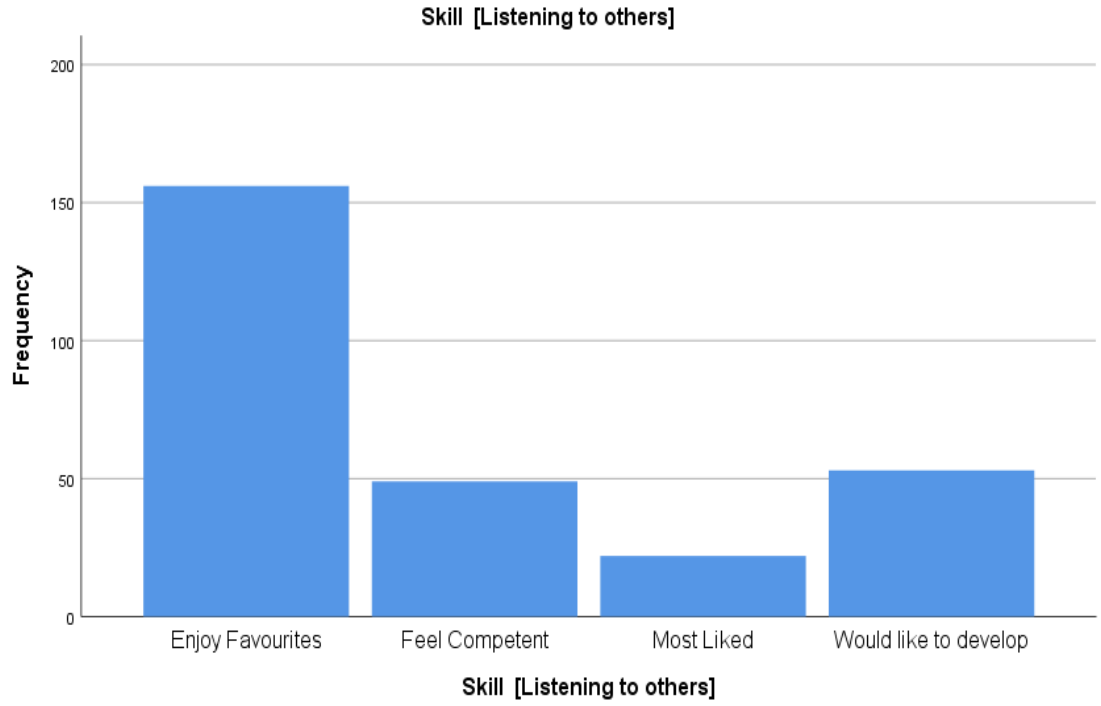


Figure 67: Skill [Listening to others]

Finding: Among many working professionals 73% are competent of listening. The data spread concentration is given as mean of 1.90, standard deviation: 1.178 and variance of 1.388

68. Technical skills [Be athletic or use physical –coordination]

Table 68: Technical skills [Be athletic or use physical –coordination]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	97	34.6			
	Feel competent	70	25.0			
	Most liked	67	23.9			
	Would like to develop	46	16.4			
	Total	280	100.0	2.22	1.095	1.198

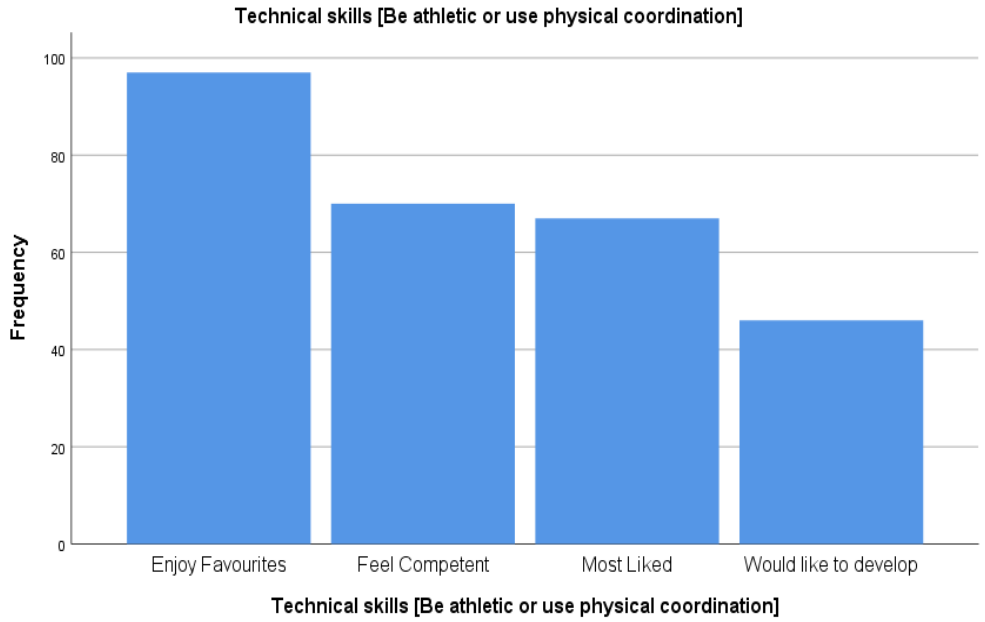


Figure 68: Technical skills [Be athletic or use physical –coordination]

Finding: Among many working professionals 60% are competent of showing their technical skills (being athletic or use physical coordination). The data spread concentration is given as mean of 2.22, standard deviation: 1.095 and variance of 1.198.

69. Technical skills [Build or construct things or structures]

Table 69: Technical skills [Build or construct things or structures]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	91	32.5			
	Feel competent	63	22.5			
	Most liked	58	20.7			
	Would like to develop	68	24.3			
	Total	280	100.0	2.37	1.172	1.373

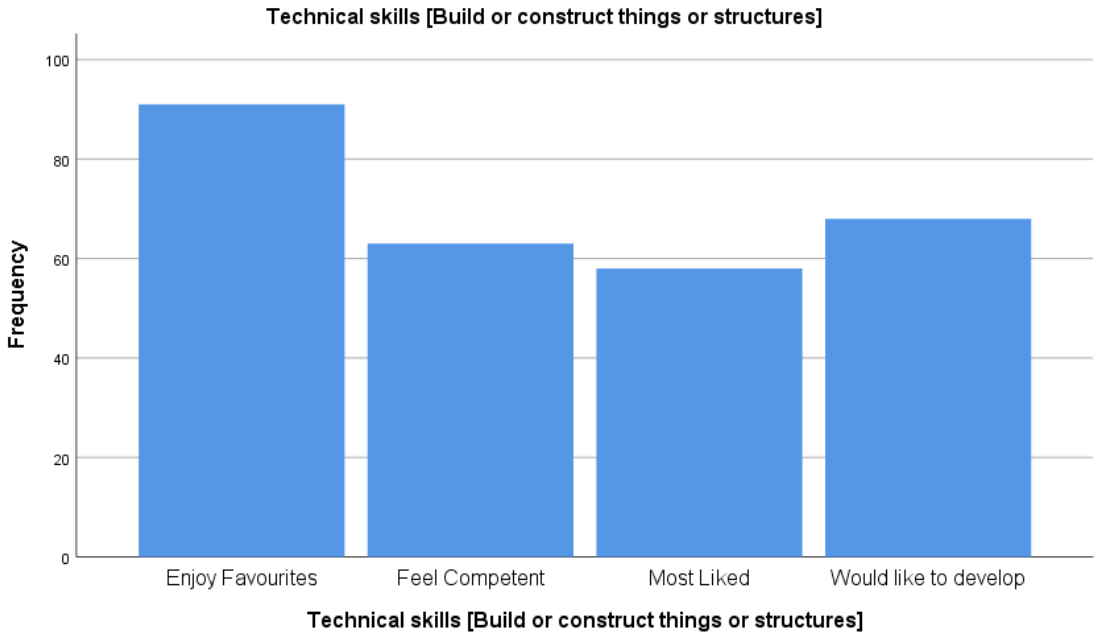


Figure 69: Technical skills [Build or construct things or structures]

Finding: Among many working professionals 55% are competent of showing their technical skills (build or construct things or structures). The data spread concentration is given as mean of 2.37, standard deviation: 1.172 and variance of 1.373

70. Technical skills [Do skilled crafts or use hand coordination with tool]

Table 70: Technical skills [Do skilled crafts or use hand coordination with tool]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	113	40.4			
	Feel competent	56	20.0			
	Most liked	50	17.9			
	Would like to develop	61	21.8			
	Total	280	100.0	2.21	1.189	1.414

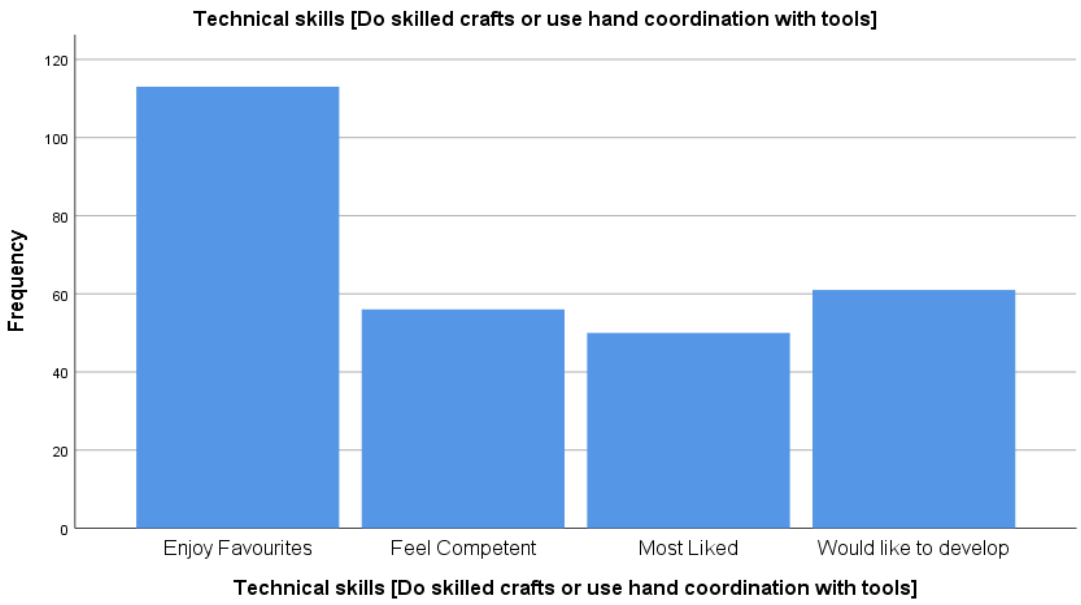


Figure 70: Technical skills [Do skilled crafts or use hand coordination with tool]

Finding: As maximum as 78% professionals show their technical skills (skilled crafts or use hand coordination with tool). The data spread concentration is given as mean of 2.21, standard deviation: 1.189 and variance of 1.414

71. Technical skills [Operate vehicles, machines or electronic equipment]

Table 71: Technical skills [Operate vehicles, machines or electronic equipment]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	125	44.6			
	Feel competent	42	15			
	Most liked	35	12.5			
	Would like to develop	78	27.9			
	Total	280	100.0	2.24	1.279	1.636

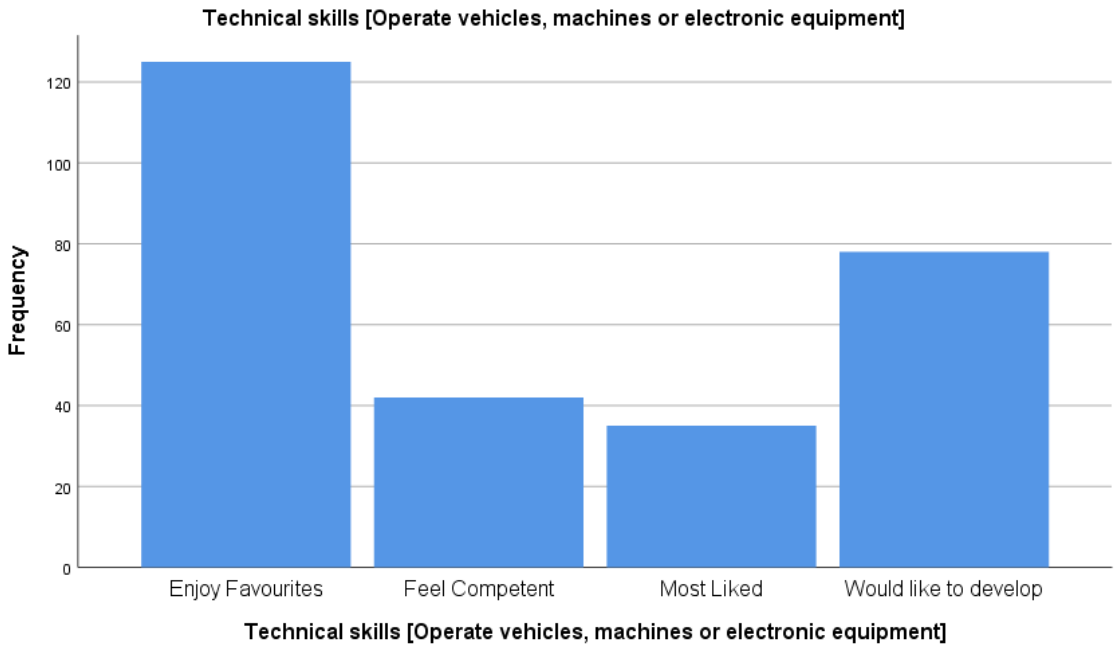


Figure 71: Technical skills [Operate vehicles, machines or electronic equipment]

Finding: 45% professionals show their technical skills (Operate vehicles, machines or electronic equipment). The data spread concentration is given as mean of 2.24, standard deviation: 1.279 and variance of 1.636

72. Technical skills [Repair or set up machines or equipment]

Table 72: Technical skills [Repair or set up machines or equipment]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	103	36.8			
	Feel competent	56	20.0			
	Most liked	89	31.8			
	Would like to develop	32	11.4			
	Total	280	100.0	2.18	1.056	1.115

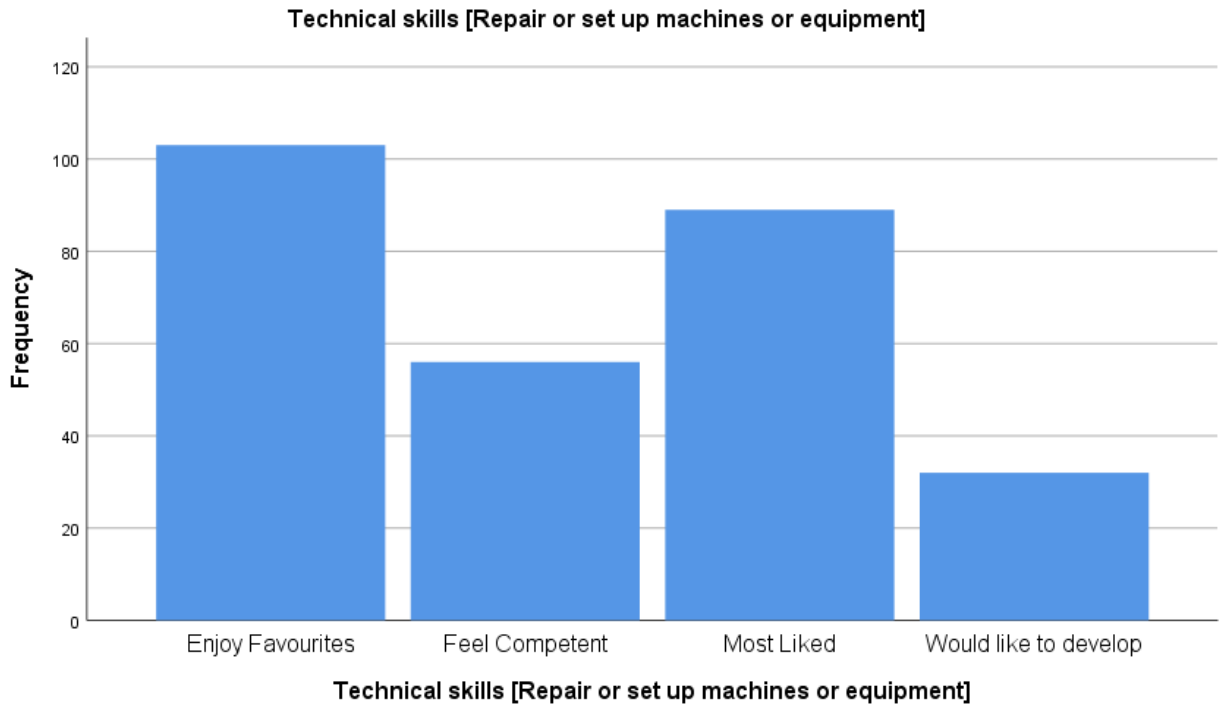


Figure 72: Technical skills [Repair or set up machines or equipment]

Finding: 89% professionals show their technical skills in proficient manner (repair or set up machines or equipment). The data spread concentration is given as mean of 2.18, standard deviation: 1.056 and variance of 1.115

73. Technical skills [Installing things]

Table 73: Technical skills [Installing things]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	134	47.9			
	Feel competent	63	22.5			
	Most liked	44	15.7			
	Would like to develop	39	13.9			
	Total	280	100.0	1.96	1.093	1.195

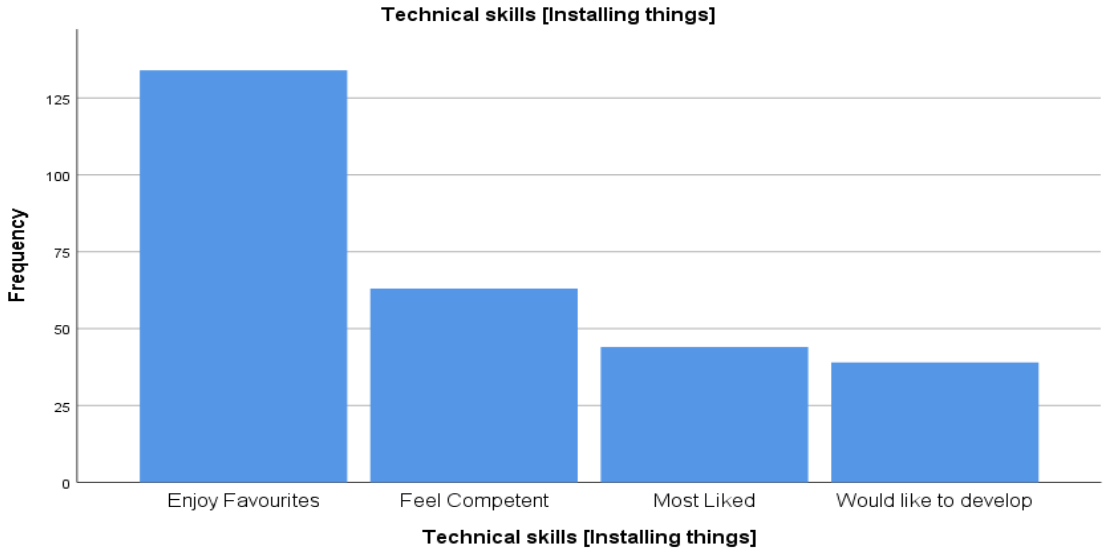


Figure 73: Technical skill (Installing things)

Finding: 86% professionals show their technical skills in proficient manner of installing things. The data spread concentration is given as mean of 1.96, standard deviation: 1.093 and variance of 1.195

74. Technical skills [Work with earth and nature]

Table 74: Technical skills [Work with earth and nature]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	132	47.1			
	Feel competent	49	17.5			
	Most liked	45	16.1			
	Would like to develop	54	19.3			
	Total	280	100.0	2.08	1.184	1.403

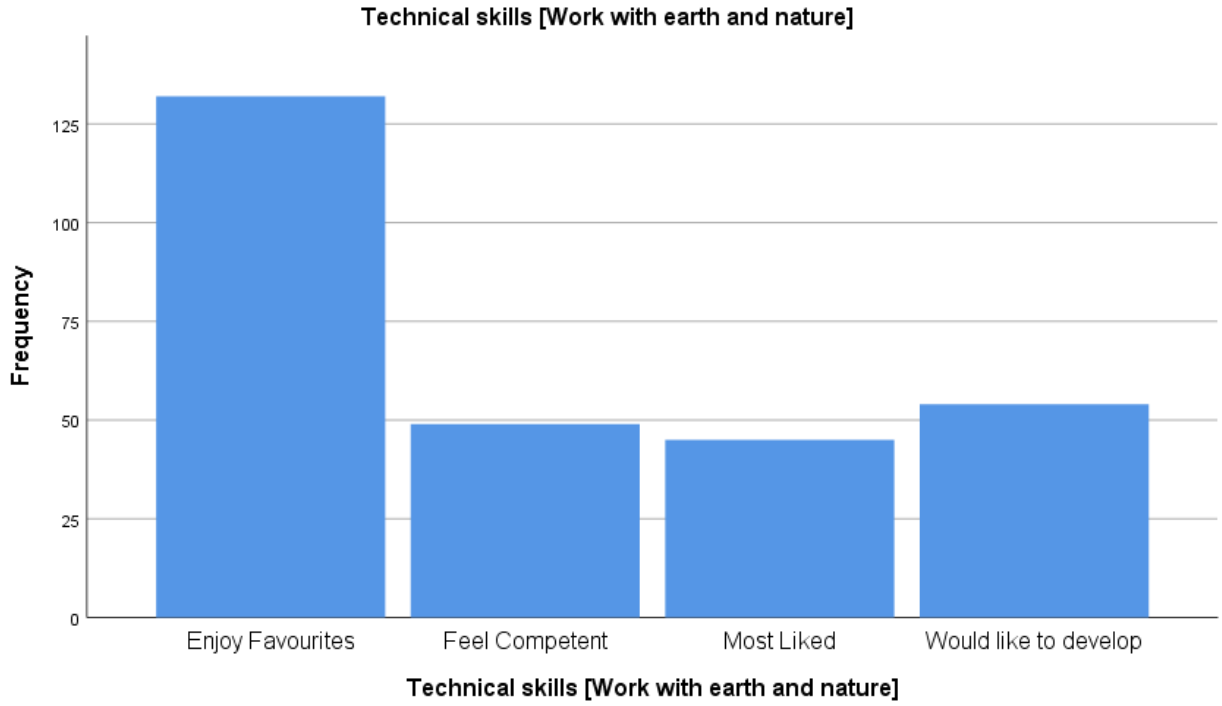


Figure 74: Technical skills [Work with earth and nature]

Finding: 65% professionals are competent in their technical skills (of working with earth and nature). The data spread concentration is given as mean of 2.08, standard deviation: 1.184 and variance of 1.403

75. Technical skills [Gardening, landscaping and farming]

Table 75: Technical skills [Gardening, landscaping and farming]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	103	36.8			
	Feel competent	35	12.5			
	Most liked	79	28.2			
	Would like to develop	63	22.5			
	Total	280	100.0	2.36	1.193	1.422

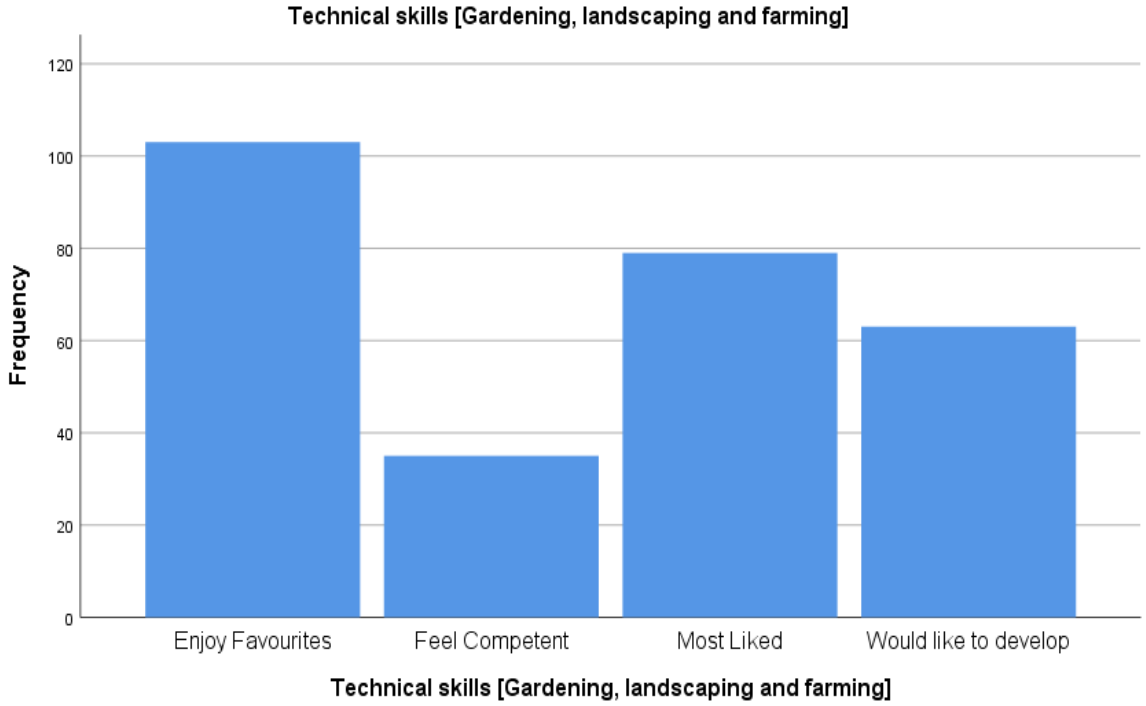


Figure 75: Technical skills [Gardening, landscaping and farming]

Finding: 37% professionals enjoy their technical skills of gardening, landscaping and farming). The data spread concentration is given as mean of 2.36, standard deviation: 1.193 and variance of 1.422

76. Technical skills [Management and self management skills]

Table 76: Technical skills [Management and self management skills]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	151	53.9			
	Feel competent	56	20.0			
	Most liked	36	12.9			
	Would like to develop	37	13.2			
	Total	280	100.0	1.85	1.086	1.179

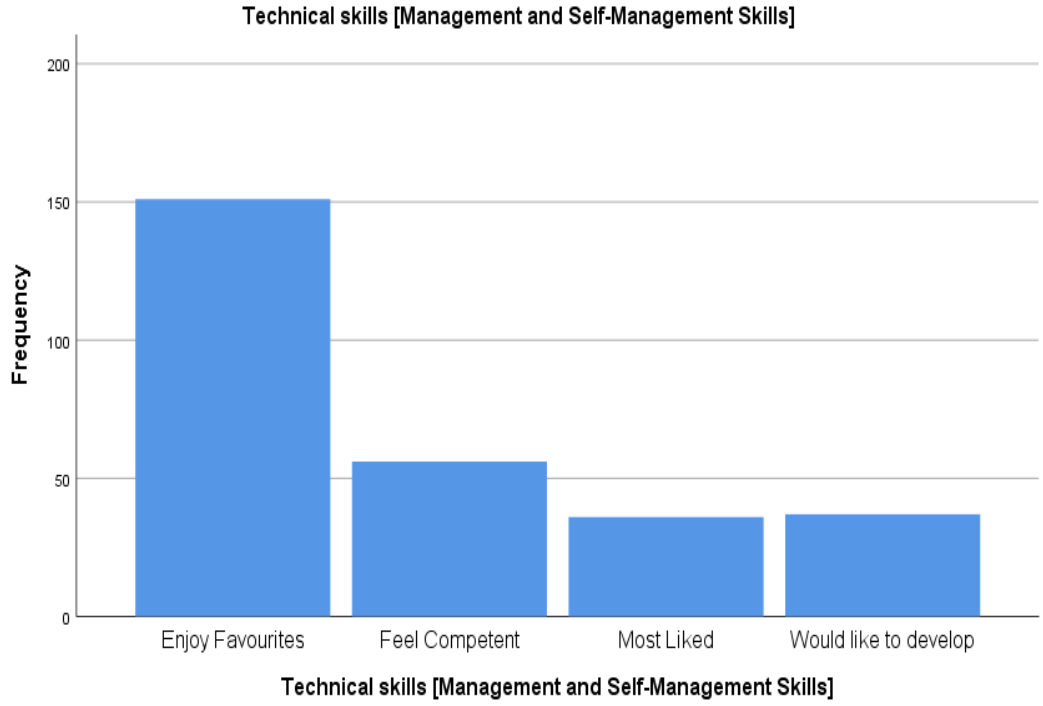


Figure 76: Technical skills [Management and self management skill]

Finding: 54% professionals enjoy their management and self management skills. The data spread concentration is given as mean of 1.85, standard deviation: 1.086 and variance of 1.179

77. Technical skills [Administer, set goals and priorities, plan or make decisions]

Table 77: Technical skills [Administer, set goals and priorities, plan or make decisions]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	142	50.7			
	Feel competent	84	30.0			
	Most liked	15	5.4			
	Would like to develop	39	13.9			
	Total	280	100.0	1.83	1.045	1.091

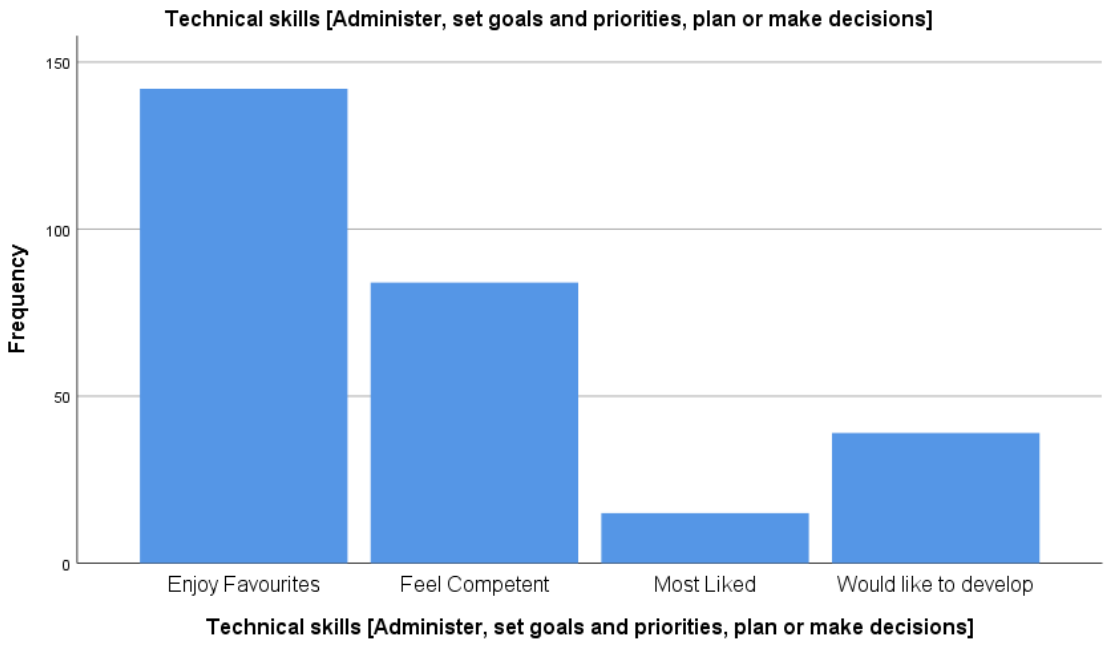


Figure 77: Technical skills [Administer, set goals and priorities, plan or make decisions]

Finding: 50.7% professionals enjoy their skills of administer, set goals and priories, plan or make decision. The data spread concentration is given as mean of 1.83, standard deviation: 1.045 and variance of 1.091

78. Technical skills [Initiate, assess needs, anticipate or create change]

Table 78: Technical skills [Initiate, assess needs, anticipate or create change]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	113	40.4			
	Feel competent	84	30.0			
	Most liked	22	7.9			
	Would like to develop	61	21.8			
	Total	280	100.0	2.11	1.160	1.346

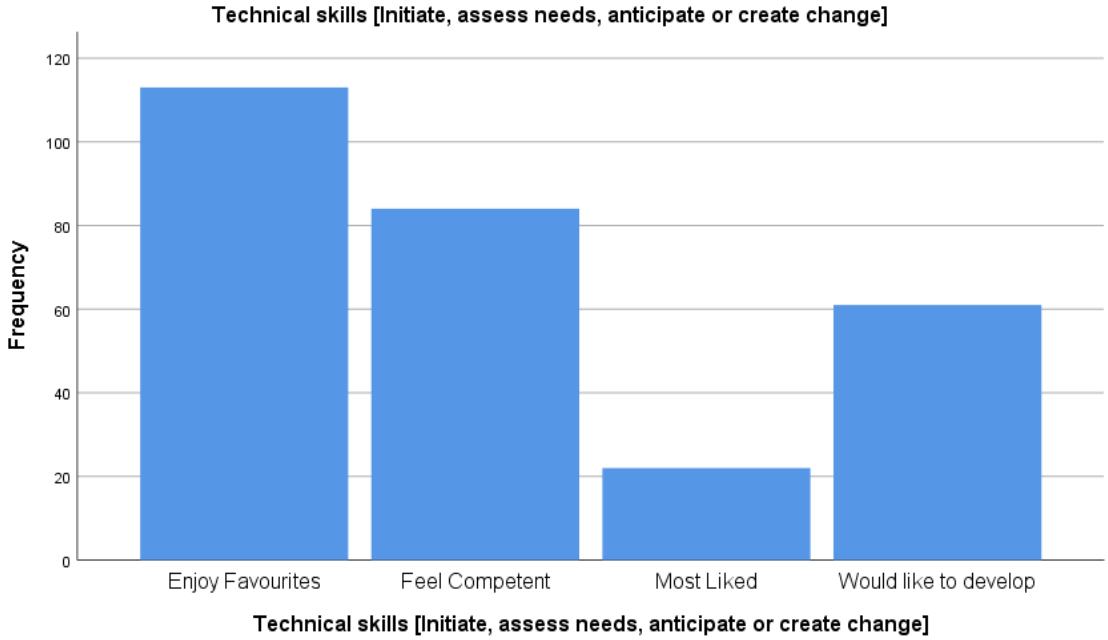


Figure 78: Technical skills [Initiate, assess needs, anticipate or create change]

Finding: 70% professionals feel competent while utilizing skills of initiation assessing needs anticipating or creating change. The data spread concentration is given as mean of 2.11 standard deviation: 1.160 and variance of 1.346

79. Technical skills [Manage people, delegate tasks, direct, oversee or motivate]

Table 79: Technical skills [Manage people, delegate tasks, direct, oversee or motivate]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	144	51.4			
	Feel competent	56	20.0			
	Most liked	42	15.0			
	Would like to develop	38	13.6			
	Total	280	100.0	1.91	1.097	1.203

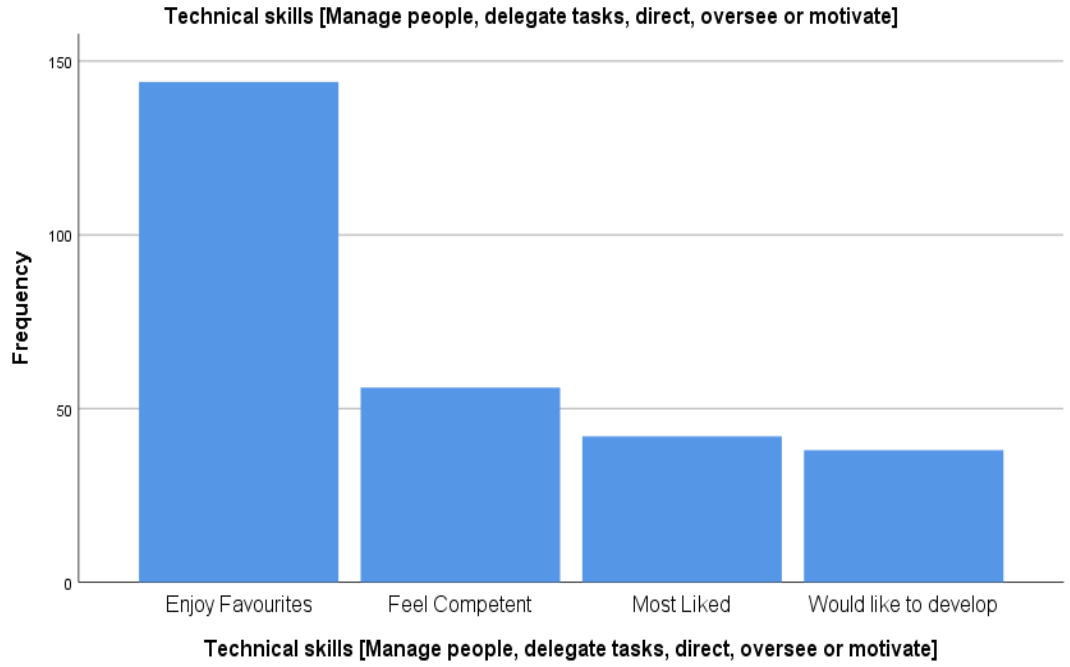


Figure 79: Technical skills [Manage people, delegate tasks, direct, oversee or motivate]

Finding: 71 % professionals feel competent while managing people delegating tasks, directing overseeing or motivating. The data spread concentration is given as mean of 1.91, standard deviation: 1.097 and variance of 1.203

80. Technical skills [Sell, negotiate, convince, promote or persuade]

Table 80: Technical skills [Sell, negotiate, convince, promote or persuade]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	83	29.6			
	Feel competent	63	22.5			
	Most liked	71	25.4			
	Would like to develop	63	22.5			
	Total	280	100.0	2.41	1.135	1.289

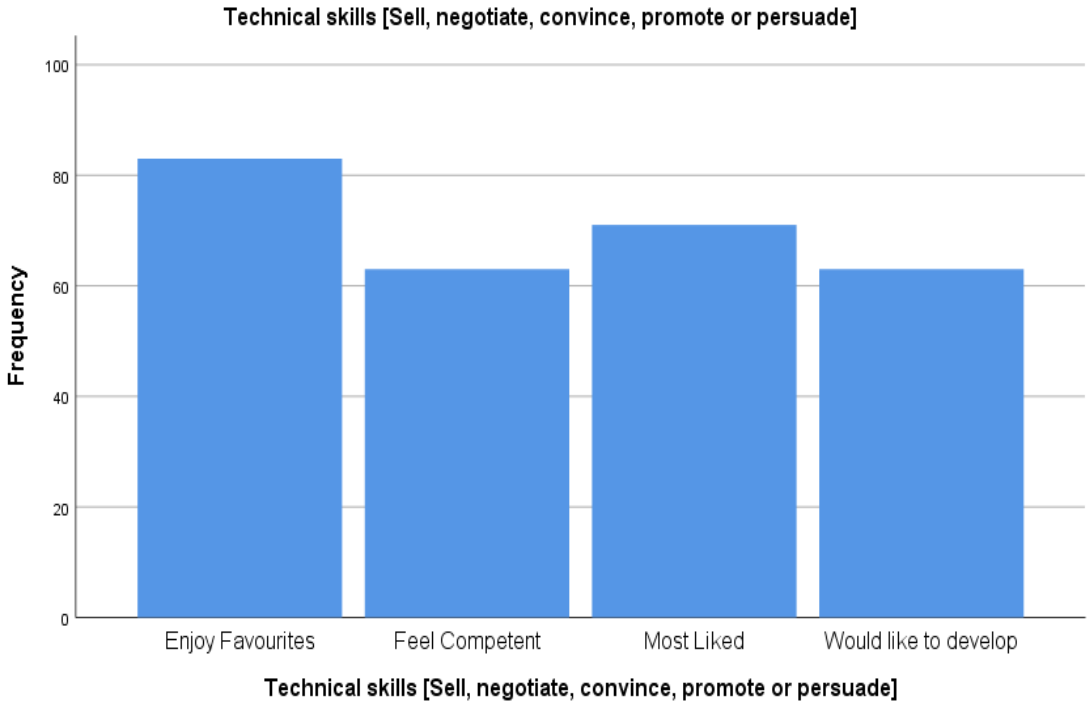


Figure 80: Technical skills [Sell, negotiate, convince, promote or persuade]

Finding: 71 % professionals feel competent while managing people delegating tasks, directing overseeing or motivating. The data spread concentration is given as mean of 1.91, standard deviation: 1.097 and variance of 1.203

81. Technical skills [Being patient with others]

Table 81: Technical skills [Being patient with others]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	125	44.6			
	Feel competent	28	10.0			
	Most liked	35	12.5			
	Would like to develop	92	32.9			
	Total	280	100.0	2.34	1.334	1.779

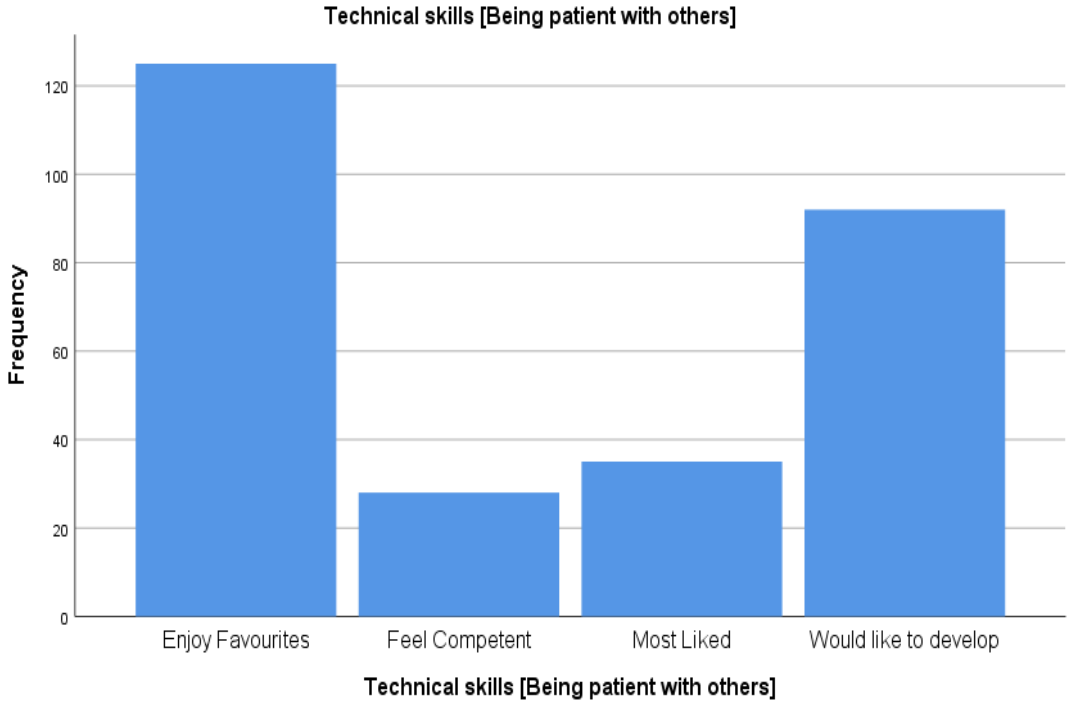


Figure 81: Technical skills [Being patient with others]

Finding: 55 % professionals feel competent on being patient with others. The data spread concentration is given as mean of 2.34, standard deviation: 1.334 and variance of 1.779

82. Technical skills [Keeping a cheerful attitude]

Table 82: Technicak skills [Keeping a cheerful attitude]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	151	53.9			
	Feel competent	77	27.5			
	Most liked	14	5.0			
	Would like to develop	38	13.6			
	Total	280	100.0	1.78	1.043	1.089

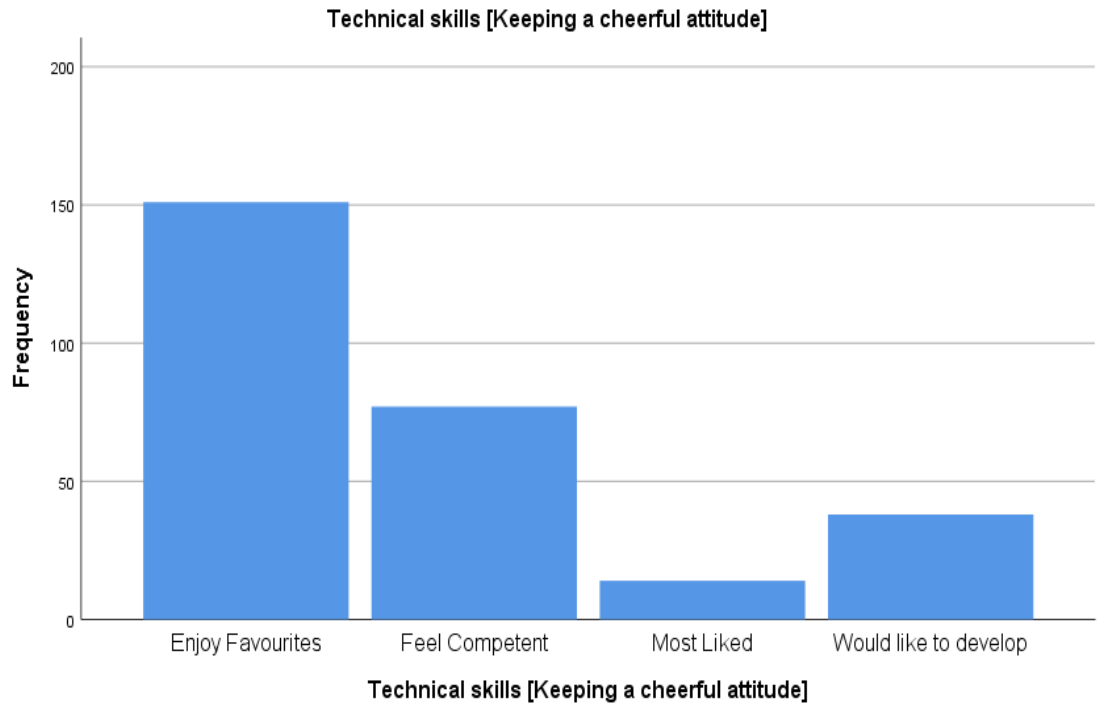


Figure 82: Technical skills [Keeping a cheerful attitude]

Finding: 54 % professionals enjoy in keeping themselves cheerful. The data spread concentration is given as mean of 1.78, standard deviation: 1.043 and variance of 1.089

83. Technical skills [Getting interested/ excited about the task at hand]

Table 83: Technical skills [Getting interested/ excited about the task at hand]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	187	66.8			
	Feel competent	42	15.0			
	Most liked	21	7.5			
	Would like to develop	30	10.7			
	Total	280	100.0	1.62	1.016	1.032

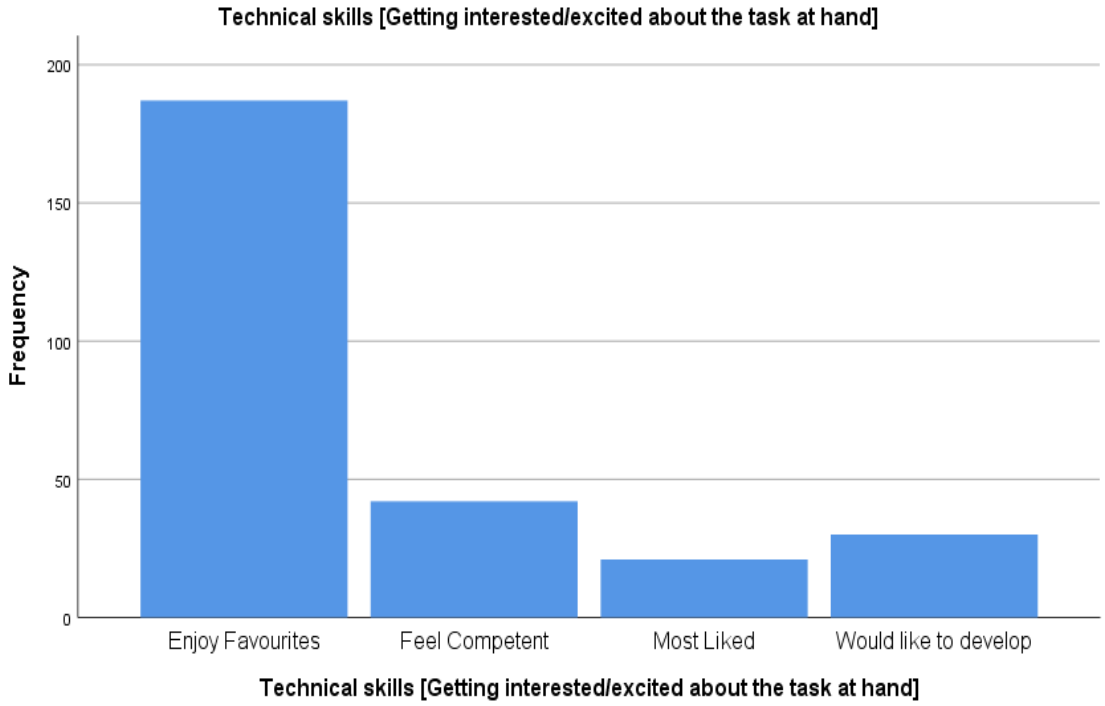


Figure 83: Technical skills [Getting interested/ excited about the task at hand]

Finding: 67 % professionals enjoy getting interested about their task at hand. The data spread concentration is given as mean of 1.62, standard deviation: 1.016 and variance of 1.032

84. Technical skills [Offering to help when it's needed]

Table 84: Technical skills [Offering to help when it's needed]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.

Valid N	Enjoy Favorites	178	63.6			
	Feel competent	56	20.0			
	Most liked	7	2.5			
	Would like to develop	39	13.9			
	Total	280	100.0	1.67	1.054	1.112

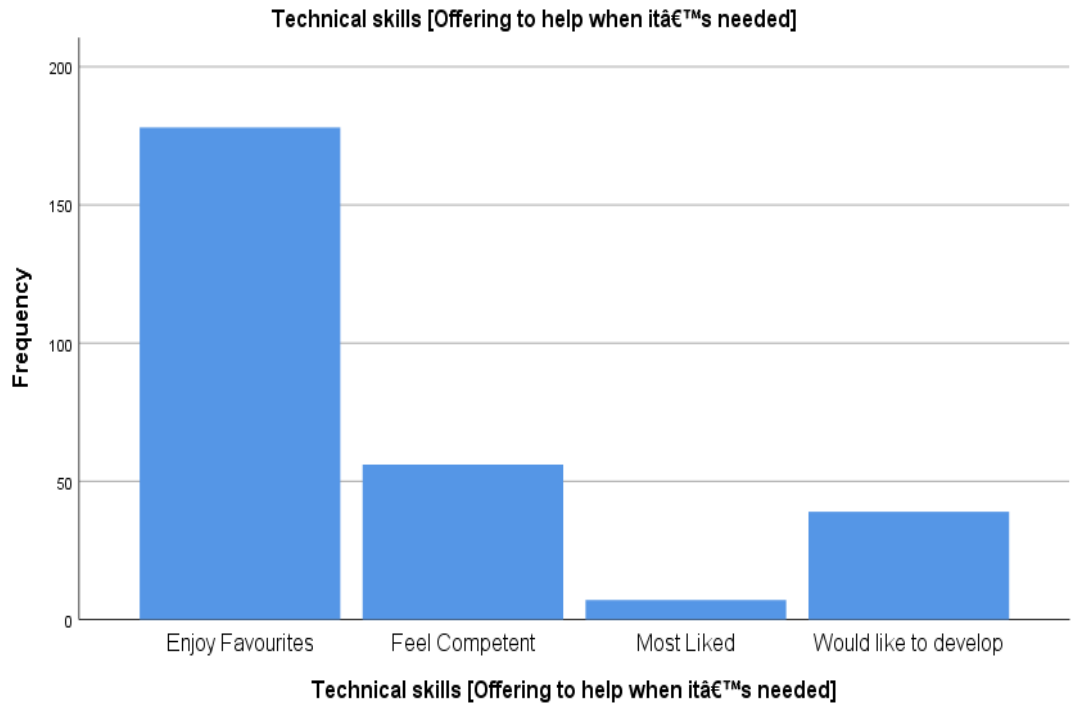


Figure 84: Technical skills [Offering to help when it's needed]

Finding: 64 % professionals enjoy offering help when it is need. The data spread concentration is given as mean of 1.67, standard deviation: 1.054 and variance of 1.112

85. Technical skill [Knowing how to take directions]

Table 85: Technical skill [Knowing how to take directions]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	157	56.1			
	Feel competent	56	20.0			
	Most liked	14	5.0			
	Would like to develop	53	18.9			
	Total	280	100.0	1.87	1.164	1.355

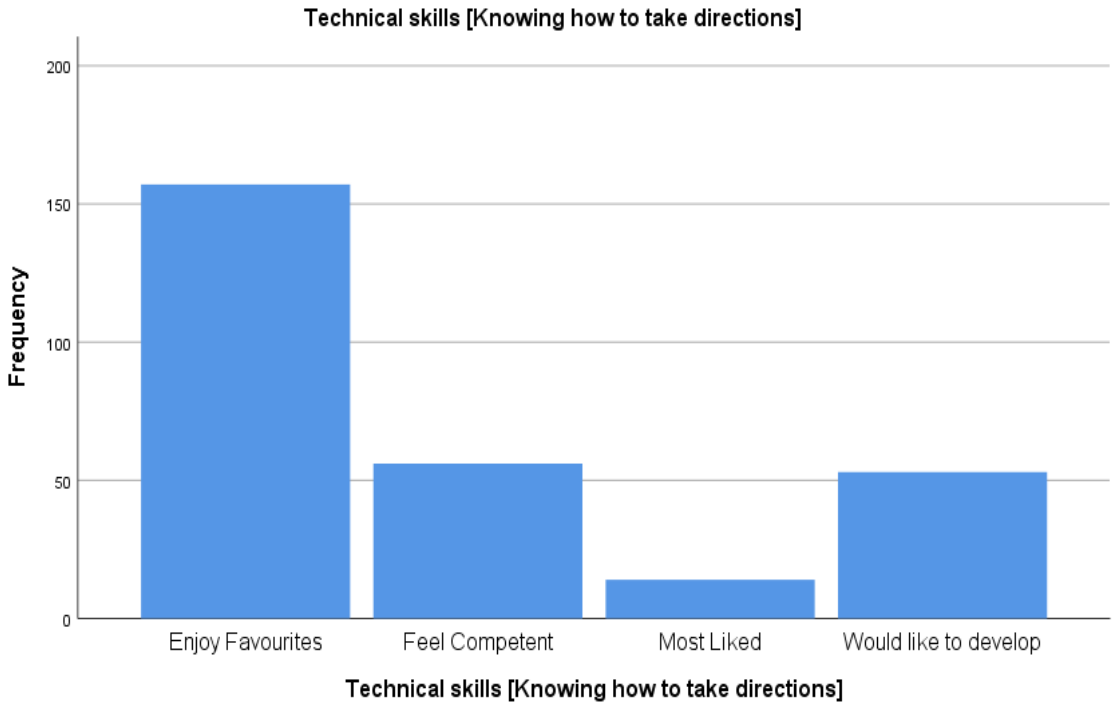


Figure 85: Technical skill [Knowing how to take directions]

Finding: 56 % professionals know how to take direction. The data spread concentration is given as mean of 1.87, standard deviation: 1.164 and variance of 1.355

86. Technical skills [Motivating myself to do what needs to get done]

Table 86: Technical skills [Motivating myself to do what needs to get done]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	158	56.4			
	Feel competent	70	25.0			
	Most liked	22	7.9			
	Would like to develop	30	10.7			
	Total	280	100.0	1.73	1.001	1.001

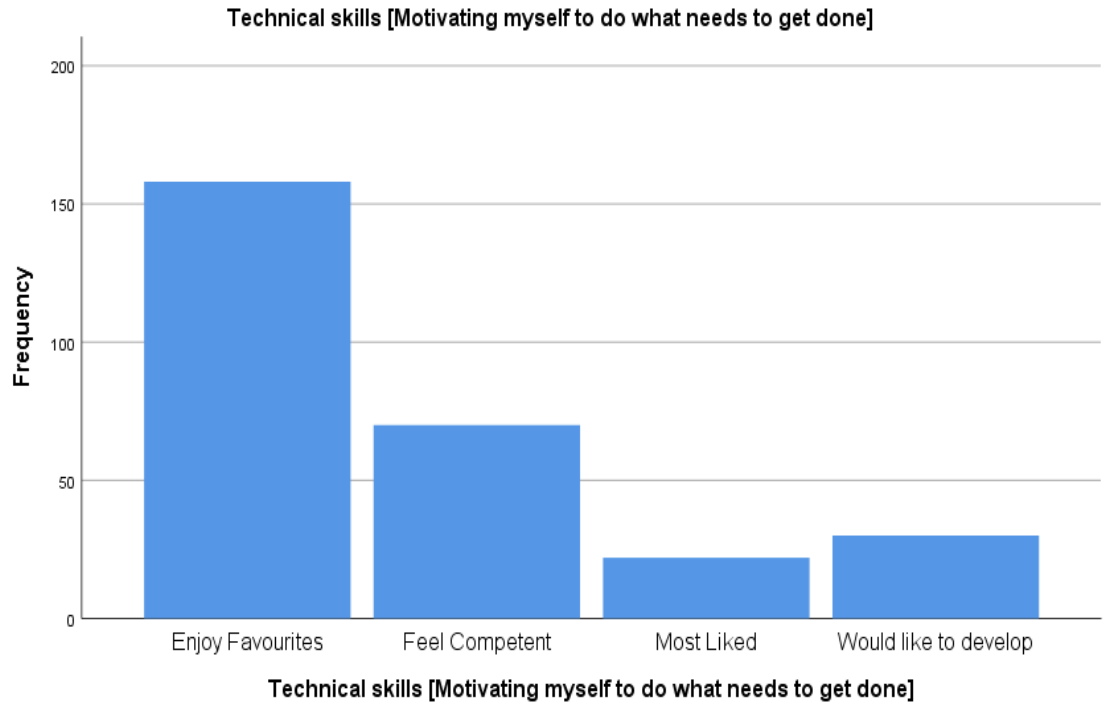


Figure 86 :Technical skills [Motivating myself to do what needs to get done]

Finding: 56 % professionals know to motivate themselves for getting things done. The data spread concentration is given as mean of 1.73, standard deviation: 1.001 and variance of 1.001

87. Technical skills [Helping motivate others to get the job done]

Table 87: Technical skills [Helping motivate others to get the job done]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	157	56.1			
	Feel competent	70	25			
	Most liked	14	5.0			
	Would like to develop	39	13.9			
	Total	280	100.0	1.77	1.057	1.118

Figure 87: Technical skills [Helping motivate others to get the job done]

Finding: 56 % professionals know to helping to motivate others for getting things done. The data spread concentration is given as mean of 1.77, standard deviation: 1.057 and variance of 1.118

88. Technical skills [Prioritizing tasks so that the larger goal is met on time]

Table 88: Technical skills [Prioritizing tasks so that the larger goal is met on time]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	156	55.7			
	Feel competent	42	15.0			
	Most liked	28	10.0			
	Would like to develop	54	19.3			
	Total	280	100.0	1.77	1.057	1.118

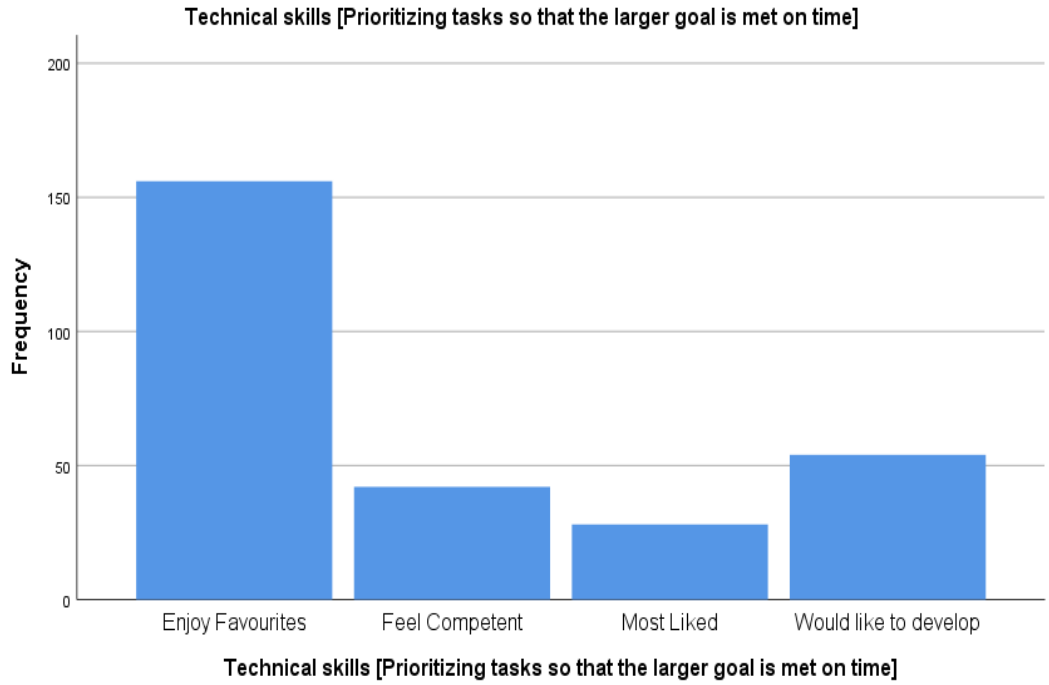


Figure 88: Technical skills [Prioritizing tasks so that the larger goal is met on time]

Finding: 71% professionals are competent to prioritizing tasks so that larger goal is met on time. The data spread concentration is given as mean of 1.77, standard deviation: 1.057 and variance of 1.118

89. Technical skills [following the rules]

Table 89: Technical skills [following the rules]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	164	58.6			
	Feel competent	63	22.5			
	Would like to develop	53	18.9			
	Total	280	100.0	1.79	1.142	1.305

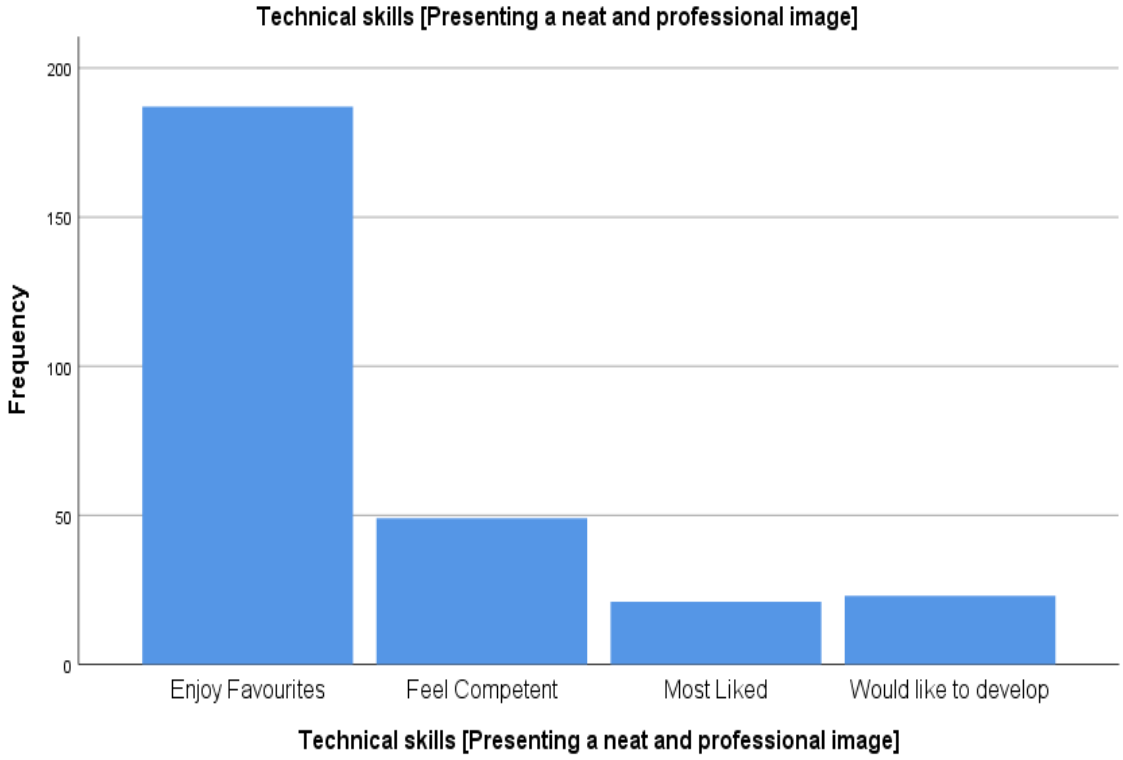


Figure 89: Technical skills [following the rules]

Finding: 71% professionals are competent to follow rules . The data spread concentration is given as mean of 1.79, standard deviation: 1.142 and variance of 1.305

90. Technical skills [Checking your own work]

Table 90: Technical skills [Checking your own work]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	200	71.4			
	Feel competent	42	15.0			
	Most liked	15	5.4			
	Would like to develop	23	8.2			
	Total	280	100.0	1.50	0.924	0.853

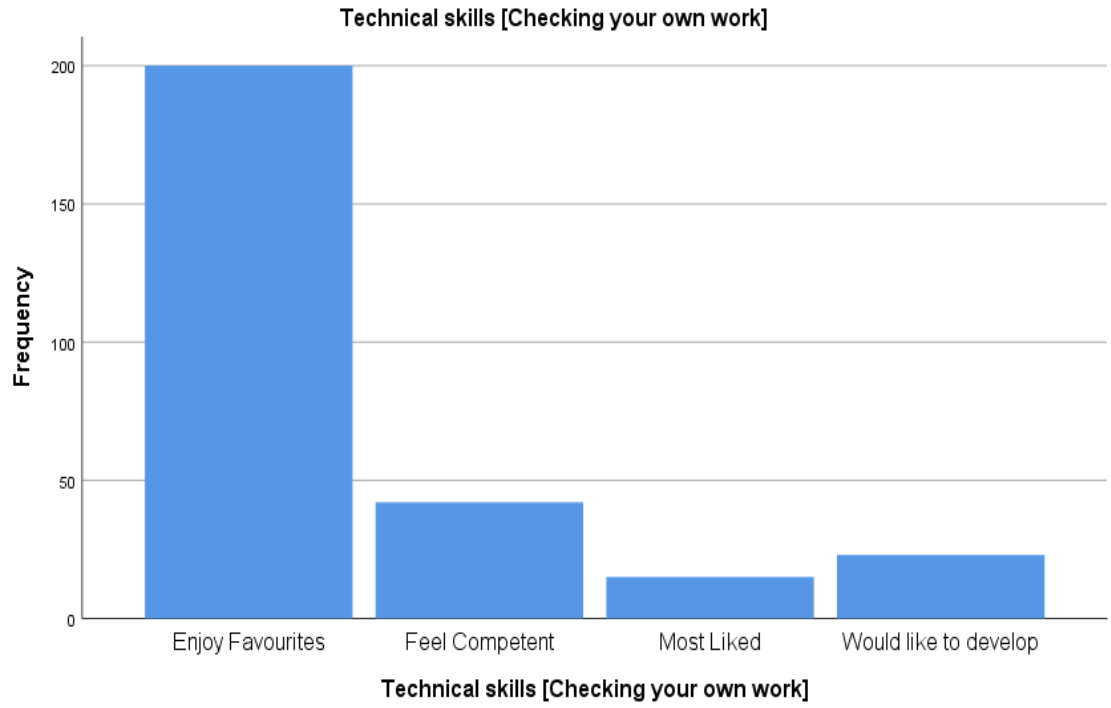


Figure 90: Technical skills [Checking your own work]

Finding: 87% professionals are competent to check their own work. The data spread concentration is given as mean of 1.50, standard deviation: 0.924 and variance of 0.853

91. Technical skills [Using courtesy when dealing with others]

Table 91: Technical skills [Using courtesy when dealing with others]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	200	71.4			
	Feel competent	42	15.0			
	Most liked	15	5.4			
	Would like to develop	23	8.2			
	Total	280	100.0	1.50	0.924	0.853

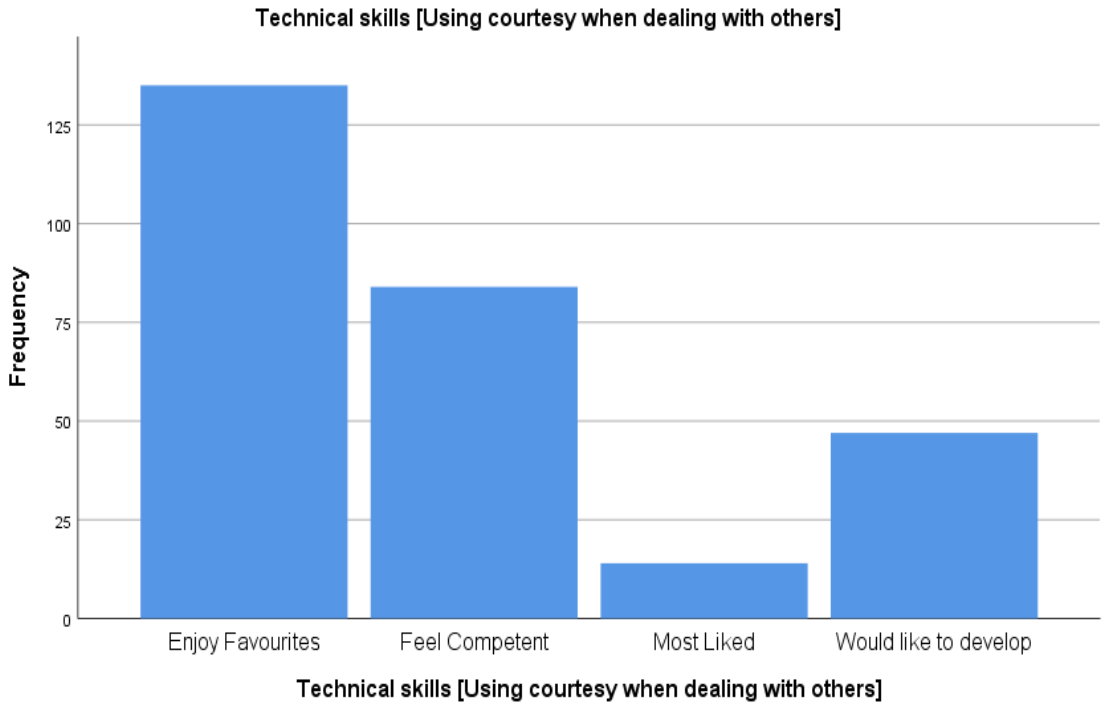


Figure 91: Technical skills [Using courtesy when dealing with others]

Finding: 86% professionals are competent to use courtesy when dealing with others . The data spread concentration is given as mean of 1.50, standard deviation: 0.924 and variance of 0.853

92. Technical skills [Seeking help when needed]

Table 92: Technical skills [Seeking help when needed]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	135	48.2			
	Feel competent	70	25.0			
	Most liked	21	7.5			
	Would like to develop	54	19.3			
	Total	280	100.0	1.98	1.155	1.333

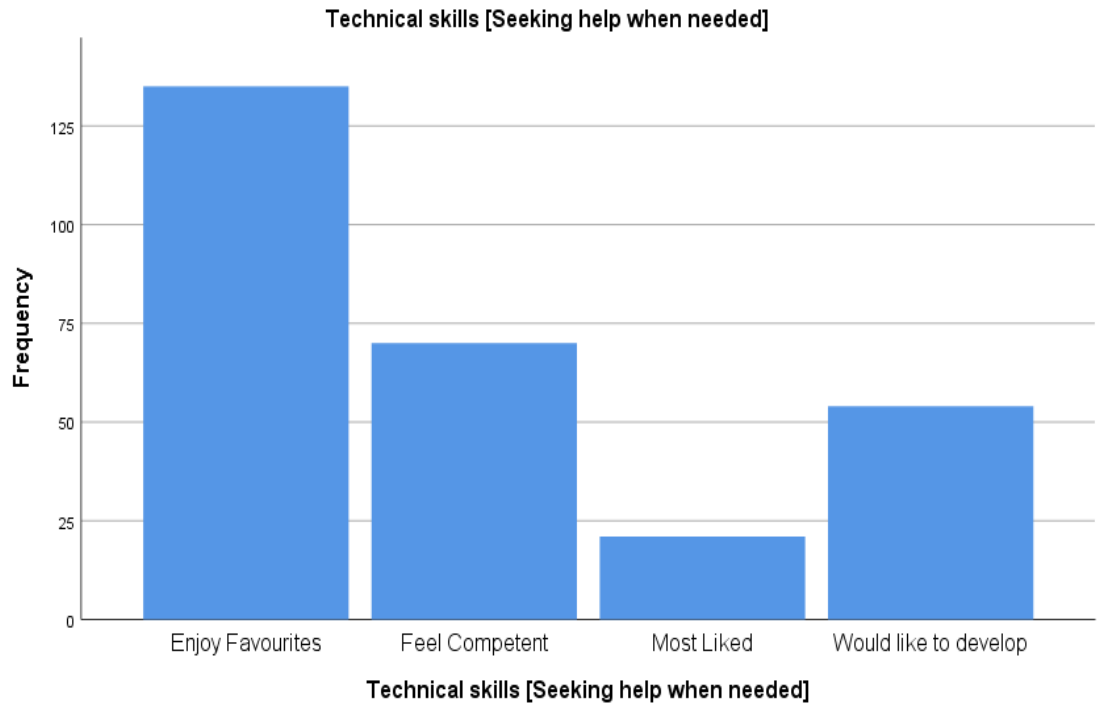


Figure 92: Technical skills [Seeking help when needed]

Finding: 73% professionals are competent to seek help from others. The data spread concentration is given as mean of 1.98, standard deviation: 1.155 and variance of 1.333

93. Technical skills [Being eager to learn]

Table 93: Technical skills [Being eager to learn]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	200	71.4			
	Feel competent	35	12.5			
	Most liked	14	5.0			
	Would like to develop	31	11.1			
	Total	280	100.0	1.56	1.007	1.015

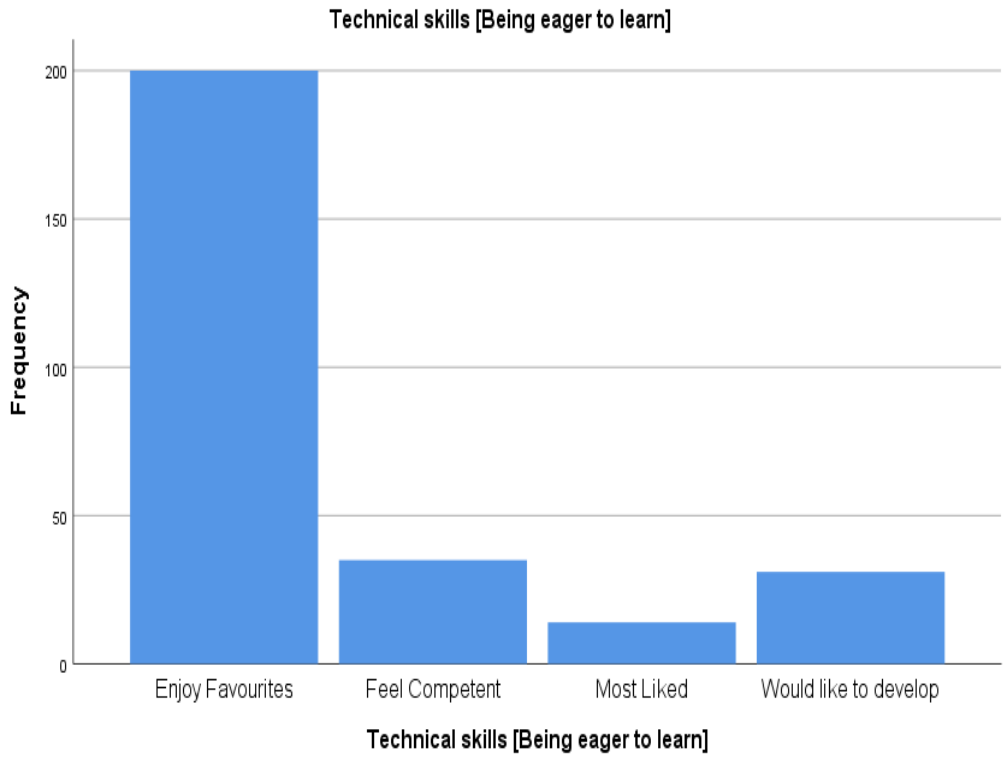


Figure 93: Technical skills [Being eager to learn]

Finding: 71% professionals enjoy and eager to learn at workplace. The data spread concentration is given as mean of 1.56, standard deviation: 1.007 and variance of 1.015

94. Technical skills [Speaking up for yourself]

Table 94: Technical skills [Speaking up for yourself]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	135	48.2			
	Feel competent	35	12.5			
	Most liked	64	22.9			
	Would like to develop	46	16.4			
	Total	280	100.0	2.08	1.169	1.367

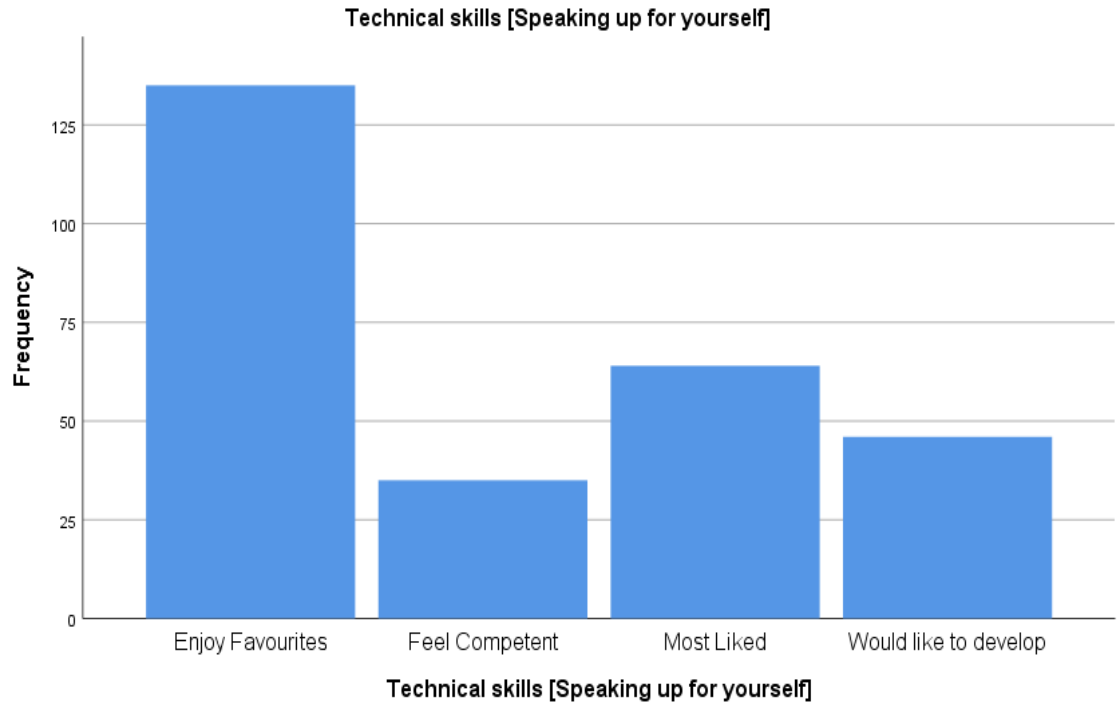


Figure 94: Technical skills [Speaking up for yourself]

Finding: 49% professionals speak for themselves. The data spread concentration is given as mean of 2.08, standard deviation: 1.169 and variance of 1.367

95. Technical skills [solving problems in a cooperative way]

Table 95: Technical skills [solving problems in a cooperative way]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	208	74.3			
	Feel competent	35	12.5			
	Most liked	7	2.5			
	Would like to develop	30	10.7			
	Total	280	100.0	1.50	0.973	0.946

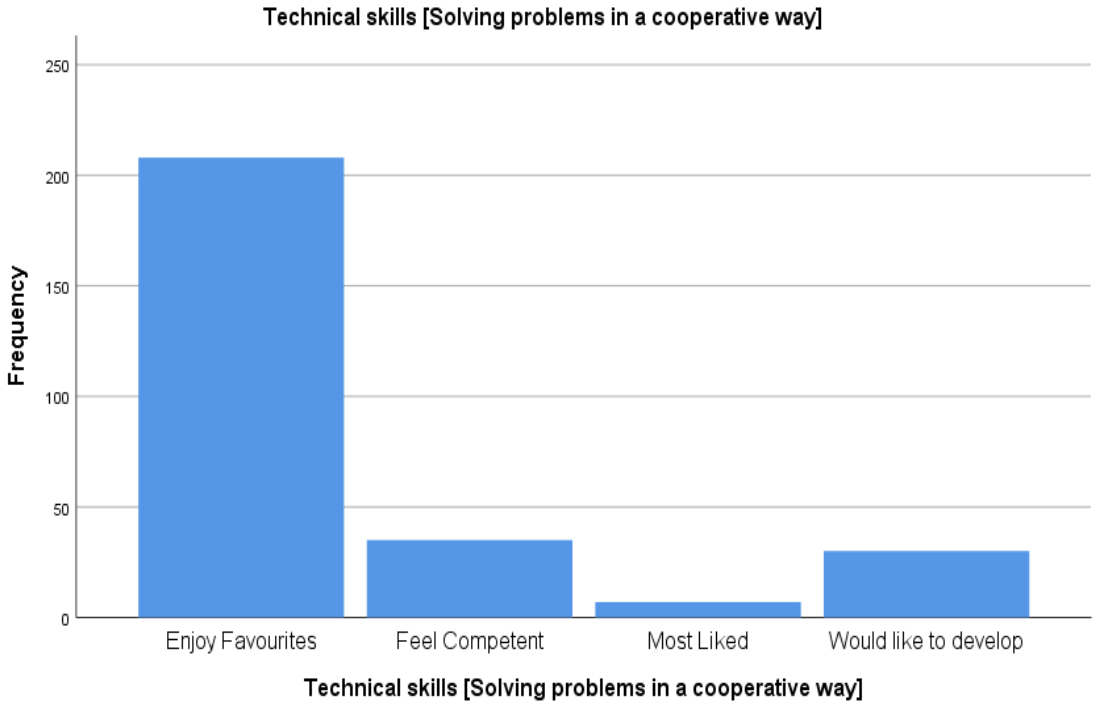


Figure 95: Technical skills [solving problems in a cooperative way]

Finding: 74% professionals solve problems in a cooperative way. The data spread concentration is given as mean of 1.50, standard deviation: 0.973 and variance of 0.946

96. Number skills [Compute, calculate, compare or record numbers]

Table 96: Number skills [Compute, calculate, compare or record numbers]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	135	48.2			
	Feel competent	56	20.0			
	Most liked	29	10.4			
	Would like to develop	60	21.4			
	Total	280	100.0	2.05	1.202	1.446

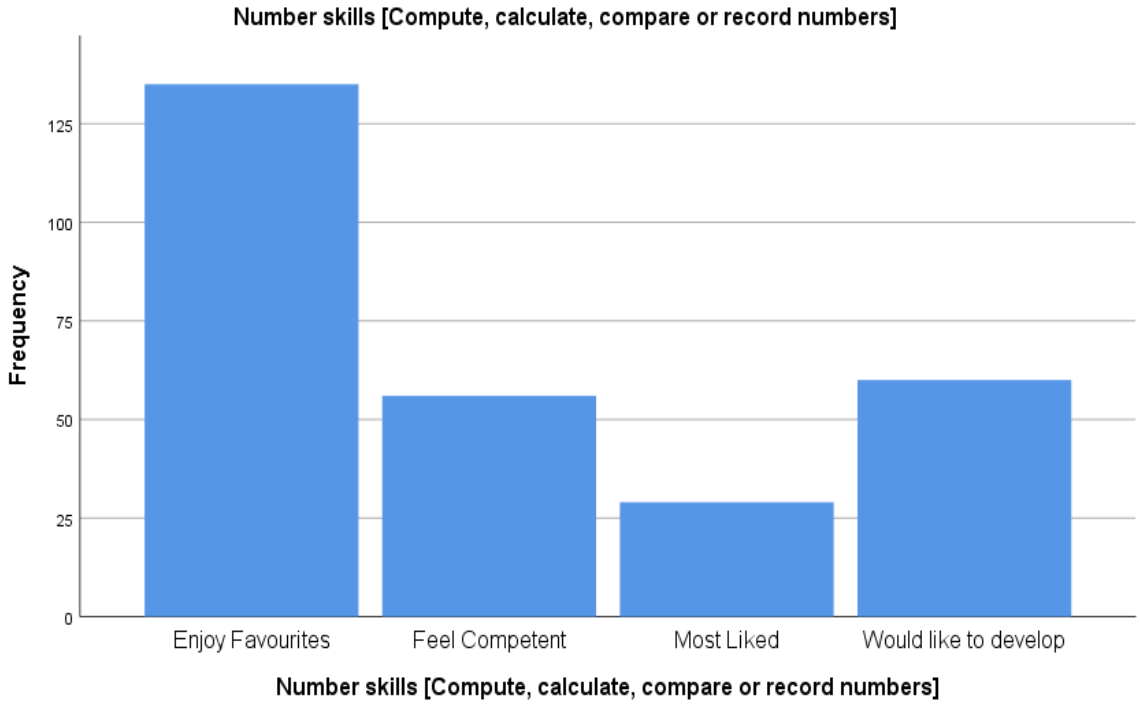


Figure 96: Number skills [Compute, calculate, compare or record numbers]

Finding: 68% professionals are competent in computing, calculating, compare or recording numbers. The data spread concentration is given as mean of 1.50, standard deviation: 0.973 and variance of 0.946

97. Number skills [Forecast, appraise or estimate numerical information]

Table 97: Number skills [Forecast, appraise or estimate numerical information]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	42	15.0			
	Most liked	36	12.9			
	Would like to develop	69	24.6			
	Total	280	100.0	2.15	1.254	1.573

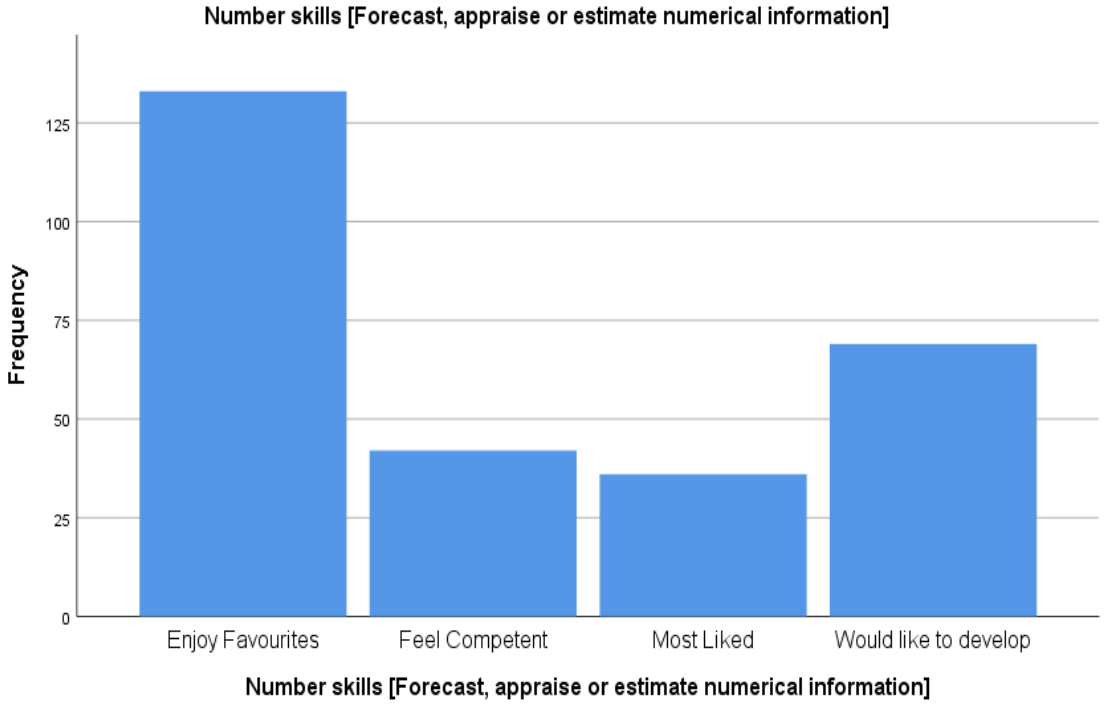


Figure 97: Number skills [Forecast, appraise or estimate numerical information]

Finding: 63% professionals are competent in forecasting, appraising, or estimating numerical information. The data spread concentration is given as mean of 1.50, standard deviation: 0.973 and variance of 0.946

98. Number skills [Doing arithmetic correctly]

Table 98: Number skills [Doing arithmetic correctly]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	118	42.1			
	Feel competent	70	25.0			
	Most liked	29	10.4			
	Would like to develop	63	22.5			
	Total	280	100.0	2.13	1.189	1.413

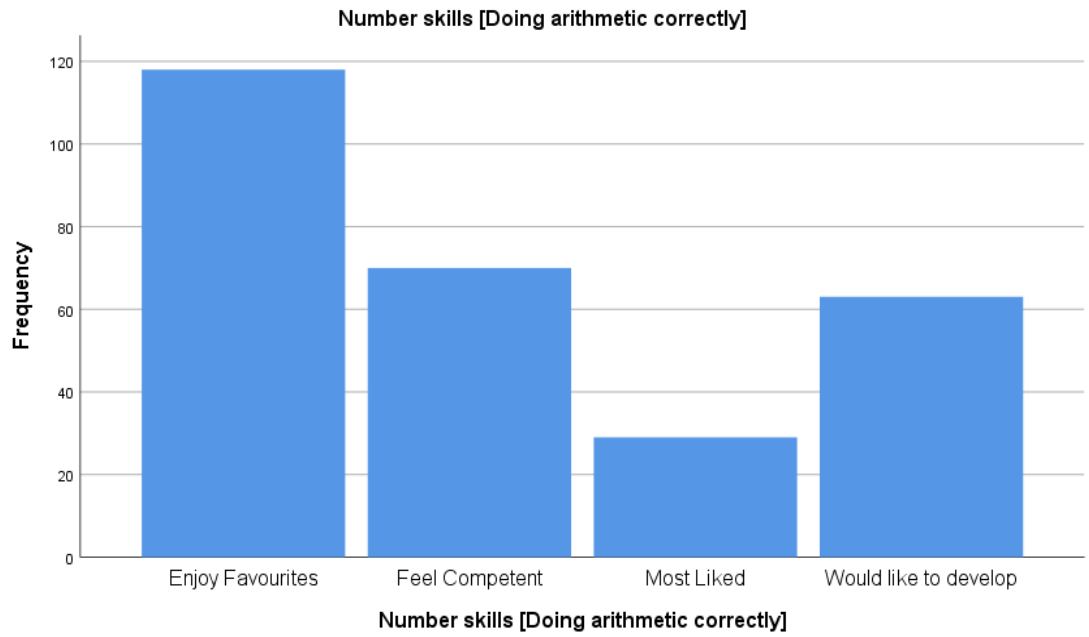


Figure 98: Number skills [Doing arithmetic correctly]

Finding: 63% professionals are competent in doing arithmetic correctly. The data spread concentration is given as mean of 2.13, standard deviation: 1.189 and variance of 1.413.

99. Number skills [Using percentages and decimals]

Table 99: Number skills [Using percentages and decimals]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	42	15.0			
	Most liked	44	15.7			
	Would like to develop	61	21.8			
	Total	280	100.0	2.14	1.223	1.495

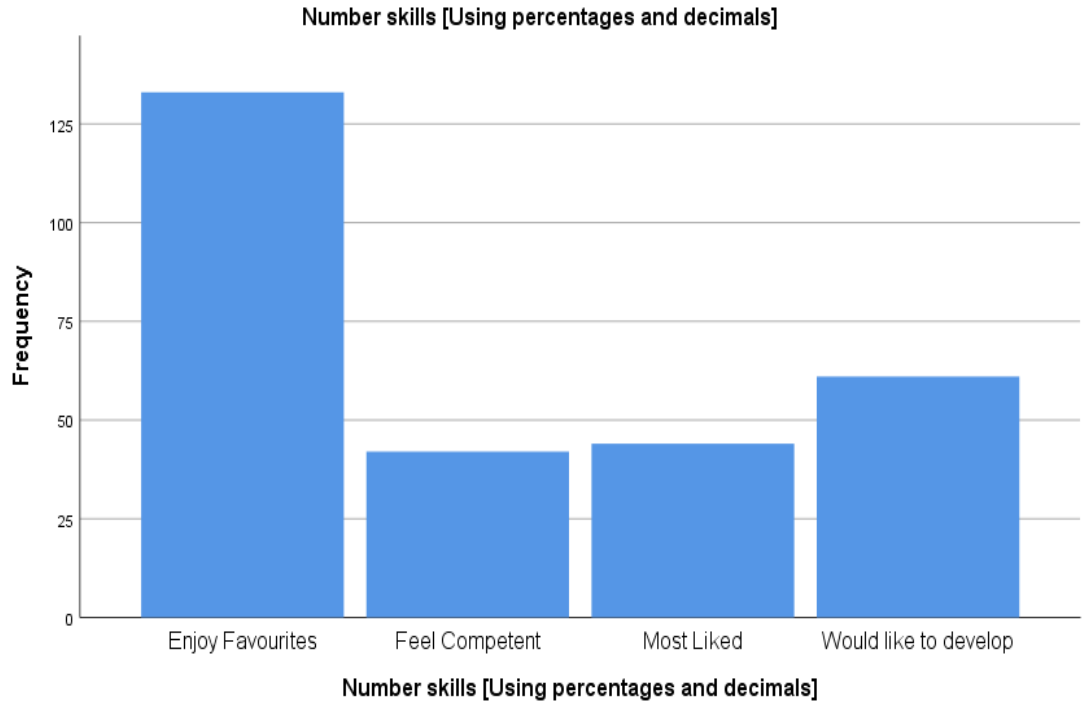


Figure 99: Number skills [Using percentages and decimals]

Finding: 63% professionals are competent in using percentages and decimals. The data spread concentration is given as mean of 2.12, standard deviation: 1.223 and variance of 1.495.

100. Number skills [Estimating costs and / or time needed to complete a job]

Table 100: Number skills [Estimating costs and / or time needed to complete a job]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	119	42.5			
	Feel competent	56	20.0			
	Most liked	22	7.9			
	Would like to develop	83	29.6			
	Total	280	100.0	2.25	1.278	1.634

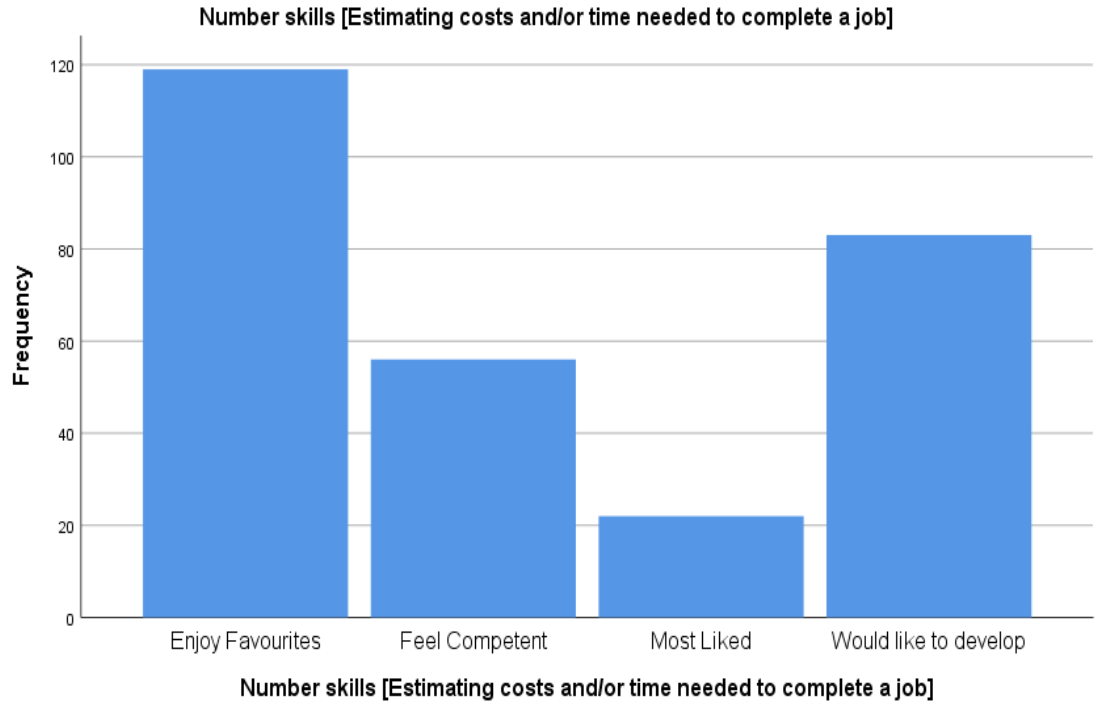


Figure 100: Number skills [Estimating costs and / or time needed to complete a job]

Finding: 63% professionals are competent in estimating costs and/or time needed to complete job. The data spread concentration is given as mean of 2.25, standard deviation: 1.278 and variance of 1.634.

101. Number skills [using a database program on a computer]

Table 101: Number skills using a database program on a computer

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	149	53.02			
	Feel competent	49	17.5			
	Most liked	23	8.2			
	Would like to develop	59	21.1			
	Total	280	100.0	1.97	1.209	1.462

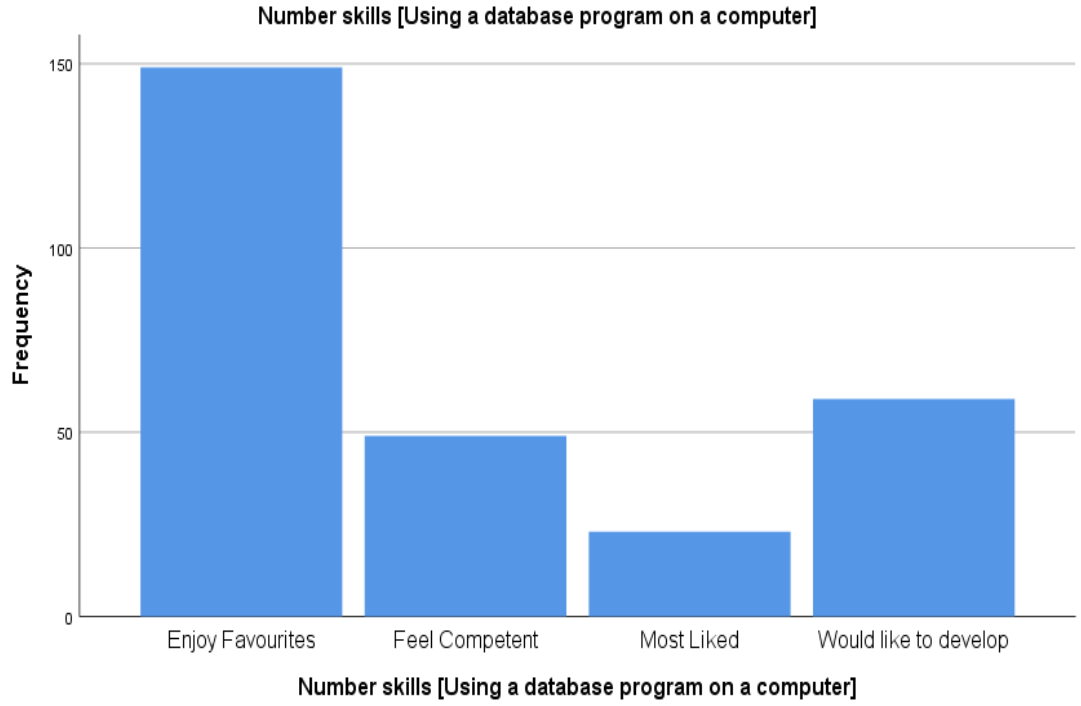


Figure 101: Number skills [using a database program on a computer

Finding: 71% professionals are competent in using a database program on a computer. The data spread concentration is given as mean of 1.97, standard deviation: 1.209 and variance of 1.462.

102. Using a spreadsheet on a computer

Table 102: Number skills using spreadsheet on a computer

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	176	62.9			
	Feel competent	42	15.0			
	Would like to develop	62	22.1			
	Total	280	100.0	1.81	1.219	1.485

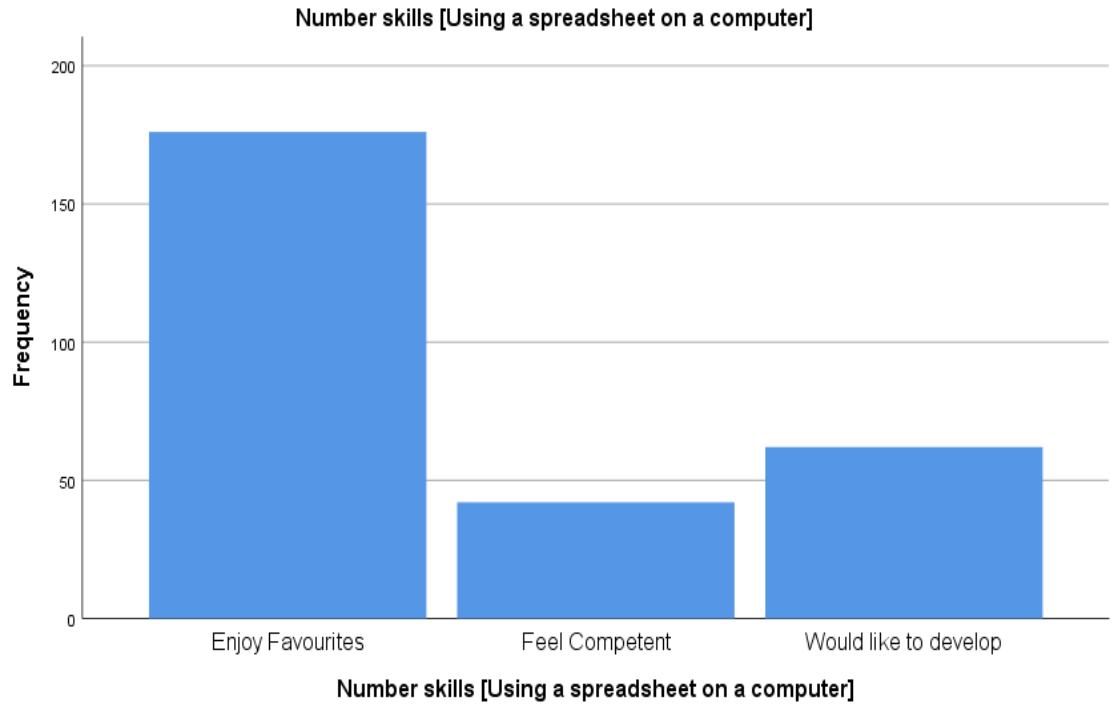


Figure 102: Number skills using spreadsheet on a computer

Finding: 63% professionals are competent in using a spreadsheet on a computer. The data spread concentration is given as mean of 1.81, standard deviation: 1.219 and variance of 1.485.

103. Number skills [Creating and managing a budget]

Table 103: Number skills [creating and managing a budget]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	28	10.0			
	Most liked	50	17.9			
	Would like to develop	69	24.6			
	Total	280	100.0	2.20	1.267	1.606

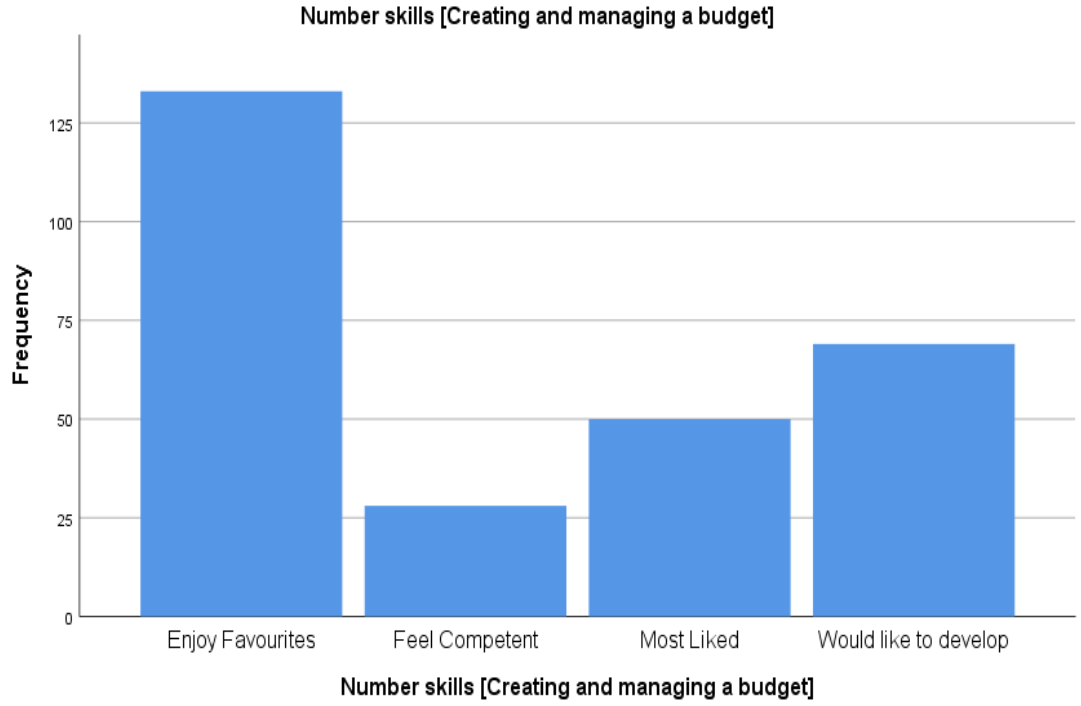


Figure 103: Number skills [Creating and managing a budget]

Finding: 58% professionals are competent in creating and managing a budget. The data spread concentration is given as mean of 2.20, standard deviation: 1.267 and variance of 1.606.

104. Creative/Artistic Skills [Perceive intuitively, sense, show insight or have foresight]

Table 104: creative/ artistic skills [perceive intuitively, sense, show insight or have foresight]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	125	44.6			
	Feel competent	42	15.0			
	Most liked	66	23.6			
	Would like to develop	47	16.8			
	Total	280	100.0	2.13	1.159	1.343

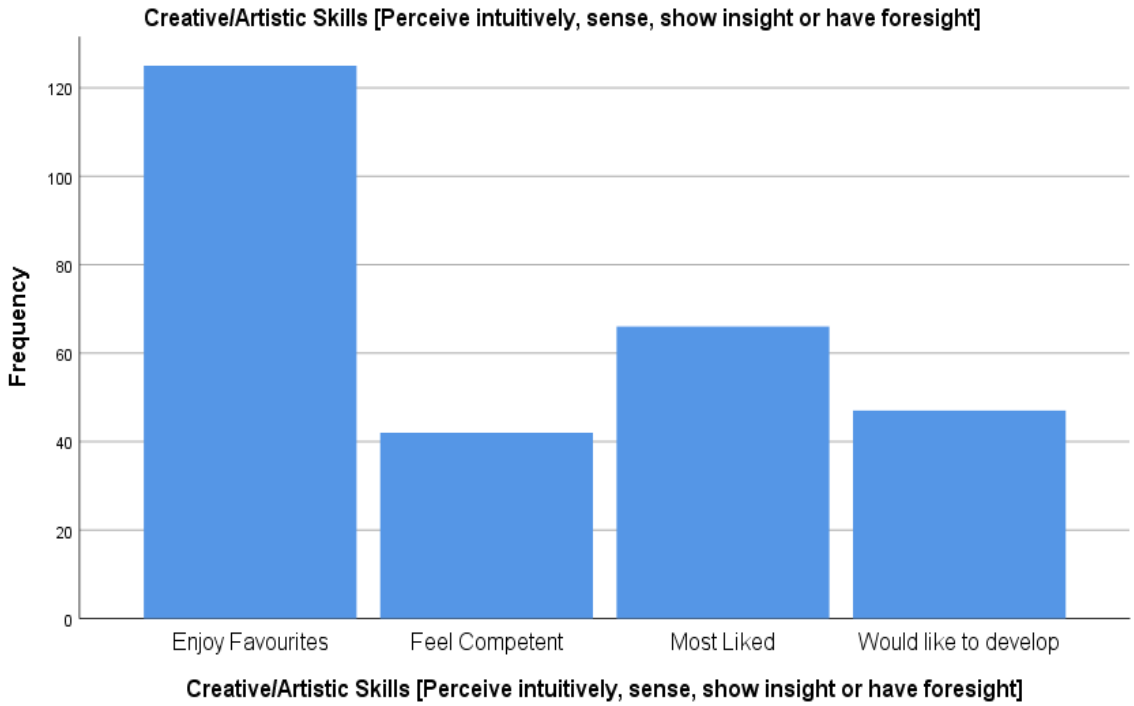


Figure 104: creative skills [perceive, sense, show insight or have foresight]

Finding: 45% professionals are enjoy their skills in perceiving intuitively, sense, show insight or have foresight. The data spread concentration is given as mean of 2.13, standard deviation: 1.159 and variance of 1.343.

105. Creative/Artistic Skills [Use artistic ability, photograph, decorate, paint or sculpt]

Table 105: Creative/Artistic Skills [Use artistic ability, photograph, decorate, paint or sculpt]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	104	37.1			
	Feel competent	35	12.5			
	Most liked	64	22.9			
	Would like to develop	77	27.5			
	Total	280	100.0	2.41	1.241	1.540

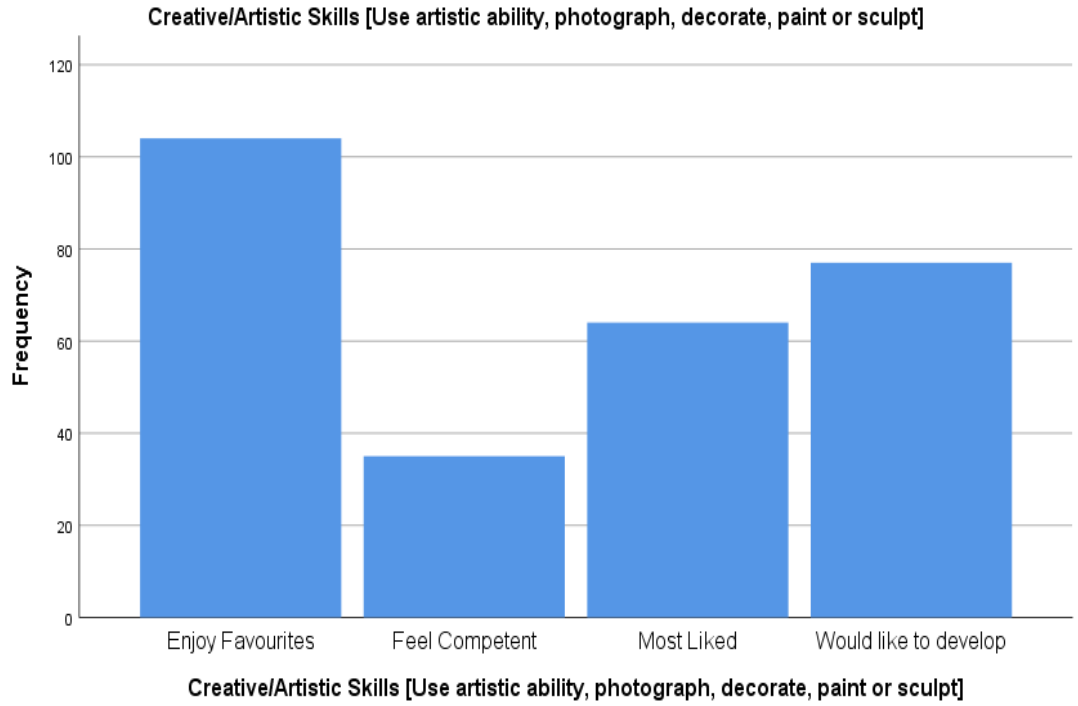


Figure 105: Creative/Artistic Skills [Use artistic ability, photograph, decorate, paint or sculpt]

Finding: 57% professionals are enjoy their skills in using creativity, visualize, imagine, brainstorm or design. The data spread concentration is given as mean of 2.21, standard deviation: 1.308 and variance of 1.710.

106. Creative/Artistic Skills [Use musical ability, sing, compose or play instruments]

Table 106 Creative/Artistic Skills [Use musical ability, sing, compose or play instruments]:

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	88	31.4			
	Feel competent	28	10.0			
	Most liked	102	36.4			
	Would like to develop	62	22.1			
	Total	280	100.0	2.49	1.152	1.326

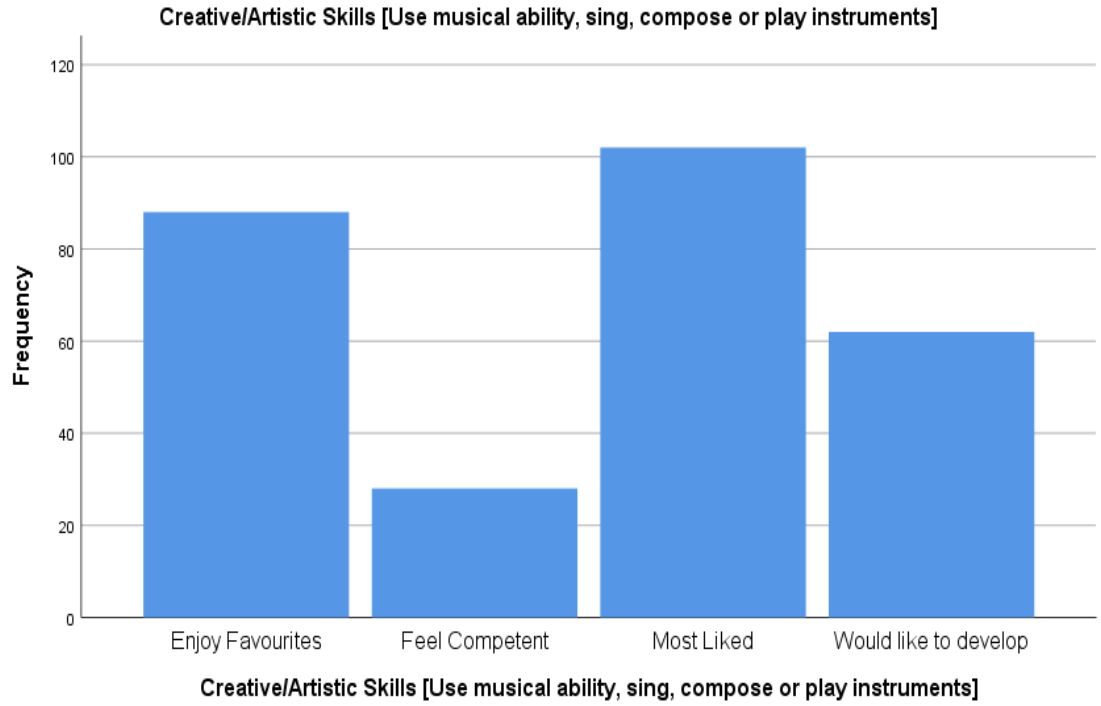


Figure 106:Creative/Artistic Skills [Use musical ability, sing, compose or play instruments]

Finding: 31% professionals are enjoy the musical ability, sing, compose or play instruments. The data spread concentration is given as mean of 2.49, standard deviation: 1.152 and variance of 1.326.

107. Creative/Artistic Skills [Presenting artistic ideas]

Table 107:Creative/Artistic Skills [Presenting artistic ideas]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	89	31.8			
	Feel competent	49	17.5			
	Most liked	51	18.2			
	Would like to develop	91	32.5			
	Total	280	100.0	2.51	1.241	1.541

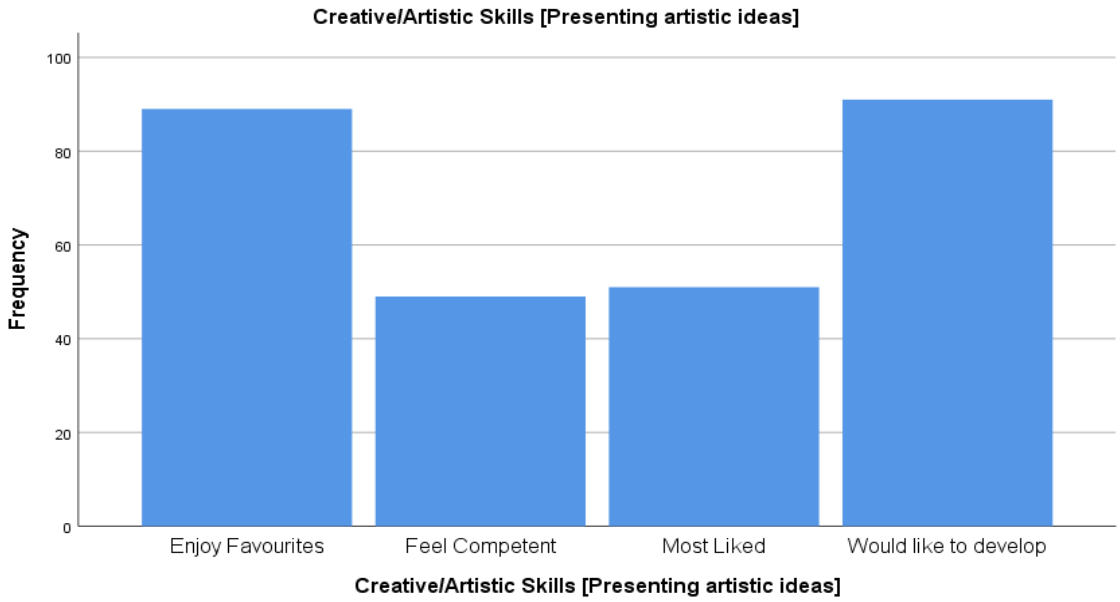


Figure 107: Creative/Artistic Skills [Presenting artistic ideas]

Finding: 49% professionals are competent in presenting artistic ideas. The data spread concentration is given as mean of 2.51, standard deviation: 1.241 and variance of 1.541.

108. **Creative/Artistic Skills [Visualizing shapes]**

Table 108: Creative / Artistic skills [Visualizing shapes]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	105	37.5			
	Feel competent	49	17.5			
	Most liked	49	17.5			
	Would like to develop	77	27.5			
	Total	280	100.0	2.35	1.238	1.533

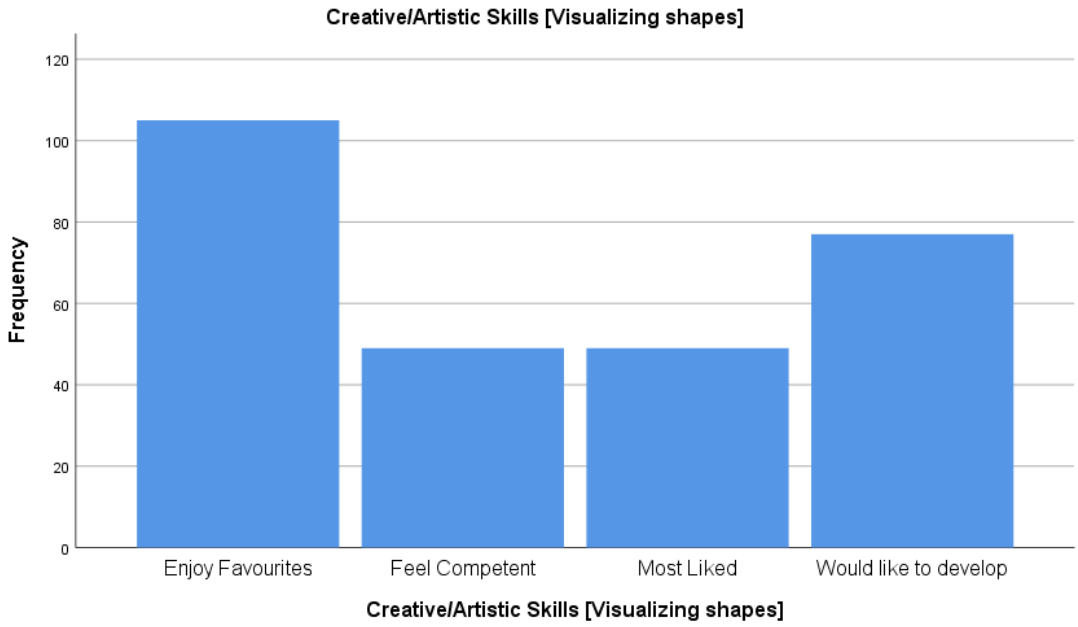


Figure 108: Creative/Artistic Skills [Presenting artistic ideas]

Finding: 55% professionals are competent in presenting artistic ideas. The data spread concentration is given as mean of 2.35, standard deviation: 1.238 and variance of 1.533.

109. Creative skills [Designing]

Table 109: Creative skills [Designing]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	111	39.6			
	Feel competent	28	10.0			
	Most liked	71	25.4			
	Would like to develop	70	25.0			
	Total	280	100.0	2.36	1.236	1.528

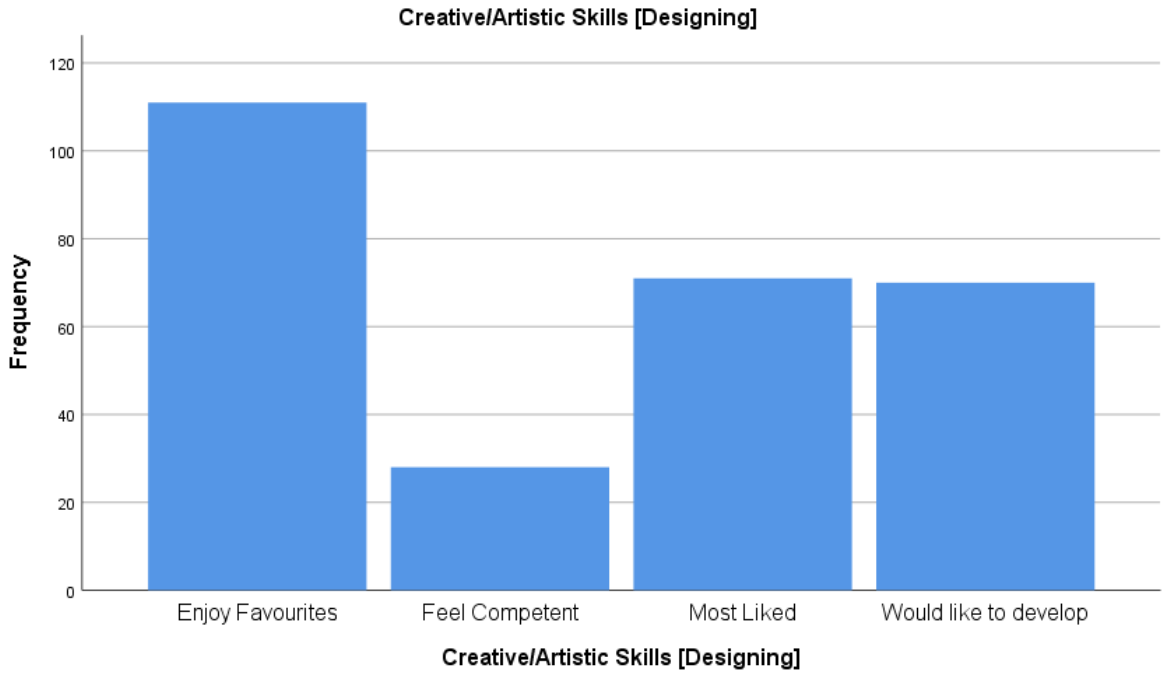


Figure 109 : Creative/Artistic Skills [Presenting artistic ideas]

Finding: 50% professionals are competent in presenting their designing skills. The data spread concentration is given as mean of 2.36, standard deviation: 1.236 and variance of 1.528.

110. Creative/ Artistic Skills [Drawing, illustrating, sketching]

Table 110: Creative/ Artistic Skills [Drawing, illustrating, sketching]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	91	32.5			
	Feel competent	42	15.0			
	Most liked	94	33.6			
	Would like to develop	53	18.9			
	Total	280	100.0	2.39	1.127	1.271

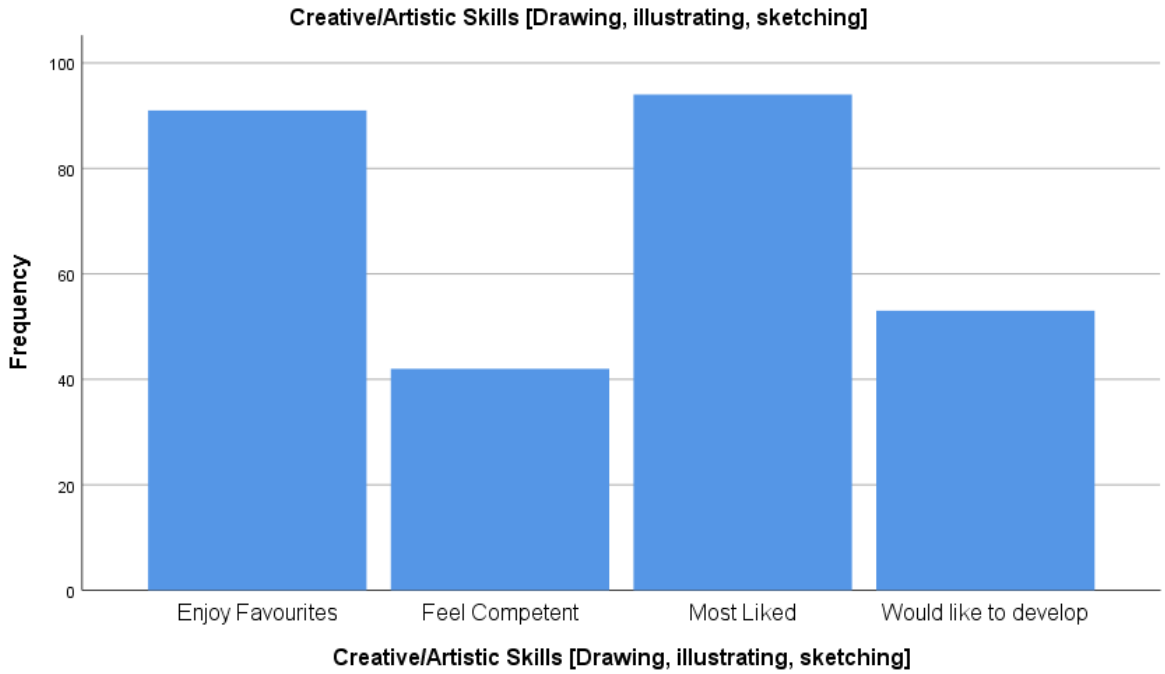


Figure 110: Creative/ Artistic Skills [Drawing , illustrating, sketching]

Finding: 33% professionals enjoy their drawing, illustrating and sketching skills at workplace. The data spread concentration is given as mean of 2.39, standard deviation: 1.127 and variance of 1.271.

111. People and Social Skills [Care, treat, heal, nurse or rehabilitate others]

Table 111: People and Social Skills [Care, treat, heal, nurse or rehabilitate others]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	120	42.9			
	Feel competent	70	25.0			
	Most liked	29	10.4			
	Would like to develop	61	21.8			
	Total	280	100.0	2.11	1.182	1.396

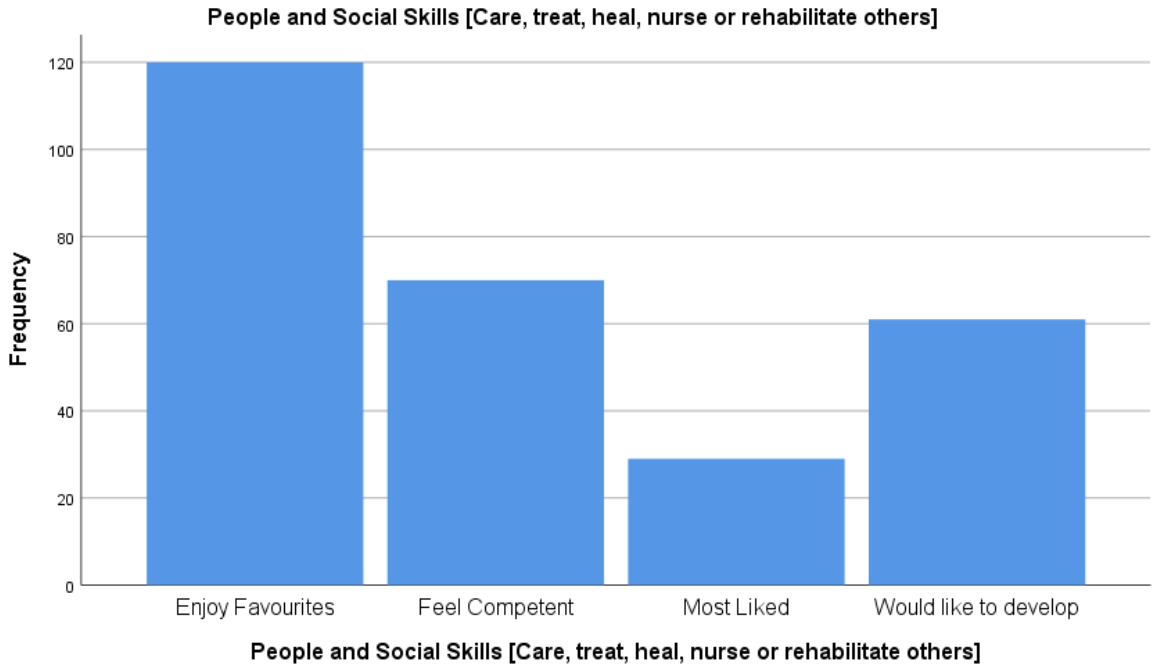


Figure 111: People and Social Skills [Care, treat, heal, nurse or rehabilitate others]

Finding: 43% professionals enjoy their caring, treating, nursing or rehabilitate skills at workplace. The data spread concentration is given as mean of 2.11, standard deviation: 1.182 and variance of 1.396.

112. People and Social Skills [Counsel, empower, coach, guide or listen to individuals]

Table 112 : People and Social Skills [Counsel, empower, coach, guide or listen to individuals]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	127	45.4			
	Feel competent	70	25.0			
	Most liked	29	10.4			
	Would like to develop	54	19.3			
	Total	280	100.0	2.04	1.154	1.332

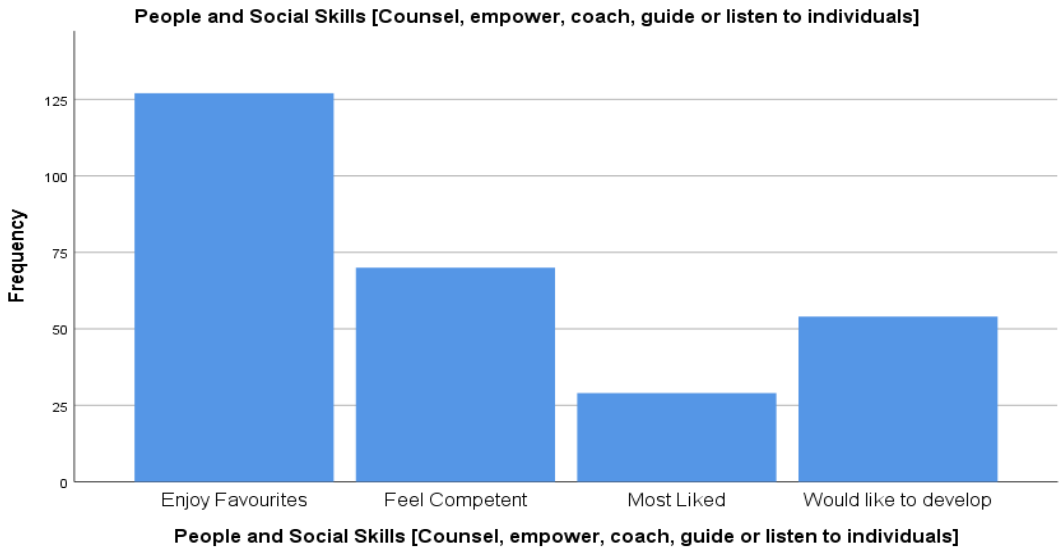


Figure 112:People and Social Skills [Counsel, empower, coach, guide or listen to individuals]

Finding: 46% professionals enjoy their counseling, empowering, coaching, guiding or listening skills at workplace. The data spread concentration is given as mean of 2.04, standard deviation: 1.154 and variance of 1.332.

113. People and social skills [Host, comfort, please, make welcome or serve customers]

Table 113: People and social skills [Host, comfort, please, make welcome or serve customers]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	150	53.6			
	Feel competent	63	22.5			
	Most liked	29	10.4			
	Would like to develop	38	13.6			
	Total	280	100.0	1.84	1.077	1.160

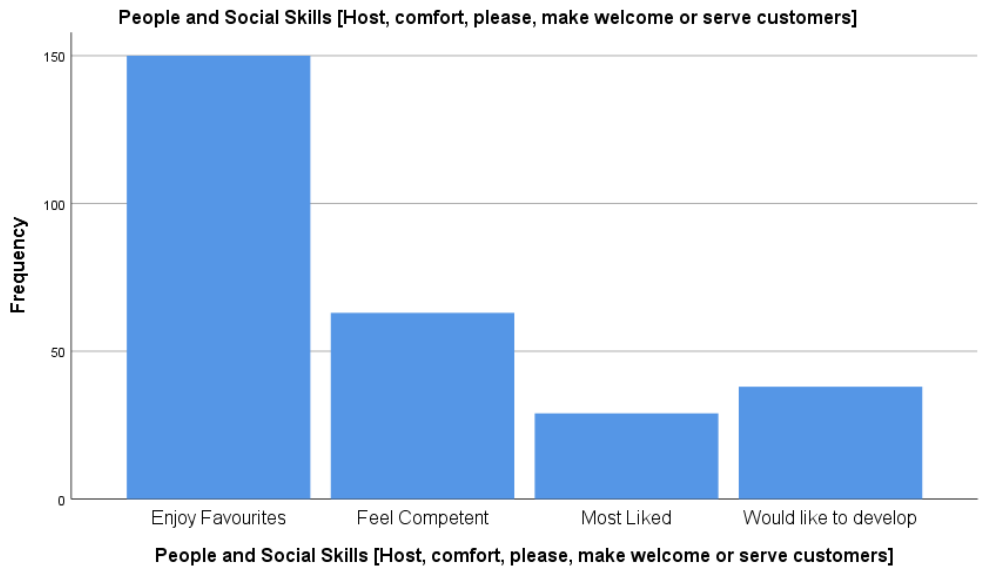


Figure 113: People and social skills [Host, comfort, please, make welcome or serve customers]

Finding: 54% professionals enjoy their hosting, comforting, pleasing, making welcome or serving customers at workplace. The data spread concentration is given as mean of 1.84, standard deviation: 1.077 and variance of 1.160.

114. People and social skills [Plan social, recreational or other group events]

Table 114: People and social skills [plan social ,recreational, or other group events]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	84	30.0			
	Feel competent	77	27.5			
	Most liked	43	15.4			
	Would like to develop	76	27.1			
	Total	280	100.0	2.40	1.178	1.387

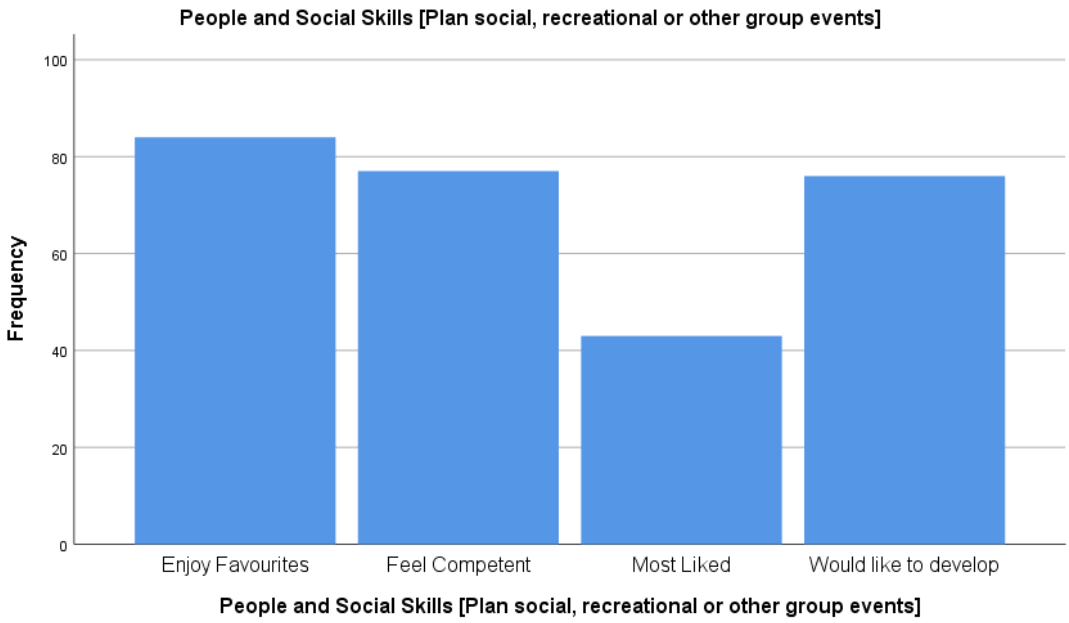


Figure 114: People and social skills [Plan social, recreational or other group events

Finding: 54% professionals enjoy their planning, social, recreational or other group events at workplace. The data spread concentration is given as mean of 2.40 , standard deviation: 1.387 and variance of 1.387.

115. People and social skills [Problem –solve, mediate or network with people]

Table 115: People and social skills [problem solve mediate or network with people]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	120	42.9			
	Feel competent	63	22.5			
	Most liked	35	12.5			
	Would like to develop	62	22.1			
	Total	280	100.0	2.14	1.194	1.425

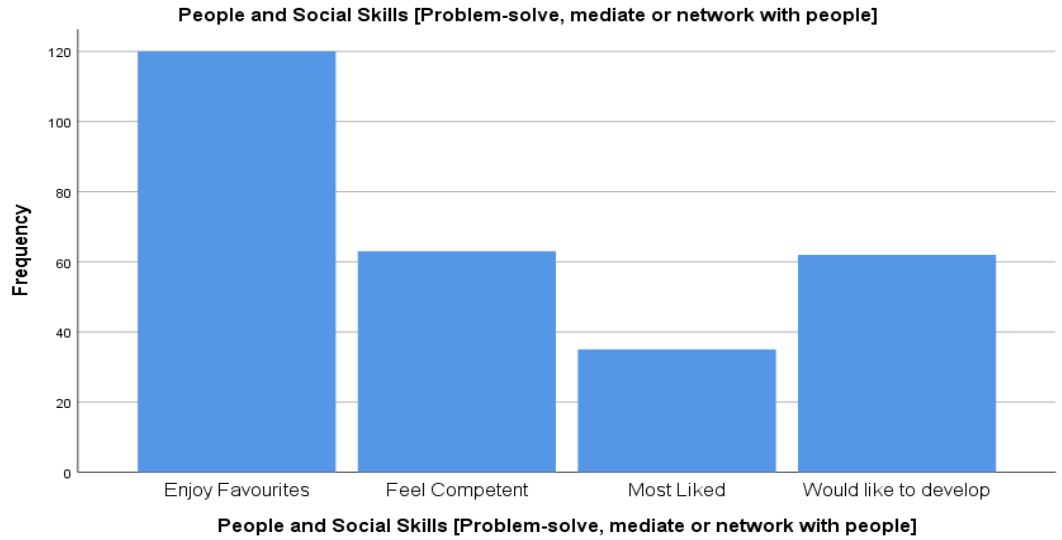


Figure 115: People and social skills [Problem solve, mediate or network with people]

Finding: 65% professionals feel competent in problem solving, mediating or networking with people. The data spread concentration is given as mean of 2.14, standard deviation: 1.077 and variance of 1.425.

116. People and social skills [Teach, train, instruct, inform or explain to groups]

Table 116:People and social skills [Teach, train, instruct, inform or explain to groups]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	141	50.4			
	Feel competent	70	25.0			
	Most liked	14	5.0			
	Would like to develop	55	19.6			
	Total	280	100.0	1.94	1.158	1.340

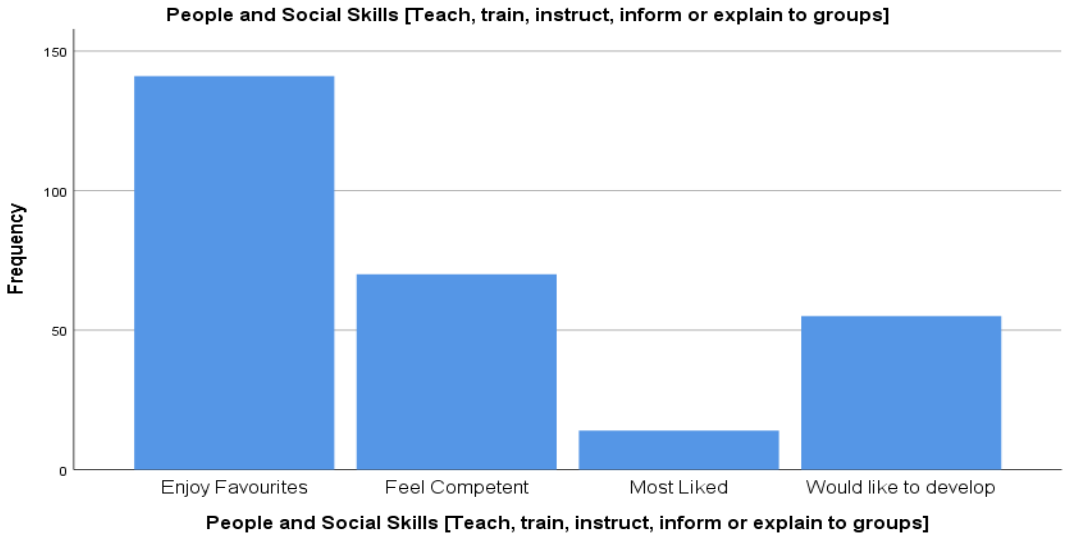


Figure 116: People and social skills [Teach, train, instruct, inform or explain to groups]

Findings: 75% professionals feel competent in teaching, training, instructing, informing or explaining to groups. The data spread concentration is given as mean of 1.94, standard deviation: 1.158 and variance of 1.340.

117. People and social skills [Caring for children responsibly]

Table 117: People and social skills [Caring for children responsibly]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	160	57.1			
	Feel competent	21	7.5			
	Most liked	36	12.9			
	Would like to develop	63	22.5			
	Total	280	100.0	2.01	1.267	1.606

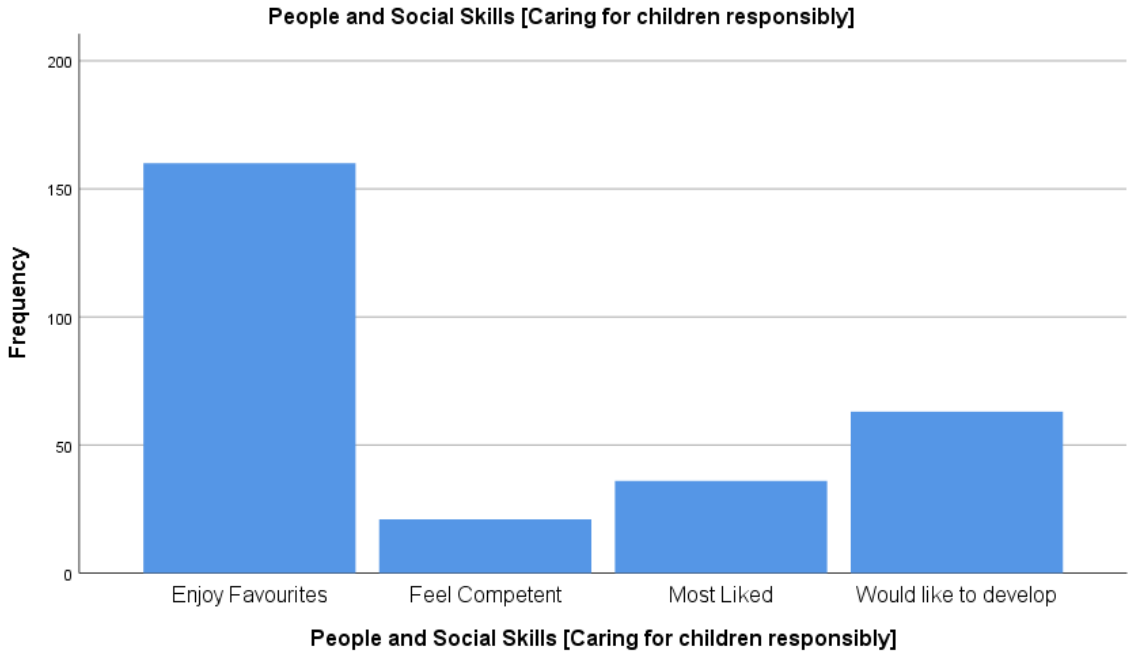


Figure 117: People and social skills [Caring for children responsibly]

Finding: Among all 57% professionals enjoy their skills of caring for children. The data spread concentration is given as mean of 2.01, standard deviation: 1.267 and variance of 1.606.

118. People and social skills [Caring for the sick and elderly]

Table 118: People and social skills [Caring for the sick and elderly

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	170	60.7			
	Feel competent	35	12.5			
	Most liked	14	5.0			
	Would like to develop	61	21.8			
	Total	280	100.0	1.88	1.233	1.519

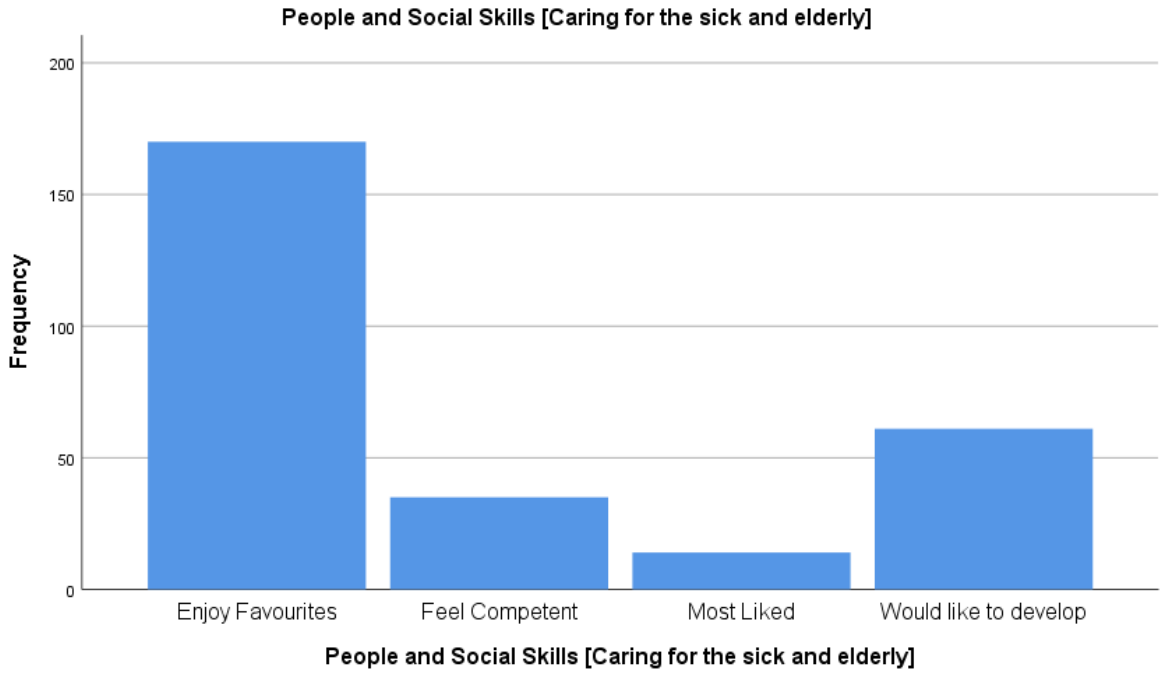


Figure 118: People and social skills [Caring for the sick and elderly]

Finding: Among all 78% professionals care for their elderly and sick. The data spread concentration is given as mean of 1.88, standard deviation: 1.233 and variance of 1.519

119. People and social skills [Calming people down]

Table 119: People and social skills [Calming people down]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	134	47.9			
	Feel competent	63	22.5			
	Most liked	37	13.2			
	Would like to develop	46	16.4			
	Total	280	100.0	1.98	1.128	1.272

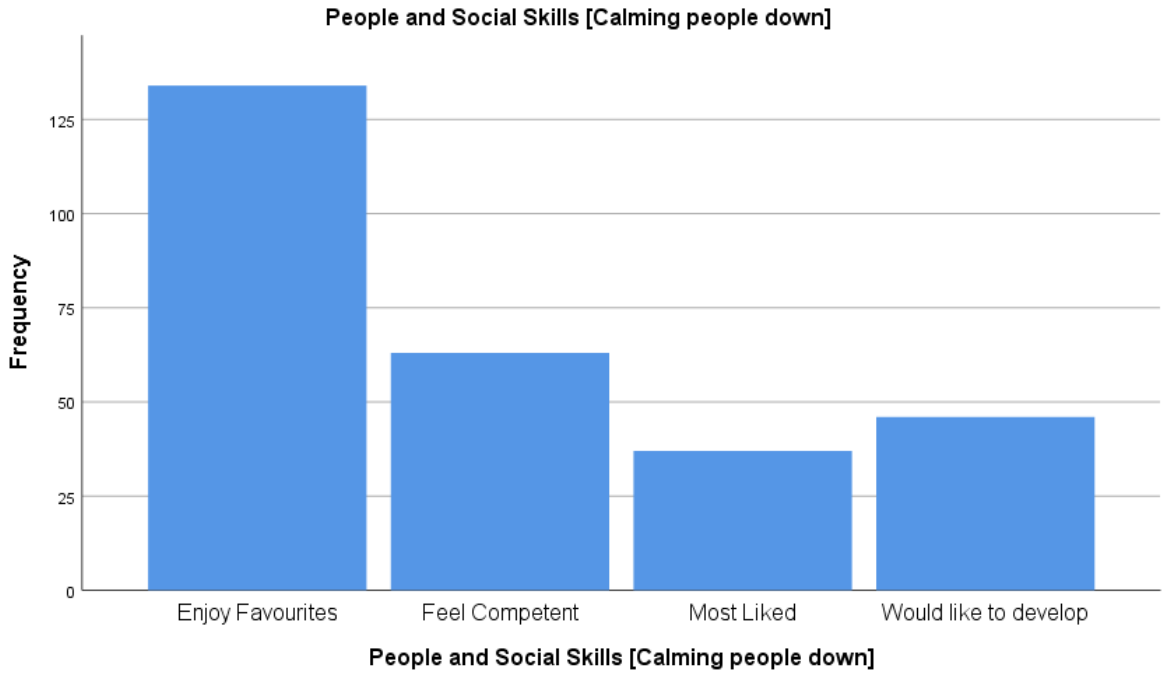


Figure 119: People and social skills [Calming people down]

Finding: Among all 70.4% professionals are competent for calming people down. The data spread concentration is given as mean of 1.98, standard deviation: 1.128 and variance of 1.272.

120. People and social skills [Helping people complete a task]

Table 120:People and social skills [Helping people complete a task]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	149	53.2			
	Feel competent	56	20.0			
	Most liked	14	5.0			
	Would like to develop	61	21.8			
	Total	280	100.0	1.95	1.207	1.457

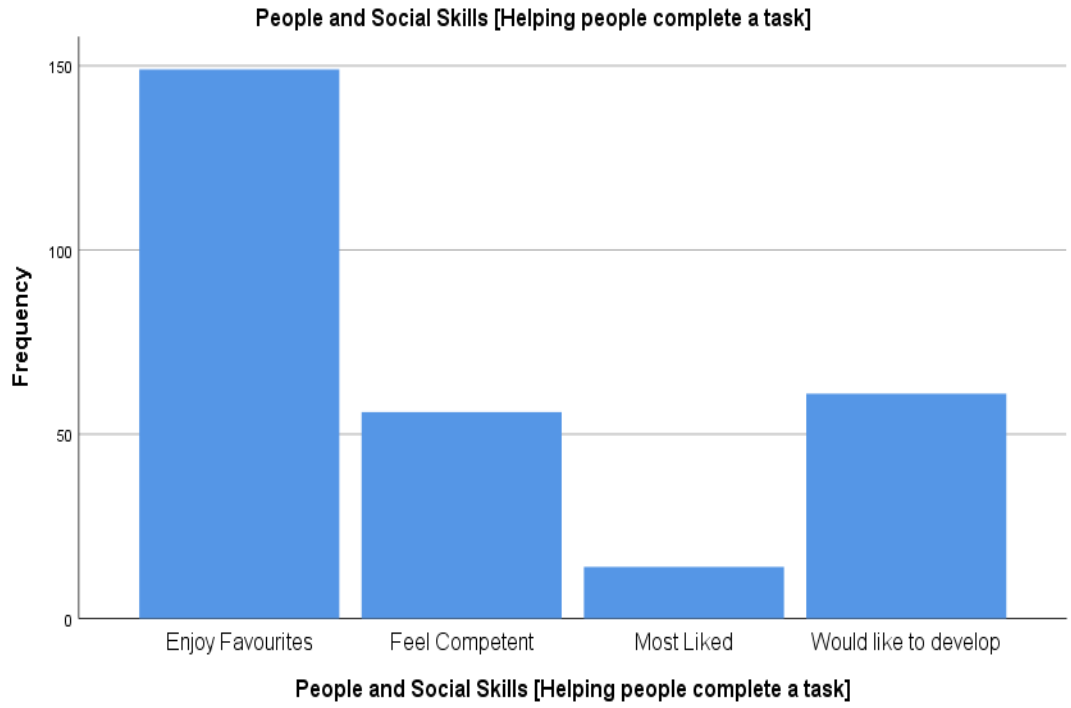


Figure 120: People and social skills [Helping people complete a task]

Finding: Among all 54% professionals enjoy in helping people complete a task. The data spread concentration is given as mean of 1.95, standard deviation: 1.207 and variance of 1.457.

121. People and social skills [knowing how to get along with different people/ personalities]

Table 121: People and social skills [knowing how to get along with different people/ personalities]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	142	50.7			
	Feel competent	56	20.0			
	Most liked	35	12.5			
	Would like to develop	47	16.8			
	Total	280	100.0	1.95	1.143	1.306

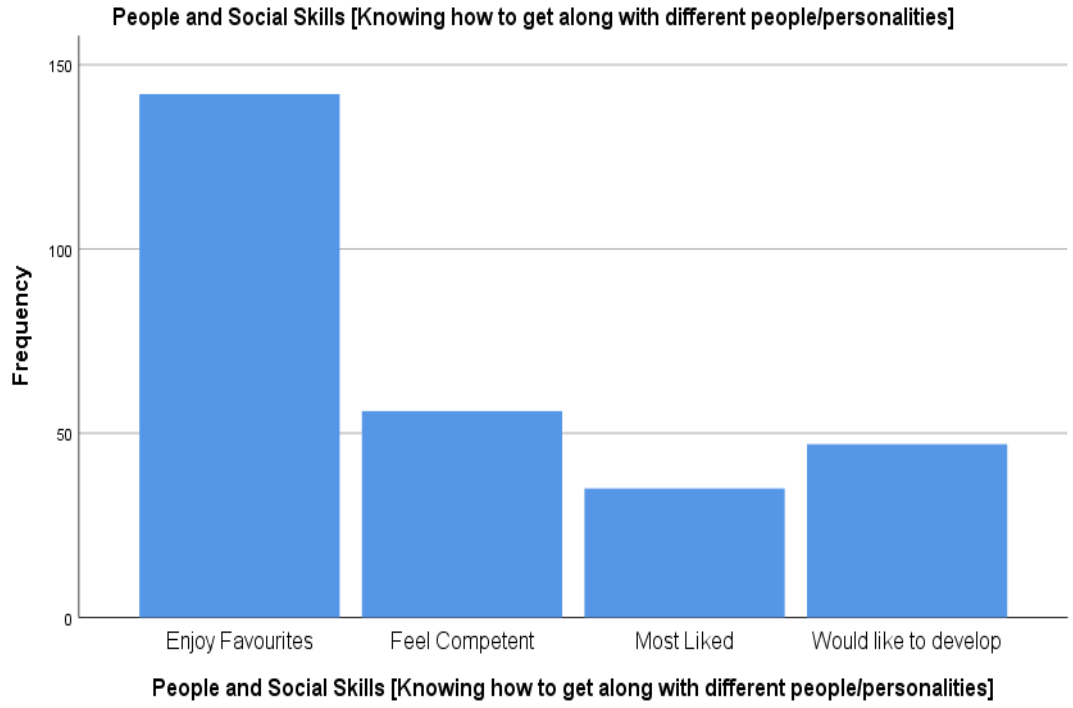


Figure 121: People and social skills [knowing how to get along with different people/ personalities]

Finding: Among all 51% professionals enjoy in knowing how to get along with different people/ personalities. The data spread concentration is given as mean of 1.95, standard deviation: 1.143 and variance of 1.306.

122. People and social skills [Leading groups or activities]

Table 122: People and social skills [knowing how to get along with different people/ personalities]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	136	48.6			
	Feel competent	56	20.0			
	Most liked	49	17.5			
	Would like to develop	39	13.9			
	Total	280	100.0	1.97	1.105	1.221

Figure 122: People and social skills [knowing how to get along with different people/ personalities]

Finding: Among all 49% professionals enjoy in leading groups or activities. The data spread concentration is given as mean of 1.95, standard deviation: 1.105 and variance of 1.221.

123. Critical thinking and investigative skills [Analyze, use logic, problem solve, examine]

Table 123:Critical thinking and investigative skills [Analyze, use logic, problem solve, examine]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	163	58.2			
	Feel competent	63	22.5			
	Most liked	8	2.9			
	Would like to develop	46	16.4			
	Total	280	100.0	1.78	1.105	1.222

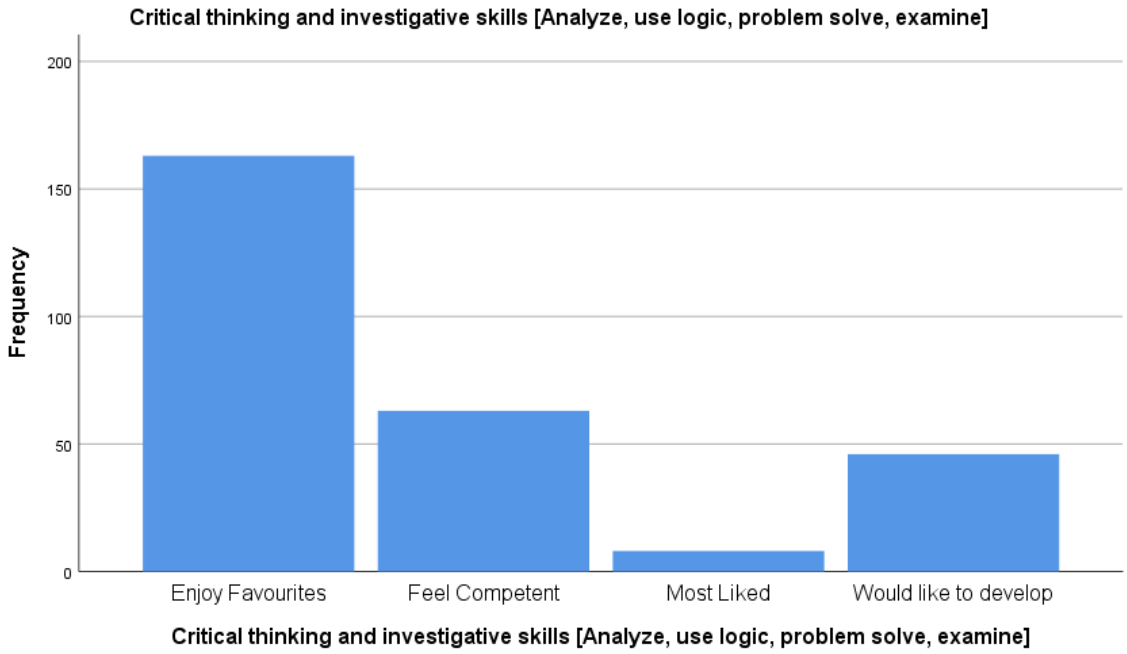


Figure 123: Critical thinking and investigative skills [Analyze, use logic, problem solve, examine]

Finding: Among all 58% professionals enjoy in analyzing, using logic, problem solve or examining skills. The data spread concentration is given as mean of 1.95, standard deviation: 1.105 and variance of 1.221.

124. Critical thinking and investigative skills [Conceptualize, adapting develop, hypothesize, or discover]

Table 124: Critical thinking and investigative skills [Conceptualize, adapting develop, hypothesize, or discover]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	150	53.6			
	Feel competent	63	22.5			
	Most liked	15	5.4			
	Would like to develop	52	18.6			
	Total	280	100.0	1.89	1.151	1.325

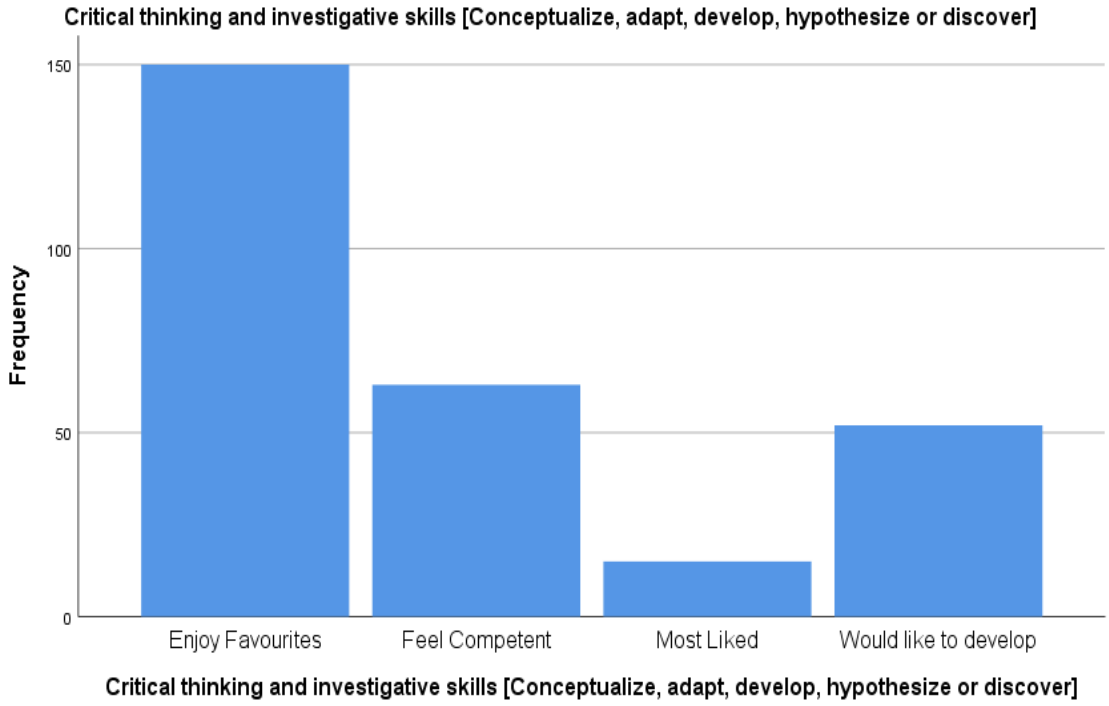


Figure 124: Critical thinking and investigative skills [Conceptualize, adapting develop, hypothesize, or discover]

Finding: Among all 54% professionals like to conceptualize, adapting develop, hypothesize, or discover. The data spread concentration is given as mean of 1.89, standard deviation: 1.151 and variance of 1.325.

125. Critical thinking and investigative skills [Evaluate, assess, test, appraise, diagnose]

Table 125: Critical thinking and investigative skills [Evaluate, assess, test, appraise, diagnose]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	165	58.9			
	Feel competent	63	22.5			
	Most liked	15	5.4			
	Would like to develop	37	13.2			
	Total	280	100.0	1.73	1.050	1.102

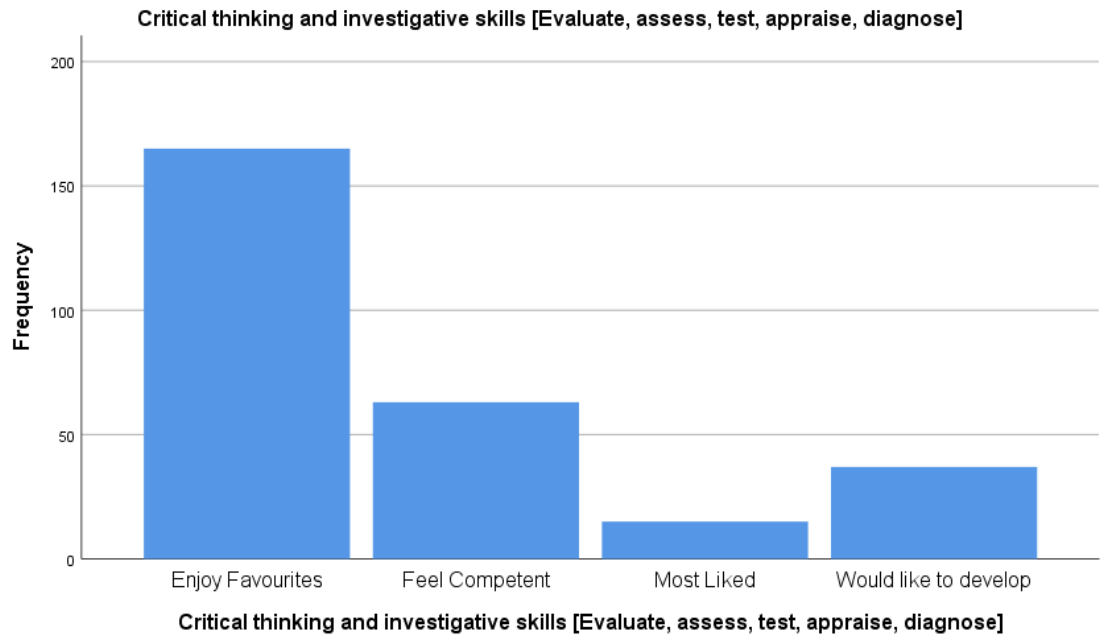


Figure 125: Critical thinking and investigative skills [Evaluate, assess, test, appraise, diagnose]

Finding: Among all 59% professionals like to evaluate, assess, test, appraise, diagnose. The data spread concentration is given as mean of 1.89, standard deviation: 1.151 and variance of 1.325.

126. Critical thinking and investigative skills [Observe, reflect, study or notice]

Table 126: Critical thinking and investigative skills [Observe, reflect, study or notice]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	201	71.8			
	Feel competent	42	15.0			
	Most liked	7	2.5			
	Would like to develop	30	10.7			
	Total	280	100.0	1.52	0.973	0.946

Figure 126: Critical thinking and investigative skills [Observe, reflect, study or notice]

Finding: Among all 71.8% professionals like to evaluate observe, reflect study or notice. The data spread concentration is given as mean of 1.52, standard deviation: 0.973 and variance of 0.946

127. Critical thinking and investigative skills [Research, investigate, read or interview]

Table 127: Critical thinking and investigative skills [Research, investigate, read or interview]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.1			
	Feel competent	56	20.0			
	Most liked	21	7.5			
	Would like to develop	70	25.0			
	Total	280	100.0	2.10	1.243	1.546

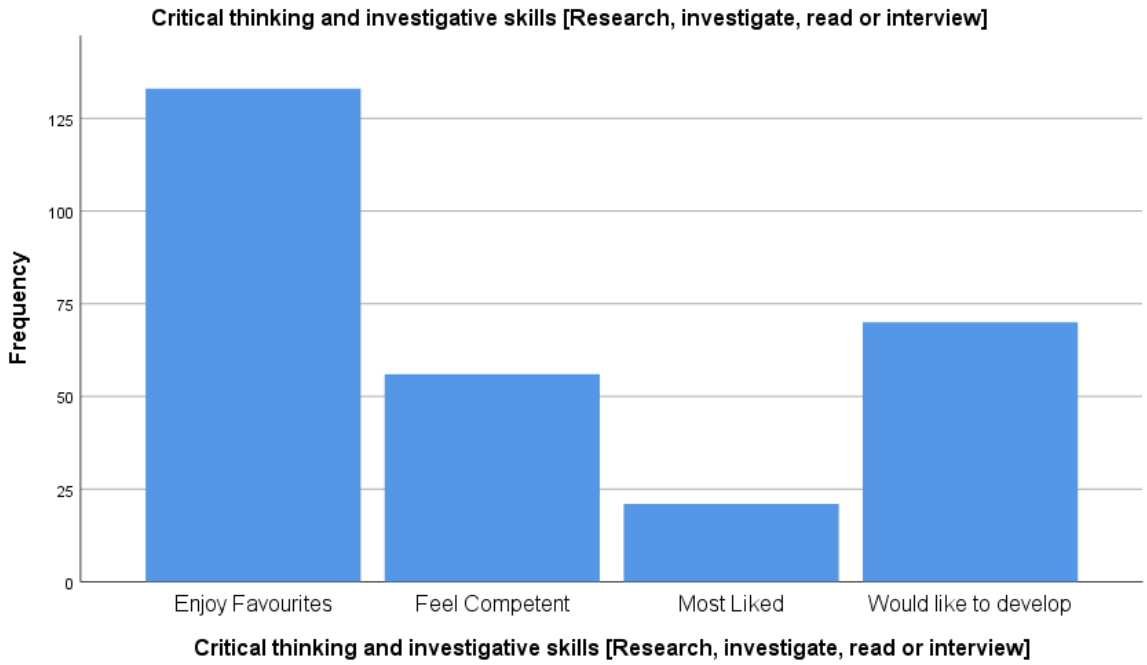


Figure 127: Critical thinking and investigative skills [Research, investigate, read or interview]

Finding: Among all 47.1% professionals like to research, investigate, read or interview. The data spread concentration is given as mean of 2.10, standard deviation: 1.243 and variance of 1.546

128. Critical thinking and investigative skill [Synthesize, integrate, unify or conceptualize ideas]

Table 128: Critical thinking and investigative skill [Synthesize, integrate, unify or conceptualize ideas]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	155	55.4			
	Feel competent	70	25.0			
	Most liked	23	8.2			
	Would like to develop	32	11.4			
	Total	280	100.0	1.76	1.019	1.038

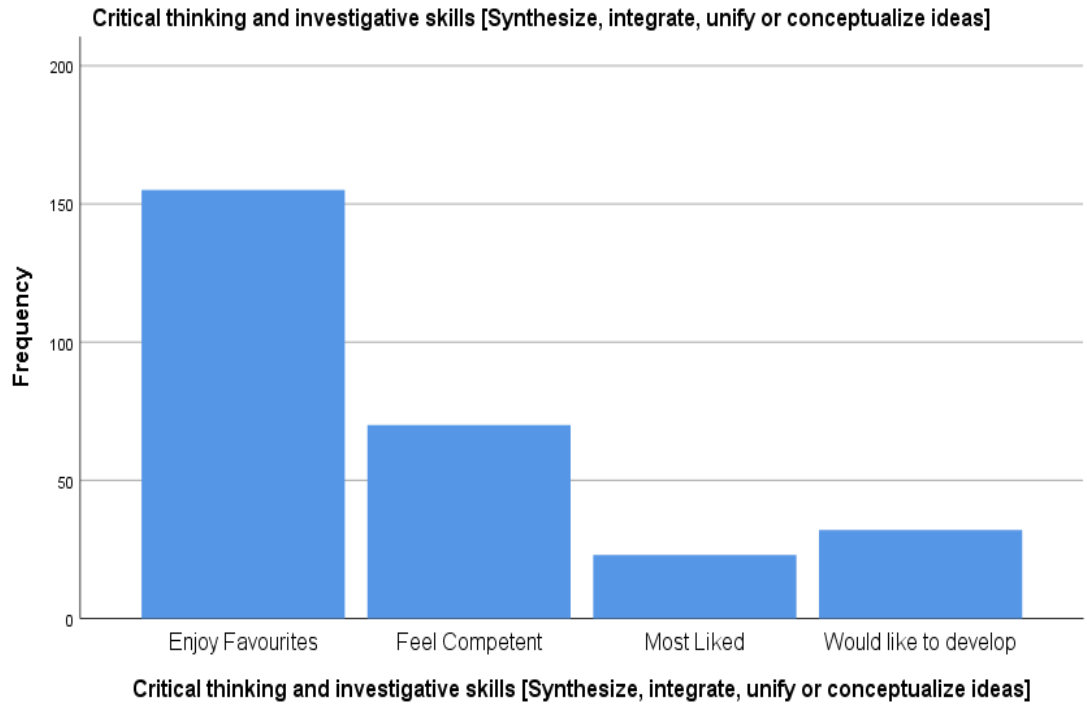


Figure 128: Critical thinking and investigative skill [Synthesize, integrate, unify or conceptualize ideas]

Finding: Among all 55.4% professionals like to synthesize, integrate, unify or conceptualize ideas. The data spread concentration is given as mean of 1.76, standard deviation: 1.019 and variance of 1.038

129. Business skills [Working with computers]

Table 129: Business skills [Working with computers]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	212	75.7			
	Feel competent	21	7.5			
	Most liked	7	2.5			
	Would like to develop	40	14.3			
	Total	280	100.0	1.55	1.076	1.158

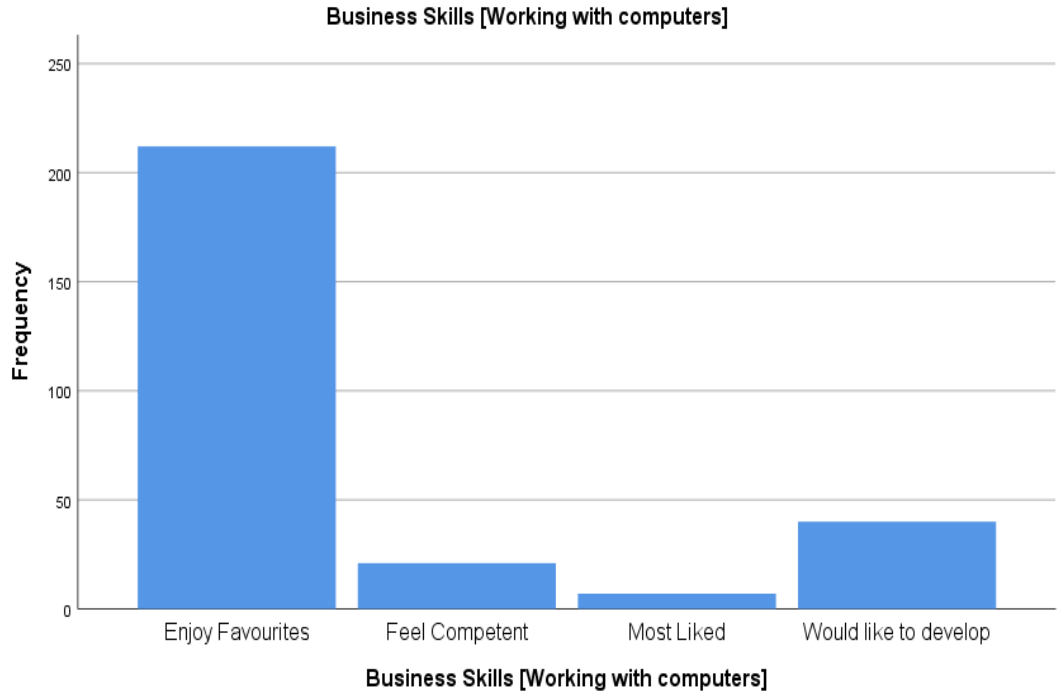


Figure 129 : Business skills [Working with computers]

Finding: Among all 75.7% professionals enjoy to work with computers . The data spread concentration is given as mean of 1.55, standard deviation: 1.076 and variance of 1.158

130. Business skills [Using a business telephone]

Table 130: Business skills [Using a business telephone]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	155	55.4			
	Feel competent	35	12.5			
	Most liked	28	10.0			
	Would like to develop	62	22.1			
	Total	280	100.0	1.99	1.243	1.545

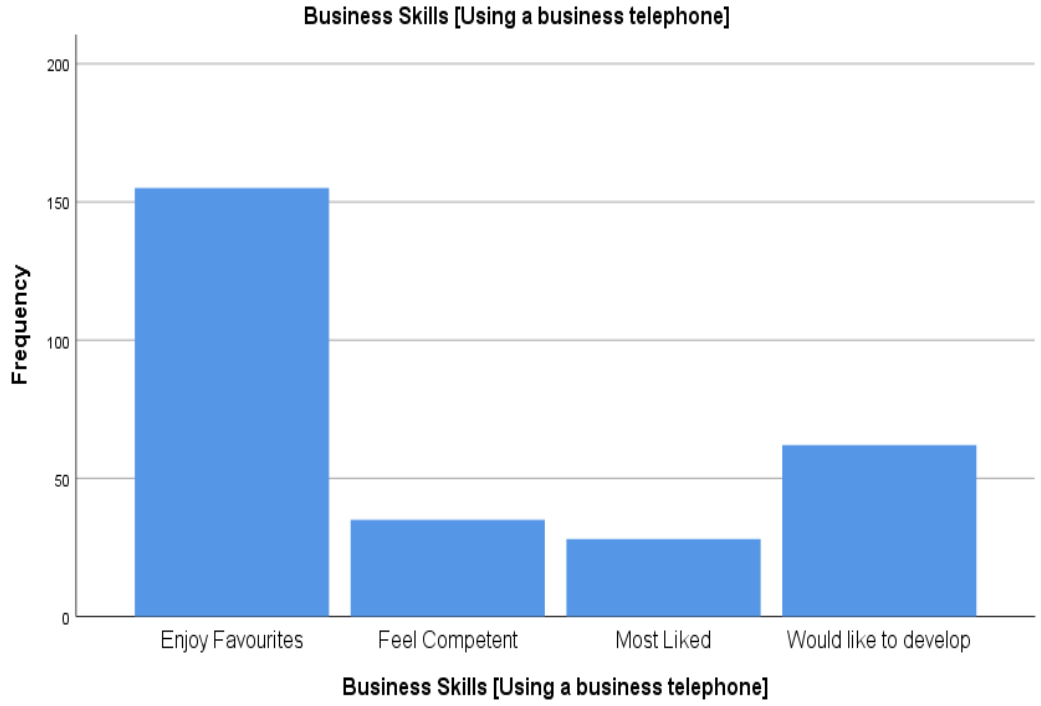


Figure 130: Business skills [Using a business telephone]

Finding: Among all 55.4 % professionals enjoy to work with computers . The data spread concentration is given as mean of 1.99, standard deviation: 1.243 and variance of 1.145

131. Business skills [Working with budgets]

Table 131: Business skills [Working with budgets]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	126	45			
	Feel competent	49	17.5			
	Most liked	45	16.1			
	Would like to develop	60	21.4			
	Total	280	100.0	2.14	1.206	1.454

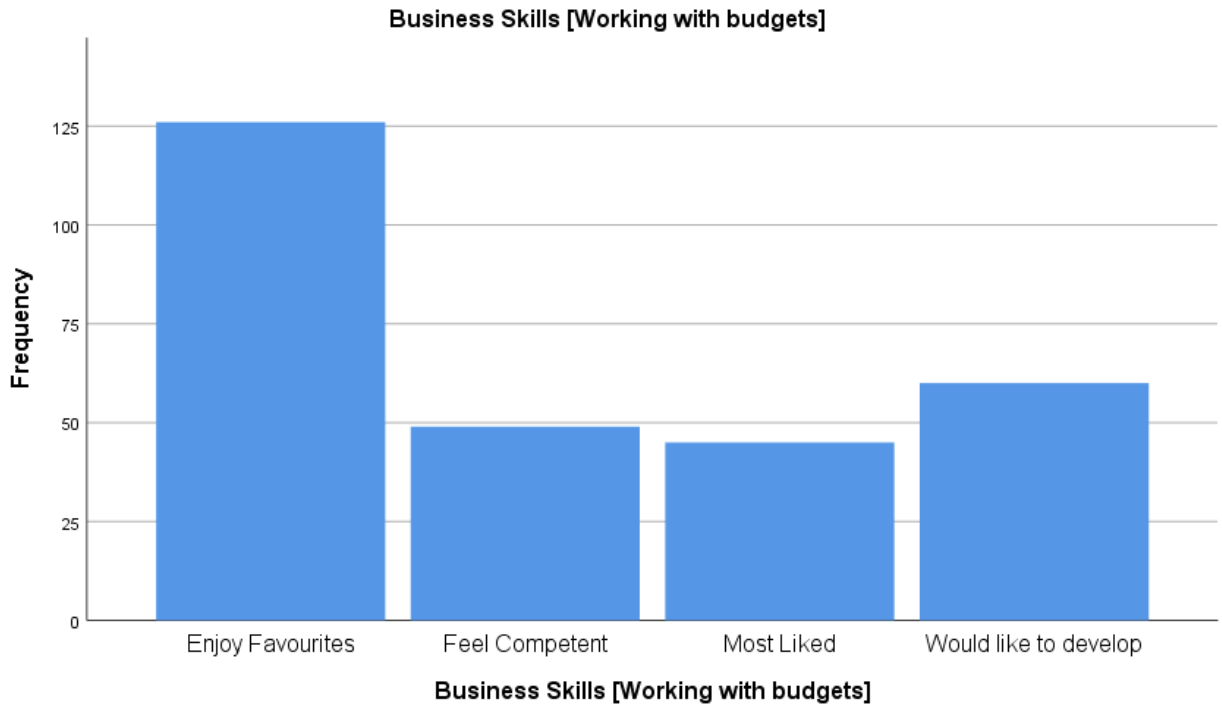


Figure 131: Business skills [Working with budgets]

Finding: Among all 63 % professionals are competent to work with budgets . The data spread concentration is given as mean of 2.14, standard deviation: 1.206 and variance of 1.454

132. Business Skills [Account, budget, program or systematize financial data]

Table 132: Business Skills [Account, budget, program or systematize financial data]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	105	37.5			
	Feel competent	49	17.5			
	Most liked	81	28.9			
	Would like to develop	45	16.1			
	Total	280	100.0	2.24	1.121	1.256

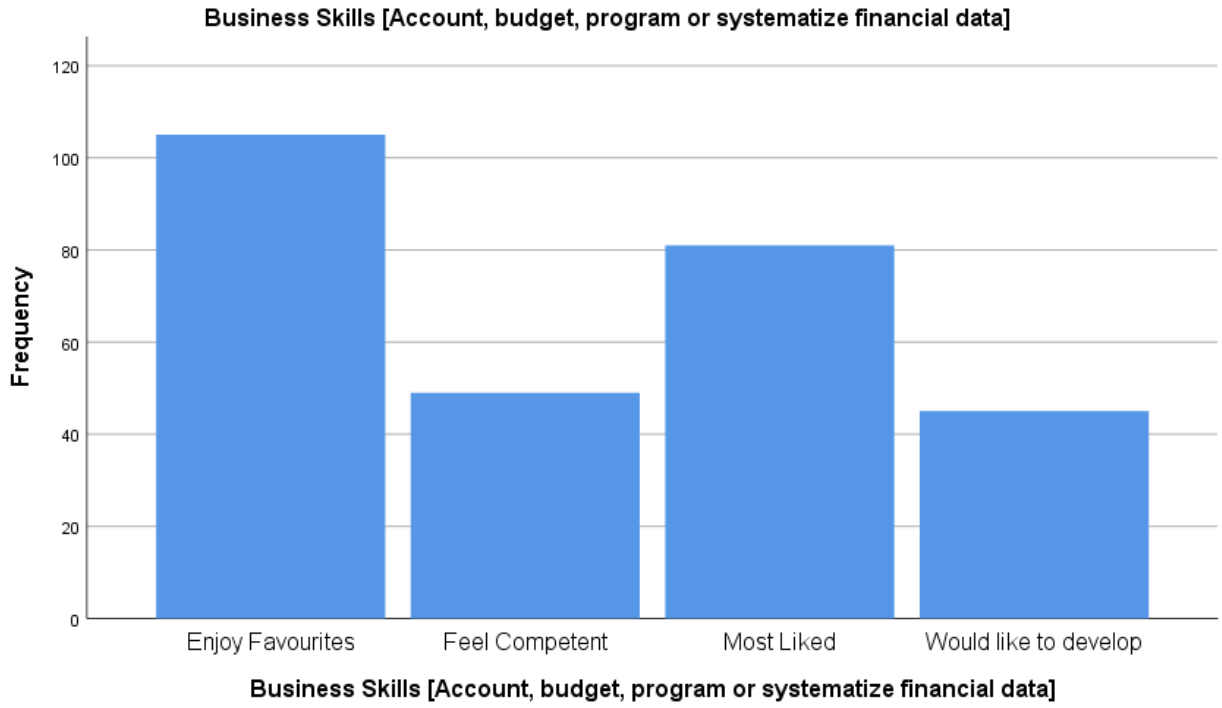


Figure 132:Business Skills [Account, budget, program or systematize financial data]

Finding: Among all 55 % professionals are competent to account, budget, program or systematize financial data. The data spread concentration is given as mean of 2.24, standard deviation: 1.121 and variance of 1.256

133. Business Skills [Attend to detail, copy, inspect or transcribe]

Table 133: Business Skills [Attend to detail, copy, inspect or transcribe]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	120	42.9			
	Feel competent	49	17.5			
	Most liked	73	26.1			
	Would like to develop	38	13.6			
	Total	280	100.0	2.10	1.101	1.226

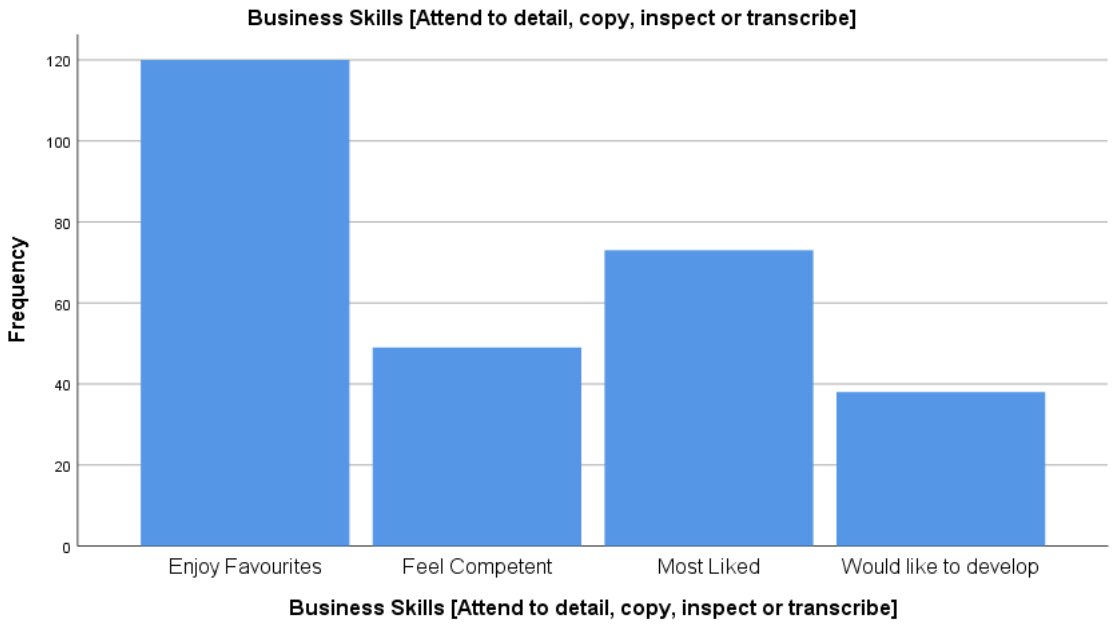


Figure 133: Skills [Attend to detail, copy, inspect or transcribe]

Finding: Among all 60.4 % professionals are competent to attend to details, copy, inspect or transcribe. The data spread concentration is given as mean of 2.10, standard deviation: 1.101 and variance of 1.226

134. Business Skills [Setting up and closing out a cash register]

Table 134: Business Skills [Setting up and closing out a cash register]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	111	39.6			
	Feel competent	35	12.5			
	Most liked	95	33.9			
	Would like to develop	39	13.9			
	Total	280	100.0	2.22	1.117	1.248

Figure 134:Business Skills [Setting up and closing out a cash register]

Finding: Among all 65 % professionals are competent to setting up and closing out a cash register. The data spread concentration is given as mean of 2.09, standard deviation: 1.124 and variance of 1.248

135. Business skills [Organizing, filing, updating, categorizing or arranging]

Table 135: Business skills [Organizing, filing, updating, categorizing or arranging]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	128	45.7			
	Feel competent	70	25.0			
	Most liked	60	21.4			
	Would like to develop	22	7.9			
	Total	280	100.0	1.91	0.991	0.982

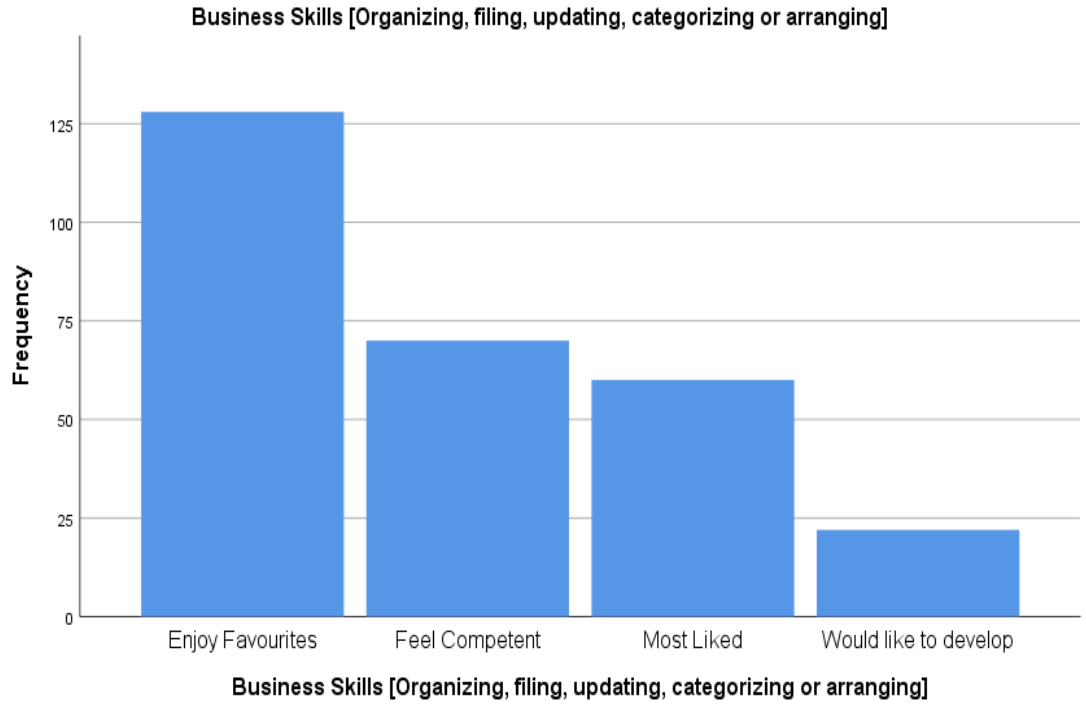


Figure 135: Business skills [Organizing, filing, updating, categorizing or arranging]

Finding: Among all 71 % professionals are competent to organize, filing, updating, categorizing or arranging. The data spread concentration is given as mean of 1.91, standard deviation: 0.991 and variance of 0.982

136. Business Skills [information]

Table 136: Business Skills [information]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	154	55.0			
	Feel competent	42	15.0			
	Most liked	14	5.0			
	Would like to develop	70	25.0			
	Total	280	100.0	2.00	1.267	1.606

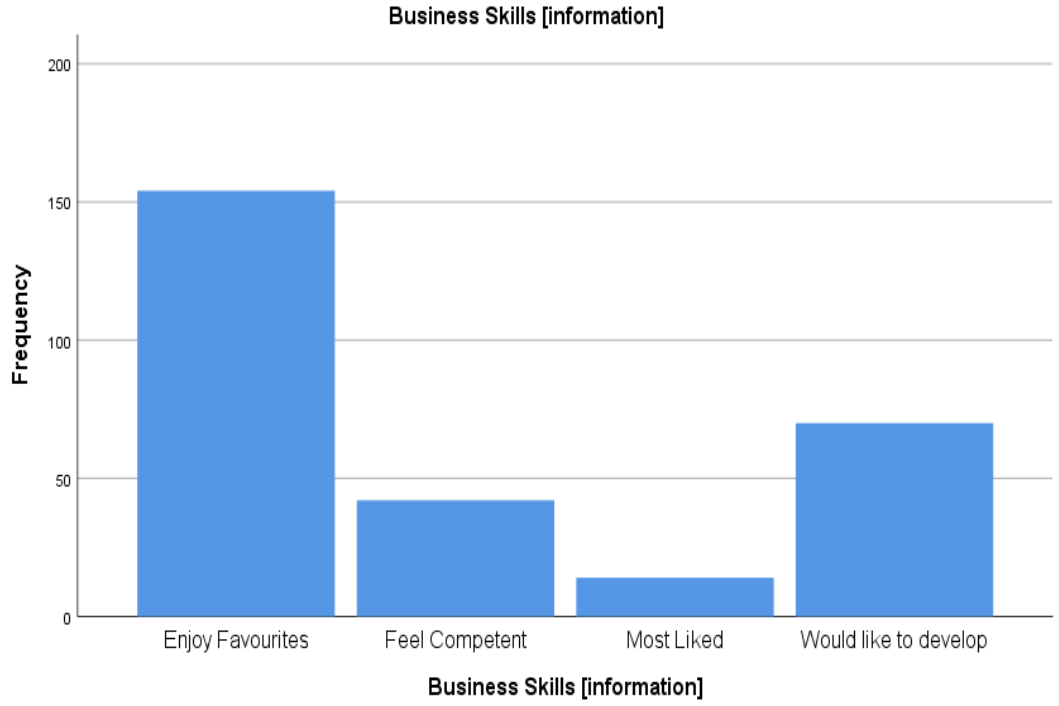


Figure 136: Business Skills [information]

Finding: Among all 70 % professionals have business skills of information. The data spread concentration is given as mean of 2.00, standard deviation: 1.267 and variance of 1.606.

137. Business Skills [Writing business documents]

Table 137: Business Skills [Writing business documents]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	104	37.1			
	Feel competent	63	22.5			
	Most liked	43	15.4			
	Would like to develop	70	25.0			
	Total	280	100.0	2.28	1.204	1.451

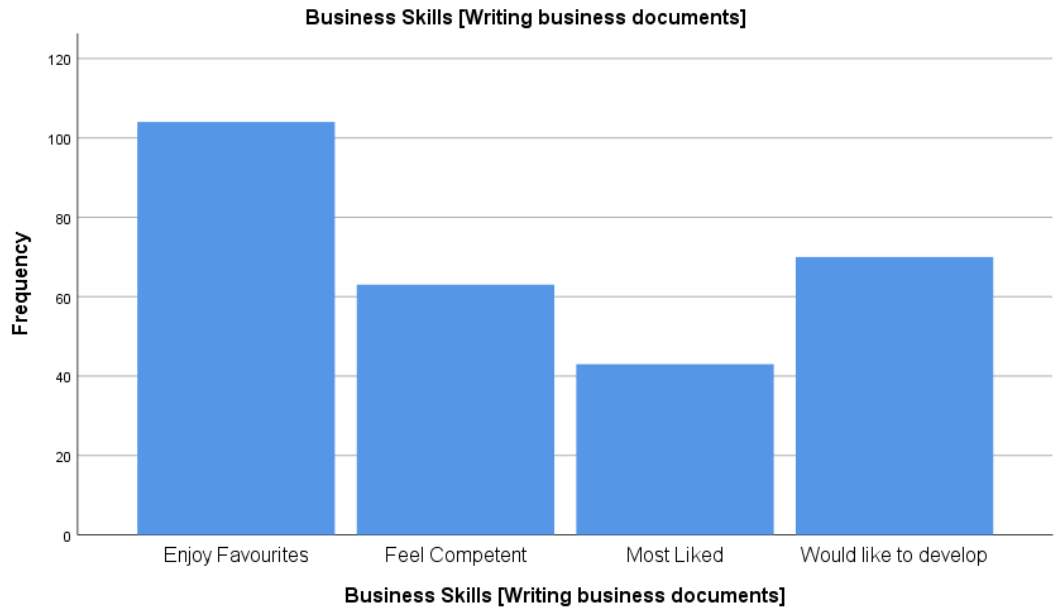


Figure 137: Business Skills [Writing business documents]

Finding: Among all 60% professionals have skills of writing business documents. The data spread concentration is given as mean of 2.28, standard deviation: 1.204 and variance of 1.451.

138. Business skills [Coordinating events]

Table 138: Business skills [Coordinating events]

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Enjoy Favorites	133	47.5			
	Feel competent	63	22.5			
	Most liked	38	13.6			
	Would like to develop	46	16.4			
	Total	280	100.0	1.99	1.128	1.272

Figure 138: Business skills [Coordinating events]

Finding: Among all 48% professionals enjoy their skills of coordinating events. The data spread concentration is given as mean of 1.99, standard deviation: 1.128 and variance of 1.272.

139. Workforce Agility [I am comfortable with change, new ideas and new technologies in my organization]

Table 139: Comfortable with change, new ideas and new technologies in organization

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	87	31.1			
	Agree	14	5.0			
	Not sure	22	7.9			
	Disagree	82	29.3			
	Strongly disagree	75	26.83			
	Total	280	100.0	3.16	1.625	2.642

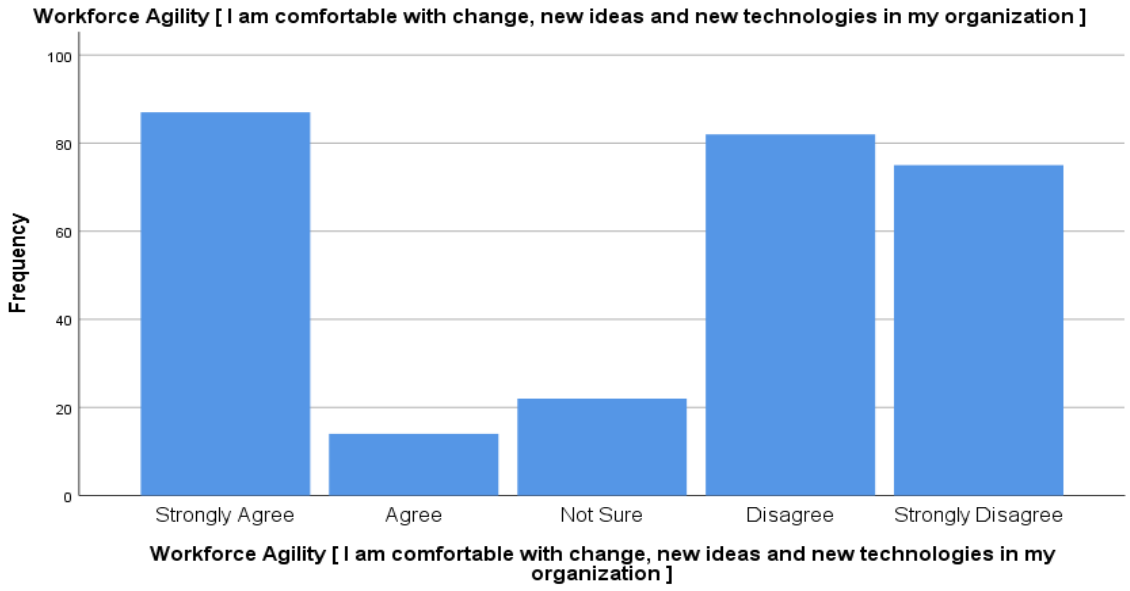


Figure 139: Comfortable with change, new ideas and new technologies in my organization

Findings: 37% Professionals are agree that they are comfortable with change, new ideas and technologies in their organization. The data spread concentration is given as mean of 3.16, standard deviation: 1.625 and variance of 1.642.

140. Workforce agility [I am flexible to quickly change from task to task, job to job and place to place]

Table 140: Flexible to quickly change from task to task or job to job

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	73	26.1			
	Agree	50	17.9			
	Not sure	22	7.9			
	Disagree	96	34.3			
	Strongly disagree	39	13.9			
	Total	280	100.0	2.92	1.457	2.123

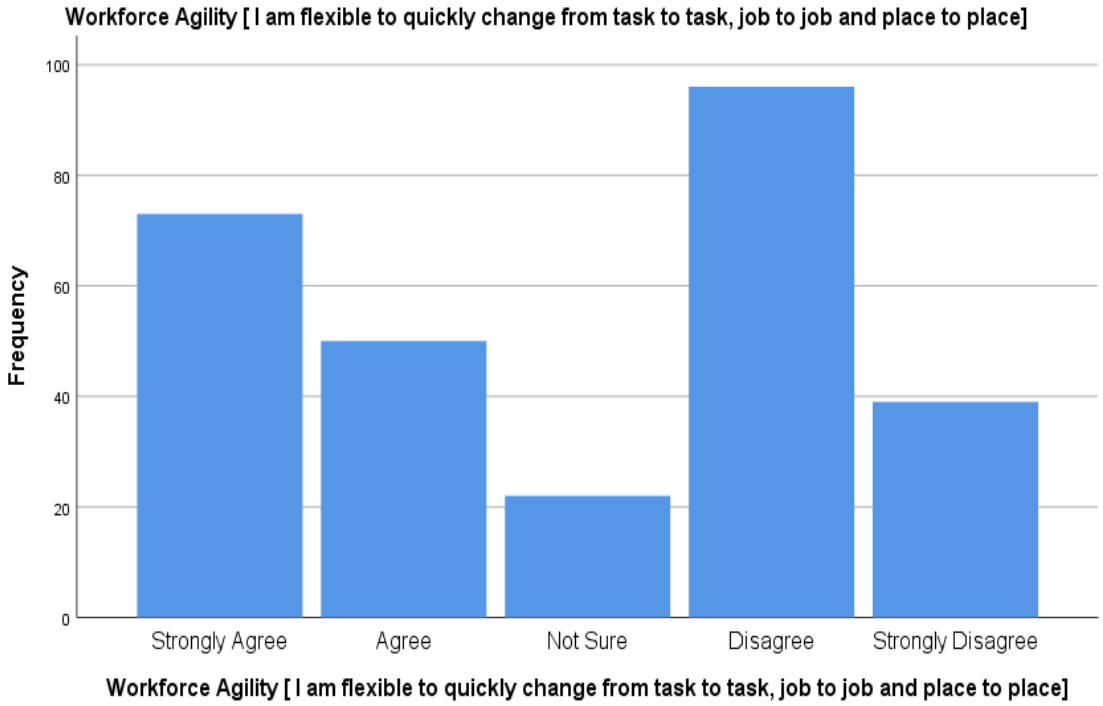


Figure 140: Flexible to quickly change from task to task or job to job

Findings: 44% professional are flexible to quickly change from task to task, job to job and place to place. The data spread concentration is given as mean of 2.92, standard deviation: 1.457 and variance of 2.123.

141. Workforce agility [I map my skills, benchmark for skill assessment and develop the skill]

Table 141: Mapping, benchmarking and developing skills

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	44	15.7			
	Agree	43	15.4			
	Not sure	50	17.9			
	Disagree	81	28.9			
	Strongly disagree	62	22.1			
	Total	280	100.0	3.26	1.376	1.894

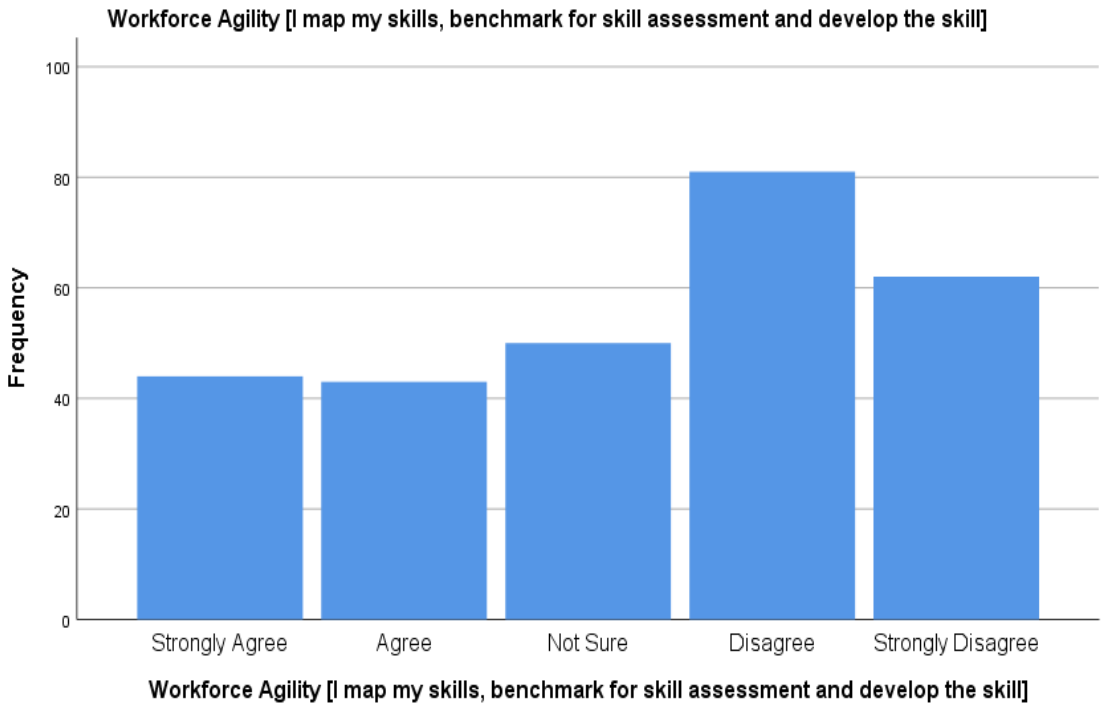


Figure 141: Mapping skills benchmarking & developing skills

Findings: 31.1% professional are flexible to map skills, benchmark for skill assessment and develop those. The data spread concentration is given as mean of 3.26, standard deviation: 1.376 and variance of 1.894.

142. Workforce Agility [I am comfortable with cross-functional project team, collaborative ventures with other companies or a virtual organization]

Table 142: Comfortable with cross-functional project team, collaborative ventures with other companies or a virtual organization

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	73	26.1			
	Agree	43	15.4			
	Not sure	22	7.9			
	Disagree	79	28.2			
	Strongly disagree	63	22.5			
	Total	280	100.0	3.06	1.544	2.384

Figure 142: comfortable with cross-functional project team, collaborative ventures with other companies or a virtual organization

Findings: 41% professional are flexible to have comfortable with cross functional project team, collaborative ventures with other companies or a virtual organization. The data spread concentration is given as mean of 3.26, standard deviation: 1.376 and variance of 1.894.

143. Workforce agility [I am techno savvy and have knowledge in advanced manufacturing technologies, IT-skill, use of mobile technologies, etc.]

Table 143: techno savvy and have knowledge in advanced manufacturing technologies, IT-skill, use of mobile technologies

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	52	18.6			
	Agree	28	10.0			
	Not sure	36	12.9			
	Disagree	105	37.5			
	Strongly disagree	59	21.1			
	Total	280	100.0	3.33	1.401	1.962

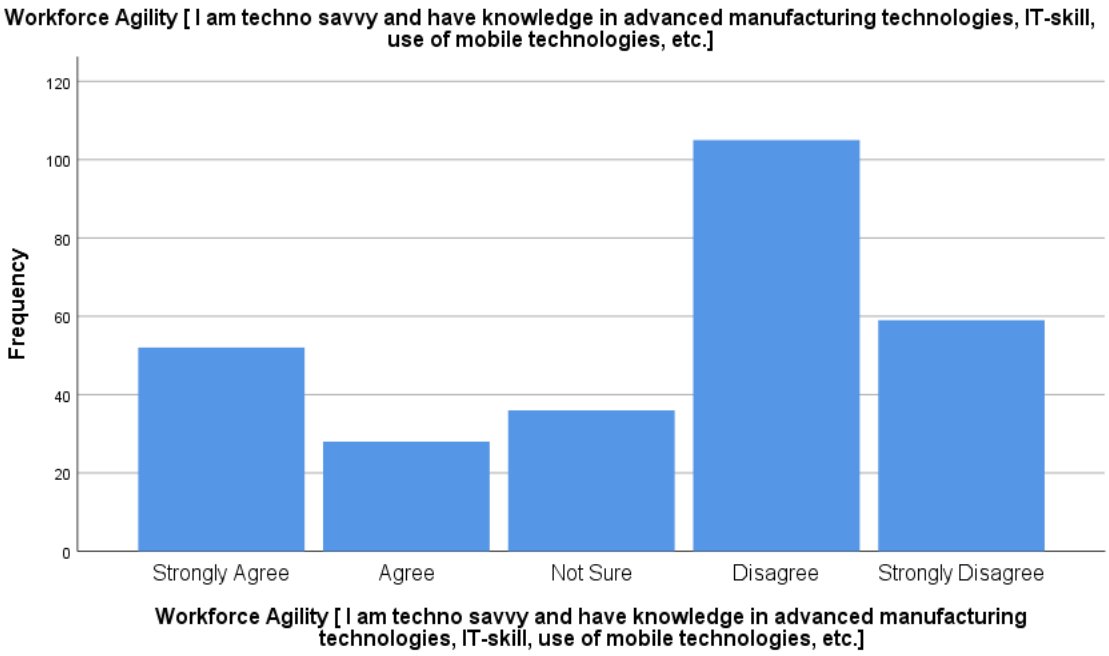


Figure 143: Techno savvy and have knowledge in advanced manufacturing technologies, IT-skill, use of mobile technologies

Findings: Very less that is 29% professional think that they are techno savvy and have knowledge in advanced manufacturing technologies, IT skills and use of mobile technologies. The data spread concentration is given as mean of 3.33, standard deviation: 1.401 and variance of 1.962.

144. Workforce Agility [I take shortest possible time to develop my skills, adjust to new environment and collecting information].

Table 144: Take shortest time to develop skills, adjust to new environment & collecting information

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	43	15.4			
	Agree	58	20.7			
	Not sure	61	21.8			
	Disagree	88	31.4			
	Strongly disagree	30	10.7			
	Total	280	100.0	3.01	1.253	1.570

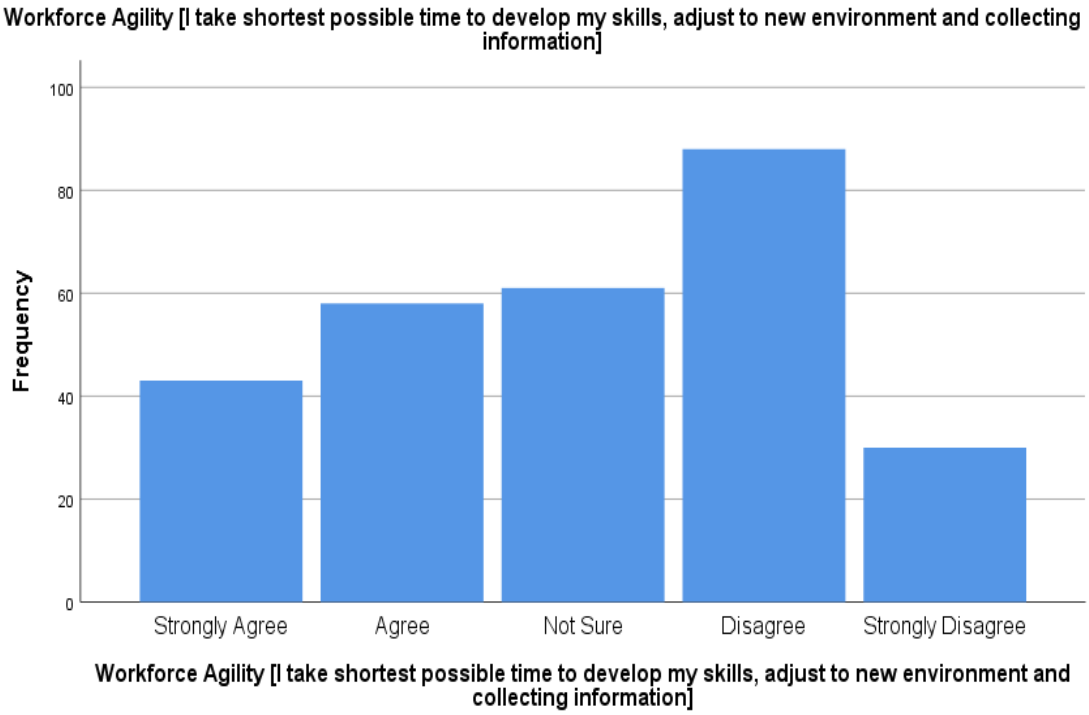


Figure 144: Take shortest time to develop skills, adjust to new environment & collecting information

Findings: 36% professional think that they take shortest possible time to develop my skills to adjust to new environment and collecting information. The data spread concentration is given as mean of 3.01, standard deviation: 1.253 and variance of 1.570.

145. Workforce Agility [I take personal interest in collecting information about my organization and other related organization]

Table 145: Collecting information about organization & other related organization

	Responses	Frequency	Percent	Mean	Std. Dev.	Var.
Valid N	Strongly agree	44	15.7			
	Agree	57	20.4			
	Not sure	52	18.6			
	Disagree	88	31.4			
	Strongly disagree	39	13.9			
	Total	280	100.0	3.08	1.305	1.704

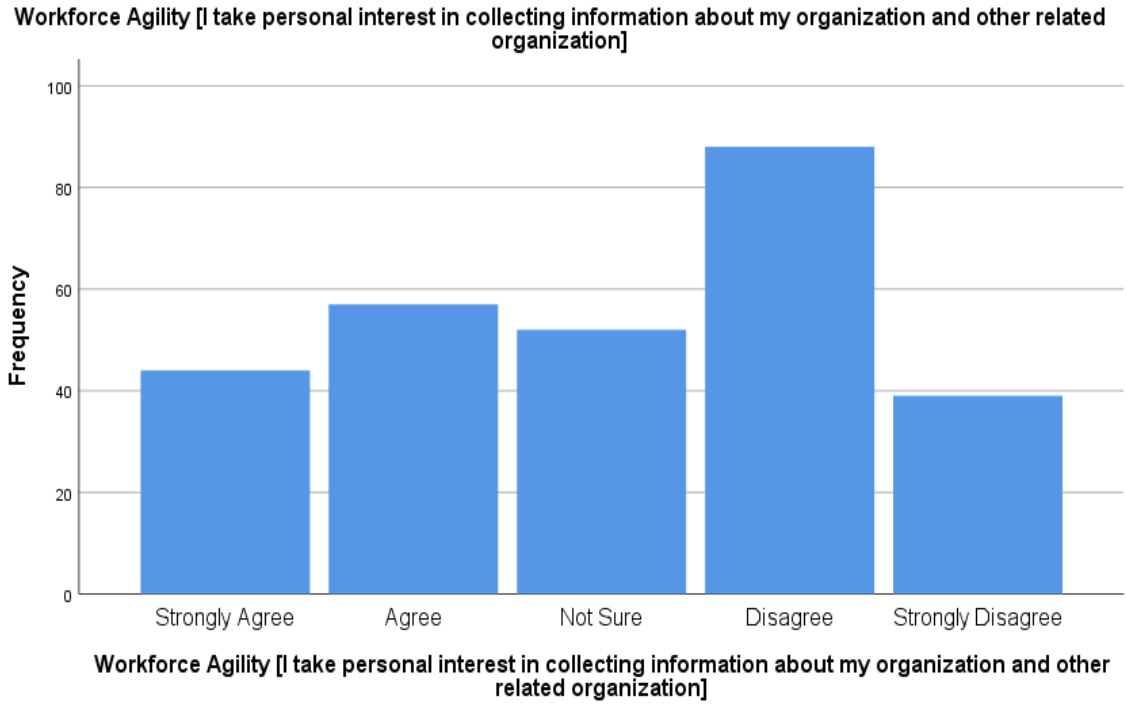


Figure 145: Collecting information about organization and other related organization

Findings: 36% professional think that they take personal interest in collecting information about my organization and other related organization. The data spread concentration is given as mean of 3.08, standard deviation: 1.305 and variance of 1.704.

4.5 Hypothesis Testing

Research Question-1: Does the work values affect the workforce agility of the IT employees working in Pune city?

4.5.1 Hypothesis:1

H0: The work values do not affect the workforce agility of the IT employees working in Pune city.

H0: The work values do affect the workforce agility of the IT employees working in Pune city.

Hypothesis Test: Multiple Regression

Level of significance: 0.05

Test Statistics:

Linear Regression ▼

Model Summary - Work_Force_Agility ▼

Model	R	R^2	Adjusted R^2	RMSE	R^2 Change	F Change	df1	df2	p
H_0	0.000	0.000	0.000	1.303	0.000		0	279	
H_1	0.802	0.642	0.622	0.801	0.642	31.626	15	264	< .001

The above model summary suggests that the model is worth studying since the variation explained by the model is 64% which is quite good. Hence to see whether the model is worth exploring further we will look into ANOVA table mentioned below:

ANOVA ▼

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	304.167	15	20.278	31.626	< .001
	Residual	169.268	264	0.641		
	Total	473.436	279			

The above ANOVA tables suggests that p-value is less than 0.05, hence we fail to accept the null hypothesis. Thus, we can say that the work values do affect the workforce agility To understand which components of the work values affect the workforce agility we will follow the below mentioned coefficient table:

Coefficients ▼

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
H_0	(Intercept)	3.116	0.078		40.031	< .001		
H_1	(Intercept)	1.366	0.286		4.784	< .001		
	Creativity	0.109	0.056	0.154	1.960	0.051	0.220	4.538
	Management	0.085	0.038	0.112	2.278	0.024	0.559	1.789
	Achievement	−0.182	0.064	−0.243	−2.835	0.005	0.184	5.439
	Surroundings	−0.258	0.052	−0.290	−4.910	< .001	0.389	2.573
	Superior_Relationships	0.069	0.039	0.097	1.745	0.082	0.435	2.301
	Way_of_Life	−0.494	0.063	−0.687	−7.828	< .001	0.176	5.686
	Security	0.289	0.055	0.401	5.225	< .001	0.230	4.345
	Associates	0.403	0.051	0.544	7.961	< .001	0.290	3.448
	Aesthetics	0.005	0.041	0.009	0.133	0.894	0.326	3.063
	Prestige	−0.006	0.047	−0.008	−0.119	0.905	0.298	3.355
	Independence	−0.255	0.049	−0.293	−5.228	< .001	0.431	2.321
	Variety	0.318	0.059	0.372	5.352	< .001	0.280	3.571
	Economic_Return	−0.259	0.045	−0.374	−5.779	< .001	0.323	3.096
	Altruism	0.422	0.042	0.598	10.070	< .001	0.384	2.606
	Intellectual_Stimulation	−0.093	0.040	−0.122	−2.337	0.020	0.498	2.009

The above tables suggests that there is no issue of multi collinearity hence we will see which components affecting the workforce agility.

The component not affecting the workforce agility:

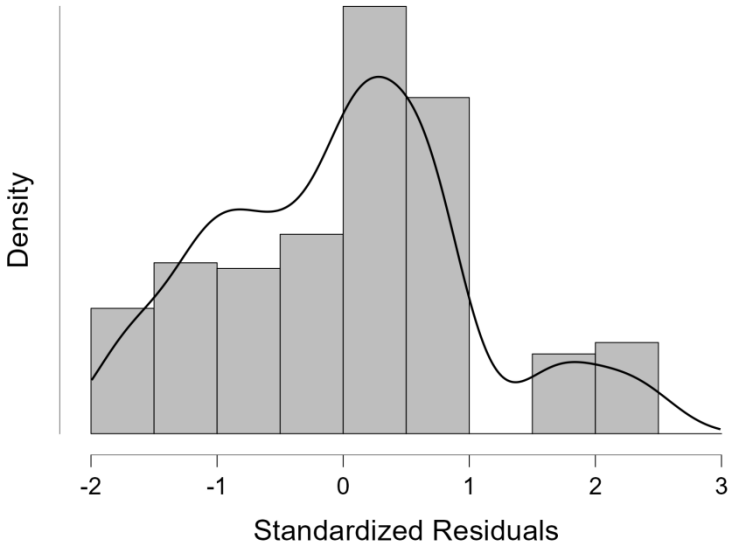
1. Creativity
2. Superiors Relationship
3. Aesthetics
4. Prestige

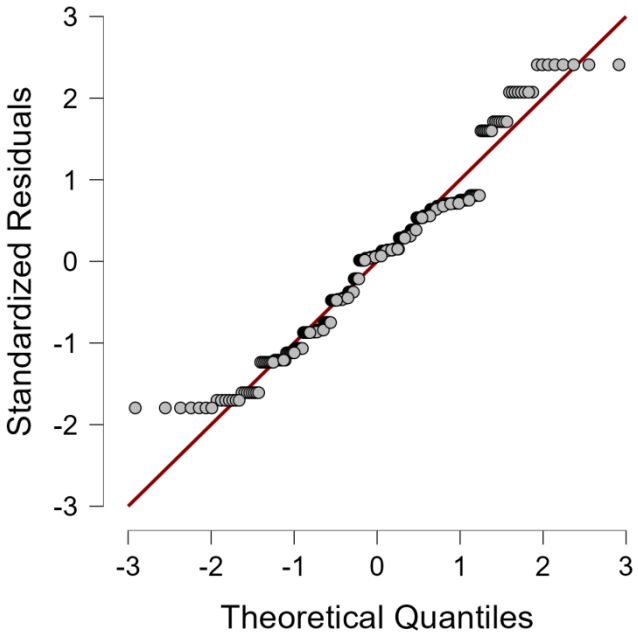
The components affecting the workforce agility:

1. Management
2. Achievement
3. Surroundings
4. Way of Life
5. Security
6. Associates
7. Independence
8. Variety
9. Economic Return
10. Altruism
11. Intellectual Stimulation

From the above 11 components the four components such as security, associates, variety and altruism are the major one affect along with others.

To understand the spread for the best fitted line of the model the graph is given below:





The data points fit the model fit line pretty much closely, hence the work values does affect the workforce agility.

Research Question-2: Does the transferable skills affect the workforce agility of the IT employees working in Pune city?

4.5.2 Hypothesis:2

H0: The transferable skillsdo not affect the workforce agility of the IT employees working in Pune city.

H0: The transferable skillsdo affect the workforce agility of the IT employees working in Pune city.

Hypothesis Test: Multiple Regression

Level of significance: 0.05

Test Statistics:

Linear Regression

Model Summary - Work_Force_Agility ▼

Model	R	R^2	Adjusted R^2	RMSE	R^2 Change	F Change	df1	df2	p
H_0	0.000	0.000	0.000	1.303	0.000		0	279	
H_1	0.677	0.458	0.444	0.971	0.458	32.824	7	272	< .001

The above model summary suggests that the model is worth studying since the variation explained by the model is 45% which is decent one. Hence to see whether the model is worth exploring further we will investigate ANOVA table mentioned below:

ANOVA ▼

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	216.795	7	30.971	32.824	< .001
	Residual	256.641	272	0.944		
	Total	473.436	279			

The above ANOVA tables suggests that p-value is less than 0.05, hence we fail to accept the null hypothesis. Thus, we can say that the transferable skills do affect the workforce agility To understand which components of the transferable skills affect the workforce agility we will follow the below mentioned coefficient table:

Coefficients

Model		Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
							Tolerance	VIF
H_0	(Intercept)	3.116	0.078		40.031	< .001		
H_1	(Intercept)	1.972	0.251		7.846	< .001		
	TS_Skill	1.296	0.189	0.703	6.847	< .001	0.189	5.285
	TS_Technical	0.317	0.302	0.128	1.049	0.295	0.134	7.447
	TS_NumericSkills	−1.468	0.165	−0.853	−8.894	< .001	0.216	4.620
	TS_CreativeSkills	0.702	0.102	0.460	6.859	< .001	0.442	2.262
	TS_PeopleSkills	−0.080	0.152	−0.043	−0.527	0.599	0.306	3.267
	TS_CreativeThinkingSkills	−1.447	0.159	−0.744	−9.119	< .001	0.299	3.341
	TS_BusinessSkills	0.988	0.149	0.564	6.612	< .001	0.274	3.652

The above tables suggests that there is no issue of multi co-linearity hence we will see which components affecting the workforce agility.

The transferable skills components not affecting the workforce agility are mentioned below:

1. Technical Skills
2. People Skills

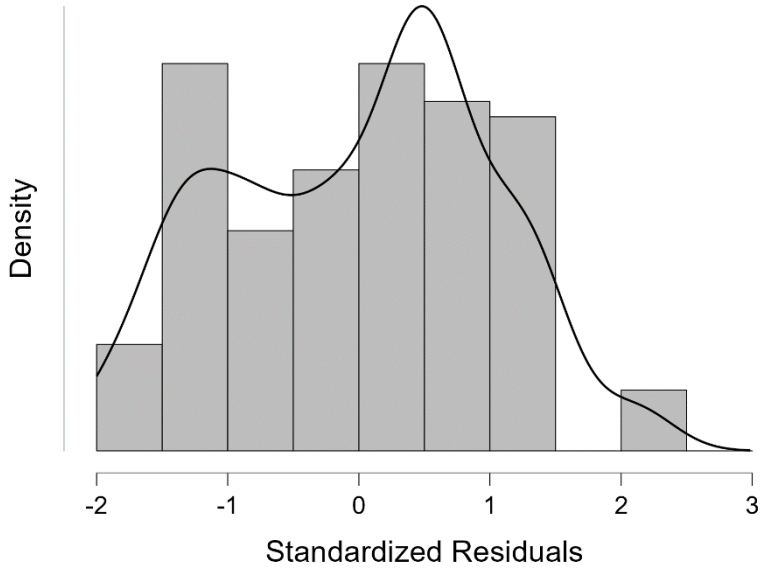
The transferable skills components affecting the workforce agility are mentioned below:

1. **Generic Skills**
2. Numeric Skills
3. **Creative Skills**
4. Creative and Investigative Thinking Skills
5. **Business Skills**

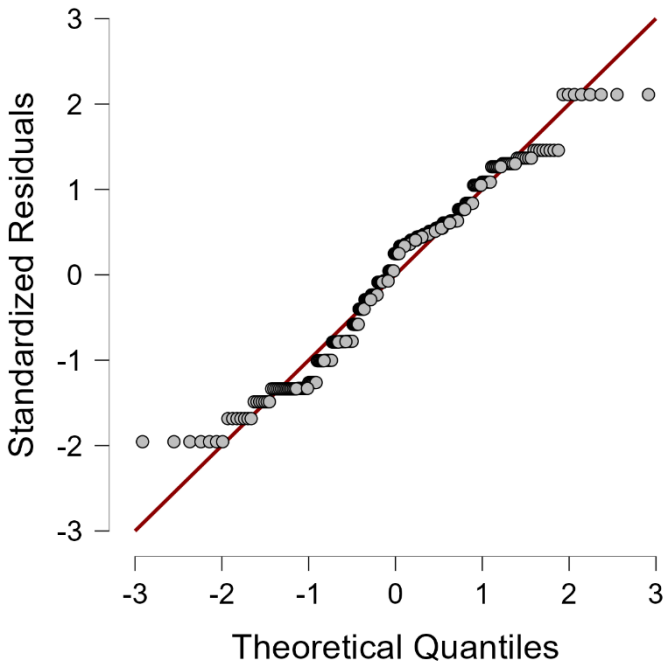
From the above 5 components the three components such as generic skills, creative skills and business skills are the major one affecting along with others.

To understand the spread for the best fitted line of the model the graph is given below:

Standardized Residuals Histogram



Q-Q Plot Standardized Residuals



The data points fit the model fit line pretty much closely, hence the transferable skills does affect the workforce agility.

Research Question-3: Does the workforce agility is different among the genders of the IT employees working in Pune city?

4.5.3 Hypothesis:3

H0: There is no difference in the workforce agility from the gender perspective of the IT employees working in Pune city.

H0: There is no difference in the workforce agility from the gender perspective of the IT employees working in Pune city.

Hypothesis Test: One-Way ANOVA

Level of significance: 0.05

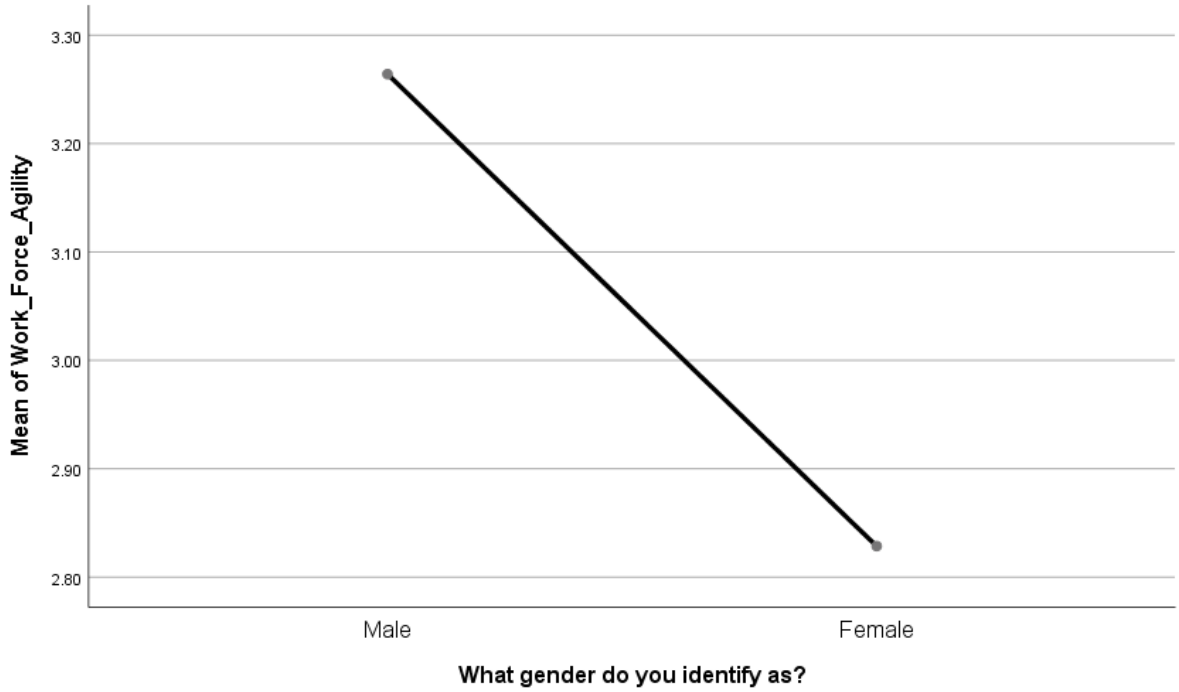
Test Statistics:

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.906	1	11.906	7.171	.008
Within Groups	461.530	278	1.660		
Total	473.436	279			

From the above ANOVA table the p-value is less than 0.05 hence we fail to accept the null hypothesis and hence the alternate hypothesis is accepted which says that workforce agility is different according to the genders. To understand the difference we will follow the below mentioned descriptive table:

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Male	185	3.2641	1.33380	.09806	3.0706	3.4576
Female	95	2.8286	1.19479	.12258	2.5852	3.0720
Total	280	3.1163	1.30265	.07785	2.9631	3.2696

From the above descriptive table we can say that males are having more workforce agility as compared to females. The agility can also be seen from graphical perspective using the means plot mentioned below:



Use the below mentioned information for deriving more conclusions:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TS_Skill	280	1.00	3.47	2.0603	.70656
TS_Technical	280	1.00	3.00	1.9411	.52519
TS_NumericSkills	280	1.00	3.50	2.0844	.75734
TS_CreativeSkills	280	1.00	4.00	2.3563	.85423
TS_PeopleSkills	280	1.00	3.58	2.0170	.69194
TS_CreativeThinkingSkills	280	1.00	3.83	1.7952	.67005
TS_BusinessSkills	280	1.00	4.00	2.0471	.74342
Valid N (listwise)	280				

Researcher has three category answers so mentioned based on mean what they feel

1. Feel Competent
2. Most Liked
3. Would like to develop

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Creativity	280	3.00	13.00	4.7214	1.82797
Management	280	3.00	9.00	6.1607	1.70994
Achievement	280	3.00	12.00	5.0607	1.73925
Surroundings	280	3.00	9.00	5.4071	1.46596
Superior_Relationships	280	3.00	10.00	6.0107	1.84621
Way_of_Life	280	3.00	13.00	5.6643	1.81239
Security	280	3.00	11.00	5.9893	1.80895
Associates	280	3.00	10.00	6.5179	1.75764
Aesthetics	280	3.00	12.00	6.0036	2.05742
Prestige	280	3.00	13.00	5.5571	1.88475
Independence	280	3.00	8.00	5.4321	1.49636

Variety	280	3.00	10.00	6.5036	1.52400
Economic_Return	280	3.00	11.00	5.5286	1.88540
Altruism	280	3.00	11.00	5.4964	1.84721
Intellectual_Stimulation	280	3.00	11.00	5.6393	1.70448
Valid N (listwise)	280				

1.Unimportant 5.Very important

Chapter 5 Conclusion

Researcher has performed the reliability tests on all three parameters like work values, transferable skills and workforce agility. Cronbach's Alpha values arrived at 0.944, 0.963 and 0.966 respectively.

After analyzing the data and from findings we can classify our conclusions in three parts which are as follows:

I. Demographic Conclusion
II. Descriptive Conclusion
III. Hypothesis Conclusion

5.1 Demographic conclusion:

Out of the total responses received, ratio of male respondents recorded was maximum & was from the age group of 30-45 years. They serve full time to Information Technology /ITES company as applicable. Almost all employees commented were serving at Pune.

5.2.1 Descriptive Conclusions for component of Work values: In total 15 work values were tested for their effect on workforce agility these are shown in preceding paragraphs.

1. With the values tested, IT professional believe the values like stability of job is more important than getting raise, changes in job, creation of self image of problem solvers or even helping others. Almost all employees love to keep themselves as a teammate except 19%.. Being a kind person is also of little importance but in contrary only one fifth of the 280 professionals give moderate importance to boss who gives better deal. They all of them do not have great days at work.
2. With the various values statements tested on these, one third of them gave little importance to have authority over others. But they are ready to add beauty to the world and this fact has no connection with their cost of living.
3. The studies direct toward the conclusion that over friendships, work is more important to respondents.

4. These professionals believe that good connections, supervision and kind of life they get, is of little importance. With these they didn't paid attention to basic amenities and quality of place of work.
5. In exchange of certain amount of money, it is of little important to keep themselves mentally and physically fit. These professional are quite confident that they will have their job in future.
6. As a conclusion, very few managers affirm that to them to contribute new ideas and see the results of their efforts is not important.

5.2.2 Descriptive conclusions for component of transferable skills for Workforce Agility:

The list of transferable skills goes as follows, generic, technical, numeric, creative, people, creative and investigative, and business skills. Amongst the skill sets tested on professionals researcher arrives to conclude following statements;

7. As a part of job these professionals enjoy their skills of writing, editing, translating and interpret the critique words, speaking in public, debate, advocate, present or demonstrate an idea per say.
8. As a part of conclusion, these professionals facilitate meetings, enjoy following the directions received, cross checking facts, filling forms, communicating formally to teammates and informally to unknowns in different contexts.
9. These professional seem to be active in listening, counselling and taking active parts in discussions with help of the information technology tools they dig out or else utilize as per requirement.
10. Part of study revealed technical skills like hand eye coordination, building structures, operating machines/ vehicles, installing instruments and working with management skills are liked and shown by them.
11. We can conclude from the opinions expressed that professionals can initiate, anticipate or create change, delegate tasks and persuade its allied tasks at workplace.
12. Many of them are excited about the task at hand keep themselves cheerful and still be patient. This directs us towards the statement that they possess certain qualities of agility amongst them.

13. They can keep themselves grounded (courteous), follow the rules, check their own work, know their tasks well and enjoy offering helps to others in addition to this, they can express their opinions about themselves and can solve the problems in cooperative way too.
14. They enjoy playing with numbers, few of them posses artistic skills and how to utilize them. Many of them wants to override these skills, and some would promote to develop these.
15. Creating artistic shapes, presenting ideas and playing instruments is enjoyed by many Information Technology professionals.
16. The researcher can conclude that professionals are proficient in the counsel, healing, rehabilitation of people who need them. They will further teach/train the groups in percolation.
17. Leading the groups is enjoyed by most of the professionals; it does mean that they can conceptualize logically and are problem solvers. Their evaluative skills also go along with it. On the basis of results drawn, professionals bear technical, budgeting, transcribing the information needed. These skills reflect in organising events, writing business documents as well.

5.1.3 Descriptive conclusions of workforce agility:

Upon testing employees of various skills and values, few questions of agility were coined. Based on this researcher draws conclusion as follows,

18. Most of the professionals are comfortable with change, it may be from task to task or place to place. They know how to map the skills and develop those skills.
19. Employees believe that they are comfortable with collaborative ventures with other companies or with virtual organization. Employees are competent enough to manage their tasks but they still disagree with the thought that they know IT skills, advance manufacturing and mobile technologies. They won't take enough possible time to upgrade their skills is basic thought they believe in.
20. As a conclusion the researcher can say that, many employees don't take personal interest in finding their own company's information.

5.3 Hypothesis conclusion:

On the basis of results achieved from the hypothesis testing; whether the work values affect the workforce agility of the IT employees working in Pune city, the researcher draws following conclusions. In case of first, work values do not affect the workforce agility: null hypothesis got rejected, the tests performed were linear regression and ANNOVA. The results were precise and **number of components affected the workforce agility were, management, achievement, surroundings, way of life, security, independence, variety, economic return, altruism and intellectual stimulation.** From the above 11 components the four components such as **security, associates, variety and altruism** are the major one affect along with others.

'Transferable skills do not affect the workforce agility of the IT employees' was second main hypothesis took for the testing. Again the tests linear regression and ANNOVA led to null hypothesis's rejection. The table of coefficients shown co-linearity and **generic, numeric, creative, creative & investigative thinking and business skills do affect workforce agility**. In this context technical skills & people skills do not affect the workforce agility.

To conclude from hypothesis no. 3 (There is no difference in the workforce agility from the gender perceptive of the IT employees), one way ANNOVA was performed to find out the different perspective in both genders. Here the researcher can conclude that **males are having more workforce agility as compared to females**.

5.4 Recommendations:

Factors that have been demonstrated to impact workplace agility include workplace values and the capacity to learn new skills.

In order to get more enrichment of prospective employees, management, surroundings, achievement, independence, variety, altruism and intellectual stimulation can be explored in the candidates. Specifying to Information Technology sector, employers may ignore values like creativity, aesthetics and prestige.

With the help of my studies, to create more assurance; employers from information technology industry can select more agile workforce, endowed with generic, numeric, creative and investigative and business skills, with giving lesser focus on finding

technical and people skills. This may help them to find out more agile, diverse and performing workforce.

Authorities might apply the findings to higher and primary/secondary education classroom practise, this can be meant for making up a generation of skilled IT professionals. Methodologies, software, and physical and online games might help student fraternity for improving the abovementioned skills and instil work values.

Workforce agility is needed differently to different job positions. With the different job roles assigned to employees, with work values & set of transferable skills suggested, organization can maintain gender ratios as they may promote. This will definitely draw beneficial results.

With the help of my studies aforementioned favourable transferable skills can be promoted and polished during OD intervention processes in the Information Technology sector. This leads to superior productivity and novel approaches to data and taking measured risks on the job.

Each company can carry out their own required set of values and skills which impacts on agility and implement to their policy - in operation. Job categories need to be revamped to utilize the research. Thus the upcoming workforce will own gender neutral perspective as well and inculcate that in the culture too.

5.5 Scope for Future Research:

In our study, we focused solely on the IT sector. A similar cross sectional study can be carried out taking accounts the sectors like transportation, banking and insurance, and so on. So different companies of these sectors may find their own relevant set of transferable skills and work values. A set thus made will be helpful for them in taking various strategic decisions as time permits.

Taking this line of research outside the borders of India might help refine agility parameters that are at odds. It may have cross cultural impact accordingly with employees and strengthen the concept for universal use.

Dissecting the characteristics of each variable used in study allows for a comprehensive examination of workforce agility in possible contexts for workforce for future career progression. As mentioned in the suggestions, the results of those

may applied to higher and primary/secondary education classroom practice. Methodologies, software, and physical and online games and similar line of application parameters might help generations to improve the abovementioned skills and imbibe conducive work values.

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Understanding Work Values & Transferable Skills and its Impact on Workforce Agility

A workforce of a organisation constitutes people with different skills abilities and mindsets. I seek valuable views from you to for two objectives

1. Understand and establish interrelation among above mentioned competencies
2. Make future employees more competent, disciplined and cross trained.

So please be generous and share your valuable views on below mentioned instances

* Required

1. Email *

2. 1. What gender do you identify as?

Mark only one oval.

- 1. Male
- 2. Female
- 3. Transgender

3. 2. What is your age? *

Mark only one oval.

- 1. 18-21 year old
- 2. 21 - 30 years old
- 3. 30 - 45 years old
- 4. 45+
- 5. Prefer not to answer

4. 3. Your work alignment is at *

Mark only one oval.

- 1. Pune (Maharashtra) India
- 2. Other than Pune

5. 4. You are working with *

Mark only one oval.

- IT and ITES sector
- any other service sector

6. 5. What is your current employment status?

Mark only one oval.

- 1. Employed Full-Time
- 2. Employed Part-Time
- 3. Seeking opportunities
- 4. Retired

7. 6. Your work experience is of *

Mark only one oval.

- 1. Fresher
- 2. More than 3 years
- 3. More than 5 years
- 4. More than 10 years

Work Values : The statements below represent values which people consider important in their work. These are satisfactions which people often seek in their jobs or as a result of their jobs. These statements differ person to person. Read each statement carefully and indicate how important it is to you. 5 means “Very Important”4 means “Important”3 means “Moderately Important”2 means “Of Little Importance”1 means “Unimportant”

8. 7. WORK in which you: *

Mark only one oval per row.

	5 Very important	4 Important	3. Moderately important	2.Of little importance	1. Unimportant
have to keep solving problems					
help others					
can get a raise					
look forward to changes in your job					
have freedom in your area					
gain prestige in your field					
need to have artistic ability					
are one of the gang					
know your job will last					
can be the kind of person you would like to be					
have a boss who gives you a fair deal					
like the setting in which your work is done					
get the feeling of having done a good day's work					
have the authority over others					
try out new ideas					

and suggestions					
create something new					
know by the results when you've done a good job					
have a boss who is reasonable					
are sure of always having a job					
add beauty to the world					
make your own decisions					
have pay increases that keep up with the cost of living					
are mentally challenged					
use leadership abilities					
have adequate lounge, toilet and other facilities					
have a way of life, while not on the job, that you like					
form friendships with your fellow employees					
know that others consider your work important					
do not do the same thing all the time					
feel you have helped					

another person					
add to the well-being of other people					
do many different things					
are looked up to by others					
have good connections with fellow workers					
lead the kind of life you most enjoy					
have a good place in which to work (quiet, calm, etc.)					
plan and organize the work of others					
need to be mentally alert					
are paid enough to live very well					
are your own boss					
make attractive products					
are sure of another job in the company if your present job ends					
have a supervisor who is considerate					
see the result of your efforts					
contribute new ideas					

Transferable skills: These are not associated with a particular job or task. Transferable skills are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These are skills that can be transferred and utilized in a variety of different kinds of jobs and career paths : 1. What skills have you already acquired and feel competent doing? In the first column, mark each skill in which you feel competent. 2. What skills do you enjoy, even if you are not proficient at them? In the second column, mark those skills that you really enjoy. 3. What skills would you like to learn, acquire or develop further?

9. 8. Skill *

Mark only one oval per row.

	Feel competent	Most liked	Would like to develop
Write, edit, translate, interpret or critique words			
Speak in public, debate, advocate, present or demonstrate an			
Idea			
Facilitate a meeting			
Reading and following directions			
Comparing or cross-checking two lists			
Filling out forms			
Writing reports, letters and memos correctly			
Reading and understanding policies and memos			
Comfortably speaking to others you do not know			
Taking notes while someone speaks			
Finding information			
Using a map			
Explaining things to other people			
Know when to ask for help or more explanation			
Counsel or advise others			
Listening to others			

10. 9. Technical skills *

Mark only one oval per row.

	1. Feel competent	2. Most liked	3. Would like to develop
Be athletic or use physical coordination			
Build or construct things or structures			
Do skilled crafts or use hand coordination with tools			
Operate vehicles, machines or electronic equipment			
Repair or set up machines or equipment			
Installing things			
Work with earth and nature			
Gardening, landscaping and farming			
Management and Self-Management Skills			
Administer, set goals and priorities, plan or make decisions			
Initiate, assess needs, anticipate or create change			
Manage people, delegate tasks, direct, oversee or motivate			
Sell, negotiate, convince, promote or persuade			
Being patient with others			
Keeping a cheerful attitude			
Getting interested/excited about the task at hand			
Offering to help when it's needed			

Knowing how to take directions			
Motivating myself to do what needs to get done			
Helping motivate others to get the job done			
Prioritizing tasks so that the larger goal is met on time			
Following the rules			
Presenting a neat and professional image			
Checking your own work			
Using courtesy when dealing with others			
Seeking help when needed			
Being eager to learn			
Speaking up for yourself			
Solving problems in a cooperative way			

11. 10. Number skills *

Mark only one oval per row.

	1. Feel competent	2. Most liked	3. Would like to develop
Compute, calculate, compare or record numbers			
Forecast, appraise or estimate numerical information			
Doing arithmetic correctly			
Using percentages and decimals			
Estimating costs and/or time needed to complete a job			
Using a database program on a computer			
Using a spreadsheet on a computer			
Creating and managing a budget			

12. 11. Creative/Artistic Skills *

Mark only one oval per row.

	Feel competent	Most liked	Would like to develop
Perceive intuitively, sense, show insight or have foresight			
Use artistic ability, photograph, decorate, paint or sculpt			
Use creativity, visualize, imagine, brainstorm or design			
Use musical ability, sing, compose or play instruments			
Presenting artistic ideas			
Visualizing shapes			
Designing			
Drawing, illustrating, sketching			

13. 12. People and Social Skills *

Mark only one oval per row.

	1. Feels competent	2. Most liked	3. Would like to develop
Care, treat, heal, nurse or rehabilitate others			
Counsel, empower, coach, guide or listen to individuals			
Host, comfort, please, make welcome or serve customers			
Plan social, recreational or other group events			
Problem-solve, mediate or network with people			
Teach, train, instruct, inform or explain to groups			
Caring for children responsibly			
Caring for the sick and elderly			
Calming people down			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			

14. 13. Critical thinking and investigative skills *

Mark only one oval per row.

	1 Feel competent	2 Most liked	3. Would like to develop
Analyze, use logic, problem solve, examine			
Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			

15. 14. Business Skills *

Mark only one oval per row.

	1. Feel Competent	2. Most liked	3. Would Like to Develop
Working with computers			
Using a business telephone			
Working with budgets			
Account, budget, program or systematize financial data			
Attend to detail, copy, inspect or transcribe			
Setting up and closing out a cash register			
Managing money and bills			
Organizing, filing, updating, categorizing or arranging			
information			
Writing business documents			
Coordinating events			

Workforce Agility : Organisation are left just with two options either they need to be agile or facing a slowed business cycle. Thereby people need to become ever evolving to cope with any new change in cycle. Opine for below mentioned statements:

16. 15. Workforce Agility *

Mark only one oval per row.

	5. Strongly disagree	4. Disagree	3. Not sure	2. Agree	1. Strongly agree
I am comfortable with change, new ideas and new technologies in my organization					
I am flexible to quickly change from task to task, job to job and place to place					
I map my skills, benchmark for skill assessment and develop the skill					
I am comfortable with cross-functional project team, collaborative ventures with other companies or a virtual organization					
I am techno savvy and have knowledge in advanced manufacturing technologies, IT-skill, use of mobile technologies, etc.					
I take shortest possible time to develop my skills, adjust to new environment and collecting information					
I take personal interest in collecting information about my organization and other related organization					