A Study on Skill Development and Managerial Training Programs

*Kareena Saini

Research Scholar

Department of Commerce

M.D University Rohtak, Haryana, India

kareenasaini40@gmail.com

*Dr. Ram Rattan Saini

Professor, Head and Former Dean

Department of Commerce

M.D University Rohtak, Haryana, India

rrsaini65@gmail.com

Abstract-The study looks at the effectiveness of skill development and managerial training programs in improving employee performance and organizational productivity. As sectors evolve quickly, the need for talented workers and astute managers becomes critical to competitiveness. This study investigates how structured training programs contribute to individual skill development, with an emphasis on both technical and managerial competencies. Data was gathered from secondary sources such as published research papers and articles about organizations that have adopted similar programs. The study found that skill development programs considerably improve task efficiency, whereas managerial training improves decision-making and leadership abilities, resulting in total organizational growth. This study emphasizes the importance of a balanced training approach that incorporates both technical and managerial abilities, resulting in a well-rounded workforce capable of adapting to changing industry demands. The findings offer actionable insights for firms looking to maximize training efforts and develop a productive, future-ready workforce.

Keywords: Skill Development, Managerial Training, Hard Skill, Soft Skill, Programs

I. Introduction

Among various human capital strategies, training stands out as a key method for enhancing skills and abilities, thereby contributing to the accumulation of human capital **(Becker 1964, Feltrinelli, E. et al. (2017))**. Numerous empirical studies have shown that training significantly improves organizational performance, despite the challenges in evaluating this relationship **(e.g., Bartel 1994, 2000; Dearden, Reed, and Van Reenen 2006; Feltrinelli, E. et al. (2017))**. It is believed to swiftly enhance organizational performance by elevating overall expertise levels. While country-level data is less conclusive, investments in human assets appear to positively influence productivity growth, success rates, and R&D innovation **(Gospel 2005; Feltrinelli, E. et al. (2017))**. Current theory suggests that organizational core activities have a greater impact on performance than top-level operations, with middle managers playing a crucial strategic role **(Currie and Procter 2005, Feltrinelli, E. et al. 2017)**. The belief in improving managerial competence has created a demand for high-quality management training. Fortune 500 companies prioritize managerial training over other non-technical programs **(Ralphs and Stephan, 1986; Harsh Sharma, 2014)**. Supervisors require specific managerial skills that affect their own performance and their teams' success, regardless of the company type

or hierarchical level. Skill refers to the ability, talent, agility, dexterity, and proficiency to perform specific jobs or tasks. In essence, management skills are the characteristics needed to execute managerial processes for productive organizational outcomes **(Garvey, M. et al., 2023).** Optimal job performance requires both technical (hard) and workplace (soft) skills. Employers often seek candidates with a mix of these skills, as hard skills demonstrate proficiency in applied business aspects, while soft skills indicate the ability to contribute to a positive work environment. Hard skills are quantifiable, whereas soft skills are intangible and not easily measured **(Rao, 2018; Divya Singha and Anup Bhurtel 2024).** Soft skills, also known as non-domain skills **(Rao, 2018) (Divya Singha and Anup Bhurtel 2024),** are essential work-related abilities that require minimal or no computer system interaction and are applicable across various employment situations. These skills can be intrapersonal (self-control) or interpersonal (managing relationships with others) **(Laker & Powell, 2011, Divya Singha, & Anup Bhurtel 2024).**

II. Objectives

1. To identify the key success factors for skill development and managerial training programs.
2. To evaluate the effectiveness of different managerial training programs for skill development.
3. To investigate the challenges of implementing managerial training programs.
4. To examine the Long-Term Retention of Skills Developed through Managerial Training.

III. Research Design

This study will use a mix of qualitative and quantitative research design to gain a thorough knowledge of the objectives. My research will be based on secondary data collection. Information gathered, analyzed, and published by a party other than the researcher who obtained the data directly is referred to as secondary data. Data from academic journals, government papers, market research studies, and other publicly accessible databases may be included.Qualitative Secondary Data includes non-numerical information, such as case studies, interviews, written reports, articles, and content from social media, books, or websites. It is used to analyze themes, patterns, and insights within text-based or multimedia sources. Quantitative Secondary Data includes numerical data, like statistics from government databases, survey results, financial records, and historical performance metrics. It is used for statistical analysis, trend forecasting, and data modeling.

IV. Results and Analysis
A. Objective1:

Dong, Y., et al. (2017) in their research they found out that through its effect on information sharing, team-focused transformational leadership somewhat influenced team creativity., while individual-focused transformational leadership positively indirectly affected individual creativity through the development of individual skills. Additionally, they discovered that the relationship between skill development, individual creativity, and transformational leadership that was centered on the individual was mediated by knowledge sharing, which was a cross-level contextual factor.

Sung, S. Y., & Choi, J. N. (2014) according to their data, learning practices for internal training, organizational climate, and training and development investments all predict higher levels of inventive performance. Additionally, the results showed that businesses with more robust innovative climates have a higher positive correlation between inventive performance and interpersonal and organizational learning practices. On the other hand, funding employee education outside a business has no discernible impact on learning

methods and has a major detrimental impact on inventive performance.

Pedraza-Rodríguez,etal.(2023) The research investigated managers' capabilities in fostering innovation and identified key organizational traits characteristic of innovative business cultures. Managerial abilities and competencies, being crucial for company management, provided the foundation for explaining business innovation. Recent studies have explored how the adoption and implementation of innovative products, services, or processes, driven by managerial talents at the organizational level, can serve as a vital strategy for enhancing an organization's ability to achieve its goals. The study considered various management skills: personal abilities, such as enhancing self-awareness, stress management, and creative problem-solving; interpersonal skills, including acquiring and maintaining power, influencing others, and conflict resolution; and group skills, encompassing effective team building, collaboration, leading positive change, and empowerment through delegation. This indicated that possessing skills for effective management practices alone was not sufficient to promote innovation.

Ibrahim, R., et al. (2017)in their research, they investigated research patterns in work performance and training in companies that prioritize the creation of technical or "hard skills" for staff performance and training evaluation. Theresearch was done to shift the emphasis on staff development and training objectives toward the learning of workplace skills, which have a significant and long-term impact on increasing performance of employees. They examined correlations between employees' development of workplace skills, the training style used by the trainer, and work performance. The findings showed that soft skill acquisition and training methods were key predictors of employee performance. According to the findings, 'time-spaced learning' was extremely effective in overcoming the challenges associated with training transfer. The five dimensions of the taxonomy of soft skills put out by **Stevens and Campion (1999)** are communication, problem solving, conflict resolution, goal setting and planning, and task coordination. According to **Pilar et al. (2009),** teamwork success depends on abilities including communication, leadership, negotiation, and team management.

B. Objective2:

Chinna Maran, D.S. et al. (2023) addressed the fact that there were numerous possibilities to study in India, but a lack of hard skills and a lack of relevant employment, including soft skills, were two of the most significant barriers to finding a suitable applicant for available jobs in the country. The study concluded that the majority of the beneficiaries of Skill Training have established institutional preparations to remold the training employable skills, resulting in beneficiaries being placed in good positions in an industry following training.

Pradhani Kripanjali et al. (2023) This research investigates the diverse skill development initiatives offered by SIPRD for fostering rural entrepreneurship and evaluates their effectiveness in helping Assam residents start their own enterprises. The study's objectives are twofold: 1) to examine the range of skill development programs provided by the State Institute of Panchayat and Rural Development for rural entrepreneurship in Assam, and 2) to evaluate the training's motivational impact and its influence on business creation in rural Assam. SIPRD, Assam has implemented a methodical approach to delivering training courses while striking a balance in addressing rural unemployment. This government-initiated research and action project tested novel strategies for developing micro-entrepreneurs to generate employment opportunities. A

holistic sectoral approach, including social mobilization, credit facilitation from financial institutions, engagement in specific SHG programs, cluster development, and self-employment-focused courses, reached a broad spectrum of rural inhabitants. SIPRD's village development programs promote gender equality and self-reliance.

Rosaline, Z., & Gunaseelan, R. (2012) in their study they concluded that a managerial skills gap occurs when a manager was in a situation where he or she lacks the managerial knowledge or abilities required to perform at a high level. While organizational needs assessments were vital for defining certain skill sets, individual needs assessments were critical for establishing individual managers' competencies. Formal assessments, 360-degree feedback systems, and self-assessment were just a few techniques that can be used to identify the managerial skills required for success. Responsibility, accountability, and rewards were all critical factors to guarantee that managers at all levels of a business include training and development into its operating fabric. People at the top of an organization must set a good example, and that example must be followed at every level below. Without sufficient attention, training and development programs will be disregarded, postponed, or implemented ineffectively, expanding the managerial skills gap in knitwear firms. Without a supportive company culture, management training and development efforts can be easily overlooked. In today's ultra-competitive business world, failing to develop and train organizational managers might cost you a competitive advantage and put you at a disadvantage.

C. Objective3:

Hoobler, J. M. et al. (2014) They suggested that daily management decisions such as providing challenging work, training and development, and career encouragement result in less organizational development for women, which may explain their lower managerial aspirations. Their approach was based on social role theory, which contends that gender prejudice causes bosses to perceive their female subordinates as less career-motivated than males. These impressions, in turn, were linked to fewer chances for organizational development and lower managerial aspirations among women.

Moldoveanu, M., & Narayandas, D. (2019) in the research by intellectual,informational, and industrial psychologists,for over a century, As well as more current study in learning neuroscience, the distance between a skill's location of application (where it is used) and its locus of acquisition (where it is taught) has a substantial impact on a student's likelihood of applying that skill. Indeed, when the locus of learning and application were comparable, it is considerably easier to apply a new skill. This was known as close transfer. It emphasizes the need For business training and executive development businesses to revamp their learning observations.

Agostini, L., & Filippini, R. (2019) The researchers suggest that Industry 4.0 (I4.0) necessitates companies to address capability gaps and surmount cultural obstacles that hinder entrepreneurs and managers from altering their business practices. The findings indicate that organizations need comprehensive transformation at every level to achieve high I4.0 technology execution. Certain organizational and managerial elements appear to facilitate new I4.0 technologies introduction, including a workforce proficient in creativity and computerised technologies, the implementation of lean methodologies, the utilization of ICT tools, and the capacity to cooperate with outside partners for innovation. This study contributes to the I4.0 discourse by highlighting the departmental and management difficulties that businesses must confront when transitioning to I4.0, which extend beyond merely deploying the technologies. From a

practical perspective, since I4.0 is a comprehensive paradigm affecting various aspects of a company, including financial, organizational, managerial, and technology aspects, business leaders need a holistic view of the transition their firms must undergo. Specifically, executives should recruit and employ staff skilled in creativity and online technologies, embrace lean principles, enhance their ICT tools and techniques with a focus on inside and outsidecollaboration, and foster an wide approach to collaboration, laying the foundation for an I4.0-ready enterprise.

D. Objective 4:

Srinivas, A. V. R., & Venkatapathy, R. (2014) in their study they focused on the future directions of management education. The study's goal were to identify which abilities were most important for business leaders in order to appropriately equip managers and professionals for organizational success. The study's format was designed to undertake comprehensive research on the managerial skill set. This study delves deeper into the resources available at business schools to meet the needs of the corporate sector. The report analyzed prior contributions to managerial skills sets, as well as important conclusions. The goal of this study was to establish which skills business executives believe wee most important in appropriately preparing managers and professionals for organizational success.Many managerial talents have recently been included within the concept of emotional intelligence. This included self-awareness, self-regulation, self-concept, self-control, motivation, and the ability to recognize others' emotions and behavioral cues. Given the diversity of quality standards in management education, there was a need to research the impact of managerial characteristics both before and after imparting training skills set.

Spiteri Axiak, I., et al. (2024), This article aimed to investigate the challenges of incorporating workplace skill enhancement with hiring and retaining strategies in small and micro enterprises within a small area nation. The development of such skills, which are crucial for employee effectiveness in the modern workforce and business adaptability in a competitive environment, is significantly influenced by hiring and retention practices. The research revealed that companies struggle to find applicants with both technical andworkplace skills. After selecting suitable candidates, businesses striveto hold employees by increasing their workplace skills and encouraging their growth in spite of the challenges owner-managers and HR consultants encountered during this procedure.

Mehta, M., et al. (2014) stated that employee engagement and retention have emerged as critical strategic considerations for organizations. It was critical not only to hire the best and brightest employees, but also to be able to keep them for the long term benefit of both the organization and its individuals. Employee retention and commitment were improved by hands on experience opportunities and better training and development techniques (Deery 2008).HR methods encourage and enable employees, which leads to their loyalty to the company. HR practices that attempt to bring talent in-house or educate existing employees actually increase turnover (Patrick M. Wright, Timothy M. Gardner, and Lisa M. Moynihan 2011). To keep attrition low, managers must provide sufficient training for employees to achieve the necessary KSA to perform better, so that older employees in the organization have the same level of expertise as their younger counterparts (Ian M. Taplin, Winston-Salem, and Jonathan Winterton 2007). Well-trained personnel remain loyal to their employees (Sarah Leidner 2013).

V. Conclusion

This study emphasizes the importance of skill development and managerial training programs in increasing both individual capabilities and organizational productivity. The findings show

that well-structured training efforts not only improve employees' technical and managerial skills, but also boost morale, job satisfaction, and organizational loyalty. Furthermore, the study shows that firms that engage in strong skill development frameworks have a greater percentage of employee retention and talent acquisition. A crucial idea is that skill development programs should emphasize both hard and soft skills, combining technical knowledge with leadership and interpersonal abilities to promote overall progress. Effective training programs are becoming more digital and interactive, enabling employees to engage in continuous learning and stay up with fast changing market demands. Finally, successful implementation of skill development and managerial training programs requires leadership commitment and alignment with long-term strategic goals. Organizations that prioritize these initiatives are more likely to achieve a competitive advantage because they develop a trained, adaptive workforce capable of handling future obstacles. Further research might look into the long-term impact of specific training methods as well as the cost-benefit connection in various industries, providing more insight into how to optimize skill development for the greatest impact.

Reference

[1] Becker, Gary S. 1964. Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education. Chicago: University of Chicago Press.

[2] Bartel, Ann P. 1994. "Productivity Gains from the Implementation of Employee Training Programs." Indus trial Relations 33(10): 411–25.

[3] ———. 2000. "Measuring the Employer's Return on Investments in Training: Evidence from the Literature." Industrial Relations 39(7): 502–23.

[4] Dearden, Lorraine, Howard Reed, and John Van Reenen. 2006. "The Impact of Training on Productivity and Wages: Evidence from British Panel Data." Oxford Bulletin of Economics and Statistics 68(8): 397–421.

[5] Gospel, Howard. 2005. "Corporate Governance and Labour Management: An International Comparison." In Corporate Governance and Labour Management: An International Comparison, edited by Howard Gospel and Andrew Pendleton, pp. 6–33. New York: Oxford University Press.

[6] Currie, Graeme, and Stephen J. Procter. 2005. "The Antecedents of Middle Managers' Strategic Contribution: The Case of a Professional Bureaucracy." Journal of Management Studies 42(11): 1325–56.

[7] Ralphs, L.T. and Stephan, E. (1986), "HRD in the Fortune 500", Training and Development Journal, Vol. 40 No. 10, pp. 69-76.

[8] Harsh Sharma, (2014),"Importance and performance of managerial training in Indian companies – an empirical study", Journal of Management Development, Vol. 33 Iss 2 pp. 75 - 89 Permanent link to this document: http://dx.doi.org/10.1108/JMD-11-2013-0144

[9] Garvey, M., Emmanuel, A., & Egwuatu, C.M. (2023). The Role of Managerial Skills on the Performance of Small and Medium Enterprise (SMES) in Jabi District, Abuja, Nigeria. Economit Journal: Scientific Journal of Accountancy, Management and Finance

[10] Rao, M. S. (2018), Soft skills: Toward a sanctimonious discipline, On the Horizon, 26(3), 215-224. https://doi.org/10.1108/OTH-06-2017-0034

[11] Divya Singha and Anup Bhurtel (2024)." Experiences of Private Sector Employees on Transfer of Soft Skills Trainings" Journal of Technical and Vocational Education and Training (TVET)

2024, Vol. 18, No. 1, 66-88
https://doi.org/10.3126/tvet.v18i1.62744

[12] Laker, D.R., & Powell, J.L. (2011). The differences between hard and soft skills and their relative impact on training transfer. *Human Resource Development Quarterly, 22*, 111-122.

[13] Dong, Y., Bartol, K. M., Zhang, Z. X., & Li, C. (2017). Enhancing employee creativity via individual skill development and team knowledge sharing: Influences of dual focused transformational leadership. *Journal of organizational behavior*, *38*(3), 439-458.

[14] Hoobler, J. M., Lemmon, G., & Wayne, S. J. (2014). Women's managerial aspirations: An organizational development perspective. *Journal of Management*, *40*(3), 703-730.

[15] Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of organizational behavior*, *35*(3), 393-412.

[16] Moldoveanu, M., & Narayandas, D. (2019). The future of leadership development. *Harvard business review*, *97*(2), 40-48.

[17] Agostini, L., & Filippini, R. (2019). Organizational and managerial challenges in the path toward Industry 4.0. *European Journal of Innovation Management*, *22*(3), 406-421.

[18] Chinna Maran, D.S., Gopal, D., Venkataravi, D., Gnanasaranya, D., & Ramesh, D.S. (2023). Role of skill development programme for economic development: a micro level study in mayiladuthurai district. *Interantional journal of scientific research in engineering and management*.

[19] Pradhani Kripanjali Pradhani, G. (2023). Skill Development Training by SIPRD for Encouraging Entrepreneurship. *International Journal of Science and Research (IJSR)*.

[20] Rosaline, Z., & Gunaseelan, R. (2012). Managerial Skill Development Strategies Through Skill Gap Analysis for The Knitwear Industry Of Tirupur, Tamilnadu. *DC Business School, DCSMAT, Pullikkanam PO Idukki District, Kerala*, 33.

[21] Srinivas, A. V. R., & Venkatapathy, R. (2014). Changing Role of Management Education towards Managerial Skills Set. *British Journal of Economics, Management & Trade*, *4*(11), 1755-1771.

[22] Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*, *41*(4), 388-406.

[23] Pedraza-Rodríguez, J. A., Ruiz-Vélez, A., Sánchez-Rodríguez, M. I., & Fernández-Esquinas, M. (2023). Management skills and organizational culture as sources of innovation for firms in peripheral regions. *Technological Forecasting and Social Change*, *191*, 122518.

[24] Spiteri Axiak, I., Packer, P. A., & Ghio, S. (2024). Integrating soft skill development with recruitment and retention strategies: the case of a small island state. *Strategic HR Review*.

[25] Mehta, M., Kurbetti, A., & Dhankhar, R. (2014). Review paper–study on employee retention and commitment. *International journal of advance research in computer science and management studies*, *154*(5).

[26] Patrick M. Wright P.M., Timothy M. Gardner, Lisa M. Moynihan (2011),"Strategically deploy HR practices to increase worker commitment and reduce turnover". Cornell University, Centre for advanced human resource studies, Research link No. 17 Aug 2011.

[27]   Ian M. Taplin, Jonathan Winterton. (2007),"The importance of management style in labour retention". International Journal of Sociology and Social Policy Vol. 27 No. 1/2, 2007 pp. 5-18

[28]   Sarah Leidner and Simon M. Smith," Keeping potential job-hoppers' feet on ground". Human resource management international digest VOL. 21 NO. 1 2013, pp. 31-33

[29]   Stevens, M. J. and Campion, M. A. (1999), "Staffing work teams: Development and validation of a selection test for teamwork settings", Journal of Management, Vol. 25 No. 2, pp. 207–228