

## SIGNIFICANCE OF NON-TECHNICAL SKILLS FOR TECHNICAL GRADUATES IN EMPLOYMENT

By

**\*Jasjit Narula, & \*\*Meenakshi Kaushik**

*\*Associate Professor, Lloyd Institute of Engineering and Technology, Lloyd group of Institutions, Greater Noida, Uttar Pradesh, India.*

*\*\*Professor, Lloyd Institute of Engineering and Technology, Lloyd group of Institutions, Greater Noida, Uttar Pradesh, India.*

### Abstract

*The objective of this research is to investigate the impact of employability skills on employment prospects for public university technical graduates. Previous studies have demonstrated the importance of soft skills for an individual's employability. Although having technical abilities is crucial for success, a student's employability also depends on having non-technical skills. We refer to these non-technical abilities as "soft skills." A total of 200 technical graduates were selected to comprise the study's sample. It was discovered that spoken fluency and leadership, integration, and communication skills were all favorably associated. Furthermore, out of the four independent factors, leadership qualities of graduates have the greatest influence on job prospects. It is also becoming increasingly clear that "soft skills" have a larger role in determining an organization's longevity and performance than just "technical skills." This essay makes an effort to pinpoint the skill sets that, from the standpoint of the employer, affect employability. The author also hopes to provide light on the evolution and makeup of employability skills as well as broader views on employability in the coming changes in India's job market.*

**Keywords:** *non-technical skills, technical graduates, employment, soft skills, technical skills*

### Introduction

Possessing skills can help individuals, nations, and employers alike. Technical graduates's abilities have an impact on their likelihood of finding and maintaining a financially rewarding and fulfilling job. Employers in India

need competent personnel in order for their company to be imaginative, productive, and successful in a world where competition is only growing more intense. The talent pool of a country like India is an essential resource that, via improving people's

quality of life, fosters social cohesion, economic prosperity, and high living standards. While possessing technical skills is essential for success in the profession, having other non-technical skills also affects one's employability. These non-technical attributes are generally referred to as "soft skills" or non-technical skills. These non-technical skills are crucial in today's workforce to land a job and keep it. Soft skills develop a person's growth, thinking, analysis, and problem-solving and also improve communication. Discussions about the relationship between a person's employability quotient and soft skills are common in the industry. "Soft skill" and "employability" are phrases that are used interchangeably in the job market. It also implies that the possibility of holding a job for the whole of one's life is increased by possessing soft skills in addition to technical talents.

### **Definition Soft skills**

The phrase "soft skills" refers to a range of behaviors, routines, attitudes, and social graces that make someone a better employee and collaborative partner. Soft talents include

interpersonal and personal attributes that improve a person's relationships, productivity at work, and career chances.

### **Definition Employability skills**

It is defined as a set of accomplishments, knowledge, and personal characteristics that improve an individual's chances of finding work and succeeding in their chosen profession. However, these definitions fail to realize that employability skills entail more than just getting a job.

### **An Employer's Perspective**

Employers reward applicants that are adaptable to a quickly changing world. In other words, they want people who can adapt to change while still thriving in it. They also look for people who can apply their skills to a wide range of activities, from the familiar to the unknown, and who can adjust to new situations with ease. In order to meet their needs, employers need individuals to possess certain talents, competencies, and skills. It's important to remember that although technical skills are required for some jobs, they are not the most desirable qualities.

These non-specific occupational abilities, which businesses need in their recruits, have been identified and defined by surveys and initiatives conducted over the past ten years. It is now established that being employable calls for far more than just credentials relevant to a given profession.

Workplaces and their standards have changed in the last few years. In the past, all that was needed to launch a profession was an academic degree and the willingness to labor. Work is no longer repetitive, routine, or hierarchically planned; instead, it is more problem-oriented, adaptive, and organized than it was in the past. Today's entry-level employees need to be capable of making decisions, working autonomously, and using their skills to solve challenges in the workplace (Baxter and Young, 1982). A standpoint view of an employer emphasizes that the trainer or an educator should take all the responsibility in imparting skills to the young minds. Employers are of the opinion that these days the educator should teach and allow effective participation.

The idea of the "skillful worker" emerged as a result of increasing workplace automation. The factor of globalization is another. The modern economy, where mental capacity adds value to employment, is also starting to be referred to as the "Global Knowledge-based Economy." The skillful worker uses mental exercises to enhance the value of his labor. Therefore, in addition to technical proficiency, a knowledge worker's effectiveness also relies on problem-solving and analysis capabilities. Skillful workers and their knowledge are mostly responsible for the economic success that they enjoy. Because of the current state of the economy, employers today need employees with a wider range of talents in addition to highly skilled individuals. They also want this wide range of skills to be evenly distributed across the whole workforce, not just in a select few administrative positions.

### **Unlading skills for Employability**

Technical students often find it difficult to relate employability skills to the job, even though these skills are embedded in most courses from childhood. The range of employable skills are wide for

a technical graduate student. They have to do with landing a job and making their technical knowledge strong, but they also have to do with helping someone advance in their career and making a positive impact at the workplace once they are employed. Hence, it is important to relate to non-technical skills developed beyond the context of education and apply them during one's career. Employability skills fall under two categories: those needed to land a job and those needed to perform successfully, hold onto a job, and grow in one's career. In the case of courses in the technical fields of engineering, BCA, and MCA, among others, the employability development indicator of an institution may occasionally be closely related to future employment. Employment for technical graduates, certain competencies, such as communication and teamwork skills, are necessary for both threshold and sustainable levels of employability. As an employee moves up from the entry-level. The ability to manage one's learning and career, be employable, and be proficient in job-specific skills are becoming increasingly important. It is arguable that employability

encompasses more than just helping people obtain new credentials or find jobs. Employability skills demonstrate a person's ability to work on novel problems and perform well in ambiguous circumstances. Employability skills, traits, and aptitudes are not discipline-specific; rather, they are generic, meaning they only need to be demonstrated in a particular discipline. They are also referred to as transferable skills since they are applicable to different academic fields.

### **Capabilities Associated for Technical Graduates in the new era**

The quality of education and the deliverables in technical education have grown significantly in recent years. Major changes in knowledge, tools, systems, and management are occurring in the field to meet greater requirements in a cutthroat environment. As a result, engineering companies are always in need of technical graduates who possess both excellent technical knowledge and employability skills. New technical graduates must constantly adapt and update key talents, including self-learning, problem-solving, and other

transferable personal skills, in order to tackle new possibilities, problems, and ever-challenging circumstances. In addition to the necessary technical expertise and know-how, students also need the necessary interpersonal skills to succeed in the industry over the long run.

In terms of both the quality of instruction and the deliverables, technical education has grown and developed significantly in recent years. To meet greater requirements in a cutthroat environment, the profession is undergoing significant changes in knowledge, tools, systems, and management. Therefore, there is a constant need for technical graduates with excellent technical knowledge and employability skills in engineering organizations. To effectively navigate and thrive in ever-changing conditions, aspiring engineers must constantly enhance and adjust essential competencies like problem-solving, self-learning, and other transferable human skills. Long-term success in the field requires not only technical expertise but also the necessary interpersonal skills. Employers these days are seeking candidates that are highly skilled in their field, extremely

flexible and adaptable, eager to learn on the job, cooperative team players, and dedicated to excellence. Additionally highly valued are a strong communication skill set, professional experience, and dedication to the organization. Even with these "soft" characteristics, companies prioritize non-technical attributes more when choosing trainees; according to two-thirds of employers, prospective trainees and apprentices should have a strong work ethic and a willingness to learn. To acquire knowledge, and almost 90% of them look for fluency in English.

## **Conclusion**

Employability can be considered as a product if students and their capacity to adapt to the ever-changing demands of a fast-changing labor market are seen as valuable resources in the increasingly knowledge-based economy. From a different perspective, though, employability can be regarded as a set of abilities, knowledge, and attributes that are necessary for any individual to operate well in the profession.

Although the term "soft skills" is not well defined, it is generally agreed upon that people-oriented and self-management skills are related to them. Moreover, these same skills are increasingly linked to an individual's employability for technical graduates and are essential for increasing employee productivity. Enhancing these skills in technical graduates is more about completing a process of

continuous improvement than it is about achieving a single static outcome. It has been demonstrated that the acquisition of soft skills helps people become employable for the remainder of their lives. Furthermore, these talents of technical graduates are supposed to allow a person the capacity to choose a career route as well as secure and maintain a job.

## References

\*\*\*\*\*

Barrie, S. (2005). Rethinking generic graduate attributes. *Quality Assurance in Education*, 13(1), 8–17. <https://doi.org/10.1108/09684880510578645>

Baxter, M. B., & Young, J. L. (1982). What do employers expect from high school graduates? *NASSP Bulletin*, 66(458), 93–97. <https://doi.org/10.1177/019263658206645814>

Bowden, J., Hart, G., King, B., Trigwell, K., & Watts, O. (2000). *Generic capabilities of ATN university graduates*. Canberra, Australia: Australian Government Department of Education, Training and Youth Affairs.

Bridges, D. (1993). Transferable skills: A philosophical perspective. *Studies in Higher Education*, 18(1), 43–51. <https://doi.org/10.1080/03075079312331382462>

Ferguson, C. (2006). Defining the Australian mechanical engineer. *European Journal of Engineering Education*, 31(4), 471–485. <https://doi.org/10.1080/03043790600797224>

Rao, M. S. (2010). *Soft skills: Enhancing employability-Connecting campus with corporate*. New Delhi, India: International Publishing House.

### To cite this article

\*\*\*\*\*

Jasjit Narula, & Meenakshi Kaushik. (2025). Significance of Non-Technical Skills for Technical Graduates in Employment. *John Foundation Journal of EduSpark*, 7(2), 34-41.

\*\*\*\*\*

### ABOUT THE AUTHORS



**Ms Jasjit Narula**, Associate Professor at Lloyd Institute of Engineering and Technology has over 20 years of demonstrated excellence in leadership development of students. She has held key senior management positions in the department of Learning & Development in colleges. Her unique perspective comes from working within different sectors ranging from education, health, public sector, telecom, hospitality & Govt. Ms Jasjit Narula judiciously applies her experience, multiple certifications in Psychometric Assessments and education in adult learning and motivation in developing leaders for success in various business arenas by competency mapping along with vision, mission and values, sales training, customer care, emotional intelligence, communication, leadership, executive presence, stress management, communication skills, conflict management & negotiations and relationship management.



**Dr Meenakshi Kaushik** has more than 16 years of experience in teaching, training, research and corporate in the area of human resource management, organizational development and leadership development. Presently she is associated with New Delhi Institute of Management, affiliated to Guru Gobind Singh Indraprastha University (GGSIPU), as an Associate Professor for the past four years. Her Ph.D. thesis titled "A Study of Leadership Effectiveness in Women Executives in Context of Delhi Based Business organizations" has brought relevant theoretical and empirical imperatives on leadership development strategies among working executives. She has been associated with Institute of Management Technology, Amity University, DBS, and ICFAI Business School and teaching courses related to Human Resource Management, Strategic Management, Organizational Development and Leadership Development. She had also been associated as a guest faculty and Trainer in Indian Society for Training and Development (ISTD), New Delhi for the past six years. She has mentored and guided many students pursuing Ph.D. as well MBA/PGDM students for summer internship and research projects. She has attended several summits/conferences/seminars at national and International levels and presented papers. She received best paper presentation award on "Position of Women in Rural

*Infrastructure" in Rajas-than University. Her papers have been published in national and international refereed journals. She is the members of AIMA, SHRM and National HRD Network, India. As a Corporate, she was associated with Ritu Nanda Group, Jain TV, CIPLA and Ericsson. She has conducted many workshops for senior and middle level professionals of corporate and industry sectors on the issues related to Gender issues and HRM. She is also imparting guest lectures in JDMC (Delhi University) on entrepreneurial development. She also participated in state level singing competition and received first prize from Governor of Rajasthan. She has conducted around 35 workshops in various Delhi based Management Colleges and Universities on various Soft Skills, Training on Cross Cultural Etiquettes in different Companies. She has attended several conferences and seminars on National and International level conferences and presented papers too. Recently she is involved research and publication work as a reviewer in Scopus Indexed Journal International Journal of Intelligent Enterprise (IJIE).*

\*\*\*\*\*