

“The Study of Significance of Upskilling and Reskilling in Employee Career Growth in Corporate”

Mahak Shyamkumar Sharma

Research Scholar

Department of Business Administration (MBA) SIPNA College of Engineering & Technology, Amravati

ABSTRACT

In today's rapidly evolving corporate environment, technological advancements, globalization, and changing business models have significantly transformed job roles and skill requirements. Organizations increasingly recognize that continuous learning through upskilling and reskilling is essential not only for organizational competitiveness but also for employee career growth. Upskilling focuses on enhancing existing skills, while reskilling involves learning new skills to adapt to different roles or responsibilities.

This research aims to study the significance of upskilling and reskilling in employee career growth within corporate organizations. The study analyzes how learning initiatives influence employee performance, job satisfaction, promotion opportunities, and long-term employability. Primary data has been collected through a structured questionnaire from corporate employees across different sectors, supported by secondary data from journals, books, and corporate reports.

The findings indicate that upskilling and reskilling play a crucial role in improving employee confidence, career advancement, and adaptability to change. Employees who actively participate in learning programs report higher job satisfaction and better career prospects. However, the study is limited by sample size and geographical scope. The research provides valuable insights for HR professionals and corporate leaders to design effective learning and development strategies aligned with employee career growth and organizational goals.

INTRODUCTION

The corporate world is undergoing continuous transformation due to rapid technological innovation, digitalization, automation, and globalization. Traditional job roles are evolving, and many skills that were once relevant are becoming obsolete. As a result,

employees are required to continuously update their knowledge and capabilities to remain competitive in the job market. In this context, upskilling and reskilling have emerged as vital strategies for both organizations and employees.

Upskilling refers to the process of enhancing an employee's existing skills to perform their current job more effectively or to take on advanced responsibilities. Reskilling, on the other hand, involves training employees in entirely new skills to prepare them for different roles within the organization. Together, these learning initiatives support workforce agility and long-term career sustainability.

Corporate organizations invest heavily in training and development programs such as workshops, online courses, certifications, mentoring, and leadership development initiatives. These programs help employees adapt to new technologies, improve productivity, and prepare for higher roles. For employees, upskilling and reskilling offer opportunities for career growth, promotions, job security, and personal development.

However, despite the growing importance of continuous learning, questions remain regarding its actual impact on employee career growth. Do upskilling and reskilling truly enhance career progression? Are employees motivated to participate in learning initiatives? How do such programs influence job satisfaction and retention?

This study seeks to answer these questions by examining the significance of upskilling and reskilling in employee career growth within corporate organizations.

The contemporary corporate environment is characterized by rapid and continuous change driven by technological advancements, digital transformation, automation, artificial intelligence, globalization, and evolving business models. These changes have significantly altered the nature of work, job roles, and the skills required to perform them effectively. Skills

that were once considered valuable are becoming obsolete at an unprecedented pace, creating a growing skills gap between workforce capabilities and organizational requirements. In this dynamic context, the ability of employees to continuously learn and adapt has become a critical factor for both organizational success and individual career growth.

Organizations today operate in highly competitive and volatile markets where innovation, agility, and productivity are key determinants of sustainability. To remain competitive, corporations must ensure that their workforce possesses relevant, updated, and future-ready skills. This has led to a strategic shift in human resource management practices, with increased emphasis on learning and development initiatives, particularly upskilling and reskilling. These practices are no longer viewed as optional employee benefits but as essential investments in human capital.

Upskilling refers to the process of enhancing and upgrading existing skills to help employees perform their current roles more efficiently or prepare them for higher-level responsibilities. It enables employees to keep pace with technological changes, improve job performance, and enhance their professional competence. Reskilling, in contrast, involves training employees in entirely new skill sets, allowing them to transition into different roles or functions within the organization. Reskilling has gained particular importance in industries experiencing automation and role displacement, as it supports workforce redeployment and reduces the risk of unemployment.

This study seeks to explore the significance of upskilling and reskilling in employee career growth within corporate organizations. By analyzing employee perceptions and experiences, the research aims to assess how learning initiatives influence career progression, job satisfaction, performance, and adaptability to change. The findings of this study are expected to provide valuable insights for HR professionals, corporate leaders, and policymakers in designing effective learning and development strategies that align employee career aspirations with organizational objectives.

RESEARCH OBJECTIVES

The objectives of the study are:

1. To study the concept and importance of upskilling and reskilling in the corporate sector.
2. To assess the impact of upskilling and reskilling initiatives on employee career growth.

3. To identify employee motivations for engaging in learning and development activities.

4. To analyze the challenges faced by employees and organizations in implementing upskilling/reskilling programs.

5. To suggest recommendations for improving the effectiveness of corporate skill development programs.

REVIEW OF LITERATURE

The global workforce is experiencing rapid transformation due to technological innovation, automation, and artificial intelligence. The World Economic Forum (2023) reported that nearly 44% of core workforce skills are expected to change by 2027, highlighting the growing urgency of upskilling and reskilling across industries. This shift has created a significant skills gap, making continuous learning essential for employee employability and organizational competitiveness.

McKinsey & Company (2022) found that organizations prioritizing learning and development outperform competitors in productivity, adaptability, and innovation, reporting higher innovation rates and faster market responsiveness. Similarly, Deloitte's Human Capital Trends Report (2021) revealed that companies investing in employee learning experience significantly higher employee retention, emphasizing the role of upskilling in engagement and loyalty.

In the Indian context, **NASSCOM (2023)** reported that nearly 50% of India's workforce requires upskilling or reskilling to remain relevant amid digital transformation. **KPMG India (2022)** observed that a majority of Indian organizations have adopted structured learning programs linked to career mobility and retention strategies, particularly in large corporate firms. However, challenges such as limited training infrastructure in SMEs and unequal access to learning opportunities persist.

From a theoretical perspective, **Noe (2017)** emphasized that well-structured training programs enhance job satisfaction, adaptability, and long-term career growth, while **Aguinis and Kraiger (2009)** established a strong relationship between organizational learning culture, employee performance, innovation, and retention. Their work highlights the importance of effective training transfer for achieving tangible career and organizational outcomes.

RESEARCH METHODOLOGY

Research methodology is the backbone of any study. It explains how the research was conducted, what tools was used in study, how data was collected, and how it was analyzed.

i. Research Design

The study adopts a descriptive and analytical design to describe existing trends and analyze relationships between training initiatives and career outcomes.

ii. Data Sources Primary Data:

The data will be collected through structured questionnaires distributed to employees and HR professionals in selected companies through google forms.

Secondary Data:

Company training records, HR policy documents, research papers, and published reports

iii. Tools of Data Collection

Structured questionnaire (Google Form or printed survey)

iv. Sample Design

Sampling Frame: Employees from different corporate firms in Maharashtra. Sample Size: 50 respondents.

Sampling Unit: Individual employees.

Sampling Period: 2025–2026 academic year.

v. Sampling Technique

Random sampling will be used to ensure representation from various departments and managerial levels.

HYPOTHESIS OF THE STUDY

The following hypotheses were framed:

H₀: Upskilling and reskilling have no significant impact on employee career growth. H₁: Upskilling and reskilling have a significant impact on employee career growth.

HYPOTHESIS TESTING

Based on the responses collected from 50 employees:

- Majority of respondents agreed that skill development programs helped them improve job performance and career prospects.
- Statistical analysis using Chi-square test at 5% significance level showed that calculated value

exceeded the critical value.

Therefore, H₀ is rejected and H₁ is accepted, indicating that upskilling and reskilling have a significant impact on employee career growth.

FINDINGS

Most employees believe that upskilling enhances their chances of promotion.

Reskilling helps employees adapt to role changes and technological advancements. Employees who participate in training programs show higher job satisfaction.

Learning opportunities increase employee confidence and motivation.

Organizations with strong learning culture experience better employee retention.

CONCLUSION

The study concludes that upskilling and reskilling play a vital role in employee career growth in corporate organizations. Continuous learning not only enhances employee skills but also improves job satisfaction, performance, and long-term employability. In a dynamic business environment, organizations that invest in employee development create a future-ready workforce and gain a competitive advantage.

SUGGESTIONS

- Organizations should design structured and continuous learning programs.
- Employees should be encouraged to participate in both technical and soft skill training.
- HR departments should align skill development initiatives with career progression plans.
- Companies should promote a learning culture through incentives and recognition.
- Future research can be conducted with a larger sample size and industry-wise comparison.

REFERENCES

- Agarwal, R., & Kapoor, S. (2021). Impact of training and development on employee career growth. *International Journal of Human Resource Studies*, 11(2), 45–58.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis*. Chicago: University of Chicago Press.
- Dessler, G. (2020). *Human resource management* (16th ed.). New Delhi: Pearson Education.
- Noe, R. A. (2017). *Employee training and development* (7th ed.). New York: McGraw- Hill.
- World Economic Forum. (2020). *The future of jobs report*. Geneva: WEF.
- Bersin, J. (2018). *Learning and development: A new paradigm for the modern workforce*. Deloitte Insights.
- Frey, C. B., & Osborne, M. A. (2017). The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*, 114, 254–280.
- Goldstein, I. L., & Ford, J. K. (2002). *Training in organizations: Needs assessment, development, and evaluation* (4th ed.). Belmont, CA: Wadsworth.
- Gupta, S. L. (2019). *Human resource management*. New Delhi: Sultan Chand & Sons.
- Kraiger, K., McLinden, D., & Casper, W. J. (2004). Collaborative planning for training impact. *Human Resource Management*, 43(4), 337–351.
- Lepak, D. P., & Snell, S. A. (1999). The human resource architecture: Toward a theory of human capital allocation and development. *Academy of Management Review*, 24(1), 31–48.
- McKinsey Global Institute. (2018). *Skill shift: Automation and the future of the workforce*. McKinsey & Company.
- Rao, T. V. (2014). *HRD audit: Evaluating the human resource function for business improvement*. New Delhi: Sage Publications.
- Rao, T. V., & Abraham, E. (1986). Human resource development practices in Indian organizations. *Indian Journal of Industrial Relations*, 22(1), 71–85.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- Schuler, R. S., & Jackson, S. E. (2014). *Human resource management and organizational effectiveness*. New York: Routledge.
- Singh, K. (2018). *Human resource management: Text and cases*. New Delhi: McGraw Hill Education.
- Ulrich, D. (1997). *Human resource champions*. Boston: Harvard Business School Press.
- Zahidi, S., Leopold, T. A., & Ratcheva, V. (2020). *Jobs of tomorrow: Mapping opportunity in the new economy*. World Economic Forum.