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# Upskilling for the Modern Workplace: A Case Study on the Most Effective Training Methods and Tools for Bridging the Skills Gap

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## ABSTRACT

The skills gap represents a significant challenge in today's ever-evolving workplace, affecting various industries and age groups. This gap leads to increased recruitment costs, hinders innovation and growth, and reduces productivity and efficiency. Leaders worldwide agree that upskilling is essential for addressing this issue and building a future-ready workforce. However, significant barriers persist, particularly budget constraints and low engagement in training programs. This article presents a case study on a non-profit organization that helps at-risk youth and vulnerable community members develop job readiness skills using the GoSkills course library and learning management system (LMS). Through interviews with the organization's program director and learners, and an analysis of the platform's reports, the study identifies best practices for upskilling and assesses their effectiveness. The findings provide actionable recommendations for organizations to create a more engaging and effective upskilling strategy without necessarily increasing their training budget.

## KEYWORDS

skills gap, skills gap analysis, technical skills development, learning and development, upskilling, retraining

## 1 INTRODUCTION

### 1.1 The skills gap

The skills gap represents a significant challenge in today's ever-evolving workplace. Defined as the disparity between the skills required by employers and those possessed by the workforce, this mismatch has become increasingly pronounced as industries rapidly advance with technological innovations and shifting market demands. A recent study, Springboard's State of the Workforce Skills Gap 2024 [1], indicates that over 70% of employers acknowledge facing this skills gap.

Buckley, C., Castro Jorge, M.F. (2024). Upskilling for the Modern Workplace: A Case Study on the Most Effective Training Methods and Tools for Bridging the Skills Gap. *International Journal of Advanced Corporate Learning (iJAC)*, 17(4), pp. 94–108. <https://doi.org/10.3991/ijac.v17i4.51277>

Article submitted 2024-07-22. Final acceptance 2024-09-11.

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This issue affects different industries and age groups, including Gen X (born between 1965 and 1980), Millennials (born between 1981 and 1996), and Gen Z (born between 1997 and 2012). Each generation faces unique challenges when bridging this gap.

While millennials and Gen Z were born into the information and technology era, Gen X had to adapt to it. Chinnery [2] posits that often fearing the unknown and sometimes labeling themselves as ‘technophobes,’ Gen X worry that the process of acquiring new skills will only highlight their existing limitations. Skonnard [3] states that somewhat surprisingly, Gen Z may also be less prepared for the future of technical work than expected, as traditional education often fails to equip them for a digitally-driven job market.

Given this prominent skills shortage, emphasizing adaptability and continuous upskilling has become essential to building a future-ready workforce that drives growth and innovation at companies. However, these efforts come with their own set of complexities.

## 1.2 Challenges in addressing the skills gap

According to the Chartered Institute of Personnel and Development (CIPD) 2023 Learning at Work report [4], several key barriers impede learning and development efforts, including lack of learner time, engagement, and budget. Recognizing that a one-size-fits-all approach does not work is crucial to overcoming these barriers, particularly the challenge of engaging learners effectively, as stated in [2].

Cole asserts that to be successful, a learning strategy must cater to a multigenerational workforce [5]. For instance, a program tailored for a Gen X audience might include mentorship and feedback from both leaders and colleagues, regular check-ins, hands-on learning, and practical opportunities to apply new skills. Improving digital skills and confidence for this group can start with mastering basic programs like email and Microsoft Excel before progressing to more complex applications. In contrast, Gen Z places special emphasis on bite-sized learning and social learning opportunities.

Given these differences, it is imperative to adopt best practices for upskilling diverse learners, particularly those at a disadvantage due to generational or contextual differences. Understanding and implementing tailored learning strategies will help bridge the skills gap effectively and ensure that all employees can thrive in a rapidly changing work environment.

## 1.3 Significance and relevance of the study

The skills gap has profound economic and organizational consequences, as reported in [1]. Recruitment costs rise as businesses compete for scarce talent, while insufficient skills hinder innovation and growth, diminishing competitiveness. Additionally, decreased productivity and efficiency negatively impact performance.

In the same study, most leaders agreed that the solution to the skills gap lies with their workforce, with 63% pointing to upskilling as their go-to strategy. Nonetheless, nearly half were not fully satisfied with their companies’ training and development efforts, considering these initiatives only “somewhat effective.” This dissatisfaction often stems from a lack of budget, insufficient team bandwidth, and challenges in engaging employees effectively.

These findings underscore the need for a more effective and comprehensive approach to upskilling. The World Economic Forum (2024) [6] suggests a skills-first

approach to bridging skills shortages. By identifying current skill needs and delivering skills-based training programs organizations can achieve significant returns.

This case study analyzes a non-profit organization's training program to identify effective practices aligned with a skills-first approach. The program focuses on upskilling individuals whose careers have been impacted by economic and technological changes. These findings aim to inspire and guide companies in adopting these strategies to effectively bridge their own skills gaps and enhance workforce capabilities.

## 2 BUILDING BLOCKS MENTORING PROGRAM

Building Blocks Mentoring Program (BBMP) is a US-based non-profit organization located in Memphis, Tennessee, and Washington DC that promotes social development, education, and self-awareness [7]. BBMP works with at-risk youth and other vulnerable members of the community to improve their lives through academic growth, personal development, and job readiness.

Services provided include helping with college applications, resume preparation, financial literacy, and job placement [8]. Through corporate partnerships, BBMP provides opportunities and training in technology, leadership, soft skills, and career pathways. In October 2021, the Building Blocks Mentoring Program began partnering [9] with GoSkills [10] to provide online skills training for its members.

BBMP was founded in 2009 and to date has served more than 1,500 students.

### 2.1 Research methodology

Interviews were conducted in July 2024 with BBMP Program Director, Tierre Wright, as well as with two of its learners. The purpose of the interviews was to determine how skills gap analyses were performed, as well as to understand the strategies implemented to close those gaps. BBMP was selected for the case study based on its program objectives, as stated on its website [7]. An organization that aims to make members of a community employable and job-ready mirrors the objectives of learning and development departments, which seek to upskill their existing workforce.

BBMP's Program Director often shares the group's accomplishments on social media platforms, and in light of this, the researchers wanted to find out what his team's methodologies were and how the learners felt about the learning and development program.

Training outcomes were measured using GoSkills LMS [11] reports and by conducting qualitative interviews with selected learners. One learner was chosen based on the number of learning hours completed, while the program director recommended another due to the significant skills gap identified at the start of the program, compared with their achievements in job placement and other accomplishments to date.

### 2.2 Performing a skills gap analysis

Mr. Wright shared that the goal of BBMP has always been to provide skills training to members of the community. However, more recently, they have become even more focused on workforce development with the clear objective of training

students to get into their career of choice. Their approach begins with a skills gap analysis, and several of the steps they follow align with those recommended by Boogaard [12].

The process begins when a member of the community enrolls as a BBMP member because they want job placement or any of the other services offered. The Program Director has a one-on-one conversation with each student about their career and life goals.

The next step is to research the skills and requirements for them to be successful in that field or endeavor, and compare those goals to their current skills and background. The program director then researches and identifies the necessary training resources that would help close the knowledge and skill gaps, and together, they agree on a learning pathway.

One unique aspect of the BBMP skill gap analysis is that all members of the program are required to take the Customer Service course and the Leadership course, regardless of their skill gaps and career goals. Tierre explained that the reason for this is two-fold:

Customer service principles are relevant to every industry, and leadership training can be beneficial to everyone, and

Many of their students are not “tech-savvy.” Giving everyone a soft introduction to computers via a non-technical subject helps them to become more comfortable with the use of technology before moving on to more challenging assignments.

A second feature is that, upon completing their assigned courses, students have the freedom to choose additional courses of personal interest or those determined by self-assessment.

While both learners who were interviewed benefitted from upskilling, there were subtle differences in their learning needs and motivations, as illustrated in the cases below. As a result, their learning journeys differed, yet they each achieved the desired outcome.

### 2.3 Upskilling Lorraine Moore

Lorraine Moore retired from her job with the United States Postal Service in 2012 due to family obligations. She is now in a position to re-enter the workforce but found that there have been significant changes to the work landscape since her retirement.

Moore discovered BBMP through a friend and enrolled in the job-readiness program in December 2023. She completed the two mandatory courses in January 2024 and was impressed by their quality. Despite her years of experience in customer service and leadership, Lorraine found that there was still a lot to learn.

In order to improve her job readiness, she decided to build on her existing skills and acquire new ones by upskilling in Excel and project management. She also took the GoSkills course on how to use Google Drive and other Google Workspace apps. Additionally, as a trustee at her church, she was eager to learn how to use QuickBooks, because, in her words, “everybody’s using it.” The process of upgrading one’s existing skills, such as learning how to perform existing tasks using new technology, is described as “upskilling.” Lorraine further remarked that since online interviews were a relatively recent phenomenon, the “How to Prepare for a Job Interview” course was very helpful in reinforcing interview skills she already had, as well as understanding online meeting etiquette.

Lorraine continued exploring the platform and enrolling in other courses of interest to her. Overall, she completed a total of 15 courses within a 6-month period.

## 2.4 Retraining Andre Pendleton

Andre Pendleton came across BBMP in February 2023 during a casual conversation with Terre Wright, the Program Director. Pendleton possessed a Bachelor of Science degree in Criminal Justice and had recently applied to the Georgetown University Paralegal Program but had not given much thought to the technical skills required in a paralegal's day-to-day work life.

As a courtesy, Wright did some research into the job requirements and responsibilities of paralegals and pointed out that, aside from the legal knowledge requirements, technical office skills were a must. Together, they were able to identify courses that would fill the gaps and enhance Andre's job readiness in that field.

By his own admission, Pendleton needed support in terms of his computer abilities, so the gentle introduction to e-learning via GoSkills' Customer Service and Leadership courses was an ideal springboard to get comfortable with basic computer usage, and later, to work on more advanced skills. Andre completed the two BBMP-required courses by early March 2023.

Interestingly, he took a unique approach to furthering his online studies. By April 2023, he had been accepted and enrolled in the six-month paralegal program at Georgetown University. He wanted to be professional in his use of Microsoft Office applications for the workplace by the time he graduated, so he enrolled in Microsoft Excel and Word courses, taking selected lessons that taught the particular skills he felt he needed at the time.

After graduating from his university course, Pendleton continued learning how to use Microsoft Excel and Outlook through GoSkills courses with the "just-in-time" acquisition method.

In January 2024, Andre landed a job as an Advocacy Specialist with a social services organization in Washington D.C. and enrolled in the GoSkills Microsoft Teams training course. (Microsoft Teams [13] is a collaboration and communication tool used by millions in the modern workforce.) He has applied his newly acquired skills to analyze large data sets and communicate electronically with ease.

## 3 BEST TRAINING PRACTICES AND TOOLS FOR UPSKILLING

The following principles were observed and were deemed to contribute to the success of the BBMP job-readiness program.

### 3.1 Microlearning techniques

Microlearning, as defined by Swain [14], is an instructional approach that delivers educational content in small, manageable chunks. This approach has proven particularly effective for upskilling learners at BBMP, most of whom describe themselves as non-tech-savvy. This effectiveness can be linked to the reduction in extraneous cognitive load they face.

Extraneous cognitive load, defined by Kalyuga & Liu [15], is the cognitive effort imposed by instructional methods that do not directly contribute to learning. Research by Johnson-Glenberg et al., 2014, as cited by Skulmowski and Xu [16] asserts that non-tech-savvy learners tend to experience higher extraneous cognitive load when engaging with online learning platforms, especially those with elements requiring high interactivity.

Tierre requires learners at BBMP to complete two GoSkills courses: Customer Service Training and Leadership Training. The rationale is two-fold: these are in-demand soft skills relevant to any role, and they help familiarize non-tech-savvy learners with the GoSkills interface, which learners have characterized as “very easy to use and navigate.” Tierre explained, “That’s very important for you to go on to anything else. I need [them] to complete those two courses because a lot of students that we have are not really computer savvy or tech savvy. So I feel like the customer service and leadership courses on GoSkills introduce them to a laptop or a computer, and they become friends after a while.”

Learners also found that the microlearning approach was key to maintaining their motivation throughout the learning journey while effectively grasping the course concepts. The GoSkills microlearning method, consisting of bite-sized video lessons (typically 3 to 6 minutes long), short quizzes, practical exercises, and gamification elements like coins, statuses, daily streaks, and time-tracking goals, creates an environment that requires a medium level of interactivity. Skulmowski and Xu, referenced in [16], suggested that low and medium levels of interactivity promote learning and motivation while avoiding cognitive overload.

- **Bite-sized lessons:** Each video lesson on the GoSkills platform is concise and focused on a single topic (see Figure 1). This design prevents learners from feeling overwhelmed, making it easier for them to absorb and retain knowledge. Tierre described these lessons as “not too long, not too short, but just enough knowledge to keep you engaged.”

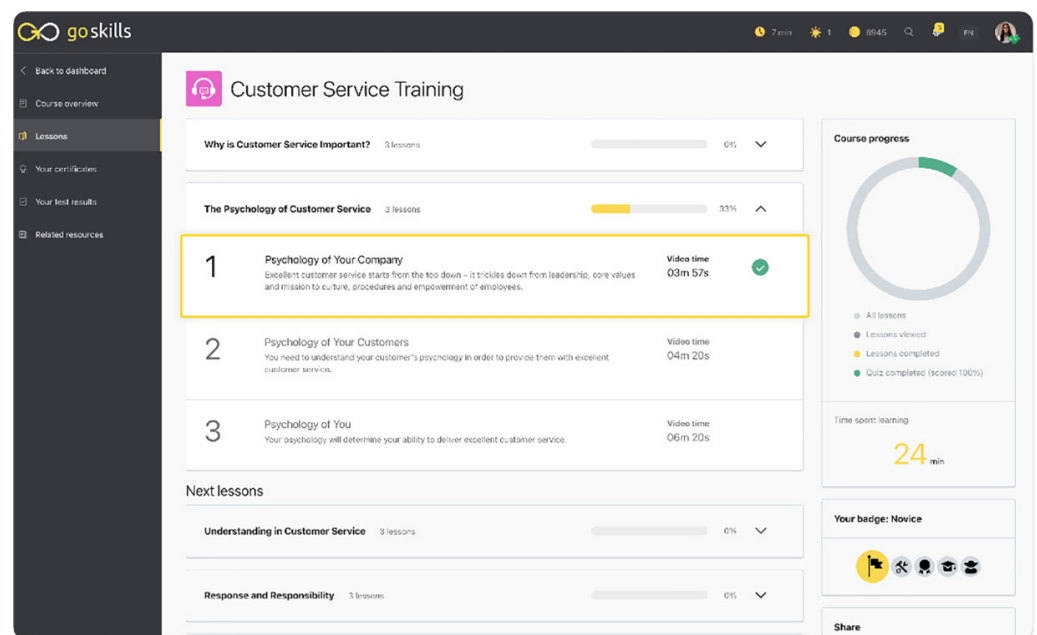


Fig. 1. GoSkills courses are divided into bite-sized lessons, each lasting 3–6 minutes

Marcelle and Brahim [17] affirm that with microlearning, each resource is designed to be used independently. This design allows learners to quickly resume where they left off and makes microlearning courses ideal for just-in-time learning, providing quick refreshers or problem-solving aids exactly when needed as stated in [14].

Andre supports this by saying, “The way things are broken down into shorter lessons helps you build confidence as you progress. Additionally, being able to revisit material and navigate the content independently allows you to extend the use of the program as a resource. It’s like developing your own personal library of information that you can access whenever needed.”

Moreover, Tierre attributed the success of these lessons to the instructors, stating, “I think GoSkills has amazing instructors. Sometimes they [the students] feel engaged, like they’re there with the instructor.” This sentiment was echoed by Lorraine and Andre, who praised the instructors for delivering information in a comprehensive yet straightforward manner. Lorraine noted, “When I took the courses, I realized that I didn’t know as much as I thought I did,” highlighting the depth of the instruction.

- **Quizzes and gamification features:** Quizzes play a crucial role in reinforcing learning. They provide immediate feedback, helping learners identify areas that need improvement (see Figure 2). Andre shared that successfully completing quizzes brought him excitement and motivation to progress to the next lesson, creating a positive learning cycle.

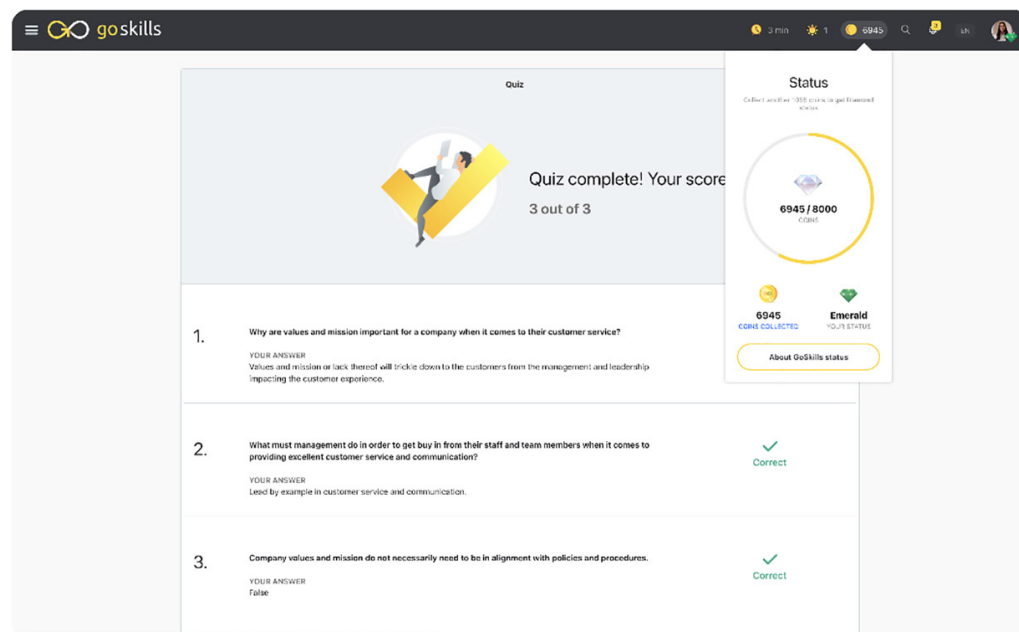


Fig. 2. Each lesson concludes with a brief quiz to assess the learner’s newly acquired knowledge

Additionally, gamification elements such as earning coins and status add an engaging layer to the learning process. Marcelle and Brahim [17] note that incorporating game elements into microlearning modules engages and motivates learners. Lorraine emphasized the effectiveness of this approach, stating, “I was more focused on the coins that I earned than on the time I spent learning.”

This focus on gamification helps maintain motivation and engagement, crucial for non-tech savvy individuals who might otherwise find digital learning platforms intimidating.

### 3.2 Personalized learning paths

After assigning newly joined learners the Customer Service Training and Leadership Training courses, Tierre engages in one-on-one conversations with each of them to understand their career goals. Based on these discussions and the requirements of their desired job roles, Tierre identifies the skills learners need to acquire and then searches for GoSkills courses that are suitable to fill these specific gaps.

Learning management systems (LMS) can significantly support the process of customizing the learning experience, not only by offering advanced personalization features but also by deploying them in a user-friendly manner. For instance, GoSkills provides features such as Teams, Assignments, and Learning Paths. These tools allow administrators to seamlessly group learners, assign specific learning content, and create structured learning sequences that guide learners through related courses and topics, ensuring a comprehensive and logical progression in their learning journey.

These personalized approaches to learning have a proven positive impact on the time spent learning. Lorraine, for instance, reported spending 73 hours learning over six months, averaging approximately 3 hours per week, which exceeds the 1-hour average per week reported by Training Magazine's 2023 Industry Report [18]. LinkedIn's 2024 Workplace Learning Report [19] supports this finding, indicating that personalized learning experiences aligned with interests and career goals are among the top three reasons professionals spend more time learning.

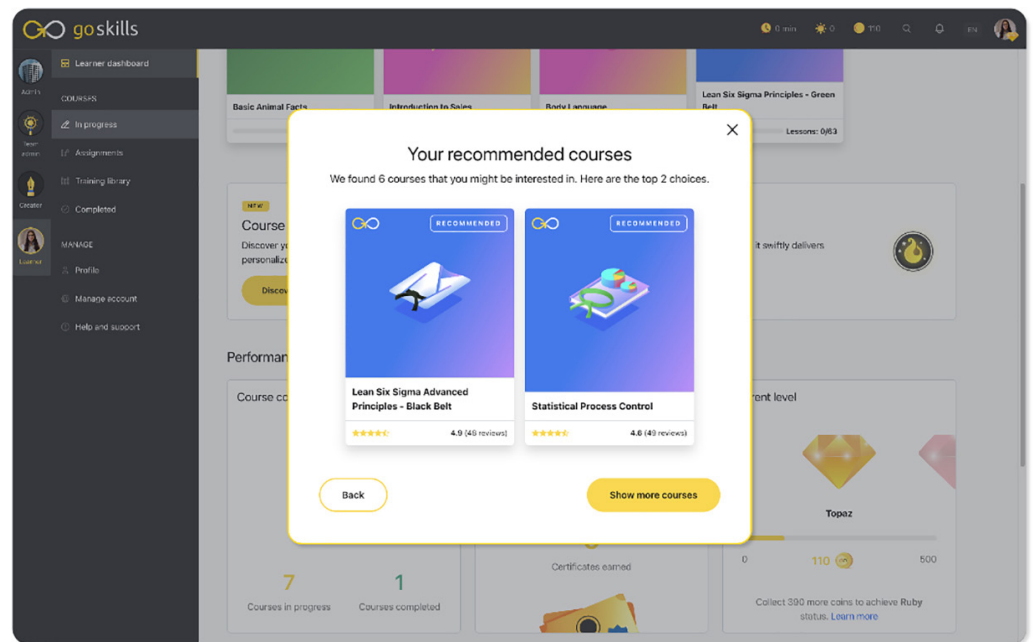
### 3.3 Learner flexibility

Flexible learning allows students to customize how, what, when, and where they learn. Self-paced learning provides students with the flexibility to progress at their own speed and schedule, but providing flexibility in terms of what they want to learn has also proved to have a positive correlation with higher learner engagement and course completion rates, as stated by Buckley and Castro, 2024 [20].

LinkedIn's 2024 Workplace Learning Report [19] further suggests that the best approach to skill building is dynamic, efficient, and tailored to individual career motivations. Building on this approach, BBMP not only assigns specific courses to its students but also allows them to choose any additional courses from the GoSkills library that interest them.

Learning Experience Platforms (LXPs) are playing a more prominent role in delivering flexible and personalized learning, especially those leveraging artificial intelligence to streamline the creation and discovery of relevant content. For example, the GoSkills platform features an AI-powered Course Recommender (see Figure 3) that suggests courses based on learners' interests and prior learning. This tool helps students get started quickly and encourages them to choose courses aligned with their motivations, increasing the likelihood of content discovery and course completion, enhancing the overall learning experience.





**Fig. 3.** GoSkills features an AI-powered course recommender that suggests courses based on the learner's interests and learning history

### 3.4 Mentorship

As the BBMP's program director, Tierre plays a key role in mentoring learners. He engages in one-on-one conversations with each student, asking, "What do you want to be in life? What type of career do you want to have?" This personalized approach helps learners define their career goals and create a clear path to achieve them.

Lorraine Moore highlighted Tierre's support and guidance, saying, "Tierre was exceptional in assisting and directing us. He made sure we were equipped with the right tools and was always checking on us. He constantly asked us how we were doing, and we received so much encouragement from him. Every time we earned a certification, he would celebrate with us, take a picture, and share it. That made an awesome difference."

The significance of mentorship in the learning process is further supported by research. Skulmowski and Xu's study [16] revealed that the inclusion of a motivation prompt and a growth mindset intervention lowered levels of perceived cognitive load and fostered higher retention and transfer scores.

In the context of BBMP, Tierre's mentorship, combined with microlearning, has proven particularly beneficial for non-tech-savvy learners. His personalized support not only motivates learners but also reduces their cognitive load, making it easier for them to absorb and retain new information. This dual approach ensures that learners receive both the emotional encouragement and the practical skills they need to succeed.

### 3.5 Peer support

One of BBMP's most remarkable achievements has been building a supportive community of learners who encourage each other daily. These enthusiastic learners

meet for a couple of hours on certain days of the week in local public spaces, such as Starbucks or libraries, making learning more than a duty but a daily experience they can look forward to. Lorraine said, “I felt I was coming into a family. We’re all in it together.”

BBMP learners acquire new skills in a cooperative environment characterized by face-to-face interactions, positive interdependence, and individual accountability. A study [21] by the Organisation for Economic Co-operation and Development (OECD) found that learners, particularly women, tend to feel more comfortable in such environments. This finding is supported by Lorraine’s observation: “Everyone is on a different learning curve, and being able to learn online helps everyone go through the content at their own pace. This way, you don’t feel like you’re competing against each other.”

### 3.6 Rewards and recognition

While gaining practical knowledge might be a learner’s primary goal, tangible proof of achievement plays a crucial role in their motivation. Certificates provide a sense of pride and accomplishment, encouraging learners to continue their education. They also serve as effective tools for demonstrating skills and dedication to potential employers. As Tierre mentioned, “I love when I get a certification, and one thing that motivates me is to see my score. That way, I’m always pushing myself to score high.”

Achieving their first certification can be a significant milestone for learners, giving them the initial motivation to pursue more courses. Test scores are displayed on the certificate, driving learners to finish the course and excel in the exam.

Tierre has noticed that most learners complete their courses on time because the learning environment becomes more dynamic and engaging. “Whoever earns that first certification sets the tone for the whole class. Everyone else wants to share in the celebration and excitement,” he explained. This fosters a healthy sense of competition within a supportive atmosphere, motivating learners to strive for higher achievements and continuously improve their skills.

### 3.7 Progress measurement

Effective progress measurement is crucial for the success of any upskilling program, and Tierre Wright highlights the capabilities of the learning platform in this regard. “I can check and see what you’re doing. So if I send out a homework assignment, I can go in at night and look into the GoSkills system to see if you really did what you were supposed to do that night. And that’s a big thing that I love about GoSkills. It helps me a lot,” Tierre explains. This real-time and comprehensive tracking allows Tierre to monitor learner engagement and ensure accountability.

The GoSkills LMS provides advanced reporting and analytics (see Figure 4) to quantify the success of training programs. Administrators can evaluate performance across multiple dimensions, including individual learners, teams, and course content. Customizable feedback forms also offer valuable qualitative insights that enable a thorough assessment. These features collectively empower administrators to continuously improve the learning experience.

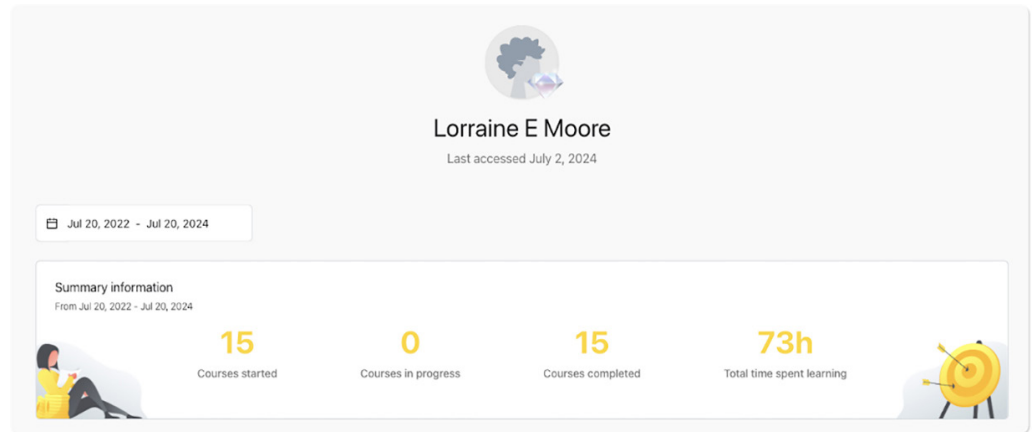


Fig. 4. A high-level overview of Lorraine Moore's learning report

Wright does not limit progress measurement to pure LMS metrics, however. He regularly checks up on learners to see whether their learning efforts are paying off. For instance, he maintains communication with them after job interviews and when they secure employment. This type of measurement, combined with ongoing mentorship, makes a significant difference in achieving not only training outcomes but also career goals.

## 4 RESULTS

Throughout its use of the GoSkills platform, BBMP has achieved remarkable results. With 212 active learners, the program boasts a course completion rate of 92%, with 97 courses completed out of 105 started. This higher-than-average completion rate has remained consistent through the years: 89% last year and 81% this year. Learners have collectively earned 535 certificates and have spent a total of 1,667 hours on learning activities (see Figure 5).

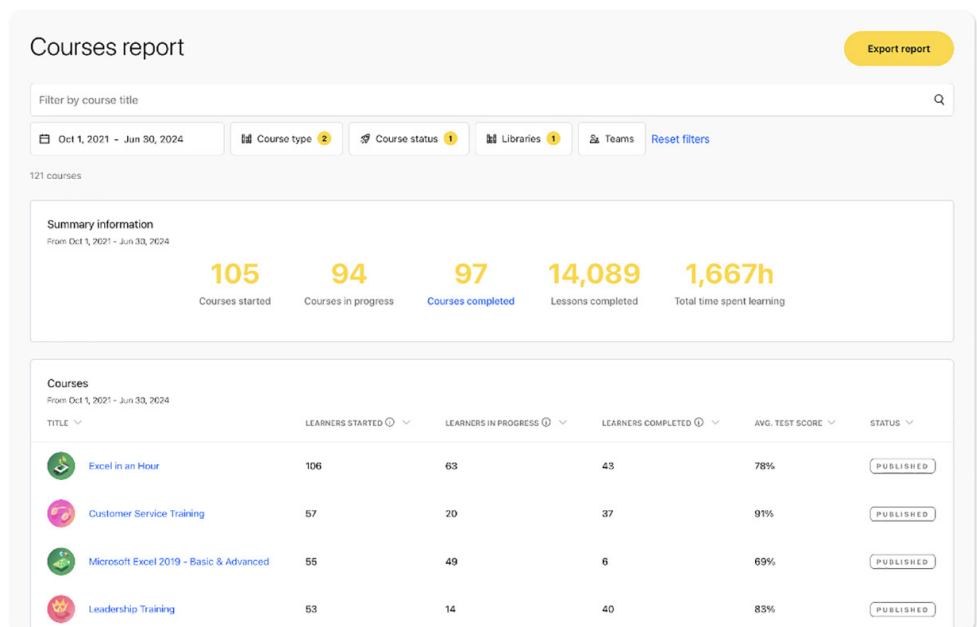


Fig. 5. BBMP's course report since partnering with GoSkills in 2021

However, the program's outcomes extend beyond these metrics. In some settings, skill acquisition may be a more practical measure than course completion. It is often the case that learners apply skills without necessarily finishing a course, following a just-in-time learning approach. Andre Pendleton exemplifies this. After completing Georgetown's Paralegal Studies Program, he secured a role as an Advocacy Specialist. To manage his tasks, Andre takes Microsoft Excel and Outlook courses. Although he has not completed them, he frequently revisits lessons to learn, refresh, and apply knowledge as needed for his job.

Like Andre, many other BBMP learners have achieved remarkable outcomes. For example, some have re-entered the job market after years of absence and secured full-time positions by leveraging the skills-first approach of BBMP's training program. The challenges faced by these learners, such as outdated skills or limited computer proficiency, further highlight the effectiveness of the best training practices discussed earlier.

## 5 KEY TAKEAWAYS AND RECOMMENDATIONS

In light of the findings from this case study, several key takeaways and recommendations emerge to guide business and non-profit community organizations in effectively addressing the skills gap:

1. **Get learners started with a set of relevant skills.** When joining BBMP, learners are required to complete two GoSkills courses: Customer Service and Leadership Training. According to Tierre, this approach not only equips them with in-demand skills but also familiarizes them with the platform's interface, making them comfortable enough to continue their learning journey. This strategy has proven particularly effective for learners who consider themselves non-tech-savvy, tech-averse, or who have outdated technical skills.
2. **Provide microlearning opportunities that support a just-in-time learning approach.** Selecting a learning platform that combines microlearning formats—such as bite-sized lessons, quizzes, and gamification features—with ease of navigation and use can lead to better immediate outcomes, including higher course completion and engagement rates. This approach also supports long-term skills acquisition, as these formats encourage learners to acquire and apply skills as needed, helping to cement knowledge more effectively.
3. **Personalize the learning experience.** Leverage various LMS tools to personalize the learning experience by assigning relevant content that addresses specific skill gaps. However, it is equally important to involve learners in the personalization effort by allowing them the freedom to choose learning content based on their personal motivations. LXPs that harness the power of artificial intelligence can empower learners to take control of their learning journey, providing personalized recommendations that align with their individual goals and interests.
4. **Leverage mentorship.** The one-on-one conversations between BBMP's program director and learners helped them define their career goals and created a clear path to achieve them. His enthusiastic support and encouragement have made, as one learner described, an "awesome difference." The guidance and motivation provided by a mentor not only help learners persevere but also reduce cognitive load, making the acquisition of new knowledge and skills more effective.

5. **Foster a collaborative learning environment.** If possible, allow learners to gather regularly. Face-to-face interactions, combined with positive interdependence and individual accountability, help create a supportive community. An environment where learners feel listened to and motivated, and where they have a safe space to apply newly acquired skills, can lead to better training outcomes.
6. **Reward learners.** Tangible proof of achievement, such as certificates, is crucial for motivating learners. Providing access to accredited courses empowers them with recognized skills. Organizations can also create their own forms of recognition, such as publicly acknowledging top learners, as BBMP does by sharing their achievements on social media. Other incentives might include bonuses, internal mobility opportunities, and promotions, depending on company policies. Individuals differ, so be willing to experiment with a variety of rewards to motivate each person effectively and discover what uniquely drives their engagement and performance.
7. **Leverage LMS reporting to track performance.** The selection of an LMS with detailed reporting capabilities is crucial for the success of any upskilling program. These capabilities should allow for the collection and real-time review of both quantitative and qualitative data. Acting on these metrics enables administrators to monitor learner engagement, ensure accountability, and continuously improve the learning experience.
8. **Extend support beyond training completion.** Support should not end when the training program does. The program director at BBMP exemplifies this by regularly checking in with learners after job interviews and once they secure employment. This ongoing communication ensures their learning efforts are paying off, identifies areas for future improvement, and reinforces the notion of lifelong learning.
9. **Tailor training to generational needs.** Millennials and Gen Z grew up with technology, while Gen X had to adapt. Chinnery [2] notes that many Gen Xers may be hesitant to embrace new skills, sometimes seeing themselves as “technophobes.” Surprisingly, Gen Z might also be underprepared for the tech-driven job market due to gaps in traditional education, as Skonnard [3] points out. Recognizing these generational differences when customizing learning experiences or selecting training methods can help ensure that all learners, regardless of age, are ready to meet the demands of the modern workforce.

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