

TRAINER UPSKILLING AND RESKILLING MODELS IN BUSINESS EDUCATION

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ABSTRACT

The dynamic nature of the work environment as a result of consistent changes in work innovations sees skills requirements quickly becoming outdated and therefore requires regular skills updating for workers especially teachers to stay relevant in either their current job or in new roles with the same employment. The paper focused on upskilling and reskilling models for trainers in Business Education. Its objectives includes to highlight the benefits of upskilling and reskilling and to examine the models for trainer upskilling and reskilling in Business Education. The paper concluded that engaging in continuous upskilling and reskilling reduces skills gap and aids teachers' competencies. The paper suggests that teachers in Business Education should be exposed to current trends through institution or self funded courses, seminars and workshops.

Keywords: Upskilling, Reskilling, Skills gap, Business Education.

INTRODUCTION

The recent popularity in the use of automation for work operatives as a result of covid-19 pandemic which made it necessary for social distancing and isolated/remote working and the urgent need of ensuring uninterrupted work operations created a huge gap between knowledge and skill. This situation put a lot of business education teachers and school administrators on tenterhooks in the search for suitable ways of breaching this gap or risk being redundant as a result of stagnated or obsolete skill or processes of working. Business education teachers school administrators alike sought for ways to stay abreast with the "new normal" in their organizations by updating their skills sets and knowledge to what is obtainable in the industry while also learning new skills sets that can either aid them in getting new jobs, assume new positions or take on new job responsibilities that are mutually beneficial and more productive in the school setting. Upskilling and reskilling ensures that knowledge and skills set gaps can be breached in the use of automation for teaching and learning by school administrators especially business education program curriculum that changes with every new innovation introduced in teaching and every new job specification. Thus this paper seeks to highlight some of the upskilling and reskilling models for teachers in business education program.

Objectives of the Paper

The main objective of the paper is to examine the trainer upskilling and reskilling models in Business Education. Other objectives include:

1. Explain the concepts of upskilling and reskilling.
2. Discuss the objectives of upskilling and reskilling.
3. Highlight the benefits of upskilling and reskilling for business education teachers.
4. Examine the models of upskilling and reskilling for Business Education teachers.

Concepts of Upskilling

The covid-19 pandemic brought innovative work patterns into organizations that ensured that there was no gap in the operations of the organization. This made employees and employers alive to seek for ways of keeping abreast with work demands by improving on their current skills.

Upskilling is the process of consolidating on current skills set already possessed by employees through training programs. It is teaching employees additional skills that will enable them upgrade and expand their capabilities in order to become competent at what they do. Upskilling is the elevation of existing skills to another level that is necessary to continue and grow on the job irrespective of the new skill set. It takes place along a set of career path, giving workers a marked out opportunity for improvement and growth to level up their skills to what is obtainable in the work environment. Upskilling includes skills that can be improved upon and specialized to close workforce skills gaps. It aims at enlightening employees on new and advanced skills that can aid them to optimize performance and become better acquainted in the skills that keeps them in tune with trending practices in their fields. Upskilling is beneficial both for the workers and the organization they work for as it allows workers to diversify their skills sets and the organization to be able to retain loyal employees to advance towards mutual growth. Upskilling can be a continuous learning process as it is necessary in today's changing work environment. Upskilling is essentially taking a specific skill set as a base for advancement and improving on it.

METHODS OF UPSKILLING

Some of the ways employees or organizations can upskill their employees includes the following

1. **Take on Relevant Courses/Training Outside the Work Place**

Formal courses or training are one of the ways an employee can acquire knowledge or skills. Short courses that are sometimes organized by the employees' organization with specialized certificates that are aligned closely to developing trends in the employees or organisation's sector can aid the employee in acquiring the needed knowledge on trending areas. It is possible that the qualification awarded may not be formal but the knowledge can equip the employee with the latest information affecting the sector.

2. **Employer Supported External Study**

Employees are to look out for and get skills that can positively impact the company and approach the organization to fund it. Good choices for skills trends are needed for employee role to ensure the knowledge acquired can stay relevant for a while.

3. **Learn at Work**

Employees are expected to make use of free self-learning brochures provided by employers, especially those that reflect the skills the organization desires its workforce to develop. Acquiring skills and knowledge this way is free and can raise an employee's standing on the job.

4. **Accepting Responsibilities Outside of Job Description**

Taking on work projects that are outside of the regular schedule or area of job routine is a way of developing new competencies that are relevant to an employee but may initially belong to other employees. Also an employee is expected to discover areas the organization can benefit and focus attention on ways of contributing to it even though it may seem like an additional workload and cumbersome but might become worthwhile.

5. **Career Mapping**

This is a guide of an employee's career path. It helps employees plan where they want to go over time by creating goals and what need to be achieved. It is a tool adopted by organizations to develop the workforce with skills that align with changing trends in the industry.

6. **Membership to Industry/Professional Body**

An employee joining the membership of his industry or professional association or union can help in building employee's career. The employee is expected to find out ongoing learning programs or courses that can aid professional competence and enable employees to be involved in professional/industry networking.

7. Keep a Tab on Industry Leaders and Thinkers

Employees need to follow the leaders and thinkers of their industry on any media platform that is available. Hold on to relevant news contacts and ask professional leaders, members and supervisors for updates and recommendations.

Concept of Reskilling

Reskilling is the process of learning new skills by employees to enter or move into new roles or positions within their current employment or organization. Reskilling can be a good alternative for firing current and existing employees and living new ones with different skills set ie rather than firing a set of employees because they do not possess a needed skills set, it is better to reskill them by giving them training or fresh courses on the needed skills positions than hiring fresh staff for training/orientation and absorption into the organization's operations. Reskilling is a good way of moving an employee who fits better in another role, especially for persons who are open to the idea of changing roles to where they can fit in better in the organization. It is a way of staying up to date with new innovations in a career path.

IMPORTANCE OF RESKILLING TO AN ORGANIZATION

1. Retention of Loyal Employees

Reskilling allows organizations to retain their loyal employees who can otherwise be replaced by either Robotic process Automation (RPA) and Artificial Intelligence (AI) or by persons with better and necessary skills.

This according to World Economic Forum report (2020) is because the rapid acceleration of automation and economic uncertainties caused by the pandemic will shift the division of labour between humans and machines to 85 million jobs being displaced and 95 million new ones being created by 2025.

2. Work Life After Covid-19 Pandemic

The covid-19 pandemic has changed the work roles and people's perception of work. Employees with the right skills can remotely perform their functions as efficiently as those in in-office without losing out on anything. The pandemic accelerated new trends in remote work, economic and automation as about 25% of workers were previously estimated potentially needing to move to new jobs.

3. Top Priority for Next Decade

Reskilling is gradually becoming a top priority for organizations and employees of the future because machines can perform a lot of the job functions previously performed by humans at a faster and cheaper rate as well as more efficiently, but this will also create a lot more new jobs because new innovations require new and better skilled manpower. These reskilled workers will take on the new roles to improve business practices, reduce wastages and improve productivity, heighten efficiency etc.

4. Reduced Operating Costs

Reskilling workers will enable organization reduce the financial and economic impacts of rising innovations in automation as a result of workers who lose their jobs to automations and will need to find and enter into new jobs. This is because the machines are not only safer than human efforts but are also better able to complete tasks more efficiently and at a lower cost to an organization. They will reduce organizations operating costs significantly and eliminate the stress of employing and training new employees.

CONCEPT OF BUSINESS EDUCATION

Business Education has been variously defined by different experts and from varying perspectives but for the purpose of this paper, Business Education is a field of study that equips its recipients with the

right abilities, aptitudes, attitudes, skills and knowledge that can enable them functions effectively in a work environment. ABEN (2017) sees Business Education as an education that equips students with skills necessary to perform particular functions in the office and will also provide a worthwhile understanding and knowledge needed for conducting personal affairs and for using the service of the business world. Asuquo (2016) define Business Education as a vocational program which offers specialized training in knowledge, skills, and attitudes usable for office occupations, classroom instruction delivery and general business practices. Business Education thus enables recipients develop career awareness and necessary skills that can aid them to consider viable career choices and to become employable in different sectors of the economy. They are also able to choose and apply tools of technology that are in vogue as they relate to personal and business decisions and operations. They are equipped with right attitudes of seeking out and updating their knowledge on current trends in their career paths as they keep abreast with the ever evolving changes in innovations and their jobs.

UPSKILLING AND RESKILLING BUSINESS EDUCATION TEACHES

Teachers are one of the most important resources in the teaching process as he is responsible to shaping, directing and influencing all other educational inputs to a large extent in order to achieve the goals of the teaching/learning process.

The teacher's ability to achieve this fact depends entirely on quality and extent of training received by the teacher. The quality of educational products is dependent on quality of teachers, this gigantic role makes teachers productivity a troubling issue in education as the low performance of teachers can have a diverstating effect on not just students performance but also has a negative multiplier effort on the society.

A teacher's productivity can be measured by output and input ratios and in the efficiency of teachers performance and effectiveness of the teachers teaching methods as well as skills. Thus upskilling and reskilling teachers in practice, is a very essential aspect of teacher development. This has to do with improving and developing specific skills that are necessary in order to maximize the teaching contact time for student optimal performance and overall effectiveness of the teaching/learning process.

Upskilling and Reskilling teachers in Business Education can be a continuous development process to make them improve on their current knowledge and be able to adapt their teaching outcomes to reflect real work environments.

- Upskilling and reskilling business education teachers will aid in reducing errors and improve professional innovativeness among teachers.
- Upskilling and reskilling is a tool for improving teachers effectiveness in teaching especially in skilled courses.
- Upskilling and reskilling motivates teachers and boost their moral and creates staff loyalty among teachers.
- Upskilling and reskilling is to improve the quality, competence and performance of business education teachers.
- Upskilling and reskilling provides business education teachers with new skills and professional understanding of the subject matter and expected learning outcomes.

BENEFITS OF UPSKILLING AND RESKILLING IN BUSINESS EDUCATION

1. Increased Productivity

Upskilling and Reskilling equips teachers with the necessary skills resources needed for instructional delivery and to be able to finish other non teaching responsibilities assigned to them more efficiently. It provides opportunities for better comprehension of jobs and creates room for teacher's innovativeness.

2. **Boost Teachers' Morale**

Upskillning and reskilling gives teachers opportunities to advance and grow in their careers, motivates their loyalty to their employers and makes them less likely to change jobs. Upskilling and reskilling gives teachers a sense of confidence, a goal and ability to visualize their career paths and their future within the educational sector.

3. **Improves Retention**

When an institution and its stakeholders provides upskilling and reskilling programmes it promotes growth and continuous learning which is crucial in boosting teachers' retention, fosters a sense of support and belonging as well as value among the teachers.

4. **Develops Continuous Learning Culture**

Constant upskilling and reskilling of teachers whether funded by the teachers themselves or by their employers will create a good culture of learning for upskilling among teachers which is necessary for them to maintain high level of job satisfaction, performance, innovation and lower the rate of teachers' mobility.

5. **Saves Resources**

Every time new teachers intake is conducted additional costs are incurred by the institution. It is therefore better to upskill and reskill teachers and save cost, time and other resources than to lose existing teachers to job mobility and engage in fresh recruitment processes.

UPSKILLING AND RESKILLING AREAS IN BUSINESS EDUCATION

The skills gap encompasses deficiencies of competence in various areas. There areas ranges more from the technical, science, technology, engineering and mathematical skills to soft skills. Thus teachers need to specify areas that requires skills upgrade or reskilling.

Some specific areas for upskilling and rskilling by business education teachers includes:

1. **Digital Upskilling and Reskilling**

Digital skills are becoming more necessary in instructional delivery then ever as institutions have started embracing remote teaching/learning through digital channels. Teachers with digital skills are seriously evolving then those who lack them, therefore business education teachers need to level up their skills to stay relevant by learning or upgrading new digital skills. Examples of digital skills includes Digital literacy, Information technology support, Digital product management, Social media, Data visualization, Digital marketing etc.

2. **Analytics**

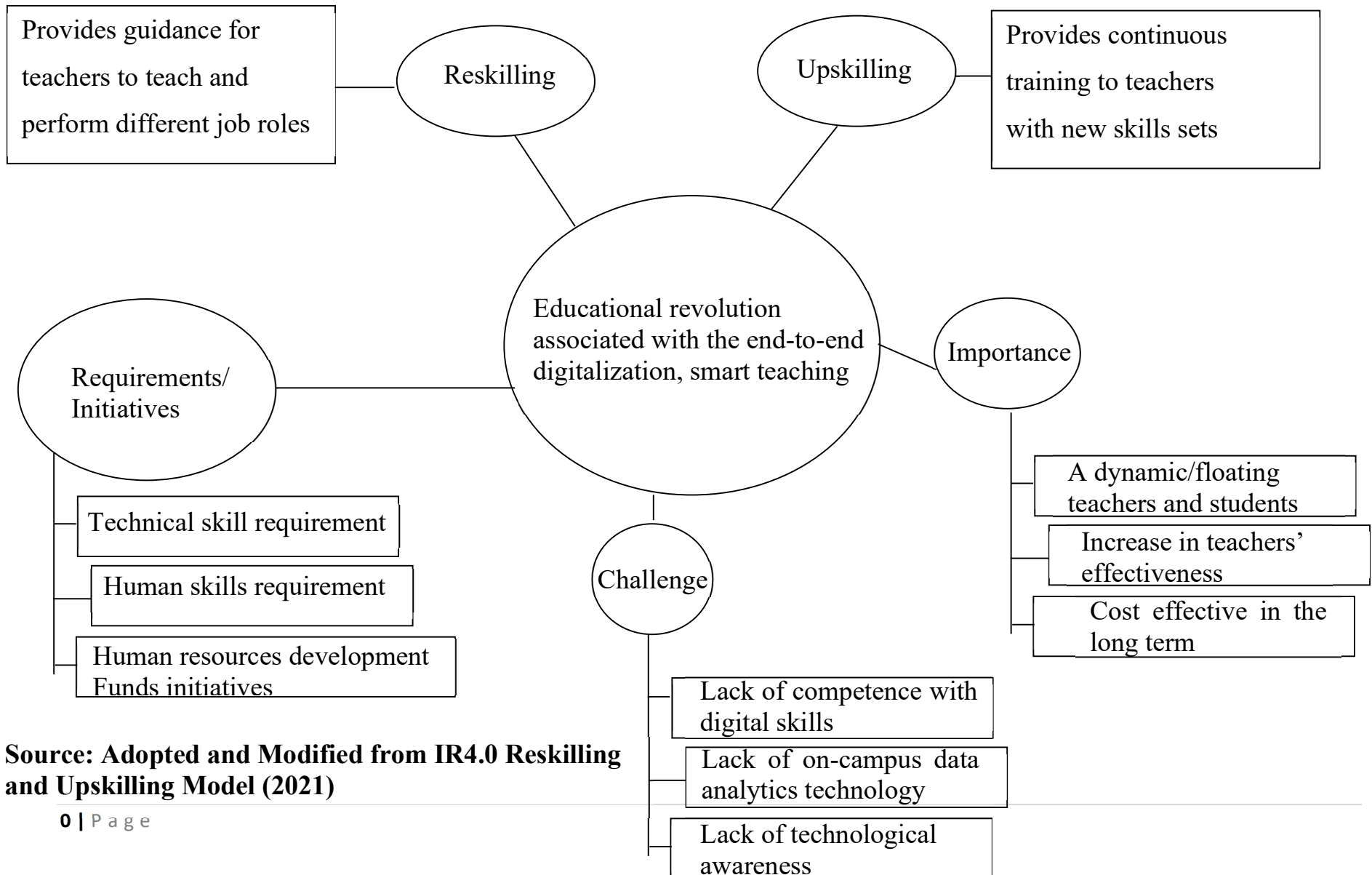
Information security analytics, data scientists, statistical and research analysis in Business Education are among the fastest growing occupations as projected for the next decade. Thus Business Educators needs to be ready by upskilling or reskilling in analytics. Examples of analytic skills includes critical thinking, research, problem solving, inductive and deductive reasoning, digital business analysis etc.

3. **Leadership**

This is an important skill to a business educations resume as it is necessary for today and the future experiences of a teacher. It is valued in management/ administrative positions in the institutions of learning. Examples of leadership skills includes resilience, motivation, honesty, decision making, constructive feedback, delegation, risk taking etc.

4. **Soft Skills**

These are skills adopted when interacting with others in the school environment and managing work load. Jobs that require social interaction are constantly on the increase as most jobs with less social interactions are being automated.

TRAINERS UPSKILLING AND RESKILLING MODELS IN BUSINESS EDUCATION**Fig 1: ER Upskilling and Reskilling Model (2022)**

Source: Adopted and Modified from IR4.0 Reskilling and Upskilling Model (2021)

This model refers to a new and futuristic phase of the revolution in the educational sector which will emphasize interconnectedness automation, remote learning, robotic and artificial intelligence aided instruction, real time data etc.

It will associate with end-to-end digitalization of most instructional activities that where previously physical and their transformation into a digital ecosystem as most activities and functions that previously involved humans will be executed digitally and by machines.

This model will be propelled by certain elements

1. Digitization and integration of most activities in the instructional delivery chain
2. Digitization of courses, other non academic and administrative activities
3. Digital instructional models and student access.

This model will adopt the inductive reasoning approach to determine upskilling and reskilling requirements in an educational institution.

Fig 2: T-Shaped upskilling and reskilling model



Source: Adopted from the T-shaped talent model

The T-shaped model illustrates the difference between upskilling and reskilling.

The vertical axis represents the depths of knowledge and skill around a subject and the horizontal axis shows the range of subjects.

Because of the rise in new technologies, digital upskilling enables teachers to update their skills in their existing roles to fit the new reality but new innovations especially the automations makes some of their roles outdated thus, reskilling will prepare teachers for entirely new positions within the educational institutions e.g floating teachers/academic consultants.

Fig 3: Learning Intervention Model (2022)
Source: Adopted from Mckinsey & Company

1	Eliminate the need for learning through automation	to achieve performance outcomes that meet expectations		
2	Provide in-the-moment resources	that support the behaviours and actions needed	to achieve performance outcomes that meet expectations	
3	Offer experience and apprenticeships	that shifts mindsets and capabilities needed	that supports the behaviours and actions needed	to achieve performance outcomes that meet expectations

As a result of how volatile and dynamic the times are people need to pick up new skills as fast as they possibly can. People are required to grasp new analytical techniques, understand new technologies and use new tools quickly as many institutions do not have the luxury of time.

It is necessary to find out which individual needs what new skill to meet organizational goals. This requires a lot of focus on the building of the skills and finding efficient ways of helping staff perform better in their roles. People start to understand and accept new requirements and expectations, and a willingness to learn and adopt an intentional learning mindset.

The learning intervention model approaches the capability challenge from a performance first perspective. Which usually means that today's most common methods such as classroom training or e-learning methods, may no longer be the best choice/option. Rather institutions emphasize methods that aid the teacher during instructional delivery of a subject/course. Thus teachers are provided with only what they require to get the job done at each point of call.

UDEMY MARKET MODEL – RICHARD QIU

1. The Udeemy market model tackle global education problems, guided by the notice that learning improves lives. They create a level playing field for educators with a platform that is easy for all to create online course and publish in a broader market place.
2. It is an educational ecosystem for intrinsically and extrinsically motivated teachers and students who can evolve to become lifelong learners, who want to keep up with change and stay globally relevant in the work place.
3. This model proposes that students solicit assessment from their instructors on courses taken on line and student are to discover new courses and enroll.
4. The Udeemy market model is an approach that draw on the shifting forces in the world over on such issues as advances in technology, improving band width, e-commerce, cultural embrace of sharing and the acknowledgement that education is evolving to keep up with demands of a country's economy for purposes of upward mobility.

TEACHERS PROFESSIONAL DEVELOPMENT SCALE MODEL

This was initiated in 2018 by to promote quality, sustainable large scale information and communication technology (ICT) mediated teacher profession development, through collaborative, research and implementation project. It aims at providing equitable access to TPD program needs to be fair and inclusive regardless of personal and social circumstances. It taps into the potentials of ICT to a large extent to benefit large numbers of teacher whether remotely, face to face or both to expand the coverage and at the same time ensure the depth of change necessary to support and sustain teachers' professional learning through massive-open-on-line-courses (MOOC's), systems. Learning games and other forms of peer learning networks and collaborative communities.

CONCLUSION

Teachers training generally and business Education teachers training in particular is undergoing a lot of changes and the current trends and innovations have become a new normal in the educational sector, making it imperative for Business education teachers to upskill and reskill in order to fit into the era of Robotic process Automation, Artificial intelligence and Remote learning as well as floating institutions. Thus engaging in upskilling and reskilling reduces the skills gap, aid teachers' competencies and offers tremendous returns on investment from staff development through employee loyalty.

SUGGESTION

1. Teachers in Business Education program should be exposed to current trends through institution or self funded courses, seminars and workshops.

2. Institutions should maximize the education Trust Fund (ETF) scholarship in upskilling and reskilling the business education teachers on modern trends to enable them improve on their productivity and efficiency.
3. Business Education students should be engaged in competency based teaching and learning activities to enable them acquire skill for their employment that are trending and related to their employment.
4. Business Education curriculum planners should redesign the hiring development and evolution of staff and program offers of Business Education.

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