
DIGITAL WORKPLACE SKILLS FOR ENHANCING JOB PERFORMANCE OF BUSINESS EDUCATION GRADUATES IN THE 21ST CENTURY WORK ENVIRONMENT

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Abstract

The digital workplace encompasses a virtual equivalent of the physical workplace, emphasizing strong planning and management strategies that influence productivity, engagement, and working lifestyle performance. To thrive in this digital era, business education especially Office Technology Management (OTM) graduates require a comprehensive set of skills that go beyond traditional office management competencies. Digital workplace skills encompass technical proficiency in utilizing digital tools and technologies, such as software applications, communication platforms, and collaboration tools. Additionally, information management skills enable graduates to effectively gather, analyze, and utilize data and information to make informed decisions. Communication and collaboration skills play a pivotal role in fostering effective teamwork, knowledge sharing, and efficient communication within and outside the organization. Moreover, problem-solving and critical thinking skills are crucial for graduates to analyze complex issues, devise innovative solutions, and adapt to changing circumstances in digital environments. Ethical and professional skills are essential for business education graduates to uphold ethical standards, maintain data privacy, and navigate the ethical dilemmas arising from digital technologies. To enhance the acquisition of digital workplace skills, various strategies can be employed. These include integrating digital tools and technologies into the curriculum, providing practical work experience through internships or industry partnerships, promoting continuous learning and professional development, and implementing project-based learning approaches. Furthermore, mentoring and guidance, collaboration and networking opportunities, and the incorporation of industry-relevant projects and case studies contribute to the holistic development of digital workplace skills. Assessments and feedback mechanisms also play a vital role in evaluating and improving graduates' digital competencies. Business education programmes must adapt their curricula to encompass digital workplace skills, preparing graduates to excel in the modern work environment. Equipping OIM graduates with the necessary digital skills, they can enhance their job performance, contribute to organizational growth, and adapt to the ever-changing demands of the digital age.

Keywords: Digital, Business Education, Graduates, Office Technology and Management (OTM)

Introduction

The work environment has seen tremendous change in recent years, changing from old norms to a more digitally driven world. The broad adoption of technology is one of the most visible aspects of the changing work environment. Organizations are increasingly relying on a variety of technology tools and platforms to expedite procedures, increase communication, and boost overall productivity. Coetzee (2019) asserted that due to the exponential revolution created by technology advancement, "organizations from the era of Industry 4.0 are rapidly becoming smart networked jobs" in the twenty-first century. According to Dery, Sebastian, and van der Meulen (2017), advancements in organizational structure and technological innovation have considerably increased communication, teamwork, and coworking in tandem with societal shifts and tendencies toward work-life balance.

The use of digital technology, which provides individuals with access to vast amounts of information, has prompted the development of a new set of abilities for accessing, managing, integrating, and evaluating information. The workplace is changing all around the world as a result of computerization, automation, and mechanization, and Nigeria is no different (Okute et al., 2022). To accomplish comprehensive functional and operational transformation from a conventional to a digital workplace, modern workplace demands not only technology but also organizational and process adaptability. Okute et al highlighted the need for employees to be willing to change occupations and be adaptable in the digital workplace.

The digital workplace is a development from the physical workplace that alters the working environment and culture (Schadler, 2017). With the use of digital technologies such as email and virtual meeting tools, communication barriers have been broken down, resulting in more productive employees who contribute more innovation and development in business relationships. According to Attaran et al. (2020), the digital workplace includes solutions that link people, information, and processes while removing obstacles. The authors think that by removing obstacles, workers will be more efficient and agile in their work. Lestarini et al. (2015) stated that the digital workplace integrates technology, processes, and people. They underline that the desired characteristic of the digital workplace is attained by merging the four types of technology listed below: Applications based on mobility, big data, cloud computing, and search.

Marshall (2014) define the digital workplace as a virtual equivalent to the physical workplace, with an emphasis on comprehensive planning and management methods that can improve productivity, employee engagement, and overall performance in terms of work-life balance. Similarly, Köffer (2015) emphasized that an efficient digital workplace has a wide range of tools, a platform, and an atmosphere that encourages cooperation and information sharing. Thus, a digital

workplace in the context of this paper, is defined as a workplace where work processes, collaboration, communication, and productivity are enabled and improved inside an organization via the use of digital tools, technologies, and platforms. It includes the virtual setting where workers carry out their duties and communicate with one another, regardless of where they are physically located. It is therefore essential that business education (OIM) graduates possess the requisite digital workplace skills needed to function effectively in the 21st century work environment. Businesses are searching for people with good digital abilities as technology continues to play an increasingly essential role in the workplace. Graduates of business education programme who possess digital workplace skills are more likely to obtain work and advance in their careers.

This is business education is education that equips learners with knowledge and skills that allow them to appropriately affect the knowledge and skills to others on how to handle modern office technology, software, and information management. According to Auwal (2015), business education is a training system that promotes beneficiaries to gain skills that are applicable in the workplace. Business education promotes the attitudes, knowledge, and abilities required by all citizens to effectively manage personal and public business in an unstable economic system. . Business education is another educational subject available in Nigerian tertiary institutions. It is a curriculum aimed to instill in pupils the understanding, values, information, and skills needed for effective performance in the workplace. One of the key elements of business education is office technology and management (OTM) or Office Information Management (OIM). It focuses on educating and equipping students for lucrative office jobs and other management-related jobs in the labor market. At the secondary school level, it is taught as shorthand, typewriting, office practice, commerce, bookkeeping, and shorthand, typewriting, and business management for junior secondary school and senior secondary school, respectively. Colleges of Education offer a three-year course in business education, while universities and polytechnics in Nigeria offer a four-year course in office technology and management (Oyedele & Grace, 2018). The acquisition of digital skills is required to equip business education students for the global market of the 21st and beyond. This paper therefore explores literature to ascertain the digital workplace skills for enhancing job performance of business education graduates in the 21st century work environment.

Conceptualizing Office Technology Management

Office Technology and Management (OTM) is an academic curriculum offered at the National Diploma (ND) and Higher National Diploma (HND) levels in Nigerian Polytechnics. According to Oyinkoye and Oluwalola, as described in Ovbiagele and Mgbonyebi (2018), office technology and management is a new nomenclature that evolved to replace the previous secretarial studies course and was adopted by NBTE in 2004. The Office Technology and Management Program is specifically designed to train professional secretaries and office managers to effectively navigate the ever-evolving world of work. The Office Technology and Management programme bears the

responsibility of equipping students with the skills and competencies necessary to remain marketable in the job market (Dibbari & Abubakar, 2020). It ensures that graduates do not enter the workforce with obsolete and irrelevant skills.

Office technology and management is one of the programmes provided by universities, polytechnics, and colleges of education that are overseen by the National University Commission (NUC) and the National Board for Technical Education (NBTE). These organizations are in charge of assuring the quality and high level of academic programmes. Office Technology and Management Programme is an office oriented field designed to train professional secretaries/office managers to function efficiently in the world of work. According to Dibbari and Abubakar (2020), citing the National Board for Technical Education (NBTE), the office technology and management curriculum is designed to achieve the following broad goals:

1. Providing people with office secretarial skills.
2. Raising general entrepreneurial awareness among students in order to instill the necessary information for beneficial purposes.
3. Laying the groundwork for future investigations.
4. The course is designed to offer the corporate world with highly trained knowledge workers who manage information efficiently and have a wide variety of abilities including managerial, technological (multimedia), and communication.

Conceptualizing Digital Workplace

According to Williams and Schubert (2018), they explored definitions of the digital workplace and identified three thematic categories: organizational strategy and design, people and work, and technology platform. Organizational strategy and design: In this thematic category, the digital workplace is viewed as an integral part of an organization's strategy for cultural change and the creation of a new work environment that supports collaboration and flexibility. The strategy should be forward-thinking, adaptable, and compliant with relevant laws and regulations. People and work: This category focuses on enabling employees to be productive by meeting their needs for data, information, and knowledge. The authors emphasize the support of information work, knowledge work, employee engagement, collaboration, and information sharing within the digital workplace. Technology platform: The third category highlights the importance of implementing an integrated platform that offers the necessary tools and functionalities to support employees in their work. This platform should be seamlessly integrated with other systems and services and accessible from any location. Based on these thematic categories, Williams and Schubert (2018) define the digital workplace as "an integrated technology platform that provides all the tools and services to enable employees to effectively undertake their work, both alone and with others." This

definition emphasizes the significance of a comprehensive technology infrastructure that supports employees in their tasks, facilitates collaboration, and promotes productivity within the organization. Attaran et al. (2020) defined digital workplace as the solutions that link people, information, and processes while removing obstacles. Lestarini et al. (2015) averred that digital workplace integrates technology, processes, and people. They underline that the desired characteristic of the digital workplace is attained by merging the four types of technology listed below: Applications based on mobility, big data, cloud computing, and search.

The pillars of a digital workplace, according to Corbin-Herbison (2016), are the agile workplace, digital technology, and collaboration. Corbin-Herbison further stated that the agile workplace entails a transformation in the physical workplace, notably through the integration of front and back-office systems. This integration is accomplished by meticulously constructing the infrastructure of appropriate technologies. Part of these technologies promotes the flow of information throughout the organization, enabling and facilitating employee cooperation. Collaboration platforms, social media tools, intranets, and the Internet should all be included in collaborative technologies (Attaran et al., 2019). These technologies will allow work to be completed regardless of time or space restrictions, while also blurring the lines between employees' personal and professional lives. Thus, in the context of this paper, a digital workplace is described as one in which work processes, collaboration, communication, and productivity are facilitated and improved inside an organization via the use of digital tools, technologies, and platforms.

Conceptualizing Job Performance

Organizational success depends on employee performance, hence performance is crucial. Additionally, people value performance since completing activities may be a source of satisfaction (Shamsuddin & Rahman, 2014). According to Karaman et al. (2020), job performance is the actions taken to further the goals of the company. Job performance is often described as acts or behaviors that are pertinent to organizational goals. This definition encompasses both productive and unproductive employee behaviors that advance or hinder organizational goals. The activity displayed by the employee within the significance of the responsibilities listed in the job description is referred to as work performance, according to Glduran and Perin (2020). Job performance is the level of accomplishment that employee achieves while making every effort to complete the assigned task. Karaman et al. (2020)) described job performance as the outcome of two aspects, including the employee's motivation to use his or her strengths and skills (natural or learned) in order to execute a better job. According to Nartiyok (2019), job performance should be broken down into three categories: quality of work completed, amount of work completed, and interpersonal effectiveness.

The ability of an employee to do the work that has been allocated to him or her and how that task contributes to the achievement of the organizational objective are both factors that affect job

performance (Yildiz et al., 2014). In this paper, job performance is defined as the overall effectiveness of an employee in their role. It is typically measured by the quantity and quality of work produced, as well as the employee's ability to meet deadlines and work well with others.

Influence of Digital Workplace on Job Performance

According to Schmidt, Praeg, and Gunther (2018), digital workplace technologies provide the framework for ubiquitous work, or labor that is not constrained by time or place. The improvement in employee performance and productivity is the most frequently reported benefit of the adoption of the digital workplace (Attaran et al., 2019; Gerten Beckmann, & Bellmann, 2019). The advantages of the digital workplace may be ascribed to increased productivity in several ways. One of these advantages is the potential for internal crowd work, which Meske and Junglas (2020) claim may provide excellent outcomes and give the organization a competitive edge. Cost reduction is another benefit of a digital workplace. Haddud and McAllen (2018) provide an illustration of how organizations may directly save costs by hiring people who possess the requisite skills, regardless of where they are located.

The ability to efficiently communicate information across mobile workforce is becoming increasingly important (Brahma et al., 2021; Kissmer, Knoll, Stieglitz, & Groß, 2018). Mobility allows for independence, autonomy, and flexibility in where, when, and how one works (Gerten et al., 2019; Vallo Hult & Byström, 2021), all of which eventually increase job satisfaction (Attaran et al., 2019) and productivity (Vallo Hult & Byström, 2021). One of the key imperatives of a digital workplace is to increase networking and collaboration within the organization. While digital workplace tools empower employees to work independently, they also facilitate connections with others, both within and outside the organization (Meske & Junglas, 2020). The digital workplace provides quick access to the necessary information, enabling employees to meet customer needs more efficiently and enhance their overall experience with the organization (Haddud & McAllen, 2018). This, in turn, improves employee involvement and engagement, as their goals align more closely with the business objectives of the organization (Md Dahlan, Abdullah, & Suhaimi, 2018; Corbin-Herbison, 2019). The digital workplace creates effective communication channels that foster collaboration and offer a user-friendly experience with easy access to information (Corbin-Herbison, 2019). Increased connectivity has a positive impact on innovation within the organization (Haddud & McAllen, 2018; Attaran et al., 2019). Lestarini et al. (2015) suggest that the digital workplace enhances employee satisfaction, leading to increased engagement, improved product quality, agility, and efficiency, as well as reduced errors in work (Brahma et al., 2021).

Employee retention rates and talent recruitment and retention are two significant advantages of the digital workplace that will continue to gain importance in the future (Haddud & McAllen, 2018). According to Corbin-Herbison (2019), organizations that embrace social media platforms in their digital workplace experience an increase in employee happiness. Furthermore, future generations,

such as millennials and Generation Z, have high expectations for a digital workplace environment. The aforementioned benefits resulting from the successful implementation of a digital workplace can be viewed from both individual and organizational perspectives. From an individual standpoint, employees are more likely to stay with an organization that provides a digital workplace that enables flexible work arrangements, fosters collaboration, and promotes work-life balance. Access to digital tools and resources allows employees to work more efficiently and effectively, which can enhance job performance and overall happiness.

Conceptualizing Digital Workplace Skills for Enhancing Job Performance

Digital workplace skills refer to the competencies and abilities required to effectively navigate, utilize, and leverage digital tools, technologies, and platforms within a modern work environment. There are many knowledge-related skills that go beyond ICT or digital characteristics when it comes to twenty-first-century abilities. Some methods combine cognitive and social-emotional skills with digital components. Moore (2020), for example, distinguished between the technical, cognitive, and social-emotional aspects of digital literacy. Eckhardt et al. (2018) claimed that digital literacy should encompass photo-visual, reproduction, branching, informational, and socioemotional literacy. The relevance of cognitive and social-emotional abilities for problem-solving in digital contexts is emphasized by these authors, who stress that digital literacy entails more than merely using digital gadgets.

Van Deursen et al. (2016) further distinguished between content-related skills (information and strategic digital skills) and medium-related skills (operational and formal digital skills). Van Deursen et al. (2016) added communication and content development abilities to this framework to make it more comprehensive. They emphasize the conditional character of these talents by claiming that someone who lacks fundamental skills would find it difficult to demonstrate content-related skills. The requirement to identify knowledge- or content-related abilities in the use of technology must take precedence above technical proficiency. This involves taking into account the fundamental abilities required for utilizing the internet and understanding online material. Digital skills for the twenty-first century are considered in the current study as a multi-layered unit of skills that are integrated into a wider spectrum of twenty-first-century abilities. The secret is figuring out what people can do with ICTs to complement different 21st-century skills and make the most of them. The framework of digital skills for the twenty-first century given by Van Laar et al. (2019) served as the basis for this study. They highlighted five contextual skills (ethical awareness, cultural awareness, flexibility, self-direction, and lifelong learning) in addition to seven fundamental skills (information management, communication, cooperation, creativity, critical thinking, and problem-solving). By emphasizing "the use of ICTs" (core skills) and "when using ICTs" (contextual skills), these twelve skills highlight the digital component. Office Technology and Management graduates require a range of digital workplace skills to succeed in their professional roles. These skills can be divided into several categories and sub-skills:

1. **Technical Skills:** Technical skills are a crucial component of digital workplace skills for Office Technology and Management graduates (Okute et al., 2022). These skills encompass proficiency in operating digital devices and utilizing various software applications. Technical skills include:

- a. **Computer Literacy:** Proficiency in using computers and basic computer operations such as navigating the operating system, managing files and folders, and utilizing peripheral devices. **Software Proficiency:** Familiarity with office productivity software, including word processing programmes (e.g., Microsoft Word, Google Docs), spreadsheet applications (e.g., Microsoft Excel, Google Sheets), presentation tools (e.g., Microsoft PowerPoint, Google Slides), and database management systems (e.g., Microsoft Access).
- b. **Digital Communication Tools:** Competence in using email clients (e.g., Microsoft Outlook, Gmail), instant messaging platforms (e.g., Slack, Microsoft Teams), and video conferencing software (e.g., Zoom, Microsoft Teams) to facilitate effective communication in the digital workplace.
- c. **Document Management Systems:** Proficiency in utilizing document management systems (e.g., SharePoint, Google Drive) to organize, store, and retrieve digital documents efficiently.
- d. **Data Analysis Tools:** Familiarity with spreadsheet software (e.g., Microsoft Excel, Google Sheets) to perform data entry, manipulation, and basic analysis tasks. This includes skills in using formulas, creating charts, and generating insights from data (Meske, 2019).
- e. **Presentation Software:** Ability to create visually engaging and informative presentations using presentation software (e.g., Microsoft PowerPoint, Google Slides) to effectively convey information to colleagues and stakeholders. **Data Visualization Tools:** Proficiency in using data visualization tools (e.g., Tableau, Power BI) to represent data in visually compelling formats, aiding in the communication of complex information and insights.
- f. **Content Management Systems:** Knowledge of content management systems (e.g., WordPress, Drupal) to create and manage digital content, such as websites and blogs. **Basic Coding Skills:** Understanding of fundamental coding concepts and languages (e.g., HTML, CSS) to make simple modifications to digital content or customize templates.
- g. **Technical Troubleshooting:** Ability to identify and resolve common technical issues that may arise with digital devices, software applications, or connectivity problems.

2. **Information Management Skills:** Information Management Skills are essential for Office Technology and Management graduates to effectively handle and organize digital information (Scheerder, et al., 2017). These skills involve efficiently managing, retrieving,

and ensuring the security of information within the digital workplace. Some of these skills include:

- a. Information Retrieval: Proficiency in conducting online research, utilizing search engines, databases, and other resources to locate relevant information efficiently.
- b. Information Organization: Ability to categorize and structure digital information using appropriate methods such as folder structures, tags, metadata, or document management systems.
- c. Document Management Systems: Familiarity with document management systems (DMS) such as SharePoint, Google Drive, or Dropbox to store, organize, and retrieve digital documents effectively.
- d. Data Classification: Understanding different data types and applying appropriate classification methods to ensure data is organized and labeled correctly for easy retrieval.
- e. Data Security and Privacy: Knowledge of data security best practices, including understanding privacy regulations, implementing access controls, and safeguarding sensitive information from unauthorized access or data breaches.
- f. Version Control: Skills in managing multiple versions of documents or files, ensuring that the most recent and accurate versions are accessible to authorized individuals while maintaining a revision history.
- g. Information Governance: Understanding the principles of information governance, including compliance with relevant laws, regulations, and organizational policies regarding data management and privacy.
- h. Data Backup and Recovery: Awareness of the importance of regular data backups and familiarity with backup methods to protect against data loss and facilitate recovery in the event of system failures or disasters.
- i. Information Quality Assessment: Ability to evaluate the quality, accuracy, and reliability of information from various sources, ensuring that reliable and credible information is utilized.
- j. Information Ethics: Knowledge of ethical considerations related to information management, including respect for intellectual property rights, avoiding plagiarism, and ensuring proper attribution of sources.
- k. Data Visualization: Skills in presenting data and information visually using charts, graphs, or infographics to enhance understanding and facilitate decision-making.

1. Records Management: Understanding the principles of records management, including retention schedules, archiving, and disposal of digital records according to legal and organizational requirements.
3. **Communication and Collaboration Skills:** Communication and Collaboration Skills are crucial for Office Technology and Management graduates to effectively interact and work with colleagues, clients, and stakeholders in the digital workplace (Lestarini et al., 2015). These skills involve clear and concise communication, active listening, and the ability to collaborate seamlessly in both virtual and physical environments. key Communication and Collaboration Skills are:
 - a. Written Communication: Proficiency in crafting clear and concise written messages, including emails, memos, reports, and other digital correspondence, with proper grammar, tone, and formatting.
 - b. Verbal Communication: Strong oral communication skills to express ideas, actively participate in virtual meetings, video conferences, and phone calls, and articulate information effectively.
 - c. Active Listening: Ability to attentively listen and understand others' perspectives, ask relevant questions, and provide thoughtful responses in digital communication channels.
 - d. Nonverbal Communication: Awareness of nonverbal cues in virtual communication, such as body language, facial expressions, and tone of voice, and the ability to adapt communication accordingly.
 - e. Digital Presentation Skills: Competence in delivering engaging and informative presentations using digital presentation tools, effectively conveying information and capturing the audience's attention.
 - f. Virtual Collaboration: Proficiency in collaborating effectively with remote or distributed teams using digital collaboration platforms, project management tools, and online workspaces to facilitate teamwork and achieve shared goals.
 - g. Conflict Resolution: Skills in identifying and addressing conflicts that may arise during virtual collaboration, fostering open dialogue, and finding mutually acceptable solutions to maintain positive working relationships.
 - h. Cross-Cultural Communication: Awareness of cultural differences in communication styles and adapting communication approaches to effectively collaborate with individuals from diverse backgrounds and cultures.

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- i. Professional Networking: Ability to establish and nurture professional relationships using digital platforms such as LinkedIn, participating in online communities, and engaging in professional networking opportunities.
 - j. Emotional Intelligence: Understanding and managing emotions in digital interactions, demonstrating empathy, and effectively navigating interpersonal dynamics in virtual environments.
 - k. Feedback and Collaboration: Skills in providing constructive feedback, actively seeking feedback from others, and effectively incorporating feedback to improve individual and team performance.
 - l. Document Collaboration: Competence in collaborating on shared documents or files in real-time using cloud-based collaboration tools, ensuring seamless version control and efficient teamwork.
 4. **Digital Workflow Skills:** Digital Workflow Skills are essential for Office Technology and Management graduates to effectively manage their tasks, optimize productivity, and streamline work processes in the digital workplace (Moore, 2020). These skills involve leveraging digital tools and technologies to enhance workflow efficiency and organization. Some digital work flow skills include:
 - a. Task management: Ability to manage and prioritize tasks using digital task management tools and software.
 - b. Time management: Proficiency in using digital calendars, scheduling tools, and time-tracking applications to manage and optimize work schedules.
 - c. Workflow optimization: Skills in streamlining work processes, automating repetitive tasks, and leveraging digital tools to enhance productivity.
 5. **Problem-Solving and Critical Thinking Skills:** For Office Technology and Management graduates to successfully assess complicated circumstances, identify obstacles, and generate creative solutions in the digital workplace, problem-solving and critical thinking skills are crucial (Okute et al., 2022). These abilities include the capacity for critical thought, the assessment of data, and the use of logical reasoning to resolve issues. Key Critical Thinking and Problem-Solving Skills include the following:
 - a. Analytical Thinking: Proficiency in breaking down complex problems into smaller components, examining relationships between variables, and identifying patterns or trends to gain insights.
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- b. Creative Thinking: Ability to think outside the box, generate new ideas, and approach problems from different perspectives, fostering innovation and finding unique solutions.
 - c. Data Analysis: Competence in gathering, organizing, and analyzing data using spreadsheet software (e.g., Microsoft Excel, Google Sheets), statistical tools, or data visualization platforms to derive meaningful insights and support decision-making.
 - d. Decision Making: Skills in evaluating available options, considering pros and cons, and making informed decisions based on data, critical analysis, and organizational objectives.
 - e. Problem Identification: Ability to identify and define problems or challenges in the digital workplace, understanding the underlying causes and implications for effective problem-solving.
 - f. Research Skills: Proficiency in conducting research, gathering information from various sources, evaluating the credibility and relevance of information, and applying it to problem-solving processes.
 - g. Systems Thinking: Understanding the interconnectedness of different components within the digital workplace, considering the broader context and the impact of decisions on other processes or departments.
 - h. Risk Assessment: Ability to identify and assess potential risks associated with proposed solutions or decision-making processes, evaluating their potential impact and developing risk mitigation strategies.
 - i. Logical Reasoning: Capacity to apply logical and deductive reasoning to analyze problems, assess the validity of arguments or solutions, and make sound judgments based on available information.
 - j. Adaptability: Flexibility to adapt to changing circumstances, quickly learn new technologies or tools, and adjust problem-solving approaches as needed in dynamic digital work environments
6. **Ethical and Professional Skills:** Graduates in Office Technology and Management must possess ethical and professional skills in order to sustain moral norms, exhibit professionalism, and resolve ethical quandaries in the digital workplace (Thomas, 2019). These abilities include upholding integrity, protecting confidentiality, and following moral principles and standards of behaviour in the workplace. Key moral and professional qualities are listed below:
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- a. Ability to identify ethical issues, analyze the potential consequences, and make ethical decisions based on ethical principles, organizational values, and legal requirements.
- b. Understanding the importance of maintaining confidentiality and privacy of sensitive information, adhering to data protection policies, and ensuring secure handling of confidential data in the digital environment (Organization for Economic Cooperation and Development (OECD), 2018).
- c. Demonstrating honesty, transparency, and ethical behavior in all interactions, adhering to professional codes of conduct, and avoiding conflicts of interest or unethical practices.
- d. Valuing diversity, treating colleagues and stakeholders with respect, embracing inclusivity, and fostering a positive and inclusive work environment.
- e. Skills in communicating professionally and respectfully in all digital communication channels, including email, chat platforms, and online forums, adhering to proper etiquette and avoiding inappropriate or offensive language. Understanding the ethical implications of technology use, respecting intellectual property rights, adhering to software licensing agreements, and avoiding unauthorized use or distribution of digital content.
- f. Awareness of responsible online behavior, including being mindful of the impact of social media posts, promoting digital etiquette, and respecting the rights and privacy of others in the digital sphere.
- g. Commitment to continuous professional development, staying updated with industry trends, acquiring new skills, and actively seeking opportunities for growth and improvement.
- h. Taking ownership of tasks and responsibilities, delivering work on time, and being accountable for one's actions and decisions in the digital workplace.
- i. Respecting copyright laws, properly citing and attributing sources when using or sharing information, and avoiding plagiarism in all digital communications and documentation.

Strategies for Enhancing the Acquisition of Digital Workplace Skills of Business Education Graduates

There are various techniques that can help business education graduates improve their digital workplace abilities. The following are some important strategies that could be applied:

1. **Digital Tool and Technology Integration:** Incorporate digital tools and technologies into the curriculum to acquaint students with their use and applications. Hands-on experiences and practical exercises with various software, communication platforms, and collaboration tools pertinent to the digital workplace are provided (Gerten et al., 2019; Vallo Hult & Byström, 2021).
2. **Offering internships, cooperative education programmes, or business collaborations** that expose students to real-world digital working situations is a good way to get practical job experience. This hands-on experience helps them to put their knowledge to use, build digital skills, and obtain a better understanding of how technology is used in various organizational contexts.
3. **Encourage lifelong learning and professional growth** among business education graduates. Promote the value of remaining current with evolving technology, industry trends, and best practices in the digital workplace (Van Deursen et al., 2016). Make available tools, courses, and training programmes that promote continual skill development.
4. **Implement project-based learning methodologies** in which students work on digital workplace-related tasks alone or in groups. This helps kids to solve authentic challenges, cooperate successfully, and acquire essential digital skills such as problem-solving, critical thinking, and creativity.
5. **Mentoring and Guidance:** Provide mentorship programmes or assign faculty mentors who can guide students in their digital skill development journey. Mentors can offer advice, share industry insights, and provide support in navigating the digital workplace landscape.
6. **Collaboration and Networking Opportunities:** Facilitate opportunities for students to collaborate with peers, professionals, and industry experts (Okute et al., 2022). This can be done through workshops, conferences, guest speaker events, and networking sessions. Such interactions enable students to expand their professional network and gain insights into digital workplace practices.
7. **Projects and Case Studies Relevant to Industry:** Create course projects and case studies that represent real-world digital workplace circumstances. This enables students to use their

knowledge, assess problems, and provide creative solutions, ultimately improving their digital workplace abilities.

8. Assessments and Feedback: Implement evaluation and feedback processes that evaluate digital workplace abilities explicitly. Give students critical comments on their digital abilities and recommend areas for growth. This assists them in identifying their strengths and areas for improvement.

Conclusion

Graduates of business education (Office Information Management (OTM)) must develop digital workplace skills in order to perform better on the job in the workplace of the 21st century. Their effectiveness in the digital workplace is largely attributed to the wide range of digital skills they possess, including technical skills, information management skills, communication and collaboration skills, digital workflow skills, problem-solving and critical thinking skills, and ethical and professional skills. It is therefore imperative for administrators of the OTM programme in business education to adopt effective strategies that would lead to the development of these digital workplace skills.

Recommendations

The following recommendations were proffered based on the discussions above:

1. The administrators of business education programme make sure the business education curriculum contains lessons and modules that concentrate on gaining digital workplace competencies. Include subjects like information management, problem-solving in digital contexts, ethical issues surrounding the use of technology, and digital literacy.
2. The administrators of business education programme should give students the chance to encounter digital tools and technology firsthand through internships, cooperative education courses, or computer-simulated work environments.
3. The administrators of business education programme establish mentoring programmes to assist graduates of business education in acquiring the necessary digital workplace skills.

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