

СЕКЦІЯ 5. БІЗНЕС-ОСВІТА: АДАПТАЦІЯ ДО НЕПЕРЕДБАЧУВАНИХ ЗІМН / SECTION 5. BUSINESS EDUCATION: ADAPTING TO UNPREDICTABLE CHANGES

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THE ISSUE OF DEVELOPING DIGITAL COMPETENCIES IN FUTURE MANAGERS FROM THE EDUCATIONAL SECTOR PERSPECTIVE

Abstract

The current process of digital transformation is described as a very hectic one. This process is integrated into every field of human life. Educational institutions face crucial challenges, demands for the labor force have been obtaining new, various features, being aware of digital skills is among them. Digital transformation involves instant and smart integration of digital technologies, processes, and competencies.

This work aims, based on the discussion of scientific literature, and analyze crucial sources of digital competencies, to clarify their integration issue into the education programs. The emphasis is, on preparing managers via higher educational programs.

Keywords: Digital Competences, Future Managers, Education.

Introduction

Digital transformation is one of the major trends that is affecting the economy and society. This brings the transformation of business activities/functions; processes; models; ecosystems; asset management; organizational culture; ecosystem and partnership models; as well as customer, worker, and partner approaches (i-scoop, 2021). The wave of Industry 4.0, which is distinguished

by its digital transformation feature, covers all sectors and the educational sector as well. (Maisiri et al., 2019).

Based on an exploratory qualitative methodology and case analysis researchers suggest rethinking the role of the universities in the context of the 4th Industrial Revolution (Vesperi&Gagnidze, 2021).

Researchers (Saniuk et al., 2021) pay attention to the changing skills demand caused by digitalization and indicate that the development of Industry 4.0 offers users a high level of automation and digitalization. There is a huge challenge for enterprises not only in the application of modern technologies (such as the Internet of Things, Big Data Analytics, Cloud Computing, etc.) due to the creation of Cyber-Physical Systems but also in human resources development.

The development of digital competencies is crucial in this process. The Organisation for Economic Cooperation and Development (OECD) Learning Framework 2030 cites digital literacy as a core fundamental competency for future education (OECD, 2020).

Researchers (Jackman, et al, 2021) indicate that until recently, there was weak coordination between programs and no globally accepted meaning of concepts such as digital literacy. The impact of digital skills education programs was limited even while the digitalization of K12 student education accelerates.

This work **aims** to discuss scientific literature and crucial sources of digital competencies. It pays attention to integrating these competencies in higher education programs for preparing managers. Analysis and synthesis **methods** are used to investigate and process the issue.

Discussion

Bibliographic analysis (Roblek, et, al 2021) of scientific publications, revealed that the digital transformation topic has become actual since 2015 and has been expanding since then.

The expert survey, carried out in Georgia, discussed contemporary challenges of preparing (Papachashvili el, at) specialists in Business Administration. And it revealed, it is utterly important to develop digital skills, in the process of preparing contemporary managers. From responsive activities, it is emphasized that human resources - teachers, should hold relevant knowledge and be aware of skills.

In this regard, it is a useful the DigCompEdu CheckIn model, developed by researchers (Dias-Trindade&Ferreira, 2020) as a self-assessment model for determining the digital proficiency

stage in which teachers are and what is the appropriate training for them to evolve towards digital fluency.

Findings of researchers (Porat & Barak, 2018) call for educational decision-makers to take action and encourage training that aims to develop the digital literacies of school students. It is important for schools in general, and for teachers in particular, to take responsibility for nurturing the digital literacies of students, and to design learning and evaluation activities that develop these competencies.

Researchers analyze various problems of higher education institutions caused by digital transformation, such as teaching issues (Lekashvili, 2019) and the development of "Soft-Skills" linked to Industry 4.0 (Beatrice & Balgiu, 2017). Rozkwitalska & Slavik (2017) discuss the issue of learning in the context of Industry 4.0 from the perspective of management theories. The authors attempt to look at the role of learning in Industry 4.0 and whether there is a need for a new theory concerning learning for the Fourth Industrial Revolution. They suggest that the new challenges require at least a modification of the existing theories concerning individual and organizational learning, as well as their further development.

According to some researchers (Jakman, et al, 2021) globally coordinated response to help students acquire digital skills, which are needed to keep pace with this fast-changing landscape is especially important to cultivate digital citizenship along with a broader set of digital skills that can facilitate participation and support students in maximizing opportunities and minimizing risks in the digital world.

Digital Competence Issue

Like IQ or EQ, which are measures of general and emotional intelligence, an individual's facility and command of digital media (DQ) is a competency that can be measured. The good news is that DQ is a competency that is highly learnable. DQ can be broken down into three levels: Digital citizenship (The ability to use digital technology and media in safe, responsible, and effective ways); Digital creativity (The ability to become a part of the digital ecosystem by co-creating new content and turning ideas into reality by using digital tools) and Digital entrepreneurship (The ability to use digital media and technologies to solve global challenges and create new opportunities (Digital Intelligence, 2017).

Current transforming processes give broad preconditions that the development level of digital intelligence for future specialists' employment will be an important determinant.

It is a debatable topic and it gives challenges to researchers, politicians, and people employed in all fields, how important is to be aware of digital skills and to integrate them into special ones, such as managerial and entrepreneurial. It is worth mentioning that in the traditional education sector it is debatable to work out, these above-mentioned skills.

Results of researches indicated that preparing managers due to demands by national qualifications frame – do not create obstacles. The Management and Administration (0413) field is defined as the study of planning, directing, and operating the functions and activities of organizations and institutions (National Center for Education Quality Enhancement of Georgia).

The analysis of current regulatory frameworks and qualification requirements at the international (according to the International Classification of Occupations (ISCO)) and national levels assure us that they are in line with the description of specialists relevant to modern requirements. It seems that in the training of managers and other specialists, the main accent should be focused on the proper reflection of new demands on the labor force competencies and among them digital competencies in the education programs, and the final implementation.

Due to scientists and international organizations, private and public sector researchers it was worked out that list of 12 skills as important future-readiness skills for individuals to obtain in order to achieve their life well-being as well as their career development based various reports and literature developed by the international organizations (DQ Institute, 2021). These skills are as follows: analytical thinking, critical thinking, technological skills, problem-solving, creativity, initiative, communication, adaptability, resilience, social and emotional skills, and leadership.

The given frame relevantly defines different levels of digital literacy and skills. It will be beneficial for Business Administration programs. It introduces a wide range of realities to achieve various targets. For instance, holding contemporary analytical knowledge, symbolizes to evaluate digital information, that is connected to digital literacy) and it involves tech Operational Skills, Digital Information Evaluation, Managing Risky Content and Contacts, Health Check – Risky Content and Contact.

As a sample we give an explanation of digital information evaluation: You are able to critically evaluate digital information (e.g., media content, news, video, etc.) by examining reliability and credibility to discern dis-/mis-information. You know how digital information is created on online platforms, how the use of digital information influences to construct knowledge and public opinion, and how digital information can be potentially misused (DQ, 2021).

All twelve, above-mentioned skills are crucially important for future managers and in the context of digital literacy to think of them as creating programs and implementing them are a contemporary challenge. For one more example, we address organizational skills in relation to digital skills, such as time management, which is related to the balanced usage of technologies.

Holding time management skills, adopted to the development of organizational skills and their connection with the initiative skill, means that you are able to manage on-/off-line time with priorities on important tasks and positive relationships with others in real life. You have clear strategies to manage digital use as needed using various tools (e.g., screen time limiting apps, alarm-setting) and rules (e.g. device-free zones, family media rules) for your well-being (DQ, 2021).

Findings

The importance of developing digital literacy, including for future managers, is highlighted in the papers of researchers, but the integration of digital education into educational programs has not been widely explored.

Despite the research, acknowledging the phenomenon of digital literacy demands a deep discussion. Furthermore, when it is related to the educational institutions and is related to creating relevant educational programs.

The discussion and findings presented in this work will be beneficial in the process of working out and implementing educational programs, including educational programs for future managers.

During the work out future education programs, it is crucial to envisage an interrelated chain of pillars: programs - future-readiness skills - digital literacy components that are given in the DQ frame.

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CHALLENGES AND OPPORTUNITIES OF PERFORMANCE MANAGEMENT IN COVID 19 PANDEMIC

Abstract. A few years ago, no one could have imagined stopping the irreversible process of globalization in such a short period of time. Of course organizations operate in a changing environment and constantly have to deal with new challenges. But the situation that have unfolded