

GLOBALIZATION AND FUTURE WORKFORCE

Prof. LAYEMO, Olufemi Phillips Adeoye
(Educational Administration & Planning)
Skill Acquisition Research Methodology Centre, Nigeria.
Email: dradeoyelayemo@gmail.com/07081086522

ARULOGUN, Olukunmiloye Philips
(International Relations)
Nigeria Institute of International Affairs (NIIA)
Email: arulogunkunmi@gmail.com/08035028428
Correspondence: No. 1. Prof. LAYEMO, O. P. A.

Abstract

This paper focuses on globalization and future workforce with the daily emerging trend and challenges in the world. The paper will review empirical definitions of globalization and future workforce to find solutions to how to determine future workforce need, identify future skills and capabilities, and predict the timeframes involved; how scenario planning can show different futures and affect people requirements, and help to formulate contingency and adaptive plans for achieving future goals in the globe. Main findings on the future of work, changes in how work will get done over the next decade influenced by technological, generational and social shift will be discussed. The best skill for earning money in future workplace, workforce, in the far - reaching, widening globalization is also discussed in the principal conclusion, importance benefits.

Keywords: Globalization, Future, Workforce.

Introduction

Globalization is the increasing interconnectedness and integration of global economies, cultures, and societies through the flow of goods, services, capital, information, and people across national borders. This process is driven by advancement in technology, transportation, communications, leading to greater interdependence among countries.

Globalization has made the world into a more connected and independent domain, capturing in its scope the economic and social changes that have come about as a result. Among the types of globalization are cultural, economic, social, political, technological and environmental. The different dimensions of globalization are economic, political, common ecological constraints, cultural institutions and values, and the communication globalization. Globalization is characterized by increasing interconnectedness and Interdependence among nations, driven by trade, capital flows, migration and technological advancements (Peterson Institute for International Economics). Globalization describes the growing Interdependence of the world's economies, cultures, and populations, brought about by cross - border trade in goods and services, technology, flow of investment, people, and information.

Symonides, (1988) stated that globalization is generally the process of growing interconnection and Interdependence in the modern world with a growing link in the economic, cultural and political cooperation, as well as by the need to respond together to global challenges which can be tackled collectively. Globalization of the world's trade through economic liberalization enhances the removal of barriers to international business and trade by countries in the quest to operate within the framework of the multilateral trading system which was a major impetus for the acceleration of globalization of trade (Ngige, 2013).

Lafaji, (2003): In African countries, trade output has been expanding and many African countries, including Nigeria are benefiting from increased cross – border production (outsourcing/production sharing), trade and investments. Many others suffer because economic regimes are inefficiently managed, and this weakness reduces their capacity and capability to successfully compete globally.

Empirical Review of Globalization and Future Workforce

Majekodunmi and Adejuwon, (2012) stated globalization are a process of international integration of economics and societies. Globalization can be seen as a convergence of economic, political and cultural systems (Nkurayija, 2012). Such convergence may not necessarily bring immediate results, in the view of Chitto, Ramphui and Nowbutsing (2009). Nkurayija, (2011) shows that globalization is not restricted to the economy, but also extends to politics and culture.

Akweshola (2016) equates globalization with the process of world village, and things moving closer. Globalization is a process by which different regions of the world are pulled together through an expanding network of exchange of peoples, ideas, and cultures as well as goods and services across vast distances (Adigun and Udunze, 2013).

After the COVID - 19 crisis, the global context of the world of work is accelerating its transformation. It is rapidly approaching more disruptive scenarios (Makridis and Han 2021; Mitchell et al 2021; Ng et al 2021) characterized by the technological advances of recent years such as robotisation (Acemoglu and Restrepo 2020), digital transformation processes (Amankwah - Amoah et al.2021; Manyika et al.2017), artificial intelligence (Harboth and Kumpers 2021; Santoni de Sio et al 2021; Todoli - Signes 2019) and the definitive appearance of the platform economy (Kaine and Jossierand 2019; Marengo and Seidil 2021).

World Economic Forum, (2025) stated " Technological change, geoeconomic fragmentation, economic uncertainty, demographic shifts and the green transition

- individually and in combination are among the major drivers expected to shape and transform the labour market by 2030. The Future of Jobs Report 2025 brings together the perspective of over 1,000 leading global employers

- collectively representing more than 14 million workers across 22 industry clusters and 55 economies from around the world - to examine how these macrotrends impact jobs and skills, and the workforce transformation strategies employers plan to embark on in response, across the 2025 to 2030 timeframe. Published 7 January 2025.

The research studies (Savitz - Romer & Rowan - Kenyon, 2020; Troisi, 2023) indicate that one of the dimensions in the development of career readiness is the development of skills and attitudes that ensure a successful career for graduates of general secondary education. All reports on trends in education system reforms reflect the need to design and implement teaching approaches, learning strategies, and good practices to effectively develop students ' skills and attitudes that will contribute to enhancing their career readiness (Argyri & Smyrniou, 2021) Bharti Pandaya, et al (2023) explained the regional meeting of Ministers of Education of Latin America and the Caribbean has accentuated the role of Higher Education Institutions (HEIs) in fostering 21st - century skills through improvements in education quality, curriculum revisions, program development, and policy design (UNESCO Office Santiago and Regional Bureau for Education in Latin America and the Caribbean, 2017) The Dubai Initiative, (2016) posits that the on - going advancement of digitalization and automation will continually redefine competency requirements for employees in the coming years.

Globalization and Future Workforce

The future of work is a global perspective on technology, businesses, and other organizations, learners, students, workers, job seekers, need to know about how work could shift, given digitalization and other trends, plus how workforces and workplaces can prepare for these changes, big and small, in the global future. Workforce is the total number of people in a country or region physically able to do a job and are available for work. Workforce is the labour pool in employment. It is often used to describe those working for a single company or industry, but can also apply to a geographic region like a city, state or country. In the total number of people working in an organization, its value can be labelled as its workforce. It encapsulates the employees, staff, personnel, human resources. The future workplace is an ability to work from any place with a nomadic syndrome and almost anytime using the tools of choice. In the workforce in globalization, there are four main types of employees, which are:

The Cynic, The Contributor, The Committed, The Champion. Passionate optimistic and interested employees have great contributions to the success and progress of the company of which they are an integral part. The three main types of work available are: Permanent full time, Permanent part time, and Casual. Ethnicity and individual differences are two major forms of workforce diversity.

Conceptual Framework

As the orbit tilts and the ocean surges, the solar system is agog, with her characteristic sun and the nine planets: Mercury, the smallest planet closest to the sun, and the hottest with its shortest orbit around the sun containing no living thing with its highest surface temperature; Venus, the second closest planet to the sun, void of living things without satellite and very identical to the earth; the Earth, alive alone with planets and animals endowed with a

natural satellite the moon as a second light, revolving in an orbital form every year; Mars, and its two satellites are possible to support plants' life with an assurance of support for humans in its orbit; Jupiter, the largest planet in the solar system with its twelve satellites, moving very slowly in almost twelve years around the sun with a surface containing gases like hydrogen and methane, unable to accommodate the human; Saturn, with its peculiar three rings and nine satellites, spending almost thirty years to complete its orbit; Uranus, possessing five satellites naturally and technically moving from east to west, gently and slowly in eighty

- four years; Neptune, a cold planet having two satellites spending about one hundred and sixty
- five years to complete its orbit; Pluto, very far from the sun, the coldest and the longest orbit around the sun without a satellite, spending about two hundred and forty
- eight years to complete its orbit.

Peculiar changes in globalization are seasonal, when the Spring springs up in March, and summer surfaces in June, Autumn is automatic in September, Winter season weaves and webs in December, so also the earth, and her physical structures; humans, plants, animals, marine, wildlife, aerospace, global warming and climate change, economic recession, taking their tolls on the living creatures predestinating the higher animals to prepare for natural change in the available workplace, workforce orchestrating the cacophony of tilting, shifting sources of income for existentialism spanning specific timeframe in the global order.

Social Learning Theories & Future Workforce in The Globe

Abraham Harold Maslow, (1908 - 1970) in his theory of human motivation stated needs that are usually taken as the starting point for motivation theory are the so - called physiological drives. It is necessary to revise our customary notions about these needs, first, the development of the concept of homeostasis, and second, the finding that appetites (preferential choices among foods) are a fairly efficient indication of actual needs or lacks in the body. Young, (1936) summarized the work on

appetite in its relation to body needs. If the body lacks some chemical, the individual will tend to develop a specific appetite or partial hunger for that food element.

Some neurotic adults in our society are, in many ways, like the unsafe child in their desire for safety. Their reaction is often to unknown, psychological dangers in a world that is perceived to be hostile, overwhelming and threatening. Such a person behaves as if a great catastrophe were almost always impending, as if he is usually responding to an emergency. His safety needs often find specific expression in a search for a protector, or a stronger person on whom he may depend, or perhaps, a future workplace, future workforce. The neurosis in which the search for safety takes its dearest form is in the compulsive - obsessive neurosis. Compulsive - obsessives try frantically to order and stabilize the world so that no unmanageable, unexpected or unfamiliar dangers will ever appear (Maslow & Mittemann, 1941); they hedge themselves about with all sorts of ceremonials, rules and formulas so that every possible contingency may be provided for and so that no new contingencies may appear. Hence, the need for students, graduates and future job - seekers to prepare for a new world order of workplace, and workforce which may likely take a new dimension from the usual, traditional ways of securing job in our extensive and blessed geographic and demographic cultural environments.

Skills Needed for the Future of Work

1. Creative Thinking
2. Analytical Thinking
3. A I and Big Data
4. Resilience, Flexibility, Agility
5. Technological literacy
6. Leadership and social influence
7. Design and User experience
8. Curiosity and lifelong learning
9. Communication
10. Focus
11. Decision - making
12. Adaptability

13. Globalization and Future Jobs
14. The following are best future jobs:
15. Data Analysis
16. Machine - Learning Engineers
17. Data Scientists
18. A I Specialists
19. Information Security Analysts
20. Nomadic Photography and Cinematography
21. Mechanized farming
22. Investment in livestock production
23. Cybersecurity Engineers
24. Computer Programmers
25. Computer Information Research Scientists
26. Computer Network Architects
27. Operations Research Analysts
28. Development Operations Engineers
29. Medical Health Services Engineers

Globalization and Best Language to Learn for Future Jobs

French, Mandarin Chinese, Spanish, Portuguese, English, Russian, Arabic, German, Japanese, Hindu.

Best Skills for Earning Money in Future Workforce

1. Affiliate Marketing
2. Website Development
3. Copywriting
4. Graphic Design
5. Email Marketing
6. Content Writing
7. Search Engine Marketing (SEM)
8. Search Engine Optimization (SEO)
9. Search Engine Results Pages (SERPs)

Principal Conclusion, Importance / Benefits

The future workplace empowers and inspires people to do their best work - to communicate, collaborate and solve problems. It deepens engagement, spurs productivity and creates efficiency. Workforce managers play a pivotal role in an organization by ensuring everything operates at peak efficiency. They make sure that employees are performing efficiently that everyone is meeting company initiatives, and that the business achieves current and future goals. Staffing in future workforce is acquiring training, appraising, and compensating employees.

A I / Machine Learning Engineering is at the forefront of Nigeria's technological transformation. This field involves creating algorithms, processing data, and deploying models that can learn and evolve over time. Proficiency in TensorFlow, Python, Data Processing along with PyTorch is also essential. In Nigeria, A I / Machine Learning Engineering is the on - going and highest paying skill with professionals earning millions of Naira annually. This paper has been able to discuss globalization and future workforce together with the importance/ benefits of available skills needed for the future of work in the globe; best future jobs; best language to learn for future jobs, best skills for earning money in future workplace as future jobseekers are prepared and encouraged to be on guard for the dynamisms of the near future at the doorstep.

References

- Adler, A. (1938). *Social Interest*. London. Faber and Faber.
- Aina, T. A. (1996). Globalization and Social Policy in Africa, *CODESRIA Bulletin*, 4(3) : 54 - 76.
- Akewushola, R. (2016). *Globalization and The New Public Sector Management*. Lagos: University of Lagos Press.
- Akinyemi, O. (2013). Globalization and Nigeria Boarder Security: Issues and Challenges. *International Affairs and Strategies*, 11 (1), 1 - 7.
- Bauman, S. (2017). *Break Open the Sky: Saving Our Faith from A Culture of Fear*, New York, NY: Multnomah
- Bharti Pandaya, et al (2023). Preparing the future workforce for 2030: the role of higher Education. *frontiers. org Vol. 8 - 2023* | <https://doi.org/10.3389/feduc.2023.1295249>. 2023
- David, O. (1997). *New Partnerships for Africa's Development (NEPAD)*. Lagos: Yees Publishers.
- Fromm, E. (1941). *Escape From Freedom*. New York, N. Y: Farrar and Rinehart.
- Gari, D. A. (2001). The New Partnerships for Africa's Development (NEPAD): Another False Start? *The Nigerian Social Scientist*, 6 (1) ,20 - 38.
- Hague, J. (2012). The management of African Development: Some questions About NEPAD in Africa.
- Jenny McCarthy, (2005). "Planning A Future Workforce: An Australian Perspective ". *Proceedings of The IATUL Conferences. Paper 16*. <https://docs.lib.purdue.edu/education/iatul/2005/papers/16>.
- Kai, H. and Hamori, S. (2013). Globalization and Financial Depth and Inequality in Sub - Saharan Africa.
- Majekodunmi, A. and Adejuwon, K. (2012). Globalization and African Political Economy: The Nigerian Experience. *International Journal of Academic Research in Business and Social Sciences*, 2 (8), 189 - 205.
- Makinde, T. (2013). Globalization As a Constraint to Development in Africa: The Nigeria Experience, *Public Administration Research*, 2 (2), 191 - 200.
- Maslow, A. H. (1943a). A Preface to Motivation Theory. *Psychosomatic Med.*, 5, 85 - 92
- Maslow, A. H. & Mittelemann, B. (1941). *Principles of Abnormal Psychology*, New York, N.Y: Harper & Bros.
- Ngige, O.D. (2013). Nigeria: Managing The Challenges of Globalization, *Journal of Law, Policy and Globalization*, 17 (3), 31 - 54.
- Panagiota and Zacharoula, (2024) Developing Skills and Attitudes for Preparation Future Workforce: STEM Education Strategies. EJ - EDU. *European Journal of Education and Pedagogy*. ISSN: 2736 - 4534 DOI: 10.24018/ejedu

PWC, (2017) Workforce of The Future - The Competing Forces Shaping 2030. <https://www.pwc.com/gx/en/services/people-organization/workforce-of-the-future/workforce-of-the-competing-forces-shaping-2030-pwc.pdf>

Theodore, G.L. et al, The Future of Work: Challenges and Prospects for Jobs and Workers July 2023 DOI: 10. 1007/978 - 3 - 031 - 31494 - 0 License. CC BY 4. 0 Publisher: Palgrave Macmillan. ISBN: 978 - 3 - 031 - 31494 – 0

World Economic Forum, (2025). *The Future of Jobs Report 2025*. [we forum.org](https://www.weforum.org) published 7 January 2025.

Zhou, Molly and Brown, David, "Educational Learning Theories: 2nd Edition " (2015). Education Open Textbooks. 1. <https://oer.galileo.usg.edu/education-textbooks/1>