INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION & MANAGEMENT

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      STATEMENT OF THE PROBLEM

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      RESEARCH METHODOLOGY

      RESULTS & DISCUSSION

      FINDINGS

      RECOMMENDATIONS/SUGGESTIONS

      CONCLUSIONS

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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS
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HUMAN RESOURCE MANAGEMENT: BROADENING THE CONCEPT OF HUMAN RESOURCES

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ABSTRACT

The relationship between HRM and firm performance has been a hotly debated topic over the last decade. Globalisation, information communication technology etc. led different scholars have different opinion on the topic. The scholars have their own theories on the issue. Through this paper, we tried to highlight some of these theories. As Human Resource Development Programmes concentrate on the varied categories of raw human resources to be processed into the work force, no one can deny and underestimate its valued role in reconstructing the economy. Moreover, it is an inescapable fact that in respect of total manpower dispersion in business organizations whether productive or service, the bulk of the personnel are skilled labour force working at operative level. This is the force which produces quality and which ultimately affects the organizational image and the economy of any country. It is highly needed to highlight the importance of the human resources, as India is one of those countries that are rich in human resources but still unable to utilize it to its fullest. It's a small effort on the part of the authors to play up the importance of the human resources management as any country would have a sound and healthy economy if it exploits and develops its natural and human resources that enables and boosts the economic development of the country. If this skills and knowledge managed properly, can and will change the shape of an economy's future.

KEYWORDS

Human resources management, skills development programme, philosophical orientation.

INTRODUCTION

The relationship between HRM and firm performance has been a hotly debated topic over the last decade. Are human beings 'resources'? On this question there is a sharp division in opinions. There are scholars, not much ethically inclined, who adore the practice of considering human beings as resources. They visualize a continuum – from the inert objects to the most refined intellectual endeavors – from the one end to the other, as resources to productive activities. On the other hand, there are a plenty of scholars who abhor considering human beings just a complement to other means (e.g. animals, plants and inanimate objects) of production. To those scholars it appears debasing to consider labour - menial or mental, vulgar or artistic, raw or polished - as a commodity and by the same logic, human beings a source of the flow of labour and its power as resources.[1] They view workers in the holistic perspective of their psychology and their fitness to their work environment and work assignment, rather than as interchangeable parts. They place emphasis on how leadership, cohesion, and loyalty play important roles in organizational success. They also consider the instinct of workmanship as an important source of value added to the output they produce. Human resources development is considered as one of the contributing factors to a country's economic development and global competitiveness. Studies and researches on human resource development focused on the global and regional levels proved that growth and development of developed countries and newly industrializing countries (NICs) is partly a result of sustained investment in human resource development interventions.[2]

Globalization made rapid changes on the economy and society of both developed and developing countries. These changes are further facilitated by advancements in information communication technology (ICT), developments in trade liberalization, and reduction of tariff and other trade barriers. Not known to many, globalization was already taking place during the early stages of internationalization of organizations.

Human resource development (HRD) in itself can be understood in different ways: HRD in its broadest sense is an all-inclusive concept, referring to the process of 'increasing the knowledge, skills and capacities of all people in a society'[3], encompassing in economic terms the accumulation of human capital, in political terms preparing people for participation in democratic political processes, and in social and cultural terms helping people to lead fuller lives, less bound by tradition. The dominant human capital theory has, however, narrowed HRD down to its economic aspects, or its human capital component.[4]

THE BASIS OF HUMAN RESOURCE MANAGEMENT

It is been realized that the country's most valuable asset is its people and the social solidarity present in Eritrean society, a society characterized by a high sense of community as well as a strong commitment to development.[5] Furthermore, it is intended to produce a society that is equipped with the necessary skills to function with a culture of self-reliance in the modern economy.

In the past 30 years, the field of HRD has changed dramatically. Gone are the days of providing training events that miraculously improved employees' knowledge and skills. Today, HRD professionals are expected to pro-vide interventions, initiatives, activities, and services that help organizations achieve their strategic business goals and objectives.[6] As stated previously, Vaill[7] referred to unprecedented organizational changes as permanent whitewater. Further, he suggested that organizational white water means that organizational life will be (a) full of surprises; (b) increasingly complex; (c) poorly organized, structured, and ambiguous; (d) quite costly; and (e) brimming with problems. Quite simply, organizations are in a constant state of change. As such, dedicated and determined professionals spend their energy and efforts helping their organizations develop learning cultures, create performance management systems, and implement change initiatives.[8]

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[1] Coleman, J. (1994), "Nationalism and Development: Selected Essays." University of California Press, Berkeley, CA.

[2] Storey, J. (1987) "Developments in the Management of Human Resources: An Interim Report" Warwick Papers in Industrial Relations Coventry, Warwick University, SIBS.

[3] Smith, K. K. (1982) Philosophical Problems in Thinking About Organizational Change, Edited by P. S. Goodman & Associates, Change in organizations, pp. 316-374, Jossey-Bass, San Francisco.

[4] Ewing, Bradley T. World Bank (1995) Priorities and Strategies for Education: A World Bank Review, pp. xv + 173 Washington DC, World Bank.

[5] World Bank (1994) Options and Strategies for Growth, Vol. 1 of Eritrea, World Bank, Washington DC.

[6] Brinkerhoff, R.O., and Gill, S. J. (1994) "The Learning Alliance," Jossey-Bass, San Francisco.

[7] Vaill, P. (1996) "Learning as a Way of Being," Jossey-Bass, San Francisco.

[8] Gilley, J. W. and Maycunich, A. (2000) "Organizational Learning, Performance and change: An Introduction to Strategic HRD," MA: Perseus, Cambridge.

CATEGORIZING THEORIES ON HRM AND PERFORMANCE

Drucker[9] distinguished three dominant modes of theorizing in the literature on strategic human resource management: the universalistic, the contingent and the configurational.

The universalistic mode is associated with the terms 'best practice' and 'high performance work practices', and its underlying assumptions or arguments may seem somewhat simplistic:

i)   that there is a linear relationship between HR practices or systems and organizational performance

ii)   that 'best practices' are universally applicable and successful

iii)   that organizational success is best measured in terms of financial performance indicators like profits, or by market share and sales levels.

Osterman (1994), Pfeffer (1994) and Huselid (1995) may be taken to represent those who take a universalistic perspective. Pfeffer argues, for example, that a greater use of 16 specified practices, such as participation and empowerment, incentive pay, employment security, promotion from within, and training and skill development, results in higher productivity and profit across all types of organization.

Delery and Doty's (1996) contingency mode says that the relationship between the relevant independent variable and the dependent variable will vary according to such influences as company size, company age, technology, capital intensity, the degree of unionization, industry/sector, ownership and location. Contingency arguments imply potentially complex interactions between HRM variables, between HRM variables and performance indicators, between HRM variables and contingency factors, and between performance and contingency factors. Delery and Doty (1996) cite Schuler and Jackson (1987) and Gomez- Meija & Balkin (1992) as mainstream contingency theorists, but the tradition goes back much further and includes the work of Woodward (1965), Pugh and Hickson (1976), Pugh and Hinings (1976), Pugh and Payne (1977), and Mintzberg (1979).

The configurational mode is rather more complex. Arthur's (1994) control and commitment HR systems are based on the idea that "the closer an organization's HR practices resemble the correct prototypical system (for its business strategy), the greater the performance gains."[10] MacDuffie's (1995) research findings in the automobile industry are seen as representative of the configurational perspective, where the holistic principle of inquiry identifies a unique pattern of factors, the assumption of equi-finality holds, and the configurations themselves are ideal types not empirically observable phenomena.

Guest (1997) takes a somewhat different approach. He recognizes three broad categories of general-level theory on HRM: strategic theories, descriptive theories and normative theories. Strategic theories are primarily concerned with the relationship between a range of external contingencies and HRM policy and practice. The central theme here is that "a good fit (strategy, policy and practices with the context) will be associated with superior performance" (Guest, 1997). The work of Miles and Snow (1984), Schuler and Jackson (1987) and Hendry and Pettigrew (1990) are examples of this type of HRM theory. Guest (1997) concludes that strategic theories are simplistic in characterizing HRM, are weak in specifying the process which links HRM to performance, and adopt a limited view of performance (concentrating too heavily on measures like profits and sales).[11]

Descriptive theories of HRM set out to describe the field in a comprehensive way. Researchers try to capture the broad field and to address some of the relationships (e.g. Beer et al., 1985; Kochan et al., 1986). It essentially seeks to map the field and classify inputs and outcomes, with an emphasis on an open systems approach. The perspective can be labeled as realistic but, says Guest (1997), fails to provide a clear focus for any test of the relationship between HRM and performance.

Normative theories of HRM are more prescriptive in their approach, taking the view either that a sufficient body of knowledge exists to provide a basis for prescribed best practices or that a set of values indicates best practice (Guest, 1997). Walton (1985), Lawler (1986), Guest (1987) and Pfeffer (1994) represent this approach. According to Guest (1997) normative theories are predominantly focused on the internal characteristics of HRM at the expense of broader strategic issues, while leaving unclear the basis for specifying the list of HRM practices.[12]

SKILLS DEVELOPMENT PROGRAMME

Enabling citizens through education and skill enhancement is more critical today than at any other time. There is fairly well founded concern that in the next decade the country could find itself performing a difficult balancing act, catering to the needs of a significantly growing population while trying to find opportunities for a newly emerging workforce of youth that does not have marketable skills. However, no nation can be exempted from the sufferings of illiteracy and unemployment. The degree of suffering may be different but their existence in an economy is unavoidable and uncontrollable (Rena, 2004). Unless a nation knows the ways to manage this ailment in a proper way, it would crop up as a major problem showing up an economy to the external world as a bad example. Having understood these consequences, the need is to make strenuous efforts in embracing the major portion of human resources like marginalized youth, returnees, ex-combatants, unemployed and unemployable communities.[13]

Skill development programmes, are like converting raw human resource into the usable labour force transmitting the present ailing state into the very healthy one. The imparting of skills largely depends on the Industrial Training Institutes (ITIs) and/technical schools that have a base in the public and private sectors in the country, besides, the State-run programmes, and NGO efforts. These are simply not equal to the task.

PHILOSOPHICAL ORIENTATIONS OF HRD

Bierema (2000) and Swanson and Arnold (1996) asserted that the field of HRD is more divided today than ever before. The mission and purpose of HRD provide an explanation as to why this is true. Gilley, Eggland, and Maycunich Gilley (2002) reported that HRD's mission is to provide

1. *individual development* focused on performance improvement related to a current job;
2. *performance management systems* aimed at improving organizational performance; and
3. *organizational development activities* that optimize human potential and organizational performance, which together improve the efficiency of the organization.

Thus, HRD professionals' primary purpose is to provide interventions and initiatives that (a) improve employees' skills and competencies, (b) improve performance, and (c) enhance organizational effectiveness. Accordingly, three philosophical orientations of HRD have emerged: (a) organizational learning, (b) organizational performance, and (c) organizational change.[14] HRD professionals that adopt an organizational learning perspective believe that learning is the primary purpose of HRD, whereas those HRD professionals who embrace organizational performance believe that performance improvement and management are the essential components of HRD.

Still others embrace organizational change by believing that the more important activities they can perform are to alter the organization's culture, structure, work climate, mission, and strategy to improve organizational effectiveness (Nadler, 1998). These differences in philosophy and practice affect the decisions,

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[9] Drucker, P.F. (1954) "The Practice of Management" Harper & Row, New York.

[10] (Delery and Doty, 1996)

[11] Myers, C. and Harbison, F. (1965) "Education, Manpower and Economic Growth: Strategies of Human Resource Development," McGraw-Hill, New York.

[12] Nienhuser, W (2004) "Political [Personnel] Economy – A Political Economy Perspective to Explain Different Forms of Human Resource Management Strategies", Management Revue, vol. 15 (2), pp. 228-248.

[13] Kahsu, Rena, Kahsu, Ravinder and Kahsu, Biniam (2006) "Labour Market Needs and Development of Technical and Vocational Education in Eritrea – An Analytical Study", Manpower Journal 41(4) pp.137-154, New Delhi (India).

[14] Gilley, J.W., Quatro, S., Hoekstra, E., Whittle, D. D., and Maycunich, A. (2001), "The Manager as Change Agent: A Practical Guide for High Performance Individuals and Organizations. MA: Perseus, Cambridge

priorities, actions, behaviors, and efforts of HRD practitioners. Furthermore, each domain is attempting to assert its influence over the direction of the field, which is affecting the interaction, cooperation, and partnerships between and among HRD practitioners.[15]

Those HRD professionals that embrace the performance and change domains focus their attention on the organization rather than the individual. In practice, they adopt a planned, data-based approach, which involves goal setting, action planning, monitoring feedback, and evaluating results (French & Bell, 1999). They would also use a systems approach that closely links human resources to technology, business processes, and change while utilizing behavioral science technologies, research, and theory (Nadler, 1998).

THE VALUED-ADDED NATURE OF HRD

According to Ehrlich (1997), a fundamental requirement of HRD is to add value to the organization. Torraco and Swanson (1995) and Brinkerhoff and Gill (1994) agreed that linking learning and performance interventions and change initiatives to the organization's strategic business goals and objectives is critical to the success of HRD.[16]

When HRD goals are compatible with and responsive to the organization's strategic goals and objectives, HRD's value increases. Conversely, when they are not aligned, the value of HRD diminishes. Such an expectation affects the way HRD practitioners embrace change. As such, they focus their attention on those things that will enhance their credibility in the organization.

These include the six principles identified by Ehrlich (1997, pp. 167-170). First, an HRD strategy must be anchored to business strategy, not programs. Thus, the HRD professional understands the strategy and economic realities of the business they support and must be regarded as essential contributors to the business mission. Second, HRD is not about programs; it is about relationships. Thus, the HRD professional's primary role is to create an environment in which individuals are committed to the success of the enterprise that employs them (Brinkerhoff & Gill, 1994). Third, HRD must be known as a function that anticipates change and understands what is necessary to implement it. Thus, Burke (1992) suggested that HRD professionals understand and champion the process of change by working closely with managers who are leading change and assisting those who are struggling to implement change. Fourth, HRD is an outspoken advocate of employee interest. Thus, the HRD professional understands that business decisions must balance a range of factors that often conflict with one another (Nadler, 1998). Fifth, HRD focuses on issues rather than personalities. Hence, the HRD professional keeps issues rather than individuals the topic of discussion, grounds communications, and helps manage conflict (Rosenberg, 1996). Sixth, HRD accepts that constant learning and skill enhancement are essential to their contributions to the business. Thus, HRD professionals continuously expand their knowledge to avoid perpetuating old skills, notions, and styles (Gilley & Maycunich, 2000).

SOME MAJOR NODES OF DECISION MAKING FOR HUMAN RESOURCE MANAGEMENT

Human resource management in a typical organization comprises the following processes that may be considered as the major nodes of decision making and choosing one of the (many permissible) paths to proceed. These are:

1. *Workforce planning*: It is mainly concerned with the visualization of different activities, processes and their inter-linkages in the organization and need for persons, with requisite skill, to perform those activities. The quality as well as the number of persons required for various activities is to be determined.

2. *Recruitment*: The next step is to recruit the workforce. It has two major processes under it. The first relates to 'attraction' and the second to 'selection'. Attraction needs a planned strategy to draw the attention of qualified persons to the organization. Sometimes this is done by advertisement but at others the organization has to personally contact the prospective employees. To strike at the correct strategy to attract right type of persons is considerably complex. A wrong strategy might be either ineffective or leading to problems in future. Likewise, the selection of right type of workforce is very involved. No foolproof method exists to guarantee that the selection made by any process is best suited to the interests of the organization.

3. *Induction and Orientation*: As it has been noted earlier, no educational institution can turn out pupils cut and dried to the specific needs of any particular organization. Education is always 'general'. Once a person has been selected to join the workforce of an organization, he/she has to be inducted and oriented to the specific job. He/she has also to be made aware of the major objectives of the organization and the environment in which he/she has to work. It has been observed that at times the managers 'over-manage' and in showing loyalty to the organization tend to over-describe. At other times, managers fail to induct and orient the new recruits to their job, leaving them to discover their roles by themselves. Over-description as well as under-description tends to give a wrong orientation to the new recruits.

4. *Skills management*: It refers to making a matrix of skill or competencies of different levels required in performing different jobs on the one hand and the assessment as well as stocktaking of skills of different employees on the other. Their matching often discloses the gaps between the required and the available skill, which may suggest additional recruitment or need of training and development of the (existing) employees. It may be noted that skills management is an ongoing process in view of the changing internal (within the organization) as well as external environment.

5. *Training and development*: Training and development may be needed first to bridge the current gap between the required skill for performing a job and that available with the workforce, and the second in view of the future requirements of the organization. It is a commonplace that of late the rate of changes in technology has been very fast. The span of service life of an employee is always far too larger than the span for which a particular technology is in mode. As a result, the employees must be trained and retrained to fit to the technology. Training may be in-house; it may be given by those organizations that supply new technology or even by a third party. It may be noted, however, that all employees are not equally amenable to appreciate the value of training. Nor all of them are equally responsive to training or interested in learning. The management has to take necessary measures to induce the employees to be more receptive to learning. The management also has to look into the quality of training imparted by the trainers whether individuals or organizations.

6. *Time management*: It refers to identification, listing, sorting and prioritizing the tasks to be done and allocating time on them. The management should train its employees to manage their time when at work or at home (since performance of a person at either place impinges on the performance at the other place). Although an exercise in time management itself may take some time, but ultimately it increases efficiency. There are many methods of prioritization of tasks, among which the ABC method, the POSEC (prioritize, organize, streamline, economize and contribute) method and Eisenhower method are notable. The Eisenhower method uses importance and urgency as the two coordinates making four categories of tasks. The less urgent and less important tasks are the last in priority while the most urgent and most important tasks are the first to attend. It is advisable to use a 'secondary memory' device (such as written task list or a computer note pad/diary) than the 'primary memory', i.e. keeping the list and the priorities in mind, which is easy to forget or get confused. As computers are easily available now, one may use software that have built-in task hierarchy schedulers and support numerous chores of ordering and listing of tasks with their details. The management should also keep information on how the employees have planned the use of their time in performing the tasks and rationalize them where needed. The culture of time management has to inculcated and promoted among the employees.

7. *Travel management*: It refers to rationalization of movement of the employees from their residence to the workplace and their return back home as well as their movement elsewhere for performing certain sort of tasks related to the organization. It may encompass residential planning, including availability of amenities and facilities, for the employees as well. A properly done travel management may increase the efficiency of employees manifold.

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[15] Schuler, R.S. and Jackson, S.E. (1987) "Linking Competitive Strategies with Human Resource Management Practices", Academy of Management Executive, 1(3): 207-19.

[16] Swanson, R. A., and Arnold, D. E. (1996) "The Purpose of Human Resource Development is to Improve Organizational Performance," Edited by R. Rowden, Workplace Learning: Debating the Five Critical Questions of Theory and Practice, Vol. No. 72 (pp. 74-92), Jossey-Bass, San Francisco.

8. **Management of payroll, compensation in wage/salary and benefits administration**: Various methods may be adopted to pay salary/wages to the employees that save their time on the one hand and the cost/time of the organization in disbursement. For example, instead of paying them in cash on a fixed day every month (which may make long queues and kills the entire day), payments may be made to employees' savings accounts. Charges for certain types of benefits given to the employees may be deducted from their salaries directly. Employees' benefits encompass all non-wage or non-salary benefits given to them partly to increase their economic security and partly to induce them to be more effective and loyal to the organization. These benefits include perks, housing, conveyance, group insurance, health care, day care, children's tuition fee reimbursement, funding of education, various types of leave, vacation, travel allowances, subsidized lunch during the work hours, voluntary retirement schemes, retirement benefits, etc. All these benefits increase the cost on the part of the organization, but if properly planned and administered, they may also increase the returns from the employees manifold. On the other hand, a faulty planning and execution of these benefits may result into employees' dissatisfaction and a consistent resistance from the employees' unions, often leading to loss of workdays and degeneration of the relationship between the employees and the organization/management.

9. **Performance appraisal**: It refers to the regular assessment and review of the performance of employees in terms of quantity, quality, cost and time. Its objectives are to (i) give feedback to employees as to their performance so as to make them aware of their contribution, (ii) identify employee for training and skill augmentation, (iii) document criteria used to allocate organizational rewards, (iv) form a basis for promotions, disciplinary actions, special raises in personal salaries, etc. (v) provide the opportunity for organizational diagnosis and development, (vi) facilitate communication between employee and management, and (vii) validate selection techniques and human resource policies to meet certain norms. In many cases, the performance appraisal is done through the 'upward feedback system' in which the managers get a feedback through reports or they review the performance of the employees directly. However, the '360-degree feedback system' also is very often used for performance appraisal. This method relies on the feedback received from different internal sources such as subordinates, peers and managers, self assessment of the employees, as well as external sources such as customers and suppliers or other stakeholders. The 360-degree feedback system often works better than the simple upward feedback system. Drucker (1954) suggested that management by objectives (MBO) is often very successful in understanding of objectives of the organization and enhancing the performance. Management by objectives is a process in which the management and the employees discuss and reach at a consensus on the objectives of the organization, the degree of success in meeting them, obstacles to meet them and the ways and means to meet them better. We have mentioned before how and why the objectives of an organization become clearer to the employees only gradually. The MBO method is only a process to that end. It introduces the criteria of specificity, measurability, achievability, reality and time-specificity in the objectives and thereby promotes performance of employees (including management). For a healthy functioning of the organization it is required to develop the management information system to help monitor the 'reach ratio' (a ratio of achievement to target).

BROADENING THE CONCEPT OF HUMAN RESOURCES

So far, the scope of human resource management has been limited to the in-house persons employed by the organization. It also concentrates mainly on production (and distribution to some extent). However, of late, the scope of human resource management has been widened in view of the generalized definition of human resources. Now, under human resources one includes all those people – employees, agents, dealers, distributors, retailers and customers including consumers in the forward chain and the suppliers of inputs in the backward chain – who are related to an organization and whose behaviour may have some effect on the performance of the organization. This change has brought in the concept of 'crowd-sourcing'.

It 'can improve productivity and creativity while minimizing labor and research expenses. Using the Internet to solicit feedback from an active and passionate community of customers can reduce the amount of time spent collecting data through formal focus groups or trend research, while also seeding enthusiasm for upcoming products. By involving a cadre of customers in key marketing, branding, and product development processes, managers can reduce both staffing costs and the risks associated with uncertain marketplace demand.'[17]

It is obvious that the broadening of definition of human resources has chiefly been a result of the revolution in the information and communication technology. As Alsever (2007-b) points out, with the rise of user-generated media such as blogs, Wikipedia, MySpace, and YouTube, the traditional distinctions between producers and consumers have been blurred. Although the idea of soliciting customer input is hardly new, the advent of open-source software movement has shown that now it can be done with ever large number of people. The difference is that today's technology makes it possible to enlist ever-larger numbers of non-technical people to do ever-more complex and creative tasks, at significantly reduced cost.

Proctor & Gamble has used crowd-sourcing for research and development of their Prigles Prints Chips. O'Reilly Media, a publishing company, has done it for sales reporting. Chipotle Mexican Grill, a restaurant chain, has applied crowd-sourcing for advertising and Threadless, a youth-oriented fashion manufacturer, has benefited in product designing and selection by crowd-sourcing. Alsever (2007-c) It may be noted, nevertheless, that the methods of managing the employees differ significantly from the methods of managing the non-employees, especially the customers/consumers. The organization must not expect to control them, but to allow them to be creative and be themselves. The organization may lay out ground rules about how much control it is willing to cede, how much information it is willing to share, and what will happen to the work that the participants create. Alsever (2007-a) points out that people will do many things (for an organization) just for free, simply because they think it is fun. Products and companies can become hobbies unto themselves, and many consumers will derive satisfaction from feeling like an insider at a company they're passionate about. In return, the concerned organization should give them recognition, exclusive perks, the opportunity to interact with senior company managers, or free products.

CONCLUSION

As Human Resource Development Programmes concentrate on the varied categories of raw human resources to be processed into the work force, no one can deny and underestimate its valued role in reconstructing the economy. In line with this the relations between national and international actors in HRD have to be developed. Moreover, it is an inescapable fact that in respect of total manpower dispersion in business organizations whether productive or service, the bulk of the personnel are skilled labour force working at operative level. This force is instrumental in transforming raw materials into the products. It is this level at which major share of human resource investment and working capital are consumed.[18] This is the force which produces quality and which ultimately affects the organizational image and the economy of any country. The organisations can accomplish the desired objective through the skill development programmes that can build the skilled manpower and the economy of the country. Certainly, any country would have a sound and healthy economy if it exploits and develops its natural and human resources that enables and boosts the economic development of the country. It can be viewed that the skills and knowledge that can and will change the shape of an economy's future.

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