

# Content Analysis of Human Resource Development Factors Affecting Internationalization in Thai Private Schools

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## Abstract

The purpose of this research is to study the key factors and indicators of Human Resource Development factors affecting the Internationalization of Thai private schools developed by the researcher using a three-steps triangulation methods of 1) thoroughly study relevant literatures and theories 2) in-depth interview by 5 academic experts and 3) confirmed and verified by 7 experts recognized in the field of Human Resource Development and Internationalization of Thai Private Schools, research tool was a 5 rating scale questionnaire. The findings showed that 1) there are 4 key factors of Human Resource Development; (1) Knowledge Management (2) Strategic Human Resource Management (3) Diversity Management and (4) Learning Partnership and 2) there are 5 key factors of Internationalization of Thai private schools; (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding Students' International Experiences (5) Harnessing Technology to Expand International Network.

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## I. INTRODUCTION

In the present world where rapid changes to the competitiveness of human talent together with the use of more advanced technology is posing challenges to Thai Education Administration system in order to follow the society of international standards. Globalization in the 21<sup>st</sup> century has forced organizations to change especially in the education sector where the impact has been vast because it prepares for the new generation to become world citizens in the new era. World citizens need to be equipped with handling of the connection between

countries or regions through the use of internationalized knowledge and skills which was taught under the local education system to adapt to others understanding in an international awareness. So schools needed to have adequate human capital or human resource to create students to prepare for new globalized environments where the evolution of change happens through data and technology that is far-reaching and rapidly changing. Moreover, the changes affect the world's education, economy and culture sections through more effective communication means with the use of English

language to conduct business in the current international capitalist and political world.

Today's educational system is a system that has been integrated through the control in achieving objectives that connects knowledge to each other wherever the knowledge may come from. Furthermore, organizations bring understandings and knowledge from various sources to further develop into new knowledge. These knowledge consist of knowledge from the people within that organization that is the new education system that has been implemented in today's world overpassing the barriers of culture and creating new identity of internationalization. The uniqueness of the new creation is called 'Borderless Education' where it is defined as the administrative functions comprises of Vision, Discipline and Geography. Borderless Education is aligned with Cross-Border Education where the difference is that Cross-Border Education doesn't restrict one to seek knowledge in another area where Borderless Education insist on border areas but acknowledges knowledge in those areas. Both words have been used in 21<sup>st</sup> century education that uses online education technology or E-Learning as the main method so that Geographic challenges no longer poses a threat to seeking new knowledge. The role of educational administrators is to relax rules, regulations and responsibilities, maintain quality control, allocate sufficient budget and support the use of E-Learning in schools to further develop Borderless Education. So, Internationalization has become to main part to support Borderless Education where locally, internationalization is used in terms of integration and creating new knowledge where students use Borderless Education as means to find out new knowledge which eventually would lead to a life-long internationalized education that is continuous. The learning process of this has 3 main functions which are data, process and results where the best results reflect the need of the society. The benefits of creating an

internationalized school was inspired to push students to develop themselves as world citizens whose capable of having an internationalized thoughts, understanding of culture and problems that arises in other countries. World citizens are capable of developing networks that could develop in social and emotional skills. The schools are henceforth capable of maximizing revenue as internationalized curriculums are value-added services in which extra funds are available to further develop the school into a sustainable organization (Hayle, 2008). The positive thoughts of turning a localized school into an internationalized school is to develop its own curriculum to match global needs and to improve efficiency. The personnel and students in developing countries will benefit greatly from an international point of view where internationalized schools personnel will create new cultures, cultures which are more modern and global. Furthermore, it will create diversity to the existing culture and to the stakeholder within the community which will intern, improve the nation as a whole. The change of thoughts, missions, visions and policies within the school will happen from personnel and students to change the behavior in the society and to understand the world society in order for them to be able to adapt to the 21<sup>st</sup> century world.

The problem with the current education system leading towards internationalization in Thailand is the lack of cooperation. The indicators of educational administration leading to a Knowledge-Based Economy is still in need of major improvements where current citizens need to face the challenges of capitalism. The order of business in Thailand and people whom seek profit overlook the deteriorating of natural resources and environment. This can be seen from unforeseen natural disaster that reflected in the new generation to face challenges that has never seen before. With this, there are many countries around the world including Thailand

needing to follow an internationalized guideline to help the new generation become world citizens. Thailand has initiated an educational transformation in 2009 where the focus of the system is involved with life-long learning together with adapting skills to blend into society and internationalized culture. Teachers in schools are crucial to passing on the knowledge to these learners to help them develop themselves and become professional teachers focusing in internationalized studies. The educational administration system involves objective to serve an internationalized purpose where skilled human resources are necessary to achieve this especially teachers that has the traits of internationalized skills. This will be measured by the outcome of the students where teachers play a huge role in designing curriculum and activities to achieve goals. Moreover, the problem with human resource management in private schools in Thailand involves the lack of efficiency and effectiveness, tiredness from working in a bureaucracy society which intern leads them to not fully function at full capacity. The teachers with enthusiasm are drawn into the boredom of standardized national curriculum which makes the quality of the education system as a whole worsened. So from time to time, this needs to be boosted.

School Administrators and personnel play a key role in leading policy of the schools to practice where the personnel sees the importance of change in order to create understanding, moral, ethics by following the transformation tools to achieve efficiency. The efficiency is created in classrooms where modern techniques are used in various methods where modern methods is the key component in order to affect the efficiency towards improving efficiency. The development of human personnel in schools are therefore the heart of the solution in tackling inefficiency. The human personnel or human resource is the key organizational resource to drive an organization to sustainable

development through the use of increase in rules and regulation in order to manage human resources. In modern era, management policies focuses organizational development through new human resource guidelines to specialize personnel in their work area to help increase organization values which was set by administrators. In the past, an organization focuses on changes and job rotation to get personnel to multi-function however, in the modern era, organizations focuses on personnel to specialize in their job and achieve highest efficiency in order to solve solutions with challenging with integration techniques. Modern day Human Resource Development tends to use organizational level visions from created from within with the purpose to stabilize the survivability of the organization. Human Resource Management therefore tends to focus on recruitment and selection of panel of personnel to use compensation to enhance organizational ability and to maintain/stimulate staffs within the budget set by administrators. The Human Resource Management policies tend to consider organizational efficiency. Managing human personnel is the fundamental aspect of management with key objectives to enhance efficiency in jobs. In schools, coordination of school activities of personnel to increase quality of students is the key objective. To improve the quality of education of students in schools, the management of human resource is therefore the procedure to stimulate personnel to highest efficiency from the first day of recruitment and create a culture to lead these personnel to efficiency operate in roles involving the school.

Solution guidelines in improving efficiency plays a key role in management where the human resource is the key resource in transforming the organization to optimum efficiency and effectiveness. If the personnel has no key skills and are not motivated enough, the development process can never happen. Systems in all levels of education only relies on the use of

human personnel to perform operations where teachers in schools are key resource mechanism to truly operate the school towards optimum efficiency. The key factors to drive policies towards success in terms of performance in classrooms where teachers are the interpreter of curriculum and to execute that knowledge with concern of the school's image. The design of the curriculum and teaching techniques are the school's culture in which sustainable development of these techniques are to be constantly improved through teachers. So, teachers are the most important resource in the school. They are the key factors and indicators to help the school towards optimum efficiency where the lack of teachers and teachers' management and development will affect the delivery of students' quality which will in turn become the downfall of the school. So, after successfully recruiting new teachers, the school must have Human Resource Development guidelines where the procedure of the development is to enhance knowledge, skills and capability of teachers. The initialization of development happens through educating teachers. It is the key strategy of human development where enhance opportunities are given through learning new skills and knowledge through various training methods. Such development will happen through realization of global dynamics. The factor of initialization including change of technology will lead to creating balance to sustainable internationalization development. The creation of new internationalized networks, training and exchange of knowledge in the international professional communities from other countries will change the context of school's development plans to a higher standard.

Finally, the result of Human Resource Development towards internationalization is the quality of students. Competencies of personnel at global level responses to the demand of workforces domestically and internationally. The

ability for students as world citizens that can shift the labor force of the world is therefore pinnacle to teachings. The key skills of adaptation and the response to basic knowledge of global politics, economy, social, cultural and globalization through the shifting forces of information, technology and communication to create competitiveness. The implementation of education is the key mechanism in change. To share, help and collaborate Human Resource Development plans towards internationalization to enhance students' skills through exchange of cross-cultural experiences in development of education and preparing them towards universities and the labor market which must be the key mission for schools to set. So, private schools must use the Human Resource Development guidelines to enhance efficiency to match other schools globally where human resources are the key mechanism of the school. The purpose of these personnel is to execute the management guidelines to help the school creating personnel with the best talents to get through future challenges and provide solutions for students to prepare to the changing world. These personnel can support the education of students and develop the school's efficiency. Moreover, to make the step towards internationalization, global changes will bring new cultures of human resource where diversity will create new knowledge to students to equip them with further global skills. So the school must value and recognize this diversity to embed them into administrative procedures and guideline to create harmony in working environments which will result in the quality of students.

## II. RESEARCH OBJECTIVE

To study the key factors and indicators of Human Resource Development factors affecting the Internationalization of Thai private schools

### III .LITERATURE REVIEW

#### Scope of Literature Review

The scope of this study is to analyze and synthesize documents and research in relation to Human Resource Development and Internationalization of Thai Private Schools which resulted in the following factors;

Following the main study from Asia Society (2008) which summarizes the key factors of Internationalized Schools that suggests that there are 5 major key factors which consist of;

1. Internationalized Personnel
2. Integration of Internationalized Curriculum
3. Pedagogy of World Languages
4. Expanding Students' International Experiences
5. Harnessing Technology to Expand International Network

The main factors and indicators of Human Resource Development of this study was brought from Delahaye (2005) and thorough synthesis of study suggest that there are 4 main factors of Human Resource Development which are;

1. Knowledge Management
2. Strategic Human Resource Management
3. Diversity Management
4. Learning Partnership

### IV.RESEARCH METHODOLOGY

This research uses the triangulation methodology of research to study the factors of Internationalization of Thai Private Schools and Human Resource Development with the implementation of three-steps technique consist of;

Step 1 : Study of document to analyze and synthesize factors of Human Resource Development and Internationalization of Thai Private Schools. The following related documents have been studied, they are: Asia Society (2008), McCarthy (2011), Richardson (2012), Ellingboe B.J. (1999), Delahaye (2005), Gilley (2002), Werner & Desimone (2006), The Office of Basic Education (2010), The Office of Secondary Education (2018), The Office of Primary Educational Assessment (1988), Chatnarongsak Suthamdee (2017) and Montri Chulawatanaton (2013). The analysis shown in tables 1 & 2

**Table 1** Synthesis of the factors of Internationalization of Thai Private Schools

	Asia Society (2008)	McCarthy's (2011)	Richardson, P. (2012)	Ellingboe, B.J. (1999)	The Office of Basic Education (2010)	The Office of Secondary Education (2018)	Montri Chulawatanaton (2013)	Total
1. Creating Vision	√							1
2. Internationalized Personnel	√		√			√	√	4
3. Integration of Internationalized Curriculum	√	√	√	√	√		√	6
4. Pedagogy of World Languages	√	√	√		√	√		5
5. Expanding Students' International Experiences	√	√		√			√	4
6. Harnessing Technology to Expand International Network	√	√		√		√		4

7. School Providing Wider Educational Dimensions					√			1
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Table 2 Synthesis of the factors of Human Resource Development

	Delahaye (2005)	Gilley (2002)	Werner & Desimone (2006)	The Office of Primary Educational Assessment (1988)	Chatnarongsak Suthamdee (2017)	Total
1. Knowledge Management	√	√	√	√	√	5
2. Strategic Human Resource Management	√	√	√	√		4
3. Diversity Management	√	√			√	3
4. On the job training	√					1
5. Adult Education	√				√	2
6. Learning Partnership	√			√	√	3
7. Development through operations				√	√	2
8. Self-Development				√		1
9. Information Systems			√			1
10. Labor Union			√			1
11. Measurement and Assessment			√			1
12. Facilitating Through Organizational Changes			√			1
13. Research and Development			√			1

Step 2 : Confirming the factors of Human Resource Development and Internationalization of Thai Private Schools through in-depth interview by 5 academic experts who are recognized in the field consisting of school administrator, leading organization personnel with excellence in Human Resource Development, university scholar, Ministry of Education policy maker and chairman of association of personnel management institute. These experts also have written or worked related to Human Resource Development and Internationalization of Thai Private Schools throughout their careers. This step uses a semi-structured interview form as an inspection and open-ended questions to find additional information.

Step 3 : The research were confirmed and verified by 7 experts recognized in the field of Human Resource Development and Internationalization of Thai Private Schools with

a research tool was a 5 rating scale questionnaire confirming the key factors and indicators findings from step 1.

## V. RESEARCH RESULT

The study of key factors and indicators of Human Resource Development in relation to Internationalization of Thai Private Schools showed that there are 4 key factors of Human Resource Development which are (1) Knowledge Management consists of 4 sub factors (2) Strategic Human Resource Management consists of 3 sub factors (3) Diversity Management consists of 3 sub factors and (4) Learning Partnership consists of 3 sub factors. There are 5 key factors of Internationalization of Thai private schools, they are (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding Students' International Experiences (5) Harnessing Technology to Expand International Network.

**Table 3** Results of the synthesis of Human Resource Development

	Key Factors	Sub-Factors	Indicators
<b>Human Resource Development</b>	<b>1. Knowledge Management</b>	1.1 The creation of knowledge	1) Knowledge bank created by personnel in the organization
		1.2 The use of knowledge	2) Activities to initiate ideas to create new knowledge between personnel
		1.3 Learning Environment and Organization Culture	3) Project that has happened from the process of learning
		1.4 The use of technology to connect knowledge	4) Personnel in departments uses the knowledge created
			5) Personnel involved in exchange programs through Professional Learning Communities
			6) Overall satisfaction of learning environment within the organization
			7) Organization culture focuses on the success of students outcome
			8) Multiple technological channels to access to knowledge
			9) Personnel able to access to technological infrastructure
			10) Use of technology to pedagogy management
			11) The assessment of the reliability of technology

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**2. Strategic Human Resource Management**

- 2.1 The planning of Human Resource Management
- 2.2 Recruitment and selection of new personnel
- 2.3 Professional Development and assessment

- 11) Allocation of personnel according to organization policies
- 12) Department that set the strategy and planning of human resources
- 13) Procedure to recruit and select personnel according to regulations that are transparent and fair
- 14) Job vacancies that has been recruited, selected and filled in according to plan
- 15) Personnel in departments who has been trained for professional development
- 16) Departments have Key Performance Indicators (KPI) and Self-Assessment Report (SAR) to measure performance

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**3. Diversity Management**

- 3.1 Valuing diversity
- 3.2 Educating and communication
- 3.3 The support of diversity management

- 17) Recognition of diversity of personnel within the organization
- 18) Recognition of each human being's value within themselves
- 19) Public relations media in relation to personnel is diversified
- 20) Personnel that visits or read public relations materials are diversified
- 21) Activities initiated from personnel with diversity
- 22) Projects that happened from solutions of conflicts arising from diversity

**4. Learning Partnership**

- 4.1 The planning of Learning Partnership management
- 4.2 The dedication of personnel
- 4.3 Network cooperation

- 23) Departments have their plans of Learning Partnership
  - 24) Projects that are approved between partnerships from within and outside of the educational institution
  - 25) The satisfaction of superiors in assessing the roles performed by personnel
  - 26) Appraising work with pride from within and outside of the educational institution
  - 27) Activities arising from the creation of stakeholders
  - 28) The collaboration of network associated with the educational districts
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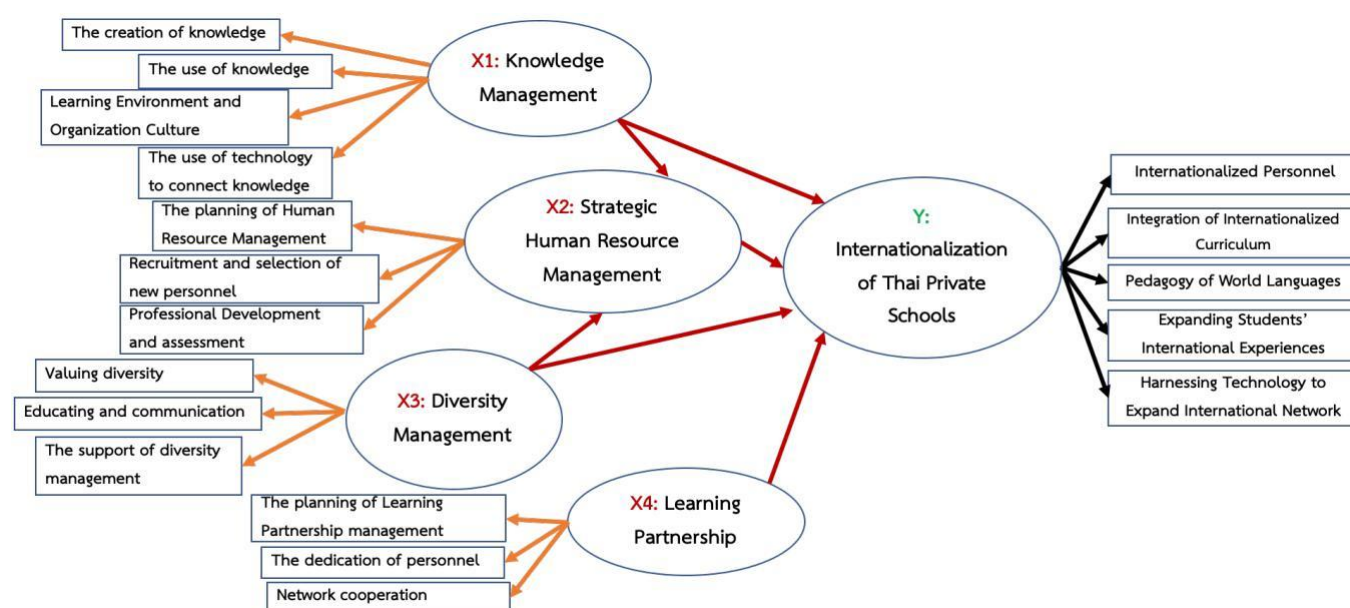
**Table 4** Results of the synthesis of Internationalization of Thai Private Schools

	Key Factors	Indicators
Internationalization of Thai Private Schools	1. Internationalized Personnel	1) Systems and mechanisms for personnel to increase international skills
		2) International Professional Learning Communities or exchange programs
		3) Set up budget to support personnel to increase international knowledge
	2. Integration of Internationalized Curriculum	4) Curriculum has been integrated with knowledge and standard of world standards
		5) Support the school's personnel to be further educated
		6) Cluster of Experiences in curriculum to enhance 21st century skills
	3. Pedagogy of World Languages	7) Personnel able to communicate with world languages
		8) Personnel can manage the curriculum with world languages
		9) Personnel are culturally diversified
	4. Expanding Students' International Experiences	10) Projects and innovation in learning
		11) Students exchange programs with international organizations
		12) Students able to communicate with world languages
	5. Harnessing Technology to Expand International Network	13) Activities for students to discover knowledge and skills of the 21st century as well as traits of world citizens
		14) Plans and Projects that uses Information Technology to connect with international education networks
		15) Budget to support the development of information systems to communicate with international networks

		16) Create borderless networks with the use of technological infrastructure
		17) Activities to support personnel to connect to technological networks between cross-border schools and educational institutions

From table 3 & 4 shows the key factors and indicators of Human Resource Development

factors affecting the Internationalization of Thai private schools



**Figure 1** Conceptual Framework of Human Resource Development factors affecting the Internationalization of Thai private schools

## CONCLUSION

The study of key factors and indicators of Human Resource Development factors affecting the Internationalization of Thai private schools from the synthesis and analysis of relevant documents and research, and in-depth interview from 5 academic experts with the research tool verified by 7 specialists recognized in the field of Human Resource Development and Internationalization of Thai Private Schools to acquire the key factors and indicators of Human Resource Development factors affecting the Internationalization of Thai private schools found that there are 5 main key factors and 13 sub factors which are

- (1) Knowledge Management consists of 4 sub factors
  - (2) Strategic Human Resource Management consists of 3 sub factors
  - (3) Diversity Management consists of 3 sub factors
  - (4) Learning Partnership consists of 3 sub factors.
- There are 5 key factors of Internationalization of Thai private schools, they are (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding Students' International Experiences (5) Harnessing Technology to Expand International Network.

## VI. DISCUSSION

The key factors and indicators and indications of the Human Resource Development has found that there are 5 main factors and which are (1) Knowledge Management consists of 4 sub factors (2) Strategic Human Resource Management consists of 3 sub factors (3) Diversity Management consists of 3 sub factors and (4) Learning Partnership consists of 3 sub factors.

The result of the study showed that scholars have agreed to relevant theories. The fundamentals of Human Resource Development was confirmed by academic scholars through synthesis and in-depth interviews by 5 academic experts. So, the purpose of this study is to find out key factors and indicators of Human Resource Development which is consistent to the concept researched by Delahaye (2005) that summarizes Human Resource Development factors into 6 factors which are 1) The management of knowledge 2) Strategic Human Resource Management 3) The management of diversity 4) Workplace learning

5) Adult learning or Andragogy and 6) Learning Partnership. To prepare for such development, the key to the developmental process is through Professional Learning Communities to enhance one's ability to train and face challenges they have not seen. The development of human with a view to improve efficiency is collectively through work operation in 3 phrases which are 1) training, coaching and developing 2) professional development and 3) organization development where personnel must improve oneself through the skills passed on by others (Trim, 2004).

There are also 5 key factors of Internationalization of Thai private schools, they are (1) Internationalized Personnel (2) Integration of Internationalized Curriculum (3) Pedagogy of World Languages (4) Expanding

Students' International Experiences (5) Harnessing Technology to Expand International Network.

The study showed that scholars have agreed to the key factors and indicators of Internationalization of Private Schools which was confirmed by academic scholars through synthesis and in-depth interviews by 5 academic experts. This is consistent with theories developed by Asia Society (2008) where the research concluded the key factors of Internationalization in schools to 6 key factors which are 1) Creating a global vision and culture 2) Develop international Human Resource Development 3) Integrate international curriculum 4) Management of world languages and 5) Expand students experience and

6) Harness technology. The survey from Hudzuk & McCarthy (2012) also showed that there are 5 main factors to internationalization in schools which are 1) Global education be integrated into curriculum 2) Cross cultural awareness 3) Technology tied to globalization 4) Strategy for students as active agents and 5) Representing a change in the 21<sup>st</sup> century. Richardson (2012) also summarized the key changes to internationalization in schools through 3 main factors which are 1) Global teachers 2) Global textbooks and 3) foreign languages

Lastly, in the era of modern labor affairs, there is a need for students and teachers to be equipped with objectives in the basic education level to match the demand of 21<sup>st</sup> century world. The framework of Human Resource Development in coherent with Internationalization in Private Schools is summarized by Lin & Chen (2014) there are 1) Students Objective: expanding international knowledge through communication of world languages 2) Organizational Objective: creating an environment supporting the international competitiveness of the school 3) Social

Objective: Collectively support stakeholders interest between school and community through collaboration.

## Recommendations

### Recommendation for implementation

1. School administrators can apply to develop school principle and characteristic to improve their Human Resource Development plans/policies towards a more focused on internationalization.
2. Schools can develop a guideline to as an assessment plans of the school principle including plans, operations, projects and activities to help support the school to become more internationalized through Human Resource Development.

### Recommendation for future researches

1. Researchers can use a survey to verify a model in coherent with empirical data to support the study of Human Resource Development in relation to Internationalized Schools in their selected location.
2. Develop an approach for Developmental policy of Human Resource Development in relation to Internationalized Schools.

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