

## HUMAN RESOURCES MANAGEMENT SKILLS REQUIRED BY TECHNICAL EDUCATION ADMINISTRATORS FOR SUSTAINABLE DEVELOPMENT IN NIGER DELTA REGION OF NIGERIA.

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### ABSTARCT

The study sought to identify the human resources management skills required by technical education administrators for sustainable development in Niger Delta region of Nigerian. The study adopted a survey research design. The population for this study comprised of 54 administrators and 176 lectures of technical education, making a total of 230 respondents for the study. No sampling was made because of the relative small size of the population. A structured questionnaire was used as instrument for data collection and was face-validated by five experts. The reliability of the instrument was established using Cronbach Alpha reliability method to determine the internal consistency of the items and the reliability coefficient was 0.78. Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using t-test statistic at 0.05 level of significance. The findings of the study revealed that; the staffing, training and maintenance skills are required of technical education administrators and lecturers for human resources management and sustainable development in the Niger Delta region of Nigeria. It was recommended among others that human resources management should be included in the training programmes of technical teachers and school administrators also workshop training and seminars on human resources management should be organized for teachers and administrators of the region.

**Keywords:** human resources management, Technical Education & Sustainable development.

### INTRODUCTION

The goals of any organization cannot be achieved without human resources. An organization cannot exist without its employees. It is people, not buildings, equipment that make the institution or organization. Organizations whether public or private exist either for the purpose of creating products or providing services to the society (Poripo, 2011). Central to the existence of any organization is the availability of human labour and no matter the purpose for which are organization is established, it will always involve people performing different functions to achieve specific tasks, and the totality of persons who are productively employed by an organization constitute its human resources (Edward, 2006).

Human resources, according to Blair (2005), are all the people who perform the activities of an organization. George and John (2004) described human resources as those acquired functional knowledge and skills which individuals can supply and gainfully utilize for purposes of achieving optimum productivity. Onah (2003) further stated that human resources exist within people and consist of a person's potential abilities as well as knowledge, skill and personal characteristics like attitude, aptitudes, physical and mental traits needed to perform a job. All decisions that affect the workforce concern the organization's or institution's human resources management function regardless of the size or existence of formal human resources management.

Bratton and Gold (1999) opined that the management of people is different from the management of other resources of an organization or institution. Human beings are potentially creative and complex resources whose behaviours are influenced by diverse factors originating from either the individual or the environment. Human resources differ from other resources because of their ability to evaluate their commitment and cooperation. In addition, employees have the capacity to form groups and trade unions to defend or further their economic interest. This complex behaviour of humans call for human resource management in technical education and how these resources could be sustain (Anade, 2010).

Technical education is an aspect of education that deals with the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge related to occupation in various sectors of economic and social life. It is an education that train and prepares individual for gainful employment (FRN, 2004). Technical education plays a vital role in human resource development of the country (Nigeria) by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Human resources management in technical education can be viewed as staff support function in the organization or intuition to provide assistance to technical employees directly involved in producing the organization's goods and services. In order to achieve sustainable development in the Niger Delta, the roles of human resources in achieving this development is necessary. The various roles of human resource system in technical education in sustaining development in the Niger Delta include; selection of staff and personnel's recruitment, personnel's training and development, staff performance appraisal and feedback, pay and benefits or compensations; labour relations and empowerment; labour relations and empowerment, job security, manpower planning, mentoring, and innovation (Oloruntoba, 2010).

Sustainability, from the verb to sustain meaning to hold up, to bear, to support, to provide for, to maintain, to prolong and to support the life of an individual. Jay (2010), opined that sustainable development involves devising a social and economic system, which ensures that these goals are sustained. Jail (2010), sustainable development is concerned with the development of a society where the costs of development are not transferred to future generations. Sustainable development in Niger Delta must be based on resources that will not be exhausted over a seasonable period, hence technical education need to be sustain to achieve skilled manpower development, acquiring technical services, developing their skills, motivating technical staff to high level of performance and ensuring that they are maintained in order to achieved the organization's objectives are required regardless of the type of organization, Getting and keeping good people by administrators and managers is critical to the success of every institution or organization. However, human resources management skills required by technical education administrators for sustainable development in Niger Delta may be affected by site of institution, experience of personnel's and staff and the academic qualifications of the technical administrators.

### **Statement of the Problem**

Technical education graduates in the Niger Delta region have the prospect of sustaining the development in the region either by creating self-employed skills or to work in the industries within and outside the Niger Delta region, but the technical education administrators as well as technical teachers need to possess human resource management skills to ensure achievement of the objectives of their institutions. The attainment of the objectives of technical institutions in the Niger Delta region of Nigeria cannot be realized without the application of human resource management skills by the administrators of technical institutions human resource management skills required by technical education administrators for sustainable development in the Niger Delta Institutions is poor and not taken seriously. The inability of technical education in the Niger Delta to produce quality graduates who are skilled in their chosen careers and occupations could

be linked to ineffective and improper management of human resources by the technical administrators. The inefficiency and lack of skills in the management of human resources by technical education administrators have brought about half-baked of students, truancy and absenteeism of staff and students (Aina, 2006). Therefore, the study was designed to determine the human resource management skills required of technical education administrators for sustainable development in the Niger Delta region of Nigeria.

### **Purpose Of The Study**

The main purpose of the study was to determine the human resource management skill required of technical education administrators for sustainable development in Niger Delta region of Nigeria. Specifically, the study determined:

1. The staffing skills required of technical education administrators for human resource management and sustainable development.
2. The training and retraining skills required of technical education administrators for human resource management and sustainable development.
3. The maintenance skills required of technical education administrators for human resource management and sustainable development.

### **Research Questions**

The following research questions are formulated to guide the study:

1. What are the staffing skills required of technical education administrators for human resource management and sustainable development?
2. What are the training skills required of technical education administrators for human resource management and sustainable development?
3. What are the maintenance skills required of technical education administrators for human resource management and sustainable development?

### **Testing Of Hypothesis**

The following null hypothesis guided the study and were tested at 0.05 level of significance:

- Ho1:** There is no significant difference in the mean responses of technical lecturers and technical colleges' administrators on staffing skills required for human resource management and sustainable development.
- Ho2:** There is no significant difference in the mean responses of technical lecturers and technical colleges' administrators on training skills required for human resource management and sustainable development.
- Ho3:** There is no significant difference in the mean responses of technical lecturers and technical colleges' administrators on maintenance skills required for human resource management and sustainable development.

### **Methodology**

The study adopted the survey research design and it was carried out in Niger Delta region of Nigeria. The population for the study comprised 176 technical lecturers and 54 technical colleges' administrators, making a total population of 230 respondents. There was no sampling because the population was of manageable size. A structured questionnaire based on five point Likert scale was used as instrument for data collection. The questionnaire was administered directly on the respondents by the researchers with the help of five trained research assistants. The instrument was face validated by five experts; three lecturers in the Department of Technical Education, Isaac Jasper Boro College of Education Sagbama, and two principals from technical colleges Tungbo and Ekewo and thereafter tested for reliability of the instrument using the test re-test method. The reliability co-efficient was 0.78 using Pearson Product Moment Correlation for instrument stability. The research questions were answered using mean and standard deviation. Any item with a mean of 3.50 and above was regarded as required while any item with

mean less than 3.50 was regarded as not required. The t-test was used to test the null hypothesis as 0.05 level of significance.

### Result Analysis

The result analysis was based on the research questions and null hypothesis formulated to guide the study.

**Research Question 1:** What are the staffing skills required of technical education administrators for human resource management and sustainable development?

**Table 1:** Mean and standard deviation of response score of technical education administrators on staffing skills required or human resource management and sustainable development.

S/NO	STAFFING SKILLS REQUIRED	$\bar{X}$	SD	REMARK
1	Carryout strategic human resource planning before selection process.	3.57	1.63	Required
2.	Define reasons for needing individuals who possess specific skills knowledge and abilities that relate to specific job required.	3.84	1.59	Required
3.	Ensure that the good prospects accept the job offer if made.	4.32	1.23	Required
4.	Inform applicants promptly	3.52	1.31	Required
5.	Determine nature of people to be recruited as prospective employees.	3.50	1.36	Required
6.	Specify recruiting and selection goals to ensure the type and number of individuals to be employed.	3.50	1.36	Required
7.	Make effort to reach members of under -represented groups like the minorities and women.	3.88	1.45	Required
8.	Attempt to obtain adequate number of applicants for more choices.	4.20	1.67	Required
9.	Recruit the best qualified applicants that were selected after test	4.70	1.67	Required
10.	Identify the critical skills required so as to focus recruitment process on prospective applicants.	4.33	0.68	Required
11.	Link sound business acumen to strategic direction of the institution within stated guidelines.	3.52	1.31	Required
12.	Plan to specify future job requirements to form the basis for workplace training and development.	3.79	1.29	Required

The table 1 above shows that all the 12 staffing skills are required for human resource management and sustainable development in Niger Delta region.

**Research Question 2:** What are the training skills required of technical education administrators for human resource and sustainable development?

**Table 2:** Mean and standard deviation of response score of technical education administrators on the training skills required for human resource and sustainable development.

S/NO	TRAINING SKILLS REQUIRED	$\bar{X}$	SD	REMARK
1	Give employees learning opportunities designed to help them grow.	4.20	0.92	Required
2	Improve employee's performances on contently held jobs.	3.81	1.09	Required
3	Design training programmes to meet the goals of the organization and individual employees.	3.72	1.20	Required
4	Ensure that employees know what to do and how to do it.	3.72	1.20	Required
5	Give orientation to new employees of their roles and responsibilities.	3.92	1.34	Required
6	Familiarize employees with the supervisors, co-workers, policies and the organization.	3.93	1.13	Required
7	Follow-up meetings to verity that important issues have been addressed and employees questions are answered.	3.90	1.17	Required
8	Train experienced employees to perform the activities that must be carried out.	3.86	1.02	Required
9	Present employees for potential management and personnel management.	4.61	0.38	Required
10	Provide the facilities, environment and skills development opportunities for employee for better services.	4.25	0.94	Required
11	Develop employees to have more knowledge and be move employable in future.	3.98	0.95	Required
12	Design and provide training programmes for employees competencies in their new jobs.	4.01	1.20	Required
13	Plant to specify future job requirements to form the basis for workplace training and development.	3.79	1.29	Required

The data in table 2 above shows and revealed that all the 13 items (skills) have their mean ranging from 3.72 to 4.61. This revealed that all the training skills are required for human resource and sustainable development in the Niger Delta region.

**Research Question 3:** What are the maintenance skills required of technical administrators for human resource and sustainable development?

**Table 3:** Mean and standard deviation of response score of technical education administrators on employee's maintenance skills required for human resource management and sustainable development.

S/NO	MAINTENANCE SKILLS REQUIRED	$\bar{X}$	SD	REMARK
1	Determine the need for downsizing or rightsizing the workforce.	4.60	0.81	Required
2	Maintain good employee relation	3.89	1.14	Required
3	Care for employee's wellbeing	3.85	1.63	Required
4	Ensure the working environment is safe and healthy	4.58	0.68	Required
5	Avoid work overload and unrealistic time deadline which put employees under pressure and subsequent stress.	4.04	0.86	Required
6	Avoid work related factors such as role ambiguity, poor job design and harassment.	4.56	0.80	Required
7	Take legal action against reported cases of sexual harassment	3.86	1.08	Required
8	Minimize alcoholism and tobacco smoking in the school (working place) Premises.	4.62	0.72	Required
9	Designate special areas or room for drinking and eating	4.20	0.75	Required
10	Ensure adequate downward, upward and lateral communication in the institution.	4.24	1.03	Required
11	Design proper employee relation programme to ensure that the employees are well informed through email, bulletin boards and teleconferencing.	4.76	0.72	Required

The data in table 3 above shows and revealed that all the items (skills) have their mean scores ranging from 3.85 to 4.76. This revealed that all the maintenance skills are required by technical administrators for human resource management and sustainable development in the Niger Delta region of Nigeria.

**Table 4:** T-test analysis of the mean responses of technical administrators and teachers on the staffing skills required for human resource management and sustainable development.

S/N	Staffing Skills Required	Administrators		Teachers		t-cal	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	Carryout strategic human resource planning before selection process.	4.16	1.30	3.68	1.34	0.16	NS
2	Define reasons for needing individuals who possess specific skills, knowledge and abilities that relate to specific job required.	3.53	1.29	4.32	0.77	0.00	NS
3	Ensure that the good prospects accept the job offer it made	4.18	0.99	3.62	1.27	0.61	NS
4	Inform applicants promptly	3.96	0.96	3.76	1.05	0.01	NS
5	Determine nature of people to be recruited as prospective employees	3.46	1.20	3.32	1.40	1.14	NS
6	Specify recruiting and selection goals to ensure the type and number of individuals to be employed.	4.07	0.93	4.43	0.92	1.62	NS
7	Make effort to reach members of under-represented groups like the minorities and women	4.10	0.90	3.87	0.99	1.43	NS
8	Attempt to obtain adequate number of applicants for more choices.	3.77	1.22	4.24	1.14	1.72	NS
9	Recruit the best qualified applicants that were selected after test.	3.82	1.03	3.70	1.23	1.55	NS
10	Identify the critical skills required so as to focus recruitment process on prospective applicants.	3.79	0.77	3.42	1.13	0.00	NS
11	Link sound business acumen to strategic direction of the institution within stated guidelines	4.27	0.44	3.97	0.52	0.00	NS
12	Plan to specify future job requirements to form the basis for workplace training and development.	4.29	0.49	4.18	0.46	0.01	NS

**NB:**  $N_1 = 54$ ,  $N_2 = 176$ ,  $DF = N_1 + N_2 - 2 = 228$ ,  $t_{33}(0.05) = 1.96$ , NS = Not significant, and S = significant.

The t-test summary and table 4 above shows and revealed that all the 12 staffing skills were required by the technical administrators and lecturers for human resource management and sustainable development in the Niger Delta region of Nigeria. Since the t-cal values are less than the table value of 1.96. This implies that there is no significant difference in the mean responses of technical administrators and lecturers on staffing skills required for human resource management and sustainable development, it is therefore upheld and accepted.

**Table 5:** T-test analysis of the Mean Responses of Respondents on the Employee's Training Skills Required for Human Resource Management and Sustainable Development.

S/N	Employee's Training Skills	Administrators		Lecturers		t-cal	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	Give employees learning opportunities designed to help them grow.	3.78	1.17	3.77	1.69	0.09	NS
2	Improve employee's performances on contently held jobs.	4.60	0.80	4.16	0.81	0.97	NS
3	Design training programmes to meet the goals of the organization and individual employees.	3.50	1.66	3.47	1.59	0.78	NS
4	Ensure that employees know what to do and how to do it.	4.56	0.89	4.59	0.82	0.68	NS
5	Give orientation to new employees of their roles and responsibilities	4.06	0.85	4.00	0.86	0.37	NS
6	Familiarize employees with the supervisors, co-workers, policies and the organization	4.09	0.66	4.24	0.70	0.52	NS
7	Follow-up meetings to verify that important issues have been addressed and employee's questions are answered.	4.27	0.48	4.15	0.61	0.87	NS
8	Train experienced employees to perform the activities that must be carried out.	4.43	0.53	4.15	0.50	0.76	NS
9	Present employees for potential management and personnel management.	4.20	0.69	4.00	0.78	0.69	NS
10	Provide the facilities, environment and skills development opportunities for employee for better services.	4.48	0.50	4.24	0.70	0.84	NS
11	Develop employees to have more knowledge and be more employable in future.	4.23	0.50	4.06	0.78	0.45	NS
12	Design and provide training programmes for employee's competencies in their new jobs.	4.82	0.88	4.11	0.77	0.76	NS

**NB:**  $N_1 = 54$ ,  $N_2 = 176$ ,  $DF = N_1 + N_2 - 2 = 228$ ,  $t_{33}(0.05) = 1.96$ , NS = Not significant, and S = significant.

The t-test analysis in table 5 above shows and revealed that all the 12 employee's training skills were required by the technical administrators and lecturers for human resource management and sustainable development. Since the t-cal values are less than tab-value of 1.96. This implies that there is no significant difference in the mean responses of respondents on employee's training skills required for human resource management and sustainable development in Niger Delta region of Nigeria, it is therefore upheld and accepted.

**Table 6:** T-test analysis of the mean responses of technical administrators and lecturers on the maintenance skills required for human resource management and sustainable development.

S/N	Employees Maintenance Skills	Administrators		Lecturers		t-cal	Decision
		$\bar{X}_1$	SD <sub>1</sub>	$\bar{X}_2$	SD <sub>2</sub>		
1	Determine the need for downsizing rightsizing the workforce.	3.80	0.70	3.75	0.75	1.85	NS
2	Maintain good employee relation	4.45	1.09	4.37	1.08	0.72	NS
3	Care for employee's wellbeing.	4.45	1.09	4.39	1.11	0.61	NS
4	Ensure the working environment is safe and healthy.	3.88	0.81	3.81	0.87	0.96	NS
5	Avoid work overload and unrealistic time deadline which put employees under pressure and subsequent stress.	3.77	0.96	3.69	0.98	0.77	NS
6	Avoid work related factors such as role ambiguity, poor job design and harassment.	4.39	0.49	4.36	0.48	0.61	NS
7	Take legal action against reported cases of sexual harassment.	4.63	0.51	4.53	0.53	0.89	NS
8	Minimize alcoholism and tobacco smoking in the school (working place) premises.	4.00	0.67	4.06	0.70	0.54	NS
9	Designate special areas or room for drinking and eating.	3.61	0.93	3.66	0.96	0.63	NS
10	Ensure adequate downwards, upward and lateral communication in the institution.	4.32	1.16	4.39	1.11	1.18	NS
11	Design proper employee relation programme to ensure that the employees are well informed through email, bulletin boards and teleconferencing.	4.1	0.60	4.06	0.64	1.33	NS

**NB:**  $N_1 = 54$ ,  $N_2 = 176$ ,  $DF = N_1 + N_2 - 2 = 228$ ,  $t_{33}(0.05) = 1.96$ , NS = Not significant, and S = significant.

The t-test analysis and table 6 above revealed that all the items on employee's maintenance skills have their t-cal values less than table value of 1.96. This implies that there is no significant difference in the mean responses of respondents on employees maintenance skills required for human resource management and sustainable development in the Niger Delta region of Nigeria. It is therefore upheld and accepted.

### DISCUSSION OF FINDINGS

The findings in table 1 of the study revealed that the respondents agreed that the 12 items on staffing skills are required for human resource management. The findings are in consonance or in agreement with the findings of Osuala (2004), Blair (2005), Dessler (2008) and Obi (2008) that they are staffing skills required by administrators for human resource management.

The findings on research question 2 as presented in table 2 revealed that all the 13 items on training skills are required by administrators of technical institutions for human resource management and sustainable development in Niger Delta region. This finding is in agreement with the findings of Blair (2005), Poripo (2011) on training skills who stated that administrators should give employees learning opportunities design to help them grow and to improve their performances on currently held jobs.

The findings on research question 3 as presented in table 3 revealed that all the 11 items on maintenance skills are required by administrators of technical institutions for human resource management and sustainable development in the Niger Delta region of Nigeria. This finding is in agreement with the findings of Jay (2010), Jail (2010), Anaele (2010), and Poripo (2011), who stated that technical administrators should maintain good employee relation, care for employee's wellbeing and avoid work overload and unrealistic time deadline which put employees under pressure and subsequent stress.

The 3 null hypotheses postulated for the study are all accepted and upheld. This revealed that there are no significant difference in the mean responses of technical administrators and technical lecturers (teachers) on the human resource management and sustainable development in the Niger Delta region of Nigeria.

## CONCLUSION

Organization whether public or private exists either for the purpose of creating products or providing services to individuals. Hence, educational institutions are not left out in this regard and exist for the purpose of providing educational services to the society. However, human resource management and sustainable development constitutes one of the key responsibilities of an administrator of technical education. The application of these human resource management skills by the technical education administrators will lead to the attainment of the goals of technical and technology education as stated in the National Policy on Education (FRN, 2004). This will result in the production of technical graduates with skills for self and paid employment in industries or companies.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:-

1. Technical education administrators and lecturers or teachers should be given on the job training on human resource management and sustainable development.
2. Human resource development should be included in the training programmes of technical administrators and teachers.
3. An award should be instituted for the best human resources management and sustainable development in Niger Delta region, Nigeria.
4. Workshop training and seminars on human resources management and sustainable development should be organized for technical administrators and teachers.
5. There should be adequate monitoring of technical education administrators and personnel's or teachers to ensure that they discharge their duties effectively.
6. Planning of technical education should ensure that the administrators help to meet the equipments of the economy and sustained the development.

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