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PREPARING HUMAN RESOURCES FOR THE CHANGING NATURE OF THE WORLD OF WORK IN THIS NEW ERA

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ABSTRACT

The purpose of this article is to focus on how the nature of the world of work has undergone a massive change at a faster rate and its effect because of expansion of Internet. To keep pace with this change it is necessary to prepare human resources with required skills to keep up in almost any job. In the era of globalization and advanced technology the success of a country and its economy depends on the quality of human resources. Therefore, the collaboration between the tertiary education institutions and business organizations in various fields are important to facilitate and contribute to human resource development.

Keywords: World of Work, Human Resources, Required Skills

INTRODUCTION

With the spread of Internet and advancement of technology the world of work also changed a lot during the last few decades. This has caused the employees to learn new skills and upgrade the existing skills to remain relevant to their jobs and fulfill the demand of the employers. A skilled workforce is important for production growth and economic development. As mentioned by (Faisal, Online, 2022) all the employees are human. If an organization can

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manage them well and ensure optimal performance, the business is more likely to attain its goals. Collaboration of higher education institutes and business organizations is vital for the benefit of both parties. Duong (Online, 2020) reported that according to the experience of developed countries, the cooperation between universities and enterprises is the core element in building the higher education system in order to meet practical requirements; therefore, the needs of the society can be better satisfied. Recent studies have shown that the relationship between universities and businesses has direct benefits for both parties and for the society.

In today's ever-changing business landscape (Munjal, Online, 2021) our way of working is constantly evolving as technology helps us manage our workforce. Instead of responding to new technological advances, we advocate workforce preparation and focus on direct work planning and digital transformation. The decisive competitive advantage is anticipation and preparing for changes in the workplace when the economy changes are crucial to our success. By learning how to prepare for change, we will be better able to make the right decisions when we need to.

OBJECTIVES

1. To make people aware of the speed of change of the world of work and its effect because of advancement in technology.
2. To prepare the workforce with required skills for the changing nature of the world of work in this new era.

THE SPEED AND EFFECT OF CHANGE OF THE WORLD OF WORK

The world of work is as dynamic as ever (Cascio, Online, 2009) with dramatic changes underway that will affect employees, managers, and consumers for years to come. Whether publicly traded or privately held, large or small, domestic or global, the world of work is changing dramatically. According to Allahar (Online, 2015) this speed of change has led to a disconnection between the labor market and the aspirations of many people and “a structural



disconnect between the skills of students and workers, and the rising knowledge of the jobs being created”. This situation has generated an ongoing debate over the nature of jobs in the emerging future which is being shaped and re-shaped by rapidly evolving technology.

In the European Union (EU), (European Commission, Online, 2019) the technological revolution is causing significant changes in the world of work. Some jobs are at risk of being lost to machines. Others are being transformed and new ones are being created. As a result, the skills we need are also changing. At the same time, new forms of employment are on the rise.

Increasingly, jobs are requiring specific skills such as 21st century skills and green skills for a specific position. University curriculums, therefore, must be clearly aligned with new jobs’ requirements in order to have a positive impact on the future of work (Fourtané, Online, 2022). As quoted in “Collaboration between Universities and Businesses to Facilitate Human Resource Development” by Goto (Online, 2006), under the guidance of universities and businesses in Britain, graduate students benefit from the Knowledge Transfer Partnership (KTP) system, where they work on specific topics while receiving a salary. Furthermore, businesses also offer financial assistance to students working towards their doctoral degrees, while universities and companies collaborate to offer guidance under the Collaborative Awards in Science and Engineering (CASE) program. These are good mechanisms for promoting human resource development with problem-solving skills as well as knowledge transfer from universities.

In the era of globalization and international integration, the quality of human resources is regarded as the key to the success of every country and economy. In that context, university and industry collaboration (UIC) in human resource training is becoming a vital issue. There are a number of research results pointed out this topic and the related issues (Hai & Nang, Online, 2021). Universities formulate a series of graduate attributes for each of their courses. In addition to this, universities seek feedback about their courses, from industry advisory groups and accrediting bodies, through course monitoring and benchmarking, to ensure that essential knowledge is relevant and current and addresses changes in industry standards. (Oraison, Konjarski & Howe, Online, 2019)



PREPARATION OF THE WORKFORCE FOR THE REQUIRED SKILLS

21st century is the age of globalization and technology. In this age, a mere college or university degree with good grades and language skill cannot give someone guarantee for a good job. To be specific, traditional ways of getting a job do not apply any more. The nature of jobs has gone through a big change with the reach of Internet in most parts of the world. The employees need to be prepared with required skills to keep them fit for their jobs. And the employers need skilled workers to keep up with the competition and sustainability. In the words of (Munjal, Online, 2021) creating a job that can respond to change has been a key strategy for years and will only become more important as the years go by. Investing in the right workforce modeling solutions now, in a time of uncertainty, will prepare your company to respond to changes within your organization.

Skilled workers can increase production of a company and improve its finance. A quality workforce is instrumental in bringing economic success to a society and a country. Coming together of universities and business corporations has been necessitated to help prepare the workforce for this change of work of the world. As mentioned by (Schwab & Zahidi, Online, 2020) developing and enhancing human skills and capabilities through education, learning and meaningful work are key drivers of economic success, of individual well-being and societal cohesion. The global shift to a future of work is defined by an ever-expanding cohort of new technologies, by new sectors and markets, by global economic systems that are more interconnected than in any other point in history, and by information that travels fast and spreads wide. Yet the past decade of technological advancement has also brought about the looming possibility of mass job displacement, untenable skills shortages and a competing claim to the unique nature of human intelligence now challenged by artificial intelligence.

The changing nature of work and skills has emerged as an important and controversial issue in the public policy debate. Job profiles could change substantially through the addition of new tasks or the modification of existing ones, requiring workers to adapt to new working methods, work organization and tools. While a wide range of factors, such as globalization,



ageing or climate change, might impact how work and skills are being reshaped, the debate on the potential drivers of change often focuses on just one: technology. (European Commission, Online, 2019)

According to (The World Bank, Online, 2019) it is easier to assess how technology shapes the demand for skills and changes production processes than it is to estimate its effect on job losses. Technology is changing the skills being rewarded in the labor market. The premium is rising for skills that cannot be replaced by robots—general cognitive skills such as critical thinking and socio-behavioral skills such as managing and recognizing emotions that enhance teamwork. Workers with these skills are more adaptable in labor markets. Technology is also disrupting production processes by challenging the traditional boundaries of firms, expanding global value chains, and changing the geography of jobs. Technological advancements (Gautam, Online, 2020) have revolutionized workplaces across the world, playing a major role in changing the way people do their jobs. While automation enabled-technologies like robotics and artificial intelligence have scaled up productivity, efficiencies and convenience, they have also impacted jobs, skills and the overall nature of work.

The pace and scale of technological disruption, mentioned by (Hancock & Rutherford, Online, 2020) with its risks of unemployment and growing income inequality—are as much a social and political challenge as a business one. Nonetheless, employers are best placed to be in the vanguard of change and make positive societal impact—for example, by upgrading the capabilities of their employees and equipping them with new skills. And employers themselves stand to reap the greatest benefit if they can successfully transform the workforce in this way. Many leading businesses are realizing that they cannot hire all the new skills they need. The better solution is to look internally and develop talent they already have.

According to (Fourtané, Online, 2022) many colleges and universities are transitioning toward a more flexible, modular, and hybrid education. With ongoing changes in the economy, new graduates are faced with the reality that traditional higher-order thinking skills such as synthesizing, analyzing, reasoning, comprehending, application, and evaluation are no longer



enough. Increasingly, jobs are requiring specific skills such as 21st century skills and green skills for a specific position. University curriculums, therefore, must be clearly aligned with new jobs' requirements in order to have a positive impact on the future of work. University graduates can no longer expect that a generic degree will open them many employment doors.

University Graduate Attributes (Oraison, Konjarski & Howe, Online, 2019) are designed to reflect student outcomes in regards to 21st century skills and capabilities keeping in mind the profession and the professional standards of the industry. Graduate attributes should reflect both the requirements of the accreditation standards and the industry needs. These attributes include both academic and generic skills required for participation/work in a particular profession. It is clear that students need a variety of skills to be prepared for the unpredictable and ever changing nature of the workplace.

The link between universities and businesses is a popular trend in the world and is considered an effective solution to improve the quality of training, scientific research and technology transfer. With the developed education system, Germany is one of the leading countries in the association model between universities and enterprises to improve the quality of training, scientific research and technology transfer. Universities and colleges should maintain regular contact and communication channels through the specialized department in charge of cooperation or through conferences, seminars and scientific forums, and general projects for the parties to understand and trust each other through practical activities. In terms of the practice of teaching staff in universities and knowledge of workers in enterprises: Enterprises need mechanisms and policies to encourage professors, doctors and lecturers of high quality at the universities to participate in the project or share, advise enterprises through internal training programs. At the same time, universities also need to actively invite good managers and human resources from enterprises to participate in the training activities of the university on practical skills to practice on the machines and equipment in order to research and lecture. (Duong, Online, 2020)



CONCLUSION

Current society has been shaped by many things, but the biggest change in this era has been the technology. Without any doubt, technology has changed many aspects of day to day life and in doing so has changed the nature of the workforce. Along with the change of workforce economic landscape has also been changed in every industry and society. This drastic change has necessitated the present workforce to learn required skills in line with the technology to fulfill the demands of the employers. Learning new skills and building on the existing ones will be required to tackle the future work.

With the advent of 21st century there has been a massive change of the world of work because of advanced technology. Use of technology in every organization is increasing. Large scale use of technology in industries and other organizations have necessitated the employers to hire employees with required technological skills or to give the existing staff training on technology to keep them relevant to their jobs and maintain sustainability. High quality production and service depend on highly qualified and skilled workforce. This quality workforce is able to bring economic prosperity to the businesses, society and country. The organizations which are slow to respond this large scale change may exit out of the competition. So preparing the human resources for the change of work is an utmost importance.

For the preparation of the workforce in line with the change of the world of work, the responsibility has fallen on higher education institutes and business organizations. Businesses should make a concerted effort for university education and contribute to human resource development. It would be advantageous for universities as well as companies to maintain the technological foundation at universities which is closely related to businesses. Regarding education, business organizations in a country and in other countries can form partnerships to work together with universities to be actively involved with human resource development. The universities and business organizations can cooperate by creating an environment for interaction between students and academics, employees, organizations, public authorities and stakeholders. The higher education institutes can introduce job oriented courses in consultation



with business corporations. For the benefit of both parties, industry based research can be conducted. Training programs for employees can be organized in companies with the help of university experts. Companies can provide internship training to students in specific fields. Conferences, work-shops and seminars can also be organized jointly.

SUGGESTIONS

1. A separate article can be written on how specifically Covid-19 has hastened the pace of change of world of work which has already been undergoing changes for a few decades.
2. Detailed information can be included as to how higher education institutes and business organizations have been collaborating to prepare the workforce for the change of the world of work.
3. Detailed information can be included as to how skilled workforce can improve the economy for the benefit of societies and countries.

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