

# THE EUROPEAN DIMENSION OF DIAGNOSING THE NECESSITIES OF GATHERING HUMAN RESOURCES IN ORGANIZATIONS

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**Abstract:** The integration of Romania in the family of the European community supposes sustained efforts in all the economic fields. The structuring and preparation of the human resources occupy an important place in this continuous process.

The fundamental objective of the process of forming human resources consists in the working procedures and supply of theoretic and practice knowledge, which will allow to the persons in charge with its forming, to achieve “the analysis and diagnosing of the necessity of forming the personnel”. As a rule, the application is implemented in the last trimester of the current year as input for the planning of the training actions for the next year. It follows the determining of the standardized procedures for the diagnosing of the training necessities in the main activity zones for each of the training programs which the “training department” can unfold in accordance with the established priorities:

1. training new employees;
2. updating (permanent training);
3. administrative career;
4. voluntary training;
5. training of the management personnel (managers);
6. training the personnel in new specializations (audit, administration of the cohesion and structural funds, etc.)

## **A theoretic approach of the training process**

The auditors of the behavioral psychology, known in the specialty literature as “behaviorism”, record that the training process “... is characterized by a modification of the behavior, of the totality of the observable relations of a person respectively, in the way of a progressive adopting during some repetitive activities in similar conditions”.

The definition presented in the opinion of the “behaviorists” supposes that the training represents the repetition in similar conditions, during which the human behavior is trained (learnt) by habit.

The training of the human resources presents two important functions: usability and motivation. The training programs contribute, from a theoretic point of view, at the development of the knowledge, habits, skills, aptitudes and behavior of the employees, which will be reflected in the achievement of the performances, of the individual work tasks. The training grants people a feeling of trust in the professional competences, a self confidence and the increase of the satisfaction in work. The results obtained as a follow up of this process cannot be validated if the training system is seen by the employees as an obligation, if they do not like it or if it does not meet their concrete working needs and, even more serious, if it offers no perspective in the career or in the stability at the work place.

### **The origin of the training necessities**

In general, the origin of the training necessities lies in:

1. the existence of some problems or abnormalities in the company's or organization's administration;
2. the present or future existence of some changing programs, new plans, legislation modifications etc.
3. the existence of some external changes in the socio-economical and political environment of the organization's administration;
4. changes in the judicial frame;
5. technological changes;
6. the evolution of the professional competences noticed as a result of the individual performances evaluation.

The sources of the training necessities come from the analysis of:

- the strategic plan of the organization;
- the strategic plan of human resources;
- legislative changes;
- the use of new techniques, new working methods;
- the evolution of the positions and of the profession;
- organizational reorganization-restructuring;
- changes in the organizational culture;
- new management methods;
- modifications of the citizen's role.

### **The theoretic frame of the diagnosis of the training necessities (D.N.F.)**

The minimum DNF requirements consist of:

- the achievement at least once a year at the level of each organization;
- the clear determining of the DNF field for all the personnel categories (operative, management positions, middle positions and/or managers);
- the framing in the human resources strategic plan, ensuring its complete coordination with the strategic plan of the organization;
- a constant evaluation and monitoring of the training necessities must be achieved.

In order to identify the training necessities of an organization, several types of DNF can be identified:

- DNF granted for a position / person;
- DNF granted for the evaluation of the individual performances;
- DNF based on problems;
- DNF for the evaluation centers.

DNF granted for a position / person: in general and in particular, this type of diagnosis is centered on the position, not on the person. By it one can determine the knowledge, abilities and aptitudes which are necessary for occupying a certain position. The basic elements are the descriptions of the work positions where the functions of the position and the knowledge, abilities and aptitudes necessary for occupying it are detailed.

Besides the planning of the adequate training programs, DNF centered on the position also allows:

- the establishing of the work tasks and responsibilities for each position;
- the identification of the personnel who is apt for each position (recruitment

criteria – personnel selection);

- the determining of career plans based on the position.

DNF granted for a position / person uses two approaching ways, these are a preventive approach and a correctional approach.

In the preventive approach DNF takes into consideration:

- it is used for training a person who will occupy a position;
- determining the training plans for the new employees and administrative career plans.

In the correctional approach DNF has the following characteristics:

- it is used for determining the training necessities of the persons who already occupy the position;

In this case, the training plan individually evaluates the components that the persons already possess (by means of examination, practice cases, direct observation, etc.). At the following stage they are compared with the ones identified in the work position's description and with the differences that result from the training necessities.

- it is useful for the small number of positions and for the operative and intermediary management positions.

### **DNF granted for the evaluation of the performances**

It presents the following main characteristics:

- it is based on the results generated by a system of evaluating the performances;
- the evaluation of the positions' exercise can be achieved based on the identification of the objectives which are to be reached in the established terms, expressed in indicators;
- the used indicators must offer real, trusty and commensurable information regarding the tasks' exercise and the own functions of the positions. This method can have a "preventive approach" and a "correctional approach". The correctional approach is the most used one and it consists of tracking errors regarding the procedures, knowledge and aptitudes of the personnel in connection with the achievement of the tasks.

### **DNF based on problems**

This DNF method is mainly based on correction, since it is based on the existence of a problem inside the organization.

This DNF is generally oriented towards the organization, not towards the persons, since its objective is to identify the causes of a problem and of the organization's areas involved in it. It is important to emphasize that this method is used to detect the training necessities at a collective or group level. It is followed the solving of the problems which affect a certain useful area of the organization or a collective of employees and it is not useful for the individual work problems of certain employees.

In order to determine the causes of the problem one can use work groups (shower of ideas) and one can apply the techniques of Ishikawa Diagram and Pareto Diagram type. After tracking the causes of the problems, there are differences between the ones that can be solved by training and the ones that require other type of solutions (procedures modifications, changes in the informatics applications, etc.). The training actions identified as solutions to the problem will be considered training applications.

### **DNF for the evaluation centers**

This system is used in order to determine the potential of the personnel's development who will work for the management board of the organization. It is a preventive diagnosing method. It is applied individually and it does not allow a massive application. It is recommended for the diagnosing of the training necessities of the management personnel. Sometimes, this method is used as a correctional approach method (it identifies the lacks of management abilities for the people who work in positions with responsibilities).

By this DNF method one can determine a person's abilities and their degree, not his knowledge: leader; communication; decisions' making; creativity; negotiation; planning. The results of the tests are based on the direct observation of the conducts and on the participants' interaction. The elaboration of the final DNF report comprises:

- personal and professional data of each participant;
- the results obtained at the psychometric tests;
- the strong and weak points noticed for each participant;
- progress plan which will allow the use of the strong points and the reduction of the negative impact of the weak points;
- recommendations.

For the achievement of DNF a series of specific instruments and techniques are necessary. The most used techniques specific for diagnosing the training necessities are:

- the interview
- the questionnaires
- the direct observation
- the check up of the knowledge
- the work groups
- the statistical analysis

The most used instruments specific for DNF are:

- The interview guide
- The questionnaire
- The verification list
- The test type exam
- Brainstorming (shower of ideas)
- Ishikawa Diagram
- Pareto Diagram
- Informative instruments

In general, a well achieved DNF contributes to:

- the solving of the arising problems
- ameliorate the organization's results
- ameliorate the organization's efficiency
- improvement of the personal development.

As examples we present:

Base and methodological concepts regarding the DNF of the managers. It comprises two important stages:

The analysis of the training necessities, the stage which centers on the motives and causes of the necessities which can ulterior decide the most adequate solutions (of training or not) in order to fill in these necessities;

The diagnosis of the training necessities – the stage when one tries to identify the training necessities of the organization and their arranging in accordance with the priorities.

What is a training necessity?

- it is the difference between what exists in the present and what it should be or what they would like it to be.

- the lack of knowledge, abilities, skills and aptitudes of the personnel in relation to the present or future position or work, as well as the knowledge, abilities, skills and aptitudes which the personnel has regarding the demands of the current or future position.

- the difference between what exists in the present and what is required in the future represents the thing that is missed in order to be able to fulfill the functions with satisfaction.

The training in order to improve is generally represented by:

- the permanent training in order to update and recycle the knowledge necessary for the work position;

- the training for intern promotion and career.

In particular, the management's training comprises:

- continuous training;

- voluntary training.

The objective of training the management is the supply of leading techniques or abilities, as well as the stimulation of the integration in the organization. The management training supposes a reactive vision, an active vision and a proactive vision.

The reactive vision supposes:

- a concrete answer to the occupational necessity;

- the search for solutions for the existent problems;

- a however conditioned action;

- finally, the repair of the existent situation.

The active vision supposes for the leaders:

- an answer to the organizational necessities;

- a parallel solving of the arising problems;

- an inter-relational action;

- finally, a coordination of the adopted solutions.

The proactive vision supposes for the leaders:

- an answer to the development necessities of the organization;

- solutions to prevent the problems;

- a series of preventive actions;

- finally, corollary, preparing solutions.

The methods and techniques used for the detection of the training necessities for the management positions are divided in two categories:

- Prescriptive methods whose techniques are: interview – questionnaire, analysis and description of the work positions, the direct observation.

- The participative method whose techniques are: brainstorming, TGN, Delphi, discussion groups.

In order to diagnosing as much as possible the training necessities specific to the management board it is necessary to inventory of the characteristics of the management position.

The most important characteristics of the management board which we must take into consideration are:

- generic achieving missions (general objectives) set out by the organization;
- the endowment with different types of competences and resources (among which, there are the human resources);
- which allow the occupants a certain directionality in administering them;
- levels or ranks (management positions in general and high management positions).

The characteristics of the high management positions consist of:

- they depend directly on the top of the organization;
- other managers depend on them;
- the strategy elaboration component is more intense, which is a representative and connecting function of the organization with its environment.

The components of the management position, as belonging to the characteristics of the function, are:

- technical-professional which, usually, coincide with the basic training and the necessity to upload as they advance in their professional career;
- related to the sector, which is connected to the area and the organization where the manager works and to the training necessity through private counseling, meeting with experts or congresses and seminars;
- of managing, which refers to those functions and activities which must be practically unfolded in all the management positions, of a sector or another?

Considering the “classic school” for the analysis of the management positions, we must take into consideration the attributions of: planning, organizing, personnel administrating, managing or ordering, coordinating, informing, elaborating the budget.

Considering the “empiric school” in the analysis of the management positions it is necessary to take into consideration:

- the role of the management positions based on interpersonal relations (representative role, connection role, leader role);
- the role based on information processing (monitoring role, communication role, loud speaker role);
- the role based on taking decisions (resources allocation role, analysis decisive role, innovator role);
- the roles based on interpersonal relations (representative or of a visible level role –external relations; connection role – contacts outside the vertical ordering chain; leader role – formal authority and motivation of his subordinates);
- the roles based on information processing (monitoring role – gathering external information; communication role – information sharing and distributing; “loud speaker” role – external informing, clients, collaborators);
- the roles based on taking decisions (resources allocation role, abnormalities solving role – involuntary answer to problems; negotiator role; innovator role – impel of new projects).

As a result of the analysis of the main characteristics of the management position, the main actions of management training can be traced:

Training integrated in the management by:

- management perfecting classes;
- classes of unfolding the management position.

- Training using specialized management techniques by monographic seminaries

The training integrated in the management is based on the objectives:

- the stimulation of the management techniques;
- the facilitation of the problems analysis and taking decisions;
- the stimulation of the management abilities;
- the stimulation of team work;
- the training of the trainees.

The diagnosing of the management training necessities – procedure.

It has, as objective, the development of work procedures and the offer of theoretic knowledge which will allow the achievement of the analysis and the necessities diagnosis in the management training. It has, as methodology, the theoretic exposition and the work group with participation techniques for groups.

The work shop for the necessities diagnosing in the management training has as objectives: the presentation of the diagnosing methodology and the simulation of a necessities detecting process in management training. The approach ways within the work shop are: proactive, participative – group discussions, self-diagnosis.

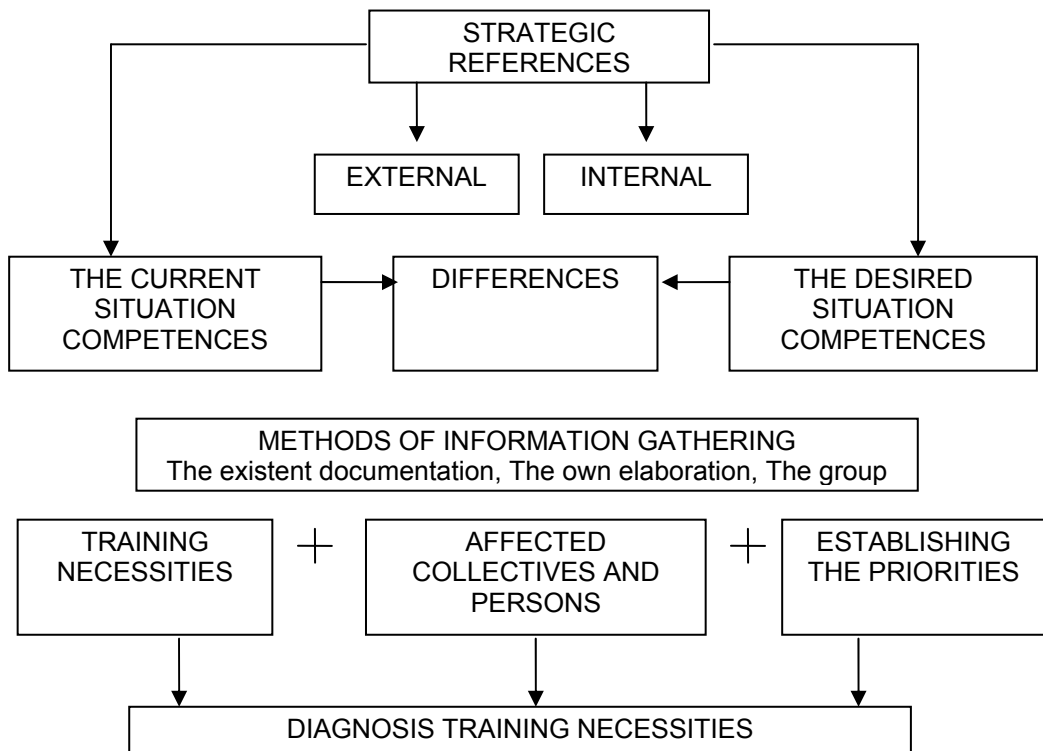
In the work shop the following are established:

- the origin of the training necessities (the internal frame and the external frame);
- the methods of gathering information, which consist in the documentary analysis (the administration program, the strategic plan, the audit of the administration, the legislative and socio – economic frame) and group discussions;
- the path of the work shop by the step by step construction of the shared vision;
- the parts of the work shop: the scenario, the problems, the objectives of the organization, the necessary training components, the priorities;
- the stages of the work shop:
  - preliminary (collective identification of the training object);
  - stage 1 – identifying the organizational problems;
  - stage 2 – hierarchism of the organizational problems;
  - stage 3 – priority of the organizational objectives which are to be attained;
  - stage 4 – identifying the objectives for management training;
  - stage 5 – identifying the training necessities;
  - stage 6 – priority of the training necessities.

The objectives of the work shop. It is important for the work shop to present new methodologies and to achieve a simulation of a detecting process of the training necessities addressed to managers, which will allow the solving of the current problems of the organization and the optimization of the opportunities of the organization in order to better achieve its objectives.

The methodology and approach of the work shop. In these terms, the proposed methodology starts with the identification of the current and future problems of the organization and, according to them, of the objectives that must be attained, centering on those objectives which cannot be reached without certain abilities or proper training, concretely mentioning the aspects where the management personnel training is necessary.

Schematic, the methodology is the following:



In order to reach the final diagnosis, we will use the team or group discussion of the own internal actors, meaning that we will obtain the vision of the managers who, in their turn, will be the beneficiaries of the resulted training activities or of the self-diagnosis.

The purposes of the self-diagnosis consist of:

- the evaluator is an actor involved in the reality which will be modified: the one that intervenes is not a “neutral” subject who “explores the object” or of the study type, but he belongs to the reality which he wants to change, he is positioned inside it, he has his own agenda.
- the reality described by each organism must be the one presented by the actors who live in it. The central strategy of this methodology is to generate the training necessities diagnosis formulated by the actors of the organization. We do not want an outside diagnosis, and the temptation of determining, from the outside, the necessary training type is controlled by the proposed methodology.

In this way, this methodology wants to elaborate a “proper training” since it is proper for the problem detected by its central actors, the managers, and which will allow the acknowledgement of the current problems of the organization and the acknowledgement of the fact that by controlling the change will help them avoid or solve the future problems. It is also necessary to identify the types of competences that, by not existing, have generated the problems inside the organization.

The discussion strategy inside the work shop and the team follows:

- the democratization of the decisions;
- a greater precision in the hierarchism of the necessities, problems and solutions, within a common vision. It is avoided the fact that the training will only respond to the individual interest, it has to contribute to the solving of the problems and



challenges of the organizational system;

- a group approach: each manager needs a specific training plan. By the group analysis one can achieve to identify the common competences of the managers groups.

The stages of the work shop progress. The groups which will form the work shop are organized, groups made of mostly five persons who will represent the managers of the organization. The base of the work shop must be a place for the construction of a common vision around the important axes:

- the environment where the administration of the organization's administrators is unfolded;

- the problems arising in the own organization and the determining causal chain;

- the objectives which must be attained and their planning;

- the training components which lead to their attaining and succession;

- the hierarchism of the objectives and programs which are apt to create the necessary abilities.

The results of each organized group will be gathered in order to be discussed so that an agreement can be reached.

Stage 1. Identifying the problems and the challenges faced by the organization that each participant (group) detects it in an organization with external and internal factors which were previously presented as a scenario.

We can mention some of the problems and challenges faced by the organization for the group analysis:

- the inexistence of a policy which fixes the objectives;

- the absence of a costs system;

- the lack of personnel and informative restrictions in the concrete fields;

- the inexistence of the hierarchical flow-chart;

- the inexistence of an integrated system of gathering, elaborating and analyzing the information.

Stage 2. The setting of an order of the problems and challenges within the work groups and the elaboration of a list of problems / challenges in order of their importance or the priority granted to each and every one of them.

Stage 3. The setting up of the objectives by drafting a list of the concrete and measurable objectives by translating the "negative image" in "positive image" for each and every one of the problems / challenges.

Stage 4. It is established for which of the objectives the management competences training is necessary.

Stage 5. It establishes the perception of the degree of manifestation and necessity of the management competences. The group defines the training content in management on a scale from 1 to 5 in a list which stays opened.

Stage 6. It establishes the competences which must be mainly developed considering the abnormalities identified by the divergence existent between the importance granted to the capacities and the degree of presenting them within the organization and the presentation in a chart of 10 training necessities identified as priorities in the management training.

The curricular content of management training. After ending the identifying process of the main training necessities, the formatter institution will elaborate the curricular content of the granted training, which will cover the necessities detected by each organization among the ten training priorities (stage 6) which were established by every participant work group in the work shop.

All the identified and prioritized problems will constitute in the end “The management training plan”.

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