

# PROFESSIONAL TRAINING AND RELATED PROBLEMS IN PUBLIC INSTITUTIONS

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## Abstract

*A strategic approach to the analysis of professional training needs to an individual level and the level of the public institution, implies a critical analysis of the real needs of professional training<sup>3</sup>.*

*This documentary material attempts to provide a brief presentation on the analysis, planning, support and monitoring of various types of vocational training, both official and unofficial, provided either by the respective public institutions or by specialized contracting services.*

Professional training is the way in which individuals best integrate into public institutions to work more efficiently<sup>4</sup>.

Thus, an efficient professional development of the staff satisfies the needs of institutional, occupational, professional and personal development.

▪ **Institutional.** This refers to vocational training and the development of existing occupations. This covers introductory, initial and continuing vocational training. It also covers the need for vocational training as a result of the emergence of new technologies or new processes.

▪ **Occupational training.** This is a combination of training at the level of the public institution and at the individual level. The need for vocational training at the moment could become evident as a result of the performance evaluation, the analysis of the training needs or due to the operational deficit<sup>5</sup>. Other types of occupational training are meant to ensure both current and future efficiency. That's why it will include:

- Training to increase flexibility,
- Training in order to know the recent developments in the present occupation;
- Training for the next occupation;
- Training for potential future positions or occupations;
- Training for promotion in order to redistribute the workforce.

▪ **Professional training.** In many occupations, lifelong vocational training is a must in order to be able to continue to practice effectively. The most obvious examples are the legal or medical professions, but they also include most of the other professions, for example engineers, architects, economists or statisticians. Professional training also takes place at other levels, such as the secretarial service, where staff may need training courses for a new computer program or word processing.

▪ **Personal training.** Individuals must prioritize their personal priorities and preferences. This does not mean that public institutions should act unconditionally as sponsors, but that they should recognize that civil servants have legitimate interests throughout their professional career and future professional and personal development<sup>6</sup>.

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<sup>3</sup> Ogorean C., Herciu M., *Multinational Enterprises – Key Sources for Global Development and Competitiveness*, Ovidius University Annals, Economic Sciences Series, Volume XI, Issue 2, 2011 p.14;

<sup>4</sup> Macarie, C. – *Alternativele metodologice moderne – o provocare pentru activitatea didactică*, Târgu-Jiu, Editura Măiastra, 2005, p. 39, 124-125;

<sup>5</sup> Lepak, D. P., Liao, H., Chung, Y. & Harden, Erika E. (2006). *A Conceptual Review of Human Resource Management Systems in Strategic Human Resource Management Research*. Research in Personnel and Human Resource Management Research 25: p.217-271

<sup>6</sup> Lew, T.-Y. (2009). *Perceived Organizational Support: Linking Human Resource Management Practices with Affective Organizational Commitment, Professional Commitment and Turnover Intention*. The Journal of International Management Studies 4 (2): p.104-115;

The need for training of civil servants can be classified as follows:

- Behavior. Development of behavioral standards of interaction between groups of civil servants and public institutions.
- Attitudes. Developing positive collective and individual attitudes.
- Attitudes. Developing skills for the present and future.
- Knowledge. Development of knowledge related to the job occupied, in relation to the public institution, to the environment and to the profession.
- Experience and skills. Developing the performance from the appropriate to the competent, to the expert, during periods of planned professional training, by improving the activity and by providing favorable opportunities.
- Technology. Capacity enhancement is the use of all the equipment and technologies required for that position, both present and future.

In practice, these divisions overlap. Each feeds on the other. Attention to behavioral issues strengthens confidence, ability and the desire to achieve performance in the workplace by applying several methods. If the success of this process is to be desired then we need to understand what involves analyzing the context in which individuals are expected to learn and develop, and to understand the ways in which they could respond to specific initiatives and activities for learning.

The purpose of the training needs analysis is to evaluate a public institution or any part of it, so that:

- Identify performance gaps and deficiencies.
- To identify which of the performance deficiencies can be overcome through professional development activities of the public institution and of the civil servants and which deficiencies cannot be overcome.

These training needs may occur by accident or as a result of the results of special investigations<sup>1</sup>. Otherwise, they become evident through the use of specific tools<sup>2</sup>.

General specific tools are used to identify training needs. However, if successful results are to be achieved, a series of comprehensive procedures, uniformly applied, will be used. First, if they promise career development and / or training, they must keep their promise, losing credibility if the promises are not made. An important point is that the discussion about career development or training opportunities should not be considered contradictory. The civil servant and the evaluator have the same objective<sup>3</sup>. Career development, no matter how it is achieved, should never be considered a punishment or a criticism.

Self-assessment makes the individual responsible for their own development. Civil servants or supervisors must be open to respond to identified needs. They must consider them as an expression of developmental needs and as a recognition of failure or incompetence. If individuals feel that the system is being used against them, they will withdraw their support and focus only on their strengths. This is true whether the self-assessment refers only to the development needs or the whole evaluation process.

If done effectively, peer evaluation will likely identify performance deficiencies. Ideally, this then leads to a productive debate among the group members on how to remedy the deficiency. They can determine what might be better for me through vocational training courses and what can be solved by other methods.

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<sup>1</sup> Zlate Mielu, *Tratat de psihologie organizațional-managerială*, (2006), 115-245;

<sup>2</sup> Baird L.S., Post E.J., Mahon F.J., *Management – Functions and Responsibilities*. Editura Harpe and Row, 1990;

<sup>3</sup> Bloom N., Reenen J. V., *Human Resource Management and Productivity*, Centre for Economic Performance, LSE, CEP Discussion Papers Series, 2010, accesat de pe adresa <http://ideas.repec.org/p/cep/cepdps/dp0982.html>;

The evaluation made by subordinates, is a process that involves questioning the front line staff and the execution staff regarding the performance of their superiors and the departments they are part of. Because they are aware that they will be evaluated in this way, civil servants and supervisors become very responsible, carry out their activities as best they can and take into account the priorities of civil servants and operational ones.<sup>1</sup>. The main issues to be addressed when using this form of evaluation are the following:

- If serious problems are raised by most or all of the staff in relation to the performance of a particular civil servant or supervisor, it means that there is at least a need for express action, and the public institution is virtually committed to doing something about it.

- Often, a civil servant needs a lot of courage to express his / her point of view regarding a civil servant or supervisor, and civil servants / supervisors need similar courage to put themselves in the position. in this position.

- There is a real danger of victimization and finding the “scapegoat”.

The job evaluation process is usually conducted in the form of structured exercises. They are organized for certain purposes, but can often shed new light on career development and vocational training needs, indicating the following:

- Efficiency of the job at present and in the near future.

- Potential efficiency of the medium and long term position.

- Estimated specific changes in technology, systems, procedures and competencies.

- Evaluating the potential of existing civil servants.

- Evaluate the extent to which performance or skills gaps can be covered by vocational training courses or other methods. This assessment is more or less safe when the assessment of the job and activities is related to a restructuring process or to the resizing of the public institution.

The evaluation of the performance of public institutions and management usually consists of regular strategic and operational analyzes. These can lead to the creation of projects that allow the secondment of personnel. Of course, the assessment of the strategic and operational efficiency emphasizes the areas in which investments are needed, either in equipment or in personnel. Also, the deficiencies of collective attitudes, behavior and performance are underlined.

These assessments are, therefore, another way of forming views on the areas that need more training or development courses<sup>2</sup>. Specific analyzes of certain activities and critical incidents may reveal such information. They identify the needs of individual or institutional development. Usually, these analyzes consider two aspects: the evaluation of the performance gaps and the critical gaps.

All the tools presented so far are valuable for carrying out the analysis of the training needs. The weakness of the individual approaches is that they may not have the necessary rigor.

Also, each civil servant or unit civil servant will attach different importance to the results. This is an argument in favor of a broader, strategic approach, which involves the focus on vocational training needs, as a priority and setting absolutely necessary standards in terms of skills, knowledge, behavior, skills and performance.

It is up-to-date that they have been established with priority in public institutions and for them, the so-called internal / managerial control standards in public entities as well as implementation manuals at the level of each public institution of these internal / managerial control standards, with its updates, annually, considering that our country is in a delayed transition period regarding our legislation which needs to be harmonized with European law.

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<sup>1</sup> Hashim, J. (2008) - *The Quran-Based Human Resource Management and its Effects on Organisational Justice, Job Satisfaction and Turnover Intention*. The Journal of International Management Studies 3 (2): p. 148-159;

<sup>2</sup> Huțu Carmen Aida, *Cultură organizațională și leadership, Fundamentarea capacității competitive a firmei*, Editura Economică, București, 2007, p.32;

Apart from these things, the success of the structured approach to the analysis of vocational training needs depends on a clear policy and direction, a set of clear and acceptable rules and mechanisms for monitoring, analysis and evaluation at both the top management and operational levels.

At the strategic level, the analysis of vocational training needs is evaluated according to the evolution and development of public institutions and according to specific performance indicators<sup>1</sup>.

And at the operational level, monitoring is part of the relationship between the evaluator and the evaluated public official.

Thus, we will ensure that the annual analysis of vocational training needs is not just an exercise in completing a form.

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