THE DEVELOPMENT OF HUMAN RESOURCES IN ORGANIZATIONS

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Abstract:

Development of human resources can be one of the main functions of the human resources department. Pat McLagan, using a study, tried to identify the HRD roles and competences required for the effective functioning of HRD.

Establishing the need for staff development is the starting point for the preparation, establishing what type of programs is needed and who should attend. This stage also involves the identification of key skills that individuals need in order to perform in their jobs.

Career development is a process that characterizes a long period of time, which completely takes over a person's profession, encompassing programs and activities leading to the achievement of individual career plan. It can also be seen as a product of interaction between what the company provides for the employee and his wish to achieve.

Employee development methods can be classified in methods directly related to the function (at work) and not directly based methods (outside the workplace). The first category differs from the second in that it is more efficient for staff development because it can be adapted to the preparation, attitude, expectations and responsibilities of each individual.

Key words: Organisational development, Career development, human resources development programs, human resource development methods.

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1. INTRODUCTION

Being aware of the importance of human resources in economic activity determined the action shifting focus of development since the success or failure of any organization is dependent on the manner in which human resources add value to primary resources available in the target system.

The concept of human capital, long disregarded by economists, has today the role of explaining capabilities, skills and abilities of individuals, but also their potential for the development and for linking the results of its human resources organizations, and even the welfare and the economic development of a nation by its people.

Human resource development involves costs. These costs can be summarized in the material side of activities that individuals made to acquire knowledge, or on the contrary the intangible costs called opportunity costs arising from the beneficiary choice of different types of training, leading to a lack of remuneration during training, for example, and also the resource consumption time, which would otherwise have been used to obtain income.

2. HUMAN RESOURCES DEVELOPMENT

Development of human resources can be one of the main functions of the human resources department. Pat McLagan, using a study, tried to identify the HRD roles and competences required for the effective functioning of HRD. The study described the relationship between HRM and HRD's functions as a "wheel" of human resources. The original "wheel" of human resources in McLagan's study identifies three primary functions of human resource development:

- Preparation and development

- Organizational development
- Career development

Preparation and development are necessary for establishing the necessary abilities that give people the opportunity to perform certain tasks through planned training. As a result of occupying a certain job certain types of training for individuals are used in order to improve their skills and knowledge. For some of them emphasis is on technical training, that is how to use the equipment and software within the enterprise, while others focus on skills training to work with others and how to plan and solve problems.

A training program will be successful only if the organization's needs are identified by performing a thorough analysis of them. For training programs to be effective they need to be integrated into company policy, to carry out a job evaluation and the individuals who occupy them in terms of compatibility between skills and knowledge required by the job and those of the individual.

Organizational development aims at providing deep relations within groups and helping them to anticipate, initiate and manage change. In the organizational development the enterprise is viewed as a whole which can be improved through human resources by increasing their training, skills and communication among its employees.

This term became a concept that could grab approximately everything that in the `70 -` 80 would have been organizational changes, such as: training, coaching, improvement of the work, communication skills among employees, teamwork and creativity. Changes that occur are at micro and macro-organizational level: the macro changes are intended to improve the efficiency of the organization, while the changes from the micro level are directed towards individuals and teams.

However, beyond all organizational development has an important role in human resource training and it is the approach of giving the widest meanings on optimizing the relationship between the organization and the individual.

Career development is "an ongoing process by which individuals go through a series of stages, each characterized by a relatively unique set of problems, issues and tasks". This activity is found in high school or college of high level, but also within companies. Career development is a process that characterizes a long period of time, which completely takes over a person's profession, encompassing programs and activities leading to the achievement of individual career plan. It can also be seen as a product of interaction between what the company provides for the employee and his wish to achieve.

There may be two types of career planning, namely organizational or individual. (1)

Long term career designing organizational model focuses on functions and building career paths that provide a logical progression of people in certain positions. These paths are steps that every individual can ascend in order to advance in a certain organization. Individual career planning focuses more on the individual rather than on functions. Objectives and people skills are focused on the analysis. Such analysis should consider both situations within and outside the organization that can extend the capabilities of the employee.

Table 1 - Career planning of organizational and individual perspective (2)

Career in perspective	
Organizational	Individual
The identification of future organizational needs of staff Steps of the career plan Establishing the potential individual and their training needs Linking / balancing the organizational needs with individual skills Review and development of a career system for the organization	The identification of abilities and personal interests for each person Planning the life and work objectives/targets Establishing the alternative steps of the career within and outside the organization To notify the changes of interests and objectives, as changes in the career and life stages

The career management has many affinities with other human resource management activities. Thus, career planning is an integral part of human resources planning and performance evaluation is a condition sine qua non for career development. From this point of view, human resource planning takes into account both vacancies prediction and detection conditions for

employment respective positions and performance evaluation is done not so much to substantiate decisions regarding remuneration, but to identify employee development needs. (3)

3.   HUMAN RESOURCES DEVELOPMENT METHODS - A COMPARATIVE STUDY
3.1   ESTABLISHING THE NEED FOR HUMAN RESOURCE DEVELOPMENT

Establishing the need for staff development is the starting point for the preparation, establishing what type of programs is needed and who should participate. This stage also involves the identification of key competences that individuals need to perform in positions that they occupy.

The most objective and effective approach to this task starts from the job. Knowledge and skills needed by a holder to meet the necessary standards are clarified in a thorough analysis of the job. Of course it must be identified also the competence gap that is what is able to do the occupant of a particular position and what should be done. The development is the first step to eliminate this gap. It seems that development needs arise because our world is changing, affecting the environment in which companies operate, employees must adapt, acquire new skills and knowledge, thus evolving towards performance requirements. The need to develop occurs because people change jobs, they can be transferred from one department to another, inexperienced graduates, people who have had another job, need to adapt to the requirements of the organization in which they activate.

It is important to know the reasons for analyzing the need for staff development. These are: (4)

- Interests to know what employees know;
- What should employees know in order to become better;
- The desire to build programs that focus exclusively on needs;
- Testing the level of knowledge;
- The analysis of the cost-benefit relation when talking about training programs.

The development is needed at three levels: the organization, the job and the employee. Evaluation of the needs at an organizational level is usually done through an analysis of the organization. The latter shows where is needed the human resource development and the conditions that may affect the HRD effort. At the organizational level it starts from its strategy and general objectives.

Job analysis is represented by collecting information about a particular job to find what employees should receive training development to achieve the desired performance and skills that lead to achieving the standards.

Employee analysis is performed in order to determine the training needs of ea$ch individual. People who can provide information about a particular employee are bosses, colleagues, subordinates, that lead to the identification of personal needs.

3.2. COMPLETION OF PROGRAMS FOR HUMAN RESOURCE DEVELOPMENT

After the first stage of establishing the human resource development needs of staff is over, experts must carry out appropriate training programs. HRD practitioners' mission seems to be difficult in creating effective training programs, but must deal with the situation and the need to convince the leadership on the importance of employees' development.

Within this stage it is important to establish the program's goals, choosing the best trainer, the methods to be used and the necessary resources (material, financial, human, and informational) and evaluating the individuals' performances in order to identify the directions in which they require training.

After the training need was identified one must establish the program's objectives. They must refer to what students should learn after applying HRD. It is possible to create a program within the organization or to purchase one by contacting an instructor, but first of all we must set

goals, because the chances of success are bigger. Robert Mager defines a goal as "a description of a performance you want learners to achieve in order to be considered skilled."

Once goals have been established by HRD professionals, a decision on how to provide the program must be taken. They must decide whether to resort to internal creation of the program, to its purchase or a combination of both. If they decide to buy a program or part of it, the supplier must be chosen so that the products offered should accommodate to the needs of the organization. The criteria for choosing a provider are of the most varied programs, namely: the cost charged, the experience, the content of materials included in the program, including recommendations and certifications held.

The next step is the choice of the best instructor to implement the program. He must have the networking skills and characteristics, to motivate the others to learn and the manner to communicate knowledge must be clear and comprehensible. The objectives of a program may fail if the instructor is a disinterested, unmotivated and incompetent person.

For the proper development of the program it is recommended to use a lesson plan, a plan that is the trainer's guide for providing the content of the course. Such a plan should include ideas to be transmitted, the means of preparation, planning each activity, how to assess students and training method used.

The next moment in the process of training is represented by the selection of the methods of training. According to a study of the training magazine in 2006 it seems that the programs organized in classrooms represent the most used training method. The method of teaching through a course represent a passive way of training, methods such as simulations, role play, games make that the attendance to the course to be an active one. The professionals in the development of human resources take into consideration certain factors in choosing the most appropriate teaching method. Among these there are the objectives of the program, which are a factor of a special importance. Thus, if an inspired teaching method is chosen the success in achieving the proposed objectives is guaranteed. Time and money are other factors which the managers and DRV specialists must take into consideration to achieve the proposed objective. But, lots of organizations create programs rapidly for witch small sums of money are allocated. Another factor which must be taken into consideration for a successful program is the availability of the other resources, because sometimes the program need some highly-prepared trainers and specialized equipment.

The next step is represented by the preparation of the training materials. If the program is bought from outside the necessary materials for the activity are usually included in the organization . Some of the training materials are: the advertisements, programs and coursebooks. The advertisements inform the trainers about the training program, where are included.

The goal, objective, the place and the way in which an employee could qualify himself to be able to participate at the program. The syllabus of a course communicates the aim/objective, the content and the expectations of a development program and includes the objectives, the necessary materials, the expectations from the individuals and a timetable of the events, exercises and self-evaluation.

The programming of an intervention of the development of human resources is a quite difficult stage, because the trainers and the trainees must be available to participate at the program. The programing may be during classes or after them.

3.3. THE TRAINING APPLICATION AND THE METHODS OF THE HUMAN RESOURCES DEVELOPMENT

The goal of the training is that of raising the experience of those who take part in certain courses in their fields. The developing methods of the employees may be classified in methods directly connected to their positions (at their working place) and methods which are not directly connected to their position (of their working place). The first category differs from the second due to the fact that they are more efficient for the development of the personal, because they can be adapted to the training, attitude, expectations and attributions of each individual. The training at the

job/working place is the most frequent method of training, because most of the employers may take its advantage and it could give them the opportunity of fitting better to a certain position.

Also, with the help of this method one can understand the overall way in which the organization functions.

The training techniques at the working place are:
- The training for the job is a method of training the employees in which they achieve instructions related to the key working processes, taught by a trainer (5). They should have the desire of learning, to understand that everything is relevant and will be useful and why not filling proud (that they can handle) of their work and efforts. When the trainees show in a convincing manner that they can handle by themselves they have to be left alone, but the trainer must supervise them and make sure that everything is all right;
- The rotation on the job represent the rotation of a trainer from a position to another, within the same department of different departments and is a quite used technique in the human resource development may be organized in a planned or not planned manner. Thus, when it is made on planning , lists and diagrams are done, establishing exactly the rotation for each individual. The activity of the person who is trained is supervised by an employee of the same department with the responsibility of orientating and evaluating the trainee.
- Coaching is an interactive activity through which the employers are given the instruments, information and opportunities they need to evolve, learn and prove the knowledge they acquire. This permanent process take place within a given period of time as meeting of one or two hours when people have to increase their level of knowledge to achieve their tasks for a requested standard. Also, this method offers the individuals help for integrating in the team and it is necessary to be used only when the interest towards the professional activities of the employers is low or when they want to regain the faith in their abilities.
- Mentoring represents the professional orientation of an employee by a person called mentor, who has the necessary experience and help to the individuals, asking them to develop from the point of view of the career. Mentoring is a way of the working place, usually the best way to acquire the specific abilities and knowledge for a job (6). In the same time, mentoring adds the formal training of the employees because they get individualized guidance from same managers who know the firm well.

The training techniques out the working place are:
- The course consist in verbal presentation by a trainer, in the presence of the same listeners at which the participation of the audience is not significant. This way of training has as advantage the fact that more people are familiar with it, but on the other hand there may be the disadvantage of a passive listening. The lack of sharing ideas between trainees and the lack of dialogue leads to thee criticizing of this method because the emphasis is on communication in a single way.

The method of the course represents an efficient way of giving information to a large audience, in a quite short period of time, but mixed with visual materials leads to the facilitation of the transferring theories and concepts.

The debates imply stimulating, in a subtle way, the participation of people in discussion, the orientation of the action in the proper direction, the repetition of the expressed ideas from time to time, at at the end a summary of the discussion. This method gives the trainees the opportunity of sharing ideas, viewpoints, getting feedback and answers to the vague points that may arise during the debates. For the trainers to be active during classes, the trainer must ask direct questions, to avoid dominating the debate, to offer the opportunity for the participants to express opinions and to reach to a conclusion by themselves.

The method of the case study consists in displaying some situations and events, fictive or real, which the participants have to analyze, to identify the causes of certain problems, as the ways of solving them. This method is usually intended to the managers and team leaders fallowing the idea according to which their perception might be developed through the analyses if some events similar to the real ones.

The Role play represents a developing technique of the staff/personnel, through which they have to take in a role for a given situation and to act appropriately for this role. This method offers the possibility of interaction between two or more people, each having to act the role as good as he/she can, giving them a certain experience in solving some situations in direct contact with people (interview-making, getting some complaints from the clients, selling). The possibility of reversing the roles gives the opportunity to the characters of understanding the feelings among them, getting to the development of the necessary abilities in such interaction.

Simulation is a training method which combines case study with role play. With the help of stimulation some notions achieved in courses out of the working place become practical, and in the class can be simulated real situations.

The instruction based on computer is a developing method with an interactive characters. Three of its approaches are: the instructions assisted by computer, the instructions based on the Internet and Intranet and the intelligent instruction assisted by computer.

The programs of the instruction assisted by computer may be electronic coursebooks which use the approach of exercise and practice, CD-ROM presentations of a program of professional development. These programs may be found at accessible prices and have plenty of materials related to basic activities such as reading or electronic writing, engineering topics and the maintenance of some devices. Multimedia programs bring an improvement to that of the traditional programs of the instruction assisted by the computer, offering a video and audio content which is more attractive. Most of the organizations replaced the courses held and taught by a trainer with CD-ROM supports.

The instructions based on the Internet and Intranet. The Internet may be considered a phenomenon which develops most rapidly in the whole world. The Intranet represents a computer network which uses the Internet and the World Wide Web technology, tools for searching, creating and transmitting information within an organization. An important part of the instruction based on technology is called e-learning also known as electronic learning, which uses the Internet and Intranet systems.

E-learning programs are not enough for creating human relationships, such as team work, communication or public presentations, where direct contact between people is necessary. These aim at the training in the organization's frequent operations, many times they aim at training IT abilities. The instruction based in Intranet contains inside networks for educational goals and with its help the professionals in human resources development are able to communicate with the employees through their organization Intranet. It may be also given materials for courses, educational documents and they can apply tests no mattes the location of the employee.

The intelligent instruction assisted by computer is also called the intelligent teaching system and is different from the instruction assisted by computer because its possibility of evaluating the trainers' performances from the point of view of the quality. Whereas a program of instruction assisted by computer allows the trainers to choose their level (beginner, intermediate), an intelligent teaching program distinguishes every individual ability from his/her answers and analyzes his/her mistakes. What this system has in view is offering the trainers an electronic teaching assistant which can give advice and help to each participant.

3.4. EVALUATING THE PROGRAMS OF HUMAN RESOURCES DEVELOPMENT.

The evaluation of the human resources is defined as "the systemic accumulation of descriptive and critical information required for taking efficient decisions of training related to the selection, carriage, valuation and change of different instructional activities".
The evaluation of these programs is fundamental for establishing the positive and negative influences on the trainers, but also of the gained results. This evaluation program provides information that cannot be missed for analyzing the next stages of developing the personnel.

If a program proves inefficient, this should be changed or interrupted, and if a program is useful then it should be applied to other parts of the organization. Using evaluation it may be

determined the way in which a program has achieved its objectives, who should take part in such programs, the strengths and weaknesses and also the forming of a data base which helps the managers in taking decisions.

4.   CONCLUSIONS

Training is a planned change of behavior acquired by learning events, programs and teaching, which gives people the opportunity to reach the necessary knowledge level, ability and competence to efficiently carry the working activities. It may be considered that training is necessary for a short period of time, for carrying out the necessary activities for the preset moment, and the term "development" refers to more general horizons of time and competence. Development is connected with future, a longer period of time, the development of personnel/staff throughout the career.

Development is a long process in which people evolve from their initial state/condition where they have a certain knowledge level, to a future condition in which superior. Knowledge and abilities will be acquired.

Development contains learning activities which train people for following broader responsibilities or more difficult responsibilities for their future positions/jobs, not for their present ones. Human resources development aims at the training the employers professional abilities for a permanent evolution and advancement within the firm. The goal of human resources development is to increase the ability of an employee to successfully acquire obligations and bigger responsibilities, of superior level.

The methods of the employers' development may be classified in methods directly connected to position (at the working place) and methods which are not directly connected to position (out of the working place).

The evaluation of human resources development is the last step and is defined as "the schematic accumulation of descriptive and critical information required for taking efficient decisions of training related to the selection, carriage, valuation and change of different instructional activities"

5. ENDNOTES

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