Abstract: - No matter what the chosen training type, there is a general accord on the need of organizations forming actions stimulation, that does represent personalized long term investments, and material investments. These are means of gaining experience and knowledge (apprentice, education formal procedures, forming by practice.)

Key-Words: - evaluation, human resources promotion, decisions making, conflicts managing

1 Introduction
Nowadays, there are more and more countries interested in developing strong collaboration relanshiop of educational field with market labor requirements, in order to ensure a functional market economy.

The needs of new professional competencies, generated by fast changes in all fields, can be satisfied only by creating a new functional partnership individual – organization – trainer. The individuals do represent the main emitters of educational request and, meanwhile, the receivers of forming systems. At their turn, the organizations are interested in armonizing ocupational profiles with qualifications ones. Trainers are always preoccupied to answer individuals and organizations solicitations, by adapting courses to their needs.

2 Comparative study of Training Ways Used in European States
In order to cope with changes, there is the need of continuously adapting educational system to the transition specific requirements.

The premisis of present study is based on the requirement of training and developing competencies that enigineers need in order to become more flexible and performant.

A comparative analysis could be done by identifying some characteristics of training ways used in some European states.

In German companies, the training programs content vary from one hierarchic level, to the other. At lower levels, getting better knowledge and enlarging initial professional training do represent the major axes of training programs. For managers at medium hierarchic level, the training is oriented toward management techniques, selection, evaluating, human resources promotion, decisions making and conflicts management. The seminars for superior level managers do deeply get into themes like time management, communication, concurrent environment, etc.

In France, the companies effort for training human resources is impressive and directly depends on how big the company is, the categories involved in training process, the company’s activity field and profile.

The high education system in Great Britain is a very complex one. Professional education has gained its nobless titles and classical high education has kept its prestige. The specialists working in companies do teach courses in education institutes, specially when technological fields are involved. Sometimes, the companies do finance students training which, after graduating will be hired and
integrated within the company. The graduates will be considered engineers only if they keep and, further develop, their own professional competencies. When hiring, the engineers must show a plan of Continuous Professional Development.

In order to make it easier for the young Italian graduates to be integrated within the company, there are used two variants: apprentice and work – training contracts. Being apprentice represents component of human resources hiring policies and an important element of forming policy.

Within the field of initial training, Spain does have a special dynamics – as proof of European orientation that is absolute priority. Creating university / company foundations for strengthening organizations relationship does represent the answer do the latest needs.

Next to Spain, Portugal distinguishes itself within the European Union, by the enthusiast shown in assessing the high education european vocation. There are special „orders” for young people’s training, whose fundamental objective is to ensure transition within educational system and professional field. A company is recognized as a privileged „environment” of training.

When Romania is concerned, there was a massive loss of jobs, specially in industry – after 1989. This was only partially compensated by the new created jobs, within the fields of services and newly regenerated industrial fields. Nowadays, business environment does rapidly change, thus resulting new needs for the qualification and productivity increase. Most of the companies rely on personnel reduction and on ensuring ability needs from internal existing human resources, instead of existing personnel promotion and active development, as well as of recruiting new employers.

Within the production and maintenance fields there is a lack of specialists whose abilities are according to the actual level of industrial development. The training is done, mostly by important companies acting within the developing fields so that high educated personnel is the favourite one.

3. Analysing Training Needs

The training need appears as an effect of noticing differences between the job owner competencies, while ascending, and the competencies needed for the moment or, for the future.

The analysis of training needs consists in an objective and detailed evaluation of the needs specific to those people interested in learning. This is followed by the identification of efficient training solutions. Human resources responsible must always keep in mind the questions:

♦ which are the training needs within organization?
♦ when can the training activity get started?
♦ which categories of personnel must be trained and formed?

Apparently very simple, the analysis of training needs does represent a complex process that involves four cycling steps: motivation, evaluation, model design and implementation of the training program (figure 1).

![Fig. 1 Steps of training needs analysis](image)

The first step is about identifying initial reasons that justify training:

- changes within region and company;
- effects of changes on workforce;
- needs for new competencies and qualifications;
- forming programs offer.

Detailing the needs for training is done within step 2, based on personnel foresight resulted after formal and informal questionnaires. There should be used alert statisticals indicators (registering journals on production, recordings on quality, personnel registers). As for the individuals, detailing training needs is achieved by their real efforts and abilities analysis.

Step 3 means the analysis of the results obtained in step 2. It is established if there are any gaps in forming (figure 2) and what does it consist in.

Step 4 consists in effective teaching and evaluating of training activities – as set by the previous step.
When teaching, there have to be considered the aspects that follow: the course content to be relevant, the style to be according to participants needs, the trainer to have good knowledge on organizational culture, the evaluation to be objective and performed by participants, manager and trainers. One objective feedback enables the choice of a further forming program in accordance to the wishes of the people involved.

4 Choosing Training Method
The choice of training method depends on personnel policy applied, on technical equipment level of the company, as well as on the costs needed for training and the graduated studies level for each employer.

Training, is more and more considered as a prioritary activity done within employers free time. This is why effectively choosing the training method is directly dependent on the amount of time that the company could support to consume.

Among forming courses solicitated by the questioned people, there can be mentioned:
♦ programs for gaining and developnig technical and technological knowledge;
♦ courses for gaining and developing products quality control knowledge;
♦ programs for gaining and developnig IT equipments work abilities.

It is figure 3 schematically evidencing the correlation of: forming method, personnel type and the size of the group of people to be trained.

These data can be obtained by questionning a representative sample of subjects and / or by analysing the forming requirements.

5 Evaluating Performances
Performance evaluation is considered an action, a process or a certain cognitive activity, by which an evaluator appreciates or estimates someone’s performance compared to the established standards, as well as to its own mental representation, his / hers values system or, conception of obtained performance [1].

The evaluation of employers performance assumes a certain quality of managerial judgement, that puts high responsibility over the shoulders of involved managers. It does represent a task, as difficult as complex [2]

Usually, within organizations there are used two performance evaluation systems: formal system and informal system.

The formal evaluation of performances is a continuous, systematic and self-adjusting process, that is less subjective, easier to be protected in the personnel decision sustaining and more open to control, than the informal evaluation (figure 4).

The informal evaluation is done whenever necessary, by observations, conversations or time to time examinations. It is used when the available time is limited or, it is not possible to interrupt employer’s activity.

6 Developing and Measuring Competencies
Competencies development can be done by achieving the sub-objectives that follow:
♦ getting new knowledges and abilities, according to contemporary technical-scientific progress;
♦ maintaining and developing the abilities required on the work market by perfectioning programs or, for special cases, by professional reorientation;
♦ modeling of behaviour and attitudes required by adapting to changes.
This is how it appears, the need of replacing the industrial society specific professional training system by a new innovative creative training system that is specific to the nowadays period.

For this study, there were random chosen fifteen engineers, new graduates of UPB. The qualification was expressed by transverse and professional competencies defined as mentioned by the studied references [3].

In the development of each competencies there are involved a number of study disciplines, with a certain influencing factor that is calculated proportional to the number of hours per semester allocated for the discipline. Based on the marks obtained at each discipline by the sampling students and on the discipline’s influencing factor within the competency, there have been determined the pondered mean values, $M_{p,xy}$, for each $xy$ competency, using relation (1):

$$M_{p,xy} = \frac{\sum_{i=1}^{n_{xy}} N_{i} \cdot P_{i}}{\sum_{i=1}^{n} P_{i}}$$

where:

$N_{i}$ is the mark at discipline $i$, of competency $xy$;  
$P_{i}$ – the pondered value for discipline $i$, of competency $xy$;  
$n$ – total number of disciplines involved in accomplishing competency $xy$.

The pondered means values do evidence the measure or, the degree of accomplishing competencies. In table 2 there are presented the values of pondered means obtained by the sampling students at each of the competencies.

Educational institutes must be able answering to the existing or, forseen needs on the labor market, in order to become attractive for young people.

### Table 2

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### 7 Conclusion

The training needs are not always correct evaluated, due to the fact that when decision factors are involved, as well as the whole society, it is not yet admitted the fundamental importance of training in overpassing the problems generated by structural changes.

The low performance it is not always justified by the lack of training. Overtraining, misunderstanding of the role within organization, lack of motivation, high tension relationship of the employers do represent some of the problems that appear not because of training level but, because of organization’s structure. Within this study, there was the case when the company did not correlate the training actions with the organization objectives but, was improvising them. Once the technological system being modernized, as result of new acquired CNC machine-tools, the company procedeed straight to buying some training programs and skipped the step of identifying forming needs – thus considering that there are time and money to be saved.

Once many forming processes being over, the organization managers realizered that trained employers leaved the company. It was not so complicated to be desicovered the reason for that, meaning the employers were not financial motivated. The competitors offered them the motivation they were expecting.

Concluding, it is easy enough to develop a training action that is not well justified but, it seldom can involve solving real problems.

### References: