LABOR-RELATED TRAINING THROUGH LIFELONG LEARNING

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Abstract

This paper proposes a link between lifelong learning and its connection to human resource development. Lifelong learning has evolved into a complex concept and generally recognized internationally, it is now a universal concept more widely accepted than ever. This concept is also more accessible than ever in the history of education and training by increasing access to distance learning and computer-aided learning, individual learning and group other across high capacity, social status, wealth, gender and ethnicity. But this success raises issues in terms of accessibility and impact measurement lifelong learning. Through modern communications technology invading every aspect of daily life, learning occurs more frequently and more widely than we could have ever imagined, although a large part of the learning process is not measured. That lifelong learning is now more accessible than ever suggest that monitoring them should not be restricted to counting students and programs, but should involve rather complex analysis of a wide range of data, collected in a series sources. However, given the universality of the concept and given that default depends on a number of stakeholders and socio-economic indicators, it is difficult for a single mechanism to measure this regularly, continuously and in its entirety.

Keywords: *lifelong learning, training development programs, training and development*

Classification JEL : *M12*

1.Introduction

The analyze of training and development needs. The analysis of training needs at organizational level presents the great advantage to coupling action of assurance T&D to the strategy and mission of organization.

This analysis to organizational level consists in [2]:

- To identify the organizational objectives;
- To identify resources that could be mobilize for T&D activity;
- To discover the allowance/permission degree of organizational medium for training and development activities of the personnel;
- To discover the medium constraints.

The analysis of job tasks is focus on the job, not on job occupation. It consist in gathering all the informations who describe what should achieve to the level of that job, in order to obtain the desired performance. This is made on five phases:

- The general description of the job;
- The identification of job tasks;
- The identification of necessary demands in order to accomplish the job tasks and what the employees must obtain or develop in training program;
- The identification of demands that can be take into account in training programs;
- The priority of training needs.

Analyze of training needs to individual level focuses to way the person achieve his daily tasks. The analysis to individually level involve two phases:

- The summary analysis, who consist in general evaluation (on a scale between performance and non performance) of job owner;
- The diagnosis analysis –try to discover the facts that imply the differences of performance from previous phase

a. The internal factors (motivation, knowledges, skills, competencies lack).

b. The outside factors (inappropriate equipments lack of material resources).

1. The design of training development programs

The projection of T&D programs involves development of these activities[2]:

a. The summary of programs objectives. The objective of one training program is correctly summary under three conditions:

- The performance description that should be obtain by student , consequence of program graduation;
- Describe the conditions into performance must be achieved , settle the performance criterion;

b. The instructor / trainer select / choice imply the choosing of the best solution, due to the material, financial and time restraints who action in organization.

c. The program content projection- implies writing of course plan through these activities:

- Settle the theme content and settle the activity sequences;
- Choose/conceive the information sources;
- select, conceive of course and applications frames;
- select of training méthodes;
- splitting the time budget on each sequence/mode of course;
- Settle the evaluation criterions of the course.

d. Choose of training methods and techniques – these methods groups on two big categories:

- Training methods to the work place (on-the-job);
- Training methods type "classroom";

e. Materials prepare. When the program is organized with internal forces, the firm must to elaborate by own resources the following materials: the program announcement, the summary program, the training program, the texts book.

f.. Program in time of actions. Compare with the previous phases, this one seem much simple, but is not true, because for individuals and organizations, time is a rare source, and the program in time of actions condition that active participation to the course of target- public.

2. The training and development programs implement

The training methods for each job « training on-the-job »

These methods are recommended in order to assure the swift/fast transfer in practice of gathered knowledges, the learning medium being identically/the same with the work medium.

a. The instruct programs for each job contains, mainly, a procedure instructions set, which the instructor use in order to prepare the employee to the work place. That program develops in four steps:

- The preparation of employee: the instructor- employee concordance, depict of employee knowledge level , their motivation, the settle of tasks achievement;
- Present the execution mode for tasks by the instructor;
- Burden practice;
- Checking in time the job performances of employee;

b. The job rotate – is used, especially, for new hired managers in order to deeply/very well know the organization. During the rotate on different jobs, the employee is under surveillance of one person who works inside the respective department, person which responds about his focusing, preparation and evaluation.

c. Coaching. The coaching activity consists in: the analyzes of employee performances and employee-coach discussions.

The analysis of employee performances is made through comparison of his performance with the performance standards settled and agreed by the evaluator and the evaluate person.

The coach- employee discussion has the goal to imply the employee in solving the performance problem. This discussion is achieve on five steps : is obtaining the employee agreement on existence and length of problem ; is discussing the alternative solutions to solve the problem ; is reaching to a mutual agreement regarding the necessary actions for solving the problem;are following and checking the results in time ;while there appears , are recognizing the progress made by employee.

d. The instruction with a mentor/adviser help. The Mentor/adviser has the role to supply/offer the help that his younger colleague needs, helping him to understand the organizational roots, offering him the opportunities to demonstrate his qualities, to be known and appreciate[2].

Training methods type « classrooms »

From the methods type « classroom » I will illustrate the active methods, which are more indicate for training and development programs, because are based on training student who learn from active experiment.

a. The case studies method

Can apply for each person or in group, in order to develop the analysis and problem solving capacity, through establishment of connections between facts, the problem identification, the examination of alternative solutions and his consequences. The major goal of using that method consists not into the solution discovery , but in practice by the participants of theoretically knowledges regarding problems solving, sustaining/motivating his own point of view and, eventually , the team work.

b. The action-learning method – is a part branch of alive case studies. The participants are entreat to select a problem from their organization, to write a case study about the chosen problem, afterwards they gather in group with the other participants with same problems and debate the concrete problems rise by everybody. In plus, through this way they have the opportunity to develop a structure mode/way to solve the problems, they have the opportunity to share their experiences, learning one from the other.

c. Games and feigns

This method is use in order to develop the skills to establish priorities, to plan, to collect major informations and take decision. It is applying thus:

- It starts from the assumption that the participant was promote on a management job and supply him the informations regarding the new function(strategy, objectives, union relations);
- The student receive a documents bag, which can be always on a manager desk; It is asking him to organize, priority them and take the decisions he appreciate being necessary;
- After the end of time allot, it is estimate the develop activity (decisions quality, the measure of handling the critic problem set) and communicate the results.

d. The method of role playing

The students « play »various roles after the pattern depicted from firm activity, opportunity for them to self-discover and learn a certain behavior mode.

e. Behavior modeling

Due to the fact that the learning of new behaviors is conditional by the « models » we discover seeing the other is behavior, induce of a new behavior type is obtain by traverse of these phases:

- modeling: the students watch a film who presents the behavior they must appropriate and , eventually, the opposite behavior;
- to decompose the model into learning points: under instructor conduct take place a discussion regarding the key elements of model-behavior;
- the memory and retain of the behavior: the students debate the key points and interpret, in a role game, the respective behavior;
- feedback: the instructor analyses the performances reached, communicates to student the observations, marking the strong points;
- Transfer: the students are encouraged to practice the new behavior type to the working place.

The estimate activity consists in methodically/systematic gathering of describe informations, value judgments, opinions, which can offer a clear image on the mode that T&D program proceed, of results obtained, in order to take decisions regarding the select, quality and alter/continue procedure of program.

The most important estimate model is Kirkpatrick model, who propose the following criterion of estimation:

- the reaction (perceive) of program from the participants;
- learning: if the participants learn what they should;
- the job behavior;
- Results: the results estimation is a difficult task, due to the fact that is hard to identify the specific burden / weight that a training program has into process of improving performances [2].

3. Responsibility training

The private sector currently provides services actively lifelong learning, both as private training providers, as well as internal training providers for their own employees. Private sector involvement in the provision of lifelong learning has led to accelerated growth of participation, but also highlighted three important constraints of monitoring, namely that measuring learning on the job, after participating in training offered private providers, is difficult and expensive because of the cost studies for monitoring the insertion into the labor market and limited benefits for the supplier to perform such studies. Also, companies that provide internal training, most often not publish them or do not allow in-depth analysis of processes, as they can reveal the competitive advantages of competition. [3]

Regarding the skills of the workforce, they remain a major challenge for promotion of employment and productivity in Romania. There gaps between regions and competence in several sectors, including the ones who have experienced a recent increase in employment. Analysis by occupational groups indicates most job vacancies for skilled workers and other similar workers (3%), and machinery operators and fitters of installations and equipment (2.5%) and skilled workers in agriculture and fisheries (1.8%). Recruitment difficulties were highlighted in particular with regard to occupations that require skills through vocational and technical education.

Providing skills is partly conditioned by the requirements of traditional industry in Romania, focusing on activities with an important labor and low value added. In production, the share of highly skilled labor force about half the EU27 average.

Availability of skills in the labor market was adversely affected by the widespread emigration of skilled labor in the past decade, a phenomenon that was also reflected in an aging workforce. Over two million workers have emigrated in search of better jobs. In addition, it is estimated that the population of working age in Romania will drop by 30% by 2050[14].

The proportion of businesses that provide employee training also affects the availability of skills in the labor market. This proportion is only 40% in Romania, compared to the EU average of 58%. Small and medium enterprises in Romania are less willing than those in EU countries to ensure their employees' participation in lifelong learning.
Labour market success is determined by the different dimensions of a person's skills set, combining skills cognitive, socio-emotional and competence work / job (see figure below). These skills are acquired throughout life, with arguments supporting the idea that the accumulation of cognitive and socio-emotional skills is achieved especially in the first part of a person's life. Cognitive and socio-emotional skills provides a solid basis for further accumulation of specific skills through vocational and technical education, higher education and lifelong learning[4].

4. Conclusion

Any public or private institution which acts in its legal training can provide training programs on the market, but only authorized institutions can issue certificates recognized nationally. Employers can also organize training courses for their employees, but can't issue certificates recognized at national level, but where are legally authorized for each program. In Romania there are 42 county authorization committees operating within the County Agencies for Payments and Social Inspection, subordinated to the Ministry of Labor, Family, and Social Protection. These commissions authorized training providers for specific training programs. Training providers are authorized for a period of four years, based on specific evaluation criteria for each qualification, occupation and skills for the suppliers group organizes training programs. To obtain authorization, a training provider must demonstrate that its training programs are conducted by trainers specializing in the training program, but have also teaching experience in adult teaching methodologies[14].

Service providers lifelong learning operating in Romania include training institutions, public or private, such as universities, vocational and technical schools, business associations, chambers of commerce and industry, trade unions, non- governmental and popular universities. Currently, over 2,000 training providers offering training programs across the country. About 60% of them are private providers, NGOs are 20% and 20% are publicly funded organizations.

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