

THE MANAGEMENT OF PROFESSIONAL STAFF TRAINING WITHIN ECONOMIC ENTITIES

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Abstract. Human resources are the key factor in ensuring the success of any economic entity. The value of personnel increases as they accumulate new knowledge, abilities, skills, and competences that allow them effectively to carry out their work tasks and responsibilities. Ensuring performance both at an individual and organizational level can be achieved by employees who have the highest professional knowledge and skills, developed through professional training of employees, which has become a strategic factor and a source of competitive advantage. The purpose of this paper is to investigate the professional training needs of employees, to develop training objectives, and to identify the benefits and drawbacks of this activity in order to implement training activities within economic entities.

Keywords: human resources, professional training, training programs.

JEL Classification: Q54, Q57, Q58.

1. Introduction

The rapid development of technologies has led to an increase in the complexity of production and service delivery systems, a fact that continuously contributes to the permanent updating of employees' knowledge. In addition, improving management by imposing a new approach to it requires knowledge and professional skills, considered unique categories of staff, without which economic entities cannot develop in the future.

Therefore, the professional training of employees is a problem that every economic entity must face. The quantity and quality of training provided varies by organization, depending on the methodology used, and is influenced by several factors at the same time:

- The nature of changes in the external environment (technological changes, legislative changes, etc.).
- Internal changes (introduction of new activity processes, expansion of the organization's fields of activity, finding new sales markets, etc.).
- The existence of appropriate knowledge, skills, and qualifications among the available workforce.
- The level of commitment of the organizations' senior managers to the idea that training is an essential element for the organization's success.
- The extent to which the organization's top management considers training as a motivating factor in work.
- The level of knowledge and skills of the persons responsible for carrying out the professional training of the employees.

To be effective, employee training must be planned and supervised. Otherwise, the results may not correspond to those expected by the entity. To avoid inefficiency, senior managers of the organization must consider two functions of training, namely:

1. *The usefulness* that reflects the fact that the training programs contribute to the development of the knowledge, skills, and behavior of the employees, which is reflected in the performance of the work tasks.

2. *The motivation* aims to give employees a feeling of confidence in their professional skills. These results cannot be obtained if employees perceive the training

system as an obligation, if it is not relevant to their concrete work needs, or, worse, if it does not offer any career perspective.

The purpose of this research is to develop the professional training process and highlight the stages in the process of implementing the training activity within economic entities.

The purpose of the work is achieved through the following objectives:

- a description of the staff training process;
- establishing the staff training policy;
- identifying the professional training needs of employees;
- formulating training objectives for employees;
- conception of employee training programs;
- implementation of the training activity.

2. Description of the Problem

Methodologically, the professional training of the staff must be carried out according to a concrete plan that includes all the elements of the training and takes into account all the factors that could influence, directly or indirectly, this activity within the organization (Figure 1).

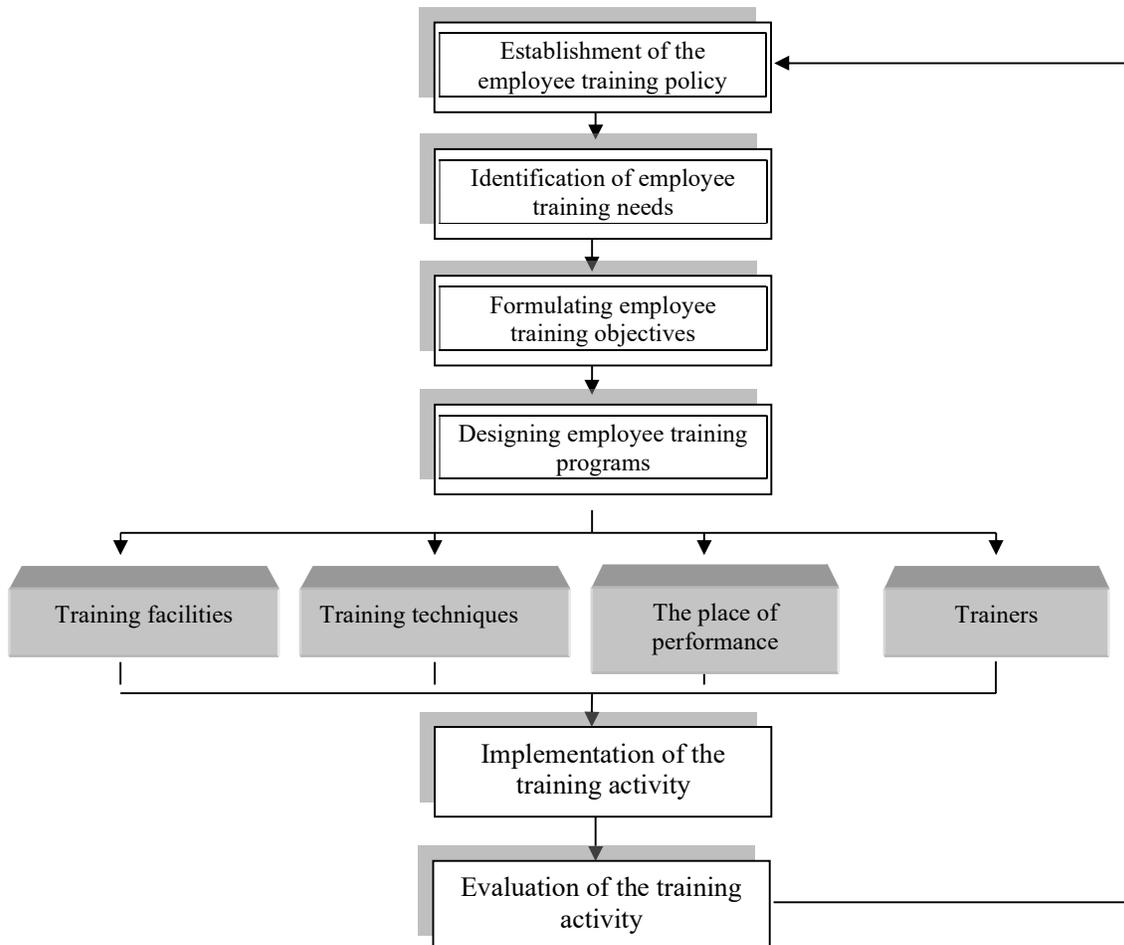


Figure 1 - The professional training process of the staff

Source: Processed in accordance with (Armstrong, 2003; Lefter et. Al., 2020).

Neglecting one or another stage of the training process could lead to unfavorable results for the organization, taking into account the costs it had to bear.

Therefore, the adoption of a systematic professional training methodology implies obtaining some advantages for the organization, namely:

- Maintaining a sufficient and appropriate range of skills among employees.
- Developing the knowledge and skills of all employees.
- Increasing the degree of professional performance.
- Increasing the level of product quality.
- Increasing the motivation level of employees, etc.

3. Methodology and Data

The methodological support focused on the application of different quantitative and qualitative methods. The research methodology was based on activity analysis, comparative analysis, documentary analysis, systemic analysis, etc.

The scientific arguments, methodological procedures, and tools applied in the work have theoretical value, but at the same time, they also have practical applicability. Human resources specialists employed in the real economy who deal with the development of training and professional development programs can use the mentioned approaches. The practical value of the work is characterized by:

- Proposing a logical algorithm for the professional training of employees within organizations.
- Formulating the activities that must be carried out by specialists in the field for the professional training of employees within organizations.

4. Results

Establishing the staff training policy

The professional training policy of employees within an organization must be part of a whole series of policies regarding the use of human resources. In general, the training policy must express the organization's commitment to the permanent development of the professional skills and abilities of employees. This would ultimately lead to increasing the contribution of employees to the development of the organization. In addition, by offering opportunities for continuous improvement of professional knowledge and skills, the chances of career advancement for employees increase, as does their employability, both inside the organization and outside it.

Moreover, the professional training policy of the staff within the organization can be implemented in two ways. On the one hand, some organizations have a long tradition of developing their own managers and specialists, providing substantial internal training and professional development programs to fully meet their own requirements. On the other hand, other organizations rely entirely on the contracting of external services from providers such as secondary and higher education institutions, consultants, and specialized professional training organizations. Organizations that apply the second method regarding the professional training of employees are subject to a greater risk because the training programs proposed by external organizations may not fully include the volume of knowledge and skills that the requesting organization would like.

By developing a professional training policy, the organization must be convinced that it is in its own and the employees' best interests for professional training to receive the full support of senior management.

The training policy must emphasize the importance of training within the organization by helping employees better perform their current tasks and assume new ones in the future.

Also, through the policy developed by the organization, it must be provided that the training is correlated with the work performance, that is, that the training activity is related to the necessary skills imposed, for example, by the introduction into production of a new product, process, or system.

However, the vocational training policy must indicate:

- **Deployment directions.** It is taken into account whether the training policy is oriented towards certain categories of employees, or whether the professional training includes, periodically, the employees of an organizational subdivision, or whether the professional training includes those employees whose work tasks have been modified as a result of the introduction of new technologies in the production process.

- **The amount of training to be provided.** It presupposes the establishment, for each category of employees, of the minimum number of days of formal training during a year. The minimum and maximum number of annual professional training days are established, depending on the purpose pursued, the categories of employees, the usefulness of the training, etc.

- **The percentage of the turnover that must be allocated to the training activity.** The senior managers of the organization decide on the amount of money that will be allocated to professional training during the calendar year.

- **Responsibility for the professional training activity.** It is determined according to the size of the organization. In small organizations, the responsibility for professional training staff must rest with managers. In the case of large organizations, the attributions for professional training are divided between the human resources department and the managers of the subdivisions.

Therefore, the professional training policy has a special significance in the process of administering the training of the employees of any organization. On the other hand, better said, the effectiveness of the professional training activity expected by the senior managers of the organization also depends on the elaborated policy.

Identifying the professional training needs of employees

Professional training must have a well-defined purpose, and this can only be defined if the training needs of the organization, of groups of employees, and of individual employees within the organization are systematically identified and analyzed.

According to managerial theory and practice in the field of human resources, professional training needs must be analyzed at different levels: organizational, departmental (subdivision), job, and individual (Figure 2).

According to the figure, the analysis of professional training needs depends on each individual situation. For example, if changes in the external environment act as pressure factors for change within the organization, then an organizational analysis of training needs must be adopted. If the problem lies in the poor performance of an organizational subdivision, an analysis of the training needs at the departmental level is required. But if the problem consists in improving a person's professional skills, then the problem arises in analyzing training needs at the individual level.

There is a direct relationship between the types of analysis and the professional training requirements. On the one hand, the analysis of training needs at the organizational level leads to the identification of training needs within the various departments, which, in turn, indicate the training that individual employees need. On the other hand, as the individual training needs are analyzed separately, the collective training needs become clearer, which can be satisfied at the departmental level. The sum of the training needs at the individual and group levels contributes to the definition of the training needs at the organizational level.

Training needs at the organizational level are influenced, following the research carried out, both by the organization's long-term objectives and by the external environment that influences its activity (Likacs, 2002; Bucea-Manea-Țonis et. al, 2017). In order to satisfy the long-term activity development requirements and achieve the proposed objectives, the organization must provide basic training for a sufficient number of employees. In turn, the external environment constantly exerts pressure on the organization, forcing senior managers to adopt appropriate measures with reference to the technological requirements, the restructuring of the activity, or those imposed by the organization. On the other hand, the organization can face external pressures through a well-trained staff that is able to meet all the demands dictated by the external environment.

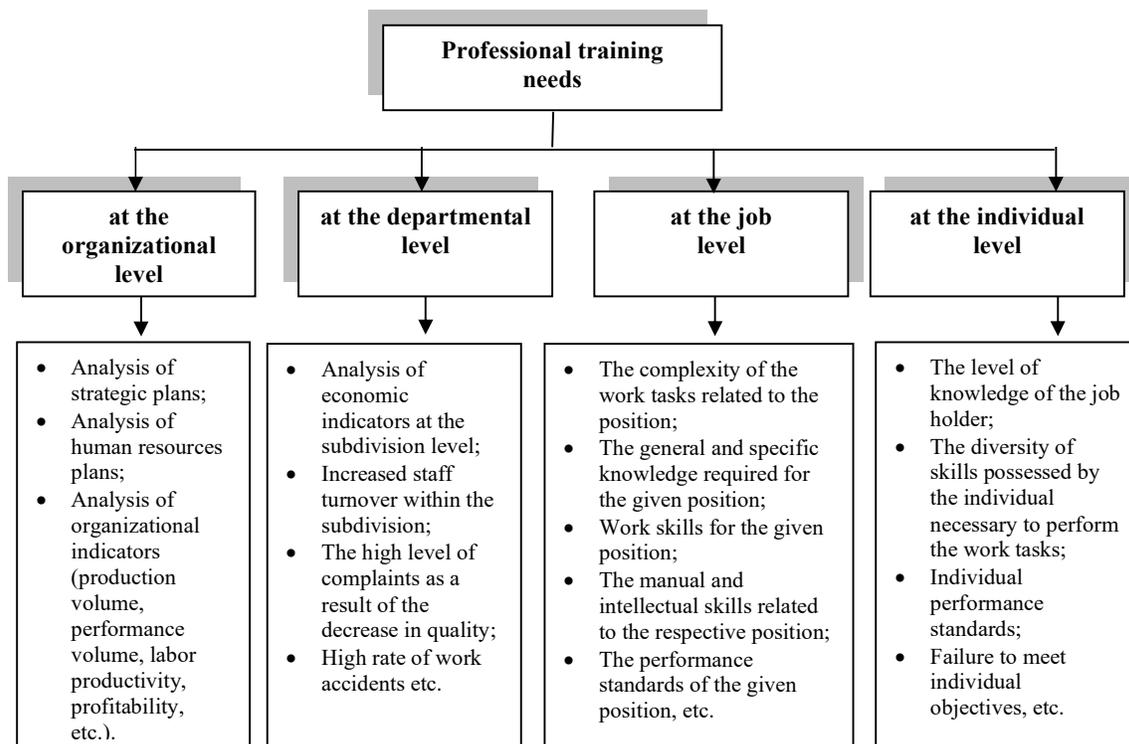


Figure 2 - Types of analysis of professional training needs

Source: Prepared by the author.

Training needs at the departmental level. It is determined based on the results obtained by each individual subdivision as well as the structured work groups that are part of the respective subdivision. Organizations analyze their training needs according to the deficiencies observed in the performance of the activities of each subdivision. The aim is to improve the skills of the employees and increase the performance of the respective subdivision.

Training needs exist at the job level. Modifications to products or services, work methods, technology procedures, materials, equipment, or other changes that necessitate performing some aspects of the activity differently than before have a long-term impact on the structure and content of positions within organizations. In order to be able to meet the new requirements, the specialists within the organization have the obligation to define the activities that are different from what the employees usually perform and to establish an

adequate training program for them.

Training needs at the individual level. Employees, depending on the company's needs and individual capabilities, are included in different professional training programs. The need for professional training at the individual level arises when an employee is transferred or promoted from one job to another within the organization. Likewise, the analysis of training needs at the level of the individual employee can be identified based on the low level of performance achieved by each employee. The gap between the performance standard and the level achieved by the employee can be remedied with the help of appropriate professional training. At the same time, it should be taken into account that not only additional training is required to reach performance standards, but there are also other factors such as: salary increase, replacement of existing machines with more efficient ones, simplification of work procedures, etc. If professional training is the cause of failure to meet professional performance standards, then the equation of professional training needs from the perspective of the individual employee may contain (Figure 3).

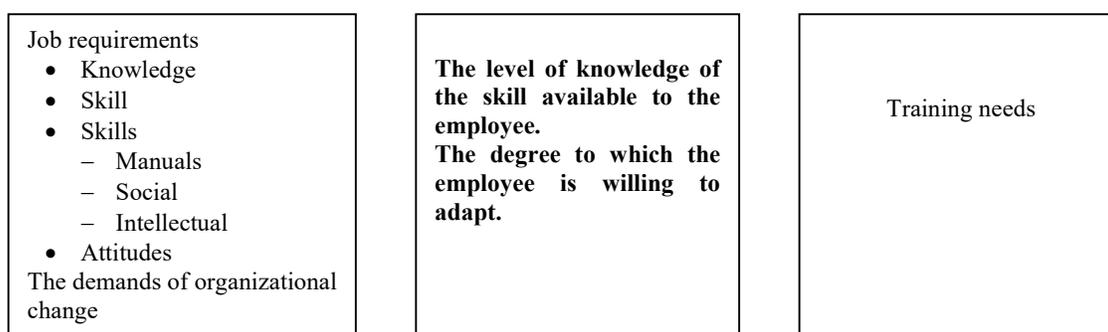


Figure 3. The equation of professional training needs at the individual level

Source: Processed in accordance with (Borza, 1999; Bîrcă, 2005).

Figure 3 shows us that the requirements of the position are made up of appropriate proportions of knowledge, skill, and attitude. By adding these factors and the demands imposed by the organizational change, we will get a picture of the conditions necessary to carry out the activity in the respective context. In addition to the job requirements, the employee's level of knowledge, skill, and so on are taken into account, as is his willingness to voluntarily participate in the change. If the two parts fit perfectly, no training will be required. However, as happens in the most frequent cases, if there is a mismatch between what is required and what exists, the need for professional training must be identified.

The sources from which professional training needs can arise are the job requirements and the organizational requirements. In the first case, it is necessary to improve or supplement knowledge, skills, abilities, etc.; in the second case, it is necessary, first, to change attitudes, such as personal adaptability.

Professional training needs must also be analyzed from a strategic point of view, which requires the consideration of several aspects.

First, it is necessary to study the evolution of external factors and contextual changes. The change in the behavior of competing organizations on the market and the change in technologies and work methods must be treated carefully in the case of the analysis of long-term training needs. Or, the development of strategic professional training activities without taking into account the mentioned factors could create certain impediments in the development of the content of professional training programs for different categories of employees.

Secondly, it is necessary to identify the volume of professional training requirements

for all employees, regardless of the hierarchical positions they occupy. It is necessary to see for which categories of employees professional training is more important, and the problems that have arisen require a quick solution to be able to take into account the achievement of the organization's objectives. This is done with the aim of determining the expenses that the organization will bear, or they are established depending on the volume and duration of the training programs, as well as their value for the employees.

Thirdly, the organization's top management must take into account the possible changes in professional training requirements for employees depending on the evolution of professional standards and respective qualifications. Considering that society is in permanent flux, it is normal for professional standards to evolve in accordance with the requirements dictated by society. This is also related to the fact that in an information society, some of the more technical professions disappear and new ones based on intellectual work appear. When it comes to professional standards and the necessary qualifications for the future, organizations must be oriented in this direction.

Fourthly, the development of standards of professional knowledge and skills for all the categories of trades and specializations existing within the organization will determine how to carry out the professional training of the respective employees. The standards (levels) of professional knowledge and skills for each job or specialty must be developed while considering scientific and technological progress and constantly updated, a mission shared by senior management and the human resources department.

Therefore, without a strategic analysis of professional training needs, it is difficult to establish the immediate needs of professional training, both at the organizational level and at the individual level. In addition, the strategic analysis of training needs will allow the formulation of concrete professional training objectives.

The formulation of the training objectives of the employees

The objectives of professional training represent, moreover, the desired results of the professional training process. The formulation of objectives is very useful for evaluating the effectiveness of professional training and building appropriate training programs. If the objectives are not clearly formulated, one cannot talk about the effectiveness of professional training. In general, any vocational training objective must: show the results of the training; illustrate what the trained person will be able to do; be realistic.

By initially stating the objectives and expectations, the employee's chances of achieving a certain level of performance increase. In M. Armstrong's opinion, training objectives can be defined as "behavioral criteria," i.e., the standards or changes in professional behavior that must be achieved for the training to be considered a success (Armstrong, 2003; Zlate, 2004).

Determining training objectives is a rather difficult process that involves a complex assessment of all the problems faced by the organization in terms of professional training. Figure 4 shows the phases of determining the training objectives.

Therefore, by formulating the objectives of the professional training, it is determined which aspects of the employees' professional activity should be paid attention to: knowledge, skills, competences, etc., which should be improved so that, subsequently, they can perform their work tasks more efficiently and be able to assume greater responsibilities, if necessary. Knowing what the problem is in terms of professional training, the people responsible in this field will be able to develop and structure the content of the courses that will be offered to the people who need training, so that their efficiency is maximized, both for the organization in general and for each employee participating in the training in particular.

Designing employee training programs

Any professional training program must be made individually, with its structure continuously changing as new learning needs arise or when the feedback obtained requires some changes.

The professional training program must include elements related to knowledge, elements related to qualification, and elements related to attitude. Many of the existing employees will be highly motivated to learn new skills, especially those related to new technologies.

Training facilities. The problem of professional training employees calls for a certain tactical and strategic conception. In this sense, the tactical problems are grouped around the purpose of the professional training action and the way of analyzing the situation from which it starts. The professional training strategy is based on the knowledge of the unit in the past and present, as well as its configuration, the knowledge of the staff, their ideas, and the strengths and weaknesses of the organization. Once the strategic and tactical conceptions of the training program have been established, the next problem concerns the content and sequence of the elements that must be taught so that efficiency is maximized.

Many professional training programs (Figure 4) are typically designed for the long term, and as a result, if not grounded in short-term designed plans, they can become ineffective. It is very possible that a project lasting longer than five years does not contain the skills needed by employees in a certain field, taking into account the rapid changes that take place in society. For this reason, it is necessary for the senior managers of the organization to carry out a preliminary analysis of the long-term, medium-term, and short-term training needs in order to include strictly necessary elements in the development of flexible, continuous professional training programs.

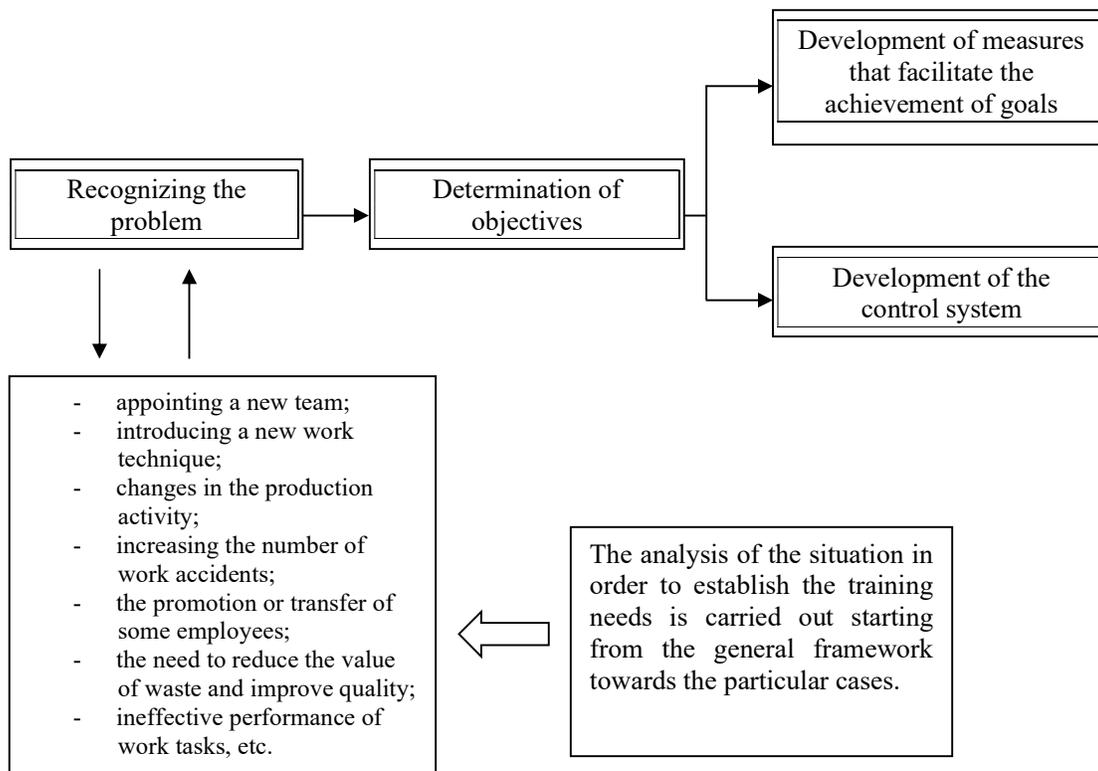


Figure 4. Phases of determining training objectives

Source: processed in accordance with (Lefter et. al., 2001; Chişu, 2002).

A special place in the development of professional training programs belongs to their organization. Managerial theory and practice know several forms of organization for professional training (table 1) (Tellier & Roventă-Frumușani, 1999; Chișu, 2002).

Table 1. Forms of training organization

Forms of training	The specific characteristic
Fragmented training	It happens more occasionally and is not structured.
Formal training	It takes place according to programs developed based on the training needs of the employees.
Focused training	It is oriented on the present and future needs of the organization.
Integrated training	It is designed based on the organizational and development strategy of the organization.

Another aspect that must be taken into consideration when developing professional training programs refers to establishing their duration. Usually, the duration of vocational training programs depends, naturally, on their content. However, the possibility of accelerating learning with techniques such as computer-aided training should be taken into account.

As already mentioned, the effectiveness of professional training depends, largely, on the content of the training programs, and the responsibility rests with their authors. In the process of developing professional training programs, their authors must take into account the following aspects:

- the main ideas, principles, and procedures that the professional training activity requires;
- the necessary knowledge, skills, and attitudes that students must acquire in order to achieve the training objectives;
- the usefulness of the information for the students and for the organization;
- the durability of the knowledge, skills, and attitudes acquired by the students;
- the feasibility of the program content, taking into account the time period and available resources.

Therefore, the development of a professional training program requires a rather careful analysis so that, following its acquisition, both the student (employee) and the organization will gain. However, most of the time, the organizations in the Republic of Moldova are, to some extent, reluctant to participate in the training programs offered by different organizations specializing in this field. This is explained by the fact that there is a knowledge and skills gap between what actually exists in organizations and what organizations providing such services offer. In order for the efficiency to be maximized, it would be opportune that, first of all, the actual state of the organization in terms of professional training should be evaluated, after which the content of the professional training programs should be developed so as to increase both individual motivation, i.e., that of those who participate in professional training courses, as well as organizational motivation, because the organization bears the training costs.

Training techniques. The diversity of requirements regarding the level of professional training of employees determined the development of a multitude of training methods. The applied training technique is an important factor in the success of the professional training program. Figure 5 shows the professional training techniques, and Annex No. 6 shows their defining characteristics.

According to Figure 5, there is a multitude of professional training techniques that have greater or lesser effects on employees in order to acquire knowledge and skills that would allow a better performance of work tasks. In the process of administering professional training programs, any training technique can be applied, but in order for the training effect to be as high as possible, different training techniques can be combined, both at the workplace and outside it.

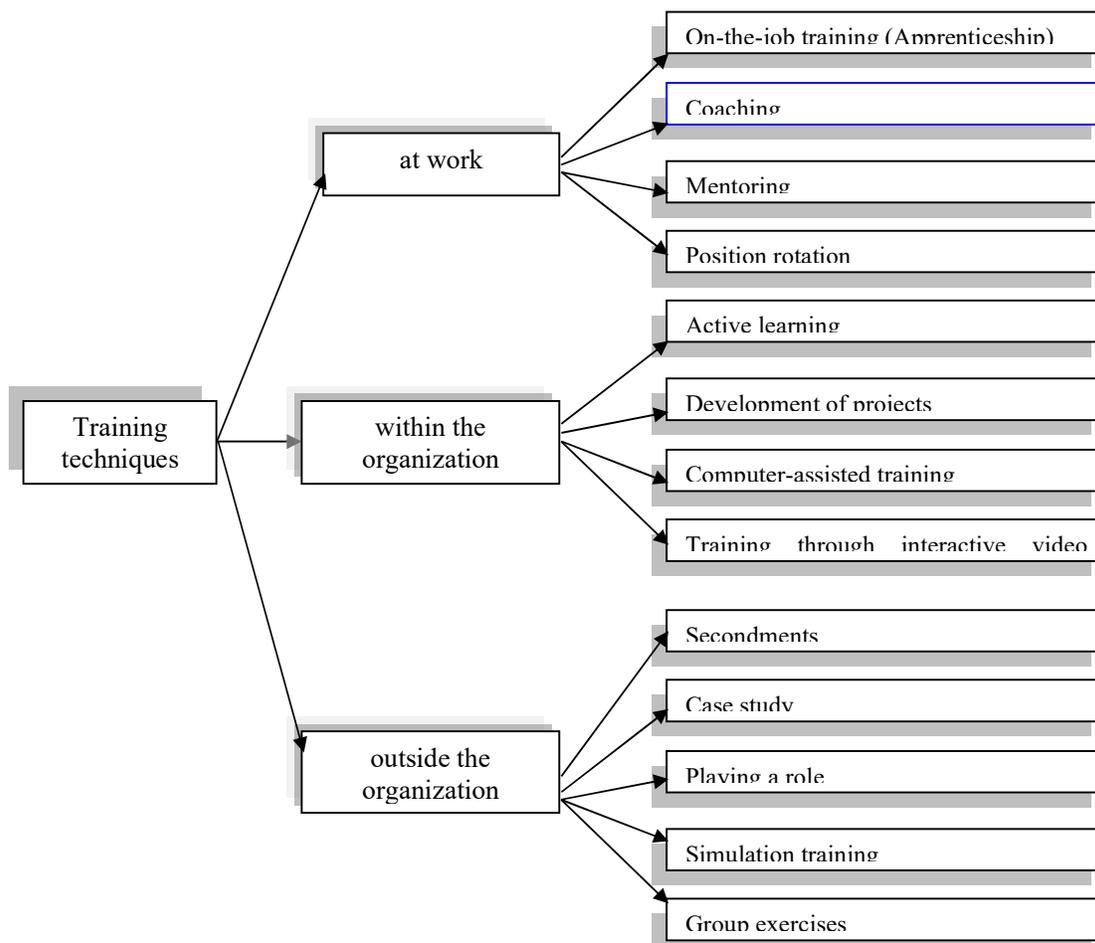


Figure 5. Vocational training techniques

Source: Prepared by the author.

The choice of one or another training technique depends on the knowledge and skills that the person participating in the training must acquire. In this sense, we can distinguish two categories of knowledge and skills:

- General and transferable knowledge and skills;
- Unique knowledge and abilities that cannot be transferred.

If the emphasis of professional training is on the acquisition of general and transferable knowledge and skills, then this can be done outside the organization. If the emphasis is placed on the acquisition of specific knowledge and skills related to the position held, it is appropriate for the training to be carried out within the organization or even at the workplace.

Another aspect that must be taken into account when choosing one or another of the

training techniques is the degree of freedom in learning granted to the students. Some instructional techniques allow learners to use their own resources and learning styles, while others do not allow such possibilities due to the increased degree of control on the part of the learner. For example, on-the-job training allows instructors to maintain greater control over the learning process but limits the freedom of learners to develop their own approaches. Case studies and secondments, on the other hand, represent a happy medium that allows students to gain real-world experience with new approaches.

The place of performance. The professional training of employees can be carried out both within the organization and outside of it. Managers, specialists, or trainers can carry out the professional training of the personnel within the organization, if the respective persons have the appropriate professional skills and a certain vocation and predisposition to carry out this activity. Within the organization, professional training can be carried out at the workplace and outside of it, that is, in specially equipped training centers with qualified personnel.

Professional training outside the organization is carried out when the organization does not have competent personnel to implement certain professional training programs, as well as when it is necessary to obtain new professional qualifications or skills. In addition, training outside the organization is welcome for the development of managerial, technical, and leadership knowledge and skills, especially when the course refers to standard theories and practices that can be transferred from the general to the particular. In the given case, the professional training can be carried out in different specialized educational institutions or in different professional training centers existing on the labor market.

Following the analysis of the place where the professional training of the staff takes place, we can identify both advantages and disadvantages (table 2).

Table 2. The advantages and disadvantages of the location of the training activity

The place of performance	The chosen option	Benefits	Disadvantages
Within the organization	Outside the workplace	<ul style="list-style-type: none"> • Promotes its own sets of organizational norms and standards; • Represents a more cost-effective option. 	<ul style="list-style-type: none"> • The approach to problems can be limited due to the specifics of the organization; • There is a risk that the organization's personnel used in the role of instructor will not have credibility in front of the trained; • It promotes a certain amount of conservatism in work methods.
	At work	<ul style="list-style-type: none"> • The authentic professional context allows the faster acquisition of professional knowledge and skills; • The existence of a direct and precise 	<ul style="list-style-type: none"> • It is influenced by the factors of pressure and distraction that act in the usual work environment.

		connection with the own procedures and with the demands of the job.	
Outside the organization	Educational institutions	<ul style="list-style-type: none"> • Covers general training principles; • Develops the students' intellectual skills; • Complete with obtaining a certified qualification. 	<ul style="list-style-type: none"> • Insufficient practical activity; • Long duration of the training program.
	Agencies or private vocational training centers	<ul style="list-style-type: none"> • Meets the professional requirements of the organization; • Solves the problem of insufficient resources of the organization; 	<ul style="list-style-type: none"> • The content of the proposed courses might not correspond to the organization's requirements; • It could be too costly for the organization;
	Participation in special projects through secondment	<ul style="list-style-type: none"> • Allows the expansion of professional experience; • Provides a relevant way of practicing skills and solving problems. 	<ul style="list-style-type: none"> • There is a risk that the employee will not meet the expected performance; • The difficulty of finding suitable employees for the role of mentors.

Source: Prepared by the author.

As a result, the location of the professional training activity has a significant impact on the students' ability to acquire professional knowledge and skills in accordance with the organization's requirements. All the opportunities for the organization should be analyzed, in case the training takes place outside it, as well as the effects if the training is carried out within it.

Trainers. They play an especially important role in the organization's staff training process. First, the trainers must agree on the training principles and specific issues, as well as identify the action factors for the training within the organization. Second, the trainers participate in research projects and the realization of studies that allow a variety of learning methods. Thirdly, the trainers are responsible for the content and sequence of the material taught within the training programs.

In addition, the trainer must collaborate at a high level with middle-level managers within the organization to ensure that the designed training activities are appropriate and meet the identified needs. This collaboration is also necessary because managers must understand the training methodology applied by the trainers in order to be able to follow its implementation.

In order for the professional training programs to be as effective as possible, it is necessary for the trainers to get involved, more and more frequently, in the analysis of the training needs. It is also necessary to assess the trainers' performance by competent people both within the organization, such as senior managers, and outside the organization, namely specialists from specialized training centers. If the trainee's training is carried out directly at his workplace, the evaluation of the trainer's activity can be carried out by the observation method. For this, it is necessary to develop a form for observing the activity of the trainer that can be applied to the evaluation of his actions.

In organizations where on-the-job training is not carried out systematically, it is

recommended that managers and supervisors fulfill the role of trainer when necessary. It often happens that managers and supervisors, because of the urgent problems they have to solve, interrupt the training program, and the result is not the desired one. In addition, the managers concerned are not very concerned and do not have enough time to prepare adequately and prepare their training material. Thus, the effectiveness of the training program is much lower than if an instructor is used, even with a part-time work schedule.

Implementation of the training activity

In the research process, it was found that many staff training programs are developed for the long term, and, because of this, they can become ineffective if they are not based on short-term plans. It is possible that the skills needed by employees in a certain field of activity cannot be included in a project lasting longer than five years.

Therefore, to avoid such problems, the organization must:

- Encourage employees' initiatives related to expanding their professional experience, by acquiring new knowledge and developing new skills, both inside the organization and outside it, by participating in different programs; encourage employees' initiatives related to expanding their professional experience, by acquiring new knowledge and developing new skills, both inside and outside the organization, by participating in different programs.
- Stimulate the professional training of employees through different forms of motivation: internal and external. Internal motivation consists of the employee's commitment and interest in enriching professional knowledge and skills. External motivation results from additional rewards for the ability to perform tasks that are more complex and assume greater responsibility. Therefore, employees want to learn when the results are important for them, not only from a material point of view but also from the desire to know and to obtain a certain status.

Professional training must be strictly correlated with the needs of the organization and carried out at the appropriate time.

Another aspect that must be taken into consideration in the process of implementing the professional training activity is related to the content of the professional training programs focused on different categories of employees. For this, it is necessary to apply sectoral professional training programs aimed at certain groups of employees, such as managers and team leaders, sales staff, office staff, executive staff, etc.

When it comes to the implementation of manager and team leader training, the emphasis must be on on-the-job training, whether through mentoring, projects, or planned work. This can be supplemented, but not replaced, by off-the-job training. The latter is beneficial for enriching the knowledge held, for developing additional professional skills, and changing attitudes.

Therefore, the professional training of managers must be seen as a continuous process. Training programs for managers and team leaders should be designed as ongoing activity at all managerial levels to avoid loss of interest and promote the gradual development of leadership skills as conditions change and new work experiences arise.

The training program must be continuous; there should not be long periods in the professional life of the sales employee during which training is missing.

For the most part, the top management of organizations attracts less attention, thereby underestimating, in a way, the training of administrative and office staff. Moreover, this can be an important factor in decreasing the efficiency of the organization as a whole. In order to avoid such problems, the administrative and office staff must be motivated by the organization's top management for the continuous training and improvement of this category

of employees. The top management of the organization must be aware of the fact that employees who have development potential should not stagnate within a single post or subdivision but be offered the opportunity to improve themselves in order to assume greater responsibilities.

In the case of executive staff, the emphasis is on technical and skills training. In the given case, the training programs are quite varied, resulting from the specifics of the activities to be carried out as well as the technological equipment applied during the performance of the work tasks. The senior managers of the organization must provide technical and skills training programs for employees whenever new technologies that require new knowledge and skills will be implemented in the organization in order to apply new work methods specific to the new technologies. If the introduction of new technologies in the organization does not precede professional training programs for those employees who will have to apply them, the efficiency expected by senior managers will leave much to be desired.

The post-training period plays an essential role in the success of any training program. Post-training is important because it aims to establish whether the expected standard is actually applied in his work. The performance standard for the employee's work is reached when he manages to effectively apply, at his place of work, all the acquired knowledge. For the most complete application of the accumulated knowledge, the employee needs the help of the manager or his immediate superior. The manager or supervisor has an essential role in this process and must be able to act in such a way that the employee feels the importance of the knowledge and skills acquired during the training.

Therefore, the professional training activity is considered a key element in achieving the organization's objectives and competitiveness in relation to competing organizations. That is why the management of the organizations should not neglect the professional training activity, but it should be seen as a primary activity because, depending on how it is approached, the success of the organization will also depend. In order to develop the activity of permanent training within the organization, it is necessary to change the perspective of senior managers in domestic organizations in which training is not treated as an expense but as a long-term investment in human resources.

5. Conclusion

In all fields of activity, the professional training of employees has become a requirement of the period in which we live. If in the past people who acquired a profession or trade managed, based on the knowledge accumulated during school, to exercise it throughout their lives, today the knowledge expires very quickly, which leads to non-performance rather than performance on the part of the respective employees.

The existence of employees who no longer manage to keep up, on a professional level, with the changes taking place in the way of carrying out activities in the competitive economy is a problem that concerns more and more organizations. In the organizations of the Republic of Moldova, training and professional development activities are perceived as a necessity, but they are not yet a priority. In the current period of rapid change that organizations in the Republic of Moldova are going through, training and professional development must become a continuous and organized process that takes into account all the changes that take place in organizations as well as any external challenges that could affect the subsequent activity of the organizations.

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