HUMAN RESOURCE MANAGEMENT APPLIED TO TARGET GROUPS OF EUROPEAN STRUCTURAL FUNDS PROJECT

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Abstract. European structural funds projects for human resource training involves managing personal data and specific data, based on different criteria, depending on the project structure. One problem of the manager of such a project is getting the database with a high level of accuracy, given that these data are, usually, manually introduced. There are some other problems depending on type of human resource: experts enrolled in project or target group.

Independently of human resource type involved in such projects, data are interconnected and, almost all the time, there should be done some statistics. Present paper is focused on a computer aided approach of human resources management (in particular the target group) in such projects.

Keywords: human resource management, European structural funds, target group, evaluation

1. Introduction

Human resource management can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations [1].

Human resource management can be considered a whole of components that are or aren't interconnected (figure 1).
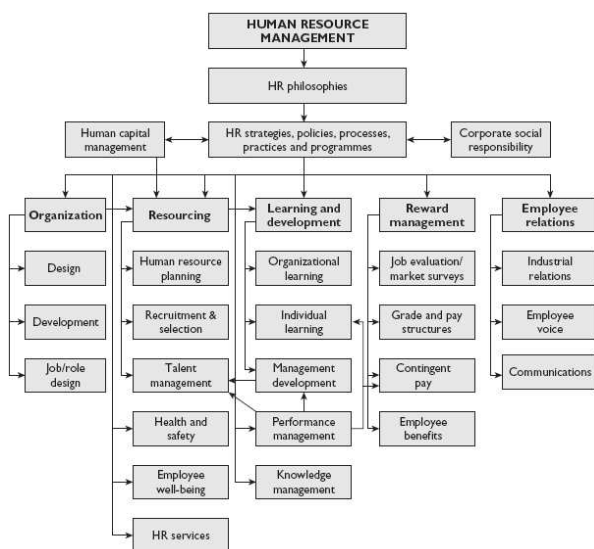

Figure 1. HRM system [1]

European structural funds (ESF) can be developed on many axis oriented on developing human resources, retraining of some specific groups or training of trainers on some fields. The axis 3 of ESF project is oriented on "Increasing adaptability

of workers and enterprises" and the direction 3.1 is focused on "Promoting entrepreneurial culture". These projects involve a lot of human resources, starting with the large number of experts involved to a very large target group.

Management of human resources in such projects is very complex and similar to that in small enterprises, involving recruiting, interviewing, employment, assessment and debriefing. Projects focusing on the development of certain skills have quite large and diverse involved human resources (HR) (figure 2).
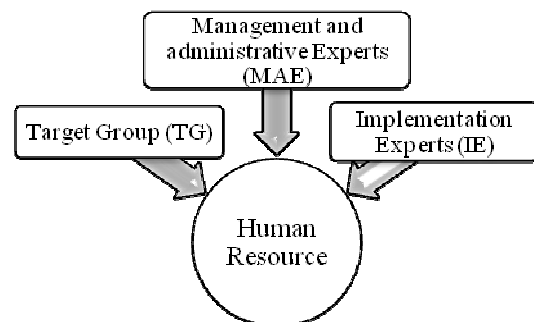

Figure 2. HR involved in human skills development projects

As it is shown in figure 2, the human resources in such projects are very diverse and can't be identically treated also because there are different necessary documents, or actions, etc.

The main problem is to manage this database and to be able to create the financial-technical report, which is the base for reimbursement request.

In present paper are presented some computer aided instruments [2] that can be used in create and manage the human resources database. All the data and examples presented in this paper are real data from structural founds project *Edu-Antreprenor* project no RO POSDRU/9/3.1/S/9.

In such projects the management team has to deal with the following aspects regarding HR: get data from registration forms, distribute students on organised courses, identify the criteria for evaluation, implement an electronic form for activity reports for short and long distance experts and generate, based on activity reports, timesheets for all experts.

The simplest way to manage, to communicate, to verify the activity of TG in a project is to use the long-distance system for courses and to implement those courses on an eLearning platform. For the European Structural Founds (EFS) project *Edu-Antreprenor*, all courses were implemented on a Moodle platform. This platform was used in: communication between tutors and students, between management and student/ tutors and, of course, for courses. Each student or tutor's activity was closely managed, thus the management team was able to take some decisions: exclude some students, with no activity on eLearning platform, start some contests, or interfere between tutors and students on some aspects regarding schedule of the course or presence to them.

In the following are briefly presented some computer aided documents used the aspect regarding target group/ students.

2. Registration form of target group

This section presents one way to manage the target group (TG) of such a project. Because these types of projects are oriented on skills development, TG will be called students.

As it was mentioned above, regarding TG any manager should create database regarding: registration forms, interviewing, course distribution and implementation of courses' assessment. Some of the data should be obtained before the students are declared part of the target group of the project (before the final result of the interview). Thus, there cannot be used the options offered by an eLearning platform, because the students are not yet part of the project so they do not have yet a username and a password to access the platform.

First step is to obtain the database of the potential students. The main problem is to be able to obtain an accurate database, started from a form given by the Management Authority (AMPOSDRU). This form contains personal data of the student, level of education, status in labour market, belonging to a vulnerable group. All these data are requested by AMPOSDRU in an imposed Microsoft Excel file.

The simplest way to get some accurate data is to implement, on the promoting site, the registration form. This can be done by programming in Asp.net or to use the options that Google gives in GoogleDocs [3]. For the mentioned project was chosen the second option. Thus, Google offers the opportunity to create a form (figure 3) that can be distributed by email or implemented on a website and the sender gets a spreadsheet with all data (figure 4 – it is shown an example, data from the mentioned project being confidential).

Figure 3. Registration form implemented using GoogleDocs Form-option

As it can be seen in figure 4, the result is a spreadsheet similar to Excel, on which is applicable any excel function. In addition these spreadsheets can be imported in a Microsoft Excel file.

Using the free options offered by Google the basic data from the target group were obtained with a high level of accuracy and minimum effort.
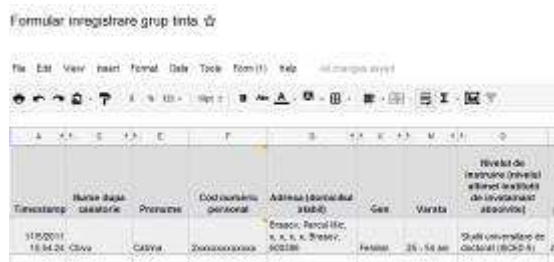
Figure 4. Spreadsheet generated based on registration form implemented using GoogleDocs Form-option

3. Interview and selection of desired courses

The interview is the most frequently employed tool for selecting personnel. Because recruiters consider interviews are more reliable for hiring decisions, they place more confidence in the interview than any other means of selection [4].

The interview is always conducted by an expert in personnel selection. There are some steps of an interview, depending on the purpose. For an entrepreneurial skill development project the targets were to indentify if the students have or don't entrepreneurial skills, if they desired and have courage to initiate a business. In *Edu-Antreprenor* project, the interview had two steps: complete some specific questionnaires and face-to-face interview. At the end of the interview the students were asked to classify a set of courses based on the requirements.

The first step of the interview involves a lot of data. To minimize errors caused by manual entry of questionnaires' responses, these instruments were implemented using the same Google Docs – option form (figure 5). Using this option the selecting experts were able to process all data quicker and with a minimum of effort.

4. Evaluation of courses

In the EFS project *Edu-Antreprenor* was developed an eLearning course template, which was implemented and adapted to each course.

To be able to concept this template management team of the project, together with the high education experts involved in the project analyse the concept of eLearning and the new methods of teaching and assessment used in the world.

Thus, modern teaching methods and, therefore, eLearning were changed from an instructor-centred to a student-centred model [5]. In the first model, knowledge and information are transferred from the instructor to the student, while the constructivist model mainly focuses on the learning process, and the aims of assessment in both models are different.

Figure 5. Pro-activism Questionnaire implemented using GoogleDocs Form-option

Assessment in instructor-centred model is used to tell students about the level of their achievement or grading students, but in the student-centred model, assessment is used to diagnose learning problems to find a way to solve it, and promote further learning [5].

There should be known that there are two types of assessment: summative assessment and formative assessment. Summative assessment is an assessment used for grading and telling students what they have achieved. It can be used to assist the learning process by providing feedback to the student, which can be used to highlight areas for further study and performance improvement. The other type of assessment "formative assessment" is used to promote learning. It is designed to provide feedback to the tutor. Time and feedback are essential parts of the student-centred assessment.

In addition to all these pedagogical aspects, the TG of a project can be vary varied, students may have different training levels and in different fields. For example, in *Edu-Antreprenor* project, the TG was formed as it can be seen in figures 6 and 7.

In figure 7 the abbreviations signify:
ME – Mechanical Engineering; EC – Economics; EE – Economical Engineering; IE – Industrial Engineering; LLS – Law, Literature and Sports; CEET – Computer Engineering, Electronics and Telecommunication; PPS – Psychology Pedagogy and Sociology; SWE – Sylviculture and Wood Engineering; MI – Mathematics and Informatics.
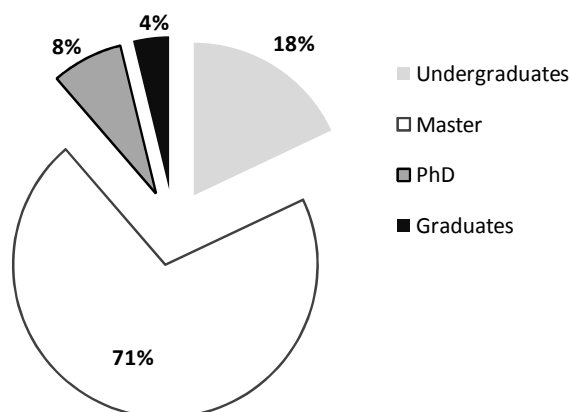
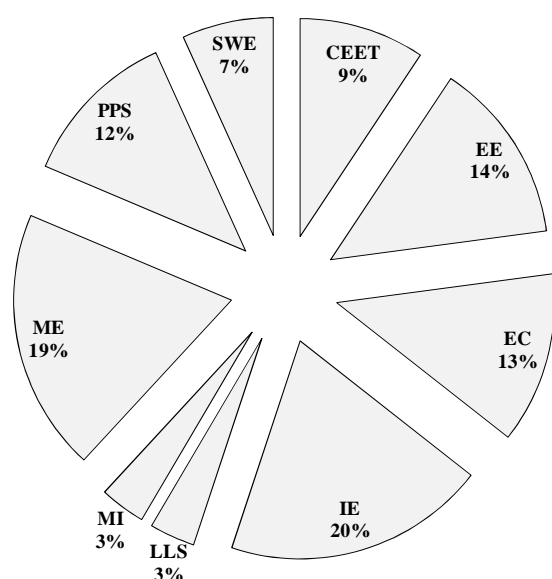Figure 6. Training level of TG in *Edu-Antreprenor* project

Figure 7. Fields of TG in *Edu-Antreprenor* project

Besides this diversity of fields and training levels, all the students involved in the project were undergraduates or graduates of day courses; thus, the long-distance system was new for all of them.

Evaluation questionnaires were implemented on eLearning platform of the project, for each course. The results of these assessment instruments helps the management team to evaluate the tutors and teaching process, but also gives some important facts regarding the needs and expectations of students involves in such projects and also reactions relative to long-distance education from a daily-course students. The result of evaluation allowed both the management experts and teaching experts to underline the aspects considered, by the students, as the most appreciated and important (figure 8).
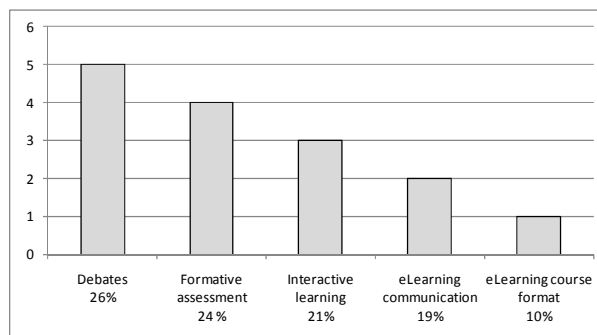

Figure 9. The most important teaching aspects resulted from evaluation in *Edu-Antreprenor* project

5. Conclusions

Human resource management in European structural funds projects involve managing a relatively large number of people from different categories (target group, different types of experts, etc.). Generating database with a high level of accuracy and with minimal effort, implies a continuously use of all informatics resources currently available. Implement electronic forms, questionnaires, launching some competitions, implementation, eLearning courses in the system, allows all participants to focus on goals and not on draw up documents.

Acknowledgement

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