

**”Lucian Blaga” University of Sibiu**

***THE MANAGEMENT OF RISK IN THE  
TRAINING OF THE HUMAN  
RESOURCES***

**PhD THESIS**

***-summary-***

**Scientific advisor:**

**Prof. univ. dr. ing. Doina Banciu**

**Author:**

**Eugen Nicolae Rotărescu**

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## INTRODUCTION

Risk management has emerged since the establishment of human communities, developing gradually and difficult itself. Over time it has been made a huge leap from the acceptance chance to identify, assess and control the occurrence of unwanted events, prevent threats and exploit opportunities through scientific risk management actions.

**The distinction between hazard and risk** was absolutely necessary, especially since there was a general trend, even in ordinary circumstances, to consider them as synonyms. While **hazard refers to the production of a specific event and unwanted**, the risk is an abstract concept, which defines the positive and negative consequences of an event.

**Risk is both a numeric value and an attitude of scientific evaluation**, prevention of unwanted events, mitigation, acceptance and monitoring of probabilities or consequences of occurrence. The product of the possibility and consequences size correctly identifies the specific risk. In the practical management of organizations it is too little known which the value is of risk management. In fact this represents the inability of managers to quickly that **risk management is a fluid and dynamic process**. Research and argumentation thesis covers both these topics, as well as other relevant concepts on managing specific risks of human resource training.

The issue that crosses and connects the entire contents of the thesis concerns and answer questions such as: *What is risk management? What are the approaches and new trends in risk management in the knowledge society? How it is regulated by the Romanian and European legislation, as well as in the literature the idea of human resource's establishment and which are the associated risks? etc.* These problems have been treated extensively in its argument, concluding that risk management in human resource training is a cyclical process that must be generated by the organization management, human resources specialists and other applied in policy and strategy organization, from this domain, in order to identify, analyze and evaluate potential events that may affect its objectives and goals and to take appropriate measures to control risk within the tolerance and appetite for risk decision-makers.

Another problem solved and linked to previous ones was a response to questions: How can we model and stimulate the risk in human resource's establishment? What new contributions can be brought to this domain?

Basically, the answer to these questions is found in the my thesis by applying in the domain of human resource's establishment methods and specific models of risk management and consist mainly in using a specific mathematical and simulation tools of quantification, but also risk management products such as Microsoft Excel, WinQSB, SPSS 16.

Another important topic of the thesis was to answer the question: **Why implement risk management in human resource establishment?**

From the remarks brought in the thesis, it can be supported the idea that the risk management, in the establishment of human resource, ensures to any kind of organization the process needed to become more proactive and more rigorous in the assessment and administration of uncertain and risky

situations in the establishment of human resource. In this context, risk management through the establishment of human resource is the main force to prevent and to control risks associated to human resource creation which is meant to protect, maintain and develop human resource skills and behaviors in accordance with organizational and individual needs of those involved in the initial and continuing training.

On the basis of this idea, I built my thesis in two main parts:

### **1. The theoretical part**

This part includes the state of knowledge in human resource and risk management establishment, specific to this activity, as well as issues processed, interpreted and the conclusions of the thesis, the author reached in an individual manner.

### **2. The practical part**

In this part there are presented:

- a. Analysis and personal opinions, new concepts and types regarding the risk and how to manage it in human resource establishment.
- b. Investigation, research and identification of risks specific to human resource development: the ongoing establishment of a human resource in a public institution; couple of risks regarding the continuous development of policemen; the main risks associated to a training program; specific risks specific to anti-corruption development of human resource in police stations; main risks specific to a training program regarding the anti-corruption development of human resource.
- c. To put into practice some quantitative methods for decision making under risk and uncertainty in human resource establishment, as: methods of decision making under risk conditions; methods of decision under uncertainty conditions; PERT method and the analysis of critical path (Critical Path Method); linear programming method; methods of multiple decision in human resource establishment; applying the concept of entropy in the training/education of anti-corruption resource; chaos theory applied in the study of continuous process of human resource establishment; development of a practical application in the County Police Inspectorate from Sibiu, on the staff perception regarding the corruption acts, the risks and vulnerabilities involved in their anti-corruption development.

*The present PhD thesis combines in a balanced way the theoretical aspects approached in the speciality literature, personal opinions and in the same time the author's reflections emerged from his professional experience of more than 30 years in the managerial activity.*

### **Argumentation of thesis approach:**

#### **RISK MANAGEMENT IN HUMAN RESOURCE'S ESTABLISHMENT**

Risk management is an element of internal control system of an organization, through which significant risks are found within the organization, the ultimate goal being to keep these risks to an acceptable level. In human resource management training risk management demonstrates the ability of experts and trainers in this area of responsibility to manage risks in certain specific circumstances, and in a manner that supports human resource objectives and ultimately to organizational objectives.

The chosen theme is very topical and important as managing any organization, regardless of its type has to face the challenges of the business environment of the new market economy in Romania particularly influenced by the impact of globalization, economic dynamism and the evolution of the system of global economic crisis.

Under these circumstances, risk management in human resource training should be directly involved in the rigorous application of the principles and techniques for specific identification, analysis, evaluation, and in particular, the Risk Management Strategies in response to organizational environment governed by challenges of uncertainty and risk.

The impact of the unfolded research made to develop the thesis has become major for analyzing the current state of initial and continuous training of human resources, identifying areas, causes and risk factors, the capacity to implement specific strategies and techniques management, as well as to provide immediate solutions, concrete, and generally available in clarifying issues, of course, not claim to solve all issues of risk management in this area, given the complexity and insufficient approach themes in literature. General issues referred to in the thesis led us to rest upon a few reasons and objectives formulated specifically relevant to the subject matter.

### **Project's purpose**

Providing an extra knowledge, theoretical and practical in risk management, and other organizations responsible for management of initial and continuous training of human resources to manage acceptable limits, threats and vulnerabilities associated with the training activity, recovery and performance opportunities and improve their skills in human resource work.

**In achieving the purpose and thesis preparation there have been prevailed important objectives and reasons, as follows:**

1. in a world of change in the knowledge society and management based on knowledge it was required to emphasize the character prediction, proactive risk of management and prospective human resource establishment
2. highlighting the presence of risk also in the human resource establishment, the necessity to define as comprehensive and rigorous as possible of risk in this area, together with identifying, analyzing, evaluating and managing significant risks associated with this important work of organizing management
3. it has been felt the need for the enhancement of risk management through modeling and simulation, combined in a balanced manner, using qualitative and quantitative methods of analysis, evaluation, treatment and monitoring of specific risks of human resource establishment
4. the need for methodological and practical solutions for human resource training officers, including police institution, to prevent corruption in its own structures, through risk management training/human resource anti-corruption training

## **Thesis's objectives**

The objectives are specific to the two stages, in which the thesis is structured:

### **1. theoretical part** including:

- a. Analysis of current and foreseeable trends which amplifies the role and place of human resource organization in XXI Century Modern
- b. new approaches for the management organization in the knowledge society, of an organization which learns the management based on knowledge and other trends foreseeable in the future organization
- c. aspects of goals, policies, strategies, plans, programs and stages of initial and continuous establishment of human resources
- d. conceptual and practical approaches to risk and manage its human resource training
- e. models of education process and of continuous establishment at work of human resource
- f. the role of risk management in the establishment of human resource in the modern organization
- g. risk modeling and simulation issues in human resource establishment

### **2. practical part** including:

- a. defining the risk in human resource establishment and activities specific to this risk category
- b. developing risk management model in human resource establishment
- c. establishing the zones, causes/risk factors of human resource establishment
- d. rules for the identification and description of risk in human resource training
- e. applying rules, methods and techniques for identifying specific risk of initial and ongoing human resource (in a public institution, training of police, risks associated with a training program, some specific risks in training/human resource training of police corruption, risk-specific training program training/training of anti-corruption of human resource)
- f. carrying out practical applications in human resource training by adapting specific qualitative and quantitative methods of risk management
- g. risk modeling and simulating specific for human resource establishment in the use of mathematical models and computer products
- h. general assessment of human resource establishment and especially in Sibiu County Police Inspectorate, regarding the regulations in relation to training, their examination and also with their results, as well as measures to improve the skills of police staff
- i. applying a questionnaire regarding the perception of police on the seriousness of corruption in Romania and in its own structures
- j. contribution and implications of anti-human resource establishment in reducing crimes of corruption committed by police and other citizens in civil society, as well as reducing the number of those involved in this kind of facts



## **Expected results**

To draw conclusions on theoretical and practical knowledge of risk management issues in human resource establishment, including training/human resource training anti-corruption and providing practical solutions and methodological applications to those responsible with the human resource establishment.

## **Thesis structure and volume**

The thesis is divided into six chapters, their content being presented on 272 pages, 111 diagrams, 70 tables, 36 mathematical relations, 5 annexes, 284 references and for the application in SPSS 16 it has been used data provided in the questionnaire application.

As a result of the general idea of the thesis, I presented partial and personal conclusions, aiming the synthesizing of concepts, opinions and solutions outlined in my thesis of scientific research, as well as the application of risk management in establishing (including anti-corruption training) of human resource in Sibiu county Police Inspectorate.

## **Content of work**

In pursuit of my PhD thesis I investigated, on one hand, a broad and representative bibliography, with different points of view identified in the literature on risk management, and human resource training, on the other hand. The endeavor was to identify connections between the two concepts and their integration into practice and to obtain conclusions, solutions and proposals that support the training of human resource management in a modern organization.

**First chapter. *New approaches for the management of organization in the knowledge society*** starts with the general presentation regarding the continuous change and the characteristics of society base on knowledge, also called knowledge society, where changes are more consistent in several major areas and succeed in a fast pace, offering an insight into future challenges and the impact it will have on the existence and activities of organizations.

Thus, I highlighted the major trends which affect individuals, organizations and society: the transition from an industrial society to an information type, the state of the art complex at its use in a personalized manner, from an organizational hierarchy to an employment network sharing ideas, information, and resources.

Today, in the XXIst century, we're in a phase of knowledge revolution whose result is "knowledge economy" and performance, where wealth and power arise mainly from intangible intellectual resources. Specialized human resources in the near future will be the resource key, and highly qualified professionals will be equal to the owners and not to the employees of their organizations. Specialists and owners of capital will be the new capitalist class of the future knowledge society.

**In the same chapter** I have emphasized the role of information, of knowledge and of management based on knowledge as essential elements of learning organization and human resource

establishment from a systematic perspective in a very dynamic and complex environment in which integration for training strategies become mandatory in the XXIst century.

In this regard, I underlined in my thesis the idea that in order to survive and develop, the organization of XXIst century must suffer necessary and useful improvements in scientific **RISK** management, which can lead to attainment of organizational goals, including the source of human resource establishment. This involves:

- **to train and improve human resource** to use the information about risk in taking the decisions, in all activity fields
- **to use the risk** in order to improve the whole organizational activity and to meet the expected objectives
- **to implement the risk management** by managing the inherent and residual risk, by establishment of monitoring, review and risk communication etc., including human resource establishment
- **organizations must be transformed into an agent of change** and consider change as an asset, not as a threat by taking into account the factors that drives knowledge management and risk management to the establishment of human resource
- **a new type of management**, designed to manage change and risk to create a competitive view, viable for competition, meant to increase innovation, creation and performance of human resource

Change is generating knowledge and operationalised knowledge is generating change that emphasizes renewal, including uncertainty and risk. Renewal, the crushing uncertainty and risk management can not only gain knowledge through.

Change and knowledge covers all organizations and that is the reason why the future organization will have to take responsibility for understanding, assimilating and managing foreseeable trends characterized mainly by risk and uncertainty.

In the future, **the rate at which people and organizations learn may become the only sustainable competitive advantage such as to ensure wealth and power of modern organization of the future.**

In the **second chapter** I dealt with modern concepts of initial and continuous training of human resources, the main provisions set out in the Romanian and European legislation in this area, types of strategies and policies, principles, models and stages of training, design, implementation and plan and program evaluation of human resource establishment.

In this chapter I started from the evident trends that the organization will be facing in the XXI century, presented in the first chapter, for which I have mastered the literature approaches, where vocational training or education is an initial and continuous process of learning through which individuals appropriate themselves new skills and knowledge which help them in exercising the new job.

Effective training – initial and continuous – is an investment in human resources of the organization, medium and long term effects, both types of training will help increase performance in

working to improve quality by reducing errors and results in the production of goods and achievement of services. Since learning processes offers a variety of organizational objectives, this thesis is meant to distinguish between the initial and continuous training.

The **initial training** ensures each person an increased volume of general and specialized knowledge, the process being carried out both in specialized educational institutions and in organizations.

**Lifelong learning** is closely related to developments that print technical progress, changes in knowledge, obsolescence of those acquired in school, competitive environment etc. This implies the need to increase training for all levels of personnel, their professional competence and opportunities to move from one profession to another.

I also stressed out the importance of lifelong learning as beneficial for both organizations and for human resource, especially in the knowledge society where lifelong learning is a new phase, determined by the processes designated by the generic:

- **innovation** (creating new knowledge)
- **learning** (assimilation of new knowledge) and
- **partnership interactivity** (referred knowledge)

The society based on knowledge a comprehensive program of education, understanding the dimensions of the forming of human resources in the most important skill areas such as:

- **specific skills** (identify and validate sources of information, analysis and presentation of information, organization and memory storage and availability of information etc.)
- **skills related to communication** (speaking and communicating in writing in a foreign language, communicating through image and sound, techniques of instructional and informational communication)
- **skills related to management and organization** (secretarial techniques, marketing, commercial and micro management techniques, planning and project management techniques, diagnostic and evaluation techniques, human resource management and engineering techniques etc.) and
- **general skills** applied in political science, law, economics, sociology, cognitive science, mathematics, statistics, engineering sciences

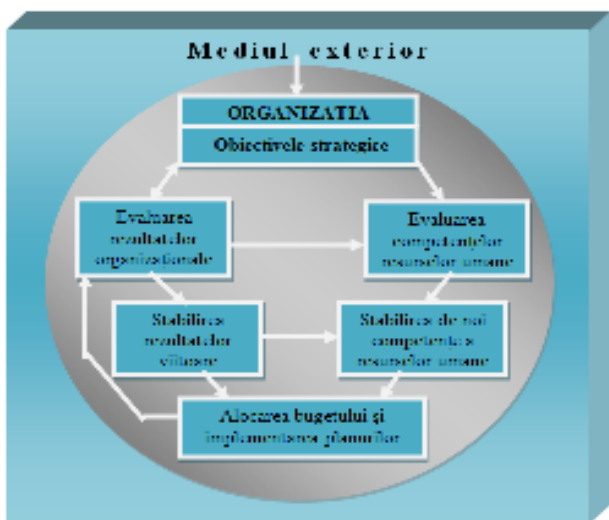
Initial and continuing training objectives of an organization are included in organizational policies and integrated strategies and their functionality will be accomplished through rules and procedures established by organization management.

The importance of correlation and subordination of initial and continuing training objectives, policies and strategies of the organization, existence, mail and parallelism between training activities and strategies of the organization, constituted a distinct approach to the thesis content.

In line with the approaches in literature I decided that modern organizations should usually adopt a **principal and a complementary strategy** in human resource establishment and development so that

success is guaranteed even under extreme and dramatic transformation. A simple scheme for the stages in human resource strategy is presented in the model below:

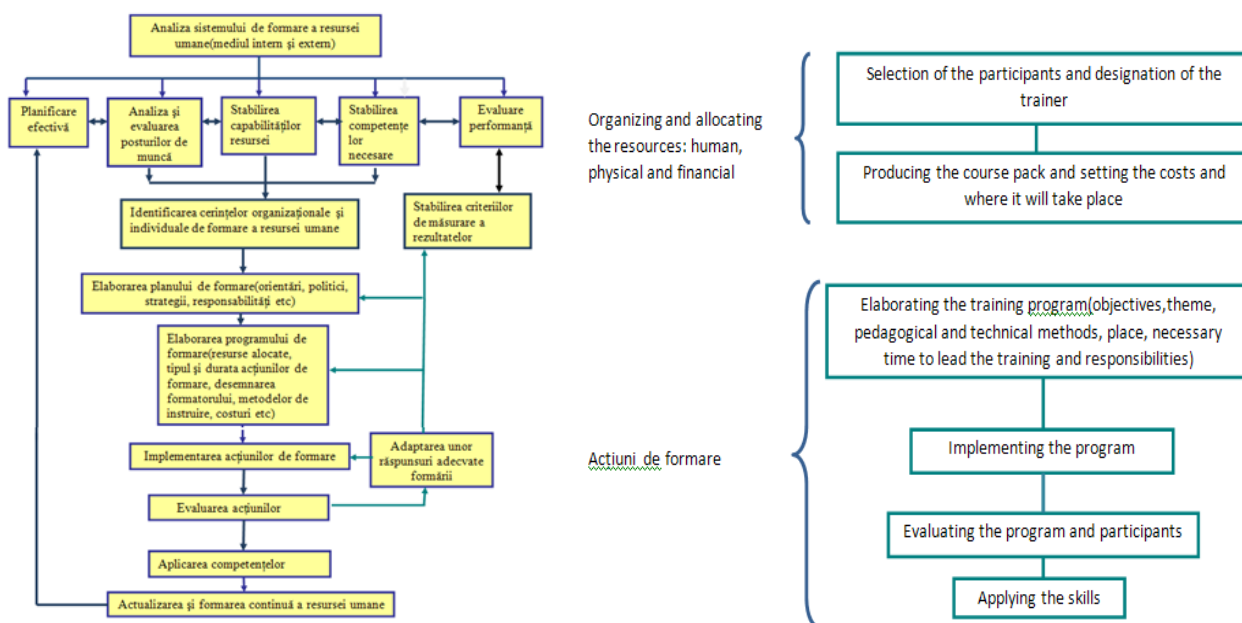
The scheme starts with the assessment and planning of organizational performance, while human resource assessment, planning and enhance plans and programs for all organizational activity, including human resource establishment. Stages of forecasting, of evaluation and planning of human resource establishment that organization will need, conclude with the necessary financial allocation and implementation of planned activities.



Feedback is provided by a new evaluation, a new confrontation with environmental requirements, after which the cycle repeats. Obviously, different types of strategies regarding the establishment of human resource corroborates with the general strategy of organization, namely ensures the consistency between organization's strategic objectives with those concerning human resource

establishment.

**Human resource establishment can not have a strategic dimension, namely an action relevant horizon, if not aimed at a medium and long term effect. Therefore, any organization develop its training strategy of human resource establishment through appropriate training plans and programs that are part of these terms in practical and operational aspects of training for the organization and individual needs of participants involved in this process. Developing a training plan is a complex process involving several stages, according to the model:**



Annual training plan is put into practice through training programs that can be divided into modules that include the following main elements: objectives (knowledge, skills, abilities, skills etc.), Time, number of participants for a series or cycle training, trainer, theme or content, methods, techniques and means, materials preparation and logistical criteria for assessment of training program.

This program should ensure the acquisition of professional skills relevant to occupational standards. The standard of jobs is the instrument that specifies the competitive units and quality level associated to activities included in an occupation, nationally recognized, approved by the Council for Occupational Standards and Certification, according to regulations.

In chapter 2 of this thesis, a special place was targeted by the enforcement of Guidelines No 363/2002 regarding the continuous training of staff in the Ministry of Administration and Interior, as well as studying, research, diagnosis and ongoing evaluation of human resource.

Some considerations are so relevant that need to be highlighted:

- **police training and human resource development** is the process of ensuring, through the medium and long term learning of knowledge and necessary skills, not only in response to the current requirements of the job, but as a continuous adaptation to environmental changes and developments in a busy and challenged environment
- **police initial training** is conducted in order to acquire knowledge, skills, abilities and skills necessary to meet first career positions
- **the initial training process** takes place in schools of Ministry of Interior, separately for officers and sergeants on the of occupational standards, which include units of competence that students must acquire during their studies
- **ongoing professional training** will be accomplished through: *training organized by units; training provided by specialized educational institutions and self planned training*
- **the evaluation of training process** aims and measures distinct indicators in educational institutions and specific to training programs in work units
- **ongoing training system of staff** from Sibiu County Police Inspectorate includes training programs organized by the inspectorate through separate training programs for police officers, police staff and contractual personnel
- **continuous training** is organized and carried out to determine the training needs, and the levels at which those needs are identified happen for each worker, each department and for each sub-unit
- **individual training needs** of staff shall be determined by the immediate bosses, on the following basis: the job requirements, tasks involving personnel, potential for promotion
- training takes place through: *categories of training programs, mentoring activities and professional tutelage under the guidance and direct monitoring of supervisors, additional training programs*
- **provisions of instruction aims at the common responsibilities of different components in the training**, skill levels, the role of Human Resources Management and specialized structures.

However, Human Resources Management Department is only responsible for the management of training and continuing compatibility, granted or required by the general inspectorate according to the directions of specialized applications. The latter seem to be today, the real decision makers in training. From this perspective, it is appreciated the fact that the instruction 363 / 2002 may be amended within the meaning of the policy stipulation leadership training Human Resources Management, and no other structures of the Ministry of Interior or the Department of Inspection Specialist

- **the continuous training of police officers do not have serious deficiencies.** In the field of personnel training there is a good experience, rooted in professional and organizational culture. It aims to professionalize the police through specialization, which is valid for initial training.

***What disadvantages can have professionalization through specialization?***

We believe that professionalization through specialization breaks the capacities and creates fields of competition that are likely to impair its effectiveness. To further reduce this effect, would be desirable to plan and execute compulsory internship training of all personnel destined, whatever unit the policeman belongs to, the unifying feature of such training is in fact a priority, especially in combating the traffic of drugs and stolen cars, in juvenile delinquency, in ethics and professional behavior of all staff.

The objectives of evaluation and proposal concerning the continuous training that must accompany both level and change of rank or weapon requires trainers to establish the knowledge required for each professional degree. In police, the ranks serve to formalize the structure of hierarchical levels, in determining the level of skills and, therefore, the levels of training must accompany the defined ones. From this point of view, the functioning of Romanian Police unrest this scheme, as far as grades and functions are not necessarily consistent, that means that police officers with lesser degrees are appointed to higher positions without the necessary competence employment of this function, which led to a reduced efficacy of police organization’s objectives. Therefore, according to formalized requirements for degrees and functions there can also be set out types of skills and responsibilities, as well as conditions for the advancement in rank.

Optimizing learning in specialized field won’t be done through an accelerated specific training which is meant to fill out and to update policemen knowledge and professional skills. This request may be based on the starting axiom: specialization = professionalization = effectiveness.

To those found in examining further training of police, I think that some specific risks that may affect the continuing education of police might have been identified, both at managerial and executive level:

**Table. Some risks concerning police training**

Crt. No	Risk name	Impact	Proposed resolutions
1	Lack of consistency between initial and continuing training	Low professional skills and effectiveness	Constant collaboration between the educational institution of Ministry of Interior and competent structures responsible for police’s continuous training
2	Professionalization through specialization of police in detriment of achieving the unifying	Too emphasized fragmentaion of skills and the establishment of new competitve fields	Linking unifying function of specialization training through internships mandatory training

	function of their ongoing training		for all staff
3	Inconsistency between type and level of training with the requirements of the degree to formalize teh hierarchical structure and functions	Failure to fulfill duties	Establishing the type of training instictually for the two bodies (police officers and agents) and the level of training for different levels and ranks
4	Inadequacy or unsettling of knowledge skills, etc., and behaviours required for each ranks and function	Failure to exercising the function set for each rank granted to the policeman	Establishing training needs according to requirements specified in the job description of each policeman
5	Focus on local issues in police training and mismatching moulding of the existent problematic situation and moved from Europe to Romania	Lack of capacity to action of romanian policemen towards the europeanization of crime phenomenon. Damages brought to Romania and its citizens	Adaptation of initial and continuing training of romanian policemen to the needs of domination and control over the crime phenomenon moved to our country
6	The incapacity to pervade in the professional training system of elements concerning the european police cooperation (exchange of information as soon as possible, single or interoperable procedures in certain ares etc.)	Lack of knowledge and inability to act jointly with the police in European contries	Romanian police training in schools abroad, meetings, symposia, joint actions in identifying and catching criminals, etc
7	Absence or ambiguity of evaluation indicators of initial and ongoing training of policemen	Not knowing the capacity of response in practice of the beneficiaries of training	Setting targets and indicators for assessing individual and mutual instructive programs of police

The last part of chapter 2 is devoted to human resource training process, exemplifying of requirements, skills and levels of needs analysis, methods and sources used to determine training needs, as well as a specific methodology of human resource establishment. We also addressed two types of models: models of the process of education and training models of human resources identified during doctoral research.

In the first category were presented the main models of the learning process, as: **interactive model, systemic model, information model, cyber model, communication model, logocentric model, empiriocentric model, ethnocentric model, sociocentric model, educational model, psihocentric model, model training situations, etc.**

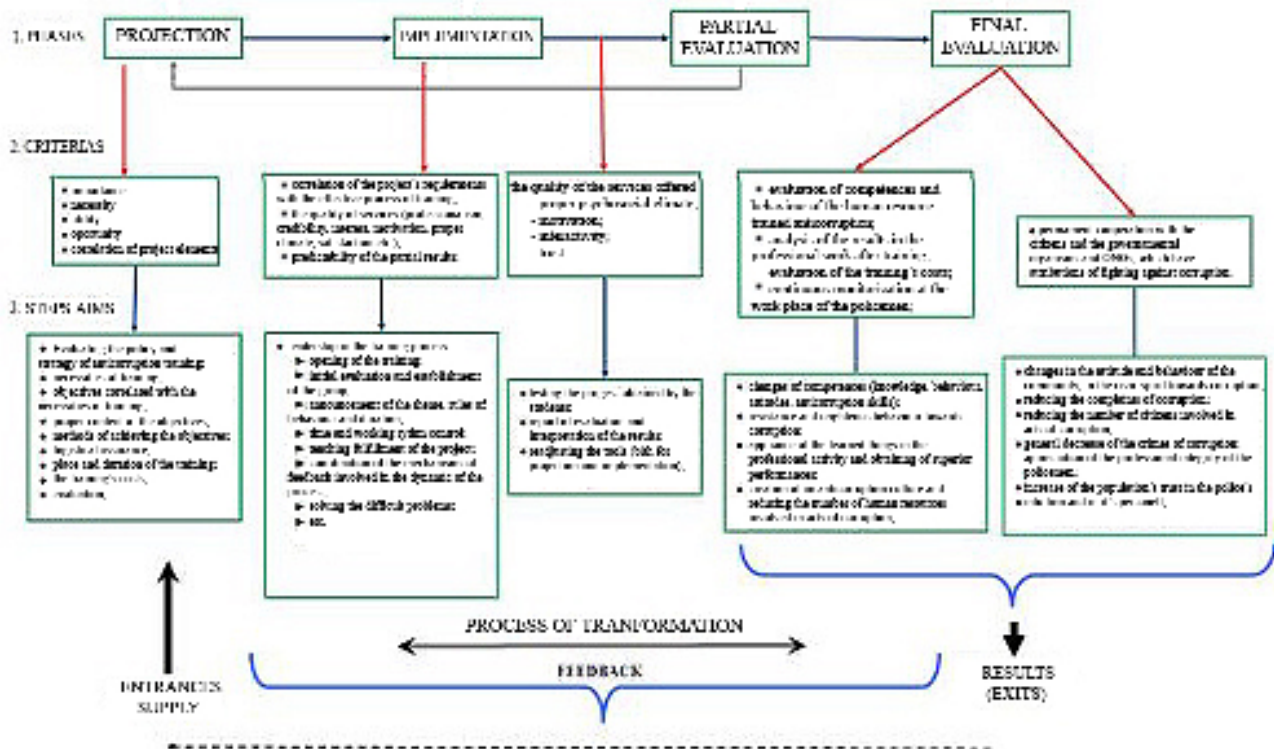
In the second category I have retained and presented some models of human resource training in the workplace, most significant being the following: professional training as an organizational subsystem, Guy Lajoinie's model, training and development model, the mathematical model and the simulation model, etc.

The research approach regarding the training of human resources and associated risks have developed a model with specific aspects of training/anti-corruption instruction of human resource from Police, presented above.

In this model we surprised the logical sequence of running a training program comprising the steps proposed by the Deming cycle (PDCA) and the design, implementation, evaluation and action to specific criteria and goals to be achieved in each of the anticorruption training. The systemic perspective is built from input variables undergo a transformation process by conducting training activities, and output variables is the value added that changes in anti-corruption police powers and the results looking to improve attitudes and behavior of civil society and citizenship to corruption, etc.

Today, human resource training is approached as a process of training in stages by using specific models of education and work of human resources, along with the application of concepts, methods and training and modeling techniques which emphasizes the elements of progress in organizing and conducting learning.

The systematic approach of human resources training by taking into account the elements of risk and uncertainty, from the outside and inside the organization, requires a careful treatment to obtain maximum efficiency in achieving human resource training.



The third chapter, **Risk Management in human resource establishment**, begins with the presentation of general issues related to risk, a history of views about the presence of risk in society and the process of investigating the issue of risk in organizations. Risk management is an idea present since ancient times, scribes and prophets of Ancient Rome and Ancient China have developed the methodology of risk domination. Risks have been one of the largest challenges for humanity because of its omnipresence in all fields.

Organizations around the world, in their construction and development process, run their business under the influence of a multitude of factors, in general, risks and uncertainties arising from political and economic and social environment, technological changes, market developments and other factors. In this environment, often unpredictable, factors of influence in the sound and normal conduct of business organizational and performance standards in order to amend the original set. These potential changes to the original plan are known as risks.

Any organization, prior to initiate any kind of action, from prudence and reasons of effectiveness and efficiency will have to identify and measure the risks that may occur in order to have



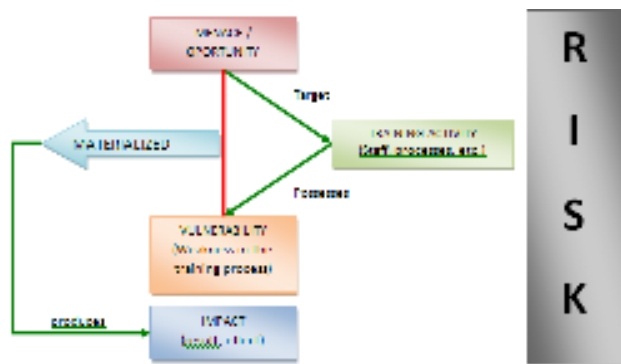
action as appropriate to prevent, eliminate or reduce them, of acceptance or use of the positive ones that will directly affect business results.

With a brief review of various views of Romanian and foreign authors on the definition of risk, we found, by analyzing these claims, some common features, certain criteria for defining risk. Thus, we can say that the risk stems from uncertainty, the decision is taken now and implementation and the results will be generated in the future. The risk itself is defined as an opportunity to obtain favorable or unfavorable results in further action. The distinction between risk and uncertainty is that, while the probabilities are unknown in case of uncertainty, risk measurability is there a probability, which makes it possible to ensure against the risk.

I found, from my doctoral research, that in the literature devoted to human resource establishment there is little concern and even less interest in addressing this problem. Bibliography precariousness and lack of a uniform definition of views and types of risks in general and especially those in the training of human resources has led us, first, to dwell on the causes and risk factors derived from both internal and external organization, and then to attempt a definition of risk in human resource establishment.

Based on documentation and difficulties in finding that the training of human resources is subject to risks that affect the expected goals, risk in human resource establishment can be defined as any threat, vulnerability, action, event, inside or outside an organization, which can be evaluated in terms of probability of occurrence and its effects, such as to make deviation, positive or negative, or even contrary to the objectives set by policy, plan and training of human resources.

In graphical representation, the concept of risk in human resource training can be played as shown below.



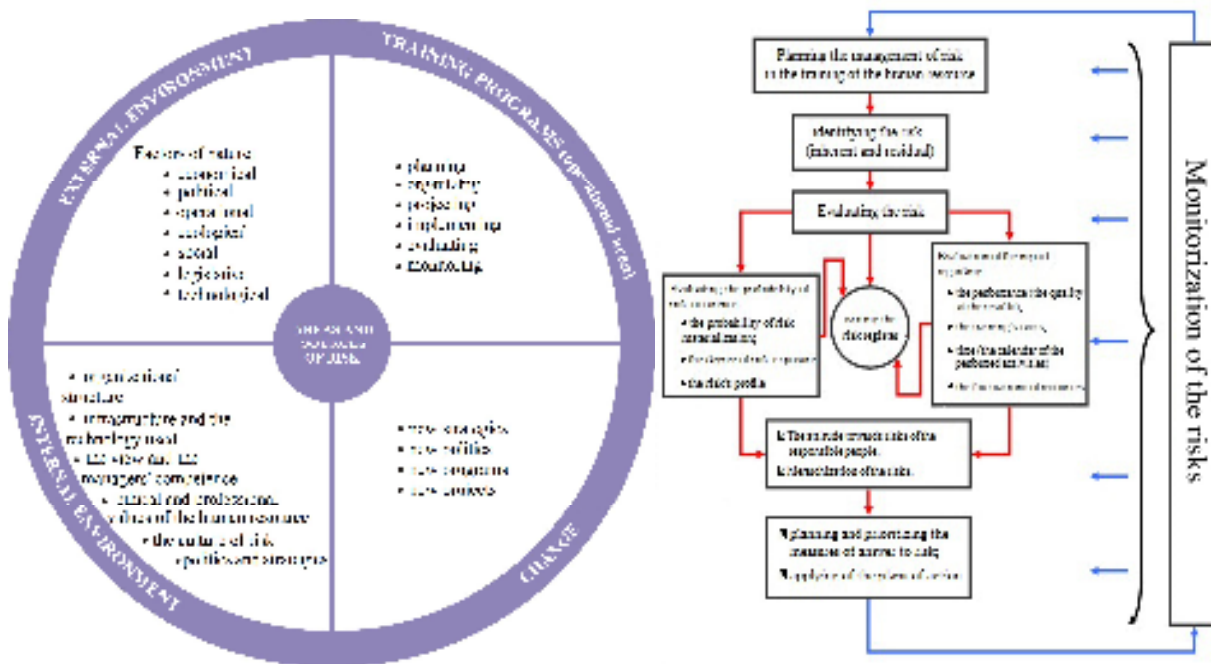
In this context I found out from the conducted research in the literature that there is a very well defined risk classification. The risk is closely linked to the life and vision that people have on life. From this point of view, risk is viewed from several perspectives: pure or guaranteed risk, dynamic risk, static risk, business risk, project risk, strategic, operational, technical, political etc.

Therefore, human resource training have shown a more usual grouping of the main categories of risks, namely: strategic risks (policy and strategy aimed at training), operational risks (aimed at the preparation, planning, organization, implementation and evaluation of training, risks related to performance (quality), while risks and costs, etc.

Research reveals lack of performance and risk management in general, risk management and human resource training, especially. Currently, it perpetuates some management practices inconsistent with business developments, inertia and lack of interest, even unable to recognize the need for risk management related to macro and micro context. Specific risk management strategies are found

especially in the international regulations in the field, in practice very well known large multinational companies and economic and social environment in Romania. Given these findings, I emphasized in my thesis the need to increase the role and place in a risk management organization, highlighting the concept of risk management approaches in human resource training, risk management principles and stages of this process.

I also considered more than necessary to emphasize that risk management training human resources requires an approach from a new perspective. No organization, regardless its size and management wisdom, can not be immune to change. Therefore, the risk in human resource training should be an essential element of the strategy agenda of any organization, since its operational added value consisting of new knowledge, skills, attitude and behavior, in an evolutionary process of human resource. A particular concern in doctoral research was an analysis of internal and external context of the organization, identifying and determining the areas and associated risk factors of human resource training, highlight a holistic approach and composing a model graph of risk management in human resource training, as shown below:



The research also sought to identify, analyze and systematize the main specific risks associated with human resource establishment: specific risks to human resource training in a public institution, specific risks in training/human resource training of police.

The end of the chapter was devoted to issues of risk management and risk management especially in human resource training, which essentially involves identifying and estimating risks materialize in terms of probability and impact; level of exposure assessment and risk prioritization, risk response plan, treatment and control risk and difficult situations.

Throughout this chapter, we have adapted human resource training, some of the well-known models used in other areas, such as scenario analysis, mathematical expected value, decision tree method, PERT/CPD linear mathematical programming method, many methods of decisions under risk and uncertainty, etc. followed by practical applications presented in chapter four.

Risk assessment provides information and training lessons for managers and leaders, through their grouping and prioritization according to risk profile to be prevented, avoided, transferred, distributed or supported, controlled and monitored by specific strategies.

The allocation of financial resources, analyzing the efficiency and effectiveness of risk management in human resource training were other issues addressed in this chapter.

Risk review and reporting completed the full cycle of risk management. Review processes should be implemented to assess whether risks persist or new hazards, or likelihood of impact and have changed so. Reviews have reported results to ensure continuous monitoring of the situation and to refer the risk of major changes that require modification of priorities.

Communication and learning are outlined in the dissertation stage, not as separate stages in risk management, but assessed as a continuous process that takes place during all phases. Without communication and learning, risk management could not take place. Lessons learned for the past must not be placed in a position to ignore the solutions which have proven effectiveness and efficiency.

The whole theoretical taken from the literature and personal contributions to concepts, models, methods and tools outlined in three chapters, and lessons learned through analysis, the basis and reason for the achievement of fourth chapter: *Contributions of modeling and simulation in training human resource risk.*

Specialists in the substantiation decision like that there are two groups of methods for solving practical decision problems, namely: traditional and scientific. The traditional ways involve an increasing number of variants of decision making, but no general methodology has a fundamental choice of an optimal solution, the main criterion for solving skills is the decision maker. Scientific models are based on a rigorous methodology and theoretical background logic of decision-making issues and the decision maker can more easily assess the best solution.

In this chapter I have presented **the application of quantitative methods and techniques of risk assessment in human resource establishment**, under conditions of risk and uncertainty practitioners offering new work tools.

In the category of scientific methods I have opinioned on **the choice of mathematical models** applied in the risk assessment of human resource training and **application of simulation software products** relevant in terms of risk in this area. In this regard, we are in the context of current trends in modeling and simulation to extend and apply quantitative methods of analysis in human resource training, such as: shaping decisions in situations of risk and uncertainty, the expected value method, decision tree method, methods with multiple objectives, simulation technique, linear programming methods to optimize risk, sensitivity analysis, entropy method of risk calculation and the Chaos Theory, applied in the study of the training process of the human resource.

In the first part of the chapter several theoretical issues have been dealt with resonances scheduled and unscheduled practical decisions, decisions under risk and uncertainty and the correlation between risk management and decision in human resource establishment. I appreciated the need to highlight the three theoretical elements decision-making situations, as both decision quality and involving those which will use are important elements in risk management on human resource training, and practitioners must take into account when creating their decision making procedures.

However, decision-making process, amid shifting environment, generating new demands in training human resource managers, human resource training that officer should establish and adapt objectives, action plans and policies for achieving the objectives of human resource establishment. Where there is the possibility of a risk or uncertainty in training, they must identify, generate alternatives and choose the best alternative to implement the chosen solution, to evaluate and to monitor.

In treating the decisional problems can be distinguished at least three types of decision-makers attitudes towards risk, namely: **the aversion** (pessimistic approach); **of preference** (positive attitude, inclination to risk), **the indifference**. Research conducted in the area have revealed that individual makers usually preclude risk-taking and when the decision maker is a group of people was found that the degree of risk assumed by the group is not equal to the average risk accepted by individual members, key factor is the position of members before discussing the issue.

In the fourth Chapter I proceed further in the application of methods of decision making under risk and uncertainty. These methods actually define a decision-maker in an employment situation unsafe or dangerous activity, then I urge caution in the sense of giving efficiency activity, avoiding dilettantism and share the idea that the likelihood of a “loss” as an alternative choice of training is minimized or, conversely, the likelihood of events starts training opportunities that can be used to increase training efficiency. The rule of decision under risk is to choose the optimal decision (the best) of several types of decision (Decision candidates). Decisions under risk are always adopted on the basis of assumptions about the potential outcomes for each decision option in part and, of course, depending on the decision maker's preference for these results. Hence the importance in choosing the manager (strategy), whose behavior, personality, competence, etc. affect the risk assumed in decision making and especially in decision making.

Methods and techniques for decision-making under uncertainty is another risk modeling application off the human resource establishment. Uncertainty, according to her sources, is also present in the human resource training role condition (decision under uncertainty), driven by environmental and intrinsic decision (decision uncertainty), driven by human factors (decision-making actors). As a result, uncertainty can create a series of managerial psychological problems, whose solution is substantially alter the decision-making process itself, in which decision makers use different strategies from those implied by the analytic model. Decisions under uncertainty in the process of training human resources are presented as **practical applications in this thesis** using models (criteria) decision:

**a. Criterion of prudence (Wald's pessimistic criterion).** Under this criterion, the decision maker must consider the possible outcomes of each alternative in hand, choosing the option that requires the

maximum benefit if the objective conditions are present status or the worst. So, the decision maker using this criterion is completely pessimistic, that is a pessimistic attitude and behavior and tries to maximize the minimum possible outcome in these circumstances even pessimistic (to choose the best result of the bad ones).

**b. Max – max criterion (optimistic).** In a given decision situation, according to this criterion, the decision maker with an optimistic attitude and conduct will have the conception that nature will produce conditions that will maximize the results of the decision. So, it is assumed the best state of nature and I will choose the best result possible. To develop the decision according to this criterion, the decision maker will choose the first maximum possible outcome for each alternation, and then select the alternative with the highest result.

**c. Pessimistic – optimistic criterion (Hurwicz's criterion).** This criterion is called the “criterion of realism”; policy makers are not completely optimistic nor completely pessimistic. It is a generalization of the first two criteria presented, namely a compromise between them. With this criterion, the decision maker takes into account both the highest and lowest possible outcomes, weighted according to his attitude (optimistic or pessimistic) that has for the decision.

**d. Mini-max criterion or the criterion of minimizing regret (Savage's criterion).** The concept of regret is equivalent to the loss of opportunity, that indicates the significance of the loss I suffered no selection of best alternatives. According to this criterion, any rational decision maker will always try to minimize the greatest possible regret.

**e. Laplace criterion (insufficient reason).** Using this criterion the decision maker believes that all states are insufficient, that they have the same probability of occurrence for each state of nature. This mode is similar to that presented in the case of decisions under risk.

Also in the fourth chapter of the thesis, I included analysis of critical path method and PERT (Parham Critical Method) in human resource training.

Combining these methods allowed for planning a training program for human resource in order to estimate the time required for completion. Thus, I developed a system that allowed the viewing charts how powers are divided staff involved in training and how these tasks are completed on time.

By means of PERT/CPM Charts there were detected change effects on planning and training activities were identified by simulating the effects of event risk in its charts. The results obtained in this way, are a quantification of the effect of risk on the training program in duration and costs.

**In the last part of Chapter four** I developed in detail and original contributions to modern application of mathematics such as: expected value method, linear programming, decision methods of operational research (also called decision theory and management theory) entropy risk study of human resource training method, Chaos Theory, striving to bring a modest contribution to the scientific risk management in human resource training.

Through the **linear programming method** I have modeled and simulated in different poses risks, such as: the training of human resources in a public institution, human resource anti-corruption training.



described by Claude Shannon in “A Mathematical Theory of Communication” (1948). Thus, **human resource establishment entropy is a measure of the degree of ignorance of the risks that may occur in human resource training**. As a probabilistic experiment, we used a training program on the achievement of which they spoke “n” risks with probabilities in a finite field of probability. For modeling and simulation of entropy we used the mathematical formula and schedule of C. Shannon Microsoft Excel. Officer simulation results provide information on the human resource training, and contribution of each risk ranking of the overall value of the entropy as a measure of the risk assessment values, which may occur and compromise the objectives of human resource training.

Simulation shows higher or lowers contributions of risks to global entropy value, so the trainer will have to intervene, either before or during or when assessing risk management training course. The value and contribution of each risk offers analysis and decision support for human resource trainer to prevent eliminate and mitigate negative risks, to build and enhance positive risks, to achieve training objectives. In case of positive risks overall entropy will decrease or will tend to zero, so that the training course objectives are met according to the initial planning.

Also, entropy values obtained by simulation can be compared with other entropy value of identical or similar training courses and experience in management report it will then decide entropy beginning or not training as appropriate and if the case to decide prevention and management of newly identified risks or simulated that might occur in carrying out trainings.

Application of chaos theory in the study the process of training human resources was another conception of the use of mathematical modeling and simulation tools of risk in this area. I conducted a modeling analysis using R/S Hurst's/Benoit Mandelbrot for different time series, and we performed a simulation with SPSS 16 on a series of subjective data on the estimated current value and future of knowledge, skills, human attitudes and behaviors.

The results revealed that the training of human resources in an organization depends on the level of an earlier time, that there is an autocorrelation relationship over time, periodically, the level of human resource training. Thus, continuous training of human resource development at any given time depends on the level above, ultimately representing a number auto correlated and not a random type.

Based on the statistical results we obtained conclusions and made proposals to improve the identification, description and managing corruption risks in human resource training in the Police and proposals for improving the work/anti-corruption training of human resource.

## CONCLUSIONS

**During doctoral research the following conclusions were drawn:**

1. In the current process's development, educational activities and training of human resources, enhancing its quality, serving the complex economic, social cultural and psychological, is an urgent need for all organizations, and a legal obligation to ensure conditions of access to education for all citizens. This takes place in many schools in our country and in private organizations in accordance with existing legal provisions in the Romanian legislation, most adapted existing regulations in Europe.

2. Ministry of Labor, Family and Social Protection and Ministry of Education, Research and Innovation, the proposal of the National Council for Adult Vocational Training in the national development plans and action programs of government and district strategies, develop policies and strategies for human resource development, including training of adults, they subject to government approval. District and regional strategies on adult training is developed by ministries, national agencies and other bodies of central public administration, as appropriate, in consultation with local authorities. Persons seeking employment can participate in training programs organized by the National Agency for Employment or other training providers authorized by law.
3. Adult vocational training is clearly defined in the Romanian legislation, which is connected to Europe to develop skills required to work in the specified quality level occupational standards. This software is developed by the initiation, qualification, training, and specialization and is carried out separately by level of education, professions, occupations, professions and specialties, taking account of organizational needs, aspirations and needs of human resource on labor market needs. Employers are required to consult trade union bodies or, where appropriate, employee representatives to develop training plans in line with development programs and district and regional strategies to achieve the objectives of training, knowledge, attitudes, skills, competencies and behaviors for a given area of work.
4. Training consists of two types: initial - minimum professional skills necessary to obtain a job - and continues, which provides initial and subsequent human resource professional skills already acquired or acquiring new skills. The main features of the knowledge society, learning organizations and knowledge management have a major impact on initial and continuing training in risk management including human resource training. The impact of these changes on risk management has been addressed by research, which showed no concern for human resource development and knowledge accumulation towards risk management.
5. We consider that the best investment in risk management is to educate and train staff, both managers and staff performance must be able not only to manage the events, surprises, losses and fund risks, but above all to communicate risk, which requires the formation and development of an organizational culture in this respect. It is not yet a reality in Romanian organizations, it is highlighted the problem only in academic approaches. Most managers do not consider risk a concept and a probabilistic decision support, the probability for them is not as important as the extent of possible outcomes assessed unsatisfactory that according to other values. Economics, organization and the society based on knowledge impose new requirements and require fundamental changes in management thinking and action organizations.
6. In human resource training in units or outside work, an important role has the manager, head trainer directly and externally, the most widespread and accessible is the total, so the training program and training of subordinate staff at work. It is the key to lifelong learning and thus is a source of profit, able to guarantee the survival and stability of human resource organization



better prepared. Given that, the market economy attracts job uncertainty, promotes the idea that practical work of human resource does not disappear but turns to the performance of other activities, an aspect that requires the need for continuing education, participation in training courses organized into new areas of specialty.

7. Present practices of human resource training, incorporating a number of specific elements of traditional Romanian organizations, plus models and parts of Europe, America, Japan, which is extending its activity expression of multinationals in Romania. Until now, our country has not been crystallized but a model of human resource management training by itself, and what applies today in the field, however, expresses the characteristics of a transitional period is still our country. Therefore, training in Romanian organizations is mostly addressed at a general level, the main influencing factor being the education system focused on developing general skills in the graduates and less rigorous in their specialization.
8. Systemic approach to economic and social areas of life, and the use of modern methods of managing risk, and we allowed the training of human resources to be treated as a system of initial and ongoing training, considered as a set of subsystems or components held after certain pedagogical principles etc. management specific current stage of development of our country.
9. Initial and continuous training activity at the national level, is treated as the National Education System (OF ROMANIA), considered as a specific sub-set of the current economy in order to achieve the educational requirements of the educational process. Inspired by this approach, we treated the doctoral thesis of human resource training system with an original perspective that includes input quantity, size transformation and adjustment of output size, which allowed a full analysis of specific indicators and integral.
10. Given the theoretical and methodological basis of mathematical models used in economics and other fields, the elements involved in making a decision, we found that they are suitable to be adapted and human resource training. Exemplified in this regard, the use of mathematical methods and techniques with support tailored to the specific situations of risk and uncertainty decision making, such as expected value method, the decision tree, linear programming, decision R/S, the entropy and statistically, patterns (criteria, rules) in decision making, etc. uncertainty conditions. The models developed were useful tools in human resource training specific risk assessment that we have allowed a thorough and practical gain in the risk management cycle of initial and continuous training of human resources.
11. Using quantitative methods of human resource training and simulation modeling risk make a significant contribution by the gain theoretical and practical information that can be used in decision making, the scientific validity of risk management in this area. Use in decision making in education and workplace human resources, quantitative methods and techniques for assessing risk and vulnerabilities associated with training, will ensure greater efficiency of decisions and organizational performance.
12. Scientific research case study and requirements for risk management in human resource training of police corruption revealed the intrinsic relationship between anti-corruption training

and performance results achieved by executing tasks and missions assigned Police. Closure of the level of knowledge, training and skills development and ethical behavior and integrity, resistance to the challenges of corruption, directly contribute to reducing the number of policemen involved in corruption and a positive change in attitude and citizens behavior towards the institution of police and policemen individual reputation. Other conclusions and measures to improve the activity of human resource training in police corruption are presented in detail in Chapter five of the thesis.

All these findings reveal the complexity of subject matter and allow further development by deepening the research topics in this field.

### ORIGINAL CONTRIBUTIONS

1. **Designating a model of human resource establishment from a systemic perspective** which led to the completion of **another model** – an establishment program/anti-corruption human resource training of police and become **mathematical model of risk management in human resource establishment**
2. **Applying the SWOT analysis and diagnosis: opportunities and constraints (hazards) of exogenous environment and the strengths (assets) and weaknesses of the endogenous environment of Sibiu County Police Inspectorate.** Following the analysis we obtained the information necessary to decide the strategy for human resource training objectives and missions and long-term incumbent on the police and police control database operational situation in the county of Sibiu.
3. **Achieving balance for the two graphical models** for human resource training by changing the diagnosis, evaluation, monitoring the process of human resource training **to highlight the strategic dimension of long-term training effect**, that is a relevant horizon. Also, **the performance of several models on training issues: the ongoing training, plans, programs, etc. successive stages of realization.**
4. Training requirements, identify individual and organizational needs and human resource components of the correlation analysis and compatibility with the training objectives of the organization's goals and strategy, we were led to the **creation of graphical models** to better reflect **methodological procedure** followed in the practice to **achieve the objectives of human resource establishment.**
5. The training program also included items related to methods of teaching in the area of training: at work or outside the workplace, computer-assisted instruction, etc. **I designed and developed a schematic model in view of reporting actual professional context:** teaching online (distance) teaching "face to face in the classroom, teaching at a distance (outside the institution); teaching by mixed method; teaching at the place of employment. **This model was subsequently used in the application of modeling and simulation of risk** in decision-making human resource establishment.

6. The variety of definitions of the decision and especially the relationship between risk management and our decision has led to a **classification decision** to be taken in the field of human resource training and performing two case **studies of decision making under risk and uncertainty**.
7. **Defining the concept of risk** in human resource training to make a **graph model of the concept of risk** regarded as a threat/opportunity and vulnerability in human resource.
8. The divergence of views on the definition of risk and risk typology combined with scarcity of specialized bibliography of human resource training has encouraged us **to highlight a specific group and the most common main types of risks, establishment of areas, risk factors and elements of human resource establishment**
9. **I have created a graphic design** adapted from the general pattern of risk management **to emphasize cyclical process** that takes place throughout the course of business and **human resource establishment** that involves the following steps: **planning the training of human resources, risk identification, analysis and risk assessment, risk response plan, monitor, review and risk communication**.
10. **We build more tables in which we recorded risk identification and designation, sources, causes/risk factors** that could affect the policy, strategy, objectives and milestones in the development of the actual work and continuous training of human resources.
11. Also **we have delivered a list of events with probabilities of occurrence and impact (effects)** it could produce if they materialize, **have cataloged, respectively meeting the unique category of potential risks and the little allocation of numbers** and details regarding the responsible for controlling the risk.
12. To emphasize the **practical purpose of risk assessment, which is to quantify, rank, and prioritize risks according to risk tolerance levels** and more graphics have configured models, namely: impact of risk attributes and components of human resource training, scales for assessing the likelihood of the materialization of risk and exposure to risk in human resource training, inherent and residual risk in relation to tolerance to risk profile tables including the pooling of risks by profile, treatment intervention for risk prioritization and risk response plan, assessing the risk control measures in human resource training, graphical representation of risk tolerance on cost benefit, risk management effectiveness and efficiency in the distribution of costs and effects of risk management.
13. **Contributions to modeling and simulation in training human resource risk:** risk modeling human resource training in the **methods of decision under risk and uncertainty** (expected value method, the decision tree model pessimistic optimist, etc.); risk modeling through **linear programming method, and simulation model** and Integer Linear Programming module of the software WinQSB; **modeling of decision problems** in training human resources and its simulation in Microsoft Excel; **appliance of the chaos theory** in human resource training and simulation of a dynamic series of skill levels by SPSS 16 software; definition and **modeling the entropy of risk** as well as the **simulation entropy model** with Microsoft Excel; **application of statistical models and mathematical tools**, the software SPSS 16 for processing data collected

from the application of a questionnaire on risks and vulnerabilities in training/human resource training of police corruption and the perception of corruption seriousness by staff in Sibiu County Police Inspectorate etc.

The results the application were used in **proposals to improve the anti-corruption training of human resources in police**, mainly relating to: understanding and applying the concept of corruption, law enforcement views on corruption, corruption levels and patterns of deviance in organizational and individual factors influence the corruption in the Police; optimal solutions for human resource training anti-corruption general objectives, specific to the training and educational/training of anti corruption, design and implementation of working tools able to identify and manage significant risks associated with training/anti-corruption training and recommendations to solve them; improving professional and ethical decision making, accountability, support and control implementation, proposals for increased professionalism, effectiveness and efficiency in initial and ongoing training activities of the anticorruption human resource; increased accountability, expertise and personnel performing managerial duties, internal control and auditing to prevent corruption of the human resources of police.

## **PROPOSALS AND DIERCTIONS FOR RESEARCH**

### **A. Proposals for improving human resource training activities in Romania**

- 1. Designing and developing a uniform system of human resource training**, knowledge modularization based on both individual itinerary and lifelong training, supported by appropriate legislation and permanently flexible educational and frequent amendments between education and work.
- 2. Implementing the concept about education and employment** that would trigger extensive changes in institutional structures of state, in the sense of complete harmonization of education in the workplace and work in education, reflected in the assessments relating to activities of mutual and regular.
- 3. Rethinking training system from a marketing perspective** based on real supply and demand report for initial training and continuous risk management along with the introduction of human resource training fledged discipline in curricula and use the work of human resource modules combined with a new unit of knowledge, rather than generic courses and topics about risks
- 4. Organizational philosophy and thinking will have to address risk management from the perspective of strategic human resource** training in an environment that increases risk and constant change, to be able to take appropriate decisions to prevent, eliminate, reduce or accept the risk.
5. The presence in the organizational structure of the **risk manager positions** (risk manager) responsible for coordinating the activities and tasks specific to this area
- 6. Thorough preparation of the management** of any organization in understanding and applying risk management in general and in particular, human resource training.
7. Establishment of special funds and state budget organizations for the acquisition and implementation of specialized software programs in risk management, whereas the costs involved in preparing human resource risk management or implementation of specialized

software programs can reach hundreds of thousands of dollars on which regrettably only certain organizations can support them.

## **B. Proposals to increase efficiency and effectiveness of police training**

To control the evolution of institutions like the police in-service training of staff is proposing the following measures:

1. **Developing a doctrine** to establish the conditions and modalities of action and intervention by the police
2. **Match between training content and methods adopted** for all beneficiaries in terms of work procedures, modes of intervention and professional techniques, validated by the Department of Human Resources Management
3. **Human Resources Management Department to oversee training and implementation of content uniformity identical** irrespective of where the exercise of police training and membership drive
4. **Each trainer**, relying on individual and collective experience for students, **to organize and adapt knowledge in relation to the milestones in the “best practices”** and to solve their specific situation by making the relevant value
5. **Creating an institutional center for teacher training** to facilitate the work of the trainer's teaching by producing and disseminating educational documents written, visual and audio documents on computer
6. **Motivating and stimulating training of trainers and beneficiaries** from police. The granting of compensation for the performance of duties as trainer
7. **The local training plans to attend both responsible field and attracted specialists and beneficiaries** of the functional compartment that will apply theme running
8. **Initial training to create a common culture for future graduates**, regardless of their specialties later, by sending joint educational content to ensure cohesion and cooperation between different police forces
9. **Ensuring relevance of increasing evidence of competition for admission** in educational institutions of the Ministry of Interior
10. **Rethinking undergraduate education system and the effect of specialization** in the application of national legislation with the requirements of the Bologna declaration
11. **Improving management training** for middle and senior level managers and systems development training through distance learning
12. **Assimilation of European police work procedures** when their standardization at European level in the spirit of respect for police training, defense and promotion of common European values
13. **Developing international cooperation** and strengthen relations with educational institutions in the European area police and even international
14. **Conduct continuous training centers geographical** (regional) to ensure close cooperation of police forces in the area, existing training structures profitable (saving travel costs, additional costs of attracting external trainer, etc.) And insurance form

15. **Openness to civil society and making an effective partnership** with the police in training together to ensure social security within the competence
  16. **Continuous training of police** to lead to the strengthening of ties between police and the public, through better mutual knowledge and understanding of situations and problems facing the population and to ensure more rapid intervention police
  17. **Ensure performance through motivation:**
    - Climate and job satisfaction
    - Support to promote and to develop individually in the police hierarchy of meritorious career
    - Recognition by other institutions as police management and other governmental bodies of the population, the status of competence and expertise acquired by the police in fighting crime
  18. **Continuous training of police officers to express their political will between the Romanian Government's broad priorities** of its work and its integration into development strategies of the Romanian Police.
- C. Efficiency measures that must be taken for training/ training leading to corruption prevention and control involved in committing acts of corruption by staff Sibiu County Police Inspectorate**
1. Understanding and applying the concept of corruption, the legal provisions in force and the police code of ethics and conduct and the consequences of its failure
  2. Ensuring that the special rules of conduct by all police officers to prevent corruption will be respected
  3. Training all managers and human resource training in charge of the police in knowledge identification methodology, analysis, evaluation and treatment factors/causes of risk control and monitoring to ensure staff are prone to corruption
  4. Including in the annual plans and training programs and policy objectives in specific structures of the police anti-corruption strategy and implementation of practical thematic content
  5. Development of skills and abilities in specific working procedures of professional standard
  6. Development of resistance to corruption and maintaining integrity of the police behavior in all cases challenging the corruption
  7. Other measures set out in the paper made the following practical application Sibiu County Police Inspectorate

## **OPEN LINES OF RESEARCH**

1. Applied research to identify risks in human resource training that might occur due to:
  - changes in the external environment of organizations in enhancing skills and knowledge in areas of high development: electronics, nanotechnology, informatics and communication, etc.
  - flattening of organizational structures of firms in Romania and influences the risk management of foreign firms operating in Romania with the Romanian human resources

- generalization of the Romanian companies to use communication networks and information platforms eLearning
2. Risk management specific to human resource establishment abroad and in particular of policemen
  3. Creating a model of individual civil and incorruptible integrity and resistant to corruption.
  4. Developing and adopting a model of a company incorruptible. It is set in a constitutional act, a statement of human principle accepted and comprising a set of fundamental values of a democratic and incorruptible. The model is also designed for citizens and institutions responsible for law enforcement to create cohesive strength and direction of movement of our society.
  5. Identification and application of other mathematical theories in risk modeling and creation of new software or application in simulating specific risk human resource training.
  6. Risk management issues in human resource training generated by the impact of increased knowledge.
  7. Macroeconomic impact of the new context of risk management in human resource establishment
  8. Strategies and policies on risk management in human resource training in the context of integration into the Schengen area.
  9. Skilled resources and highly specialized training in police to maintain law and optimum social functioning.

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