MANAGING TALENT BASED ON COMPETENCIES AT INTERPOL BUCHAREST: PROPOSED ACTIVITIES

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ABSTRACT

This paper provides an overview concerning a case study related to talent in an international organization, how to attract, develop, evaluate and retain talents, taking into consideration the uniqueness of the activity performed. Starting with basic knowledge and continuing with special competencies, managing talent in an international organization is a difficult process especially when you activate in a changing environment. An appropriate manner to manage talent issues, would lead to higher performance, and on the other hand, it would create benefits for the stakeholders, including employees and managers. Taking into account that in the last years, organizations have integrated their talent management processes to ensure better management alignment and facilitate talent mobility, it`s a challenge to manage the most valuable source of competitive advantage –human resources. Nowadays, many organizations from the public sector understood the importance of skills, abilities and competencies of their employees, including managers, in the process of obtaining performance. And, most important is to engage the right talent in the right job, using the proper capacity without any loss of time, financial resources or motivation.

KEYWORDS: *competency, Interpol, knowledge, talent, talent management.*

JEL CLASSIFICATION: *D63, D73, D83, F66, H56, J24, J45, J48, J53, J58, J61, J80, K33, K42, M12, M51, M53, M54, O15, O16, O17, O19, O21*

1. INTRODUCTION

When the main purpose of the organization is to prevent and fight crimes, it is a challenge for human resources department to create an adequate profile for each position primarily considering specific activities to be undertaken. Even if specials abilities required are classified, the experts from the International Criminal Police Organization created a pattern concerning basic skills and essential competencies. This paper presents the necessity of attracting and developing talented individuals for future leadership roles in organizations, especially when the talent is based on special competencies. It is very challenging to retain talents within the organization and keep them motivated up to improve sustained knowledge. It examines views on the importance of knowledge, competencies and talent, so performance results through strategies supported by unified talent management technology systems.

Talent management presents the importance of recruiting the right people for the right jobs, in order to reach to higher performance and to achieve the organization's objectives. The concept of talent management involves maximizing the potential of employees, promoting people on their achievements and investing in their development. Boundaries between fields of activity can disappear when talent management is implemented on a common core, but adaptable to specific needs. Is necessary to acknowledge that talent management is critical to organization success, yet talent management presents both execution and technology challenges for most organizations.

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2. TALENT, COMPETENCY AND KNOWLEDGE

One of the key elements of high performance related to talent in any organization consists in sharing and transferring of knowledge. In two recent studies conducted for The Conference Board, *Integrated and Integrative Talent Management* and *Talent Management Value Imperatives,* more than 50 global companies contributed to shaping the following definitions: Talent equals 'Individuals who have the capability to make a significant difference to the current and future performance of the company' and 'the integration of categories of initiatives with each other' (Morton, 2005). Human being is the critical element in knowledge management. The strategies, processes and decision making is done by humans and its effective usage will ensure minimization of risk strategic and financial matters (Bhatti et al., 2011). Talent represents the idea of successful utilization of knowledge resources which should generate innovation.

2.1. TALENT MANAGEMENT

Talent management represents the idea of increasing performance using the most important of the organization's resources – the employee, but this a very sensitive approach because if the managers will choose to retain the "inappropriate talent" then the final effect will be opposite. Talent is one of the facets of human capabilities. In today's economic environment hiring and retaining talent has become the key factor for decision makers (Beechler & Woodward, 2009). For many authors the term of "talent" has more complex understandings, as the sum of a person's abilities, of his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character, and drive. It also includes his or her ability to learn or to grow. Also, the talent can be a gift that must be cultivated, not left to languish (Michaels et al, 2001). Talent management means using an integrated set of activities so that the organization may ensure attracting, retaining and developing the talented people that it needs now and in the future (Câmpenu et al, 2011).

Analyzing all the expert opinions in the field of talent - talent management we can admit that each organization that realized its value is a distinctive capability that develops long-term sustainable competitive advantage. Several advantages can be obtained by practicing talent management in an organization, but the most important are those which have an influence on the organization's performance, such as: to have the right person in the right job allows making skill inventories regarding the potential of the organization.

2.2. TALENT MANAGEMENT IN THE PUBLIC SECTOR

The process of talent management is focused on four aspects: *talent definition*; *talent sourcing*; *talent integration* and *talent development*. Therefore managers must understand the need of talent in their organization, concerning the competencies – general and specific – are mandatory, the most important skills, knowledge and behaviors that are necessary to execute the organization's strategy. A superior level of performance can be achieved and sustained by combining the necessary set of competencies and by further improving and deploying them most effectively. When applying talent management is mandatory that the managers will know exactly what talent means to their organization in order to search for it. Most difficult is to integrate it in the organization, that is why is easier to start step by step by integrating the four key elements of talent management: retention, recruitment, performance and development. By developing people in the areas that require improvement, an average performer can become a superior performer. As humans, we remember criticism and respond to praise. Criticism makes people defensive and unlikely to want to change, while praise produces confidence and the desire to perform better (Roberts et al 2005).

There are several ways to begin talent management work, it is like change management, but the first step is to identify critical jobs, because talent management is about capturing and developing both the potential and performance of everyone. Another step is to develop a competency framework,

people who join organizations bring more than just their training or functional knowledge. It is necessary to create tools, process for talent conversations; conversations provide honest feedback between managers and employees, setting the stage for development and improvement. They are also the context in which managers share information with each other about talent and share talent directly. In this sense they create a culture of trust and collective accountability. Managers should determine workforce vulnerabilities, because workforce planning is the newest and still the least integrated of all the categories of talent management initiatives.

3. INTERNATIONAL CRIMINAL POLICE ORGANIZATION INTERPOL - INTERNATIONAL ORGANIATION BASED ON TALENTS

3.1. OVERVIEW OF INTERNATIONAL CRIMINAL POLICE ORGANIZATION-INTERPOL

3.1.1. Introduction
INTERPOL is the world's largest international police organization, with 190 member countries. The role of Interpol is to enable police around the world to work together to make the world a safer place. The high-tech infrastructure of technical and operational support helps meet the growing challenges of fighting crime in the 21st century. This combined framework helps police on the ground understand crime trends, analyze information, conduct operations and, ultimately, arrest as many criminals as possible (www.interpol.int).

3.1.2. Structure and governance
INTERPOL's activities are driven by member countries, within a clear framework of governing bodies and statutory meetings.

3.1.3. Vision and mission
The vision – what INTERPOL aspires to achieve "Connecting police for a safer world" Our Vision is that of a world where each and every law enforcement professional will be able through INTERPOL to securely communicate, share and access vital police information whenever and wherever needed, ensuring the safety of the world's citizens. Constantly provide and promote innovative and cutting-edge solutions to global challenges in policing and security. The mission – what INTERPOL does to achieve its vision "Preventing and fighting crime through enhanced international police cooperation" (www.interpol.int).

3.1.4. Recruitment
Approximately 650 staff members from 89 different countries are employed at the INTERPOL General Secretariat, Regional Bureaus and Liaison offices, working in any of the organization's four official languages: Arabic, English, French and Spanish. A third of these are either seconded or detached by their national law enforcement administrations in INTERPOL's 190 member countries; the remaining are international civil servants hired under contract directly by the organization. INTERPOL accepts applications from nationals of all member countries to ensure that the organization remains truly representative. With such a diverse group of men and women, the organization's values play a particularly important role in maintaining a harmonious and effective working environment. The INTERPOL General Secretariat defines its values through the following qualities: respect for human rights, integrity, commitment to quality, availability, team spirit, value for money, accountability, fundamental competencies. Competencies are the set of capabilities (incl. knowledge, skills, experience, values, behaviour and attitudes) required to perform effectively in a post. Fundamental Competencies have been defined by INTERPOL and are applicable to 'all' staff regardless of their function/grade within INTERPOL. This aims at indicating to the applicants the type of basic competencies which are expected from them, in addition to the requirements specified in the vacancies.

3.2. CORE COMPETENCIES FOR INTERPOL STAFF

Tabel 1. Competencies of an Interpol agent

Competency name	Definition + Behavioural Indicators
1. Dedication to Police Profession	Demonstrate respect for and commitment to the police profession • Anticipate and represent first and foremost the interest and needs of international law enforcement • Provide the best possible service to the police with a view towards meeting law enforcement objectives, taking into account urgency and immediacy • Recognise that police exist to protect the public and to preserve law and order and that the Organisation exists to serve the needs of the law enforcement community • Demonstrate commitment to and support for the prevention, detection, investigation and prosecution of crime as well as the protection of police officers and the public • Be able to work effectively in an Organization that requires decision making, teamwork, discretion, judgment often under adverse conditions or imperfect circumstances" • Uphold the standards and ethics of INTERPOL in the delivery of its services to the law enforcement community • Demonstrate familiarity with and commitment to the missions, functions and values of the Organisation
2. Integrity	Strong belief and practice in personal and corporate integrity, impartiality and objectivity • Demonstrate INTERPOL values in daily activities, attitude and behaviour • Demonstrate absolute honesty • Demonstrate respect for INTERPOL's neutrality and independence from any government and loyalty to the Organisation • Work in full functional transparency and accountability • Act without consideration of personal interest (e.g. abuse use of INTERPOL credentials) • Demonstrate impartiality and neutrality in organisational decision making • Do not abuse power or authority • Stand by decisions that are in the Organisation's interest, regardless of your personal point of view. . • Take prompt action in cases of unprofessional or unethical behaviour, in the most adequate manner
3. Respect	Respect for and commitment to universal human rights and cultural diversity in an international context • Demonstrate genuine commitment to fundamental human rights • Demonstrate genuine commitment to equality in diversity, such as race, religion and belief, age, gender, disability and sexual orientation, etc. • Treat colleagues of a variety of backgrounds, cultures and experiences with dignity and respect • Conduct themselves in a manner that is in accordance with their status as international civil servants and show multicultural adaptability • Show respect for and understanding of diverse points of view and demonstrate this understanding • Be self-critical to avoid stereotypical responses in daily work and decision-making
4. Teamwork	The ability to work cooperatively and effectively in multi-cultural and multi-disciplinary teams and to build partnership and networks • Encourage the sharing of knowledge and participate in an environment in which all team members are committed to continual learning and development • Foster team spirit across all levels and among people from different backgrounds and cultures, internally and externally • Initiate and maintain good co-operative working relationships with others in an international and multicultural environment • Employ negotiating and consensus building skills to create coalitions • Have a welcoming and empathetic manner • Always be willing to help others and to be helped, to ensure quality work and team success • Display behaviours characterised by sharing, participating and working in effective links with each other and with their clients, keeping open communication through hierarchical channels. • Not see colleagues as competitors
5. Dedication to improvement	A demonstrated commitment to a continuous learning through personal and corporate improvement, exhibiting drive, creativity, and energy directed towards achieving goals and continually increasing the efficiency of work while consistently focusing on the task in hand • Strive for continuous improvement and encourage other to do likewise • Demonstrate an openness and willingness to embrace and as necessary develop new procedures, practices and policies of the Organisation and its personnel in an effort to continually improve the Organisation and its services to police throughout the world • Be result oriented: perform all work with the desired results in mind and work towards the desired result rather than process, maintaining a sense of urgency and purpose while working under pressure • Demonstrates a strong sense of responsibility and accountability • Commitment to delivering practical and achievable outputs • When results are not achieved, consciously seek to establish the necessary lessons learned and to apply them in the future • Actively seek and apply information on best practices from outside and inside the Organisation • Embrace technological development
6. Ability to communicate well	An ability to speak, write and interact clearly and persuasively to attract attention, establish credibility and gain influence using interpersonal skills, influential abilities, linguistic abilities and ability to use technical communication tools • Demonstrate ability to communicate fluently in at least one official language and show willingness and ability to acquire another official language • Speak and write clearly, effectively and persuasively • Listen and understand others, by showing interest and asking questions as necessary • Encourage the open expression of ideas and opinions • Always communicate with the audience in mind (language used, style, etc.) • Be assertive and always able to communicate effectively and tactfully with colleagues of all nationalities and in all situations internally and externally • Always be tactful and polite • Demonstrate ability to use appropriately communication technology tools (Word, Outlook, PowerPoint, etc.).

Source: www.interpol.int

4. NATIONAL CENTRAL BUREAU BUCHAREST

4.1. Presentation
General Information
1914 - Romania attends the First International Criminal Police Congress held in Monaco;
1923 – Romania becomes one of the founding member of the International Criminal Police Commission (ICPC);
1973 – Romania rejoins IPCO – INTERPOL, setting up the Interpol National Bureau within the Romanian National Police.
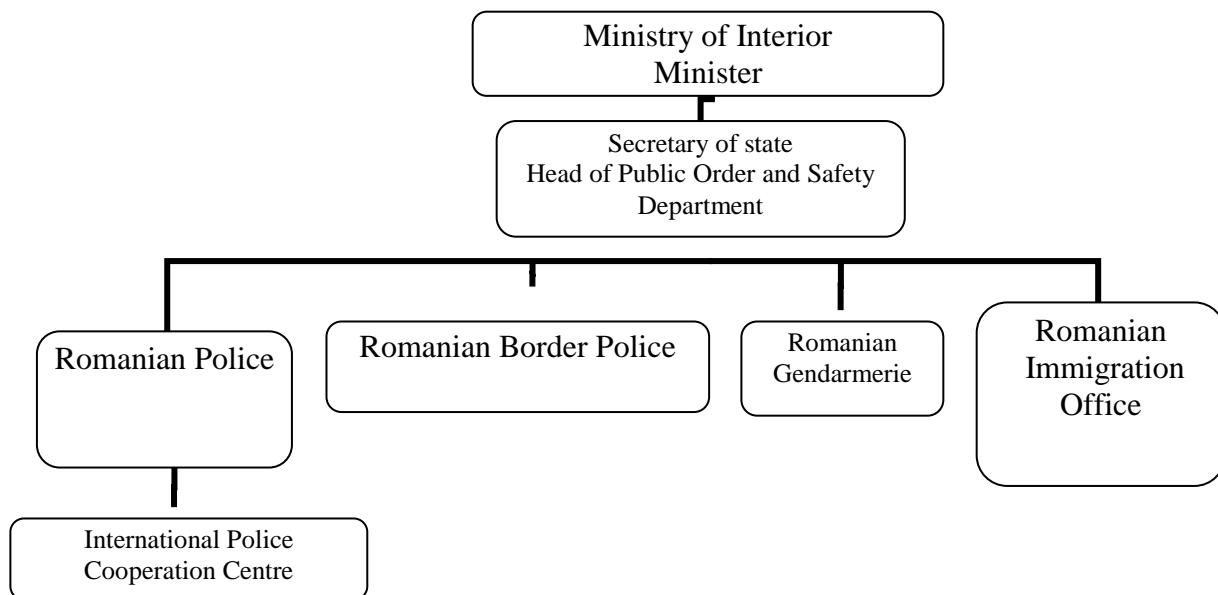
Figure 1. Organization
Source: www.politiaromana.ro

Main Tasks: national contact point for the cooperation with ICPO – Interpol member countries, operative exchange of criminal data and information gathered by law enforcement agencies, enquires and investigations in Romania, requested by ICPO-Interpol member states and requests the same type of assistance from the other member countries, ensures access to eASF database of ICPO general secretariat for Romanian operative law enforcement agencies, international searches and extraditions unit, operational documentation unit - transmission of international rogatory letters, judicial identification unit - transmission of international rogatory letters, international search of missing persons, checks regarding personal documents.
Personnel: judicial identification unit, operational documentation unit, international searches and extraditions unit, head of NCB.   Interpol Communication System and Database - Development of I-24/7 communication system.
Training: English, French and Spanish are used by all NCB's staff in day-to-day work, 40% of the personnel attended Interpol training courses organized by the general secretariat, Schengen issues were incorporated in the training curricula for all the Interpol officers.

4.2. Actual procccupation concerning the key competencies.
4.2.1. Glossary
Knowledge in the educational context represents the result of the assimilation, through study, of a set of facts, principles, theories and practices related to a certain working field or study.

Ability is the natural (innate) and acquired nature to carry out certain tasks. According to the field in which they are applied, abilities classify in: intellectual, sensorial, etc. Attention and judgment are considered abilities, as well as particular inclinations such as the ability to draw. Some abilities (e.g. for music and drawing) develop rather early, while others (e.g. for scientific research) develop much later, in adolescence.

Skill is the acquired capacity to apply and use knowledge in order to carry out different tasks and solve problems. Within the European Qualifications Framework, skills are depicted as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments). Skill includes certain types of operational structures, from habitudes to capabilities for problem interpretation and problem solving.

Habitude is the dexterity or the easiness to carry out a certain task or activity, acquired progressively through systematic exercise or practice.

Attitude is the relatively constant way through which the individual or the group reports to certain parts of the social life and to his own person. It designates the orientation of thinking, the deep moods of our being, our own morale and pulse towards certain values. Attitude has influences of direction, motivation or evaluation of behaviour.

Competence represents the proved capacity to select, combine and adequately use knowledge, abilities and other acquisitions (values and attitudes), in order to successfully solve a certain category of work or study situations, as well as for the professional or personal development in conditions of efficiency and performance. Within the European Qualifications Network, competence is described from the perspective of responsibility and autonomy.

Professional competences represent the unitary and dynamic assembly of knowledge and abilities that can be used in a professional activity. Within the context of the Law of education, knowledge is expressed through the following descriptors: knowledge, understanding and use of the specific language; explanation and interpretation. Abilities are expressed through the following descriptors: application, transfer and solving of problems; critical and constructive reflection; creativity and innovation.

Transversal competences (in the context of the Law of education) represent acquisitions of values and attitudes which exceed a certain field/study programme and are expressed through the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

Qualification represents the formal result of an evaluation and validation process, obtained when a competent organization establishes that a person has obtained results after studying at certain standards. Consequently, qualification means the official recognition of the value of the individual results of study, for the labor market, as well as for the education and continuous professional training through a study document (diploma, certificate, etc.) which instates the legal right to practice a job.

The occupational standard defines the main parts and responsibilities described through the abilities, knowledge and competences needed to comply with the requirements demanded when the employment takes place.

The profile (of the candidate for the entrance examination at the educational institution that carries out the initial professional training / of the graduate / of the person employed) represents a description of the set of knowledge, abilities, skills, attitudes and other key requests (diplomas, qualifications, permits, licenses, experience in certain categories of positions or in certain fields of activity, judicial record, a.s.o., which are mandatory (at the admission to the institution that carries out the initial professional formation, at the graduation from the educational institution, prior to being employed). This is usually established based on complex studies and analysis which take into consideration the demands requested to the employee (candidate at the admission to the institution of initial professional training/ graduate) in order to successfully carry out, after a minimal professional integration, the duties, tasks and responsibilities of the job he will have (and, in the

graduate`s case, needed to carry out a medium-term career in related jobs that do not require supplementary studies/ qualifications). In the case of the profile of the candidate to the admission to educational institutions that carry out initial professional training, they keep in mind a series of supplementary requests such as the potential of study and development. In order to establish the profile, they use, when available, data from the occupational standard, from the standard of professional formation, work analysis, psychological characterizations, job description, questionnaires and interviews of job analysis, standard operation procedures, a.s.o.
The manager and employees have those knowledge, abilities and experience that enable the
efficient and effective fulfilment of tasks.

4. 2.2. Developing the interest for certain competencies by managing talent

Analyzing this structure I have developed steps to be followed in order to recruit the right people for this profession. In order to achieve this, I created questionnaires for job analysis and observation sheets of the tasks. After analyzing all the materials, it was established the main activities needed to correlate the right agents with the right position, as it follows:

- ➢ Carry out analysis to establish the demands of the job in terms of personal/professional status, qualifications, knowledge, necessary authorizations, experience, foreign languages.
- ➢ Identification of the candidate profile at the educational institutions of the Ministry of Internal Affairs (MIA).
- ➢ Selection for the admission in the education institutions of MIA which prepare students for MAI, from the perspective of present and future demands of the job.
- ➢ Identification of the graduate profile.
- ➢ Initial personnel training through the Police Academy and post-graduate schools of MIA, educational institutions from the system of defense, public order and national safety.
- ➢ Identification and analysis of the training needs of the personnel.
- ➢ Carrying out of the professional tutelage/ socio-professional integration of the new employees.
- ➢ Elaboration of the annual Plan for continuous training professional training concept.
- ➢ Elaborating, drawing up and prioritizing the programs for professional training, according to the already identified training needs.
- ➢ Projecting the central programs of professional training based on training and developing competences.
- ➢ Elaborating the annual Plan for continuous training.
- ➢ Continuous professional training at the place of work by implementing the training plan.
- ➢ Annual/Fractional evaluation of one`s activity and professional behavior.

5. CONCLUSIONS

Talent management is one of the biggest challenges facing organizations this century. The demand for superior talent far outweighs supply, and more and more companies are feeling the impact as they compete in the global market (Frank and Taylor, 2004). Nowadays, managers understand the competitive value of talented people and spend considerable time identifying and recruiting high caliber individuals wherever they can be found. The trouble is that too many companies pay too little attention to allocating their internal talent resources effectively (Bryan et al, 2006). Talent management integration will help managers to make decision, to access information directly; employees will be more engaged, creating external perceptions of the organization being a great place to work, which in turn contributes to attraction of new employees. Also, human resources can inventory and proactively develop workforce skills to meet current and future needs, so strategic priorities will be clear. The employees will have a clear understanding of performance expectations and support to achieve these, as about the finance, people investment is focused on identified key needs, therefore providing greatest return (Hay Group, 2005).

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