PERFORMANCE MANAGEMENT - A CHALLENGE FOR ANY LEADER IN EDUCATION

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Abstract
Starting from Peter Drucker's assessment that "the only correct test applied to an employee is related to how they work and not to what school they have learned and how long they have worked!", This Communication refers to the measurement of managerial performance as a primary component of human resource management. Performance measurement is a specific activity, important in the field of human resource management, materializing in the estimation of individual and group performance.

An efficient performance evaluation system must be a well-articulated process with a clear definition of roles and time objectives for managers as well as for non-managerial positions within the organization.

At the beginning of the implementation of the performance management system, it is important to discuss with employees about their perception of the concept of performance, which means the performance expectations expected by the company and which are expected to be the results of the stages of this system.

Keywords: managerial performance, competitiveness, the human resource, professional evaluation

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1. Introduction

For top managers of an organization involved in developing an employee performance assessment system, it is important to perceive the importance of staff assessment as a key element in human resource management that allows for an integrative approach because it interacts with other areas: recruitment and selection, organizational structure (organizational chart and job postings), rewards, career / succession planning, training and staff development. Taking this into account, it becomes obvious that it is important to carefully develop the performance evaluation system.

But there is one thing that is often omitted by those involved in the SEP process. In their desire to do things "as to the book", the strategic aspect of this effort and the need to develop that system in accordance with the organization's strategic goals are lost. Thus, the performance appraisal system will not only become a tool for justifying promotion, remuneration, etc. but, most importantly, will decisively stimulate the type of performance that is required to achieve strategic goals.

In every organization, informal assessments take place daily, where managers and subordinates assess each other.

The evaluation of professional performance refers to the formal and systemic determination of the way in which the members of the organization perform their job specific duties in relation to the established criteria, the evaluation standards, the methods used and the quality of communication of the employees' results.

Not all evaluations have a positive effect, and therefore evaluation activity is sometimes viewed as one of the most detested activities. For example, those made for awarding prizes, making redundancies or even disciplining staff are perceived by employees with fear, fear and feelings of insecurity. The same is true when employees do not know or understand the criteria that are used to...
evaluate them, when they think they are compared to others, or when they regard evaluation more as a criticism than a moment that can lead to improving their professional and moral work within the organization.

The way the evaluation system is used and the way the evaluation results are communicated can significantly affect the morale and the climate of the organization and significantly the processes of training, improvement, promotion, reward, etc.

The correctness of the performance evaluation procedures implies: the validity of the results - the ability to reflect the truth; Determination fidelity - The ability to provide identical results at repeated use; equivalence of results - independent evaluators must achieve the same result; internal homogeneity - constancy of partial estimates; the versatility of the instruments used - the degree of differentiation of the result.

The performance evaluation process is influenced by a number of factors that can cause distortions within it: organization history and its value system, because the dominant values of managerial culture differ from one organization to another, hindering the optimal configuration of a personality structure specific to an ideal employee; the size of the organization, because informal assessment plays an important role in small companies; the field of activity - by the speed of development it has; the strategic guidelines of the organization that determine the selection of those performance criteria that are consistent with the organization's mission, goals, and strategies; union influences, which emphasize the age of the employees within the organization, and not always on the performance they have achieved; practices used in hiring, payroll, and promotion processes that are influenced by employee performance.

Staff assessment is a cyclical process that requires the implementation of an evaluation system that should specify: 1. The purpose and objectives of the evaluation? 2. What is being evaluated? 3. Who should evaluate? 4. What method is used for evaluation? 5. When does the evaluation work? 6. How will the results be communicated? 7. How will the unfavorable situation be corrected?

The data obtained in this process must be objective and provide feedback by communicating the results to the members of the organization at the appropriate time and in the appropriate manner.

New trends in the development of education imply the promotion of well-trained staff in managerial positions, which will be able to produce qualitative changes in this field. Therefore, to promote managers, an initial assessment is needed. In this context, evaluation should be considered as a "totality of activities that collect, organize and interpret data obtained from the application of measurement techniques, methods and tools, developed in accordance with the objectives and type of evaluation, depending on the content and the working group concerned with the purpose of issuing a value judgment on which a certain decision is based on the educational level "(Pâslaru, V., Papuc, L., Negura, I. et al., Curriculum Development and Development. Theoretical framework, Chisinau, 2005, p. 47).

2. Evaluation and self-assessment as school management functions

School management appears as a system of actions that are exercised consciously, organized, systematically in order to transform the students' personalities according to the purpose they have proposed.

In addition, the school manager directs, organizes and conducts all organizational aspects at the school level.

Thus, school management addresses the quality of education, its efficiency and the progress of the school.

When we speak of mandatory progress, we must start from an assessment of what has been and an evaluation of what has been achieved so far. So, there is a need for an evaluation of the
teachers' work, the students, but also a self-evaluation of the manager. It is best to mirror the quality by evaluating pupils' school results and, implicitly, the work of teachers.

Assessment in education has received new connotations due to major changes dictated by the reform. Assessment is the measurement and appreciation of learning outcomes, taking into account the strategies proposed. The evaluation provides information on the assessed one but also about the educational system, the educational program, the teacher's work and others.

Professor Ioan Jinga defines the assessment as a complex process of comparing the results of the instructive-educational activity with the planned objectives, with the resources used or with the previous results.

Evaluation is a step-by-step process that covers all areas of activity and involves a series of measures, comparisons, evaluations, and ultimately optimized business decisions. The purpose of the evaluation is to prevent school failure, to identify deficiencies, while establishing the causes and measures that are required. Evaluation is also defined by its psycho-pedagogical, sociological and docimological functions. In these three major categories we include:

- the function of control, of finding and appreciating the activity and the results obtained in the educational process;
- system adjustment, performance improvement and result optimization function;
- prediction, prediction and orientation function;
- classification and selection function;
- the educational function;
- the social function.

The evaluation involves the development of a strategy, ie actions and approaches that take into account the time of the evaluation, the evaluation methods, the evaluators, the purpose of the evaluation and others.

A good manager performs both initial and ongoing evaluations in order to form an own opinion underlying the final evaluation. These forms of appraisal apply both to pupils and teachers, correlating the results and finding the overall quality of the educational act in school.

The manager has the duty to periodically review the institution's management, including in this action both his self-evaluation as a manager and the team he / she works with. It will address two types of evaluation:

- Individual - namely heads of departments, based on the attributions assigned to them.
  Their assessment will concern:
  - knowledge of legislation, proper application;
  - the degree of accomplishment of the tasks from the job description;
  - driving style;
  - the quality of the planning, organization, evidence and control documents;
- Collective by analyzing the quality of the activity of the teaching council, the board of directors, etc.

Professional management also involves a regular self-evaluation of management, correlated with its assessment of subordinate personnel.

The school manager has several tasks included in the rules for organizing and conducting the school activity, exams, etc. Thus, he organizes the activity at the beginning of each school year by setting up the departments, establishing the different actions, specifying the attributions of each, assigning the staff, distributing the pupils by classes, providing school textbooks, drawing up the schedule, monitoring, organizing, and at the end of the school year by organizing the exams, the proper assessment of the pupils, the elaboration of the holiday program, etc.

The director's self-evaluation is done taking into account attributions, competencies, roles, annually correlated with the school results.

The self-evaluation of the activity is done in the context of the efficiency of the managerial activity and the relations established with the subordinates.

The manager will have to ask a series of questions like:
- How do I stimulate the subordinates?
- How do I set the exigencies for the subordinates?
- How do I communicate with the subordinates?
- How do I appreciate their performance?
- How do I monitor my subordinates?
- How do they involve them in achieving the goals?
- How do I recognize my own mistakes?
- How much availability do I have to help subordinates?
- How do I assign subordinate tasks?

For all these questions, the director will respond to determine on his own how effective and qualitative he is his manager.

In the case of management, the emphasis is on the results and the assumption of an anticipated risk, and in the case of the administration, on the procedures used to avoid the risks. The school manager fulfills attributions on both components, given that conducting a school involves both managing it and organizing and coordinating it from the point of view of the educational process. In other words, a school manager combines knowledge and training with the administrative one, judiciously managing material, human and financial resources. These multiple competencies of different areas make in some cases that the administration and management do not blend in the most favorable way for school and that there are imbalances and slippages from either the school management or the administration. It is therefore good that the reform should bring about a change in this respect, separating somewhat the two components and giving the same importance, by managing different people. Thus, a school unit manager will only deal with the administrative part, with an educational or education manager who will manage all aspects of education and learning.

Such a situation will allow the school to present high quality work both in the educational and administrative process, provided that there is also the necessary resources for a quality administration, applied in an efficient way.

Given that the education manager will only deal with the aspects of school education, then the regulations in force will be fully respected, an institutional framework of value, linked to the requirements of the European Union and the labor market will be created, with emphasis on all forms of education, starting with preschools and ending with adults through continuous training.

The administration of the schools must be made by people prepared for it with broad knowledge of finance, accounting, administration, but also with practical skills, household spirit, experience, etc.

By increasing the autonomy of schools and decentralizing management, the current manager is confronted with all the problems that he / she needs to manage in a school unit, both from the administrative and the educational spheres. In very few cases, the manager is also a very good professional in education, but also a very good administrator, having the power to encompass and manage the multitude of problems he faces.

Managerial training for school managers should be divided into administration and school management, as only so we can talk about performance management, applied by professionals. From the experience of the years, it can easily be noticed that in no field the professional performer is the executive manager, given the different areas that emphasize. Professionalization of the position of manager should begin with the division of tasks and the clear establishment of the fields to be managed at the unit level, while analyzing the concrete possibility of performing the current tasks.

3. Analysis of the existing evaluation process
Quality assessment must have three distinct stages: the measurement of university specialists training, results analysis and improvement measures.

The issue of a qualitative assessment at any stage is of a managerial nature, forcing the head of the educational institution to put in place certain mechanisms to ensure that a certain level of quality is attained.

A delicate issue is that of assessing the heads of educational institutions. If it were less formal, we think there would be many gaps in their work: unskilled training, for some of them continue to be self-taught in the field, distilling their own empirical experience and learning sometimes through trial and error, which is inadmissible in the conditions when education, as a priority domain of social life, as a "long-lasting enterprise, on which depends the formation of the most important factor of the nation - the man trained by labor and specialists studies - , can not and must not allow for failures.

At present, there is no institutionalized system of initial and continuous training of managers, which would involve the professionalization of managerial activities and their formation for all educational structures, with positive repercussions for changing the attitudes, capacities and professional behaviors of the managers of the respective institutions in the spirit of the principles and methods of modern management.

Determining a methodology for assessing the manager's activity by moving from the appointment by delegation system by the school inspectors to the management contract system, unlimited in time, would be more effective. In this case, its management contract must include clear performance criteria. Not less important is the varied and gradual use of a set of material, financial and moral stimuli to recognize and reward high managerial performance.

It is worth noting in the context of this idea the necessity of evaluating managers, because the complexity of the managerial process and especially the scale and diversity of its implications on the individual, group or social evolution of the people are decisive arguments, which require evaluation as a permanent activity.

Managers' assessment should be the activity of measuring and comparing the results, the physical, intellectual, professional and managerial potential with the objectives and requirements of the occupied post.

The evaluation of the manager approached in the context of the study of the contemporary management is dictated by the necessity related to the correct expression and dimensioning of the objectives both in their assumption and in their distribution. goal orientation, tasks that derive from them consist of actions taken by the manager in order to organize the work, control the activity and evaluate the performance of the employees.

Employee orientation consists of actions that characterize how a leader relates to and how subordinates approach, which is the concern shown by the leader of his subordinates. There is now a belief that an efficient manager has to demonstrate both a high level of task orientation and a high level of employee orientation. the manager's assessment in the context of the contemporary management study is dictated by the need for correct expression and dimension of objectives both in their assumption and their distribution. goal orientation, tasks that derive from them consist of actions taken by the manager in order to organize the work, control the activity and evaluate the performance of the employees.

Thus, a competent manager and managerial team will focus their work on clear, science-based, finely substantiated results. in his work, besides the function of organizing the educational process, the manager will be an expert and a promoter of the values, thus cultivating all the segments of the life of the educational institution.

4. Conclusions

It is obvious that the manager can be evaluated from various points of view, resulting in a larger number of criteria. For this reason, it is necessary to specify the purpose of the evaluation.
Performance appraisal is broader because it is based on results. In pre-university education, the evaluation grid method is applied, which consists in drawing up a list of criteria, each of which is appraised by a scale of appreciation. The staff subject to the evaluation process is assessed on the basis of the score (score) that reflects its performance level for each criterion.

This type of assessment does not allow a pertinent evaluation of the directors, leaving the place for many subjective interpretations. We have identified some disadvantages of this evaluation system: the evaluation sheet does not provide clear, detailed information on performance criteria; the general performance assessment criteria set out in the assessment sheet are general, and there is no breakdown of these in more detail, which would better capture the manager's work; the existing evaluation system does not provide clear indications of how to track the activity and evaluate performance over time. We believe that another evaluation system could be used for the evaluation of school managers, based on two documents: Individual assessment sheet, containing criteria grouped according to the domain pursued in the managerial activity. This record will be completed by both the manager and the evaluator. An interview sheet to be completed during the interview between the evaluator and the school manager, and to provide the correlation with the individual performance evaluation sheet.

In conclusion, given the complex functions of a school manager, we can say that quality managerial activity can only be carried out by a professional trained to manage the current education.

5. Bibliography