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INTRODUCTION

The human resource is the main resource in the organization. The human resource is the most affected by the specific practices and policies of the organization and, at the same time the performance of the organization is affected too.

The different changes that take place in organizations involve different risks and, in some cases those who strive to accept or to produce some changes also fall into the risk zone. Therefore, in the modern organization, human resources are not only a workforce to occupy a job, in the modern organization, each employee has a very important role, the organization being characterized by competition, dynamism and interdependence. The successes and the difficulties of the organization are based on human resources and on their management so, within an organization we must perceive people as individuals with personality, needs, behavior, education, experience and specific values, professional skills.

In order to achieve the objectives of the organization, human resources management and the organizational management, involves the continuous improvement of employee activity. Consequently, the managerial actions consider each employee as a special individuality, with specific characteristics. Human resources management supposes the existence in the organization of a system that evaluate employee's performance, the system of motivation, the stimulation and the rewarding of the results of human resources in the organization.

The appreciation of the performance of the organization and of the human resources in the organization is an ongoing process of evaluating and influencing the results of work and the behavior of employees at work.

This course support provides methods and instruments for objective estimation of individual results obtained by employees, based on tasks and works as well as the results of the organization in relation to the objectives of the organization and in relation to the real context in which the activity takes place. At the individual, organizational, and system level, the correct evaluation allows a clear understanding of the deficiencies and opens the way for a possible improvement.

When talking about the professional evaluation of human resources in the organization, we must take into account:

- the multitude of aspects that have implications on the future evolution of the organization;
- the important indicators of employment relationships, such as:
the important indicators of employment relationships, such as: staff turnover, absenteeism, suggestions received and implemented, occupational safety and health statistics and the results of customer satisfaction surveys.

We hope that the course support will be useful for students, masters, teachers and school managers in general education, university teachers, all those who want to grow in professional evaluation.

Course unit 1. THEORETICAL INCURSIONS OF THE HUMAN RESOURCE CONCEPT

1.1 General notions about organizations and management

According to the DEX, "the organization is a group of natural, legal or state persons with an independent organization, its own patrimony (in order to achieve a purpose) and legal personality (institution, enterprise)" [30]. To understand the definition of organization, it is important to know the rules and the laws according to which organizations work. People, as a certain group of individuals, intersect, having several common goals in daily life, and the need to know our needs in more detail can help us to establish a cooperative relationship with them as effectively as possible, this is the organism of common life which is called *organization*.

The literature specifies that organizations are complex systems, based primarily on the unity of a human group, having the same aim, with the common goal of achieving the purpose of the organization. When the result is visible, people will say that the organization has optimized its resources in an efficient manner and we, as individuals, are all part of various organizations too. [27, p.17].

Organizations are systems composed of individuals, hence the purpose of studying this phenomenon in sociology, and the degree of rationalization and maximization of production in human resources are in fact the elements that can help or dissolve an organization. Each individual is different, and the nature of the relationships between individuals, the degree of rigidity or homogeneity that is formed between them is particularly important.

If in the organization one person is replaced by another one, the organization stays the same, its goals, objectives and achievement keep the idea of the group: there aren't several people who have similar individual goals but, there is a group that it, himself, as a group, has certain purposes.

Organizations are very different: some are larger than the others, some are smaller than the others; some are public, some are private; some exist for profit, others have as a priority the social goals and so on.

The human actions that define the organization form its activity. The activity is a set of physical and / or intellectual processes (actions) that intend to achieve a goal. The concept activity has two meanings:

- broadly, the activity (uncountable noun) includes all the actions performed in the organization (or in a component of it) - for example, we say that "the company has resumed its activity";
- specifically, the activity (countable noun: one activity, two activities) is an organizational element - a set of actions of a certain nature (called tasks), performed by a certain component of the organization; there are accounting, purveyance, marketing, management, and other activities;

The activity of an organization (or a compartment) must be "managed", that means that it should be properly handled. *The management is the administration (governance) of the activity of an organization or a division of it; that is the process of achieving the goals of the organization by engaging in the four functions of planning, organizing, leading, and controlling* [26, p. 16]. This definition of the organization emphasizes that the management: *occurs from the goals of the organization, has the character of action and has these four major components: planning, organization, leadership and control.*

To achieve the objectives of the organization, the management uses some resources. A resource is a factor of an economic or productive nature, used in an activity to obtain a result. The literature specifies four types of resources: *human, financial, physical and informational.*

Human resources are the employees who execute the activity of the organization, viewed in terms of their number and specialization. Human resources are also called workforce or personnel (some authors prefer to distinguish these concepts).

Money resources or financial resources are the money accessible to the organization to carry out the activity, regardless of form or origin. In general, they come from: profit, investments of the owners, bank loans, in the case of educational institutions the money is granted by the state.

Physical or material resources are different concrete goods and real estate values used to obtain the results: raw materials, energy, devices, buildings, vehicles, and so on.

Information resources are knowledge about the state of the elements in the external and internal environment; for example, knowledge of political or social events, knowledge of competitors' practices, data on own results, and so on. According to Peter Drucker, managers "work with knowledge" (so they are knowledge workers), so their activity depends to the highest degree on information resources. Some authors also talk about non-material resources, related to people, but which don't aim the professional aspects, but the psychosocial ones: convictions, values, attitudes, kindness, ambition, fears and so on. These resources are often ignored, but they can be vital (in services).

Considering the resources, the management is the process of assembling a set of resources and using them to perform tasks in an organizational framework, pursuing the achievement of some goals [Hitt, M., Hoskisson, R., Ireland, D., *Management of Strategy. Concepts and Cases*, USA: Thomson / South-Western, 2012, pp. 4]. The management activity consists of four major components (activities that form the management process), called management functions or managerial functions. These functions are: planning, organization, leadership and control.

Management = planning + organization + leadership + control

Planning consists of:

- setting goals (objectives)
- specifying how to achieve them.

According to the objectives and plans all other functions will be outlined. The most important planning category is strategic. A major component of planning is decision - planning is carried out by taking decisions (often, planning is even defined based on the decision). Another component of planning is change - organizational change means establishing an intended future state and planning a route to that state.

Organization targets the creation of the necessary framework for goals to be achieved (for plans to be realized). In particular, the organization consists in distributing resources so that plans can be successfully implemented. An essential concept of organization is the **organizational structure**, the most extensive element of allocating resources to different activities. A major component of the organizational structure is coordination, with two forms: vertical coordination (of elements located on different hierarchical levels) and horizontal coordination (of elements located on the same hierarchical level). As well, a major component of the organization is **human resource management** (HRM), which aims to manage human resources (especially obtaining and developing it). [Nicolescu O., Nicolescu C., *Organizația și managementul bazate pe cunoștințe: teorie, metodologie, studii de caz și baterii de teste*. București: Editura Pro Universitaria, 2011].

Leadership targets people - leadership consist in influencing people so that they have the necessary behavior to achieve the goals of the organization. Essential for this influence is **motivation**, which gives people reasons to have the best behavior. The essence of management is the **leadership**, in other words the action of the leader to influence the subordinates. **Communication** is another major component of leadership - in order for people to be influenced they need to be sent verbal (explicit) and nonverbal messages. Other components of this function are related to *group management, conflict management, stress management* and so on.

In O. Nicolescu and C. Nicolescu's vision the **Control** (or regulation) means the adjustment of activities so that the real performance (or results) are in accordance with the established standards and objectives. Control shouldn't be understood as a control of people, of their performances and their abilities to accomplish tasks - this action is one of control, of course, but the significance of the control function is much larger. *Control means monitoring and evaluating the actual results, comparing them with the planned*

ones (with the standards) and, if necessary, taking measures to correct the unfavorable deviations or to make the favorable ones fruitful. Within this function are very important the control systems, which have a specialized nature (accounting, and so on). A special chapter of control is **information systems**, whose purpose is to provide the information needed to regulate the system.

Another component of the control function is **operations management**. Considering that the functions of management are actions that form the managerial activity, we can approach management as a process, in which the resources of the organization are subjected to successive transformations, until obtaining results that aim to achieve the organization's goals. In this process:

- the outputs are the desired results (set objectives);
- the inputs are the resources of the organization (human, physical, monetary and informational), which will be transformed successively until the results are obtained (achieving the goals);

the transformation consists in performing the actions of planning (P), organization (O), leadership (L) and control (C).

The productivity is a measure of effectiveness, describing how the system has achieved its goal - mathematically, it is the proportion between outputs (results) and inputs (effort); a process is efficient if it uses resources economically, without waste. The productivity is measured by specific indicators, depending on the nature of the system.

The manager. A manager is an employee whose main activities are part of the management process [Griffin, 1990, p. 7]. Each employee who executes planning, organizing, leading and controlling actions is a manager; that is to say, a manager can be each employee who has high control over any of these elements inside the organization: time, workload, decisions, technology, equipment, money, standards, meetings, other people, and so on. Generally, there are several managers in an organization, on several hierarchical levels. To consider the manager as the person at the top of the hierarchy is wrong. *A manager doesn't manage an organization, but an activity:* either the activity of the entire organization, or the activity of a department, or the activity of a function.

As well, the concept of manager shouldn't strictly be associated with the existence of subordinates (not to be confused with that of leader, boss). A manager position has a high complexity and great importance within the organization, and suitably has a large number of roles associated with it. There are several approaches to the manager's roles, the best known being that of Henry Mintzberg, which distinguishes ten roles, divided into three categories: 4 decision-making roles, 3 informational roles and 3 interpersonal roles (Mintzberg, 1973).

Decision-making roles refer to the creation of the future courses of an action, which will affect the state of the organization. Some of these roles appear from the managerial function of planning, others from that of organization. The decision-making roles are:

- *the entrepreneurial role:* the manager initiates, designs and encourages change and innovation inside the organization;
- *the role of mediator* (corrector of dysfunctions): the manager takes corrective measures when the organization faces important and unexpected difficulties;
- *the role of resource allocator:* the manager distributes resources inside the organization of all types: people, money, technical equipment, time (and informational, but these are associated with another category of roles);
- *the role of intermediary:* the manager represents the organization in the negotiations related to its area of responsibility;

The informational roles intend at receiving and transmitting information, so that the manager is a "nervous center" of the organization or department he / she manages. This category includes:

- *the role of monitor:* the manager search in the internal and external environment information related to things that could affect the organization;

- *the role of disseminator*: the manager spreads information within the organization, information obtained from both environments mentioned above;
- *the role of spokesperson*: the manager transmits outside information about the managed department or organization;

Interpersonal roles are born out of the idea that, through his function, the manager has authority over other people, and then he must also have responsibilities for the relations between the members of the group. Interpersonal roles involve developing and maintaining appropriate interpersonal relationships within the led group. These roles are associated with the managerial function of management and they are:

- *the role of representative of the group* (symbol): the manager exercises symbolic assignments, of legal or social nature;
- *the role of leader*: the manager develops relationships with subordinates and communicates with them, motivates them and as well he is their “coach”;
- *the connection role*: the manager develops and maintains contact relationships outside the managed department, relationships that ensure help and information when needed;

To perform his activity, a manager must have and must use a series of skills, in other words abilities, values and personal motivations (preferences) (Hill & McShane, 2008, p. 16), necessary to perform managerial activity and fulfill the manager's roles within the organization. The abilities aim at the capacity to have a coherent set of behaviors that lead to the desired level of performance in a particular area. A manager is required to have three key categories of skills: **technical, human, and conceptual** (Katz, 1955).

Technical skills, also called hard skills, refer to understanding, skill, and experience in a definite activity, in which methods, processes, procedures, or techniques are used. Examples of technical skills: reading a balance sheet, drawing up a budget, developing a production program, designing an advertising campaign, and so on.

Human skills, usually called soft skills, reflect the manager's ability to work with other people, both as a leader (the person in charge of the group) and as a subordinate. They include skills concerning communication, collaboration, motivation and other factors. A very important category of human skills is related to multiculturalism (DuBrin, 2010, p. 18), it aims the ability to work with people belonging to different cultures. Conceptual skills have a more general character and a pronounced intellectual content, especially targeting systemic thinking. They refer to the ability to:

- perceive the organization as an entirety;
- to discern the relations between the organization and its component parts, as well as between these component parts;
- understand the organization as a component of larger systems - the branch (industry), the community, the nation, the world as a whole;

According to Peter Drucker, these skills are increasingly relevant - the only competitive advantage of developing countries is the number of knowledge workers, these are people who work primarily with concepts (Drucker, 1997). Some authors talk about two other categories of skills: diagnostic and political.

Personal values are stable estimation considerations that guide someone's preferences about results or possible courses of action. These values can make an individual choose a better paid and a quieter job, have certain personal preferences when working within a group, appreciate a subordinate and so on.

These values are not always realized or recognized, so they shouldn't be understood as those declared, which the individual claims to have (for example, a boss who intentionally disadvantages a subordinate accusing him in dishonesty, even if he/she claims that this is his/her supreme value). When certain values become common for most members of a group, they become cultural values. Most of personal values are, in fact, cultural values of the groups to which a person belongs.

Personal motivation refers to the needs (reasons) that determine managers to want to have this position. Regarding the desire to be a manager, it is considered that there are four specific motivations:

- the desire to compete for managerial positions;
- the desire to exercise power;
- the desire to be different from others;
- the desire for action; [Hill & McShane, 2008, p. 20].

When using their skills, managers need to know the state of the organization and the state of the external environment. The manager's knowledge base includes various information, mostly about the following elements: [Bartol & Martin, 1994, p. 15]

- the division in which the company operates and the technologies specific to this branch;
- the policies and the practices of the organization;
- the goals (objectives) and the plans of the organization;
- the culture of the organization;
- the personality of the most important members of the organization (managers, but also informal leaders);
- the important suppliers and clients;

1.2. General theories of human resources

Modern society presents itself as a network of organizations that appear, develop or disappear. Generally, we can say that organizations are communities of people made to achieve a common goal. In order to exist, the organization should be built on interactions between individuals who follow the same goal.

Out of all, human resources are crucial to ensuring the success of any business. Without capable employees, a company produces inefficiently and risks bankruptcy. People are today's and tomorrow's vital resource of all organizations that ensure their survival, development and competitive success [Manolescu, A., 2001, p. 17]. When speaking about this problem, Nasbitt and Aburdene affirmed that "in the new information society, human capital has replaced financial capital as a strategic resource" [Manolescu, A., 2001, p. 17].

The new philosophy of organizations capitalizes on human resources because:

- Human resources represent the organization; people are a common resource and at the same time a key resource, a vital resource of today and tomorrow, of all organizations, which ensures their survival, development and competitive success [Milkovich, G., T., Boudreau, J., W., 1991, p. 2].
- Human resources have special characteristics that directly determine the degree of efficient use and the capitalization of other resources [Rotaru, A., Prodan, A., 1998, p. 2].
- Human resources are one of the most important investments of an organization, the results of which become progressively evident over time; investing in people has proven to be the safest way to guarantee the survival of an organization or to ensure its competitiveness and its future [Manolescu, A., 2001, p. 17].
- Human resources are unique in terms of their potential for growth and development, as well as their ability to know and overcome their own limits, to meet new challenges and current and future demands [Manolescu, A., 2001, p 20].
- The effectiveness of the use of all the other resources available to an organization depends to an increasing extent on the effectiveness of the use of human resources [Manolescu, A., p. 28].
- Among all categories of resources within an organization, human resources summarize and express most suggestively the specificity of management as a type of human activity [Manolescu, A., 2001, p. 28]; when formulating this opinion, the author was inspired by the definition given to management by Mary Parker Follet, namely "the art of determining the achievement of things with the help of *people*."

Human resources management - concept, objectives and activities. The guidance and administration of human resources or the management of human resources can be defined simultaneously as the science and art of coordinating human effort so as to achieve the objectives of increasing organizational efficiency and effectiveness. Human resource management is a *science and art* because it formulates and generalizes concepts, laws, principles, rules, methods, techniques and management tools, and art because their application in practice takes into account the specificities that occur in each organization, requiring much experience especially in the area of human behavior, negotiation and conflict management.

Human resource management is a relatively a recent term (first appeared in 1891 when it was introduced as a subject in the MBA at Harvard), more modern, for what has traditionally been called "personnel management," "industrial relations.", "management of personnel activities"; "employee development ". [Manolescu, A., 2001, p. 30].

Nowadays, there is some controversy about the difference between Personnel Management and Human Resource Management. Manolescu A. points out in the book Human Resources Management (2001) some ideas, essential to distinguish Human Resources Management from Personnel Management, namely:

- HRM has the ability to solve the many problems of employees in a much better way than the administrative manner specific to personnel management.
- HRM represents not only a change of name, but also a change of content, which is reflected, first of all, in the vision and in the strategic importance of this scientific sphere for the success of an organization.
- Personnel management took advantage of the formation of an organizational culture dominated by the need to minimize costs for employees, which, under these conditions, becomes a resource that must be managed like all other resources. In HRM, the individual should be treated more as a resource than as an expense, considering the costs of training employees an investment rather than a cost - which emphasizes the individual potential of the employee, as investments and not as costs.

Lefter V. and Manolescu A. consider HRM as "the set of activities related to ensuring the optimal use of human resources, a large concept that refers to the philosophy, policies, procedures and practices used when leading employees" (Lefter, V., Manolescu, A., 1999, p. 16).

Rotaru, A., Prodan, A., declare that "HRM is a function of economic organizations, in permanent extension, which includes both personnel management and labor relations, HRM representing the strategic and operational management of activities that focus on ensuring and maintaining the workforce of the organization in the conditions of the economic and social environment in which it operates" [Rotaru, A., Prodan, A., 1998, p. 15].

Mathis R., L., et al. consider that "HRM requires the continuous improvement of the activity of all employees in order to achieve the mission and organizational objectives (...). the permanent cooperation of all employees to improve the quality of products and services provided by the company, the quality of its activity and its objectives, in order to ensure long-term viability and profitability in accordance with the requirements of the company. " (Mathis, R., L., Nica, P., Rusu, C., 1997, pp. 3-4).

Chişu V. A. says that "human resources management involves creating a favorable climate for access to the external environment, establishing a communication system able to respond to the employee's needs of participation, stimulating creativity, recognizing merits, transferring responsibility for tasks and so on. The results of recent years show that managers who have discovered how to raise the level of competence of employees, how to delegate authority at all levels, how to mobilize people or how to use the dynamism of teams have managed to face economic challenges or crises" [Chişu, VA, 2002, p. 16].

The literature includes a diversity of activities that contribute to the efficient achievement of human resources management; numerous opinions have been formulated, the vast majority of which bear the imprint of the author's origin country as well as the size or profile of the organization to which they refer.

However, it is very clear that all organizations regardless of their size must undertake human resources activities, *the main activities of human resources management* aimed at finding and coordinating human resources can be deduced:

- *Providing human resources* which mainly involves human resource planning, recruitment and selection, integration of new employees.
- *Organizing human resources and establishing working conditions* which involves establishing the workload necessary to achieve the objectives of the organization and allocating a part of this workload to people (process that is done mainly by analyzing jobs), establishing the work schedule, working conditions and protection of health and safety at work.
- *Developing human resources*, mainly the orientation of new employees and job initiation, training and professional development, professional career management.
- *Evaluating human resources performance*, an activity that involves the existence of a coherent, objective and efficient system when evaluating employee's performance.
- *Motivating and rewarding human resources*, an activity that involves establishing a coherent, reasonable and stimulating system for paying rewards or other compensations, aids and incentives.
- *Relations with employees and trade unions*, activity that involves the communication, conciliation on personal issues of employees, prevention and resolution of labor disputes.

In the Republic of Moldova, *human resources departments* are still quite uncommon. Companies with hundreds of employees rather have a department, service or office of staff and wages, (even if the name is human resources, the activities they incorporate are subject to traditional personnel management) which exists due to legal requirements. The establishment and development of a human resources department means the transition to a higher level of management of economic activity, for the mutual benefit of entrepreneurs, but also of employees.

Job design and analysis. **The job designing** is the process of establishing the tasks, authority and responsibilities that will be assigned to a particular job, as well as the methods / procedures that will be used to perform them, the relationships that must exist between the job holder and his superiors, subordinates or colleagues; the rewards due to the job holder.

In the job designing process it must be established:

- *The content of the job*: focuses on tasks, their number and variety as well as the holder's freedom to plan and organize their work, to establish their rate of work and the way to communicate with other colleagues (job autonomy);
- *The qualities of the job holder*: refers to the knowledge (studies), skills, aptitudes, competence and experience necessary for the future job holder;
- *The rewards of the job*: refers to all the benefits and advantages that a job offers to its holder: salary, promotions, pleasant working conditions, the feeling of professional achievement, autonomy in activity, recognition of one's own performance, professional development.

Individuals are very different from each other both in terms of their abilities and skills and in terms of their needs and aspirations. The human resources management must achieve in the best conditions the *employee-job concordance*. The correspondence between the requirements of the job and the knowledge (studies), the qualification of a person determines his *capacity* to achieve the objectives of that job. The correspondence between the needs, the aspirations that characterize the employee and the rewards that the job offers determines the *motivation* of the individual to engage in the behavior required by the job.

The main *activities* through which the employee-job concordance can be achieved are:

- the appropriate recruitment and selection, choosing the candidates that best match the requirements of the job;
- the promotion and transfer within the organization;
- training and retraining programs for employees for a better performing of the tasks of the job;

- job redesign (changing job requirements and rewards).

Generally, choosing the right person for a vacancy seems very easy. This is because only the requirements of the job in terms of the person's knowledge (studies), qualification and skills are taken into account. At the same time, it is very important to reconcile the characteristics of people with those of the job. If a person is not in a position that suits his or her aspirations and needs, he or she can be replaced, or the position can be changed.

The redesign of the job is the process of changing the content, the rewards of the job and implicitly the qualities necessary for the job holder.

If it is necessary to redesign a post, the following steps must be completed:

- Job analysis;
- Job evaluation;
- Identification of the conditions in which the work and the difficult or less satisfactory tasks are performed;
- Job modification, using one of the following techniques:
 - *Job specialization.* The simplified or specialized position will have a smaller size, the tasks will be simple and easy to solve requiring a minimum of skills from the employee.
 - *Job rotation.* Job rotation is a periodic change in the employee's tasks and responsibilities. For example, in a bank, the holder of a position in the lending service, works for a month in the accounting service, thus becoming familiar with various operations within the bank.
 - *The extension of the job.* The extension of the post is the exact opposite of the simplification of the post, consisting in the addition of new tasks close to the tasks already assigned to the post (the scope of the post increases).
 - *Enrichment of the job.* A job is enriched when the employee is given more responsibilities, autonomy and the chance to make decisions, using more knowledge / skills than previously required.

Job analysis is the process by which essential information about a particular job is obtained and processed. The job analysis studies both the job and its characteristics (name, objectives and tasks, authority and responsibilities required by the job) and the knowledge, experience and skills necessary for its holder.

Job analysis is a very important process, for at least two reasons:

- provides proper information about the job.
- provides transparency and justifies personnel's activities and decisions.

The data obtained from the job analysis are very important in a series of HRM activities, such as:

- the design (redesign) of the job;
- the recruitment and selection of human resources;
- the training programs and career development of employees;
- the evaluation of professional performance;
- the employees' rewarding;
- the employees' protection and safety at work;

The job analysis can be performed by several people: the job holder, his superior, human resources specialists, the company manager or consulting external experts (analysts) in case of special, difficult or unusual analyzes. In order to perform a job analysis, it is necessary to go through several stages (fig.1.5).

1.Determining the purpose of a job analysis. The first decision that is generally made is related to the purpose of the analysis. Questions such as: Has the organization expanded or fallen rapidly?

- Did it add / remove / change the current jobs in any way?
- Is there great fluctuation within the organization?

- Are employees' salaries reasonable? and so on

The purpose of a job analysis must be clear and closely related to the company's global strategy to increase the success of the analysis.

1. *Identifying the jobs to be analyzed and the existing documentation.* The second task of the manager is to identify which positions need to be analyzed and the number of different job categories. Existing documentation should also be reviewed: existing job descriptions and specifications, any existing laws, regulations and methodologies, other necessary information.
2. *Explaining to employees the analysis process.* Employees must be informed about the purpose of the analysis, the people doing the analysis, its stages, the time affected, the person they can contact if they have questions, and so on. Employees often become anxious, confront, believing that their jobs are in risk. To reduce employee's anxiety, communication is very important. If there are fears or uncertainties among employees, it will be difficult to obtain accurate information.

1.3. Human resources management

The literature specifies that the **human resources management** is defined by *the totality of activities through which the procurement, development and conservation of the human resources that the organization needs to achieve the objectives are ensured.*

The system is defined by a set of different but closely related to each other elements, which complement and renew a cycle of activities and which use the same resources in order to produce desired results.

The system includes a series of components that maintain interdependence and always operate in an **environment** that is characterized by a multitude of forces that facilitate the operation of the system or block the activity. There are two types of environment:

- The microenvironment - the set of factors that directly influence the system, influencing its performance over which it can have control or influence. (The organization itself, providers, intermediaries, customers, the public).
- Macro-environment - the set of social factors that act on the micro-environment of the organization. These are demographic, economic, natural, economic, political and cultural factors.

The nature and strength of the relationships that a system maintains with the environment differs from system to system. Respectively, the difference can be made:

- Open system - communicating with the environment so that it can obtain and use information to make the necessary adjustments for its survival;
- Closed system - which communicates little with the environment, thus depriving itself of the information necessary for its adaptation;

As a system, human resources management consists of the following components:

- Management resources.
- Management activities.
- Objective planning.
- Organizational dimension.

Management resources is an important component - from the category of which we can identify:

- Resources that are in the possession of the organization and that must be allocated differently to achieve its objectives.

- Resources that are found in the environment of the organization (external labor market) and that can be engaged by the organization.
- HRM specialists and technicians.
- Financial and budgetary resources that are used in various programs of legal activity related to the operation of human resources.
- Information received from the environment or generated by the system.
- Tools in the form of templates, tests or questionnaires that are used to process information.

The activities of human resources management are divided into two main categories:

- Which gives the operational dimension.
- Which gives the organizational dimension.

The operational dimension involves several specific activities:

- Determining general objectives and policies to ensure the efficient use and reasonable treatment of resources.
- Developing a structural support that would allow the sharing of responsibilities and authority between hierarchical managers and human resources specialists or the revision of existing structures.

Workforce planning consists in providing the necessary human resources, which involves:

- the description of the job and required qualification
- the recruitment
- the selection
- the reception in the organization.

Human resource development insists on:

- appreciating the performance and potential
- determining the training needs
- elaborating training programs
- carrying out training actions
- evaluating and controlling.

Conservation of human resources, consists in:

- evaluating the job;
- setting up a remuneration system;
- administrating social benefits;
- activities related to decisions on promotions, relocations, increase or reduction of the workforce;
- discipline administration;
- elaborating and administering the occupational safety and hygiene programs.

The organizational dimension includes all activities related to this dimension and have a strong impact on the organizational climate, which can improve or deteriorate it. Activities that reveal the organizational dimension of human resources management are:

- emphasizing the necessary directions of action as they result from the performed psycho-social investigations, with the participation of the personnel;
- reviewing or adopting a management philosophy that is congruent with the new values of society and the expectations of individuals or work groups;
- establishing some forms of work organization, such as vertical enrichment of tasks, setting up semi-autonomous working groups or changing working hours, when necessary;
- modifying the management system so that the members of the organization feel more involved in achieving the set objectives;

The human resources management system and its environment. The analysis of the environment in which the Human Resources Management system operates implies the distinction between the micro environment, as the set of internal factors of the organization and the economic macro environment, that means the economic / educational, cultural, legal and political context that acts indirectly on HRM.

The factors of the micro environment (internal to the organization). **Management philosophy** - the value system of leaders, their conception of the individual in a work organization. Leaders, who are more attracted to McGregor's theory X, will tend to prefer efficiency over job satisfaction, giving a "productivist" impulse to **human resource management**.

- **The dimension of the organization.** In small organizations, responsibilities for **human resource management** should only be assumed by hierarchical superiors because they don't have human resources departments as in the largest organizations.
- **Fluctuations in the education system** that can influence the degree of stability of human resources and the job security.
- **The nature of interpersonal relationships within the management team.** A conflict or a lack of cooperation within the management team can lead to the deterioration of the climate of interpersonal relationships.
- **The presence of a trade union.** In the high syndicated organizations, the negotiation and the administration of a collective agreement occupies an important place in the working hours of a human resources director.
- **The technology used.** The technology used in the production of goods and services determines the nature of the activities and the qualification required.
- **The culture of an organization.** In conservative and bureaucratic organizations, the decisions in the area of Human Resource Management will be rather centralized and based on the observance of the rules and procedures.

The factors of the macro environment. (external to the organization). Without taking into account all the factors that lead the socio-cultural and economic transformations in a society, we want to point out the main trends that must bear the attention of current or future human resources managers.

Culturally: the value of work

It is considered that work in liberated societies is an expense of effort and energy, necessary for the production and distribution of goods and services that have an exchange value. Therefore, we are talking about: imposed work (the Age of Greater Egypt, Ancient Greece and the Middle Ages), labor, as a source of autonomy and personal progress (the emergence of industrialization).

Development and dissemination of knowledge. The efficient and valued use of human resources is based on: the knowledge of the structure of organizations; the knowledge of the functioning of organizations; the understanding of the factors that can explain the behavior of individuals and groups.

The currents of thought and the research works that refer to these aspects can be grouped as follows:

- **Psychotechnics** - is interested in developing selection tests able to measure the suitability of individual differences in order to be used at the choice of the individual, according to the required activities (tasks).
- **Taylorism** - it was an important current of thought for human resource management and it refers to the intensive use of technology and the rationalization of the work organization system.
- **School of human resources** - Knowledge of the structure and functioning of working groups is the major contribution of this school. It made possible a larger understanding of the reality of the informal dimension of organizations as well as the complexity of work motivation and the exercise of command.

Behavioral sciences. This current of thought fetches together disciplines such as organizational psychology, sociology of organizations and social anthropology. The contribution of behavioral sciences is based on the following topics:

- the motivation of the individual for work;
- the determination of the individual behaviors and the mechanisms of changes in these behaviors;
- • the impact of different management philosophies on the behavior of individuals and groups (for ex. Theory X and Y);
- the formation in the area of interpersonal relationships;
- the psychological dimension of the payroll systems;
- the reorganization of the tasks (enrichment, enlargement);
- the study of the interdependence relationship between job satisfaction and productivity;
- the methodology for implementing cultural and social changes within the organizations (organizational development).

1.4. Human resources strategy and policy

The **strategy** summarizes the concept of the management of the organization regarding its future evolution and consists of an extensive, unitary and integrative plan of managerial action established in order to perform the set objectives, which specifies how the organization will be managed and how it will act, as well as what actions will be carried out to ensure the realization of the mission assumed by the organization.

In other words, the **strategy of the organization** in the area of human resources defines the major directions for the development of these resources according to the requirements determined by the objectives that the organization has set out to achieve.

The **strategic plan** materializes the chosen strategy and it is an extensive document that expresses the strategic mission of the organization, its objectives and the strategy adopted as a major line of the subsequent evolution.

The strategy and the strategic plan can be established at the level of the entire organization (organization strategy) and at the level of each of the organization's functions (functional marketing strategy, functional research and development strategy, functional financial-accounting strategy, functional personnel strategy, and so on). It is obvious that the functional strategies derive from the strategy of the organization, their role being to ensure in the specific functional areas the necessary conditions to perform the strategy of the organization and achieving its objectives.

The strategies have the following characteristics [10, p.172]:

- they are based on a significant volume of aggregated information;
- they are subordinated to the set objectives;
- they are interchangeable with the objectives in relation to different reference levels and at different times (certain components of the strategy of the organization represent objectives for the functional areas; the objectives of the organization valid at a time are specific strategy elements at that time);
- they are a long-term action plan that is being achieved progressively through long-term efforts;
- they represent the basis for establishing through a process the search for strategic plans;
- they require the permanent existence of a specific reverse connection (strategic feedback).

Applying strategies is possible through the use of important tools detailing the necessary actions, called policies.

In relation to the specific activities of the human resources management process, the main elements that must be followed when establishing the strategy in the area of human resources are:

- the degree to which the elements specific to the human resources function correspond to the requirements for implementing the general strategy of the organization;
- the workforce planning;
- the professions and jobs specific to the organization whose insurance is critical;
- the average age of the personnel, as a whole, by professions and jobs, by compartments, and so on;
- the workforce plan and its components: the recruitment plan, the training and improvement plan, the promotion plan;
- the personnel fluctuation;
- the personnel recruitment: possible sources and forms of execution;
- the personnel selection: execution forms, reference criteria;
- the psycho-professional integration of new employees, use of influencing factors, preparation of necessary conditions, responsibilities;
- the personnel appreciation - objectives, criteria, correlation with the level of the payment;
- the personnel promotion - principles, criteria, advancement plan;
- the personnel records;
- the remuneration, the salary system, the salary levels, the salary conditions, the control of the establishment of salaries and of the observance of the legislative and normative provisions;
- the material and immaterial motivation of personnel;
- the personnel training and development, establishing immediate and prospective, general and individual training and development requirements, methods and means used, training and development plan, program content and methodology, material infrastructure of programs, monitoring and evaluating the results;
- the social activities and services;
- the relations with trade unions.

The analysis of the current condition of the organization in the area of human resources performed in terms of these elements allows to define the lines of force of the new strategy that will be followed in that area. The option for a new strategy can be made from a series of types that we will develop in the following.

The policies adopted by an organization are general statements or agreements that guide thinking and action in making decisions specific to different areas of its activity. This fact starts from the concern of the management of the organization regarding human resources that requires the specification of some basic rules, of some attitudes towards the human resources on the basis of which the decisions are taken. This set of rules and attitudes is the policy of the organization in the area of human resources.

Policies limit the area in which a decision can be taken and ensures the concordance of the decision with the objectives of the organization whether taken at the level of the organization as a whole, or of the functional activity. Policies don't impose the actions that need to be taken to solve a problem, but they define the limits within which the objectives of solving the problem are pursued by the decisions that are taken.

An efficient human resources policy must include [1, p.195] [2]:

- integrating the human resources management in the general management of the organization;
- obtaining the solidarity of the personnel;
- productive actions at all levels;
- creating an atmosphere of employment and capitalizing on the potential of each employee;
- motivating the personnel to achieve high results;
- stimulating the desire of each employee to improve their own activity;
- training the employees who demonstrate professional competence in the decision-making process;

A well-formulated human resources policy must take into account the importance of the personnel in the organization, the responsibility of management and the general objectives that should be realized.

Types of strategies in the domain of human resources. The great variety of organizations in general and organizational in particular, as well as the concepts of different specialists is also reflected in the diversity of strategies in the area of human resources. An approach to human resources strategies is presented by Rolf Bühner, who, depending on the degree of dependence on the strategy of the organization distinguishes three types of personnel strategies, namely:

- Investment-oriented personnel strategy;
- Value-oriented personnel strategy;
- Resource-oriented personnel strategy;

Investment-oriented personnel strategy. Through this orientation, human resources themselves become the object or element of investment for the further or future development of the organization, as it is focused on the idea that investments in human resources of the organization support its future development. If human resources analysis is performed to achieve the investment strategy, the investment-oriented personnel strategy has some advantages, such as:

- decreases resistance to change;
- allows the planning and taking of measures regarding the efficient use of human resources, ensures the anticipatory character of the specific activities of human resources management;
- reduce personnel training and employment costs when introducing new technologies;
- educates the personnel about the issues of developing the strategies of the organization;
- considerably increases the abilities of the organization to react or adapt to changes caused by the market, as the relatively high dependence of the personnel strategy on the organization's strategy allows an anticipated and continuous personnel activity.

Value-oriented personnel strategy (essential values for the organization). This personnel strategy takes into account the basic requirement of respecting the interests, wishes or aspirations of the job holders, at the same time with the proper use of its potential. As it brings to the forefront the needs of employees, the value-oriented personnel strategy has the advantage of giving more importance to human resources.

Resource-oriented personnel strategy. Recognizing and promoting this personnel strategy involves reversing the goal-means relationship. Within this strategy, human resources or staffing opportunities significantly influence the content of the organization's strategy, and the human resources function actively contributes to its development and implementation. This department should also provide the necessary staff data and information or suggest what general strategies of the organization can be achieved within the proposed purpose, but with existing human resources.

Therefore, in the resource-oriented personnel strategy, human resources issues are already included or taken into account in the formulation of the strategies of the organization and don't appear in the implementation phase when the existing personnel could be at an inadequate level.

Considering the content of the resource-oriented personnel strategy, the dominant question, in the traditional view, is, "*What personnel is needed to carry out the strategy of the organization?*" must be replaced by the question: "*What markets can be penetrated with the current human potential?*" This means that the development of human resources becomes the necessary premise to be able to react quickly and flexibly to environmental changes.

The close link between the personnel strategy and the strategy of the organization amplifies the need for an overview or an integrated approach to the issue, in which it must be specified that the human potential can't always be adapted in the short term to the requirements of the organization's strategy. Also, this vision increases the competitive and organizational success and creates the premise for achieving new strategic approaches in terms of maintaining human resources.

To sum up, we can say that the resource-oriented personnel strategy is focused on the development of human resources in order to increase their contribution to the success of the strategy of the organization;

it involves including the issue of human resources in the strategy of the organization and not in its implementation phase, aiming at the development of human resources to enable them to react quickly and appropriately to changes in the organization's mode of action.

Taking into account the amount of the resources allocated by an organization for development purpose of employees or its own human potential, some experts in the domain suggest the following classification of human resources strategies: the "conciliation" strategy, the "survival" strategy, the "jump" or "hey-rup" strategy, the "investment" strategy.

The "conciliation" strategy provides the allocation of a low level of personnel activities and aims to prevent or resolve possible social conflicts, which may arise due to the lack of concern of the management of the organization to improve its employees.

The "survival" strategy is based on the establishment at the level of the organization of a special fund, the size of which ensures the coherence of the personnel actions.

The "jumps" or "hey-rup" strategy, allocates considerable sums to personnel activities, but which are occasional, constituting the reactions to acute crisis situations.

The "investment" strategy, based on the concept of continuous allocation of significant sums for the development of human potential. As can be seen, this strategy is similar to Rolf Bühner's investment-oriented personnel strategy, in which human resources themselves become the object or element of investment for the further or future development of the organization.

Another typological approach to human resources strategies focuses exclusively on interest for personnel improvement and development. For example, starting from the role of training to cover the performance gap between the level of actual job performance of the individual and the level of performance required by the needs of the organization, the literature presents the classification of personnel strategies, according to the performance gap covered by the training activity and development, namely: corrective strategy; proactive strategy; procedural strategy.

The corrective strategy aims to reduce the gap between the actual performance of the employee in a position at a given time and the performance that should be achieved at that position at the same time. This type of strategy is also called "reactive", being the characteristic of organizations in which the development of human resources is not a priority.

The proactive strategy aims the abolition of the gap between the desired performance on that position at another time, respectively in the immediate or predictable future. This type of strategy is based on predicting the future development of the organization and identifying future personnel training needs.

Proactive strategies are adopted by organizations that already have a well-defined global strategy and consider employees a particularly important productive resource.

The procedural strategy aims the creation of a stimulating organizational framework for learning at all levels and the permanent infusion of new knowledge in the organization. This type of strategy aims to resolute the gap between the current performance of the employee and the desired performance in the near future. This strategy envisages a more distant and less predictable future, so, the training activity tries to develop the capacity of the personnel to learn continuously.

The procedural strategy doesn't exclude corrective or proactive interventions, but the emphasis is on permanent learning and personnel development. Although it is accessible to any organization that really wants to apply it, this strategy remains the priority of those organizations whose management philosophy is oriented towards people and the future or, in other words, long-term organizational performance.

Another proposed principle [5] for the classification of training and development strategies refers to the career stages that any individual goes through in an organization [5, p.35]: socialization strategy; specialization strategy; development strategy; valorization strategy.

The socialization strategy aims the integration of new employees in the organizational culture. This strategy consists in programming and carrying out activities that aim to familiarize new employees with the mission, strategy, objectives and history of the organization. The future performance of new employees largely depends on the success of those activities. Socialization strategies are almost completely negligible, and their effects can become irreparable.

The specialization strategy has as main objective the development of those competencies of the employees that are specific to their position. These strategies are adopted quite frequently by organizations in our country, without being supported by other complementary strategies, such as socialization, development or capitalization.

The development strategy aims at the horizontal development of the employees, through their rotation on positions, or their vertical development, in order to promote them. Employee development overcomes the strict framework of the position and it is usually applied to people for whom an upward career in the organization is expected.

The valorization strategy aims to achieve the personnel's development by using the skills and experience of some employees of the organization, used as mentors, for other members of the organization. The performance of employees who reach this stage in their careers overcome the investments made by them over time, because they refer not only to their professional performance, but also to their role as mentors for other employees.

Human resources policies. Based on the organization's human resources strategy, policies specific to this area must respect certain conditions:

- to coincide with the objectives of the organization;
- to reflect and defend its values;
- to respect the provisions of the legal framework;
- to be clearly formulated and widely distributed;
- to be designed with the widest possible participation of the personnel of the organization, so as to be the result of comprehensive negotiations;
- to be correlated;
- to be determined by the basic values of the organization, to correspond to its culture.

Establishing policies in the area of human resources requires the following steps:

- the analysis of the organizational culture, of the values promoted;
- the analysis of existing human resources policies (formal and informal, explicit and implicit, written and unwritten);
- analysis of legislative and normative provisions that impose certain guidelines and restrictions on personnel policies;
- the consultation of managers and employees on policies being developed, negotiating them;
- the formulation of new policies based on the conclusions resulting from the analyzes and information;

Human resources management, as a specialized function of management, is responsible for carrying out three main categories of activities:

- strategic activities, with a pronounced creative character;
- consulting activities;
- operational activities;

Strategic activities consist of formulating, proposing and obtaining consent for the organization's personnel policies and strategies, as well as understanding and anticipating the consequences of change, including human behavior. These activities are the responsibility of the Director of Human Resources.

Operational activities are the responsibility of personnel managers. Their role is justified by the fact that the decisions regarding employees involve a wide variety of procedures and extensive documentation, especially in the case of civil servants. Personnel managers deal with routine issues, being responsible for managing the details of the human resources management activity:

- the elaboration of job descriptions;
- the registration of human resources;
- the elaboration of procedures regarding discipline; and so on

Some human resources management activities target all three types of human resources specialists. For example, the recruitment is the subject of a policy developed at the level of the organization, in accordance with the strategy of the organization, but some peculiarities of recruitment may arise, depending on the department concerned:

- Financial;
- Administrative;
- human resources;
- public relations, (we are obviously referring more to budgetary organizations), whether or not the employees in the respective department are employed as civil servants.

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Tasks to perform

1. Make an analysis showing how you exercise your managerial functions within the school. What efficiency measures do you propose?
2. Write down the leadership / coordination activities you carry out at school level, correlate them with one of the 10 roles described in the section above and evaluate the significance of the 3 categories of roles - interpersonal, informational and decision-making in your activity.
3. Describe the HRM components in your institution.
4. Describe the human resources management strategy in the institution.
5. Describe the main human resource management activities designed to find and coordinate the human resources in your institution.

REFLECTIVE JOURNAL

I learned: _____

I will apply what I have learned: _____

I would like to know more: _____

Course unit 2. CONCEPTUAL DELIMITATIONS OF EDUCATIONAL MANAGEMENT AND ITS FUNCTIONS

2.1. Conceptual landmarks of educational management

When studying the organizations, one of the most important aspects is the one referring to efficient management. Leadership is defined as a "dynamic process of organizing and coordinating by a group other groups of the organization in order to accomplish specific tasks or purposes, over a period of time and in a specific organizational context " [44, pp.24,25]. In other words, the following are considered:

- the management is not limited to just one person, there is in fact a group of leaders with specific responsibilities for different sectors or areas of activity;
- the factors that influence the management are: the organizational atmosphere, the characteristics of the group or individuals that will perform the tasks, the changes occurred in the way of accomplishing the tasks, the organizational culture. The atmosphere can be considered as an effect of management;
- the dynamics of the leadership process depends by the leader's ability to act permanently as a factor of change and progress. Therefore, the leader must anticipate and not react passively to what has already happened;
- the accentuation of the importance of the human factor, the collaboration, the coordination of the efforts of all employees, the performance of a leader reflects his individual performance, but also the performance of the group.

The authorship of the concept of "management" is attributed to F. Taylor and later to H. Fayol through the works "Principles of Scientific Management" (1911) and "Industrial and General Administration. Provision, organization, command, coordination and control" (1916). The two authors defined the specifics, the functional content of the management, the criteria of economic development and the achievement of its efficiency [13, p.15].

The definition of the management concept has materialized in two dominant styles of definition: pragmatic - American and administrative, relational and organizational - French. Other intermediate characterizations have emerged between the two dominant styles.

Numerous definitions given to management refer to:

- *the characterization of the managerial process*, because this is the way to appreciate the quality of the management;
- *the managers as people*, who lead other people and act so that to achieve goals. Management means putting into action and coordinating the functions and the people who perform them;
- *the essential aspects of the company*: predicting the desired results (market research, research of important trends, identification of major problems); setting objectives, policies, efficiency norms and elaborating plans, programs, defining the means of control; specifying the expected results and designing an appropriate organization; identifying ways to improve and evaluate results, making decisions, taking corrective action; helping subordinates to progress, understanding personnel's aspirations, stimulating participatory work, maintaining respect, discipline, and so on
- *the theoretical foundations* correlated with the action methodology refer to: knowing the facts and predicting their evolution (planning function, provision); designing a competitive strategy and a good choice of objectives, organizing the means and designing evolutionary structures (organizational function); effective corrective control (control function);
- *the abilities and the qualities of the managers* to achieve the goals by mobilizing the efforts of all the members of the organization. So, the management is seen as an art of harmoniously bringing together four elements: *ideas* (perspective, objectives, programs, action strategies), *relationships* (organizational structure) the links between elements and actions, tasks, authority / freedom balance, centralization (decentralization), *people* (training, motivation, delegation of authority, stimulation, evaluation), *resources* (specification, diversification, adaptation, functioning,

improvement, integration). The art of leadership is expressed at the level of all management functions: provision, organization, decision, coordination, regulation [16, p.10.]

The management has defined a number of general concepts for operating: systems, objectives, resources, processes, optimization, autonomy, adaptability, organization, plan, inclusion, information, model, verification, decision, control. In the literature a distinction is made between:

- the managerial science defined as the activity carried out by scientists in the area of management;
- the scientific management defined as the practice of management according to certain principles, through general working methods and techniques whose use ensures the efficient use of human, material, financial resources.

The approach of management as an art involves adapting and transposing the principles, methods and techniques of work to the concrete conditions of the organization. Regarding the relationship between science and art, the opinions were structured in three directions:

- the leadership is not an art, it is a science because it has an object of study, principles, methodology;
- the leadership has not only a scientific dimension, but also an art dimension. The dimension related to art takes into account the individuality of managers, intuition, experience, skill, courage, and so on;
- the leadership is both a science and an art, but as information is systematized science will take the place of art [17, p.159.].

Corneliu Russu defines the management as “the science of leading socio-economic organizations and their scientific leadership” [18, p. 11.] having three meanings:

- the science, as an organized and coherent set of concepts, principles, methods, techniques, which explains the phenomena and processes in the management of organizations;
- the art, as a skill of the manager to put into practice all the knowledge for solving problems;
- the state of mind reflected in a certain way of seeing, wanting, searching and accepting progress.

The issue of educational management has a special significance in the context of modern society consisting of a set of organizations that regulate and facilitate almost all aspects of human existence. In this context, it is accepted that the school must be analyzed as a complex type of organization, a system with its own set of objectives, with a certain distribution of power and authority, with specific functions and responsibilities, consisting of necessary integrated parts which allow it to function achieving its goals.

We consider, therefore, that the levels at which management is manifested in an educational unit are the same as in any functional organization, namely:

- top management – the most important level of the management (leadership level);
- management by domains - middle management (level of commissions / departments / compartments);
- class management - first level management (level of student groups). From this perspective, *educational managers are people who, using a series of laws, principles, methods, depending on personal skills, lead a certain hierarchical level of school organization to achieve the goals* [20, pp.19, 20].

In the vision of the researcher I. Boboc “the educational management has its particularities that come from the specifics of the school as an organization and from the characteristics of psychological management, from which the educational management comes. The nuance of educational management consists in the moral-axiological dimension and in the mobilization of human resources in which communication has an essential role [3, p.16.].

Even if the premises for decentralization have been created such as: the legislative framework, the attempts to synchronize decentralization with similar economic, political and administrative processes and the development of a coherent training program for school managers, it can't be said that the results obtained

would have reached the expected level. The causes are numerous, among which we list: the existence of organisms that have recentralized the school organization, local regulations for recentralization of management, the selection of teachers who pay little attention to local conditions and needs, slow administrative and economic decentralization with ambiguity [12, p. 14.]. Exactly in the context of administrative and economic decentralization, it is necessary to emphasize the involvement of the local community in the establishment of school policies and school development projects, the local community having the potential to support the school financially, managerially and pedagogically.

The training programs must include not only the managers but also the teachers, the members of the local community, including parents. The training programs aim to achieve a change in both the mentality and the structures, roles that contradict the new. However, there are many barriers that can cause dangerous dysfunctions, conflicts and major frustrations in the organization. J. Adams, C. Carnavall [11, pp. 24, 25.], considers that the main categories of barriers are perceptual, cognitive, personal emotional, environmental and cultural. The barriers are of the following kinds:

- *perceptual*: saturation, stereotype and false target (difficulty of isolating a message or problem from the relevant signals or information);
- *cognitive*: ignorance, stereotyping, inflexibility, incorrect use of language, substitution (impermissible replacement of a new problem with an already known one and the application of common regulation strategies) and selective retention (admitting only arguments corresponding to a preconceived theory or optics);
- *personal-emotional*: habit, impulse, conformism, authoritarianism and dogmatism, fear of risk and inability to tolerate ambiguity. Uncertainty leads to: loss of self-confidence, the search for emotional security in the past, concern for judging ideas and not for generating them, inability to quickly find solutions;
- *environmental*: homeostasis, lack of support, non-acceptance of criticism (some people can create blockages by supporting their own concepts), managers who think they know everything, self-fulfilling predictions (survey and predictions that tend to self-realize, to confirm the prediction);
- *cultural*: taboos (problems that aren't discussed aren't solved); assumptions (only reason and logic are good, the feelings, pleasure are negative and solving individual and group problems are very serious, they shouldn't be taken as a joke); the effects of totalitarianism (double thinking - official thinking and intimate thinking of the individual; thinking by proxy - the subject judges the situation as it should react, in that situation it would be close to colleagues, bosses). From double thinking we reach the simulation and forcing of an impossible consensus to reach, the inhibition of autonomous thinking and activity [Ibidem, p.26]

The establishment of the functions of the educational management in relation to the specifics of the education and the school institution allow their classification in the vision of E. Domokos as follows: [15, p. 16.]

- **The prevision (planning)** is the set of actions and decisions that establish the fundamental objectives, its components, the resources to be mobilized and the ways to achieve them. Planning refers to "global and specific processes that determine school objectives, components of educational policies, resources, orientation strategies for educational managers and evaluating the achievement of projected objectives throughout the school organization." [6, p.16.] Ioan Boboc identifies several sub-stages of planning: analysis of previous managerial educational plans, diagnosis of the existing state, control of the organization of plans, evaluation and feedback.

In relation to the "horizon" of the period to which the prevision refers, we can distinguish three types of forecast activities:

- *Forecast* - is the long-term prevision (10 years), which is characterized in forecasting studies, that helps to take decisions at a higher hierarchical level. It has an orienting character and a high degree of generalization, following the notification of some evolutionary characteristics of the socio-educational phenomena [Ibidem, p.12].

- *Planning* - denotes the medium and short term prevision (from some years to a semester or even less), whose product is the plan. The structure of the plan includes: objectives, activities, responsibilities, deadlines, control and evaluation methods.
- *The appointment*, which refers to very short periods (decade, week), describing in detail the actions that should be taken as well as the means and resources used to implement the plan.
- Boboc I considers that the *Prevision*, (planning) must be seen in close interdependence with the other functions of management, its success depending on the implementation, organization and optimal evaluation of the managerial process in the student class [Ibidem, p.19].
- **The organization**, as a function of management, denotes the set of actions that ensure the instrumental content of planning (in Greek organon = instrument; to organize = to create tools), as well as the rational and efficient use of resources of the educational process (human, material, teaching, financial and informational). The organization aims at the optimal functioning of the instructive-educational process and of the school institution as a whole. V. Popescu points that the organization is applied in three distinct areas:
 - organization of teaching activities and management functions;
 - administrative organization and organizational style when taking decisions;
 - teamwork; [17, p.159].

The *organization* occurs especially when the activity can't be carried out according to the organization and functioning regulations, having a unique character.

- **The motivation - training**, is done through command and motivation and consists in the manager's ability to convince the personnel to convey a certain concept, to determine subordinates to participate actively, responsibly and creatively in performing their tasks. Motivation is the foundation of training, the personal interests of members interfering with those of the organization, they are thus interested in contributing to the efficient achievement of their derived objectives. In order for the training process to be efficient, it is necessary for the motivation of the subordinates to be achieved:
 - gradually - successively satisfying personal interests, but in close accordance with the efficiency of his activity;
 - differentiated, taking into account personal or group interests;
 - complex, by alternating the moral-spiritual incentives with the material ones, depending on the concrete situation.
- **The command** consists in the communication of an order from the school managers and the compliance of that order by one or more subordinates. The order is always related to a decision and the tasks arising from it. [12, p.16]
- **The coordination and motivation of the personnel** is a set of interactions that make the connection between the organizational structure, technology, objectives and human resources of a school, and the harmonization of decisions and actions of structural units, in order to achieve the set objectives. Coordination is achieved through regular training of subordinates, by motivating the personnel, so that they react optimally to the command and the management act itself. A good coordination requires the existence of an information flow capable of transmitting quickly and undistorted to all and between all units of the organizational structure [17, p.37].

At the school level, the coordination carried out by the manager is achieved and developed mainly through:

- education - aims at training and improving education managers, through full courses for the training of future managers or for school managers in the exercise of the function of coordinator;
- motivating the personnel to achieve the goals of the organization. It aims at the quality of life in the organization, obtaining benefits based on performance, achieving a professional career on the basis of merit;
- the leadership itself;

The motivation and the training of the teachers are the main managerial tools that make school coordination efficient.

- **The evaluation and the control** aim at the rhythmic verification of the accomplishments of the tasks, the operative remedy of the dysfunctions and the promotion of the positive experience. In order to have a correct evaluation, consistently applied, measurable standards are needed. A correct evaluation is based on objective indicators. [14, p. 75]

The control represents unexpected or periodic actions through which the internal management or other specialized organs monitor the results of the process, identifying the level of performance. The control must be carried out gradually, taking the following forms:

- *preventive control*, performed in order to prevent possible deficiencies, possible and predictable errors;
- *guidance control*, which aims to remedy some deficiencies found;
- *coercive control*, which ensures the correction of deviations from the initial route focused on objectives - in the case of social systems.

F. Orțan describes the functions, characteristics, roles and requirements of the control, the functions of the control can be considered the following:

- *The function of supervising* the functioning of the education system, subsystems, institution or process;
- *The reverse connection function* (informative) - provides the manager with information about the way to receive orders sent to subordinates;
- *The preventive function* - to prevent possible situations of educational crisis;
- *Correction and improvement function* [Orțan, Fl., Op. read, page 43]

The literature specifies several types of control. The control can be:

- current (operative), is performed daily by each manager in the field for which he is responsible;
- periodic;
- simple (thematic), focused only on one objective, checking only one or a few sides of the activity.
- complex (frontal, general) - when it is focused on several objectives, being controlled all areas and compartments in an educational institution.
- **The Evaluation** - is the set of methods, procedures and techniques that establish the extent to which the goals and objectives of a given managerial stage have been achieved. Evaluation can be both quantitative (measurement) and qualitative (value appreciation).
- **The decision** is a rational process of choosing a line of conduct, a mode of action from several possible alternatives, in order to achieve the proposed objectives. The decision is a matter of choice, but also of managerial competence, being considered as a key moment in any management activity. The decisions adopted by the managers, in the vision of the researcher E. Joița, in the educational institutions can be classified according to different criteria:
 - *According to the level of decision making*, their content and time horizon, there are: *strategic decision* - which marks the long-term activity of the school, but without details (school policy decisions); *tactical decision* - aims to implement the strategic decision at a certain stage (usually 1 year), targeting the educational act in the classroom; *operational decision* - aims to solve current problems, often repetitive.
 - *According to the number of deciders*: *individual decision* (unipersonal), for solving current problems; *collective decision* (group, collegiate), when it comes to solving more difficult, more complex problems;
 - *According to the volume of information and their degree of certainty*: *scheduled (routine) decisions*, which are adopted based on known algorithms and which don't involve a large volume of information and a long time for preparation. It refers to quite common, even repetitive situations; *semi-scheduled decisions*, which are taken in more unusual situations, based on a smaller amount

of information. These decisions are based on elements, in principle, programmable, but which in that situation can't be programmed (decision in case of failure, etc.); *unscheduled (creative) decisions* - refer to new situations that the decider has not faced and which require original and global solutions [13, p. 34].

The school manager will subordinate his entire activity to educate and train young people in accordance with their options and the interests of society. The essential notes of a rational, efficient and pragmatic educational management would be the following:

- the capacity to ensure the optimal functioning of the school institution seen as an educational system;
- the achievement of a school efficiency by stimulating initiatives, coherent organization of activities and motivated satisfaction of options;
- the assurance of a participatory environment in the organization, development and evaluation of the teaching process;
- the adaptation of a content of the didactic process to the new factors that intervene, as well as to the social dynamics;
- the consideration of the student as an active subject of education;
- the decision making timely, firmly and responsibly.

To sum up we will consider that for the school organization the concept of *management* is more appropriate than the leading one, that is why we will use the expression *management of the school organization*. To emphasize the role of the manager we will use the expression school principal, but it does not mean that we will eliminate the expression educational manager. We will consider the management concept adequate when we refer to the resources of the organization and the management concept will be mentioned especially in the procedural-organic interpretations.

2.2. Human resource management in education

Human Resource Management is part of the process that helps the organization to achieve its goals. Once the general directions and strategy have been established, the next step is to set firm goals and develop them into action plans. Goals can't be achieved without the necessary resources, which include people too. HRM should be part of the process of determining what people are needed, how to use them, how to get them, how to lead them. This definition emphasizes the strategic importance of HRM due to the continuous nature of the performed activities. The agreement is less pronounced, underlining the integrated nature of the two categories of needs.

HRM has formed over time and the change in its name is primarily the result of divergent views on the role of the personnel and then the fact that it has developed and adapted to the changing universe. The personnel function denotes all the processes within an organization that provide the necessary human resources as well as their use, development and motivation. This function was transformed into the function of human resources and then the management of human resources which reflects a change of the name but especially of the content emphasizing the vision of perspective and strategic importance [16, p.73].

Alan Price defines this concept as: a philosophy of the people's management based on the belief that the human resources are the most important in supporting business success. An organization gains competitive advantage through the efficient use of his employees, based on their ability to achieve defined goals. HRM is aimed at selecting capable, flexible, interested people, leading and rewarding performance and developing their skills [16, p. 53].

Other definitions given by specialists are given below:

Beer et al. in 1984 defines *HRM as involving all management decisions and actions that affect the relationship between the organization and its human resources employees*. In 1990 Keenoy, defined HRM, as a method of maximizing labor income by integrating HRM into business strategy.

M. Armstrong, in 1992: A strategic, coherent and comprehensive approach to the management and development of the human resources of the organization in which every aspect of this process is integrated into the general management of the organization. HRM is essentially an ideology.

M. Armstrong in 1994: Perhaps it is better to perceive the HRM as a notion of how people can be best led in the interest of the organization.

Storey in 1995: HRM is a distinctive approach to employment management that tends to gain a competitive advantage through a strategic development of a highly skilled and involved workforce, using an integrated area of cultural, structural and personal techniques [12, p.65].

We can also define HRM, as it appears in the literature, as:

- HRM includes all activities oriented towards the human factor, having as objectives: the plan, the design, the optimal use, the maintenance and the socio-human development.
- All activities related to ensuring the optimal use of human resources for the benefit of the organization, of each individual and of the community in general.
- The complex of activities oriented towards the efficient use of human capital, in order to achieve organizational objectives simultaneously with ensuring the conditions that guarantee the satisfaction of employees' needs.
- A complex of measures designed interdisciplinary on personnel's recruitment, selection, employment, the use by ergonomic work organization, material and moral stimulation, until the termination of the employment contract [16, p.95].

The first work in the domain of human resources management in education appears in 2004, edited by Bucun N., Caisin S. etc. entitled Human Resources Management [7, 311 p.]. In this methodological work for the first time, the issue of the teacher in the organizational environment from various aspects is approached.

After the multiple reforms in education, the computerization of the society, the tendency of the Republic of Moldova to be integrate in the European Union, the role of the teacher in ensuring the effectiveness of the educational process changes also, by transferring the accent from the role of information provider to the roles of organizer and leader, counselor and adviser. This requires a profound change in the level of conscience and professional behavior, possible to be achieved by promoting human resource management focused on the beneficiary, on his basic needs, oriented towards increasing professional performance and professional fulfillment.

The literature emphasizes a series of Principles of Human Resource Management. Alan Price in his work "Human Resource Management in a Business Context", marks 10 principles that an effective HRM should essentially follow:

- **Comprehensiveness** - it includes all aspects of human-related management and requires a good organization of the human resource management and aims the decisions that shouldn't be taken ad hoc at a local level;
- **Coherence** - The activities and initiatives of human resources management form a whole with a certain substance. There must be a clear link between the performance and rewards of individuals and between the business needs;
- **Control** - The goal is to ensure that performance is in concordance with the organization's objectives. This can be done through participatory management and specifying how a goal can be achieved;

- **Communication** - The goal is to make all employees to accept and understand the objectives. The way of realization is given by clear, simple and justified strategies; cascading communication processes to provide feedback to the top;
- **Credibility** - It is desired that the personnel trust the managers and their strategies. It can be achieved if the management is honest and consistent;
- **Involvement** - The goal is to motivate the personnel to achieve the goals of the organization. For these, it is necessary for the management to get involved with the workforce;
- **Change** - The goal is the continuous improvement and development that are necessary for survival. We need flexible work systems and people, a culture of innovation and qualification;
- **Competence** – It is needed to ensure an organization that is able to achieve its goals depending on individual competencies and performance;
- **Creativity** - It develops due to the fact that a competitive advantage is obtained only through a unique strategy. This requires a system that encourages and implements employees' ideas;
- **Cost efficiency** - The goal is the competitiveness, a fair system of reward and promotion. The necessary actions refer to the payment of managers on the same system applied to the personnel.

2.3. Development of human resources - basic condition for increasing the quality of education services in the Republic of Moldova

The quality of education, the quality of professional training becomes a national priority and, as a result, requires scientific justification / support. In this order of ideas, along with the economic component (profiles, reduction of non-quality costs, image) and social component (motivation, satisfaction, involvement, participation), the scientific and pedagogical component (creativity, competence, innovation, methods, techniques) becomes a crucial one, which must facilitate the promotion of a new paradigm of education, a paradigm focused on humanization and computerization, as well as a new paradigm of management from a democratic perspective and European integration [14. p.98]. This desire implies a philosophy of assuring the quality of the education focused on increasing investments in human capital, which is an imperative of the tendencies of integration of the Republic of Moldova in the European quality space, of the actions that will connect the education system of all levels (pre-university, university, postgraduate, professional) to international quality standards - ISO.

So, the quality of education, the quality of professional training is the key in the durable development of the country, which requires a different approach to quality than the traditional one, designed in terms of a national image of quality, we will connect to European and international quality standards, this action constituting the strategic direction of immediate and long-term perspective of scientific research.

The quality in education designed as a set of characteristics of a study program and its provider has the purpose to satisfy the interests of the beneficiaries (society, state, pupils / students, requirements of employers, educational institutions, and so on.) and depends on several factors (the quality of the training, the quality of the teaching staff, the quality of the school curriculum, the quality of the teaching / learning, the quality of the evaluation, the quality of the educational management, the quality of ensuring the technical-material base, the quality of financing.), which requires a complex, systemic, comprehensive approach.

The quality of the education is the basic indicator of social development and therefore of the quality of life. The contemporary societies have become societies of knowledge and computerization and the production of both material goods and other intangible values is ensured by a growing number of people who produce and capitalize on knowledge. Under these conditions, the nature and the essence of organizations and social units is transformed. The quality is one of the basic pillars of the Education Code and the Education Development Strategy in the Republic of Moldova "Education 2020" [15, p. 32]. The multiple discussions on the issue are natural in the context of the evolution of our society towards democracy and European integration.

However, this desideratum for the Republic of Moldova requires the evaluation of education, undergone to a far-reaching reform in recent years, in terms of quality, adequacy of training results of the young generation in the context of new orientations and realities, interests and individual options. The need to improve the education, the school, has placed in the foreground the idea of the quality of education which is imposed by several considerations:

- Contemporary education interacts with the economy, culture and other spheres of social life, becoming one of the priority factors, dominant in human and social development;
- The education, in general, and the school, in particular, are in a continuous process of change and in this context they are trying to establish certain criteria of efficiency and effectiveness. For example, creating conditions for equalizing the access opportunities and the school success or increasing the number of good students, democratizing school life, the ability of students to solve problems, and so on. Indeed, these and other criteria are important, but their diversity needs to be unified. We need some universal criteria to appreciate the activity of the school and the education in general. Or, this common criterion is exactly the quality, which, along with other integrative components: effectiveness, efficiency, optimization, competitiveness, competence, functioning / development and so on, denotes the real educational processes, the degree of correspondence of the school activity results, social and individual requirements.

The quality of the education expresses its capacity, the capacity of the school to exercise its mission and functions in a period of continuous change, the volume and the level of full realization of the human, scientific-methodical, material-didactic and technical potential, of other resources. The quality denotes the development of the education as a social system, the competitiveness of education, the preparation of graduates for integration into social life, the appreciation of education by society, the dynamics of changing educational content, the development processes, the school improvement, the implementation of teaching technologies, etc. [17, p. 42].

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Questions for the evaluation

1. Present the structural and functional characteristics of an organization.
2. Explain the situational approach in the selection of the optimal methodology for the design of the management system.
3. Develop the content of the management system design.
4. Explain the conditions for applying the management system design methodologies.
5. Explain the experimentation and implementation of the new management system.
6. Evaluate the premises for redesigning the management system.
7. Develop the content of the stages of redesigning the management system.
8. Develop the action plan for redesigning the management system.
9. Estimate the indicators for determining the efficiency of the management system.

Theme for reflection 1.

Comment in about 350 words the importance of the human resources strategy and policy for the organization for achieving the performance of the organization.

REFLECTIVE JOURNAL

I learned: _____

I will apply what I have learned: _____

I would like to know more: _____

Course unit 3. THEORETICAL BENCHMARKS WITH REFERENCE TO THE PROFESSIONAL TRAINING AND DEVELOPMENT.

3.1. Training and professional development

The notion of career has a wide variety of definitions, the vast majority taking into account the individual or collective perceptions. The media coverage of successful people in a certain domain has induced in the public opinion the idea of associating the notion of career with excellence: only people with outstanding results, remarkable in their domain have a career, the rest have only a job, a profession. Thus, traditionally, the career means a succession of stages after which a person reaches an important position, with a recognized and respected social status and also well paid.

The DEX on-line gives a similar definition of career: career, careers, Profession, occupation; domain of activity; time when someone is working in a certain domain.

- Stage in the social or professional hierarchy.
- Position in society, good situation. [Pr.: -ri-e] - From fr. Carrière. [DEX 98 The definitions are synthetic (we agree to call them working definitions)].

The paradigm shifts in education, by moving from a system based on the transmission of knowledge and skills development to a system aimed at training skills is imposed by the global changes in the economy and society, imposed by the extremely rapid development of information technology in a globalized economy. The EU's concerns for establishing the eight competences in the European Framework of Reference are prior to the legislative approach and they have been part of a general trend of adapting education systems to the mentioned changes. The establishment of a set of relevant competencies was also the concern of the OECD, the purpose of large-scale international projects (such as Partnership for 21st century skills), among these concerns are situated the efforts to adapt the eight key competencies to education systems in various countries EU members. According to the common European principles on the competences of teachers and their qualifications:

- **The teaching profession must be based on a high qualification.** Teachers must graduate a form of higher education. Each teacher should also have the opportunity to continue their studies at a higher level, in order to develop their teaching skills and increase their chances of career advancement. Through a multidisciplinary approach, teacher training must ensure: - a deep knowledge of the discipline, - a high pedagogical knowledge, - some skills to guide and support students, - understanding the social and cultural dimension of education.
- **The teaching profession must be placed in the context of permanent learning.** This context must be developed by: - encouraging and supporting at system level the continuous professional development, which may include periods spent outside the education system, recognized and rewarded by the education system, - recognition by teachers and educational institutions of the importance of permanent professional development, - encouraging teachers to review teaching and practical activities, in order to increase their effectiveness both on the basis of innovations and research in the domain and on the evolution of the knowledge society in general, and - understanding by the teaching staff of the role that it has in education of those who will learn all life.
- **The teaching profession must be considered a mobile profession.** The mobility must be a central component of the initial and continuous formation of the teaching staff. The mutual recognition of teaching status and experience and ensuring the mobility between different educational levels are two important directions of action in this regard.
- **The teaching profession must be based on partnerships.** Vocational training institutions must organize their activity in collaboration and partnership with other schools, with the local business environment (employers), with training providers and with the 29 other interested partners. Higher

education institutions must ensure that their educational offer is based on knowledge of current practices. The competencies of the teaching staff must allow them:

- *To work with others* - the teaching profession must be based on values such as social inclusion and the development of the potential of each student. For this purpose, the teachers must have knowledge of human growth and development and demonstrate self-confidence when engaging in teaching activities. The teachers must be able to work with students as individuals and support them to develop as participatory and active members of the society. They must be able to work in such a way as to increase the collective intelligence of the learners and to collaborate with other colleagues in order to develop their own skills.
- *Operate with a considerable amount of new information, technology and knowledge* - teachers must be able to manage a wide variety of types of knowledge. Their own training and professional development must allow them to access, analyze, validate, transmit and reflect on knowledge, using the efficient use of technologies. The pedagogical competencies must enable them to properly build and manage learning environments and to maintain their intellectual freedom to decide how to organize the teaching process. Their confidence in the use of information and communication technologies must allow them to integrate them efficiently and effectively into the teaching / learning process. The theoretical and practical knowledge should allow teachers to learn from their own experiences and adapt a wide range of teaching and learning strategies to the needs of the students.
- *Working with and in society - teachers contribute to preparing young people to become responsible for their role as European citizens.* The teachers must be able to promote European mobility and cooperation, and encourage respect and understanding of the interculturality. They must have a correct understanding of both respect for cultural diversity and the identification of common values. The teachers must be able to understand the factors that contribute to social cohesion or exclusion, as well as the ethical dimensions of the knowledge society. The teaching staff must work effectively at all levels: local, regional, national, European, global. In addition, the teachers are required to provide skills to facilitate learning and development of the educational environment, which can be considered defining for the teaching activity. There are also some general competencies, on cooperation and interaction and on continuous learning. In order to facilitate learning and develop the educational environment, the teacher must have skills of self-evaluation and reflection on his own activity. The reflection is not only necessary at the individual level, it must be extended to the community. In this context, the communication becomes a particularly important tool for gaining a common understanding of work and the development of a working community.

The communication involves collegial cooperation and interaction at many levels, being a key factor in the development of the teaching process. Narrowing the area of concern, we couldn't omit to list the new requirements regarding the activity of teachers, as they appear in the literature, which can be considered targets of the training programs:

- the ability to define goals and achieve them in cooperation and partnership;
- the ability to work in a team;
- the ability to think organizationally, institutionally and in financial terms;
- the volition to take on responsibilities and initiatives;
- the confidence in professional and personal development;
- the willingness to share the personal concerns and problems of other colleagues;
- the communication skills, the authenticity and empathy;
- the ability to overcome non-productive frustrations, the resistance to changes and the blockages;
- the openness to pluralism, multiculturalism and polycentrism;
- the ability to orient in various socio-cultural environments;
- the ability to act differently, depending on the audience and the concrete situation.

3.2. Ways of professional development

The professional development or the continuous learning focuses on a number of normative acts:

- The regulation on the organization of the professional training of the unemployed;
- The regulation on the organization and progress of the continuous training;
- The regulation on the validation of non-formal and informal education;
- The Order no. 92 of 03.02.2020, Regarding the continuous professional training of teachers and managers;
- The standards of professional competence of teachers from the general education;
- The standards of professional competence of management from the general education;
- The concept of Staff Training in Pre-University Education;
- The Order no. 1249 of 31 December 2015, regarding the approval of the plans for the continuous professional training of teachers and management for 2016;
- The Order no. 1094 of December 29, 2016, regarding the approval of the plans for the continuous professional training of teachers and management for 2017.

For the teachers, management, guidance and control staff, the continuous training is a right and an obligation. The concern for the continuous training of the staff is correlated with the more and more accentuated globalization process of the 21st century.

The concept of continuous learning - Long Life Learning is adopted by many countries around the world. At the level of the European Commission, the adoption of the Memorandum for Long Life Learning was followed by a series of programmatic documents setting out the concrete steps that Member States must follow to achieve the indicators set out in the 2020 agenda. There is an official website of the European Commission (indicated at INFO +) where you can read the respective documents in Romanian also. We don't invite you only to a simple reading exercise, but we invite you to anticipate, based on these documents the measures required in the system (and they will be taken sooner or later because Romania is a Member State) and which could add some new indicators, correlated with those of the EU, in the evaluation of schools and inherent of teachers. If you would express the professional development in one word and you mention "training" you will be in line with the 87% of your colleagues who made this association in a survey in 2008 of a sample of 650 teachers. Certainly, the training is an effective way of professional development. The training programs offered by the Continuing Education Center, have diversified in recent years, new training needs induced by changes in the system have been identified, training needs have been anticipated and the offer of services has diversified. Private suppliers have also appeared on the market, some of which are increasingly present. In addition, new offers have recently emerged due to the human resources development projects funded by European funds, and this program was implemented as a result of such a project. A proposal has recently appeared in the media to include the teachers in the circuit of funds allocated to training from the budget by introducing training vouchers to be handed to teachers who can use them to pay for the chosen courses. The method could have some advantages for teachers, expanding the range of possibilities by including accredited private providers in the circuit.

According to the Romanian psychologist P.P. Neveanu, the personality is the human subject as a dynamic bio-psycho-socio-cultural unit, endowed with cognitive, axiological, projective-creative, dynamic-energetic, affective-emotional and volitional-characteristic, programmatic and operational functions, manifested in behavior. As an open superstructured system, the personality is the result of the unitary development through the process of learning the innate and acquired qualities under the influence of the sociocultural environment, ensuring each individual an original and active adaptation to the environment. As part of personality, the skills are psychic traits, which are either hereditary or developed through practice, depending on the environment and education, the talent being a form of superior manifestation. For the purposes of the module, it is useful to establish our own definitions of work, even if they won't be rigorous and won't overlap with those in psychology.

Learning theories and adult learning models. Independence, interdependence and dependence in professional and personal development. We all start our lives in total dependence on others, little children have constant need of food, care, support, they couldn't survive without other people to give them all these. The growth from the infant to the adult phase occurs gradually, with different phases of physical and mental maturation. The parents with little children are accustomed to these evolutionary phases of early childhood, they watch carefully when the first smile appears, when their child can sit on the bottom without support, when he firstly steps, they have emotions when he says the first word. The others remember these phases with emotion, we remember how the child from the neighborhood or a relative has transformed, from one meeting to another, as in a story. In his development the child goes through the phase of dependence in the **YOU paradigm** - you must take care of me, you are the one responsible, you have to protect me, to feed me, to make sure I'm clean, to take me to the doctor when I'm sick.

The transition to independence is gradual, to the **I paradigm** - I can, I am responsible, I did it myself, I chose, I decided. The interdependence is in the **WE paradigm** - we can, we establish, we do, we plan. Without going into details, we can say that the dependent people need others to get what they want, the independent ones get what they want through their own efforts, and the interdependent ones act together. We live, in fact, in a combination of these three paradigms, from total dependence in the case of babies to different degrees of dependence in the case of adults, with varying degrees of physical and mental independence, but we understand that we are in a network of interdependencies. We mention that the reactive people are in a relationship of dependence on other people.

We have our own situational examples of dependent relationships in personal or professional life, when we either need the approval or encouragement of others, or others expect us to stimulate them, to give them consent to do something. It is easier to notice the state of dependence in the behavior of others than in your own behavior, so you can observe this aspect at your students. Surely you have noticed some cases of dependence in various stages between the children and one of the parents, most often their mother, who decides what the child should wear for school, who prepares the package with the snack during the break, who chooses his friends, his professional route, who establishes that he needs meditations, who enrolls him in more activities than would be rational in the child's time budget. These children have to ask for approval for every action, they are permanently with their mobile phone open so that they can be constantly monitored, and sometimes, when they have independence initiatives, conflicts can break out. The parent's care for the child is natural and it begins with the child's phase of total dependence, but as the child grows up and can handle independently in certain areas, it is difficult to determine where the care ends and where the excessive control begins. So, observing the behavior of others we can become aware of our own mistakes.

3.3. Principles of professional development

The professional development in the context of the socio-constructivist paradigm is an integral part of the professional responsibilities of human resources and his daily work; an indispensable component of the institutional development and a condition of ensuring the quality of educational services. The pedagogical principles on which the professional development of teachers in early education are based are the following:

1.The principle of responsible professional reflection and decision, which implies the need to consider the educator as a professional, whose pedagogical decisions are based on reflection on his own practice and on a solid psycho-pedagogical argumentation both in the activity with children and in building his own professional developments; EVOCATION: Do you remember the pedagogical principles you studied?

2.The principle of coherence and continuity, which involves the transfer of the value and conceptual foundations of change from early education to the training and continuous professional development of teachers in early education. Child development and professional development of employees in early education must be part of the same educational paradigm. The paradigm of child-centered education

requires the framing of the continuous training of educators in the paradigm of focusing on the learner. The professional development of educators must be a continuous process initiated by teachers for the improvement of professional mastery, by the academic community to streamline the educational process, by the Government for the implementation of educational policy documents;

3. The principle of individualization, which concerns two aspects:

(I) the continuous training responds to the training needs of each trainee;

(II) the continuous training offers opportunities to develop the individuality of trainees. The first aspect involves studying the training needs of teachers and connecting the contents, forms and strategies of continuous training to them.

Creating the conditions for the development of the individuality of the educator is the main task of the institution empowered in the continuous training of teachers in early education. It is necessary not only to determine / identify the individual particularities of the person / educator, but also to contribute to their development. This principle emphasizes the subject of the educational action - in the case of continuous professional training - the educator. The principle of individualization presupposes the formation of the whole person, who can combine the autonomy with the responsibility;

4. The principle of free choice / option. Without choosing it is impossible to develop the individuality and the subject of the educational action, the self-actualization of the learner's abilities, the development of the professional competences. The existence of the opportunity to choose the package of educational services, the topics of maximum interest, the form of organization of professional training activities, the provider of educational services, to build their own professional development route for each educator and employee of the preschool educational institution becomes indispensable in the continuous training process. In the learner-centered education, the educator must be given the opportunity to choose. The role of the subject implies the ability to show proactivity and freedom in choice, to base the choice on arguments deduced from the self-evaluation of his own activity;

5. The principle of creativity and success. The individual and collective activity contributes to the identification / discovery and development of the individual particularities and the uniqueness of the learning group. Due to his creativity, the educator, like the child, discovers his abilities, knows the strong aspects of his personality. Achieving success in one activity or another contributes to the formation of a positive self-image, which stimulates the realization of the activity oriented towards self-improvement and edification of the professional self. The self-evaluation of his own professional activity, the reflection and the experiential learning are factors that determine the success;

6. The principle of trust and support. The trust in the learner, the support of his tendencies of self-realization and self-actualization must substitute the excessive control and the direction of the activity of the trainee by the trainer. We will take into account the fact that it is not the external influences, but the motivation that determine the success in education. The educator must be empowered in his own activity and professional development and supported through support and mentoring programs.

3.4 Theories of development

The integralist and differential theories claim that an effective training process must lead everyone to the expected stage of their own development, of a competence completed through professionalism. This involves adapting the training to the pace and way of thinking of each person. The hypotheses of this model refer to the individual learning differences and to the possible modification of the cognitive and affective characteristics, but also to the quality of the training. This is related to the learning task, the learning time, the learning skills, the ability to understand the training process. Regarding the learner, this model puts him in the center of the process, emphasizing that the key moments are those in

which difficulties arise due to previous gaps, negative emotional experiences or overload. The solutions can be found in: motivation techniques, teamwork, and so on.

According to this theory, the professional development planning of teachers must be differentiated, individual, based on their own needs and requirements, which occurs from self-evaluation and evaluation of the teachers.

The theory of personal development. D. Super in the Theory of Personal Development developed a theory of self-image involved in behaviors specific to the professional choice. In Super's view, the individual's choices are influenced by his or her self-image and the information he or she has about the world of the professions. Super thinks that the individual's choice for a certain occupation is a process and a succession of intermediate choices and decisions made gradually throughout life, related to different stages of growth, development, learning and practicing skills and abilities in different situations of activity or work. D. Super's theory is influenced by the principles of development, meaning that the choice of a profession doesn't appear as a professional behavior characteristic of a stage of human existence. The basic elements of the theory of professional development proposed by Super [apud, 9, p.16] are the following:

- the people are different in their skills, abilities, competences and personality traits;
- the individuals have certain personal psychological characteristics and configurations that make them compatible with certain occupations;
- exercising some occupation requires certain skills, abilities, motivations, personality traits (but with high degrees of tolerance);
- the self-image, as a product of social learning, changes over time, as the personal experience increases;
- the permanent change of professional preferences, of the self-image, the increase of professional competences and of the particular contexts of life and work make the choice of career a continuous process;
- the process of development and maturation for professional choice can be supported, stimulated and oriented;
- the specific way of interaction of the individual with the world of work is in direct relation with certain stages of his life (growth, exploration, stabilization and decline);
- reaching certain career levels, the succession of occupations and job stability are determined by the intellectual skills, the socio-cultural and economic background, the specific personality traits and the person's chances during his life.

The theory of equity, developed by J.S. Adams in "Inequity in social exchange", 1965 starts from the premise that people compare their work with their colleagues, and, based on this comparison, they judge whether they are treated correctly or not. Adams and his colleagues found out that the employees made more effort if they felt they were treated fairly, and if they felt that they did not receive fair treatment compared to other employees in similar positions, their efforts have reduced.

According to Adams' theory of equity, the equity is the distribution of the "reward" in direct proportion to the role of each employee in the organization. Everyone needs to receive the reward of their own contribution. The theory of equity draws the attention of managers to the fact that problems that occur from inequity can be avoided by trying to distribute the "rewards" according to performance, but also by trying to make everyone understand the basis of the "reward" they receive. However, the subjectivity in the evaluation of one's own contribution, as well as the contribution of others, remains a problem, along with the difficulty of measuring results.

In our research, this theory correlates with the process of evaluating teachers' professional skills by the management team and sometimes with the mismatching of the results with the results of teachers' self-evaluation, which leads to decreased motivation of educators.

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Applications

1. Comment on the quote of A.P. Chekhov defining what is for you: beautiful face, clothes, soul and thought.
2. Give examples of some moments in your life when you felt that you have beautiful face, clothes, soul and mind.
3. How would you define the personality?
4. Describe yourself (in written form) in all the aspects you think are important.
5. Ask the most important person in your life to do the same.
6. Analyze the two descriptions together (see if you have considered the same aspects, which aspects are the different in your perceptions).

Application

Establish an area where you are the best compared to your co-workers. It can be related to professional activity, such as "I am the first who can solve any integral / problem in textbooks or collections" or in the extra-professional sphere, such as "I grow the most beautiful flowers ", "I make the best pancakes. Write the ideas on a piece of paper. Establish in the group a person as a facilitator, who will gather all the sheets and read them in front of the whole group. Then comment on the ascertainments.

REFLECTIVE JOURNAL

I learned: _____

I will apply what I have learned: _____

I would like to know more: _____

Course unit 4. PROFESSIONAL EVALUATION: CONCEPTUAL DELIMITATIONS

4.1. General notions about evaluation

Terminological dictionaries suggest that the evaluation is an act of approximation. According to the literature (dictionary), the evaluation is the action of evaluating, appreciating the value of a thing. It is also a method of estimation, which is its synonymous. To evaluate means to estimate, to judge (value), to measure (a quantity, a quantity), to appreciate, to determine, to delimit. For "Grande Larousse", the evaluation is the action of determining the value of a thing, but also the quantity, the evaluated value. A proper evaluation means to rate, estimate, judge, measure, calculate, count, weigh, and so on.

We can define the evaluation as the act of evaluating, of appreciating approximately the price of a thing, of estimating or fixing approximately a quantity, and the evaluation is semantically close to the estimation and appreciation. The measurement is an operation of knowing objects, phenomena, processes, based on the description of their physical, measurable qualities, through specific instruments, called measuring instruments. To measure means to number one object or event, according to a logically acceptable rule.

An important and complicated role is illustrated by the evaluation of individuals. Evaluating a person means recognizing and honoring their qualities based on a positive judgment already made. The evaluation of the person must be emphasized in a positive way, considering that the final judgment won't be negative.

Object of evaluation. *The evaluation is the process that helps to collect relevant data about a person, an individual, an organization, a fact, a phenomenon, a process, and so on, data that can later be transformed into information needed to make decisions.*

In other words, the three types of definitions could be given three types of evaluation identified by education theorists:

1) **The evaluation = the measure** can be understood as a normative evaluation (student's results are related to a norm);

2) **The evaluation = the congruence** can be approached as formative evaluation (student's results are compared with the program requirements);

3) **The evaluation = the judgment** can be considered as a progress evaluation (provides data on the range of student's outcomes in a well-defined period of time).

I.T. Radu identifies a series of **defining characteristics / notes** of the evaluation act:

- The evaluation is an *action of knowledge* which means that it has both: common features to the process of knowledge in its epistemological sense, but also characteristics of a special knowledge aimed at *Improving the state of evaluated phenomena* in order to make decisions.
- **The knowledge** in the domain of evaluation has the stated purpose of regulation (situations, systems, activities).
- **The data collection** is an important process intended to substantiate the decisions to be taken.
- Within the evaluation process, an important element is **the management of the obtained information**.
- **The assessment of the evaluation situations** is very important in conducting the evaluation.
- **The evaluation methodology** involves going through well-defined stages as well as promoting an attitude.
- The evaluation produces an **anticipatory effect** (wash forward) but it can also generate **retroactive effects** (washback)

Moreover, the definition of the evaluation proposed by the author is built from the perspective of synthesizing these defining notes, and according to the typology proposed by I. Scheffler it is located at the confluence between the descriptive and programmatic definitions: *the evaluation refers to that activity through which they are collected, processed and interpreted, the information regarding the state and functioning of a system, of the results obtained by the activity that leads to their assessment based on criteria and by which the evolution of the system is influenced* [15, p. 18]

Ardoino J. and Berger G., unlike J. Barthes, specify that the evaluation consists of moral, philosophical, political, existential values, not of values in the economic sense of the term - that is, a monetary standard. This mention is useful because the authors specify that to evaluate something new means to elaborate and propose an *appreciation or estimation* (p. 16); here are the practical consequences of this approach:

- There is a serious risk of placing the evaluation at the end of an internship, of isolating it.
- The professionalization of evaluation requires the introduction of the *profession of evaluator*, which means that we are witnessing the transformation of a critical function into a technical one.
- The evaluation privileges conferred by the collected information - rich in meaning - can be converted into perverse effects. Through the evaluation we can also find out aspects that disturb the education system and the personality of those evaluated.

I. Jinga identifies other features of the evaluation:

- the evaluation is a process (not a product), that means a staged activity carried out over time;
- it is not limited to giving students marks (which is the numerical expression of the appreciation of school performance), but it targets more complex areas and issues (including curricula and the system as a whole);
- the evaluation involves a series of measurements, comparisons, assessments (value judgments), on the basis of which certain decisions can be adapted, meant to optimize the activity or areas subjected to evaluation. [11, p. 15].

I. Nicola considers that two types of evaluation are important:

- **the economic evaluation** acts at a macrosocial level involving the participation of all resources (material, human.) and offers the possibility of feedback achieving with the society. It can be considered *as the efficiency of the education system in terms of the relationship between material and financial resources invested by the society and the results of the education materialized in the quality of labor, in its contribution to increasing labor productivity and accelerating social progress.* (p. 395).
- **the pedagogical evaluation** - aims the results obtained by the students in the instructive-educational process.

The point of view launched by I. Nicola is completed by C. Cucos, who notices a series of levels that allow the approach of evaluation at both macro- and micro systemic scale:

Evaluating means reporting to:

- acquisition,
- skills,
- values and norms of the community space,
- the functioning of the acquisitions in relation to the needs, aspirations and resources of the learners;
- objectives,
- training action.

From this point of view, some clarifications are required:

1. We identify an evaluation that is performed at the level of the social macro system that corresponds to the **economic evaluation** as seen by I. Nicola:

- the system evaluation focused on the perspective of social efficiency of the educational process;
- a process evaluation, of the educational process according to the purposes, the relationship between teaching-learning-evaluation.

2. The aims and the design of the evaluation approach are various depending on the target level: national, territorial, institutional level, the level of each actor involved in the evaluation.

3. The concern for quality assurance is the leitmotif of the modern society. The interest in quantification and appreciation is almost obsessive; people measure the density of the ozone layer, the weight of their luggage, the quality of their goods, intellectual acquisitions, attitudes. The education system and process have not been left out of evaluations of all kinds, which allows us to identify a set of areas in which the measurement, assessment, decision and argumentation are the main purpose:

- the curriculum evaluation;
- the evaluation of training (quality of school experiences);
- the evaluation of the quality of education;
- the evaluation of the teaching staff;
- the analysis and estimation of school acquisition;
- the metatheory of evaluation.

Although these domains have their own physiognomy, they are interdependent with each other, conditioning, influencing and complementing each other.

4.2. Evaluation functions

The evaluation specialists recorded a relatively large number of functions that they assigned to the evaluation. We still have some perspectives on these issue.

I. Nicola considers that regardless of the level of realization of the evaluation, there are two categories of its functions

- a) social functions
- b) pedagogical functions

J. Jinga delimits a system of psycho-pedagogical and sociological criteria in relation to which the following functions of evaluation can be recorded:

- the function of **control**, ascertainment and appreciation of the activity and the results obtained in the educational process
- the function of **adjusting the system**, improving the activity and optimizing the results;
- the function of **prediction** and orientation;
- the **classification and selection** function;
- the **educational** function;
- the **social** function.

The author notes that these functions intertwine, and their weight is determined by the purpose of the evaluation. Trying a synthesis of the different points of view existing in the literature V. Chis proposes the following functions:

- providing feedback in the training process;
- measuring the progress of learning;
- the motivational function;
- the moment of self-evaluation, of the formation of self-awareness;
- the adjustment function.

We consider that the adjustment function is included in the first assertion of the author (providing feedback in the training process). In order not to generate any confusion, we present below the synthetic picture of the functions as V. Chiş thought it [6] (Table 4.5).

Table 4.5. Synthetic picture of functions after V. Chiş

Evaluation functions	For the teacher	For the student
Ascertaining	Basic indicator of the degree of optimization of teaching and in the learning support	Assessing the level of training achieved and reporting the results to the teacher's requirements
Diagnostic	Emphasizing and interpreting the existing gaps in the students' preparation identifying the causes	Interpreting the results in terms of own capacities and optimizing the self-evaluation
Prognostic	Anticipating the students' progress, reconsidering the teaching strategies	Evaluating the chances and optimizing the work style, dosing the effort
Motivational	Organizing in function of students' performance	Stimulating or diminishing the effort depending on the dynamics of the results

1. The functions are designed in relation to the evaluation methods, not with the evaluation!

Most theorists link the functions to the evaluation action, forgetting that the evaluation is not a simple action, but a process that involves several steps (identifying the domain, outlining the need of information, locating and storing the existing data, establishing work methods and tools, collecting and analyzing the data collected, giving meanings, adapting decisions, drawing conclusions and carrying out the evaluation report). Moreover, the data provided by the evaluation are determined according to the decisions that should be taken.

2. Although we can't conceive the functioning of the educational process without regulation and self-regulation, and the **teaching-learning-evaluation** unit can't be subjected to dissolution, we accept the dichotomy:

a. Socio-economic evaluation

b. Pedagogical evaluation

Typology of evaluation. The title used for this part of the study will certainly provoke diverse reactions as the positions of the specialists are diverse, and the evaluation by its "multifaceted nature" provokes new approaches. I. Jinga states that there are three types of evaluation: initial evaluation, formative evaluation and final evaluation; thought in relation to three distinct moments of the intervention of the evaluative act within the educational process. The characteristics of the types of evaluation being the classic ones, the merit of the author is highlighted by their approach in close connection with the used evaluation strategies.

V. Chiş considers that it is possible to talk about "Taxonomy of evaluation and classification criteria" and addresses the most common types of evaluation designed in relation to the objectives of the evaluation.

- initial evaluation (pre-test);
- continuous / formative evaluation;
- summative / final evaluation (post-test).

Invoking the variant of the evaluation criteria, he distinguishes:

- normative evaluation;
- progress evaluation;
- summative evaluation.

The authors of the "General Evaluation and Examination Guide" propose a series of "operational dichotomies for evaluation functions" supporting their choice with the data provided by the "Evaluation and Examination Course" conducted by Cambridge University (1994). A series of dichotomies were suggested to them by the above-mentioned course: formative-summative; formal-informal, process-product, internal-external, convergent-divergent, idiographic-nomothetic, the other two pairs are the result of their own effort: criterial-normative, diagnosis-prognosis.

I.T Radu joins a point of view already expressed by other authors (Ch. Delorme, J. Danieu) and proposes three evaluation strategies that are distinguished according to the "three types" in which they act:

- initial evaluation;
- summative, cumulative evaluation;
- formative evaluation.

4.3 Alternative evaluation methods

The observation is used to record students' behavior. The information collected on the basis of an observation protocol and using appropriate tools (evaluation form, classification scale, checklist) allows the evaluation of those aspects that traditional methods find more difficult to capture. The observation is used every day by all teachers, in all sequences of the lesson. The aspects noted by the teacher in the observation file or stored in the memory provide benchmarks for outlining the profit of one student or another. The attitude towards the study discipline, the communication with the teacher and with the students, the number of practical applications performed, the behavior adopted in extreme situations, the frequency of the answers formulated to the teacher's questions, these are just a few examples of possible records based on current observation.

The investigation, as a complementary method of evaluation, allows the student to creatively apply the knowledge in new and varied situations, during a course or during a succession of courses. There are three stages of the investigative approach: defining the problem; establishing the methodology; specifying the solutions.

Among the conditions of conducting the investigation we mention:

- the clear specification of the work tasks;
- the identification of the procedures to be used depending on the nature of the work tasks;
- data collection, analysis and interpretation;
- outlining a hypothetical system and testing it;
- drawing other possible routes of the investigative approach if necessary;
- the motivation of choosing the procedures and methods used in the investigation;
- writing the report on the results of the investigation.

As the *investigation* requires the active involvement of the student in the learning process, this method allows the teacher to estimate the process and quality of products realized by the student, the student's attitude, but also the exercise of personal traits (ability to concentrate, cooperation, initiative, creativity.)

The project has a number of similarities with the investigation, but unlike this it requires a much broader evaluation approach. The realization of the project begins and ends in class and it involves:

- the clear definition in the classroom of the work task in accordance with the objectives pursued and, sometimes, even the realization of some sequences from the project;
- outlining at home during a period of several days or weeks most of the project sequences, consulting the teacher's opinion;
- completing the project in class and giving a short report in front of the colleagues on the results obtained and / or the presentation of the product obtained.

Using the project as a method for evaluating the students imposes a series of necessary classifications both from the perspective of the teacher and from the perspective of the student.

1. The teacher's perspective. An effective design involves:

- defining the objectives;
- identifying the necessary resources;
- outlining the main stages of the project realization;
- the prioritization;
- recording the variants of action and the consequences of their adoption;
- establishing monitoring and evaluation procedures;
- the project coherence.

2. The student's perspective.

What is evaluated? the trial; the product; both of them.

When is it evaluated? at all stages of the project development; at the end of the development period;

Who evaluates? the teacher; the students (inter evaluation); the is self-evaluating; the external evaluators.

What is it evaluated with?

Criteria regarding the quality of the product (validity and completeness of the project, resources used, elements of creativity and originality, internal logic of the project development).

Criteria regarding the quality of the process (understanding and accomplishing the work tasks, documentation, quality of presentation / support of the project, originality, applicability of the results).

How do we ensure the quality of the evaluation?

- establishing rigorous standards and criteria of evaluation;
- ensuring the resources necessary for the realization of the project;
- identifying of the obstacles that may be encountered:
 - a. perceptual obstacles - stereotypes, individual orientation towards false targets, saturation;
 - b. cognitive obstacles - hoard barriers, inappropriate language, solution substitution;
 - c. personal obstacles - emotional resonance, habits, conformity, excessive criticism;
 - d. environmental obstacles - lack of involvement, contradictions manifested between the basic culture and that of belonging, fragile balance.

Certainly other criteria used in the evaluation of a project can also be invoked here (coherence, effectiveness, sustainability, opportunity, impact); what is important both from the point of view of the teacher and of the student in the evaluation of the project we summarize in the form of three qualities:

- a. the desired quality - visible in the formation of objectives;
- b. the proven / assured quality - identifiable in the results;
- c. the perceived quality - materialized in the formulation of the value judgments.

The Portfolio / Report of the evaluation is a complementary method of evaluation used by the assessors in order to make a relevant value judgment about the results achieved by the student. Its

acceptance of the student's business card reflects the quality of the portfolio as a flexible, complex and integrative way of evaluating the school performance.

Addressing the meanings of the term portfolio, we specify that this is a neologism that penetrated in the Romanian language from the Italian (portofoglio), although the word exists in English (portofolio), Greek (portofoli) and French (portefeuille) and it is used with the following meanings:

- dignity of minister without portfolio, that means that he is not the holder of a ministry;
- file in which valuable documents are kept;
- trade bills, bank securities available to anyone;
- the set of manuscripts in the records of a publishing house in order to be printed.

Although the term is considered new in the literature, and it was approached at the beginning in the artistic domain, the need to evaluate the student in terms of all products of his school work throughout the curriculum has long preoccupied theorists in the area. I.T. Radu, researcher: the (*portfolio*) is not so much a distinct method of evaluation, but a means of valuing the data obtained through evaluations and he sees the appreciation as follows: It is replacing the traditional way of achieving the balance of their student results by the arithmetic average poor in meanings and regarding its school evolution we suggest the use of the name of *evaluation report* as it condenses the entire repertoire of acquisitions: knowledge, skills, abilities, acquirements, habits, personality traits and attitudes [Radu I.T., op. cit., pp. 225-226].

As a pedagogical portrait, the evaluation report brings together both traditional evaluation methods (written, oral and practical tests) and alternative ones (report, observation, investigation, etc.); both formalized tools "used in the evaluation (tests, questionnaires) and non-formalized tools" (essays, worksheets).

The compilation of the evaluation report requires the consideration of three important parameters:

- a) the purpose of its elaboration;
- b) the context it will be used;
- c) its design.

We will detail below each of the stated elements.

The purpose of developing a portfolio is to identify students' school performance and relate them to the proposed objectives. The requirements that such an instrument must satisfy can be summarized in the following set of questions:

1. *What categories of data includes the content of the education that should be evaluated?*
 - invoice and problematic data;
 - principles, concepts, legalities;
 - models and methods of knowledge and investigation;
 - attitudes, feelings, value judgments.
2. *What skills should the students have?*
 - informational;
 - application;
 - argumentative;
 - communicative;
 - others.
3. *What attitudes of the students exercise the activity of configuring the evaluation report?*
4. *What is the addressability of the evaluation report?*
 - to the student as a person,
 - to groups of students,
 - to institutions,
 - to the community

- to parents
- other tools.

The **context** concerns the framework, the conditions under which the evaluation report is made:

1. What are the age particularities of the target population?
2. What is the internal logic of the study disciplines / curricular areas / domains / topics concerned?
3. What psycho-individual aspects condenses the personal equation of the students subjected to evaluation (interests, needs, aspirations)?

The **design** of the evaluation report is an anticipatory approach that takes into account both the technological issues of the evaluation and the context in which the tools are used. The primary aspect in the design of the portfolio is the relevance of the selected elements from the panorama of the results recorded by the students: are the aspects included in the evaluation report representative?

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Application

Lessons and learning units planning has one aspect that deserves attention: the question of monitoring and ensuring students' progress in learning, identifying the progress they have made and evaluating the results of students' learning and learning activities. Before the lessons, you need to plan how to organize and estimate, improve the effect and quality of teaching, and how to record, analyze, improve, and appreciate students' activity and learning activities. In this process, you will think about what measures and tools you will use to find out if the class, as a whole, or each student has achieved the set objectives and, if necessary, on what criteria the grading system will be based.

2.2. Key questions. Students' learning process:

- How is the successful learning identified and evaluated?
- How is the self-evaluation and the evaluation applied?
- How do we make sure that the students have achieved the goals?
- Did the students have successful experiences while learning?
- Are the students aware of the progress they have made?
- Does the teaching given to the boys and girls have the equal chance of success?
- Do the students observe, control, and improve their learning and behavior in the course of the activity?
- Did the students receive guidance to help them during their learning?
- Can the students monitor and evaluate their learning behavior and results?
- Can the students identify the learning behavior of other colleagues through peer evaluation?
- In their self-evaluation, do the students refer to their own goals, standards, criteria, or needs?
- Do I realize each student's progress?
- How do I identify each student's learning problems?
- How do I observe the social interaction in the classroom?
- How do I keep track of the observations and evaluation of each student and of the class as a whole?

The process of training and development of the teachers:

- How is successful learning identified and evaluated?
- How is the self-evaluation and the evaluation applied?
- How, when and with whom do I reflect on my way of teaching?
- How do I let my students to participate?
- How do I associate the success or failure of my students when teaching?
- How do I recognize my progress in teaching and how do I learn as a teacher?

Course unit 5. PERFORMANCE MANAGEMENT

5.1. Professional performance - tool for professional evaluation of the teacher

The performance is essentially what an employee does or doesn't do. We can say that it is the sum of the obtained results. But are we only interested in the results or also how they are obtained? According to DEX, the performance is the (particularly good) result obtained by someone in a domain of activity [Dex - online].

The human performance - is analyzed in relation to the result obtained by the employees in their jobs, in their work group, in the entire company; this result is expressed by the wealth created, by the additional value obtained per unit of activity.

The social and the human efficiency are interdependent, in the sense that *the level and quality of the social climate act as a binder of productive performance*. The human performance must also be appreciated in terms of *efficiency* - which expresses a performance in technical terms and uses the logic of production management - and labor *productivity* - which treats performance in economic terms, operating with elements of economic calculation [12, p.25].

The interaction between competence and performance. The *performance* is an action with an effect that exceeds the common level, tending to high limits that can even be set as records. In practice, all the results of the activity that have a maximum rank are appreciated as performance, either in the individual or in the collective order.

The literature informs that "the performance is conditioned by somatic, functional and psychological factors: **interest, motivation, emotional balance, level of aspiration, self-regulation, group emotional cohesion**" [36]. The performance indicates the *level* at which individual or collective achievements in a specific area of activity can rise, generally expressed in relative units of measurement, belonging to more or less standardized scales. It is essential that it captures both the quantitative aspects - how much has been solved from the total volume of tasks given - and the qualitative ones - the difficulty of the tasks solved, how to solve them, the value of solutions, results, products.

The competence is the ability of a teacher / group to interpret a phenomenon, to solve a problem, to make a decision or to perform an action; the scope of extension of an employee's duties in the exercise of a function. The source mentions that, objectively, both notions are determined by the nature and complexity of the tasks that make up the content of the different spheres of activity and functions. Subjectively, they are the result of knowledge, skills, abilities, aptitudes and temperamental traits - characteristics that the employee has in order to perform the function held.

The role of performance evaluation is to ensure the link between the *productivity - performance evaluation - reward*, being a decisive factor in the correct granting of salaries and promotions, as well as the evolution of the company because it is a primary source of information about employees [Ibidem, p. 4].

The objectives of performance evaluation. The literature shows us that the objectives of performance evaluation concern the entire school organization, emphasizing the most important activities of human resources management:

- setting rewards,
- the motivational support of employees,
- professional training,
- promotion,
- planning the necessary human resources,
- maintenance - dismissal,
- performance feedback. [41, p. 57]

as well, the importance given to the different objectives differs from one organization to another and depends on the perspective from which they are formulated, mainly:

- motivating subordinates by recognizing their achievements and providing mental support in issues associated with the work done;
- strengthening the manager-subordinate interpersonal relations;
- obtaining data for decision making and creating the context for communicating these decisions;
- advising and guiding employees in order to improve their activity;
- discussing the opportunities offered by the organization to the employees and planning their professional career;
- diagnosing the individual and, implicitly, organizational problems;
- providing feedback, so that employees are aware of their performance against predetermined standards and what is expected of them [20, p. 76]

In the opinion of specialists, the objectives of evaluating employee performance can be grouped into four categories, as follows: organizational; psychological; development; procedural (Table 6.2.).

Table 6.2. Categorical objectives of performance evaluation

Objectives	Facilities
Organizational objectives	<ul style="list-style-type: none"> • the concordance of the individual performances and contributions with the organizational mission and objectives; • reporting inconsistencies between organizational objectives and human resources strategies; • the description of the positions and the adjustment of their content; • achieving a concordance between people and existing functions;
Psychological objectives	<ul style="list-style-type: none"> • the possibility of the individual to situate his contribution in relation to the norms and to attract the attention of superiors; • knowing that the individual has contributed to the achievement of the objectives of the school organization; • the perception of the positions and relationships in the hierarchy of the organization.
Development objectives	<ul style="list-style-type: none"> • the possibility of each employee to know the chances of evolution depending on their own performances and the objectives of the school organization.
Procedural objectives	<ul style="list-style-type: none"> • the realization of a permanent diagnosis of human resources; • the career management; • the identification of training and development needs; • the improvement of the interpersonal relationships; • the sizing of salaries; • the notification of structural deficiencies and the updating of the qualification grids.

The researcher C. Caramete notes that the evaluation system ensures the connection between the reward that an employee hopes to obtain and the productivity he achieves, the normal succession being: productivity - reward. If one of these elements is missing or incorrectly defined, then employees no longer receive the rewards they deserve [10, p.52]. The performance evaluation allows the salary increases based on the merit and not on the seniority in work. The manager's role is to ensure an accurate evaluation of subordinates, comparing different levels of performance. However, only a few employees notice the connection between the level of their performance and the size of the salary they receive.

As well, the performance evaluation allows the detection of the weaknesses, the potential and the professional training needs of the employees. The employees are also informed about the progress made and the skills they need to have in order to benefit from the salary increase or promotion.

In many cases, employees don't know how to improve their performance, this task falling to managers. The manager's role is similar to that of a coach who must "reward" outstanding performance by recognizing them, by explaining what improvements can be made, the way of realizing them and the propitious areas.

D.A. Constantinescu, M. Dobrin, S. Nița, S. Anca consider that the objectives of performance evaluation are relevant both for individual behavior and for organizational behavior. In practice, there is a reciprocal conditioning between organizational and individual objectives. Thus, in order to define as precisely as possible, the objectives of the evaluation process, it is necessary to understand their degree of complexity, both at organizational level and at individual level [20, p.54]. The evaluation of individual performances consists in determining the degree of the employee's capacity to satisfy the expectations of the organization that include certain tasks, results, behaviors that respect the norms and values of the school organization.

In order to obtain edifying results, the performance criteria must meet certain conditions, namely:

- to be simple and clear formulated;
- their number should be limited; the use of several criteria leads to the leveling of the results, to the obtaining of some average values, which have lower relevance;
- to be measurable, easy to observe, so that the contestation of the results is reduced;
- to be applicable to all subjects, who carry out their activity under comparable conditions and who have the same or similar functions [Ibidem, p. 154].

The choice of performance criteria takes into account the prior detection of the personality characteristics, responsibilities and types of activities specific to each position. The most accurate identification of the performance requirements aims at the preliminary elaboration of a list containing the objectives to be accomplished. For this purpose, the researchers R. St. Covey, A. Roger & R.R. Merrill can be used as sources of information because they propose the following:

- the customer's requirements (parents and students);
- the activities that are the object of the work;
- the strategic plans of the school organization;
- the opinions of those who perform similar activities;
- the job description;
- the objectives or responsibilities of the hierarchical chief [35, p. 175].

The performance is multidimensional. For example, teachers are evaluated by students, parents (pupils) according to three dimensions of their performance:

- the teaching, which is also multidimensional;
- the correctness of the evaluation at the exam;
- the behavior in student-teacher relationships;

However, in the case of teachers, there are at least two equally important dimensions that students often don't notice: the research and the experience. In some universities, depending on the desired mission and specialization, the teaching is more appreciated than the research, and in others, vice versa. Similarly, some students find the notoriety teachers as researchers, but who are not special in the teaching activity.

The literature specifies that the evaluation criteria are compared with the performance standards, which represent, as previously mentioned, the desired or expected level of performance. Thus, the performance standards allow emphasizing the attributions and responsibilities corresponding to the position. In Romania, the legislation in force stipulates that the performance standards define the set of norms that regulate the specifics of the activities and operations of a position. The performance standards determine what an employee should do and how well.

The indicators that define these standards are:

- the quantity, respectively the volume of works expressed in units of measurement specific to the activities or operations executed in a certain position;
- the quality, respectively the correctness of the results presented in the works corresponding to the position;
- the time, representing execution times of the works, especially for those for which the time rules can't be established;
- the cost, that means the employee's interest in limiting the operating costs of the institution;
- the use of resources respecting the employee's ability to use the available resources as efficiently as possible;
- the way of achieving the objectives, respectively the employee's capacity to participate in the collective effort made by the team he / she is part of, the way in which he / she makes available to the team the experience and knowledge held.

In order to establish the procedures and rules of measuring performance indicators, the management of the institutions will consult the employees' representatives or the trade unions. As well, the performance standards must highlight the equitable division of tasks between posts and they should be broken down by the quantified objectives of the organization. The organization, but also the employee, benefits from a realistic, measurable and well-understood evaluation. In order to know what is expected from those involved, the standards are set before starting the activity. It is quite important to know exactly, what implies each qualifier used in the evaluation.

In general, the following qualifications are used in the process of evaluating individual professional performances:

- **very good, exceptional (VG)** - the person is so good in accomplishing the criteria of the position, that a special appreciation is necessary;
- **good (G)** - the performance is within the upper limits of the performances achieved and of the standards obtained by the other employees;
- **satisfactory (M)** - the performance is at the minimum level of the standards or a little above. This is the minimum acceptable level of allowed performance that must be achieved even by inexperienced or less competent employees;
- **poor (P)** - the performance is below the minimum limit of the standard, but there is a possibility to improve it in the near future;
- **very poor (VP)** - the performance is well below standard. In this situation, it is considered whether the person can be rectified and whether he / she can be kept in that position.

According to the results of the annual evaluation, the teacher will design his own professional development route in order to achieve the performance corresponding to the standards of the professional competence of teachers. The teachers rated with the grade very good / excellent as a result of the internal evaluation are recommended to obtain the status of mentor in accordance with the provisions of the legislation in force.

The internal evaluation commission will monitor the process of the professional development of teachers through mentoring, analyzing the contribution of mentoring activities to the achievement of the Standards of professional competence of teachers [34].

We can conclude, emphasizing that the clear establishment of objectives and criteria for evaluating professional performance is a fundamental condition for ensuring the efficiency of evaluation - essential activity in human resource management.

5.2. Organizational performance

The organizational performance is an indicator that shows how fair a business achieves its goals. The organizational performance is one of the key concepts in management research [3, 2008].

The management of an organization can also be analyzed through the component elements of the system (the organization), in which everyone has to fulfill a role as well as possible, with adequate resources, in order to reach the desired results; the manager has an important role, because he is the one who motivates the team, the one who sets with the team the objectives, the ways to achieve them, the available resources and results of their activities, but also he evaluates with them the individual and organizational performance. *The organizational performance is a very large concept, which includes different dimensions of managerial, operational and competitive excellence of an organization and its activities.*

The organizational performance is also defined as “the ability of an organization to achieve its goals and objectives, being helped by a talented administration, by a good governance and by a constant re-profiling of business objectives” (Mahapatro, 2010). What is important in this definition is **the existence of a management team**, a good governance, which ensures that the objectives of the organization are integrated in the smooth running of activities and that they will produce the expected results. The constant re-profiling of business objectives is applied to private organizations, but the diversification of activities and the orientation towards new perspectives, which correspond to current needs, in a continuous change, are an integral part of any organization; by diversifying activities, organizations establish new "Over time, the organizations are facing upward trends, and this is causing them to take over operations effectively. The world is moving at a fast pace and it has practically become a global village, and in order to compete with other organizations and move forward, it is more than necessary for organizations to implement healthy practices that help to produce maximum results” [1]. However, the concept of the organizational performance is too often limited to its financial aspect. "In fact, most organizational performance evaluations are based on indicators such as the return on investment, the sales, the earnings per share" (Morin and Audebrand, 1989). In this sense, “an organization has many other facets; these include the people working within the organization, the processes they use to achieve their goals and the environment in which the organization develops” [6].

Measuring the organizational performance and, implicitly, analyzing it can be a useful tool for managers to implement organizational strategy. Simons [7.] summarizes and states “four important methods that control the systems that can help to simplify the implementation of the strategy within an organization. In addition to the control mechanism, the manager of an organization relies on critical performance measures to monitor the implementation of the strategy, but also to diagnose possible deviations from pre-established performance standards. The procedures and the measures by which the desired performance and objectives are achieved involve the use and the provision of incentives to both managers and employees. This aims to "motivate the members of the organization to contribute to the achievement of organizational goals and, ultimately, to expand and develop the organizational performance" [4].

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Application- Worksheet 4: Reference standards

There are three different basic reference standards for evaluating and grading students' performance:

- 1) the Individual criterion: the present performance of the student is compared with his previous activity.
- 2) the Objective criterion: the student's performance is compared with the learning objectives that have been set.
- 3) the Social criterion: the student's performance is compared to that of the students in the same class or age group.

Type of criterion	Individual criterion	Objective criterion	Social criterion
Reference	The learning progress	The objective of learning	The normal distribution curve, the arithmetic mean, the deviation
Information	How much information was learned between time 1 and time 2?	To what extent did the student approach the goal of learning?	How obvious is the deviation of individual progress from the average?
Type of evaluation	Tests, verbal evaluation, learning progress report, structured form of observation	Objective-oriented test, learning progress report, structured form of observation	Test that includes a grade oriented toward the class' average
Pedagogical involvement	Very high	Very high	It is often used for selection; it is not important for the orientation towards student's support

Course unit 6. COMPETENCE, COMPETENCIES EVALUATION

6.1 General notions

A "need" can be satisfied if there is a certain "competence" to ensure the satisfying of the need. We can be appreciated as "competent", we are "a competent system" if we satisfy certain requirements / needs (expressed or not) of those interested in the results of our activity.

Being competent means:

- to apply specialized knowledge;
- to use specific skills;
- to analyze and make decisions;
- to be creative;
- to work with others as a member of a team;
- to communicate efficiently,
- to adapt to the specific work environment,
- to deal with the unforeseen situations.

The competencies are structured sets of knowledge and skills acquired through learning; they allow identifying and solving some problems characteristic to a certain domain. Based on the results of the studies performed, at the level of the European Commission, there were established **8 domains of key competencies**, being specified for each domain, **the knowledge, the skills and attitudes** to be acquired, respectively trained on students in the educational process. These domains of key-competencies meet the objectives set for the development of education and training systems in Europe (*Barcelona-Copenhagen process*).

The curricular areas are compatible with the 8 areas of key competencies established at European level:

- the communication in the mother tongue,
- the communication in foreign languages,
- mathematics, science and technologies,
- the information and communication technology (ICT),
- interpersonal, intercultural, social and civic competencies,
- the entrepreneurial culture,
- the culture awareness,
- "learning to learn".

The evaluation of professional competencies is required whenever a decision must be made related to the employment of a person, promotion, transfer, to identify specific training needs but also to verify the progress made following a training program. The frequent requests coming from the companies for carrying out such evaluations determined us to develop within the Logistic HR Solutions company the specialized service for evaluating the professional competencies for occupations in the supply chain domain.

In a large sense, **the evaluation means to establish the value, to measure, to examine qualitatively and quantitatively, to compare with a standard**. According to the legal norms, the evaluation is made by reference to the occupational standard / the standard of professional training, which makes things even more difficult in the domain of supply chain, incompletely and most often incorrectly covered by the occupational standards in force. It should be noted that, if

this criterion is taken into account, only a small number of occupations in the domain can benefit from duly certified skills evaluations, unfortunately, many existing trades remain uncovered but, even more occupations recognized in practice by employers lack a “legal” correspondent in national nomenclatures and standards.

The **evaluation of the professional skills** actually involves examining a set of factors: **knowledge, skills and abilities**. Their different nature requires the use of different methods of evaluation, but the final result of the process must emphasize their synergistic effect compared to a standard set on the basis of objective needs.

The **knowledge** (theoretical concepts) are the result of the education that an individual has benefited from. Although the evaluation of the professional competencies restricts the area of knowledge examined to a particular domain, specific to the type of the performed activity, this baggage of theoretical knowledge can't be limited to a particular specialty, as some concrete situations encountered at the workplace often involve the use of general knowledge obtained at the level of non-specialized education.

The **abilities** are the native qualities of an individual. They can't be created, but only activated or developed, sometimes being in a latent state until the moment of their request.

The **skills or abilities** are the result of putting into practice the theoretical knowledge, through the use of skills and it is an automated component of human activity, which is done with conscious effort, which facilitates the spontaneous and fast progress of the activity.

The skills are formed through exercise, repetition and they generate a dynamic stereotype. They are usually specified indirectly, talking about professional experience in general or specialized in a particular domain of professional activity. The experience is related to the notion of seniority in work, which must be nuanced with the environment where the work took place, being obvious that the exposure to different situations and problems that generate a learning process through experimentation is even greater with the more complex organizations.

The evaluation of the professional skills should not be confused with the evaluation of the performance, although there are some similarities. The existence of competencies is a necessary but not sufficient condition for achieving performance objectives. If **the competence formula** is:

knowledge + abilities + skills

the performance formula is **skills + attitude**.

The professional attitude represents the intention of an employee to be as useful as possible at work, to draw value from his professional competence. The attitude is closely linked to the motivation, which is related to the strictly personal characteristics of an employee, such as conscientiousness, but also to some elements external to the employee, which have a major influence on him, such as the leadership style of the direct chief, the relationship with the team, the benefit of resources and authority adequate to the specifics of his work, the culture and the organizational climate, and so on.

The competency evaluation process verifies whether the employee has the knowledge, skills and abilities necessary to occupy a particular position, regardless the way they were obtained, formally or informally. We insist that the source and the form of the acquisition of professional skills are not relevant to the outcome of the evaluation.

The evaluation's methods and tools, collecting and processing the evidence of competence, establishing and implementing the evaluation procedures involve a considerable resource consumption, depending on the complexity of the process and the implications of the intended results. If the frequency of the evaluation needs is not high enough, the effort to design and implement such a system at the level of employing companies is not justified. That's why the option of using the services of a company specialized in evaluating the specific competencies of the activities in the area of supply chain (supply chain), such as Logistic HR Solutions, is a good decision, justified both economically and in terms of the quality of the result.

The evaluation of professional competencies for supply chain occupations is realized within the organization through a standardized process that combines different methods and tools, adapted to the specifics of each profession, so that the result reflects the actual situation, favoring correct decisions and providing concrete information on the areas that may need improvement.

The evaluation of the professional competencies is the third - and the last section of the training program included in the project **Development of human resources in education for the administration of computer networks in Romanian schools by developing and supporting programs to encourage new professions in education, in the context of the reconversion process of the teachers and reaching the critical mass of their stabilization in schools, as well as their orientation towards areas required by the labor market**. The three sections of the training program are:

- I. The training session coordinated by the trainer
- II. The individual practice
- III. The evaluation of professional skills according to the occupational standard of the "Computer Network Administrator"

The professional competence is the ability to apply, transfer and combine the knowledge and the skills in various work situations and environments, in order to perform the required activities in the workplace, at the quality level specified in the reference occupational standard. The professional competence is given by the harmonious combination and use of knowledge, skills and attitudes in order to obtain the expected results.

6.2 Competencies evaluation tools

The evaluation of professional competencies is the process by which the necessary evidence for judging the competence in relation to the requirements of the occupational standard is collected and analyzed. The standard is the invariant reference document for the qualitative achievement of the activities related to the competencies necessary to practice an occupation. Evaluating the professional skills is a completely different process from the traditional knowledge evaluation system. The evaluation of professional competencies is a process that involves the consultation and collaboration between the evaluator and the candidate. Before evaluating, the evaluator must ensure that the person requesting the evaluation is prepared for this process and has understood the content of the evaluation process. The evaluation of competencies takes place when the applicant (candidate) provides his/her evidence of competence which is interpreted by the evaluator. The accumulated evidence of competence is considered partial and both the candidate and the evaluator can request more clarification. At the end of the evaluation the result **may or may not be competent** and, in both cases, the evaluator will make the necessary

recommendations. The competences can be acquired through various forms of education and training, including self-training.

The evaluation of professional skills is realized according to an invariant - the occupational standard - and the evaluated person must prove the professional skills described in the standard. The evaluator and the candidate will plan and organize together the process of collecting the evidence of competence and will establish by mutual agreement the units of competence for which the evaluation procedure will take place. The professional skills evaluation procedure for the **computer network administrator** occupation, for example, offers to the candidates the opportunity to demonstrate both their theoretical and practical knowledge and professional experience. The methods used in the evaluation process will highlight the knowledge and skills necessary to perform the work activities and, especially, the candidate's ability to obtain the expected practical results. **The evaluation methods used highlight:**

- the knowledge and skills proven by the candidate,
- the ability to understand and choose between alternatives,
- the candidate's attitude towards certain work situations,
- the ability to adapt to the work environment in order to obtain the expected results,
- the ability to act in unforeseen situations.

The **collection** of evidence of candidates' competencies included in the evaluation procedure takes place through the following evaluation methods: **self-evaluation, portfolio of reports, certifications and previous works, interview, direct observation, simulation or structured demonstration, written test, project.**

The self-evaluation is the personal, own evaluation of the candidate towards the activities he can perform, compared with the skills and attitudes required by the occupational standard. Through the initial self-evaluation, the candidate takes stock of his own professional performance and analyzes his results.

The self-evaluation form is a tool that allows the candidate to review and analyze their own professional capacity in relation to the requirements of the standard. The self-evaluation is focused on the three main aspects of competence: **"I know", "I can do", "I have valid proof of competence"**. Completing the self-evaluation form is not a proof of competence itself, but it is particularly important, because it helps both the candidate and the evaluator to decide which competencies, knowledge and skills will be evaluated. The evidence obtained on the basis of the application of this instrument is not taken into account when evaluating the professional competences of the candidate, but it aims to encourage the participation of the candidate in the evaluation process.

The portfolio of reports, certifications and previous works gives the evaluator the opportunity to know and analyze the candidate's previous personal experience and the degree to which it is useful in the evaluation procedure. The candidate will be able to include here documents, certificates, diplomas, extracts from previous works relevant for the competencies of the computer network administrator, appreciation reports from other persons.

The report is a reasoned appreciation from some colleagues, chiefs or collaborators. The reports from others people may be used by the evaluator as an additional method of evaluating a candidate's **portfolio** that may include:

- diplomas;

- certificates;
- certifications;
- diplomas obtained during training courses, competitions and contests;
- assessments of the activity and the results obtained by the evaluated person;
- letters of recommendation - used for employment in certain positions, functions;
- extracts from projects, works, publications previously prepared by the candidate and from which evidence of competence can be extracted;
- report / reports from other people to professional skills.

The interview is the "face to face" meeting between the candidate and the designated evaluator. For the interview, the evaluator will prepare a set of questions (oral test) evaluating the level of knowledge and practical experience of the candidate in the domain of network administration. The answers provided by the candidate to these questions will constitute the proof of competence. The interview (**oral test**) is the method that helps the evaluator to assess: the candidate's way of thinking and expressing, the level of knowledge and the way it is applied in practice, the way to approach and solve practical problems, the ability to claim and select the right solution in a given context.

The direct observation is the assessment method that helps the candidate to demonstrate in practice the level of knowledge and the skills used to manage the computer networks. The evaluator will directly observe the practical activity carried out by the candidate. For the direct observation, the evaluator will prepare a set of problems, questions, case studies and then, he will follow the solution logic proposed by the candidate and the practical way to solve it. The direct observation takes place in an environment where a computer network operates and where practical operations can be performed to manage the network and its components. This method of evaluation involves collecting information by observing a concrete activity in real conditions. The evaluator must evaluate the candidate's ability to perform the requirements at work, the attitudes and skills manifested, the language used in communication with other people, the reactions to various disturbing stimuli, the emotions, the conscientiousness, the efficiency.

The simulation or structured observation can replace the direct observation. Instead of direct observation, a real situation can be simulated, a practical context in which the evaluated person will have to apply knowledge and prove skills and attitudes.

The written test includes a set of questions that the candidate must answer to. This evaluation tool includes some tests to verify the knowledge and evaluate the practical skills.

The project is an original work developed by the candidate, which aims to solve a problem of medium complexity. It is considered that for the elaboration of the project, the candidate will carry out documentation and research activities and he will make an effort to design a work or a product.

The professional competencies evaluator is a specialist with recent and proven work experience in the practice of the occupation of computer network administrator. The evaluator is certified by the National Council for Adult Professional Training, based on the occupational standard "Professional skills evaluator". The evaluator has, in the process of professional evaluation, the following responsibilities:

- he clarifies for the candidate the content of the occupational standard and the stages of the evaluation process.

- he assists the candidate in conducting the self-evaluation and identifying the competencies for which the evaluation is requested.
- he collaborates with the candidate to plan the evaluation stages.
- he carries out the evaluation, judges the proofs of competence presented by the candidate, in relation to the requirements of the occupational standard.
- he identifies the additional training and study needs that the candidates need when the decision for some units of competence is “not yet competent”.
- he records and reports the results of the evaluation.

Professional skills evaluator. The professional skills evaluator doesn't aim to highlight the candidate's shortages regarding the activities provided in the occupational standard, but **he helps him to demonstrate his skills, guiding the process of producing evidence of competence.** The evaluator is the central pillar of the system for evaluating the professional skills acquired in other ways than the formal ones. In our case, the evaluator is a recognized specialist in the domain of computer network management, which gives credibility to the evaluations he performs.

The evaluator decides whether the accumulated evidence of competence, collected from a candidate, is sufficient for the applicant to be declared competent for all units of competence in the occupational standard or only for a part of them. The evaluator will ask the candidate to review, complete the evidence of competence produced, in such a way that they will be conclusive and will justify the final decision of the evaluator.

Stages of the evaluation process

The stages of the evaluation process are:

I. Registering the candidate for the evaluation of the competencies.

The candidate submits an application to the evaluation center, authorized center for the evaluation of professional competencies for the occupation of "Computer network administrator". A registered professional skills evaluator will be distributed to the registered candidate, who will be responsible for the implementation of the entire evaluation process.

II. Assisting the candidate in the self-evaluation process.

The evaluator explains and details - at the candidate's request - the content and provisions of the standard, presents the self-evaluation form explaining the way to complete it. The candidate analyzes each aspect of the competencies for which he is requesting the evaluation, as identified in the self-evaluation sheet, and decides if he can or can't produce evidence that clearly and unequivocally shows that he is competent. At the same time, it makes an inventory of possible evidence of competence previously collected - during the accumulation of work experience - and determines in what form he can present it to the evaluator.

III. Establishing the units of competence for which the candidate requests the evaluation.

After the candidate has completed the self-evaluation form, it will be analyzed together with the evaluator. Following this analysis, if the evaluator finds that the candidate's work experience and professional capacity are not convincing enough, that it will be difficult or even impossible for the candidate to provide real evidence of competence, he may recommend him postponing the evaluation process until he will accumulate sufficient knowledge and practical experience to prove his competence. The decision to enter the evaluation process belongs to the candidate who decides whether to enter the evaluation process for a unit of competence specific to the occupation, a group of units or for the entire occupation.

IV. Planning and organizing the evaluation process.

The evaluator and the candidate plan the evaluation process. The duration of the evaluation process should not exceed 30 days.

V. Collecting the evidence of competence.

In the evaluation of professional competences, the proofs of competence produced by the candidate are judged in relation to the critical aspects established for each unit of competence in the standard. The evidence of competence is gathered from several sources. The evidence of the direct competence is collected in the evaluation process by applying the relevant evaluation methods: project, written test, interview, direct observation, structured observation (simulation). The evidence of the indirect competence is presented by the candidate as products of the activities performed prior to the evaluation: portfolio of reports, certifications and previous works. The evaluator will summarize for each piece of evidence produced by the candidate the critical aspects that have been covered. Sometimes, additional evidence of competence may be required, if, by analyzing the existing direct and indirect evidence, the evaluator couldn't adopt the "competent" decision: the critical aspects specific to each competence have not been fully covered or the competence has not been demonstrated in all the contexts mentioned in the standard.

VI. Analyzing the evidence and making decisions on competency.

The proofs of competence are analyzed and judged by the evaluator in relation to the important critical aspects, corresponding to the units of competence for which the candidate requested the evaluation.

VII. Recording and reporting the evaluation results.

The evaluator records the results of the evaluations in the evaluation file of each candidate. At the end of the evaluation, the evaluator provides the candidate with feedback and, if the decision is "not yet competent" for some units of competence, he specifies what knowledge or practical skills he lacks in order to demonstrate those competences. As well he recommends him the ways to obtain them. If the evaluation is completed with the "competent" decision, the evaluator can make a series of recommendations for the candidate. They aim at aspects related to attitude, style, efficiency that can be improved, thus increasing the professional performance. Equally important is the feedback that the candidate gives to the evaluator because it contributes to increasing the quality of his future work.

VIII. Issuing the certificate of competence.

The person declared competent for all units of competence in the occupational standard or only for a part of them receives a certificate of professional competencies. In the certificate of professional competence, it is mentioned the units of competence for which the person has been declared competent. The certificate is completed by the secretary of the evaluation center operating within the project.

At the end of the evaluation procedure, the designated evaluator will keep a personal evaluation file for each evaluated candidate. The file will contain the following documents:

- the candidate's application for the registration in the professional skills evaluation procedure according to the occupational standard
- the self-evaluation form.
- the identification data of the candidate and the units of competence for which the evaluation is requested.
- the direct and indirect proofs of competence produced by the candidate.
- the list of critical issues covered during the evaluation.
- the final decision on the competence regarding the competence units for which the evaluation was made, accompanied by the evaluator's comments and recommendations.
- the feedback from the candidate.

Conditions for participation

The members of the target group of the project, enrolled in a training session that they have completed and who have completed the monitored practice period, can enroll in the professional skills evaluation procedure for the occupation of computer network administrator.

The evaluation refers to the occupational standard "Computer network administrator" and it will be performed in relation to the competence units and the achievement criteria described by the occupational standard. The result of the evaluation may be **competent or not competent**, the assessment imposed by the standard of the accomplishment of an activity, which doesn't include the degrees of accomplishment, reaching the level of the competence: the evaluated person **meets or still does not meet** the requirements of the occupational reference standard.

Course unit 7. COMPETENCE - PERFORMANCE RELATIONSHIP IN EDUCATIONAL MANAGEMENT AND PROFESSIONAL EVALUATION

7.1. Competence-performance relationship in educational management

The managerial competence is possible because of the ability to convey managerial knowledge, techniques and methods. These, correlated with the temperament, skills and qualities of each individual, determine the types and styles of the management. Studying the work of a group of managers, Henry Mintzberg identified ten different roles for the school manager, which cover all his activities. Mintzberg's study of managerial activity is considered one of the most representative in this domain. The identified managerial roles are related to each other. They focus on the need for decision-making, the circulation of relevant information and strong interpersonal contacts, such as: interpersonal roles, informational roles and decision-making roles.

Mintzberg's theory of managerial roles can be briefly characterized as follows:

1. it has a greater potential for operationalization than the previous theories, both by compressing some management functions and by defining them more precisely;
2. although it is elaborated from a managerial perspective - in response to the pressures and needs of optimizing leadership practice - the theory recognizes the importance of the psychological (interpersonal) functions of the leader, Mintzberg taking over some functions proposed by Krech and his collaborators;
3. if the theory of leadership functions has seen the leader as a whole set of proposed functions, here the leader is seen almost restrictively - only one function -, Mintzberg clearly delimiting the managerial behavior from the leadership one.

Mintzberg's manager has been vehemently criticized by some management theorists, they think that this type of leader may be more oriented toward action than toward thought and reflection, it rather reacts than initiates, it responds and it doesn't plan, it emphasizes the immediate, concrete and specific problems to the detriment of a vision of synthesis and perspective. The decision-making competence is strictly regulated by normative acts (which sometimes specify what a manager can delegate to subordinates), the professional competence is addressed mainly in treaties and profile manuals and only rarely in regulations.

A school manager must have the following skills and abilities:

- **Legal competence**, which implies the ability to know, interpret and apply general and specific legislation to the particular situations of daily activities.
- **Psycho pedagogical and sociological competence**, consisting of:
 - *the ability to know* and take into account the age and individual characteristics of members of the educational community;
 - *the ability to guide, control and evaluate* the educational process;
 - *the ability to create and maintain* an appropriate climate.
- **Economic-financial and administrative-household competence**, targeting:
 - the ability to manage the material and financial funds of the institution;
 - the ability to manage spaces, land, furniture and equipment;
- **Managerial competence (general and educational)**, which involves: setting relevant goals and objectives and strategies appropriate to their accomplishment, planning and programming, taking responsibilities, informing, communicating and negotiating, resolving conflicts, deciding and to solving problems, evaluating.

- **Cultural competence**, materialized in the ability to extend the horizon of culture and knowledge, to use in the exercise of his managerial duties, the knowledge gained in the domain of general culture, as a premise for increasing the efficiency of management acts.
- **Social-moral competence**, which consists in the ability to integrate the educational community in society, as well as in its ability to be an impeccable behavioral model.

The managerial authority represents the set of professional and managerial competencies correlated with the character traits, which are exercised in a framework of legitimacy by a person, characterizing him. Authority is of two types: formal, conferred by the socio-professional status, and functional, conferred by the competencies. The triad: competence - authority - responsibility is the engine, the heart of the managerial process and, at the same time, a strong factor of self-control, because the manager knows the limits in which he can exercise authority and in which limits he can exercise responsibility.

The success of the education manager depends on the ability to guide, organize, lead and motivate the employees, subordinates for the optimal achievement of the proposed objectives. Specific to the school is the fact that the manager leads two large categories of people, namely students and teachers. This implies for the manager a permanent adoption of the principles of management, leadership style, ability to understand, depending on the segment to which the school issues refer. This requires managerial culture, managerial professionalism, interdisciplinary approach to managerial theory and practice, consideration of the management as a science, and as an art.

Regarding the performance-competence relationship, there is a competence management system based on the performance. The application of this system leads to the achievement of the vision, mission and objectives of the organization, a phenomenon possible due to the increase in the value of human resources by increasing its distinct and unique competencies. The enrichment of human capital optimizes other organizational resources, which functions as a lever for the current strengths of the organization.

The practice demonstrates that the performance, the achievement of high quality objectives of an action, is possible only at a high, appropriate level of competence. When the level of competence is low, the performance is also low (reduced).

There are common situations when the level of competence is high, but the practical results (performance) are still low. This phenomenon is more significant in the case of managers who, due to their low performance, generate significant loss of capacity (material, informational and human). In such cases, something is not "working", that means that something is not right in the organizational and management system, which requires diagnosis through consulting and the establishing corrective measures through external interventions. Sometimes, the definition of the position and the profile of the manager, respectively the evaluation of the competence are wrong or irrelevant.

For the school, to be performant means:

1. good and very good school results;
2. social results (social integration of graduates, percentage of success in admissions);
3. curricular material, means of education;
4. social education programs;

The managerial function represents a practical professional activity and for its practice, specific, technical and relational knowledge and skills are necessary. Compared to other functions and professions, the managerial function has two characteristics: it is exercised over other people, so it is not a solitary profession; it is learned both in school and especially in the professional practice. The manager's self-training is essential for the development of the organization. It is the way to the performance of the organization. As managers work to become efficient, they raise the level of performance of the entire organization. In the current conditions, the organization depends on the efficiency it is piloted with, on the performance and the managerial results, for its operation and survival. The managerial efficiency can only be achieved with a certain level of knowledge. Obtaining and mastering a certain level of knowledge is achieved both through the accumulation of information, through study, through learning, and through the accumulation of practical experience. The management currently has a precise outline, and the science and art of management can be learned by anyone, but people should also have innate inclinations to apply everything they learn.

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