

Correlations Between the Management of the School Organization and the Management of Human Resources

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Abstract

The connection between the management of the organization and that of human resources is indisputable. The human resources of a school organization represent an indicator of organizational quality. The organization, by its characteristics, ensures the attainment of the level of satisfaction and performance of the employees.

Human resource performance evaluation has profound implications for the entire organization and highlights important human resource management activities: continuous professional development, awarding of rewards, motivating employees, maintaining / dismissing them, performance feedback, finding potential and professional training their needs. The conclusions present the demands of the manager's role in achieving a participative management, in exploiting and highlighting the entire individual potential of the employees, in motivating and obtaining their superior performance.

Key words: organization management, human resources management, personnel evaluation, organizational climate

J.E.L. classification: C 92, D 81, D 83.

1. Introduction

The vitality / dynamism of contemporary society we consider determines the adaptation of the educational factors from pre-university education to the multitude of changes in a social environment of a pronounced competitive character, they learn to manage them responsibly by developing the design competencies , organization, operational management, control-evaluation of all activities at the level of an educational organization, with an impact on the level of increasing the organization's performances, as a fundamental element of changing the human resources management of an organization.

The success, performance, degree of competitiveness of any organization depends, to a large extent, on the content and quality of human resources, because, as many specialists in the field have analyzed, the competitive-performance advantage of a school organization is reflected in its employees, having in view that people are the most valuable asset of the respective institution.

2. Literature review

The specialized literature (Agabrian, 2008, Căndea, 2008, Cismaru, 2008, Florea, 2014, Miege, 2000, Păuș, 2006, Rogojinaru, 2005, Stegăroiu, 2014, Tănăsescu, 2016) emphasizes that the investment made in human resources has proven to be the safest and most effective way to ensure the survival and competitiveness of an organization. In the 19th century, the success of an organization was considered an exclusive result of the personal qualities of the employees. In the twentieth century, there were several trends that, through the research carried out, diversified the

content of the term human resources management. Thus, the current social organization, through its founder Frederick W. Taylor, emphasized the role of participatory management and the granting of rewards to ensure the success of the organization. The administrative stream, founded by Henry Fayol, maximized the role of staff, for Max Weber to emphasize the role of motivating employees in ensuring the productivity of the organization.

The administrative stream, founded by Henry Fayol, maximized the role of staff, for Max Weber to emphasize the role of motivating employees in ensuring the productivity of the organization. The school of human values, founded by Mayo, emphasized the importance of implementing participatory management and psycho-sociological, but also relational factors. The specialized literature reveals that after 1980, the concept of human resources management has adopted other connotations, emphasizing the role of the human resource in determining organizational change and organizational climate.

The Japanese researcher Ouchi introduced the term "enterprise culture", underlining the idea that human resource is the strategic binder of any organization.

3. Research methodology

The methods of scientific research used during the documentation and research were: bibliographic documentation by information on the sources, collecting, studying and using the sources; the study and interpretation of scientific literature.

4. Correlations between participatory management and the strategic role of human resources in an organization

No profession requires its owner as much competence, dedication and sensitivity as that of an educator, because no one works with a more precious, more complex and sensitive material than the developing man ... anchored in the present, brightening the future and strengthening the dimensions. Possible of personality, the educator instructs, educates, exhorts and directs, cultivates and organizes, corrects, perfects and constantly evaluates the process of forming and perfecting the qualities necessary for the man of tomorrow.

The contemporary reality shows that the role of the school has become increasingly complex, which requires the increase of the professional competence and the adaptability of the teachers to the needs of the society and to the increase of the competitiveness of the school.

Gary Jones emphasized: "The essential feature of an organization is the coordinated presence of people and not necessarily of things"; the fact that they involve people, in the end, they depend on their joint effort, especially when talking about institution-level performance. Many people view the organization as a personal good, and the successes, in general, as their own successes, while the institution's failures are felt as personal failures (*apud Chivu, 2008, p. 82*)).

Human resources, as strategic resources in an institution, are one of the most important investments of the respective organization, whose results are becoming more and more evident over time. Investing in people is the safest way to guarantee its competitiveness, position and future. The basis of the process of making a managerial decision within the human resources are as many qualities that can be demonstrated by all involved: respect, fairness, responsibility, communication, empathy, transparency. The time factor also plays an important role in the managerial practice, imposing interventions to change mentalities, so as to reach openness and adaptability in the face of those different situations. Belonging to the group and the whole set of contoured relationships represents the favorable context for the formation of the employees' personality and the growth of their creative capacities.

Human resources are a special human potential that must be understood, motivated and involved as fully as possible in achieving the organization's objectives. To this end, managerial decisions in the field of human resources must always be adapted to the personality and characteristics of the employees.

Organizations become and remain strong only if they promote participatory management, which means that the conditions for all employees can be consciously involved in achieving their strategic objectives. As it is known, the motivation for work leads to obtaining professional satisfaction and

acquiring personality recognition. The individual professional performance is determined by the motivation of the employee, his ability and willingness to train, as well as to improve; on the other hand, the individual professional performance is dependent on the physical and intellectual capacity to achieve the objectives. Failure to achieve the objectives leads to a poor performance evaluation. The evaluation of the performances, as a basic activity of the human resources management, carried out in order to determine the degree to which the employees of an organization fulfill their tasks or responsibilities effectively, according to the job description, implies the continuous improvement of the activity of all the employees in order to achieve the mission and vision, achieving the strategic goals set out in the institutional development plan.

The relationship, which can be created in an organization, between motivation + performance + competence, as a result of an objective evaluation, is one of the factors underlying the increase of the quality of the educational act offered by the respective school organization; the knowledge of the level of performance and quality in the activity carried out by the teachers, but especially the degree of satisfaction among the beneficiaries (direct and indirect) regarding the instructional-educational process, are aspects of major importance for the manager of a school. Thus, the way of carrying out the evaluation of the teachers, becomes the absolutely necessary lever in this managerial approach.

5. Considerations regarding the evaluation and quality management in education

The main objective of human resources management is to provide expertise and experience in this field, so that optimal and safe performances can be obtained, using the most appropriate methods. The long-term strategic objectives aim at organizing and planning the human resources, which, together with the operational objectives, of a tactical and administrative nature, with an impact on the activities regarding the daily management of the working groups, will lead to the achievement of the general objectives, which are aimed at: attracting human resources and keeping them in the organization for a longer period of time. If we think: "Which elements characteristic of the human resource are important for the professional activity carried out by it?"

Referring to competence and performance, the two general characteristics relevant to the human resource existing within an organization or necessary to it, we conclude that, in order to give appreciable professional results, an individual is not only competent enough, he needs something that will lead to performance, reflected in a second formula:

PERFORMANCE ↔ COMPETENCE + ATTITUDE

which can be completed as follows:

COMPETENCE ↔ KNOWLEDGE + SKILLS + SKILLS

Identifying the individual needs and uniting them with the categories of incentives that can give satisfaction to the employees is a source of motivation, which, once fulfilled, gives birth to the performances desired by both the individual and the organization, generating the feeling of usefulness, professional value, prestige, respect.

The evaluation of the teaching staff proves to have a great influence on the organizational climate within the institution with immediate repercussions on the efficiency in general and the quality of the education process in particular.

Periodic actions to assess the quality of professional activity make employees aware of the importance of the quality of their performance and through the feedback they receive, to make efforts to recover their professional shortcomings as long as it is not too late (T. Constantin, 2002, p.89-90). From the point of view of the employees, the knowledge of the professional performances and of their own potentials means a real understanding of how they perform their tasks, what their performance is, what the organization they belong to is expecting from them. The possibility of knowing the professional value gives the evaluated one confidence in their own forces, also constituting a motivating factor. Through the evaluation process, the manager has available an x-ray of the performance level of the employees, of the organization and a support for the promotion / ranking decisions, recommendation for the training-professional development programs. The objective assessment of the staff will directly affect the increase of the efficiency of the activity, the quality of the educational act.

In the management of human resources, the success of the evaluation depends mainly on the way in which the performance standards have been formulated based on the performance criteria and indicators. If these are not clearly specified and measurable, the manager's assessment can only be a subjective estimation of the achievements, to fulfill the tasks according to the job description of an employee.

Although necessary, performance appraisal, a rather difficult and sometimes controversial or even detested activity, some employees fear that appraisals may be misused as a threat, leading to a state of insecurity. Therefore, it is very important that in the management of human resources, all employees understand the meaning of performance evaluation, namely that it is an activity with a positive and constructive purpose.

The management of the school organization, besides the size of the human resources management, whose function is the evaluation of the performances, also has a management component of the evaluation and the quality in education, increasingly involved, with notable implications on the development-hierarchy of the respective organization. Performance appraisal is a way of informing employees about their professional progress and indicates to them what knowledge, skills and abilities they must develop for any promotion / ranking, pre-transfer / transfer / restriction of activity.

In the professional evaluation, the main purpose of the feedback offered to the employee is to influence, change and improve the behavior, providing periodic information on the individual performance can be an incentive for an efficient work and for strengthening the feeling of fairness. Sometimes, the process of professional evaluation can follow less the "measurement" of the efficiency of the professional activity, being centered on the description of the aptitudes, competences and especially of the defining characteristics of the personality defining traits of the employees, in order to know them and to adapt their behaviors in the reciprocal interactions.

The purpose of the evaluation of the teachers is not the differentiation of the salary, provided there are not enough financial resources to reward all the teachers, who deserve these salary awards. In this situation, the non-productive competition arises, which does not aim to improve the quality of the educational process, but the "bounty hunt" that diminishes the quality of teaching.

The evaluation of the staff can have an immediate and limited purpose (the evaluation made in order to make available or to promote / recommend to the specialization), it can have a purpose with medium-term consequences (the evaluation of the staff in order to rank and pay levels), or a general purpose with long-term consequences (evaluation of employees as part of the continuous and integrated staff management process - career management and staff development).

The way in which the evaluation of the teachers is carried out becomes the absolutely necessary lever in the managerial approach.

The evaluation strategy is the equivalent of: what you evaluate, under what form, with what methods and means, how do you capitalize on what you have obtained. Of course, finally, depending on the conclusions drawn, the student will change his learning strategy, the teacher the teaching one, and the manager the managerial strategy.

The evaluation of the individual professional performances as the core activity of the human resources development function (the performance review) is the main source of information on the basis of which the institutional development strategy is established.

The periodic actions of evaluating the quality of the professional activity determine those involved to realize the importance of the quality of their performance and through the feedback they receive, to make efforts to recover their professional shortcomings through different training programs - dev. From the point of view of the employees, the knowledge of the professional performances and of their potentialities means a real understanding of the way in which they fulfill their tasks, what their performance is, what they expect from them the organization of which they belong. The possibility of knowing the professional value, gives the evaluated one confidence in his own forces constituting also a motivational factor.

Because the role of a school organization has become increasingly complex lately, we talk about the hierarchy of schools, the payment per student, the financing that follows the student, it is necessary to increase the quality of the professional competence and the adaptability of the teachers, of the educational document to the needs and interests of the school. and of the community, in increasing the competitiveness of the school in the community. Therefore, the

evaluation of the teaching staff should be understood as a pr. with a positive and constructive purpose;

In this context, the manager offers, or should offer, the opportunity to know the level of employee performance. Thus, the objectively achieved assessments will directly affect the increase of the efficiency of the specific learning activities. pre-university, increasing the quality of education with the possibility of maintaining / consolidating / developing positive elements and diminishing / improving on the negative ones following the evaluation.

The evaluation process will have an influence on all participants in the educational act of the respective school organization.

Here comes the role of the manager, with his abilities or qualities, which can be summarized as follows:

- ability to use available knowledge, techniques and resources to solve problems;
- the ability to identify the key factors and to understand the interdependence relationships between them, in order to diagnose and evaluate the problems and situations they face;
- the ability to make decisions and take risks;
- the ability to use computer equipment and software suitable for managerial activity;
- the ability to see the organization in all its complexity and to notice the relationships and relationships between the component subsystems.

6. Conclusions

The conclusions drawn from the evaluation activity must be used through individual discussions between the evaluators and the evaluated one, keeping the confidentiality of the assessments; discussions in the chair, accompanied by recommendations; the inclusion of teachers in various scientific / methodical training programs; proposing teachers for reward; the adoption of administrative measures, according to the Law ed. National, in limited cases, when the respective teacher does not want or cannot improve his activity.

Starting from the pedagogical dictum, according to which "the magister is good when the disciple overcomes his master", based on the belief that the noble profession of teacher is like the flame of a candle, which warms the souls and illuminates the minds, the competent teacher is the one who manages to form and motivate him for learning, determining him to achieve remarkable performance throughout his life.

Being a pedagogue is not easy and it doesn't have to be within anyone's reach. To train and to educate means to be both an entertainer, a mediator and an evaluator, and if you want to get closer to what is called professional fulfillment it is necessary to give up yourself as a person and to put yourself in the service of others, managing your time according to your power. and their will.

Being an educator does not mean exercising a job, it is fulfilling a job, doing an apostolate. The teacher occupies an important place in the educational activity because it contributes to the formation of the personality of the students, to their conduct in society, to their formation as individuals and citizens, etc.

It can be stated, without a doubt, that human change is the most difficult and difficult to achieve, but that human change is the fundamental aspect of organizational change and development. Human resources are the ones that will ultimately say what changes can be made, what costs and what profit will be obtained from the change.

In the professional evaluation, the main purpose of the feedback offered to the employee is to influence, change and improve the behavior, providing periodic information on the individual performance can be an incentive for an efficient work and for strengthening the feeling of fairness. Thus, the organization may have at its disposal an evaluation, a "diagnosis", a description of the quality of the employees and their ability to achieve performance in the implementation of all the competences acquired formally, nonformally and informally. Depending on the results of the evaluation, the institution can define, the strategy for the development of the organization, can act in the direction of attracting quality staff or in the training and development of its own staff. Last but not least, the manager with the quality assurance commission can plan or estimate the level of strategic indicators / targets of the organization established on time intervals, in order to make relevant decisions regarding the managerial evaluation strategy. Regarding the employee, he is

informed whether the results of his work or the performances need to be improved, he can find out what aspects of his professional activity can be improved and he can estimate what is the relation between the level of competence and the performances achieved.

The most important mission of the director / manager in the educational field regarding human resources - but also of the managers in general - is to inspire the employees, the idea that all, together, managers and employees, share the same objectives, subject - implacable - evolution, from point of view of the performance of the respective organization.

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