HUMAN RESOURCE PERFORMANCE EVALUATION AND ITS IMPLICATIONS ON RECRUITMENT, PARTICIPATION AND HUMAN RESOURCES IN UNIVERSITIES MOTIVATION

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Abstract: This paper describes performance management bringing forth the vision that this component of human resources management at the institutional level is a complex process that correlated with the university strategy, total quality management, employee development and lead to better management of the organization.

In the process of managing human resources performance evaluation of the human resources in higher education is a strategic activity, the objective character whose role is to determine the teaching staff and support staff willing to develop professionally in to improve their skills trainer and mentor.

The methods, practices recommended in literature domain manager experience allow development of rational management decisions using objectives, performance, assessments and feedback as a means of motivating employees to understand and to fully exploit their creative potential in order to achieve organizational goals.

Keywords: performance evaluation, human resources, performance management.

1. Introduction

Creation and development of knowledge society, computerization of education, permanence information, globalization and building the European Union, issues of the contemporary world, increased labor market dynamics, multiplication higher education providers and increased competition between universities and various agents of socio environment economic or cultural, etc., have led to profound and multidimensional changes at european universities in order to increase their competitiveness internationally, which imposed a new way of thinking and designing the entire system of higher education. [8]

Employee performance appraisal of an organization is a human resources management activity that gets widely spoken increasingly wider, becoming strategic activity in the process of human resource management. In the context of achieving economic performance and competitive advantage private organizations, but increasingly more and public institutions realize the need to implement an adequate system as employee performance appraisal.

This employee performance appraisal of contemporary organizations is a business imperative in the context of the knowledge economy and especially in centers and academic

institutions, forming labor. Of all activities of human resource management, performance evaluation is certainly one of the most contested and less popular activities for all those involved in this process, since unfolded properly, can generate a variety of organizational conflicts. Employee assessment systems, on the grounds that plea must be tailored activities to have a greater degree of objectivity, being necessary to conduct an assessment against the requirements and particularities of the work, and differentiated assessments in depending on the responsibilities assigned to each job.

Among the main objectives of professional performances are certainly more important following, namely: identification of the level of performance of an employee for a period of time, improving communication between employees and leadership, establishment of training methods in the future, identifying new ways to pay and, most importantly, promotion and career management within the organization.

In recent years, performance evaluation has become a key feature of successful organizations, are constantly looking for competitive advantage and change. This has led to the development of integrated performance management systems (PMS), very often based on competencies. Even in the public sector, by a movement in literature called "new management" or "new public management", [11] performance management is increasingly seen as the way to administrative responsibility, achievement standards and offering plus - value of services provided.

2. **Performance assessment as part of performance management and its importance in the development of human resources in university system.**

The importance of the evaluation process of human resource performance of universities is that it is a basic component of performance management. Another aspect is that it should be seen as a way to achieve individual and organizational results much better by understanding and performance management in a unified framework and context of education, performance management can be defined as a strategic and integrated approach to ensure success lasting work of organizations by improving the performance of people working in them and through capability development teams and individual participants. [1]

Other specialists noted that performance management is a systematic approach to human resources management in general and in particular performance assessment using objectives, performance, assessments and feedback as a means of motivating employees to understand and use the their maximum creative potential in order to achieve organizational goals. [3]

Performance management is strategic in the sense that it concerns the more general problems faced by the university to be able to operate effectively in the environment where there is the general direction it wishes to adopt in order to meet its longer term objectives. Performance management must be integrated into the management complex organization and be coordinated with other essential processes such as university strategy, employee development and total quality management.

The integrated character means:

- the vertical integration - is realized with economic strategy of the organization. In terms of team and individual goals are agreed to support the achievement of organizational goals. These take the form of coordinated objectives downwards, at the organizational level, at the level of duties, at team and individual employee. Strict alignment of these objectives is essential and

especially to agree jointly on the objectives, which should be achieved through open dialogue between managers and employees.

- the horizontal integration - involves aligning performance management strategy with other human resource strategies relating, in particular organizational development, assessment, remuneration, to achieve a coherent approach to the management and staff development;

- integrating organizational and personal needs.

A performance management model widely accepted and applicable international literature and universities do not currently exist, but many authors speak of the performance management cycle. The authors outlined below identified five elements of this cycle: performance target setting; measuring results; obtaining feedback from measurements; rewarding directly related to results; amending and completing objectives and activities. [6]
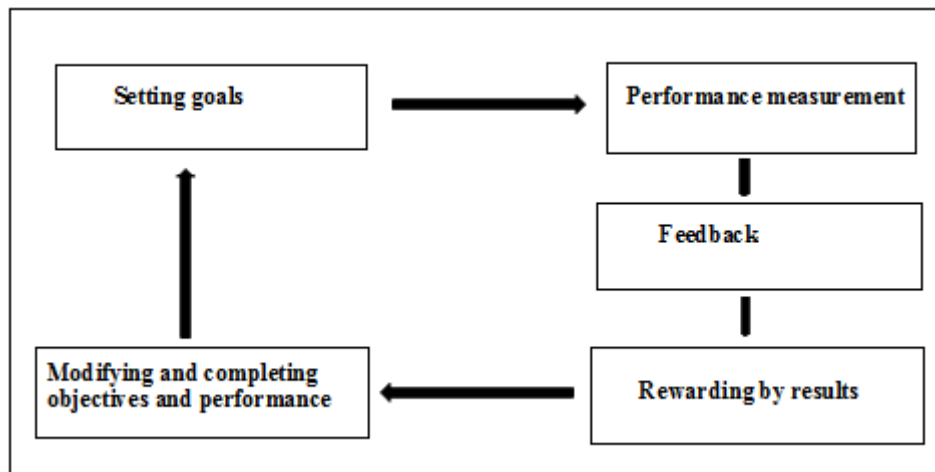
Figure 2.1. Performance management cycle [6]

The elements of the performance management cycle are both descriptive and prescriptive. Some authors use performance management as a "framework for progress" to analyze various aspects of the strategic management of human resources, while others argue that emphasizing the essential elements of the performance management process, the cycle shows one way that the process should be led by organizations that wish to adopt a strategic perspective of human resource management. The level at which it can operate such a system of performance management, says the authors, depends on how the organization wants to apply this model. This model does not specify the level to which these elements: at the individual level, team level, or strategic units or departments throughout the organization, but leaves it to the choice of level organizational management. So the authors' experience stresses however that the performance management cycle applies specifically to the individual level.

Performance measurement of an organization's employees, as the authors present this model, is an essential process performance management. The requirement to assess staff organization is imposed by rapid technological and scientific development, the emergence of technologies in all fields, fierce competition resulting from the internationalization of the work of

many companies. That is why, in many fields and including universities, difference and competitive advantage is determined ultimately employed people performance.

In the Romania there are various systems of assessment staff organizations is acknowledged as the beneficial effect of this activity on employee productivity, recognizing its necessity in increasing the competitiveness of organizations, but in practice we are faced with scorecards standardized imposed by law performance criteria set annually by a higher body. For example, public institutions weighting coefficients, ie degrees of importance are set arbitrarily, and generally establish the school does not have a scientific basis. Objectivity is another problem faced by organizations in the assessment process, assessors very often not understanding the content and performance standards to evaluate indulging in superficial. [10]

The main objectives that a university should have through the complex process of employee performance evaluation must:

- to help improve employee performance and determine changing attitudes and behaviors towards those promoted by the organization;

- provide employees the information needed their professional development, giving them self-confidence;

- identify professional development needs of teachers and to assess the results of previous programs;

- To recognize employees of the link between their performance and university performance;

- Promote key attitudes and behaviors of individual stations;

- Assess individual and team objectives (department, faculty);

- To act as a support for effective communication;

- To increase the motivation of the employee;

- To be the starting point for the development of teachers' professional career.

Legislation in Romania regulates the norms for evaluation of individual professional performances of the teaching staff in higher education, this being done by the rector, departmental directors on the proposals, endorsed by the deans, according to the evaluation criteria. [4,5]

Evaluation criteria and performance indicators for higher education teaching staff are:

1. **Develop materials**

- Introduction of new courses, teaching us directions previously developed;
- Courses own university, with a high degree of originality;
- Holders of study seminars (anthologies, companions, thematic collections), laboratories, projects.

2**. Scientific research**

- Books, monographs, treatises published in recognized publishing houses;
- Studies published in journals with referees and editorial;
- Conferences / synthesis papers presented at scientific meetings recognized;
- Papers published in conference proceedings of national and / or international, with reviewers and program committee;
- Patents approved products applied;
- Scientific prizes awarded by works;
- Grants by competition;

- Contracts scientific research;
- Reports of scientific research.

3. **National and international recognition**
- Invited to speak at prestigious universities;
- Member of the Academy of Sciences and Arts;
- Member of international scientific societies;
- Member of doctoral committees;
- Member of the editorial staff of recognized journals;
- Member of international program committees;
- Member of the team of expertise / evaluation of the educational process;
- Member of the specialized national councils;
- Organizer of international scientific and / or national;
- Scientific Reviewer / expert nationally and internationally.

4. **Activity with students**
- The evaluation of teachers by students (communication, appreciation course / seminar / project work assessment method, clarity of exposure, etc.) based on a methodology established by the university senate;
- The management of student scientific circles;
- Number of students enrolled in courses and seminars related base station.

5. **Activity in the academic community**
- The number of graduation papers, licenses (degree) dissertation, PhD, lead;
- Participation in scientific sessions, symposia, round tables, organized in institution higher education.

All performance evaluation criteria shall be applied differently in relation to teaching positions in higher education. These minimum criteria specified in the Romanian legislation may be supplemented by university senates with other criteria and performance indicators that support institutional development policy and strengthen the competitiveness of the institution.

Each performance indicator is evaluated on a scale of 0 to 5. The basic salary of each teacher will be settled on the result obtained by summing the points awarded for performance indicators, combined with the weight of the evaluation criteria established in the institution for each teaching position, taking into account its limits and seniority.

Through teacher assessment aimed at identifying training needs in a particular area, to improve teaching, highlighting the personal qualities of each employee, creating a climate of mutual trust between the management of institution higher education and teachers, self-knowledge and awareness of personal qualities and skills and professional and not finally, appropriate remuneration level of performance.

3. **Implications of the performance evaluation process on human resources recruitment and selection of universities**.

Performance evaluation of human resources from universities as mentioned above, allows proper conduct of activities in the field of human resources, among them being the recruitment and selection. The data and information on performance evaluation permit rational development of managerial decisions in relation to recruitment and selection, avoiding conduct random or

subjective basis thereof. The results obtained from the performance evaluation process validates academics recruitment and selection programs, as it provides lots of information for inventories of skills and creates also necessary basis for an integrated human resources and to achieve a permanent diagnostic thereof . [7]

An objective process to evaluate the performance of academic staff can act as a lever to attract young graduates with teaching skills and real concerns in science. Also, in terms of academic institutions, the indicators obtained after performance evaluation highlights the quality of employment, are some eloquent indicators suggesting the human resources in various departments and faculties.

4. Methods of evaluating performance of lecturers and their impact on motivation.

4.1. *Evaluation employees according to the requirements and specificities jobs*

In the education system, perhaps more than in any other field, evaluating employees to be as realistic as possible, must take into account the needs and particularities of each job and subsequently be analyzed the extent to which the employee corresponds to the activity profile to be held at the station. An annual multi-criteria assessment application for the post of professor brings to the fore a number of job evaluation criteria such as:

1. Training required:
   - Basic training;
   - Preparation specialty;
   - Improvement.
2. Experience execution of specific operations post:
   - Work experience;
   - Experience in the field.
3. Difficulty job-specific operations:
   - The complexity of the job;
   - The degree of autonomy in action;
   - Intellectual effort required;
   - Special skills;
   - Special Technologies.
4. The responsibility entailed by post:
   - The management, project coordination team structures;
   - Responsibility for preparing decision making, confidentiality.
5. Range of relationships:
   - The request from the structures of internal / external;
   - The request from students and citizens.

Establish requirements and particularities of jobs and the whole process of performance evaluation of lecturers can be made by:
   - Managers situated on different levels of the hierarchy higher education institution;
   - Direct subordinate employee concerned;
   - Situated on an equal footing colleagues;
   - Evaluators from outside the university;
   - Joint evaluation committees;

- Analysts work;
- The teacher himself, through a self-assessment.

4.2. *360º Feedback Method.*

It can achieve 360º Feedback performance evaluation method which is one of the most modern and relevant methods for assessing an organization's employees could be successfully implemented and universities, in order to improve performance and motivate employees to achieve professional successes desired or expected. 360º Feedback is a relatively new and modern which many multinational organizations are using it with significant results.

This method of evaluating 360º provides a comprehensive picture of the employee on professional performance but also the employee's ability to relate to others, to communicate effectively.

Evaluation 360º can be successfully implemented in organizations open to a modern and flexible management system, in which communication and information flows are well organized, as these types of companies allow direct examination not only of the individual, analyzed separately, and their interaction employees of the stations on the same hierarchical level or on different hierarchical levels. Also, this method allows to identify how employees interact with people outside the organization such as students or employees.

The concept of 360º Feedback. Assessment 360º, known in the literature under the name of multi-rater Feedback 360º or feedback, is a relatively new concept but start to be implemented increasingly more increased degree of objectivity because they offer the employee performance evaluation an organization. This performance evaluation system involves obtaining various assessments, from a large number of assessors from both inside the company and externally by persons involved in the organization or who have direct interests related to the entity concerned.

360º feedback assessment comes from a system of evaluators consisting of subordinates, people on the same post with the employee evaluated or the same hierarchical level, line managers and supervisors, as well as prospective customers. Assessment 360º provides an overview of the employee's job performance but also on the employee's ability to relate to others, to communicate effectively.

Feedback 360º defined by Ward as "a systematic collection of data about the performance of an individual or group of individuals, derived from feedback obtained from stakeholders of the organization". [12] The data obtained are usually completed forms containing a large number of endpoints, but the assessment may also be based on 360 interviews rating organization.

Preliminary feedback can be initiated by members of a project team or department or with a team leader. It can also take form in the first phase of an evaluation 180º when offered directly subordinate manager.

The evaluation result can be presented directly to people assessed or their managers or both at the same time. Human resources counseling after obtaining the results of the evaluation can be performed by a member of the Human Resources department or by an external consultant.

Situations where 360º Feedback method may be used. 360 Evaluation can be successfully implemented in organizations open to a modern and flexible management system, in which communication and information flows are well organized, as these types of companies allow direct examination not only of the individual, analyzed separately, and their interaction

employees of the stations on the same hierarchical level or on different hierarchical levels. Also, this method allows to identify how employees interact with people outside the organization, such as students, graduate students at a university. Information taken from them are interrelated with internal results and thus conclusions can be drawn about relevant and objective professional performance of teachers. The vision in this method is much broader than the standardized performance evaluation forms. On the other hand, 360º evaluation can only succeed if there is trust and high ethical standards within the organization and especially between human resources company.This is the main reason for opening the organization is absolutely essential to apply such a system of evaluation.

To apply 360º feedback in the universities of our country must take into account the degree of openness of these systems and how far it can be successfully implemented, especially because there is less open experience of other organizations from abroad quit using this valuation method due to inability to obtain concrete and relevant information.

This is not a 360º evaluation assessment method to respond to any kind of objective pursued by performance management is directed specifically to identify training and development needs of the employees of an organization. There is a tool that successfully lead to the determination of performance-related pay systems or promotions, but is a tool for organizational development. The method has the advantage, firstly, identifying training and development needs of the employee organization. This is why the skilled recommended to be used and other methods of performance evaluation besides 360º feedback in order to establish fair reward systems and to conduct organizational career plans.

To obtain relevant information through 360º feedback, a number of factors that organizations should take into account [2]:
- Provide direct involvement of staff for the evaluation system;
- To propose a system relatively easy to learn and use;
- Provide all staff the opportunity to learn how the evaluation;
- Implement a system of direct communication with the employees involved in the assessment;
- Carry out an initial assessment test and provide feedback from it;
- Ensure confidentiality of information;
- To monitor closely the conduct of the evaluation process.

Develop and implement 360º Feedback. To develop and implement 360º evaluation must follow a methodology and a number of steps:

a) Defining objectives performance evaluation - is important to note at the outset the objectives pursued by this method. It is also necessary that the evaluators to draw out from the outset that it is a method which seeks to identify the development needs of employees and not necessarily promote or persons providing financial benefits.

b) Identifying people evaluated and those who will receive the evaluation results.

c) The choice of areas of work or behavior on which assessment focuses - this information can be directly related to a competency model or take the form of a list which will include the main areas of development pursued.

d) Determination of participants rating - the manager of the person assessed, team members where they work, other co-workers from other departments, external persons,

depending on each position. Also in this stage must decide if the human resources department staff or even external consultants will help managers to obtain and use feedback obtained.

e) The choice of methods for data collection - the most commonly used are questionnaires. They can be made internally by skilled human resources department or may be involved external consultants experienced in realizing such performance evaluation forms. Lately they have appeared a number of software programs that enables users to draw online evaluation forms, very easy to use and which may also provide a summary of the evaluators.

f) Planning and implementing the program in its original form - it is recommended that the program be piloted by senior management of the university or a department. Pilot scheme should provide concrete information of persons involved, in connection with 360º assessment purposes, how it will operate and the role that each participant will have the assessment. The aim is to highlight the benefits derived from feedback.

g) Analysis of participants' initial reactions to the evaluation and implementation of the pilot scheme changes when appropriate.

h) Planning and implementing the program in final form - this should include objectives, communication, training and support of the human resources department and team where possible and to consult an external specialist.

i) Monitoring and evaluation - 360º evaluation is a process that can cause anxiety and stress and therefore employees must be monitored continuously to produce positive results and provide relevant information.

In order to ensure continuity of the evaluation process and to be useful to the evaluators and the evaluated persons, there forms of assessment that are mentioned: the main activities carried out duties and tasks, individual and organizational objectives, assessing their own work by the person assessed (self), timelines for assessment and face to face discussions between people who evaluate and evaluated.

Evaluation reports contain assessments so punctual certain indicators or criteria and descriptive elements to convey as accurately assessed the performance and potential, and to give an overview of the individual considered necessary value hierarchy of employees by assessors.

No matter how you are called or grouped, quantifies and summarizes the indicators used professional competence, skills valued by the company or employees' personality traits assessed. On that basis, assessing the potential of an employee at a time, resulting in how these qualities are valued in professional and performance embodied in the fulfillment of tasks or objectives.

Performance in professional competence, personality traits and potential whole are judged by identical measuring scale or, if applicable, different but interrelated.

Findings or general conclusion derived from the analysis performed on all evaluated characteristics of each employee, compared to those of other employees with the same length or performing a similar function, thereby achieving an overall picture of employee performance and potential evaluated.

Advantages 360º Feedback Method and impact on teacher motivation. This valuation method has some special advantages, for which a large number of organizations around the world, trying to implement such a system of evaluation. First, it gives people involved in the evaluation process a wider vision of how they are perceived within the organization. Another advantage is related to the specific identification of the skills and competences of the employee

and his weaknesses. On the other hand, helps senior management awareness of their training and development needs and performances today. Feedback 360º feedback encourages open assertion of professional development needs and identify critical points of development on a job. The method may lead to identifying individual development needs on different departments or organizational level. It also brings into question the organization's key strengths and competitive advantages previously unidentified. One of the biggest advantages is the introduction of a system in the organization of training, professional development and organizational culture based on trust.

Through 360º Feedback evaluation of human resources management should encourage the creation of performance management processes that provide opportunities for obtaining agreement on expectations and positive feedback on achievements academics.

A special part of the duties human resources universities in motivating employees to succeed is to develop systems that reward performance based rewards provide opportunities for both financial and non-financial, in order to recognize achievements. Financial reward systems are not necessarily appropriate in all circumstances and should be considered when expectations theory lessons and administer these systems concept.

University management must recognize the need for work to provide teachers with the means by which they can achieve their goals, a reasonable degree of autonomy and opportunities to fruition skills and competences.Specialists human resources issued recommendations on processes for defining positions, which take into account factors that influence motivation and allow enrichment work stations as variety, responsibility and decision-making power as much control in place to work.

Everyone wants a more or less have a career, to develop personally in the work. Human Resources Function provides facilities and learning through such means of personal development planning processes, as well as more formal training bill. It also has an important role in creating a culture that supports the processes of enhancing and rewarding the employees.

Motivation at work is exacerbated by a driving style that sets the direction for action, encourages and stimulates the desire of achievement and supports its employees in their efforts to achieve their goals and improve their overall performance. HR specialists designing regulatory frameworks of competence focus on leadership qualities and behaviors expected from managers and team leaders.

5. **Advantages and disadvantages of human resource performance evaluation of universities**

Performance evaluation of an organization's employees can lead very easily, so the real motivation in their work and a profound motivation. It can turn in a very short time, a highly motivated employee in one that no longer has confidence and strength to carry out everyday tasks. Such a situation sometimes encountered in university systems, may be due either indulgence or requirement in the evaluation process. These errors occur when some evaluators tend to evaluate all teachers be at a high level or at a level too low. Therefore, there may be a tendency to increase subjectivity gave undue very favorable or very unfavorable ratings. Such a situation can be avoided by using multiple criteria and evaluation of several evaluators, which

the university system in Romania is regulated by legislation [4, 5] and supplemented by internal regulations of each university (eg. Regulation on the regular teaching staff, etc.).

Performance evaluation of academics is a method by which they can communicate better and directly with management institution can express their needs.

Through direct evaluation managers (department directors, deans, vice-chancellors, rectors) can identify training needs and professional development of teachers should have to be able to perform certain professional standards in teaching and research, especially since each individual can be motivated by different stimuli.

Identifying these levers professional motivation in education is essential to the educational process.

Through performance evaluation academics we should not just get a picture of past performance, but must also consider the future by examining the objectives, ambitions and plans you have each employee. Evaluation is not just a linear process of exploring the performance, identification of strengths and weaknesses, but also provides planning objectives next year (the period of the assessment) for each teacher involved. Although it can be considered a rather vague idea, the discussion between the evaluator and evaluated is significant in directing the work of employees in education.

6. Conclusions

The process of performance evaluation of university teachers has multiple implications for their work motivation. Therefore, we conclude that, as long as it is characterized by objectivity and causes the employee to want to develop the professional point of view, to improve their skills trainer and mentor, evaluation is a necessary and positive effects at multiple institutions higher education. In this chapter we present mainly formal performance evaluation of teachers, but we must not forget that there is an informal performance evaluation, permanent, daily relations between superior and employee offering multiple ways for professional performance can be assessed. [9]

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