

MANAGEMENT OF CHANGE AND EFFICIENCY OF INSTITUTIONAL ACTIVITY

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Abstract

The quality of educational activity at the level of the school institution designates all the characteristics of the school unit on a structural, organizational and functional level which gives it the opportunity to meet the education needs of a concrete population, expressed either directly or indirectly by it or by the community the population belongs to it. School can be understood as a complex system of human, material, financial, spiritual, organizational, cultural, aesthetic, ethical, juridical factors that function in a permanent and dynamic interaction.

The key aspect of the organization and environment in which school operates in the school development process should be considered as a priority in school change projects. The organizational structure is a reflection of its value system, revealing the link with the school culture. The formulation of priorities, after completing a phase of their identification, hierarchy and then selection decision, is essential for development. The conditions, as a key aspect of school development, consist in the practical features of the organization and the school management, in the functioning framework, in the roles the responsibilities that make the activity take place. Finally, the school development strategy must be designed to ensure that the priorities are linked to the conditions.

Keywords: Management, change, efficiency, quality standards, performance.

Chapter 1 - Organizational orientation towards performance

1.1. Knowledge and competence

Their essential insurance because they depend on the entire development process of the institution. The following conditions are highlighted:

- Employing human resources and staff development;
- Involve all factors in school policies and decision-making;
- Transactional, adaptable to leadership;
- Attention to research and reflection on quality.

School development strategy must be designed to ensure continuity between priorities and conditions. In practice, strategies may overlap partially with the conditions when they are trying to be the target of change and become part of the routine of school practice. The institution's development strategy must be clear, involve change, be known, evaluated before being implemented and re-evaluated and adjusted if necessary.

own performance.

Organizational orientation towards performance and increasing the competitiveness of the education system is achieved through existing resources and compliance with quality standards. The steps towards a quality system are:

- more efficient control of individual and collective performance;
- continuous improvement of processes and activities;
- prevent potential deficiencies;
- increasing responsibility and engagement of all staff.

According to the UK research (IQEA) on improving the quality of performance from the perspective of the beneficiaries of educational services, five clear principles are outlined: the vision of a school (to provide the opportunity for all the actors involved to contribute to its construction and achievement of the derived task, and clear missions enable the organization

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to cope with the external factors that cause change by taking into account priorities, the school must create the conditions for all members to make progress in learning, develop and develop strategies that encourage collaboration to develop both to each individual and to the group, the mentality that the assessment of the quality of the activity is a responsibility of all will be outlined and developed.

Besides its major cultural role, which is exercised through intellectual creation, the school is also a service provider, the products being offered are knowledge and competence.

Novelty can be translated by initiating collaborations in European research programs, the mobility of teachers and pupils, for the diplomas issued to be recognized internationally. The novelty is given by the proactive attitude of the leadership of the pre-university education institutions in the quality problem. For quality management to be performance-oriented, we need to eliminate stereotypes and create a work environment that is appropriate to performance.

1.2. Management and quality

The management and quality assurance system aims to orientate the organization towards the quality of education offered to the beneficiaries. Quality assurance depends on the institutional development process. The process is carried out at several levels, namely: mission, diagnosis, strategic targets and approaches, operational plans and actions.

The institution must establish and maintain a quality management system and continuously improve its effectiveness according to standards. Quality management at the level of the school organization implies recording progress in quality assurance by supporting those involved through self-evaluation and resource utilization. To implement a Quality Management System, the following steps must be taken:

- Identify the processes required for the system and their application;
- Determining the sequence of processes;
- Determining criteria and methods to ensure processes;
- Ensuring the resources and information needed to monitor processes;
- Process monitoring and implementation of actions to achieve objectives.

The educational service can be considered as being a part of a quality to the extent that the products and the activity meet the requirements and expectations of the direct beneficiaries and of its external partners.

To meet this standard, the school organization must:

- Develop graduates with skills that meet the requirements of higher education;
- Through its products it contributes to the personal development of students;
- Create an environment of work and life adequate for performance in the institution.

Quality assurance aims to build trust among beneficiaries and other partners of the school, on the capacity and availability of the institution to meet their requirements and expectations.

According to Nicolescu O. and Verboncu I, "The dimensioning, structuring and combining of all processes and managerial relationships should take into account the maximization of quantifiable and non-quantifiable positive economic and social effects of the organization, the basis of ensuring a high competitiveness". (Nicolescu, Verboncu, 2008, p.37)

Trust is created by:

- External, independent evaluation of study programs, results;
- Independent external evaluation of the extent to which the internal organization of the school is appropriate to the quality function.

Quality assurance involves:

- Existence of external evaluation bodies, standards and procedures;

- The educational establishment should be able to provide evidence of the compliance of the internal quality management system with the accepted standards.

Quality management has as main purpose the orientation towards the performance of the institution on all dimensions of its activity. They are based on an internal organization (the quality management system). There are models based on visits followed by recommendations for improvement, but also structured models based on a system of requirements and criteria that allow an objective evaluation of the educational institution.

According to OECD studies, "education assessment aims at improving the teaching and learning process in a school in order to achieve better student outcomes." (Kithen, 2017, p. 196) The findings of this research recommend that the notion of "good school" be defined and schools aligned with the expected outcomes. Institutions that live the evaluation and improvement of school organizations will lead to efficiency and will ensure the achievement of common goals in the context of alignment and integration of efforts.

A quality management system assumes the same fundamental elements, regardless of the model chosen:

- Aiming to meet the needs of students, teachers and other stakeholders;
- The proactive attitude of the institution's management on the issue of quality, which is expressed by creating a suitable environment for performance on all dimensions of the activity;
- Addressing the quality problem in strategic terms: mission, vision, values, principles, policies, strategies, goals, activities.
- Keeping under control and continuously improving the processes in the institution;
- Employee involvement and accountability;
- Identification of relevant quality indicators and introduction of internal evaluation mechanisms;

- Documenting the system to provide objective evidence to create trust.

The quality management implementation system in the organization does not have a certain pattern. Each institution can make decisions to ensure an optimal process.

Steps to be taken to address such an approach:

Preparation:

- The manager is informed about the implementation of a quality system;
- The management of the unit adopts the decision to implement the quality management system, appoints a member invested with responsibility and authority in this respect, defines its policy axes and general quality objectives, communicates these decisions to the institution and initiates the release of the necessary resources;
- There is an implementation team, which is invested with the responsibility, authority and resources and is properly trained.

Implementation:

- The external environment is analyzed in terms of model, policy and objectives assumed in the Institutional Development Plan;
- A project is drawn up at the level of the organization containing: objectives, stages, responsibilities, resources, deadlines, results and evaluation modalities;
- Implementation teams are set up;
- The model is customized on compartments and domains;
- The staff is informed about the quality assessment exercise to be carried out in the institution;
- The implementation project is carried out by: identifying and analyzing the relevant processes, the links between them and the external environment, the resources and the environment necessary for carrying out the activities under the appropriate conditions,

identifying and applying the methods for measuring / monitoring the processes based on indicators;

- Identify and prepare the necessary documents for the proper functioning of the processes and the proof of this operation.

Internal evaluation:

- Forming a team of internal evaluators and training it;
- Elaboration of an internal evaluation guide;
- Planning internal assessments by: purpose, objectives, areas, resources and timing of their actual deployment;
- Running the assessment and reporting on constant improvement issues and opportunities;
- Analysis and hierarchy of issues at relevant levels of management;
- Planning for problem solving.

Solving possible malfunctions:

- Involve people from different levels or set up working teams on issues;
- Defining and analyzing each problem or category of problems, identifying the main causes and solutions considered optimal, drafting the proposals for decisions;
- Promoting decisions, implementing solutions, monitoring results and implementing improvement programs if needed;
- Generalization of good solutions at the institution level.

Continuous improvement:

- Implementing continuous improvement mechanisms in the institution by: establishing the main improvement directions and related objectives, their operational deployment, allocating responsibilities and resources, implementing plans and monitoring results by tracking predefined indicators.

External evaluation of the quality management system:

- Submitting the self-evaluation questionnaire together with the quality management system documentation to the evaluating organization;
- Receiving the assessment report, if necessary correcting the documents and sending them to the certifier;
- External visit of the assessment body;
- Decision of the evaluation committee and submission of the report;
- Periodic monitoring assessments.

The structure of the institutional assessment standards is represented on three areas:

- Educational management: institutional, administrative, managerial structures, material basis and human resources;
- Institutional effectiveness;
- Educational management.

Quality in education is achieved by meeting the quality standards by domains and subdomains, as follows:

- Domain: institutional capacity;
-Subdomains: strategic management, educational management, school spaces, administrative spaces, auxiliary spaces, materials and educational means, curricular auxiliaries, school documents, personnel management;
- Domain: educational effectiveness;
-Subdomains: educational offer of the school, curriculum, school performance, extracurricular performance, scientific and methodical activity, financial activity;
- Domain: quality management;

-Subdomains: institutional self-evaluation, organizational quality management, periodic review of school offer, optimization of learning evaluation procedures, teacher evaluation, optimization of access to educational resources, establishment and updating of the organization's database, provision of information to people and the institutions concerned, the functioning of the structures responsible for internal quality evaluation.

Gherguț A. points out that "the achievement of an efficient management highlights the role and importance of the 4C rule. According to this rule, the common features of any performance management are: consistency, courage, clarity and consideration." (Gherguț, 2007, p. 17)

1.3. Quality standards

The system qualifies a documentary system. The documentation is done through a series of documents in use:

- *The Quality Manual* synthesizes how the institution structured and organized its processes and activities to meet the requirements of quality. It also contains the Director's statement on the policy and general objectives of the institution in the field of quality. The manual refers to documents at lower levels (procedures, instructions, records and other documents of the institution).

- *Procedures* are documents describing the way in which important processes are carried out, identifying inputs and resources, activities in the order of conduct, responsibilities, expected results, performance and evaluation indicators. Examples of procedures: designing a study program, internal evaluation;

- *The instructions* contain detailed information on how to perform activities considered important by the impact they may have on the quality of the performance or on the external image of the institution. Examples: enrollment of candidates, admission of reports, etc. Specifications may refer to documents such as: curricula, lists of skills and abilities for a study program, analytical programs, laboratory sheets, etc.

- *Records* are intended to provide objective evidence of the activities performed and of the results obtained. They can refer to: results obtained by students, results of internal evaluations, etc. other quality documents can be listed: regulations, guides (teaching practices - learning, internal evaluation, etc.), quality plans for different activities, other forms etc.

- *A special category* is formed by the self-evaluation reports that form the documentation of processes of comprehensive and systematic analysis of the activities and results of the organization or its segment (study program).

The management is a social function, a process which implies the fulfilling of the goals that the institution has, based on planning and organizing the strategy. The organizational strategy states the goals on medium and long – term, the ways of achieving the goals and the resources needed considering the mission and the vision of the organization. The school achieves its goals if the strategy is relevant for both internal and external environments related to this organization. The strategy is an essential instrument in implementing the management and it is based on the analysis and the combination of procedural and structural components of the institution. The marketing strategy implies the improvement of the educational services which the organization offers to the beneficiaries.

Managerial performance is characterized in reality and achieved practically in two dimensions: effectiveness and efficiency. In his essay, *The Practice of Management*, Peter Drucker, "emphasizes the importance of experience in applying successful management; through the work of Managers not MBAs, Mintzberg points out this idea in fact, but he extensively depicts the "mix of art, science, craft to apply performance management." (Burciu, 200, p. 43) Efficiency is the ability to choose the right and appropriate goals and their

achievement, and the efficiency is the ability to make the best use of the resources available in the process of achieving and fulfilling the proposed objectives.

Gherguț A. and Ciobanu C. assert that "educational effectiveness can be understood as the extent to which the activity in the educational field has achieved all the proposed goals (in relation to the level of reporting), has achieved its training standards or the related instructional standards with specific objectives formulated at different levels of action." (Gherguț, Ciobanu, 2009, p. 20)

Essentially, organizations need to show the existence of both dimensions, namely effectiveness (making right, right things) and efficiency (right, right doing things) to be good performers. In practice, managers need to balance the need for efficiency with the need for effectiveness. Gherguț A. and Ciobanu C. emphasize that "educational efficiency is the achievement of the expected results at the level of the educated (in correlation with the fixed educational goals) in the conditions of low consumption of resources." (Gherguț, Ciobanu, 2009, p. 20)

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A particular importance are the manifestations of the managerial performances, respectively the performance indicators specific to each subsystem of the methodological, decisional, informational and organizational management.

Managerial performances are generated and achieved at the level of managers, to those who exercise management processes (predict, organize, coordinate, train, control and evaluate), while the performance of the organization is recorded in the field, in the application environment, through effective and active involvement of both managers and other members of the organization. The latter are in a position to initiate actions to operationalize managerial decisions. They ensure the link between managerial performance and educational organization. No education unit can deny the role that each employee's performance has in the long-term success of the action, and this performance is determined by personal goals.

The internal success of the school is essential in achieving the school's success abroad. Ultimately, success means getting everyone's agreement on the goals and realizing them. Among the various tasks of management, in the opinion of P. Drucker, some make a major difference between success and failure in business: establishing the company's objectives, organizing production and labor, motivating and communicating across the organization, establishing measurement methods the achievements achieved, the development of people's capabilities and performance. Given the variety of positions in an organization, as well as frequent exchanges in employee roles and responsibilities, achieving success is a more difficult issue and therefore, it is not necessary to set goals at the state of good intentions statement. Therefore, management must have a procedure in this respect, namely a performance management process.

The most successful organization is that where the system is based on combined criteria, results and behaviors apply. An efficient performance development system has to answer some questions:

- Does the existing system ensure that everything concentrates on activities with maximum impact on the beneficiaries and the organization?
- Are there defined clear standards for these activities so that everyone is located on the key imperatives?
- Maybe, or will the system be able to identify problems and find solutions before they negatively affect performance?
- Set performance standards and adjacent rewards for each person involved?

Thus, the quality of education represents a set of characteristics of a study program through which the expectations of the beneficiaries are met. Quality assessment consists of examining how the educational institution and its programs meet the standards and benchmarks. Quality assurance is achieved through a set of actions for the development of the institutional capacity of elaborating, planning and implementing study programs, through which the school organization meets the quality standards. Increasing the quality of education must become the basis of the entire design process, planning at school level, and the school's development cycle should be considered as a quality cycle. Thus, the constitution of the school's own quality system has as its essential sources the existing policies and strategies, but also the existing situation and the specificity of the local community in which the school is located.

1.4. Conclusions

The manager needs to develop an efficient internal and external communication system that allows fluent, fast and accurate information to be disseminated so as to ensure efficient operation. Managerial communication is an interpersonal process of information transfer. The communication system must be dynamic, adaptable to employees' information and response needs. Quality management implies systematization of progress, quality improvement, and support for those involved in self-evaluation and use of resources. Quality assurance procedures are an integral part of institutional development procedures. The school organization will implement self-evaluation mechanisms throughout the managerial process in designing, planning and implementing institutional development actions. The organization must establish, document, implement and maintain a quality management system and continuously improve its effectiveness in line with quality standards.

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