

Рябов Андрей Владиславович

студент

Пермский филиал

ФГАОУ ВО «Национальный исследовательский

университет «Высшая школа экономики»

г. Пермь, Пермский край

MODERN METHODS AND TECHNIQUES OF PERSONNEL EVALUATION IN EDUCATIONAL ORGANIZATIONS

***Аннотация:** в статье рассмотрена проблема дальнейшего развития критериев оценки персонала в образовательных организациях, а также применения данного метода с целью оценки производительности в условиях конкретной организации. В работе были использованы следующие методы: анализ данных, полученных в ходе подробных интервью, и опрос 130 работающих сотрудников, основанный на методике «360 градусов». Результаты исследования были проанализированы, а затем представлены руководителям. В работе представлено описание исследуемого контекста, анализ существующих подходов к оценке эффективности, обоснование выбранных методов, а также обозначены ожидаемые результаты.*

***Ключевые слова:** кадровые ресурсы, образование, оценка персонала, управление результативностью, образовательная организация, метод 360 градусов.*

***Abstract:** the main issue of this study is a further development of the criteria of personnel evaluation in knowledge-based organizations and application of this method in order to conduct the performance appraisal in terms of a particular company. Two research methods are used: the analysis of the data based on in-depth interviews, and questioning of 130 existing company respondents according to 360-degree feedback model. The results are analyzed and then proposed to the superiors of the company. The following study presents a description of the investigated field context,*

an analysis of the existing approaches in performance appraisal, chosen methods justification, and results anticipated.

Keywords: *human resources, education, personnel evaluation, performance management, knowledge-based company, 360-degree feedback model.*

Introduction

Background. Nowadays the concept “performance appraisal” has become globally known. Personnel evaluation gives a possibility to attract investments into the company, to develop a reward system and tools to motivate the personnel and to improve the job performance of employees. The growing interest in the phenomenon of motivation system and the process of creating a system of appraisal contributed to research development in this area. The idea of evaluating in order to improve an organizational performance first was raised in the USA in the 20th century. The term “performance evaluation” may be interpreted from different perspectives: social, economic, managerial, etc. There are different theories that share the emphasis on the importance of this as it is the main thing employees are affected by.

Problem Statement. In this paper, I would like to examine the modern techniques of personnel appraisal, conduct the evaluation in the particular knowledge-based organization and work out some basic recommendation for the development of human resource management. In order to reach the goal the following tasks were set:

- to consider theoretical and methodological bases of performance evaluation, including the specifics of educational organizations;
- to explore and describe the company, as well as its target audience, the kind of service it provides and the existing system of its performance management if there is such;
- to analyze strong and weak points of the system;
- to choose modern techniques of performance evaluation that can take place in knowledge-based organizations.

Delimitations of the Study. The following study will be limited in its scope as the research will be made in the knowledge-based framework. The emphasis is put

not on the performance appraisal in general, but rather on the performance appraisal system in educational organizations. There is a variety of constraints to be taken into account. Most of these restrictions are connected with the lack of time and collecting the data from the exact personnel of this company. That is why the results of the research may not be generalized to other companies.

Professional Significance. The investigation of this problem seems worthwhile, because it will help to evaluate the quality of the personnel in the scope of the exact organization in order to bring out some issues company may have and take them into account to reach better performance. Performance management should be taken for granted in each and every company in order to maintain and develop business.

Literature Review

An increasing number of publications in the sphere of management signifies the growing concern for performance management. The major problems in studying the theory of performance appraisal were brought about by Taylor. Nowadays, this issue has an obvious appeal among scholars. A huge variety of articles, studies and papers can be found.

In the framework of the project, the main interest and emphasis will be focused on performance appraisal system in knowledge-based organizations. What can be learnt from the unhappy experience of attempts to introduce new performance management practices into the sphere of education? To reach the goals set in the problem statement section it is necessary to provide greater depth of knowledge about the history of performance appraisal in higher education sectors. The question studied can be a top priority for all those who are engaged in performance management or research studies which examined performance appraisal system for academic staff. In knowledge-based organizations. Nowadays, this idea became central for understanding the way university and school staff work.

The following review is developed through a systematic way of studying the existing literature on performance appraisal phenomenon. There are explanations of basic terms and various approaches to personnel evaluation. The theoretical basis of this phenomenon has been examined in various articles, such as Simmons, John "An

“expert witness” perspective on performance appraisal in universities and colleges” (Simons, 2002). “Performance appraisal is a formal structured system of measuring and evaluating an employee’s job, related behaviors and outcomes to discover how and why the employee is presently performing at the job and how the employee can perform effectively in the future so that the employee, organization and society all benefit” (Rao, 2006, p. 65).

There is a potentially important tendency to extend the number of the empirical studies on this issue. Performance management refers to the wide variety of activities, policies, procedures, and interventions in order to help employees to improve their performance (Thite, 2004). The whole process of evaluation begins with performance appraisals but also includes feedback, goal setting, and training, as well as reward systems. Therefore, performance management systems begin with performance appraisal as a jumping-off point and then focus on improving individual performance in a way that is consistent with strategic goals and with the ultimate goal of improving firm performance (Aguinis & Pierce, 2008).

“Performance management is a relatively recent term and has not got a long history. The term was developed around a century ago” (DeNisi and Murphy, 2017, p. 421). “Although interest in the evaluation of performance at work dates back to ancient China, and there were efforts to establish merit ratings in various settings as far back as the 19th century” (DeNisi and Murphy, 2017, p. 421). The decent psychological research on performance rating did not begin until the 1920s.

The actual history of the phenomenon «performance appraisal» is traced to Thorndike’s classic article, “A Constant Error in Psychological Ratings”. He gave the definition of “halo error”, which means that a person allows actions influence the overall evaluation of a person (DeNisi and Murphy, 2017).

Over the years, other authors put forward new definitions of this category from different points of view: social, economic, managerial, etc. Consequently, this term has become the common tool in modern companies touse (Su and Baird, 2017).

Mackay has presented a new concept of the development of performance management practices in universities to give a broader theoretical basis to the research of

evaluation process in knowledge-based organizations. She describes the differences between the situations of previous and current universities. Changes that Mackay identifies as having specific implications for academic staff and their relationship with the university (Mackay, 1995). In her study, she presented methods of appraisal, which are mostly and commonly used in universities as long as with a data and recommendation. “Up until the 1970s, old universities adopted a *laissez-faire* approach to performance management. They operated on a “high trust” basis within an ethos that emphasized independence of thought and scholarship, academic freedom, and collegiality. The “high trust” mode of operation meant academic staff were not closely monitored or assessed. Instead, those in senior positions in the old universities operated on a collegial rather than a managerial basis, and worked with junior colleagues within a *Primus inter pares* relationship. However, in the 1980s these universities were increasingly expected to acknowledge economic realities and, like other public sector organizations, become more market-led, consumer-responsive and to provide “value for money”. Changes that Mackay identifies as having specific implications for academic staff and their relationship with the university.

Academic staff in these new universities were seen as having more limited discretion and trust compared to their old university counterparts. In Further Education the 1988 salary negotiations first introduced staff appraisal into colleges on a formal basis. The lecturers' union (NATFHE) approved the proposal on the basis that it linked appraisal to staff development. This was followed in 1991 by new national conditions of service that made it obligatory for college staff to participate in a local scheme. However, in the ensuing period many FE colleges have been subject to pressures to achieve corporate and further education sector targets; and some have used results-orientated performance appraisal systems as ways of achieving these” (Simmons, 2002, p. 87).

There are several approaches to personnel performance evaluation, all of which have both advantages and disadvantages. In this area, most of contemporary approaches can be theoretically challenged. During the period of 1970 to 2000 there were published 187 articles in *Journal of Applied Psychology* in which performance appraisal was the primary topic. DeNisi, A.S., & Murphy analyzed the content of

these 187 articles to identify trends in the topics covered during the period 1970–2000. Three main trends may be distinguished such as scale format research, studies of the criteria used for evaluating ratings, cognitive processes in evaluating performance (DeNisi and Murphy, 2017). “These methods were widely used in the 20th century in the sphere of psychology. For example, ranking methods were first used operationally by the U.S. Army in World War I, but the original work dates back at least as far as 1906. These ways of appraisal still needed some enhancement. Over the years, variations on these formats were introduced, including mixed standard scales” (DeNisi and Murphy, 2017, p. 422).

Methods

As it has been discussed earlier, there is a great variety of approaches to evaluating personnel performance. This part of the research proposal explains the methods used in carrying out the study.

The Perm knowledge-based company was chosen in order to evaluate the performance appraisal of its employees. It is a language school which specializes in teaching English to people of all ages starting with 3-year-olds. For 15 years it has been providing students with different courses, events and other activities. Over 130 people are employed there and they are all carefully selected and trained before they start working and even after that.

Based on the presented literature review above, the following methods were chosen to achieve the research goal. Thus, for the jumping-off point it would be better to pick 360-degree appraisal (DeNisi and Murphy, 2017). This method will provide us with the current situation in the organization and assessment data from superiors and one’s self.

The questionnaire will be handed out to the personnel of the organization with the criteria for assessing. 360-degree appraisal has four integral components: Self appraisal, Superior’s appraisal, Subordinate’s appraisal, Peer appraisal (Bracken and Rose, 2011). Employees should rank each criterion according to the self-experience and knowledge. Eventually, the given answers and results will be recorded and summarized in order to further develop the recommendations for enhancement of the or-

organizational structure. Another method to use is “*in-house*” *expertise*. The situation in knowledge-based organizations is different than in ordinary companies. In this case the organization has a special tool that helps to evaluate the personnel and implement new ways of appraisal. Human Resource tutors and superiors are involved in different ways with a broadly equal spread. They evaluate the knowledge of each teacher, the way the teachers conduct lessons and so on. Each week the “*in-house*” *expertise* meetings occur. During these meetings it would be better to try new methods of appraisal. An in-depth interview is also included in the framework of this method. When the technique under discussion is put into practice, it might give a clear picture of the teachers’ needs, which brings about the opportunities to share experience and create educational materials. Still this method needs to be improved and developed.

Both 360-degree appraisal and “*in-house*” *expertise* data will indicate the problems that the organization might face and have right now. Moreover, such methods can distinguish the factors that have a greater motivational impact. As a result of this, collected data will be used to develop recommendations.

Results Anticipated

The following part of the proposal reports about the results which are likely to be obtained with the methods mentioned in the previous part. The results will be reported accurately using an appropriate organizational pattern.

The data collected from the questionnaires will be processed by finding the main value for each statement and each criterion. After this, all of the values will be compared with the target values and carefully assessed. The results of both the “*in-house*” and 360-degree will be processed using keys and expertise evaluation.

As a result of data analyzing and performance quality evaluation of the organization, problem areas are to be found out and recommendations for the future company operation are to be given. The obtained data will show the problem areas of each of the personnel, which factors motivate them most and how should the employee be treated. The company needs to take the given recommendations into the consideration

and imply them. For example, in-house expertise method should be further developed and new methods should be applied during these meetings.

Conclusion

In conclusion, theoretical concepts and various methodologies have been discussed. The most appropriate personnel evaluation methods have been chosen and adapted to the investigated company. The received results are going to be processed and presented with further recommendations.

To conclude, I can state that this project is an attempt to investigate the issue of performance appraisal in knowledge-based organizations and to imply the proper methods in the scope of the Perm company in order to understand the direction of growth for this organization and its employees. Considering the fact that in recent years, employees of the company are constantly leaving it, on the contrary, I hope that the proposed evaluation concept could increase the number of in stay employees. While the debate over the system of appraisal remains popular, it reveals that additional research seems needed on this sphere of management.

Список литературы

1. Aguinis, H., & Pierce, C.A. (2008). Enhancing the relevance of organizational behavior by embracing performance management research. *Journal of Organizational Behavior*, Vol. 29, pp. 139–145.
2. Bracken, D.W., & Rose, D.S. (2011). When does 360-degree feedback create behavior change? And how would we know it when it does? *Journal of Psychology and Business*, Vol. 26, p. 183.
3. DeNisi, A.S., & Murphy, K.R. (2017). Performance appraisal and performance management: 100 years of progress? *Journal Of Applied Psychology*, Vol. 102, Issue 3, p. 421.
4. John, S. (2002). An “expert witness” perspective on performance appraisal in universities and colleges. *Employee Relations*, Vol. 24, Issue 1, pp. 86–100.
5. Mackay, L. (1995). The personnel function in the universities of Northern England. *Personnel Review*, Vol. 24, pp. 41–54.

6. Mayo, A. (2000). The role of employee development in the growth of intellectual capital. *Personnel Review*, Vol. 29, pp. 521–533.
7. Mohan, T. (2004). Strategic positioning of HRM in knowledge-based organizations. *The Learning Organization*, Vol. 11, Issue 1, pp. 28–44.
8. Rao V.S.P. (2006). *Human Resource Management: Text and Cases*.
9. Scholtes, P.R. (1999). Performance appraisal: state of the art in practice. *Personnel Psychology*, Vol. 52, pp. 177–181.
10. Stoney, C. (2001). Stakeholding: confusion or utopia? Mapping the conceptual terrain. *Journal of Management Studies*, Vol. 38, pp. 603–626.
11. Su, S., & Baird, K. (2017). The association between performance appraisal systems, work-related attitudes and academic performance. *Financial Accountability & Management*, Vol. 33, Issue 4, p. 356.