

THE BENCHMARKING OF HUMAN RESOURCES IN THE ACADEMIC ENVIRONMENT

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Abstract: Benchmarking is a basic component of human resources audit, and a first step in this approach is the assessment of the effectiveness of human resources by field of activity. Secondly, benchmarking aims to continuously improvement of processes within an organization, either public or private. Evaluating the human resources activity in the academic environment has a stronger impact on the quality of the teaching act, on the social activities and even on the internal organizational environment. Therefore, through this article, it is desired to highlight the importance that the audit of academic human resources can have on the development and improvement of the teaching act and on the academic environment in general, by identifying appropriate evaluation models.

Key words: benchmarking, human resources, human resources management, academic environment.

1. Introduction

The human resource generates knowledge and information that are important sources for economic development. The vast majority of the economy treaties detail all the resources involved in the economic process and their importance. Most of them are unanimous in saying that, by far, the most important of these, are human resources. Thus, the role of the human factor in making progress begins to become more and more well known. Human resources are the ones that decisively influence the economic outcome. Professional performance assessment is one of the most important activities in human resources management, in order to obtain valuable information on how to efficiently perform the tasks and responsibilities assigned to them. Performance appraisal is an activity that actively motivates the human resource by recognizing the quality of its activity and promoting a certain image of the issues to be assessed. The assessment of academic human resources is a process whose importance has exponentially increased lately at the level of academic institutions where the engine of affirmation and development is based on innovation, both materially and spiritually.

2. Benchmarking of human resources and the stages of its realization

Benchmarking is an estimate of an organization's performance over another in the same industry. Benchmarking answers the question, "What point of reference do we use when evaluating the performance of an organization?" It is a process of organizational change aimed at continuous improvement and correction of gaps, a continuous process of searching for best practices, leading the organization to a superior level of performance. Benchmarking is not a single comparison of indicators, it is a study of the processes, practices and methods used by organizations that hold performance in the field. It is also about direct competition, but it seeks innovation, it seeks to process, especially how to implement best practices for performance. Therefore, the essential role of benchmarking offers realistic objectives to managers, and allows the development of strategies to

eliminate gaps. Benchmarking is also a basic component of human resources audit, which is an internal analysis of human resource functions at a public institution level, including performance obtained by higher levels of senior management. In this way, a first step in the human resources audit is the evaluation of human resource efficiency by field of activity. The second step concerns the assessment of the human resources activities of the organization to ensure continuous improvement. Running a complex process must follow the objectives and four steps: planning, research, analysis, and implementation.

Planning requires an internal analysis of human resources, especially the strengths and weaknesses of the organization in the field of human resources. This analysis can be performed on specific human resource management activities - recruitment, selection, position analysis and design, career development, work relationships, etc.

The research aims at collecting and analyzing information from different sources: Internet, publications, research studies, primary documents of the organization, etc. Their role is to enable comparisons between data and information provided by the academic institution.

The analysis phase considers the following: when changes occur in the human resources, which are the quantitative and qualitative domains of the changes, how the solutions proposed in the organization can be applied, etc.

The last stage, the implementation, refers to the implementation of the proposed solutions in the previous stages, in order to improve the performances obtained by the organization, in this case the academic institution, at the level of the human resources. Solutions need to materialize in changes that make it possible to increase the efficiency and effectiveness of using human resources.

3. Benchmarking of academic human resources

An excellent and recommended way to promote continuous improvement in education services is the innovative adaptation of best practice in the field. An organization can assimilate information from other organizations that are considered as market leaders in the field on the basis of the results obtained, aiming at continuous improvement.

In order to achieve this goal of continuous improvement, benchmarking can be used as a source for accelerating the progress of the initiating organization. Choose what is best in the field, adjust the best from the reference firm and continually improve, this is the path of a successful strategy.

The educational effectiveness of an organization can be monitored only by using multiple modalities, including assessment of student learning environment, quality of teaching, quality assurance mechanisms and student outcomes, including their promotion, satisfaction and employability. Benchmarks that monitor current dynamism and improve teaching and learning are even more important in these aspects of the institution's life than those that reflect past achievements. At the same time, no other field is more difficult to analyze comparatively based on good practice. Benchmarking, however, is essential, because any person associated with education and training is very much interested in their quality. Students and their parents are looking for information on the reputation of different vendors, admission requirements, course content, teaching quality and graduation standards. Internally, the institution itself needs to know the quality of the curriculum, how well-organized and current the courses are, how rigorous and systematic the teaching process is, and whether the student's student / students' work arrangements, grades and other details are appropriate .

3.1. Quality of teaching

A good teaching process is fundamental, so there are at least two objectives that need to be considered to monitor the good quality of teaching. The first sets the task of monitoring the teaching level of the teaching staff of the institution concerned. However, in order to make a comparative analysis of a quality teaching according to the academic criterion, it is necessary to draw up a national good practice protocol and use it on a large scale. Moreover, teachers should have a regularly updated portfolio of evidence on their teaching system and the extent to which they meet protocol standards.

Those involved in developing a good practice protocol in academic teaching should consider the following features:

- an academic approach that covers well-chosen, modern content;
- clear objectives;
- adequate training;
- appropriate methods;
- significant impact on learner and understanding of matter;
- effective presentation; and
- reflexive criticism.

The second objective to be taken into account when determining the factors for good quality teaching, is associated with the teaching environment. Comparative analysis in line with the best practices of the 'teaching environment' for quality teaching implies that the provider has organizational arrangements to ensure the best possible teaching. These include:

- training of new teachers;
- a supervision system;
- assessing the effectiveness of teaching;
- mentoring;
- development opportunities.

3.2. Student results

- There are five valid criteria for measuring students' outcomes: student advancement, student retention, equity, student satisfaction and employability. Student indicators for student advancement provide information about school and a particular study program, ie how well it responds to students' needs and how effectively they manage the teaching program. Institutions should ensure that students are sufficiently well-trained to successfully complete the courses, pointing to students not adequately trained for preparatory courses. A perfect rate of advancement does not exist. However, the proportion of successful promotion of the subjects compared to the number of trials is a key benchmark on the success of the institution in setting the schooling level, the support it provides to students and the response to its teaching approach. Promotional rates should be established by aggregating the number of students enrolled in individual units. The rate

obtained, compared to the proportion of pupils / students who achieve promotion results (or better) than the total number of enrolled, provides the means to meet the objective of comparative data. Rates can be calculated for the school as a whole for a department within the institution or for completing the course. The benchmark for the university as a whole, the 'students' rate of advancement', is a good indicator of the effectiveness of teaching and learning. Another aspect to be taken into account in benchmarking students' results is to keep them. Preserving students year after year, especially those passing through the first and second year of study, is considered by many education specialists as an extremely important diagnostic indicator. Although the retention of students from one year to the next is subject to the same variables as the promotion, namely the placement of the institution, the proportion of students from disadvantaged or minority groups, etc., these variables are sufficiently constant influences in a particular school, because the tendencies from one year to another to have a major significance.

4. Conclusions

The Benchmarking of Human Resources is not limited to making comparisons between the academic institution and other competing organizations of profiles but, moreover, seeks to overcome competition and achieve excellence, focuses on understanding the methods and processes on which to develop solutions performance improvement.

At the same time, the process focuses on understanding the methods, comparing processes, on the basis of which to propose viable solutions for improving the existing situation. Benchmarking is focused on missing identification and setting new goals based on the implementation of proposed solutions, identifying opportunities and implementing beneficial changes in human resource management.

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