

RESEARCH GATE SCORE AS AN ASSESSMENT TOOL OF THE STAFF PERFORMANCE IN RESEARCH INSTITUTIONS FROM REPUBLIC OF MOLDOVA

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Abstract

The positioning of research institutions from Republic of Moldova through Research Gate score will be analyzed in this paper. The aim of Research Gate score ranking is to help researchers and scientists to measure and leverage their standing within the scientific community. Research Gate provides the researchers with a metric that is calculated based on how all of their research is received by their peers, not just the work that have been published. The Research Gate Score focuses on scientists, an ever-growing community of specialists. By opening up the idea of what the research institutions can gain credit for and handing the power to evaluate it, the Research Gate Score puts reputation back into the hands of researchers. The Research Gate Score provides scientists and research institutions with an alternate way to measure its reputation and performance. In this context, it is a useful tool for assessing the research activity of Moldovan universities, but also of comparing the research activity of universities from the Republic of Moldova with those from neighborhood countries.

Keywords : *assessment, evaluation, management, performance, rating score, research gate*

INTRODUCTION

The performance management should be understood as a continuous process, reflecting the normal management practices, not "special techniques" imposed by leaders. Its conceptual framework includes terms such as "performance management", "performance", "performing organization". The performance management is a strategic and integrated approach to ensure lasting success in the institutions of higher education, improving its performance, research teams and teaching staff.

MATERIALS AND METHODS

During the investigation there were used such research methods as: analysis, monographic, statistic as well as other methods and procedures that allowed revealing the essence of the investigated problem.

RESULTS AND DISCUSSIONS

In 1998 the Institute of Personnel and Development instigated another programme

of research Armstrong and Baron 1998. Using a survey and a number of practice-based case studies, this work concluded that performance management was most likely to be viewed as a continuous process rather than an annual activity. However, this process was still largely a collection of interlinked tools rather than a single system to manage performance. Moreover, it was apparent that there was a significant schism between performance management that was led by the desire to develop individuals, and performance management that was driven by the desire to pay individual rewards linked to outcome performance. The research was also able to identify a number of underlying trends, such as the shift of ownership of performance management from human resource to line managers and the rejection of bureaucracy with emphasis on minimizing paperwork. Assessment of the professional performances has become, is and will be an important link in intelligent management of higher education institutions. A large part of labor disputes and the decline of some institutions of such kind with primary cause a defective management printed of insufficiency knowledge from the

vast field human resources management. We are dealing here with the clichés originating on the result of longstanding practice of uniform of staff policies or simply a lack of information in this field.

It is true that the staff policies characteristic of a capitalist society are very diverse, developing into a particular culture and organizational climate, an economic structure and specific political orientation. In addition to these complex problems of socio-economic transition and the trends becoming more pervasive of the phenomenon of internationalization or globalization.

The spreading area knowing appreciation or staff or professional performance evaluation is very wide. A number of statistics mention that the rhythm of participation in organizational life of assessment practices of staff has known a dynamics that few experts have suspected it. This development resulted from the fact that higher education institutions face more and more need to increase the number of students, masters and PhD that in conditions in which they have limited options. In this sense, one of the least exploited ways to increase the number of students, masters and PhD would be the human performance improvement performance is analyzed starting from performances obtained by a teacher, by a group of teachers or higher education institution. The requirement to evaluate the staff of higher education institutions is required and other factors such as the accelerated rhythm of scientific-technical development, of the implementation of new technologies, and of course, the internationalization of the competitive market. The performance evaluation of teachers in higher education institutions is a rather complex process in which is analyzed the dynamic participation of personality components within those institutions and its reflection in the final results of the activity of each teacher individually. This evaluation has an important emotional charge for the teaching staff because it highlights to themselves and the other collaborators who works daily.

In situations where the hierarchical superior (rector, dean, head of department) expresses

an assessment of a subordinate (assistant lecturer) based on his /her observations accruing over time, describing him/her as very good, good or weak, the method is called as informal suitable method, with a certain degree of subjectivity part. This method is used more often in higher education institutions with a low share of teaching staff. But higher education institutions with a large number of teaching staff, although not completely eliminate the informal method, pays special attention to formal method. Formal method is characterized by the fact that is conducted on a formally adopted methodologies which apply in a uniform way in all cases.

Performance evaluation of teaching staff is, in many cases, the compulsory and necessary condition for making decisions on knowledge and the quality of those who are subject to evaluation, their training needs, their opportunities for development and promotion, rewards merits, and situations where deviations are detected partially or totally of individual study plans followed by enforcement, reprimands and even the possibility of dismissal.

The performance assessment can play an important role in furthering the development teaching staff: and reinforces self-confidence forces, and can bring immediate material benefits through salary increases and awards, and scope for promotion and certain clarifying career goals and increases the ambition to increase the level of training.

The hierarchical superior plays a very stimulating part in the process for raising the performance of his subordinates. Praising their remarkable achievements and criticizing them with kindness their gaps, increase the confidence of subordinates in the competence and objectivity of the hierarchical superior. It creates a favourable fluid in collective for raising the performance level characteristic satisfaction in the working process of teachers regardless of the position held at the time of evaluation.

Formal performance evaluation shall be made periodically, usually annually, at the evaluation meetings. . These meetings, make it possible the opportunity to participate in

discussions on long-term career goals and possibly establish a plan of evolution. both as teaching staff and as superiors. Based on performance from the previous period the hierarchical superior has the opportunity to make some suggestions for the evaluated teaching staff on the short-term on improving their work in order to achieve the goals that they proposed for long term. These suggestions have a strong mobilizing impact constituting a guarantee that you can count on superior objectivity.

Concerning teacher's preparation, performance evaluation, may indicate some requirements and implicitly the necessity to complete the training. Teachers shall be assigned, therefore, in some form of training, courses which is organized within the institution of higher education or in other higher education institutions. A teacher who has achieved good performance can be enrolled in a program, project development that will prepare them for promotion to a senior post. Evaluate performance also provides useful information for the preparation of the development programs training other employees whose performance is considered low.

Performance management is forward-looking. It focuses on planning for the future rather than dwelling on the past. But it also takes into account when making these plans what has been achieved and, more importantly, how it has been achieved. Performance needs to be analyzed prior to planning. And the analysis has to be based on reliable evidence, not opinion or hearsay.

Performance management is therefore an analytical process, especially when its purpose is developmental. But when its purpose is to provide an aid to decision making – on pay, promotion or retention – performance needs to be assessed and this often involves some form of rating. Much of this chapter therefore deals with rating through the use of rating scales but alternative approaches are also discussed. However, introductory sections examine the concept of evidence-based performance management and the analytical nature of performance management to provide a background to the

more detailed review of assessment methods. These are followed by sections on:

- the process of rating;
- the rationale for rating;
- rating scales.

The e-reward 2005 survey of performance management found that 70 per cent of respondents used overall ratings. Since the days of merit rating and then performance appraisal rating still reigns supreme. To many people it was and is the ultimate purpose and the final outcome of performance appraisal. Academics, especially American academics, have been preoccupied with rating – what it is, how to do it, how to improve it, how to train raters – for the last 50 years. Many problems with rating have been identified but it doesn't seem to have occurred to them that these could readily be overcome if rating weren't used at all. The theory underpinning all rating methods is that it is possible as well as desirable to measure the performance of people on a scale accurately and consistently and categorize them accordingly.

As DeNisi and Pritchard (2006) comment: 'Effective performance appraisal systems are those where the raters have the ability to measure employee performance and the motivation to assign the most accurate ratings.' Murphy and Cleveland (1995) distinguished between judgment and ratings. A judgment is a relatively private evaluation of a person's performance in some area. Ratings are a public statement of a judgment evaluation that is made for the record. But ratings do not always correspond with judgments and raise other issues as discussed later.

Research conducted on rating has produced a number of findings that supplement this theory. Pulakos, Mueller-Hanson and O'Leary (2008) noted that ratings for decision making (eg on performance pay) tend to be higher than ratings for development, which tend to be variable, reflecting both employee strengths and development needs. They also commented that if the system is used for decision making, numerical ratings are important. If a system is strictly developmental, there is less need for ratings and in fact they may detract from

development. This is because employees tend to be more concerned about their 'score' than their understanding of their development needs. From a development perspective, narratives tend to provide more useful information than numerical ratings. Even when performance is rated against defined standards the ratings do not convey what the employee did or did not do in sufficient detail. Jawahar and Williams (1997) reported that performance evaluations such as ratings obtained for administrative purposes (eg pay or promotions) are more lenient than those for research, feedback or employee development purposes.

Rating scales indicate the level of performance or competency achieved or displayed by an employee. This is done by selecting the point on a scale that most closely corresponds with the view of the assessor on how well the individual has been doing. A rating scale is supposed to assist in making judgments and it enables those judgments to be categorized to inform performance or contribution pay decisions or simply to produce an instant summary for the record.

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advancements to light, the speed of discovery is often hindered by the lack of speed in publishing. Research gate full fills the need for a new system that reflects the ever-increasing pace of science. Researchers are now able to publish their results in real-time, benefit from the immediate feedback of their peers and, through the research gate score, turn all of their work into a source of reputation.

CONCLUSIONS

In conclusion, it should be noted again that the performance management is not a form of appreciation to the people, applied in hindsight. There is no simple method for generating information for remuneration decisions. The performance management is future oriented and towards development, providing a conceptual framework in which managers are able to support their team members, rather than dictate. The impact of performance management on the results will be more significant if it is viewed more as a process transformer than an evaluation process.

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