

KEY WORDS

human resource management, performance management, motivation, assesment of professional performance, strategies, employees' needs, 360 degre feedback.

INTRODUCTION TO THE AREA OF RESEARCH

As well as it may be forecasted, the development of the economic conjuncture is accompanied by frequent restructurings, which affect the employees of a company in respect of quantity as well as in respect of quantity. Knowledge of the employees' potential and performances represents one of the basic activities of the human resources management in an organization.

The organizations' possibility of progress may only be achieved if the organization pursues continuous performance and therefore it represents one of the main objectives at the level of the organizations' management. Many of the studies only approach the organizational performance, but for instance 98% of the subjects of a study consisting in executive managers of average and big companies have stated that improved performance of the employees would lead to an increased performance of the company (Lukacs, 2000: 53).

We have considered appropriate to part with this overall perspective and to direct our attention towards the individual performance, which is actually the foundation to achieve organizational performance.

The first condition for improving the individual performance and reaching excellency in business is to recognize the role of human resources and to adopt appropriate strategies to determine the employees to fructify as much as possible the own professional potential. Therefore, whether it is about a multinational corporation or a firm of smaller dimensions, the existence of a performance assessment system is necessary, because thus the companies have the capacity to determine the extent to which the objectives have been reached, as well as the actual level of their employees, and to draw up future strategies with the aim of improving their performance.

The assessment is fundamental for our way of life, in which everything is subject to assessment: we measure our lives in seconds, minutes, hours, days, months and years; we measure the routes in kilometers and the achievements in objectives reached. If we cannot assess something, we cannot understand it, control it and manage it, and therefore we cannot improve it. (Harrington, 2001:367).

According to the opinion of some authors (Boswell, Boudreau, 2000:283), in order to insure success, a company must know how to turn into account its employees' potential. Of course, we all can do more than we believe and the role of management in every organization is to turn into account the qualities of its employees and to make their weaknesses (flaws) imperceptible.

Many assessment systems are drawn up and used in such manner that they include all employees on one level of performance, without allowing a differentiated pointing out of the performances, which leads to a deformation of the reality and doesn't allow the employees to be aware of their activity and of their actual value. Therefore we consider that the moment of assessment is a moment of self-reflection for each of us, waking in our consciousness new motivations, attitudes and behaviors.

The strategies to improve the employee's performances, proposed within this PhD thesis have the role to show the fact that managers cannot determine every employee to be competitive by using the same methods, and therefore treating each differently person with the aim of creating for that person a favorable context for the development of the performance brings benefits at individual as well as at organizational level. But, to perform this role, full understanding and appropriate use of the methods is required.

Due to these reasons we consider that the results reached through the study performed within the PhD thesis have an increased value, especially in present times, because they allow the identification of ways in which the management of the firms active in the area of services are preoccupied with the performance assessment activity and the improvement of the performance of the own employees. At the same time the study highlights in parallel the main aspects differentiating the managers' perspective compared to the employees' perspective, regarding the performance assessment process, but also the ways in which performances can be increased.

Regarding the theoretic substantiation, we have situated the analyze in the conceptual context of the professional performance assessment system for employees, as essential activity allowing an integrative approach of the human resources management, i.e.supporting and interacting with its most important areas.

We consider that in a world where change is necessary, obvious and omnipresent, performance assessment is a managerial practice indispensable for any

organization, keeping in mind that the progress of the employees is of real importance in increasing the efficiency and in its development.

We are motivated in starting this research by the interest shown for the modalities employed by the firm managers for the improvement of their employees' performances, but also by the employees' opinions on the strategies determining them to make efforts to obtain better results in future periods. The choice of the research theme had in mind the author's aptitudes and scientific interests, but also the following requirements -factors: the requests coming from the managerial practice and the interest for the scientific development in the area; the overall understanding of the area of knowledge including our topic and forming a concrete image on the issues posed by treating the topic; the complexity and relevance of the topic for the managerial area; the nature of the information material gathered up to the present.

Defining the objectives and the importance of the research. The present paper is dedicated to a certain area of management; the contents and quality of this area determine to a great extent the employees' performance and the competitiveness of all organizations: the human resources management. The general themes of the studied area are extremely vast and therefore, considering this fact, the objectives of the research were determined delimited to the following:

The main objective of the present research consists in identifying managerial strategies which contribute to the improvement of the employees' performances by stimulating their motivation, and the extent to which they are used in the managerial practice. For this aim we have made a short analyze among managers as well as among office personnel, in order to capture both perspectives regarding the pursued objectives.

The specific objectives, derived from the main objective, were defined at theoretic level as well as applicative level.

At theoretic level, the objectives set have had in mind:

- the analyze of the activities of human resources management which are influenced and in turn influence the process of performance assessment
- the analyze of the main approaches on the performance improvement strategies existing in literature
- the drawing up of recommendations and suggestions

At applicative level, through the performed research we have attempted:

- the analyze of the characteristics of the assessment process in the studied firms
- validation of the quantitative analyze instrument: applied questionnaires
- setting the managerial strategies used by the firm managers for the improvement of the performance in the own employees.
- identifying the differences existing between the perception of the managers and the perception of the employees regarding the ways to improve the performances
- identifying the connections between the level of education (training) of the employees and the preference for certain strategies for the improvement of the own performances.
- identifying the causes which lead to decrease in the employees' performances and improvement measures taken by the managers.

Scientific importance. At theoretic level we have achieved a strategic and analytical approach of the area of study. Complementary to the classic descriptive results obtained by the studies which analyzed the assessment activity of the employees' performances, the paper also identifies the strategies which determine improvement of the performances in the process of work, but also connects these strategies with the motivational theories following their applicability.

The empiric relevance of the research topic resides in the usefulness of the results obtained for several interested categories: general managers, human resources managers and academic teaching staff.

By comparing these perspectives, joint elements were pinpointed, but also aspects of differentiation. The analyze of the way in which the performance assessment activity for office employees has allowed the identification of the aspects which human resources managers as well as organizations management should insist on in order to improve the system and increase the employees' trust and satisfaction towards this activity.

Considering these arguments of scientific and empirical nature, we deem that through the chosen research theme we manage to bring a substantial contribution to the enrichment of the theoretical sources referring to the area of the strategic management of human resources, as well as to the ways of improving the employees' performances, through the proposed strategies.

LITERATURE REVIEW

The present stage of knowledge in the area is represented within the paper by the chapters 2, 3, 4 and shows the theoretical contributions to the improvement of the specialty literature in the area.

Since the issuance of the reference article „An Uneasy Look at Performance Appraisal”, of the famous representative of the human relations school, Douglas McGregor, in the year 1957, based on the experience of several firms as General Electric and General Mills, more and more emphasis was set on performance, to the detriment of personality traits. In the view of the author, the assessment must be participative and the employees' interest as well as the companies' interests should be followed, and the manager tends to become in this equation a trainer and an advisor of the individuals he is working with.

An important part of the theoretical and empirical research in this area is intended to highlight the fact that human resources strategies represent a factor of differentiation in the companies' activity, but they also offer a competitive advantage on the market (Grund, Sliwka, 2009: 2050; Koning, 2004:3; Longenecker, Fink, 1999:21).

Within the **second chapter** we have drawn up a revision of the specific literature of human resources management, focusing our analytical efforts on basic concepts met in the theories of human resources management. Also, definitions of the notions with which it operates are presented, the importance, the role, the principles and the objectives of human resources management in the organization.

In order to offer an exact image on the present stage of knowledge and of the scientific concepts specific to human resources management we have turned to a double analyze, made in the following two directions: from the perspective of the theories and definitions established in the specialty literature, and from the perspective of empirical researches made in time in the analyzed area. Our contribution in this chapter is focused on the efforts to offer a personal understanding which would reflect our perception regarding the concepts specific to the human resources management.

Following main aspects are approached in the chapter: emphasizing numerous points of view of the Romanian and foreign economists regarding the importance and peculiarities of human resources; presenting the human resources management in evolution and the conceptual delimitation of the human resources management;

synthesizing certain theories of the HRM which are more known in the world – the Harvard and respective, Michigan approaches.

For the coherent treatment of the issues studied and in order to secure an appropriate scientific support for the paper, **chapter three** handles the assessment of performances as a component of the performance management and the connection between the assessment and the other activities of the human resources management. After presenting the stages of the assessment process, we shall make a review of the strategic alternatives available to managers in planning efficient performance assessment systems. Determining the objectives of the assessment, setting the performance standards and the choice of assessment criteria shall also be discussed within this chapter. This shall offer us a foundation for the further presentation of the various assessment methods existing in the specialty literature, making a classification of these systems according to several criteria: features, behaviors, results.

The advantages and disadvantages of these methods are also considered, in order to have a comprehensive and complex image on the way in which they should be used within the organizations and to establish which of them are more adequate in order to reach the organization's goals but also the individual goals.

During **chapter 4** we intend, based on the specialty literature, to draw up a presentation of the strategies in the area of human resources, emphasizing their role for the improvement of the employees' performance and in connection with the general strategy of the organization. Further on we shall introduce the concept of motivation, as determining factor in increasing the individual performances and shall treat the applicability of certain theories and motivational models in explaining aspects referring to the human behavior.

Also in this chapter we intend to present our own vision regarding the strategies for the improvement of the employees' performances with the aim to be able to sketch and later on to develop a classification for these, by imagining a model. All these shall offer us a foundation for the presentation in the next chapter of the results obtained in an inquiry made at the level of firms from the central and north-western regions of the territory of Romania.

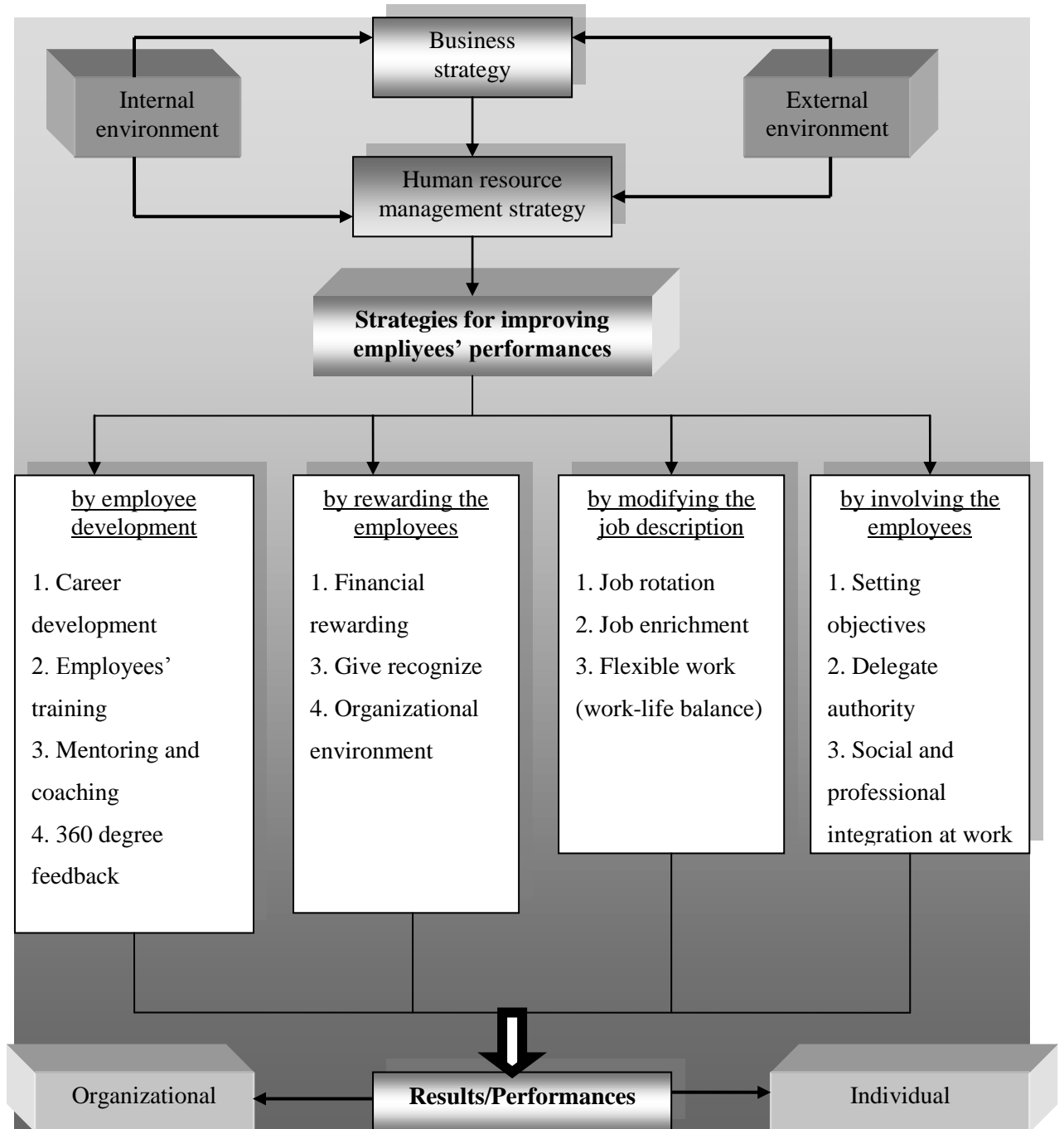


Figure 1: A model concerning the strategies for improving employees' performances
strategiile de îmbunătățire a performanțelor angajaților

Sursa: author's conception

METHODOLOGY OF RESEARCH

Chapter 5 includes the applicative study regarding the strategies for the improvement of the employees' professional performance used within the investigated firms. The analyze of the way in which the performance assessment activity for office employees has allowed the identification of the aspects which human resources managers as well as organizations management should insist on in order to improve the system and increase the employees' trust and satisfaction towards this activity.

Objectives of the research

Any scientific research is subject to certain interests of the researcher, thus systematized in a series of objectives which differ depending on the degree of general. While turning into account the advantages of the exploratory research, we propose to reach following **objectives**:

- turning into account the opportunity (offered by an exploratory study) to generate research hypotheses
- piloting the developed quantitative instrument: questionnaire (testing and validation)
- understanding and explaining the phenomena specific to the performances assessment process
- obtaining preliminary results referring to: the characteristics of the assessment process and strategies adopted by managers for the improvement of the employees' performances

Formulating hypotheses. The theoretical assertions presented within the preceding chapters have constituted a starting point in formulating a part of the hypotheses of research, we propose to demonstrate their validity or to infirm them. Within our research we have formulated following work hypotheses:

Hypothesis 1: There is a direct, positive relationship between the level of education and the employees' preference for certain performance improvement strategies.

Hypothesis 2: There is significant connection between the causes of the poor employee performances and the reasons determining the employees to obtain better results.

Hypothesis 3: There are significant differences between managers and employees in respect of ways to increase the objectivity of the evaluator in the performance assessment process.

Hypothesis 4: There are significant differences between managers and employees as regards the causes which determine poor performances within the employees.

Hypothesis 5: The employees' motivation process for obtaining high performance is generally based on extrinsic motives.

Hypothesis 6: The employees' degree of satisfaction regarding the performance assessment activity developed within the firm is low.

Fro the present research, the target population in our case is the firms from the central-northern region of Romania. The sample of the pilot inquiry has included a number of 60 firms in the area of services and production. After applying the two types of questionnaires, answers were received from 60 managers and 93 employees, from the executive area.

The quantitative research system.

In order to reach the exigencies and objectives formulated before, the questionnaires were created separately for the two target groups. One of the questionnaires addresses the leading staff, the managers (Appendage 1), and the other questionnaire is thought for employees (office personnel) (Appendage 2) in order to capture their perspective too regarding various characteristics of the assessment process taking place within the firm and the ways to improve the own performances at the working place. Thus we have tried to capture the multitude of relationships and variables which are established between the two target groups (managers and employees), considering the fact that some questions are shared by the two questionnaires (the presented indexes having several tangent areas), thus they allow their comparison or correlation.

Starting from the piloted research instrument, we have kept the questions and items for which concluding answers were obtained in the pilot stage, and the items in

which the respondents have had difficulties in responding were changed. At contents level the questionnaire has intended to identify: the extent to which the evaluation methods are used, the importance of the assessment criteria, the categories of evaluators involved in the assessment process, opinions regarding the causes of poor performances obtained by the employees, the scope for which the results of performance assessment are used, the employees' satisfaction level regarding the assessment activity within their firm, the existence within the investigated firms of human resource strategies for the improvement of the employees' performances, the social-demographic data regarding the respondents and the firms' identification data.

In order to obtain these information, the questionnaire has also included other factual questions (for instance the questions which have tried to identify the stage used within the assessment process), as well as questions of opinion (the view of the managers regarding the importance of the assessment interview). In respect of the form of the questions we have used mainly closed questions (with answer options or the 5 points Likert scale), but we have also opted for including open questions too, which can generate more complex answers.

Considering that one of the objectives of this inquiry is to identify the strategies used by the firms management for the improvement of the performances of the own employees, through the open questions we have tried to allow the respondents to express freely some opinions, based on which we would be able to identify new potential sub-themes of interest. We have also used a filter-question: "Is an assessment interview performed within the firm?" depending on the answer, the subjects had the possibility to step to the next question or not. We have used this question to avoid that the following questions are answered by subjects who do not practice assessment interview, thus intending to get a very accurate reflection of the interview contents.

RESEARCH RESULTS REGARDING THE STRATEGIES OF IMPROVING EMPLOYEES' PERFORMANCES

Results regarding the characteristics of the assessment process obtained on a sample of managers

The first part of the questionnaire has intended to identify *the frequency of the assessment activity in the investigated firms, the way in which the assessment is made, as well as the evaluators categories involved in the process*. Thus, in most firms (50%) assessments takes place once a year, in 33% of the firms assessment is made whenever necessary, and in 13,3% of the cases it is done every semester. Two of the respondents managers (3,3%) have declared that this activity was never performed within their firm. International researches have demonstrated the fact that many employees (80%) believe that a feedback of their performance should be offered more often than once or twice a year. This fact is supported by us too and we therefore recommend to increase the frequency of the assessments, because annual assessment intervals are much too long. To extend the benefits of the assessment it is recommended to resume the analyze process at certain intervals in time, so that a monitoring of the evolution of the performance, of the extent to which the objectives are reached and the progress is recorded, is possible.

The following question (4) identifies the actors involved in the assess As we can notice in Table 5.1 the results show that the employees are most frequently assessed by the head of department where they are employed (average 3,29), being followed immediately by the direct supervisor of the assessed person (average 3,27) and the firm manager (average 2,64). The self-assessment, which should come to complete the general evaluation, being an instrument through which the employees are able to support the own perspective, reported to the own performances, records a pretty low use among the investigated firms (average 2,18). Considering the fact that one of the scopes of self-assessment is the self-development of the individual, we find that the involvement of the employees in the improvement process of the own performances takes place pretty seldom. A possible cause could be the fact that most often the assessments are used for the aim of justifying administrative measures, according to the results obtained on the investigated sample, thus the appropriate progress of certain activities in the area of

human resources being more important than the subsequent development of the individual.

Tabelul 5.1 Actors involved in the assess

		Average	Standard deviation σ
a	Experts from human resource department/ manager of human resource department	2,12	1,619
b	Head of department	3,29	1,548
c	Direct supervisor of the assessed person	3,27	1,715
d	Company manager	2,64	1,520
e	Peers from the same hierarchic level with the assessed person	1,69	1,120
f	Specialized consultancy firms,	1,47	0,9
g	Company clients	1,84	1,151
h	Self-assessment	2,18	1,415
i	Assessed person's subordinate	1,51	0,791
j	360 deegree feedback	1,75	1,294

We also notice that in the table above the fact that in specialized consultancy firms, the assessed person's subordinate and his peers are almost never involved in the assessment process, in all of the three cases the average being very close to 1,00. For instance, in the western companies, where there is a long tradition in respect of the performance assessment activity, there are numerous examples for the way in which they have given up conventional techniques, creating new unusual systems, which prove to be much more suited for the aim of the assessment.

Considering the fact that five of the variables have values below average (*peers from the same hierarchic level with the assessed person, firm clients, the employee himself, specialists from the human resources department*), as can be noticed from the Table 5.2, we cannot expect to obtain very high levels of the average neither in respect of using the 360 grade degree feedback, due to the fact that this type of assessment implies concomitant involvement of several categories of evaluators from several hierarchic levels. This was verified also by using the Pearson coefficient of correlation, between the variables involved in the discussion (Table 5.2).

Tabele 5.2: Corelations between different assessors involved in the performance appraisal

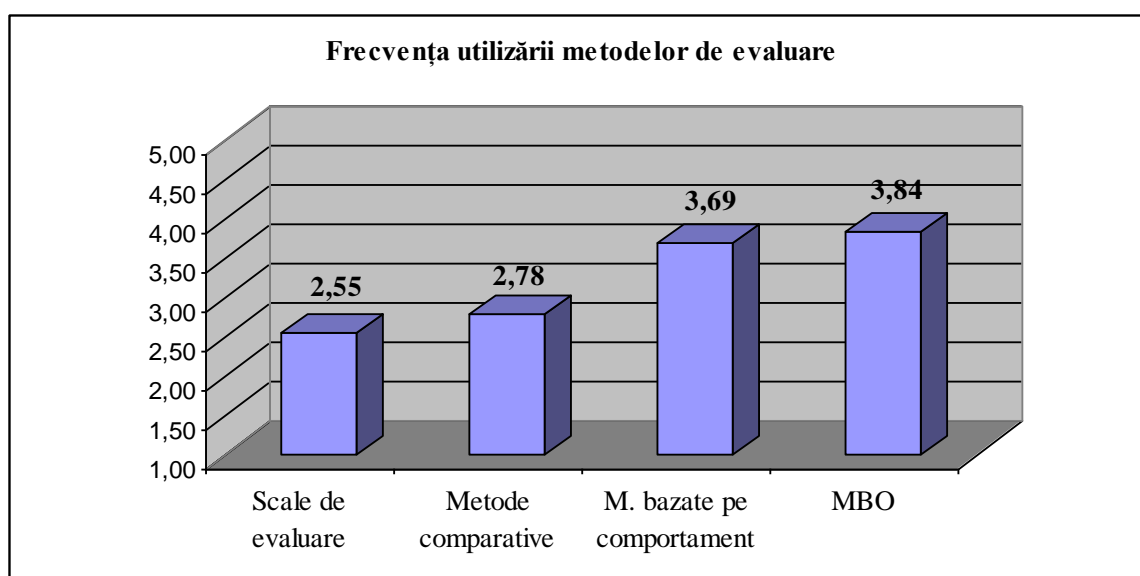
360 degree feedback		Experts from human resource department	Peers from the same hierarchic level with the assessed person	Company clients	Self-assessment	Assessed person's subordinate
	Pearson Corealtion	-0,002	0,334*	0,533**	0,360**	0,448**
	Sig (2-tailed)	0,987	0,014	0,000	0,007	0,001

* Corelation is significant for $p < 0,05$

** Corelation is significant for $p < 0,01$

The following questions of the questionnaire (5,6,7) are aimed to identify the *criteria, methods but also main stages* on which the managers rely in the employees' performance assessment process.

In order to check the existence of a statistical link between the use of the management through objectives as assessment method, and the modalities used by managers for the improvement of the employees' performances, we have subsequently performed the Pearson correlation. We must bear in mind that significant but not very strong connections were obtained for three of the strategies used by managers to increase the performances of the own employees, i.e. rewards according to the obtained results, setting the employees' objectives and promotion, as can also be noticed in Graphic 5.5.

**Graph 5.5: Frequency distribution regarding the assessment methods**

Indeed the fact is confirmed that the managers using most frequently management through objectives are the ones for which the setting of goals for the employees and their rewarding according to the obtained results represent the most appropriate ways to improve the performances at the working place.

Results regarding the objectives of the assessment. Keeping in mind that the performances assessment activity is very largely connected to the other activities taking place within the human resources function, through the following question we have intended to identify *the purposes for which the assessment results are most frequently used*.

As can be seen in Table 5.6, the invariability of the use of the assessment results for the aim of taking *administrative decisions* (average 4,22) is also demonstrated by the low value of the standard deviation ($\sigma = 0,891$). This shows that the deviation from the average is pretty low, that is, almost all respondents managers use the results of the assessment in taking administrative decisions (retaining or promoting the employee on the position, if the assessment is favorable; transfer if the person fits better in another place; demotion or dismissal in the case of an unfavorable assessment).

Table 5.6: Objectives of the assessment

		Average	Standard deviation
a	Administrative decisions	4,22	0,891
b	Motivating and rewarding the employees	3,93	1,168
c	Analyze and description of job	3,76	1,138
d	Employees' training and development	3,71	0,936
e	Recruitment and selection	3,4	1,486
f	Planning human resources and career development	3,25	1,220
h	Employees' integration at the working place	2,64	1,393

As we notice in Table 5.6, from the point of view of the respondents managers, *motivating and rewarding the employees* represents another important scope of the performance assessment activity (average 3,92).

Regarding the variable *recruitment and selection*, the average obtained is 3,40. Assessing the employees' performances thus starts as being a validation process of the personnel selection procedures, because it offers us a feedback regarding whether the selection was or wasn't successful.

We notice from the table above that the lowest average was obtained for the variable *employees' integration at the working place* (2,64) and it does not necessarily represent a scope of the assessment activity, even if 64% (average 3,2) of the managers consider that the poor integration of the employees in the working team is one of the causes for their poor performance (the result was taken-over from the next sub-chapter, table 5.13). This situation emphasizes even more the fact that in the Romanian firms, the integration of the employee at the working place, at various levels, is no preoccupation of the managers, but still, it proves to have repercussions on their future evolution.

We consider that an appropriate professional integration program is very important, because it influences the ability of the new employee to perform the job activities, it facilitates his adaptation to the requests of the group of which he is a part, thus contributing to creating an emotional-social climate that is appropriate for obtaining high performances and full use of the employees' potential..

Results obtained on the sample consisting in employees.

Further on, the frequency distributions and some correlations are presented, which result after processing the responses received from the employees within the investigated firms.

In respect of the progress of the performance assessment activity, 37,5% of the employees are worried by this activity and by the results which they are going to score, and for 44,3% dismissal from the firm where they are employed, as a consequence of poor performance affects or discourages them a lot. At the opposite pole, 6,8% of the employees wouldn't feel affected if the poor performance scored would be the cause of their dismissal from the firm, and 8,00% no not display at all any concern in connection with the assessment activity and the results that they are going to score.

Going further with our analyze, we have further found that the employees for which the results obtained after the assessment do not represent reason of worry, are not affected or discouraged by the fact that they could be fired as a result of poor performance ($r = .369$, $p < 0.05$).

Further on we want to present comparatively the results regarding the means used by managers to improve the individuals' performances, but also what triggers the

employees to have better performances at the working place; all these being determined by the employees' perspective.

The results obtained confirm the strong importance given by the employees to extrinsic motivations, signaling that the basic needs are not entirely satisfied, and the higher ranking needs and intrinsic motivations only manifest in very low proportion.

Continuing the depth analyses, we have correlated the items within this question with some social-demographic characteristics of the respondents, i.e. the level of education, and the results obtained are presented further on. Thus we have intended to check how the education graduated by the employees influences the way in which they value the performance improvement strategies.

The influence of the education graduated by the employees on the way in which they value *their involvement within the firm*, as a way to stimulate performance is reflected through obtaining a direct, positive correlation between those two variables ($r = 0,245$ $p < 0,05$). As the researches made at Hawthorne, lead by Elton Mayo have demonstrated, the feeling of participation/ involvement of the employees in certain activities within the firm is a motivation mechanism which can sometimes exceed the work conditions.

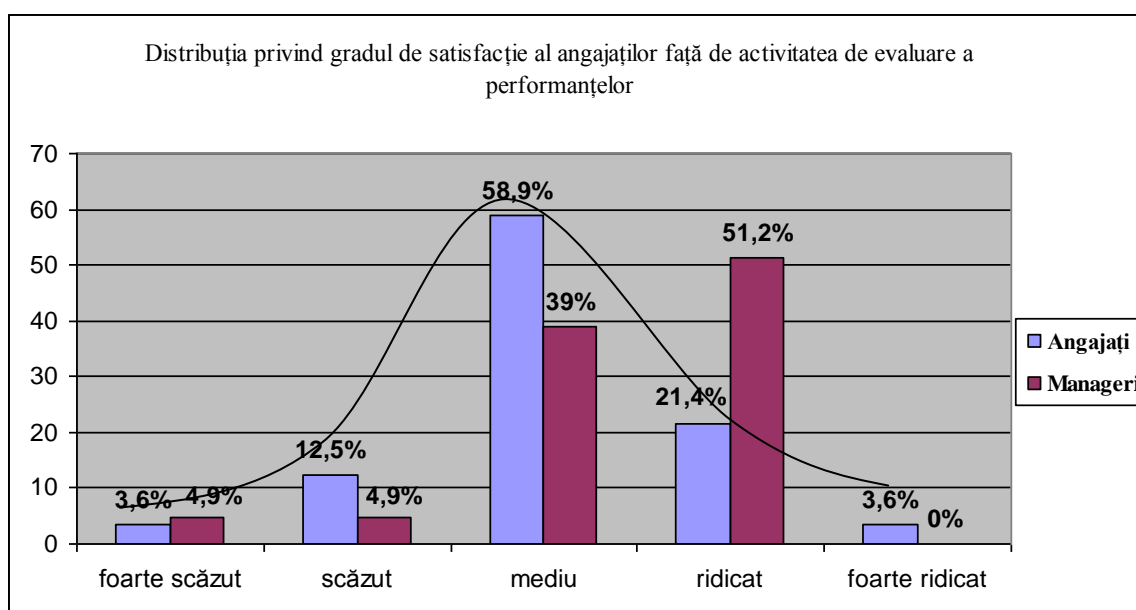
Thus we can affirm that the employees' preference for the one or the other of the performance improvement strategies varies depending on their level of education. According to the correlations illustrated in Table 5.9 the hypothesis "there is a direct, positive relationship between the level of education and the employees' preference for certain performance improvement strategies" is confirmed.

Another statistical significant connection obtained by us is the following: the employees who consider that the poor integration in the work team is a cause of poor performance, are motivated by the organizational climate for the improvement of the results (communication, relations with the co-workers, work conditions) ($r = 0,418$ $p < 0,05$). Indeed, as long as a favorable working environment does not exist, free of conflicts or other strained relationships, the employees shall not use at the maximum the potential that they have, and consequently no superior performances shall be obtained.

The information is important for the firm management in the circumstances in which the stimulation of the cooperation between the employees determines performance.

In consequence the hypothesis: **there is a significant connection between the causes of poor employees' performances and the reasons that determine them to achieve better results** is validated.

In the next question (15), the employees are requested to self-assess themselves depending on the performances obtained, through a grade. Most respondents have self-assessed themselves as having a “very good” performance (49,5%), within the last assessment, and only a percentage of 4,4% consider that their performance at the working place is „excellent”.



Graph 5.6: A comparison about the degree of employees' satisfaction regarding the appraisal performance activity

Surprising is the fact that no employee has answered that he self-assesses himself as having a “satisfactorily” performance, although when asked about the actual qualification obtained at the last performance assessment within the firm, 5,6% have responded “satisfactorily”. In spite of all these we have identified from statistical point of view a strong correlation between the answers to the two questions ($r = 0,516$ $p < 0,01$). We notice a slight discrepancy between the employees' perception regarding the own performance and how the performance is in fact assessed by his supervisors. This is due to the fact that the employees are not very familiar with self-assessments, but also to the fact that, as shown before, in most investigated firms the assessments are more often done from just one angle (the one of the direct supervisor or the department manager).

The results obtained on the two pair samples (managers and employees).

In order to notice if there are significant differences between the respondents' answers, managers respective employees, (we refer only to shared questions, which were addressed to both parties), in the interpretation of the results we will use the values of the t test on the two pair samples. The reason for choosing such analyze solutions was based on the fact that in the case of this research subject, in order to obtain wider and more relevant results it is necessary to have the managers' opinions as well as the employees' perspective.

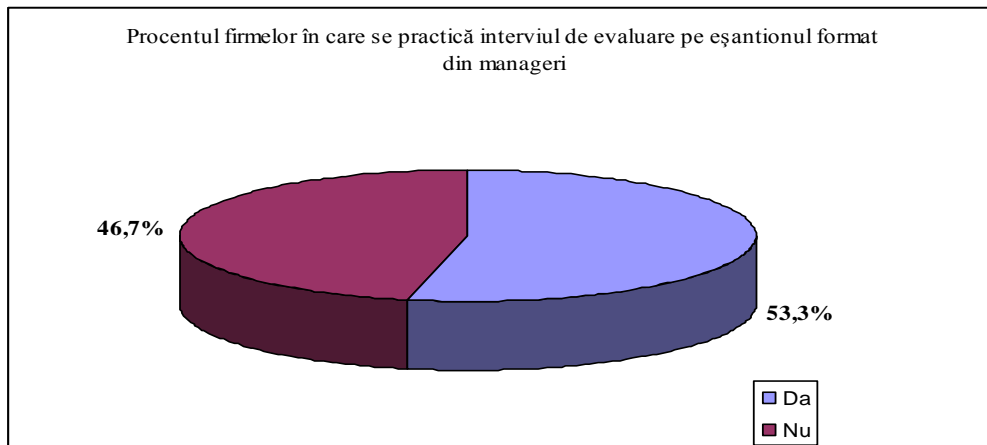
If we refer to *the scopes for which the latest performance assessment results were used, within the investigated firms* we notice from Table 5.11 that in the case of all variables significant differences appear between the two groups (managers and employees), proving that the employees were not advised from the beginning on the scope of the assessment, or that the results of the assessment weren't in the end used for the scope set at the beginning. Therefore it is our opinion that it is necessary that both parts participating (assessors and assessed) are aware and agree on the scope of the performances evaluation activity.

Table 5.11: The scopes for which the latest performance assessment results were used

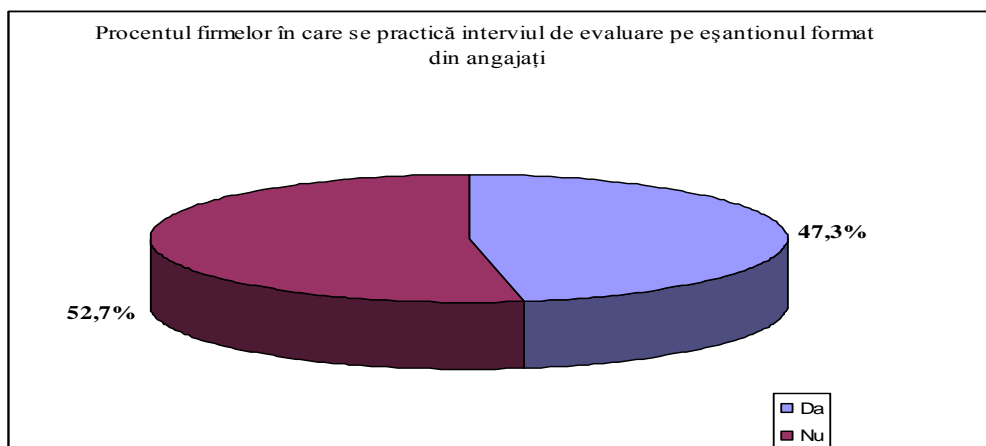
		Average (managers)	Average (employees)	Value test <i>t</i>
a	Promote employees	3,72	2,08	6,072*
b	Equity rewarding	3,8	2,35	5,633*
c	Performance feedback	3,84	2,94	3,731*
d	Identify training and development needs of employees	3,32	2,42	3,329*
e	Improving employees' performances on the job	3,72	2,44	5,658*
f	Motivational support	3,4	2,23	5,790*
g	Planning professional career	2,89	1,77	4,813*
h	Administrative decisions	2,88	1,73	4,077*

*Values of test *t* (pe eșantioane perechi), which indicate semnificative differences ($p < 0,01$), between the two values compared

The next question (11) *Is the assessment interview a practice in your firm?* was addressed to managers as well as to the employees, to compare again the answers obtained from the two groups. We notice from the graphs from below that in 53,3% of the investigated firms, on the sample consisting in managers the assessment interview is a practice, and the remaining 46,7% declare that in their firms this phase is absent from the performances assessment process.



Graph 5.10: Distribution of manager respondents regarding the practice of assessment interview in the firm



Graph 5.11: Distribution of employee respondents regarding the practice of assessment interview in the firm

On the sample consisting in employees, the proportion is vice versa, most employees declaring that within their firm, assessment interview is not a practice. The communication of the assessment results is an emotional experience for both sides taking part in the interview. Many managers find it difficult to discuss the negative aspects of the assessment and therefore try to avoid the feedback interview. An employee may not be always aware of his weaknesses and of their consequences; but they cannot be eliminated if the employee is not connected to this feedback.

We consider that the assessment interview is playing an important role in creating an environment of trust at the working place and in the development of interpersonal relationships. Within the assessment interview the employee is helped to better understand the problems, to take on responsibility for these and to think of modalities to overcome them by using his own inner resources; thus, many problems can be avoided before they degenerate into conflicts.

Through the next question (12) we have intended to observe the most important aspects within the assessment interview, and for the manager respondents we have identified that the most important aspect is the *confidentiality of the assessment results* (average 4,29). (Table 5.12). Indeed, creating conditions to keep the confidentiality of the appraisals offered by the evaluators is a very important aspect in the process of assessment. For an objective assessment it is recommended that the assessments of the unique evaluators are not known, but the sum of their assessments. Thus, beside the increase in the objectivity of the results, possible intra-organizational conflicts which could come up as a reaction addressed to the evaluators can be avoided.

In exchange, we find that the employees are suffering from the *impossibility to express their own opinions during the assessment interview* (average 4,73). In this variable too we find in Table 5.12 that there is a significant difference, which is the only one, between the answers given by the two groups (the value of the t test is -2,672, for $p < 0,01$). We understand that from the perspective of the managers, the problem that during the assessment interviews they do not grant the employees the possibility to express their own opinions does not appear.

Comparing the results obtained for the two groups, in respect of the *causes of poor employee performance* (14), we notice in table 5.13 that there are significant differences, from statistic point of view, between their answers, ($p < 0,05$ and $< 0,01$), compared to the pilot study in which no difference in this respect was noticed. As expected, the employees consider to a greater extent than the managers that the main causes of poor performances are of financial nature; the values of the t test on pair samples indicate the presence of significant differences for the variables: *poor financial motivation* and *non-correlation of the results achieved with the rewards received*. In our opinion, such results are due also to the fact that in the employee's mind the rewards do not justify the over-effort required for improving the performance; we think that the reward should be perceived by the other employees within the group as being fair and

correct, so that they have no hard feelings for the decreasing of the own level of performance. Indeed, money is the most clear and frequent way to stimulate performance, but they are not the only means to motivate the employees (Popescu, 2009:229). In fact, employees who sense their wage as being fair, are also responding to non-material incentives.

In contrast to the employees, managers consider that *the expected results are conveyed clearly to the employees* and *that the employees know their tasks and responsibilities* and therefore do not feel that these causes would affect their performances. In the case of those two variables too, the values of the t test show us that significant differences appear between the two groups ($p < 0,01$). Therefore, the hypothesis: “There are significant differences between managers and employees in respect of the causes determining poor performances among employees” is confirmed.

Because we wanted to identify not only the causes of poor performance, but also the measures taken by managers in the case in which the employees have results below standards, we have asked both groups the following question: (15): „*What is the procedure if the employees have results below the expectations?*”

The results obtained on the sample consisting in managers show the fact that most often they *identify together with the employee specific actions which may lead to the improvement of the performances* (average 3,85), followed by the identification at management level of concrete measures in this respect (average 3,76). Indeed, these would be the first and most desirable measures which should be taken. In exchange, from the results obtained on the sample formed of employees we notice (Table x) that most often the managers apply *non-financial sanctions* (average 3,5) and only then *financial sanctions* (average 3,14), probably regarded as an extreme measure.

Through the following question (16) we have intended to identify the managers’ opinion, but also the employees’ opinion, regarding the actions that must be taken in order to increase employee performance, and to check the relations between the variables. We notice that on the first place in the managers’ actions intended to improve the employees’ performances is *to set objectives for the employees*, the average being of 4,24, but, from the statistic point of view there is a great difference between the managers’ opinion and the employees’ opinion (the value of the t test is 5,092, for $p < 0,01$), regarding this variable.

We consider that this result may also be due to the way in which the objectives are set (with or without the participation of the employee). In the circumstances in which anterior results have shown that 52,7% of the employees have declared that within their firms there is no assessment interview, it is hard to imagine that the objectives are set through a cooperation between the manager and the subordinate.

Setting objectives may motivate the employees, through their participation in the managerial decisions, it contributes to the development of interpersonal communication within the group (by discussing the objectives and assessing the results) and increases the control within the organization (by setting individual objectives and their time-to-time analysis).

On the other hand, a great disadvantage is the fact that management through objectives does not render results under any given circumstances; in a relational non-communicative environment, where the managers are not capable to communicate with their subordinates, this procedure is endangered in its essence and may lead to resentments among the employees (suspicions appear, formalist and insincere dialogues, conjectural engagements, the fear of communication is manifested).

Considering that the interests, attitudes and needs of the employees are differing, it is obvious that the motivation strategies for the improvement of the performances shall obviously be differing, too. Knowing the motivational structure of the employees, the manager shall know how to use the best means and modalities to stimulate this structure, the result being certainly the increase in the degree of motivation and the performing involvement in the activity rendered (Ielics, 2001:152).

We thus bear in mind as a conclusion the fact that for the employees the motivating modalities to improve their performances are the ones connected mainly to the extrinsic aspects, which have a limited effect on the stimulation of performance, and less the ones connected to the intrinsic, non-financial aspects.

CONCLUSIONS AND PERSONAL CONTRIBUTIONS

In chapter 6 we present the conclusions drawn after the interpretation of the research results, and which have relevance for the theses theme. Thus, we mention that the existence of two types of complementary questionnaires has allowed us to identify alternative opinions of the managers and employees regarding the studied issues, offering an overall image.

In order to have an overall image of the entire paper we have structured the conclusions in three parts: **a)** presentation of the paper's main contributions, at theoretic level as well as at applicative level. **b)** pinpointing the implications of the present research at managerial level, in the professional assessment activity of the employees. **c)** presentation of the main limitations of the paper and identification of future opportunities for research, starting from the results obtained.

a) *At theoretic level* the main contributions of our scientific approach consist in enriching the specialty literature, in the area of human resources, through:

- analyze of the main characteristics of the performance assessment process, by emphasizing the strategic alternatives available to managers
- clarification at methodological level of the characteristics of the main performances assessment methods depending on the objectives aimed by the firms
- setting the role and place of human resources management within the organization management.
- clarification and delimitation of the concepts of performance assessment and performance management. Even if in many of the articles studied the two concepts were placed on the same level, or there even were confusions regarding their significance, we wish to make the remark that performance management is a process including the performance assessment activity, thus becoming more than an annual or bi-annual discussion regarding the results achieved by the employees. Performance management is the process through which the company creates the context in which each person performs, using at the maximum its specific qualities, abilities and competencies.
- Identification of the improvement strategies for the employees' performances and making an analyze and classification of these strategies, from an own

perspective. We consider that this classification of the performances improvement strategies is useful for the identification of the needs and motivating factors among the employees. A manager cannot force his employees to obtain superior performances, but he can adopt certain strategies which would lead to an organizational climate in which the attitude for performance is promoted.

b) Through the results obtained, the practical study drawn up within the PhD thesis brings some important aspects to the attention of the general managers as well as to the attention of the human resources managers especially.

One of the major contributions which this paper brings is connected to identifying improvement strategies for the employees' professional performances. We must state that these strategies cannot be applied randomly but shall be correlated with the employees' needs and with the objectives targeted by the organizations' management, being at the same time derived from the general strategies. The employees can be motivated efficiently only if their needs are known (more exact the hierarchy of needs). In this approach, the managers can appeal to various motivational theories, adapted to the respective situation and to the own motivational structure of every employee.

Starting from the results of the study we consider as useful *following recommendations, suggestions* for the firm management/ human resources management:

- the managers should know their employees through informal relations/ activities and identify first of all their needs, in order to be able to adopt appropriate motivation strategies for the improvement of the individual performances. Discrepancy between the employees' expectations and aspirations and what they are actually offered is one of the reasons for which they do not make additional efforts within their activities. Following quote is very suggestive in this respect: „The person leading a company should realize that his people do not actually work for him; they work with him, for themselves. They have their own dreams, their own needs of fulfillment. He (the manager) must help them satisfy their needs to the extent to which they do it themselves” (Ursachi, 2001).
- during the entire study performed by us we noticed that the scope of the assessment in most firms subject to research is to offer a foundation for the taking of administrative decisions (average 4,22). Therefore we recommend that

the firms deem the assessment activity as an employee development activity. We do not consider appropriate that an assessment for administrative purposes takes place at the same time, together with the assessment targeting the employees' development needs.

- the main problem posed by most assessment systems is that the performances are measured only once a year (50% of the investigated firms have declared this). Therefore the feedback is too weak in connection with the activities developed in the firms, or when the feedback appears, it comes too late. We consider that assessment points should be set as closely possible to every activity of the employees so that they can receive a direct, immediate and relevant feedback. We would recommend to have, for certain positions, assessments performed after a project or cycle of activity and not necessarily in fixed intervals of 6-12 months. For an extension of the benefits of the assessment it is recommended to resume the process of analyze in certain periods of time, so that a monitoring of the performance evolution, of the level of accomplishment of objectives and of the recording of progress can be done.
- the assessment criteria must be developed based on the analyze of the positions, which thus becomes under these circumstances a necessary condition. The managers must make sure that they include in the assessment performance criteria relevant for the respective position and for the organization. For a better objectivity of the assessment we recommend to refine the assessment criteria. This can be done by forming a group of professionals from the respective area who shall be asked to draw up a „robot portrait” of the ideal employee.
- the performance standards must be communicated in writing to the employees, in order to avoid possible confusions among them.
- considering that the subjective assessments reflect especially the appreciation of the behavior linked to the position, they must be supported based on objective criteria.

c) Limitations of the study and future research perspectives. Starting from the identified limits, a series of research perspectives can be emphasized starting from this study; by depending these perspectives shall offer more vast information regarding the studied theme:

- re-applying the research on a representative probabilistic sample of companies that would allow the generalization of the results and the extraction of conclusions referring to the differences between the various types of companies.
- longitudinal application of the study, in a manner that allows comparisons in time and pinpointing as exact as possible of the progress or regress achieved.
- in this respect we find it appropriate to follow through a future research the performances recorded by the employees in two different moments in time: before the implementation of certain strategies and after their implementation, in order to make a comparison and to observe if there has been an improvement indeed at the level of results obtained in this period of time. Thus the assessment shall not be only an assessment of the conformity of the results with the objectives set before, approach which is in its nature restrictive, but shall also mind the initiative taken within the orientations generating development and progress through the effective involvement of the employees in this process
- another interesting direction of research would be to consider the differences of type in adopting the various performances improvement strategies and even in the process of assessment. The connection between the two perspectives may help us to better understand the barriers with which women and men have to cope in their professional development.

The stage of the turning into account of the research was concretized and shall further be concretized through dissemination actions of the results obtained and the knowledge gathered process of extremely great importance in the progress of scientific knowledge. The results of the present research have been turned into account through the drawing up of scientific papers (scientific articles, communications), books, PhD thesis concretized through public spreading in written form. Through these specific forms of circulation we want to pass the own ideas, the conclusion of the research, contributing to the development of the valuable fund of ideas and to bring additional knowledge, opening new directions of research in the investigated area, for the solving of certain concrete problems in the managerial practice.

REFERENCIES

Books:

1. Abrudan, D., (2007), *Motivarea, evaluarea performanțelor și recompensarea resurselor umane*, Editura Solness, Timișoara.
2. Abrudan, D., (2007), *Noi provocări ale managementului resurselor umane*, Editura Solness, Timișoara.
3. Abrudan, M., Deaconu, A., Lukacs, E., (2010), *Echitate și discriminare în managementul resurselor umane*, Editura ASE, București.
4. Anthony, P. W., Perrewe, P. L., Kacmar, M. K., (1999), *Human Resource Management, A Strategic Approach*, Dryden Press, USA.
5. Armstrong, M., (2001, 2003), *Managementul resurselor umane*, Editura Codecs, București.
6. Aubrey, C. D., (2007), *Managementul performanței - strategii de obținere a rezultatelor maxime de la angajați*, Editura Polirom, Iași.
7. Balnaves, M., Caputi, P., (2001), *Introduction to quantitative research methods – an investigative approach*, Sage Publication, London.
8. Bibu, N.A., Predișcan, M., Sala, C.D., (2009), *Management- baze teoretice*, Editura Universității de Vest, Timișoara.
9. Bocean Claudiu, (2009), *Managementul performanțelor persoanelor*, Editura Tribuna Economică, București.
10. Botkin, J., Elmandjra, M., Malița, M., (1981), *Orizontul fără limite al cunoașterii. Lichidarea decalajului uman*, Colecția Idei Contemporane, Editura Politică, București.
11. Bohlender, G., Scott, S., Sherman, D., (2001), *Marketing human resources*, Thomson Learning Madison.
12. Bratton, J., Gold, J., (1999), *Human Resource Management-Theory and Practice*, McMillan Business.
13. Broșteanu-Calagiu, G., (2001), *Analiza resurselor umane*, Editura Dacia Europa Nova.
14. Buiga A., (2009), *Statistică inferențială: aplicații în SPSS*, Editura Todesco, Cluj-Napoca.
15. Burduș, E., Căprărescu, G., (1999), *Fundamentele managementului organizației*, Editura Economică, București.
16. Căprărescu, G., (2008), *Managementul resurselor umane*, Editura Prouniversitaria, București.
17. Certo, S.C., (2002), *Management modern- diversitatea, calitatea, etica și mediul global*, Editura Teora, București.
18. Chașovschi, C.E., (2006), *Cercetări privind managementul resurselor umane în contextul dezvoltării regionale*, Editura Didactică și Pedagogică, București.
19. Chirvasiu, F., (2010), *Metode și tehnici pentru evaluarea performanțelor*, Editura Sf. Ierarh Nicolae, disponibil on line la [www. psihologiaonline.ro](http://www.psihologiaonline.ro).
20. Chișu, V.A., (2002), *Manualul specialistului în resurse umane*, Editura Irecson, București.
21. Cindrea, I., (2008), *Managementul resurselor umane*, Editura Universității „Lucian Blaga”, Sibiu.

22. Cole, G.A., (2000), *Managementul personalului*, Editura Codecs , București.
23. Constantinescu, D., (2004), *Aspecte comune și abordări specifice în managementul resurselor umane*, Editura Bren, București.
24. Covey, S. R., (2006), *Etica liderului eficient sau conducerea bazată pe principii*, Editura Allfa, București.
25. Datalo (2010), *Strategies to Approximate Random Sampling and Assignment*, Oxford University Press.
26. Deaconu, A., (2001), *Factorul Uman și Performanțele Organizației*, ASE București.
27. Drucker, Peter, (2000), *Organizația viitorului*, Editura Teora, București.
28. Druță, F., (1999), *Motivația economică: dimensiuni psihologice și manageriale*, Editura Economică, București.
29. Fisher, M., (1995), *Performance Appraisal*, Kogan Page, London.
30. Fisher, C.D, Schoenfeldt, L.F., Shaw, B., (1999), *Human Resources Management*, Houghton Mifflin Company, Boston.
31. Fleșeriu, Adam, (2005), *Managementul resurselor umane*, ediția a-II-a, Editura Argonaut, Cluj-Napoca.
32. Fletcher, Clive, (1994), *Appraisal Routes to Improved Performance*, Institute of Personnel Management, London.
33. Fodorea, P., (2004), *Managementul resurselor umane. Forță a vânzării*, Editura Sedcom Libris, Iași.
34. Forsyth, P., (2007), *Cum să motivezi oamenii*, Editura Rentrop & Straton, București.
35. Gazier, Bernard., (2003), *Strategiile resurselor umane*, Editura Institutul European, Iași.
36. Gareth R.J. and Jennifer M.G., (2011), Building and Managing Human Resources, chapter in *Essentials of Contemporary Management*, Fourth Edition, McGraw Hill International Edition.
37. Goss, David, (1996), *Principles of Human Resource Management*, Routledge London and NY.
38. Giarini, O., Stahel, W. R., (1996), *Limitele certitudinii*, Editura Edimpres, București.
39. Grote, D., (1996), *The complete Guide to Performance Appraisal*, AMACOM.
40. Grote, R.C., (2002), *The Performance Appraisal Question and Answer Book: A Survival Guide for Managers*. New York: AMACOM Books.
41. Hall, Laura, (1993), *Management and Organizational Behaviour*, Pitman Publishing, London
42. Harrington, H.J.,(2001), *Total Improvement Management*, McGraw-Hill, Inc, USA.
43. Heery, E and Noon, M., (2001), *A dictionary of Human Resource Management*, Oxford University Press Inc, New York.
44. Hobeau, T., (2004), Motivarea complexă a resurselor umane, capitol în *Managerii și managementul resurselor umane*, Editura Economică, București.
45. Hoffman, O., (1999), *Management. Fundamente socio-umane*, Editura Victor, București.
46. Holbeche, L., (2004), *Alining Human Resources and Business Strategy*, Elsevier Butterworth – Heinemann.
47. Huczynsky, A., Buchanan, D., (2001), *Organizational Behaviour- an introductory text*, Prentice Hall, Harlow.

48. Ielics, B., (2001), *Valorificarea resurselor umane în cadrul firmei*, Editura Eurostampa, Timișoara.
49. Jackson, S. E., and Schuler, R.S., (2000), *Managing Human Resources – a partnership perspective*, South Western College Publishing.
50. Latham, G.P., Wexley, K., (1994), *Increasing Productivity Through Performance Appraisal*, Addison- Wesley Publishing Company, New York.
51. Lazăr, I., Vereș, V., Mortan, M., Lazăr, P., (2004), *Management general*, Editura Risoprint, Cluj.
52. Lefter, V., Marinaș, C., și Nica, E., (2007), *Fundamente ale managementului resurselor umane*, Editura Economică, București.
53. Lefter, V., Gavrilă, T., (2007), *Managementul organizațiilor*, Editura Economică, București.
54. Levesque, J.D., (2005), *The human resource problem –solvers handbook*, McGraw Hill International Edition, Business Management Series.
55. Luecke, R., (2004), *Harvard Business Essentials: Coaching and Mentoring*, Harvard Business School Press, Boston, Massachusetts.
56. Lukacs, E., (2000), *Introducere în managementul resurselor umane*, Editura Tehnică, București.
57. Lukacs, E., (2002), *Evaluarea Performanțelor Profesionale*, Editura Economică, București.
58. Luț, D.M., (2008), *Managementul resurselor umane- vector al competitivității în firmele românești de comerț*, Editura Eurostampa, Timișoara.
59. Luț, D.M., (2010), *Managementul resurselor umane*, ediția a II-a, Editura Eurostampa, Timișoara.
60. Manolescu, A., (1998), *Managementul resurselor umane*, Editura Rai, București.
61. Manolescu, A., (2003), *Managementul resurselor umane*, Editura Economică, București.
62. Marinaș, C.V., (2010), *Managementul comparat al resurselor umane*, Editura Economică, București.
63. Martory, B., Crozet, D., (2001), *Gestion des ressources humaines. Pilotage social et performances*, Edition Dunod, Paris.
64. Mathis, R.L., Nica, P.C și Russu, C., (1997), *Managementul resurselor umane*, Editura Economică, București.
65. Mățăuan, G., Gheorghe, M., (1996), *Strategii manageriale de firmă*, Editura Economică, București
66. McKenna, E., Beech, N., (2002) *Human Resource Management - a concise analysis*, Pearson Education Limited.
67. Mello, J.A., (2006), Performance Management and Feedback, capitol în *Strategic Human Resource Management*, Thomas Corporation, USA.
68. Milkovich, G.T., Boudreau, J. W., (1991), *Human Resource Management*, Sixth Edition, Homewood, Irwin Boston.
69. Molander, C. , Winterton, J., (1994), *Managing Human Resources*, Routledge, London and New York.
70. Moldovan-Scholz, M., (2000), *Managementul resurselor umane*, Editura Economică, București.
71. Neagu, Cornelia., (2002), *Managementul resurselor umane*, Editura Sirona.

72. Neamțu Mioara, (2007), *Evaluarea performanțelor profesionale – componentă a managementului resurselor umane*, Editura Universitaria, Craiova.
73. Noe, R.M., Mondy, R.W., (2005), *Human Resource Management*, Ninth Edition, Pearson Prentice Hall, Ltd.
74. Noe, Raymond, A., (2004), *Employee Training and Development*, 3rd edition, McGraw-Hill, New York.
75. Novac, C., (2007), *Evaluarea performanței angajaților*, Note de curs, SNSPA.
76. Oniciuc, N., (2005), *Dezvoltarea continuă a resurselor umane în IMM-uri*, Editura Performantica, Iași.
77. Pascu, R.V., (2003), *Managementul resurselor umane*, Editura Universității Lucian Blaga, Sibiu .
78. Pastor Ioan, (2007), *Probleme actuale în managementul resurselor umane*, Editura Risoprint, Cluj-Napoca.
79. Pașa, F., (2009), *Creșterea competenței angajaților*, Editura Tribuna Economică, București.
80. Pânișoară, G., Pânișoară, I-O., (2005), *Managementul resurselor umane. Ghid practic*, Editura Polirom, Iași.
81. Partenie, A., (2009), *Managementul resurselor umane*, Editura Eurobit, Timișoara.
82. Pentti, S., (2002), *An Intelligent Organization- integrating performance, competence and knowledge management-* , Capstone Publishing Limited.
83. Petrescu, I., (2006), *Dimensiunea europeană a managementului personalului organizației*, Editura Alma Mater, Sibiu.
84. Petrovici, Virgil, (2007), *Managementul resurselor umane*, ediția a-IV-a, Editura Muntenia, Constanța.
85. Pitariu, H.D., (2000), *Managementul resurselor umane - evaluarea performanțelor profesionale*, Editura All Beck, București.
86. Popescu, N.I., (2009), *Tendențe în managementul resurselor umane*, Editura Tribuna Economică, București.
87. Porter, C., Bingham, C., Simmonds, D., (2008), *Exploring Human Resource Management*, McGraw Hill Higher Education, New York.
88. Porumb, E.M., (2001), *Capitalul uman și social*, Editura Fundației pentru Studii Europene, Cluj-Napoca.
89. Porumb, Elena, (2001), *Managementul resurselor umane*, Editura Fundației pentru Studii Europene, Cluj-Napoca.
90. Price, Alan, (2000), *Principals of Human Resource Management*, Blackwell Publishers Ltd, Oxford.
91. Price, Alan, (2007), *Human Resource Management in a Business Context*, third edition, Thomson, London.
92. Randell, G., Packard, P., Slater, J., (1990), *Staff Appraisal: A first step to effective leadership*, Institute of Personnel Management, London.
93. Redman, T., (2001), *Contemporary Human Resource Management – Text and Cases*, Prentice Hall Pearson Education Ltd.

94. Renton, J., (2009), *Coaching and Mentoring*, Profile Books Ltd, London.
95. Roșca, C., Roșca, D., (2005), *Resurse umane- Management. Politici și strategii*, Editura Universitaria, Craiova.
96. Roșca, C., Vărzaru, M., Roșca, G.I., (2005), *Resurse Umane. Management și gestiune*, Editura Economică, București.
97. Roșca, C., (2002), *Studiu privind formarea și perfecționarea profesională în organizațiile economice*, Editura CERTI, Craiova.
98. Rotariu, T., (2000), *Metode statistice aplicate în științele sociale*, Editura Polirom, Iași.
99. Rotaru, A., Prodan, A., (1998), *Managementul resurselor umane*, Editura Sedcom Libris, Iași.
100. Rothwell, W.J., Hohne, C.K., King, S.B., (2007), *Human Performance Improvement*, Gulf Publishing Co, Houston.
101. Russu, C., (1999), *Management strategic*, Editura All Beck, București.
102. Russu, C., Gheorghe, I., (2004), *Managementul resurselor umane*, Editura Tribuna Economică, București.
103. Russu, C., (2004), *Formarea și perfecționarea resurselor umane în cadrul organizației*, capitol în *Managerii și managementul resurselor umane*, Editura Economică, București.
104. Scârnci, F., (2006), *Îndrumar de cercetare calitativă în științele socio-umane*, Editura Universității Transilvania, Brașov
105. Scholz, Maria, (2000), *Managementul resurselor umane*, Editura Economică, București.
106. Schneider, S., Barsoux, J.L., (2003), *Managing across culture*, second edition, Prentice Hall London.
107. Sekiou, L., Blondin, L., (2001), *Gestion des ressources humaines*, 2 eme edition, De Boeck Universite, Montreal.
108. Sherman, A., Bohlander, G., Snell, S., (2000), *Managing Human Resources*, second edition, South-Western College Publishing.
109. Sirota, D., Mischkind, L.A., Meltzer, M.I., (2005), *The enthusiastic employee - How companies profit by giving workers what they want*, Wharton School Publishing Upper Saddle River, New Jersey.
110. Stanciu, R., (2003), *Elemente de managementul resurselor umane*, Editura Politehnica Press, București.
111. Stanciu, R., Momete, D., Radu, C., (2000), *Managementul resurselor umane – aplicații practice*, Editura Bren, București.
112. Stanciu, Ș., Ionescu, M.A., (2005), *Cultură și comportament organizațional*, Editura Comunicare.ro, București.
113. Stanciu, Ș., Ionescu, M., Lovaridis, C., Stănescu, D., (2003), *Managementul resurselor umane*, Editura Comunicare.ro, București.
114. Storey, John, (1992), *New perspectives on Human Resource Management*, Routledge, London.
115. Stewart. G.L., Brown, K.G., (2011), *Improving Employee Performance, capitol în Human Resource Management – linking strategy to practice, second edition*, John Wiley& Sons, Inc,

116. Torrington, D., Hall, L., (1995), *Personnel Management. Human Resource Management in action*, Prentice- Hall International, London.
117. Turcoiu, T., Trifa, G.I., (2009), *Strategia și managementul dezvoltării resurselor umane*, Editura Politehnica Press, București.
118. Ursachi, I., (2004), Evaluarea performanțelor profesionale, capitol în *Manageri și managementul resurselor umane*, Editura Economică, București.
119. Vereș, V., Mortan, M., Lazăr, I., **Rațiu, P.**, Suci, L., (2011), *Provocări manageriale. Gândește, Decide, Acționează!*, Editura Risoprint, Cluj-Napoca.
120. Weiss, T.B., Hartle, F., (1997), *Reengineering performance management*, St Lucie Press, Boca Roton, Florida.
121. Werther B.W., Davis, J.K., (1996), *Human Resources and Personnel Management*, McGraw-Hill, Inc.
122. Zlate, M., (2007), *Tratat de psihologie organizațional-managerială*, vol II, Editura Polirom, Iași.
123. Zorlențan T., Burduș E., Căprărescu G., (2000), *Managementul organizației*, Editura Economică. București.

Journal articles

1. Alexander, D.M., (2006), *How do 360 degree performance reviews affect employee attitudes, effectiveness and performance?*, articol disponibil la www.uri.edu/research/lrc/research/papers/Alexander_360.pdf.
2. Avril, A.B., Magnini, V.P. (2007). A holistic approach to expatriate success, *International Journal of Contemporary Hospitality Management*, Vol. 19, Issue 1.
3. Beauregard, A., Lesley C. H., (2008), Making the link between work-life balance practices and organizational performance. *Human Resource Management Review*, Vol 19, Issue 1, disponibil la www.sciencedirect.com.
4. Boswell, W.R., Boudreau, J.W., (2000), Employee satisfaction with performance appraisals and appraisers: The role of perceived appraisal use, *Human Resource Development Quarterly*, vol.11, pp.283–299.
5. Brudan, A (2009), Integrated performance management: linking strategic, operational and individual performance, disponibil la: <http://www.pma.otago.ac.nz/pma-cd/papers/1090.pdf> , accesat 12 August 2010.
6. Caldwell, R., (2003), The changing roles of personnel managers: old ambiguities, new uncertainties, *Journal of Management Studies*, Vol 40, no 4.
7. Cardon, M.S., and Stevens, C.E., (2004), Managing human resources in small organization: what do we know?, *Human Resource Management Review*, Elsevier, Vol 14, 295-323, disponibil on line la: www.sciencedirect.com/bam/humres.
8. Campbell, D.J., Campbell, K.M., Chia, H., (1998), Merit pay, performance appraisal, and individual motivation: An analysis and alternative, *Human Resource Management Journal*, vol.37, pp.131–146.

9. Chen, H.M., Kuo, T.S., (2004), Performance appraisal across organizational lifecycles, *Human Resource Management Journal*, vol.23, pp.227–233.
10. CederBlom, D., Pernerl, D.E., (2002), From performance appraisal to performance management: One agency's experience, *Public Personnel Management*, vol.31, pp.131–140.
11. Collings, D.G., Scullion, H., Morley, M.J. (2007). Changing patterns of global staffing in the multinational enterprise: Challenges to the conventional expatriate assignment and emerging alternatives, *Journal of World Business*, Vol. 42, Issue 2.
12. DeNisi, A.S., Pritchard, R.D., (2006), Performance Appraisal, Performance Management, and Improving individual performance: A Motivational Framework, *Management and Organization Review*, Vol 2 (2):253-277, Blackwell Publishing Ltd.
13. Endres, G.M., Smoak, L. M., (2008), The Human Resource Craze: Human Performance Improvement and Employee Engagement, *Organizational Development Journal*, Vol 26, No 1, pp 69-78.
14. Eby, L.T., Casper, W. J., Lockwood, A., Bordeaux, C., Brinely, A., (2005) Work and family research. Content analysis and review of the literature. *Journal of Vocational Behavior*, 66, 124-139.
15. Edwards, M., Ewen, A., (1996), *360-degree feedback: The powerful new model for employee assessment and performance improvement*, American Management Association.
16. Ferris, G.R., Hochwarter, W.A., Buckley, M.R., (1999), Human Resource Management:some new directions, *Journal of Management*, Vol 25, no 3, 385-415.
17. Fink, L.S., Longenecker, C.O., (1998), Training as a performance appraisal improvement strategy, *Career Development International*, Vol 3, no 6, pp 243-251, MCB University Press.
18. Furnham, A., (2004), Performance management systems, *European Business Journal*, Vol 16, no2, p 83-94.
19. Gellerman, S.W., Hodgson, W. G., (1998), Cyanamid s New Take on Performance Appraisal, *Harvard Business Review*, May- June.
20. Gordon, G., Withchurch, C., (2007), Managing Human Resources in Higher Education: The Implications of a Diversyfing Workforce, *Higher Education Management and Policy*, vol 19, no2, OECD, p:1-21.
21. Gensing, P., L., (2001), Motivate Managers to Review Performance, *Human Resource Magazine*, May, p 45-48.
22. Grund, C., Sliwka, D., (2009), The anatomy of performance appraisals in Germany, *International. Journal of Human Resource Management*, vol.20, no10, pp.2049-2065, accesat în 22 Februarie 2010: www.informaworld.com, Routledge Taylor and Francis.
23. Guest, David, (1991), Personnel and Human Resource Management: can you tell the difference?, *Journal of Personnel Mnanagement*, January.
24. Heery, E., (2008), Runt Redux: The rise of Human Resource Management as a field of study, *Journal of Work and Occupations*, Vol 32, no3, 351-357, disponibil la www.sagepublications.com, accesat în 24 Februarie, 2010.

25. Hamel, G., Prahalad, C.K., (1990), The core competence of the organization, *Harvard Business Review*, may/june.
26. Himansh, R., Manjari, S., (2005), Mediating effects in the relationship between 360 degree feedback and employee performance, disponibil la <http://econpapers.repec.org/paper/iimiimawp/wp01881.htm>.
27. Jaturanonda, C., Nanthavanij, S., Chongphaisal, P., (2006), A survey study on weights of decision criteria for job rotation in Thailand: Comparison between public and private sectors, *International Journal of Human Resource Management*, vol.17, pp.1–18.
28. Johnson, C., (2001), Making Sure Employees Measure Up, *Blackwell Encyclopedia of Management*, vol 5, articol disponibil on line www.blackwellreference.com.
29. Konard, A.M., Mnagel, R., (2000) The impact of work-life programs on firm productivity. *Strategic Management Journal*, Vol 21 (12), pp: 1225-1235.
30. Koning, K.M.J., (2004), Evaluating employee performance (Part 1), *GALLUP Management Journal Online*, pp.1–5, search no.AN16762318.
31. Kuvaas, B., (2006), Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation, *International Journal of Human Resource Management*, vol.17, no 3, pp.505-522, accesat în 19 Februarie 2010: www.tandf.co.uk/journals, Routledge Taylor and Francis.
32. Lazăr, I., Osoian, C., **Rațiu, P.I.**, (2010), The role of work-life balance practices in order to improve organizational performance, *Journal of European Research Studies*, Vol XIII, Issue (1), p 201-214.
33. Leftkowitz, J., (2000), The role of interpersonal affective regard in supervisory performance ratings: A literature review and proposed casual model, *Journal of Occupational and Organizational Psychology*, vol.73, pp.67–85.
34. Lohman, C., et al. (2004) Designing a performance measurement system: A case study. *European Journal of Operational Research*, 156: 267-286.
35. Longenecker, C.O., Fink, L.S., (1999), Creating effective performance appraisals, *Industrial Management*, vol.41, pp.18–23.
36. Lopez, S.P., Peon, J.M., Ordas, C.J., (2006), Human Resource Management as a determining factor in organizational learning, *Journal of Management Learning*, vol 37(2), 215-239, disponibil la www.sagepublications.com. accesat în 24 Februarie, 2010.
37. Marchant, T (2009), Strategies for improving individual performance and job satisfaction at Meadowvale Health, *Journal of Management Practice*, vol 2(3), 63-70, disponibil la www.usq.edu.au.
38. McAfee, R. B., Champagne, P. J., (1993), Performance Management- a strategy for improving employee performance and productivity, *Journal of Managerial Psychology*, Vol 8, No 5, pp 24-32, MCB University Press.
39. McCarthy, A.M., Garavan, T. N., (2001), 360 degree feedback processes: performance improvement and employee career development, *Journal of European Industrial Training*, Vol 25, No 1, pp 5-32.

40. Maylett, Tracy (2009), 360-Degree Feedback Revisited: The Transition From Development to Appraisal, *Compensation & Benefits Review*,1-8; article available at: www.decision-wise.com/pdf.
41. Naquin, S.S., Holton, E., (2003), Motivation to improve work through learning in human resource development, *Human Resource Development International*, vol.6, no 3, pp.355–370, accesat în 07 Septembrie 2011: www.tandf.co.uk/journals, Routledge Taylor and Francis Ltd.
42. Nicholas, G., (1992), Upward trend continues in appraisal process, *Human Resource Focus*, September.
43. Nicolescu, Ovidiu, (2009), Methods and Techniques Specific to Human Resource Management- Academia de Studii Economice, București, *Review of International Comparative Management*, Vol 10, Issue 1, March.
44. Nielsen, S.B., Ejler, N., (2008), Improving Performance. Exploring the complementarities between evaluation and performance management, *Journal of Evaluation*, Vol 14 (2):171-192, Sage Publication.
45. Ogbonna, E., Lyoyd, H., (2001), Leadership style, organizational culture and performance: Empirical evidence from UK companies, *Journal of Human Resource Management*, 11(4): 766-788.
46. Osoian, C., Zaharie, M., (2010), *Human resource development practices and organizational performance*, International Conference on Business Excellence, Infomarket Publishing House, pp. 64-69
47. Osoian, C., Zaharie, M., (2009), *Organizational changes in human resource management in a developing country*, proceedings of 6th International Conference Management of Technological Changes, Democritus University of Thrace, Ed. Costache Rusu, pp. 569-573.
48. Osoian, C., Zaharie, M., Lazar, I, (2011), *Does ownership matter? Employee selection practices in private and public sectors*, Journal Transylvanian Review of Administrative Sciences, 33E, 218-232.
49. Osoian, C., Lazăr, L., **Rațiu, P.I.**, (2009), *The benefits of implementing and supporting work-life balance practices in organizations*, Proceedingul Conferinței Internaționale „Managerial challenges of the contemporary society”, Cluj Napoca, Editura, Risoprint, pp:317-322.
50. Poon, June. M.L., (2004), Effects of performance appraisals politics on job satisfaction and turnover intention, *Personnel Review*, vol 33, No 3, pp 322-334, disponibil online la www.emeraldinsight.com/0048-3486.htm.
51. **Rațiu, P.I.**, Lazăr, I., Mortan, M., (2011), *Using 360 degree feedback for improving employees performance. Different perspectives-an overview*, ISI Proceedings of 18 th International Conferences Universitatea, Lucian Blaga, Sibiu, p: 351-360.
52. **Rațiu P.I.**, Lazăr, I, Mortan, M., (2011), *Improving employees and organizational performances through the expatriate process: a cross-case analysis, autori*, Proceedingul Conferinței Internaționale „Managerial challenges of the contemporary society”, Cluj Napoca, 3-4 Iunie, Editura Risoprint.

53. Santiago, M.G., (2004), Improving human resources management: some practical questions and answers, *International Journal of Contemporary Hospitality Management*, Vol 15, no 1, 59-64.
54. Shore, L.M., Shapiro, J., (2007), The employee-organization relationship: where do we go from here?, *Human Resource Management Review*, Elsevier, Vol 17, 166-179, articol disponibil on line www.sciencedirect.com.
55. Shore, T., Strauss, J., (2008), The political context of employee appraisal: effects of organizational goals on performance ratings, *International Journal of Management*, vol.25, no 4, pp 599-612.
56. Smith, B., Rutigliano, T., (2002), Scrap your performance appraisal system, *GALLUP Management Journal*, pp.1-4.
57. Stavrou-Costea, E., (2002), The role of human resource management in today's organisations: the case of Cyprus in comparison with the European Union, *Journal of European Industrial Training*, Vol 26, no 6, p 261-268. disponibil online la www.emeraldinsight.com/researchregisters.
58. Tracy, M., Spirgi, H., (2006), Increasing the Value of Performance Appraisals, *Workplace Performance Solutions*, September.
59. Ulrich, D., (1998), A new mandate for human resources, *Harvard Business Review*, jan/febr.
60. Verma, S., Dewe, P., (2008), Valuing human resources: perceptions and practices in UK organisations, *Journal of Human Resource Costing and Accounting*, Vol 12, no2, 102-123, disponibil la www.emeraldinsight.com.
61. Waldman, D., Atwater, L., Antonioni, D. (2000), *Performance Management and Feedback*, Academy of Management Executive.
62. Wanberg, C.R., Welsh, E.T., Hezlett, S.A., (2003), Mentoring Research: A Review and Dynamic Process Model, *Research in Personnel and Human Resource Management*, No 22.
63. Wright, R.P., (2002), Perceptual dimensions of performance management systems in the eyes of different sample categories, *International Journal of Management*, vol 19 p 184-193.
64. Wright P., Boswell, W. R., (2002), Desegregating HRM: A Review and Synthesis of Micro and Macro Human Resource Management Research, *Journal of Management*, 28 (3), p 247-276, disponibil online la jom.sagepub.com, accesat în 31 Octombrie 2009.
65. Zhang, J., Zheng, W., (2009), How does satisfaction translate into performance? Examination of Commitment and Cultural Values, *Human Resource Development Quarterly*, vol .20, no 3 pp. 331-350, disponibil on line la www.interscience.wiley.com.

Webpages:

<http://www.business-edu.ro/resurse-umane/1182-cum-masori-performanta-angajatilor>

<http://www.ispi.org/content.aspx?id=1066>

http://www.sodexo.com/group_en/Images/SODEXHO_RH_2005.pdf

<http://www.gallup.com/consulting/Gallup-Consulting.aspx>

<http://www.therainmakergroupinc.com/improve-performance/>

www.managementtoday.co.uk

www.humanresources.about.com

<http://aut.researchgateway.ac.nz/handle/10292/391>

Other sources:

*** „Managerii de resurse umane se implică la fel de mult strategic cât și administrativ în activitatea companiilor”, articol disponibil la: http://www.studiidecaz.ro/index.php?ifile=text_full&id

*** „Performance Management Gaps Need Filled, Survey Says”, HR News, November 2000, p 14.

*** „Revista Cariere pentru oameni mari”, nr 122 (6), 2008

*** Manual de bune practici: „Euro competitivitate prin perfecționarea în managementul de resurse umane” Program phare 2005 coeziune economică și socială „promovarea învățării pe parcursul întregii vieți pentru calificarea și recalificarea forței de muncă”

*** *Studiu HR Outlook Q1*, June 2010, Bucharest

*** Corporate Leadership Council, (2003), *Linking Employee Satisfaction with Productivity, Performance and Customer Satisfaction*, www.corporateleadershipcouncil.com

***Guide to Using 360 Degree Feedback for Performance Reviews- “*Understanding how to obtain a complete picture of overall performance*”. DecisionWise, Inc. disponibil la www.decwise.com.