

A SIMPLE METHOD FOR THE EVALUATION OF HUMAN RESOURCES IN SPORT ORGANIZATION

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Abstract: *The most important resources of any organization are its human resources. In a world fueled by technologies that contribute hugely to the efficiency of getting things done, the importance of the people who define and manage the material resources and technologies must not be underestimated.*

In a sport organization, the program managers, coaches, and other employees define the organization mission and play a critical role in the degree to which it is achieved. It stands to reason, that the development and performance of these employees, and the subsequent appraisal of their performance, are critically important for the organization's well-being.

Key words: *sport organization and human resources, team sports, coaches, performances, evaluation.*

INTRODUCTION

Considering that sportive performance within the sport organization is realized directly from the participation of athletes in official competitions, coaches play a definitive role in managing the sport towards high performance. The quality of professional and general readiness of the coach will have a direct influence on the athletic realizations of the whole team.

In this study we try and set which are the simplest criteria's to evaluate the efficiency of active coaches participating in team sports.

Importance of Evaluating the Staff

It is important to evaluate the staff of a sport organization for three basic reasons:

- First the ultimate success of an organization is predicated on the quality and performance of its personnel. Although successful organizations are the product of many factors, it could be argued that the personnel defining, guiding, and implementing operations are the most important factors in the system.

- Second, it is impossible to manage an organization effectively without reliable information about people's work performance. Such information serves to maintain control of current operations and help guide future planning.

- Finally, sport organizations need performance appraisal because they are consumer-oriented organizations and because their consumers deserve quality.

What is performance?

Performance can be viewed as the activities or behaviors of workers completing tasks associated with a job.

These behaviors, and the results or outcomes of such behaviors, are then assessed as to their appropriateness or desirability for the overall organization.

For a college athletic team coach, behaviors associated with the job might include items such as game preparation, teaching techniques used at practice, or the motivation of athletes.

It might also include the outcome of behaviors such as winning a certain number of games in a given season or attaining a specific overall team grade point average.

The coach's level of achievement could be determined by comparing such criteria either to the behaviors of peer coaches or to a certain standard of performance.

Evaluating the Employees

After having spent time and efforts in the staffing process, it would be curious if sport organizations did not recognize the importance of the continuous professional development of the workforce.

The improvement of employees' performance is in fact an essential component of organizational effectiveness.

However, on this specific topic, as well as on the question of pay and reward systems, it is difficult to find extensive data and specific investigations in the domain of Olympic sport organizations.

For this reason, we will mostly refer to concepts and guidelines (in some cases even prescriptions) that have been developed for organizations other than OSOs, but that we believe to be of some interest for them.

Professional development can generally be obtained through two main methods of actions that should be constantly interrelated:

- **Evaluation**

- **Training**

The evaluation process enables managers to appraise in an analytic way the performance of the people working for the organization.

Badly planned evaluation systems often lead to conflict between employees. Therefore, a dedicated manager or a specific organizational unit should take responsibility for the evaluation programmer.

Therefore, a dedicated manager or a specific organizational unit should take responsibility for the evaluation programs, and the principles and criteria on which the evaluation is based should be communicated and explained to the start.

The basic concept of evaluation is quite straightforward-trying to determine to what extent a single individual is able to execute the tasks he or she has been assigned and to what extent the person is up to the responsibilities and challenges of the job.

Some basic conditions are necessary to set up an effective evaluation system:

- *Evaluation should not be just a way to control the employees.*
- *Evaluation should be able to enhance people's motivation and co-operation.*
- *Evaluation should be conceived as a tool to identify needs and to suggest how to match them.*
- *Evaluation should monitor the achievement of the operational goals.*

If the manager responsible for human resources or the evaluation process in general wants to be really effective he or she should also be aware of the risks associated with employee appraisal:

- Evaluation should always concern the performance and not the individual.
- Evaluation should be constructive and focused on individual and organizational development.
- Employees should feel that evaluation is useful for them and that it is not just a bureaucratic and format procedure (or a way to mask the impact of friendship or kinship relations or other kinds of social ties).

The content of such checklists depends on the organizational strategies and other contingent factors.

Organizations may benefit from evaluating their employees with reference to the following aspects:

- Achieved objectives
- Perception of effectiveness

- Critical incidents or experienced difficulties
- Perceived need and possibility for improvement
- Interest in training initiatives or other actions aimed at professional development

In sum, the evaluation process should reinforce in the employee a feeling of being part of the organization and should involve him or her in setting up new objectives.

The various evaluation forms that are collected with reference to a single employee should be filed and compared and used to monitor how the process of professional development is going.

Finally, we must note again that this process to be really useful-should not be occasional and inconsistent. It should be well integrated into organizational routines and highly evaluated within the internal social context of the organization.

MATERIALS AND METHODS

In principle for realizing the study we used: the bibliographical method, the dialogue, the interview, the questionnaire, syntactic analysis, graphical interpretation.

The study realized is a comparative one, the effective personal taken into account manifests hesitation to participate with the dialogue, questionnaires, or other form of evaluation of attributes which they possess.

Participants:

The participants in the study are two groups of coaches having the 2nd category classification, with a medium age between 25 +/- 3 and 45 +/- 4 years, components of two different clubs and specialized in team sports: football and handball.

a. One group of 5 football coaches, components of Club, ASE Universities Timisoara.

b. One group of 5 coaches from the senior handball team, Poli Izometal-Timisoara.

Location: ASE Polytechnic Stadium, Gym Olympia

Material:

- Questionnaires
- Pens
- Audio recording devices

For a good finalization of the study and a better processing time, the evaluation was a questionnaire which held as a definitive element in the evaluation of each coach the following: the scale of determining the efficiency, realizing proposed objectives, incidents or conflict situations, interest for improving professional performance.

RESULTS AND DISCUSSIONS

Defining terms:

Qualification: 1- coach with superior studies; 2- coach with superior studies, category 2.

Objective: 1- 20 % realizations, 5- 100 % realizations

Incidents: number of conflicts at the coach with officials or athletes

Interest for professional performance:

1-very weak

2- weak

3- minimum required

4-big interest

5-maximum interest

Evaluating of Coaches effectiveness:

1 - Extremely poor performance
7 - Extremely good performance

Table 1

Football coaches group

Name	Age	Qualification	Objective	Incidents	Interest for profess. performance	Effectiveness
CA	48	1	4	10	1	4
AM	32	2	2	8	1	3
PC	25	2	4	14	3	6
AN	39	2	3	12	1	3
TS	26	2	4	15	4	6
Average	34	1.8	3.4	11.8	2	4.4

Table 2

Handball coaches group

Name	Age	Qualification	Objective	Incidents	Interest for profess. performance	Effectiveness
CJ	46	2	1	8	1	6
VS	25	2	1	8	3	4
TP	28	2	2	12	2	3
IP	47	1	3	18	1	2
BE	25	2	4	14	4	4
Average	34.2	1.8	2.2	12	2.2	3.8

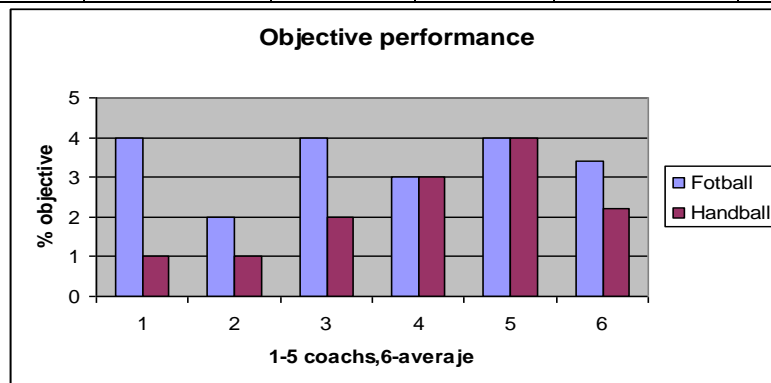


Figure 1. Objectives performance

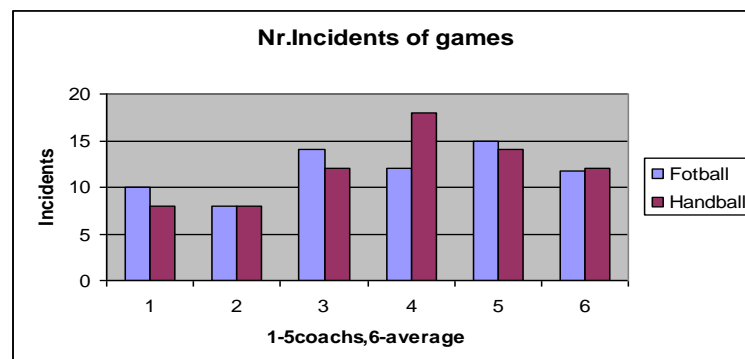


Figure 2. Numbers of games

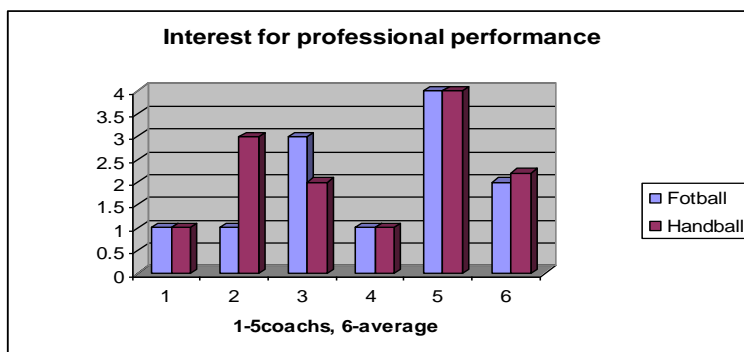


Figure 3. Interest for proffessional performances

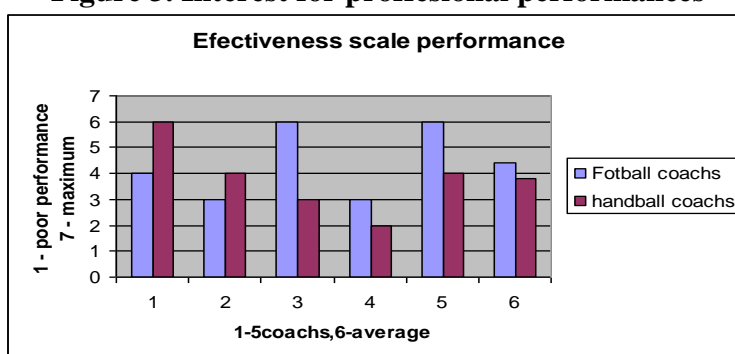


Figure 4. Effectiveness performances

Coach obligations:

1. The coach is unprepared, uninvolved, and appears disinterested; often shows up late; is uncommunicative and unhelpful in all aspects of the job.

2. The coach takes regular technical or unsportsmanlike penalties, and has a propensity to yell at officials; athletes' conduct becomes increasingly argumentative and aggressive toward coaches and officials; the coach loses composure often and positive interaction with athletes becomes rare.

3. The coach sometimes loses composure; has a tendency overcoat with bombardment of tactical details during the game and in time-outs; athletes often react with little excitement and are sometimes completely unresponsive; the coach often appears tired and disillusioned about the prospects for the season.

4. The coach makes an effort to cheer on all athletes; often tactical decision-making and interventions are unsuccessful; the coach may display negative body language and rarely communicates with players leaving the game.

5. Athletes are sometimes responsive to the coach's interventions; the coach shows frustration infrequently; every attempt is made to adapt game plans when not working.

6. Substitutes effectively as a result of competitive factors; successfully adapts to opposing coaches' tactics and strategies; has a better team by the end of the competition; athletes show positive response to coach; coach positively reinforces all forms of effort, whether resulting in good or bad result.

7. Has to have the game plan prepared and effectively communicated to athletes; projects calm and confidence; demonstrates effective tactical maneuvering; communicates directly to athletes often during competition; total team effort results in a competitive result.

From perform the study results the conclusions were:

For the football coaches, although the material conditions are improper (lack of game fields, lockers, lack of workout), the level of preparation for coaches is pretty high, the objectives proposed by top managers of the organization are achieved in proportion of

68% (3.4), see graphic 1, but there are minuses on a confliction level during official competitions, (~12, see graphic 2), and we see a medium efficiency on behalf of the ~ 4 (3.8) graphic 4, (on a scale from 1 to 7) coach during competition games.

Although the coaches showed interest for minimum training, average -2.2, see table 1, 2, and graphic 3, effectiveness is measured by the experience gained as individual athletes.

The group of coaches specialized in handball, as the football group don't have conditions for trying on a performance level with the current level of competition in the country, the coaches qualification are limited to a national requirement level (1.8), but in no case do they rise to the experience and quality of handball from the international level.

The level of conflict is lower than in football, but you can see a lack of interest coming from young coaches' towards participating in individual training and specializations (2.2). In comparison to the football group, the handball group has just 44% of the objectives finalized and effectiveness is as low due to technical - tactical training deficient (3.8-medium performance).

CONCLUSIONS

After statistic analysis of the results from the study you can remark the fact that on the level of evaluating the coaches' efficiency on team games (football-handball), persists the same problems in regards to professional attributes.

You can remark the fact that age influences in a negative way the implication of coaches in professional development, the lack of bringing up-to-date of specialty knowledge leading to setting a maximum limit.

Realizing the objective doesn't represent a big interest because the level of motivation is very low, for both junior and senior players.

Young coaches are eager to implicate themselves finding solutions in them specialization, (participation at seminars, lectures from federals) but the level of knowledge gained in college is insufficient, because of the superficial character of studies gained.

At this age they implicate themselves emotionally in official competitions from here result a rise in conflicts on all levels.

Taking in considerations all the professional experience gained during time, older coaches are under qualified from the point of view of updates on gamelan level, and young coaches use this lack of implication on a development in performance level as a shield in the case of insufficient salary.

From the study we can state that sport managers can use for coaching team sports practices other evaluation tools like questionnaires of Coaches effectiveness).

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