SELF-ASSESSMENT OF THE INTEGRATED MANAGEMENT SYSTEM IN AN EDUCATIONAL SERVICE PROVIDER ORGANIZATION

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SUMMARY:

The quality improvement plan is part of the opreational plans but is also based on the internal quality assessment strategy. The main goal of self-assessment is to improve quality. It should be accompanied by planning for improvement, strengthen strengths' areas and implement other necessary changes identified in the self-assessment process.

The EFQM Excellence model, used in this research for the self-evaluation of the integrated management system in an educational services organization, aims to identify strengths and areas of improvement. Using EFQM criteria and applying Deming's cycle, we were able to identify areas that need to be prioritized in the future so that the organization can improve its results.

KEYWORDS: Education, planning, improvement, results, excellence

1. Introduction

This research aims to self-evaluate the integrated management system in an educational service provider organization, using the EFQM Excellence model of excellence, which involves achieving excellence, regardless of the field of activity. The main objective of self-assessment is to improve quality. An effective self-assessment, using the criteria of the EFQM Excellence model, allows the school unit to identify its strengths and areas of improvement, compare its performance with that of other schools, and develop an improvement plan. The monitoring, analysis and evaluation carried out during the self-evaluation process directly contributes to ensuring the quality of the educational offer. Self-assessment is not an end in itself, but a means for continuous improvement. It is accompanied by planning for improvement to address weaknesses, strengthen strengths and implement other necessary changes identified in the self-assessment process. The evaluation according to the EFQM Excellence model is cumulative, based on strengths, while identifying areas for further development of the organization.

2. Study – assessment of factors

2.1. EFQM Excellence Model criteria

LEADERSHIP

1d) Leaders reinforce a culture of Excellence with the organization's people
Strengths

The management of the Primary School Theodor Pallady communicates at the beginning of each school year within the teaching council the mission, vision, values, policies and strategies, plans, goals and targets he has set. They are visible both on the school's website and on the educational platform used by the employees, so that they can be consulted all times.

School's leaders are always accessible, actively listening and responding to employees' problems or proposals, both in individual meetings, teacher boards or meetings with the

coordinators of the curricular areas. Through their conduct and professionalism, they inspire and unite the team.

School management helps employees to achieve their plans, goals, and targets by supporting them by partially or totally financing individual continuing education courses or by bringing in trainers to school that responds to the learning and improvement needs of the teachers. It also motivates through awards and bonuses employees who are actively involved in continuous training and development.

Leaders promptly acknowledge the efforts of individuals and teams in carrying out educational projects at the level of classes and schools, expressing their gratitude for the active, continuous and professional involvement of the staff and for the outstanding results achieved.

School management promotes and encourages equal opportunities and diversity, teaching staff being made up of employees of various nationalities and religious denominations. Recognizes and takes into account the different cultural contexts of origin, promoting social and cultural activities, by organizing international festivals and fairs. It respects the right to free speech and creates opportunities to manifest one's own aspirations and beliefs.

Areas of improvement

Although the objectives of the school are presented at the beginning of the school year and are visible on the educational platforms provided to the teaching staff, their achievement is not monitored and verified continuously, there is a risk that some of them will be only partially fulfilled. There is no permanent monitoring of their operationalization and staff are not guided in finding solutions to achieve the desired performance level. Also, the presentation of the objectives does not specify the benefit achieved, the progress achieved by achieving them.

School management does not give equal opportunities to employees to participate in various activities (educational fairs, conferences, trainings, etc.) by not informing them and choosing on criteria lacking transparency of certain persons.

Another area of improvement is related to effective communication within the team, with those who actually contribute to the achievement of the proposed objectives. Often, these decisions are only communicated to the responsible for the curricular areas to be passed on to the team, without taking into account their material and temporal resources. Also, there are situations when the extracurricular projects are in very large numbers over a short period of time, diminishing the quality of the educational process.

Evidence
- The school website
- Google classroom
- Virtual Catalogue, field dedicated to professional training.
- Images from fairs, exhibitions, projects with intercultural themes presented on the school's media channels (Instagram, YouTube, Facebook)
- The Character Education program that is being implemented

POLICY AND STRATEGY

2a) Policy and strategy are based on the present and future needs and expectations of stakeholders.
Strengths

The organization identifies, understands, and anticipates the needs and expectations of current and future stakeholders, including customers, employees, partners, society. At the beginning, end and throughout the school year, students, parents, employees' complete questionnaires aimed at measuring the degree of satisfaction, as well as identifying areas for improvement. The results of these questionnaires are centralized and communicated to

stakeholders in teacher councils and parent meetings. Also, regular meetings with parents and parents' representatives are organized, and monthly meetings with students, through the representatives of the student Council, and with teachers, within the teaching Council. Weekly meetings are held on each curricular area and with curricular area managers. The purpose of these meetings is to identify the satisfaction of stakeholders and identify areas for improvement. Also, meetings are organized with representatives of the city hall and school inspectorates and regular ARACIP inspections are scheduled.

Within the organization, information is collected to define the markets and market segments in which the organization operates and will be able to operate in the future, including possible competing activities. Identifying, understanding and anticipating market developments will lead to an increase in the number of students, attracting qualified staff, increasing the trust of the organization in the market, attracting partners, all aiming to increase the satisfaction of all stakeholders.

Areas of improvement
Although the organization is constantly concerned with identifying the needs and expectations of the stakeholders, the centralized results did not attract improvement and development measures but remained at the statistics stage. The school management did not create strategies that would improve the process, leading to a decrease in the number of clients in certain sectors.

Evidence
- Questionnaires
- Meetings with students, parents, employees

PEOPLE

3d) People and the organisation have a dialogue
Strengths
School management develops communication policies, strategies and plans based on communication needs, using horizontal communication channels, by weekly organizing meetings on each curriculum area, and vertically from top to bottom and bottom to top, in the teaching councils and meetings with the heads of the curricular areas. It also uses virtual means of immediate communication, using social media platforms and email.

Areas of improvement
Within the organization, communication needs from the bottom up are not encouraged. The climate of the organization does not allow subordinates to formulate messages without fear of penalty or without attracting future repercussions. School management also does not identify and provide opportunities to provide good practices and knowledge acquired by some employees in training courses, conferences or other training and professional development activities.

Evidence
- Verbal reports
- Social platforms

PARTNERSHIPS AND RESOURCES
4d) Technology is managed.
Strengths

The organization has created a technology management strategy that supports the organization's policies, strategy, instructive-educational process, effective communication, innovation and development. It also manages the portfolio of technologies (educational platforms, computers, video projectors, copiers) by identifying and replacing the old ones, as well as the acquisition of the modern ones (smart tables, graphics tablets). School management encourages energy and resource conservation, minimization of waste production and encourages recycling and reuse through educational projects that lead to awareness of the need to save resources and stop waste: Placing selective recycling containers on the school halls, Using technology instead of paper-printed worksheets, teamwork, practical activities using recyclable materials, encouraging outdoor activities, using ICT to support and improve the effective operation of the organization, virtual catalog, using technology to support improvement activities, etc. The organization has also supported the training of teaching staff in the use of technology, through courses for the use of different educational platforms, and purchased subscriptions at the institution level for educational platforms used by the school staff.

Areas of improvement

School management should create strategies to monitor consumption and raise awareness of staff and students about the need for resource saving and selective recycling. It is also recommended to find ways to measure the degree to which purchased educational platforms are used and replace old methods of paper printing. A comparative analysis of resource consumption with and without the use of technology is required.

Evidence
- The virtual catalog
- Digital competence certificates of employees
- Subscriptions for different educational platforms
- Educational projects
- Contracts with recycling companies

PROCESSES

5e) Customer relationships are managed and enhanced
Strengths

The organization, through the didactic, non-didactic and auxiliary staff, identifies and meets the requirements of the students through active listening, both during the classes and at meetings with school counsellors or school management, during the meetings of the student Council. It also manages feedback from daily contacts, including complaints, and engages pro-actively to discuss and meet their needs, expectations, and fears. Through the use of regular surveys and other forms of structured data collection during daily contacts with students (drawings, teaching games, debates, meetings, personal development hours), the school employees determine and raise the level of satisfaction of the students regarding the teaching activity, the means and working methods used, teachers' work, understanding of information. Through the educational programs used, the organization maintains creativity and innovation in the instructional-educational process and the active involvement of students in its own training. Students are constantly advised on how to behave both during class hours and during breaks or during activities outside school.

Areas of improvement

It is recommended that the organization use the results of questionnaires filled in by the students in order to improve the activity of the teachers and the educational process. It is also

necessary that the activity is centered on the student and meets his immediate needs and expectations. In an educational organization, the client is the student, and the chosen strategies should take into account the satisfaction of his needs, as the main beneficiary of the educational act.

Evidence

- Questionnaires
- Verbal reports
- The work of students

CUSTOMER RESULTS

6b) Performance Indicators
Strengths

Theodor Pallady Primary School was founded in 2004 in Bucharest, enjoying a material basis according to European standards and an educational environment specific to the age. The school applies the European norms of education, being at the same time a school with a Romanian profile, based on the National Curriculum. In the school year 2008-2009, Theodor Pallady primary School was accredited. During the evaluation was found the high-level compliance with accreditation standards, by areas and managerial functions: Curriculum, human resources, material resources, class management, projects and programs, partnerships, image. Theodor Pallady primary School was present at countless educational fairs and was appreciated for the educational values promoted. The constant number of pupils and the constant demand on the market indicate the trust of the parents, as well as a high professionalism of the teaching staff. Also, the congratulations and thanks of the parents displayed on social networks, the articles published in the press that praise the perforations of the students, strengthen the conviction that the school's mission is fulfilled and successfully responds to the needs and expectations of students and parents. The loyalty of parents, their recommendations that attract more and more students, year after year, the low number of complaints, the high degree of customer maintenance, are the performance indicators of the quality of the school, which permanently help the organization to prosper.

Areas of improvement

Although the organization enjoys a very good image on the market, the annual increase in the tuition fee, without a transparent justification, could lead to a decrease in the number of students. Also, the lack of certification could lead to a decrease in customer confidence in the quality of the services offered.

Evidence

- The school website
- The school magazine
- Social media pages of the school

PEOPLE RESULTS

7a) Perception Measures
Strengths

The measurement of employee perception is obtained through questionnaires, interviews, meetings at the level of curricular areas and collective meetings within the teaching council.

Motivating employees is achieved through an open communication, in which they can express their needs for personal and professional development, by encouraging and material support of professional training, by delegating responsibilities and power, according to the aspirations of the employees, by actively involving them in projects and activities carried out at school level, through team-building and recreational activities organized by the school management. At the institution level, learning opportunities are created, by organizing training and development programs adapted to the improvement needs of the employees and the merits are recognized by awarding prizes and bonuses. The leadership style creates equal opportunities for training and development, and through the values, mission, vision, policies and strategies of the institution, the qualities and performance of the employees are put to the test.

The administration of the organization manages to maintain a high degree of employee satisfaction by creating optimal working conditions, a favorable climate, a work environment based on trust and collegiality, by providing the staff with the means and material resources necessary for the proper functioning of the activity. Security at work is ensured through the security firm and the surveillance cameras existing throughout the institution. Motivating salary and benefits, job security, stability of the organization in the community and society are the reasons that lead to an increase in employee satisfaction and well-being in the workplace.

Areas of improvement

It is necessary for the organization to provide equal opportunities to occupy management positions by informing employees and organizing competitions. It is also necessary to create facilities and services for employees, such as health and life insurance, first aid courses, the possibility of promotion and employment of management positions, according to professional training. It is recommended that recognition of employee merits is a moment in itself within the teaching boards, which motivates and stimulates the performance of others.

Evidence
- Questionnaires
- Prime
- Prizes awarded
- Distinctions
- Training courses
- Team-buldings
- Recreational activities and spending time with the team

SOCIETY RESULTS

8b) Performance Indicators
Strengths

The staff of Theodor Pallady Primary School is qualified, and the age in the institution is up to 14 years. All teachers for primary education are holders, which shows the employees' trust in the organization, and hold the second and first degree in a proportion of 95%. Although more than half of the teachers are holders through national competition, they prefer this organization to the detriment of state schools, precisely because the institution manages to meet their needs.

The school organizes competitions at the municipal and national level, through wich it promotes performance, free expression through art and sports.

Areas of improvement

Although the institution involves students and parents in educational projects, they take place at the institution level and less at the community level, which is why the merits of the school are not recognized locally and are not rewarded with awards or diplomas in this regard. The institution should organize exchanges of good practices related to "social responsibility", pedagogical circles at the level of the sector or Bucharest Municipality, partnerships with cultural and educational institutions.

Evidence
- Certificates for obtaining teaching degrees
- The social media channels of the school

KEY PERFORMANCE RESULTS

9a) Key Performance Outcomes
Strengths

Through the chosen strategies in the financial field, the organization managed to fit into the established budget and the results of the audits of the accounts (revenues, grants, expenses) showed a good management of financial resources and an attraction of new funds through the educational projects carried out (The Mărțișor Fair, The Romanian Cousin Fair, The International Festival, Book Fairs, etc.). Investments in materials needed to carry out projects were amortized following the sale of products.

In its nearly 20 years of market presence, Theodor Pallady Primary School has shown that vision and mission have led to a rate of ever-increasing success, the school already has two offices in Bucharest and a third in the process of opening. The results of inspections and controls demonstrated compliance with the legislation, employee professionalism, good administration, good practices, process performance, the grades obtained are always very good and the accreditation is renewed every time. The teaching staff obtained maximum scores following the specialized inspections, demonstrating professionalism and good didactic training.

Areas of improvement

Management at the highest level should give greater importance to innovation and learning, which, based on results, contributes to the optimization of „processes" and „premises" leading, in turn, to a new improvement of results. It is recommended that key performance start from the results obtained – both those concerning members of the organization or customers (their satisfaction occupying a very important place), as well as the results obtained at the level of the whole society, and to take into account the interests and aspirations of all stakeholders.

2.2. Evaluation results

Tabel 1 The Deming Cycle (PDCA)

Criterion part of the EFQM Excellence model	PLAN (P) [%]	DO (D) [%]	CHECK (C) [%]	ACT (A) [%]	GLOBAL SCORE [%]
1d	85	80	50	60	**68**
2a	80	75	85	65	**76**
3d	75	50	50	25	**50**
4a	85	75	50	50	**65**
5c	90	75	90	75	**83**
6b	85	75	70	80	**78**
7a	75	50	25	25	**44**
8b	75	75	50	50	**63**
9a	85	90	75	50	**75**

The overall score was calculated as the arithmetic mean of the four categories (PDCA), in order to identify areas for improvement.

Tabel 2. Total Points

Criterion	Overall score	Factor	Points Awarded
1.Leadership	68	x1.0	68
2.Policy and Strategy	76	x0.8	60.8
3.People	50	x0.9	45
4.Partnership and Resources	65	x0.9	58.5
5 Processes	83	1.4	116.2
6.Customer Results	78	2.0	156
7.People Results	44	0.9	39.6
8.Society Results	63	0.6	37.8
9.Key Performance Results	75	1.5	112.5
Total Points			**725**

3. Conclusions

From this evaluation the people results and the society results are found to be improved.

Making this research it has been discovered that the EFQM Excellence model is very well structured and applying it has been noticed that the organization plans and implements many activities but, in essence, focuses less on verification and improvement, with an imbalance between the components that treat the factors.

This experience helped to make a detailed analysis of the integrated management system at school level and to highlight the strengths and areas for improvement.

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