

THE ADAPTIVE MODEL OF IMPROVEMENT AND CONTINUOUS TRAINING OF SPECIALISTS IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS TO IMPROVE MANAGERIAL PERFORMANCE

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Abstract: *The management of skills trained and perfected by specialists has now become an essential issue for any economic agent, including sports entities. This type of management is an operational tool that aims to optimize the effectiveness, performance and competitiveness of the organization. Thus, competence has become a real requirement in the labor market, inevitable and to be demonstrated and applied by a person in a certain professional situation and which usually changes over time. The area of expertise (professional, specific and transversal - CPST) is needed for the sports organization to cope with changes in the context of globalization, as well as to increase its capacity by mobilizing staff in order to achieve the goals of both sides, or the organization itself, or of the employee, fact for which a strength that should be planned in their mission is also the financial contribution to the improvement of the specialists. In this context, we can say that the survival of the sports organization no longer depends only on the production / provision of products / services, quality and quantity, but also on the efficient management of knowledge and skills of human resources employed. In this regard, we can mention that the approach of skills in close connection with performance indicators for efficiency at the individual or microgroup level in a sports entity, is a methodology that allows us to modernize the entire system of training and improvement of staff in accordance with the requirements of the knowledge society towards obtaining and continuously improving the quality of education and the referential of the specialist in the field.*

Key Words: *Praxiological Algorithm, Matrix, Skills, Vocational Training, Sports Entity.*

INTRODUCTION

The specialist in the field as an employed human resource (coach, teacher of physical education and sports, manager) deals with organizational issues in accordance with the

position held, administrative, economic and financial (as appropriate). He must be a person well versed in all the nuances of the sports industry, have organizational and communication skills. The success of the athlete or the whole team depends on the talent of the sports manager, qualities and abilities that could be developed by implementing the integrated-operational model. Thus, at the end of the training program completed by the participants focused on the content of the integrated model - operational management training - normative, specialists can work effectively, both in a specialized organization and to collaborate with an athlete / sports team (Braniste, Ghe., 2014). The experience of a specialist is also important in the commercial / entrepreneurial sphere, as often sports managers are involved in promoting sports clubs, including other similar units and which could be strengthened by the knowledge gained by implementing the integrated operational model and participating in the additional training program. The system of professional development and continuous training of specialists in the field is designed to ensure the necessary support and relevance of the staff employed at all levels of the sports organization. The problem of managing and implementing innovative processes at the institutional level is primarily associated with a shortage of qualified and truly professional staff to cope with the changes in society, generated by fierce competition. The qualification and retraining system of the sports industry staff is largely incompatible with the requirements of the modern employer. Thus, we can mention that the professional development of the categories of employees in the physical culture system is based on two essential foundations:

- ☐ the use of new technologies, principles, strategies and practices for improving human resources employed for the strategic development of the sports industry;
- ☐ willingness to address changes in the field.

METHODOLOGY

In conducting the study we used the following research methods: analysis of the literature; *modeling* what allowed us to develop a complex original system (model of the praxiological algorithm) that involves the efficient assimilation and understanding of knowledge by specialists in the field of physical culture, which promotes knowledge

and training of professional skills; *algorithmization* through which the necessary learning conditions for students can be ensured in order to identify, discover and assimilate *the algorithms* that can be used in solving various problems; graphic method.

RESULTS AND DISCUSSION

In the professional development of specialists in the field of physical culture, advanced training and training models can be developed and applied, respectively the praxiological algorithm that will lead to the improvement of their effectiveness and performance. Moreover, this praxiological algorithm reflected in Figure 1 would be desirable to focus on learning activities, other than those whose purpose is only a transfer of the volume of knowledge (according to the curricular content of the study disciplines), but especially focused on special educational technologies, on the evaluation of the development level of competencies and on the measurement of the fulfillment of the performance indicators.

Advanced training and requalification technologies for sports personnel must be focused on training specialists for concrete actions in the form of activities. Thus, in this capacity can be used project activities, various ways of modeling reality, active forms of learning, case studies, etc. In order to improve the efficiency and performance of specialists, we propose a professional development model focused on the approach based on specific competencies (managerial-normative).

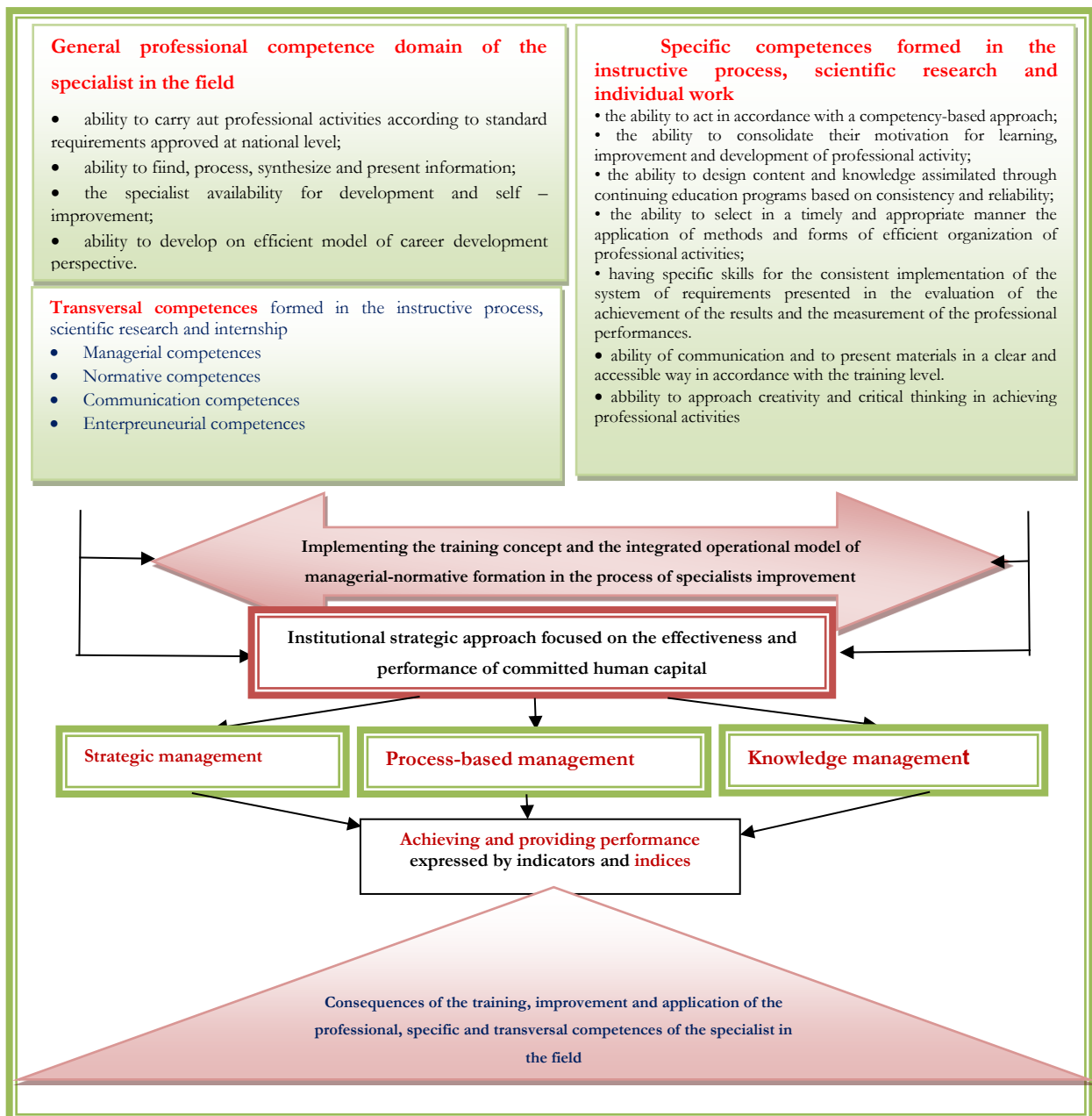


Figure 1. The praxiological algorithm for improving efficiency and professional performance (EPP) focused on the approach based on specific competencies (CM - PST) developed by us based on the literature

The model presents a training program with structural elements that distinguish skills. The program module specifies the content, the teaching technique and the methods for evaluating the results.

This organization of the training program will allow:

- ☐ the use of modules as basic components for development of managerial and legislative skills;
- ☐ building a flexible organization of educational activities;

- ☐ the inclusion of active training in the organization of the teaching and development process;
- ☐ efficient use of resources;
- ☐ forming a modular database for the prompt exchange of educational content and good practice models.

The management of skills trained and perfected by specialists has now become an essential issue for any economic agent, including sports entities. This type of management is an operational tool that aims to optimize the effectiveness, performance and competitiveness of the organization. Thus, competence has become a real requirement in the labor market, inevitable and to be demonstrated and applied by a person in a certain professional situation and which usually changes over time. The area of competence (professional, specific and transversal - CPST) is needed for the sports organization to cope with changes in the context of globalization, as well as to increase its capacity by mobilizing staff to achieve the goals of both sides, or the organization itself, the employee, fact for which a strong point should be planned in their mission is the financial contribution to the improvement of the specialists as well. In this context, we can say that the survival of the sports organization no longer depends only on the production / provision of products / services, quality and quantity, but also on the efficient management of knowledge and skills of human resources employed. According to J.M. Pererri (2006) competence refers to the concepts of know-how, skills, qualification and activity, and its main characteristics are reflected in Figure 2.

The author also stated that this concept has three main objectives (Kraevsky, V. V., Berezhnova, E. V., 2006; Fejoux, C., 2013):

- ☐ it serves to rethink the contribution of employees to the performance of the organization, as it is no longer enough to hold only one position (according to diplomas or experience), but it is necessary to prove the application of praxiological knowledge, effective, generating added value through performance and indicators achieved;
- ☐ contributes to the conformity of employees' behavior according to the new professional standards and qualification requirements, thus assimilating

the contribution to performance, becoming an effect of the monitoring, evaluation and control of the organization;

- competence is not limited to a form of pressure on the individual to determine individual requirements in a prescriptive framework, but is used as a matter of priority to define new forms of cooperation, exchange and transfer of good practice.

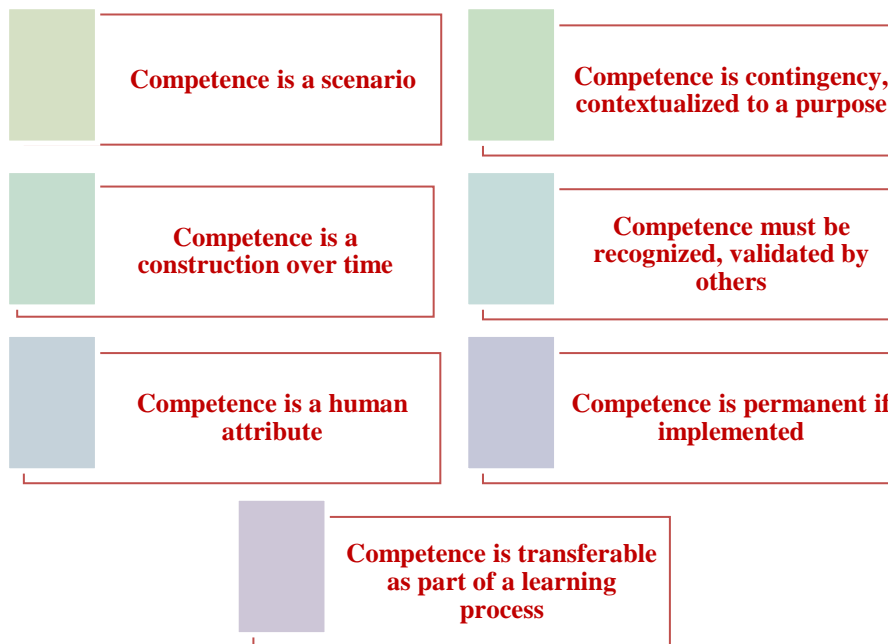


Figure 2. Key competency characteristics of J.M. Pererri (2006)
 developed by us

In Table 1 we reflect *the integrative matrix of specific and transversal competencies - PST* formed and perfected according to the praxiological algorithm to improve efficiency and professional performance (EPP) in sports organizations. Thus, *the competence of analysis and synthesis* (CAS -1) is in a direct connection with the logic of competence for the sports institution reflected in R1S - Strategy (S); R2 OA - organization of activity based on competence; R3D - directing the activity by the manager in order to obtain efficient results and the expected performance; R4AEC - the application of the constituent elements (*knowledge* - general, scientific, managerial, technological, legislative; and Know-how - the ability to demonstrate behaviors adapted to work situations) of the competence to be validated. The individual and collective praxiological competence CP-2 is focused on the ability of specialists to combine knowledge (R2CC) in certain practical contexts, effective relationship (R2RE) within

the team to achieve the expected result (R3OR). The competence of creativity and critical thinking (CCG - 3) is directly related to the ability of specialists to be and act creatively in certain situations (R3C), to approach critical thinking when solving certain problems (R3-G), such as the ability of employees to be performers (R3 - P), as the dynamic integration of all these skills is achieved through a common culture and organizational know-how focused mainly on teamwork. It is known that performance measures the result of an individual's activity at a certain job and it must be seen in relation to the abilities, skills, competencies, organization of professional activities, work, methods, relationships and team climate within a specialized institution. Performance is a quantified result obtained, which translates into measurable results (revenue, profit, sale of products or provision of services). At the same time, we could say that performance is a multidimensional concept that involves: a logic of relevance, a logic of efficiency and a logic of effectiveness.

Table 1. Integrative matrix of specific and transversal competencies - PST formed and improved according to the praxiological algorithm for improving efficiency and professional performance (EPP) in sports organizations

Competences PST	Training content focused on the "didactic - scientific" binomial				Training content focused on research activities			Training content focused on internships and training courses		
Specific competences										
CAS - 1	R1S	R2 OA	R3D	R4AEC						
CAS - 1.1		+	+							
CAS - 1.2	+			+						
CAS - 1.3	+	+		+						
CAS 1-n										
CP-2								R2CC	R2RE	R3OR
CP -2.1								+	+	
CP -2.2										+
CP -2.3								+		+
CP -2.n										
CCG - 3					R3C	R3G	R3P			
CCG - 3.1						+	+			
CCG - 3.2					+					
CCG - 3.3					+	+	+			
CCG - 3.n										

This means that: relevance is the link between objectives and means; efficiency is the link between means and results; effectiveness can be defined as the ability to achieve goals, i.e. to measure the results obtained in relation to the set goal. In this context, we

can mention that the training and development of competences (PST) of specialists in the field of physical culture and sports through the proposed praxiological algorithm, will allow them not only to carry out their work properly, but also to have an impact on their individual organizational performance. It is also important to establish the connection between competence and performance, as empirical studies have validated it (Baraka, T., El Hammioui, A. L., 2020; Fejoux, C., 2013). Competence is a "deduced reality" for which it is necessary to develop a theoretical construction (or a model), if you want to be able to understand it, indirectly, but in a credible and reliable way, from tangible manifestations. In approaching the integrated competencies, it is precisely the purpose of the integrated competencies framework (the integrated-operational model of managerial-normative training of specialists in the field) to constitute a proposal for such a model (the proposed praxiological algorithm). Therefore, the distinction between performance and competence is essential. It must also be highlighted in accordance with the two components of the concept of competence (training and praxiology), i.e., respectively, based on a "pedagogical logic" and in the practical environment aimed at a managerial logic, knowledge of the normative framework and its application (for efficiency and performance). An essential approach in this regard is the distinction between qualification and competence (Polonsky, V. M., 2004; Manolachi, V., 2016;). Also, another methodological approach is the understanding of these concepts from the perspective of the cognitive process and scientific research. The conceptual aspect in scientific research has a special methodological significance, because the system forms a logical framework for building any scientific theory.

In Table 2 we present the Dashboard of the correspondence between the area of competencies, the performance descriptors and the effectiveness of the sports manager elaborated by us based on the specialized literature (Fedotov, A. V., 2006; Nguyen, N. , 2006; Pererri, J. M. , 2006; Paraschivescu, A. O., 2009; Verboncu, I., Vîncuț, M., 2015).

Table 2. Dashboard of the correspondence between the area of competencies, the performance descriptors and the effectiveness of the sports manager

COMPETENCE		PERFORMANCE		EFFICIENCY AND EFFECTIVENESS	
Competence categories	Professional, specific and transversal	Perspectives	Managerial (Financial Clients, Procedural, Continuous Improvement, Innovation)	Connections	Strategic management Process-based management Knowledge-based management
Units of competence	<ul style="list-style-type: none"> ☒ Interpersonal and foreign language communication ☒ Improving professional training ☒ Teamwork ☒ Use of information technology ☒ Ensuring safety and health at work and environmental protection ☒ Directing the activity and knowing the regulatory framework of the sports entity 	Objectives, targets, measures taken and initiatives	Past Present Future	Management approaches	Management approach not in terms of management processes and functions, but especially with priority through the four components (decision-making subsystem; information subsystem; organizational subsystem; methodological-managerial subsystem)
Elements of competence	<ul style="list-style-type: none"> ☒ Reception and transmission of information ☒ Participation in constructive team and individual dialogues with the approach of some professional 	<p>Ensuring an SMC at institutional level according to ISO 9000: 2015</p> <p>Institutional application of a SEMP model</p>	<p>Continuous improvement to increase the ability to meet requirements</p> <p>SEMP - Performance Evaluation and Monitoring System</p>	Special importance for the human factor	<p>Professional sports manager</p> <p style="text-align: center;">↓</p> <p>Ensuring order, work discipline and rigor</p> <p style="text-align: center;">↓</p> <p>Performance providers</p>

	issues of perspective		In institutions where no SMC is implemented, it is advisable to develop and implement SEMP		
Performance criteria	<ul style="list-style-type: none"> ☐ Use of appropriate means and methods in accordance with the existing situation ☐ Use of specialized language ☐ Clarity and objectivity of information presentation ☐ Ability to use the tone approached in professional environment and operability of the information transmitted ☐ Participation in dialogues with respect for interlocutors, with a high degree of politeness and focus on the subject 	Reflection of organizational culture	Evaluation and improvement of performance at the institutional level	<p>Efficiency</p> <p>Effectiveness</p>	<p>Existence of effects in causal relation with the efforts made</p> <p>Achieving objectives and performing managerial tasks in predetermined temporal and qualitative conditions</p>
Assessing the competence through performance	☐ Guidance methods and ensuring efficient	Performance evaluation	☐ Identifying and establishing a system of indicators	Evaluating effectiveness	☐ Identifying and implementing procedures for measuring and

<p>e descriptors</p>	<p>process management ☒ Use and approach of specialized terminology ☒ The use of efficient communication methods and information technologies in the process of leading the sports organization ☒ Crisis and risk management</p>		<p>and indices to measure individual and group performance ☒ Use of comparative data and information in the process of improving performance ☒ Ensuring visibility and transparency with regard to performance ☒ Involvement of each employee in the activities of evaluating the results ☒ Ensuring the accessibility and availability of information ☒ Knowledge and use, application and interpretation regulating the basic activities of the sports entity (national and international) ☒ Identifying the knowledge derived from this</p>	<p>evaluating efficiency at the institutional level ☒ Improving management processes ☒ Increased responsibility and control ☒ Reduction of expenses, including budget ones ☒ Increasing the efficiency of the sports entity's own activities ☒ Measuring the quality of services provided ☒ Measuring the saving of resources, including financial ones</p>
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			information, disseminatin g and publishing them		
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In this order of ideas we can **conclude** that the approach of competences in close connection with performance indicators for an individual or microgroup efficiency of a sports entity, is a methodology that offers us the modernization of the entire system of training and improvement of staff in accordance with the requirements of the knowledge society obtaining and continuously improving the quality of education and the referral of the specialist in the field. Over the last decade, the foundations of competency-based framework training have been the subject of a significant number of scientific papers, so that a scientific basis has been created for the pedagogical concepts of “competence” and “subcompetence”. In short, almost all researchers focused on the vectors of learning, self-determination, self-actualization, socialization and self-development, self-improvement. Thus, it is important to note that the study of professional, specific and transversal competences appears to be important, as a result of the training of the personality and the professional in the field of physical education and sports.

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