

«ION CREANGĂ» STATE PEDAGOGICAL UNIVERSITY OF CHIȘINĂU

With manuscript title
C.Z.U.: 37.07(043.2)=111

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**PERFORMANCE MANAGEMENT IN EDUCATIONAL INTERVENTION
PROJECTS**

531.01. - General Theory of Education

Summary of PhD Thesis in Sciences of Education

Chișinău, 2023

The thesis was developed within the "Sciences of Education" Doctoral School of the "Ion Creangă" State Pedagogical University of Chişinău

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The defense will take place on 29st June 2023, within the "Ion Creangă" State Pedagogical University, building 2, Senate Room, 1 Ion Creangă street, Chişinău, MD-2069).

The summary of the doctoral thesis can be consulted on the website of Ion Creangă State Pedagogical University (www.upsc.md) and on the website of the National Agency for Quality Assurance in Education and Research (www.cnaa.md)

The summary was sent on 26.05.2023

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CONCEPTUAL BENCHMARKS OF THE RESEARCH

The topicality and importance of the problem addressed. Education has as its fundamental mission the creation for each person of the ability to develop their full potential and become a complete human being, prepared for tomorrow's society. The entire process of education is a responsible assumption of social existence, consisting in the accumulation of skills, character shaping, personality development; in essence, it is a response to the demands of the society.

The efficiency of the implementation process of European and national educational policies and strategies in pre-university education represents a key issue of the curricular reform, which generated a series of revisions in the field of educational management for the development of complex methodological frameworks and valuable operational tools.

In this context, the role of the educational management has gained increasing importance in the European space in recent years. The problem was and is being studied by specialists, trying to go deeper in the respective field, establishing much more precisely safe benchmarks to follow in the management of pre-university education units.

Project management represents a field of effective management in the field of education, and the development of managerial skills to coordinate the respective projects is a strategic goal of the efforts to ensure the quality of education.

The managerial approach in the field of educational projects sums up several principles, strategic actions and operational processes of the structural-functional managerial complex in the direction of connecting to performance standards the objectives aimed at the changes that are expected to be achieved. The defining element for an educational project is the change it produces in relation to an initial situation.

Another argument for initiating research relates to the recognized importance of the role of the project manager and, implicitly, of the change management from the perspective of performance in the educational process. Any task of the project manager can be defined in terms of objectives, resources, activities and results, which can stimulate the use of specific project management techniques. However, in this frame of reference, strategic decisions are expected to be made for the rationalization and improvement of performances in pre-university education through a reevaluation of its managerial structures. The structural and functional changes find their outcome only if they are correlated with the variety of the human factor, in the sense of its professionalization.

A particular case of projects are the educational intervention projects, which aim at supporting educational policies in achieving the objectives, being the way in which European funds allocated to member countries can be accessed. Educational intervention projects require a management that starts from the principles of general management, but is adapted to the characteristics of the respective projects. Educational intervention projects generate effects on the actors who elaborate and implement them, on the interested factors. Improving the impact of projects can be achieved primarily through efficient and effective management. Therefore, the management of educational projects involves a set of specific approaches and activities, through which there could be obtained optimal results for the fulfillment of educational training objectives.

At the same time, the importance of human resources, both didactic and administrative, increases exponentially in pre-university institutions, if the innovative change at the spiritual and material level leads to the opening of new fields of investigation, the approach of emerging phenomena and processes, the formulation of hypotheses, solutions for the needs of the immediate future practice. The training of teaching staff determines the increase of quality at all levels of education, but also the implementation of new educational projects, which attract pupils as much as possible in the educational act.

Thus, the challenges of contemporary society, generated by the processes that manifest themselves on a global scale - the knowledge society, globalization, postmodernism, digitalization, the pace of technological changes, place the man of the modern world in another reference system in relation to himself, the environment and society in which he lives, requiring a different way of thinking and acting, according to the demands of the time, involvement, personal contribution, performance. The performance approach is important both organizationally and individually. Performance is a complex and meaningful result, it basically represents a set of actions that complement each other, organically integrated into activities aimed at real, visible results and behaviors. In this perspective, the modernization and reconsideration of performances within university professional training are demanded by objective needs, such as mutations in the social, economic, scientific context, as well as by internal, pedagogical and psychological needs of the educational process.

Description of the situation in the research field and identification of the research problem. In the nominated field, a number of authors have addressed the issue of performance management: Albu N., Albu C. [4], Campbell J. P. [7], Boyatzis R.E.[34], Bourguignon A. [35], Kerzner H. [41], Kane R.H. [40], Jinga I. [17], Zlate M. [31], Dragu N. [11], Pitariu H. D. [26] etc.; of project management, educational projects and educational intervention on a national and international level: Jordan W., Macksy J [16], Richman L. [45], Mocanu M. [19], Opan C., Stan S. [23] , Niculescu O. [22], Rădulescu G. [27], Ștefan M. C. [28], Ulrich C. [30], Cojocaru V. [9], Goraș-Postică V. [13], Cristea S. [10] , Cojocaru St. [8], etc. These researches are integrated in a conceptual-methodological and praxiological system, which calls for the expansion of investigations in the targeted field, because performance management is a field of increased relevance. The researchers confirm that the performance indicators must mainly target the following areas that determine the level of quality: *management and organization, teaching and learning, pupil's support, school culture and pupil's performance.*

Performance becomes, thus, a result that imprints characteristics of efficiency and competitiveness. In the context of the analyses, a series of theoretical assumptions are relevant which consider that performance can be defined both by results and by behavior. R. Kane accredited performance by stating that "performance is something that the person leaves behind" [40, p.125].

By emphasizing different styles of analysis and highlighting epistemological variety, the meaning of performance provides the foundation for association with satisfaction, effectiveness, and efficiency. By means of behavioral and relational theory, there are

approached relevant models for perceiving performance from a managerial perspective. Performance management in the strict sense revisits the difference between quality and non-quality, paying attention to the culture of the school and the individual performances of the learning subject. The research in the field of the project management of educational intervention broadens the perspective of performance management to consider in a dimensional context the value of project management in the configuration of performance (Dewey J. [37], Bush T. [6], Cojocaru Șt. [8], Cojocaru V. [9] etc). In this way, the notion of project defines: a set of interdependent activities; an innovative process; a series of tasks with specific objectives; a complex, unique activity; an effort that aims at creating a unique product, etc.

Starting from the theoretical-praxiological benchmarks recorded in the research of the specialists regarding the researched phenomenon, from the current educational practices and from the experience accumulated in the professional activity, there were identified the following **contradictions**:

-between the requirements of the modern school for the involvement of the teaching staff in educational intervention projects and the lack of their conceptualization and management benchmarks;

- between the current approach in teacher training, which promotes the idea of meeting the needs of education beneficiaries and their insufficient training regarding the specifics of planning, developing and coordinating educational intervention projects, through the operationalization of performance management competence.

Based on the premises and contradictions identified, it is outlined **the research problem**: What are the *pedagogical benchmarks* of performance and management in educational design, which can contribute to *the formation of performance management competence in educational intervention projects*?

The purpose of the research consists in the theoretical substantiation, elaboration and validation of *the Performance Management Model of educational intervention projects in general education*.

Research hypothesis: Performance management can enhance the adaptability, cohesion, relationship and implementation of educational intervention projects if:

- performance is interpretatively conceptualized from a managerial perspective;
- theoretical foundations of performance management and performance values are determined;
- the essence and alternative typology of educational projects are revealed;
- the integrative relationships of performance, managerial design, educational intervention projects in the training of the teaching staff's performance management competence are identified.

Research objectives:

1. Revealing the conceptual essence of performance (definition, characteristics, function criteria, interaction factors) and performance management (dimensions, specific features).
2. Identifying performance influencing factors.

3. Methodologically recording the specifics of educational intervention projects in the context of school organizations.

4. Determining the performance values within the performance management of educational intervention projects;

5. Developing and experimentally validating the *PIE Technology of Training the Performance Management Competence*.

1. The research methodology consisted of:

- theories regarding the definition and general functions of performance (Dragu N. [11], Zlate M. [31], Minder M. [20], etc.);
- A. Bourguignon.'s theory of performance management [35], which defines performance as a continuous and flexible process in a well-established conceptual framework;
- A. Armstrong.'s concept of performance management [32];
- the conceptions of managerial design, with the reference sphere, the general function (Hesselbein T. Goldsmith M., Beckhard R. [15], Druker P. [12], Bush T. [6], Opan C., Stan S. [23], Mocanu M., Schuster C. [19], Cristea S. [10] etc.
- views on the teacher-student relationship and performance management in this context (Missoum G. [44], Argyle M [33], Borozan M. [4], Guțu Vl. [14], Lebas M. [42]; views on performance characteristics (Lorino P. [43], Burdus E. [5] etc.; regarding performance evaluation criteria (Petca I. [25], Matish R., Nica P., Rusu C. [18], Cojocaru V., Slutu L. [9]); regarding influencing factors on performance: Campbell J.P., Miccloy R.A., Oppler S.H., Sager C.E. [7];
- the ideas and opinions regarding the psychology of performance (Bourguignon [33], the management of educational projects (Cristea S. [10], Ulrich C. A [30], Țoca I. [29]); the typology of educational projects (Alecua S. [1], Păun E. [24]); the dimensions of the educational intervention project (Albu G. [2], Goraș-Postică V. [13]); the competence of the project manager of Naisbitt J. [21], etc.

Applied methods include:

- *theoretical methods*: bibliographic method, analysis and synthesis; prediction, interpretation, comparison; systematization, generalization; modeling;
- *practical methods*: design; pedagogical experiment, questionnaire, observation, case study, counseling;
- quantitative, qualitative and comparative processing of the obtained results, including their graphic representation.

The novelty and scientific originality of the results obtained. Scientific novelty and originality are configured from the interpretive approach of the concept of an *educational intervention project* in a relational configuration; establishing *integrative relationships* at the level of (a) performance (strategic functions, defining characteristics, efficiency factors, multifunctional structuring, interaction), (b) managerial design (reference sphere, general function, basic structure), (c) design educational intervention (PIE dimensions, transformative management); designing *performance values* (innovative change, added value, new values); the theoretical-praxiological identification of the *PIE Performance Management Model*; the development and validation through

the pedagogical experiment of the *PIE Technology of Training the Performance Management Competence*.

The theoretical significance is revealed by the theoretical approach of a set of notions in the field, such as those of performance, management, educational project, project management, managerial design, performance management, educational intervention project; conceptualizing integrative relationships (1,2,3) and performance values in a new vision; development of the PIE Performance Management Model; the epistemological foundation of the technological approach to training the PIE performance management competence.

The applicative value of the work is represented by the potential, experimentally demonstrated, of valorizing the national education system of the PIE Performance Management Model and the PIE Technology of Training the Performance Management Competence; structuring the implementation actions of educational intervention projects developed in the training process in pre-university education institutions.

The implementation of the scientific results was achieved by valorizing the *PIE Technology of Training the Performance Management Competence*, by involving the teaching staff from general education institutions in Bacău, Romania and master's students from Tiraspol State University, Chisinau, Republic of Moldova.

Approval of research results. The research results were approved at the following national and international scientific conferences: The managerial process in the field of educational projects, International Conference "Educational managers - strategies, innovations and good practices developed within pre-university education units", Bacău, 2020; The impact of the social perception of the teaching profession on its professional performance, Multidisciplinary Conference "Perspectives in innovation, creativity and management in the 21 st century", Turkey, 2019; Project management – methodological aspects, Multidisciplinary Conference, "Perspectives in innovation, creativity and management in the 21 st century proceedings of 4 th international multidisciplinary conference ICM IV 2019", Budapest, Hungary, 2019; Educational intervention projects - effective ways to increase the quality of the educational act, International Scientific Conference "Teaching staff - promoter of educational policies", Institute of Educational Sciences, Chisinau, 2019; Proceedings of international multidisciplinary conference ICM 2018 – Innovation, Creativity and Management in the 21 st Century. Perspectives in Education, Târgoviște, 2019; at the seminars, trainings held within the educational institutions of Bacău, within the Association of Emeritus Teachers and at methodological meetings with teachers and school managers from the Bacău School Inspectorate.

Publications on the topic of the thesis. The research carried out falls within the research directions of the country and of the Doctoral School of the "I. Creangă" State Pedagogical University from Chișinău. The conceptual and praxiological benchmarks regarding the performance management of educational intervention projects were reflected in 19 scientific publications.

Keywords: management, performance, performance management, project, project management, educational intervention project, managerial design, integrative relationship, performance values, performance management competency.

THESIS CONTENT

In the first chapter of the thesis "*Epistemological benchmarks of performance management in the context of approaching educational projects*" it is defined *performance* and it is discussed how performance can be ensured from a managerial perspective, using a wide variety of concepts, ideas, notions. Here it is explained the theoretical value of performance with specifications in the field of defining performance and explaining its educational values. The chapter focuses on documentation in the view of Armstrong M. [32], Drucker P.F. [38], Chevailler J. [36], Lebas M. [42], Burdus E. [5], Minder M. [20], Zlate M. [31], etc.

It highlights the idea that performances must be related to the competences defined at the level of educationally based competences. Thus, the value judgment of performance involves reporting to pedagogically and socially validated competencies, in the medium and long term. The performance, measurable at the level of concrete action and pedagogical objectified result or product, reflects the processes involved along the way, which underpin cognitive, but also non-cognitive behavior (affective-motivational and volitional-characteristic).

In the chapter, we reveal the idea that the definition of performance from a managerial perspective takes into account not only the concrete action and its products, but also the processes involved in the realization of the product. The performance functions, which must be assumed by all education actors, aim at the global approach of managerially designed actions as an integrated part of the activity of education, training, research, improvement, management, etc.; the effective approach to the activity through the optimal utilization of existing pedagogical resources; the strategic approach to the activity that requires the achievement of general objectives defined in terms of superior values, reflected at the level of any performance, observable and evaluable as a concrete, efficient and effective action.

The performance management analyzes provide the necessary data for the development of personal and collective development plans, being a development-oriented process. Performance management is a very important process in the internal structure of any institution, because with its help managers and human resources specialists can effectively anticipate, measure and evaluate employees' results in real time. Also, the performance management process facilitates employees in their professional development, in their constant growth and in their professional evolution.

In this context, the fundamental premises that the management theory provides latently contain possibilities for an adequate description of managerial coherence in the educational institution. The requirement that must be respected, in this case, in order to obtain the desired results in such an approach, is to always keep the managerial relationship active.

Thus, the management activity of the educational institution is one of increased necessity, because precisely a qualitative management facilitates the efficiency, effectiveness and normality in the achievement of the planned goals and objectives, the development of the school institution as such, the remediation of the performance of school, of pupils, of teachers. The performance management is designed as a sure way to

achieve better organizational results by knowing and managing performance against an agreed framework of designed objectives, standards of competence. The institutional management is a process of establishing a shared vision of what needs to be done and a methodological approach to managing and developing staff so that these things are done well.

An established author in organizational psychology, M. Zlate, highlights the importance of the operational concept of *performance*, defined in terms of **product**, but also **of process**, which must be evaluated at the end of the managerial activity according to the projected objectives and the value criteria integrated in their structure. Seen in an open institutional context, also characteristic of pre-university education, "performance is not defined by the action itself, which aims at achieving a result, but by the processes of judgment and value" involved psychologically and organizationally in the realization of the final product". In other words, the performances, defined in terms of concrete objectives, must be related to the competences defined at the level of psychologically grounded competences. Thus, although "*only the actions that can be measured are considered to be performance*, their value judgment involves reporting to the targeted competencies that support the achievement of new pedagogically and socially validated *performances*, in the medium and long term" [31, p. 196].

Thus, a definition of *performance from a managerial perspective* takes into account not only the concrete action and its products (observable and evaluable pedagogically or didactically according to the concrete, operational objectives), but also the processes involved in the realization of the product (which in a pedagogical sense represent the general objectives or specific cognitive and noncognitive skills).

The factors that condition the achievement of viable performances from a managerial point of view are dependent on the psychological qualities of the actors involved (personal, intrapersonal, interpersonal, group, community) and on the efficiency of the resources distributed and exploited, organizationally, within the pre-university institution. Experts in organizational management or project management thus identify *four types of performance* needed in any institution, with peculiarities in pre-university education:

1. *Personal performance* is typical of the school manager who responsibly leads the process of developing and carrying out some projects in the specific context of pre-university education. It is a product of individual psychological qualities, developed within a complex process.

2. *Interpersonal performance* is necessary for the project manager in the activity of effective communication with team members based on empathy, on the ability to know each other and to manage socio-affective relationships in an internal and external context, which generates superior social behavior [33, p. 232].

3. *Group performance* is tested by the project manager in the psychological and social conditions specific to the school community, but also to the local educational community, which gives its acts the ability to make effective decisions, cohesion and coherence, consistency and deontological flexibility [42, p. 219].

4. *Organizational performance* is typical of the activity of the project manager who acts in the specific conditions of the institutions of functional pre-university education at the psychological and social level, with the structure based on the effective relationship between the educator and the educated, supported by the utilization of all available pedagogical resources, which determine the system of elaboration of general, specific and concrete objectives.

Performance structure, conceived as managerially designed action in terms of product and process, has a multidimensional field of manifestation. It includes: a) the value reference sphere, defined at the level of general goals and concrete objectives (elaborated by the project manager by operationalizing the general purpose of the activity); b) the actions that anticipate the results and the means necessary to achieve them in determined spaces and time intervals; c) the automated operations that contribute to the efficiency of the managerial actions of organization, planning, implementation and regulation-self-regulation of the activities integrated within the educational process.

Kane R. defines performance by saying that "performance is something that the person leaves behind" [40, p.125], and Bernadin emphasizes that "performance must be defined as the sum of the effects of work" [apud 35, p. 24]. At the managerial level, at the organizational level, performance evaluation contributes to the selection and improvement of the human resources needed in the educational process researched under conditions of educational intervention. At the psychological level, it employs a special dimension, affective-motivational and volitional-characteristic, a fact which involves the pedagogical and social responsibility of all actors of education.

Educational practices confirm that the performance indicators within a school must mainly target the following areas that determine the level of quality: management and organization; teaching and learning; pupil's support, school culture and pupil's performance.

The performance management is a means of obtaining better results from the organization, teams and individuals by knowing and managing performance against an agreed framework of planned objectives, standards and competence requirements. It is a process of establishing a common understanding of what needs to be accomplished and a methodological approach to managing and developing staff in such a way as to increase the likelihood that these things will be accomplished, both in the short and long term.

According to Bourguignon A. [35, p. 11], the *performance management* is a continuous and flexible process that involves managers and their subordinates, as active partners, in a conceptual framework that establishes how they can work better to achieve the required results. It focuses on planning and improving future performance rather than retrospectively assessing past performance, and provides the necessary basis for systematic and frequent dialogue between managers and teams about performance and development needs.

According to the opinion of Armstrong M. [32], who analyzes the specifics of the performance management, it includes: *defining the roles* of each department/individual, establishing *performance indices* (what exactly defines performance); of performance

standards (which is the optimal level indicating performance); *communication of roles*, indices and standards and, last but not least, ensuring an environment conducive to success. However, there are a number of internal and external factors that can disrupt the achievements of an institution, such as: *the organizational environment*, *the style of management practiced* (the dictatorial one generates fewer achievements than the democratic one), *the social-economic environment* in which the institution operates (when the economic context is favorable, obviously it is easier to be successful), *direct and indirect competition* (how many, how aggressive, what is its positioning). If we refer to these two concepts: *performance management and performance evaluation*, we must specify that they are not synonymous. Between these two concepts there is a relation of inclusion, the first totally including the second. The *performance management is developmentally focused*, transformational in nature. Its purpose is to optimize results. Starting from the above considerations and adhering to an analytical point of view on the concepts of performance and performance management, the following conclusions were formulated in this chapter:

1. Based on the theoretical approaches of performance, in general, and of performance from a managerial perspective, in particular, it was found that performance has several educational representations, among them performance as a process and product, relating to competences, the interaction between competence and capacity. Performance, in this context, has a unifying epistemological force for an educational development approach and in a communicative relationship with the behavioral approach. Thus, the theoretical diversity of achievement is essential for studying multiple educational realities, such as indices and achievement standards.

2. By emphasizing different styles of analysis and highlighting epistemological variety, the meaning of performance provides the foundation for association with satisfaction, effectiveness, and efficiency. This provides the opportunity to focus on the majority influence of viewing performance only as actions that can be measured. By means of behavioral and relational theory, relevant models for approaching performance from a managerial perspective are developed. In essence, the main factor of performance is the manager and it is manifested through the study of the phenomena that are involved in the operational management of the educational institution or the training process.

3. The performance management in the strict sense revisits the difference between quality and non-quality, paying attention to the school culture and the individual performances of the learning subject. Here we can see numerous possibilities for solving and creating high-quality result practices of the objectives of an action that is possible at a high level of competence. The performance management, where it is introduced correctly, can be a significant factor contributing to the success of the educational institution.

4. By analytically synthesizing the typology of educational projects, it was found that they are classified according to several criteria: (1) the cultural model of the society (curriculum projects); (2) the development of the school organization (educational leadership of learning through projects; institutional projects); (3) the managerial process (development projects of school organization; staff development projects); (4) the managerial perspective in a situational context (projects to overcome existing limits;

projects to increase the quality of personnel); (5) the reference sphere (international, national, regional, local projects); (6) the development sources (internal and external adaptation projects); (7) the direction of change (preventive and corrective change projects); education policy decisions (top-down change projects; bottom-up); (9) the culture of the school organization (emergent or planned change projects); (10) the instructional theory (learning projects).

Chapter 2 "Methodological Valences of the Management of Educational Intervention Projects" addresses the core components of the management of educational intervention projects and broadens the performance management perspective to consider in a dimensional context the value of project management in shaping performance. The chapter defines: educational design, as a set of activities to achieve certain results; managerial design, educational management, as a leadership model and it presents the advantages and role played by it in the education sector and in assigning factual interpretations. The chapter also focuses on identifying the role and value of the project manager and determining the dimensions of educational intervention projects.

In this way, the notion of *a project* defines: a set of interdependent activities; an innovative process; a series of tasks with specific objectives; a complex, unique activity; an effort that aims to create a unique product, etc. Among the attempts to define *the concept of managerial design* there are designated those that reflect, in accordance with the indicated benchmarks, *a broad pedagogical reality*, which can be defined in relation to some epistemological criteria used, in particular, by the fundamental sciences of education. In this way, the pre-university education institution represents a "healthy" organization, adaptable to an open pedagogical and social context, and the predominant structures become *project-centered ones*.

The chapter analytically argues the specificity of school improvement projects, which consider the progress of the school approached as an organization that learns in open social contexts. This is also where the 10 dimensions of educational intervention projects are established (teleological, functional, managerial, evaluative, epistemological, strategic, innovative, praxiological, temporal, normative) and it is analyzed a possible typology of educational projects. In addition to this, the role and importance of the project manager is revealed, who can monitor the activity of the pre-university school institution by effectively valorizing the psycho-pedagogical and social resources of its members.

At the analytical level, priority is the exploratory activity that aims at identifying the "central problem of the project". This requires: a) establishing the premises of the project; b) highlighting the problems to be solved; c) notifying the main epistemological, methodological and praxeological difficulties and obstacles; d) referring to the "specific culture of the school", expressed in axiological and normative terms.

By deduction, we establish that the management of the performance of educational intervention projects at the level of pre-university education involves a definition and orientation of the objectives pursued at the level of skills training/development, the achievement of performances resulting from the activation of a set of knowledge (theoretical) and skills (practical), but also values and attitudes, which support the

performances achieved as a superior quality product and with possibilities of effective use in different and open contexts.

The pedagogical analysis of the educational intervention highlights the existing relationship between performance, motivation and learning satisfaction, in the activity carried out within the lessons. At this level, educational intervention projects cultivate and support the effective realization of a participatory management. We consider the theorizing and practicing of a performing management, which forms and develops the internal motivation for learning (proven by efficiency, creativity, loyalty, employment); the superior sense of full satisfaction and for socially responsible work; the conscience that allows the exemplary performance of tasks in any pedagogical and social context [39,p. 34].

If we orient ourselves in interpretation to the specifics of educational intervention projects (EIP), then a favorable case of analysis is that in which we can directly determine their elements, starting from their context, so that there is no doubt that what is presented is the educational value of the respective elements. If we correctly identify the educational values, then the analysis depends on clearly determining the elements of each dimension of PIE in the pedagogical framework. In this way, we identify elements through which we can penetrate even deeper into the problem.

Starting from the considerations presented above and joining a critical point of view on the notions of performance, management, intervention project, there was prefigured a pedagogical model, which is based on several *integrative relationships* as a result of structural modeling. According to this perspective, the relations that are established between the components are conceived not as an accidental, secondary or derived reality from other elements, but as a *sui generis* reality, as a connection or connection or as an emergent effect. The **PIE Performance Management Model** has a hypothetico-deductive structure that aims at verifying the identified premises and represents a structural description that depends on the relationship established between the theory and the object to which it is applied. The constants on which the coherence of the model depends are non-contradiction, exhaustiveness and adequacy to reality.

• **Component: Integrative Relationship 1 (Performance): FCFSI (strategic functions, defining characteristics, influencing factors, multidimensional structure, interaction)**

The performance, measurable at the level of concrete action and managerial objective result or product, reflects, as we found, processes involved along the way that underpin the cognitive, but also non-cognitive (affective-motivational and volitional-characteristic) behavior of the evaluated. The performance functions must be assumed by all actors of education.

The performance management is a means of achieving better results by knowing and managing performance against an agreed framework of planned objectives, standards and competency requirements. It is a process of establishing a shared vision of what needs to be achieved and a methodological approach to managing and developing staff in such a way as to increase the likelihood that these things will be achieved.

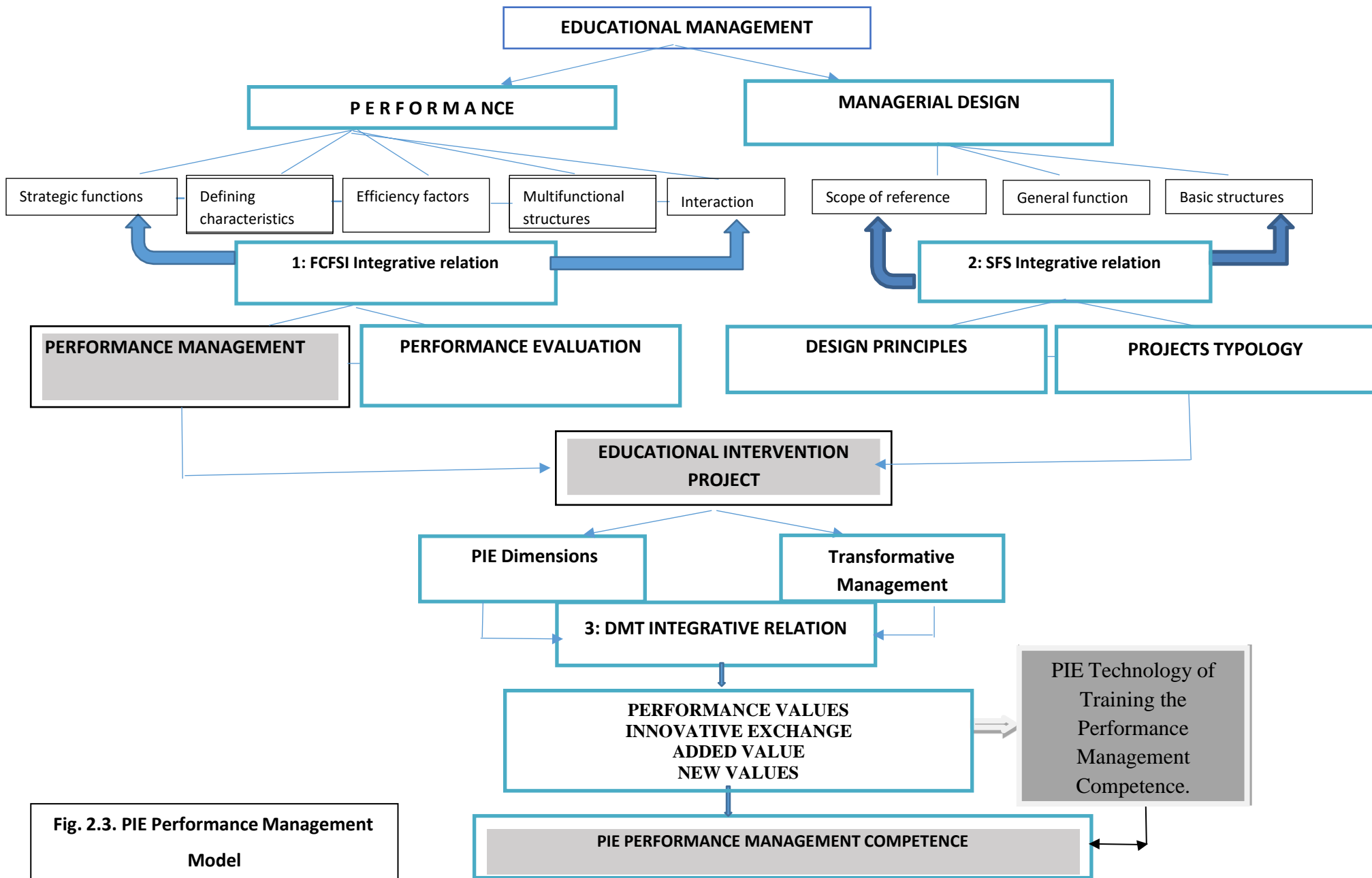


Fig. 2.3. PIE Performance Management Model

Component 2 SFS Integrative Relationship (Managerial Design): (scope of reference, general function, basic structure). *The managerial design* is defined on the basis of three essential epistemological criteria: the scope of reference of the concept; the general function of reality reflected at the level of the managerial design concept; the basic structure of reality defined through the concept of managerial design, which corresponds to the general function of reality, reflected by the concept of managerial design. It was found that the *management of educational projects at the level of pre-university education* requires a definition of the objectives pursued at the level of competences at the basis of achieving certain performances, as a result of the activation of a set of knowledge (theoretical) and skills (practical), but also values and attitudes that support the performances achieved as a *superior qualitative product* of the knowledge and skills assimilated and used effectively in different, open, multidimensional contexts.

Component 3 DMT Integrative Relationship (Educational Intervention Projects): (dimensions, transformative management). Through analytical synthesis we concluded that currently the project model that must be predominant is the Deweyan one. Or, it is the closest to "training leadership" whose general function is learning by doing ("learning by doing"), ordered on the basis of two design principles: the *principle of knowing* the pupil's experience acquired informally, in his environment of existence community; *the principle of continuity between the pupil's individual experience*, selected and valued according to pedagogical criteria, and the social experience reconstructed within the school in accordance with educational values, in conditions of learning through action.

These conceptual understandings led us to the conclusion that PIE constitutes a new way of thinking and acting to achieve higher quality performances in the space of several educational services that require decentralization, as a condition of success and efficiency in postmodern education systems.

Component Performance Values. Based on the previous analyses, we deduced that the fundamental performance values are basically the following: *innovative exchange, added value, new values*.

The concept of innovation in combining innovative change synthetically defines the introduction of the new, representing the main factors that determine the evolution of the project throughout its entire development. The extent of innovation is reflected in the high rates of new product development, but changes are not only about tangible things. The innovation proposes an improvement that can be measured (increasing the level of education, results, educational performances obtained by pupils in various exams, national and/or international tests, etc.). If we refer to the field of performance management in the context of educational intervention projects, then the *added value*, in our opinion, would be a value that appeared as a result of a project, a result that is much better, exceeds expectations, than the educational investments made (planning, organization, connection to objectives, unfolding, completion, opening), from which all potential actors of education benefit. The rate of surplus value, in this case, is the ratio between the result as performance and the project

investment. Surplus value refers to various forms of results obtained on the basis of the educational intervention project, a "gain" from operations of revaluation of an entity. In the space of human action, value is the dominant criterion for reporting and qualifying a situation. It determines the purpose of the project, the means of achievement and the strategies for taking over the effects of reaching the goal. *The new value* does not always mean absolute newness, but newness in a specific context.

Component of PIE Performance Management Competence Training. From the ideas set out above, the formation of PIE performance management competence is justified. Or, by postulating it, implicitly privileges the activity in relation to the elaboration and implementation of educational intervention projects. Being one of the educational priorities in relation to the other components of the education process, the training of competence is, thus, practiced on a certain set of values, transposed in the educational context of the performance.

In this way, the *outcome of the PIE Performance Management Model* is foreshadowed from the perspective of integrative relationships, promoting transfers and postulating the acquisition of new acquisitions, with important stakes for education, ensuring them an important margin of topicality and usefulness.

In this perspective, there were formulated the following *conclusions* in this chapter:

1. Through an organic treatment of the concepts of *educational project and managerial design*, it was specified that the notion of project defines: a set of interdependent activities, according to a plan and to achieve certain goals; a process that achieves a new, well-defined quality within an institution; a set of unique goal-oriented activities with a high degree of novelty and a complex workload; a series of activities and tasks that have specific objectives, with a well-defined beginning and end, using certain human and material resources; a complex, unique, finite activity with limited resources and budget involving a number of people and resulting in a product or service; a temporary effort to create, with limited resources, a unique product or service; a way of organizing people and managing activities that involve, in particular, a certain way of organizing and coordinating work, etc.

Among the attempts to define the concept of *managerial design*, there have been designated those that reflect a broad pedagogical reality, which can be defined in relation to a series of epistemological criteria used. As a result, we adhere to the idea that managerial design is defined on the basis of three essential epistemological criteria: a) the scope of reference of the concept; b) the general function of reality reflected at the level of the managerial design concept; c) the basic structure of reality defined by the concept of managerial design, which corresponds to the general function (of reality reflected by the concept of managerial design).

2. At the current stage, the *project* model, which should be predominant, is the Deweyan one, which is closer to instructional leadership and whose general function is learning by doing ("learning by doing"), ordered on the basis of two design principles: the principle of knowing the pupil's experience acquired informally, in his environment of community existence; the principle of continuity between the pupil's individual experience,

selected and valued according to pedagogical criteria, and the social experience reconstructed within the school in accordance with the values of democracy. These principles are capitalized throughout the interdependent stages of the project, which involve: establishing the overall goal; planning concrete (operational) objectives, which must be fulfilled especially for the achievement of the general goal; carrying out the tasks implemented in the concrete action structure of the operational objectives, permanently related to the general purpose of the activity; evaluation, which is a creative work shared by teachers and pupils. In this perspective, at a general level, we have identified two types of educational projects necessary in the managerial process of the development of the pre- university institution: projects for the development of the school institution (school improvement); staff development projects (staff management).

3. In an analytical determination approach, there were identified 10 dimensions of educational intervention projects (teleological, functional, managerial, evaluative, epistemological, strategic, innovative, temporal, praxeological, normative), which offer a specific vision of what is important: the relationships between the component elements and their meanings. Thus, through the general and particular representations of the PIE dimensions, there were reached different ideational constructions. Dimensions are the place where gradual cooperation dominates, because they contain in themselves everything that presents itself as determined forms of management, which education can bring to light.

4. *The PIE Performance Management Model* is based on three integrative relationships, as a result of structural modeling. According to this perspective, the relations that are established between the components are conceived not as an accidental, secondary or derived reality from other elements, but as a *sui generis* reality, as a connection or as an emergent effect. In the given case the relationship has a real existence and is not a mere abstract entity of reason. This is a model capable of coherently describing the *internal organization* of the basic aspects and the particular ones to which they apply. The model has a hypothetico-deductive structure that aims to verify the identified premises and represents a structural description that depends on the relationship established between the theory and the object to which it is applied.

Chapter 3 "The praxeological coordination of the training of performance management competence in educational intervention projects" describes the process of carrying out the pedagogical experiment in order to train the performance management competence in educational intervention projects by valorizing the *Technology of training the performance management competence*.

Experimental subjects. In the pedagogical experiment, 210 subjects were included: 90 master's students from Tiraspol State University (based in Chişinău) enrolled in the second cycle Master's higher education (63 master's students are from Romania and 27 master's students from the Republic of Moldova) and 120 teaching staff from Bacău, Romania.

The stages of the experiment. The experiment was carried out in three interrelated basic phases: the *ascertainment experiment*, the *training experiment* and the *control experiment* during the years 2019-2021.

The pedagogical training experiment was carried out in 2020-2021 in real educational conditions, by inserting the design and valorization of the ***PIE Technology of training the performance management competence***, in the sense of a set of actions of programming, elaboration, implementation, evaluation, perspective analysis of educational intervention projects at the level of the pre-university education institution.

Determining and formulating the objectives, the problem, the purpose and the strategy of the research allowed us to outline some essential directions, which served as benchmarks for carrying out the expected investigative approach, as follows:

The first direction: Determining the real situation regarding the training level of the PIE performance management competence in the cognitive aspect (at the ascertainment stage) and in the applicative aspect (at the control stage) of the subjects involved in the pedagogical experiment: *investigating the opinion/attitudes of the subjects regarding the necessity of the development and implementation of educational intervention projects; investigating the ability of the subjects to approach the theoretical-applicative field of reference: ensuring performance in an educational intervention project.*

The second direction: experimenting and validating the PIE Technology of training the performance management competence: training the PIE performance management competence of the experimental subjects; establishing the level of involvement and training of the subjects' respective competencies in the implementation of educational intervention projects.

The overall planning and design of the pedagogical experiment is elucidated in Table 3.1.

Table 3.1. The design of the pedagogical experiment

Stages	Objectives	Sample	Activities	Expected results
1	2	3	4	5
Ascertainment experiment	<p>-Establishing the training level of PIE management competence in cognitive and participative aspects</p> <p>Synthesizing the results and drawing concrete training actions</p>	210 master's subjects/ managers/ teaching staff	<p>Questionnaire for managerial/ didactic staff/ master's students Matrix "What I know, what I want to know, what I've learned" / The 9 C's method Multiple choice test</p> <p>Discussions Analyzes and syntheses Systematization Generalization</p>	-Determining the training needs of PIE performance management competence
Formative/training experiment	-Training of PIE performance management skills from a <i>cognitive-applicative and attitudinal perspective</i>	Experiment group: 68 subjects (28 Romanian master's students, 15 Moldovan master's students, 25 Romanian teachers)	<p>Experimental implementation <i>a PIE Technology for Training the performance management competences</i></p> <p><i>Strategies:</i> <i>Logical Framework Method (LFA)</i> <i>The Network Plan – PERT Chart</i> <i>The SWOT analysis</i> <i>The logical matrix</i> <i>GANTT chart - histogram-type plan</i> <i>Solving the core problem</i> <i>Functional structuring</i> <i>Brainstorming</i> <i>Webinars</i> <i>Round tables</i></p>	<p>-Realization of the course "Management of educational intervention projects"</p> <p>- Development of 6 educational intervention projects</p> <p>Monitoring performance values: <i>innovative value added exchange new value</i></p>
Control experiment	<p>-Determining the training level of PIE performance management competence</p> <p>-Comparison of pre- and post-experimental results following the utilization of <i>PIE Technology for training the performance management competences</i></p>	<p>210 subjects Control group: 71 subjects (35 master's students from Romania, 12 master's students from Moldova, 24 teachers from Romania)</p> <p>experimental group 68 subjects</p>	<p>The grid test Design strategy: choice of methods Free discussion, self-evaluation</p>	<p>Recording performance values: - Innovative exchange - Added value -New values Conguration of the PIE performance management competence</p>

Stage I. Determining the level of PIE performance management competence

The first stage of the pedagogical experiment was an ascertainment stage, which aimed at *determining the level of the PIE management competence of the experimental subjects* in cognitive aspect. *The objectives proposed at the ascertainment stage are:* Elaboration and application of the questionnaire regarding the level of the subjects' knowledge and involvement in the development and implementation of educational projects; comparison of the experimental results obtained in the samples with the teaching staff/master's students.

Test 1 of the ascertainment stage consisted in the application and analysis of the results of the initial assessment questionnaire in order to determine the level of competences required in the development of educational intervention projects.

Test 2 of the ascertainment stage had the purpose of initiating the subjects in an activity of initial assessment of knowledge about educational intervention projects by means of various didactic strategies. It was carried out based on the interactive method *What I know...What I want to know...What I learned!*

Test 3 of the ascertainment stage included the realization of the *Grid Test*, which covered a series of aspects, such as: the type of project, the difference between a project and a program, the actors of a project, risk management, the competences of the project manager, the project triangle, project phases, project management objectives, project cycle management, project evaluation, etc.

The final results of the activities proposed at the ascertainment stage led us to evaluate the subjects of the experimental sample and the control sample from the perspective of assessment criteria, based on which the subjects were placed at three levels: *high, medium, low*, shown in Figure 3.1. According to the figure, we find that the subjects of the experimental sample have a high level of 22%, an average level of 40% and a low level of 38%. The control subjects were ranked high 32%, medium 52%, and low 26%.

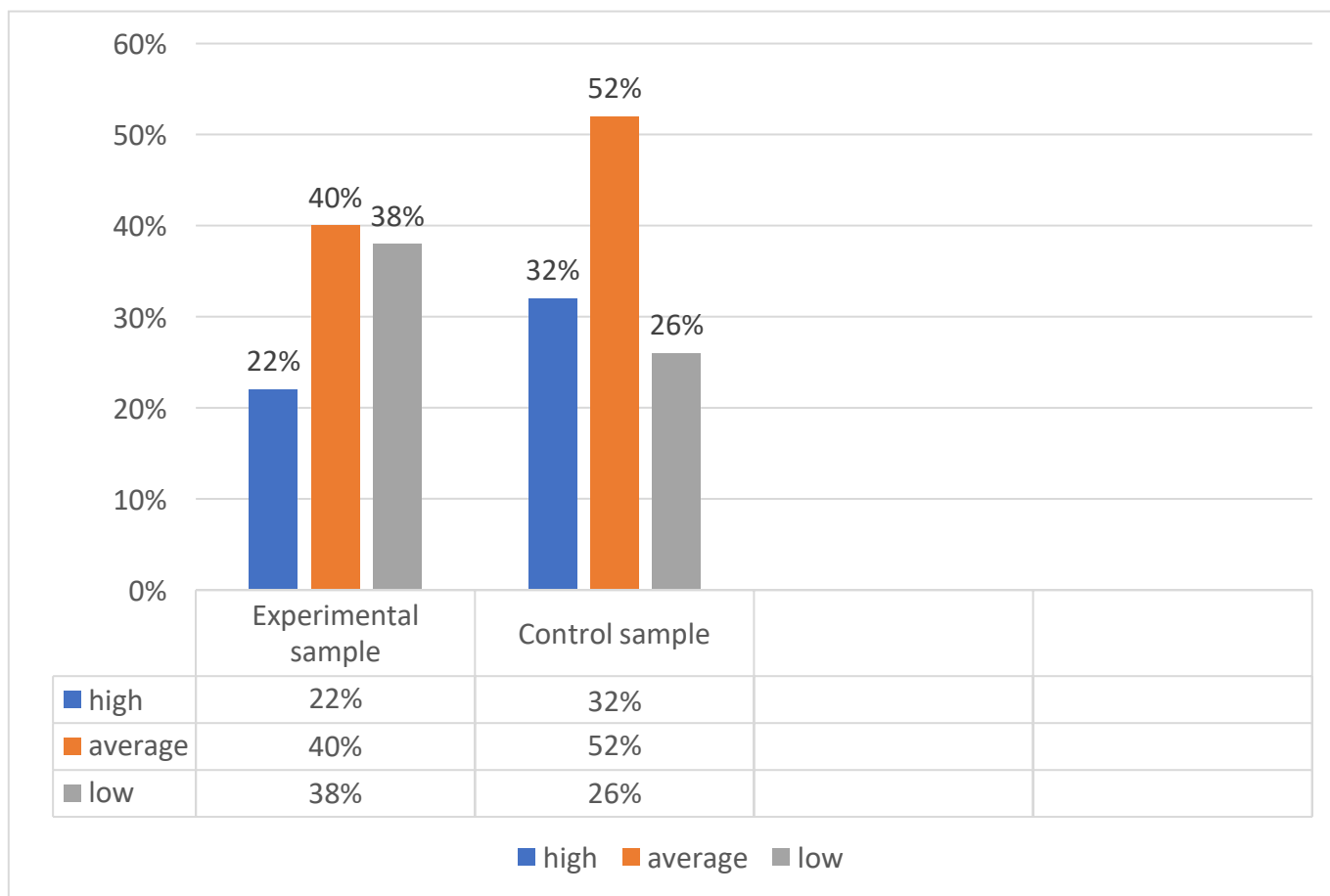


Figure 3.1. Final results at the ascertainment stage

At the formative/training stage of the research, there was designed the objective according to which we proposed to valorize the *PIE Technology of training the performance management competence* (Table 3.2.) through various training methods. The achievement of the given objective was done through two basic areas of activity. The sample involved in the formative/training experimental stage was made up of 68 subjects (master's students from Tiraspol State University - based in Chişinău), enrolled in the second cycle Master's higher studies, Innovation management and educational entrepreneurship: 28 master's students plus 25 teaching staff are from Romania and 15 master's students from Moldova.

Table 3.2. PIE Technology of training the performance management competence

Objectives		Product /competences
Stage 1. Module "Management of educational intervention projects"		
General objectives and benchmarks of the module	Valorization of the thematic content (38 hours)	Cognitive competence in relation to the field addressed Competence to perceive the essence of educational project management Competence of essentializing performance
Stage 2. Development and implementation/management of educational intervention projects		
Identifying the core problem and formulating solutions to solve it <i>Core problem:</i> The need to connect to the European educational process	National conference Scientific Symposium Workshop Contest Guide of good practices	Educational intervention project "Together for education" <i>Performance values:</i> Horizontal and vertical inclusion of education; performance tolerance (new values)
Identifying the core problem and formulating solutions to solve it <i>The core issue:</i> How to help the vulnerable, the suffering?	Good caravan Brochure Local contest Show	Educational intervention project "Along with the Red Cross" <i>Performance values:</i> Volunteering (new value) An updated humanism (<i>innovative change</i>)
Identifying the core problem and formulating solutions to solve it <i>Core problem:</i> School absenteeism	School support Webinar Counseling Carnival	The educational intervention project "School is your chance!" <i>Performance values:</i> Motivation through sponsorship (<i>added value</i>)
Identifying the core problem and formulating solutions to solve it <i>The core issue:</i> How can we develop?	SNAC volunteers Community action plan Contest Platform	Educational intervention project "We are close to you" <i>Performance values:</i> Community development (<i>innovative change</i>)
Identifying the core problem and formulating solutions to solve it <i>Core problem:</i> Why are we talking about quality?	Conference Workshop Training The e-learning Platform	The educational intervention project "Education, science and creativity in the school environment" <i>Performance values:</i> Creative experience (<i>added value</i>)
Identifying the core problem and formulating solutions to solve it <i>The core problem:</i> How to stimulate knowledge?	Symposium Partnerships Educational self Contest CD release	The educational intervention project "The child and the educator, the first steps towards knowledge" <i>Performance values:</i> Collaborative Knowledge (<i>New Values</i>)

The 1st experimental stage included the valorization of the Module "Management of educational intervention projects" (special course). It was designed so that at the end of this course the teaching staff/master's students will be able to explain the key concepts: *project, educational intervention project; project team, the life cycle of a project;* to describe the specific processes of the management of educational intervention

projects; to analyze and characterize knowledge areas in project management; to elucidate the purpose of project management (Annex 5). Since the purpose of this module consists in a complex analysis of the management of educational intervention projects, the activity at the level of application and integration assumed that the experimental subjects describe the characteristics of the project manager, find solutions for the recommendations to solve the situations; to present the main characteristics of managing the project development process; to develop the model of a research project, according to the basic benchmarks of a project; to highlight the advantages and disadvantages of setting up project teams; to motivate the ways of maintaining people in a project team for a longer period of time.

Experimental stage 2 included the development and implementation/management of educational intervention projects. The first basic action was the formulation of the *core problem* that substantiates the need to develop the educational intervention project. The next action involved clarifying the performance values highlighted by that project. In order to valorize the management of educational projects in achieving performance, there were applied several training strategies: *the method of management by objectives, the analysis of the problem within the project, the Logical Framework Method (LFA), the network plan - PERT Chart, SWOT Analysis.*



Figure 3.2. Educational intervention projects exploited experimentally

The stage of the control experiment was developed in order to: determine the final level of involvement in the development and implementation of educational intervention projects through the implementation of the *PIE Technology of training the performance management competence*; comparison of pre- and post-experimental results based on training performance values (innovative change, added value, new values). At this stage, there was applied *the grid test from the ascertainment stage*, in an express version.

Table 3.3. Pre- and post-experimental results of subjects' involvement in educational projects

Anwer	Experimental sample		Control sample	
	Pre experimental	Post experimental	Pre Experimental	Post experimental
Yes	16,6%	87%	24,1%	28%
No	83,3%	13%	75,8%	72%

If we do a comparative analysis of the synthetic results from the ascertainment and control stages, reflected in Table 3.3., we notice that the investigated subjects demonstrated an increased level of involvement in the management of educational intervention projects. The comparative data (Figure 3.3.) demonstrate the increased level of the involvement of the experimental subjects (teachers/master's students) of 87% compared to the ascertainment stage 16.6%. This increased fact at the given stage is relevant, because due to the achievement of the objectives of the formative experiment in which there was a positive change in the performance management of the teaching staff, showing the need for educational intervention projects. In the case of the control sample, the level of post- experimental involvement was 28%, which demonstrates a level with minor changes in the level of the involvement of the teaching staff in the implementation of educational projects.

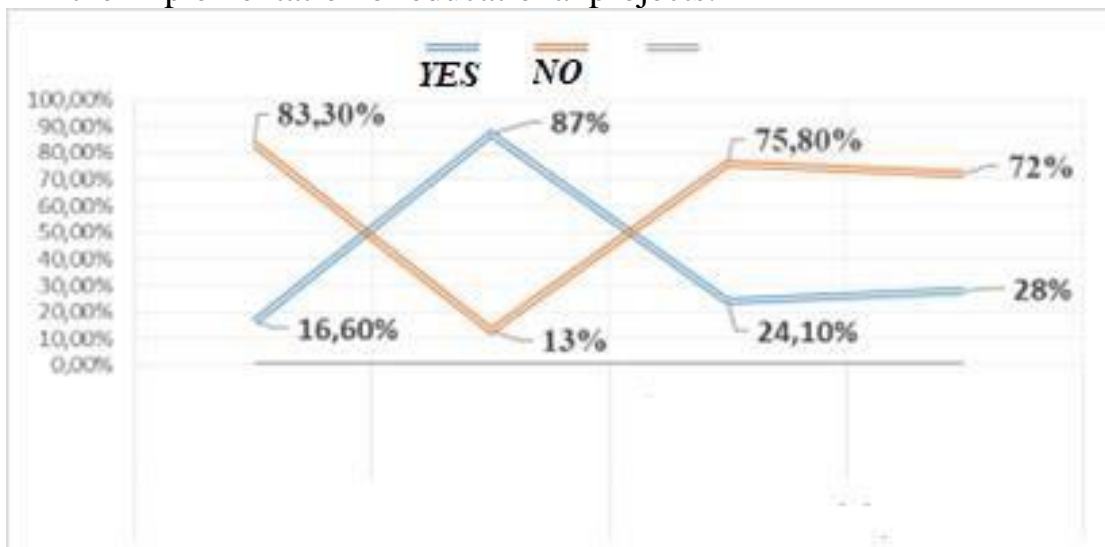


Fig. 3.3. Comparison of pre- and post-experimental results

As in the initial stage, we further proposed to determine the level of the manifestation of the subjects of both samples in the initiation of educational projects. Thus, the data compared at the control stage gave us the following table of results presented quantitatively in Figure 3.4.

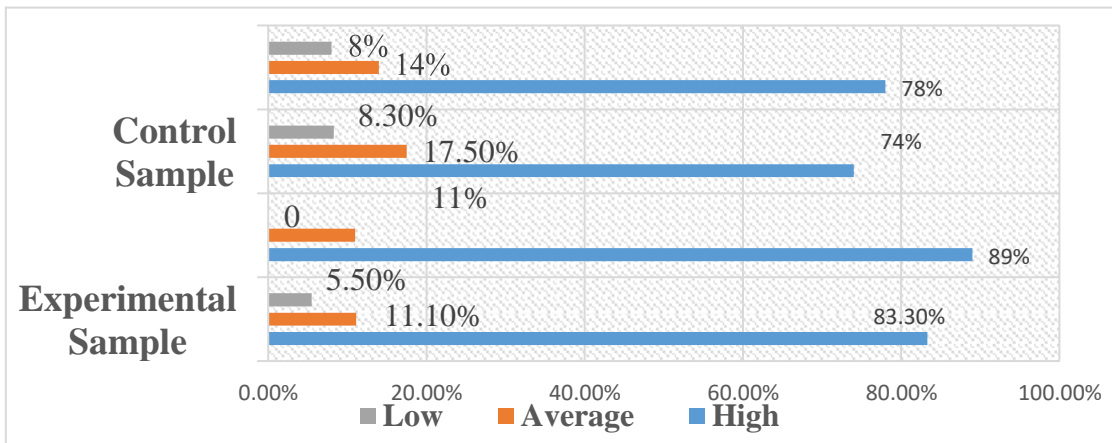


Fig. 3.4. The level of the subjects' interest in initiating educational projects (comparative data)

According to the results in Figure 3.4., it follows that the subjects of the experimental sample show a high level of interest – 89% for educational projects and an average level of 11%, the low level at the given stage being avoided; within the control sample the results are with small changes between 3-4% difference from the initial stage.

The second control sample involved the analysis of design strategies, with the research subjects having the task of choosing a method from the given ones: PERT, Logical Framework Matrix; GANTT Chart, SWOT and to analyze it through the lens of the ongoing/ongoing/design project at the institution level. Thus, in Figure 3.5. there are presented the results demonstrated by the subjects in the analysis of the projects.

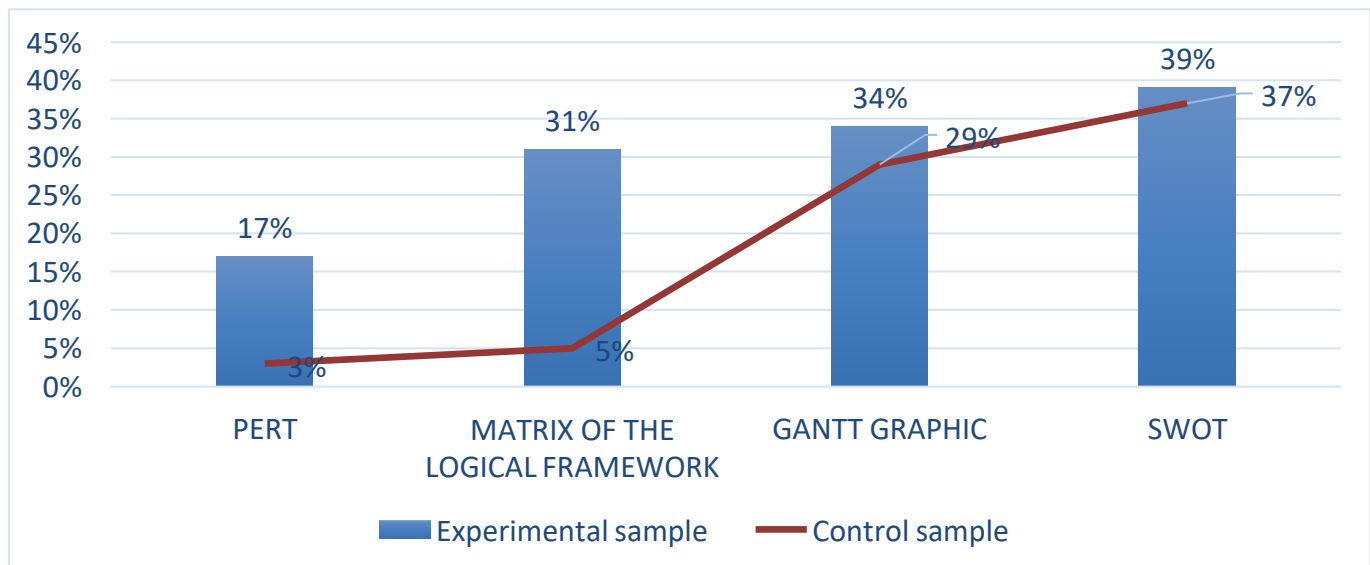


Fig. 3.5. Comparing results (unfolding projects)

According to the graphically presented results, we conclude that the subjects know and largely use the SWOT method in the initiation/design of educational projects 37-39%; 29-34% return to the GANTT Chart; The logical framework method is analyzed by the

subjects of the experimental sample 31% and the control sample 5%. PERT analysis is used by 17% of the experimental sample and 3% of the control sample. The low percentage level in the case of the control sample proves to us that the subjects do not know and do not use the given strategies in the initiation and design of educational intervention projects.

The third control sample involved a free discussion with the participants of the pedagogical experiment through which they expressed their opinions regarding the advantages of the activities they carried out and made a self-assessment of the performance management competence of the educational intervention projects. This self-assessment indicated a percentage of 69% with *good* for the subjects in the experimental sample and about 37% for the control sample.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. Emerging from the theoretical approaches to performance, it is emphasized the fundamental importance that specialists give to it in the management of educational projects. Eminently, it was found that performance has several educational representations, among them performance as *a process and product*, reporting to competences, the interaction between competence and ability. Performance, in this context, has a unifying epistemological force for an educational development approach and in a communicative relationship with the behavioral approach. It has also been illustrated that by emphasizing different styles of analysis and highlighting epistemological variety, the *meaning of performance* offers the possibility of focusing on the influence of performance as a series of actions that can be measured. By means of behavioral and relational theory, there were developed relevant examples for approaching performance from a managerial perspective.

2. Essentially, for more precision, it has been revealed that *performance management* in the strict sense revisits the difference between quality and non-quality, paying attention to the individual performances of the learning subject. Here there are found many possibilities for solving and creating high-quality result practices of actions at a high level of competence. The configuration of performance management, where it is capitalized correctly, leads to significant results, which contribute to the success of the educational intervention project. Through an organic treatment of the notions of *educational project and managerial design*, it was specified that the notion of project defines: a set of interdependent activities, according to a plan and to achieve certain objectives; a process that achieves a new, well- defined quality within an institution; a set of unique activities, with a high degree of novelty and a complex workload; a way of organizing people and managing activities that specifically involve a certain way of organizing and coordinating work. Among the attempts to define the concept of *managerial design*, there have been designated those that reflect a broad pedagogical reality, which can be defined in relation to a series of epistemological criteria used. As a result, we adhere to the idea that *managerial design* is defined on the basis of three essential epistemological criteria: a) the scope of reference of the concept; b) the general function of reality reflected at the level of the managerial design concept; c) the

basic structure of reality defined by the concept of managerial design, which corresponds to the general function (of reality reflected by the concept of managerial design).

3. There were formulated proofs for the fact that, at the current stage, the project is based *on two design principles*: *the principle* of knowledge of the subject's experience acquired informally, in his environment of existence; *the principle* of continuity between the individual experience of the subject, selected and valued according to pedagogical criteria, and the social experience reconstructed in the educational framework, in accordance with the values of education. In an analytical approach, there were identified ten *dimensions* of educational intervention projects (*teleological, functional, managerial, evaluative, epistemological, strategic, innovative, temporal, praxeological, normative*), which offer a specific vision of what is important: the relationships between the component elements and their meanings. Thus, through the general and particular representations of the PIE dimensions, there were reached different ideational constructions.

4. In the context of the epistemological research, there was developed the *PIE Performance Management Model*, based on three integrative relationships, as a result of structural modeling. According to this perspective, the relations that are established between the components are conceived not as an accidental, secondary or derived reality from other elements, but as a *sui generis* reality, as a connection or as an emergent effect. In the given case, the relationship has a real existence and is not a mere abstract entity of reason. *Integrative relationship 1* includes strategic functions, defining characteristics, efficiency factors, multifunctional structuring and performance interaction; *Integrative relationship 2*: reference sphere, general function, basic structure of managerial design; *Integrative relationship 3*: PIE dimensions and transformational management. This is a model capable of coherently describing the internal organization of the basic aspects and the particular ones to which they apply. The PIE Performance Management Model contains the *performance values*: innovative exchange, added value and new values, which marked the development and valorization of the *Technology of Training the Performance Management Competence*.

5. It was analytically determined that, in order to be credible, the project problem, which requires educational intervention in order to solve it, involves the presentation of more evidence that can be verified. An existing problem is visible both from an educational perspective and at the level of the community as a whole, therefore its solution must also be developed in this direction. In the context of PIE performance management, we would refer *to the object of management; his general, pedagogical and social functions; the structural components of performance management; the forms of achievement*, which ensure reporting the results to a set of field-specific criteria. The organization and development of the pedagogical experiment provided for the recording of PIE performance management competence in the wider context of values at the level *of novelty, innovative exchange or added value*. In the given meaning, the *innovative exchange* represents the objective necessity, determined by the transformations that take place at the educational level; the *added value* is a value that appeared as a result of the project, a result that is much better,

exceeds expectations, than the educational investments made (planning, organization, connection to objectives, development, completion, opening); the value determines the purpose of the project, the means of realization and the strategies of taking over the effects of reaching the goal, and the *new value* does not always imply an absolute novelty, but a novelty in a determined context.

6. Through the analysis of the experimental results, which configure *a difference of about 32%* between the experimental and the control sample, it was confirmed that the PIE performance management training approach was justified. Through its achievement, there was privileged the activity in relation to the development and implementation of educational intervention projects. Being one of the educational priorities in relation to the other components of the education process, the training of competence is thus practiced on a certain set of values, transposed in the educational context of the performance. The organization of the training of the performance management competence in accordance with the performance values presents an indisputable *educational value*, as the subjects involved were able to demonstrate noticeable results.

Recommendations for future research:

1. For any researcher in the Sciences of Education, the postmodernist trend in the elucidation of the phenomena in the field is obvious, a trend due, in large part, to the numerous researches that address the respective topic, fully loaded with numerous formative meanings. In this context, the postmodern foundation of the three performance values recorded in the research is rational, also appealing to the PIE Performance Management Model, which leads to the elaboration of a scientific study on the theme "*Performance values in school learning*".
2. The performance management of educational intervention projects must be seen as an aspect that can take into account several notional entities with a greater or lesser degree of decipherability. Or, the systematization, in a constructivist framework, of a section from the field of philosophy, anthropology, psychology, logic, etc. what would target performance management, becomes a research objective of what is considered essential in the nominated subject, possibly by elaborating a concept with the title "*Referential axis of the performance management of educational projects*".
3. The investigative discourse carried out can drive methodological re-interpretations, disguising itself in a thematic continuity, analytically exposed in a methodological guide with the title "*Technology of performance: factors of achievement*".

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ADNOTARE
Nastasă Anca-Mihaela
Managementul performanței în cadrul proiectelor de intervenție educațională
Teză de doctor în științe ale educației, Chișinău, 2023.

Volumul și structura tezei. Teza este structurată din introducere, trei capitole, concluzii și recomandări, bibliografie 148 surse, 11 anexe, 20 figuri, 8 tabele. Total 194 pagini.

Cuvinte-cheie: management, performanță, managementul performanței, proiect, managementul proiectului, proiect de intervenție educațională, proiectare managerială, relație integrativă, valori ale performanței, competența de management al performanței.

Domeniul de studiu se referă la teoria generală a educației.

Scopul cercetării constă în fundamentarea teoretică, elaborarea și validarea *Modelului managementului performanței proiectelor de intervenție educațională în învățământul general*.

Obiectivele cercetării: Dezvăluirea esenței conceptuale a performanței (definire, caracteristici, criterii funcții, factori, interacțiuni) și a managementului performanței (dimensiuni, trăsături specifice); desemnarea factorilor de influență a performanței; elucidarea metodologică a specificului proiectelor de intervenție educațională în contextul organizațiilor; determinarea valorilor de performanță în cadrul managementului performanței proiectelor de intervenție educațională; elaborarea și validarea experimentală a *Tehnologiei de formare a competenței de management al performanței PIE*.

Noutatea și originalitatea științifică a rezultatelor obținute. Noutatea și originalitatea științifică se configurează din abordarea interpretativă a conceptului de *proiect de intervenție educațională* într-o configurație relațională; stabilirea *relațiilor integrative* la nivel de (a) performanță (funcții strategice, caracteristici definitorii, factori de eficiență, structurare multifuncțională, interacțiuni), (b) proiectare managerială (sfera de referință, funcție generală, structură de bază), (c) proiect de intervenție educațională (dimensiunile PIE, managementul transformator); conceperea *valorilor de performanță* (schimbarea inovativă, plusvaloarea, valori noi); reperarea teoretico-praxiologică a *Modelului Managementul performanței PIE*; elaborarea și validarea prin experiment pedagogic a *Tehnologiei de formare a competenței de management al performanței PIE*.

Rezultatele obținute care au contribuit la soluționarea problemei științifice constau în elaborarea *Modelului Managementul performanței PIE*, fapt care a reperat construirea și valorificarea *Tehnologiei de formare a competenței de management al performanței* în activități de valorizare performativă, în vederea formării competenței de management al performanței PIE a cadrelor didactice/masteranzilor.

Semnificația teoretică este relevantă de abordarea teoretică a unui ansamblu de noțiuni în domeniu, cum sunt cele de performanță, management, proiect educațional, managementul proiectelor, proiectare managerială, managementul performanței, proiect de intervenție educațională; elaborarea Modelului Managementul performanței PIE; fundamentarea epistemologică a demersului tehnologic de formare a competenței de management al performanței PIE.

Valoarea aplicativă a lucrării este reprezentată de potențialitatea, demonstrată experimental, de valorificare în sistemul național de învățământ a Modelului Managementul performanței PIE și a Tehnologiei de formare a competenței de management al performanței PIE; structurarea acțiunilor de implementare a proiectelor de intervenție educațională elaborate în procesul formativ din instituțiile de învățământ preuniversitar.

Implementarea rezultatelor științifice s-a realizat prin valorificarea *Tehnologiei de formare a competenței de management al performanței PIE*, prin implicarea cadrelor didactice din instituțiile de învățământ general din Bacău, România și a masteranzilor de la Universitatea de Stat din Tiraspol, orașul Chișinău, Republica Moldova.

ANNOTATION

Nastasă Anca-Mihaela

Performance management in educational intervention projects

PhD thesis in education sciences, Chisinau, 2023.

The volume and structure of the thesis. The thesis is structured from the introduction, three chapters, conclusions and recommendations, bibliography 148 sources, 11 appendices, 21 figures, 9 tables. Total 194 pages.

Keywords: management, performance, performance management, project, project management, educational intervention project, managerial design, integrative relationship, performance values, performance management competency.

The field of study refers to the general theory of education.

The purpose of the research consists in the theoretical substantiation, development and validation of the Management Model of educational intervention projects in general education.

Research objectives: Revealing the conceptual essence of performance (definition, characteristics, functioncriteria, factors, interaction) and performance management (dimensions, specific features); designation of performance influencing factors; the methodological elucidation of the specifics of educational intervention projects in the context of organizations; determining performance values within the performance management of educational intervention projects; development and experimental validation of the PIE Technology of Training the Performance Management Competence.

The novelty and scientific originality of the results obtained. Scientific novelty and originality are configured from the interpretive approach of the concept of an educational intervention project in a relational configuration; establishing integrative relationships at the level of (a) performance (strategic functions, defining characteristics, efficiency factors, multifunctional structuring, interaction), (b) managerial design (reference scope, general function, basic structure), (c) project of educational intervention (PIE dimensions, transformative management); designing performance values (innovative exchange, added value, new values); the theoretical-praxiological identification of the PIE Performance Management Model; the development and validation by the pedagogical experiment of the PIE Technology of Training the Performance Management Competence.

The results obtained that contributed to the solution of the scientific problem consist in the development of the PIE Performance Management Model, a fact that identified the construction and valorization of the Technology of Training the Performance Management Competence in performance evaluation activities, in order to train the PIE Performance Management Competence of the teaching staff/master's students.

The theoretical significance is revealed by the theoretical approach of a set of notions in the field, such as those of performance, management, educational project, project management, managerial design, performance management, educational intervention project; development of the PIE Performance Management Model; the epistemological foundation of the technological approach to training the PIE performance management competence.

The applicative value of the paper is represented by the potential, experimentally demonstrated, of valorizing the national education system of the PIE Performance Management Model and the PIE Technology of Training the Performance Management Competence; structuring the implementation actions of educational intervention projects developed in the training process in pre-university education institutions.

The implementation of the scientific results was achieved by valorizing the PIE Technology of Training the Performance Management Competence, by involving the teaching staff from general education institutions in Bacau, Romania and master's students from Tiraspol State University, Chisinau, Republic of Moldova.

NASTASĂ ANCA-MIHAELA

PERFORMANCE MANAGEMENT IN EDUCATIONAL INTERVENTION PROJECTS

531.01. - General Theory of Education

Summary of PhD Thesis in Sciences of Education

Approved for publishing:

Paper format 60×84 1/16

Paper offset. Type offset.

Print run 50 ex.

Pattern printed sheets:

Order nr. 51

„Ion Creangă” State Pedagogical University

MD-2069, Republic of Moldova, Chişinău, 1 Ion Creangă street