

The Possibilities of Defining and Measuring Teacher Performance in the Police Officer Training System

Gábor Kovács¹

The Faculty of Law Enforcement of Ludovika University of Public Service in Budapest, Hungary has been training law enforcement officers under a new system since 2012. During the years that have passed, the training, teaching and educational work of our colleagues at the Faculty of Law Enforcement has undergone significant qualitative changes. The paper presents good practices in measuring the performance of teachers, ensuring continuous accountability, and ways to motivate the colleagues.

Professionals interested in the topic can use the essay to gain ideas and useful practical knowledge on the subject, which they can implement in their own organisations and compare with current practice.

Keywords: LUPS - Faculty of Law Enforcement, teachers performance measurement, management practice, leadership competencies.

I. Introduction

The Faculty of Law Enforcement at the Ludovika University of Public Service is the education centre for Hungarian high-level law enforcement professionals. The training and education process is extremely complex. In addition the law enforcement officer candidates also have to be educate. This task requires a dedicated teaching staff. The leadership and the teachers of the faculty must also meet the teaching requirements generally established in the Hungarian higher education system. The task is therefore twofold: to maintain a high level of professional excellence and, at the same time, to advance in the system of teaching grades.

How can be achieve in such a way that, teachers do not feel constantly monitored and challenged, but their performance can be measure? The theory of management and organisation can help on performance measurement and the teachers performance appraisal system introduced of the university.

II. Elements of the management process

The leadership of different organisation is a complex process that requires an understanding of the basics of management theory. Every management task begins with the collection, analysis and evaluation of information. First, the information has been assessed, the next step is the pre-decision planning, during which different actions are developed. The model evaluates the consequences of implementing each of these options. The most important management function is the decision, which is the optimal choice of possible solutions. After the decision, the leader organises the work and starts the activity.

¹ Prof. Gábor Kovács PhD, police major general, dean, professor and head of department, Ludovika University Public Service, Faculty of Law Enforcement, Department of Management Science, e-mail: kovacs.gabor@uni-nke.hu, orcid.org/0000-0002-1699-827X

Figure 1: Elements of the management process²



In order to achieve the leader's and organizational's goals, the leadership of the university must constantly monitoring the implementation. This management function is to providing the conditions for work, the manager also removes obstacles and distractions to the planned functioning of the organisation. This management functions not work on a similar principle to cybernetics, this is more complex, because human factors are less predictable due to their individual nature.

A The control system

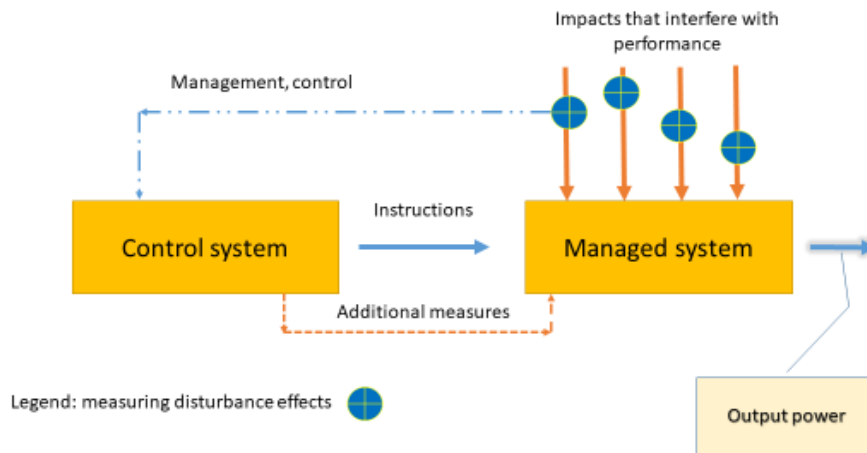
The control is a management function exercised by a manager who intervenes in a process to: initiate it; maintain it at a prescribed level; change it as desired; and stop it.

Control does not restart the management process, but eliminates minor distractions. It is usually a direct form of external intervention. The most common form of which is verbal or written instruction. It is a short-term intervention in the organisation's activities, undertaken by the manager with the priority of meeting the objective.

As a leader, we must ensure that we can easily justify the correctness of our decision, that we can prove that the new task, the new situation, required the managerial intervention that this decision implies.

² Source: compiled by the author.

Figure 2: The control system³



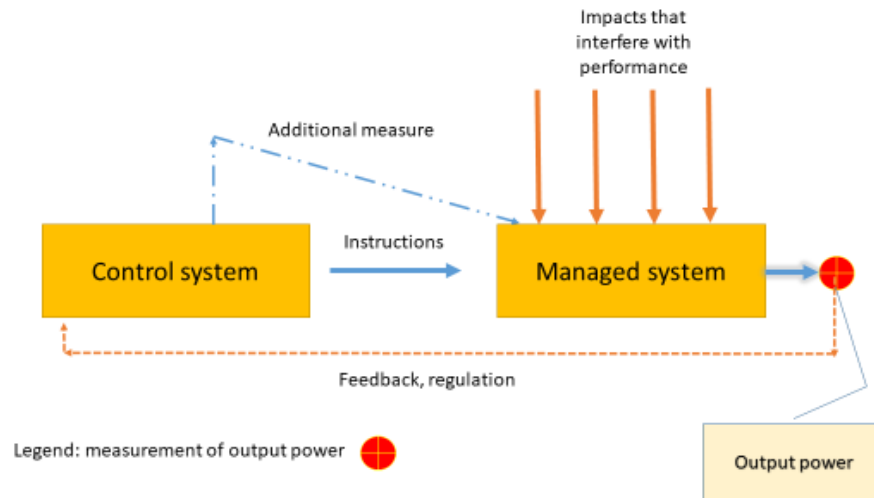
In control, the control system detects disturbances before they reach the controlled subsystem. Control is based on information and responses from the system's environment. The controlling entity compensates for the effects that occur, but without fundamentally changing the action taken to implement the original task system. The success of the task implementation depends on the implementer having the capabilities to ensure the success of the action against the adverse effects.

B The regulation system

Regulation is the most commonly used form of management in organisations, as it allows for rapid, operational intervention by the supervisor. The process involves control, enforcement and interference. In the process, the controller operates an organisation that detects disturbances and recognises the need for intervention. A critical point in the application of the system is the definition of the intervention threshold, the precise clarification of the decision making powers, communication, precise and rapid action and its implementation, monitoring of changes in the situation, continuous feedback.

³ Source: compiled by the author.

Figure 3: Scheme of regulation (schematic diagram)⁴



Implementation is followed by monitoring and then evaluation. The management process does not end, but starts again, as new information is generated following monitoring and evaluation.

C Control or regulation?

In the science of management and organisational theory, there are no answers that can be applied exclusively to solve a given problem. The right solutions are provided by the characteristics of the organisational structure, the organisational culture and the management system. If we have an organisation, that implements continuous control, then control methods should be the first priority. If our management system is more a mix of democratic and laissez faire management styles, then it is more appropriate to use the control methods.

Ideally, both methods are appropriate, but the use of the control method simplifies the 'day-to-day' work, as there is no close control, but accountability is cyclical.

III. Monitoring the activities of organisations

A The feedback, the control

In the management cycle, the feedback is the control, which is always a comparison: the comparison of the actual state of affairs as perceived with the imagined, expected state of affairs as envisaged in the plan.

Control is one of the most important and credible sources of management information, which has an impact on all the organisation's activities (planning, organisation and operational management). A well-functioning information system is one of the foundations of control, and the information or parts of information that come to our knowledge can have a significant influence on the direction and areas of control.

Control itself, like all the other elements of the management process, accompanies the whole management process and is present in all its elements. In fact, every manager checks every time he comes into contact with the colleagues, in order to gather impressions and information about the activity.

⁴ Source: compiled by the author.

Larger organisations may also set up autonomous units (departments, groups) responsible for carrying out central control activities at the organisational level. Usually under the direct authority of the manager - who is responsible for the tasks.

"Control is therefore a management function exercised by a manager at a given level to ascertain where subordinates are in the execution of the tasks set, to what extent they have been carried out and whether the objectives set have been achieved."⁵

The purpose of the control is to improve the quality of work, to confirm the correct and appropriate processes, to detect unfavourable phenomena and errors in the work process as early as possible, in order to correct them. The audit also informs managers of the correctness or incorrectness of the decisions they have previously taken.

At all levels of management, it is necessary for the manager to know and monitor the activities of his subordinates and their results. The dual nature of management requires the manager to provide the conditions for work and to motivate his staff. The manager must be aware of and constantly evaluate the performance of his/her subordinates and draw their attention to any errors or omissions in good time. A manager's assessment of his work is ideal when he is aware of the real performance of his staff and his organisation and the consequences of the decisions he has taken.

B The evaluation

Monitoring provides feedback not only on individual performance, but also on the quality of the functioning of organisational functions (information system, planning, decision-making, organisation, coordination, control, evaluation) and ultimately on the management quality of the organisation. Evaluation is a management function whereby the manager confirms to the subordinate how the task was performed, the extent of success or failure."⁶

Activity appraisal is a system that spans the entire management process, in which the manager confirms to the subordinate how the task has been performed.

There are many ways of valuing, not all of them financial. There are many opportunities in the hands of the manager, which the employee will welcome as a discount/recognition/reward. This could include a trip abroad, participation in a conference, enrolment in a language course, support for learning in a regular school, professional trips, an exceptional day off and other similar benefits.

IV. Implementation of performance measurement at the Faculty of Law Enforcement

Performance evaluation ensures that the activities of staff are continuously measured and monitored.

Principles for implementing performance measurement:

- *Legality, professionalism.* All measurements should be legal and professional. Any monitoring should be carried out only in compliance with the relevant legislation or other professional rules and with a high level of knowledge of them.
- *Expediency, planning.* Measurement should be consistent with the various periodic work and control plans,

⁵ Gabor Kovacs (2018): *Leadership processes in law enforcement organisations*. Based on Dialóg Campus 66-67 - revised by the author.

file:///D:/Users/kovacs/Downloads/web_PDF_Rendeszeti_szervezetekben_lejatszodo_vezetesi_folyamatok.pdf (Date of download: 09.10.2023).

⁶ Gabor Kovacs (2018): *Leadership processes in law enforcement organisations*. Based on Dialóg Campus 71 - revised by the author.

file:///D:/Users/kovacs/Downloads/web_PDF_Rendeszeti_szervezetekben_lejatszodo_vezetesi_folyamatok.pdf (Date of download: 07.10.2023).

- *Objectivity-complexity.* Performance measurement should aim at establishing the real facts, taking into account other factors where necessary.
- *Credibility-Publicity.* The fact, method, findings and other relevant elements of performance should be documented in all cases according to appropriate requirements.
- *Collaboration.* In all performance measurement activities, there shall be mutual cooperation between those involved in the assessment and the persons and bodies concerned in order to ensure the effectiveness of the monitoring activity.

It is also clear from the monitoring function that all managers and management bodies have a duty to regularly monitor the work of the organisation and individuals.

The lack of this would be to the detriment of both the manager and the implementing organisation, as feedback on the effectiveness of the work done would be lost...

A On measuring and evaluating the performance of teachers staff of the Faculty of Law Enforcement⁷

The Faculty of Law Enforcement is an integral part of the University, so the University regulations are also faculty regulations. The scope of the regulations covers all staff employed as lecturers, researchers or teachers.

B The role of academic performance measurement and evaluation

To strengthen academic excellence, develop the competences of employees, and provide support for management personnel decisions related to employees. Effectively contribute to the evaluation of employees the results of the University.

In the teaching and research posts, performance are evaluate separately for academic and individual objectives. Each performance appraisal criteria defined specific appraisal indicators for teaching and research posts. Indicators are assigned a specific score per unit of performance. The total points obtained in the assessment added to the management assessment points in the following proportions: a) 100% for high level senior managers, b) 75% for senior managers, c) 50% for middle, unit and other managers.

Part-time employees shall be entitled to a discount in proportion to the length of the part-time work: a) for 20 hours per week 25%, b) for 30 hours per week 12.5%.

C Results of the performance assessment

The aggregate result of the performance assessment is determined on the basis of the order of the indicators (values), so that the total number of employees, or the total number of employees according to the performance indicator:

- top 10% excellent;
- the next 10% of are outstanding;
- the next 30% of are good;
- the next 40% of are adequate;
- the bottom 10% of the next 10% receive an unsatisfactory rating.⁸

The evaluation system ensures continuous improvement of results from year to year. Performance assessment is carried out electronically via the dedicated “TÉR” digital application (<https://nke-ter.uni-nke.hu/auth/login>). Performance measurement forms are completed by the teaching, research staff member on the digital interface, each year at the latest of 30 September.

The annual performance evaluation indicators will result in a financial award, the amount of which will be subject to the financial possibilities available at the time.

⁷ Rector's Instruction No. 7/2023, Results of the performance evaluation 5 § 3p. (Date of download: 25.10.2023).

⁸ Rector's Instruction No. 7/2023, Results of the performance evaluation 5 § 3p. (Date of download: 25.10.2023).

If the result of the annual performance evaluation is "Unsatisfactory", an exceptional rating may be given within 30 days. If the result of the performance appraisal is "Unsatisfactory" for two consecutive years, the legal consequences described in the legislation shall apply.

V. Performance evaluation criteria

Evaluation criteria for the achievement of university objectives and development (professors, lecturers, researchers)

1. Educational performance.
2. Talent management.
3. Doctoral education.
4. Individual research, publishing, academic performance.
5. Scientific organisation.
6. University public activities.
7. Activity in institutional and academic competitions.
8. Other activities undertaken and carried out in the interests of the institution.
9. Assessment of leadership (for those holding a management position).

Performance evaluation criteria relevant to teaching posts (teachers)

1. Teaching time as % of compulsory teaching time.
2. Optional: Teaching/research teaching performance indicator.
3. Optional: Academic performance not included in other categories, certified by the responsible dean.
4. Other activities undertaken and performed in the interest of the university.
5. Assessment of leadership (for those holding a management position).⁹

All certificates must be attach in digital format to upload the digital interface. The submission of the data is the responsibility of each colleagues and will be verified by their leaders. The system itself is easy to use and can be continuously uploaded time to time throughout the year as data becomes available.

VI. The benefits of an academic performance appraisal system

In previous years, filling in, checking and evaluating paper-based performance appraisal forms required a lot of time and energy from staff and leaders. The digital switchover has made the system easier to operate and the processing of experience can further improve the accuracy of the evaluation. The performance appraisal system itself is constantly evolving; the feedback shows that the system continues to improving year by year.

Advantages of the performance appraisal system:

- the definition of evaluation indicators is a complex system covering all the activities of the employee,
- is based on self-reporting and self-assessment,
- data are not distorted, direct data are provided,
- is a subjective system based on real and credible data,
- has clearly defined and clear requirements for all users,
- is based on a digital system, available everywhere, well archived,
- scores and results are used to establish a clear ranking,

⁹ Rector's Instruction No. 7/2023, Annex 1. Performance evaluation criteria, measurement/evaluation indicators and the evaluation scores assigned to them for employees covered by the Instruction 7.p (Date of download: 15.10.2023).

- provides differentiated assessment, with different groups of files being assessed according to different criteria,
- is a banded (percentage) assessment, providing a continuous incentive for staff,
- the evaluation system can be continuously improved by collecting and incorporating user opinions and comments,
- the entire system respects privacy and data protection rules,
- can be flexibly modified according to the organisational interest, based on management decisions, with each evaluation element and its associated score,
- statistical analysis can be performed on the data collected,
- the system effectively supports the achievement of organisational objectives.

VII. Conclusion

As we have seen in the essay, control is one of the most important management function in the management process. The experience gathered in this way provides important information about the activities of our organisation. Some organisations and some managers make the mistake of not paying much attention to the importance of monitoring.

It is very important, remarks: if the managers have opportunity, set up their own control system within their organisation, this system is an excellent example. All managers are encouraged to intervene in the processes within their organisation on the basis of the collected information. In this work they have to use the different methods of management and control. This is what the Faculty of Law Enforcement of the Ludovika University of Public Service has done.

The method has worked, and individual and organisational performance has improved significantly compared to previous years.

I recommend the introduced good practice in measuring academic performance in all higher education institutions.

VIII. References

- Gábor Kovács (2018): *Leadership processes in law enforcement organisations*. Based on Dialóg Campus 66-67, 71 - revised by the author.
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- Rector's Instruction* No. 7/2023, Results of the performance evaluation 5 § 3p. (Date of download: 25.10.2023).
- Rector's Instruction* No. 7/2023, Annex 1. Performance evaluation criteria, measurement/evaluation indicators and the evaluation scores assigned to them for employees covered by the Instruction 7.p (Date of download: 15.10.2023).