

LEADERSHIP AND INSTITUTIONAL SELF-EVALUATION

LIDERANÇA E AUTO-AVALIAÇÃO INSTITUCIONAL

LIDERAZGO Y AUTOEVALUACIÓN INSTITUCIONAL

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ABSTRACT: This article describes the positive influence of leadership in the processes of institutional self-evaluation in an organization that seeks to raise a diagnosis of participatory management, promoting the collaboration of all agents involved, whose goal is to correct the weaknesses and needs detected and then make collegial and distributed decisions. and agreed on for the benefit of people and therefore the organization. To achieve participatory management, it is necessary that the institution has a self-assessment methodology and, through qualitative and quantitative techniques, it is possible to implement it periodically, according to the processes of strategic planning and accreditation that each organization is obtaining.

KEYWORDS: Leadership. Institutional self-evaluation. Educational organizations. Participative management.

RESUMO: *Este artigo descreve a influência positiva da liderança nos processos de autoavaliação institucional em uma organização que busca levantar um diagnóstico de gestão participativa, promovendo a colaboração de todos os agentes envolvidos, cujo objetivo é corrigir as fraquezas e necessidades detectadas e, em seguida, tomar decisões colegiadas e distribuídas. e acordado em benefício das pessoas e, portanto, da organização. Para alcançar a gestão participativa, é necessário que a instituição possua uma metodologia de autoavaliação e, por meio de técnicas qualitativas e quantitativas, seja possível implementá-la periodicamente, de acordo com os processos de planejamento estratégico e credenciamento que cada organização está obtendo.*

PALAVRAS-CHAVE: *Liderança. Autoavaliação institucional. Organizações educacionais. Gestão participativa.*

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RESUMEN: *Este trabajo describe la influencia positiva del liderazgo en los procesos de autoevaluación institucional en una organización que busca levantar un diagnóstico de gestión participativa propiciando la colaboración de todos los agentes involucrados, cuyo propósito es subsanar las debilidades y necesidades detectadas para luego tomar decisiones distribuidas, colegiadas y consensuadas en beneficio de las personas y por ende de la organización. Para conseguir la gestión participativa, es necesario que la institución cuente con una metodología para autoevaluarse y por medios de técnicas cualitativas y cuantitativas es posible implementarla periódicamente según la planificación estratégica y de los procesos de acreditación que vaya consiguiendo cada organización.*

PALABRAS CLAVE: *Liderazgo. Autoevaluación institucional. Organizaciones educativas. Gestión participativa.*

Introduction

Accreditation processes in most organizations involve an excessive workload. This is because all areas of the organization must be involved and take people, while developing their daily and normal functions, to deliver reports, reports, statistical data, among other analyses, demonstrating what has been done to achieve strategic objectives in order to generate institutional self-assessment.

The organization's diagnosis is to determine the organization's current radiography and is usually developed depending on the years of accreditation that the institution has. The capacity for self-regulation in this process is a good organizational habit, which should be installed as a continuous process. This self-regulation helps to be in constant search for quality and permanent improvement, as well as the type of leadership exercised by the people in charge of carrying out these complex and large-scale processes for the organization.

Lorenzo Delgado (2004) emphasizes leadership with a shared vision, emphasizing collegiate and cooperative decision-making and that responsibilities reside in the group. Similarly, Aravena and García-Carmona (2018) highlight good human relationships to generate changes in people's behavior and, therefore, achieving these good habits is a participatory management that facilitates peer collaboration to make distributed decisions of transversal weaknesses that afflict the organization.

Therefore, leadership, self-assessment and participatory management are the three main concepts described in this article, which should be synergistically concatenated and, above all, direct us to a realistic and participatory diagnosis, without losing sight of the fact that there are also other elements that should be considered when it comes to implementing a self-assessment for accreditation purposes.

Leadership in organizations in the process of self-assessment

Currently, the exercise of leadership maintains a close relationship with successful organizations (GARCÍA-CARMONA, 2014). It is a theme that is fashionable and has been applied to many areas of knowledge, and educational organizations are the one that attracts our attention at this time.

Due to the conceptual breadth of the term leadership, various types and fields of classification arise from it. In this sense, Lorenzo Delgado (2004, p. 195-196) states that the leader is not understood as an individual or environmental attribution, being more typical of a director or manager, but that leadership is conceptualized as "function, a quality and a property that resides in the group and energizes the organization [...] to generate their own growth based on a shared mission or project." With this definition we can observe how this term is filled with meaning, giving it its own identity. Taking into account its meaning, the author adds as characteristics that:

- It is a function: it is an activity carried out by the collective designated for it. For this reason, the term leadership is used more than the term leader.
- It is strategic for the entire organization: it has techniques and set of activities to achieve the objectives of the organization and helps to develop a vision of the organization.
- It is shared: it is not represented by a single person over whom all decisions fall, but is exercised in a collegiate and cooperative manner.
- It is inserted in culture: it is not something foreign to the context of the organization in which it develops, but it is part of it.
- It resides in the group: in the exercise of the group, it will influence both the group and the personal characteristics of each member.

Teamwork takes on a special relevance here and is that the common goals are pursued by the group, visions and lived experiences are shared to achieve the "shared dream" mentioned by the author. Similarly, the context will significantly mark the functioning and decision-making of the organization, as well as the particularities of each member within the group (GARCÍA-CARMONA, 2014).

Thus, leaders should have the ability to positively transform people's attitudes and behavior habits based on processes of change, in addition to promoting good human relationships; otherwise, this process will be meaningless and unreliable over time

(ARAVENA; GARCÍA-CARMONA, 2018). In this sense, self-assessment processes are particularly relevant.

The self-assessment carried out in an organization aims to reflect on the tasks and actions performed over a period, in order to improve its functioning and results. This process, of vital importance for the exercise of organizations, helps to detect strengths and weaknesses that must be analyzed in a reflexive and collegiate way to ensure their proper development.

For this process it is important to have self-assessment methodologies and effective self-regulation mechanisms, establishing them as great challenges of an entity that learns together skills, qualities and attitudes that the people who drive must possess (GAIRÍN; MUÑOZ, 2008). Thus, leadership based on self-assessment processes and that of the organization will contribute to the development of the organization and the achievement of its objectives.

Institutional self-assessment

Over the years, several authors have defined self-assessment by undergoing historical development. Therefore, the concept has been evolving, expanding and modifying contributions to the educational field. This is how we find different definitions according to the perspective of each author and these are consistent with the leadership strategies that are implemented.

The first does this focused on a conception as a proper and community process. Figueroa and Muñoz (2014) conceive self-assessment as a process that involves analysis and criticism collectively. This will be done by an organization with its own tools and regulated by itself. As a result of the above, we understand that this is an internal process of any organization, whose objective is to analyze itself, critically according to the objectives of the organization.

In turn, Iranzo, Tierno and Barrios (2014) understand institutional self-assessment as "a collegiate process" (p. 251), reinforcing the community characteristic of self-assessment. It is seen as a relevant tool to produce real improvements and innovations in the organization; in addition to defining the concept of self-assessment "as a diagnostic strategy for decision-making" (p. 237). Emphasizing the practical and projection purpose of self-assessment, the community charism of self-assessment is once again improved.

The view of Landi and Palacios (2010) allows defining self-assessment as a tool that "deals with a resource to objectify the real points of agreement and disagreement, strengths and weaknesses: to build an analysis of the initial situation of each [institution] in the face of new social, political and educational needs and demands" (p. 165). The authors' conception is rather

an internal look that should dialogue with their environment, thus reflecting self-assessment as objectification of the needs of the external environment and how they are corrected or treated from the culture of the institution.

Silva Triviño (2002) presents self-assessment as: "a form of evaluation by which a unit, program, faculty or institution gathers and analyzes substantive information based on its established purposes and in the light of a set of previously defined and accepted norms" (p. 31). It generates an even more relevant definition, where it dives into data collection, to be analyzed from objectives and standards, which leads to assessing reality from the identity itself, from what it is declared to be. From this perspective, we can understand that institutional self-assessment requires a prior and negotiated clarification about the purpose, requirements and consequences of the activity to be performed at the institution.

Reinforcing the above, Iranzo, Tierno and Barrios (2014), lead to self-assessment to the educational discipline, where they demonstrate that educational self-assessment is seen "as the process of systematic and analytical collection, which involves the exchange of data related to the educational processes of individuals, groups and organizations [...] in order to facilitate learning among all stakeholders" (p. 182), making it clear that educational self-assessment is a process of data analysis of reality that facilitates the learning of all in the educational organization.

Silva Triviño (2002) assumes and proposes that self-assessment as a process should consider the following: there is a phase or period of research, which helps to understand the objectives and information of the institution. Another phase is the analysis of the situation, processes and results of an institution (unit, program or career). Official documents that declare the mission and objectives of the institution (unit, program or career) are analyzed and certain references or quality standards are added, designing that self-assessment has a "strategic, prospective and change-oriented character" (p. 54). Consequently, the self-assessment process must and is proposed from a plan that, on beset of a previous organization (set of objectives), and that the same institution is the one that carries out the self-assessment; emphasizing the participation of relevant and involved actors. Thus admitting self-assessment as its own initiative and seeking to evaluate its aspirations and, consequently, obtain an external certification.

In Chile, Law No. 21,091 presents institutional self-assessment as a "participatory process through which the institution of higher education conducts a critical, analytical and systematic examination of compliance with the criteria and norms defined by dimension, taking into account its mission and its institutional development project" (Article, no. 16). The law

brings together and consolidates the conceptions presented above, where self-assessment is understood as a proper and community-like, critical and reflective process that guides the development of the institution (CHILE, 2018)

Self-assessment as an articulated management process

Self-assessment is conceived as a process in which milestones that allow understanding and planning must be identified. The first is the preparation and design of the process. This demarcation that must be done from the participants of the self-assessment, thus defining phases and levels of compliance with a schedule or schedule to be carried out. Another significant milestone is the collection of information, that is, the acquisition of data that allows us to understand the achievement of previously established objectives, collecting evidence that demonstrates the fulfillment of the mission and action plan that is being executed. A third milestone is the preparation of the report, which aims at and identifies the weaknesses and strengths of the institution. It is understood, therefore, that from the report there are lines of action or consequences of management actions, which are concatenated to a follow-up, until there is a new process of self-assessment (SILVA TRIVIÑO, 2002).

On the other hand, self-assessment can be understood from a cyclical perspective, which allows us to identify and understand that the relevance of a self-assessment is something recurrent and above all dynamic. Silva Triviño (2002) conceptualizes the phases of self-assessment implying that it is never left aside or encapsulated at a given time, resembles a constant activity of any organization, even more than a higher education organization, which must respond to the needs of culture and society.

Landi and Palacios (2010) point to "specific characteristics of self-assessment" (p. 160), which are presented below:

- It is not something external, since the actors of the educational organization are the ones who conduct and implement the process, in addition to the Decree of the CNA (2006) "must carry out a process of self-assessment with the participation of internal actors" (p. 17), the implication and participation are fundamental in the process.
- If actors have organizational problems, you can advise external people, but they are not recommended.
- The objective is the self-regulation of the institution, because the objective is to strengthen institutional management.

- The dimensions, aspects and criteria used for this self-assessment are previously selected by the institution itself, may be institutional development plans or short-, medium- and long-term objectives.
- The objective of the self-assessment is the self-assessment report, which is designed with improvement actions to be implemented to optimize the quality of training or the new functions proposed by the institution.

The CNA (2006) reinforces the idea of process, since it covers it within the management and conduct of an organizational unit that self-imposes actions to improve and monitor its constant improvement. He states the following:

The self-assessment of a unit is part of a cyclical and permanent process that provides reliable information for decision making, allows the planning of relevant processes and actions, organizes to develop such actions and processes and monitors its evolution and compliance (p. 10) (our translation).

Seen as a process, self-assessment enables the institution or unit to demonstrate its self-regulation capacity. Particularly, in the case of graduation, when performing the process of self-assessment, the ANC (2006) states the following: the career reinforcing the fundamental involvement of internal actors; but, in turn, "The career must demonstrate the ability to perform a critical analysis of its reality, based on the established evaluation criteria" (p. 17). This critical process should demonstrate a presentation of clear challenges to be faced, being conscious and very lucid about the tools, personnel and budget that is counted to serve you. In addition, it must be in harmony with the management of the institution. The action plan "must be appropriate to the reality of unity, demonstrating that it is consistent with its purposes and with the plan for the development of unity and institution" (p. 23). That's why it's framed as a process and not as a particular activity.

For this reason, Landi and Palacios (2010) invite us to understand the process of self-assessment "as the articulation of different complementary phases of design, dissemination, execution, final report and meta-evaluation" (p. 176). In addition, they point out that planning actions are necessary emphasizing the purpose "as a conclusion of the value judgments it provokes, institutional planning actions are generated, while energizing institutional management in a dynamic evolution that is constantly fed back" (p. 161-162). Therefore, it is a process that is fed and conceived as an infinite, that is, it is a constant work.

By understanding self-assessment as a process, Figueroa Céspedes and Muñoz Martínez (2014, p. 183) show us three major advantages of the process itself:

- 1) Self-assessment "empowers" the collective,
- 2) Creates a feeling of belonging and commitment and
- 3) Enables dialogue between all parties involved in teaching and learning, making the processes visible, so as to allow greater coherence between what is needed from the perspective of students and what is offered by the faculty.

Self-assessment methodology

Institutions that go through accreditation processes require participatory methodologies to self-evaluate both institutionally and in the self-assessment of careers.

According to Fernández's (2013) results in a survey on participatory management, less than 50% of teachers realize that the school gives them the opportunity to express their opinion and influence the workplace. Similarly, the same teachers think that participatory management is a positive variable that influences the field of work, because it makes them more efficient, increases the degree of commitment and makes them more productive. That is, they realize that participation can make a change in organizational improvement because they have the opportunity to contribute to decision making.

Participatory management is a fundamental dimension in these processes, since the various agents must be involved and collaborate in self-assessment (RODRÍGUEZ, 2018). From within the organization, they are the first to adapt, so that improvements are effective and can be implemented. On the other hand, participation through the application of qualitative and quantitative techniques facilitates the collection of information, statistical data, records, etc., which are then translated into strengths and weaknesses that arise from the perspective of different actors. That is why the more people participate in a planned way, the more enriching and real the diagnosis will be raised. Therefore, the x-ray of the institution is essential to be able to prepare an improvement plan, final document that reflects all actions, projects and/ or activities that will be developed both in the short, medium or long term.

Below is a comparative table that describes the differences and similarities between both techniques in order to establish their benefits and criteria for determining which one to apply within a participatory self-assessment process.

Table 1 – Differences and similarities between qualitative and quantitative techniques

Techniques	Differences	Similarities
Qualitative Techniques	<ul style="list-style-type: none"> - Concentrate strengths and weaknesses with a small group of people. -Raise specific issues by performance area or department. -Application of categories and subcategories for textuality analysis. 	<ul style="list-style-type: none"> - Both techniques allow you to collect information for the process. - Both techniques favor participatory management.
Quantitative Techniques	<ul style="list-style-type: none"> -Increase strengths and weaknesses with large samples (students, teachers, graduates, employers) - Application of statistics. Provides easy-to-design numerical data, frequencies, and percentages to analyze information. 	

Source: Own elaboration

Final Reflections

The demands of today's society require a new perspective in the evaluation of organizations. The leadership exercised in these organizations should be based on deliberative processes based on critical reflection and reality analysis to evaluate ideas and problems. It will also be necessary to worry about the well-being of others and what is good for the whole group, becoming aware of the dignity and rights of others (GARCÍA-CARMONA, 2015). Similarly, institutional leadership must generate and promote spaces for participatory management, so that decision-making is the most accurate, shared and collegiate, according to the needs and requirements of the organization.

Thus, self-assessment processes become especially relevant, incorporating a methodology to reflect on the actions performed and, thus, allow an improvement in organizational development. Through these processes of in-depth analysis of the functioning of organizations, leaders favor their improvement and promote a positive climate.

Therefore, self-assessment and participatory management are two aspects that must be combined when it is necessary to raise a diagnosis, because according to the evidence of some studies, participation improves productivity, as well as the organizational climate. The institution should plan strategies that generate spaces for people to feel that they contribute their experience and knowledge from practice.

Finally, accreditation managers should keep these concepts in mind and be supported by the authorities to implement them. Otherwise, your application is complex. Thus, participation will collaborate in distributed decision-making (FERNÁNDEZ, 2013).

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