PERFORMANCE SKILLS OF MANAGEMENT

INTRODUCTION

Public administration has renovated its policies over the years. The traditional model based in control and governed by bureaucracy is obsolete in an environment that favors innovation, competence and efficiency. The focus of the public service shall be expanded, including not only the proper and economical procedure, but above all, concern for the client - the citizen.

In this context, new models of people management emerge in organizations to promote the development of individuals in the workplace, such as management competency that is becoming a model increasingly used by public and private institutions.

In the Superior Electoral Court (TSE), the management model for skills was implemented in 2006, in which the employees began to be evaluated on their technical and behavioral skills, whose results guide various subsystems of HR, such as: annual training plan, talent selection, stocking and career development.

In 2010, the TSE felt the need to broaden the scope of the evaluation process through skills and assessed occupants of management positions were included, for understanding that the management effort aims to leverage, develop and mobilize skills. (LE BOTERF *apud* BRANDÃO; HUGO PENA, 1999).

Considering that management assessment for public managers is an innovative act, it was perceived, at the time of deployment of the Project Management Competency Assessment, resistance from the evaluators and the evaluated. The first group showed constraint to explain their views on the role of its leader; in turn, managers were mostly unfamiliar with the measurement of their performance, and for that reason did not believe in the value that such assessments could generate in the organization.

Considering this context, the staff responsible for the project implementation planned awareness lectures and workshops that showed the importance of measuring the individual performance of each manager, and the

possibility, based on the results of management reviews, to customize the program management Development - PDG, which takes place every year and aims to develop the managers of the House.

It is hoped this study demonstrates the importance of management skills in the organizational environment of a public agency, which currently reflects the desire for excellence in service combined with the quality of services provided.

This research will present the results obtained in the three cycles of managerial assessment occurred in TSE in 2010, 2011 and 2012 , seeking to answer the following research problem: If the gaps presented in management skills were resolved from one year to another and if there was growth performance, by managers, after the implementation of the annual evaluations.

Given the above issues, the objective of this research is to analyze the result of the performance of managers in the evaluation cycles between 2010 and 2012.

To achieve the overall aim the following specific objectives were followed: identify the model of management skills of the Court; analyze the performance management model adopted in the Court and perform document analysis concerning performance evaluations.

1. Management Skills

The word competence in late middle age was associated with legal language and concerned the award given to someone or institution to " say the right " to be competent. Later the term came to designate social recognition on someone's ability to speak about a certain subject and later came to be used to qualify the individual. (Apud BRANDÃO STREETS ; Guimarães ,1999).

Henry Pestalozzi (1746-1827), Swiss educator believed in the education of the individual as a natural, spontaneous, harmonic development of human capacities that were revealed in the threefold activity of the head , hands and heart (head , hand , heart), that is, in the intellectual, technical and moral life of the individual. According to this conception, Duran (2004) constructed a concept of competence based on three dimensions: knowledge , know-how and attitudes: knowledge that comprises the information, knowing what, knowing why; ability – that represents the technique, capacity, know how and on attitude - wanting to do, identity, determination, dimensions interdependent and

necessary for a particular purpose. (HENRY PESTALOZZI cited BRANDÃO; Guimarães,1999).

The study of competencies dated in the years of 1970, in which the researcher Gilbert, in 1978, pioneered the discussions of the topic and featured human competence as a result of the individual's performance at work, involving not only the behavior adopted, but also its consequences with regard to achievement. (Carbone et al . , 2009).

Dutra (2008), speaking on the topic, cites two main streams. The first represented by American authors Boyatzis (1982) and McClelland (1973), for example, that understand competence as a stock of qualifications (knowledge, skill and attitude) which qualifies the person to perform certain work. The second stream represented by French authors Boterf Le (1999) and Zarifan (1999) who associate competence not as a set of skills of the individual, but to the person's accomplishments in a particular context , ie , what it produces or accomplishes at work. (CARBONE cited Dutra , 2008) .

In this study, competence will not be understood only as a set of knowledge, skills and attitudes needed to perform a certain activity, but also, as the performance expressed by the individual in a given context, in terms of behavior and achievements resulting from mobilization and application of knowledge, skills and attitudes at work. (Carbone et al . ,2009). What could not be otherwise, since the role of the manager in front of his team, that performance cannot be measured only in terms of knowledge will be presented.

1.2 Performance management

Since ancient times the performance of employees is measured in the workplace, at first, focused on control. However, it was with the rise of capitalism and big industries that human performance gained greater significance. (BRANDÃO ; Guimarães , 2001).
In the twentieth century, performance evaluation went beyond the methodology of control of time and motion to processes that considered the employee and his work as part of a broader organizational and social context. (GUIMARÃES; NADER, branches, apud BRANDÃO 1998 ; Guimarães, 2001).

Both the semantics and the procedural aspect of the assessment instruments have evolved, including regarding the responsibility for the assessment, which went from the one-way evaluation, in which only the head unilaterally performed the diagnosis of the strengths and weaknesses of the employee, to the bilateral model in which the manager and subordinate together discussed the performance of the evaluated, until the latest model called the 360 degree, which expands the scope of evaluators, namely, peers, boss, subordinate, client, as proposed by Edwards and Ewen (cited BRANDÃO; Guimarães, 2001).

According to Goodale and Lucena (1997 apud BRANDÃO; Guimarães, 2001), the assessment of human performance at work, presents two perspectives: functionalist, where evaluation is seen as a process aimed at developing human resources and improving performance at work and the critical perspective, as a mechanism to exert psychosocial control over the worker.

We concluded that over the years the performance evaluation presupposes not only a comparison of what is expected of the individual in terms of achievement (expected behavior) and their activeness (what was done), but the real need for monitoring over the period to correct any errors if they occur. (LUCENA, 1977; ALURI; RECHEIL, 1994 apud BRANDÃO; Guimarães, 2001). This cycle which involves planning, monitoring and evaluation establishes the term currently used - Performance Management.

So performance in organizations cannot be measured only by the individual skills, but also by interpersonal relationships, as recommended by Oliveira - Castro, Lima and Veiga (1996 apud BRANDÃO; Guimarães, 2001).

In the performance management model described by Guimarães, Nader and Ramagem (1998), the authors describe levels of performance measurement: corporate level which covers the planning, monitoring, and directly linked to mission, the vision and macro goals, aiming to the sustainability of the organization; the divisional or functional level of the units connected to the goals of the company and the group level that focuses on projects and work processes of the individual, and how the worker behaves in

the workplace. Divisional and group levels seek the quality of products and services generated by the organization.

1.3 Performance management versus Competence Management

What is observed in literature is the question that performance management is something different from management skills. However, what is happening is that both technologies suggest the need to involve the performance or competence of the organization with its employees. When talking about performance management scholars on the subject as: Guimarães (1998); Oliveira - Castro, Lima and Veiga (1996) argue that organizations should provide tools for performance evaluation at various levels, from corporate to individual. In management competencies, Prahalad and Hamel (1990) and Durand (1998) suggest the same: the existence of organizational and human skills.

Brandão Guimarães (2001) points out that associating the performance of the individual with the skills of organization, makes performance management and competency management be embedded in a context where people management becomes strategic to the organization, because together both technologies are aimed to integrate the subsystems of human resources, such as: career management, compensation, recruitment and selection , among others. (TAYLOR; BEECHLEIR; NAPIER, 1996 apud BRANDÃO; Guimarães, 2001).

With recent interest in strategic people management, several theories have been postulated on the subject, although management and performance management skills are embedded in a context of theoretical fragmentation, what we see is the interdependence of concomitant underlying assumptions and processes both instruments to integrate and direct efforts, especially those related to human resource management. More than distinct or independent technologies, skills management and performance seem to be complementary in a broader context of organizational management. (BRANDÃO; GUIMARÃES, 2001) .

As part of the same concept, Brandão Guimarães says "better would be to coin the term management competence based on performance". This

suggests the character of interdependence and complementarity between skills and performance. Being logical, inclusive, to integrate into a single management model, the activities of planning, monitoring and evaluation of performance, from a diagnostic of competencies of an organization, from the corporate level to the individual. (BRANDÃO; GUIMARÃES, 2001).

2. RESEARCH METHOD

2.1 Management skills in the Superior Electoral Court

The Superior Electoral Court (TSE), the highest body of Elections, plays a fundamental role in the construction and exercising of Brazilian democracy. Its core competencies are set by the Federal Constitution and the Electoral Code (Law No. 4737 , of 15.07.1965).

The TSE has joint action with regional electoral courts (TRE), which are directly responsible for the administration of the electoral process in the states and municipalities.

The Court is composed of seven ministers and is renewed every two years. Three ministers originate from the Supreme Court, two from the Superior Court and two representatives of the class of lawyers - lawyers with outstanding legal knowledge and integrity.

The TSE has, as president and vice president, two ministers from the Federal Supreme Court (STF).

The task of the Court is to ensure the legitimacy of the electoral process and the free exercise of the right to vote and be voted in order to strengthen democracy. In this sense and to seek to achieve its vision for the future which is: strengthen the credibility of the electoral law, especially regarding the effectiveness, transparency and security, the Court has made efforts to develop the skills of their servers in the constant search for innovation.

The concept of competence adopted by the Superior Electoral Court is referenced in the junction of the American and French chains, where: synergistic combination of knowledge, skills and attitudes expressed by the professional performance within a given organizational context, that add value to people, to organization and society.

Under the TSE, the model of management skills is already a reality. In 2006, this practice was instituted and the occupants of effective positions started to be evaluated on their technical and behavioral skills, creating inputs for integration of subsystems of human resources: training, talent selection and career development.

The recognition of this practice as a management tool is becoming increasingly evident and beyond the TSE, 10 of the 27 regional courts of Brasilia, has started the implementation of a model management skills, and others, even if they are not being implemented, have undertaken studies on the topic, in order to realize an adequate model for each reality.

The model of management skills in the Electoral Court was regulated by Res. TSE No. 22 572/2007, which established the Permanent Program for Training and Development Servers in the Electoral Court, and Res. TSE No. 22 582/2007 provided for the Career Development Servers. The regulations highlight the need to develop skills among the servers of Elections in order to promote compliance with the institutional mission.

The targets and indicators set out in the Annex to Res. -TSE No. 23,371 / 2011, which establishes the strategic planning within the Electoral Court, corroborate for this intent, as they bring as strategic goals, the development of skills necessary for institutional activities .

In the Federal Public Administration, the use of competency management model was supported in Decree No. 5,707/2006, which established the Policy and Guidelines for the Development of Staff Federal Direct Public Administration, Local Government and Founding, which includes among instruments the national political system " management skills " (Art. 5, III) and establishes that among its purposes" adequacy of skills required of the servers to the goals of the institutions, with reference to the multi-year plan."

Given the results presented that effectively resulted in management policies more people lined the strategic objectives of the organization, the scope was expanded, and since 2010, the workers that occupied management positions started to be evaluated in a list of managerial competencies defined as relevant to their performance as managers.

Preparation for Deployment Model Management competency in TSE began in July 2005, when the Department of Human Resources, at the time,

conducted studies and research to identify approaches that would ensure the effective capture, development, promotion and monitoring on their group of employees.

The project included the following activities: mapping of individual competence profiles of all the employees in the TSE, 550 employees; identifying existing gaps between the skills needed and skills available to employees, the transfer of a solution for managing the appropriate skills for the project needs, purchasing a computerized system.

The effective implementation of the model took place in 2006, and fell to the Department of Personnel Management to conduct each phase, at which time it worked conceptual and behavioral alignment, aiming to dispel doubts and resistances of functional and managerial staff of the House.

From there, the TSE employees participate each year in an evaluation cycle that takes place in November of each year. The results serve as input to the subsystems of human resources.

Compared to the results achieved, HR policies are customized to the strategic plan to achieve their goals, which occur, for example, the adequacy of the annual training plan for skills gaps detected, promoting selection of employees through competency interviews. This makes it possible to reconcile the needs of the units with the employee that has the best profile for the activities that will develop greater alignment between organizational and individual competencies.

2.2 Research participants

The management team consists of the Court: Chief Ministers, Advisors, Advisors of the General Board, Director - General, Secretaries, Coordinators and Heads of Section.

Although the managerial body of the Court has four levels of managers who are directly interconnected foremen who are subordinated directly to the Coordinators and Secretaries who respond to these orders of the Director General, the managerial competencies are described for evaluation of subordinate staff directly to the manager. And, therefore, the section manager is who delivers to the subordinates the actual performance of behaviors to be

assessed, for this reason it was decided in this study to analyze results only for this group now totaling 84 managers.

2.3 Survey instrument

The management evaluation instrument was put together in 2009 in a work developed from focus groups, attended by managers of various administrative units chosen randomly, but with representation.

The descriptors were built with a focus on four organizational values of TSE -six managerial skills, which after revisions provided the model in the following cycles, were consolidated as follows: values consistency, commitment, integration and recognition and management competencies: communication, focus on results, changes management, people management and leadership, decision making and planning.

The table below describes the managerial competencies adopted by the TSE to be evaluated. Importantly, the TSE descriptors are written as observable behaviors, which facilitate the understanding of what should be evaluated in more objective terms.

Table 1 - Descriptor of competence

competence	Indicator of competence
Decision Making	Analyzes information, considering the context, for decision making. Assumes the consequences of decisions related to their competence. Addresses the issues of jurisdiction swiftly, securely and with proper risk assessment form. Makes decisions, however unpopular, according to figures from the Court.
Change management	Identifies the need for change and proposes alternatives. Planning processes of change within their unit, managing the risks. Promotes actions to minimize points of resistance or fear of changes.
Coherence	Acts according to the values of the Court. Acts consistently with his speech way.
Commitment	Acts committed with the objectives of the Court order. Defends and spreads the values of the Court.

	Demonstrates commitment to achieving the goals and objectives of the unit and the Court.
Strategic Planning	Sets priorities and action plans that facilitate achieving the goals of the unit. Encourages staff participation in formulation of work plans. Negotiates terms with staff, customers and partners for the execution of tasks and projects. Revises planning and tailor the drive to achieve goals.
Communication	Welcomes comments and suggestions as opportunities for improvement. Aligns with the team's understanding of information of interest from the unit. Communicates information of interest to the unit. Demonstrates respect and consideration in communicating with people. Provides constant feedback regarding the professional performance of the team.
People Management and Leadership	Creates conditions to motivate the team. Creates opportunities for sharing knowledge and experiences. Delegates responsibilities as profiles of the team members. Encourages the staff to continuous improvement of work culture. Monitors and intervenes in the behavior of the team in accordance with the values of the Court. Promotes team in an organizational climate conducive to productivity.
Integration	Seeks to maintain an environment of cooperation and integration among all the staff. Formulates and coordinates partnerships that contribute to the achievement of the organization's strategies.
Recognition	Assigns credits of the work performed to the employees. Timely commends the employees by positive performance in their work. Offers opportunities and challenges at work that enhance the performance of the employee.
Orientation / focus for results	Ensure conditions for effective implementation of projects and processes under their responsibility.

Source: created by author

2. DISCUSSION OF RESEARCH FINDINGS

After exposure of the themes on competency management, performance management, and the detailing of the skills assessment occurred in the TSE process, the next step is to analyze the results of the evaluations obtained, seeking to answer the research problem: Was there on the part of managers a concern to improve their performance? Were the competency gaps resolved from one year to another? Let's see the results:

In 2010 the parameters applied were: The vertical upward and unidentifiable evaluation process - weight 1; the heads of sections who held a management position for over three months and were evaluated by a team of their employees. It was not attributed to the self-assessment evaluation.

In 2011 the parameters were as follows: Process of upward vertical and unidentifiable evaluation- weight 1; down by the superior rating - weight 2. The Heads of Sections were evaluated by the Coordinator and the section employees. The self assessment started having weight 1.

In 2012 the process of upward vertical and unidentifiable evaluation – weight 1. The section head was rated by his team and his superior, both assessments with weight 1. The self assessment continued with weight 1.

Results of Assessments for 2010

The first management assessment was held from November 9th to 20th through questionnaires sent to employees by e- mail, with the intention of completing another stage of the Competence Management in TSE cycle; 860 questionnaires were sent; 764 were answered and there were 96 abstentions. It was predicted that 123 managers were expected to be evaluated and only 3 of them did not undergo evaluation.

Three managers did not enter the study because of the methodology used, two for having less than three months in the managerial function and the other for not having subordinate employees.

The chart below lists the averages for each competency assessed for holders of sections of the entire Court .

Graph 1 - 2010 Results
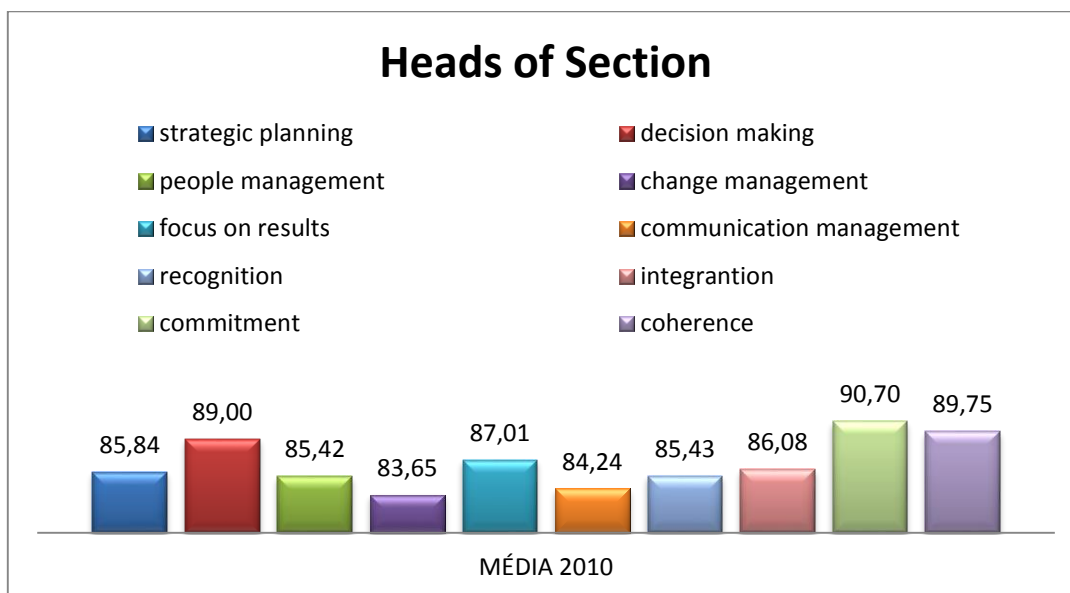
Source: created by author

Strategic planning of TSE in 2010 had a goal to get at least 60% of managers with good performance, however in December 2009, the goal had been achieved. Heads of Section 88.11%, showed performance above 70%, a rate considered as minimal use.

The good performance of more than 80% of foremen managerial competencies, may reflect the actions taken throughout 2008 and 2009, related to the Management Development Program - PDG, eg: Learning Trails and Leadership Talk.

By analyzing the skills assessed, it was found that the competence impairment had a higher performance index, 90.7%, confirming the findings of the organizational climate survey conducted in 2009, in which the employees realized through the commitment dimension that TSE managers are committed to the work they do.

The second best competence was assessed with a consistency index of 89.75%, showing that managers act according to the values of the Court and in accordance with their speech.

Decision making skills and orientation to results obtained an index of 89.00 and 87.01%, respectively, demonstrating that subordinates observe in practice that managers ensure conditions for effective implementation of

projects and processes under their responsibility, analyzing the information observing the context for deciding matters under their responsibility.

With 86.24% and 86.08% are communication skills and integration suggesting that the chiefs evaluated communicate effectively and with respect, providing constant feedback on the performance of the professionals who work with them, including seeking to maintain an environment of cooperation and integration among team members.

Recognition skills, planning and people management and leadership found rates of more than 85% of satisfactory performance, which can demonstrate that the employees feel recognized for their individual performance and realize that the manager sets priorities and action plans that enable the achievement of the goals set for the units motivating his team.

A lower score on this evaluation cycle is related to change management, which corroborates the data from climate research, which revealed that managers do not masterfully run the changes taking place in Court.

The main objective of this first phase was to allow the manager to formulate and consolidate perceptions of staff feedback. Furthermore, the results of management assessment were used as input for the thematic approach that PDG (Management Development Program) should follow to initiate actions for self-development.

Evaluations results obtained in the years 2010 and 2011

The second cycle management assessment was conducted from October 24 to November 21, through questionnaires sent to employees by e-mail, with the intention of doing another stage of the cycle assessment of Competence Management Model in TSE.

The managers, in the 2011 evaluation cycle, were evaluated on technical and behavioral skills in a single moment, unlike what happened in the previous year in which only assessed the attitudinal competencies.

Figure 3 below shows the data related to the evaluation questionnaires. The questionnaires are not related to the number of respondents, because the

same employee could have assessed more than one manager. It is worth noting that the number of respondents in 2010 may have been impacted by the period in which the assessment was conducted; it coincided with the period of a strike which many employees joined. 838 questionnaires were sent and 638 replied with 200 abstentions. It was obtained in this cycle 124 managers evaluations.
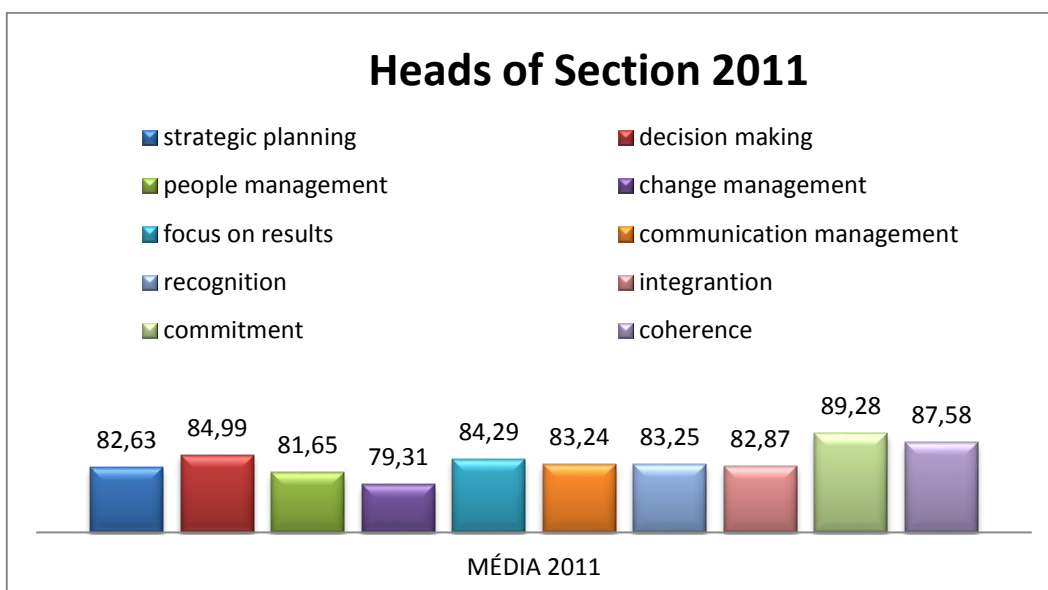
The chart below lists the averages for each competency assessed in the evaluation of the managers of sections of the whole Court, comparatively.

Figure 2 - Results (Heads of Section 2010)
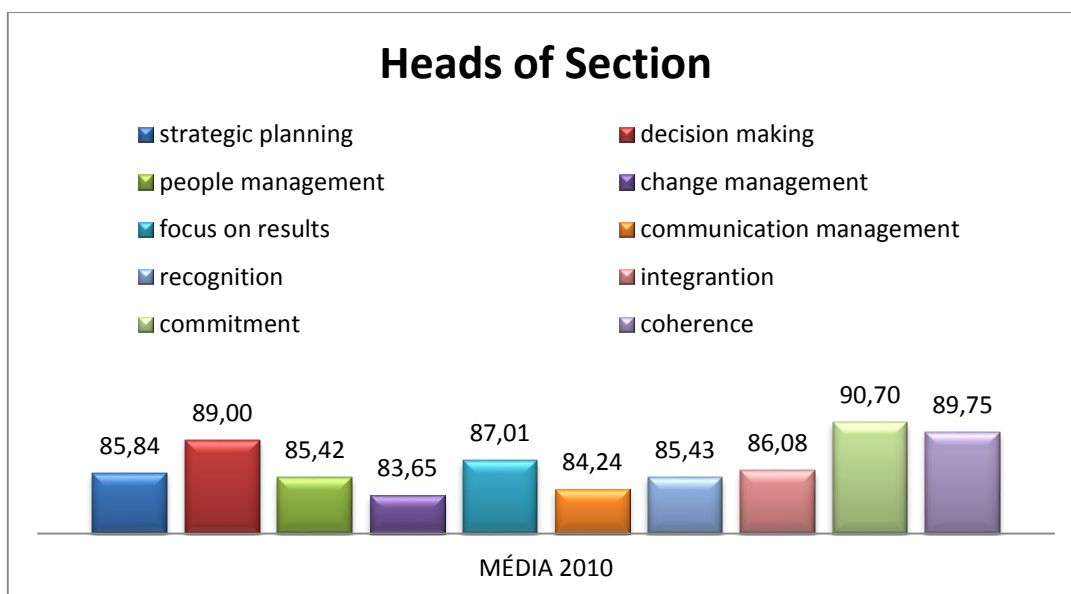
Source: Created by author.

Figure 3 - Results (Heads of Section 2011)

Heads of Section 2011

■ strategic planning   ■ decision making

■ people management   ■ change management

■ focus on results   ■ communication management

■ recognition   ■ integrantion

■ commitment   ■ coherence

82,63   84,99   81,65   79,31   84,29   83,24   83,25   82,87   89,28   87,58

MÉDIA 2011

Source: Created by author.

The target set in the Strategic Plan was to get at least 60% of managers with good performance, which took place in December 2009.

In this second evaluation cycle compromising competence remained the best evaluated , similarly to what happened in 2010 , showing a difference of one (1) percentage point less, which is considered insignificant when compared with the results obtained in 2010. For Furthermore, change management competence is perceived as one that needs to be addressed by the management team, including showing a difference of plus or minus five (5) % to less than the evaluative cycle 2010 that had the same jurisdiction with the lowest satisfactory utilization.

Competence coherence showed a level of 89.75% in the first evaluation cycle and 87.58% in the second, the second best assessed competence. This shows that managers have a consistent behavior with her speech.

Decision making skills and orientation / focus on results obtained indices of more than 84% to over 89% and 87.01% recorded in the previous year. One can then point out that appraisers continue realizing that managers make decisions consciously, taking into account the context in which they are inserted with a focus on results expected by the organization.

The communication and recognition skills gained over 83% success rate in 2011, a difference of plus or minus two (2) percentage points when

compared with the year 2010, which means that the body recognizes good communication between employees and manager with his team and feel recognized with the work they do.

Planning and integration skills dropped by more than three (3) percentage points, but in a universe of 779 evaluators does not reflect significant importance, suggesting, therefore, that the behavior of managers assessed reflect actions that provide planning and integration.

Competence people management and leadership gained 81.65% satisfaction and in 2010 its rate was 85.42%, suggesting a slight decline in managers' behavior with regard to the leadership team, including this fact can be corroborated with decreasing percentages in skills as a whole.

In general, it was observed by the results obtained in 2011 that the managerial skills were assessed with lower rates, which may show a more mature behavior of evaluators, since the managers of these teams are already more familiar with the process and with the instrument assessment, tending to a more critical or even if it has been by the evaluators less afraid to express their opinion about the performance of the manager, resistance observed in the first cycle.

Results of Assessments for the years 2010, 2011 and 2012

The results presented herein have been prepared for comparative purposes and corresponds to the analysis of the three-cycle management evaluation, the last place from 7 to December 12, 2012, through electronic questionnaires sent to servers via e - mail.

It should be noted that there were changes in calculating these ratings in all three cycles, with the presence of some players as the year, but still, the data analyzed as time series provide important inputs to the management of TSE political leaders.

In 2012 participation in management evaluation was 84.23%, i.e. , 907 and 764 answered questionnaires .

Another relevance to the analysis of ratings information is the involvement of senior managers in the evaluation process, immediately. In 2010, the foremen were evaluated by their subordinates and by themselves. In

2011, began to be evaluated by the head immediately above this weight 2. In 2012, after reviewing the results of the evaluations of previous years, it was realized that the weight previously assigned to the superior could not represent greater importance than the result displayed by the team, opting thus to equalize the weight of tiered evaluation to the other ratings manager.

In general, it was observed that the results for 2011 were the lowest; this phenomenon can be attributed to the greater weight given to the evaluation of the head immediately above, may mean that the way the skills are described can only be observed by staff working directly with the foreman and that deliveries to superiors follow a different delivery bias, such as: people management skills and leadership "encourages the staff to continually improve culture at work." Only the appraiser who is subordinate to the assessed can tell if the manager encourages continuous improvement in the team. The superior realizes the result of this improvement and not the stimulus held on the day of the session.

This fact is in line with the theory presented by Quinn (2003) when dealing with managerial roles. For the author, the managerial roles represent general descriptions of the behaviors of managers and managerial responsibilities depend on the level of organizational hierarchy in which they are located, i.e., to perform behaviors that describe people management skills and leadership , for example , the head section does not deliver the same to the team delivering to his superior.

This result will be seen in the graph shown in sequence.

Graph - General Means of Heads of Section by jurisdiction (%)
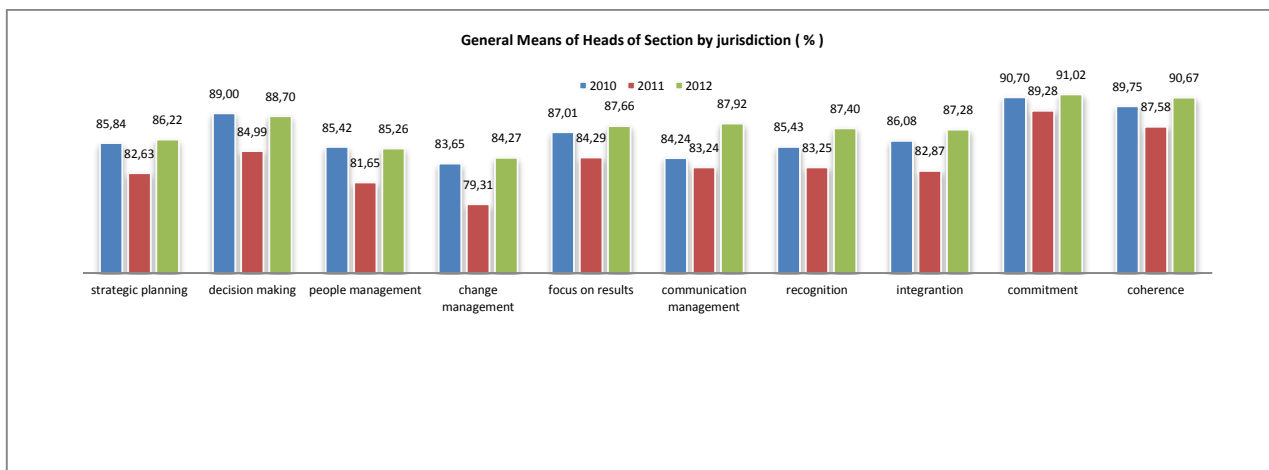
Source: Created by author.

In previous years, it is observed that the power management change continues as one of the skills of lower performance evaluation. The expertise and people management leadership also figured in three cycles with lower than other assessed skills, indicating urgency to implement actions to develop these indices. After all, are the foremen who maintain closer contact with the servers of the base.

At the other extreme, the commitment competence and consistency appeared with the highest scores in all three cycles; the section chiefs follow the same line of commitment to the mission of the Court and consistency in their attitudes and decisions.

Other skills such as planning, decision making, orientation / focus on results, communication, recognition and integration achieved in the year 2012 higher notes. It is observed, that the gaps of skills were diminished year after year .

Regarding the use of the management model for skills in the TSE itself proves that it enables the integration of the subsystems of human resources (HR), bringing significant contributions to organizational results; it allows the alignment of efforts for the human skills to generate and sustain the organizational skills needed to achieve the strategic goals of the organization.

CONCLUSION

The Superior Electoral Court has sought through its employee excellence of service to society. As a way to keep the organization on top of innovation in people management, implemented the management skills, starting with the technical expertise in 2005 and expanding the scope with managerial skills, from 2009.

After critical analysis of the results obtained in the evaluation cycles of managerial skills in the TSE, it is concluded that managers, limited this study to the section chiefs (the first level of management within the organization), were already committed to the managerial role and worried with his performance against the team, since the results of competency assessments proved relatively positive in the first cycle in 2009.

Such behavior may reflect the actions taken by the management unit of people in earlier periods, especially during 2008 and 2009 related to the Program for Management Development. On the other hand, it may also reflect relative leniency on the part of evaluators (teams) on a first upward evaluative experience, i.e., there may have been in that cycle and seizure resistance of the evaluators to explain their positions regarding the performance of managers .

However, for the cycle conducted in 2010, in view of the extensive awareness raising activity that occurred prior to the evaluation, the leniency hypothesis can be ruled out by observing good averages by section chiefs, which weakens the hypothesis that same year above.

In 2011, however, there was a small drop in averages. It is estimated that this result is a consequence of the insertion of the coordinators in the list of evaluators of section chiefs, i.e., inserted into the perspective of the rated officer's immediate superior, without any change in the evaluative instrument.

This difference observed in the 2011 cycle possibly due to the way the skills are described, i.e., through behavioral indicators of competence, compliance with which is more easily evaluated by subordinates; which is not the case with the coordinator, who receives deliveries by a different team bias.

The 2012 cycle even with the maintenance coordinator on the list of evaluators, the average presented resumption of previous cycles (except 2011). Such an occurrence may be the result of changing the weight given to the

evaluation of superior - in the 2011 cycle was assigned the weight 2 review and the next cycle, weight 1 - ,suggesting that the behavior observed by the evaluator manager bias is different that observed by the staff evaluated.

It is observed that the electoral cycles performed in 2010 and 2012 years were more positive in terms of the evaluations of foremen cycles, i.e. the evaluation of managers in the year in which the Court conducts deliveries gestated in the biennium, namely, the elections can be imbued by a sense of " mission accomplished " and a deep sense of belonging that happens with teams when entering these deliveries.

It was observed that there were no significant differences in the results. The competency change management skills remains one of the lowest performance ratings in the years 2010/2012. Likewise, the people management skills and leadership also figured in three cycles with lower rates than other skills assessed, indicating the urgency of implementing actions to develop them.

Other powers remained with higher evaluative indices, concluding that since the pre-deployment of managerial ratings period, section chiefs already had managerial performance above satisfactory. Similarly, the few gaps presented were resolved from one year to another (except the small fall recorded in 2011).

In light of the study undertaken, it is suggested that the Court review the assessment tool to be completed by engineers in order to make it more suitable to deliveries made by foremen because behavioral indicators are not easily seen from the point of view of superior. Thus, the next cycle could contain two types of instruments: one directed to the rated subordinate manager and other staff with descriptions that may reflect delivery to the superior manager.

Considering the high scores that have been obtained by the managers, it is also suggested revising the instrument currently used by teams with differentiated approach to different levels of management in order to broaden the perception of staff as the most important management aspects to that level and that need to be developed for that specific audience.

In addition to implementing the suggestions listed, it is hoped this study provide the Court with a favorable ambience to the feedback, continued management development program, taking as a base the assessments of

management performance and thereby assist the Secretary of People Management to become increasingly more strategic to the organization.

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