



INNOVATIVE PRACTICES IN PERFORMANCE MANAGEMENT IN EDUCATIONAL INSTITUTES

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ABSTRACT

The success of any organization depends on its employees or human capitals. In the educational institutes, managing human capital has lot of importance and the performance management of their employees is increasingly becoming a daunting exercise because of the various factors impacting performance appraisal process. "Everyday Performance Management" system is designed to incorporate daily encouragement and feedback into on-the-job conversations. Factors internal to the organization such as – size of the organization, employee engagement strategies, cultural orientation of employees, performance appraisal systems, different personality types and external factors such as – state of economy, society, customer expectations, emerging technologies - pose their own challenges in implementing exercise in large educational institutions in India, current performance appraisal systems in use and provides recommendations for addressing some of these challenges.

Keywords: Performance management challenges, performance appraisal, self-monitoring, innovative practices in PMS

INTRODUCTION:

Performance management is a very critical exercise for both employees and the employers with the primary goal of improving performance (Ghorpade & Chen, 1995). For employees, it gives an opportunity to know how they have performed against the goals and if there are any performance gaps in the expectations from the employers. This helps them plan to address their development needs and plan for their potential growth. For the employers, this helps to identify the best of the employees and plan for rewards/compensation revisions/promotions and plan for up-skilling the employees in the areas where new business opportunities arise. This paper provides an overview of internal and external factors impacting the performance management process, which are specific to educational institutes.

INTERNAL FACTORS

Size of organization:

As the size of the organization increases, implementing an objective performance management system gets more difficult. The number of business units and the performance measurement criteria for the employees in each unit become too many to effectively manage the process. The revenue generated from the institute in the process adds to the complexity of the process. In other industries, the number of people to be evaluated in each business unit is considerably less and the evaluation parameters are also very different for each business unit. In educational institutes, the evaluation parameters are more or less similar making the performance management process very challenging.

Geographical spread of an organization:

A related factor to the size of the organization is the geographical mix of the employees of an organization. The nature of the work being done by these employees across the geographies at different designation levels is very varied and having a standard performance management process will not truly evaluate the performance of this mix of employees.

Experience of Faculty:

When the employees have performance related discussions with their managers, the experience of the high cadre faculty plays a very important role. Many faculties get into Assistant Professor Position in a comparatively shorter period (about 3-5yrs).

Performance Biases of Supervisors:

According to the study by Bol (2011), lack of complete information leads to leniency bias in the performance appraisal process which though positively impacts the employee motivation, it affects the degree of objectivity in the appraisal. The recency bias is another factor that brings the bias. Any incident of good performance appraisal process will impact the supervisor's ability to conduct the appraisal objectively. Contextual factors of supervisor's preferences influence their motivation to the appraisal process to maximize their own likelihood of achieving the valued goals (Pestonjee & Gupta, 2012)

Employee's Motivation to perform:

The motivation level shown by the employees varies depending on the job satisfaction achieved by them. Job satisfaction in turn is impacted by many parameters – assigning the right job to the employees, promoting them to the right levels (Phelps, 2005), the hygiene factors implemented by the organization, setting the right goals and expectations, providing the role clarity to the employee and sustaining it to create the right level of motivation for the employee and sustaining it to achieve a high performance (Tjosvold & Halco, 2001)

Demands of the employees:

For a very large organization which has offices in multiple locations there are many demands from the employees. They have constraints to work in particular city and within the city, only a particular office. The more experience an employee has and the higher the mastery of the skills he/she has, the higher the demands of the employees. This inflexibility creates a situation where right skilled employee is not assigned to the right job in turn reducing the expected employee in the organization. Many a time, the tenure is rewarded than the performance (Andrea, 2013)

Defining and Measuring KRAs:

There are two critical elements in the performance appraisal: defining the Key Result Areas (KRAs)/ goals for the employees at different levels and measuring the KRAs to assess their performance. Defining the right KRAs for each level is very important and using the right and accurate measurement of the KRAs is even more important to have an objective performance appraisal (Oberoi & Rajgarhia, 2013)

Self-Monitoring level of Employees:

Self-Monitoring, an inherent trait of an employee, along with the emotional maturity has an impact on his/her career progression. The high self-monitors are more likely to project themselves to create a high visibility of their achievements than the low self-monitors (Kilduff & Day, 1994). A high emotional maturity of an individual helps an individual in the long run, but they lose out to the people with less emotional maturity in the short term.

EXTERNAL FACTORS**Economic situation:**

The focus of the institution is on getting more business and generating more profit for the organization. Performance management process is lenient and many people are rewarded liberally with either promotions, bonuses, or higher salary hikes. There is an increased hiring by the institution to cater to the increased business and the attrition level is high during this time.

RECOMMENDATIONS AND CONCLUSION

For an educational institution facing a multitude of changes in all quarters-financial, business model, technology and resources-there is no single performance appraisal method available that will address the challenges. The performance management system for large institutes should be designed to measure the past



and potential performance of its employees, and its own performance in alignment with the stated vision of the organization.

Though, each institution customizes the models and creates a performance framework to suit their needs, there is a constant change needed to be made to the evaluation process. Employee's perception of the effectiveness and the credibility of the performance appraisal process is one critical factor in deciding the acceptability of the process by them.

The Administrative department responsible for managing the performance management system is an educational institution has to take into consideration: the parameters for evaluation, processes used for identifying these parameters, the measurement methods, frequency of the assessment of the performance management process itself in order to have a credible and effective performance management system.

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