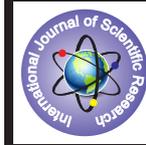


New Model of Performance Management and Measurement in Higher Education Sector



Management

KEYWORDS : Performance Management, educational institutions, performance management system, methods, evaluation

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ABSTRACT

Performance management is the integration of performance appraisal systems with broader human resource systems as a means of aligning employees' work behavior with the organization's goals. Performance management should be an ongoing, interactive process designed to enhance employee capability and facilitate productivity. It is true that universities are able to respond to the challenges of the changing higher education environment and the effective management of performance at organizational, institutional and individual level is therefore critical to success. The impact of performance reward systems, such as Performance Related Pay, the role of resources in influencing educational outcomes, the reliability of existing methods of assessing educational performance.

1. INTRODUCTION

Education provides an important area of application for systems of performance management and for techniques of performance measurement. Education is currently an area with a high national priority, in the form of a high weight on the raising of educational standards and performance, particularly in higher education. Higher education is related with academic activities, staff and student, administration, research work, financial support (government and other financial supporters), students' activities (existing students, parents, graduates, alumina, training in organisation) etc. Quality and relevance of education can be taken as the most important concerns. Qualities of service and employer-employee satisfaction are the keys concerned area in today's business. When considering education, quality of educational service can be taken as more importance. Performance Measurement is a cycle of never ending improvement. It plays an important role in identifying and tracking progress against organizational goals, identifying opportunities for improvement and comparing performance against both internal and external standards. Performance management in higher education highlights some of the influences and barriers. In performance management various types of models are used to evaluate any person. Such as-Balanced Scorecard, EFQM Business Excellence Model, Performance Measurement Matrix, SMART Performance Pyramid, Performance Prism, Kanji Business Excellence Performance System etc. All these tools are used to measure any employee in an organisation. Performance Management includes activities that ensure goals which are consistently being met in an effective and efficient manner. Performance Management can focus on the performance of an organization, a department, an employee or even the processes to build a product or service, as well as many other areas. Performance Management is the systematic process by which an agency involves its employees, as individuals and members of a group, in improving organizational effectiveness in the accomplishment of agency mission and goals. Employee Performance Management includes:

- Planning work and setting expectations
- Continuously monitoring performance
- Developing the capacity to perform
- Periodically rating performance

Performance management is the current buzzword and is the need in the current times of cut throat competition and the organizational battle for leadership. Performance Management is the integration of performance appraisal systems with broader human resource systems as a means of aligning employees, work behavior with the organization's goals. Performance management should be an ongoing, interactive process designed to enhance employee capability and facilitate productivity. Performance management (PM) is a goal-oriented process directed toward ensuring that organizational processes are in place to maximize the productivity of employees, teams, and ultimately, the organization. It is a major player in accomplishing organi-

zational strategy in that it involves measuring and improving the value of the workforce. PM includes incentive goals and the corresponding incentive values so that the relationship can be clearly understood and communicated. There is a close relationship between incentives and performance.

CHANGING NATURE IN EDUCATIONAL SECTOR

An academic revolution has taken place in higher education particularly in the past half century marked by a paradigm shift in scope and opportunity. Over the years higher education system has become an enterprise having much of business orientation with all its exposure to fierce competition at different levels of stakeholders. Indian education system considered as one of the largest of its kind in the world also faces/encounters enormous challenges in the new millennium. One of the major reasons for India's performance for being not that encouraging was due to suboptimal investment on higher education in the recent past. With unprecedented growth of knowledge typically in the area of information and communication followed by globalization shrinking the world into a global village, competitiveness has become a decisive force of growth. As a part of India's integration into the world economy the role played by potential foreign participants need a special mention. The impact of potential entrants on Indian higher education system can be felt in most of the functional areas like access, equity and quality. Moreover, in view of the inherent lapses in the regulatory structure of the system, unregulated foreign participation may lead to unfair and exploitative practices; to mention a few high capitation fees, misrepresentation of courses and corruption in admission process which may further accentuate the functional and ideological differences. Quality and Accreditation, Public-Private Partnerships, Governance Knowledge is the factors by which employees in the higher educational institutions are evaluated.

THE GROWTH OF PERFORMANCE MANAGEMENT IN EDUCATION

The use of indicators of performance as a way of managing and improving performance in education is now so widespread across schools, colleges and universities that it is difficult to imagine educational life without them. Yet they are relatively recent in their current form and differ in significant ways from previous practice, for example, providing data on examination success rates. Policy-makers have always collected data on the functioning of education systems, and have drawn on these data to monitor systems, identify trends and promote change. Performance management in its current form, however, has origins in anxiety about underperformance in education in an increasingly competitive global economic environment. Policy-makers in the UK have seen performance management as a mechanism for putting pressure on the education system to and so increase value for money, force it to improve across the board and to address the persistent 'tail' of underachievement. There has been a related policy goal of shifting teachers from a perceived over-emphasis on the teaching process to a stronger focus on attain-

ment outcomes, together with a desire to increase the accountability of the teaching profession.

PERFORMANCE MANAGEMENT IS IMPORTANT IN HIGHER EDUCATIONAL INSTITUTIONS:-

Today, there is a constant need to measure and quantify activities and performance at colleges and universities. Higher education institutions need to comply with government mandates. Compete globally for researchers and students. Review programs and substantiate accreditation. Make strategic decisions about whether to build on existing strengths or develop new areas. Business performance management is not a very new concept in the field of management. A performance management system can serve many important purposes within an organization by motivating employees, strengthening organizational goals and facilitating discussion of ideas and areas for improvement. This is designed to promote interaction and feedback between management and employees, establish expectations for individual work performance, and serve as a foundation for rewarding top employee Performance Management can help you to identify ways in which to improve your performance and provides the opportunity to discuss career direction and prospects. It presents the opportunity to plan for and set objectives to further develop your career. Performance Management will help you to gain any additional training or mentoring which can act as a basis for developing future succession plans. Higher education institutions in our country must be prepared to operate in a competitive education market, assuming greater managerial autonomy for each of them, a flexible regulatory framework and adequate financing. Today, being competitive as an institution of higher education requires more openness and transparency, a review of services and marketing culture. This paper will present a critical review of the performance management literature, taking into consideration some of the models used by organisation for this purpose. It will investigate the latest thinking and findings on performance management and seek to explore how it operates in practice .A literature review on performance management culminated in the development of unified theoretical model. This action research tried to identify employees' perspectives of performance management in higher educational institutions. The study concludes that compliance is a major issue that threatens the performance of the institution. A performance management framework to assist higher authorities in optimizing the right performance management tools and opportunities is preferred as a solution. The paper is divided into five system .With the help of every system I will try to focus on some issues.

2. LITERATURE REVIEW:-

Performance Management includes activities to ensure that goals are consistently being met in an effective and efficient manner. Performance Management can focus on the performance of an organisation, a Department, employee or even the processes to build a product or service, as well as many other areas. Performance management can be derived with the help of two views-national and international.

2.1PMS MODELS IN HIGHER EDUCATIONAL INSTITUTIONS

One of the most important aspects of management is to monitor and assess the business performance. Performance management makes sure that the organization has achieved its goals and highlight lack of performance wherever apparent. How this could be possible? Where should be the starting point? How should the performance be monitored? How should it be reported? How should the results be used for improving future activities? Answers to all of these questions could only be provided by institutional level performance management system specifically designed for respective organizational purposes. Institutional performance is not only related to the organization or its employees including management. It is also related to possible respective entrepreneurs, customers, dealers, suppliers etc. Performance management is usually linked with individuals which are not true at all. It should define how an enterprise works rather than only individuals. Some people mistakenly assume that performance management is concerned only with appraising and rating a board, management

and staff's performance. Actually, this activity is only one part of the overall process.

Performance management is the systematic process of:-

- i) Planning work and setting expectations
- ii) Continually monitoring performance
- iii) Developing the capacity to perform
- iv) Periodically rating and recording performance

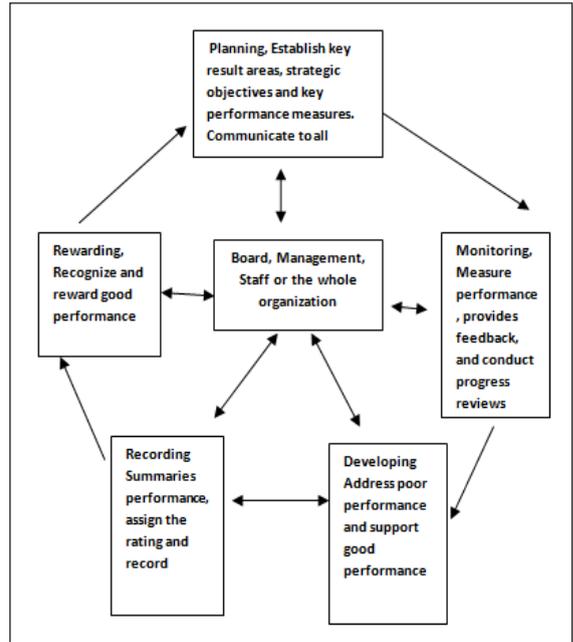
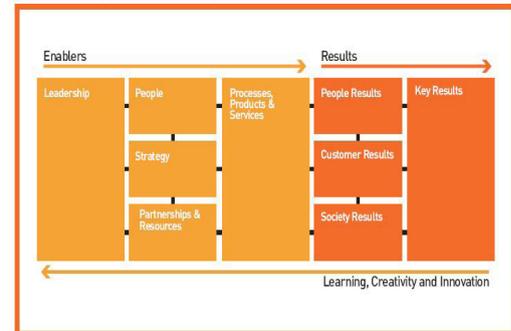


Fig: 1.PMS Model in Higher Educational Institution

2.1.1 The EFQM Excellence Model

The EFQM Excellence Model is the most popular quality tool in Europe, used by more than 30 000 organizations to improve performance. It supports you to self-assess and reflect. 84% of our members say that the EFQM Model helps to improve their organisation.

Fig: 2.Diagram of EFQM Model



The EFQM Excellence Model has been reviewed to ensure it reflects the world we operate in. It encourages organizations to move from rigid corporate structures to more agile ones that are better suited to the rigors of today's global economic environment. Although the EFQM model (see Appendix 4) is used extensively across Europe (Sheffield Hallam University, 2003), its use in the Higher Education sector has been described as limited by the Higher Education Staff Development Agency (HESDA, 2002) although they do allude to the expectation that this will become a growth area over the next decade. Conversely, Temple (2005) argues that although HE tends to adopt management fads just as the corporate sector and government are discarding them, the failure of the EFQM in HE is virtually inevitable.

In a drive to redress the limited take up, the Consortium for Excellence in Higher Education was established to evaluate the

benefits of applying the EFQM – Excellence model to the HE sector. The research carried out at the centre, based at Sheffield Hallam University, culminated in the production of a HE version of the EFQM Excellence Model which includes additional examples, support and guidance for the sector and is fully endorsed by the EFQM. Several universities, including: Durham, Salford, De Montfort, Liverpool John Moores, University of Central Lancashire, are now engaged in various EFQM approaches (Thackwray et al., 2005). For HEIs, there are a number of identified value-added benefits to using the model, but particularly because it encompasses some of the other recognized model.

The model can be used in four ways:

- i) To help determine where an organization is on their journey towards excellence.
- ii) To provide a common language to enable the exchange of ideas and information, both within and outside the organization.
- iii) To integrate existing & planned activities, improving organizational efficiency and effectiveness.
- iv) To provide a basic structure for the organization’s management system.

2.1.2 The Balanced Scorecard

A well-established and recognized method for cascading aims and objectives down throughout an organisation whilst retaining a link to the Corporate Strategic Plan is the Balanced Scorecard (BSC) (see Appendix 5). Developed by Kaplan and Norton (1992) the BSC provides an alternative approach to the more traditional financial measures regularly used as the primary and often sole measurement of corporate performance (BalancedScorecardInstitute,2007).

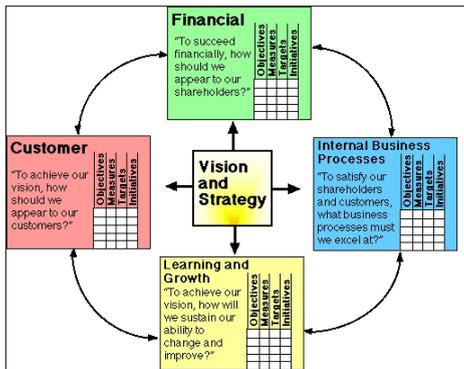


Fig: 3. Diagram of Balanced Scorecard
(Source: Balanced Score Card Institute, 2007, online)

The Balance Scorecard and its contents should be known to all employees. It is visible on the website at any time. Employee can understand about key issues and as a consequence, employees know how their approach will fit. Fig:

	Objective	Indicator
Diversity: How well do we broaden and strengthen our community?	Increase campus diversity	Percentage of students, staff, and faculty by gender and ethnicity
	Provide better disability access	Inventory program needs as baseline; improvement over time
Student learning experience: How effectively do we transfer knowledge to our students?	Improve student progress	Retention and graduation rates
	Increase student satisfaction	Higher Education Research Institute student survey data
	Improve graduate program quality	Graduate student placement
Academic excellence: What is our contribution to the creation of knowledge?	Increase research productivity	Counts of publications, citations, grants, and awards
	Heighten national reputation	Number of departments in top quartile of National Research Council rankings
Outreach and engagement: How effectively do we transfer knowledge to the local, national, and international communities?	Increase technology transfer activity	Number of licenses, patents, and invention disclosures; royalty income
	Increase outreach to community	Number of programs and services; number of people served
Resource management: How well do we develop and manage resources?	Increase and diversify revenues	Percentage of revenue by category over time
	Provide incentives for entrepreneurial initiatives	Number of science and technology campus partnerships

4. application of Balanced Scorecard in Higher Educational Institution

2.1.3 PERFORMANCE PYRAMID:-

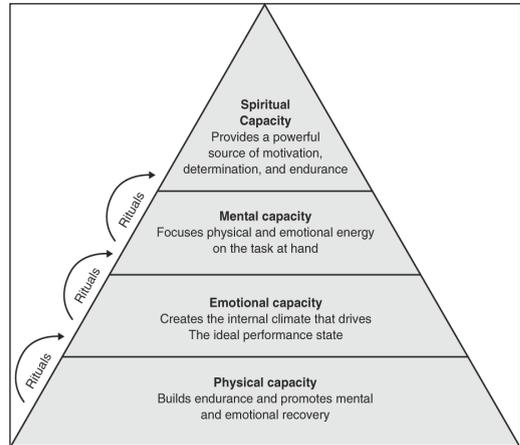


Fig: 5. Diagram of Performance Pyramid
The Performance Pyramid also known as the SMART Strategic Measurement and Reporting Technique by Cross and Lynch 1991 viewed businesses as performance pyramids. The attractiveness of this framework is that it links the business strategy with day-to-day operations.

- Objectives are top down and measurements are top up
- Quality and delivery should equal Customer satisfaction but watch that Reducing costs do not lead to a fall in satisfaction
- The left side are external influences and the right is internal
- It starts at the individual level all the way to corporate level
- Provides a more integrated approach
- Focuses on the right priorities
- Uses both financial and operational information to support the decision-making process

2.1.4 RSDQ mode (Roles, Styles, Delegation and Qualities)

This model of leadership and managerial effectiveness views effective management and leadership as a combination of four sets of variables. These are:

ROLES: Every manager in order to be effective has to perform both transformation roles (leadership roles) and transactional roles (managerial). Some of these are:

- v Articulating and communicating vision and values
- v Formulating long-term policies and strategies
- v Introducing and managing new technology and systems
- v Inspiring, developing and motivating juniors
- v Managing juniors, colleagues and seniors
- v Culture building
- v Internal customer management
- v External customer management
- v Managing unions and associations.

STYLES: While effective managers recognize all the leadership roles and perform them well, it is not only the roles or activities that determine the effectiveness but also the way in which they are played. The model envisages that managers may play most roles well, devote time and effort but could be insensitive to the style with which they carry out these activities

A Benevolent or Paternalistic leadership style, in which the top-level manager believes that all his employees should be constantly guided, treated with affection like a parent treats his children.

A Critical leadership style is characterized by the belief pattern where the manager believes that employees should be closely and constantly supervised, directed and reminded of their duties and responsibilities.

A Developmental leadership style is characterized as an empowering style, where the top manager believes in developing the competencies of his staff and treats them as mature adults.

DELEGATION: The RSDQ model considers the level of delegation as an important part of a senior executive's effectiveness. This dimension has been included because most senior managers seem to have difficulties delegating, especially those effective managers who get promotions fast in their career.

QUALITIES: The model envisages that managers should exhibit qualities of leaders and world-class managers (e.g. proaction, listening, communication, positive approach, participative nature, quality orientation etc.)

RSDQ Model - Its Applications and Variations

This 360 degree feedback instrument based on the RSDQ model is being used in a large number of Indian organizations including the Aditya Birla Group, IL&FS, Gati Cargo Management Services Tata Cummins, Indian Group of Hotels, Mafatlal Group, Goodlas Nerolac, State Bank of India and in other countries like Nigeria and Egypt by the Chanrai Group, Alexandria Carbon Black Company etc.

2.1.5 PERFORMANCE PRISM

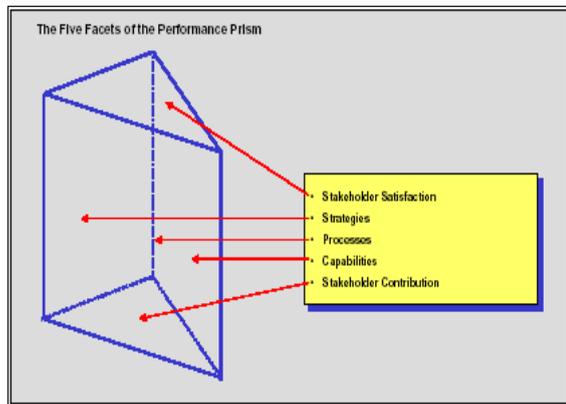


Fig: 6. Diagram of Performance Prism

The prism looks at measurement from a stakeholder perspective. When deciding what to measure managers have to first identify who their stakeholders are and what they want and need. Only then can they begin to decide what they should measure. This model taking consideration of two way process as,

1. What are they want and needs of employers.
2. What are the organizations wants and need from its employers. This figure presented the model and employer satisfaction is the key indicator in this Model and main purpose is to identify who are the key employers and their wants and needs. Then second stage organization should focus on the strategy according to employer- demand. Then should focus on what processes we need to deliver these strategies. Contributors of performance prism model contrasted (Neely, Adams and Kennerley, 2002) the model with other models used as the former starts from employers not from strategy as in the latter. They also commented on many of the existing works on Performance measures suggesting that measures should be derived from strategy and be consistent with strategy. They argued that organizations need strategies because they want to deliver value to employers. Therefore, the starting point for any discussion of measurement has to be employers. The performance prism model provides a structure that encourages managers to answer five inter-related questions when designing their measurement systems.

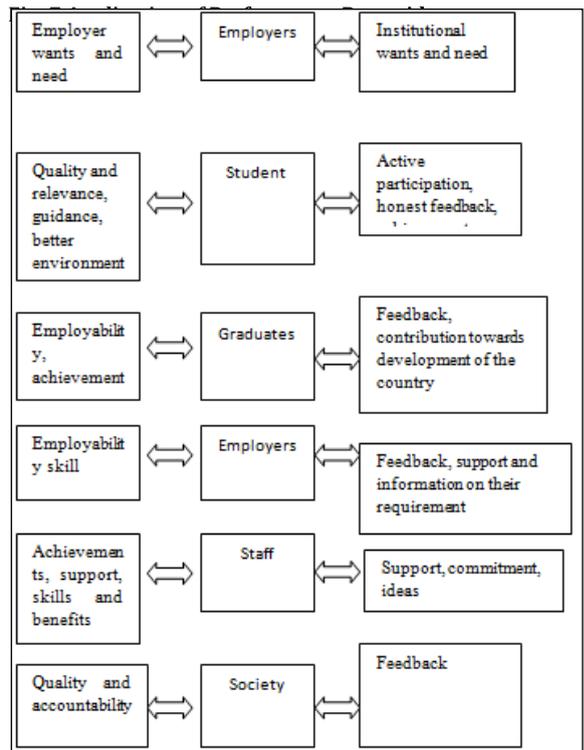


Fig: 7. Application of Performance Pyramid

Identifying all stakeholders' needs and creating value to all stakeholders are key concern areas within the performance management in the knowledge management society. There is no single model still accepted for measuring and managing performance in higher Educational institution. Most of the performance management systems are fails to address and consider the entire stakeholder needs after considering the importance and contributions of all stakeholders to the organization.

2.1.6 360 DEGREE FEEDBACK

In human resources or industrial psychology, 360-degree feedback, also known as multi-rater feedback, multi source feedback, or multi source assessment, is feedback that comes from members of an employee's immediate work circle. Most often, 360-degree feedback will include direct feedback from an employee's subordinates, peers, and supervisor(s), as well as a self-evaluation. It can also include, in some cases, feedback from external sources, such as customers and suppliers or other interested stakeholders. It may be contrasted with "upward feedback," where managers are given feedback only by their direct reports, or a "traditional performance appraisal," where the employees are most often reviewed only by their managers.

The results from a 360-degree evaluation are often used by the person receiving the feedback to plan and map specific paths in their development. Results are also used by some organizations in making administrative decisions related to pay and promotions. When this is the case, the 360 assessment is for evaluation purposes, and is sometimes called a "360-degree review." However, there is a great deal of controversy as to whether 360-degree feedback should be used exclusively for development purposes or should be used for appraisal purposes as well.

- i) The 360-degree feedback evaluation method is a popular performance appraisal method that involves evaluation input from multiple levels within the firm as well as external sources.
- ii) The 360-degree method is unlike traditional performance reviews, which provide employees with feedback only from supervisors.
- iii) In this method, people all around the rated employee may provide ratings, including senior managers, the employee

himself or herself, supervisors, subordinates, peers, team members, and internal or external customers.

- iv) As many as 90 percent of Fortune 500 companies use some form of 360-degree feedback for either employee evaluation or development.
- v) Many companies use results from 360-degree programs not only for conventional applications but also for succession planning, training, and professional development. Unlike traditional approaches, 360-degree feedback focuses on skills needed across organizational boundaries. Also, by shifting the responsibility for evaluation to more than one-person, many of the common appraisal errors can be reduced or eliminated. Software is available to permit managers to give the ratings quickly and conveniently.

The 360-degree feedback method may provide a more objective measure of a person's performance. Including the perspective of multiple sources results in broader view of the employee's performance and may minimize biases that result from limited views of behavior. Having multiple raters also makes the process more legally defensible. However, it is important for all parties to know the evaluation criteria, the methods for gathering and summarizing the feedback, and the use to which the feedback will be put. An appraisal system involving numerous evaluators will naturally take more time and, therefore, be more costly. Nevertheless, the way firms are being organized and managed may require innovative alternatives to traditional top-down appraisals. According to some managers, the 360-degree feedback method has problems.

3. EVALUATING THE EFFECTIVENESS OF PERFORMANCE IN HIGHER EDUCATION

Unless there are proper systems in place for collecting data and monitoring, analyzing and reporting on the information, then it will not be possible to evaluate performance with any confidence. There are a number of ways to evaluate performance and that even quality-related activities can, with some care, be costed using the P-A-F model that deals with 'prevention costs', 'appraisal costs' and 'failure costs'. They contend that expenditure on prevention and improvement activities should reap benefits, such as: a more productive workforce, reduced failure costs, lower appraisal costs, increased customer base and market share.

Prevention costs: which are incurred before actual operation and can therefore be planned in advance, for example:-

- Setting specifications for products, outcomes or service requirements; the use of processes such as the Balanced Scorecard, Charter Mark or EFQM, or training in preparation of activity, or as part of the maintenance.

Appraisal costs: which are associated with the stakeholders' evaluation of the organization's products, outcomes or services, for example:-

- Carrying out quality audits for example QAA, audits in relation to the maintenance of standards such as Charter Mark and assessment of products, outcomes or service requirements against the specifications such as the National Student Satisfaction Survey.

Failure costs: which are incurred either before the product or services reaches the customer (internal), or are not detected until after transfer to the customer (external), for example:-

- Internal: Poor organisation, communication or doing unnecessary work, reworking to rectify errors or mistakes;
- External: the costs involved in handling and resolving stakeholder complaints.

Examination of performance management best practice, nationally and internationally suggests five characteristics of high-performing organizations (Cabinet Office, 2004).

4. NEW MODEL OF PERFORMANCE MANAGEMENT IN HIGHER EDUCATIONAL INSTITUTIONS

This section discusses the new performance measurement model which has been developed in order to assess performance of

faculty. This model has three forms-first form will be filled up by the specific employee (self-appraisal). Second form will

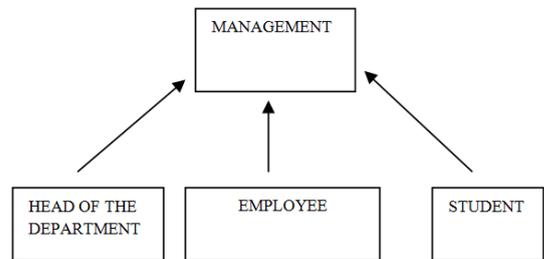


Fig: 8. Diagram of New Performance Model

be filled up by Head of the Department and third form will be filled up by students. After collecting feedback from specific employee, students and Head of the Department, it will be sent to management department and they will appraise the employee. With the help of three sources' feedback it will be analyzed that the person's performance is perfect for that organisation or not. This model looks just like a triangle. In each form some questions are present Such as –

In form no -1 (Which will be filled up by employee himself. This was invented by John Lewis as self-appraisal) he will write –

- i) Educational and professional Qualification: (With specialization)
- ii) Schedule of duty (Invented by Manisha Agarwal) –How much time is assigned for the particular faculty, that is known by this parameter.
- iii) Job function (Taken from performance appraisal form of Central Okanagan)-From this parameter the evaluator can understand about duties and responsibilities of faculty.
- iv) Key Achievement (Taken from performance appraisal form of Central Okanagan) - This helps to know about the achievement of the faculty.
- v) Subject handled (Taken from performance appraisal form of Central Okanagan)-What type of subjects are handled by the faculty, that is known by this parameter.
- vi) Weekly workload (Taken from performance appraisal form of Central Okanagan)-Weekly how much load is handled by the particular faculty that is known from weekly load.
- vii) Special Assignment (said by Lawal Bello Dogarawa)-Any kind of other assignment is handled by the faculty that will be known by this parameter. This assignment will be countable beyond teaching.
- viii) Special Duties (said by Lawal Bello Dogarawa)-Any other special duties are maintained by faculty, that can be identified.
- ix) Extra-curricular activities (said by Lawal Bello Dogarawa)- Any extra-curricular activity, if that is maintained by the faculty, that can be identified here.
- x) Co-curricular activities (said by Lawal Bello Dogarawa) - Any co-curricular activity, if that is maintained by the faculty, that can be identified here.
- xi) Paper publication (if any) (said by Lawal Bello Dogarawa)- If the faculty has published any paper or not, that will be identified here.
- xii) Attended any FDP (taken from summative report) -If the faculty has attended any Faculty Development Programmer or not, that will be identified here.
- xiii) Subject taught by you (taken from summative report):- Which subjects are handled by the faculty that subject's marks will be written here. With the help of students' marks (those are taught by the particular faculty) performance of the faculty can be measured.

Form no -2 will be filled up by the students. In that form they will write regarding-

- i) Teamwork (This is invented by Shilpa Wadhwa & Parul

- Wadhwa):
- Establish and maintain effective working relationship with others.
 - Shares information and resources with others
 - Follows instructions of supervisor and respond to requests from others in the team in a helpful-manner.
 - Contributing work and effort to group performance to meet agreed upon objectives and achieve team success
- ii) Communication skill (invented by M.L.E.Mapesela and Francois Strydom)-
Performance appraisals of communications include elements as:
- Ability to listen and understand information;
 - Presents information in a clear and concise manner.
 - Knows appropriate way of communicating with immediate superiors and the management
 - Demonstrates respect for all individuals in all forms of communication
 - Regardless of their background or culture
- iii) Documentation (taken from performance management form of PROFFS) - what type of aids are used at the time of teaching and process of teaching is good or not.
- iv) Initiative (taken from performance management form of PROFFS)-
- Consider the extent to which the employees sets own constructive work practice and recommends and creates own procedures.
 - Self-starter, develop and implement new methods, procedures, solutions, concepts, designs and/or applications of existing designs or procedures.
 - Accepts additional challenges and responsibilities and willingly assist others, self-reliant.
 - Completes assignment on time.
- v) Attitude (said by Lawal Bello Dogarawa)-His attitude towards student is healthy or not that will be collected with the help of this part.
- vi) Knowledge of Job (Invented by Onterio)-
- Application of appropriate level of technical and procedural knowledge in specific field
 - Degree of technical competence
 - Understanding of job procedures, methods, facts and information related to assignments.
 - Perform duties with minimal supervision but seek guidance where and when appropriate to the job, consults the appropriate staff
- vii) Learning skill (said by Lawal Bello Dogarawa)-If the faculty has skill of learning or not.
- viii) Teaching skill (invented by Onterio)-What type of teaching skills are present to that faculty, that will be identified by this skill.
- ix) Ability to teach (invented by Onterio)-If they have ability to teach or not, that can be calculated.
- x) Punctuality (said by Lawal Bello Dogarawa)-If the faculty maintain time or not and if the faculty enter into the class within specific time or not.
- xi) Class Management (Invented by Onterio) -
- Maintain a positive atmosphere in the classroom
 - Develop positive rapport with the students
- xii) Knowledge of subject (taken from summative report) -
- Demonstrates a depth of knowledge in the subject matter being taught and integrates this content, when appropriate
 - Utilizes knowledge of current educational research and practice in the subjects that are taught and in child development
- xiii) Quality of work (This is invented by John Lewis)-
- Consider accuracy, thoroughness, effectiveness.
 - Pressure, ability to meet standards of quality.
 - Use of time and volume of work accomplished.
 - Work output matches the expectations established.
- xiv) Quantity of Work (This is invented by John Lewis)
- Competence, thoroughness, and efficiency of work regardless of volume.
 - Neatness and accuracy.
- xv) Lesson plan maintenance (taken from performance appraisal form of Central Okanagan)-If faculties are maintained their lesson plan throughout the year or not.
- Form no -111 will be filled up by the Head of the department. In that form they will write regarding-
1. Discipline (taken from performance appraisal form of Central Okanagan) - -If that employee maintain rules, regulation or discipline of that organisation or not.
 2. Punctuality and promptness(taken from performance appraisal form of Central Okanagan)- Exactness in keeping time in attending office, keeping appointment, discharge of official duties and observance of time limits as per manuals standing orders
 3. Responsibility and Dependability (taken from performance appraisal form of Central Okanagan)-Conscientiousness towards duty
 4. Interest in the Assignment (taken from performance appraisal form of Central Okanagan)-Interest and the capacity to see that the work is done
 5. Quality of work (This is invented by John Lewis)
 - Consider accuracy, thoroughness, effectiveness
 - Pressure, ability to meet standards of quality.
 - Use of time and volume of work accomplished.
 - Work output matches the expectations established
 6. Quantity of work (This is invented by John Lewis) -Competence, thoroughness, and efficiency of work regardless of volume
 7. Neatness and accuracy (this is invented by Herald Monis, T. N. Sreedhara)
 8. Team work (taken from PROFFS)-
 - Establish and maintain effective working relationship with others.
 - Shares information and resources with others
 - Follows instructions of supervisor and respond to requests from others in the team in a helpful-manner.
 - Contributing work and effort to group performance to meet agreed upon objectives and achieve team success
 9. Attendance (taken from PROFFS) -
 10. Interpersonal relations (taken from PROFFS) -Consider the extent to which the employee is cooperative, considerate, and tactful in dealing with supervisors, subordinates, peers, faculty, students and others.
 11. Communication ability (taken from PROFFS)-
 - Ability to listen and understand information;
 - Presents information in a clear and concise manner.
 - Knows appropriate way of communicating with immediate superiors and the management
 - Demonstrates respect for all individuals in all forms of communication
 - Regardless of their background or culture;
 12. Problem analysis & decision making skill (taken from UKPS) -

- Anticipating problems and facilitate problem resolution.
 - Willingness to make necessary and immediate decisions given incomplete information.
 - Understanding practical and workable solutions.
 - Recognizing when a decision is necessary, asking for input, making decisions and providing information and feedback in a timely manner.
13. Dependability (taken from performance management form of PROFFS) - Performance appraisal of dependability includes elements as:
- Starts work at appropriate time.
 - Respects time allowed for breaks and lunch.
 - Follows policies for requesting and reporting time off.
 - Helps ensure work duties are covered when absent.
 - Consider the extent to which the employee completes assignments on time and carries out instructions.
 - Employee's presence can be relied upon for planning purposes.
 - Attendance and punctuality meets supervisor's requirements.
14. Student achievement & management of records (said by Lawal Bello Dogarawa) -
- Completes all necessary administrative reports accurately and punctually
 - Reports clearly to students and parents
 - Accurately interprets the student assessment data
15. Professional Growth (invented by Onterio)-
- Pursue clearly identified goals for professional growth
 - Demonstrates a willingness and ability to improve
16. Behavior (taken from UKPS)-
- Here he will give the behavior of that person
 - If his behavior is perfect for organisation or not

5. RESEARCH METHODOLOGY-

This paper is under an exploratory research supported by literature review. This has been conducted to study performance appraisal system for teachers in higher education. This paper is prepared with the help of secondary data. This data has been collected through books, journals, online articles etc.

6.1. FINDINGS-

On the basis of the survey, the following are the findings of researchers from the current research:-

It has been found that performance management in national point of view is focused on individual accomplishments, but Indian PMS thinks that team becomes accountable with the help of individual member's performance whereas in international point of view organizational performance is focused on in performance management. Here financial and non-financial aspects are considered.

In national performance management system this is characterized by high power distance between management and employees, whereas international performance management system is characterized by low power distance between management and employees.

In national context motivational needs are oriented towards affiliation/socialization, whereas in international context motivational needs are oriented towards self-actualization.

National performance management has inherently long-term view of goals and objectives. Here Goal-setting theory or Expectancy theory - any one is used. In this Goal-setting theory and Expectancy theory both are used context People's value status are both positional and social. People prefer to be silent achievers. Belongingness / loyalty is more valued than performance in Indian performance management. But international performance management has inherently short-term view of goals and objectives. Goal-setting theory and Expectancy theory both are used. Here people value money and material benefits. Peo-

ple tend to highlight their achievements openly. Performance is more valued than loyalty.

In national point of view management tends to avoid two-way communications. In Indian performance management Harmony is more important for individuals. Mentoring and development are an informal and ongoing process, often initiated by more experienced managers of their own. In international point of view Management provide feedback to employees, both openly, candidly and frequently. Career is more important for individual. Mentoring and development are formal process, often driven by top management

In Indian educational sector 360 degree appraisals, confidential report, Graphic Rating Scale, BARS, MBO etc are used, whereas Balance Scorecard, SMART performance pyramid, EFQM, Performance Measurement Matrix, Performance Prism etc are used in international educational sector.

Some countries are connecting with pay and performance in Indian educational sector. Some are not interested to connect between pay and performance. Here PMS is used for several reasons like yearly increment, salary review, potential assessment, promotion/ demotion etc. In international performance management system two types of reward are given-i) financial reward and ii) non-financial reward. Financial rewards usually relate to merit or contingent pay and non-financial rewards include recognition, development, and access to other assignment, career guidance and quality of work life.

In some educational institutions in India employees may perceive that the PMS is unfair in distributing rewards to better performers. PMS in India has lesser trust than international PMS. In international institutions performance management system is fairly and transparently handled by the employers. Here nobody can say PMS is unfair in distributing rewards to better performers. PMS in Global context has bigger trust than Indian PMS.

The assessor has the responsibility of giving their views either by gradation or by word. In this paper three forms are introduced. Here in form no-I evaluator get some information regarding the particular faculty by self appraisal questionnaire. In form no-II evaluator get some information from student point of view. Here by Excellent, Good, Average, Poor and bad, the position of that faculty can be evaluated. In form no-III evaluator get some information from the Head of the Department. Here with the help of four parameters the performance level can be measured. Then it will be send to the Management and they will take decision regarding the performance level.

In this model with the help of three sides information will be collected. So, transparency will be maximum. Here partiality, possessiveness and illegal evaluation will not be entertained because information will be finalized after considering three levels of feedback.

6.2 CONCLUSION AND FUTURE SCOPE

It has been established that performance measurement plays a major role in the educational sector. This paper reports on the findings which identifies the methods of PMS in Indian and international educational sector, motivational factors of PMS in Indian and international educational sector. Here a new model in performance management system has been introduced. This model uses three forms to collect information regarding the particular faculty from various sources. Form no -I will be filled up by the particular faculty him / her, form no-II will be filled up by the students and form no-III will be filled up by Head of the Department. Then all information will be send to the Management and after analyzing the full report they will give the feedback. With the help of this model more transparency will be present. Educational institutions in India struggle because many employees doubt whether a performance management system can actually identify superior performance; they also question whether these systems effectively reward good performance. These emotional responses affect employees' perceptions of

how robust that is and whether it can distribute rewards fairly and effectively.

The outcome of the study has opened up some interesting issues to the management, Head of the Department as well as researchers. This model can be introduced in educational sector on department basis or in whole organisation at once. With the help of new model promotional scheme can be used. It is designed to give more transparent, open and perfect result in any educational organisation. If this model is used in any Organiza-

tion, then employees' motivational level will be increased which ultimately will increase their performance level. This is helpful for educational sector, any type of industry or any organisation to give right feedback in performance management system. For further study the competency level of an employee can be measured with the help of this model. Relationship between motivational factor and the new model can be introduced. On the other hand compensation or reward management is a part of PMS or not - that can be examined for the further study.

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