Performance Assessment Model for Management Educators Based on KRA/KPI

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1. Introduction

An employee appraisal is a method of measuring employee job performance. It consists of reviewing the performance of employees at regular intervals and are based on pre-determined set of criteria. Those criteria are based on organizational goals. The parameters are based on behavior, task achievements, and level of task achievement, strength and weaknesses. This task is part of performance management system.

In the education sector, there are no set parameters of performance appraisals; it differs from institute to institute. The parameters differ at the primary level in school education depending upon the pattern of education followed. In the junior and high level of education, the parameters change based on the type and quality of education imparted. For example, the performance appraisal system followed in an engineering college will differ from those followed by a college importing medical education.

Teacher’s professional and behavioral competencies are the keys to the delivery of quality education. Therefore, teacher appraisal is a mechanism for improving the quality education. If there is a well-designed appraisal system in place, the instruments and procedures can constitute valuable professional development not only of themselves but also of their constituents.

2. Why Measure Performance?

“‘When you can measure what are speaking about and measure it in numbers, you know something about it, when you cannot express it in numbers, your knowledge is of meager and unsatisfactory kind; it may be the beginning of knowledge but you have scarcely, in your thoughts advanced to the stage of science.’ Lord Kelvin (1824-1907).

To explain the above as an example, we can measure teacher performance by the increase in the quality of students’ performance, but if we say that the percentage of results should improve by 20%, we are specific in terms of measurement. Or we can say that the placements of the students are improved by 30%.

Thus, the performance analyses of teachers have to be measureable. The traditional methods of performance analysis have now been fine-tuned to focusing the analysis on predetermined key performance indicators. These KPAs or KPIs are based on different parameters based on the type and level of education imparted.

3. Reasons for Growth of Performance Measurement in Higher Education

After the doors were thrown open for private sector in education, there were a plethora of management institutions mushrooming all over the country. This led to dilution in the quality to management education and it became all the more imperative to adopt managerialism in higher education.

4. Meaning of Key Performance Indicators

Key Performance Indicator or KPI is an important tool for management control system that obtains valuable feedback for planning and control.

In the planning-implementation-assessment of tasks in any organization, KPI is an inseparable component of assessment that represents the basis for evaluating key individual and organizational performance and contribution. KPI is simply an indicator, not a goal and it is an indicator of performance, not of ability or attitude. Wee & Li (2008) define KPI as the analysis, summarization and selection of factors that are critical to the successful operation of organizations or departmental goals into quantifiable targets, the degree to which these goals are achieved can be reviewed and determined – KPI must include Key Indicator and Performance indicator.

5. Objective

The objective of this paper is to understand the Key Performance indicators (KPI) for the teachers in management education and also to understand how the same can be incorporated in the Annual Performance Analysis format.

6. Methodology

This paper is a conceptual study; however, the researcher has developed a prototype for performance analysis based on KPIs as an experiment and used it as a case study.

A KPI construct questionnaire survey was conducted. The validity of the research tool was confirmed by content validity wherein all the stakeholders were invited to review the questionnaire content. By the Delphi technique, the not so important parameters were removed and only relevant parameters/criteria were accepted for the questionnaire. Next, the KPIs were ranked on the basis of their importance.

The parameters which emerged as a result of the survey were broadly grouped under the input – process-output model. The “input – process-output” one of the most widely accepted criteria for developing the base is adopted here as well.
7. Findings from Literature Review

The summarized findings of 18 papers on related topic reveal that
1. Scholars differ in their definitions of indicators. Some believe that indicators are statistical measures (Johnstone 1981) while others believe that indicators represent the signals that manifest the performance of organizations (Spec and Bormans, 1992).
2. Indicators are also used as guidelines for the qualitative assessment.
3. According to Chen (2007), the educational performance indicators constructed by different schools classified into 5 models. Of these, the most representative basic model is based on the interagitative educational system proposed by Murname (1987) and Shavelon (1987). In the model, educational indicators are divided into input, process and output educational indicators (Porter, 1991).

8. Findings From the KPI Construct Survey Questionnaire

Based on the need, the commonly identified criteria which emerged are
1. Vision, Mission & Program Educational Objectives (PEOs)
2. Program outcomes
3. Program Curriculum
4. Students Performance
5. Faculties
6. Facilities & technical staff
7. Academic Support units and Teaching-Learning Process
8. Governance, institutional support & Financial Resources
9. Continuous improvement

Based on the model of Input-Process-Output, the requisite areas of assessment of any Management Institutes are as follows:

1. Mission, Vision, Governance and Leadership of the organization
Here the vision of the promoters, Principal/Directors, the kind of people involved in governances and the long terms as well as short term strategies are understood.

2. Input
Relates to the admission process the type of students admitted, the faculty recruitment process, infrastructure including IT & Library, Finances and collaborations

3. Processing
The processing covers Teaching-Learning process, Placement process, Research & Development process, Leadership and Governance; MDP & consultancy Process; faculty appraisal, Development and Promotion process Internationalizations Process; Curriculum Improvement Process; Staff Appraisal, Development and Promotion Process; Student overall improvement process.

4. Outcomes
Outcomes are about academic results, placements, Entrepreneurship, Industry Interaction, Research & consultancy etc.

Next these criteria are grouped under different heads/departments and specific activities. These activities are the KPIs of the individuals belonging to those departments.

For the overall development of academic institution planning is required. The methodology of incorporating the KPIS in the overall strategy integration is represented as:

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**Annual Academic Planner**

<table>
<thead>
<tr>
<th>Organizational Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies</td>
</tr>
<tr>
<td>Admissions</td>
</tr>
<tr>
<td>Supporting Strategies (HR; Finances; Marketing; Administration etc.)</td>
</tr>
<tr>
<td>Service Delivery Plan</td>
</tr>
<tr>
<td>School Delivery</td>
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<tr>
<td>Action Plan</td>
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</tbody>
</table>

KPIs
- Strategize
- Propagate
- Measures
- Innovate

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KPI Process

![KPI Process Diagram]

Performance Assessment Model using KPIs

<table>
<thead>
<tr>
<th>KEY RESOURCE PERSON</th>
<th>KEY PERFORMANCE AREA</th>
<th>KEY PERFORMANCE INDICATOR</th>
<th>OBJECTIVE</th>
<th>OUTCOME</th>
<th>BUDGET</th>
</tr>
</thead>
</table>
| Management chairman/secretary | Organizations mission, governance and leadership patterns | a) Develop vision, mission, quality, policy, cultural and operational values  
b) Form an advisory board and governing council | Clarity of mission, match the strategic objectives and resource constraints. Review the strategic position. | Regular assessment for qualitative improvements for resource and budgetary allocation | |

Inputs

A. Admissions

<table>
<thead>
<tr>
<th>KRP</th>
<th>KPA</th>
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<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head admissions</td>
<td>Admissions</td>
<td>Conduct entrance exam, establish rules for selection</td>
<td>Transparency in admission process</td>
<td>Intake of good quality students as per predetermined profile</td>
<td></td>
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</table>

B. Faculty

<table>
<thead>
<tr>
<th>KRP</th>
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<th>BUDGET</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Recruit teaching and non-teaching staff as per minimum requirement of regulatory body</td>
<td>Recruit, select and induct staff</td>
<td>Build a strong team</td>
<td>Effective implementation of the program</td>
<td></td>
</tr>
</tbody>
</table>

C. Physical Infrastructure and Maintenance

<table>
<thead>
<tr>
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<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative officer</td>
<td>Build procedure and establish infrastructure as per norms</td>
<td>Purchase and maintenance of infrastructure through stock books</td>
<td>Make available requisite facilities</td>
<td>Good infrastructure and maintenance of the same</td>
<td></td>
</tr>
</tbody>
</table>

Processes

A. Academic

<table>
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</table>
| Head academics | Academic implementation program | a) Follow syllabus  
b) Frame a curriculum planner  
c) Implement an academic planner  
d) Design time table  
e) Conduct academic audit  
f) Comply with university requirements | Qualitative implementation of academic activities | Good results | |

The above will also cover library, IT infrastructure etc.

B. Placement

<table>
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</table>
| Head placements | Place students in lucrative jobs | a) Communicate with HR heads of various companies  
b) Draw up sectors of preference for students  
c) Train students | Train and place students for lucrative job offers | Continuous improvements in quality and quantity of placements | |

C. Research and Development Process

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</table>
| Head Research | Encourage, guide and counsel academic research through a recognized research cell | Conduct workshops for research co-ordinate for applying for research projects among facilities  
Edit and publish research papers | Improve research standards | Increase in research projects, publications | |
D. MDPs, Consultancy and Industry Interaction

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</thead>
<tbody>
<tr>
<td>Head industry institution interaction</td>
<td>Co-ordinate 3 cell</td>
<td>Liaison with industry for MDPs, consultancy and projects</td>
<td>Enhance exposure and practical learning of students and facilities</td>
<td>Overall development of students and facilities through continuous learning</td>
<td></td>
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</table>

E. Faculty and Staff Appraisal

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Performance appraisal and training</td>
<td>Annual performance assessment for promotion and developing training programs for staff</td>
<td>Continuous improvement in quality</td>
<td>Helps in deducing increments and promotions</td>
<td></td>
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F. Internationalization Process

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<tr>
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<th>OUTCOME</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head international collaboration</td>
<td>International process</td>
<td>Students exchange programs, Faculty exchange programs, Joint academic activities</td>
<td>Global exposure and update with latest trends</td>
<td>Active collaboration with international academic bodies</td>
<td></td>
</tr>
</tbody>
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9. Conclusion

The above is a prototype for an academic institute for imparting management education. The outcomes can be made measureable by assigning low, medium and high grades on the basis of work done, partially done, and completely done respectively. A time frame can also be incorporated for the measurement.

Value & Limitations of Using KPIs

Value
1. KPIs provide guidelines for development & operation of school affairs.
3. Enables individual and organizational performance evaluation.
4. Transparency can be maintained.
5. Comprehensive quality management.

Limitations
1. Unfamiliarity towards the concept
2. Difficulty in assigning task
3. Difficulty in quantifying.

10. References

2. Key Performance Indicators – What Are Key Performance Indicators or KPI
3. Developing Meaningful Key Performance Indicators
15. Robert D Austin, "Measuring and Managing Performance in Organizations"