

PERFORMANCE MANAGEMENT IN EDUCATIONAL INSTITUTION

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ABSTRACT

An effort to emphasize that performance management in Educational organization or educational institution plays three vital roles for achieving high performance with the help of B, D & R (Being, Doing and Relating formula). The paper is focuses on Performance Management In Educational Institution.

Key words: Educational institution, Performance, B,D & R, etc

INTRODUCTION

What is performance

Performance means outcomes achieve or accomplishments at the actual contribution of an individual or team to the Educational organization's strategic goals like which design by inside people and outsides people satisfaction clean image, educational quality with economic sustainability. Performance is an impact the on the role of any Educational in charged like chairmen, Principle and Director like people which can be seen in three parts

Being Doing & Relating:-

Being: concerns the competencies of the relevant to his performance chance said Louis Pasteur favors the prepared mind most of all being means that the manager or in education, Educational in charged like chairmen, Principle and Director has prepared his mind.

Doing : Focuses on the manager or Educational in charged like chairmen, Principle and Director activities that are variably effective at different levels in the organization, that affect performance of other roles dependent on the manager or Educational in charged like chairmen, Principle and Director output, and the organizational performance as a whole. As someone said, ' ideas are funny little things. They won't work unless you do'.

Relating : Emphasizes the nature of relationships either members of educational organization the role in work vertical and horizontal otherwise.

A performance is about optimally realizing one's potential. Performance management is the output of the very same process. Improving performance is thus about identifying alternate ways of realizing potential better.

Performance management is People Management in education institution:-

Performance management is that part of an educational organization's people-related function, which is preformed by those directly managing the people. As such, this function is most intensely experienced by people in the course of their workday. Parent meet and faculty meet is carried out by each key person of education institution in her role as leader of his key person (Educational in charged like chairmen, Principle and Director) with help and support of the all departments of institution. Key person creates the framework for an organization's internal and external environment. Some parts of it contribute to the internal environment. for the manager, and other constitute her role. Within any educational organization, thus, there are at least two levels of effort, that concern the performance of its people and optimization of their individual and collective output:

- Effort at the **Educational organizational level**, which determines the organization's internal environment.
- Effort at the **Key person level**, which constitutes core of the leaders manager role- what each manager does to *supervise* his managers.

The purpose of these efforts, consisting of several sub-function, is to ensure *effective performing key person and groups or staff*. Neither of these two sets of efforts nor their sub-functions can act in isolation if anything worthwhile is to be achieved. They need to actively interact with each other and establish mutual harmony and synergy. Collaboration among sub-function across the two levels is essential for Key Person and all departments to jointly build manages effectiveness at work.

Educational Organization-level Functions. The ten organization-level functions are:

1. Organization structuring- Tasks, Roles, Relationships, that consist of, or meaningfully influence :

- Personnel-related inputs to the organization's strategic planning.
- Organizational philosophy, values and approaches.
- Level of centralization or decentralization in the organization's decision-making style, reflected in its decision-making systems and mechanisms.
- Organizational culture and climate.
- Top management's involvement and commitment

- Strategic focus
- Establish a guidance team/Steering group
- Identify key improvement projects
- Pick a team, ensure you have the right people represented on the team
- Establish a charter

Methodology :-

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Performance Management in educational institution is another way of envisioning the totality of a Key Persons function. It views the managerial function holistically-not a random collection of activities that most Key Persons recognize and undertake as their core function. It provides a systematic dimension to the managerial activities – highlighting their mutual inter-relatedness and interdependence. It emphasizes the dynamic, sequential nod cyclical nature of these activities, essential to actualize their potential synergistic impact, which is the source of high performance and excellence. By implication, it also explains why focusing on only one or a few of these activities doesn't deliver the result wished for.

Any system needs certain pre-requisites to function smoothly. So does Performance management. Performance management becomes easier to be more productive to the extent that:

- 1 It is used holistically, as a system.
- 2 The relevant sub-systems are in place and accepted.
- 3 The organization's philosophy and human environment is conducive and leadership skills.

Performance management system represents a concrete form of participatory dyadic relationship between each Key Person's aspirations and roles, and the organization's objectives and activities. As such, an effective performance management system can set into motion a tremendous ripple effect, releasing productive enthusiasm, high retention, and improved client satisfaction.

Difference between performance management and Appraisal system:-

Performance management operationalize the supervisory role of a Key Persons to maximize performance. It is not something that a line manager has to do in addition to his normal chores. Properly implemented, it saves the manger's time. Like any other can however, be a hump in activity during its initial implementation phase.

Several organizations use the term performance management to cover performance appraisal plus some related activities. Some others use parts of what I consider an integrated Key Persons responsibility and all departments' activities as a trouble-shooting tool for the fallouts of performance appraisal. Frequently, Performance management is offered as a remedy for problems that arise when traditional performance appraisal is practiced as a stand-alone system. We prefer performance management as systematization of normal managerial and supervisory tasks. We believe that such problems are due to a lack of supporting systematic infrastructure, and many of these should disappear, or become insignificant, when appraisal is used as part of a comprehensive system.

To us, performance appraisal is a part of the performance management system no more or less important than its other parts. Performance management emphasizes the supervisor's essential role to help and support his supervisors in putting in extraordinary performances to achieve their goals. Traditional performance appraisal emphasizes the supervisor's role as a judge.

Performance management emphasizes that performance is the joint responsibility of the supervisee and the supervisor, whereas performance appraisal substantially sees it as the supervisee's sole responsibility. In organizations, there are any numbers of examples where a supervisor is rated as a high performer even though his supervisees do not perform well. In performance management, this should normally not happen.

For this, a deep understanding of the nature of work and performance is needed.

Conclusion :-

Job analysis is one way of understanding job requirements that help construct job descriptions. This is sometimes carried out using *industrial engineering or organization & methods* techniques. *Job descriptions* are organization-wide standard requirements for families of similar jobs, or for jobs requiring similar skills and inter-changeable inputs and/or outputs. For example, an accounts executive may work on budget or project accounting, or audit. The organization will describe an accounts executive's job and recruit as such. However, the incumbent may be deployed in any position requiring the generic Accounts skills. Description of tasks and responsibilities on which an incumbent is currently deployed is what we call *role description*.



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