CHAPTER 8

RECOMMENDATIONS AND FUTURE RESEARCH SCOPE
Recommendations

Based on the discussions and feedback from the respondents, few tentative recommendations are discussed below. It is not necessary that all these are final recommendations. If these ideas are piloted after necessary changes, Faculty Performance Management System is possible to be implemented in private management educational institutions.

1. **It is important to connect Vision, Mission and Goal of the institution to Performance Management System.** Private Business Management Educational Institutions need to align their Vision, Mission and Goal to their Faculty Performance Management system and Departmental/subject specialization wise goals are to be designed accordingly. Individual faculty's Key Performance Areas and Key Performance Indicators are to be decided based on departmental/subject specialization goals.

2. **Private Business Management Educational Institutions’ top management involvement** in designing and implementation of Faculty Performance Management System is essential for successful implementation of such a system. Top management’s support and hand holding is an absolute necessity for institutionalizing the Performance Management System. A road map for the design and implementation of Performance Management System is critical, timely roll out, preventive and corrective actions to be undertaken at the institutional level.

3. Private Business Management Educational Institutions are **required to link their faculty recognition and annual increments to Faculty Performance outcomes.** Majority of institutions are generally depending on oral feedback or perception of certain individuals for faculty recognition and increment reviews. However, by linking Faculty Performance Management System to faculty recognition and increments, all those benefits of Performance Management System can be harvested, plus we can avoid subjective oral or informal system’s shortcomings. It is suggested that ideally private business management institutions’ management may share details of such incentives and expected increment bands depending on faculty performance levels at the beginning of academic year itself with all faculty members.
4. **Faculty Performance Management System framework design should allow flexibility for changes after reviews.** Private business management institutions may approach the Faculty Performance Management System with flexible mindset. These institutions may tailor make the parameters to be used for evaluating each level of faculties and weightages to be given and review them after one cycle of academic year. If required mid-review of systems also recommended, given a wrong design, can cost the institution terrible negative implications. Hence, faculty performance management system reviews are very critical for successful implementation. The changes made during mid reviews are not to be considered as dilution of policies or objectives of such a faculty performance management systems. The system needs to be evolved and it might take reasonable time for an indigenous and effective working of faculty performance management system.

5. Private Business Management Institutions’ needs to **budget minimum one human resource associate** who may be involved in design stage by assisting the Director/Dean/Head of institution and continue on to implementation stage as well. The human resource associate shall make sure all relevant data is collected just in time and avoid going back to stake holders for collection of feedback or data at the
end of academic year. Faculty Performance System calls for highly well
documentation processes in order to bring the credibility of data and availability of
such data as and when required by other stake holders. Human Resource Associates
are to be crystal clear about the processes, frequency of data collection as required by
institution and make performance review reports available with ease to heads of
institutions.

6. Private Business Management Educational Institutions needs to institutionalize
Student feedback and Department Head’s feedback on faculties. Directors of these
institutions are required to define and set milestones for each of these processes and
also map who would be responsible for those actions such as student feedback data
collection, review of feedback with faculties’ semester wise, etc. Human Resource
Associate may be ideal choice for handholding these processes. However, the head of
institute will remain the driving force for ensuring student feedback and Head’s
feedback data collection and disseminating with faculties.

7. Performance Management System Hand book or Manual is a necessity for a Private
Business Management Educational Institution. Well documented manual can
minimize errors, complying and help the institutions to reap those benefits expected
from a faculty performance management system. The intent or an interest to bring in
Faculty Performance Management System may not be just sufficient unless it is
backed up by well documented manual that is developed. These manuals are to be
designed indigenously as per the requirements of their institutions as the faculty
performance management system’s requirements for each private business
management institution may not be exactly same.

8. Private Business Management Educational Institutions’ Directors/Deans/Heads to
discuss the Faculty Performance Management System and its processes with all
faculty members at the beginning of academic year itself. Ideally expected Key
Result Areas and Key Performance Areas are to be discussed with each of the faculty
members at the beginning of academic year which will help the institution to get
benefits of Faculty Performance Management Systems. Faculties may be explained
about the processes involved and transparency of the systems which will help both the faculties and institution to perform better in a given academic year. Faculties are to be told clearly what is expected out of them through Key Result Areas and Key Performance Areas at the beginning of the academic year. The manual document primarily focuses on the following areas:

+ Management’s vision and goals for a given year
+ Key Performance Areas
+ Key result Areas
+ Scales to be used
+ Frequency of data collection for student feedback and Head’s feedback on faculties
+ Student feedback on faculty forms and its contents
+ Head’s feedback and its contents
+ Review plans with milestone details
+ Faculty developmental activities
+ Mentoring mapping and intervention plans
+ Performance reviews
+ Increments/rewards/recognition activities
+ Follow up sessions with faculties
+ Workshop sessions for Director/Dean/Head and HR associates

9. *Number of times taken to review performance* of Lecturer/Sr. Lecturer Cadre faculties is less and hence recommended to be increased at least to 6 times per annum. Similarly number of times taken to review Assistant Professor Cadre faculties is also recommended to be increased from 4.3 times to 6 times per annum. Discussions with the respondents has given an understanding about the frequency of reviews with different levels of faculties is mentioned in the following table.
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<tr>
<th>Month</th>
<th>Lecturer/Sr.Lecturer</th>
<th>Asst.Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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10. The experiences from the Balance Scorecard can be benchmarked. In fact, Balance Scorecard suggests that we view organisations from four prisms: - Financial, Internal Business Processes, Learning and growth and Customers, thus develop metrics, collect data and analyze it relative to each of these perspectives. This can be planned to improve the faculty performance with Four perspectives, viz., Results output (KPA’s and KRA’s), Eco-system support, Learning and growth and end result would be the students and corporate as customers, and to align all these, a strategy map to be developed.
11. There could be an exhaustive training and refresher course for the faculty, focusing on the teaching-consultancy-research areas. Newly appointed faculties will get an idea of performance improvement and for already existing faculty an opportunity to refresh the newer teaching pedagogy, etc. Regular FDPs in teaching methodology would do a great deal for knowledge transfer. Coaching could be part of faculty improvement initiatives.

12. The Management and the department in the respective institutes can have some best practice initiatives, like having an ‘In house faculty forums presentation’, where faculty once in a fortnight can attend any of the other faculty’s session to observe and understand the teaching methodology and other pedagogy. This could be done in their respective subjects or cross functional areas. There are always few, who are star faculties and every other faculty should be encouraged to attend their classroom sessions for learning.

13. Getting voluntary feedback on the teaching methodology by other stake holders through open house could be practiced. The sessions can be video recorded, and with the social media always for positive advantage, sessions can be posted on social network of the institute, and feedback may be solicited from others. This could be a most powerful media, since cross-sectional stake holder can give positive feedback, thus, during the later sessions, they can be incorporated. Group discussions among ‘Think Tank’ group faculties for thoughtful discussions on teaching skills and improvements, would always be helpful.

14. Senior management executive may organize series of FDP’s for the faculty. These FDP’s focus should be on teaching skills and competency enhancement, and the latest happenings on the subject, which makes the class room teaching effective, thus, leading for better performance. Some areas, which are essential and Faculty Development Programmes could be arranged are:

* Teaching Excellence
* Classroom Management
* Pedagogical approach
* Research, Paper publications
* Consultancy skills
15. KRAs and KPAs as part of performance indicators are to be clearly described as under the job descriptions (JD) for faculties. Performance Appraisal forms or documents should be shared, before they are taken “on-board”. This helps private business management educational institutions to set right expectations and matching mindset resource candidates are taken into the organisation. A ‘Dashboard’ should be part of each faculty improvement sheet, and clear correlation shown between the Performance Maps and the Rewards. For e.g.,

- Confidence building
- Content development
- Use of technology – ICT in class room
- Brand building as a teacher
- Value additions to students
- For being part of Institution’s Social Responsibilities etc.,

Before such FDP’s are organized, TNA – Training Need Analysis survey can be done to understand the requirement better. In fact, case of best practices from well-known institutes like HBS, IIM’s, et al may be presented.

16. Competency mapping for faculties would help the institutions to have a blue print of pre-post competencies required for performance enhancement. Competencies are the characteristics of head/supervisor/faculty that lead to the demonstration of skills and abilities, which results in effective performance within an organisational area. Since competency Iceberg model talks about the skills, knowledge, self image, Traits and the motives, the management should use this model for the development of Teaching – Research – Consultancy skills of faculty for better performance.

**SCOPE OF FUTURE RESEARCH**

*Effectiveness of Faculty Performance Management Systems* in Private Management Educational Institutions – Results, Placement of Students, retention and attracting best talent from other sectors. The present study has the constraint of resources to extend scope of research to the effectiveness part. However, the researcher has inclined to study the effectiveness of Performance of those institutions who have implemented Performance
Management System in Private Management Educational Institutions in terms of its impact on students’ academic performance, Students Placements progress, retention of existing faculty members and attracting best talented candidates to their institutions. Extension of research on effectiveness of Faculty Performance Management System will be taken up as part of MBA/M.Phil/PhD students’ courses under researcher’s guidance.

*Development of Faculty Performance Management System implementation manual* along with formats, guidelines and automation of data collection related to faculty performance through the academic year. Implementation of Performance Management System Manual requires further research where inputs from Directors/Deans/Heads of private business management institutions are necessary. Extension of research on implementation of manual is proposed to be conducted as part of MBA/M.Phil course students under the researcher’s guidance. Performance Management System implementation manual is required to be piloted on completion of development among intended users. Hence, extension of research is required which could not be included as part of Study on Faculty Performance Management System in Private Business Management System. Extension of research on implementation of manual will be taken up as part of post PhD course research by the researcher himself with a time frame of about a year’s time.

*Alumni would be other source for understanding the changes in society and corporate.* To know what are the changing trends in corporate and how can that be imparted or transferred for faculties to improve further performance, the further studies can look at alumni as a source for updating the knowledge, thus, enhancing the effectiveness and efficiency, *per se*.

Teaching effectiveness and performance depend on formal teaching, training, and the scholastic achievements. Studies can look at the correlation between the pre-training – present performance – post training in the teaching areas. This helps the Management to look at what type of training is required pre-employment and what type of Refreshment training is required post employment.