**DEVELOPING METRICS FOR PERFORMANCE MANAGEMENT OF PROFESSIONAL UNIVERSITY ADMINISTRATORS OF NIGERIAN UNIVERSITY.**

 **BY**

 **Dr Omojola AWOSUSI**

 **FORMER REGISTRAR EKITI STATE UNIVERSITY**

**Email: doctorawosusi@gmail.com**

**INTRODUCTION**

Performance management is the concept used to describe the totality of methods, tools, and activities organized and implemented by an organization to manage the .performances of individual staff, group of employees (teams), divisions, units, and departments in line with organizational objectives. Performance management is a modern method usually aided by technology to help an organization set its strategic goals and to create strategies to monitor and assess performances of the human resource in terms of the degree to which the goals are achieved.

Armstrong & Baron (1998) defines performance management as a “systematic process for improving organizational performance by developing the performance of individuals and teams”. It is the process designed deliberately to help workers achieve the performance expected by the employer and to measure the degree of performance of persons and teams at work relative to the strategic goals.

Armstrong and Baron (1998) identified five major objectives of performance management namely as Shared Vision, Expectation, Defining High performance, Motivation and Engagement; and Ownership and Responsibility

The organization aiming to achieve optimum employees’ performance must first ensure that the workers share the vision of the organization. This can only happen if the vision is communicated clearly by management. What the organization is expected from each staff and each department must be outlined clearly. This gives workers guide and focus. The other issue is that the employees must be aware of what degree of efforts constitutes high performance. A supervisor must let each team member know what will be credited as high, medium or low performance. Objectives of the expected performance must be highlighted to the workers. If and when they are aware of the objectives of their team, they get motivated and their work engagement will improve tremendously. For individual workers to buy in to high performance, there must be ownership and responsibility. These can only happen when individuals are given specific targets to achieve, something whose success and failure can be traced to the specific workers. If, for instance, we say we want to have a successful Convocation ceremony, it is meaningless unless we identify for each teams what high performance means, may be in terms of attendance by the graduands, income generated, time management, etc. Performance management, in that respect, is similar to the concept of quality assurance.

DIFFERENCE BETWEEN PERFORMANCE APPRAISAL AND PERFORMANCE MANAGEMENT

The scope of performance management is broader than that of performance appraisal (Taylor, 2013). Scholars have confirmed significant differences between performance appraisal and performance management (Armstrong, 2006; Hogue, 2010), Isiaka (2015) describes performance appraisal as the formal evaluation and grading of individual employees by their supervisors. According to him, performance appraisal is an annual assessment. Gunu (2005) sees performance management as a continuous, expansive, comprehensive and more natural process of management that clarifies mutual expectations, emphasizes the support role of managers who are expected to act as coaches rather than judges, and focuses on the future. Scholars have criticized performance appraisal as a top-down and largely bureaucratic system owned by the personnel or HR department rather than by line managers (Ishola & Babatunde 2011). Also, Performance appraisal is backward looking, concentrating on what had gone wrong, rather than looking forward to the future developmental needs. .Another argument is that Performance appraisal system usually exists independently of the general needs of the business (Tony, 2011). Over time line managers have had cause to reject the outcomes of performance appraisal exercises. Some of them have argued that the process is time consuming, superficial , contain items that are irrelevant to work expectations or that those who conduct the assessment lack the skills to examine certain categories of staff. (Jakada, 2013. Bilgin (2007),

 Armstrong and Murlis (1998) asserted that performance appraisal many a time, reduces into ‘’a dishonest annual ritual’’, a reactive instrument while performance management is necessarily proactive. The differences between performance appraisal and performance management are summed-up by Armstrong and Baron (2006) in the table below

Table 1: Performance Appraisal versus Performance Management

|  |  |
| --- | --- |
| PERFORMANCE APPRAISAL  | PERFORMANCE MANAGEMENT  |
| 1. One person is involved in assessing performance.
 | More people are involved discussing performance.  |
| 1. It is done once a year
 | Continuous reviews are done with one or more formal reviews. |
| 1. It utilizes ratings to appraise employees.
 | Performance management assesses work done  |
| 1. The process is flexible.
 | The process is adaptable |
| 1. It is based on measurement of goals.
 | It is based on performance and the measurement of goals |
| 1. Performance appraisal is associated with rewards.
 | Performance management is related to performance-related pay |
| 1. Performance appraisal asks for extensive documentation, which can be confusing.
 | It consists of minimal documentation  |
| 1. Performance appraisal is regarded as a Human Resource function.
 | Performance management is the responsibility of line managers.  |

Adapted from Armstrong, M. & Baron, A. (2004); Managing Performance: Performance Management in Action. London: CIPD

THE ROLE OF PERFORMANCE MANAGEMENT

Employers in business organization utilizes the mechanism of performance management for three principal reasons namely Total quality, Appraisal Purposes and Strategic Planning.

TOTAL QUALITY: In most organizations, performance appraisal is a fault finding tool rather that a motivational process. Edwards Deming argues that the performance of a worker is not necessarily a function of his own motivation but a function of the degree of training, communication and supervision. Performance management based on Deming ‘s principle must be focused on improving, continually, on training, incentives and procedures of doing work with a view to achieving the best methods in every aspect of the process. Performance management covers the entire spectrum of employees’ job cycle i.e, recruitment, selection, placement, compensation, training, development, discipline through retirement. What is involved in performance management includes also, talent management of exceptional employees, career management, succession planning, motivation of staff, work engagement and job satisfaction.

APPRAISAL ISSUE- Traditionally, performance appraisals are often simple, simplistic, terse and once-in –a-year activity. This is sometimes counterproductive. Annual ritual does not allow for regular improvement because things can go wrong with either the personnel or the system at anytime. Performance management should be a continuous and consistent mechanism to ensure high performance or optimum productivity from every worker and every team.

STRATEGIC PLANNING : Most organizations, these days, have developed strategic goals, visions and missions but do not follow these goals through because their workers are not connected to the goals. Managers must communicate their strategies of achieving the goals with the employees by way of giving each worker clear goals and responsibilities to achieve and by monitoring actual progress made by the staff. Teams and departments must align their goals and aspiration with the institutional goals and vision.

**PERFORMANCE APPRAISAL AS AN ASPECT OF PERFORMANCE MANAGEMENT**

Performance appraisal is the technique of monitoring and evaluating the performance of employees at work in line with the strategic objectives of the organization. There are four typologies of assessing employees in the workplace namely Quality of Work metrics, Quantity of Work metrics, Work Efficiency metrics and Organisational Performance metrics.

**TYPES OF TECHNIQUES FOR PERFORMANCE APPRAISAL**

The various techniques for performance appraisal will be discussed below under each of the subheadings identified earlier i.e., quality, quantity, work efficiency and organisational performance.

**WORK QUALITY METRICS**

There are many types of tools to determine quality of performance of employees though some of these also are usable to determine quantity of work.

  **Graphic Rating Scale**

The graphic rating scale is an instrument in which certain behavioural traits are listed against a range of performance values. The level of performances are given quantitative values e.g excellent (5), very good (4), good (3), fair (2), poor (1). This rating scale is used to measure generic job behaviours such as communication, teamwork, job knowledge e.t.c. It can also be used to measure actual job-specific duties e.g submission of regular reports. The APER formats of most universities follow the graphic rating scale except that the same type is used for different categories of staff whose duties are not similar.

**Alternation Rating Methods**

This is an objective instrument in which employees on a particular schedule and level are ranked from the best to the worst. They could be 5 or 10 or more. The listing will show the best employees at the top and low performances of staff will be determined in descending order.

**Paired Comparison Method**

The paired comparison method is used to determine the rating of a staff relative to each and every one of the members of the term. For example, if we have 5 Administrative offices working in a Unit they are rated on a number of variables of performance against one another as indicated in the table below.

Table 1: Rating on Quality of Work

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| As Compared to | Bayo A | Tade B | Sola C | Jane D | Mercy E |
|  ABayo |  | **\_** | **+** | **+** | **\_** |
|  BTade | **+** |  | **+** | **+** | **\_** |
|  CSola | **\_** | **\_** |  | **\_** | **\_** |
|  DJane | **+** | **\_** | **+** |  | **+** |
|  EMercy | **+** | **+** | **+** | **\_** |  |

 Source: Adapted from Dessler (2011)

Sola ranks highest here. The same Sola may not be the best in Quantity of work or Safety Management.

**Forced Distribution Method**

With forced distribution method, employees are appraised in groups of 30 or 20 per set and a kind of graph is prepared whereby top 5%, top 10%, bottom 5% and bottom 10% of the employees are indicated. The techniques give the organization an idea of the best set of staff and also the worst category of employees.

**Critical Incident Method**

With this technique the supervisor keeps a log of positive and negative example of work-related behaviour, twice a year. The supervisor meets each subordinate one on one to discuss the staff’s performance.

The idea is that one incident of superlative performance or an embarrassing behaviour may be used to determine whether or not an employee is a high performer.

In university administration, professors generally use critical incidents to bond with a particular administrator. For example, if an Administrative Officer performs very well as a Secretary of a crucial committee, the Chairman of the Committee will ‘forever’ hold the view that the administrator is very good. The flip side is that a professor who is disappointed by a Secretary will keep on running negative comments on the individual. Most of the time, such professors are right, because tigers hardly change their spots. However, it may not be scientific as one isolated good performance may not repeat itself in the life of a given staff.

**Narrative Form of Appraisal**

This is the traditional method of doing performance appraisal in essay format. The supervisor says things like ‘’He joined the service of the University on ……. He is a diligent, promising, versatile and proactive officer.’’ However, no matter the method used, the Narrative Form is the end point of every appraisal of performance of any staff in the Nigerian University system because the academics like narration more than any other thing.

**Behavioural Anchored Rating Scales (BARS)**

This technique anchors a numerical rating scale with specific examples of good or poor performance. Dessler (2011) identified five (5) steps involved in the development of BARS namely:

Writing out critical incidents of effective and ineffective job performance

Develop performance dimensions

Re-allocate incidents

Scale the incidents and

Develop the final instrument.

**Management by Objectives (MBO)**

The MBO is used either as a primary appraisal system or as a supplementary tool. It is a tool usable to evaluate performance of employees relative to their ability to achieve a part ( or the whole) of organizational–wide set objectives or goals. Jerome Udoji Review Commission on Public Service (1972/74) recommended this as the major technique for assessing the performance of public servants in Nigeria.

**360 Degree Feedback**

The 360 degree feedback is a technique whereby an employee is reviewed by (all the stakeholders, all the categories of persons who consume his services or whose services are either input or output of his job delivery). For example, if we want to use 360 degree to evaluate an Assistant Registrar in Students Affairs we will interview (or give questionnaire to) students, Student Union officials, Deputy Registrar Students Affairs, Dean of Students, parents/guardians, other Assistant Registrars in that office, Administrative Officers in the office and junior staff in that office. The aggregate information obtained will provide a balance judgement of the quality of performance of the affected officer.

**180 Degree Feedback**

The 180 degree feedback mechanism is a tool in which the supervisor does not go the whole of experience of collating information from the generality of stakeholders. Rather than get the views of everyone relating with the officer at work, we make do with a comfortable sample of the population with a determination to obtain information from variety of groups including a critical mass. It is half way to achieving 360 degree feedback. The process whereby the Governing Council, Senate and Congregation participate actively in the process of the appointment of a Vice Chancellor is a fair example of 180 Degree Feedback.

**Products Defects**

A quality product, ideally, should be devoid of defects. This is why every manufacturing organization has Quality Control manager and quality control assurance. As a result, one way of assessing the performance is by determining the degree and regularity of product defects. In the industry, defects occur occasionally and the cause of it, the aspect of the plant where it happened and the people who work at the point it happened can be traced. When teller officers lose money in the banking industry, they are made to repay the money and the event is documented. Such problems usually amount to a disadvantage to the affected staff at the point of performance appraisal. What are the products of the University Registry? These are reports, minutes of meetings, letters, memoranda, transcripts, Statement of Results, diplomas, degree certificates etc. These are products that are tangible and their defects are easily noticeable. There are intangible products such as conduct of meeting, event, ceremony etc. What the Secretary has done to make the meeting successful may not be quantifiable but the defects can be quantified.

**Number of Errors**

Just as discussed under number of defects, identification of errors committed by an employee is a veritable way of determining the performance of such staff. One way of determining the grading of an essay writing in WAEC examination is through a terminology called Mechanical Accuracy (MA) which carries 10 marks out of 50. The mark under Mechanical Accuracy is determined through a method of reducing balance. Every error of tense, punctuation, number, concord etc is punished with a deduction of half a mark from the 10. All a candidate needs to score zero, therefore, is to make 20 mistakes in an essay of 450 words. Workplace work, performances of officials can be rated in terms of the regularity and depth of their errors.

**WORK QUANTITY METRICS**

**Computerized and Web – based Performance Appraisal**

There are modern appraisal softwares that are standardized tools which employers can use directly to measure performances. For example, employeeappraiser.com has several types of instruments on job performance dimensions which employers can adopt or customize

**Electronic Performance Monitoring (EPM)**

EPM uses computer network technology to enable managers access the systems of their employees and monitor their job performance on the go. The supervisor can assess speed, accuracy, volume, time spent on the job e.t.c. The EPM is used only to assess work done online.

**Number of Sales**

The performance of employees can be determined by quantity of sales. This will be known through the volume of income generated. This is common and most important in manufacturing organizations. How is this related to the University system or the University Registry. Apart from the Government subvention which comes directly, every other consistent and continual income of the University comes through the efforts of Administrative Officers and their staff. The products which University clients pay for are transcripts, certificates, letter of attestation, statement of result etc The issue of the volume of money generated per period from the ‘sales’ of these deliverables is a major factor that could determine the performance of officers in Exam & Records Unit at least.

**Number of Units Produced**

The quantity of products produced will determine the quantity that can be purchased. The performance of computer operators and their officers who work on the various products mentioned above can be determined by the quantity produced per period.

**WORK EFFICIENCY METRICS**

This metric interrogates the relativity of resources. The issue of the amount of time and money utilized in producing a deliverable is crucial to the determination of human resource performance. In Nigerian Universities, we waste valuable time at meetings and functions without realizing that we are actually wasting money. Below is a typical means of costing a team assignment in the British HE system:

Estimate for the personnel involved on the assignment e.g.,

Determine the cost of the service of a Professor per hour and per day

Determine the cost of the service of support staff per hour and per day

Note that there are 40 hours in a week

A staff is supposed to work for 20/22 days in a month multiply by 12 (less holidays). This gives an average of 240 days per year.

Discount the leave entitlement of 30 days (240-30) = 210 days

Determine the annual personal emolument of a Professor plus his Employer Pension contribution and divide this by 210 days.

This calculation will give the value of the work of a Professor per day and a day is 8 hours work. You can then determine the value of a professor’s job per hour..

2. Cost the facility used for the meetings – hall, electricity, public address system, air-conditioning etc

3. Cost the meals and drinks

4. Cost stationery, postage, telephone and other logistics

5. Cost sitting allowances, honoraria,

In sum, it is necessary and easy to know the amount of resources invested in any event, meeting or programme.

The totality of these will help to appraise the efficiency of a team at work. If, for instance, 100 Professor, 24 Ph.D holders, 20 Administrative Officers sat for 5 hours in Senate meeting to approve approve the results of only 2 Faculties because the other results are not ready, we can ask the questions : What amount of money have we spent to approve the results? Are we prudent? , Are we efficient? Have we performed very well?

**ORGANISATIONAL LEVEL EMPLOYEE PERFORMANCE**

**Revenue Per Employee**

In manufacturing organizations, the revenue per employee could be used to determine the performance of staff. This is obtained by dividing Total Revenue of the organization by Total Full Time Equivalent of staff (FTE). The figure below shows the relative performance of major companies in the US.

  **Profit per FTE**

An alternative way of using financial returns as a basis for determining organisational performance is by the index of Profit per FTE. A high profit per worker is a sure indicator of financial strength of a company. Rather than use the aggregate revenue, the profit after tax is divided by the total FTE to give the amount that looks like the profit generated by individual employee.. This metric is criticized for focusing mainly on profit rather than income

**Human Capital Return on Investment (ROI)**

Organizations spend money on their staff by way of training, compensation, welfare, pensions etc The mechanism of human capital return on investment, is the idea of determining what income is accruable to the company as a result of the efforts made to improve and to retain the employees. To calculate this, the operating expenses, compensation and benefits costs will be deducted from the total revenue, The sum will then be divided by the sum of compensation and benefits paid to employees.

**Absenteeism Rate**

Absenteeism rate is a good indicator of organisational performance. High absent rate is an indicator of poor performance. Employees who regularly absent themselves are less productive

Highly motivated and engaged workers complain of sickness less and are more unlikely to call out for sick/casual leave. Absenteeism and performance are highly and inversely correlated constructs

**Overtime per Employee**

The average overtime per worker is a good measure of readiness of staff to go the extra mile. When workers are high performers, they are always ready to do overtime assignment.

**INTERROGATING PERFORMANCE APPRAISAL SYSTEM IN USE FOR ADMINISTRATIVE OFFICERS IN NIGERIAN UNIVERSITIES**

At the moment, **Graphic Rating Scale** is used for performance appraisal in most Nigerian universities to do annual appraisal of all Senior and Junior non-teaching staff. The nomenclature of this instrument is Annual Performance Evaluation Report (APER) The format is used for rating all manners of staff ranging from driver, artisans, accountants, engineers, network administrators to medical doctors etc. In Ekiti State University, I introduced a separate APER form for the assessment of teachers in the University Staff School whereby indices such as appropriate use of Teaching Method, Quality of Notes of Lesson, Use of Audio Visuals, Maintenance of School Records etc were integrated. The typical APER form consists of a measuring scale of indices of performance whereby the assessor is expected to rate a staff on a 5-point scale, from 1 to 5, where Poor is 1, Fair is 2, Good is 3, Very Good is 4 and Excellent is 5.

An interrogation of the use of APER Format in our Universities shows a lot of monotony and uniformity. Besides, the reliability of the instrument is suspect as it appears that the APER Format tests largely behavioural traits, talents and virtues at the expense of work related habits that are prerequisites to high University performance. Below is a table which shows a comparison of the indices contained in APER formats across 3 Universities.

Table 2: ANALYSIS OF INDICES OF MEASUREMENT CONTAINED IN ANNUAL APPRAISAL EVALUATION REPORT OF ADMINISTRATIVE OFFICERS OF THREE UNIVERSITIES

Source: Regulations Governing the Conditions of Service in Ekiti State University, FUTA and UNILORIN

Osun State University, (UNIOSUN) and the Federal University of Technology, Minna (FUT Minna) share similarities in their APER rating system. Instead of the 5-point scale common with other universities, (which gives equal weighting to every index of rating), UNIOSUN and FUT, Minna adopted the point system in which items are rated in terms of their assumed importance. The aggregate score is 100. Below is an analysis of the system of the two universities.

Table 3: COMPARISON OF APER RATING SYSTEMS OF FUT MINNA AND UNIOSUN

Source: Regulations Governing the Conditions of Service in FUT, Minna and UNIOSUN.

The template of these Universities come with their challenges. For example, why do we need to give 20 points each to Qualification and Work experience? . Qualification is what brought the staff onboard initially. What is the need for scoring qualification again under performance appraisal except we are talking of additional qualification. Nobody is normally processed for promotion until he or she has satisfied the 3 years residency on a grade. Why then is the score of 20 points for experience?. As a result, 40 points unrelated to performance are scored by every staff . These are part of the reasons why most staff score above 70% and some as high as 97% in APER grading during annual review. A number of Universities are finding ways of circumventing the APER grading with a view to getting a more reliable set of instruments for determining actual performance of staff. The University of Ilorin, in addition, to APER form, conducts promotion examinations for all categories of non-teaching staff who are due for promotion. The examination is in two parts namely written test and oral interview. The University uses external consultant to handle the exercise to exude transparency. . Ekiti State University and Lagos State University conduct oral interview for Officers who are due for promotion to the post of Principal Assistant Registrars. These efforts have helped Officers in these systems to study towards promotion interactions and altogether become improved on their jobs.

The following are the other operational challenges with the current system of Performance Appraisal in the Nigerian University system;

**I.** **Unclear Standards:**

Many supervisors do have problems with the actual meaning of certain concepts. For example, what level of performance of an administrator can be regarded as excellent, or good? Administrators who work directly with Deans or professors generally have higher rating than those who work with professional administrators, such as Registrars, Bursars, or Directors. . The flip side is that if an administrator serving in the faculties, for example, makes one silly mistake, the academics may never give him opportunities to recover or improve.

**II.** **Halo Effect**:

The general impression which a supervisor has about an employee usually affects the grading.

**III.** **Central Tendency:**

The error of central tendency is common in performance appraisal. This is the tendency of an assessor to rate everybody as average performer. No one is excellent and nobody is poor.

**IV.** **Leniency or strictness**:

There are extreme cases of supervisors who either rate everybody too high or everyone too low.

**V.** **Recency Effects:**

There is the tendency of a supervisor to use recent incidents or happenings to determine how they grade their staff.

**VI.** **Bias**:

Some supervisors do exhibit bias in rating subordinates’ performance to the advantage or disadvantage of some staff.

**VII.** **Tribalism or Nepotism**

Generally in the Nigerian public service, the nativity or tribe of a subordinate may determine his or her rating during annual review exercise. Tribalism and nepotism have the tendency to render appraisal mechanism unreliable.

**VIII.** **Obsolescence of Grading Instrument**

The APER formats in use in some universities do not capture the current work-related behaviour such as ICT Competences and online duties. Some universities have not reviewed their instruments in the last 20 years.

**IX.** **Indolence on the part of supervisor**

In many universities, some supervisors give their subordinates the opportunity to grade their own APER forms. The supervisors merely sign the documents later with the result that there is a discrepancy between actual performance and the grade offered.

**X.** **Trade Unionism**

The over-powering influence of the trade unions in the last 20 years has weakened quite a number of universities where efforts have been made to recalibrate the performance management architecture.

**XI.**  **Lack of confidence & Trust**

It appears that both staff and management of Universities have lost confidence in the appraisal instrument the universities use for rating administrative staff. This is the reason why some universities have now introduced further evaluation methods such as promotion examination, promotion interview e.t.c

**XII.** **Lack of orientation induction/placement programmes.**

People are employed and posted straight into departments and units without any guide as to their responsibilities. In fact many staff are not familiar with the expectations of the APER format until they are due for promotion.

**DEVELOPING METRICS FOR PERFORMANCE MANAGEMENT OF PROFESSIONAL ADMINISTRATORS**

The foremost crucial condition for managing the performance of professional university administrators is to recruit the most suitable officers for the job. This must start with adequate job evaluation and job analysis. University administration is not a job for the multitude. It is a job for the best brains in the land.

In selecting persons for the job a formal interview, in proper advertisement must be placed, candidates harvested must be sifted through appropriate employment testing, and the top 5% of the crowd must be grilled by appropriate panel of experts (which must include those who have excelled on the job).

At the point of assumption of duties, Administrative Officers must be provided with Job Description and Job Specification. Most people are recruited into the Registry of Universities as Administrative Officers who were never told what to do; who do not know what they are supposed to do and who are doing practically nothing. A Federal University established in 2011 has over 200 Administrative Officers (on CONTISS 7 & 8) when the entire Administrative Officers’ cadre (from Admin Officer II to the Registrar) in University of Ibadan is not up to 80 persons.

**Job Description**

A typical job description will contain the Job Title, Department, Job Grade, Section /unit, Location, Salary Range, Purpose of the Job, Duties and Responsibilities of the Job holder, and the Key Performance Indicators.

**Job Specification**

This is an instrument which gives highlights of what someone who occupies a job must possess. These include basic education (e.g. Bachelor’s degree), Professional certification (e.g NIM, ANUPA), Cognate Experience (e.g. 10 years work experience in institution of higher learning), Competencies Requirement (e.g communication skill, ICT, Integrity, Initiatives e.t.c)

Unless the foregoing are carefully taken care of at the beginning, it is difficult to manage the performance of an employee. It is also unfair to be rating an employee on demands he or she was not familiar with.

**On boarding/Placement**

On boarding is the step by step arrangement made to bring on board a newly employed staff. These include background check (certificate verification, investigation of records of service with former employer e.t.c), medical test, orientation programme, documentation, pre-work training, induction ceremony, and introduction to the work (for e.g. the first thing any Administrative Officer coming into a new office/schedule must do is to read up the relevant files and minutes of previous meetings). If these are not done properly, an Administrative Officer cannot perform well.

**Training and Development**

The University system must learn to invest in the training of professional administrators, as much as they do for academic staff. The windows of opportunities must be widened**.** Thanks to ANUPA for establishing concrete and regular training for its members across Nigeria Universities. One is also happy at the 30% allocation of TETFUND Conference grant to the non-teaching staff. Individual universities must do training needs assessment of their officers to identify existing gaps in job knowledge, communication skills, job commitment and work engagement. These should be used to launch aggressive training programmes aimed at improving service delivery of their officers.

 **Re-modeling Performance Appraisal Tools**

Each university should seek the inputs of their employees to determine the efficacy of the existing appraisal instruments with a view to re-working the performance appraisal techniques. The monotonous use of APER from seems to be problematic. It will be a good idea if a combination of techniques is designed that will be more objective, more reliable and capable of giving valid assessment. Every University has Vision and missions. These instruments are a guide to the big picture the University has. This must be broken down in terms of what is expected from each team, department or Unit. If the Vision is to be the best University in Africa, every staff must be employed with the target in focus and he or she must be told the minimum level of performance required per time. Every Section or Unit must be working to be the best. As a result, language such as ‘I am doing my best’ or ‘I have tried my best’ will not be acceptable because what is the best has been determined *ab initio* by the University not the employee.

**CONCLUSION**

The Nigerian University system needs to re-tool and to re-brand if it will be competitive and go global. The University must be run as a focused enterprise repositioned to be able to deliver on its tripodian mandate to produce knowledge through research, disseminate knowledge through effective teaching and apply knowledge through community service. One fundamental way of re-tooling is through effective performance management. I so recommend.

Thank you.

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Omojola Awosusi, Ph.D

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