



RECOMMENDATIONS FOR MANAGING HIGHER EDUCATIONAL INSTITUTIONS: A CASE STUDY OF UNIVERSITY FOR DEVELOPMENT STUDIES TAMALE CAMPUS

Seniwoliba, A. J.

University for Development Studies
P. O. Box TL 1350
Tamale, Ghana

Abstract: - The study seeks to investigate the management gaps that exist in the University for Development studies and to suggest best practices for effectively managing the institution. It is in the light of this that some thematic areas were identified. The study therefore gathered information concerning some of the challenges facing the various departments, sections and units and suggest some best management strategies from ten thematic areas. The study used the qualitative research design to gather the data. Heads of the various departments, sections and units were interviewed. A number of critical issues emanated from the study however, one major visible finding was that though, every staff was employed based on some special skills, but some of them have not been placed at their specialized areas where they can operate without or with little supervision thereby making them “square pegs in round holes”. It is therefore, recommended that, the University Management Team should develop a “talent Profile” where Management could identify staff with some special skills and place them at the right places where their expertise can be tapped.

Keywords: Recommendations, Management, Higher educational institutions, Tamale Campus Ghana

Introduction

Higher education organizations around the world have always faced societal and administrative changes. However, in the past decade altered societal expectations, new public policies, and technological innovations have

created an unprecedented set of challenges for public universities. Although the borders of universities have opened in new ways for their services and products, universities have been the subject of increased public scrutiny from diverse constituencies. While under such scrutiny, higher education institutions have been simultaneously identified for their potential as a key catalyst in the development of new knowledge. Tending to this domain, their management has become increasingly significant at the turn of the century; as Peter Drucker admonished in a recent analysis: “The most important area for developing new

For Correspondence:

attiahjoseph@yahoo.com

Received on: October 2014

Accepted after revision: March 2015

Downloaded from: www.johronline.com

concepts, methods, and practices will be in the management of society's knowledge of resources—specifically, education and health care, both of which are today over administered and undermanaged.” (Drucker, 1997)

These pressures on universities along with attendant opportunities are prominent features of the contemporary wave of accountability. Higher education organizations are being asked to solve problems of costs, quality, effectiveness, and access (Barrow, 1993; Cameron and Tschirhart, 1992; Kerr, 1994). The accumulation of pressures and opportunities prompts a reconsideration of the relationship between society at large and academic institutions, specifically determining the appropriate balance between independence and control, incentives and constraints, as well as costs and benefits (Berdahl and McConnell, 1994).

All these expectations cannot be met with transformational leadership that will focus on contemporary management strategies to avert the current challenges. The university is currently facing some management challenges not only from within but outside as mentioned earlier. A close look at university management reveals an implicit premise throughout that university administrators are increasingly called upon to orchestrate the adaptation of new policies. This premise is highlighted because it entails a potential shift of prevailing authority structures and decision-making procedures within universities (Barrow, 1993; Lazerson, 1997; Kogan, M. forthcoming). Again a critical observation of how the university is being managed attests to the fact that Management is adopting strategies to meet the changing nature of the academic environment. However, prescription for the role of university administration to adapt these strategies is under-utilized.

Rationale for the Study

The University for Development Studies is one of the publicly funded universities in Ghana and located in the Northern sector of the country. The university is doing everything possible to address critical issues such as expanding access

with equity; quality and relevance; knowledge production and its application to the problems facing society; sustainable funding and resource management. Irrespective of these efforts, it is challenged with management pitfalls (gaps). The study therefore sought to identify the gaps, investigate the best management practices that could be exploited to manage higher educational institutions and make recommendations for Management's consideration.

The paper therefore seeks to answer the following questions:

1. What management gaps exist in the University for Development studies at its Central Administration in the Tamale Campus;
2. What best management practices can be employed to close the gaps identified; and
3. What recommendations could be made for Management's consideration

Methodology

The University for Development Studies is a Multi-Campus University located in the three Regions of Northern Ghana. The Campuses are located at: Wa, Navrongo, Nyankpala and Tamale. The study was conducted at the Central Administration in Tamale where all the Centralized Administrative Departments, Sections and Units are located. The Central Administration is the main administrative seat of the University where the Vice Chancellor, the Pro-Vice Chancellor, Registrar and all the Principal Officers are located. This is where all major decisions concerning the development of the University are taken. It is for this reason that the study was conducted there.

The study employed the qualitative research approach. Qualitative methods provide an in-depth understanding of issues that under normal circumstances are not possible through the use of quantitative, statistically-based investigations. Qualitative methods are the approach that centralizes and places primary value on complete understandings, and how people (the social aspect of our discipline) understand, experience and operate within our

environments that are dynamic, and social in their foundation and structure.

The purposive sampling technique was adopted where heads of department, sections and units were interviewed. Data gathering is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework (Bernard 2002). It then becomes imperative that selecting the manner of obtaining data and from whom the data will be acquired be done with sound judgment, especially since no amount of analysis can make up for improperly collected data (Bernard, *et al.* 1986). In purposive sampling, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of their knowledge or experience (Bernard 2002, Lewis & Sheppard 2006). The data was analyzed according to each of the management areas identified to have some pitfalls.

Employing the Right People

The human resources are the most important assets of the University. The success or failure of the University for Development Studies is largely dependent on the caliber of people working therein. Without positive and creative contributions from the people, the University cannot progress to meet its intended goals. In order to achieve these goals and objectives Management of the University need to recruit people with requisite skills, qualifications and experience. While doing so, we have to keep the present as well as the future requirements of the University in mind.

What has been observed currently in the university is that some staff are “square pegs in round holes”. It is my belief that these categories of staff have varied experiences that can be tapped and utilized to the fullest but they are not being utilized because the portfolios they have been given or where they have been placed are not positions their expertise can be tapped. It is therefore recommended that a skills and competency based profile be created to enable every employee put up his/her best to meet the university’s ultimate goal.

Management can ensure and even accelerate the progress of the university by continuing to attract top-talented people. This can help avoid the pitfalls of bad hiring decisions, which can result in much wasted time, money and poor morale among the people you want to keep, and even result in lawsuits.

Hiring, like all important management decisions, requires careful planning and knowing what the university need. This means developing a “talent profile” whenever management want to hire and fill a position, a talent profile should be developed to help explain the job in the university; to applicants to serve as the basis for writing employment adverts, and provide a tool for selecting and short listing the best people.

Management can also follow these steps to identify the expertise, experience, and other qualities needed among the new team members

- Define primary roles and responsibilities.
- Develop a brief overview of the position, that is, a short paragraph that describes the primary role and the main responsibilities. Make this overview clear enough that applicants will understand what you’re looking for and concise enough to communicate in a few minutes.
- Define the critical skills and characteristics required. Create a comprehensive list of the skills and characteristics the university want, then choose those most critical to the university’s needs. Include skills and qualities that are required to accomplish the task.
- Define education and/or training required. Include formal and informal education, technical training, etc. As with experience, management may choose to differentiate between what is preferred and what is required.
- Management should review and finalize the Universities talent profile. The profile should be reviewed to make sure that all the essential skills, experiences, and qualities needed in expected candidate have been identified. These most critical points should be summarized in a one page talent profile.

Orientation for Newly Employed Staff

The hiring process can be stressful for both employee and employer. It typically requires both parties to consider their needs and how to present themselves most favourably. The process can be time-consuming and emotional. So, when a job offer has been accepted, it may seem like it's time to breathe a sigh of relief and kick back. However, if employers become overly relaxed about the next stage of the process which is orientation of the newly employed staff, they may find their performance to be ineffective or they may prematurely return to square one hence; advertising for a new employee.

It has been observed that, newly employed staffs are not given any formal orientation. This attitude does not augur well for newly employed to kick start work smoothly. It is therefore necessary to design an orientation programme for newly employed staff. Designing an effective orientation programme helps protect the resources invested during the hiring process and can pay dividends for years to come.

Literature on new staff orientation abounds with evidence of the benefits of a well-designed and implemented orientation programme. Some of the frequently cited advantages include:

- increasing commitment to the organization and reducing turnover, which saves money (and frustration) in the long run;
- clarifying expectations and providing reliable information;
- shortening the learning curve, increasing productivity, and decreasing mistakes;
- helping the new employee feel like a valued team member in which the library has an investment;
- increasing employee confidence and relieving anxiety; and
- contributing to a positive relationship and good communication between the new employee, the supervisor and other close staff.

In view of all these benefits, it is worth designing an orientation programme for new

staff to avert the negatives and uphold the benefits that are paramount to both parties.

Designing Job Descriptions

There is no job vacancy that can be filled until and unless job description and job specification are designed. It is therefore necessary to define them accurately in order to fit the right person at the right place and at the right time. This helps both employer and employee understand what exactly needs to be delivered and how. Both job description and job specification are essential parts of job analysis information. Writing them clearly and accurately helps organisations and workers cope with many challenges.

Though preparing job description and job specification are not legal requirements yet play a vital role in getting the desired outcome. The information can help in determining the necessity, worth and scope of a specific job. There are several departments, sections, units and individuals in the university that do not have any clear-cut job responsibilities. However, there are several reasons why every employee should have a job description despite the job rotation approach adopted by the University Management. Some of the reasons include:

- Collecting job-related data in order to advertise for a particular job. It helps in attracting, targeting, recruiting and selecting the right candidate for the right job.
- It is done to determine what needs to be delivered in a particular job. It clarifies what employees are supposed to do if selected for that particular job opening.
- It gives recruiting staff a clear view of what kind of candidate is required by a particular department or division to perform a specific task or job.
- It also clarifies who will report to whom.

Implementation of a Performance Appraisal System

In the field of human resource management a prominent name Flippo (1999) says that "Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in the matters

pertaining to his present job and his potential for a better job." This systematic process allows management to look into employee's activities in the previous fiscal year or the performance time periods and analyze where it is falling, what improvement has been made and what is the future plan regarding job and other activities.

Though employers are not required by law to introduce appraisal systems, it is however, very necessary for measuring employee performance in organizations. However, there is either a dormant performance appraisal system or completely absent from the University for Development Studies despite the benefits that it has. The study revealed that, employees are assessed only when they are due for promotion. This is usually done once within one promotion period to the other.

The main objective of performance appraisal is to; make sure that employee's performance is up to the mark, to communicate this job performance measurement makes the employee enhance his productivity and cover his loopholes where he is lagging behind. The main idea behind performance appraisal is to insure that organizational goals are being met, because meeting organizational objective is an individual as well collective effort. One of the main strategic objectives of the University for Development Studies should be geared towards designing good programmes that will attract the job market and increase the internally generated funds to effectively develop both the physical and manpower needs. This objective cannot be achieved without a well designed performance appraisal system which should be used to effectively monitor employees' performance. An effective performance appraisal must have collaboration between the management and the direct reports. An employee should work according to the job description, which is decided by the immediate unit, sectional or departmental head. By doing this, there will be no conflict between the management and the employees.

In designing a performance appraisal system, the rationale, objectives, criteria for

assessing and its benefits should be determined before the system is designed in detail. The objectives will to a large extent dictate the methods and performance criteria for appraisal so they should be discussed with employees, administrators and various trade union leaders to obtain their views and commitment. The main objectives of an appraisal system are usually to review performance, potential and identify training and career planning needs. In addition the appraisal system may be used to determine whether employees should receive an element of financial reward for their performance.

Performance reviews (heads of Units, Sections and Departments) and employees should be given the opportunity to discuss how employees are progressing and to see what sort of improvements can be made or help given to build on their strengths and weaknesses and design activities that will enable them perform more effectively. The review of employee potential and development needs should include predicting the level and type of work that employees will be capable of doing in the future and how they can be best developed for the sake of their own career and to maximise their contribution to the University. The appraisal system should determine the 'rewards' that employees will get for their past work. The reward review mechanism should usually be a separate process from the appraisal system but the review may be assisted by the information provided by the performance appraisal schedule.

Performance appraisals have a number of benefits and some of them include:

- Help to improve employees' job performance by identifying strengths and weaknesses and determining how their strengths can best be utilized and weaknesses overcome within the University.
- Help to reveal challenges which may be restricting employees' progress and causing inefficient work practices. Some employers may talk to their employees regularly about their challenges and performance at work and may not therefore see the need for a

formal appraisal system. Regular dialogue between unit heads and their staff about work performance should, of course, be encouraged.

- An appraisal system can develop a greater degree of consistency by ensuring that unit heads and employees meet formally and regularly to discuss performance and potential. Experience shows this can encourage better performance from employees.
- Appraisals can also provide information for human resource planning to assist succession planning and to determine the suitability of employees for promotion, for particular types of employment and training.
- Appraisals can benefit both employers and employees by improving job performance, making it easier to identify strengths and weaknesses and determining suitability for development
- In addition they can improve communications by giving employees an opportunity to talk about their ideas, suggestions and expectations and to be told how they are progressing. This process can also improve the quality of working life by increasing mutual understanding between supervisors and employees.

The benefits enumerated above notwithstanding, the absence of a formal appraisal scheme, will derail all the benefits.

Motivating Employees

A study conducted earlier revealed that apart from staff salaries, they also benefit from medical care, study leave with pay, vehicle maintenance allowance, rent loan and vehicle loan. Others also viewed their satisfaction with their jobs in terms of the good rapport that existed between them and their immediate supervisors. Consequently, they quickly rebutted that there were several other forms of motivation that could be put in place to increase staff performance. Some of the examples given included end of year best worker award, equitable promotions, opportunities for growth, recognition of work performance at all levels and workers durbars.

To get optimum performance from employees, there is the need to be given some sort of motivation beyond the monthly salary. Motivated employees are essential for the survival of organisations (Smith, 1994). To Smith, motivated employees are needed in our rapidly changing workplaces such as universities because they are more productive and help organisations to survive. Motivation is one of the characteristics required so as to achieve tangible things in life, and without it, an individual prematurely gives up at the first sign of adversity (Valez, 2008). It is also the desire or aspiration necessary for achieving a goal combined with the efforts to work towards that goal; as well as the driving force behind every action that is performed. Wright and Noe (1996) further see motivation as the combination of forces that lead people to behave as they do and underlying it is the energizing, directing and maintenance components. More specifically, it is the force that influences enthusiasm, directs employees' energy towards attainment of an outcome maintains behaviour even when that behaviour does not lead to an immediate and extrinsic reward. Motivation could be positive or negative. Positive motivation appears beneficial in that it gives an individual a sense of achievement, drive and enjoyment. Conversely, negative motivation may lead to adverse consequences in case of failures/defects.

Employee motivation is one of the major strategies Administrators in tertiary Institutions need to use to increase effectual job management amongst employees in the Institutions (Shadare et al, 2009). A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs his/her efforts in that direction. Rutherford (1990) reported that motivation formulates an organization more successful because provoked employees are constantly looking for improved practices to do a work, so it is essential for organizations to persuade and motivate their employees (Kalimullah et al, 2010).

Motivation is a strategic management component which can be used to lieu employees to put up their best. Management should therefore be proactive in this direction to encourage employees to unveil their potentials by putting up a reward system in place.

Implementation of a Mentoring Programme

Higher education institutions have understood the importance of the human resources development through a well selected training method like mentoring in order to gain a competitive advantage in the long run or even survive. Different authors have expressed various views about mentoring. Mentoring is a developmental partnership through which one person (usually an experienced person called the mentor) shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else (i.e. the less experienced person called the mentee). Mentoring is a reciprocal learning relationship in which mentees engage actively in their own learning and critically reflect on their experiences (Zachary, 2009).

Murray and Owen (1991) added that mentoring is a deliberate pairing of a more skilled or experienced person with a less skilled or experienced one, with the agreed-upon goal of having the less experienced person grow and develop specific competencies. Given that mentoring involves a relationship between a more experienced and a less experienced employee, it gives people the opportunity to share their professional, personal skills and experiences, to grow and develop in the process. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem solving. Mentoring is effective when it is offered to someone in the early stages of a new appointment, particularly during the probationary period.

Almost all the public universities in Ghana had affiliations (Mentors) with other universities locally and internationally. However, UDS is the only public University in Ghana that was established without being affiliated to an existing university, that is, without going through mentoring. This situation

has advantages and disadvantages. A great advantage of existing without a mentor is the development of a culture not tainted by preconceived biases. However, a disadvantage is the possibility of developing several undesirable attitudes and cultures since there was little or no guidance from the beginning. Interestingly, both the advantages and disadvantages have occurred in the University for Development Studies. The absence of this mentorship programme still poses serious problems with the administration of Departments and Faculties.

The lack of mentored lecturers and administrators created serious problems in the administration of Departments and Faculties. That is still a lingering problem in the sense that erring staff members can hardly be corrected either because heads, are probably more guilty or do not want to hurt anybody. These attitudes are partially attributed to lack of mentoring. With respect to staff there were some attempts at mentoring young staff at the beginning of the University. The Professor/Senior Lecturer to Lecturer ratio was quite high and as such Lecturers who had no experience looked up to more experienced ones. But as time went on, the young Lecturers increased in numbers and the older ones decreased due to retirements and consequently, mentoring seemed to disappear or at the lowest ebb.

Within the university, mentoring is not simply for young staff; nor is it remedial. It should be available throughout a professional career and adapted to the individual's experience and expertise. For an early-career developer, mentoring is likely to be directed towards establishing the individual's career by reading and commenting on draft papers for publication and offering advice and guidance on suitable journals in which to publish. Mentoring may demystify the 'rules of the game' - what is worth doing and when, where and how to network, developing a career plan, understanding promotion criteria among others.

Establishing a mentoring programme in the university abounds several goals. Some of them include:

- i. supporting new staff in understanding UDS mission, vision, values and goals;
- ii. sharing the skills and knowledge of successful professionals (Administrative and Academia) with new employees;
- iii. fostering open communication and dialogue (vertically and horizontally) among the staff;
- iv. creating avenues for job performance, creativity, and the acceptance of responsibility with confidence; and
- v. bring employees together to establish a network of professionals within the university.

All these benefits will be useless if a well experienced and qualified person is not used as a mentor. Such persons should be full-time staff members of the university who have a direct interest in helping new employees acclimatize to the University environment. To be a Mentor in UDS, one must have the following qualifications at least two years of service in the university or similar institutions, must have at least five peer reviewed publications in recognised journals or a seasoned administrator with vast experience and an employee in good standing with no disciplinary actions in the last two years. Besides the above qualifications, a mentor should be; able to encourage and motivate others, respect the views of others in the University community, committed to maintaining a positive attitude, willing to share knowledge and experiences, patient and a good listener and dedicated to participating in the Mentoring programme.

Managing Internal Communication

Excellent communication is essential to an efficient, high-performing organization. Communication is a slippery concept, and while we may casually use the word with some frequency, it is difficult to arrive at a precise definition that is agreeable to most of those who consider themselves communication scholars. Communication is so deeply rooted in human behaviours and the structures of society that it is difficult to think of social or behavioural events that are absent communication.

Oxford Dictionary (2011) defines communication as “the imparting or exchanging of information by speaking, writing, or using some other medium, means of sending or receiving information, such as telephone lines or computers”. Communication is transfer of information from sender to receiver, implying that the receiver understands the message. Communication is also sending and receiving of messages by means of symbols. In this context, organizational communication is a key element of organizational climate (Drenth et al, 1998). Finally, organizational communication is the process by which individuals stimulate meaning in the minds of other individuals by means of verbal or nonverbal messages (Richmond et al, 2005).

For efficient communication, it is necessary that the receiver understands the meaning of the message and indicates it to the sender through some expected reactions/feedback (Ivancevich and Matteson, 2002). Each organization must enable communication in several directions: downward communication, upward communication, horizontal communication, and diagonal communication (Miljković and Rijavec, 2008).

The study revealed that there were new policies being implemented by management yet these new policies have not been communicated to the university community. This does not augur well for job performance and can lead to organisational conflict, de-motivation, job dissatisfaction and employee turnover. It is believed that learning institutions such as ours should practice open administration where information flows from top to down and vice versa for effective feedback.

Effective Record Keeping and Confidentiality

Records management is most effective when it commands commitment from management and all the university staff regarding it as a professional activity requiring specific expertise and good practice. Records are a valuable resource because of the information they contain. Information is essential to the delivery of high quality evidence

based on a day-to-day basis. An effective records management service ensures that such information is properly managed and is available whenever and wherever there is a justified need for information, and in whatever media it is required.

While the importance of records management might not be obvious to everyone, its impact on the ability of an organization to function effectively is indisputable. It is only through the operation of a well-run records management programme that an organization retains control of its corporate memory, which allows an organization to conduct its mandated business. Records management is more than retention, storage, and disposition of records. It entails all recordkeeping requirements and policies that allow an organization to establish and maintain control over information flow and administrative operations,

According to Rowlands (2003:6), information user behaviour is changing as new opportunities present themselves, raising enormous significant issues. The change in information user behaviour may either be positive or negative. Negative behaviour of the end-user may be disastrous to an organisation's competitive survival. It is therefore being increasingly recognized that the sound management of records by the end-user is of prime importance for the smooth running and the competitive survival of an organization (Shipman, 2002:99). This implies that end-users need to be advised on how to manage their records until these are disposed of.

In this context however, I am considering information user behaviour in terms of confidentiality. All employees of the university and those carrying out functions on behalf of the university should have a common law duty of confidence to clients and a duty to maintain professional ethical standards of confidentiality. Everyone working for or with the University who records, handles, stores or otherwise comes across personal information has a personal common law duty of confidence to management, staff and clients. The duty of confidence continues even after the death of a

staff or after an employee's contract ends with the university.

It is required by all employees of the University to abide by the confidentiality standards in order to ensure ethical standards are maintained. There should be guidelines established to protect employees as well as the University as a whole. Personal employee information and work schedules should be kept confidential. Administrative staff should retrieve and/or discuss confidential information for any purpose other than required by job responsibility should be prohibited. Employees should be made to sign a contract of keeping critical and confidential administrative secrets and any breach of the established guidelines may be considered grounds for possible termination of appointment or dismissal.

Using Teams to Facilitate Effective Management

An organisation's workforce has always been its most valuable asset and normally its biggest expense. Attracting and retaining the right talent continues to be a foremost concern for administrators and managers. Today, however, many workforces operate in a virtual environment in which the University for Development studies is not an exception.

The university operates a Multi-Campus System with the Campuses spread over the three Northern regions of Ghana as mentioned earlier. This Multi-Campus System calls for the use of virtual teams but these have the potential to undermine the smooth running of the university. Therefore, management has to master the necessary skills required to manage virtual teams effectively. It is also important to mention some of the challenges likely to occur in managing virtual teams as it is in the case now. These include:

- Difficulty in building a shared sense of purpose;
- Over-reliance on electronic communications;
- Low team cohesion and trust; and
- Less satisfaction with the team experience

In view of these challenges likely to crop up, it is recommended that team members meet regularly on face-to-face basis in order building rapport and a sense of shared trust and allegiance. Management should navigate the virtual workspace and find effective strategies and appropriate directions about how to manage conflict, make decisions, provide feedback, facilitate learning and motivate the team to succeed.

While considering the challenges of the multi-campus nature of the university, my personal observation of the unit/sectional/departmental heads within the central administration have left the entire management of the university in the hands of the principal officers. No head wants to be branded a “bad person” hence the application of the “Laissez-faire” leadership style. The prevailing staff attitude towards work and absenteeism can be attributed to this leadership style. The situation becomes even worse when the Principal Officers travel outside Tamale to attend to other official duties.

Management should plan towards task effectiveness. It is through this that the management team can be successful in achieving its task-related objectives. Shared goals are most likely to be achieved through working together and pooling experience and expertise. Successful teams are characterized by a team spirit based around trust, mutual respect, helpfulness and – at best – friendliness.

Upholding to these virtues appropriately will come with the following benefits.

- Improvements in participants' confidence, attitudes, motivation and personal satisfaction;
- greater clarity in expressing ideas through group discussion;
- better understanding by individuals of the nature of their contribution and the needs of other team members;
- more efficient use of resources – especially time;
- greater optimism – by focusing on positive outcomes and putting less weight on problems;

- a wider range of ideas rather than individuals working in isolation; and
- more effective responses to changes – improved trust and communication help a team to adapt to new circumstances.

Recommendations

- Management should identify first the position and the caliber of experience needed by crafting out a comprehensive job description. This will ensure that the work assigned to the new employee is critical to achieving the goals of the university. Identify preferred or required previous experience and achievement level. What background experience management expects the person to have in order to be a serious candidate for the position. Depending on the university requirements and expectations, management may choose to differentiate between what she would have liked and what is definitely needed. If management expect the candidate to “hit the ground running”, with little or no training from the university, the kinds of experience and achievements must be specified.
- Newly employed staff should be made to understand certain fundamentals of the university- what it intends doing, why certain decisions are taken, and how each particular employee contributes to the development of the university. Orientation conveys these messages, providing a framework that shows the new employee where he or she fits into the university and its aims and objectives.
- University management should as a matter of urgency give each employee a clear job description. This is the only way supervisors can assess the performance of their direct reports. It's not enough to just state each role's responsibilities; rather, management must specify the expected results and tasks. By these specifying roles, expected results and accountability management can get what they want from each employee. Ideally, this should be the practice.
- Management should educate employees about their individual goals and share the

aims and objectives of the university. Employees should have the knowledge and freedom to participate in the decision making process. Here, if the management has the full cooperation of the employees and on the same hand if employees coordinate with management then, this performance and participation can actually help in the appraisal for the next period. In all these, the right of expressing of opinion will certainly add to their performance (Beach, 1995).

- Employee motivation is one of the major strategies Administrators in higher institutions need to use to increase effectual job management amongst employees in the Institutions. A motivated employee is responsive of the definite goals and objectives that must be achieved; therefore designing an effective motivation plan is very necessary for the growth and development of the university. Management should also keep in mind that motivation formulates an organization's success because it provokes employees to constantly look for improved practices to do a work, so it is essential for organizations to persuade and motivate their employees.
- Management should put in place a mentoring programme. It should be available throughout the professional career of staff and adapted for the individual's experience and expertise. For an early-career development of staff, mentoring should be directed towards establishing the individual's career opportunities and growth.
- Effective communication is essential for an efficient, high-performing organization. Effectively Communicating to staff about new events and making information public can enhance staff knowledge about activities taking place in the university. It therefore very necessary that information flows regularly and timely from management to staff.
- All employees of the university and those carrying out functions on behalf of the

university should have a common law duty of confidence to clients and a duty to maintain professional ethical standards of confidentiality. Everyone working for or with the University who records, handles, stores or otherwise comes across personal information has a personal common law duty of confidence to management, staff and clients. The duty of confidence should continue even after the death of a staff or after an employee's contract ends with the university. In this respect, there should be guidelines established to protect employees as well as the University as a whole. Employees should be made to sign a contract of keeping critical and confidential administrative secrets and any breach of the established guidelines may be considered grounds for possible termination of appointment or dismissal.

- Addressing issues impartially, devoid of favouritism/ nepotism and addressing challenges devoid of personal gains are effective and successful management practices that are required to move learning institutions such as UDS forward in the near future.
- A critical observation of staff attitude towards work demands that management identifies hardworking and responsible Senior Staff who command authority and tease out some responsibilities for them to supervise other junior staff. By this approach, a well-defined structure could be designed to specify individual responsibilities. It sometimes necessary and appropriate to delegate responsibilities and supervise at a higher level.
- Management should plan towards task effectiveness. It is through this that the management team can be successful in achieving its task-related objectives. Shared goals are most likely to be achieved through working together and pooling experience and expertise. Successful teams are characterized by a team spirit based around trust, mutual respect, helpfulness and – at best – friendliness.

Conclusion

In our knowledge-based economy, every higher institution's biggest asset is its people. Its biggest challenge is empowering administrators, lecturers and managers with the skills to coach, mentor and develop the talent critical to the productivity and longevity of the institution to continue to maintain its position in business. To gain a better foothold in the market for talent, universities must be prepared to employ the right people at right and put at the right places, provide orientation for new employees, design practicable job descriptions, implement effective performance appraisal systems, motivate employees, implement mentoring programme, manage internal communications effectively, keep records properly and embrace and sustain remote teams and engage employees who understand how to work together successfully in a virtual environment. It is therefore my fervent hope that management will take a critical look at the issues raised in this paper.

References

- Barrow, C. W. (1993), "Will the Fiscal Crisis Force Higher Ed to Restructure?" Thought and Action: The NEA Higher Education Journal 9 (Fall): 25-39
- Beach, D. S. (1995), Personnel: The Management of People at Work. New York
- Berdahl R.O. and McConnell, T.R. (1994), "Autonomy and Accountability: Some Fundamental Issues," in Higher Education in American Society. (3rd Edition) In P.G. Altbach, R. O. berdahl and P.J Gumpport (Eds) NY, Prometheus Books. 55-72
- Bernard, H.R. (2002), Research Methods in Anthropology: Qualitative and quantitative methods. 3rd edition. Alta Mira Press ,Walnut Creek, California
- Cameron, K. and Tschirhart, M. (1992). Postindustrial environments and organizational effectiveness in colleges and universities. Journal of Higher Education 63(1):87-108.
- Clark, B. R. (1996b), Leadership and innovation in universities: From theory to practice. Tertiary Education And Management 1(1): 7-11
- Drenth, P. J .D., Thierry, H., De Wolff, C. J. (1998), Handbook of Work and Organizational Psychology (2nd Edition), East Sussex, Psychology Press Ltd.
- Drucker, P. (1999), Drucker Foundation: The Leader of the Future. Wiley, John & Sons
- Flippo, E. B. (1982), Principles of Personnel Management, Mc Graw Hill, New York
- Gumpport, P. and Pusser, B. (1995), A case of bureaucratic accretion: Context and consequences. Journal of Higher Education 66(5): 493-520
- Ivancevich, J. and Matteson M. (2002), Organizational Behavior and Management, McGraw- Hil Kallimullah, A. R., Yaghoubi, N. M., & Moloudi, J. (2010), Survey of Relationship between Organizational Justice and Empowerment (A Case Study). European Journal of Economics, Finance and Administrative Sciences, 24, 165-171
- Kerr, C. (1994), Expanding access and changing missions: The federal role in U.S. highereducation. Educational Record (Fall): 27-31
- Kogan, M. (forthcoming), The academic-administrative interface. In M. Henkel and B. Little (eds.), Changing Relationships between Higher Education and the State. London: Jessica Kingsley
- Lazerson, M. (1997), Discontent in the Field of Dreams: American Higher Education, 1945-
- 1990 (Publication Number NCPI-3-01). Stanford University: National Center for Post secondary Improvement.
- Leslie, L. and Rhoades, G. (1995). Rising administrative costs: On seeking explanations. Journal of Higher Education 66(2): 187-212.
- Leslie, L. L. (1995). What drives higher education management?: The new era in financial support. Journal for Higher Education Management 10(2): 5-16

- Lewis, J.L. & Sheppard, S.R.J. (2006), Culture and communication: can landscape visualization improve forest management consultation with indigenous communities? *Landscape and Urban Planning* 77:291–313
- Miljković, D. and Rijavec M. (2008), *Organizacijskapsihologija*, IEP, Zagreb
- Murray, M. and Owen, M. A. (1991), *beyond the myths and magic of mentoring: How to facilitate an effective mentoring program*. San Francisco: Jossey-Bass.
- Neave, G. (1997). Back to the Future: or, a view on likely brain teasers with which university management is likely to be faced in a fin de siècle world. *Tertiary Education and Management* 3(4): 275-283.
- Oxford Dictionary (2011), The *Oxford English Dictionary* (OED), published by the *Oxford* University Press
- Peterson, M. W. (1997), Using contextual planning to transform institutions. In M. W. Peterson, D. D. Dill, and L. A. Mets (eds.), *Planning and Management for a Changing Environment: A Handbook on Redesigning Postsecondary Institutions*. San Francisco: Jossey-Bass
- Propper, C. and Wilson, D. (2003), ‘The use and usefulness of performance measures in the public sector’, *Oxford Review of Economic Policy*, Vol. 19(2): 250-267.
- Richmond, V. P., McCroskey J. C., McCroskey L. L., (2005), *Organizational Communication for Survival: Making Work, Work*, Allyn and Bacon, Needham Heights MA
- Rowlands, D. (2003), *Agencification in the Australian Public Service: the case of Centrelink*,
- Doctorate of Public Administration Thesis, University of Canberra.
- Rutherford, D. G. (1990), *Hotel Management and Operations*. New York, NY: Van Nostrand Reinhold
- Shadare, O., A. and Hammed, T., A. (2009), Influence of work motivation, leadership effectiveness and time management of employees’ performance in some selected industries in Ibadan, Oyo State, Nigeria, *European Journal of Economics, Finance and Administrative Science*, vol. 1450-2887, no. 16, pp. 7-17.
- Shipman, A. (2002), Managing e-mail and e-commerce records. *Records Management Journal*, 12(3): 98-102
- Smith, G. P. (1994), Motivation. In W. Tracey (ed.), *Human resources management and development handbook* (2nd ed.).
- Tewksbury, R. (2009), Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice *Journal of Theoretical and Philosophical Criminology*, Vol 1 (1) 2009, University of Louisville
- Tolbert, P. S. (1985), Institutional environments and resource dependence: Sources of administrative structure in institutions of higher education. *Administrative Science Quarterly* 30: 1-13
- Valez, S., (2008), What is motivation? <http://ezinearticles.com>. Accessed 20/01/11
- Vroom, V. H. (1964), *Work and motivation*. San Francisco, CA: Jossey-Bass
- Wright, P. M. and Noe, R. A. (1996), *Management of organizations*, London: Irwin/McGraw Hill.
- Zachary, L. J. (2009), *The mentee's guide: Making mentoring work for you*. San Francisco, CA: Jossey-Bass