



Modernising Human Resources Management in
South Mediterranean Higher Education

Human Resources Management in Higher Education Institutions

Needs Assessment Survey

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NEEDS ASSESSMENT OF HUMAN RESOURCE MANAGEMENT PRACTICES IN SOUTH MEDITERRANEAN HEIs

Introduction

It is commonly acknowledged today that sound and quality Human Resource Management (HRM) practices are high on Higher Education (HE) agendas in knowledge-based societies. Higher Education Institutions (HEIs) are facing increasingly complex contexts which require HRM models able to respond to their reality. Traditional HR approaches focused on staff recruitment, organisation of employment contracts and salary payment are being increasingly replaced by the necessity to take account of further and more efficient applications such as training, promotion and encouragement, development support and strategic planning for future needs.

In European countries, people management within the HE sector has been developed and intensified for the last decades. One of the main responsibilities of the university governing body must be to ensure that personnel-related issues in their respective institutions are being well managed, taking account of present and future needs. This means that an appropriate HR strategy which is consistent with the HEIs' overall mission and values should exist. The components of a sensible HR strategy would include, i.a., an opening section that identifies the institutional strategy unambiguously, an analysis of the operating context including the strengths and weaknesses of each HEI, and the identification of the key issues that need to be addressed by the HR strategy which directly affects the achievement of the institution's goals.

Thus, planning for succession management is a crucial medium and long-term approach in terms of performance management, since skills development and suitable mechanisms to ensure fairness and diversity amongst staff are instrumental in leading to a successful governance of HEIs. Still, ensuring diversity goes beyond legal compliance; since people have different needs that must be addressed in different ways, treating everyone the same will not necessarily create equality of opportunities. Therefore, many European HEIs have adopted the diversity approach as a matter of principle.

In South Mediterranean countries, HR approaches need to be far more efficient and tailored to the current labour and societal needs. HEIs need to take account of new issues concerning their HRM, such as training, promotion and encouragement, evaluation, development support, and systematic planning for future needs. On the other hand, aspects such as the socio-political climate and the level of state expenditure in education influence the capacity of HEIs to address these challenges, calling for

supporting actions in this regard. Therefore, South Mediterranean HEIs need support and transfer of good practices for the creation of solid and sound strategies and instruments in this domain.

Against this background, RISE's main goal is to contribute to South Mediterranean HE Reform Agenda through the modernisation of People Management. This global purpose will be targeted by means of three specific objectives:

- To build up capacities and skills in HRM on target South Mediterranean HEIs for stronger organisational efficiency;
- To create a regional network on HRM as a forum for exchange of good practices;
- To conceive and develop institutional HR strategies in South Mediterranean HEIs.

These objectives will be pursued by a set of interrelated and focused activities, starting with the present analysis of the target HEIs' HR practices and needs – in addition to the preliminary needs analysis conducted to prepare the RISE proposal – to shape the rest of interventions. A range of skills enhancement actions will follow. Targeted dissemination and sustainability actions will optimise exploitation of results, helping the consortium multiply and extend the benefits of the outputs generated to other HEIs in the region.

Since the achievement of the project objectives required an in-depth study of the HRM conditions in the PCUs, the project activities were based on examining HR practices and undertaking actions for improvement via self-evaluation. The consortium also brought varied good practices via European HEIs, but it is also aware of other practices in the field. From identified needs, the project intends to provide specific measures supporting strategic planning, HR and technical development, and policy dialogue.

Thus, an extensive survey was prepared by Agora Institute (Spain) within the framework of the RISE project in order to map, complete, and concretise information related to the current practices and needs of the participating HEIs in terms of HRM. Twenty universities from the South Mediterranean region (more specifically, Algeria, Morocco, Jordan, and Tunisia) provided the output gathered in the current study. The survey was structured in forty-two qualitative and quantitative queries, some of which included a number of specific nested questions. For ease of reference, all questions were grouped under six general sections. Thus, indicators relating to HRM Policy were collected in the first part of the survey; part 2 addresses HRM general practice, part 3 focuses on recruitment, part 4 deals with motivation and promotion models, part 5 approaches benefits, and finally part 6 is engaged with labour unions-related practices. These six sections are also used to vertebrate this report.

RISE Questionnaire on Human Resource Management in South Mediterranean HEIs

The following document collects the results of the surveys for mapping current practice and needs as regards Human Resource Management (HRM) in South Mediterranean universities (Algeria, Jordan, Morocco and Tunisia).

Prepared by PSUT/Agora-KM (2016)

1. Policy

1. Does Human Resource Management (HRM) constitute a strategic priority for your university

Yes

Total

20

No

0



2. Have any HRM reforms been approved/implemented in your university / in your country in the last 5 years?

Yes, in my university

Total

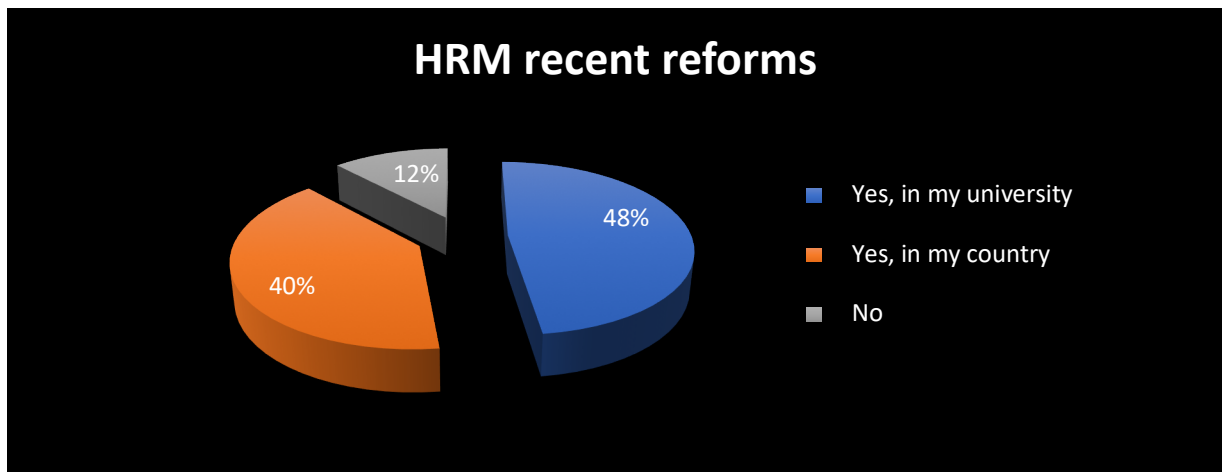
12

Yes, in my country

10

No

3



If yes, please, indicate those reforms:

ALGERIA: This has concerned the progressive switch from the classic to the LMD system, as well as the reclassifications of staff and jobs. One of these reforms is the external training outside the country.

JORDAN: Academic staff regulations, health insurance, social security and overtime; restructuring job description at the university and its units. The university uses different approaches to attract and select people to work in the university. It provides employees with opportunities for promotions that are achievable to most employees. Moreover, it provides incentives for employees to motivate and retain them. The job description has been determined for each job. The organisational structure for each department has been re-defined.

MOROCCO: Provisional management of jobs and skills; recruitment procedures; HR certification; digitalisation; HR evaluation; HR Formation.

TUNISIA: The recruitment of administrative and technical staff has become from 2016 from the university assignments. Special status of HE employees.

3. What are the main HRM priorities for your university for the upcoming years?

ALGERIA: A) A Computer-based system for HRM; developing of a training plan that answers the needs of employees.

B) To give structure and purpose to HR functions "focus in competencies as knowledge nourishing; Appropriate training; Progressive implementation of e-management; accreditation; quality assurance.

C) Training; and D) Prepare future executives and increase the number of employees and teachers.

JORDAN: Developing the Personnel Section to become HR Department; developing HR training plan; identifying a precise job description for university employees; job stability; attracting highly qualified PhD teachers; development of selection standards and restructuring; attracting, selecting, and retaining high qualified personnel; training programs; developing all applications for Management Information Systems; developing a digital archive.

MOROCCO: HR formation; acquisition of new practices via foreign mobility; continuing training & mobility; digitalisation; recruitment; training staff - skills development and human performance - involvement in decision making; motivation of HR.

TUNISIA: Internal analysis of current practice; implementation within the institution of quality assurance mechanisms; improvement of the skills of staff through internal and external training and improvement of working conditions; training; restructuring of the organisational chart; enhancing employee commitment; providing shared services and outsourcing HR; improving performance of employees; improving leadership development.

4. What are the main priorities in the area of HRM in Higher Education in your country?

ALGERIA: In order to increase the level of the Algerian HE the most urgent priority is to raise the level of teachers so that they can provide adequate training to students, especially in the field of information and communication technologies, after having be certain that the future is for e-learning. IT governance; improving performance of universities; employability of the new graduates; rationalization of expenditures; training; development of education and improvement of services and working conditions.

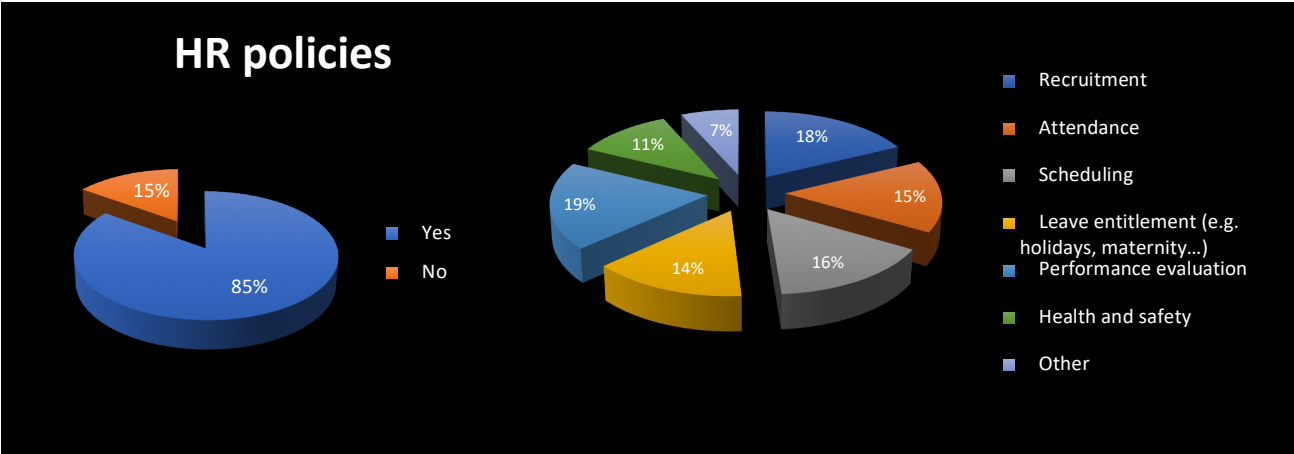
JORDAN: Upgrading the HR competences and awareness among the staff of HR in Jordanian HE to keep track with new trends and skills in this field; competitiveness and research; linkages between the market requirements and the qualifications; retaining employees; improved performance; developing a database for all employees at HEIs; developing a qualification framework for each academic position and rank.

MOROCCO: Academic staff mobility; HR formation; opening on social and economic environment; involvement of the HR officers in decision making; HR recruitment; HR formation; professor recruitment; encouraging scientific research; involvement of the HR in decision making.

TUNISIA: HR training; decentralization; staff motivation.

2. HRM general practice

5. Does your university have written policies in the area of HRM?	Total
Yes	17
No	3
If yes, please, specify which of the following HR aspects are included:	
Recruitment	16
Attendance	14
Scheduling	14
Leave entitlement (e.g. holidays, maternity...)	13
Performance evaluation	17
Health and safety	10
Other Please, specify:	6



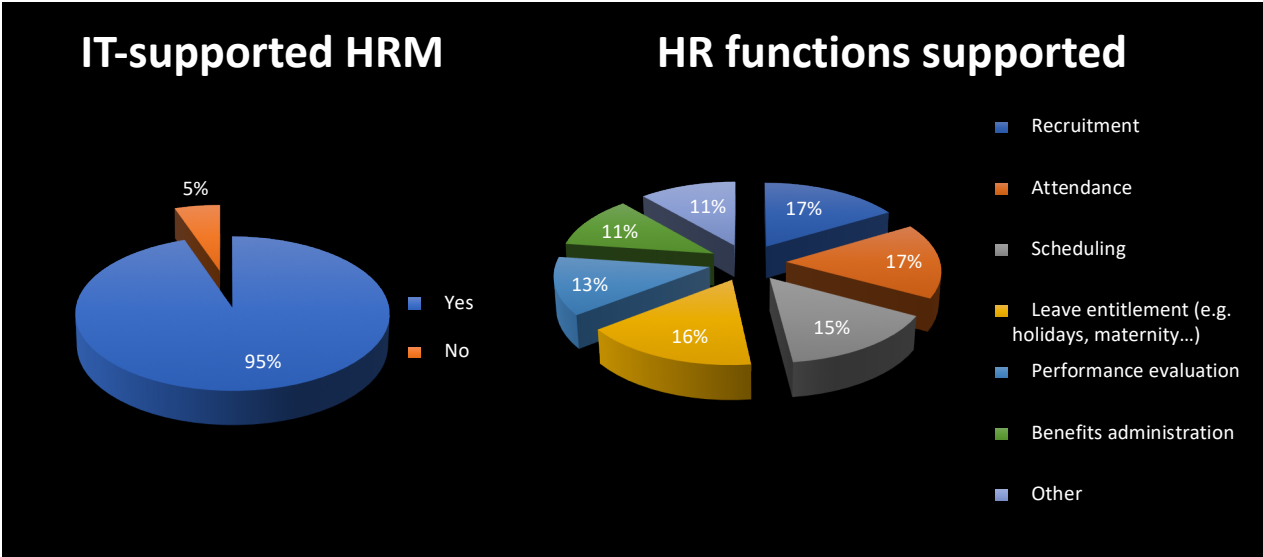
6. Does your university use a computer-based system for HRM?

Total

Yes	18
No	1

If yes, please, specify which of the following HR functions are IT-supported:

Recruitment	13
Attendance	13
Scheduling	12
Leave entitlement (e.g. holidays, maternity...)	13
Performance evaluation	10
Benefits administration	9
Other. Please, specify:	9

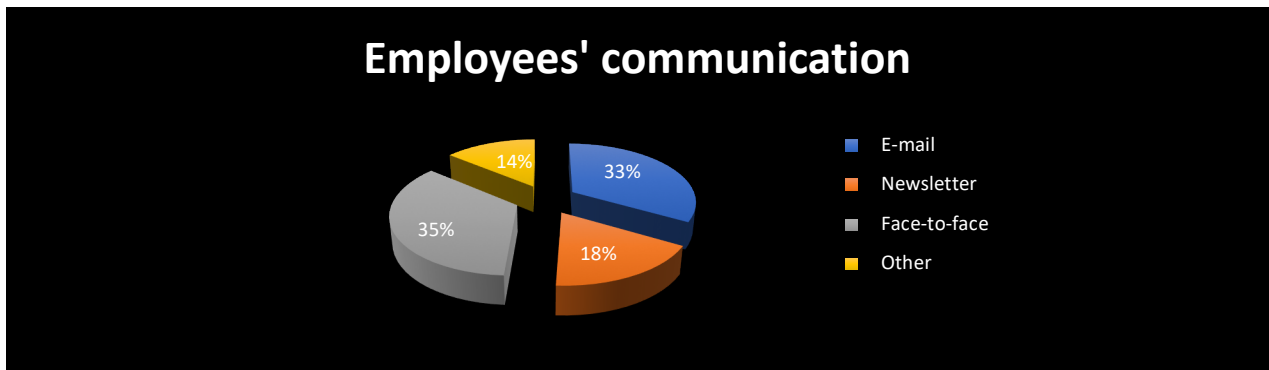


7. How is communication with employees made?

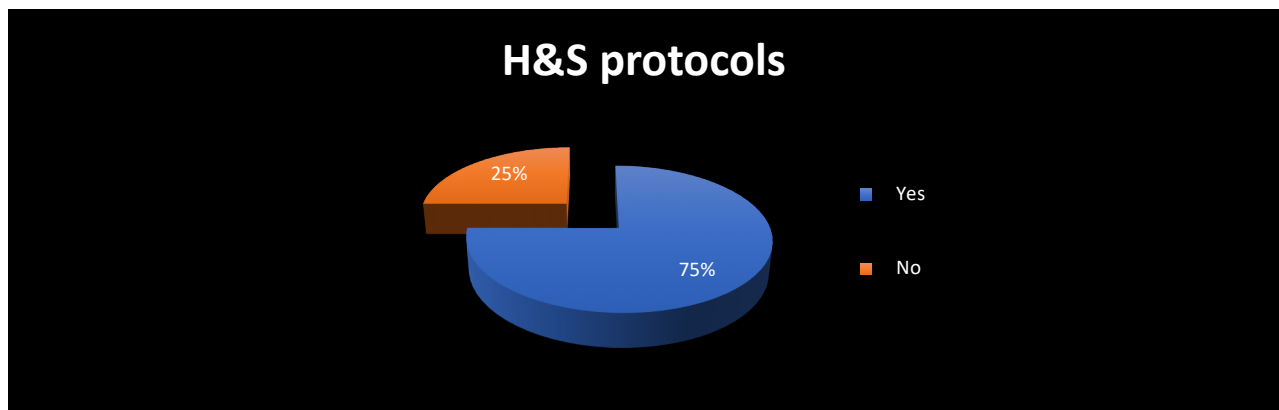
Total

E-mail	19
Newsletter	10

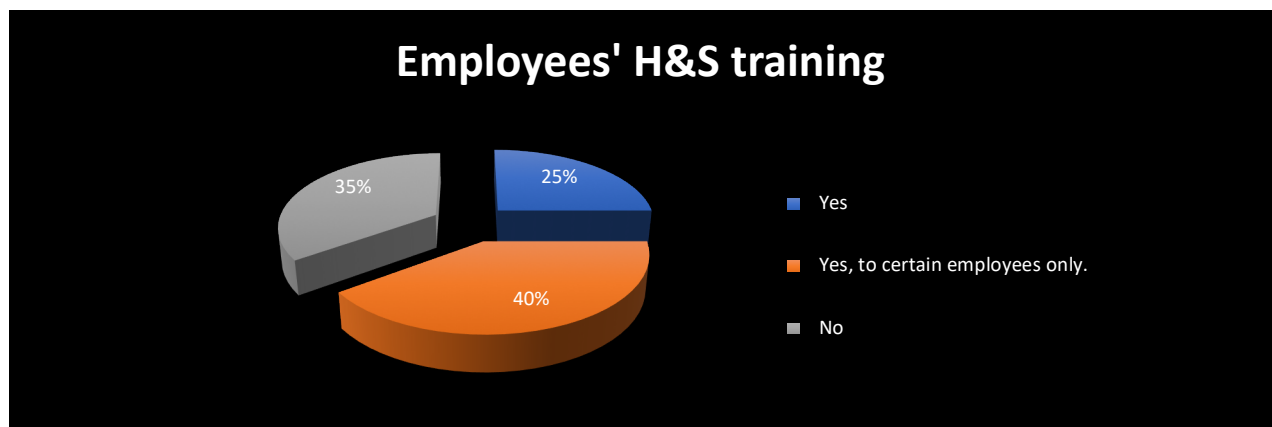
Face-to-face	20
Other. Please, specify:	8



8. Does the university have a formal protocol for health and safety?	Total
Yes	15
No	5



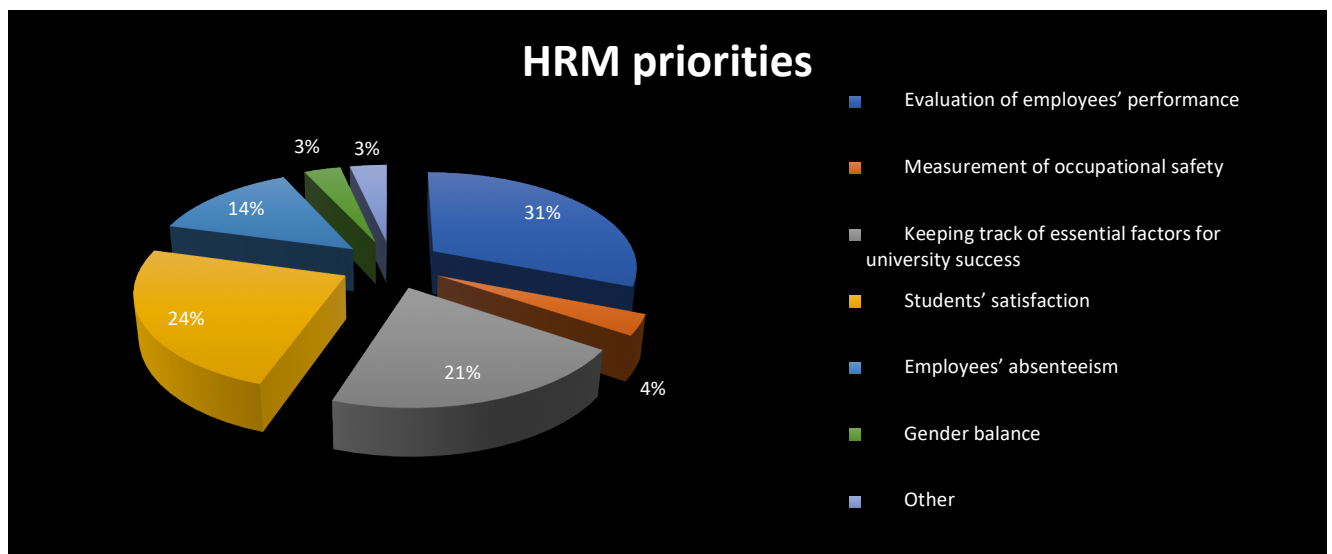
9. Does the university provide health and safety training for employees?	Total
Yes	5
Yes, to certain employees only. Please, specify	8
No	7



10. Please indicate which of the following aspects constitutes a HRM priority for your university

Total

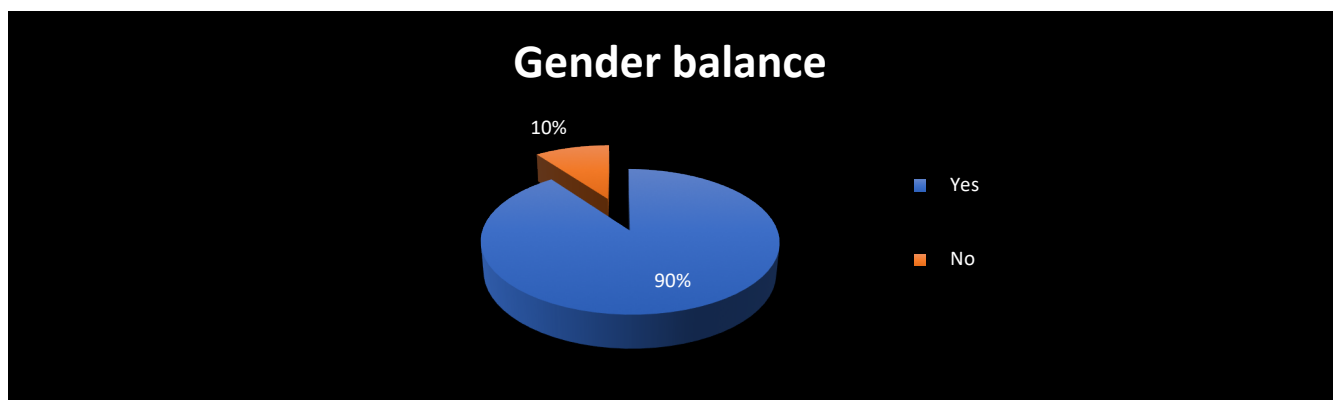
Evaluation of employees' performance	9
Measurement of occupational safety	1
Keeping track of essential factors for university success	6
Students' satisfaction	7
Employees' absenteeism	4
Gender balance	1
Other. Please, specify:	1



11. Do you consider that gender balance exists in your university staff?

Total

Yes	18
No	2



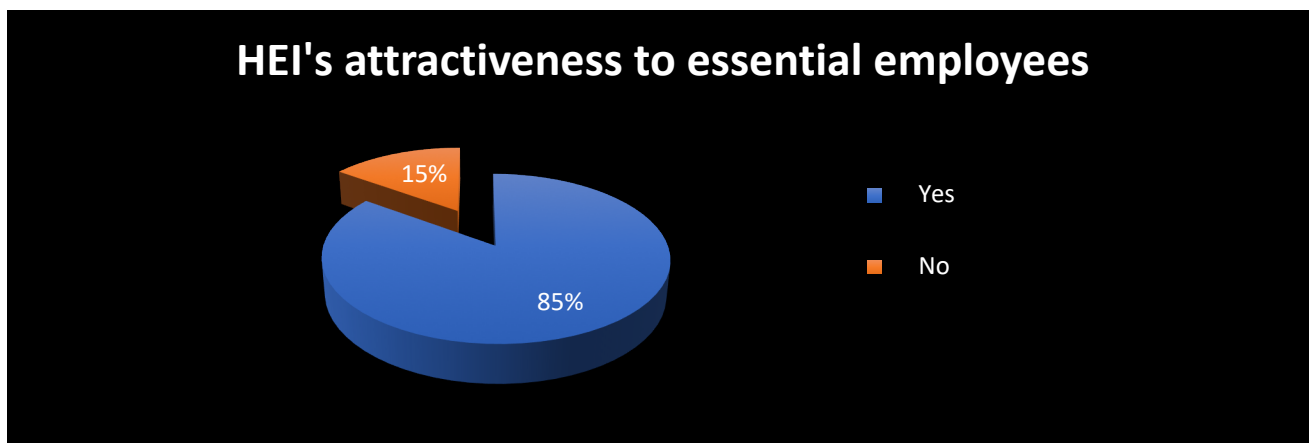
3. Recruitment

12. Do you consider that your university attracts essential employees at the academic and administrative levels?

Total

Yes	17
No	3

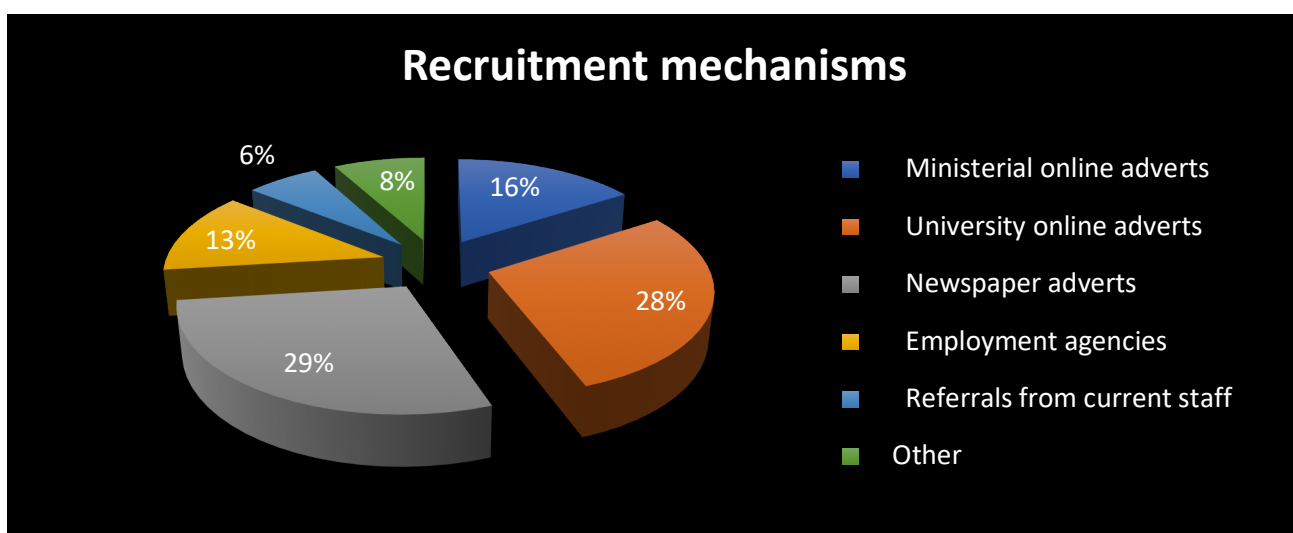
If no, please indicate why:



13. How does your university recruit its staff?

Total

Ministerial online adverts	10
University online adverts	18
Newspaper adverts	18
Employment agencies	8
Referrals from current staff	4
Other. Please, specify:	5



14. Does selection in your university emphasise characteristics and abilities required for providing high quality services?

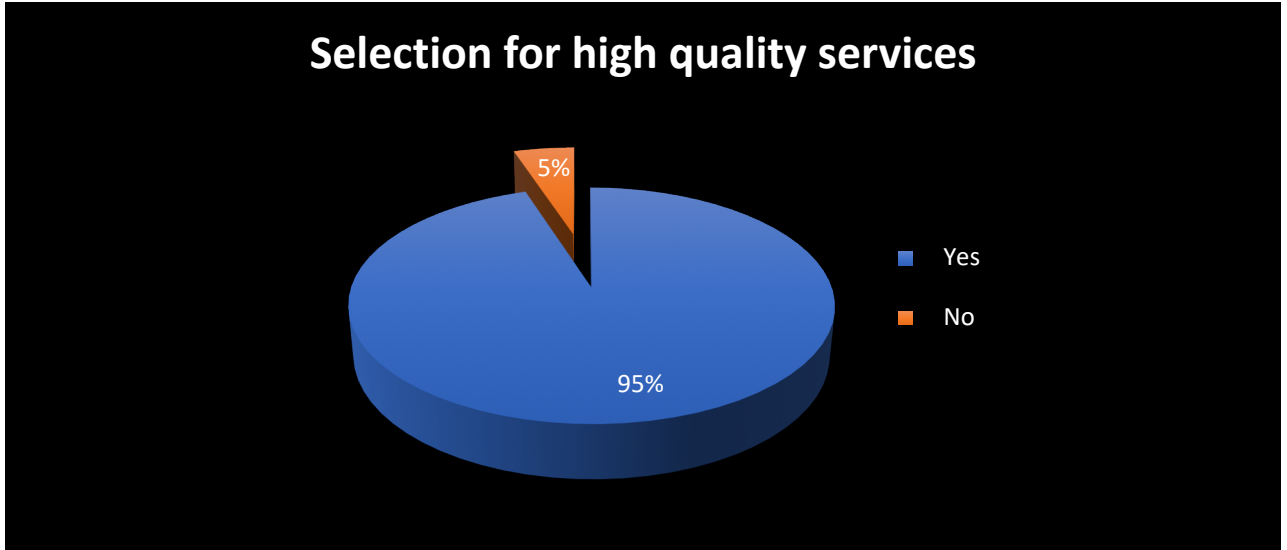
Total

Yes

19

No

1



15. Do selection processes in your university use behavioural-based interviews to identify applicants' strategic competencies?

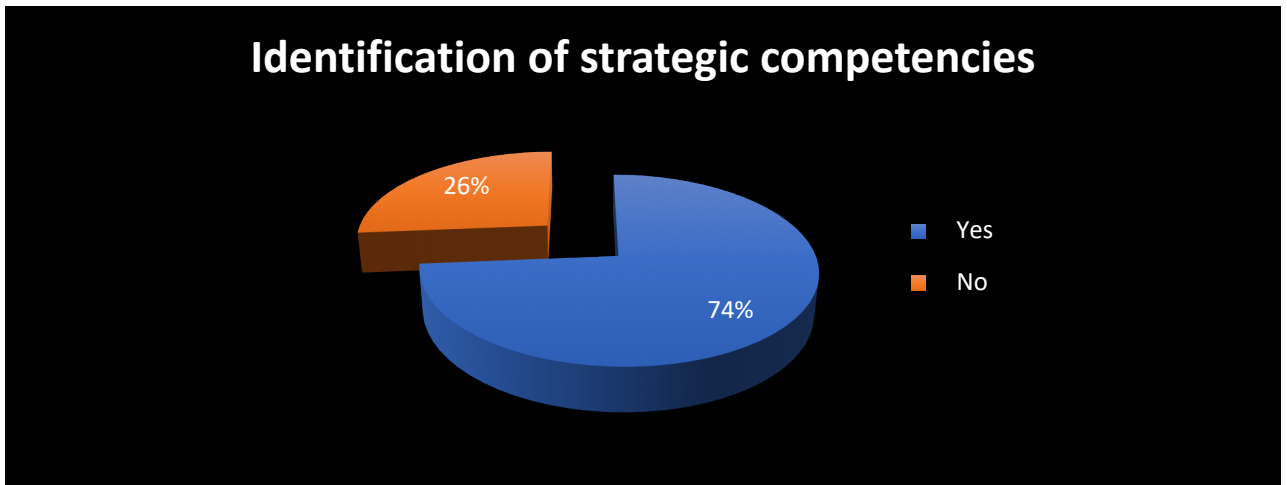
Total

Yes

14

No

5



16. Are values of the university and relevant faculties discussed with applicants in selection processes?

Total

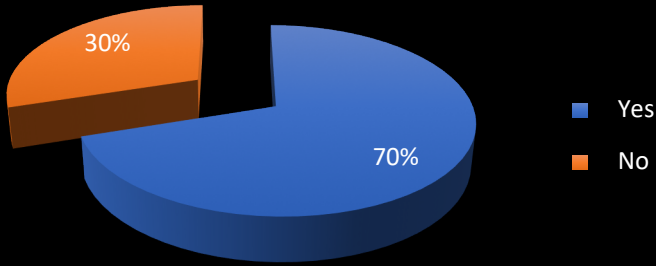
Yes

14

No

6

HEIs' values in selection process



17. What percentage of the university staff is assigned to a job which has undergone a formal job analysis?

Answers differ greatly, from 5% some universities to 100%.

18. Do you consider that the academic staff has the skills and knowledge necessary to carry out their job in the best way?

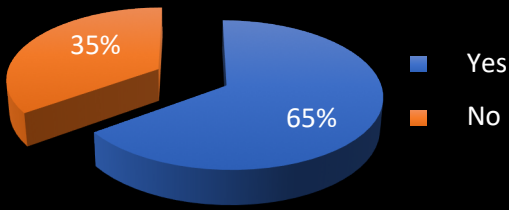
Total

Yes	13
No	7

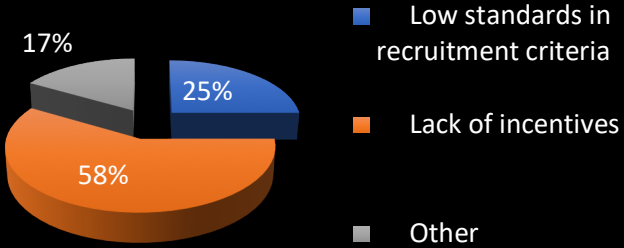
If no, please indicate why:

Low standards in recruitment criteria	3
Lack of incentives	7
Other. Please, specify:	2

Faculty skills & knowledge



Reasons for insufficient skills



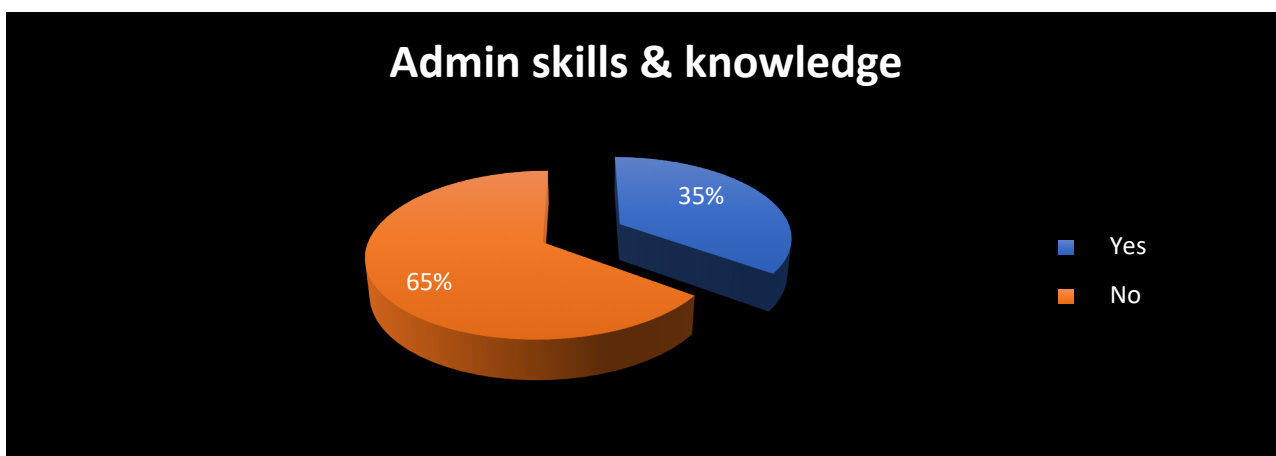
19. Do you consider that administrative staff has the necessary skills and knowledge to carry out their job in the best way?

Total

Yes	7
No	13

If no, please indicate why:

Low standards in recruitment criteria	7
Lack of training to improve	11
Lack of incentives	8
Other. Please, specify:	2



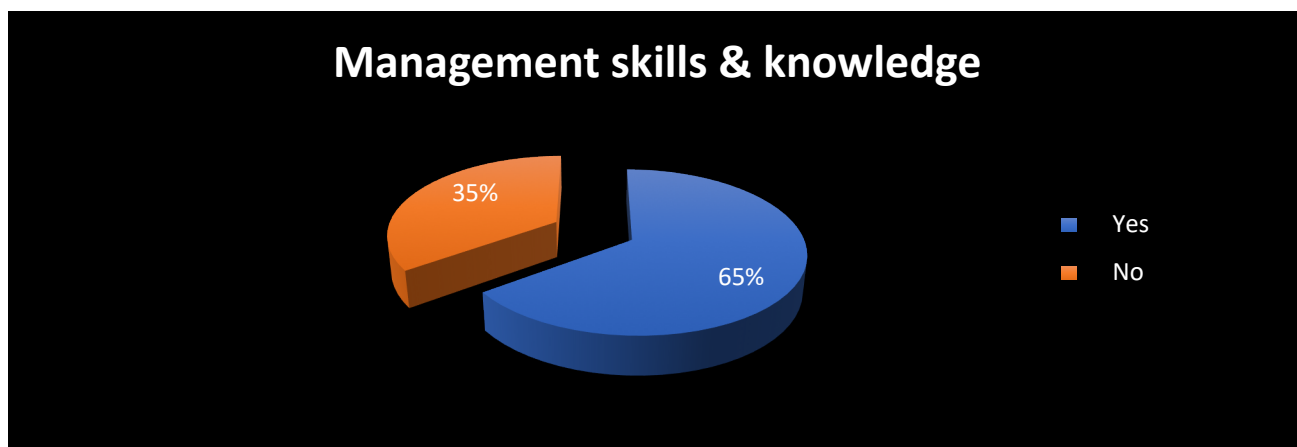
20. Do you consider that management staff has the necessary skills and knowledge to carry out their job in the best way?

Total

Yes	13
No	7

If no, please indicate why:

Low standards in recruitment criteria	3
Lack of training to improve	7
Lack of incentives	5
Other. Please, specify:	1



21. Could you, please, rate the following skills of your university staff?

Skills, Academic staff	5	4	3	2	1
Communication skills	4	11	5		
Computer literacy	6	10	1	3	
Leadership	2	4	11	2	1
Team-working skills		8	11		1
Willingness to implement changes	2	8	9		1
Command of foreign languages	1	12	5	2	

Skills, Administrative staff	5	4	3	2	1
Communication skills	2	5	8	3	2
Computer literacy	6	7	8	2	
Leadership		4	11	3	2
Team-working skills	1	8	8	2	1
Willingness to implement changes		4	11	2	3
Command of foreign languages	1	3	5	8	3

Skills, Management	5	4	3	2	1
Communication skills	8	7	5		
Computer literacy	4	13	3		
Leadership	4	9	7		
Team-working skills	1	8	9	1	1
Willingness to implement changes	4	10	6		
Command of foreign languages	3	5	11	1	

4. Motivation & Promotion

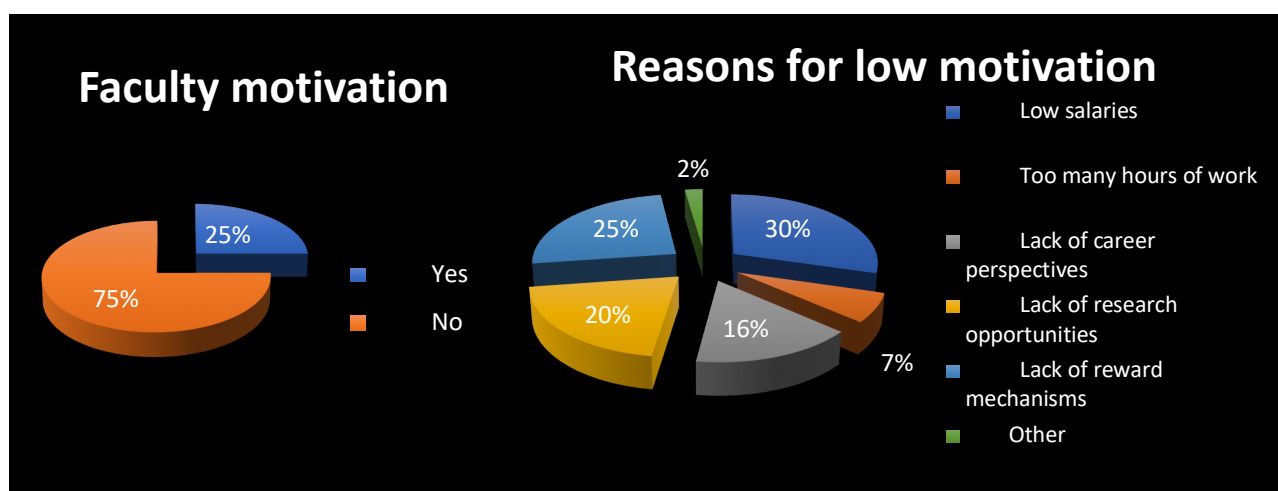
22. Do you consider that academic staff in your university is sufficiently motivated to carry out their tasks and improve their performance?

Total

Yes 5
No 15

If no, please, specify why:

Low salaries 13
Too many hours of work 3
Lack of career perspectives 7
Lack of research opportunities 9
Lack of reward mechanisms 11
Other. Please, indicate: 1



23. Do you consider that administrative staff in your university is sufficiently motivated to carry out their tasks and improve their performance?

Total

Yes 4
No 16

If no, please, specify why:

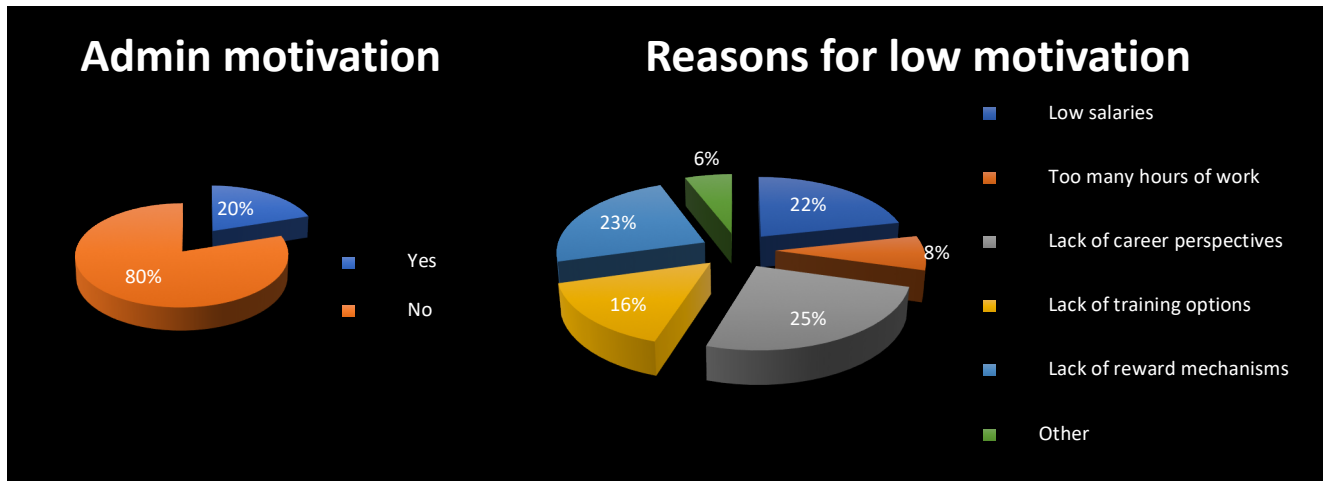
Low salaries 11
Too many hours of work 4
Lack of career perspectives 13
Lack of training options 8

Lack of reward mechanisms

12

Other. Please, indicate:

3



24. Do you consider that management staff in your university is sufficiently motivated to carry out their tasks and improve their performance?

Total

Yes

15

No

5

If no, please, specify why:

Low salaries

4

Too many hours of work

3

Lack of training options

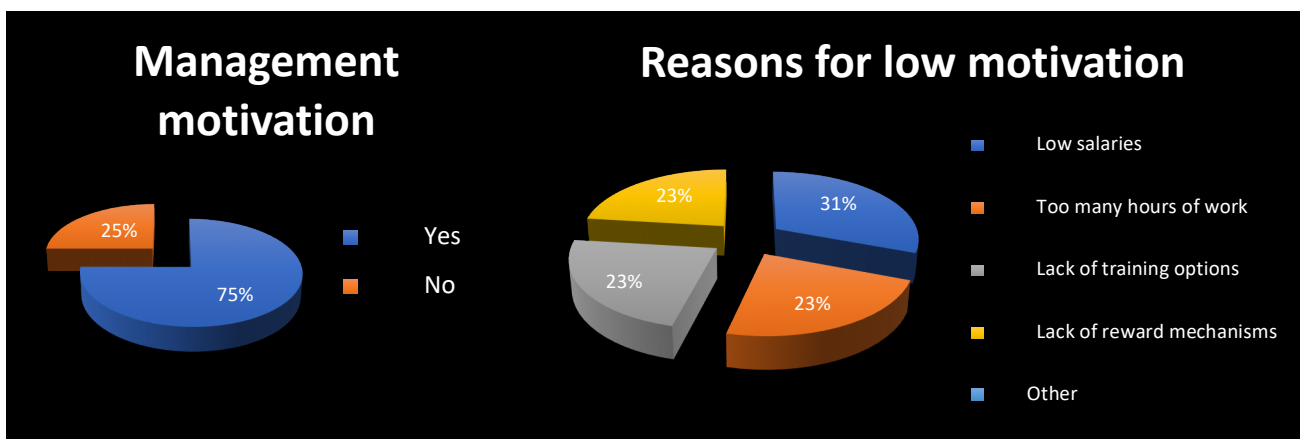
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Lack of reward mechanisms

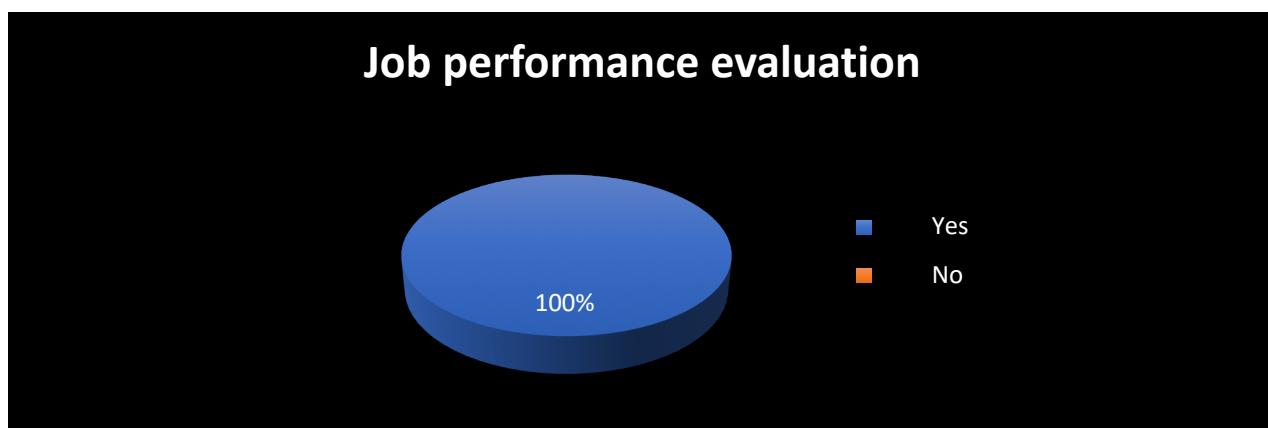
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Other. Please, indicate:

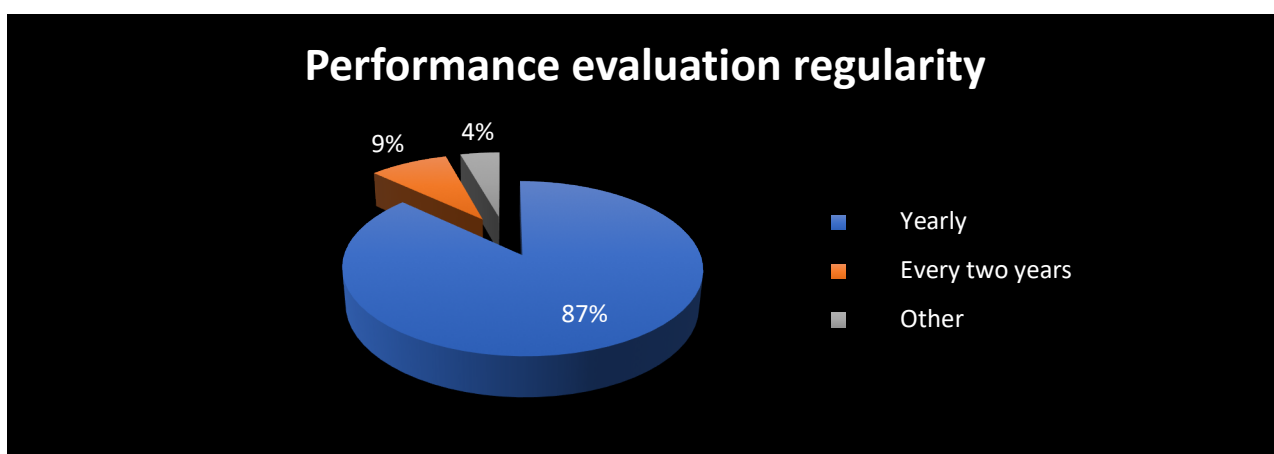
0



25. Does your university carry out job performance evaluations?	Total
Yes	20
No	0
If yes, please indicate the purpose	
Validate procedures	9
Determine compensation	11
Identify training needs	15
Develop employees	8
Other. Please, specify:	1



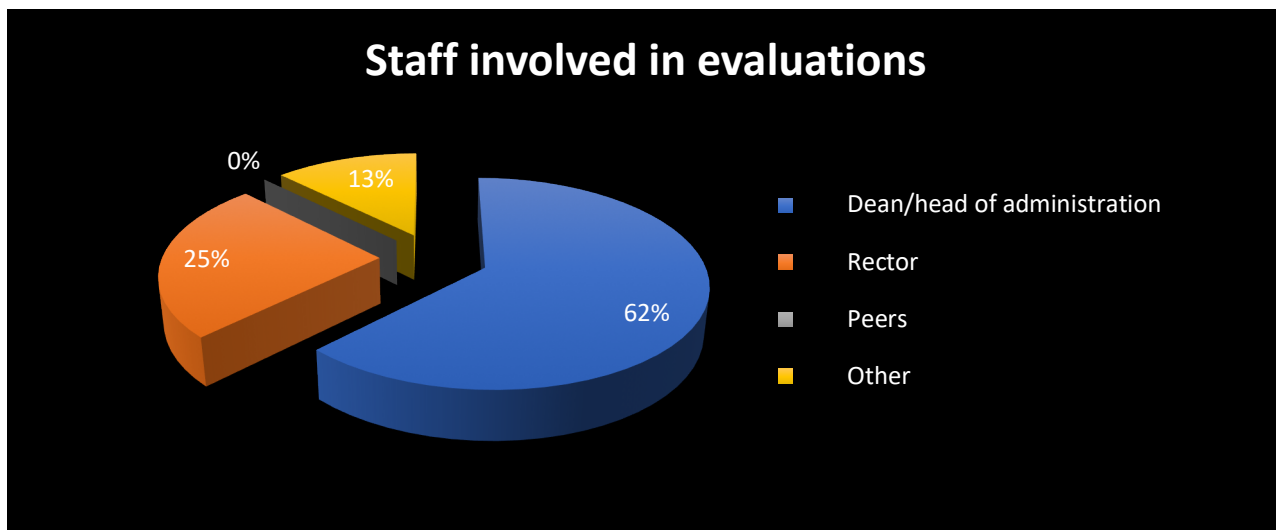
26. Please indicate the regularity of evaluations:	Total
Yearly	20
Every two years	2
Other. Please, specify:	1



27. Please indicate who is involved in the evaluations:

Total

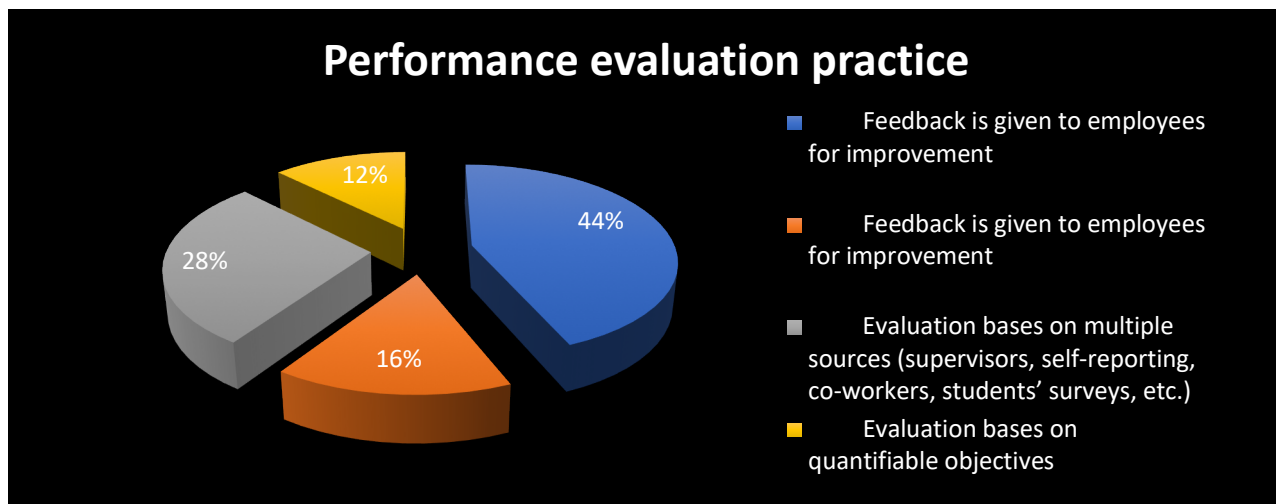
Dean/head of administration	20
Rector	8
Peers	0
Other. Please, specify:	4



28. In job performance evaluations, please indicate whether any of the following applies:

Total

Feedback is given to employees for improvement	14
Evaluation bases on multiple sources (supervisors, self-reporting, co-workers, students' surveys, etc.)	5
Evaluation bases on quantifiable objectives	9
Employees' personal goals are taken into consideration	4



29. Does your university measure employees' satisfaction in any way?

Total

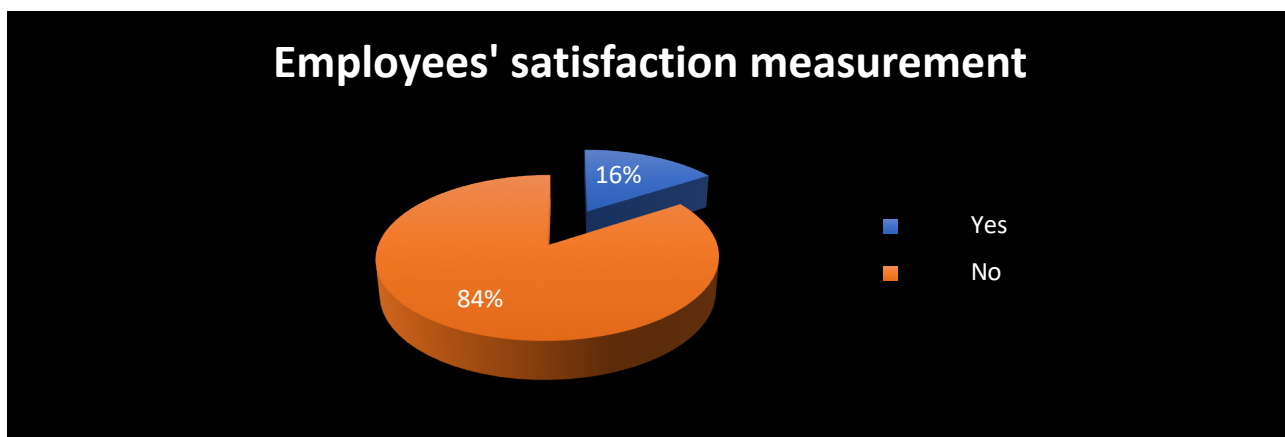
Yes

3

No

16

If yes, please, specify how:



30. Does your university promote any of the following?

Total

Team building

10

Employees' training

16

Autonomous decision-making

4

Involvement in decision-making at all levels

9

Problem-solving teams

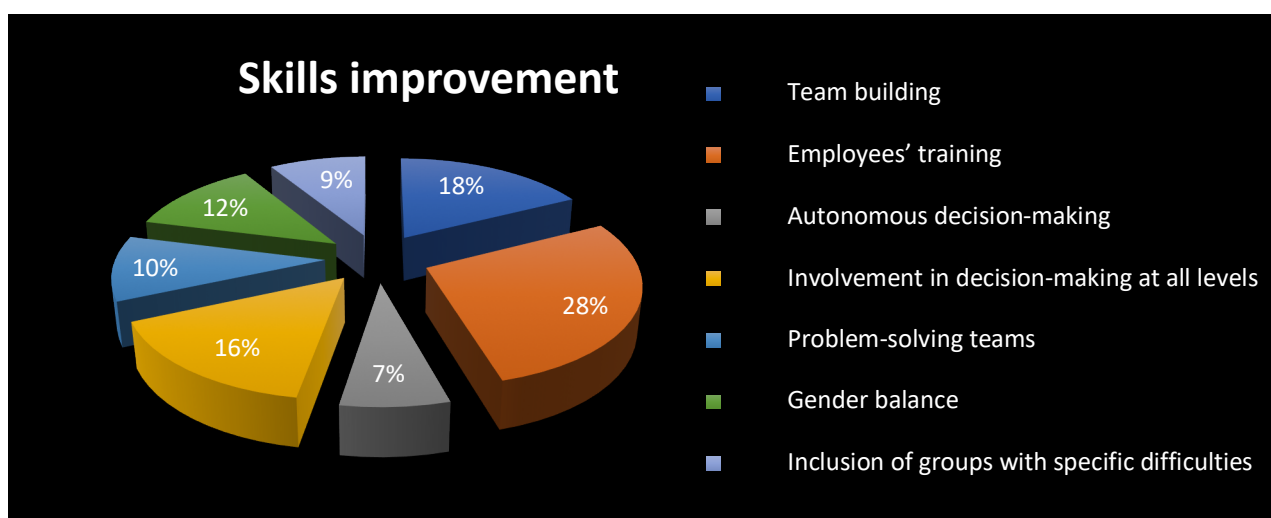
6

Gender balance

7

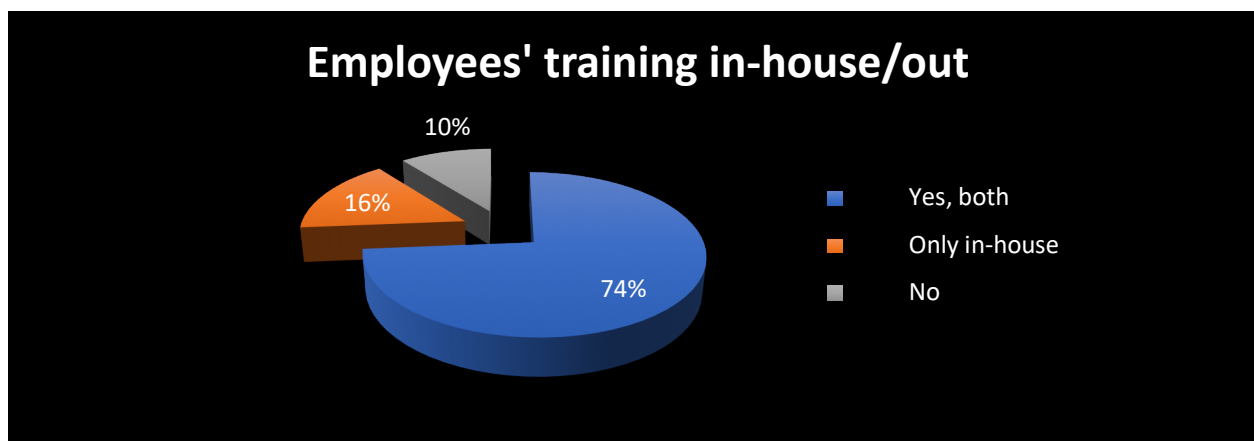
Inclusion of groups with specific difficulties

5



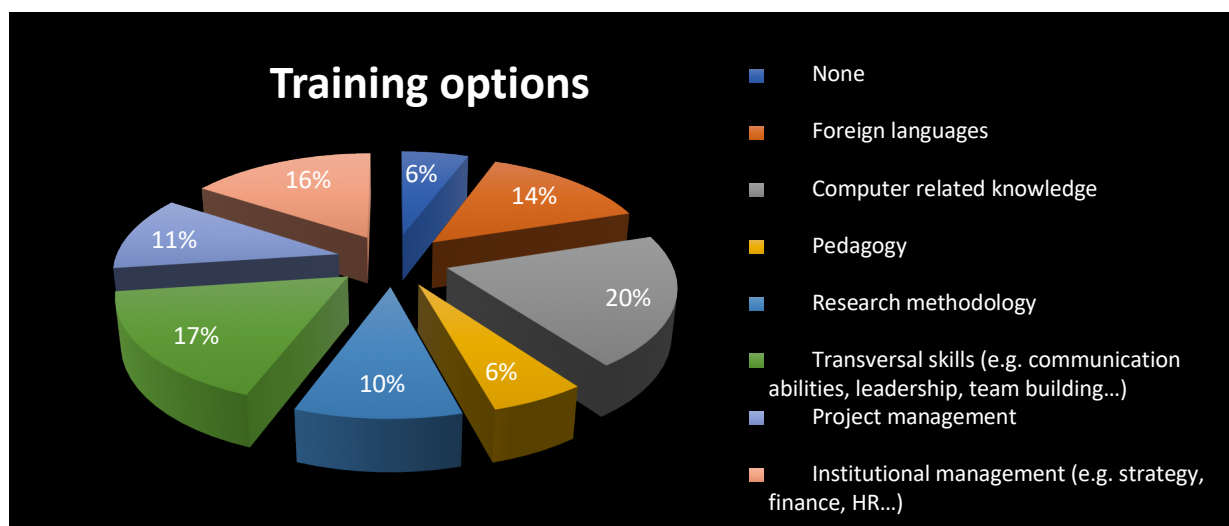
31. Does your university provide or support employees' training in-house/outside of the workplace?

	Total
Yes, both	14
Only in-house	3
No	2



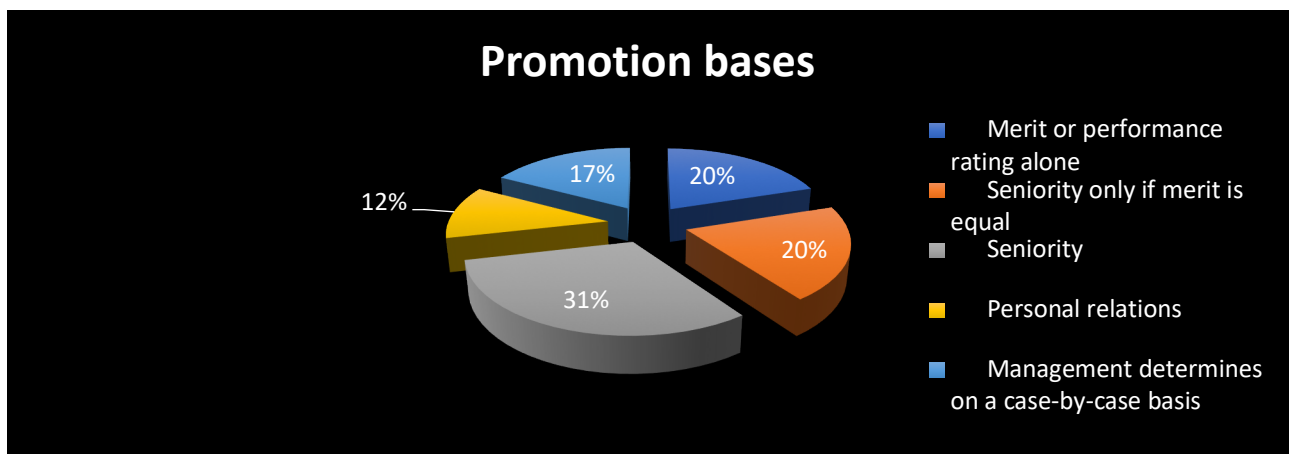
32. What type of training options does your university offer to its staff?

	Total
None	4
Foreign languages	10
Computer related knowledge	14
Pedagogy	4
Research methodology	7
Transversal skills (e.g. communication abilities, leadership, team building...)	12
Project management	8
Institutional management (e.g. strategy, finance, HR...)	11
Other. Please, specify:	0

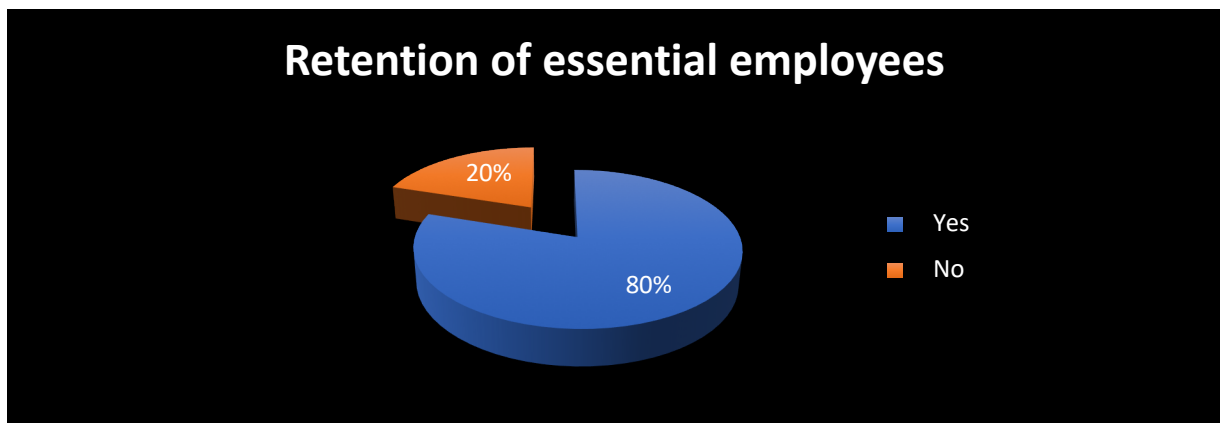


33. Do employees have good opportunities for promotion in your university?	Total
Yes	14
No	6

34. Which of the following promotion decisions is applied in your university more often?	Total
Merit or performance rating alone	7
Seniority only if merit is equal	7
Seniority	11
Personal relations	4
Management determines on a case-by-case basis	6



35. Do you consider that your university is able to retain essential employees at the academic and administrative levels?	Total
Yes	16
No	4
If no, please indicate why:	



36. Do you consider that private HEIs constitute more attractive institutions to work at in your country in comparison with public HEIs?

Total

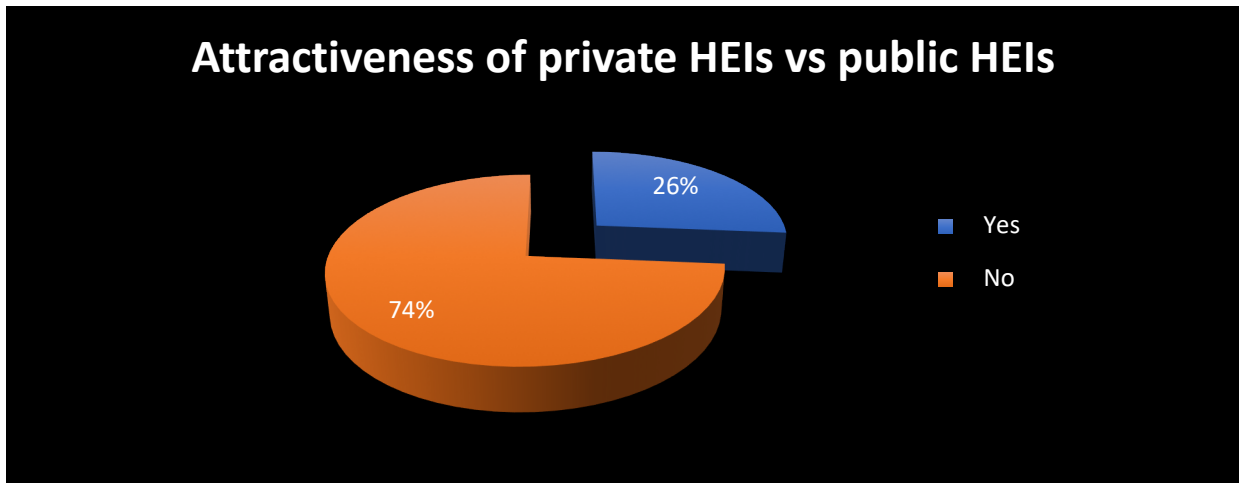
Yes

5

No

14

If yes, please indicate why:



37. Do you consider that companies constitute more attractive places to work at in your country in comparison with public HEIs?

Total

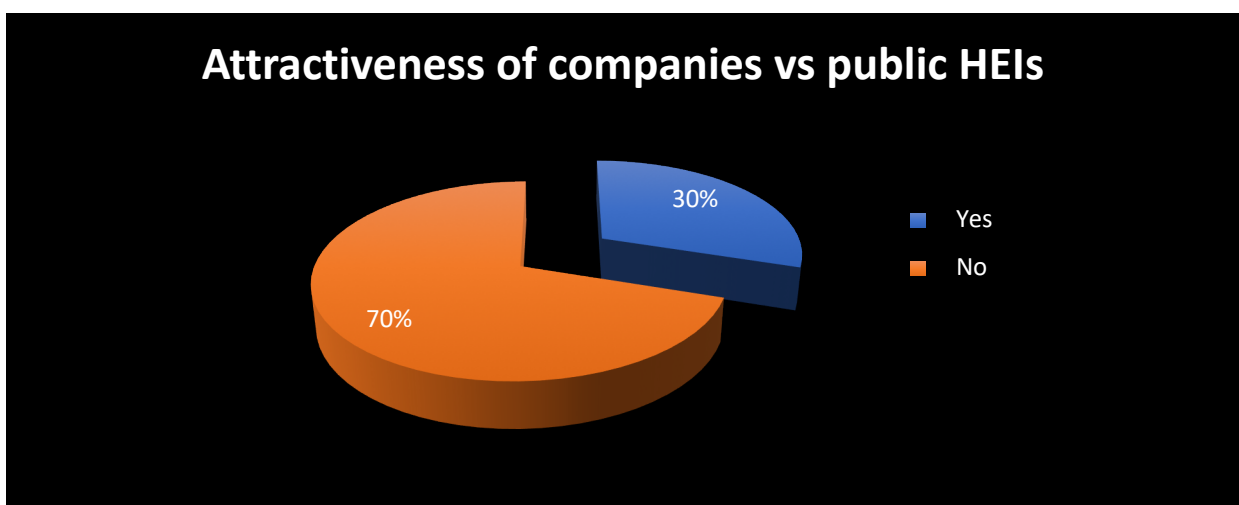
Yes

6

No

14

If yes, please indicate why:



5. Benefits

38. Is social protection included in your remuneration?

Total

Yes

19

No

1

If yes, please indicate whether it comprises:

Health insurance

19

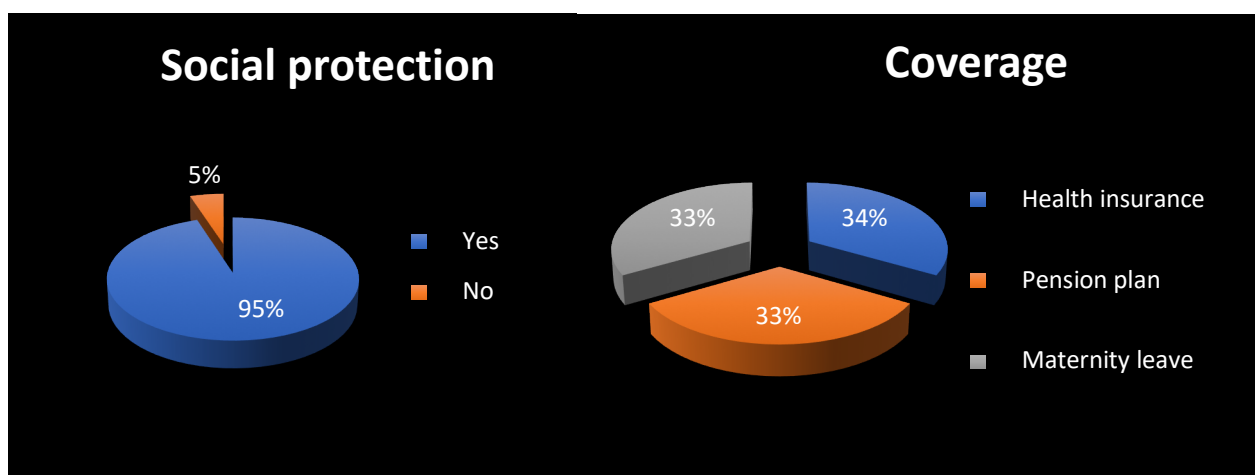
Pension plan

19

Maternity leave

19

Please indicate the duration of the maternity leave (number of weeks):



39. Please indicate which of the following benefits are offered to employees in your university:

Total

Life insurance

7

Tuition assistance

8

Child care assistance

6

Subsidised meals

5

Free or subsidised housing

6

Salary premium instead of benefits*

3

None

5

Other. Please, specify:

4

*Do employees share the costs in this case?

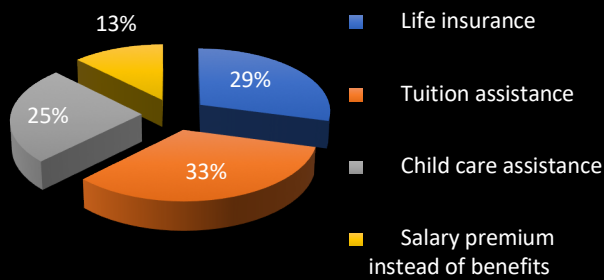
Yes

2

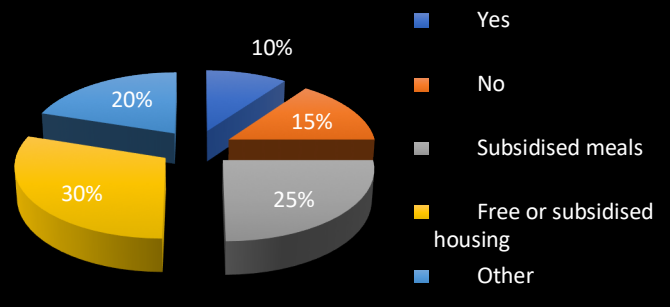
No

3

Employees' benefits



Costs sharing



6. Labour Unions

40. Are there labour unions in your university?

Total

Yes

14

No

6

If yes, please indicate whether, in your opinion, labour unions contribute to:

Raising managers' awareness about HR related issues and problems

10

Raising policy makers' awareness about HR related issues and problems in public HE

8

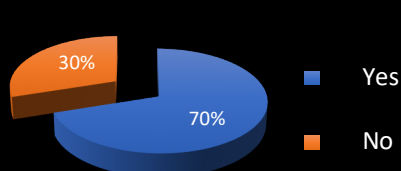
Reforms at the institutional level

10

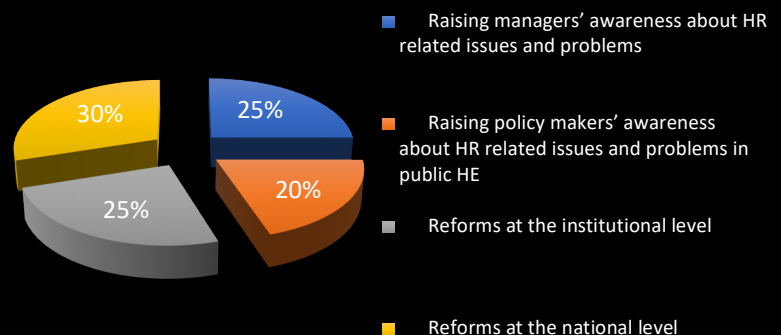
Reforms at the national level

12

Labour unions



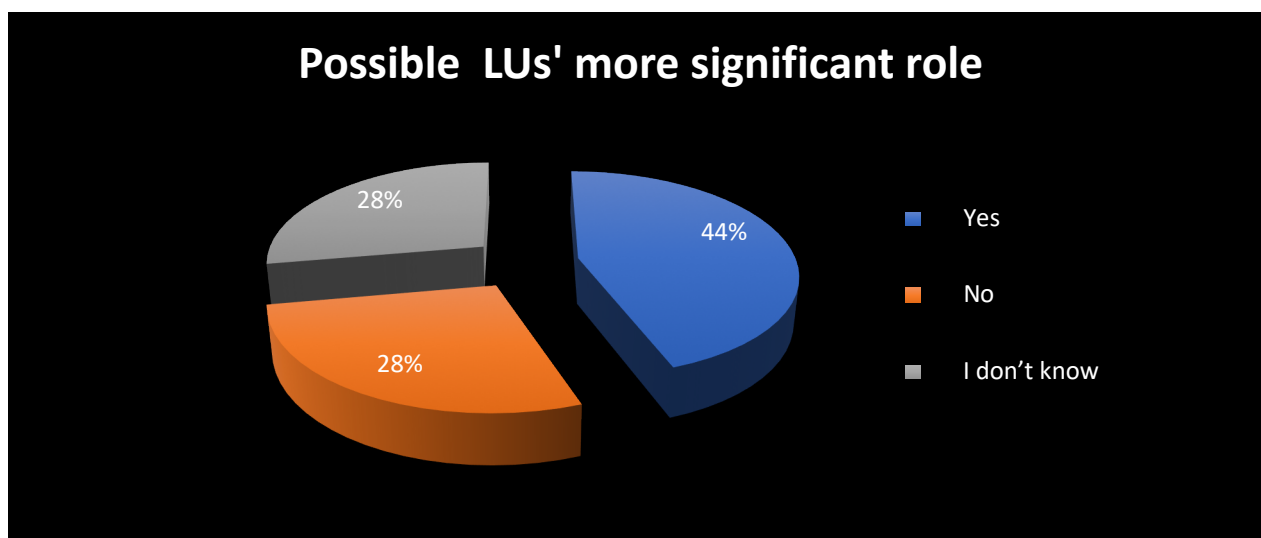
LUs' roles



41. Do you consider that labour unions can play a more significant role in HRM?

	Total
Yes	8
No	5
I don't know	5

If yes, please, specify:



42. Please state any further comment you may have in relation to HRM in your university and country

ALGERIA: The best way to control future is to create it. Starting together is the beginning, staying together is progress, working together is success. Generally our university has not yet arrived at the stage of management human resources, currently the under human resources department manages the administrative side only, payment of salary, monitoring of staff inputs and outputs, the training without definition pointed needs, managing careers monotonous. In this case we must review all of the human resources policy of the UFC from recruitment to retirement.

JORDAN: More workshops keep the continuous improvement. Highlighted the achievements made by the Department of Personnel:

- 1. Modification and development of Personnel System and enter all the required information upon, in cooperation and coordination with the Computer Center.
 - 2. start a project of electronic archiving files for all employees at the University of staff members of the academic and administrative staff.
 - 3. start of the project of the electronic link in the circuit between the Office of the Department and all other departments. In the future:
 - Job descriptions for various positions at the university in cooperation and coordination with the development and quality assurance and other stakeholders.
 - The development of an electronic system to follow the university staff and evaluate their performance
- Necessary to improve the employee's performance to serve the objectives of the university and aspirations of the training programs.

- Modernise and develop the Page Personnel on the University website
- Changing the so called Personnel Department to the Department of Human Resources and the restructuring of the circuit with minimal changes and interventions by merging some departments or transfer of powers or create new other sections

The availability of a comprehensive database for both academic and administrative staff plays a vital role in decision making for improving the output of the university. Having well designed MIS at the HR department facilitates the services and improving their quality.

Continuous development of human resources: Motivate employees; the distribution of tasks and responsibilities at the middle management.

MOROCCO: We need:

- To develop HRM with practice to the HR tools
- To lead a Provisional Management of jobs and skills
- To improve our recruitment procedures
- To develop a training plan
- Promotion
- Conditions of evaluation
- Training plan
- Good salary
- To develop promotion, conditions of evaluation
- To develop a training plan

Moroccan public administration should review its recruitment strategy, compensation and promotion in order to attract, develop and retain its HR.

TUNISIA: HR policies are centralized in our country. Looking for more autonomy.



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