



OUTPUT 2: Report

Preparing and conducting HRM needs assessment survey at HEIs in participating countries

Project HRMinHEI - Modernisation of Higher Education
Institutions through enhancement of Human Resources
Management function

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1. Introduction

The analytical framework of the project HRM in HEI is built on a slightly adapted version of the multidimensional model called “HR Navigator”. HR Navigator is a comprehensive process model of human resource management (Cimerman, Jerman, Klarič, Ložar and Sušanj, 2003), developed by AT Adria consulting group, a firm specialized in human resource development. It was primarily designed as a process-consulting tool to help organizations achieve changes, addressing the challenges of management and leadership in organizations from different industries in Slovenia and Croatia. The model has also been used as a framework for the review and analysis of organizational interventions designed for the preservation of employees’ mental health (Sušanj, 2012), as well as to clarify the roles of HR-specialists and managers in preventing stress in the workplace (Sušanj, 2013). In the title of the model, "HR" refers to human resources, and "Navigator" refers to the apprehension process of dealing with them. The model is based on several key assumptions. First, it establishes relations among all key processes, systems and activities of human resource management, linking them with processes of strategic planning and organizational development. Further, it differs the administrative, developmental and remuneration part of human resource management. Finally, annual (appraisal) interviews, based on appropriate measurement of employees' performance and competencies, have the central role in integration of various HR processes and systems.

With the HR Navigator as a basis, a discussion aimed at developing an adjusted model for human resource management in HEIs was conducted on the kick-off meeting held on September 2016 in Zagreb, Croatia. In the kick-off meeting, project participants reached a consensus about the number, the content and the title of each element of the HRM in HEI analytical framework. The developed HRM in HEI model consists of ten interrelated components or sub-processes of human resource management in HEIs, and is outlined in Figure 1, and described briefly in the sections below.

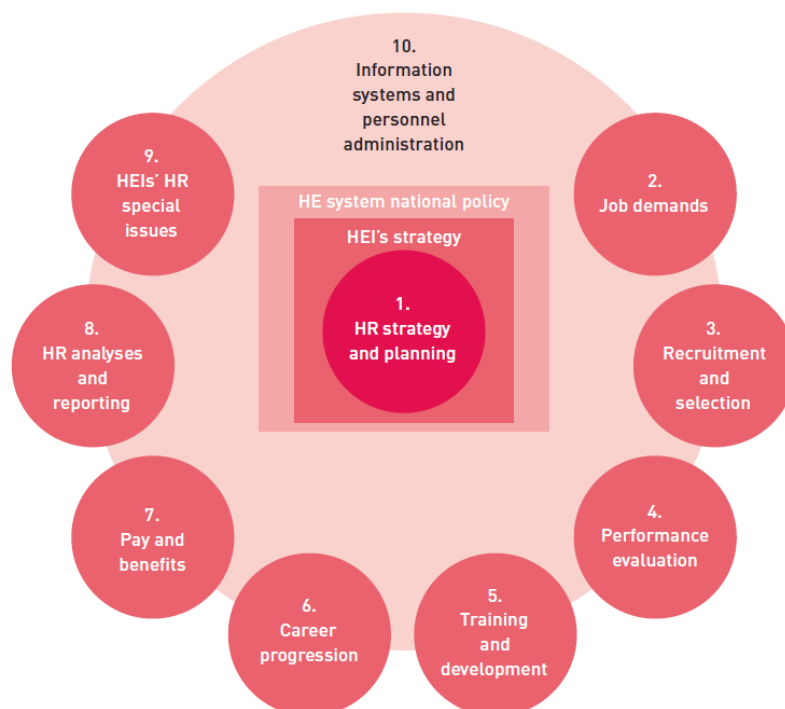


Figure 1. HRM in HEI analytical framework

1. Starting point is the **HR strategy and planning** providing strategic direction for HRM. The purpose of this part of HRM is, first, to clearly formulate HR policies, goals, strategies and action plans based on the HE system national policy and HEI's strategy (its mission, vision, goals and strategies), and then to inspire and mobilize employees for the implementation of the organization's strategic intent.

2. In the second element, called **job demands**, strategic directions are translated into concrete requirements for each position in the organizational structure. These requirements, usually documented in the job analyses or job systematization, include two major categories: the expected results and competences needed to achieve them. Results and competences are the criteria of success, which is the basis for subsequent HR processes: selecting new and developing existing employees.

3. In principle, the aim of **recruitment and selection** part of HRM process is simple: to put the right people in the right places. In order to do this properly, it should be specified in advance what the person sought for a particular position can (knowledge, skills, abilities and work experience), what she or he is like (personality traits, behavior) and what she or he wants (expectations, motivation, attitudes). This process includes the recruitment of the pool of candidates through different channels, meaningful use of various selection methods and techniques with respect for ethical and professional principles, and making the final choice based on the candidates' performance in the trial period.

4. Monitoring whether employees reach required standards regarding the achievement of results and development of competencies is the basic purpose of **performance evaluation**. Different objective and subjective measures are used for the evaluation of work results and assessment of competencies. Once when criteria of work performance and personal development are clearly defined and operationalized, and methods and instruments for measuring them are defined, it is necessary to train all involved managers and employees for their regular use. In the process of performance evaluation, superiors provide feedback on performance and personal development in the previous period, as well as planning activities in the upcoming one. In a way, this process is the integrator of other HR processes and hence a central managerial tool for the realization of envisaged business and development strategies.

5. **Training and development** is a process of effective implementation of the purposeful training and legally required education of employees. Training for each employee should be based on the requirements arising from strategic intent (desired state), the results of performance evaluation (actual state) and the agreement reached at the annual interview with its' immediate supervisor (personal development plan). System of training and education is primarily intended for the adoption of necessary expertise and development of specific skills for better work performance of the employee. Therefore, it should include mechanisms for verification of the transfer of learned knowledge and skills in everyday work practices.

6. **Career progression** should align future needs of the organization with ambitions, preferences and real possibilities of individuals. The base of the system is a career policy, which defines the basic principles of career progression: possible courses of career development or career paths, general conditions for promotion, policy of informing employees and encouraging



their career ambitions, equal opportunities policy and funding of the employee's development. The advanced systems of career development include the selection and monitoring of prospective or promising employees, the selection and developing of successors or deputies of key managers, and system of mentors, internal trainers or consultants. Well working career progression models take into account both the needs of the institution and the individual ones.

7. The purpose of **pay and benefits** is not only to offer compensation for work. It has two basic functions: motivating employees for successful work and supporting their personal development to meet the needs of the organization. Rewarding includes both the material and non-material part. Material rewards usually consist of the following key elements: the basic salary determined by the requirements of a particular job (fixed remuneration), stimulation for extra effort, work performance or progress in the development of competencies (variable remuneration) and various benefits (additional incentives that reward job performance or encourage staff loyalty). Intangible forms of remuneration commonly include different forms of recognitions, awards and honours.

8. The purpose of **HR analyses and reporting** is to prepare and distribute information about human resources needed by the board, managers or HR professionals in order to monitor and improve processes of managing people in organizations. It is a system of permanent organizational diagnosis that comprehensively and effectively directs the management and the development of human resources. Areas of HR diagnostics include different analyses: the labour market analysis; competency assessment of staff; work attitudes surveys; organizational climate and culture measures; statistical analyses of different personnel indicators (e.g. fluctuation, absenteeism, sick leave, accidents); analysis of "best practices" or comparative analyses of HR processes in relation to benchmark organizations; analysis of the effectiveness (or cost-effectiveness) of certain parts or HR process, and so on.

9. **HR special issues** vary from organization to organization, depending primarily on the characteristics of the workforce from different industries, as well as on historical and social circumstances of the development of the organization. Substantially, specific topics of HR may include HRM responses on issues such as occupational health and safety, social standards of employees, the balance of work and personal life, harassment at work, discrimination, abuse of alcohol and drugs in the workplace and other risk behaviors of employees, stress at work, and so on.

10. **Information systems and personnel administration** are essential presumptions of organizational functioning. The organization must ensure that various general acts, regulations, collective and/or individual agreements that regulate the relations of employees and employer are aligned with legislations and legal requirements, which may affect the number of labour related disputes. A separate element of this part of the process of HRM are relations with employee representatives or trade unions. This part of HRM refers to the implementation of procedures for registration and deregistration of employees, archiving and preservation of employment certificates, keeping personnel records, card files, and the delivery of various documents to employees. Great assistance in controlling the documents, conducting various procedures and managing the personnel data provides adequate HR information system, which is, with different authorization, available to HR professionals, managers and employees.



2. Construction procedure of the *HRM needs assessment tool*

In the kick-off meeting held in Zagreb, Croatia in September 2016, after defining the HRM in HEI analytical framework, items for the HRM in HEI self-evaluation questionnaire were created. Specifically, whilst working in smaller groups, a set of items for each element of the HRM in HEI analytical framework was generated. The next step was to discuss the content of the items in participating national teams, throughout the following month. Afterward, each national team sent a proposal of items for each HRM in HEI analytical framework element, and a conciliation procedure followed. This process resulted with a draft version of items forming the *HRM needs assessment survey*. Later on, throughout multiple iterations, items were elaborated and improved. Final survey items were chosen so they envelop different HRM practices, according to real differences in national policies and systems of HRM in HEIs in participating countries, which are outlined in the *Overview of recent national policy developments in regard to human resources management (HRM) in higher education institutions (HEIs) within European higher education sector* (Pausits, 2017).

The final version of the *HRM needs assessment survey* consists of 115 items in total (with a total of 189 evaluations when considering multiple sub-items). The final version (long version respectively) is shown in *Appendix 1*. All items are to be evaluated using a Likert type scale with five degrees (from 1 – *completely disagree*, to 5 – *completely agree*). Participants will evaluate to which degree the item describes current HRM practices in their HEI. Each item has an additional possible response marked with X – *do not know / cannot respond*.

Before the implementation of the survey, participating partners from Austria and Finland suggested applying the long version of the survey only to HR managers/HR specialists, and creating a shorter version to be sent to HEI's academic management (Rectors, Deans, Heads of Departments, etc.). Austria and Finland's national teams proposed items to be used in the shorter version (short version respectively), which consists of 96 items (with a total of 109 evaluations when considering multiple sub-items), and is shown in *Appendix 2*. The rationale for such an approach was that the long version is both time consuming and addresses particularities in HRM processes with which HR managers or HR specialists are more acquainted. Given that HEIs in Croatia do not distinguish management functions in the same way as HEIs in Austria and Finland, and mostly have only academic management positions, only the long version of the survey was used in Croatia. In Austria and Finland, data was gathered on both the long and the short version of the HRM assessment tool.



4. Data gathering procedure

After the survey items were finalised, an online assessment tool designed for diagnosing current practices of HRM in HEIs was created using *Limesurvey*. The link to the questionnaire was sent via e-mail to managers/specialists in all HEIs of each participating country, along with a written formal invitation. Specifically, a total of 114 links was sent to HR specialists in Austria (long version) and 87 to academics on management/leadership positions (short version); 197 links in Finland were sent to HR specialists and 277 to academics on management/leadership positions; and 180 links were sent to academics on management/leadership positions in Croatia. A total number of 855 links was sent to HEIs in the participating countries. It is important to highlight that links in Austria and Finland were possibly sent to multiple addresses of the same HEI (long and short version respectively), thus making the number of sent links higher than the actual number of HEIs.

The first invitation for the participation in the study was sent to HEIs in Austria and Croatia on November 3rd 2017, and to HEIs in Finland on November 8th 2017. In Austria, the first reminder was sent on 17th November 2017, and the second reminder was sent on November 30th 2017. In Croatia, the first reminder was sent on November 17th 2017, the second on November 30th 2017, and the last one on January 8th 2018. In Finland, the first reminder was sent on November 17th 2017, and the second one was sent on January 8th 2018.

5. Final sample representation

In the participating countries, a sample of $N=135$ HEIs fulfilled the HRM needs assessment survey. Specifically, in Austria, a total of $N=29$ HEIs fulfilled HRM needs assessment survey, from which $N=19$ HEIs completed the short, and $N=10$ HEIs completed the long version of the survey. In Croatia $N=69$ HEIs fulfilled the long survey version. Finally, a total of $N=73$ respondents from 20 different HEIs completed HRM needs assessment survey in Finland, from which $N=25$ completed the short, and $N=12$ respondents completed the long version of the survey. The response rate (based on the number of addresses the link for the survey was sent to) was 14% in Austria, 38% in Croatia and 7% in Finland.

Respondents within each HEI provided information about relevant HEI's characteristics: HEI's name and scientific/educational area/discipline, type and legal status of HEI, a composition of (full-time equivalent) staff and number of students (in the current academic year). Additionally, respondents provided his or her function/position within the HEI.

In Austria, the total sample ($N=29$) includes answers from 27 institutions: 13 public universities, eight universities of applied sciences, four private universities and two university colleges of teacher education. Respondent's function/position in 17 HEIs was academic management/leadership position responsible for HR: member of the HEI's board or head of smaller HEI's unit (e.g. Rector, Vice-Rector, Dean, Vice-Dean, Head of Department, Head of Study Program, etc.). In five HEIs respondents held the function/position of the administrative manager responsible for HR (Head of Personnel Administration Department etc.), while in six HEIs the person who provided HRM needs assessment survey information holds an HR professional (HR specialist, etc.) position/function. In one HEI, the respondent holds a Personnel Development position/function.



In Croatia, a sample of $N=69$ HEIs consisted of $N=29$ universities (constituents), $N=12$ polytechnic/universities of applied sciences, $N=25$ colleges and three art/music academies. From $N=69$ HEIs, $N=57$ hold public, and $N=12$ of them hold private legal status. The number of (full-time equivalent) academic staff ranged from ten to $N=2139$, while the number of (full-time equivalent) administrative staff ranged from one to $N=489$. A number of students (in the current academic year) ranged from $N=14$ to $N=18000$. Respondent's function/position in $N=56$ HEIs was academic management/leadership position responsible for HR. In nine HEIs respondents held the function/position of the administrative manager responsible for HR, while in four HEIs the person who provided HRM needs assessment survey information carries other position/function (e.g. University/College Secretary, Head of Quality Development Center, etc.)

In Finland, the total sample ($N=73$ respondents) consisted of $N=29$ respondents from universities (constituents) and $N=44$ respondents from polytechnic/universities of applied sciences. The total sample includes answers from 9 different universities (constituents) and 11 different polytechnic/universities of applied sciences. All of them ($N=20$ HEIs) hold public legal status. The number of (full-time equivalent) academic staff ranged from $N=80$ to $N=3950$, while the number of (full-time equivalent) administrative staff ranged from $N=70$ to $N=3110$. The number of students (in the current academic year) ranged from $N=500$ to $N=31140$. Respondent's function/position in $N=50$ cases was academic management/leadership position responsible for HR. In one case respondent held the function/position of the administrative manager responsible for HR (Head of Personnel Administration Department etc.), while in $N=10$ cases respondent held function/position of HR professional. In $N=12$ cases the person who provided HRM needs assessment survey information holds other position/function (Director, Internal Development Manager, Internal Affairs Manager, Research or Development Personnel).

Appendix 3 presents the full list of HEIs that fulfilled HRM needs assessment survey in three participating countries.

6. Results overview

The following ten tables (one for each element within the HRM in HEI analytical framework) depict the main results provided by the HRM needs assessment survey. In each table, the first column sequentially presents constituting survey items, along with their corresponding codes. The next four columns present *Means* (M), *Standard Deviations* (SD) and *Number* (N) of estimations for each item within the element. Each table presents the mentioned descriptive data for three participating countries (*Austria, Croatia, Finland*; arranged by alphabetical order) separately, and altogether as well (*Total*).

1. HR Strategy and Planning (SP)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|--|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| SP1a Specific HR strategies are part of the HEI's overall strategy. | 3.9 | 1.17 | 9 | 4.2 | .89 | 67 | 4.1 | .90 | 12 | 4.1 | .91 | 88 |
| SP1b A separate HR strategy exists (i.e. a document separate from the overall institutional strategy documents). | 3.0 | 1.30 | 27 | 2.9 | 1.13 | 65 | 3.5 | 1.25 | 36 | 3.1 | 1.22 | 128 |
| SP1c We develop long-term plans for HR development. | 3.1 | 1.10 | 10 | 3.8 | .98 | 68 | 4.1 | .67 | 12 | 3.8 | .98 | 90 |
| SP1d We develop short-term plans for HR development. | 4.1 | .57 | 10 | 4.1 | .71 | 69 | 4.3 | .87 | 12 | 4.1 | .72 | 91 |
| SP2a Measurable quantitative indicators for HR plans are defined on national level. | 2.7 | 1.18 | 23 | 3.2 | 1.16 | 59 | 2.9 | 1.17 | 35 | 3.0 | 1.17 | 117 |
| SP2b Measurable quantitative indicators for HR plans are defined on university level. | 4.0 | .94 | 27 | 3.7 | 1.20 | 59 | 4.1 | .80 | 37 | 3.9 | 1.05 | 123 |
| SP2c Measurable quantitative indicators for HR plans are defined on faculty level. | 3.8 | .88 | 26 | 4.1 | .85 | 65 | 3.8 | 1.14 | 36 | 4.0 | .95 | 127 |
| SP2d Measurable quantitative indicators for HR plans are defined on smaller unit level. | 3.5 | .90 | 26 | 3.8 | 1.04 | 67 | 3.4 | 1.33 | 34 | 3.6 | 1.10 | 127 |
| SP2e Measurable quantitative indicators for HR plans are defined on programme level. | 3.2 | 1.23 | 22 | 3.4 | 1.24 | 63 | 3.0 | 1.41 | 35 | 3.3 | 1.30 | 120 |
| SP3a We have defined measurable qualitative indicators for HR plans. | 3.2 | 1.03 | 10 | 3.4 | .88 | 65 | 3.2 | .83 | 12 | 3.4 | .89 | 87 |
| SP3b HR strategy is formulated in a collegial way (bottom-up). | 3.3 | 1.00 | 28 | 3.6 | .89 | 66 | 3.2 | 1.03 | 37 | 3.4 | .97 | 131 |
| SP4a HR strategy guidelines cover the following functions job demands. | 3.9 | .96 | 27 | 4.1 | .81 | 67 | 3.9 | 1.04 | 36 | 4.0 | .91 | 130 |
| SP4b HR strategy guidelines cover the following functions recruitment and selection. | 4.1 | .96 | 29 | 3.8 | .78 | 65 | 4.4 | .68 | 37 | 4.0 | .82 | 131 |
| SP4c HR strategy guidelines cover the following functions performance evaluation. | 3.9 | .99 | 29 | 3.5 | 1.01 | 61 | 3.9 | 1.13 | 37 | 3.7 | 1.05 | 127 |
| SP4d HR strategy guidelines cover the following functions training and development. | 3.7 | 1.00 | 29 | 4.0 | .73 | 67 | 3.9 | .94 | 37 | 3.9 | .85 | 133 |
| SP4e HR strategy guidelines cover the following functions career progression. | 3.4 | .95 | 28 | 3.9 | .78 | 66 | 3.4 | 1.09 | 37 | 3.6 | .95 | 131 |
| SP4f HR strategy guidelines cover the following functions pay and benefits. | 3.2 | 1.12 | 27 | 3.5 | .92 | 66 | 3.5 | 1.25 | 36 | 3.4 | 1.06 | 129 |
| SP4g HR strategy guidelines cover the following functions human resources analyses and reporting. | 3.2 | 1.06 | 28 | 3.5 | .97 | 65 | 3.8 | .95 | 36 | 3.5 | 1.00 | 129 |
| SP4h HR strategy guidelines cover the following functions higher education institutions' Human resources special issues. | 3.2 | 1.20 | 28 | 3.1 | .99 | 62 | 3.6 | .89 | 34 | 3.3 | 1.02 | 124 |
| SP4i HR strategy guidelines cover the following functions information systems and personnel administration. | 3.1 | 1.04 | 28 | 3.6 | .85 | 66 | 3.6 | .96 | 34 | 3.5 | .94 | 128 |
| SP5a The primary responsibility for the implementation of our HR strategy is on managerial/leadership position. | 4.3 | .66 | 27 | 4.3 | .80 | 69 | 4.5 | .65 | 37 | 4.4 | .73 | 133 |



| | | | | | | | | | | | | | |
|------|--|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| SP5b | The primary responsibility for the implementation of our HR strategy is on HR-Professionals. | 3.6 | 1.25 | 27 | 2.7 | 1.17 | 66 | 3.8 | 1.12 | 36 | 3.2 | 1.28 | 129 |
| SP6a | All the employees are aware on how HR action plans translate into their individual goals. | 3.2 | .79 | 10 | 3.5 | .83 | 66 | 2.9 | .90 | 12 | 3.4 | .84 | 88 |
| SP6b | Internationalization of staff has a significant role in HR plans and strategy. | 3.5 | 1.21 | 29 | 3.2 | 1.04 | 65 | 3.7 | 1.00 | 37 | 3.4 | 1.09 | 131 |

2. Job Demands (JD)

| Item | Austria | | | Croatia | | | Finland | | | Total | | | |
|------|--|-----|------|---------|-----|------|---------|-----|------|-------|-----|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N | |
| JD1a | Organizational structure supports the implementation of the HEI/HR strategy. | 3.6 | .84 | 10 | 3.9 | .76 | 69 | 3.4 | 1.00 | 12 | 3.8 | .82 | 91 |
| JD1b | We adapt job description to the actual need. | 3.8 | .92 | 10 | 4.0 | .79 | 69 | 3.7 | 1.14 | 12 | 3.9 | .85 | 91 |
| JD2a | Job demands (main responsibilities, roles and tasks) for academic staff are defined on the national level. | 2.9 | 1.36 | 9 | 3.8 | 1.16 | 59 | 3.5 | 1.24 | 12 | 3.6 | 1.22 | 80 |
| JD2b | Job demands (main responsibilities, roles and tasks) for academic staff are defined on the university level. | 3.9 | .74 | 10 | 3.9 | 1.13 | 60 | 4.4 | .67 | 12 | 4.0 | 1.04 | 82 |
| JD2c | Job demands (main responsibilities, roles and tasks) for academic staff are defined on the faculty level. | 3.9 | .88 | 10 | 4.3 | .93 | 67 | 4.1 | .94 | 11 | 4.2 | .92 | 88 |
| JD2d | Job demands (main responsibilities, roles and tasks) for academic staff are defined on the centre/department/unit level. | 3.6 | .97 | 10 | 4.0 | 1.01 | 67 | 4.0 | .95 | 12 | 4.0 | 1.00 | 89 |
| JD3a | Job demands for administrative staff are defined on the national level. | 2.5 | .97 | 10 | 2.9 | 1.21 | 59 | 2.4 | 1.24 | 12 | 2.8 | 1.19 | 81 |
| JD3b | Job demands for administrative staff are defined on the university level. | 3.7 | .82 | 10 | 3.5 | 1.26 | 61 | 4.0 | 1.13 | 12 | 3.6 | 1.20 | 83 |
| JD3c | Job demands for administrative staff are defined on the faculty level. | 3.4 | .97 | 10 | 4.2 | .89 | 66 | 3.9 | .94 | 11 | 4.1 | .94 | 87 |
| JD3d | Job demands for administrative staff are defined on the centre/department/unit level. | 3.6 | .84 | 10 | 3.9 | 1.10 | 67 | 3.8 | 1.19 | 12 | 3.8 | 1.08 | 89 |
| JD4a | Job descriptions provide a detailed list of main responsibilities, roles and tasks for academic staff. | 4.2 | .85 | 29 | 4.0 | .95 | 69 | 4.0 | 1.21 | 37 | 4.1 | 1.00 | 135 |
| JD4b | Job descriptions provide a detailed list of main responsibilities, roles and tasks for administrative staff. | 4.4 | .87 | 28 | 4.1 | .99 | 69 | 3.7 | 1.22 | 37 | 4.0 | 1.05 | 134 |
| JD4c | Job descriptions provide a detailed list of main responsibilities, roles and tasks for managerial/leadership positions. | 4.3 | .66 | 28 | 4.1 | .97 | 69 | 3.8 | 1.24 | 36 | 4.1 | 1.01 | 133 |
| JD5a | Along with job descriptions, a detailed list of required employee competencies is provided for academic staff. | 4.2 | .66 | 29 | 4.3 | .77 | 69 | 4.1 | 1.11 | 37 | 4.2 | .85 | 135 |
| JD5b | Along with job descriptions, a detailed list of required employee competencies is provided for administrative staff. | 3.9 | .90 | 28 | 4.1 | .95 | 69 | 3.5 | 1.22 | 37 | 3.9 | 1.04 | 134 |



| | | | | | | | | | | | | |
|---|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| JD5c Along with job descriptions, a detailed list of required employee competencies is provided for managerial/leadership positions. | 4.0 | .78 | 29 | 4.1 | .91 | 69 | 3.8 | 1.16 | 36 | 4.0 | .96 | 134 |
| JD6a Work performance standards (goals, outputs, key performance indicators, etc.) are clearly defined for academic staff. | 3.7 | 1.09 | 28 | 3.7 | 1.09 | 64 | 3.6 | 1.24 | 37 | 3.6 | 1.12 | 129 |
| JD6b Work performance standards (goals, outputs, key performance indicators, etc.) are clearly defined for administrative staff. | 3.3 | 1.08 | 26 | 3.0 | 1.01 | 65 | 2.9 | 1.19 | 36 | 3.0 | 1.08 | 127 |
| JD6c Work performance standards (goals, outputs, key performance indicators, etc.) are clearly defined for managerial/leadership positions. | 3.7 | 1.14 | 28 | 3.2 | 1.06 | 63 | 3.5 | 1.34 | 35 | 3.4 | 1.17 | 126 |
| JD7 Job descriptions are tailored for international academic staff. | 3.1 | 1.11 | 27 | 3.0 | .90 | 63 | 2.9 | 1.13 | 34 | 3.0 | 1.00 | 124 |

3. Recruitment and Selection (RS)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|--|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| RS1a Recruitment procedures are defined on the national level. | 3.1 | 1.42 | 24 | 3.3 | 1.16 | 59 | 2.9 | 1.41 | 32 | 3.1 | 1.29 | 115 |
| RS1b Recruitment procedures are defined on the university level. | 4.3 | .48 | 29 | 3.6 | 1.15 | 60 | 4.4 | .90 | 37 | 4.0 | 1.03 | 126 |
| RS1c Recruitment procedures are defined on the faculty level. | 3.5 | 1.17 | 28 | 4.1 | .93 | 65 | 3.9 | 1.14 | 35 | 3.9 | 1.06 | 128 |
| RS1d Recruitment procedures are defined on the department level. | 3.4 | 1.34 | 28 | 3.6 | 1.18 | 65 | 3.2 | 1.45 | 34 | 3.4 | 1.30 | 127 |
| RS1e Recruitment procedures are defined on the programme level. | 2.7 | 1.29 | 24 | 3.4 | 1.16 | 65 | 2.7 | 1.39 | 35 | 3.1 | 1.30 | 124 |
| RS2a We adapt our recruitment strategies in order to attract candidates best supporting our strategic goals. | 4.0 | .67 | 10 | 3.9 | .83 | 66 | 3.8 | .97 | 12 | 3.9 | .83 | 88 |
| RS2b We have well-defined procedures in recruitment processes. | 4.4 | .52 | 10 | 3.9 | .89 | 67 | 4.0 | .74 | 12 | 4.0 | .84 | 89 |
| RS2c We have clear guidelines for advertising open positions. | 4.2 | .42 | 10 | 4.4 | .60 | 68 | 4.0 | 1.04 | 12 | 4.3 | .67 | 90 |
| RS3a We have annual recruitment plans for academic staff. | 3.7 | 1.00 | 9 | 4.0 | 1.00 | 68 | 3.3 | 1.14 | 12 | 3.8 | 1.04 | 89 |
| RS3b We have annual recruitment plans for administrative staff. | 3.2 | 1.20 | 9 | 3.6 | 1.12 | 67 | 2.7 | .89 | 12 | 3.4 | 1.13 | 88 |
| RS3c We have annual recruitment plans for managerial/leadership positions. | 3.3 | 1.12 | 9 | 3.6 | 1.12 | 65 | 2.8 | .94 | 12 | 3.5 | 1.11 | 86 |
| RS4a Recruitment practice includes internal approach (so called "inbreeding"). | 3.8 | 1.03 | 10 | 3.4 | 1.07 | 62 | 3.9 | 1.31 | 12 | 3.5 | 1.11 | 84 |
| RS4b Recruitment practice includes public job announcement (mainly national). | 4.5 | .53 | 10 | 4.4 | .67 | 68 | 4.3 | .45 | 12 | 4.4 | .63 | 90 |
| RS4c Recruitment practice includes public job announcement (mainly international). | 3.5 | 1.18 | 10 | 4.0 | 1.00 | 66 | 2.8 | 1.36 | 12 | 3.7 | 1.14 | 88 |
| RS4d Recruitment practice includes head-hunting approach. | 1.8 | 1.09 | 9 | 3.1 | 1.17 | 68 | 3.3 | 1.15 | 12 | 3.0 | 1.22 | 89 |



| | | | | | | | | | | | | |
|--|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| RS5a Selection process follows clearly defined procedures. | 4.3 | .48 | 10 | 4.3 | .63 | 69 | 3.7 | 1.07 | 12 | 4.2 | .71 | 91 |
| RS5b HR professional and manager/leadership position conduct selection procedures jointly. | 3.9 | 1.10 | 27 | 3.6 | 1.11 | 69 | 4.0 | 1.14 | 37 | 3.7 | 1.12 | 133 |
| RS5c Selection procedures include, in addition to interviews and written documents, other methods and techniques to support the selection. | 4.0 | .47 | 10 | 3.7 | 1.12 | 65 | 4.1 | 1.08 | 12 | 3.8 | 1.06 | 87 |
| RS5d We can provide transparent evidence that each candidate received fair treatment of getting the job. | 4.7 | .48 | 10 | 4.3 | .81 | 67 | 3.8 | 1.14 | 12 | 4.3 | .86 | 89 |
| RS5e We train our recruiting committees for their task. | 2.9 | .88 | 10 | 3.2 | 1.03 | 64 | 2.7 | 1.23 | 12 | 3.1 | 1.04 | 86 |
| RS5f We have a special procedure for recruiting international staff. | 2.4 | 1.20 | 28 | 2.3 | .92 | 63 | 2.4 | 1.06 | 35 | 2.4 | 1.02 | 126 |

4. Performance Evaluation (PE)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|--|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| PE1a Measures of performance evaluation are aligned with national system level policies. | 2.7 | 1.31 | 24 | 3.6 | .97 | 59 | 3.4 | 1.31 | 35 | 3.3 | 1.19 | 118 |
| PE1b Measures of performance evaluation are aligned with university strategy. | 4.1 | .88 | 28 | 3.8 | 1.09 | 60 | 4.0 | .76 | 36 | 4.0 | .95 | 124 |
| PE1c Measures of performance evaluation are aligned with faculty strategy. | 3.7 | 1.08 | 26 | 4.1 | .85 | 65 | 3.8 | 1.01 | 35 | 3.9 | .95 | 126 |
| PE2a Performance is measured against the criteria derived from job descriptions. | 3.3 | 1.05 | 28 | 3.7 | .84 | 68 | 3.7 | .88 | 36 | 3.6 | .91 | 132 |
| PE2b Performance is measured against the criteria derived from actual activities. | 3.9 | .86 | 27 | 3.8 | .97 | 67 | 4.0 | .76 | 36 | 3.9 | .89 | 130 |
| PE3a Key-Performance-Indicators (KPI's; results of work activities) are in use for academic staff. | 3.4 | 1.24 | 9 | 3.9 | .80 | 66 | 2.8 | 1.19 | 12 | 3.7 | .97 | 87 |
| PE3b Key-Performance-Indicators (KPI's; results of work activities) are in use for administrative staff. | 2.6 | 1.24 | 9 | 3.2 | .85 | 65 | 2.5 | .90 | 12 | 3.0 | .93 | 86 |
| PE3c Key-Performance-Indicators (KPI's; results of work activities) are in use for managerial/leadership positions. | 3.6 | 1.24 | 9 | 3.5 | .87 | 64 | 2.8 | 1.34 | 12 | 3.4 | 1.00 | 85 |
| PE4a We use the development of required competencies (knowledge, skills, values, attitudes, etc.) in staff performance evaluation. | 3.7 | .87 | 9 | 3.6 | .87 | 68 | 3.6 | 1.00 | 12 | 3.6 | .88 | 89 |
| PE4b Evaluation criteria are agreed collegially. | 3.4 | 1.05 | 27 | 3.6 | .84 | 67 | 3.1 | 1.09 | 36 | 3.4 | .97 | 130 |
| PE4c Employees are informed about criteria used for performance evaluation. | 3.9 | .93 | 9 | 3.8 | .72 | 68 | 4.0 | .85 | 12 | 3.8 | .75 | 89 |



| | | | | | | | | | | | | |
|--|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| PE4d We regularly conduct performance appraisal. | 3.5 | 1.05 | 27 | 3.5 | .91 | 67 | 3.8 | .91 | 35 | 3.6 | .94 | 129 |
| PE4e We use a standardized questionnaire to facilitate the performance appraisal. | 3.3 | 1.29 | 27 | 3.2 | 1.19 | 65 | 3.7 | .96 | 35 | 3.3 | 1.17 | 127 |
| PE4f We recognize good performance. | 3.9 | .78 | 9 | 4.1 | 1.04 | 69 | 4.2 | .72 | 12 | 4.1 | .98 | 90 |
| PE4g We have developed mechanisms for dealing with poor performance. | 3.8 | .44 | 9 | 3.0 | .93 | 67 | 2.9 | 1.08 | 12 | 3.0 | .94 | 88 |
| PE5a We provide feedback on performance to academic staff. | 3.9 | 1.00 | 29 | 4.0 | .78 | 67 | 4.2 | .81 | 37 | 4.0 | .84 | 133 |
| PE5b We provide feedback on performance to administrative staff. | 3.8 | .86 | 28 | 3.4 | .98 | 65 | 3.9 | .89 | 36 | 3.6 | .96 | 129 |
| PE5c We provide feedback on performance to managerial/leadership positions. | 3.7 | .90 | 28 | 3.6 | .91 | 64 | 4.0 | .88 | 36 | 3.7 | .91 | 128 |
| PE6 We use performance evaluation to implement activities of organizational development. | 3.2 | .79 | 10 | 3.3 | .87 | 65 | 3.1 | 1.08 | 12 | 3.3 | .89 | 87 |
| PE7a International activities are emphasized in formulation of the performance criteria for academic staff. | 3.8 | .98 | 26 | 3.9 | .93 | 68 | 3.7 | 1.08 | 37 | 3.8 | .98 | 131 |
| PE7b International activities are emphasized in formulation of the performance criteria for administrative staff. | 2.8 | .98 | 24 | 2.8 | .98 | 66 | 2.6 | 1.05 | 36 | 2.8 | .99 | 126 |
| PE7c International activities are emphasized in formulation of the performance criteria for managerial/leadership positions. | 3.5 | 1.08 | 25 | 3.2 | 1.07 | 66 | 3.3 | 1.04 | 36 | 3.3 | 1.06 | 127 |

5. Training and Development (TD)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|---|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| TD1a We clearly defined training and development plans for academic staff. | 3.8 | 1.04 | 29 | 3.8 | .88 | 68 | 3.5 | 1.04 | 37 | 3.7 | .96 | 134 |
| TD1b We clearly defined training and development plans for administrative staff. | 3.7 | 1.08 | 28 | 3.3 | 1.03 | 66 | 3.2 | .90 | 35 | 3.4 | 1.02 | 129 |
| TD1c We clearly defined training and development plans for managerial/leadership positions. | 3.6 | 1.13 | 28 | 3.2 | .99 | 67 | 3.7 | .93 | 36 | 3.4 | 1.02 | 131 |
| TD2a We have an allocated budget for training and development at the university level. | 4.1 | .99 | 10 | 3.2 | 1.21 | 59 | 3.6 | 1.31 | 12 | 3.4 | 1.22 | 81 |
| TD2b We have an allocated budget for training and development at the faculty level. | 3.3 | .67 | 10 | 3.9 | 1.08 | 62 | 3.1 | 1.22 | 11 | 3.7 | 1.10 | 83 |
| TD2c We have an allocated budget for training and development at the department level. | 3.3 | .82 | 10 | 3.1 | 1.18 | 64 | 3.1 | 1.16 | 12 | 3.2 | 1.13 | 86 |
| TD2d We have an allocated budget for training and development at the employee/individual level. | 2.7 | 1.16 | 10 | 3.4 | 1.12 | 65 | 2.5 | .90 | 12 | 3.2 | 1.15 | 87 |
| TD3a We conduct individual training and development needs assessment for academic staff. | 3.9 | .96 | 28 | 3.8 | .92 | 67 | 3.5 | 1.17 | 37 | 3.7 | 1.00 | 132 |
| TD3b We conduct individual training and development needs assessment for administrative staff. | 3.7 | 1.11 | 27 | 3.5 | .98 | 66 | 3.4 | 1.09 | 35 | 3.5 | 1.03 | 128 |
| TD3c We conduct individual training and development needs assessment for managerial/leadership positions. | 3.5 | 1.20 | 28 | 3.4 | .98 | 65 | 3.6 | 1.11 | 36 | 3.5 | 1.06 | 129 |
| TD4 Direct superiors play a central role in the training and development needs assessment for their subordinates. | 4.2 | .83 | 9 | 3.6 | .94 | 69 | 4.0 | .85 | 12 | 3.7 | .94 | 90 |
| TD5a We offer appropriate training and development activities in accordance with results of individual needs assessment for academic staff. | 3.8 | .86 | 28 | 3.6 | .84 | 69 | 3.5 | 1.04 | 37 | 3.6 | .90 | 134 |
| TD5b We offer appropriate training and development activities in accordance with results of individual needs assessment for administrative staff. | 3.7 | .86 | 27 | 3.4 | 1.01 | 68 | 3.5 | .92 | 35 | 3.5 | .96 | 130 |
| TD5c We offer appropriate training and development activities in accordance with results of individual needs assessment for managerial/leadership positions. | 3.5 | 1.09 | 27 | 3.4 | 1.01 | 67 | 3.6 | .87 | 36 | 3.5 | .99 | 130 |
| TD6a We provide training and development programs for upgrading academic staff competencies in teaching. | 4.6 | .70 | 10 | 4.1 | .82 | 68 | 4.3 | .49 | 12 | 4.2 | .79 | 90 |
| TD6b We provide training and development programs for upgrading academic staff competencies in research. | 4.1 | .88 | 10 | 3.8 | .94 | 68 | 3.9 | .79 | 12 | 3.8 | .91 | 90 |
| TD6c We provide training and development programs for upgrading academic staff competencies in third mission/Social engagement. | 3.3 | .67 | 10 | 3.0 | .98 | 63 | 3.0 | .77 | 11 | 3.0 | .92 | 84 |
| TD6d We provide training and development programs for upgrading academic staff competencies in management/leadership. | 4.5 | .71 | 10 | 3.1 | 1.09 | 66 | 3.8 | .72 | 12 | 3.3 | 1.11 | 88 |
| TD7a Training and development programs, which specifically prepare to work in a higher education institution, are offered to administrative staff. | 3.4 | 1.31 | 28 | 3.3 | 1.08 | 63 | 3.5 | .93 | 37 | 3.4 | 1.09 | 128 |
| TD7b Training and development programs, which specifically prepare to work in a higher education institution, are offered to managerial/leadership positions. | 3.4 | 1.31 | 28 | 3.1 | 1.06 | 62 | 3.7 | .98 | 36 | 3.3 | 1.12 | 126 |
| TD8a We have training and development activities dedicated to strengthen cooperation and communication between academic and administrative staff. | 3.3 | 1.20 | 29 | 3.0 | .98 | 66 | 2.9 | 1.13 | 37 | 3.1 | 1.08 | 132 |



| | | | | | | | | | | | | | |
|------|--|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| TD8b | We stimulate attendance of training and development programs (i.e., financial benefits, days off, etc.). | 3.4 | 1.21 | 29 | 3.5 | 1.06 | 67 | 3.2 | .93 | 37 | 3.4 | 1.07 | 133 |
| TD8c | We measure training and development effects. | 2.9 | 1.18 | 29 | 3.0 | .86 | 65 | 2.6 | .95 | 37 | 2.9 | .96 | 131 |
| TD8d | We offer training and development aimed to satisfy particularly the needs of the international staff. | 2.8 | 1.12 | 29 | 2.7 | .92 | 62 | 3.0 | 1.06 | 36 | 2.8 | 1.01 | 127 |

6. Career Progression (CP)

| Item | Austria | | | Croatia | | | Finland | | | Total | | | |
|------|---|-----|------|---------|-----|------|---------|-----|------|-------|-----|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N | |
| CP1a | We provide pre-defined promotion criteria for academic staff. | 3.1 | 1.13 | 29 | 4.2 | .74 | 68 | 2.9 | 1.17 | 36 | 3.6 | 1.15 | 133 |
| CP1b | We provide pre-defined promotion criteria for administrative staff. | 2.7 | 1.05 | 26 | 3.0 | 1.05 | 65 | 2.4 | 1.05 | 36 | 2.8 | 1.07 | 127 |
| CP1c | We provide pre-defined promotion criteria for managerial/leadership positions. | 2.5 | .88 | 28 | 3.2 | .96 | 64 | 2.4 | 1.02 | 36 | 2.8 | 1.03 | 128 |
| CP2a | Good success in performance evaluation leads to career progression for academic staff. | 3.1 | .84 | 29 | 4.0 | .91 | 64 | 3.2 | .97 | 36 | 3.6 | 1.01 | 129 |
| CP2b | Good success in performance evaluation leads to career progression for administrative staff. | 2.8 | .92 | 26 | 3.0 | 1.01 | 61 | 3.1 | .80 | 35 | 3.0 | .93 | 122 |
| CP2c | Good success in performance evaluation leads to career progression for managerial/leadership positions. | 2.8 | .89 | 28 | 3.1 | 1.00 | 60 | 3.1 | .90 | 36 | 3.0 | .95 | 124 |
| CP3a | Mobility (i.e. leaving the current institution) is required for career progression of academic staff. | 2.6 | 1.01 | 29 | 3.5 | 1.12 | 69 | 2.5 | 1.12 | 37 | 3.0 | 1.19 | 135 |
| CP3b | We provide professional assistance to our staff for career progression. | 2.8 | 1.14 | 10 | 3.6 | .84 | 68 | 2.1 | .79 | 12 | 3.3 | 1.03 | 90 |
| CP3c | Career progression criteria for academic staff consist of balanced teaching, research, service and management competencies. | 3.3 | 1.33 | 28 | 3.9 | .84 | 69 | 3.1 | .98 | 37 | 3.6 | 1.04 | 134 |
| CP3d | We provide additional specific career progression criteria (i.e. honors, awards, prior managerial/leadership function, etc.). | 2.8 | .67 | 9 | 3.6 | .84 | 66 | 2.3 | .89 | 12 | 3.4 | .95 | 87 |
| CP3e | We provide mentoring to assist in career progression for early career academic staff (PhD students, teaching assistants, postdocs, etc.). | 3.3 | 1.25 | 10 | 4.2 | .77 | 69 | 2.3 | .97 | 12 | 3.8 | 1.08 | 91 |
| CP3f | We have defined succession plans. | 2.3 | 1.12 | 28 | 3.1 | .84 | 62 | 2.4 | 1.05 | 36 | 2.7 | 1.03 | 126 |



Modernisation of Higher Education
Institutions through enhancement of
Human Resources Management function

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|------|--|-----|------|----|-----|------|----|-----|------|----|-----|------|-----|
| CP4a | International staff members have equal opportunities in career progression in case of academic staff. | 3.8 | .93 | 27 | 3.7 | .99 | 51 | 3.6 | .94 | 36 | 3.7 | .96 | 114 |
| CP4b | International staff members have equal opportunities in career progression in case of administrative staff | 3.6 | 1.08 | 25 | 3.2 | 1.10 | 50 | 3.4 | 1.00 | 35 | 3.4 | 1.07 | 110 |
| CP4c | International staff members have equal opportunities in career progression in case of managerial/leadership positions. | 3.8 | .88 | 27 | 3.2 | 1.12 | 49 | 3.4 | 1.00 | 35 | 3.4 | 1.05 | 111 |



7. Pay and Benefits (PB)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|--|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| PB1a Pay and benefits are regulated by national legislation. | 3.3 | 1.70 | 28 | 3.5 | 1.19 | 61 | 3.6 | 1.32 | 37 | 3.5 | 1.35 | 126 |
| PB1b Pay and benefits are regulated by collective agreement. | 2.7 | 1.61 | 27 | 3.5 | 1.13 | 61 | 4.0 | 1.12 | 35 | 3.5 | 1.33 | 123 |
| PB1c Pay and benefits are regulated by institutional agreement. | 4.0 | 1.17 | 26 | 3.3 | 1.16 | 60 | 3.6 | 1.21 | 35 | 3.5 | 1.20 | 121 |
| PB2a We have autonomy in allocating budget for new job positions suiting our strategic goals. | 3.5 | 1.45 | 27 | 2.8 | 1.35 | 66 | 3.8 | 1.08 | 36 | 3.3 | 1.37 | 129 |
| PB2b We employ both, fixed and performance based component of the salary for all job positions. | 2.8 | 1.48 | 9 | 2.8 | 1.23 | 67 | 3.0 | 1.21 | 12 | 2.8 | 1.24 | 88 |
| PB2c Pay and benefits system is transparent. | 3.7 | 1.22 | 9 | 3.5 | .98 | 67 | 2.8 | 1.47 | 12 | 3.4 | 1.09 | 88 |
| PB2d Managers can decide on changes in pays and benefits for the employees in their units. | 2.0 | 1.00 | 27 | 2.8 | 1.10 | 66 | 2.5 | 1.06 | 36 | 2.6 | 1.11 | 129 |
| PB3a We have clearly defined criteria for pay and benefits system for academic staff. | 3.9 | 1.18 | 29 | 3.6 | .97 | 68 | 3.9 | .92 | 36 | 3.7 | 1.01 | 133 |
| PB3b We have clearly defined criteria for pay and benefits system for administrative staff. | 3.8 | 1.21 | 28 | 3.1 | 1.03 | 68 | 3.6 | .99 | 36 | 3.4 | 1.08 | 132 |
| PB3c We have clearly defined criteria for pay and benefits system for managerial/leadership positions. | 3.8 | 1.20 | 29 | 3.1 | 1.00 | 67 | 3.3 | 1.09 | 36 | 3.3 | 1.10 | 132 |
| PB4a We have a pay and benefit system for academic staff that recognizes accomplishments in teaching. | 3.1 | 1.17 | 28 | 3.2 | .96 | 58 | 2.9 | 1.27 | 37 | 3.1 | 1.11 | 123 |
| PB4b We have a pay and benefit system for academic staff that recognizes accomplishments in research. | 3.3 | 1.23 | 27 | 3.4 | 1.01 | 57 | 3.2 | 1.16 | 37 | 3.3 | 1.10 | 121 |
| PB4c We have a pay and benefit system for academic staff that recognizes accomplishments in third mission/social engagement. | 2.7 | 1.14 | 27 | 2.8 | 1.19 | 67 | 2.7 | 1.13 | 35 | 2.8 | 1.16 | 129 |
| PB4d We have a pay and benefit system for academic staff that recognizes accomplishments in managerial/leadership positions. | 3.3 | 1.22 | 28 | 2.8 | 1.12 | 67 | 2.8 | 1.13 | 36 | 2.9 | 1.15 | 131 |
| PB5a We provide variable pays and benefits for outstanding performance of academic staff. | 3.4 | 1.22 | 27 | 3.3 | 1.19 | 62 | 2.9 | 1.15 | 37 | 3.2 | 1.19 | 126 |
| PB5b We provide variable pays and benefits for outstanding performance of administrative staff. | 3.3 | 1.11 | 27 | 3.0 | 1.18 | 61 | 2.5 | .95 | 35 | 2.9 | 1.14 | 123 |
| PB5c We provide variable pays and benefits for outstanding performance of managerial/leadership positions. | 3.1 | 1.20 | 27 | 2.7 | .99 | 58 | 2.6 | 1.05 | 36 | 2.8 | 1.06 | 121 |
| PB6a Rewards are clearly connected with individual work results and contribution. | 4.1 | .93 | 9 | 3.2 | .79 | 60 | 2.9 | .90 | 12 | 3.2 | .87 | 81 |
| PB6b Pay and benefits system includes nonmonetary rewards (i.e., public recognition, awards, honors, etc.). | 3.6 | 1.24 | 9 | 3.3 | .73 | 59 | 3.3 | .97 | 12 | 3.3 | .83 | 80 |



Modernisation of Higher Education
Institutions through enhancement of
Human Resources Management function

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|------|--|-----|-----|----|-----|------|----|-----|------|----|-----|------|-----|
| PB7a | The pay and benefit system takes into account the merits of internationalization of academic staff. | 2.8 | .93 | 27 | 3.3 | .96 | 50 | 3.1 | 1.25 | 37 | 3.1 | 1.07 | 114 |
| PB7b | The pay and benefit system takes into account the merits of internationalization of administrative staff. | 2.4 | .90 | 26 | 2.9 | 1.02 | 48 | 2.6 | 1.06 | 35 | 2.7 | 1.02 | 109 |
| PB7c | The pay and benefit system takes into account the merits of internationalization of managerial/leadership positions. | 2.7 | .96 | 27 | 3.0 | 1.04 | 49 | 2.7 | 1.07 | 36 | 2.8 | 1.04 | 112 |



8. HR Analyses and Reporting (AR)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|--|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| AR1 HR reports are an integral part of our reporting system. | 4.1 | .60 | 9 | 3.6 | .90 | 67 | 3.9 | .67 | 12 | 3.7 | .85 | 88 |
| AR2a We regularly conduct quantitative analyses (numbers) of personnel at all positions. | 4.4 | .53 | 9 | 3.1 | .51 | 45 | 4.0 | .85 | 12 | 3.4 | .79 | 66 |
| AR2b We regularly conduct evaluation of different HR plans (career progression, training and development, pay and benefits, performance evaluation, etc.). | 3.1 | 1.17 | 9 | 3.3 | .71 | 51 | 3.1 | 1.00 | 12 | 3.2 | .82 | 72 |
| AR2c We regularly conduct job attitudes survey. | 3.2 | 1.09 | 9 | 3.2 | .94 | 62 | 3.7 | 1.23 | 12 | 3.3 | 1.00 | 83 |
| AR2d We regularly conduct employee well-being survey. | 2.9 | 1.36 | 9 | 3.2 | 1.05 | 63 | 4.7 | .49 | 12 | 3.4 | 1.15 | 84 |
| AR2e We regularly conduct organizational climate and culture survey | 3.0 | 1.22 | 9 | 3.2 | 1.01 | 67 | 4.3 | .89 | 12 | 3.3 | 1.09 | 88 |
| AR2f We regularly conduct exit interviews reports. | 3.4 | 1.74 | 9 | 3.3 | 1.16 | 67 | 3.1 | 1.38 | 12 | 3.2 | 1.24 | 88 |
| AR4a HR reports include individual level. | 3.4 | 1.24 | 9 | 3.2 | 1.14 | 44 | 3.2 | 1.11 | 12 | 3.2 | 1.13 | 65 |
| AR4b HR reports include departmental level. | 3.8 | 1.20 | 9 | 3.2 | 1.04 | 39 | 4.0 | .60 | 12 | 3.5 | 1.03 | 60 |
| AR4c HR reports include level of HEI. | 4.2 | .67 | 9 | 3.7 | 1.13 | 37 | 4.3 | .49 | 12 | 3.9 | 1.00 | 58 |
| AR5a HR analyses and reporting about academic staff include data on teaching. | 4.4 | .88 | 9 | 3.7 | .52 | 69 | 3.6 | .79 | 12 | 3.8 | .64 | 90 |
| AR5b HR analyses and reporting about academic staff include data on research. | 4.6 | .73 | 9 | 3.8 | .64 | 68 | 3.6 | .79 | 12 | 3.8 | .71 | 89 |
| AR5c HR analyses and reporting about academic staff include data on third mission/social engagement. | 2.8 | 1.09 | 9 | 3.8 | 1.10 | 65 | 3.2 | 1.08 | 11 | 3.6 | 1.14 | 85 |
| AR5d HR analyses and reporting about academic staff include data on managerial/leadership positions. | 3.9 | 1.05 | 9 | 3.9 | 1.06 | 66 | 3.2 | .94 | 12 | 3.8 | 1.06 | 87 |
| AR6a We provide feedback on HR analyses for different stakeholders: ministry. | 3.5 | 1.31 | 27 | 3.6 | 1.03 | 64 | 3.8 | .96 | 31 | 3.6 | 1.08 | 122 |
| AR6b We provide feedback on HR analyses for different stakeholders: university. | 3.7 | 1.36 | 27 | 3.4 | 1.07 | 67 | 4.1 | .76 | 35 | 3.6 | 1.10 | 129 |
| AR6c We provide feedback on HR analyses for different stakeholders: HEI's management. | 3.9 | 1.17 | 27 | 3.8 | .67 | 69 | 4.1 | .65 | 35 | 3.9 | .80 | 131 |
| AR8a We use HR analyses and reporting to develop our institutional strategy. | 3.7 | 1.11 | 27 | 3.8 | .63 | 66 | 3.9 | .91 | 35 | 3.8 | .83 | 128 |
| AR8b We use HR analyses and reporting for our HR development. | 3.9 | 1.05 | 9 | 3.8 | .68 | 66 | 3.8 | .72 | 12 | 3.8 | .72 | 87 |
| AR9a HR analyses and reporting are used to address issues related to international staff. | 2.4 | 1.17 | 10 | 2.7 | .94 | 52 | 3.0 | .95 | 12 | 2.7 | .98 | 74 |
| AR9b HR analyses and reporting are used to address gender issues. | 3.8 | 1.03 | 10 | 2.7 | .94 | 54 | 3.4 | .79 | 12 | 3.0 | 1.01 | 76 |
| AR9c HR analyses and reporting are used to address other equality issues. | 3.6 | 1.01 | 9 | 2.9 | .90 | 54 | 3.6 | .67 | 12 | 3.1 | .92 | 75 |

Note. Open questiones:

AR3 - *If there are other analyses conducted in your HEI, but they are not mentioned in the previous question, please let us know what they are.*



Croatia: "We are conducting a non-teaching staff survey related to the perception of working conditions and suggestions for their improvement."

AR7 - If there are other stakeholders that are provided with the feedback on HR analysis, and they are not mentioned in the previous question, please let us know who they are.

Austria: "Aufsichtsrat"

Croatia: "Croatian Bureau of Statistics", "Student Associations and the Media", "Agency for Science and Higher Education (within the reaccreditation process)", "To the founder"

9. HR Special Issues (SI)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|---|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| SI1a We apply different HR processes for academic staff, administrative staff and/or managerial/leadership positions. | 4.3 | .50 | 9 | 3.4 | .87 | 64 | 3.4 | .90 | 12 | 3.5 | .88 | 85 |
| SI1b Trade unions have a high influence on HR policies. | 2.2 | 1.19 | 28 | 2.8 | 1.00 | 63 | 3.7 | 1.01 | 36 | 2.9 | 1.17 | 127 |
| SI1c We have employee retention policies (for reducing fluctuation of staff). | 2.9 | 1.26 | 28 | 2.9 | .92 | 64 | 2.8 | 1.07 | 34 | 2.9 | 1.04 | 126 |
| SI1d We have implemented processes that enhance health, safety and well-being of our employees above legal minimum. | 4.4 | .52 | 10 | 3.5 | .95 | 66 | 4.3 | .45 | 12 | 3.7 | .93 | 88 |
| SI1e We have HR practices that address work-life balance (flexible working hours, double career support, etc.). | 4.0 | 1.10 | 29 | 3.0 | .98 | 67 | 3.5 | .88 | 36 | 3.4 | 1.05 | 132 |
| SI2a We have flexible approach to working time and place (work from home) for academic staff | 4.5 | .57 | 29 | 4.1 | .84 | 69 | 4.6 | .50 | 37 | 4.3 | .75 | 135 |
| SI2b We have flexible approach to working time and place (work from home) for: administrative staff. | 3.6 | 1.12 | 29 | 2.3 | .89 | 69 | 3.4 | 1.14 | 35 | 2.9 | 1.19 | 133 |
| SI2c We have flexible approach to working time and place (work from home) for managerial/leadership positions. | 4.0 | .84 | 28 | 3.5 | 1.01 | 68 | 4.0 | .98 | 35 | 3.7 | 1.01 | 131 |
| SI3 We have implemented a diversity policy. | 4.2 | .83 | 9 | 2.9 | .91 | 56 | 3.7 | .78 | 12 | 3.2 | .99 | 77 |



10. Information Systems and Personnel Administration (IS)

| Item | Austria | | | Croatia | | | Finland | | | Total | | |
|---|---------|------|----|---------|------|----|---------|------|----|-------|------|-----|
| | M | SD | N | M | SD | N | M | SD | N | M | SD | N |
| IS1a Personnel administration is aligned with legal framework. | 4.2 | .67 | 9 | 4.4 | .60 | 66 | 4.3 | .62 | 12 | 4.3 | .60 | 87 |
| IS1b A comprehensive IT software (HR information system/HR data warehouse) supports HR processes. | 3.2 | 1.24 | 26 | 3.5 | 1.06 | 65 | 3.5 | 1.25 | 36 | 3.5 | 1.15 | 127 |
| IS2a We have publicly available individual portfolio records for academic staff. | 3.6 | .92 | 8 | 3.7 | .93 | 64 | 2.8 | 1.27 | 12 | 3.6 | 1.02 | 84 |
| IS2b We have publicly available individual portfolio records for administrative staff. | 3.0 | .76 | 8 | 3.1 | .98 | 63 | 2.5 | 1.00 | 12 | 3.0 | .98 | 83 |
| IS2c We have publicly available individual portfolio records for managerial/leadership positions. | 3.4 | .74 | 8 | 3.7 | .95 | 65 | 2.7 | 1.07 | 12 | 3.5 | 1.01 | 85 |
| IS3a A comprehensive IT software is used for producing analyses for our overall institutional efficiency. | 3.7 | .87 | 9 | 3.1 | 1.10 | 64 | 2.8 | 1.19 | 12 | 3.2 | 1.10 | 85 |
| IS3b All managers have access to reports on their staff. | 2.9 | 1.29 | 28 | 3.6 | .87 | 68 | 3.6 | 1.23 | 36 | 3.5 | 1.10 | 132 |
| IS3c Personnel administration effectively supports the specific needs of international staff. | 2.8 | 1.19 | 27 | 3.4 | .82 | 57 | 3.2 | 1.08 | 35 | 3.2 | 1.01 | 119 |

7. Conclusion

In general, within each element of the HRM in HEI analytical framework, we can highlight some strengths, along with some challenges (for all the countries). Even between the elements, some represent true strengths, which we can use and upon which we can build grounds for further development of the elements that seem to be real "tough-handlers". Obviously, regardless of the country, one element that requires thorough attention is Performance Evaluation, which is actually the integrator of other HR processes and a central managerial tool for the implementation of envisaged development and business strategies.

HRM needs assessment survey can be used as ground for diagnosing and developing selected HRM processes accordingly. HRM needs assessment survey will serve as a starting point for developing an Online self-assessment tool as an Open Educational Resource (OER), intended for benchmarking university HRM processes (which will be the last output of this project).



8. Literature

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9. Appendixes

Appendix 1. HRM needs assessment survey – long version

Appendix 2. HRM needs assessment survey – short version

Appendix 3. List of HEIs in participating countries that fulfilled HRM needs assessment survey