



# Career models and Human Resource Management in Universities

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# HRM –Processes and Practices

| HR Planning                | Recruitment            | Training and development |
|----------------------------|------------------------|--------------------------|
| Compensation and rewarding | Performance management | Employee relations       |
| (Collective) Bargaining    | Vacations and absences | Personnel Policy         |
| Job Evaluation             | Discipline             | Redundancies             |
| Orientation                | Personnel Training     | Development              |

**-> We will discuss key aspects directly connected to career models**

Career Models: A Structural way to Enhance remuneration, motivation and efficiency



# Career Models & HRM - Relevant HR aspects to be discussed *briefly*:

- **Human Motivation**
  - What motivates & what kind of candidates to look for
- **Recruitment** / faculty selection in a broad sense
  - Key aspect in relation to career models, especially Tenure Track
- **Diversity & Inclusion**
  - Shown to have innovation fostering capacity
- **Career models as Leadership Structures**
- Career Models: Some International Examples



# Changing Expectations on HE institutions

- Higher Education Doctrines in Finland (and Europe):
- Late 1960s to late 1980s centralized steering, increasing resources
- 1980-1990s Management by results, increasingly market and competition oriented
- 2000s Neo liberal doctrine, industry's and stakeholder's role increases, decreasing funding, institutional autonomy
- “Grand challenges” have become a dominant theme in scientific discussions and funding schemes in the 21st century

In Finland, the new Universities ACT of 2010: MoE expected increased capacity to:

- react to changes in the operational environment
- diversify the funding base
- compete for international research funding
- cooperate with foreign universities and research institutes
- allocate resources to top-level research and their strategic focus areas
- ensure the quality and effectiveness of their research and teaching
- strengthen the HEIs role within the system of innovation

# 1. Motivation

The process that initiates, guides, and maintains goal-oriented behaviors.



# Competence Motivation (CM) theory

- Behaviour is largely energized or directed by possibility of *competence or incompetence*.
- Individuals are attracted to participation in activities at which they feel competent or capable.
- CM involves internally focused pursuits (e.g. discipline and clarity in mental life) and social demonstration (to prove one's worth).
- CM is operative across the lifespan, even in infancy.
- In adulthood CM becomes increasingly intertwined with other motivational concerns (self esteem, earning a living...).
- CE has substantial impact on emotion and well-being:
  - Positive outcomes lead to joy, pride and happiness
  - Negative outcomes lead to sadness, disappointment, distress

Elliot, A.J. & Dweck, C.S. (2005) (Eds.) Handbook of Competence and Motivation.  
New York: The Guildford Press.

Career Models => an organised way to channel CM to fulfil personal and organisational goals.



# Extrinsic – Intrinsic motivations

- *Intrinsic motivation*: doing something because it is interesting and meaningful to the person.
  - *Extrinsic motivation*: doing something in order to gain rewards or to avoid punishments.
  - Multifaceted theories consider both aspects: Strict dichotomy can be problematic. CM approves both aspects. Within this dualism the Overall view:
  - *Intrinsic motivation* tends to predict meaningful cognitive engagement.
  - *Extrinsic motivation* tends to predicted shallow cognitive engagement.
  - Intrinsic motivation has been linked to *creativity, performance, longer-lasting learning, and perseverance*.
  - Certain forms of rewards may enhance intrinsic motivation
- => Recruitment is a crucial aspect, perhaps the most important one in HE (Shattock).**

# 2. Recruitment

“If there was one single component in creating a successful university, this would be the making of academic staff appointments”.

Shattock, M. (2010) *Managing Successful Universities*. SHRE & Open University Press, New York.

**Bodies and Internal Boards**  
- Discussions

**Consultants etc.**  
- Support on selection

**Department Head**  
- Proposal  
- Recruitment pool  
- Background checking  
- Comparison: Proposal on who should be hired

**HR Services**  
- Legal background  
- Support & process  
- HR systems  
- Leadership training

**Decisionmaker (e.g. the Rector)**  
- Responsibility and recruitment decision

**RATIONAL REKRUITMENT**  
- Process and aspects

**Competence**  
- Outcomes and Quality

**Equity and equal treatment**  
- Discrimination?  
- Diversity

**Temporary contract**  
- Legal framework  
- Penalties?

**Community and team**  
- Fit to organisation

**Development**  
- Motivation, interests

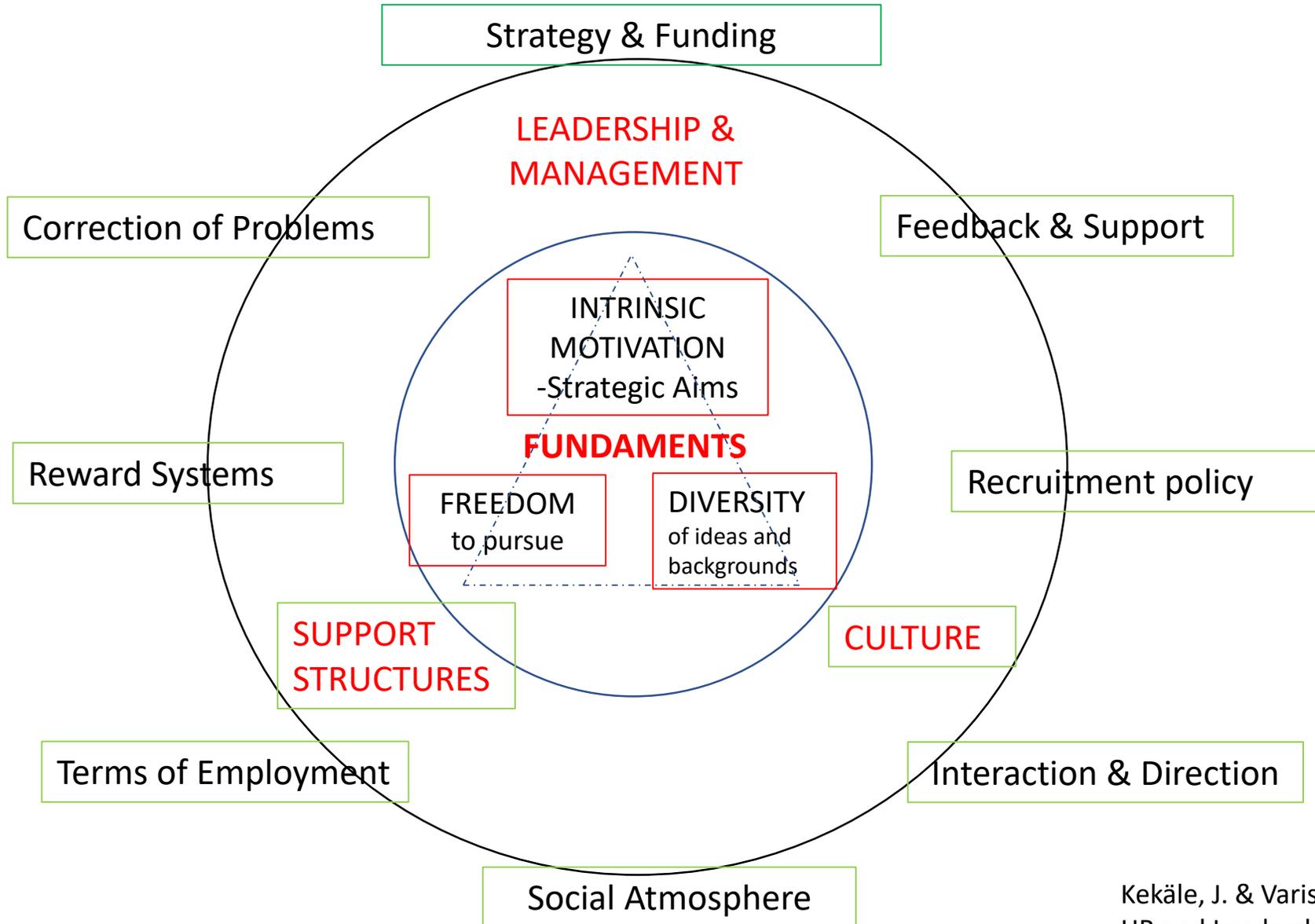
**Other aspects and players:**  
Effect on work to be noticed, but not dominating:  
- 'shouters'  
- 'whispers'  
- sympathy and antipathy  
- etc...

**Codes:**  
Primary →  
Secondary →  
Formal →

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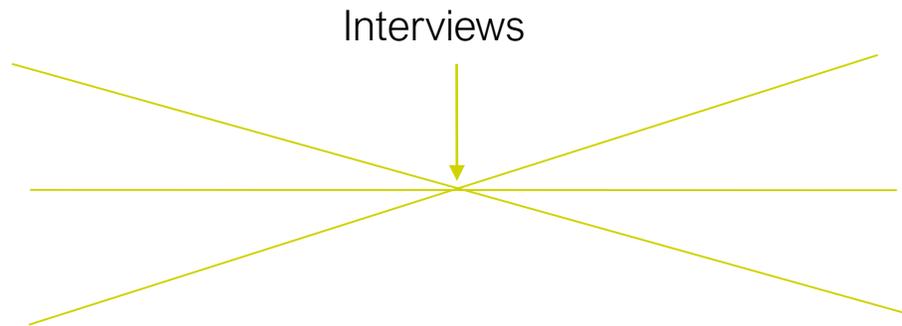
# How can leaders foster Innovation?



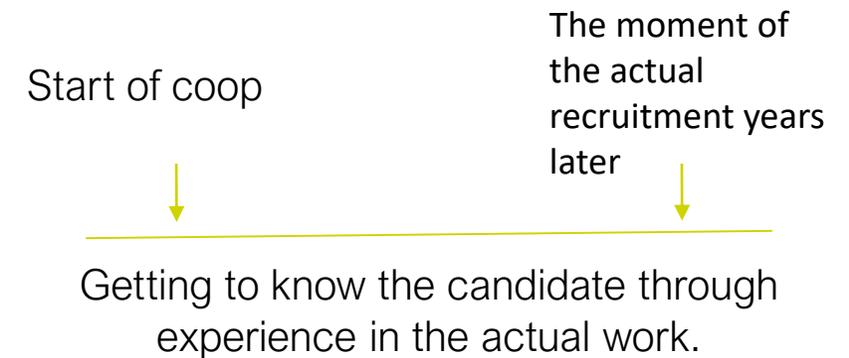
Kekäle, J. & Varis, J. (2019) Responsible University: In Search of HR and Leadership Solutions. In Sorensen, M., Geschwind, L., Kekäle, J., & Pinheiro, R. (Eds.) The Responsible University. Palgrave MacMillan. (Open Access)

# Traditional and Proactive Recruitment

## Traditional Recruitment



## Proactive recruitment, long-term cooperation & follow up.



Time ->

# 3. Diversity & Inclusion



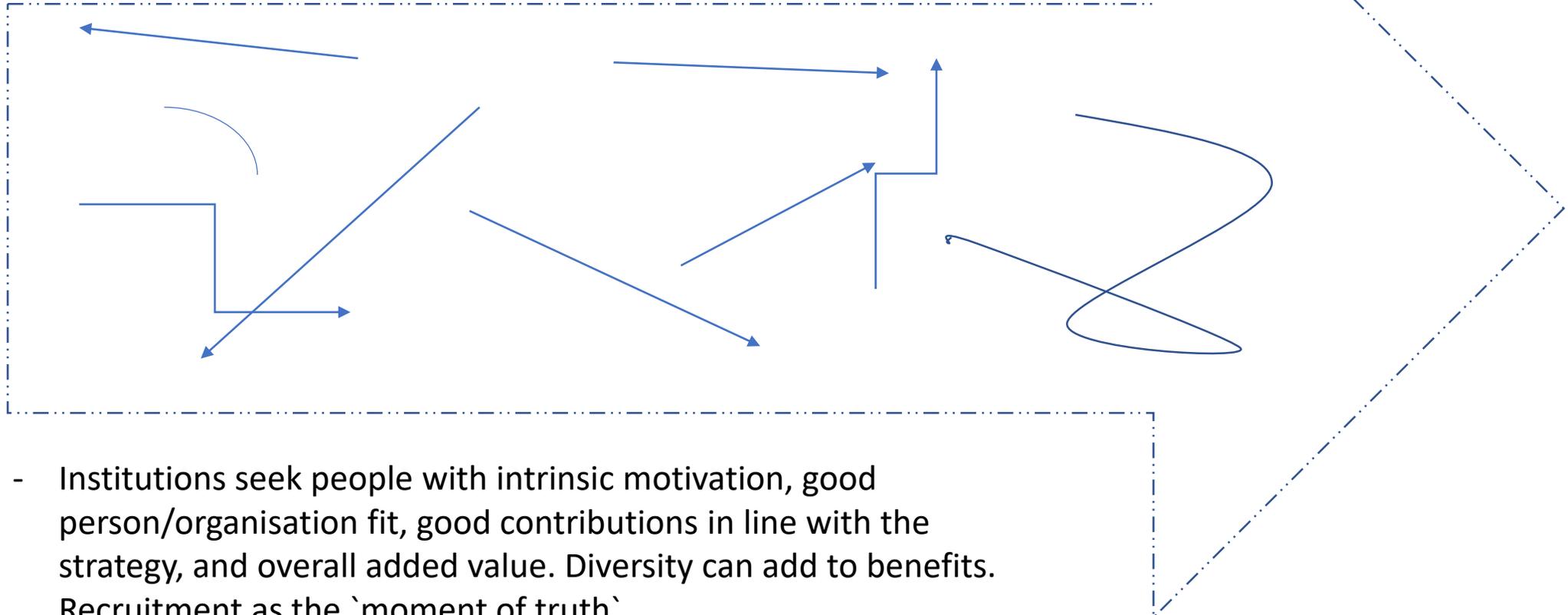
# Diversity & Inclusion

- **Diversity:** Multiplicity and diversity of backgrounds and ways of thinking.
- **Inclusion:** Involving people into actions, treating them well. Keeps them in the organisation.
- Diverse groups tend to be more innovative than homogenous ones.
- Openness, tolerance (within certain limits), new angles, fresh ideas.
- Internationalisation is increasingly important as domestic age cohorts diminish.
- Intrinsic motivation, innovativeness, intelligence and cooperation skills count.

# Diversity, Strategy and Organisational Culture

Personnel selection, recruitment -> direction of strategy, culture (arrow):

- Lines represent potential orientations of individuals
- Diversity as creative and positive, constructive force vs. destructive one.
- Participation, value added, individual contribution.
- **Broaden the recruitment pool and select the best!**



## 4. Leadership Structures – Career Models

- Make things work so that goal are achieved and employees views are noticed.

# Leadership: Some Common Concerns

## **Basic Guidelines:**

- Diversify the recruitment pool
- Select the best
- Support & inspire
- Read the situation and act accordingly

## **Operational leadership tasks**

- Targets and direction
- Inspire
- Delegate & give guidance
- Encourage and praise
- Listen
- Clarify roles & resolve problems
- Organize
- Team building
- Etc...



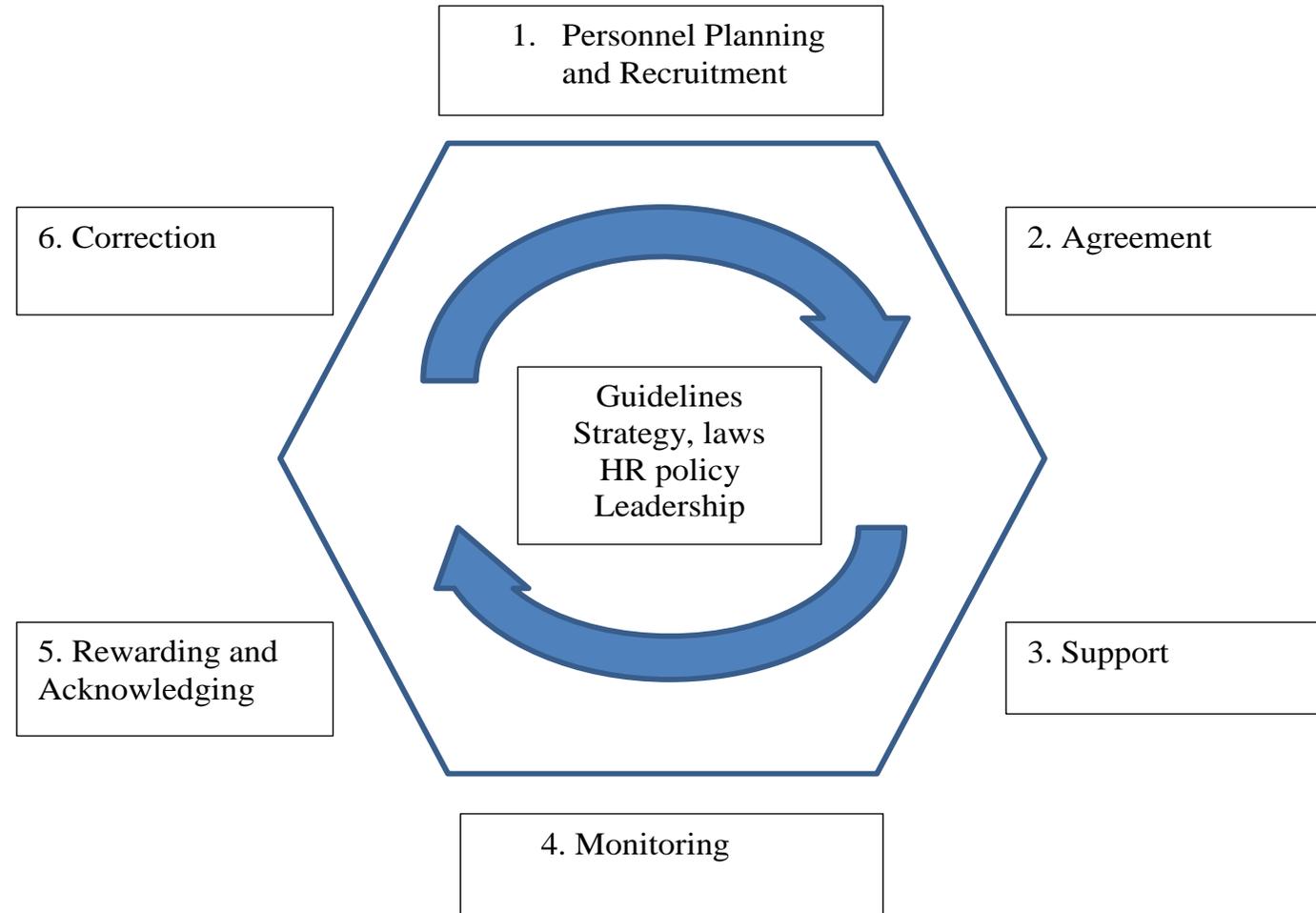
# Leadership / Management Structures

- Career stages and structures
  - Tenure Track –systems
  - Pay structures and -systems
  - Hierarchy of Work Titles
- 
- These give leadership an overall structure and guidelines
  - Tap motivation and promotion desires
  - Organize roles and expectations



# Human Resources Model

Figure 1. Human Resources model



Sources: Kekäle, J. (2015) A human resources model supporting academic excellence. *Tertiary Education and Management* 21(2), 1-12.  
Kekäle, J. (2017) Human Resource Management, Higher Education. *Encyclopedia of International Higher Education Systems and Institutions*.

# 5. Career Models: Some International Solutions

# Typical US Research Career Structure

- Ph.D. Researcher
- Postdoctoral researcher/Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Assistant professorships are applied for in open competition. The position is generally untenured. In most institutions the term '**tenure-track**' position is used: the candidate can obtain tenure after a probationary period of around 6-7 years.
- Based on continuing accomplishments, an **Associate Professor** may be promoted to Full Professor. Normally, after serving a minimum five years as Associate Professor.

# Harvard's "ad.hoc" tenure process: "a mystery"

- "After a seven- to eight-year track, every tenure ends at an ad hoc committee meeting chaired by the President and Provost of the University. The meeting lasts around three hours. No notes, no votes. In addition to the President and Provost, the dean of the school, the divisional dean, and the Senior Vice Provost on Faculty Diversity and Development sit in ex officio. Five others join them: three area experts from co-divisional departments within the University and two from outside Harvard. Depending on the needs, Harvard will pay for experts from around the world to fly to Cambridge to participate in person."
- *"Is the candidate's research up to par? What about the candidate's teaching? Does the faculty balance necessitate someone of the candidate's specific field? Is the candidate of the highest caliber to be tenured at Harvard? Can the University do better?"*
- "The President will make a decision before her next appointment that day. She alone has final say. Once decided, the dean informs the candidate of the outcome. The candidate, in turn, receives no report or explanation, *simply the decision itself: a yes or a no.*"
- "Of the 20 or 30 assistant professors who are hired in on track across the University each year, many will not make it through a full seven years to tenure review. Harvard is looking to confer tenure on scholars of the first order. It is necessary to become a world expert in your field, publish great papers in good journals, develop a healthy funding pipeline, and do responsible service for the College and the University. Harvard is one of two institutions that only confer tenure on full professors."

**Table 3. Tenure-track models at LERU universities**

|                                |  |
|--------------------------------|--|
| <b>Model I:</b>                | <b>Tenure track from fixed-term Assistant Professor to tenured Associate Professor</b>   |
|                                | <b>Stage R3 → Stage R3; Stage R4 cannot be reached via tenure track</b>  |
| <b>KU Leuven:</b>              | From Assistant Professor ( <i>Docent</i> ) to Associate Professor ( <i>Hoofddocent</i> ) (cf. Belgium (Flanders))  |
| <b>Lund University:</b>        | From fixed-term <i>Biträdande Universitetslektor</i> to tenured <i>Universitetslektor</i> (special case, since it starts at stage R2; cf. Sweden)  |
| <b>University of Milan:</b>    | From fixed-term Researcher (Type B contract) to tenured Associate Professor (stage R3; cf. Italy)  |
| <b>Model II:</b>               | <b>Two-tier tenure-track model: tenure track from fixed-term Assistant Professor to fixed-term Associate Professor to Full Professor (tenured)</b>   |
|                                | <b>Stage R3 → Stage R3 → Stage R4</b>  |
|                                | After successive fixed-term positions as Assistant and Associate Professor (subject to positive evaluations in both positions), the candidate is appointed as Full Professor. If either evaluation is negative, the contract will be terminated. |
| <b>University of Helsinki:</b> | From fixed-term Assistant Professor to fixed-term Associate Professor (3-5 years) to tenured Full Professor (cf. Finland)  |
| <b>Model III:</b>              | <b>Tenure track from fixed-term Assistant Professor to Full Professor (tenured)</b>  |
|                                | <b>Stage R3 → Stage R4</b>   |
| <b>University of Freiburg:</b> | From fixed-term Assistant Professor ( <i>W1 Juniorprofessor</i> ) to Full Professor (cf. Germany)  |
| <b>University of Leiden:</b>   | From fixed-term Assistant Professor to tenured Associate Professor. Holders of a tenured Associate Professorship are eligible for promotion to Full Professor (cf. The Netherlands)  |
| <b>LMU Munich:</b>             | From fixed-term Associate Professor ( <i>W2 Professur</i> ) to tenured Associate Professor or Full Professor (special case, since it starts with Associate Professorship; cf. Germany)   |
| <b>University of Zurich:</b>   | From fixed-term Assistant Professor ( <i>Assistenzprofessur</i> ) to Associate Professor or to Full Professor (cf. Switzerland)  |

# Legislative and National Differences

- Tenure track in France impossible due to the legal framework. Internal applications must never be preferred to external applications.
- North American tenure-track models have been facing growing challenges, leading specialists in the higher education administration to debate the advantages and disadvantages of tenure track.
- The percentage of appointments on a tenure track has been gradually declining. The number of part-time and fixed-term contracts has increased,

Tenure and TenureTrack at Leru Universties (2014). <https://www.leru.org/files/Tenure-and-Tenure-Track-at-LERU-Universities-Full-paper.pdf>

# A TYPICAL FINNISH TENURE TRACK



## 6. Final Remarks

- Transparency of selection criteria, the criteria themselves
- Previous merits of the candidate
- Cooperation skills
- Support and working environment
- Successful selection / hire to the track / positions is the most critical issue (lasting motivation, cooperation, innovation...)