

STAF DEVELOPMENT AND HRM

IN PROFESSIONAL ORIENTED HIGHER EDUCATION

AND IN RELATION TO TEACHING AND LEARNING

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CHANGING THE SYSTEM, BUT WHY?

Facts

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Challenge

- Change (also in teaching and learning) never implies a judgement over the past, but hope for tomorrow

PHE AND THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF – level 6)

Knowledge	Skills	Competence
Advanced knowledge of a field of work, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work	Manage complex technical or professional activities, taking responsibility for decision-making in unpredictable work, take responsibility for managing professional development of individuals and groups
<i>Less involved in doing "research"</i>	<i>Evidence-based working</i>	<i>Making inquiries about problems</i>

(Traditional) Universities (EQF – levels 7 and 8) go for:

- Knowledge: Highly specialised knowledge and original thinking
- Skills: Specialised problemsolving skills required in research
- Competence: Managing and transforming work or study contexts

PHE-PRINCIPLES APPLIED TO PHE-SETTINGS

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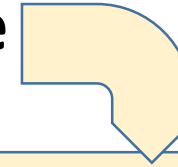
- Learning and teaching becomes much more teamwork, less strictly content-oriented, more competence-based, more differentiated work and more under pressure from 'outside' (businesses, professions)

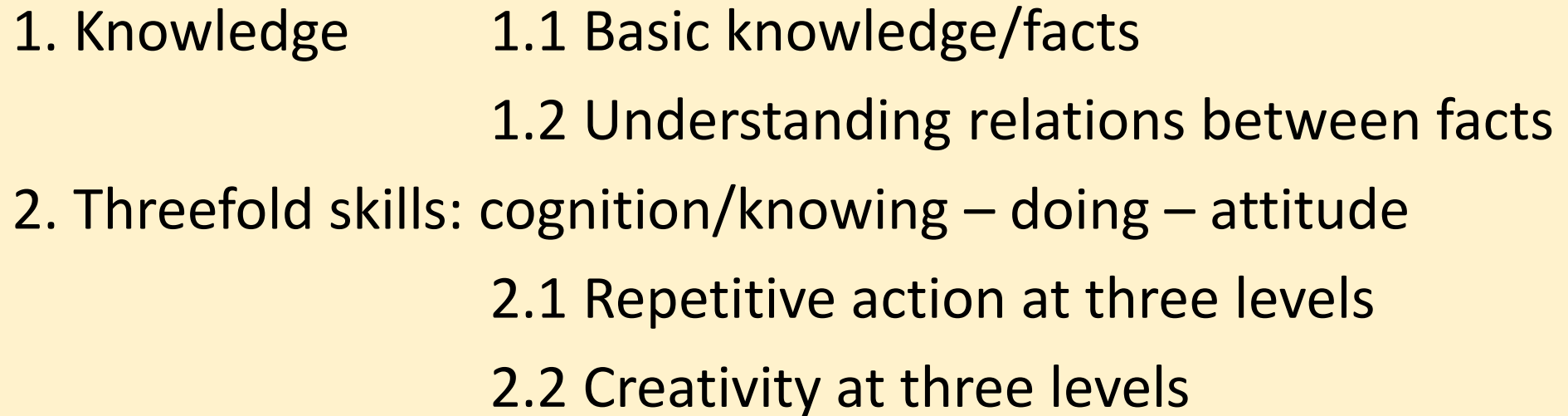


- Management of staff will be less directive and more supportive for teams and individuals, management of talents (less of competences)

TEACHING AND LEARNING = CROSS-CURRICULAR

TALENTS  **talents in action = competence**



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- 1. Knowledge
 - 1.1 Basic knowledge/facts
 - 1.2 Understanding relations between facts
 - 2. Threefold skills: cognition/knowing – doing – attitude
 - 2.1 Repetitive action at three levels
 - 2.2 Creativity at three levels



Externally recognised and validated (businesses/professions)

ADDED VALUE OF HRM

- Translating strategies of the organisation into staff development
- *Efficient administrative support of careers (from start to retirement)*
- Reassuring involvement and contributions from staff to the policy development within the institution
- Taking care of change processes through support and guidance

OUTLINE FOR OUR/MY PRACTICE

Institutional framework

- Despite of a political promise in 2004 careers are still strongly regulated in terms of structure, payment etc... And not very flexible
 - Even "evaluation" is a rather weak tool (sufficient/insufficient)
 - Position of parttime staff or staff coming from external partners
- Therefore the focus has to be concentrated on competence and talent development
 - Structurally: responsibility of course teams and be careful with too strong central policies (with the exception of formal legal issues): creating a framework with sufficient "degrees of freedom" (risk of quality assurance at the institutional level)
 - Investment in individuals

OUTLINE FOR OUR/MY HRM-PRACTICE

Focus on staff members

- Institutional requirements
 - Annual jobdescription (course, contacts with partners, working with students)
 - Regularly feedback (every 5 years at least) and evaluation (feedback +1)
 - Attending a programme of teacher training (+/- 30 + 30 credit points)
- Institutional initiatives
 - Two day seminar on 'Innovation in teaching' (with central and middle management and every staff member at least once between 2 and 10 years of service)
 - One annual 'Education Day' (including a team session) for all staff
 - One annual 'PRO-day' for teaching staff (including cross-team sessions) and an equivalent for all administrative and technical staff

OUTLINE FOR OUR/MY HRM-PRACTICE

Focus on individual staff members

- Annual jobdescription: (short) talk with every staff member on tasks and goals to achieve
- Annual jobdescriptions are prepared and discussed within the course teams (eventually taking into account organisational priorities or necessities)
- After one year of service at least a feedback talk
- Every 5 years a formal based talk on individual functioning and ambitions (in the next year a formal evaluation)(a formal framework for teaching staff profiles in under "re-vision")

OUTLINE OF OUR/MY HRM-PRACTICE

Focus on individual talent management (including individual or in group inservice training and professionalisation externally)

- Focus on competence management only "to fill the gaps" in specific cases, not to meet professional competence profiles in general:
 - Legal things and safety procedures, basic knowledge (e.g. new industrial techniques), reaching minimum levels of quality
- Focus clearly on talent management ("let 1000 flowers flourish" – talent in action = competence) and personal initiative
 - Every teaching staff member manages his/her own 'professional portfolio'
 - Every teaching staff member has to share attended initiatives on professionalisation at a meeting of his/her course team
 - Promoting inservice work in businesses or professions

OUTLINE OF OUR/MY HRM-PROFILE

Management and teamleaders: supportive and stimulating

- Acting as a road sign
 - To a common goal (vision)
 - To an individual goal (coaching)
- Focusing on the overall sense of our work
- Reducing complexity of the work in the new PHE environment (caused by external or internal factors)

Thanks for listening, but the floor is yours
now...