



**HOW HUMAN RESOURCE OPERATIONS  
WORK EFFECTIVELY  
IN HIGHER EDUCATION INSTITUTIONS**

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# PURPOSE OF THE STUDY

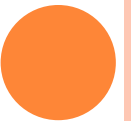
- The purpose of this study is to examine the perceptions of faculty members about human resources operations in their higher education institutions whether human resources operations were adopting value-added service delivery strategies or not.



- An assessment instrument from the HR Value Proposition Model was applied to faculty members. The assessment tool from the HR Value Proposition Model was adapted to the higher education environment.



- The HR value-added model consists of 14 criteria in order to evaluate the perceptions of faculty members.



# LITERATURE REVIEW

- The slow evolution of HR have resulted in HR in higher education being thought of as “a staff function that is tangential to the institutions’ primary mission” (Julius, 2000, p. 49).
- Brault and Beckwith (2003) argued that HR leaders must transform their operations if a leadership seat is desired, but cautioned that the adoption of a value-added HR paradigm requires redefining HR roles, developing new HR competencies, and implementing new approaches and outcomes accountability.



- The value proposition model (VPM) developed by Ulrich and Brockbank (2005) could provide a roadmap to redefining HR in higher education and could serve as “a blueprint for the future of HR” (p. 18). However, it is not known if the five elements of the VPM apply to higher education HR. In addition, it is not known to what extent HR operations have adopted the 14 value-added criteria of service delivery.



- Also, it is not known if there is a relationship between the overall level of value-added service delivery among HR operations in different types of higher education institutions. The results of this study indicated that college and university CEOs perceive that the value-added paradigm is being adopted by HR professionals in higher education and that this adoption is evident in different types.



- Lawler and Mohrman's studies includes eight areas:
  - (a) HR roles and activities,
  - (b) design of the HR function,
  - (c) shared services units,
  - (d) outsourcing,
  - (e) *e*-HR,
  - (f) talent management,
  - (g) HR skills, and
  - (h) HR effectiveness.





- The study utilized a value-added service delivery model developed by Ulrich and Brockbank (2005) as a framework to examine the perceptions of faculty members about the level of value-added HR service delivery adopted in their institutions (Weinacker,2008).



# VALUE-ADDED HRM PARADIGM IN HIGHER EDUCATION

- Zedeck and Cascio (1984) argued, “HRM issues are part of an open system” (p. 463). In an open systems model, organizations receive input from the environment and then transform these inputs into organizational outputs. When considering HR from an open systems perspective, HRM is viewed in the context of the broader organization as well as from the functional view of its parts (Wright & Snell, 1991).



- Incorporating a systems approach, value-added paradigms of HR combine the focus of both the traditional and strategic paradigms. Rather than choosing one paradigm over the other, both paradigms are accommodated in the delivery of HR service.



- Traditional roles tended to be more functionally and technically related to HR while value-added roles were more strategic and business based. Ulrich concluded that HR leaders were transitioning to a “both/and approach” rather than an “either/or approach” when considering traditional and value-added role characteristics (p. 23).



- Ulrich (1997) further proposed that when these strategic and operational focuses were combined with HR activities involving people and processes, four new HR roles emerged. These roles included:
  - (a) management of strategic HR;
  - (b) management of firm infrastructure;
  - (c) management of employee contributions; and
  - (d) management of transformation and change.



- Ulrich argued that HR professionals who adopt these new HR roles also must expand their professional competence beyond the knowledge of HR practices to include knowledge of business practices, and the management of change.



- When describing the value-added roles model for higher education Brault and Beckwith also classified HR activities into four categories. These categories:
  - (a) providing skilled staff,
  - (b) enhancing organizational effectiveness,
  - (c) motivating performance, and
  - (d) designing and implementing effective processes.



# METHODOLOGY

- The purpose of this study is to examine the perceptions of faculty members about human resources operations in their higher education institutions whether human resources operations were adopting value-added service delivery strategies or not. An assessment instrument from the HR Value Proposition Model was applied to faculty members.





- The Ulrich and Brockbank (2005) VPM assessment was adapted to the higher education by Weinacker (2008) and the survey is applied to 255 faculty members in Canakkale Onsekiz Mart University.
- The collected data from survey is analyzed through the SPSS statistical program. The mean scores, frequencies and standard deviations applied to data.



# RESEARCH QUESTIONS

- 1. Which of the five elements that define the HR Value Proposition have been adopted by HR in COMU?
- 2. Which of the 14 criteria presented in the VPM are evident in COMU HR?

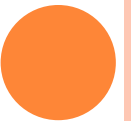


# SAMPLE

- Analysis of the survey results were used to describe the current state of HR in higher education relative to adoption of the value-added paradigm from the point of view of the faculty members in Canakkale Onsekiz Mart University.



- The HR Value Proposition Model was applied to the faculty members in Canakkale Onsekiz University in order to collect data. The model was developed by Ulrich and Brockbank and adopted to higher education institutions by Weinacker (2008).



- There were 5 elements and 14 criteria in the assessment model. 5 likert-type scale was used to measure the human resources operations in Canakkale Onsekiz Mart University. The Cronbach's Alpha value was found 0,82. which indicates the reliability of scales used in that survey.



- The first research question outlined in the expected results of this study. Faculty members in higher education institutions would perceive that each of the five elements that define the HR Value Proposition had been adopted to some extent by the HR operations of their institutions.



## THE ELEMENTS:

- Element 1 knowing external business realities,
- Element 2 serving external and internal stakeholders,
- Element 3 crafting HR practices,
- Element 4 building HR resources and
- Element 5 ensuring HR professionalism.



- Element 5 was reported by participants be adopted to the highest extend of the five (n=225, 66 % ), and the Element I to the lowest extent (n=225, 49 % ). The other three elements (Element 2, 52,5 % ,; Element 3, 60 % and Element 4, 61 Percent) were adopted to some extent.





## 14 CRITERIA

- The second research question was related to 14 criteria identified by Ulrich and Brockbank (2005) . These criteria:
- (1) Recognizes external business realities and adapts its practices and allocates resources accordingly,
- (2) Creates market value for investors by increasing intangibles,
- (3) Increases customer share by connecting with target customers,
- (4) Helps line managers deliver strategy by building organization Capabilities,
- (5) Clarifies and establishes an employee value proposition and ensures that employees have abilities to do their work,
- (6) Manages people processes in ways that add value,



- (7) Manages performance management processes in ways that add value,
- (8) Manages information processes and practices in ways that add value,
- (9) Manages work flow processes and practices in ways that add value,
- (10) Has a clear strategic planning process for aligning HR investments with business goals,



- (11) Aligns its organization to the strategy of the business,
- (12) Has staff who play clear and appropriate roles,
- (13) Builds staff ability to demonstrate HR competencies,
- (14) Invests in HR professionals through training and development experiences.



- Frequency distributions were compiled and measures of central tendency computed for each of the 14 criteria. These are reported in Table 1 and Table 2. It was hypothesized that faculty members would perceive that each of the 14 criteria that define the HR Value Proposition had been adopted to some extent by the HR operations of the institution.
- Data analysis indicated that Criteria 1 have 6,2 percent *no extent* , 32,0 percent low extent , 32,4 medium extent, 13,8 high extent and 8, 2 percent very high percent.



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- The mean score was found 2,40 in Criteria 1. Criteria 2 have 22,7 percent no extent, 26,7 percent low extent, 16,4 percent medium extent, 11,1 percent high extent and 6,7 percent very high extent. The mean score was found 2,18 in cretria 2.
- Criteria 3 have 4,4 percent no extent, 32,9 low extent, 27,6 medium extent, 15,1 high extent and 4,9 very high extent. Criteria 3 has 2,37 mean score.
- Criteria 4 have 5,3no extent, 11,6 low extent, 29,3 medium extent, 26,7 high extent and 15,1 very high extent. The mean score has found 3,56 in Criteria 4.
- Criteria 5 have 5,3 percent no extent, 25,8 low extent, 33,8 medium extent, 12,9 high extent and 8,9 very high extent. The mean score was 2,54 in Criteria 5.



- Criteria 6 have 12,0 percent no extent, 27,6 low extent, 25,3 medium extent, 12,0 high extent and 11,1 very high extent. The criteria 6 has 3,17 mean score.
- Criteria 7 have 5,8 percent no extent, 10,7 low extent, 32,9 medium extent, 30,7 high extent and 12 percent very high percent. The mean score was 3,08 for Criteria 7.
- Criteria 8 have 3,6 percent no extent, 34,7 low extent, 31,6 medium extent, 14,2 high extent and 10,7 very high extent. Criteria 8 has 2,77 mean score.
- Criteria 9 have 7,1 percent no extent, 31,6 low extent, 34,7 medium extent, 16,0 percent high extent and 5,3 very high extent. The mean score was 2,64 for Criteria 9.



- Criteria 10 have 5,8 no extent, 19,6 low extent, 43,6 medium extent, 10,7 high extent and 12,4 percent very high extent. Criteria 10 has 3,08 mean score.
- Criteria 11 have 11,1 percent no extent, 26,7 low extent, 33,8 medium extent, 10,7 high extent and 8,9 very high extent. The mean score was 2,52 for Criteria 11.
- Criteria 12 have 8,9 no extent, 13,3 low extent, 32,4 medium extent, 31,1 high extent and 8,9 percent very high extent. Criteria 12 has 3,17 mean score.



- Criteria 13 have 3,6 no extent, 18,2 low extent, 38,7 medium extent, 21,8 percent high extent and 10,7 very high extent. The mean score was 2,96 for Criteria 13.
- Finally, Criteria 14 have 2,0 percent no extent, 22,7 percent low extent, 25,3 medium extent, 15,1 percent high extent and 11,6 percent very high extent. The mean score was 2,51 for Criteria 14 (Table 1,2,3,4).





# TABLE 1. VALUE PROPOSITION MODEL 14 CRITERIA FREQUENCY DISTRIBUTION

	Criteria 1		Criteria 2		Criteria 3		Criteria 4		Criteria 5		Criteria 6		Criteria 7	
	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>
<i>Do Not Know</i>	27	12,0	36	16,0	34	15,1	24	10,7	30	13,3	24	10,7	18	8,0
<i>No Extent</i>	14	6,2	51	22,7	10	4,4	12	5,3	12	5,3	27	12,0	13	5,8
<i>Lox Extent</i>	72	32,0	60	26,7	74	32,9	26	11,6	58	25,8	62	27,6	24	10,7
<i>Medium Extent</i>	73	32,4	37	16,4	62	27,6	66	29,3	76	33,8	57	25,3	74	32,9
<i>High Extent</i>	31	13,8	25	11,1	34	15,1	60	26,7	29	12,9	25	12,0	69	30,7
<i>Very High Extent</i>	8	3,6	15	6,7	11	4,9	34	15,1	20	8,9	3	11,1	27	12,0



# TABLE 2. VALUE PROPOSITION MODEL 14 CRITERIA FREQUENCY DISTRIBUTION

	Criteria 8		Criteria 9		Criteria 10		Criteria 11		Criteria 12		Criteria 13		Criteria 14	
	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>	<i>N</i>	<i>Pct</i>
<i>Do Not Know</i>	12	5,3	12	5,3	16	7,1	20	8,9	8	3,6	16	7,1	30	13,3
<i>No Extent</i>	8	3,6	16	7,1	13	5,8	25	11,1	20	8,9	8	3,6	27	12,0
<i>Lox Extent</i>	78	34,7	71	31,6	44	19,6	60	26,7	30	13,3	41	18,2	51	22,7
<i>Medium Extent</i>	71	31,6	78	34,7	98	43,6	76	33,8	73	32,4	87	38,7	57	25,3
<i>High Extent</i>	32	14,2	36	16,0	24	10,7	24	10,7	70	31,1	49	21,8	34	15,1
<i>Very High Extent</i>	24	10,7	12	5,3	28	12,4	20	8,9	20	8,9	24	10,7	26	11,6



# TABLE 3. VALUE PROPOSITION MODEL 14 CRITERIA MEASURES OF CENTRAL TENDENCY

<i>Measure</i>	<i>Crit 1</i>	<i>Crit 2</i>	<i>Crit 3</i>	<i>Crit 4</i>	<i>Crit 5</i>	<i>Crit 6</i>	<i>Crit 7</i>
<i>Mean</i>	2,40	2,18	2,37	3,56	2,54	3,17	3,04
<i>Median</i>	2,00	2,00	2,00	3,00	3,00	2,00	3,00
<i>Mode</i>	3,00	2,00	2,00	3,00	3,00	2,00	3,00
<i>SD</i>	1,25	2,57	1,35	1,32	1,39	1,90	1,35



# TABLE 4. VALUE PROPOSITION MODEL 14

## CRITERIA MEASURES OF CENTRAL TENDENCY

<u>Measure</u>	<u>Crit 8</u>	<u>Crit 9</u>	<u>Crit 10</u>	<u>Crit 11</u>	<u>Crit 12</u>	<u>Crit 13</u>	<u>Crit 14</u>
<u>Mean</u>	2,77	2,64	3,08	2,52	3,17	2,96	2,51
<u>Meadian</u>	3,00	3,00	3,00	3,00	3,00	3,00	3,00
<u>Mode</u>	2,00	3,00	3,00	3,00	3,00	3,00	3,00
<u>SD</u>	1,22	1,15	1,02	1,32	1,44	1,27	1,11



# CONCLUSION

- The results indicate that a value-added roles model for higher education institutions requires a re-definition of HR roles, the development of new competencies, and the implementation of new approaches and outcomes accountability.



- The first research question outlined in the expected results of this study predicted that higher education faculty members in Canakkale Onsekiz Mart University would perceive that each of the five elements that define the HR Value Proposition had been adopted to some extent by the HR operations of their institution. Element 5 was reported to the highest extent of the five (n=225, 66 %).
- It means the faculty members perceive that the HR operations are trying to ensure HR professionals. Even if the percentage is at the medium level, this element has better than the other elements.



- On the other hand, the lowest percentage was given to Element 1. It means that HR operations in Canakkale Onsekiz Mart University does not know enough about external business realities (n=225, 49 %).



- **The second research question** examined ‘Which of the 14 criteria presented in the VPM are evident in higher education HR ?’. It seems that Criteria 4 has the highest score that the stake holders help line managers deliver strategy by building organization capabilities.





- The second highest criterias are criteria 6 and criteria 12. It means the crafting HR practices manage people processes in ways that add value and ensuring HR professionalism has staff who play clear and appropriate roles. The third highest score belongs to Criteria 10 that building HR resources has clear strategic planning process for aligning HR investments with business goals.



- In conclusion, all 5 of the elements and all 14 of the VPM criteria had been adopted to some extent by HR operations in Canakkale Onsekiz Mart University have low scores. It can be inferred from the data that the value-added roles model for higher education institutions requires a re-definition of HR roles, the development of new competencies, and the implementation of new approaches and outcomes accountability.



- The human resource operations of Canakkale Onsekiz Mart University seem quite far from the expected level.



○ Thank you so much  
for being here.

