



***Managing academic careers
to win the war for talent***

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Our people

- “Our people are our most important asset”
 - A cliché that reflect truism

 - Do top managers really believe in it?
- If so,
- What should academic institutions do about it?
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University as the Temple of Knowledge

- The knowledge is with the people – and people produce and disseminate new knowledge

But

- People are indeed assets, and have their own mind to guide them
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The labor market eco-system

- Within such eco-system there is:
 - movement of human capital
 - spiral learning processes
 - ongoing changes that influence the directions of human capital flow
 - Universities are more volatile as they highly depend on people
 - Higher education is an expanding labor market
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Change : the span and pace

- The Boundaryless Career (Arthur, 1994)
 - The Protean Career (Hall, 1996; Hall & Moss, 1998)
 - The Intelligent Career (Arthur et al., 1995; Jones & Defillippi 1996)
 - The Post-corporate Career (Peiperl & Baruch 1997)
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Academe Wonderland

- Alice realised that in wonderland, to stay in one place one has to run as fast as they can. And to move ahead, one has to run twice as fast!
 - How can you enable your people to run *that* fast?
 - And do it from your university, not from another!
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Psychological contract

- "The unspoken promise, not to be present in the small print of employment contract, of what employer gives, and what employees give in return"
 - An exchange transaction
 - Stronger than the legal
 - Changed with the new system, including in the Academe
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The protean career

(Hall, 1976, 1998)

- ***“The protean career is a process which the person, not the organization, is managing. It consists of all the person’s varied experience in education, training, work in several organizations, changes in occupational field, etc...The protean person’s own personal career choices and search for self-fulfilment are the unifying or integrative elements in his or her life”. (Hall 1976: p. 201).***

Intelligent careers / Career Capital

DeFillippi & Arthur 1994; Arthur, et al. 1995

- Knowing *Why* – values, attitudes, internal needs (motivation) identity
- Knowing *How* – competencies: skills, expertise, capabilities; tacit & explicit knowledge
- Knowing *Whom* – networking, connections, relationships

The University as a unique institution

- **Two distinct populations**
 - **Academics:**
‘producing’; Gaining the glory
 - **Support staff: ‘enablers’;**
Doing the mundane
‘maintenance’
 - **Are universities really unique?**
 - **Air-force**
 - **Hospitals**
 - **Engineering**
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The academic career model

(Baruch & Hall, JVB, 2004)

- Psychological contracts and career systems in academia resemble new psychological contracts
 - professional challenge
 - learning environment
 - social status
 - professional development
 - self-management (autonomy) and flexibility
 - networking within and across institutions

The academic career model

cont.

- career advancement is subject to performance rather than tenure
- career is self-initiated, self-managed
- a very flat hierarchy

BUT

- characterized by stability, long-term employment relationships (tenure track), job security, and rigid structure
- rare cross-functional moves

What to do?

- Only arrogant charlatans think they have all the answers

But

- Some practical ideas may work for you too
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The Holy Trinity?

- **Research-Teaching-Admin**
 - **Research-Teaching-Admin**
 - **Research-Teaching-Admin**
- Or
- **Other?**
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Institutional Implications:

- Organizational advice:
 - Imposing control might backfire
 - Providing support is essential
 - Investing in people is basic requirement

 - Think the unthinkable
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Academe unique career practices

■ Telecommuting

- Universities were the first to use IT extensively
 - Research element lend itself well to Telecommuting
 - Telecommuting require a culture of trust, and of achievement measured by results
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Academe unique career practices

- Sabbatical

- 'Secondment'; sharing your talent pool with competitors for mutual benefit
 - One of the few 'fringe-benefits' available to the managing of academics
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Other best-practice with relevance to Academe

■ Mentoring

(not unique to academe, but specially fit for the academe)

- How to match-make mentor and protégé
 - How to help end or transformed the relationships
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Other best-practice with relevance to Academe

■ Succession Planning

(not unique to academe, but unique in academe)

- How to enable scholars to return to R&F roles
 - How to identify leadership potential for the top echelons of universities
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Other best-practice with relevance to Academe - ???

- Performance Appraisal
 - 360 degree Performance appraisal systems
 - Widely applied and quite successfully
 - Performance Related Pay
 - Can it work in academe?
 - What formula?
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The Future?

- Integrate strategic thinking with
 - Practical management
 - Strategic thinking – what kind of university we are; where are we heading to
 - Practical management – apply ‘best-practice’
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