

A Comparative Study of Human Resource Management in Chinese and British Universities

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Keywords: British colleges and universities, Human resources management, Comparison.

Abstract: Human resource management is an important part of university governance. Compared with the human resource management of universities in developed countries, there are still many problems in the human resource management of universities in China. This study through the contrast analysis Chinese and Britain university human resources management pattern characteristic, aims to discover the Chinese and Britain university human resources management pattern's difference and then establish a team of scientific research and management in view of the Chinese university at present human resources administrative pattern shortcoming, by taking the talented person as the core competitive power, enlarging the investment dynamics unceasingly, raising the talented person, and introducing the talented person positively to realize the transformation from personnel management to human resources management in Colleges and universities in China.

1. Analysis of the Characteristics of Human Resource Management in British Universities — Taking Cardiff University as an Example

British higher education has been developing for nearly a thousand years, and the world-renowned Oxford and Cambridge universities have made remarkable achievements. The key to Britain's ability to gather world-class teachers lies in the advanced human resources management concepts and models possessed and formed by British universities. Its organizations are constantly improving, staff training is becoming more and more mature, performance evaluation system is further optimized, recruitment interviews are fairer and just, and salary system is more open and flexible. Following the University of Cardiff, for example, the status of human resources management in British colleges and universities to conduct a specific analysis.

1.1 Perfect Human Resource Management Organization

Before the 1970s, the personnel management of British universities didn't form an independent operation department, and the personnel management work was mainly undertaken by the managers of other departments. Since the promulgation of the *Industrial Relations Act* in 1971, the personnel management in universities has gradually attracted the attention of the whole society. As time went by the nature of personnel management in universities is constantly changing and the functional areas are also expanding. In the 21st century, the structure of human resource management departments in British universities is more detailed, which not only meets the deepening social need of British personnel legal requirements, but also provides more intimate and meticulous services for employees from another side.

Cardiff University has an independent human resource department, organized as shown in Figure 1, which consists of three parts: HR managers (including business partners), centres of expertise and staff service centre. In the course of operation, the central service team, the college team and the department team carry out hierarchical management according to the division of specific responsibilities, paying attention to quality and efficiency, paying attention to decentralization of authority, division of labor and cooperation, being responsible for formulating and implementing human resource policies that help to achieve the objectives of the University, coordinating and

caring about staff development, and ensuring the safety and well-being of employees.



Figure 1 Organization of Human Resources Department

1.2 Systematic and comprehensive staff training and development

British universities have always attached great importance to the training and career development of their employees. Generally, they have set up a dedicated staff and departmental development unit (SDDU), which will conduct systematic and reasonable overall planning and planning for staff training and development, and take it as the key work of personnel management in universities.

As a world-renowned university, Cardiff University now has 27,000 students and 6,000 employees, including two Nobel Prize winners. Through long-term practice and exploration, Cardiff University has accumulated many good experiences and practices in staff training and development.

Cardiff University has advanced training concepts. Training is not only to help employees apply their jobs better and faster, but also to help employees break through development dilemma, clarify development directions, promote employees' self-discovery and self-development, enhance trust and self-confidence, improve work performance and job satisfaction, achieve organizational commitments, formulate ambitious employee plans, implement more targeted training for new employees, academic employees and managers at all levels, identify the need to support and build employee capabilities, formulate implementation development plan and evaluate development effects, provide a framework for cultural change and innovation, clear and transparent workload allocation, and clear career advancement channels.

1.3 New performance development evaluation plan that combines restraint and autonomy

In the early days, British universities adopted "free-style" performance management policies—that is, universities gave employees a high degree of trust and fully respect to their ideological independence and academic freedom. With the gradual advancement of the market economy, in the 1980s, many colleges and universities began to cater to the needs of market economy and social development for talents, and then market-oriented performance policies gradually occupied the mainstream position. In this context, compared with the original old university, the management and restraint of college staffs are relatively increased, and the autonomy of the staffs has been restricted to a certain extent. Facing this contradiction, many universities have added more flexible indicators and professional innovation indicators to find a balance between restraining employees and allowing employees to exercise their autonomy, so as to meet the requirements of knowledge-based performance appraisal and improve performance appraisal efficiency.

1.4 Future-oriented leadership and management training for managers

British colleges and universities attach great importance to the training of managers, and set up the Leadership Foundation of Colleges and universities (LFHE), whose main task is to strengthen the training and research of leadership of senior managers in colleges and universities. Cardiff University has also set up relevant organizations to train school managers at all levels in business and competence.

1.5 Fair and impartial staff selection and interview

Cardiff University has established a Human Resources Service Center, which is primarily responsible for the daily administrative work of recruitment, new employee induction, policy formulation and so on. Especially in employee recruitment, the school clearly welcomes the diversity of employees, pursues the fairness of the recruitment process, and treats every applicant and candidate legally, openly, fairly and impartially in strict accordance with the corresponding policies, procedures and rules. At the same time, the school also actively takes measures to safeguard the interests of vulnerable groups, and takes the initiative to provide all kinds of help for vulnerable groups and protected groups.

1.6 Open and flexible remuneration system

In order to achieve internal equity, British universities have formulated a scientific and reasonable salary structure and combination on the basis of job evaluation, and reflected the difference of different positions through the difference of salary. At the same time, based on the market salary survey, under the leadership of trade unions, both sides of labor and management conduct collective bargaining to determine the salary policy line in order to achieve external fairness. In addition, colleges and universities also implement annual high-level salary audit, minimum living wage employers, outstanding contribution award scheme and other measures. The salary system is relatively open and flexible.

2. Current State of Human Resource Management in Chinese Universities

With the deepening of the reform of college education system, the traditional personnel system is gradually being broken, and the mode of human resource management has been introduced into the management of colleges and universities. The level of human resource management in colleges and universities has made considerable progress. However, due to various reasons, Chinese current human resource management mode still has the style of traditional personnel management, and there is still a large gap compared with the United Kingdom and other western education developed countries.

2.1 Results achieved

The concept of human resource management has been gradually deepened. With the deepening of the reform of higher education, the competition among colleges and universities has become increasingly fierce, and the corresponding needs for talents has become more and more urgent. How to develop the human resources of the university better, how to cultivate talents, attract talents and retain talents better has become an important topic of continuous exploration in colleges and universities at present. The awareness of paying attention to human resources management is increasingly strong. In 2016, the central committee of the communist party of China issued "to further the reform of talent development system of opinions", made clear that break bound talent development ideas and institutional obstacles, liberation and enhance the vitality of the talent, the formation of internationally competitive system of talent advantage, gather the world that use of human resources management concept has been further deepened.

The structure of teachers has been optimized and the construction of talented team has achieved remarkable results. With the continuous expansion of the ranks of teachers, based on post management and team building, colleges and universities have optimized the age structure, educational background level, academic relationship structure and professional title structure of

teachers through the implementation of international route, talent project, teacher training and other measures, and the structure of the teacher team is becoming more and more reasonable. In the social from all walks of life and departments at all levels, under the support of colleges and universities, in particular, focus on strengthening the talent strategy and talent project, emphatically introduce and develop the leader, the backbone of middle-aged and young teachers as well as the outstanding young teachers, under 35 talent system constantly improve, improve the overall quality of teachers, for the improvement of teaching quality in colleges and universities and academic talents training provides the advantageous safeguard.

The reform of the personnel system continues to be advanced. In 2000, the "Implementation Opinions on Deepening the Cognitive Reform of Colleges and universities" clearly stated that the appointment system should be implemented in the construction of teachers in colleges and universities. Based on reality, most colleges and universities across the country have implemented corresponding reforms to the traditional talent policy in strict accordance with the spirit of the document. A series of new appointment systems such as special evaluation, special appointment, extraordinary promotion and outstanding contribution professors have emerged, thereby promoting the rapid development of colleges and universities. In recent years, with the continuous deepening of the reform of higher education, the reform of personnel system is constantly moving forward, and the retainer system and tenure system have also stepped on the stage of history, injecting fresh blood into the human resources management of colleges and universities.

The reform of the income distribution system has achieved remarkable results. As early as the 15th National Congress, the Central Committee of the Communist Party of China had put forward the distribution principle of "Efficiency gives priority to fairness", clearly pointing out that in order to fully mobilize the enthusiasm of teachers and staff. Wages and benefits should be linked to their job responsibilities and work performance, and differentiated distribution should be implemented. With the continuous expansion of the power of running a school, employing people and distributing, colleges and universities have perfected and developed this basic principle. In view of the different levels of talents, colleges and universities take different measures to reform attempt to carry out performance salary reform. They have carried out performance-based wage reforms, put secondary target accountability management into practice, implemented a competitive performance subsidy system, and continuously improved the benefits of young teachers. As the enthusiasm of employees has increased, the reform of the personnel distribution system in universities has achieved remarkable results.

2.2 Existing problems

The management of human resources in universities is not well understood and still lacks overall planning. First of all, the personnel management department, as the core organization of the school, has long been too much emphasis on the process of personnel management. Thus, the main body of personnel management is often easily ignored, and the concept of "people-oriented" has not been effectively practiced, leading to an uninformed interactive development model of human resources management. Secondly, the positioning of human resources management in universities has not been promoted to the comparative level of the universities itself, lacking long-term planning and design. Although in recent years, many colleges and universities have attempted to reform on the aspects of talents' introduction and cultivation. whereas, the strength and depth of reformation is not enough. Many universities have set up personnel department and development planning department, but owing to the backward management mode and unclear responsibilities division, the awareness on the importance of human resources management cannot be well integrated into construction of school system, as well as the development planning of the universities.

The efficiency of human resources management in colleges and universities is low and the mechanism is unsound. With the continuous development of market economy, the social demand for talents is constantly rising and the demand for the quality of talents is constantly improving. However, many human universities' resources management system cannot keep up with the pace of development of the time, leaving a relatively low efficiency. It is seriously affecting the allocation,

management, and development of human resources. Additionally, related field, such as treatment level, security mechanism and discipline construction are also implicated. At the same time, the awareness of the importance of human resource management in colleges and universities has been improved to a certain extent, and many positive and bold temptation has been carried out in human resource management. Yet, due to the influence of traditional concepts, the management mechanism is relatively arbitrary and the system is still unsound, which is not consistent with the pace of deepening the reform and development of colleges and universities.

The development and cultivation of human resources need to be strengthened. At present, many colleges and universities have not formed a systematic training system for human resource management, and they have invested less in human resource training. Even the development and cultivation of human resources in colleges and universities are seriously hindered by the unhealthy phenomena such as attaching more importance to introduction than cultivation, attaching importance to specialties and neglecting skills and morality. In addition, human resource management in many colleges and universities is relatively extensive, which is lack of effective post and incentive-security mechanism, and the working environment and development space for some staff members have been greatly restricted. Besides, some colleges and universities don't really reflect the "people-oriented" concept in the daily management and service, lacking of humanistic care for teachers, resulting in brain drain phenomenon from time to time.

3. The Way to Improve the Effect of Human Resource Management in Chinese Universities

At present, although there are differences in basic national conditions and the level of economic and social development between China and Britain, the goals in terms of human resource management, such as stimulating the enthusiasm of university staff, improving the level of school running and improving the quality of education, are the same. By analyzing the advanced practices and experiences of human resource management in Cardiff University and several other British universities, it is of great reference significance for innovating the concept of human resource management in Chinese universities and improving the effect of human resource management.

3.1 Establishing advanced human resource management concept

The current human resource management in Chinese colleges and universities is more inclined to the traditional "personnel management", which still process "people" and "things" simply and focusing more on "control" people to abide by the "system", lacking of sufficient understanding and practice of human resource development. However, modern human resource management regards "human" as a kind of "resource". Human resource management includes "strategy" and "planning", "selection" and "development", "evaluation" and "incentive" and so on. The traditional concept of "personnel management" is no longer suitable for the current faculty management. It is necessary to establish an advanced concept of human resource management and change the past practice of "emphasizing use and neglecting cultivation", "emphasizing management and neglecting service", "emphasizing short-term interests and neglecting long-term consideration", so as to mobilize the initiative and enthusiasm of faculty and to select, employ, cultivate and motivator personnel better.

3.2 Establishing a management system centered on the personal development of teaching and administrative staff

The development of university staff is the starting point and end point of human resource management in Colleges and universities. Colleges and universities should take the development of human resources as the core, and establish a human resources management system that is conducive to the personal development of teaching staff and the development of colleges and universities according to the stages of staff adaptation, promotion and development. We should improve the faculty training mechanism. From the strategic height of human resources development, according to different posts of teaching, scientific research, management, logistics, etc., we should carry out professional and systematic training projects, paying attention to the organic combination of equality and diversity, helping the staff to give full play to their own characteristics and potential to

promote their self-development, so as to realize the better and faster development of the school. We should improve faculty and staff career development channels. For different types of personnel such as teaching, scientific research, management, professional technology, etc., a diversified promotion channel for job titles, staff promotion, etc. should be set up. The employees can choose the promotion channel according to their own development needs. Learning from the advanced experience of Cardiff University, we should carry out a survey on the working conditions of the staff every 1-2 years, so as to timely and comprehensively understand the problems existing in the aspects of pressure, welfare, work life balance, etc., and effectively solve them, so as to ensure that the staff can actively and efficiently engage in their work. We should give full play to the role of "big data", strengthen the informatization construction of human resources, accurately grasp the current situation of human resources in Colleges and universities (age, culture, characteristics, education background, length of service, scientific research achievements, etc.), so as to provide information basis for the optimal allocation of Posts in colleges and universities, generate comprehensive analysis reports for university managers to refer to in decision-making, and carry out targeted post setting and early training of employees.

3.3 Improvement of the assessment and salary management system

Evaluation and performance appraisal system of human resources in colleges and universities should be improved. Combining with the actual content of different positions such as teaching, scientific research, management and logistics, we should design reasonable and objective assessment methods to evaluate the actual work effect, and construct a scientific and effective performance evaluation and assessment system. The results of performance appraisal are applied to post appointment, and excellent appraisal is preferred to promotion; According to the principle of matching ability and post, we should rationally allocate teacher resources to ensure that every faculty member makes the best use of his talents in his post. We should improve the salary distribution system. Salary distribution should be fairer, more reasonable and more transparent. The salary of teachers and staffs is directly linked to their contribution (such as teaching achievements, education quality, academic achievements, work performance, etc.). One who works more gets more. We should establish and improve the incentive mechanism. In order to enable every faculty member to play the greatest value in their own posts, performance appraisal indicators should reflect the characteristics of classified management according to the characteristics of different posts and disciplines. We should explore the mechanism of combining material incentive with spiritual incentive, stimulating the enthusiasm of teachers and staff and promoting the realization of personal value of teachers and staff.

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