An-Najah National University
Faculty of Graduate Studies

The Strategic Planning of Human Resources In the Palestinian Academic Institutes (An-Najah National University as a study case)

By
Sami Sameer Sadder

Supervisor
Prof. Sameer A. Abu-Eisheh

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This Thesis was defended successfully on 11/02/2013 and approved by:

Defense Committee Members	Signature
Prof. Dr. Sameer A. Abu-Eisheh (Supervisor)	
Dr. Yasser Shaheen (External Examiner)	
Dr. Allam Mousa (Internal Examier)	
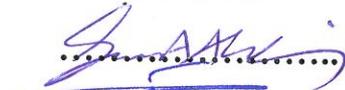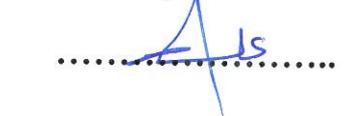
Dedication

Thanks to all those who supported me to achieve my work successfully.

I dedicate this humble work in particular to:

- The soul of mother, whom I miss and feel her delight on my achievement.

- My beloved Father whose prayers and blessing spurred me to accomplish my work successfully.

- My dear wife and my small family whose help, support, encouragement and constant assistance accompanied me all through my way to bring this work to light.

- My Colleagues in my work at An-Najah National University.

- Everyone who helped and supported me.

To you all I dedicate my love and gratitude and the outcome of my work.

Acknowledgement

In the beginning I thank Allah and praise Him in a manner that befits the (infinite) number of His creation, and as it pleases Him, for supporting me in the completion of this work.

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Finally, I would like to thank everybody who was important to the successful realization of this thesis, as well as expressing my apology that I could not mention personally one by one.

<u>إقرار</u>

أنا الموقع أدناه، مقدم الرسالة التي تحمل عنوان:

التخطيط الاستراتيجي للموارد البشرية في الجامعات الفلسطينية
(جامعة النجاح الوطنية كحالة دراسية)

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أقر بأن ما اشتملت عليه هذه الرسالة هي نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وإن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة أو لقب علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis، unless otherwise referenced، is the research's own work، and has not been submitted elsewhere for any other degree or qualification.

Student's Name:	…………………………………	اسم الطالب:
Signature:	…………………………………	التوقيع:
Date:	…………………………………	التاريخ:

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Abbreviations

AAU:	The Association of the Arab Universities
ANU:	An-Najah National University
AQAC:	The Accreditation and Quality Assurance Commission
EFQM:	European Foundation for Quality Management
HR:	Human Resources
HRD:	Human Resources Development
HRM:	Human Resources Management
IRU:	Institutional Research Unit
MOEHE:	Palestinian Ministry of Education and Higher Education
QAAC:	Quality Assurance and Accreditation Council
QAU:	Quality Assurance Unit
SHRM:	Strategic Human Resources Management
SHRP:	Strategic Human Resources Planning
SWOT:	Strengths, Weaknesses, Opportunities and Threats
TQM:	Total Quality Management
VP- Academic Affairs:	Vice President for Academic Affairs
VP- Administrative Affairs:	Vice President for Administrative Affairs
VP – Community Service Affairs:	Vice President for Community Service Affairs
DP- Planning Development and Quality:	Deputy President for Planning Development and Quality
DP-International Affairs	Deputy President for International Affairs

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Abstract

This study aimed to focus on addressing the subject of human resources strategic planning in the Palestinian universities. The study was centralized on questions such as: "is there a systematic approach for human resources strategic planning at the Palestinian universities?" and "to which extent this approach is implemented in all levels of human resources in these universities?". The data which was collected through a survey and later analyzed showed that even the leadership of universities or human resources officials at the universities, who had responded to the questionnaires of the research, recognized the importance of human resources strategic planning, they indicated lack of implementation of such approach at these universities. For those who partially practiced human resources strategic planning, it was seen from the research results that there was no real benefit from this implementation, as the functions of the human resources management are not being executed based on the strategic directions for the institutions.

According to these results, and based on the literature review executed for this study, a strategic human resources plan framework for An-Najah National University was proposed to be implemented during the

years from 2012 to 2015. The strategic planning process was initiated by reviewing some international universities' human resources strategic plans, and executing an environmental analysis for the human resources at the University, as well as reviewing the university's Strategic Plan 2011-2015. Based on these, the human resources vision, mission and strategic goals were identified, then strategies were prepared and performance indicators were identified for each of these strategies.

The study recommends that all Palestinian universities should adopt strategic human resources planning in a systematic approach to overcome all problems of human resources at these universities. The study recommends that all human resources management functions should be executed based on the strategic directions of the university in order to be consistent with the university strategies and to participate in realizing the strategic goals of the university.

The study formulated a human resources strategic plan framework for An-Najah National University, proposed to be implemented in the period from 2012 to 2015. The study recommends that the methodology followed in preparing this strategic plan could be considered by the other Palestinian universities in preparing their own human resources strategic plans.

Chapter One

Introduction

1.1: Introduction:

Higher education is viewed by many as central to the creation of opportunities and prosperity in all modern economies. The global change and the market needs require a continued development of teaching, learning and research. For this reason it is vital for the Palestinian economy to continuously improve the higher education system and institutions, moving further towards 'Excellence' by recognizing, anticipating and understanding the needs of the higher education in order to be able to compete in an expanding markets; locally and globally.

Regardless of size, culture, tradition or background, to be successful in the future, higher education needs to deliver excellence in all areas, with less resource, to an ever more demanding global customer base. This means there is a real need to develop more effective and efficient management practices (EFQM Excellence Model Higher Education Version 2003, 2003). Implementing Total Quality Management (TQM) principles at all levels of the universities will enhance and improve the quality of education and would be a basis for achieving excellence in all the academic levels.

Quality of Education is one of the most important aspects that are required nowadays in most of the world universities as well as the Palestinian universities. Quality cannot be achieved without a quality management system that takes in consideration the human resources as an essential factor of achieving the excellence of the educational institutions.

The global trend in the higher education field worldwide is to improve the quality of the graduates by improving the quality of the educational process which consists of physical resources (facilities, financial resources and the services offered by the university) and human resources (academic and administrative staff).

By improving the resources of the academic institutes, a better quality of education can be achieved. The Palestinian universities are working in order to improve the physical resources, depending on external and internal funds. Universities are generally improving their facilities by expanding their existing campuses or by building new ones and offering better educational environment, and then more importance comes is the need to improve their human resources.

Palestine has its own privacy as an occupied territory; this makes the opportunity to attract university academic staff more challenging as Palestine is not an attractive option for those who have other options to work better than being university lecturers. Palestinian universities also suffered from the occupation by forcing the universities to be closed few years during the past intifada, and retarded the universities from development over years. Economic situation endangered the financial resources of the universities, specially the annual funds paid by the Palestinian government to support the annual budget of the universities, and this has continuously minimized the funds for research and institutional development as the universities budgets are mostly goes for salaries. This

also led to a lack of funds allocated to the development of human resources for many years, and made the Palestinian universities lag behind many other universities in the Arab world and internationally.

1.2: Background:

According to the Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the Palestinian National Education Strategic Plan 2011-2013, issued by the Palestinian Ministry of Education and Higher Education (MOEHE); higher education in Palestine is facing a lot of challenges in the human resources field. These challenges (which will be discussed in details later within this study) vary from the leakage of the number of qualified teaching staff members, to unbalanced ratio of students to teachers in the classrooms, and the external uncontrollable challenges which are caused by the Israeli occupation and the limited resources for the Palestinian Authority. All these challenges made the Palestinian higher education institutions unattractive for human resources especially for those who are holding Ph.D. degrees. On the other hand, these challenges made the working environment unsecured which made few of the teaching staff to look for more secured job conditions.

These challenges need to be addressed by experts, and strategic plans should be prepared in order to address the issues of Human Resources (HR) at the Palestinian universities. More concern should be given to strategic

HR planning in order to overcome the challenges of human resources at the higher education organizations.

Good HR strategic planning will assist in finding effective solutions to these problems. The prediction of the future needs of HR will facilitate the preparation of plans to overcome, as much as possible, the major difficulties which face higher education in Palestine (Candy and Ferris, 2002).

When talking about HR in any organization, we mean an integrated system that includes: planning, attracting the high qualified employees, sustaining and improving the performance of current employees, providing a healthy and a positive environment for work that gives the opportunity for all employees to improve their performance, and implementing assessment and evaluation systems. All these components will work together in order to achieve the excellence of the university (Millmore, et al., 2007).

Universities should work effectively and give the required attention to the HR element, in order to maintain the HR generation's continuity and to maintain a minimal acceptable level of quality for the educational process. Thus, the HR element should be a key element in the strategic planning process at the universities. The best ranked world universities nowadays depend on the strategic human resources planning as an integral part to the strategic planning process at the institutional level (Friedman,

2009). As the success of universities depends on their human resources, researchers and innovators, selection and promotion of distinctive competencies will lead to distinguish the university as a whole (Candy and Ferris, 2002).

1.3: Goals of this Study:

This study has been executed in order to achieve the following goals:

1. Measure the degree to which the Palestinian universities establish strategic plans for their human resources through:

   a. Studying and analyzing the reality of HR strategic planning in the Palestinian Universities.

   b. Exploring the Arab and International standards requirements of HR and establishing a comparison with the current situation in the Palestinian universities.

2. Prepare a strategic plan framework for the human resource at An-Najah National University through:

   a. Reviewing some HR strategic plans in best world universities.

   b. Conducting SWOT analysis for HR at the University and studying and analyzing the internal and external factors that affect the HR in the university.

   c. Defining the HR vision, mission and goals, and developing strategies for the plan categorized to satisfy the specified goals.

This HR strategic plan will be a framework that can be considered as a model which may assist in the preparation of HR Strategic Plans at other universities.

1.4: Study questions:

This study aims to answer the following questions:

1. Do the Palestinian universities have HR strategic planning; are they shared among all stakeholders?

2. To which extent are the Palestinian universities aware of the importance of HR strategic planning?

3. Dose the HR strategic plan include all human resources management functions at the university?

4. Has the process of planning for HR been executed and shared with all university departments?

5. Do the universities have an annual selection, recruitment, training and development plans for the human resources based on defined and well known strategic goals?

6. Are the employees' evaluation and motivation executed based on strategic objectives?

7. What is the proper methodology for the university in order to prepare a human resources strategic plan?

8.   What is the relation between the institution's strategic plan and the human resources strategic plan?

1.5: Importance of the study:

This study will provide the official and governmental departments with clear findings about the requirements of Strategic Human Resource Planning (SHRP) at the higher education institutions. It will also increase the awareness of the universities' leaderships on the importance of SHRP in increasing the effectiveness of their human resources and to overcome the challenges that are facing the higher education at these universities. The study instrument can also be used as a tool for self-evaluation at any organization in order to assess their practice of Human Resources Management (HRM).

This study will provide the researchers and interested officials with theoretical information about strategic human resource planning, and will provide data and statistics about the situation of SHRP at the Palestinian universities. As it was found while conducting the review for available literature that the previous studies within the same area of this study is limited. On the other hand, there were some reports and studies about governance in the Palestinian higher education institutions executed by the World Bank. A discussion for 2008 report will be presented later in this study.

1.6: Scope of the study:

This study has been executed considering the following scope:

1. Palestinian Higher Education Institutions include those who award bachelor's degree for their graduates, through traditional educational system, whether in West Bank or Gaza Strip.

2. All surveys and meetings will be done during the 2011/2012 academic year.

3. This study will be limited to the goals that have been defined in Section 1.3 above.

1.7: Information resources:

The study depends on the following resources and tools for data input and analysis:

1. Publications issued by official institutions such as the national strategic plan of education and higher education, issued by Palestinian Ministry of Education and Higher Education for 2011-2013.

2. A survey that has been conducted at all Palestinian Universities which have been defined in the scope of the study (more information about the sample been selected is available in chapter 3.

3. Interviews with key officials at An-Najah National University.

1.8: Approaches used in this study:

This study will use the following approaches in order to achieve its goals:

1. Descriptive Approach: by describing the standards of HR requirements at the higher education institutions as well as the main functions of HR at higher education institutions.

2. Analytical Approach: Collecting and analyzing data from surveys and using the analyzed data in order to understand the current situation of HR Strategic Planning at the Palestinian Universities.

3. Comparative Approach: by comparing the existing HR Strategic Planning situation to what should exist according to the needs of higher education institutions, and according to the local, regional and international requirements.

1.9: Study structure:

This study aims to achieve one of the two study goals which have been listed in Section 1.3. The study starts from Chapter Two which includes the literature review for strategic planning topic and the human resources management and how to implement strategic planning methodologies in human resources management. This chapter also includes a review for some HR related local and international standards for higher education, and some previous studies and research papers.

The literature review serves as the basis for Chapter Three, which includes the assessment of the current situation of strategic human resources planning practice in the Palestinian Universities. This assessment is executed using a survey which have been prepared and distributed to a selected sample of officials who were defined in the scope of work in the first chapter, then data has been analyzed and results have been discussed. Based on the outcome resulting from the analysis and discussion, an overview has been presented on the human resources department at An-Najah National University, and the strategic goals of the university strategic plan 2011-2015, as well as the environmental analysis of the Human Resources at An-Najah National University.

Accordingly, Chapter Four includes the preparation of a strategic plan framework. The outcome of this chapter is the framework for HR strategic plan prepared and proposed to be executed between 2012 and 2015 for An-Najah National University.

Chapter Five includes the summary and conclusions of this study and recommendations for further development and implementation.

Chapter Two

Literature Review

2.1: Introduction:

This chapter includes the literature review needed in order to discuss the strategic human resources planning topic. The first section talk about the human resources management, as planning is one of the human resources management (HRM) functions. The second section discusses the strategic planning approaches and the steps of strategic planning as well as the strategy selection process. It also explains how to implement the strategic plans and how to define the performance indicators needed to measure the efficiency and effectiveness of the strategic plans. The chapter includes a description about the strategies that the universities can follow or select to execute at the university, and some examples will be provided within the discussion.

The third section of this chapter will handle the strategic human resources planning, and the role of HR management in strategic HR planning process, and the importance of connecting the HRM function to be a strategic based functions, which means that it should be consistent and reasonable by how each function will act in order to achieve the university's overall strategic goals. The fourth section discusses local, Arab, and International HR standards in general and for higher education in specific. The fifth section reviews a number of research papers that have been executed in the same topic or into related topics.

The goal of this chapter is to provide the basis for the assessment tool (survey) which will be used in order to assess the current situation of strategic human resources planning at the Palestinian universities.

2.2: Human resources management:

Scott and George (2010) have defined the Human Resources Management (HRM) as "the process of attracting, selecting, training, assessing and rewarding the Human Capital of a firm". Regis (2008) has defined the mission of the Human Resources Management as to deal with the daily requirements of employees, such as hiring, compensation, performance evaluation and organizational development. A human Resources Management System is an integrated and interrelated approach to managing human resources that fully recognizes the interdependence among the various tasks and functions that are being performed in a firm (Denisi and Griffin, 2001).

The old understanding of personnel has developed nowadays to the "Human Resources" as the HRM has been developed to play more comprehensive and strategic role at the organization. The new approach of HRM aims to manage the people and lead them effectively to contribute to the overall organizational direction in order to accomplish its goals and objectives (Millmore, et al., 2007).

Strategically, HRM is expected to play an important role by adding value through the strategic utilization of employees and their impact on the

business success by achieving the strategic goals. In the most successful organizations, Human Resources are being seen as a critical strategic partner and assuming far-reaching and transformational roles and responsibilities (Mello, 2006).

The HRM functions that exist at any organization are (Lepak and Gowan, 2009):

1.   Human Resources Planning

2.   Recruitment and selection

3.   Employees' motivation.

4.   Performance evaluation

5.   Organizational relations

6.   Employees' services

7.   Employees' education, training and development

Institutional Development depends upon the staff effectiveness. Therefore, the development of the staff is an important aspect that should be taken in consideration in order to achieve the personal goals of the staff as well as to contribute to the overall mission of the university. The university's human resources management should provide a comprehensive framework within which staff and their supervisors can effectively plan, monitor, and evaluate each other to reach the effective performance needed in order to achieve the University's strategic goals. Mello (2006) stated that taking the strategic approach to human resources management will upgrade

the practice of "personnel management" to be more concentrated on the strategic issues rather than the operational or functional issues.

The good practice for career development and staff effectiveness requires having a relevant policy documents that clearly state the university's commitment to career development and staff effectiveness. The university leadership should effectively communicate this commitment to its staff (McKinnon, Walker, and Davis, 2000). Recruitment should be consistent and timely. All new staff members should undergo a planned induction program in order to link them to the university's strategic goals. Also, the evaluation of the staff in order to characterize their training and career development needs should be according to university's strategic goals and mission. Under-performance should be managed through training and staff development, and promotion criteria should be linked to performance and to university's goals. Performance evaluation should be made regularly and remedial actions should be taken whenever it is needed.

2.3: Strategic planning:

Regis (2008) defined the Strategic Planning as *"the process of formulating, implementing, and evaluating business strategies in order to achieve organizational objectives"*. Scott and George (2010) stated that *"Strategic Planning involves a set of procedures for making decisions about the organization's long term goals and strategies"*. Hill and Jones

(2004) defined the strategic planning as *"the process of forming the strategy of a firm"*.

All definitions above for strategic planning imply that the strategic planning is the way of directing the organization toward achieving its goals. By strategic planning the organization can manage or invest in its financial, human and information resources harmoniously together to maximize the benefits for the organization and avoid any losses or failure in achieve its goals.

The formal strategic planning process consists of the following six steps (Regis, 2008):

1. Defining the organizations' mission, vision, values and goals.

2. Analyzing external environment; identifying (opportunities and threats).

3. Analyzing internal environment; identifying (weaknesses and strengths).

4. Select strategies that build on the organization's strengths and correct its weaknesses in order to take the advantage of external opportunities and counter external threats.

5. Strategic implementation.

6. Evaluation and assessment.

The steps from the first to the fourth are normally grouped into one task group called "strategy formulation", while the fifth and sixth steps are the implementation stage, at which the organization designs the appropriate

organizational structure and control systems to put the organization's strategy into action, and operates an auditing system to asses and evaluate the progress of implementation, taking any correction action when needed.

2.3.1: Step 1: Defining the organization's mission, vision, values and goals:

The first step in Strategic Planning process is defining the mission, vision, values and goals. **Mission** is defined as the basic purpose of the organization as well as its scope of operation (Scott and George, 2010). It is a description of why an organization is existed and operating (Hill and Jones, 2004). **Vision** is the formal declaration of what the company is trying to reach over the medium to long term (Hill and Jones, 2004), "Strategic vision moves beyond the mission statement to provide a perspective on where the organization is headed and what the organization can become in the future" (Scott and George, 2010). **Values** are the strong and enduring beliefs and principles that the organization uses as a foundation for its decisions (Scott and George, 2010). Values plays as a parameters for how the organization will act toward its customers, employees, suppliers, competitors and community. It is the organization's philosophy and culture and should inspire the employees as well as the organization's leadership. The values of an organization states how the employees as well as the leadership should conduct themselves and perform in order to achieve the organization's goals. Values affecting the organizational culture positively while performing every function at the

organization; "Values is seen as the bedrock of a company's organizational culture" (Hill and Jones, 2004).

Goals are the formulations of the mission statement for an organization, into major organizational objectives (Hill and Jones, 2004). They are the desired future state or objective that an organization is trying to realize. Goals are set to specify the course of actions that must be done in order to achieve the organization's mission and vision.

Managers should select an effective list of goals that satisfy the following characteristics:

1. They are precise and measurable: Un-measurable goals cannot be assessed nor enhanced.

2. They address crucial issues: managers should define important goals that are really affecting the organization's performance.

3. They are challenging but realistic: challenging goals will give all employees an incentive to perform better in order to achieve the goals. Easy goals with not motivate people at the organization, while un-realistic goals will not.

4. Time bounded: the time frame of these goals should be identified and known to all stakeholders, so they will all run within this time frame.

In other words, goals should be (SMART) (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely bounded).

2.3.2: Step 2: Environmental scanning (external analysis):

Environmental Scanning is a systematic monitoring of the external forces that are influencing the organization (Scott and George, 2010). The essential purpose for external analysis is to identify the strategic opportunities and threats that will affect how the organization would pursue its mission (Hill and Jones, 2004).

Some of the external factors that can affect the organization's strategy are the general, regional and global conditions such as economical, information or political, it could be the competitiveness in the market or technological development, it may also be a governmental and legislative issues or social concerns. External factors are un-controllable by the organization, and may form an opportunity to the organization or threatening it.

Some other external factors that could affect the strategy of the organization are its customers' needs (Scott and George, 2010), customers' requests requiring more complicated services, with better quality, this will lead the organization to employ more human power in order to respond to customer needs, and force them to select higher qualified people in order to respond to quality requirements.

2.3.3: Step 3: Internal analysis:

An organization conducts internal analysis to analyze their internal environment including strengths and weaknesses. This analysis will provide the decision makers at the organization with the available storage of resources of skills, capacities and human resources that are required in order to achieve the goals of the organization (Scott and George, 2010).

Building and sustaining competitive advantage requires the organization to achieve superior efficiency, quality, innovation and responsiveness to its customers. Organization's strengths lead to superior performance in these areas, whereas weaknesses translate into inferior performance (Hill and Jones, 2004).

In the context of human resources planning, internal analysis focuses especially on the "three Cs" which are: culture, capabilities and composition (Scott and George, 2010).

- Culture analysis examines the values, beliefs and attitudes of the employees at the organization, and how the organization's culture reveals itself to employees and how it can be influenced or improved (how the employees spend their time and how do they interact to each other, what is their moral level? Are they empowered? How they advance within the organization?

- Capabilities: people as a strategic resources are a key success factor in the organization when bundled effectively with process and

systems. Organizations can achieve competitive advantages through employees when their employees are:

o   Improving the effectiveness and efficiency of the organization (i.e., when they find way to deliver service with least cost and best value to customers).

o   Their skills, knowledge and abilities are unique.

o   The capabilities and contributions of the organization's employees cannot be copied by others.

o   Their talents can be combined and deployed together to work at any time.

-   Composition: by which we mean (the human capital architecture): managers have to decide (according to the internal analysis) the required composition of the workforce that is needed to achieve the mission and goals of the organization. They have according to this analysis to provide the decisions of what types of employment is needed and what skilled employment is needed and also what are the skills that are not needed.

A critical element of planning is "forecasting": While internal assessment gives an indication of where the organization is standing now, forecasting will provide the leadership of the organization with a prediction about what could be the situation in the future, forecasting will provide the leadership of the organization with prediction about demand of employees in the future (type and quantity) according to future prediction.

The forecasting will also provide the leadership with an estimation of the employees who would retire in the future, and this will help management to set the proper plans for future employment to compensate the expected lack of employment in the future.

2.3.4: Step 4: Formulating strategies:

After managers have analyzed the external and internal factors that affect the organization, they need to combine these factors by an analysis called (SWOT) analysis. SWOT analysis is a comparison of strengths, weakness, opportunities and threats for strategy formulation purposes (Scott and George, 2010). The purpose of SWOT analysis is to identify the best strategies that will best align, fit or match an organization's resources and capabilities to the environment in which it is operating (Hill and Jones, 2004).

The managers in SWOT analysis will use the organization's strengths, to offset weaknesses and capitalize on environmental opportunities and to cope with environmental threats (Denisi and Griffin, 2001). The SWOT analysis will provide the organization leadership with the clear basis to form the strategy that complies with the organization's needs. Strategies are selected and implemented in all organization's levels according to the following hierarchy:

1)   Organizational level
2)   Departmental level
3)   Functional level

a)   Organizational level strategies:

Are the set of strategic alternatives that an organization choses from as it manages its operations simultaneously across several industries and several markets (Denisi and Griffin, 2001). The organizational strategy focuses on the general direction of the organization, the market they want to compete at, and the relation of the organization with its external environment, and its financial resources.

Strategies at organizational level include:

Growth and diversification:

Each organization that chooses a strategy to expand its work (geographically, by volume, or product) is following growth and diversifications strategies (Scott and George, 2010). Growth and diversifications strategies entail requirement for HR planning either by increasing the number of employees or by increasing the employees' productivity by developing their skills or attracting new skills. Thus, selecting such strategy will need the human resource to make plans of HR including: staffing, training and motivations. So these plans will enable the organization to grow and diverse its services or products.

Merger and acquisitions:

This is another organizational strategy that would affect the HR. Organizations that go for these strategies should plan (from HR

perspective) for this strategy at three stages; (prelim, during and after) (Regis, 2008). The effective HR planning will make plans for job mergers or integration or cancelling some positions or jobs to remove job duplication which means that some people should leave. HR Planning should plan to retain key and good people, and there should be new policies for HR. After the merger, HR management should put policies to review and assess the HR effectiveness as well as the new strategies and outputs.

Strategic alliances and joint venture:

Such strategies are selected when organizations want to enter new market or offer a new product that both are not familiar with. On the other hand, joint venture between organizations will enable them to compete with that product or market (Hill and Jones, 2004).

Strategic alliances and joint ventures will require the HR management to help in selecting key executives and to develop teamwork culture across the new formed workforce.

Retrenchment or downsizing:

This strategy could be selected when the organization found that its operations are less efficient, or found that their products are not required at the market anymore. For example, a university may decide to close one of its academic programs because the graduates of this program are not requested any more in the work market.

The role of the human resources managers is to re-invest the human resources that are generated from downsizing by directing them to another work or position, or the role can be by eliminating some jobs or positions that are connected with the closed division (Denisi and Griffin, 2001).

Stability strategy:

An organization chose this strategy in order to maintain its current status. This strategy could be selected after implementing a retrenchment strategy or after a fast growth. The human resources managers at the organizations that will implement this strategy are requested to decide and implement the best strategies to retain the existing best employees. Decisions like providing more rewards or more services to employees could be also taken.

b)   Departmental strategies:

Departmental strategies are the set of strategic alternatives that organization choses from, in order to most effectively compete in a particular industry or market (Denisi and Griffin, 2001). There are two different approaches that can be used to develop a departmental strategy; the adaption model strategies and the competitive strategies.

1)   The adaption model strategies**:** In this model, managers of an organization try to match between the organization strategy and the

basic conditions of its environment. There are three strategies that can be implemented within this model:

Defender strategy:

It is assumed that this strategy will work best under little uncertainty and little risk. The goal of this strategy is to identify a relatively narrow niche in the market and then direct a limited set of products or service at that niche. In this strategy, the organization attempts to secure a stable market by offering a limited range of products or offer better quality products or customer service. They tend to be slower in making decisions and will only commit to a change after extensive research and analysis.

Human resources management in an organization that is implementing a defender strategy is looking to recruit and seek to retain the stable employees who show a high commitment and loyalty to the organization (Denisi and Griffin, 2001).

Prospector strategy:

This strategy work best when environment is dynamic, uncertain and changing. This strategy requires the organization to be always alerted to discovering and capitalizing on new ideas and opportunities. Organizations implementing this strategy focusing on new markets and they can shift from a product or market to another.

Human resources managers in an organization that uses this strategy prefer to recruit entrepreneurial employees who are flexible and dynamic so that they are able to learn new business or technological needs. They should be innovative, creative and committed to their profession (Denisi and Griffin, 2001).

Analyzer strategy:

This strategy falls between the extremes of the defender strategy and the prospector strategy, and benefits from the advantages of both of them. This strategy is useful to be implemented at relatively stable environment with some degree of uncertainty and risk. Managers try to identify and take the advantage of new markets and products while they keep their strong position of the current products.

Human resources managers who implement this strategy should look for employees who are talented, creative and have the commitment to the organization (Denisi and Griffin, 2001).

2) Competitive Strategies: It is the second approach to departmental level strategies, including three strategies that are appropriate for a wide variety of organizations in divers industries. Competitive strategies generally focus on how the organization will compete against rival organizations by creating value for customers (Regis, 2008). HR mangers should provide the human resources that are

required to provide the intended valued services to the customer to meet the selected strategy.

Some of the strategies that are classified under competitive strategies are:

Cost leadership strategy:

Focusing on minimizing cost as much as possible (Denisi and Griffin, 2001), in order to attract customers. In this strategy the organization keeps the cost of production low enough, so value added services can be provided at low or same cost. This will need the organization to concentrate on increasing the efficiency and productivity of the human resources. Such strategy may require cutting some labor cost (Hill and Jones, 2004).

Human resources contribution could be by recruiting and retaining employees who can work efficiently and productively as much as possible (Denisi and Griffin, 2001).

Differentiate strategy:

In this strategy the organization looking to provide a unique and distinctive product to the customer this could be (high quality, innovation features, and superior service) (Scott and George, 2010).

The HR within this strategy should plan to lay-off all mid-level performance employees, and attracting high skilled human resources with superior performance (Hill and Jones, 2004). The HR management could

be requested also to implement training programs to provide the human resources with the recent and competitive skills in order to gain and sustain the good differentiation position.

Focus Strategy:

Focus strategy is undertaken when an organization tries to target a specific segment of the marketplace for its products or services (Denisi and Griffin, 2001).

c)   Functional strategies:

At this level, managers translate the organizational strategies, and departmental strategies into functional strategies.   They should communicate these strategies to the functional level in order to gain alignment with their local strategies (Hill and Jones, 2004). Functional strategies address how the organization will manage its basic functional activities such as marketing, financial, operations and human resources to be integrated with the organizational and departmental level strategies (Denisi and Griffin, 2001). The human resources functional strategy should be closely integrated and coordinated with corporate, business and other functional strategies (Denisi and Griffin, 2001).

Human resources management plays a crucial role as it should provide the other departments with the needed human resources to implement the organizational and departmental strategies.

Human Resources Strategy formulation:

According to the organizational and departmental strategies chosen by the organization's leadership, the human resources management should develop a human resources strategy, which should be within the unified context of the organization strategies.

As stated by Denisi and Griffin (2001)**,** the human resources strategic plan should include three dimensions of human resources:

a. **Staffing strategy:** including human resources planning, recruiting, selection and replacement.

b. **Development strategy:** including performance management, training, development, and career planning.

c. **Compensation strategy:** including wage/salaries, benefits and incentives.

At each of the three dimensions, and as has been discussed before, each activity should be executed as an action implemented to achieve one of the organization's strategic goals.

Beside these three dimensions, human resources managers should account for other key impacts at the organization that are affecting the human resources planning process, these impacts are:

a. *The impact of the organization design:*

The organization design could be changed according to the organization's strategy; the type of work of the human resources depends on the selected structure of the organization. Human resources managers should respond to the selected structure of the organization, and should provide the needed actions that work effectively and efficiently with the new organization's design.

b. *The impact of organizational culture:*

Culture is an intangible characteristic of an organization that cannot be seen or touched, but its forces are affecting every individual behavior because it is a reflection of the organization values and believes. The culture of the organization will also affects the human resources strategy formulation and implementation. Culture plays a key role in the employees' behavior and the overall organizational internal environment. Team working is an organizational culture and will affect the human resources strategies implementation.

c. *The impact of technology:*

The impact of technology plays a key role in the formulation and implementation of the organization's human resources strategy. The human resources functions are affected in different ways according to the type of the organization. For example, manufacturing organization human resources will be affected by the new production technology like automation systems. Services organizations can be affected by the new telecom technologies as providing services (like

marketing or support) online over internet are cheaper and more reliable.

d.   The impact of workforce:

The composition of the workforce will affect the human resources strategy at formulation and implementation. Gender differences, as an example, plays an important role in formulating plans for the organization. Some international companies have other workforce requirements like ethnic, color, age, and nationality.

2.3.5: Step 5: Strategy Implementation:

After human resources managers have formulated their strategies, taking into consideration the previous dimensions and impacts, they should go for the next step which is strategy implementation.

Strategy implementation involves every individual employee, groups of employees, and the whole organization processes and systems in order to achieve the strategic goals. The manager should ensure that the new strategic plans are implemented effectively. Implementing strategies require the management to take actions in order to balance between demand considerations and supply considerations. Demand considerations are based on forecasting trends in business fields. Supply considerations involve determining where and how candidates with the required qualification are available to fit the need of the organizations' strategy (Denisi and Griffin, 2001). In terms of Human Resources Management, the

HR managers at the implementation stage need to make decisions to provide the organization strategy in order to support the achievement of the organization's strategic goals. Establishing a strong HR strategy that is clearly linked to the organization's overall strategy is not enough. HR strategy needs to be well communicated and practiced widely by the organization's employees (Mello, 2006).

2.3.6: Step 6: Evaluation and Assessment:

An organization needs to establish a set of parameters that focus on the desired outcomes of the strategic planning, as well as the metrics they will use to monitor how well the organization delivers against the defined outcomes (goals).

Many organizations evaluate their performance according to benchmarks, which are either pre-defined by best practices standards that leads to world class performance, or by setting them according to other good performing organizations.

2.4: Strategic human resources planning:

2.4.1: Strategic human resource planning and human resources management:

Human Resources Planning (HRP) is one of the HRM functions (Scott and George, 2010). Human Resources planning are about ensuring that the correct number and mix of employees is available at the right place at the right time" (Millmore and others, 2007). It is the processes of anticipating and providing for the movement of people into, within and out of an organization (Scott and George, 2010).

Strategic Human Resources Management (SHRM) combines strategic planning and human resources planning. It is the pattern of human resources deployment and activities that enables an organization to achieve its strategic goals (Scott and George, 2010).

Significant trend has appeared in recent years for human resources managers to adopt strategic perspectives in order to link the organization overall strategy and the human resources strategy (Denisi and Griffin, 2001). Strategic Human Resources involves the development of a consistent, aligned collection of practices, programs, and policies, to facilitate the achievement of the organization's strategic objectives (Mello, 2006).

2.4.2: Linking HRP and strategic human resources planning (SHRP):

For any organization that adopts the strategic planning, HR managers should mesh Human Resources Planning and Strategic Planning for the organization as a whole. The organization sets major goals to be achieved, and develop plans in order to achieve these goals. Human resources planning should interact with the set of goals and supply the organization with the human resources needed in order to achieve the defined goals.

In any organization which practices strategic planning, human resources' planning plays a crucial role at both stages of strategic planning (formulation and implementation). At strategic formulation, HRP will provide an important input of what is possible and what could be needed, HRP is a success partner at the implementation stage when allocating or re-allocating human resources in order to fit the plan's needs. So, the HRP should be integrated at the strategic planning process in order to succeed at strategic planning as well as implementation. The role of the human resources department is to be a strategic partner, working toward the whole organization strategic goals (Denisi and Griffin, 2001).

2.5: Strategic planning and strategic human resources planning:

Organizations benefiting from linking its overall strategic goals with the Human Resources Plans of recruitment, retention, performance management, career development, promotion, tenure, occupational health and safety. The aim of linking the organization's Human Resources

Strategies with the organization's overall strategies is to realize its objectives in a manner that operates effectively and efficiently within the constraints and opportunities that have been defined while the SWOT analysis of the overall planning process. The Australian Benchmarking Manual (2000) stated that the good practice for Strategic Human Resources Planning entails a conscious linking and integration of the Human Resources Policies and practices to achieve integration and consistency between recruitment, retention, career development, rewards, occupational health and safety with the key goals of the University in order to achieve the desired goals (McKinnon, Walker, and Davis, 2000).

2.6: Standards of HR in higher education:

2.6.1: Local and Arab standards:

2.6.1.1: The Palestinian Accreditation and Quality Assurance Commission (AQAC) standards:

The Accreditation and Quality Assurance Commission (AQAC) is an autonomous body under the umbrella of the Palestinian Ministry of Education and Higher Education, responsible directly to the Minister.

AQAC is the responsible accreditation agency for accrediting new programs at all Palestinian universities. Every university, when need to open a new program, has to submit an application form, and provide data about the university and the new proposed program, which then is reviewed

by the AQAC and being passed to a committee of specialists from the same academic discipline of the academic program. In 2011 AQAC adopted the new program application form which listed the minimum requirements for the academic staff when opening new programs to be as following:

a. The load for each teaching staff should not exceed (9 Credited Hours (C.H.) for full professors), (12 C.H. for Associated or Assistant Professors) and (15 C.H. for master degree holders) or according to the institution system.

b. The Ratio of teachers to students should be 1:35 in Humanities programs, while it should be 1:25 in scientific programs and 1:6 in master programs.

c. The part timer faculty members should not exceed 10% of the whole number of faculty members teaching at the same program.

d. The faculty members from master degree holders should not exceed 20% of the total number of faculty members.

e. In master programs, a minimum number of four full time faculty members should be exist, and 50% of the total faculty member's number should be from Ph.D. Holders. The faculty member should at least have two published researches in the last two years.

The standards which have been adopted by the AQAC and The Ministry of Education and Higher education require a good planning for the

HR requirements for opening new programs. On the other hand, the requirements are not limited to the numbers of faculty staff and ratio to students; it states the space of offices that must be provided to teachers of the programs.

2.6.1.2: Association of the Arab Universities standards:

In todays' competition, university graduates are not only competing locally, they are competing regionally or even worldwide. And this requires the universities to implement and adopt the most world known accreditation processes.

The Association of the Arab Universities (AAU) established the Quality Assurance and Accreditation Council (QAAC). This council aims to provide a quality assurance system, for the AAU members from higher education institutions, providing to them quality accreditation standards. These standards aim to improve and insure a standard quality level at each member university. Each member university in the AAU can optionally apply for this accreditation program after executing a self-evaluation based on their accreditation rules' manual.

The accreditation manual contains a list of requirements at all levels in any university, for example, the university's strategy (vision, mission, policies, values…etc.), resources (financial, facilities, infra-structure, buildings etc.), management system, and educational system and Human Resources Management system.

The measures that are related to the human resources management are as following:

- The university management should provide enough facilities for the working staff such as offices, services and meeting rooms.

- Insure the highest academic autonomy for teaching staff and their freedom of expression.

- Insure an active administrative hierarchy including academic councils at program, faculty and university levels.

- Insure the existence of employees' regulations guidebook that include all roles and regulations that organizing and arranging their work and the relation between staff and their administration.

- The university management system should include the employment regulations, career development, rewards and all their rights as well as their duties.

- There should be enough and balanced faculty members number, that fits the academic requirements which are requested by local and international standards.

- There should be reliable future plans that fit the future employment needs especially on the academic level. These plans should also include specific programs for professional, academic and scientific research development of human resources.

- Employment should be based on equal opportunities and selection of required qualifications that fits the needs of the university.

- Part of the working time of the academic staff member should be dedicated for scientific research and non-academic activities as well as community service.

- There should be a performance evaluation system for academic staff assessment.

- Academic staff members should be Ph.D. holders or equivalent to this, and the master's degree holders should not exceed 20% of total academic staff.

- The ratio of academic staff to students in classrooms should be as following:

  o In Humanities, arts and social sciences faculties, it should be: 1:35 (one teacher to 35 students)

  o In faculties of Science and Agriculture, it should be: 1:25.

  o In faculties of Engineering, Pharmacy, Medicine, Veterinary Medicine, nursing and allied Health Professions it should be: 1:20.

- The academic load per teacher should be consistent with local and Arab academic standards that are adopted at most Arab universities.

- The university should provide an appropriate number of teaching staff, with 3 Ph.D. holders at least for each academic program, one academic advisor for each 200 students and one teaching assistant or technician for each center.

- The university should have an incentives system for academic members to encourage them to excellence in the academic field and scientific research as well as community service. The university should provide all means that are required to support self-development of every employee.

All these requirements emphasize the need for a strategic planning policy for human resources in order to be accredited by the QAAC and to fit the Arab Quality requirements.

2.6.2: International standards:

This study addressed two international standards, first is an international quality management model, the European Foundation for Quality Management (EFQM), which is a business management model, and the second is the Australian Benchmarking manual, which has been issued by Department of Education, Training and Youth in Australia (Ministry of Education).

2.6.2.1: European Foundation for Quality Management (EFQM) model:

The European Foundation for Quality Management (EFQM) model has been established in 1998 as a non-for-profit organization aims at establishing a Quality Model that includes the best worldwide practices of total quality management, benefiting the organizations to achieve sustainable development and excellence.

The EFQM Excellence Model represented in figure 1 is a framework consisting of nine criteria. Five of these (the left side of the diagram) are "Enablers" and four (the right side of the diagram) are "Results". The Enabler criteria cover what an organization does; it includes the major elements that are existing in any organization and enables the organization to perform well or not, while the Results criteria cover what an organization achieves and how well it does it. "Results" are caused by "Enablers" and "Enablers" are improved using feedback from "Results", this shows how much the EFQM model is dynamic (About EFQM Excellence Model, 2012).
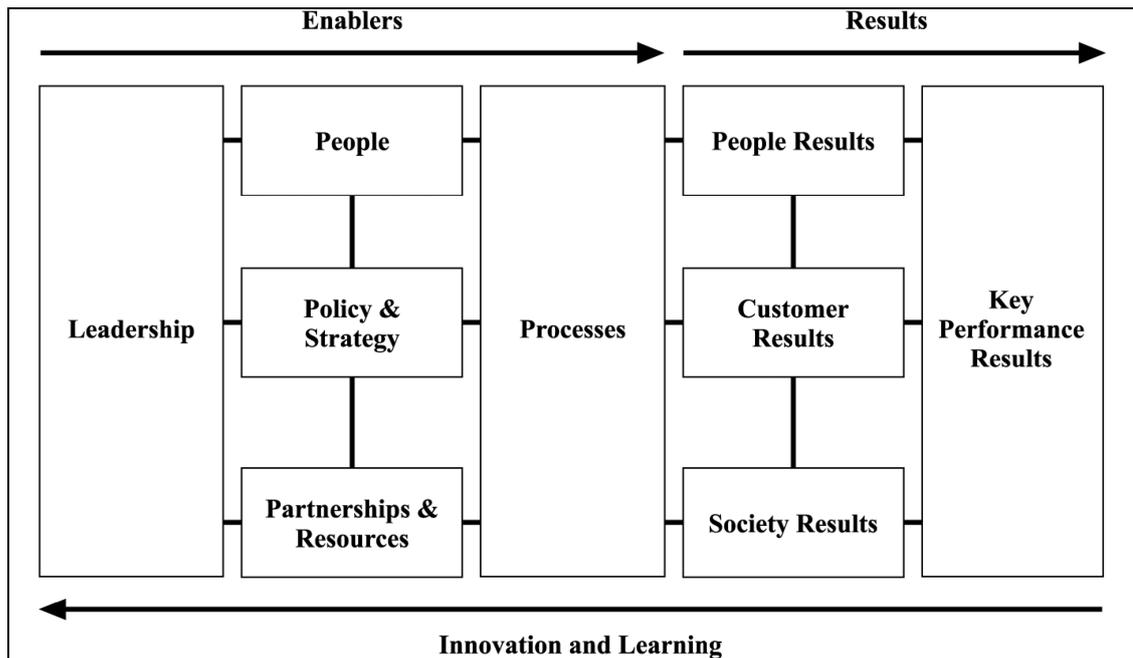
Figure 1: EFQM Excellence Model 2010 (EFQM, 2010)

Good enablers will lead to good results and in order to improve the enablers we need to learn from result. Thus, the back arrow below the diagram represents the Innovation and Learning received from measuring the results and the correction actions taken in order to improve results by improving enablers.

EFQM was first developed as a business quality management model, later it has been found that it can be implemented at any organization (profitable or non-profitable), taking in consideration the difference between both of them. A lot of European universities have implemented EFQM as the basis for the measurement of their activities (Grimshaw, Colin, and Maziar, 2009). EFQM Excellence Model is used by many organizations as a self-assessment and planning tool. In this context it is used to find out where they are, where they want to go and what to

improve, and how to get there. The model helps to identify the strengths and areas for improvement and also the actions that need to be taken toward the objective.

Two of the nine criteria of EFQM measures the people criteria (the human resources); this would explain how strong the relation between people and the excellence of the organization is. People are located on both sides of the model, one in the enablers; the other is in the results side.

- ***People as an Enabler for excellence:***

People have always been essential to organization, because they provide inspiration, creativity, vision and motivation that keep an organization alive. They provide the skills and competencies necessary to make an organization work. They are a major and often the most important resource that an organization has. (EFQM, 2010)

Excellent Universities manage, develop and release the knowledge and full potential of their staff at an individual, team-based and University-wide level. They care for, communicate, reward and recognition, in a way that motivates staff and builds commitment to using their skills and knowledge for the benefit of the University. (EFQM Excellence Model Higher Education Version 2003, 2003).

In order to have an effective people within any organization, the organization should (EFQM, 2010)*:*

- o   Plan, manage and improve people resources

- o   Develop people's knowledge and competencies

- o   Involve and empower people

- o   Communicate with people

- o   Reward, recognize and care for people

- *People Results:*

People results are important to understand to which extent the human resources of the organization are motivated and satisfied. Satisfaction and motivation of people are important because people at any organization, including universities, are the resources who differentiate the organization. They provide the skills, competences, innovation and unique ideas that are required to achieve excellence (EFQM, 2010).

University needs to know how its people feel, behave and perform. This gives the university the basis to increase productivity, solve issues, and celebrate achievements. Knowing your People Results, in order to be able to act upon them, is an essential part of the delivery of your strategy.

People results can be measured by the following (EFQM, 2010):

1.   Choosing the right measures: Within the EFQM Excellence Model, two categories of measures are identified:

- Perception Measures: are of the People's perception of the organization. And how People feel about themselves, their job and about the organization.

- Performance Measures: are the internal ones used by the organization to monitor, understand, predict and improve the performance of the organization's People and to predict their perceptions.

Performance indicators identified in the EFQM Excellence Model are categorized into 5 sections:

a) Involvement and engagement

b) Target setting, competency and performance management

c) Leadership performance

d) Training and career development

e) Internal communications

2. People Results can be improved by the following:

- Setting Targets: The targets need to be relevant in terms of the organization's declared aspiration and should be demonstrably stretching in a direction that supports your business strategy and not easily achieved without effort.

- Trends: the EFQM Excellence Model encourages organizations to plan and manage for repeated, durable good performance (at least 3 years).

- Benchmark data: Universities should benchmark processes, organizations and/or metrics (measurements).

2.6.2.2: Australian Universities benchmarking manual:

The manual which called: Benchmarking: A manual for Australian universities has been issued by the department of Education, Training and Youth in Australia, aims to help university to assess and develop their performance (McKinnon, Walker, and Davis, 2000). This manual was the outcome of a substantial developmental phase over eighteen months, with a wide range of inputs and a participation of more than 200 individuals from thirty-three Australian universities, represented by the Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor or Deputy Principal/Registrar. Many universities found this manual useful as a significant self-improvement tool, so the decision has been taken to make it widely available.

The Australian Benchmarking manual stated that the good practice for Strategic Human Resources Planning entails a conscious linking and integration of the Human Resources Policies and practices to achieve integration and consistency between recruitment, retention, career development, rewards, occupational health and safety with the key goals of the University in order to achieve the desired goals. (McKinnon, Walker, and Davis, 2000)

This manual provided a series of benchmarks that covers all functions of any university, the need of defining benchmarks for each university is to help university leaders to know where their institutions stand and how they can be improved. The sets of benchmarks covered the following aspects:

- Governance, planning and management

- External impact

- Finance and physical infrastructure

- Learning and teaching

- Student support

- Research

- Library and information services

- Internationalization

- Staff

For each aspect above, there was a list of benchmarks that cover the aspect and measure its performance. A best practice paragraph was provided for each benchmark, these best practices were included in the literature review text.

In terms of staff benchmarks, this manual provided the following benchmarks:

- **Strategic human resource planning:**

  Universities benefit from strategies that link human resource goals to overall university strategic planning. Plans for the desired organizational culture, and policies for recruitment, retention, performance management, career development, promotion, reward, tenure, occupational health and safety, and industrial instruments are all linked. The aim is to realize university and staffing objectives in a manner that operates effectively and efficiently within the constraints and opportunities of labor and industrial law (including Workplace Relations, Occupational Health and Safety and anti-discrimination legislation).

- **Management of workforce:**

  Universities fundamentally rely on capable staff (teaching, research and general) for their achievements. It is essential to manage the staff profile, to respond effectively to changing institutional priorities and changes in the skills base required. Universities need to continuously update their desired staff profiles (their expectations for the age mix, gender, cultural diversity, qualifications, experience, recruitment, retention, turnover, retirement strategies, classification levels and balance of academic and general staff).

- **Workforce diversity**

  Universities will only achieve workforce diversity by systematically planning and developing programs to achieve that goal. One goal is

to recruit and retain the best available staff locally or internationally. A second is to develop recruitment and other staffing policies progressively to achieve a workforce representative of the experience and perspectives of groups making up the population of the State in which the university is located. It should include women, people with disabilities, in proportion to their representation in the community.

- **Career development and staff effectiveness**

Institutional performance is dependent upon staff effectiveness. Therefore, the development of the capacity of staff to achieve both their professional goals and to contribute to the mission of the university is critical. Career Development management provides a comprehensive framework within which staff and their supervisors can effectively plan, monitor and evaluate staff effectiveness and development and their contribution to overall university's performance.

2.7: Previous studies:

In this study, a review of a number of Arab and international studies on human resources and strategic planning have been performed, these include:

2.7.1: Arabs studies:

2.7.1.1: Study titled: Strategic Planning for Creating Human Resources in Saudi Universities (Practical study on Umm Al-Qura University):

Author: Zaen A. Al-Qurash

The M.A. study (2008) aimed to define a framework for strategic planning upon which universities can create their human resources in the knowledge economy era so as to formulate a long-term strategy based on the future forecasts which estimate future requirement of human resource quantity and quality. University objectives can be accomplished through its Human Resources by the employment of modern management techniques, and through representing its strategic plan on consecutive paths aiming at drawing indicators showing how much the growth and the quality of the university Human Resources is maintained and to draw up a plan that supports the university to sustain its special capabilities and its competitive aspect.

2.7.1.2: Study titled*: Human capital planning in higher education institutions, A strategic human resource development initiative in Jordan*

Author: Samer Khasawneh, Department of Curriculum and Instruction Faculty of Educational Sciences, The Hashemite University, Zarqa, Jordan.

In this study, which was published in the International Journal of Educational Management (2011), the author has used a random sample of

120 faculty members (in administrative positions) in the Jordanian universities in order to determine the status of human capital planning in higher education institutions in Jordan.

The study suggests that universities in Jordan should always put more effort in the training and development of their faculty members to ensure talent retention. As a result of this, the author expected an economic growth, where training of faculty members will enhance productivity of the university.

The author hopes that universities in Jordan or elsewhere will create a strategic planning unit that actively deals with the human capital planning for all departments within the university. He suggested that this unit should include human resource development professionals, university administrators, local business, and selected faculty members who have the real expertise in the fields of strategic human capital planning.

2.7.1.3: Study titled: *The Status- quo of Strategic Planning of Human Resources in the Public Sector in the Hashemite Kingdom of Jordan*

Author: Muwafeq Mohammad Al-Dmmur, Arab Academy for Banking and Financial Sciences, Jordan

This study, which was prepared as a Ph.D. thesis in 2008, aimed at examining the reality of strategic planning of human resources in the public sector in the Hashemite Kingdom of Jordan. It also aimed at investigating

the factors that affect strategic planning in the Jordanian ministries. In order to achieve the study objectives, the researcher developed a questionnaire that consisted of three sections: the first section measures personal and functional factors, the second measures the reality of application of different activities of human resources management; and the third measures strategic planning usage for human resources management.

The study found that it is necessary to provide the Jordanian governmental departments with all modern technology that is necessary for strategic planning alongside with qualified personnel. It is also necessary to pay more attention to the topic of strategic planning and clarifying it in addition to provide trained and skilled employees who can implement this process efficiently. The researcher recommended providing training for the current workforce in order to develop their skills and competencies in strategic planning and to establish efficient information system that can serve strategic planning of human resources.

2.7.1.4: Study titled: *The reality of human resources management in the Palestinian Higher Education Sector from the Prospective of its Employees*

Author: Yasser Shaheen, Palestine Ahliya University, Bethlehem, Palestine.

This study, which was published in Journal of Association of Arab Universities in 2010, aimed to address the reality of Human Resources Management in the Palestinian Higher Education Sector through assessing

the five HRM function (Planning, Recruiting, Training, Evaluation, and Rewards) and the major obstacles that are facing the HRM in this sector.

The researcher used a questionnaire that covers the five functions mentioned above through a set of questions at each function. The results of the study show that there is a mid-level of efficiency at all the functions of HRM in higher education sector in Palestine. The results show also, that there are significant differences between all HRM functions mentioned above except planning and training at ($\alpha \leq 0.05$) due to the differences in the educational level for the selected sample. These differences were positive for the master degree holders and above. The results show also, that there are significant differences at all HRM functions ($\alpha \leq 0.05$) due to the effect of the job title. These differences were positive for the human resources managers.

The study shows that there are major difficulties facing the HRM at Palestinian Higher Education Sector due to the lack of adequate decentralization and employees participation in decision making, the lack of HR planning experts, poor incentive systems that attract employees to work in the universities, weak attraction, selection and recruitment processes, and weak performance evaluation and promotion systems.

2.7.1.5: Study Titled*: The Governance of the Higher Education system in Palestine*

Researchers: Bahram Bekhradnia, Ghassan Faramand and Hisham Kuhail

This study, which was published by The World Bank (2008), considered the governance of the university system at national level. It has been commissioned by the Ministry of Education and Higher Education, supported by the World Bank, who recognizes that good governance is a necessary condition of a high-quality system. The authors stated that good governance alone will not, of course, assure high-quality system, but without good governance a high-quality system is not possible.

The report observed weak strategic planning activities in the universities; despite that many higher education institutions have adopted strategic plans, but the report observed lack of conceptual understanding of strategic planning as well as a lack of linkage between strategic plans and the annual budgets of the universities.

The report observed also a weakness in the output of higher education and returned this for multiple reasons such as weak teaching staff, political and security conditions and the acceptance of universities for more than absorptive capacities.

In terms of human resources, the report found that some universities are suffering from lack of certain teaching competencies in specific fields. It also noted the varying levels of salaries in private and public universities, and inaccurate universities budgets as well as the weak self-financing resources as a result security and economic conditions.

2.7.1.5: Study Titled*: The Strategic Plan for the Education Sector and Cross-Sector in Palestine.*

The strategic plan for the Education Sector and Cross-Sector in Palestine was prepared and published by the Ministry of Education and Higher Education (MOEHE)[1] in 2010, which is aimed to be executed in the years 2011-2013. The SWOT analysis for the strategic plan included the following major weaknesses and threats that are facing the higher education in Palestine. The major weakness points are summarized as below:

- The increase in number of Palestinian universities' faculty members is not in harmony with the accelerating pace of students joining the Palestinian universities.

- The ratio of master's degree holders to the ratio of Ph.D. degree holders who teach in the higher education institutions is high (60%). At the same time, the ratio of those holding the title of professor or associate professor is low.

- Ratio of the university's faculty members to the students is high; on average, it is 1:35.

- Performance of the faculty members in general is not high as certain factors affect their performance, such as the salary, heavy teaching load, and absence of educational preparation.

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[1] In May, 2012 the MOEHE has been divided into two independent ministries (Ministry of Education and Ministry of Higher Education).

- Inadequate number of qualified researchers.

- Low capacity to attract foreign experts to work in the higher education institutions.

- Heavy teaching load on the lecturers, thus reducing time allocated for research

- Unqualified human resources, especially in the medium-level posts.

The challenges and threats are as summarized below:

- Chronic conflict between the universities administrations and the Ministry on one hand and the workers union on the other hand because of the bad economic and political conditions.

- Lack of qualified academic cadres in some new fields that are needed in the society because it is difficult to attract back immigrant Palestinian expertise.

- The condition of human resources is almost constant and does not improve.

2.7.2: International studies:

2.7.2.1: Study titled*: Human Resources Strategy and Planning in Higher Education*

Authors: Candy Stevens Smith, Texarkana College and Gerald R. Ferris, University of Illinois.

This study, which was published in the Journal of Human Resources Planning (2002), have addressed the issue of SHRP in higher education in Texas universities, a sample of universities have been selected according to specified criteria, the statistical data resulted from the survey have been analyzed and it was found that SHRP is not been implemented in a systematic approach. The data suggest that in most colleges and universities selected in the statistical sample. Human resources strategy and planning is neither well developed nor frequently practiced.

Institutions of higher education do not seem to perceive the benefit of strategic human resource plans. Although they tend to keep an eye on the future (or say that they do), they do not follow a formal planning process.

The study paper suggested that the higher education institutions should give more attention to strategic planning as a mean of surviving in a fast developing and changing world.

The methodology used in the questionnaire of the study and the analysis method has provided a well methodology in preparing the questionnaire of this study. The approach of grouping of questions, the two dimensional questioning and the analysis has been followed in this study.

2.7.2.2: Study Titled*: An Analysis of the Mission and Vision Statements on the Strategic Plans of Higher Education Institutions*

Author: Güven Özdem, Giresun University

In this study, which was published in Educational Sciences: Theory and Practice (2011), the author aimed to analyze the mission and vision statements on the strategic plans of higher education institutions. A sample of 72 public universities in Turkey has been selected and the strategic plans of these universities were accessed over the internet. The findings of this research show that the most common mission statements included statements on providing services for the education of a qualified work force and execute basic scientific research, community service and training.

The study found that Turkish universities have more concern recently to the quality assurance principles and standards of education, this came as a response for the general trend applied in higher education as a result for studies on change in higher education and related concepts executed by international organizations such as the European Union, United Nations and World Bank.

The study found that the success of strategic planning process depends on the several factors. One of these factors is the correct formulation of mission and vision statements, and the wide participation of employees in their formulation. The study also recommends that universities should identify their unique characteristics and emphasize

these in their mission and vision statements; they should consider their own size, conditions, regions, as well as human resources.

The study suggests that mission and vision Statements should not be treated as cool sentences to adorn the web sites and brochures of the universities, but they should be put into action according to the university's reality.

2.7.2.3: Study Titled: *Human Resource Management Role Implications for Corporate Reputation*

Author: Barry A. Friedman, the State University of New York at Oswego.

This study, which was published in Corporate Reputation Review (2009), addresses the human resources management role in achieving good reputation for the organization, the author stated that effective implementation of the strategic partner, change agent, administrative expert and employee champion HRM roles can indirectly enhance corporate reputation. This comes through increasing employee competencies, motivation and organizational identification. Employees then interact with external stakeholders in ways that foster corporate reputation.

The author also suggests that human resources managers need to occupy an influential position in the organizational structure and participate in strategic planning and develop efficient organizational practices that are aligned with corporate reputation goals.

2.8: Sample universities' human resources strategic plans:

2.8.1: Stanford University:

Stanford University is one of the highly ranked universities in the world. The three years human resources strategic plan was prepared by the vice president for human resources and published on the university's human resources department website (Stanford University , 2011).

As mentioned in the document of the strategic plan, it focuses on three main areas: further improve the quality of leadership and management, enhance HR capability, efficiency and service excellence, and foster an environment for optimal employee engagement and efficiency.

In addition, HR is committed to a different approach in carrying out this strategy, creating greater collaboration with key stakeholders to identify priorities and the best actions to address them, transparency about process and decisions, measurement that others can see and evaluate communication on actions and results.

The Stanford University's HR vision expresses the university's commitment to advance its position as the best led, best managed university in the world. And in order to achieve this, the university provides outstanding benefits, career development, and work/life balance resources to its human resources.

Stanford University has stated its Mission of Human Resources to support its mission of achieving excellence in teaching, research, and patient care. The University's Human Resources is committed to provide strategic, innovative, and flexible policies, practices, programs, and services that:

1)   Attract, develop, reward, and retain a diverse and talented workforce.

2)   Foster a productive work environment where people feel valued.

3)   Respond to the changing nature of work and the workplace environment.

4)   Add value, and reflect good stewardship of resources.

5)   Are fair, ethical, and legally compliant.

2.8.2: University of Western Australia:

The University of Western Australia (UWA) was established in 1911. It is the oldest university in the state of Western Australia, and ranked to be one of the best 100 universities worldwide.

The University's mission is to "engage in best practice human resource management that enables University excellence". Its vision is "to be recognized nationally and internationally as an employer of choice and a model of best practice human resource management". The HR strategic plan will realize the vision and mission statements through the following strategic goals (University of Western Australia, 2008):

1) In terms of education: to provide services that contributes to ongoing improvement of university teaching and learning.

2) In terms of research and research training: to provide services that contribute to ongoing improvement of university research and research training.

3) In terms of external relations: to demonstrate excellence in human resource management that positions UWA as an employer of choice nationally and internationally.

4) In terms of resourcing: to align resource allocation with University strategic and operational priorities.

5) In terms of staffing: to support the development of UWA as a learning organization responsive to individual and organizational needs, to provide high quality human resource services to the University community, to ensure that the University fulfills its statutory and audit requirements, to monitor organizational and individual performance, and to identify, promote and implement improved policies and practices that demonstrate social and economic responsibility.

6) In terms of Management: to respond to workplace trends and opportunities, and to support effective management systems, organizational structures and practices.

2.8.3: University of Michigan:

The University of Michigan is a public research university located in Michigan in the United States. It has been ranked among the top five research universities in the United States, and among the top 20 universities in the world.

In its human resources strategic plan 2011-2016, the university has identified its mission to provide leading HR services that attract, sustain and inspire excellence in people. The University's HR vision is to create an HR community where people thrive, partnerships prevail and performance excels.

The strategic goals of the human resources strategic plan were as follows (University of Michigan, 2010):

1) Leadership: strengthen leadership capability throughout the university to promote high levels of performance and productivity and sustain excellence.

2) Health and well-being: improve the university community's health and well-being, reduce the health care cost trend and enhance productivity.

3) Efficiency and effectiveness: achieve financial efficiency and increase operational effectiveness to advance and support university goals.

4)   Culture and climate: facilitate a workplace culture and climate that is respectful, inclusive, collaborative, safe and healthy.

The HR strategic plan has identified a set of strategies to achieve these goals.

2.9: Literature Discussion:

The literature included in the previous sections, provided a theoretical background about the Strategic Planning as well as Human Resources Management. It also included the linkage between the Strategic Planning and Human Resources Management. This section will discuss the implementation of strategic human resources planning in the higher education institutions (universities) in Palestine.

2.9.1: Implementation of Strategic Planning methodologies at Higher Education:

The steps that have been introduced in the previous sections can be applicable to organizations including higher education institutions. The following points will address more specifically how to implement these steps from a university perspective:

a)   *Defining the university's human resources mission, vision, values and goals:*

The university's human resources mission and vision should comply with the University's overall mission and vision; they should aim at the end

to realize them. The HR strategic goals should also be linked with the university's overall strategic goals. Universities benefiting from linking its overall strategic goals with the Human Resources Plans of recruitment, retention, performance management, career development, promotion, tenure, occupational health and safety. The aim of linking the University's Human Resources Strategies with the University's overall strategies is to realize University's objectives in a manner that operates effectively and efficiently within the constraints and opportunities that have been defined while the SWOT of the overall planning process.

An example of how the HR strategies comply with the overall university's strategies is when a university decides to achieve a goal of being one of research leading institutions locally or globally. This will require that the human resources managers put plans to develop the performance of staff in research fields or attract new researchers to join the staff.

The human resources strategy should influence the values of the university in all HR strategy goals, objectives and strategies. The university leadership has to show a strong commitment to these values so all employees at the university will adopt these values personally in their daily work and activities.

b)   *External analysis (Environmental scanning):*

In terms of strategic human resources planning and the environmental analysis, as mentioned in the MOEHE national strategic plan 2011-2013 (2010), Palestine is affected by several conditions that may affect directly or indirectly the Human Resources at higher education. One of the threats is the limited resources of the universities which affected the universities in two ways: the limited financial resources that constraint the ability of the universities to develop their human resources (attracting, training and development), and the difficulties of attracting visiting foreigner professors from outside the country in order to enrich the current human resources and compensate the lack of teachers at the universities.

The MOEHE national strategic plan (2010) stated that there is a lack of human resources at the academic level because of the increased numbers of students and the un-balance between this increase and the available human resources. This should influence the universities to consider the external environmental analysis that are affecting the success and excellence of the universities.

Local, Regional and Global Competition is an external factor that may affect the human resources from different ways. One way is related to the difficulty of attracting and sustaining high skilled employees who may receive better opportunities to work in other universities or at business sector inside or outside the country. Another factor is the competition resulted from the technological development in the field of education, and

the trend toward transforming the education from its traditional means to new educational methods like e-learning. This influences the universities to look for human resources that are able to implement technological solutions for education and benefit from resources offered by internet and communication in order to be able to compete globally. One more external factor resulted from the global competition is the need for more skilled graduates by the working markets, several numbers of ANU and other Palestinian universities' graduates are competing with graduates from other regional or global universities, in working in the Arab Gulf countries. In order to enrich the graduates with the needed skills, a highly skilled teaching and training staff is required at the educational stage, as well as modern methods of learning and teaching skills.

c) *Internal analysis:*

The internal assessment of universities' human resources should assess and analyze the internal weaknesses and strengths of the universities in terms of the human resources. The analysis results should be reflected on the strategies related to academic, research, community service and administrative development.

In terms of human resources, three key internal issues have been discussed in the literature review; culture, capabilities and composition. The university's culture in terms of HR includes the teamwork culture in executing team research, and quality culture which means quality of

education and research, employees satisfaction and the need for a tool for measuring this satisfaction in order to identify the needed policies to improve the moral level for employees and empower them to become a positive player in the total university development efforts toward achieving excellence.

The capabilities of the university's HR are the composition of skills, knowledge, abilities and talents that are needed to realize the university's vision, mission and strategic goals. The composition of university's HR which can include the percentage of Ph.D. holders to Masters Holders, or it could be the ratio of female employees to male employees. Or it can be the ratio of academic load to the research load for academic staff. The three Cs above should be analyzed and reflected in the identification of the strategies and targets according the strategic directions of the university.

Forecasting is required for the internal analysis. By forecasting, the university can predict its needs of HR according to the expected annual increase of students' numbers, or according to the market needs of graduates. Forecasting can provide an estimation of future human resources needs quantitatively or qualitatively.

d)   *Formulating strategies:*

According to its strengths, weaknesses, opportunities and threats analysis, the university can formulate its future strategies and select the

suitable policy at the university's level, departmental level, and functional level. Discussions of the strategies that can be selected are as following:

1) At the organizational level (university level strategies):

Growth and diversification strategies:

At higher Education, growth and diversification strategies could be by opening new educational programs, increasing the capacity of the university, concentrating on research production, or by opening new online programs.

Merger and acquisitions:

Merger and acquisitions strategies are not implemented often in the universities, but universities may decide to merge some academic programs or administrative departments. The proper human resources management is required to take all the needed actions in order to make this merger smooth and effective in terms of human resources.

Strategic alliances and joint venture:

Palestinian universities (e.g, An-Najah National University) have made academic joint ventures with international universities in order to be able to offer Ph.D. degree for topics such as in Physics and Chemistry.

Retrenchment or downsizing:

These strategies can be implemented at universities in order to minimize costs or to improve effectiveness and efficiency. A university can decide to close some departments, or minimize its administrative staff size in order to minimize its overhead costs.

Stability Strategy:

At the Palestinian universities, stability strategy could be implemented at the administrative services as most of the universities have achieved its saturation level of administrative staff. At the same time, the administrative staff requires more training and development in order to keep or improve its productivity, efficiency, and effectiveness.

2) At the departmental level (department level strategies):

As mentioned before, there are two different approaches in developing departmental strategies; the adaption model strategies and the competitive strategies:

i. The adaption model: includes three strategies which are:

Defender strategy:

A University may implement this strategy for its academic programs that already have good and stable work market. These programs are most requested by working markets and improving these programs will improve

the university's position on the academic and financial levels. The human resources management at the university is requested to provide the needed HR recruitment and retain the best employees to maintain the level of this program.

Prospector strategy:

Universities implement this strategy when they find that there is a need for opening new academic programs in new sciences that are new to work market, or by developing new teaching methods like online programs as a response for the new technological development.

The analyzer strategy:

This strategy is applicable in the universities that offer wide range of academic programs or research areas. Universities focus on strong academic programs that have good market capacity, and at the same time looking for opening new academic programs in new academic fields. For example, An-Najah National University has opened new academic programs in 2011/2012 academic year in the fields of media, engineering, and health and at the same time the university still maintaining the development of finance and business administration programs.

ii. Competitive Strategies:

As mentioned before, competitive strategies depending on providing value for customers. At higher education, the value that would be given for

customers, depend on defining who the customers of the universities are. For example, students are the customers and education is the product, universities are offering to them while after graduation students become the products of university that is offered to the customers which are the working markets.

Values added service at the first stage could be by adding values to the education such as less credit hour cost, more services like IT services, labs and facilities as well as good and healthy educational environment.

At the working markets, universities should provide added values to its graduates by adding attractive and competitive skills to its graduates that will give them more chance to compete with other universities' graduates.

Some other strategies which have discussed before, under competitive strategies are:

Cost leadership strategy:

This strategy can be adopted at universities when there is a need to maintain the price of studying for students stable (credit hour price for students), while the cost of the credit hour is increasing due to increase in the employees' wages. Universities try to minimize the cost of human resources by minimizing the new employment at the university or cancelling some jobs or depending on new IT resources in conjunction with

human resources. All this will minimize the cost, and keep the prices of credit hour fixed.

Differentiate strategy:

Universities can differentiate by opening new unique programs that are not offered at any other university, and are demanded by the working markets.

Focus Strategy:

Universities may be interested in attracting specific type of employees or students (like more females, or more students and staff from Palestinians from inside the green line). Therefore, human resources managers should undertake attractive policies to gain and recruit the people that fit this strategy.

3) Functional strategies:

All strategies at the university and departments levels should be translated into functional strategies. At universities, the HR management should undertake the strategies of the university as well as all other departments in preparing functional strategies including staffing, development and compensation.

e) **Strategy implementation**

Implementation of the HR strategic plan requires a full commitment from all management levels at the university; university leadership should provide the financial and logistical support when needed in order to execute plans. Different departments at the university should participate in providing the information and cooperation needed in order to succeed in achieving the university's overall goals and objectives.

The university leadership should communicate the university's strategic plan to all university community to participate in the implementation of the strategies. All HR decisions should come as a response to university strategies and should meet the objectives identified.

f) **Evaluation and assessment**

Evaluation is important while implementing strategies in order to make any correction actions when needed. The university should translate all objectives into measurable targets. These targets must be extracted from current values and future targets based on benchmarks.

In higher education as it was discussed in the previous sections, there are local, regional and international worldwide requirements for human resources in higher education. One good example of international benchmarking reference in higher education that could be utilized in this regards is the Australian Universities Benchmarking Manual and Best

Practices, which was issued by the Australian Ministry of Higher Education to be used by the universities for evaluating the general performance as well as the HR management.

2.9.2: Importance of Strategic Human Resources Planning at Higher Education:

One of the general goals of any university is to recruit and sustain the best staff within the salary scale that they are able to offer. They should plan to attract and keep the best staff who will realize the excellence of teaching, research and community service objectives of the university, and to provide those staff members with satisfying and professionally rewarding careers.

The Human Resources in the field of higher education in Palestine is limited, this is due to low attractiveness of work at universities (MOEHE, 2010), this made the Human Resources issue at the Palestinian Universities more challenging. The universities should provide their Human Resources with the competitive advantages needed to attract and sustain the best Human Resources especially in the academic level. Thus, strong Human Resources Management is required in order to improve the attractiveness of work at Palestinian Universities.

One of the important functions of Human Resources Management is "Planning". The Human Resource Planning (HRP) at any university aims to develop all aspects of Human Resources in a way that assist in realizing

the university's overall objectives and goals. "The suitability of a university staffing profile (i.e. the mix of ages, gender, diversity, qualifications, and classification levels) is important to its long-time success, any university with weak staffing profile, will handicap itself in achieving the intended excellence" (McKinnon, Walker, and Davis, 2000).

The absence of new, younger staff may form a shortage of new ideas, which are needed at the university in order to achieve the intended excellence. A staffing profile which is too heavy with senior staff may negatively affect the excellence of the organization, as fewer new staff can be hired within the available funds.

Although there is no perfect staffing profile, that all universities are seeking to achieve, but staffing patterns and best practices cannot be ignored, especially in Palestine, at which there are more challenges in the field of Human Resources in Higher Education, and more challenges forced by the environment and competition of graduates in work markets.

2.9.3: Reviewing International Universities' HR Strategic Plans:

A review of some International Universities' Human Resources Strategic Plans has been executed in this chapter. Some of the goals and targets of these universities represented the global trend and approaches for Human Resources Strategic Planning in higher education. Some of the strategic objectives that have been included in these strategic plans are highlighted hereafter:

- Improve the quality of management and leadership.

- Enhance HR capability, efficiency, and service excellence.

- Foster an Environment in which employee engagement and efficiency is optimized.

- Provide services that contribute to ongoing improvement of university teaching and learning.

- Provide services that contribute to ongoing improvement of university research and research training.

- Align resource allocation with University strategic and operational priorities.

- Support the development of the University as a learning organization responsive to individual and organizational needs.

- Provide high quality human resource services to the University community.

- Ensure that the University fulfills its statutory and audit requirements.

- Monitor organizational and individual performance.

- Identify, promote and implement improved policies and practices that demonstrate social and economic responsibility.

- Support effective management systems, organizational structures and practices.

Chapter Three

Analyzing the current situation

of HR Strategic Planning

3.1: Introduction:

Based on the literature review and the discussion in the previous chapter, and in order to study and analyze the current situation of the HR Strategic Planning at the Palestinian Universities, a survey was executed. This survey answered the two questions of this study: is there any SHRP at the Palestinian universities? and to which extent is strategic planning – when exists- efficiently implemented at all HRM functions?

The questions of the survey have been prepared based on the literature review as presented in the previous chapter. All human resources management functions will be covered by questions, and will reflect the strategic perspective of each function.

A review for all the selected universities websites has been made in order to check if they have executed a SHRP or a Strategic Plan for the whole university. The results were that although four of the ten selected universities have executed and published strategic plans for themselves on their websites, none of them have published or mentioned any strategic planning for the human resources of their universities, thus, the survey was the tool intended for use to get a specific, close and direct information that can be gathered through a questionnaire.

This chapter presents also a strategic analysis of human resources for the scientific case study university; An-Najah National University (ANU).

3.2: Universities survey methodology:

A sample was drawn from private, public, and governmental traditional universities in Palestine. Universities that offer open education and colleges with two study years were not included as open education has different academic standards and requirements in terms of human resources. Ten Palestinian Universities have been selected to be the subject of this study; the selected universities were:

1.   An-Najah National University

2.   Birzeit University

3.   Hebron University

4.   Arab American University – Jenin

5.   Bethlehem University

6.   Islamic University – Gaza

7.   Al-Azhar University – Gaza

8.   Palestine Technical University (Khadory) – Tulkarem

9.   Polytechnic University – Hebron

10.   Al Quds University

The key officials identified to be the subject of the questionnaire were: University Presidents, Academic and Administrative Vice Presidents, Directors and Employees of Human Resources Departments and Planning and Quality Directors. These participants were selected because they could provide an overall institutional perspective as Strategic Human Resources

Planning is an institutional interest, not a personal or individual department interest only.

A list of 74 key officials was identified to be the subject of the questionnaire. The questionnaire was attached with two cover letters; the first cover page was a request for help the researcher provided by the Deanship of Graduate Studies at ANU, and the second was an explanation of questionnaire's goals and the targeted sample who were requested to answer.

The survey has been sent to each one of the targeted individuals by email, where the emails were extracted from the universities' websites.

3.3: Instrument development and administration:

The SHRP Questionnaire was designed to assess the strategic nature of human resource planning practice in higher education institutions. The items included in the questionnaire were gleaned from the review of the literature on strategic human resources management and similar to some elements used at:

- Quantitative and Qualitative Manual for Quality Assurance and Accreditation issued by the Association of the Arab Universities.
- EFQM assessment questionnaire issued by the European Foundation for Quality Management and published on their website (EFQM, 2010)

-        The scientific paper titled: "*Human Resources Strategy and Planning in Higher Education*" (Smith and Ferris, 2002).

In addition to the resources above, general questions were asked including institution name, size, participants' positions and other human resources information.

The survey items have been grouped into seven groups representing the functions discussed in the literature review before. These groups are:

1)   Human resources Planning

2)   Recruitment and selection

3)   Employees' motivation

4)   Performance evaluation

5)   Organizational relations

6)   Employees' services

7)   Employees' education, training and development

A number of five to ten items have covered each one of the groups above. Each item was asked in two dimensions; first "To which extent do you believe this item is important?", and the second was "To which extent this item is really implemented at your university?". A Likert rating scale was used to each of the two questions for each item used, the first question "To which extent do you believe this item is important?" scale was from one to five; where "one" means that the respondent believes that the item is

extremely important (positive feedback), and "five" option means that she/he believes that this item is unimportant (negative feedback).

The second question "To which extent this item is really implemented at your university?" scale was also from one to five, where one means that this item is consistently implemented at the University of the respondent (positive feedback) and five means that this item was not implemented at all (negative feedback). The extremely positive answer for any item in the questionnaire is to select the number (1) for both questions for any item, which represents a strong belief of the importance of this item, and a consistent implementation of this item.

3.4: Data collection process:

The questionnaire and the cover letters were sent to the specified participants by email at the ten universities. Within the first month, only eight questionnaires were completed and returned. A second trial was made two months later, and the help of field researchers was requested for each university. The field researchers went to all universities and left the questionnaire with the cover letters and returned back to receive the filled questionnaire later. The total number of the completed questionnaires was 17.

One month later, the questionnaire was sent once again by email for those who did not respond in the first two trials, and the email was followed by a phone call to each one of them. Follow-up calls were made

later in order to get responses from targeted participants and the number of completed surveys increased to 44 survey. The final number of accepted surveys was 39, as five questionnaires were not properly completed and therefore were rejected.

The researcher believed that this number will not increase anymore, and the response ratio was 59%, whereas the accepted questionnaires percentage was 52%. Those responses were received from eight out of ten targeted universities.

The final data have been analyzed using the Statistical software (SPSS), and results are discussed below.

3.5: Survey Results:

As presented above, the questionnaire items have been grouped into seven groups representing the human resources management functions, therefore the results will be discussed within the same grouping methodology.

1.   **Human Resources Planning:**

The results in Table 1 show the following:

- All participants believe that preparing a comprehensive strategic plan for the institution is important or extremely important, while approximately 36.8% answered that this item is implemented occasionally or infrequently and 5.3% answered that it was not

implemented at all. Figure explores the gap between both answers. On the other hand, when the participants were asked if their plan was published or announced, 78% of the participants answered that they have published their strategic plans over the university community or on internet.
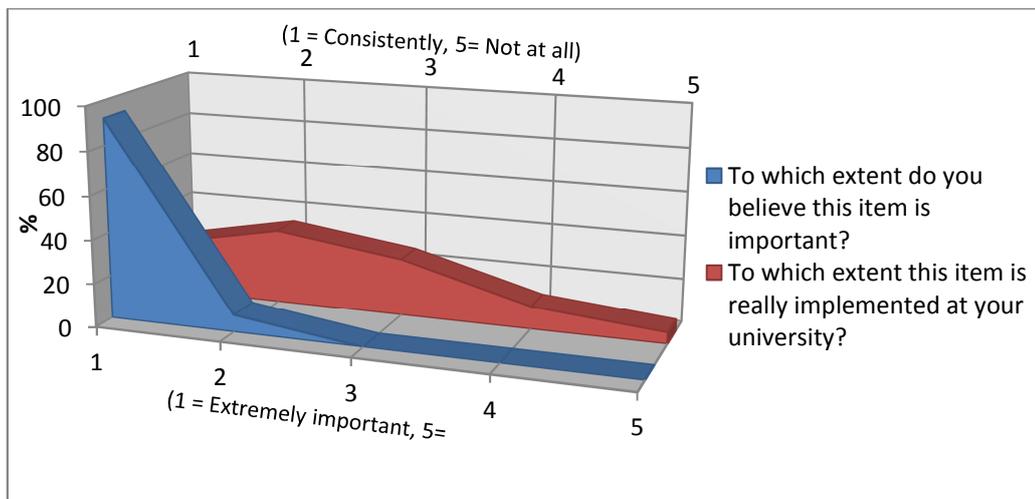
Figure2: Preparing a comprehensive strategic plan for the institution

- More than 96% of the participants said that it is important or extremely important to define a vision, mission and strategic objectives for the university. On the other hand, approximately 70% of them answered that they do such activity consistently or frequently. When they have been asked about assessing the external environment to determine its expected impacts on the university and on its employees as a result of changes that may occur, 95% answered that it is important or extremely important, while when they were asked about implementation, 38.9% of the sample said they are implementing the external

Table 1: Human Resource Planning Statistical Results

Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Preparing a comprehensive strategic plan for the institution	92.1	7.9	-	-	-	22.7	34.2	26.3	10.5	5.3
2. *Define a vision, mission and strategic* objectives for the university	86.8	10.5	-	2.6	-	34.2	36.8	5.3	18.4	5.3
3. Assessing the external environment to determine its expected impacts on the university and on its employees as a result of changes that may occur	50	44.7	2.6	2.6	-	16.7	22.2	27.8	16.7	16.7
4. Evaluating the internal environment of the University to identify the strengths and weaknesses for the university's human resources.	73.7	21.1	2.6	2.6	-	29.7	21.6	13.5	13.5	21.6
5. Prepare and develop a human resources strategic plan for the next five or ten years	73.7	23.7	2.6	-	-	24.3	16.2	18.9	18.9	21.6
6. Determine the type of recruitment for the coming years based on the internal and external analysis	63.2	34.2	2.6	-	-	11.1	25	25	13.9	25
7. Comparing the human resources at the university standards with approved local, Arab and international standards.	40.5	37.8	18.9	2.7	-	14.3	17.1	28.6	17.1	22.9
8. Human resources are strongly linked to the success of the university at all levels	70.3	27	2.7	-	-	28.6	22.9	31.4	5.7	11.4
9. Measuring to which extent the staff is aware and understand the university's vision, mission and strategic objectives.	50	44.7	2.6	-	2.6	5.7	22.9	34.3	20	17.1
10. Staff participation in strategic planning and decision making	57.9	39.5	2.6	-	-	8.6	20	20	20	31.4

assessment consistently or frequently, 44.5% said that they implement it occasionally or infrequently and 16.7% said that they never implemented an external evaluation.

- The results show more concern from participants for implementing the external environmental analysis to determine its expected impacts on the university and on its employees as a result of changes that may occur; more than 94% of the sample indicated that implementing this item is important. On the other hand, less than 40% of the same sample answered that this item is implemented consistently or frequently.

- The results show more concern from participants for implementing the internal assessment to identify the strengths and weaknesses of the university's human

resources; approximately 51% of participant said that they are implementing the internal assessment consistently and frequently, 27% of them answered that this was implemented occasionally or infrequently and 21.6% answered that this item was not implemented at all.

- Despite that 97% of the sample answered that it is important or extremely important to prepare and develop a human resources strategic plan for the next five or ten years, the results show that only 18.9% implemented this occasionally and an equal percentage infrequently, while 21.6% said that they have never implemented such item at their institution. When those who said that this item was

consistently, frequently or occasionally implemented at their institution asked whether this strategic plan was approved by the university leadership, approximately 70% of them answered by yes. Figure shows the gap between what participants' belief and what is implemented in terms of this item.

- In terms of determining the type of recruitment for the coming years based on the internal and external analysis, 97.4% of the participants have seen that it is important or extremely important, while 25% of the same sample answered that this item is not implemented at all in their institutions, and 39% answered that this was implemented occasionally or infrequently and only 26% of the participants answered that it is implemented consistently or frequently. This give an indication also, that the type of recruitment for the coming years at the selected universities, is not aligned with the strategic plan (when exist) for the Human Resources.
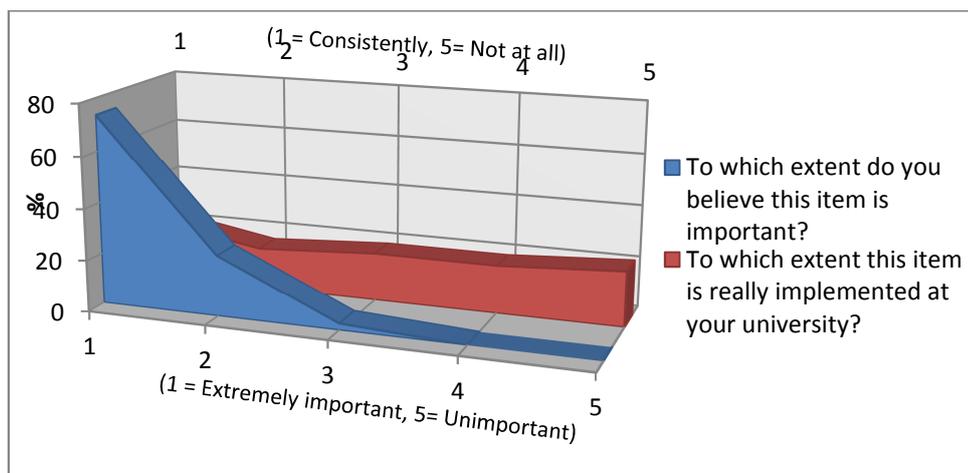

Figure 3: Preparing and developing a human resources strategic plan for the next five or ten years

- Approximately 78% of the participants believe that comparing the human resources at the university standards with approved local, Arab and international standards are important or extremely important. While approximately 31.4% of participants answered that this item was implemented consistently and frequently, 45.7% answered that it was implemented occasionally or infrequently and 22.9% answered that it was never implemented at their institutions.

- About 97% of the participants believe that Human Resources are linked to the success of the university at all levels, and the participants of the survey answered that this belief has been consistently or frequently practiced by approximately 50%, and has been 31% occasionally practiced.

- In terms of measuring the awareness and understanding of the staff to the university's vision, mission and strategic objectives, 95% of the participants answered that measuring this awareness in is important or extremely important, while approximately 34% of the sample answered that this measure has been implemented occasionally and 37% has answered that it has never been implemented or has been implemented infrequently at their institutions.

- The awareness of the staff and their understanding of the university's mission, vision, and strategic objective can be achieved through the participation of the staff in the strategic planning process. Approximately 98% of the sample answered that this participation is

important or extremely important, while when looking to implementation, 31% of the participants answered that this participation did not exist at all, 40% answered that this existed occasionally or infrequently, while only 28.6% answered that this participation is implemented consistently or frequently. Figure 4 shows the gap between what the participants believe and what they have really implemented at their institutions in terms of staff participation in strategic planning and decision making.
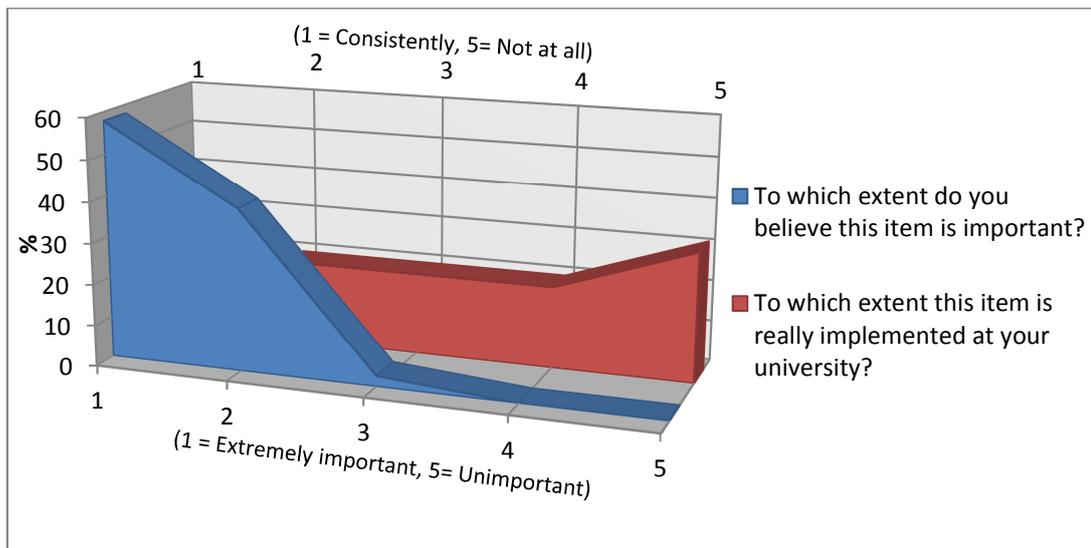
Figure 1: Staff participation in strategic planning and decision making

2.   Recruitment and Selection:

The results in Table 2 show the following:

- Approximately 95% of the participants believe that recruitment should be designed to meet the universities' needs of necessary experiences to achieve its strategic objectives. On the other hand, 59.4% of participants said that this is consistently or frequently

implemented at their institutions, 29.7% answered that it was occasionally or infrequently implemented, 10.8% answered that this item was not implemented at all at their institutions.

Table 2: Recruitment and Selection statistical results

Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Recruitment is designed to meet the university's needs of necessary experiences to achieve its strategic objectives	81.6	13.2	5.3	-	-	32.4	27	24.3	5.4	10.8
2. Provide job descriptions for all employees at all levels in order to meet the strategy of the university to achieve its objectives.	73.7	21.1	5.3	-	-	24.3	35.1	10.8	24. 3	5.4
3. Preparing annual recruitment plans especially on the academic level	75.7	21.6	2.7	-	-	40.5	13.5	27	13.5	5.4
4. Provide the new employees when employed with the list of regulations and instructions that explain their rights and duties	76.3	21.1	2.6	-	-	24.3	13.5	37.8	10.8	13.5
5. Provide every individual employee with a description of his role in achieving the desired strategic goals of the University.	56.8	32.4	8.1	2.7	-	11.1	8.3	19.4	30.6	30.6

- Approximately 95% of the sample answered that providing job descriptions for all employees at all levels in order to meet the strategy of the university to achieve its objectives is extremely important or important. Approximately, 59.4% of participants answered that this item was implemented consistently or frequently, 35.1% of participants answered that this item was occasionally or infrequently implemented and 5.4% only answered that it was not implemented at all in their institutions.

- More than 97% of participants answered that preparing annual recruitment plans especially on the academic level is important or extremely important. On the other hand, 54% of them answered that this item was consistently or frequently implemented, 30.5% of the participants answered that it was occasionally or infrequently implemented, and 5.4% answered that this item was not implemented at all at their institutions.

- In terms of providing the new employees at the employment stage with the list of regulations and instructions that explain their rights and duties, 97% of the sample answered that this item is important or extremely important. On the other hand, 37.8% of the sample answered that this item is consistently or frequently implemented, and 39.6% of them answered that it was implemented occasionally or infrequently, and 13.5% answered that it was never been implemented.

- More than 89% of participant answered that providing every individual employee with a description of his role in achieving the desired strategic goals of the University is extremely important or important. On the other hand, the participants show a big gap of their belief with what is really implemented at their institutions. More than 50% of the sample answered that this item has been implemented occasionally or infrequently, while more than 30% of the sample said that it has never been implemented at their institutions. Figure 2 shows the gap between what participants believe important, and to what extent this have been implemented at their institutions.
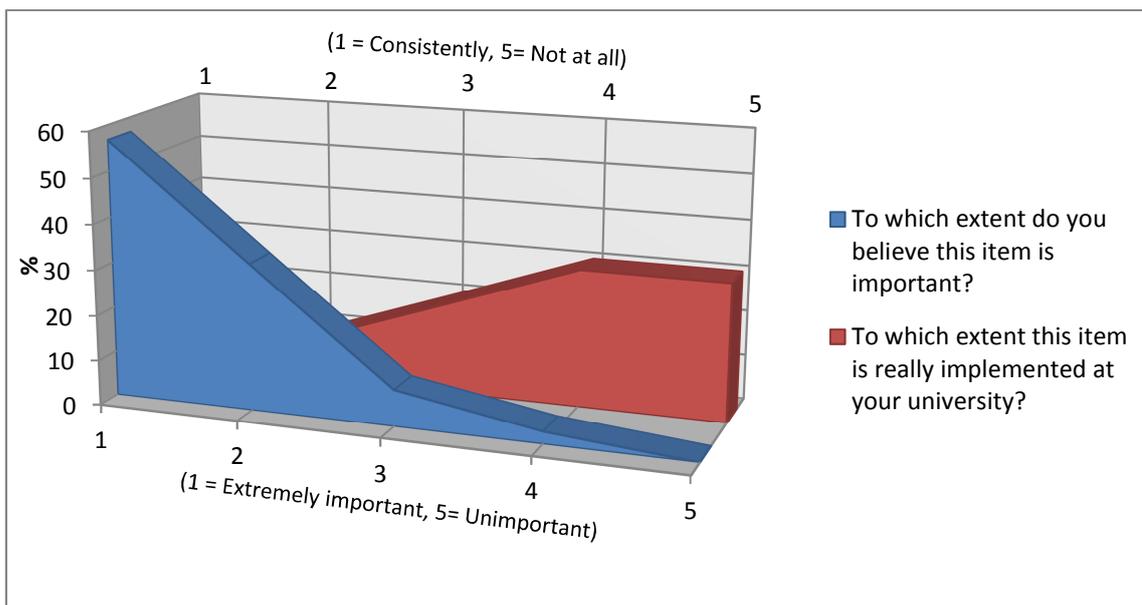

Figure 2: Describing the employee's role in achieving the desired strategic goals of the university

3.   **Employees' Evaluation:**

The results in Table 3 show the following:

- More than 98% of the participants believe that evaluating employee performance based on their task (administrative or academic) is important or extremely important. On the other hand, when comparing this with implementation, the survey results show that 57% only of the participants answered that this item is consistently or frequently implemented at their institutions, and 32% of the participants answered that it is occasionally or infrequently implemented, while approximately 11% answered that this has never been implemented at their institutions.

- In terms of evaluation and its alignment with strategic achievements; more than 86% of the sample answered that evaluation should be based on the role played by the employee in achieving the strategic objectives of the university. On the other hand, approximately 31% of the participants answered that this item was implemented consistently or frequently at their institutions, while 47% of the participants answered that this item has only implemented at their institutions occasionally or infrequently and 22% or the participants answered that this item has never been implemented at their institutions. The alignment of evaluation with

Table 3: Employees Evaluation results

Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Evaluating employee performance based on their task (administrative or academic)	67.6	29.7	2.7	-	-	40.5	16.2	18.9	13.5	10.8
2. Evaluation is based on the role played by the employee in achieving the strategic objectives of the university	45.9	40.5	13.5	-	-	13.9	16.7	30.6	16.7	22.2
3. Encourage employee self-evaluation	54.1	27	16.2	2.7	-	19.4	16.7	13.9	19.4	30.6
4. Training the staff members who are evaluating the performance of their colleagues and how to evaluate them according to their contribution in achieving the strategic goals of the University.	54.1	29.7	10.8	2.7	2.7	16.7	8.3	11.1	25	38.9
5. Provide feedback to employees about their performance according to their performance reports and the results of evaluations	62.2	29.7	8.1	-	-	11.1	22.2	22.2	22.2	22.2

strategic goals of the institution as discussed in the literature before is an important item; Figure 3 shows the gap between beliefs and implementation of this item.

- In terms of self-evaluation as a tool for self-improvement of employees' performance, more than 81% of the participants believed that it is important, while when compared to implementation it was found that 30.6% of the participants said that their institutions do not encourage employees' self-evaluation.

- Approximately 84% of the participants believed that training the staff members who are evaluating the performance of their colleagues and how to evaluate them according to their contribution in achieving the strategic goals of the university is important or extremely important. On the other hand, 33% of the same sample answered that this item is occasionally or infrequently implemented at their institutions and approximately 39% of participants said that this item was never been implemented at their institutions.
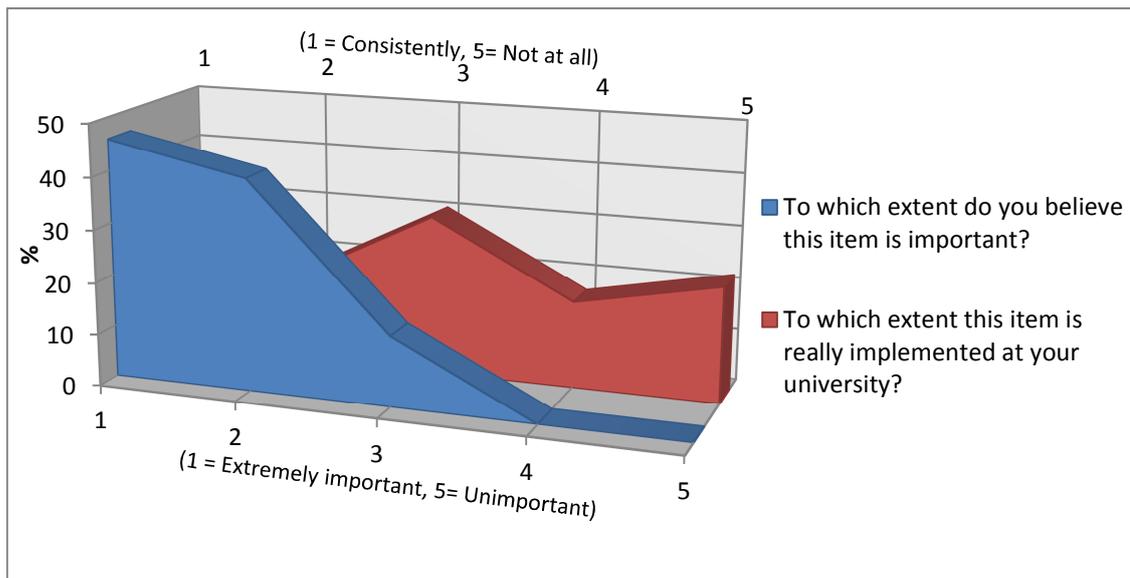
Figure 3: Role of the employee in achieving the strategic objectives of the university

- Evaluation cannot be useful without providing the results and feedback of evaluation to each individual employee. Approximately 84% of participants believed that providing feedback to employees about their performance according to their performance reports and the results of evaluations is important or extremely important, while when compared to implementation, it was found that approximately 44% of participant answered that this item was implemented occasionally or infrequently at their institutions, and 22% answered that this item has never been implemented at their institutions. Figure 4 shows the gap between beliefs of importance and implementation.
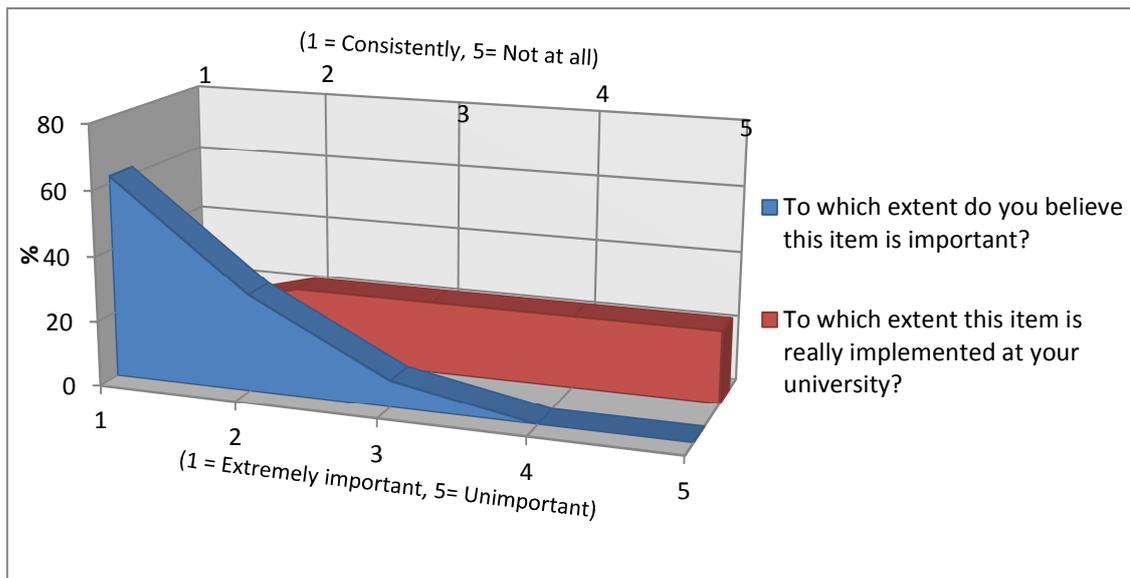
Figure 4: Feedback to employees on their performance reports and the results of evaluation

4.   Performance Evaluation:

The results in Table 4 show the following:

- In terms of providing rewards and promotion to employees based on their assessment results and their achievements to the goals of the university strategy, 89% of the participants answered that this item is important or extremely important, while 13.5% only of participants answered that this item is consistently or frequently implemented, while 62% of the participants answered that this item is occasionally or infrequently implemented, and 24% of the participants said that this item is not implemented at all.

Table 4: Performance Evaluation results

Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Provide rewards and promotion to employees based on their assessment results and their achievements to the goals of the university strategy	52.6	36.8	10.5	-	-	2.7	10.8	29.7	32.4	24.3
2. Fostering innovation and excellence among the staff through moral and material rewards	63.2	31.6	5.3	-	-	-	19.4	33.3	22.2	25
3. Empowering the committed and skilled university's staff that provided creative and innovative contribution in achieving the University's strategic goals, through promotion and rewards.	57.9	31.6	7.9	2.6	-	8.1	16.2	24.3	18.9	32.4
4. Create a positive competitiveness among staff toward achieving the annual targets and strategic goals of the University.	39.5	42.1	15.8	2.6	-	8.1	10.8	21.6	18.9	40.5
5. Directing teachers toward the full teaching or full research path or mixing both of them according to the deliberate strategy of the University	44.7	39.5	7.9	2.6	5.3	8.1	18.9	18.9	18.9	35.1

- More than 94% of the participants believed that fostering innovation and excellence among the staff through moral and material rewarding is important or extremely important. On the other hand, no one answered that this item is consistently implemented at their institutions, and only 19.4% answered that it is frequently implemented, 55.5% of the participants answered that it is occasionally or infrequently implemented, and 25% of the participants answered that this item is not implemented at all at their institutions.

- Approximately 90% of the participants believed that empowering the committed and skilled University's staff that provided creative and innovative contribution in achieving the University strategic goals, through promotion and rewards is important or extremely important. On the other hand, 24% of the participants answered that this item is consistently or frequently implemented, 43% of participants answered that this item was implemented occasionally or infrequently and 32% of the participants answered that this item was not implemented at all at their institutions.

- A noticeable gap between what is implemented and what participants believed important is seen when participants were asked about their opinion in creating a positive competitiveness among staff toward achieving the annual targets and strategic goals of the University, more than 80% of the participants believed that this item is important or extremely important, but 8.1% only of the participants answered

that this item was consistently implemented and 40.5% of
participants answered that this item was not implemented at all at
their institutions. Figure 5 represents the gap mentioned above.

- Another noticeable result, show that 84.5% of participants believe
  that directing academic staff toward the full teaching or full research
  path or mixing both of them according to the deliberate strategy of
  the university is important or extremely important. On the other
  hand, 35.1% of the participants answered that this item was not
 implemented at all at their institutions.
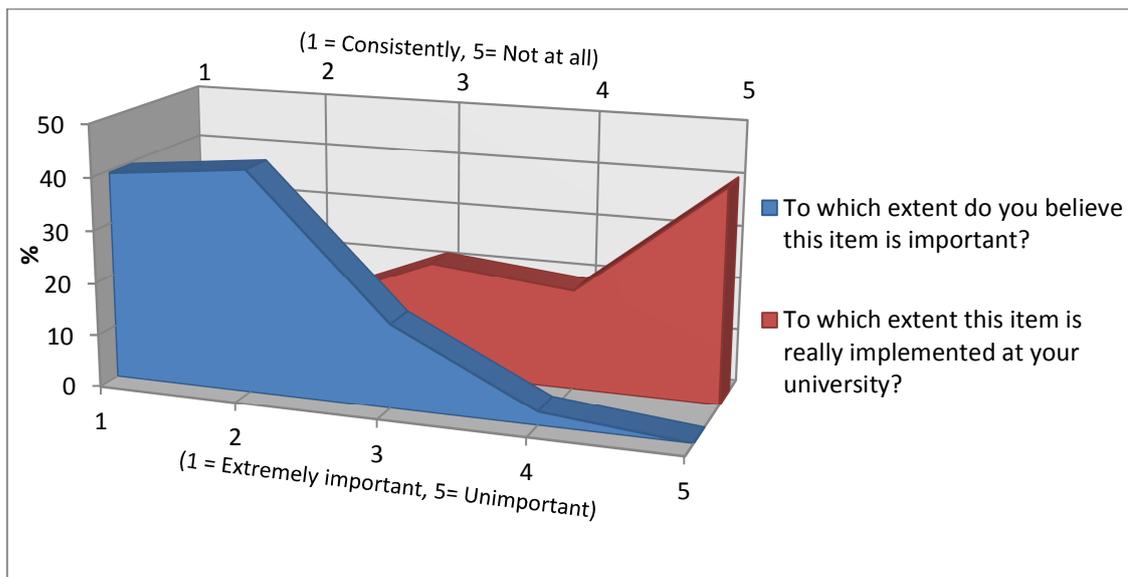
**Figure 5: Creating competitiveness towards achieving the annual targets and
strategic goals of the university**

5.   Organizational Relations:

The results in Table 5 show the following:

- Approximately 90% of the participants believed that finding the
  proper, positive and effective communication mechanisms between

the staff of the university from the top of the hierarchy to the bottom and vice versa is important or extremely important, on the other hand, approximately 28% of them answered that this item was implemented consistently or frequently, while 47% of them answered that it was implemented occasionally or infrequently and 25% of them answered that it was not implemented at all at their institutions.

- Approximately 95% of the participants believe that leadership has to listen to the views of the university's employees and encourage their participation by considering their recommendations, on the other hand 33% of participants answered that this item was implemented consistently or frequently, while 51% of participants answered that this item was implemented occasionally or infrequently and 16% of participants answered that it was not implemented at all at their institutions.

Table 5: Organizational Relations results

Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Find the proper, positive and effective communication mechanisms between the staff of the university from the top of the hierarchy to the bottom and vice versa	65.8	23.7	7.9	2.6	-	5.6	22.2	25	22.2	25
2. Leadership have to Listen to the views of the university's employees and encourage their participation by considering their recommendations	63.2	31.6	5.3	-	-	5.4	27	35.1	16.2	16.2
3. Improve the job satisfaction among the human resources as they are an essential element of the strategic planning for the university.	60.5	28.9	10.5	-	-	8.1	16.2	21.6	27	27
4. Designing or re-designing the university's organizational structure to fit the needs of implementing the strategic plan.	81.1	13.5	2.7	-	2.7	13.9	16.7	19.4	25	25
5. Provide a career path that is linked with the strategic vision and mission as well as strategic targets for the university.	64.9	24.3	8.1	2.7	-	8.3	19.4	25	27.8	19.4
6. Selection of the university's leadership based on a clear methodology that serves the University's strategic plan.	71.1	23.7	2.6	2.6	-	5.6	25	27.8	19.4	22.2

- With regards to job satisfaction, 89% of participants believed that improving job satisfaction among the human resources as an essential element of the strategic planning for the university is important or extremely important. On the other hand, 24% only of the participants answered that this item was consistently or frequently implemented at their institutions, 48% of them answered that it was occasionally or infrequently implemented, 27% of them answered that it was not implemented at all at their institutions. Figure 6 clarifies the gap of the participants' beliefs of the importance and the reality of implementation.

- Approximately 95% of participants believed that designing or re-designing the university's organizational structure to fit the needs of implementing the strategic plan is important or extremely important. On the other hand, 30% of participants answered that this item has been implemented consistently or frequently, and 44% answered that it was occasionally or infrequently implemented and 25% of participants answered that it was not implemented at all.
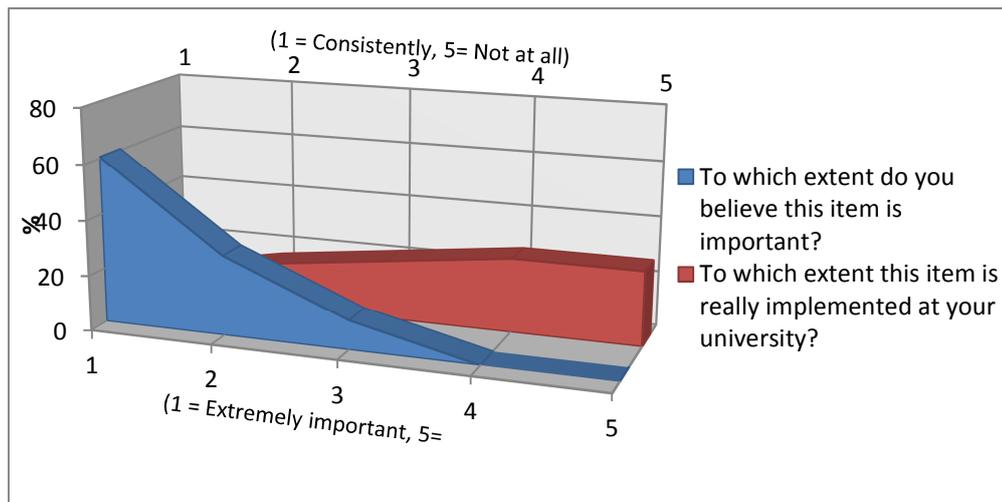
Figure 6: Improving job satisfaction as an essential element of the strategic planning for the university

- With regards to provide a career path that is linked with the strategic vision and mission as well as strategic targets for the university, 89% of the participants believed that this item is important or extremely important. On the other hand, approximately 27.7% of the participants answered that this item was implemented consistently or frequently, 52.8% of participants answered that it was implemented occasionally or infrequently and 25% of participants answered that it was not implemented at all in their institutions.

- Approximately 95% of participants believed that it is important or extremely important that the selection of the university's leadership should be based on a clear methodology that serves the University's strategic plan. On the other hand, 30.6% of participants answered that this item is consistently or frequently implemented at their institutions, 47.2% answered that it was occasionally or infrequently implemented and 22.2% answered that it was not implemented at all at their institutions.

6.   Employees' Services:

The results in Table 6 show the following:

- With respect to the employees' services, the results show a good degree of participants' satisfaction, the results show a higher implementation of what participants' believed. The item that have had the highest implementation percentage was providing health insurance and medical care, as 78.3% of the participants answered that this item was implemented consistently or frequently at their institutions.

- Approximately 97% of the participants believed that providing the basic services to the staff that emphasizes the management's commitment towards human resources as a basis for achieving the strategic objectives of the university. Approximately 64% of the participants answered that this item was implemented consistently or frequently at their institutions.

- With respect to participants' belief of importance that was given to "providing comfortable working environment that stimulate achievements" item, 97% of the participants answered that it is important. On the other hand, 40% of the participants answered that this item was implemented consistently or frequently, 54% answered that this item was occasionally or infrequently implemented at

Table 6: Employees' Services results

Item	To which extent do you believe this item is important?					To which extent this item is really implemented at your university?				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Providing the basic services to the staff that emphasizes management commitment towards human resources as a basis for achieving the strategic objectives of the university	60.5	36.8	2.6	-	-	13.9	50	16.7	11.1	8.3
2. Provide comfortable working environment that stimulate achievements.	71.1	23.7	5.3	-	-	21.6	18.9	37.8	16.2	5.4
3. Provide health insurance and medical care	78.9	15.8	5.3	-	-	48.6	29.7	13.5	8.1	-
4. Provide an optional early retirement as a strategy to ensure renewable human resources.	42.1	28.9	23.7	5.3	-	-	13.5	8.1	10.8	67.6

their institutions.

- The largest gap found was at the item "providing an optional early retirement as a strategy to ensure renewable human resources". As 71% of participants believed that it is important or extremely important and 29% believed that it is neutral or not very important to be provided. On the hand, 67.6% of participants answered that this item is not implemented at all. This high percentage was because that the early retirement is not implemented at all in the Palestinian universities. On the other hand, employees can leave the institution at any time, and they can get all their benefits depending on the period of service at the institution.

7.   Employees' Education, Training and Development:

The results in Table 7 show the following:

- Approximately 95% of the participants believed that training should be one of the university strategies. On the other hand, 38% of the participants answered that this item was consistently or frequently implemented at their institutions, 48.6% of the participants answered that it was implemented occasionally or infrequently and 13.5% of them answered that it was not implemented at all.

- Approximately 92% of the participants believed that training should be provided in order to fit the university strategic needs. On the other hand, 29.7% of the participants answered that this item was

implemented consistently or frequently, 45.9% answered that it was implemented occasionally or infrequently, and 24.3% answered that this item was not implemented at all. Figure 7 clarifies the gap between beliefs and implementation of this item.

- The results show that 92% of participants believed that encouraging staff self-development toward serving the strategic directions of the University is important or extremely important. On the other hand, 27% of the participants answered that this item was consistently or frequently implemented, 45.9% of the participants answered that it was occasionally or infrequently implemented and 27% of the participants answered that this item was not implemented at all in their institutions.

Table 7: Employees' Education, Training and Development results

| Item	To which extent do you believe this item is important? (%)					To which extent this item is really implemented at your university? (%)				
	Extremely important	Important	Neutral	Not very important	Unimportant	Consistently	Frequently	Occasionally	Infrequently	Not at all
1. Training is one of the university strategies	71.1	23.7	5.3	-	-	10.8	27	21.6	27	13.5
2. Provide training that fits the university strategic needs.	65.8	26.3	5.3	2.6	-	8.1	21.6	24.3	21.6	24.3
3. provide annual plans according to the required expertise at the university level	57.9	34.2	5.3	2.6	-	5.4	13.5	18.9	27	35.1
4. Encourage staff self-development toward serving the strategic directions of the University	65.8	26.3	5.3	2.6	-	13.5	13.5	32.4	13.5	27
5. Providing an academic exchange as a strategy to develop the skills and expertise of academic staff	71.1	21.1	5.3	2.6	-	13.5	24.3	27	13.5	21.6
6. Measuring the effectiveness and impact of training on the performance and behavior of staff	60.5	26.3	10.5	2.6	-	2.7	13.5	13.5	43.2	27
7. Measure the effectiveness and the impact of training and its compatibility to the achievement of the university strategic goals	57.9	31.6	7.9	2.6	-	2.7	10.8	10.8	43.2	32.4
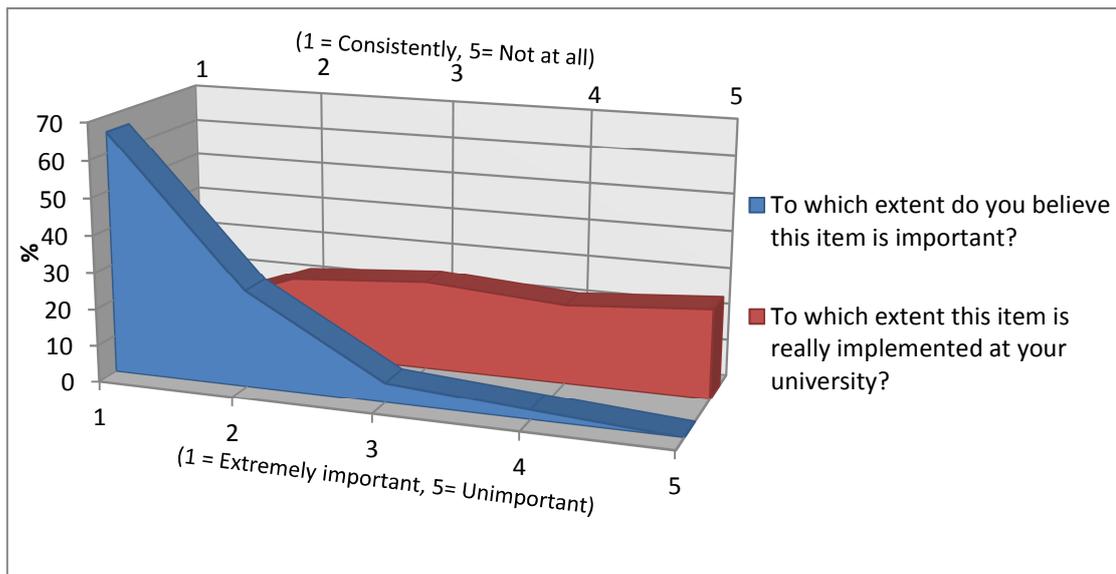
Figure 7: Providing training that fits the university strategic needs

- Providing an academic exchange as a strategy to develop the skills and expertise of academic staff has been seen by 92% of the participants to be important or extremely important, while 37.8% of the participants answered that this item was consistently or frequently implemented, 40.5% of the participants answered that it was implemented occasionally or infrequently, and 21.6% of them answered that it was not implemented at all at their institutions. The academic exchange is available at all public universities for those who fit some academic requirements like the "academic degree" and once for life.

- Measuring the effectiveness and impact of training on the performance and behavior of staff is important or extremely important as 86.8% of participants believed. On the other hand, when goes to implementation, 16.2% of participants answered that this was consistently or frequently implemented, 56.7% of the participants

answered that it was occasionally or infrequently implemented at their institutions and 27% of them answered that it was not implemented at all.

- In terms of training and measuring its effectiveness in achieving the university's strategic goals, 89.5% of participants believed that it is important or extremely important. On the other hand, 13.5% of participants only answered that it is implemented consistently or frequently, 54% of participants answered that it was occasionally or infrequently implemented and 32.4% of participants answered that it was not implemented at all at their institutions. The following figure shows the gap between what is believed to be important and what is really implemented of this item:
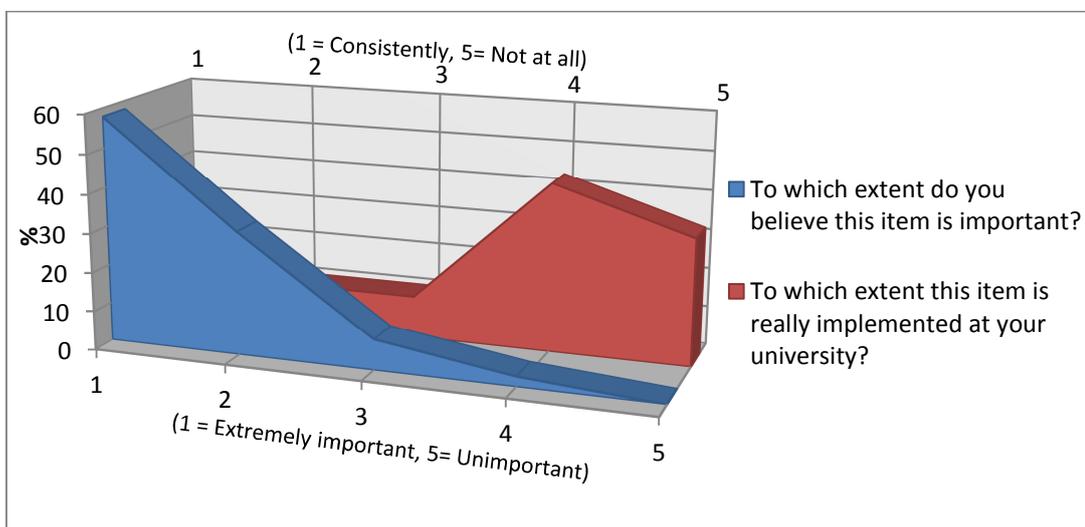

Figure 8: Measuring the effectiveness and the impact of training and its compatibility to the achievement of the university strategic goals

3.6: Survey Results' Discussion:

This analysis was an attempt to address the situation of Strategic Human Resources Planning at the Palestinian universities. The questionnaire which was used in order to collect and analyze data was prepared according to the human resources functions from a strategic planning perspective based on the literature review in the previous chapter. The data show that despite there is a strong belief that SHRP is important; the implementation level was very low, even with lower effectiveness when implemented.

The survey answered the questions stated at the beginning of the study. It was found according to the data provided by the selected sample that the institutions of higher education in Palestine do not seem to perceive the benefits of SHR plans, although they understand the importance of implementation.

The lack of implementation of SHRP could be according to adopting policies at the management level like cutting costs and concentrating on minimizing the needed resources at the institution to the minimum. Such lack of implementation could be also because of lack of qualifications of people who are working at the HR departments and still running the HR departments under the old understanding of personnel department.

Some universities included a human resources component under the overall university plan, and they believed this could be enough. But in

today's challenges, under the current and expected future need, a dedicated strategic human resources plan is requested to be realized. It was found that the organizations that performed most effectively under the existing challenges are those who planned and managed their human resources strategically (Mello, 2006).

Recruitment and selection results show that recruitment should be implemented in consistency with the strategic needs of the university. Job descriptions should be aligned with the position needs in order to meet the strategic objectives. Annual recruitment plans should be prepared and the role of every new employee in meeting the strategic objectives should be clear for each new staff member.

Universities that are implementing performance evaluation should implement it to be strategically oriented, and evaluation results should be provided to employees, so that they can refine their performance to fit the strategic needs of the university. In case of peer evaluation, the staff members who are evaluating their colleagues should get the needed training in order to be aware about evaluation criteria.

Promotion and rewards should be linked with the assessment results, as long as assessment is being done according to the strategic fit of employee's performance to the strategic objectives of the university. Promotion and rewards should foster innovation among the staff, and should empower those staff members that are highly committed and skilled.

Promotion and rewards should be offered in a way that builds a positive competitiveness among employees toward achieving the strategic goals of the university.

Directing the academic staff toward full teaching load or full research path or mixing between them should come as a response to the strategy of the university, so that every single individual will be aware of her/his role toward achieving the goals and objectives of the university. The academic teaching load should be re-considered on the light of the university strategy.

In order to improve effective organizational relations between leadership and employees, there should be proper, positive and effective communication mechanisms between all levels at the university. Leadership should listen and benefit from the views of employees, participation would improve the employees satisfaction as it will make the employees feel that they are part of the decision making process and their opinion is valuable to the leadership of the university.

The organizational structure of the university must be reviewed and re-designed when needed, in order to best fit the needs of implementing the strategic plan of the university. Employees' career path should be clear for all employees and should be aligned with the strategic targets of the university. Selection of the university leadership should also be according a clear methodology and serves the university strategic objectives.

Providing services to employees like health insurance and comfortable working place will improve the performance of the staff and stimulate strategic achievements. An optional early retirement could be provided to ensure renewable human resources at the university, but such program when established, should be a response to a strategic decision that relate to the strategic goals of the university.

Training should be provided to employees to improve the university efficiency and to improve the skills and expertise that are needed to achieve the strategic goals of the university. Thus, training should be aligned with the strategic needs of the university, and the effectiveness of training programs should be measured continuously to evaluate its impact on the employees themselves and on their performance in achieving the university's goals. One of the training and development programs that can be provided at universities is the academic exchange locally or internationally.

A null hypothesis testing using Chi square was used in order to examine the variances between the characteristics of the persons represented in the sample (job title, gender, age, academic level, working experience, and number of years in the current position), and their views toward each one of the seven groups of question representing the HRM functions. It was found that there are no significant differences at ($\alpha < 0.05$) between all the seven groups and all the characteristics of the persons who represented the sample of this survey. This was due to the nature of the

sample which representing the leadership of the universities, that are supposed to be highly qualified and well experienced in the administrative level of the universities, and thus made their views with no significant differences towards the seven groups of questions representing the HRM functions.

Based on the discussion of the results in this chapter, this study will introduce the next chapter to provide a real example of preparing the framework of strategic human resources plan for An-Najah National University as a case study. The procedure of preparing this framework will be based on the literature review and the results of the questionnaire analysis.

3.7: Strategic analysis of An-Najah National University's Human Resources:

3.7.1: General background:

An-Najah National University is a vibrant hub of learning which nourishes science, knowledge and understanding. An-Najah offers undergraduate programs in the fields of Medicine, Engineering, Humanities and Social Sciences, and Natural Sciences, as well as numerous programs of graduate study in these fields. Since it was chartered as a full-fledged university in 1978, An-Najah has promoted the acquisition of modern knowledge whilst also remaining committed to the transmission and preservation of Palestinian history, heritage and culture. Today, as the

largest University in the West Bank, An-Najah educates over 20,000 students and is the home to 19 faculties offering various undergraduate and graduate specializations.

Since its establishment, An-Najah has been on a continuous path of development as it strives to offer the best educational experience for its students. As new academic majors such as agricultural sciences, medical analyses and fine arts were introduced, student enrollment increased. Additionally, further development of University facilities and equipment was realized including improvements in the University's academic, administrative, and human resources, as well as enlargement of its library holdings and enhancement of its laboratory equipment.

The University has retained some of the highest caliber faculty in Palestine to share their expertise and enthusiasm with students. In addition to recruiting excellent faculty, An-Najah is committed to encouraging continued faculty learning and to promoting its faculty's professional development.

3.7.2: An-Najah National University Strategic Plan 2011-2015:

In January 2011 the University has launched its five years Strategic Plan 2011-2015 implementation stage. The University has defined its Mission, Vision and the Strategic Goals for the next five years that cover its activities in the fields of Academic, Research, Community Service and

University Administrative Development. These are illustrated hereafter (ANU Website, 2012).

University Mission:

"An-Najah National University is a public institution. It aims at developing professionally human resources qualified for leadership and in all spheres of life.   It also aims at acquainting university students with the distinguishingly scientific knowledge of scientific excellence, and with the individual skills which enhance students' abilities to compete in the domestic, Arab and international market, with the intent that a university graduate constitutes a creative and an effective element. In addition, the university's mission is designed to contribute significantly to the advancement of scientific research on a global level, and to meet the needs of the community in the areas of sustainable economic, technical, and human development, and to contribute to the enrichment of the knowledge and preservation of cultural heritage and religious traditions of the Palestinian people. "

University Vision:

"The University has defined its vision to become a reputable institution globally at the level of quality and higher education and at the same time to be the leading center for scientific research and an effective base for community service and leadership, contributing to the achievement of sustainable development."

University Values:

As stated on the University website, the University is committed to the following values:

- Reinforcement of national and religious values

- Excellence

- Integrity

- Sense of belonging

- Respect

- Leadership

- Team spirit

- Transparency

- Independence

Strategic Goals (2011-2015):

An-Najah National University has defined four strategic goals in order to be achieved during the strategic plan period (2011-2015) (ANU Website, 2012); these goals are:

1. The advancement of higher education and its development and promotion;

2. The advancement and promotion of scientific research in scientific and humanistic fields for the achievement and enrichment of scientific knowledge;

3.   Activating the role of the university as a leader and catalyst in serving the community and contributing to solving its problems;

4.   Raising the level of efficiency of the administrative performance at the university to enhance its administrative services in order to assist the university in accomplishing its mission.

3.7.3: Human Resource Department at An-Najah National University:

The Human Resources Department at An-Najah National University was established in 1979 with the establishment of the university, under the name of Personnel Department. In 2006, the name of the department has been changed to be Human Resources Department. According the Human Resources Department web page, the Department provides the vital services of managing the needs and expectations of University employees through providing a legal, healthy and fiscally responsible context for interaction. It plays a central role in employee documentation; record archiving, reimbursement, salary distribution and job training for all university (Human Resources Department official webpage, 2012).

The Human Resources department includes Department Director, a secretary and six functional sections which are (Human Resources Department official webpage, 2012):

-    *Academic Staff Section: this section is responsible for the following activities:*

- o Documenting the files pertaining to academic staff

- o Computing information about the academic staff

- o Preparing academic staff's IDs

- o Preparing all statistics about the academic staff

- o Following on compensation and academic rank for academic staff

- *Administrative Staff Academic Staff Section*

- o Documenting files pertaining to administrative staff

- o Computing information about the administrative staff

- o Preparing administrative staff's IDs

- o Following up on job move for administrative staff

- o Following up on all administrative matters related to scholarships and candidates

- *Part-Time Employees Section*

- o Documenting the files pertaining to part-time administrative employees

- o Documenting files pertaining to part-time academic employees

- o Computing information about the part-time staff

- *Vacation Section*

- o Monitoring annual vacation for university staff

- o Calculating work leave hours for university staff

- o Monitoring sickness leave periods for university staff

- o Monitoring Hajj vacation

- *Insurance Section*

  o Following up on general insurances cases

  o Following up on work injury cases

  o Following up on personal insurance cases

  o Following up on life insurance cases

  o Following up on insurance for cancer cases

- *Electronic Archives and Job Application Section*

  o Preparing academic staff archives

  o Preparing administrative staff archives

  o Preparing files for retired university staff

  o Receiving job applications

  o Following up on work hours for university staff

The Human Resources Department at An-Najah National University is located on the university organizational structure as an administrative department that is following and reporting to the university Vice President for Administrative Affairs as well as to the University President.

3.8: Environmental analysis of human resource at An-Najah National University:

Based on the interviews that have been made with key officials at the university, and the review of HRM functions, as well as the literature of Strategic Human Resources Planning, and the review of the Local, Arab and International standards of HR at the Higher Education, the

environmental analysis has been executed where external and internal assessment of the environment has been executed as follows:

3.8.1: The external environment:

3.8.1.1: Opportunities:

The following items have been listed and supposed to be the major available opportunities for the Human Resources at An-Najah National University:

- The high satisfaction of the Palestinian society to the Higher Education Institutions in Palestine. As mentioned in the Palestinian opinion poll number 23 executed by the Opinion Polls and Survey Studies Unit at An-Najah National University in September 2006, more than 70% of the population sample answered that they were satisfied with the Higher Education Institutions' performance (Opinion Polls and Survey Studies Unit, 2006).
- The desire of the Palestinian Society and individuals toward higher education to obtain bachelors and master degrees.
- The support of the community to the higher education institutions by insuring a healthy and stable environment for these institutions through avoiding the universities from the internal political differences.
- The openness of the international community toward supporting the higher education in Palestine through development projects,

academic exchange and cooperation in education and training (i.e. Quality Improvement Funds, TEMPUS projects, World Bank Projects, etc.).

- The need of the market and community for business research and partnerships (research – business) partnerships

3.8.1.2: Threats:

The following items are listed to be the major threatening items for the Human Resources at An-Najah National University:

- The Human Resources Management recognizes that the general economic and political conditions that are surrounding and affecting the educational process in Palestine in general and affecting the university in specific, such as the difficulties in the attraction of qualified academic staff from abroad. The employment of foreigners' academic staff is not easy in Palestine due to the restrictions imposed by the Israeli policies against Palestine; this will need the universities to retain the available competences that are able to live and work in Palestine.

- The increasing market's needs (locally and regionally) for new academic programs as well as new working skills for the graduates, this means that the university should be responsive to these needs by developing its current academic and administrative staff to acquire

the new expertise and provide the needed academic qualifications for opening new programs.

- Universities now are competing not only locally but also regionally, thus, the universities are requested also to comply with regional as well as international education quality requirements (quantitatively and qualitatively).

- The competition with private sector or other universities locally or regionally in attracting and retaining qualified academic and administrative staff.

- The fast growth of the students' numbers who would like to attend the Palestinian universities is not in harmony with the capacity that is available in the Palestinian higher education institutions; thus the University should accept more students for economic reasons and national commitments (MOEHE, 2010).

- Weak government financial support for universities which is affecting the university resources

3.8.2: The Internal Environment:

3.8.2.1: Strengths:

- The University is adopting an open policy for employment of new academic staff; according to HR Department, 60 new employees have signed a full time employment contract, and An-Najah National

University has employed about 150 new employees during 2012 as part timers.

- The human resources department is maintaining the door of receiving job applications open for new academic staff that have been graduated from highly ranked universities world-wide. This policy helped in accepting numerous academic staff applications, where many of them are currently employed as staff members in deferent disciplines.

- Number of scholarships offered by the universities to the honored graduates from the university to continue their higher education to get master and Ph.D. degrees in specific academic disciplines.

- The human resources department at the university is able to work with the large number of employees; and therefore, more efforts were needed to meet the complex daily work for the department and the HR department provided its services to the university staff in high proficiency and effectiveness.

- The University has already very good international relations with abroad universities, about 36 cooperation agreements with international universities and institutions have been signed during the last 3 years, which enabled the university to benefit from these relations by scholarships for its employees to gain higher degrees in several academic disciplines or by executing joint research.

- An-Najah National University financial management is supporting the human resources stability at the universities, salaries are being

paid on time, and employees' services such as health insurance are running in the best performance.

-   The information of all University Employees is stored and managed through a computerized database interface. Services like HR Department application forms, vacation and leave management, announcement and communication are available through the University's internal portal which is called (Zajel). This system enabled the HR Department to provide the University Administration with periodical reports about the HR changes at the University.

-   The presence of clear career path for the academic staff and clear salaries scale for all employees, including annual salaries increase for each employee at various career levels.

-   The University is also granting a sabbatical leave to the academic staff with the rank of Associate Professor and Full Professor; this helps the academic staff to perform research activities that are contributing in raising the level of the university.

-   The presence of the (Employees Union) which is elected annually by all employees and work to provide services and support for University employees.

-   The HR Department provides annual reports to the University Administration including the next few years' requirements of human resources according to retirement of current employees. The HR Department also, requesting the various departments at the

University to include their expected HR requirements for the next year in the annual expected budgets.

- The University Quality Assurance Unit executes two annual programs for the academic staff, the first one is the Sincere Friend Program for the current academic staff, and the other one is the Annual Orientation Program which is dedicated for new academic staff.

- The University has established the Center for Learning and Teaching Excellence which aims to improve the expertise of the academic staff in education and learning.

- The University has encouraged the teamwork culture within the University staff by forming teams and different academic and non-academic committees.

- The University Administration's support to the scientific research and to researchers in order to encourage them to conduct quality scientific research that serves the community

- The capacity and willingness of the University toward community service and participation in the social development.

3.8.2.2: Weaknesses:

- There is no presence for a strategic plan for the Human Resources for the University; also there is no annual action plan for the Human Resources, which is supposed to translate the University's Strategic Plan into action department plan in terms of Human Resources.

- There is no mechanism to measure and analyze the employees' satisfaction either by surveys or direct communication, which is needed to help in improving the services and policies related to University Human Resources.

- Although the University conducts annual evaluations for employees, but there is no identification of employees' performance indicators that are required in order to achieve the strategic goals of the University.

- In terms of Evaluation, both academic and administrative staff has an annual evaluation. Although the academic staff has a clear and defined procedure for feedback, there is no clear procedure for providing feedback for administrative staff. And there is no links between evaluation results and the assessment of training needs.

- There is no clear HR Key Performance Indicators system which provides periodical up-to-date HR measures that can be used to support the academic and administrative decisions.

- The University is facing an extreme difficulty in attracting some academic qualifications in specific academic disciplines.

- Although the HR Department had published university HR regulations and rules on the university website, these regulations should be updated, and should be issued as a hardcopy booklet.

- Most of the activities that were existed as mentioned in the HR Department hierarchy structure can be classified under HR services. The structure did not include vital functions for HR department such

as (HR planning, organizational and staff development, employee relations and management services).

- In terms of Employees training, there is no defined and documented or implemented mechanism to manage the training of HR in order to serve the strategic objectives of the University. This includes the assessment of training needs, and the evaluation of any training programs to insure its effectiveness in achieving University strategic goals and targets. There is no annual training action plan or schedule.

- The need of the University to meet the human resources local and international quality standards at specific academic disciplines.

- The low research production rate (research per researcher) in general due to high academic load for academic staff (MOEHE, 2010).

Chapter Four

An-Najah National University's Proposed

Human Resources Strategic Plan 2012-2015

4.1: Introduction

This chapter includes the human resources strategic plan framework for An-Najah National University which has been prepared based on:

a. Reviewing some human resources strategic plans for international universities, in order to benefit from the guidelines that have been used at their plans and to provide a strategic perspective to the proposed ANU Human Resources Strategic Plan objectives and strategies.

b. Executing an environmental assessment in order to develop a SWOT analysis for the environment of the University's Human Resources.

c. Reviewing the University's Strategic Plan 2011-2015 in order to insure a full compatibility and consistency between both strategic plans. Also, the HR Strategic Plan should reflect the goals and targets of the University's overall Strategic Plan.

The review of some International Universities' Human Resources Strategic Plans provided a strategic perspective to the proposed An-Najah National University Human Resources Strategic Plan objectives and strategies. Some of the goals and targets of these universities represent the global trends and approaches for Human Resources Strategic Planning in higher education.

The strategic goals and objectives which were set in An-Najah National University Strategic Plan and related to Human Resources, have

been extracted and listed in order to be the core strategic goals and objectives for the HR Strategic Plan. This will insure that the HR Strategic Plan will contribute to achieving the strategic goals of the University upon implementation.

Moreover, university values should play a central role in the HR Strategic Plan, reflected on identified strategies. The University leadership should provide all the means to show a full commitment to these values by:

- Promoting a high performance culture designed to achieve the best quality standards and excellence at all levels in the University.

- Fostering the university values on all levels, academic and administrative, so these values become personal values for each member of the university staff.

- Providing the highest level of transparency, openness, accountability and respect in all HR activities and decision making.

- Providing the best international HR practice within the capacity available at the university.

- Encouraging staff to participate and exchange ideas and thoughts in order to promote the team-working culture at the University.

The external assessment has been executed by discussing the external environment that threaten or form an opportunity for the human resources in the university. The internal assessment has been executed through pre-arranged official interviews with stakeholders of the HR

department. These are the Director of HR Department, Deputy President for Planning, Development and Quality, Vice President for Administrative Affairs and Vice President for Academic Affairs. Meetings were also organized with sample of academic and administrative staff.

Local, regional and international higher education standards, which have been discussed before within the literature, form an input for the SWOT analysis, as the university aims (as stated in its mission) to become a reputable university locally, regionally and globally.

All the above provided the basis for defining and setting the vision, mission and goals of the ANU Human Resources Strategic Plan. Next, the specific objectives and strategies to achieve the goals have been defined, and performance indicators and responsibilities for each of the strategies have been determined.

During the discussion with key officials at the University, there was a misunderstanding of the goal of Human Resources Strategic Planning, it was understood that it is only dedicated for the Human Resources Management at the HR Department level, but the study goal was to prepare a Human Resources Strategic Plan for the University as a whole (Organizational Level), and the execution of the strategic plan will be in partnership between all the key officials depending on the their positions and responsibilities as well as departments.

Figure 12 shows the inputs used in preparing the strategic plan for the human resources department at An-Najah National University.


Figure 9: Strategic Plan inputs

The next sections include the University's proposed HR mission, vision and strategic goals. The SWOT Matrix is then plotted, and after that, all specific objectives and strategies are grouped with the corresponding strategic goals and key performance indicators. Moreover, responsibilities are identified for each one of the strategies.

4.2: Human resources mission and vision statements:

Based on the University's primary vision, the HR Strategic Plan Mission and Vision proposed to be as follows:

Human Resources Mission:

An-Najah National University is responsible for the planning and development of the university's human resources, by attracting qualified

academic and administrative staff, implementing the needed training programs based on objective performance evaluation for the employees, motivating and encouraging human resources initiatives, excellence and innovation, promoting teamwork culture, and encouraging the human resources to contribute in the decision-making.

The University is also responsible for developing the working environment at the university to become comfortable and stimulating to achieve the excellence, through the continuous provision of essential services for employees including health insurance, saving funds, retirement, healthy work environment, occupational safety, and all means of communication and necessary facilities.

Human Resources Vision:

Based on the University's vision, An-Najah National University is seeking to supplement, strengthen and develop the human resources of the university at the academic and administrative levels, in order to achieve the mission of the university and its strategic objectives, and to ensure the sustainability and development of its human resources.

4.3: HR Strategic Goals:

The Human Resources Strategic Plan will support the university's mission through a set of strategic goals which include:

1) Advancement in the academic staff of the University in order to achieve the intended excellence academic process.

2) Contribution to the promotion and development of scientific research at the university.

3) Promotion of the culture of community service responsibility among the university HR (academics and administrative staff)

4) Development of the administrative staff and services that supports the academic process.

4.4: HR Strategies:

Based on the environmental analysis executed in Chapter 4, the SWOT matrix was established to match between external and internal environments, and identify strategies according to this matching. The threats, opportunities, strengths and weaknesses summarized and arranged in the SWOT matrix presented in Table 8. The strategies that are extracted based on these are also presented in Table 8, are presented in details in Tables 9-12. These strategies have been grouped to correspond to each of the above identified four strategic goals. Moreover, the tables include the performance indicators for each strategy and the responsible department(s) or official(s), according to their positions, for the execution of each strategy.

Table 8: SWOT Matrix

SWOT MATRIX	Strengths – S	Weaknesses – W
	S1. The University is adopting an open policy for employment of new academic staff S2. The dynamic policy of attracting and hiring the best academic expertise S3. Number of scholarships offered by the universities to the honored graduates from the university to continue their higher education abroad. S4. Human Resources Department's ability to manage and follow-up day-to-day needs of the large number of staff with a high efficiency and best effectiveness S5. The strong international relations with universities and international institutions S6. The strong financial management which is supporting the human resources stability at the universities S7. Successful computerized database system for Human Resources Management S8. The presence of clear career path for the academic staff and clear salaries scale for all employees S9. The University is also granting a sabbatical leave to the academic staff with the rank of Associate Professor and Full Professor S10. The presence of the (Employees Union) which is elected annually by all employees and work to provide services and support for University employees S11. The ability to predict the future needs of human resources S12. The University Quality Assurance Unit executes two annual training programs for the academic staff S13. Center for Learning and Teaching Excellence which aims to improve the expertise of the academic staff in education S14. the teamwork culture within the University staff S15. The University administration support to the scientific research and to researchers in order to encourage them to conduct quality scientific research that serves the community S16. The capacity and willingness of the University toward community service and participation in the social development	W1. There is no presence for a strategic plan for the Human Resources for the University W2. There is no mechanism to measure and analyze the employees' satisfaction W3. Employees' evaluation is not based on the strategic achievements of employees. W4. There is no performance indicators system for human resources management W5. The University is facing an extreme difficulty in attracting some academic qualifications in specific academic disciplines. W6. Regulations and instructions of human resources are not updated and not published as a hardcopy W7. HR Department's hierarchy is not consistent with the HRM functions W8. There are no documented and approved methodology for Training and Development W9. There is no mechanism to provide feedback to administrative employees according to their evaluation results W10. The need of the University to meet the human resources local and international quality standards in some academic disciplines. W11. The low research production rate (research per researcher) due to high academic load for academic staff.
Opportunities – O	**Strengths - Opportunities Strategies**	**Weaknesses – Opportunities Strategies**
O1. The high satisfaction of the Palestinian society to the Higher Education Institutions in Palestine O2. The desire of the Palestinian Society and individuals toward higher education to obtain bachelors and master degrees. O3. avoiding the universities from the Palestinian internal political differences O4. The openness of the international community toward supporting the higher education in Palestine O5. The need of the community for business research and partnerships (research – business) partnerships	SO1. (S3, O4) Benefiting from international relations by sending faculty members in priority areas to scholarships abroad to well reputed and highly ranked universities SO2. (S5, O4) Developing new academic and scientific research partnerships with best world universities. SO3. (S9, O4) Establishing training and development programs for academic and administrative staff locally or internationally through international cooperation.. SO4. (S10, S14, O3) Cooperation of all university staff to secure the academic process from the unstable political situation, and maintain the unity of the university's employees. SO5. (S15, O5) Benefiting from international relations in developing scientific research cooperation programs and expertise exchange. SO6. (S16, O1, O2) Adoption of joint activities between the university and the community organizations and encourage the participation of university employees in these joint activities.	WO1. (W3, W4, O4) Improving the current performance assessment system to promote the positive aspects and address weaknesses benefiting from international experiences of well reputed universities abroad. WO2. (W11, O4) Find an effective communication means between local researchers and international universities and research centers in order to exchange scientific research experiences. WO3. (W7, O4) Re-structuring the HR department hierarchy to be consistent with the HR management functions. Evaluation, benefiting from international universities experiences WO4. (W5, O4) Benefitting from international relations by sending honored graduates to best world universities through cooperation to continue their education and obtain masters and Ph.D. degrees. WO5. (W11, O5) Adoption of community participation as one of the Annual evaluation criteria for academic and administrative employees at the university.
Threats – T	**Strengths – Threats Strategies**	**Weaknesses – Threats Strategies**
T1. Economic and political constraints at the national level T2. the increasing market's needs (locally and regionally) for new academic programs as well as new working skills T3. Strong regional competition in terms of graduates quality of education and skills T4. The competition with private sector or other universities locally or regionally in attracting and retaining qualified academic and administrative staff T5. The fast growth of the students' numbers who would like to attend the Palestinian universities is not in harmony with the capacity that is available in the Palestinian higher education institutions T6. Weak government financial support for universities.	ST1. (S1, S2, S11, T2, T5) Determining the quantitative and qualitative requirements of faculty members that are needed to meet local and international standards for higher education as well as the increase demand of the society and markets for higher education. ST2. (S6, T1, T6) Support the financial resources of the university in order to be able to provide good working offers for new employees, and to cover any governmental shortage in financial support. ST3. (S4, S8, T4) Provide the best HR service for employees to retain the best University's staff and to make the University an employer of choice. ST4. (S12, S13, T3) Develop the academic and administrative staff in order to provide quality education to students and provide graduates with the needed skills at the working markets. ST5. (S7, S14, T1) Improve the effectiveness and efficiency of employees in order to minimize the HR cost especially on the administrative level.	WT1. (W1, T1-6) Develop and direct human resources planning to serve the strategies and goals of the university. WT2. (W2, T4) Development of satisfaction measurement system and continuously analyze the results in order to improve the working environment and HR services. WT3. (W8, W9,T4) Development of a training management system to realize University strategic objectives and to improve employees' performance as increase satisfaction in order to make the University an employer of choice. WT4. (W10, T3) Provide the training needed in order to improve the quality of education quantitatively and qualitatively. WT5. (W6, T4) Updating the university's human resources regulations and instructions and publishing them on the Human Resources Department website as well as producing it as a hard copy handbook.

The First Goal:

Advancement of the academic staff of the University in order to achieve the intended academic process excellence.

Objectives:

Table 8: First Goal objectives

Objective 1.	Planning, development and promotion of faculty members:	
Strategies	**Performance Indicators**	**Responsibilities**
1) Determining the quantitative and qualitative requirements of faculty members that are needed to meet local and international standards for higher education as well as the increase demand of the society and markets for higher education.	- Teacher to students ratio - Number of Ph.D. holders in each academic program - Ratio of Ph.D. holders to Masters holders	- Vice President for Academic Affairs - HR department - Faculties' Deans
2) Attracting and recruiting distinguished faculty members with advanced degrees and experience from well reputed universities abroad.	- Number of new staff that are employed annually - Ranking of the universities that new employed staff has graduated from.	- VP-Academic Affairs - HR department - Faculties' Deans
3) Promote and enhance the University's competitive total rewards package to recruit and retain the top talents.	- Number of staff members who resign annually - total annual rewards package value	- VP-Administrative Affairs - HR department
4) Compete for top talent with effective recruitment strategies and efficient recruitment processes.	- The annual increase of new academic staff members in top requested fields.	- VP-Academic Affairs - HR department
5) Benefiting from international relations by sending faculty members in priority areas to scholarships abroad to well reputed and highly ranked universities	- Number of annual scholarships abroad - Ranking and reputation of scholarships' universities.	- VP-Academic Affairs - Office of Scholarships Coordinator
6) Reducing relying on part-time faculty members and minimizing the teaching load placed on full-time faculty members as often as possible.	- Percentage of part-time faculty member to full-time members	- VP-Academic Affairs - Institutional Research Unit

Objective 2. Developing the capacity, quality and experience of faculty members in teaching:		
Strategies	**Performance Indicators**	**Responsibilities**
1) Establishing training and development programs for academic and administrative staff locally or internationally through international cooperation.	- Number of local and international training programs - Total number of programs' participants	- Office Of Scholarships Coordinator - Center for Learning and Teaching Excellence
2) Improving the current performance assessment system to promote the positive aspects and address weaknesses benefiting from international experiences of well reputed universities abroad.	- Developing and adopting a new performance assessment system by University Administration	- VP- Academic Affairs - VP-Administrative Affairs - Quality Assurance Unit
3) Promote the culture of self-evaluation for teachers.	- Number of self-evaluation reports that have been executed by teachers themselves.	- Quality Assurance Unit - VP- Academic Affairs
4) Train faculty members to be able to adopt the new technological and IT applications in the educational process and adopt new teaching methods.	- Number of courses that used new methods in teaching (i.e. IT applications)	- Center for Learning and Teaching Excellence - Quality Assurance Unit - HR Department
5) Developing and implementing HR regulations and instructions that comply with quality standards.	- Updating the HR regulations and adopting it officially by university administration	- VP- Academic Affairs - VP-Administrative Affairs - HR Department
6) Developing a training management system to realize University strategic objectives and to improve employees' performance.	- Existence and adoption of the training management system by University leadership	- Deputy President for Planning, Development and Quality - Center for Learning and Teaching Excellence

Objective 3. Enhancing job satisfaction among the faculty and encouraging excellence and innovation:		
Strategies	**Performance Indicators**	**Responsibilities**
1) Developing a system of incentives and awards to talented faculty members.	- Existence and adoption of the system to be a part of HR regulations	- VP-Academic Affairs - HR Department - Deanship of Scientific Research
2) Encouraging faculty members to follow-up the latest developments in their fields.	- Number of conferences, researches and seminars that faculty members have participated in during the year. - Total number or value of incentives or awards that have been awarded per year for their achievements and academic development	- VP-Academic Affairs - HR Department - Deanship of Scientific Research - Quality Assurance Unit
3) Encouraging the participation of faculty members in conferences, seminars and scientific events.	- Number of participations of faculty members in conferences, seminars and scientific events	- VP-Academic Affairs
4) Participation of faculty members in academic decisions and promotion of teamwork culture in the university.	- Number of employees' representatives in official administration counsels. - Number of teamwork groups or committees that have been formed annually	- VP-Academic Affairs - HR Department - VP-Administrative Affairs
5) Development of satisfaction measurement system and continuously analyze the results.	- Existence of the system (i.e. survey management system)	- Institutional Research Unit - DP-Planning, Development and Quality - Quality Assurance Unit

The Second Goal: Contribute to the promotion and development of scientific research at the university

Table 9: Second Goal objectives

Objective 1.   To provide the necessary support in coordination with the Deanship of Scientific Research for the development of scientific research in the university:

Strategies	Performance Indicators	Responsibilities
1) To provide services and logistical support that contributes to ongoing improvement of university research and research training.	- Type and number of services that are offered by the university to researchers to facilitate their research work	- VP-Academic Affairs - Deanship of scientific research - HR Department
2) To conduct the necessary rehabilitation and development training for the staff at the university in order to enhance the capabilities of the researchers at the university.	- Number of training sessions or programs that serves the development of researchers at the university	- Deanship of scientific research - Center for Learning and Teaching Excellence - DP- Planning, Development and Quality
3) Attracting qualified outstanding researchers in coordination with the Scientific Research Deanship in order to enrich the scientific research staff at the university.	- Number of newly employed researchers	- Deanship of scientific research - HR Department
4) Provide teaching and research load balance for academic staff to enable them to execute research.	- Number of research per teacher according to load balance. - Number of credit hours of teaching load	- VP-Academic Affairs - Deanship of scientific research - HR Department
5) Developing new academic and scientific research partnerships with best world universities.	- Number of international research partnerships. - Number of researches that have been executed through partnerships per year	- Deanship of scientific research - DP- International Relations

The Third Goal: Promote a culture of community responsibility among university HR (academic and administrative)

Table 10: Third Goal objectives

Objective 1.	Encouraging administrative and academics employees to contribute to community activities::	
Strategies	**Performance Indicators**	**Responsibilities**
1) To identify, promote and implement improved policies and practices that demonstrate social responsibility.	- Adoption and implementation of new policies related to HR and their social responsibility - Number of partnerships or joint projects between the University and community	- VP- Community Services Affairs - HR Department - Employees Union
2) Find an easy and direct communication channels between the university human resources and community organizations.	- The increase rate of cooperation activities between the university HR and community organizations	- HR-Department
3) Adoption of community participation as one of the Annual evaluation criteria for academic and administrative employees at the university.	- Type and value of credits and rewards that will be given to university employees according to their social participation	- VP-Academic Affairs - VP- Community Services Affairs - HR-Department
4) Adoption of joint activities between the university and the community organizations and encourage the participation of university employees in these joint activities.	- Number of active joint activities between university employees and community organizations.	- VP-Academic Affairs - VP- Community Services Affairs - HR-Department
5) Organizing joint meetings between university HR and civil society organizations in order to search in the problems of these institutions, and networking between them and the workers at the university to find appropriate solutions.	- Number of meetings - Number of problems resolved - Number of newly signed cooperation agreements	- VP- Community Services Affairs - Employees Union - HR Department

The Fourth Goal: Development of the administrative staff that supports the academic process

Table 11: Fourth Goal Objectives

Objective 1.	Development of the human resource management at the university:	
Strategies	**Performance Indicators**	**Responsibilities**
1) Improve the effectiveness and efficiency of employees in order to minimize the HR cost especially on the administrative level.	- Number of training courses and development projects for the HR management	- VP- Administrative affairs - HR Department
2) Computerizing and developing the human resources management systems through the internal network (HR Zajel).	- Number of online HR service that are available over Zajel program	- Computer Center - HR Department
3) Updating the university's human resources regulations and instructions and publishing them on the Human Resources Department website as well as producing it as a hard copy handbook.	- New updated and approved HR Regulations book - Update HR web page.	- VP- Academic Affairs - VP – Administrative Affairs - HR Department - University Counsels
4) Provide the best HR service for employees to retain the best University's staff and to make the University an employer of choice.	- Higher employees satisfaction - Number of service per day or month should be increased	- HR Department
5) Re-structuring the HR department hierarchy to be consistent with the HR management functions. Evaluation, benefiting from the available international universities experiences	- New approved organizational structure of the HR Department	- VP- Academic Affairs - VP – Administrative Affairs - HR Department - University Counsels

Objective 2. Development of human resources at the university level so as to contribute to the strategies and goals of the university:		
Strategies	**Performance Indicators**	**Responsibilities**
1) Develop and direct human resources planning to serve the strategies and goals of the university.	- Number of university strategic goals that have been achieved through the HR strategic plan	- HR Department - VP Academic Affairs - DP Planning, Development and Quality
2) Develop the working environment and strive to make the university one of the best working environment in Palestine.	- Opinion polls for employees and people - Increased number of high qualifications staff at the university	- HR Department - University Administration
3) Updating the job description for all university human resources and link it to the nature of their jobs.	- Percentage of job descriptions that have been updated for jobs. - Employees satisfaction of their jobs types	- VP Administrative Affairs - HR Department - Quality Assurance Unit
4) Updating the employment standards in the university to reflect the university values and ensure transparency and equity in recruitment.	- Adoption of clear and published employment standards - Clarity of new employment processes	- HR Department
5) Develop an efficient staff performance appraisal system as well as a system of incentives.	- Number of employees that are honored or rewarded according to their performance appraisal results	- HR Department
6) Develop a policy for the training and development of human resources that fits the strategic objectives of the university, and develop a monitoring system to insure that the training is achieving its goals and targets.	- Number of university strategic goals that have been achieved through programmed training - Number of training programs that are executed during the year	- VP- Administrative Affairs - HR Department
7) Develop the academic and administrative staff in order to provide quality education to students and provide graduates with the needed skills at the working markets	- Number of training programs that were executed for during the year	- HR Department - Center for Learning and Teaching Excellence
8) Implementing the university values and insuring equity and transparency between all employees in terms of sex and disabled people.	- Percentage of females to the total staff - Percentage of disabled people to the total staff	- HR Department

Objective 3.	To encourage and motivate administrative staff to be creative, professional and self-developed:	
Strategies	**Performance Indicators**	**Responsibilities**
1) Identifying and clarifying the career development path for administrative staff.	- Adoption and publication of clear career path system for administrative employees	- HR Department - VP- Administrative Affairs
2) Insuring that the rewards system is linked to each employee's annual achievements and equivalent to his contribution to the development of the university.	- Total number or value for rewards that have been given according to their achievements and participation in university development	- HR Department - University Counsels
3) Adoption and promotion of the "Ideal Employee" and "Creative Idea" programs to be awarded annually, quarterly or monthly.	- Number of honored employees in the Ideal Employee and Creative Idea programs	- VP- Administrative Affairs - HR Department
4) Foster the university values on all levels, academic and administrative, so these values become personal values for each member of the university staff.	- Opinion Polls results	- HR Department - Institutional Research Unit
5) Provide the highest level of transparency, openness, accountability and respect in all HR activities and decision making.	- Employees Satisfaction studies	- HR Department - Employees Union
6) Encourage staff to participate and exchange ideas and thoughts in order to promote the team-working culture at the University.	- Number of employees' implemented ideas	- HR Department

4.3: ANU Human Resources Department re-structuring:

In order to best implement the proposed HR strategic plan, this study suggests that the HR Department at An-Najah National University should be restructured to meet the well-known best practices world-wide for the HR Department organizational and functional structure. The literature review performed in this study has listed the main HR management functions, and proposes to have the following internal new hierarchy for the HR Department at An-Najah National University according to HR management functions:

1. **HR services section:** this will be responsible for providing HR services for the university such as: recruitment, selection, resignations, leaves, promotions, attendance monitoring, and salary related functions. etc.

2. **HR policy and planning section**: This will be responsible for HR planning, research, policy review and development, monitoring and reporting and workforce planning.

3. **Staff development services section:** this will be responsible for employees' performance evaluation, education, training and development. It will play a crucial role in supporting the strategic, leadership, academic, professional and personal development of the staff.

4. **Organizational Relations section:** this section will provide the HR consultation and advice services, dispute resolution and the

promotion for employee participation and university values and strategies.

5. **Safety and health services:** including the health insurance program, employees' workplace safety, chemical safety, injury and compensation management.

The above new proposed HR department hierarchy above is suggested in order to replace the current HR department at ANU hierarchy. This suggesting is based on the HR standard functions that were reviewed in HR literature. Such model is already being implemented in a number of international universities. Some international universities such as University of Western Australia have another section called "Equity and Diversity Services", this section may not be needed to be separate at ANU, as the Australian society composition is different from Palestinian society and the diversity issue is taking a lot of space in the Australian policies. On the other hand, the gender issues and the participation of woman and disabled people are more recognized in the Palestinian society and are more requested.

Chapter Five

Summary and Recommendations

5.1: Summary:

This study is executed to address to which extent strategic human resources planning existed or implemented at the Palestinian universities. According to this a proposed strategic human resources plan framework has been prepared for An-Najah National University and can be considered as a model to benefit from at other universities.

The results of the study showed that Strategic Human Resources Planning is not commonly practiced at the Palestinian universities. The study has reviewed local, regional and international human resources standards as related to higher education.

Depending on the literature review, and the survey results that have been discussed, it was found that SHRP is not considered systematically at the Palestinian universities in order to achieve excellence through people and meet quality specifications that are requested by local, regional and international standards.

The study has benefited from the international experience and the conducted environmental analysis to prepare the framework of the strategic human resources plan for the human resources at An-Najah National University to be implemented during the period from 2012-2015. This study and the procedure followed, can serve as a model for HR Strategic Planning for other universities. The study has defined the vision, mission and strategic goals for the HR strategic plan. Objectives have been defined

to achieve goals, and strategies have been formulated and assigned with key performance indicators and responsibilities in order to realize the identified objectives.

5.2: Recommendations:

The study recommends the following major points:

1. This study recommends that all Palestinian universities, public, private or governmental, with the participation of the Ministry of Higher Education, should give the Strategic Planning subject the needed importance in order to resolve the problems of higher education in terms of human resources. The study suggests that every university should establish a unit or section for strategic human resources planning in order to maintain sustainability of its qualified human resources.

2. This study recommends the preparation of the strategic plans for human resources in the Palestinian universities, as strategic plans are vital for the development of the universities, where HR is the basic capital for educational, research and community service.

3. The universities are recommended to follow a well-defined procedure in order to plan for HR. Understanding and analyzing the external and internal environment is important to understand the real needs of the HR in the university.

4. All officials and employees of the HR departments should participate in preparing, reviewing and approving the human resources strategic plan, and they should participate in the implementation stage as well as the review and feedback stage.

5. To achieve the vision of the university, the HR Department should participate in the cultural change toward more understanding and promotion for the importance of quality and excellence. The HR Department should act to enhance the morale, commitment, trust and willingness of university employees to embrace change and increase productivity.

6. This study recommends using the instrument which has been used in data collection as a self-evaluation instrument for universities in order to assess their strategic human resources efforts.

7. The study recommends to adopt the outcome of this study and to further develop the human resources strategic plan framework prepared in the study for An-Najah National University, to be detailed with baseline indicators' values and targeted values, as well as annual implementation/action plans to facilitate the implementation of the human resources strategic plan.

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جامعة النجاح الوطنية

كلية الدراسات العليا

التخطيط الاستراتيجي للموارد البشرية في الجامعات الفلسطينية (جامعة النجاح الوطنية كحالة دراسية)

اعداد

سامي سمير الصدر

اشراف

أ. د. سمير أبو عيشة

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الملخص

تناولت هذه الدراسة واقع التخطيط الاستراتيجي للموارد البشرية في الجامعات الفلسطينية، حيث تمحورت حول أسئلة أبرزها: "هل هناك ممارسة حقيقية ممنهجة للتخطيط الاستراتيجي للموارد البشرية في الجامعات الفلسطينية؟" وسؤالٌ آخرٌ هو "هل تساهم هذه المنهجية إن وجدت في تطوير التعليم العالي في فلسطين؟". وبناءَ على البيانات التي جمعها بإستخدام أداة جمع بيانات وتحليلها فقد خلصت الدراسة في هذا الجزء، إلى أنه وعلى الرغم من إيمان قيادة الجامعات الفلسطينية التي تم اختيارها لإجراء الدراسة عليها بأهمية التخطيط الاستراتيجي للموارد البشرية في جميع المستويات، إلا أن نتائج الدراسة أشارت الى عدم تطبيق منهجيات التخطيط الاستراتيجي في ادارة الموارد البشرية في الجامعات، فضلاً عن أنها في حال وجودها كممارسات، فإنها لا تحقق النتائج المرجوة منها بشكل فعال، حيث أن قسم الموارد البشرية في الجامعات يقوم بتنفيذ الأنشطة المنوطة به دون أن يقوم بربطها بالأهداف الإستراتيجية للجامعة ككل.

وبناءَ على التحليل السابق، وعلى مراجعة الأدبيات التي تمت مناقشتها، فقد تم اعداد اطار عام لخطة استراتيجية للموارد البشرية في الجامعات الفلسطينية، وتم في نهايته تقديم اطار عام لخطة استراتيجية للموارد البشرية في جامعة النجاح الوطنية، وقد تم إقتراح تنفيذها في الفترة من 2012 الى 2015. وقد تم إعداد هذه الخطة بناءَ على مراجعة بعض الخطط الاستراتيجية للموارد البشرية لبعض الجامعات في أماكن ودول مختلفة، واجراء التحليل البيئي

للموارد البشرية في الجامعة، فضلاً عن مراجعة وتحليل الخطة الاستراتيجية لجامعة النجاح الوطنية 2011–2015. وبناءً على ذلك، تم تحديد الرؤية والرسالة والأهداف الاستراتيجية للموارد البشرية في الجامعة، ومن ثم تم تحديد استراتيجيات لتحقيق الأهداف وتم وضع مؤشرات قياس أداء كل من هذه الاستراتيجيات، كما تم تحديد المسؤوليات المتعلقة بتنفيذ كل منها.

أوصت هذه الدراسة بتبني منهجيات التخطيط الإستراتيجي للموارد البشرية في الجامعات الفلسطينية كوسيلة لمواجهة المصاعب التي تواجه الجامعات الفلسطينية والمتعلقة بالموارد البشرية فيها. كما أوصت الدراسة بضرورة ربط مهام ادارة الموارد البشرية بالخطط الاستراتيجية للجامعة، وذلك لكي تكون تلك المهام منسجمة مع أهداف الجامعة الاستراتيجية وتساهم في تحقيقها. كما أوصت هذه الدراسة أيضاً بإمكانية الاستفادة من الاطار العام المقترح للخطة الاستراتيجية للموارد البشرية في جامعة النجاح الوطنية كحالة دراسية والاسترشاد به في الجامعات الفلسطينية الأخرى لإعداد خطط استراتيجية خاصة بها.