The Mechanism for Implementation of Effective Human Resource Management Practices in Higher Education Institutions

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ABSTRACT
In the knowledge economy, where universities play one of the leading roles, including in the triple helix framework, competent human resource management in universities is of particular importance. It is important to understand that higher education institutions play a huge role in forming a modern knowledge economy, particularly through the implementation of various multiplier effects, which determines the critical importance of human resource management at the university. Modern universities are institutions of society that best solve the problem of translating knowledge into intellectual capital by using globality, openness, and dynamism. The solution to this problem is provided by the lecturers / professors and researchers of the university. Therefore, for educational organizations, the concept of human resources development should become the main methodological basis of management. The purpose of this paper is to develop the human resource management mechanism and to suggest the recommendations for effective human resource management in higher education institutions.
Keywords: Human Resources Management, HRM Practices, Higher Education Institution, Motivation, Performance Management.

I. INTRODUCTION
Globalization, international competition, innovation, and technology advancements have accentuated the importance of HRM for competitive advantage. The impact of human resource management practices has become a dominant study in the field of staff administration. Armstrong (2006) states that Human Resource is an important and rational method of administering an institution who's highly talented staff singly or as a team add to the realization of its targets. Researchers in human resource management have emphasized that staff administration procedures could result in greater productivity in addition to becoming known for continuously staying ahead of the challenge. In order to maintain the changing trend of human resource activity, human resource experts should expand and display fresh skills to accomplish their transforming role and tasks.

Human resource management encompasses various activities which are designed to provide for and coordinate the human resource activities of companies and also help in the efficient utilisation of workers to attain company and personal objectives. Human resource management entails attracting and maintaining talented workers. This led to the formation of human resource management departments/divisions to handle such functions and this has become a total integrated part of the whole strategy. The functions are diverse and include: Staff administrative set ups, staff appointments, sorting and posting, coaching & expansion, work evaluation, employee motivation, retention and turnover, emoluments and benefit.

Currently, in the practice of successful companies, new forms of work organization are emerging, which are based on innovation and creativity. Castells wrote about the crisis of the "corporate organizational model based on vertical integration and hierarchical functional management system of a strictly technical and social division of labor" (Sharma, 2019). This is since information society requires developing a new organizational logic, correlated with the current process and not dependent on it. Modern organizations need to implement effective human resource management practices. Orders should give way to persuasion, and control should be replaced by trust. Human

resources management is increasingly perceived as an art since the system of organizational relations becomes more complex, non-deterministic, often not subject to preliminary forecast with any available amount of information (Deloitte, 2021).

In the present scenario, the concept of human resource management (HRM) is not just a theory. It is becoming the practice of many organizations. This approach focuses on the following aspects (Fochler, 2016).

a) Implementing a strategic approach consistent with the organization's strategy;
b) Giving the organization flexibility and ability to innovate;
c) Creation of additional value due to the development of human resources and the high quality of employees' labour.

Namely, human resources are capable of creating sustainable competitiveness. People can be a unique resource, so unique that competitors will not be able to imitate it. Secondly, human capital can create a value such as a strong positive impact on performance (Andreeva & Durakova, 2008). The likelihood of formulating a holistic strategy increases if the organization uses a human resource management strategy that is understandable to all its members. Mintzberg noted that all strategies exist in the minds of people they influence. What matters is that the organization members share a common perspective, which is reflected in "their intentions and actions" (Armstrong, 2006)

In the knowledge economy, where universities play one of the leading roles, including in the triple helix framework, competent human resource management in universities is of particular importance. Modern universities, whose performance criterion is compliance with the concept of University 4.0, represent the core of the knowledge society, the most important channel for technology transfer (Kumarasamy & Anandaraj, 2018). These are institutions of society that play the role of innovation hubs within the country's national innovation system. It is important to understand that higher education institutions play a huge role in forming a modern knowledge economy, particularly through the implementation of various multiplier effects, which determines the critical importance of human resource management at the university.

Modern universities are institutions of society that best solve the problem of translating knowledge into intellectual capital by using globalism, openness, and dynamism. The solution to this problem is provided by the lecturers and researchers of the university. Therefore, for educational organizations, the concept of human resources development should become the main methodological basis of management. Based on the characteristics of the main process of the university's functioning, which is based on educational, pedagogical, scientific interaction of subjects of education and science, it can be unambiguously asserted that the human resource is the main resource of the university. At the same time, universities' main process is characterized by the following dependence inherent in the development of human resources. The quality of the human resource is determined by two main factors: the quality of personal resources and the quality of their integration into the university's human resource (Stangis, 2017). Meanwhile, as practice shows, the key problems hindering effective HRM in Indian universities are as follows:

1. Low staff involvement in the strategic work.
2. Lack of motivation for professional growth among lecturers/assistant professors and administrative staff.
3. Aging of staff and growth of the average age of lecturers / assistant professors.
4. The contradiction between the personal goals of employees and the goals of the universities.
5. Lack of creative initiative by lecturers/assistant professors.

The first concepts of human resource management were created in commercial organizations' interests, but they are less studied in the context of higher education institutions. This leads to the fact that many management decisions in this direction are made intuitively, based on the 'common sense' approach. We can state the weakness of the policy of educational organizations to consolidate their human resources. Moreover, there is a lack of understanding of the importance of developing the employees' competencies.

However, even attempts to apply scientifically based HRM at a university without taking into account the specifics of the education industry and the unique characteristics of a particular university will not lead to the desired result.

Modern concepts include results-based management approaches, in which the main emphasis is made on the motivation of human resources:

1. "Framework management" – to develop a corporate leadership style;
2. "Management based on delegation, or the Harzburg model" – based on the potential of employees;

3. "Participatory management" – for the participation of employees in innovative entrepreneurial activity;
4. "Entrepreneurial management" – for the development of entrepreneurial activity within theorganization (Selesho & Naile, 2014; Sudarmo, 2020)

The advantages of the above concepts and approaches consist in the fact that in each of them the employees are transformed from the object of management into the subject of management. However, none of the concepts provides for the conditions for maximum use of the potential of workers. A one-sided approach either does not solve most of the organization's problems or will lead to the emergence of new ones. Since personnel is the most volatile factor, a new approach is needed, covering a wide range of management problems and pointing to the need for certain social conditions, at which the maximum use of human resources occurs.

The need to implement the best HRM practices in universities is all the more obvious given that among them, the most common problems are the following (Askarova & Kurbatova, 2008):
a) Significantly high average age of faculty and unwillingness to master modern organizational forms, methods and means of implementing the educational process;
b) A decrease in the value of education and the average level of education among enrolled students;
c) The lack of pedagogical education among faculty representatives against the background of the growing importance of methodological competencies in the work of a university lecturers/ assistant professors;
d) Differences in mentality between faculty representatives of the older generation, brought up on the ideals of socialism, and students who grew up in the new state.

This is reflected in the difference between personal values of faculty members and students. However, the roots of these differences are deeper. They can also be associated with the fact that lecturers/assistant professors, in other aspects of their professional activities, are lagging behind the requirements of time. Sometimes, the qualifications of lecturers are not enough to develop students' personal resources at the proper level.

Meanwhile, as the modern theory and practice of HRM shows, the creativity of employees is a pre-requisite for the effective work of personnel, which directly determines organizational performance. There are several important features of creative employees (Teir & Zhang, 2016; Agwu & Nwoke, 2019).
(i) Creative employees are optimistic people; they consider a crisis situation as a stimulus for personal growth, deriving from it valuable experience, a useful skill;
(ii) Creative employees think in tasks and solutions, rather than problems and resources; talent, due to its qualifications, is able to describe any technological problem and solve it;
(iii) Creative employees have an economic mentality to make the application of idea or technology profitable.

In addition, a creative employee gets real pleasure from his/her work and strives to solve increasingly more difficult problems (Deloitte, 2021; Warner & Crostwaite, 1995). Precisely with such qualities of creativity, a university teacher is able to train graduates with the necessary competence in order to be competitive in the modern labour market. Also, namely such university employees can participate at the proper level in scientific activities, R&D, international cooperation and interaction with stakeholders.

HRM in Higher Education Institutions

Human resource management methods in educational institutions of different countries may differ from each other, which is explained by different cultural characteristics that impact all spheres of life. The human resource management system in India has its features.

One of the education systems' features in India is the increase in its competitiveness by improving the quality of educational services. Achievement of this goal to a decisive extent depends on the quality and effectiveness of educational organizations' use of resources, among which human resources are the leading ones. Therefore, modern science's actual problem can be considered to improve the system of effective human resources management of higher education institutions.

Although progressive changes have taken place in the system of higher education in India, we found some disadvantages:
1. There is no flexible model for training specialists based on social and economic orders of the "market";
2. The presence of contradictions in the implementation of trilingual education leads to the refusal of many universities to train specialists with multilingual competencies;
3. Insufficient implementation of joint educational programmes;

4. The introduction of an integrated approach has led to a "policy of optimization". It has led to an increase in public confidence in the quality of education in universities.

The human resource in a higher education institution is the teaching staff, which is an active participant in the indicators of the quality of education by their achievements. Thus, a high-quality teaching staff actively influences the entire educational process and becomes the primary indicator of a higher education organization's socio-economic and professional viability.

HRM Practices

To effectively manage human resources, organizations develop specific strategies. The human resources management strategy is created based on the development strategy, is a part of it, and allows achieving the implementation of organizational goals (Fochler, 2016; Gibson et al., 2019). Human resource management includes six practices, which are linked with each other:

- Human resources planning;
- Recruitment and selection;
- Training and development;
- Performance appraisal;
- Career management;
- Motivation.

It should be noted that human resource planning, in fact, consists in comparing the organizational competencies necessary to implement the development strategy and the actual state of the organization's human resources, and then determining the organization's need for these resources in the future. Determination of the discrepancy between existing and future resources leads to the determination of the needs and priorities of personnel development, which are formulated in the human resource management strategy.

At the same time, the search and selection of personnel is a continuation of the personnel policy of the organization and one of the key elements not only of the personnel management system, but also of the entire system of managing the activities of the staff. The selection of personnel must be distinguished from the recruitment of personnel. In the selection process, there is a search for people for certain positions, taking into account the established requirements of the social institution, types of activities (Agwu & Nwoke, 2019). During the recruitment, a search is carried out, the identification of the requirements of various positions, types of activities for the known

capabilities of a person, the professional experience accumulated by him/her, length of service and abilities. Recruitment consists in creating the necessary pool of candidates for all positions and specialties, from which the organization will further select the most suitable employees for it. Personnel selection is the process of studying the psychological and professional qualities of an employee in order to establish his/her suitability for performing duties at a particular workplace or position and choosing the most suitable from a set of applicants. There should be taking into account the correspondence of qualifications, specialty, personal qualities and abilities to the nature of the activity, the interests of the organization and the employee himself (Schmidt, 2021; Yang & Lv, 2016). In turn, the development of the intellectual potential of personnel in the system of recruiting and managing the talent pool includes training, advanced training, developing an individual plan and traineeship on a vacant position, as well as organizing participation in innovative projects. The dynamism of changes taking place in the environment, the rapid obsolescence of the knowledge gained induces organizations to continuously conduct the process of developing the intellectual potential of personnel. Thus, the formation of an appropriate system that ensures a continuous process of training and development of the organization's personnel is becoming one of the most urgent tasks. Also, performance appraisal of personnel, being an important element of personnel work, stimulates the development of creative activity and initiative of employees, which is especially important in modern conditions. Competently conducted performance appraisal has a positive effect on all aspects of the activities of managers and specialists. The work related to the organization and conduct of performance appraisal allows a deeper study of personnel, improving their selection, placement, and use (Camilleri & Camilleri, 2018). It allows obtaining and formalizing complex information about the employee. Performance appraisal has a positive effect on employees' motivation, their professional development and growth, and also gives managers a deeper understanding of the value of employees, influences making informed decisions regarding remuneration, promotion, dismissal, and development of each individual employee. It should also be noted that an employee's career in an organization consists of the employee's desire to realize his/her own professional potential and the organization's interest in promoting this particular employee. Each person has own system of values, interests, work and personal experience, so a career

and its planning is an individual process (Noe et al., 2018). The career planning process for an employee begins at the moment of hiring. The new employee determines the prospects for his/her development in this organization, career opportunities. This is the first step in managing his career. The second stage is drawing up an individual career development plan. In other words, a list of positions is drawn up that the employee can achieve in the course of career development. At the next stage, there is a constant assessment of the employee's performance. He must constantly apply in practice the acquired knowledge and skills (Martocchio, 2018). Every process in an organization needs to be assessed for its effectiveness, and career management is no exception. The last stage in personnel career management is the assessment of the effectiveness of the process (Boxall & Purcell, 2008). Evaluation of the effectiveness of an employee's career management can be carried out using the following actions: improve company management; increase productivity; reduce staff turnover; work on new projects to create an innovative atmosphere in the organization. The essence of professional career management comes down to solving three problems. First, this is formation and improvement of productive abilities, models of human behavior that would most closely correspond to the requirements that are presented. Secondly, it is creation of such socio-economic and production-technical conditions, under which the maximum use of the employee's potential would take place. Thirdly, these processes should not occur to the detriment of the interests of the employee's personality. In modern conditions of economic development, motivation of employees is one of the key factors in the development of organization's management. Motivation in management is an integrated approach to personnel management, aimed at creating incentives, the purpose of which is the productive performance of an employee. In general terms, motivation can be represented as a combination of stimulating factors aimed at increasing the efficiency and activity of personnel in the performance of their professional duties. From the point of view of the organization, the system of motivation implies the setting of goals that correspond to individual needs and desires and, thus, contribute to the behavior necessary to achieve these goals (Sharma, 2019). At present, the motivation for the professional development of personnel is one of the main means of guaranteeing the effective use of resources, the organization of an existing personnel reserve. In general, in modern HRM practice, two models are of fundamental

importance. This is due to the introduction of a humanistic approach to HRM. In the concept of the first model, the leading role belongs to the enterprise strategy, and the organizational structure, organizational culture follows from the strategy. The concept of the second, the Harvard model, is based on four main areas: employee participation, employee mobility, and reward system, work organization, in which changes constantly occur under the influence of situational factors such as employment structure, labor market demand, enterprise strategy, and management philosophy. Consulting firm Deloitte, in its report on international trends in human resources management, notes that a new perspective that brings people and technology together – what drives us to work in a world shaped by technology - can enable people and organizations to overcome the most difficult conflicts that exist in organizations today, implementing three bold changes (Deloitte, 2020):

1. Fostering a sense of belonging against the background of striving for individuality (the issue of forming a sense of belonging is of high importance: 79% of respondents said that "fostering a sense of belonging to the team" was named an important or very important criterion for the success of their organization in the next 12-18 months (Deloitte, 2020); organizations need to focus on the capabilities of each employee, linking these people together through a single Goal).

2. Building resilience (sustainability) in a world of change (The survey results highlight the need for retraining: 53% of companies surveyed said that half to 100% of their employees will need to change their skills and abilities over the next three years (Deloitte, 2020); instead of being perceived as threat, retraining can become a means of seeking resilience in the face of ongoing transformations; organizations should use retraining as a way to increase the Potential of their employees in order to achieve long-term success at work).

3. Taking bold action in an era of uncertainty (organizations need to transform uncertainty into an informed perspective that helps employees 'navigate' the future with confidence). Organizations that can leverage the complementary talents of their people to serve a common purpose have the opportunity to take benefit from diversity and deliver productivity gains. In this regard, talent management is of particular importance. Deloitte also speaks about "shifting HR's role

from standardizing and enforcing workforce policies to a new responsibility of re-architecting work across the enterprise" (Deloitte, 2021), as well as "Integrating workers' physical, mental, financial, and social health into the design of work itself rather than addressing wellbeing with adjacent programs" (Deloitte, 2021). To take full advantage of new opportunities for sustainable growth and successfully manage increased risks, the leaders of the most developed organizations motivate HR leaders to engage in business strategy as much as possible. Under the conditions of academic capitalism, the above is equally true for higher education institutions as well as for companies in the commercial sector.

II. RESULTS AND DISCUSSIONS

Going through the above, we can outline mechanism for implementation of HRM system in universities:

1. Analysis of the situation and preparation of forecasts for the development of the organization, in accordance with the National qualifications framework. Determination of the strategic goals of the organization aimed at developing and improving the intellectual and professional qualities of university teachers.
2. Development of general principles of human resource management policy, identification of key points and priorities, based on overall strategic directions of the university and the concept of internal social responsibility.
3. The official approval of the organization's human resources management policy is an important link in the university's strategy, since a high-quality lecturer is called upon to carry out education at the university at a high level.
4. Stage of advocacy. Creation and support of a system for promoting information on the qualitative composition of the lecturers and employees. Informing the staff about the developed human resource management policy and collecting opinions by questioning and testing all participants in the educational process.
5. Assessment of financial resources for the implementation of the selected type of strategy – formulation of principles for the distribution of funds, ensuring an effective system of labor incentives.
6. Development of a plan of operational measures: planning the need for labor resources, forecasting the number of personnel,

forming the structure and staff, appointment, creation of a reserve, relocation. Determining the significance of activities.

7. Implementation of personnel activities: provision of a development program in frames of talent management, competent selection and recruitment of personnel, aligned with the overall university' strategy, career guidance and adaptation of employees, team building, professional training and advanced training (Martocchio, 2018; Maikenova & Aldabaeva, 2016).
8. Evaluation of performance results – analysis of the compliance of professional personnel with the set strategy, activities performed identification of problems in the assessment of human resources.
9. Creation of a culture of participation, with further transition to corporate citizenship.

In turn, the improvement of the human resource management system is one of the most acceptable ways to improve the efficiency of universities' activities. In this context, the transformation of universities has a beneficial effect on the level of return of universities to the economic and social development of society, realized through the quality of education, compliance of the level of graduates with market demands, conducting high-quality and significant research for society, interacting with various groups of university stakeholders and taking into account their interests. Competitiveness in the international market for educational services, the formation of sustainable income streams and less dependence on budget funding.

This transformation is manifested both in goal-setting (a new model of university management shared governance; formation of a university development strategy that takes into account entrepreneurial values and the new social significance of universities), in interaction with stakeholder groups (including the policy of working with the alumni community, active interaction with business community), in the inclusion of entrepreneurial competencies in the list of knowledge and skills formed by students (including support for student activities), in the policy of transfer of knowledge and technology (formation of a policy for working with intellectual property, support for academic entrepreneurship, development of the university innovation ecosystem, support for activity on the creation of start-ups), the internationalization of the university (mobility of students and teachers, the formation of

international partnerships and projects, etc.) (Cantwell & Kauppinen, 2014).

The governments of the USA, countries of Europe, the Asian region and Latin America allocate significant funds to universities in order to create on their basis 'engines' of economic development through the growth of their interaction with the business community and the development of the universities, skillfully combining, firstly, the function of education students, secondly, conducting fundamental and practical research that meets the needs of society, and finally, thirdly, able to effectively develop an innovative and entrepreneurial function and set up mutually beneficial interaction with the business community. In the post-Soviet space, only a few universities come close to such standards to some extent.

Today, experts talk about "intellectual capitalism", about "smart economy", where knowledge-intensive production plays a key role in the production of added value (Boxall & Purcell, 2008). In this context, namely the university is considered as the center of this type of economy, which presupposes its maximum involvement in market activities. It is believed that science and scientists are becoming the core of the new "smart economy", which ultimately will somehow have an effect in the form of an increase in general welfare.

Academic capitalism represents a completely new type of social organization of science more commercialized, more formal in the sense of the type of social relations that dominate between scientists. Now, under the conditions of postmodernism, science is turning into a service, and scientific organizations are viewed as its suppliers.

The values and norms of science formulated in 1973 by Merton universalism, collectivism, disinterestedness and organized skepticism (Boxall & Purcell, 2008) are replaced by the regulations of post-academic culture, in which academic research carried out within one discipline is replaced by interdisciplinary research projects funded by an external customer (Camilleri & Camilleri, 2018). Globally, in addition to the active entry of universities into the market, today there is also a trend towards an increase in the number of professional managers in their internal structure (Warner & Crostwaite, 1995). The creation of autonomous.

Entrepreneurial universities are accompanied by the introduction of managerial controlling. There is a reduction of the logic of the heads of academic centers as leaders of scientific knowledge to the logic of budget managers, and,

accordingly, there is a drift of the organization of higher education from the model of a social institution to the model of an industry. In such circumstances, the provision of organizational performance of universities acquire crucial meaning, which implies corresponding 'quality' of HRM.

However, the divisions created in the universities of the post-Soviet space aimed at the commercialization of scientific developments, as a rule, do not know how to do this; there is lack of necessary information about business needs in scientific research; most of the scientific ideas are not brought to an industrial design, and not only because of the lack of such an opportunity, but also because universities do not see the real prospect of their implementation.

In such conditions, it seems critically necessary to introduce a well-thought-out and orderly talent management system, which will significantly increase the motivation of faculty and other employees in the universities under consideration, transferring it to another, higher level in accordance with Maslow's pyramid. Talent management is designed, on the one hand, to identify the potential of an individual and build a plan for individual development, and on the other, to raise the level of awareness of the organization about the available talents and the talent management system itself. In some studies, there is an idea that the concept of talent management is vague and there is a concern that it simply replaces the concept of "human resource management" (Iles, 2010), but the focus in talent management allows identifying the above differences.

Human resource management is the process of managing all personnel within an organization, which includes a set of actions aimed at the development of employees (Armstrong, 2006), as well as all practices that are related to the management of the company's personnel (Bodor, 2014). It is more focused on such functions as attracting, developing, training and retaining personnel, to maintain the entire system, while talent management is responsible only for a certain part of it. This is a kind of additional management process that provides various opportunities for employees who are considered talented. In other words, it is for those who regularly demonstrate their outstanding abilities and achievements, as well as potential for further development. Thus, talent management is included in human resource management as one of its processes. Both processes aim to "find the right people in the right positions at the right time" in accordance with the organization's strategy (Fochler, 2016).

The formation of a talent management system involves three main stages:

1. Search for employees with high potential in the team. At this stage, an employee assessment is used to identify talented employees, which allows confirming or denying the employee's potential.

2. Implementation of the development program (the process of continuous learning and development of talents). After assessing, for the further formation of the talent management system in relation to managerial positions, those who can be enrolled in the talent pool for further training and development are selected.

3. The use and retention of these staff at the university (differentiation and inspiration of people). Talent management, built on the basis of the world's best practices, being aimed at enhancing employees motivation, has as one of its main goals the formation of a culture of participation in the university, when each employee does not only fulfill his job responsibilities in good faith, but is also sincerely interested in improving performance the university as a whole, followed by the formation of a culture of corporate citizenship that best suits the role of the university in the triple helix (Stangis, 2017). In such conditions, the university takes an active position, along with representatives of the state and civil society, together with them formulating values that can ensure sustainable development and protect the interests of all stakeholders (Blass,2007), and laying these values in the basis of corporate governance. This would enable emergence and development of the culture of participation, with further transition to corporate citizenship and, thus, sustainable loyalty of employees and their high performance.

III. CONCLUSION

With this in mind, it is proposed the mechanism for implementation of HRM practices, with the aim of individualized approach to each employee to raise his/her participation attitude, satisfying higher-level needs, and enabling modern corporate culture, benefiting the universities and society as a whole. It can be noted that such initiatives are justified from the point of view of achieving the strategic goals of the university. They should be welcomed by management and are reflected in strategy, HR policies, and plans of working with human resources as a critical organizational resource. As universities incorporate better strategic human resource management practices, they will be better prepared to cope with a rapidly changing environment and outside competition. Finally, future researchers are recommended to utilize instruments such as questionnaires, interview and checklist, and compare their findings.

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