

## HRS4R PROCESS

## ACTIVITY 1: IDENTIFICATION OF GAPS AND SOLUTIONS

This first collective intelligence activity is designed to enable participants to understand how to develop the HRS4R process as required for the award. It focuses on the description of gaps, recommendations for filling gaps, current context and constraints, and setting priorities.

This activity can be used when consulting stakeholders or for addressing questions of concern in the focus groups.

*Individual then Collective intelligence exercise in small groups*

Duration: 1 hour

Educational tool: Thiagi framegames “The envelopes” -  
<http://www.thiagi.com/games/2016/11/26/envelopes-lecture?rq=envelope>

Material:

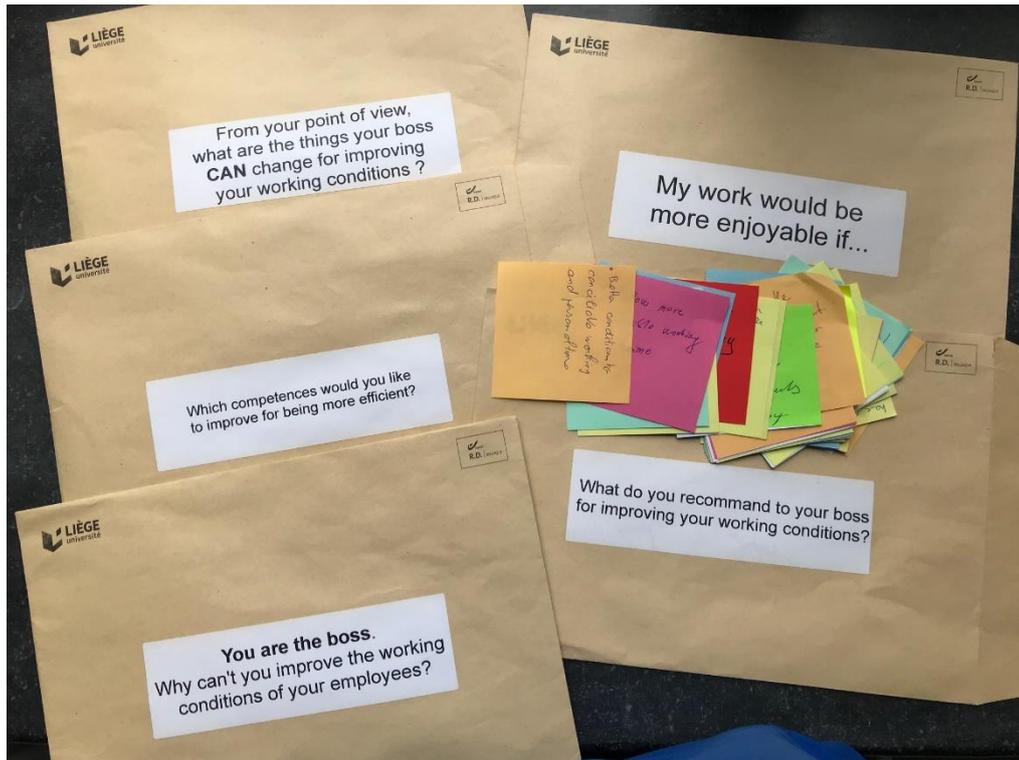
- 4 Groups of 4-6 persons
- Square paper sheets (500)
- 4 questions written on 4 large envelopes (1 question per envelope) :
  - o *My work would be more enjoyable if ...*
  - o *What would you recommend to your boss to improve your working conditions?*
  - o *What are the things your boss CAN change to improve your working conditions?*
  - o *You are the boss. Why can't you improve the working conditions of your employees?*
  - o *(Other questions can be added if needed. i.e. Which competences would you like to improve and make more efficient?)*

Activity:

- The facilitator gives one envelope to each group.
- Individual work: Participants are given 3 minutes to write ideas and responses. This in an individual exercise and only **one idea should be written on each sheet**. After 3 minutes, all the responses are placed in the envelope. The envelope is then passed to the next group (clockwise). Participants then respond to the new question in the same manner until the groups receive their first envelope a second time.
- Collective work: Once each group has their original envelope, they should open it and categorize the responses, draw conclusions and identify the 3 most significant items or top 3 ideas or ... Note the ideas on post its and present them to the rest of the groups.

Recommendations to facilitators:

- Ensure that each person understands the task (1 sheet per idea, individual work)
- Observe the group dynamics (sharing of tasks, collaboration, ...)
- Reduce rotation time if all groups have finished answering the question.
- Draw conclusions in the large group: link the questions, answers and observations on the questions, comment on the responses, highlight comparisons with the “real” process.



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## ACTIVITY 2: ITEMS TO BE ADDRESSED

Through this activity, participants will discover HRS4R key ideas that they will have to address as they move through the application process.

Some of items refer to the 40 principles, others to key issues identified by the EU (ie gender, ethics, OTM-R, Open Science) or to assessment criteria presented in the guidelines for applicants.

Institutions have to pay attention to the important and difficult items and to define strategies to be efficient and successful in the implementation process.

Collective intelligence exercise in small groups

Duration: 1.5 hour

Educational tool: Card game designed by Isabelle Halleux, ULiège

Material:

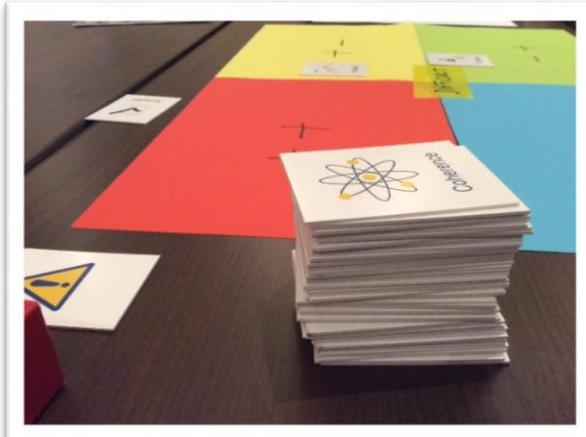
- Groups of 4-6 persons
- 1 set/group:
  - o 50 cards with the HRS4R keywords.
  - o 1 game board with 4 squares identifying a different priority level (++, +-, -+, --)
  - o Each game board is assigned 1 key question:
    - How important is the HRS4R keyword to address?
    - How challenging is the HRS4R keyword to address?
    - How difficult is the HRS4R keyword to address?
    - How easy is the HRS4R keyword to address?
  - o 3 card stands to highlight the top priority in each area.

Activity:

- The facilitator gives one key question to each group: How \_\_\_\_\_ is the HRS4R keyword to address? (the blank refers to the key question written on the board game- important, challenging, difficult, easy)
- Participants are asked to discuss each of the 50 HRS4R keywords and to place them on one of the 4 corners of the game board. Remember, each square refers to a classification level in the gap analysis and OTM-R checklist:
  - o ++ **Yes, completely**
  - o +/- **Yes, possibly**
  - o -/+ **Yes, partially**
  - o - **No**
- When all the cards are on the board, the group should identify the 3 most important keywords from the square (++) and put them on individual card stands.
- Invite participants to visit other groups to receive feedback. **(NB : Limit the visits to 1-2 groups and facilitate the tour as needed)**

Recommendations to facilitators:

- Ensure that each person understands the task.
- Observe the group dynamics (sharing of tasks, collaboration, ...)
- Invite participants who finish early to have a coffee while waiting for the others.
- Draw conclusions: summary of findings, comparisons, generalisations, group dynamics, etc.
- Invite participants to comment or ask questions.



## HRS4R PROCESS

## ACTIVITY 3: INVOLVEMENT OF STAKEHOLDERS

The aim of this activity is to help participants understand how different stakeholders can be actively involved in the implementation of HRS4R action items.

Stakeholders can contribute in several ways as team leaders or as team members, regardless of their level or internal status. They can bring other colleagues into the process as well.

Institutions are to be creative and think outside the box in order to maximize opportunities for collaboration.

Collective intelligence exercise in small groups

Duration: 1 hour

Educational tool: Card game designed by Isabelle Halleux, ULiège

Material:

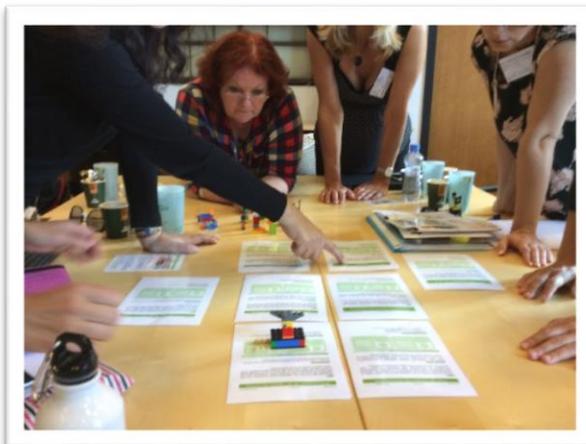
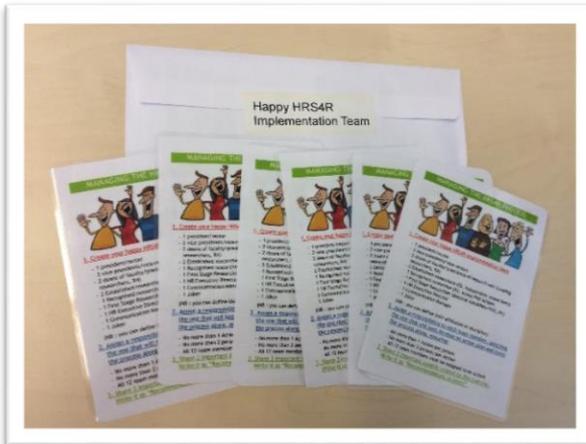
- Groups of 4-6 persons
- 1 set/group:
  - o Envelope 1 with 6 copies of instruction cards (p.3-4 below, double sided print)
  - o Envelope 2 with 8 actions (p.5-12 below, single sided print)
  - o 1 set of Lego blocks = 2 Lego® Serious Play® Window Exploration Bags (2000409) from which the 2 minifigure parts (2 heads, 2 chests, 2 legs) are removed.

Activity:

- Participants are requested to open Envelope 1 and to create their ideal “Happy HRS4R team” (Task 1 on instruction card). **All the Lego blocks are to be used.**
- Once the team is created, open Envelope 2 and assign responsibilities to each team member (Task 2 on instruction card). **Place Lego Figurines on the actions cards (see example instruction card).**
- Write recommendations for peers, based on your insights (Task 3 on instruction card). **Use a large sheet and number recommendations.**
- Invite participants to visit other groups and share feedback. **(NB : Limit the visits to 1-2 groups and facilitate the tour as needed).**

Recommendations to facilitators:

- Ensure that each group understands the tasks.
- Observe the group dynamics (sharing of tasks, collaboration, ...)
  
- Invite participants who finish the activity early to have a coffee while waiting for the others to finish.
- If you run out of time, do not call on groups to read their recommendations, but rather collect their posters and stick them on the wall to be viewed later.
- Draw conclusions: summary of findings, generalisations, group dynamics, etc.



## MANAGING THE HRS4R PROCESS

1. Create your happy HRS4R implementation team

- 1 president/rector
- 2 vice-presidents/vice-rectors
- 2 deans of faculty/presidents of research unit (Leading researchers, R4)
- 2 Established researchers (R3, independent researchers)
- 1 Recognised researcher (R2, young PhD Holder)
- 1 First Stage Researcher (doctoral candidate/PhD, R1)
- 1 HR Executive Director
- 1 Communication Manager
- 1 Joker

(NB: you can define their affiliation or discipline)

2. Assign a responsibility to each team member, selecting the one that will best develop an action plan and move the process along, ensuring:

- No more than 1 Action per person
- No more than 2 persons per Action
- All 12 team members must be assigned to an Action

3. Share 3 important insights related to your experience. Write it as “Recommendations to peers”.

Example

Group Other

Principle: None

MASTER CLASS ON HRS4R

**GAP:**

One of the essential missions of the university is to disseminate knowledge and expertise. University administration can play a role in this process. The organisation of a Master Class on HRS4R is an opportunity to keep the community engaged, give visibility to the process and progress and invite peer recognition.

**DESCRIPTION:**

Organize a 3-days master class for newcomers, focused on team building and collective intelligence tools. Invite international students/researchers to attend. Invite colleagues to participate as facilitators or lecturers.

RESPONSIBLE FOR IMPLEMENTATION:



*HRS4R Manager*



*Joker*

*R&D Event Officer*

**INDICATOR/TARGET:**

- Number of administrative staff members involved
- Satisfaction survey completed by participants

Action#1

Group I

Principles 2, 3, 7

## CODE OF ETHICS FOR RESEARCHERS

### GAP:

A Code of Ethics exists at the national level that doesn't apply to all researchers. It has to be modified to include everyone, including PhD candidates. Some ethical aspects are not clear including the boundaries of commercial and scientific activities. Clear procedures and to whom they apply need to be established.

### DESCRIPTION:

Update the ethical code making it applicable to all researchers, including PhDs candidates. Clarify challenges/dilemmas/issues in activities such as expertise, research, patenting and boundaries. Communicate the updated changes (news on the website).

### RESPONSIBLE FOR IMPLEMENTATION:



### INDICATOR/TARGET:

- Completion of the revised version
- Number of researchers impacted
- Number of researchers who read the news

Action#2

Group I

Principle 11

## EVALUATION OF SENIOR RESEARCHERS

### GAP:

Performance evaluations for permanent researchers are no longer assessed once they reach the senior levels of their careers (ie full professor, R4). Senior researchers (R3, R4, PI) recommend periodic performance and career development meetings with peers (see survey).

### DESCRIPTION:

Establish a pertinent proposal for periodic evaluation of senior researchers that assesses performance objectives and career development. Ensure the Faculties are committed to the change and the process. Practical aspects for implementation should be considered.

### RESPONSIBLE FOR IMPLEMENTATION:



### INDICATOR/TARGET:

- Formalised proposal and process
- Formal commitment (Faculty reports)

Action#3

Group II

Principles 13, 14, 15

### OTM-R POLICY

#### GAP:

We lack external or international applicants for researcher positions. Before working on attractiveness (ie visibility of research), a first step should include a SWOT analysis of current practices and to write an internal report setting out clear and common Open, Transparent and Merit-based procedures (OTM-R). The second step is to write an institutional OTM-R policy, taking into consideration the EU OTM-R objectives.

#### DESCRIPTION:

Collect best practices and analyse gaps, consider the OTM-R checklist and recommendations from the report of the ERA-SGHRM working group (EU). Write recommendations for an action plan to improve current practices. Write an OTM-R policy and submit it to the board.

#### RESPONSIBLE FOR IMPLEMENTATION:



#### INDICATOR/TARGET:

- Report on current practices
- OTM-R policy text, Date of commitment and publication

Action#4

Group Other

Principle None

ANNUAL HRS4R DAY

**GAP:**

The scientific community is not really aware of efforts made by the institution to improve the working conditions of researchers. Action is necessary to introduce the charter and code to the researchers and let them know about the HRS4R process and progress. In doing so, we expect to engage them and involve them in the HR4SR program.

**DESCRIPTION:**

Organisation of an annual event to disseminate results and collect comments/requests/ideas from researchers.

RESPONSIBLE FOR IMPLEMENTATION:



**INDICATOR/TARGET:**

- Number of participants at the HRS4R day
- Report of the event

Action#5

Group III, IV

Principles 31, 39

TRAINING ON INTELLECTUAL PROPERTY, INNOVATION AND ENTREPRENEURSHIP

**GAP:**

Training is already organised on Intellectual Property (IP), Innovation and Entrepreneurship for all researchers. Unfortunately, while all of them should be trained, only 5% of researchers actually participate in the formation.

Modules on Open Innovation and Sustainable Innovation are missing and needed.

**DESCRIPTION:**

Develop training on “new paths for innovation”. Better communicate the impact of IP-Innovation-Entrepreneurship training on a career. Recognise participation (credits).

RESPONSIBLE FOR IMPLEMENTATION:



**INDICATOR/TARGET:**

- Increase the number of participants (goal: +10%)
- New training and agenda

Action#6

Group I, IV

Principles 25, 37

## INDUCTION SEMINAR FOR NEW STAFF MEMBERS

### GAP:

New staff members (R3 and executive managers) lack necessary information on the institution (structure, organisation, procedures, support) required for them to be efficient in their new job. This is a reality at all levels of personnel (board, researchers and administrative staff). An induction seminar has to be developed and made available within the first 3 months of their contract.

### DESCRIPTION:

Develop a 2-day induction seminar for newcomers and offer it 3 times a year.

### RESPONSIBLE FOR IMPLEMENTATION:



### INDICATOR/TARGET:

- Number of seminars
- Number of participants + personnel categories
- Satisfaction report

Action#7

Group III, IV

Principles 28, 38

**“RESEARCHER CAREER DEVELOPMENT” WEBPAGES****GAP:**

Researchers are not really aware of internal opportunities available for their career development. This is probably due to a lack of coordination and/or visibility. A new Career Development Centre is being developed to address this need, under the direction of the HR Director. Increased promotion can be achieved by developing new dedicated webpages.

**DESCRIPTION:**

Develop web pages dedicated to the Career Development Centre and the resources offered for researchers.

**RESPONSIBLE FOR IMPLEMENTATION:****INDICATOR/TARGET:**

- Publication of web pages

Action#8

Group I

Principles 9

## DEVELOPMENT OF OUTREACH ACTIVITIES

### GAP:

Many outreach activities are organised by the institution, but PhD candidates (R1) are not really involved. When consulted, they say that they are not experienced enough and are not far enough along in their research; additionally their supervisors discourage them to attend. However, even early research results can be disseminated.

### DESCRIPTION:

Develop a contest for PhD candidates and supervisors that will be held during the Opening Academic Day Celebration.

### RESPONSIBLE FOR IMPLEMENTATION:



### INDICATOR/TARGET:

- Number of PhD candidates and Supervisors that participate
- Number of voters