

## POSITION DESCRIPTION – ACADEMIC

### POSITION INFORMATION

<b>Position Title</b>	Research Associate or Research Fellow		
<b>Faculty</b>	Law & Business		
<b>Centre</b>	Centre for Sustainable HRM and Well-being		
<b>Nominated Supervisor</b>	Bart de Jong	<b>Campus/Location</b>	Melbourne
<b>Academic Level</b>	Level A or B	<b>Academic Career Pathway</b>	Research-only
<b>CDF Achievement Level</b>	1 All Staff	<b>Work Area Position Code</b>	
<b>Employment Type</b>	Full-time - 2year Fixed term	<b>Date reviewed</b>	9/11/2017

### ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

**Mission Statement:** Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.

Australian Catholic University (ACU) is both a Catholic University and a public institution within the Australian higher education sector. ACU is an inclusive community which welcomes students and staff of all beliefs. The University is committed to a strong Catholic ethos and seeks to foster and promote teaching and learning, research and scholarship, and community engagement in the Christian tradition. As valued members of our community, all staff members are expected to have an understanding of ACU's [Mission](#) and values and to demonstrate an active contribution to them.

The University shares with universities worldwide a commitment to quality in teaching, research and service. It aspires to be a community characterised by free enquiry and academic integrity.

The University chooses to focus on areas of teaching and research that are closely connected with its particular character as a University that is Catholic, public and national. The focus areas are Theology and Philosophy, Health, Education, and the Common Good and Social Justice.

ACU has over 2,500 staff supporting more than 34,000 students across seven campuses – Adelaide, Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

The structure to support this complex and national University consists of:

- Provost
- Chief Operating Officer & Deputy Vice-Chancellor
- Deputy Vice-Chancellor, Research
- Deputy Vice-Chancellor, Students, Learning and Teaching

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Directorate of Identity and Mission drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

The University pursues performance excellence and offers an environment where staff are valued and rewarded. Staff are expected to demonstrate a commitment to continuous improvement and to participate fully in resolving

issues to achieve and maintain quality standards relevant to role. Further information about a career with ACU is available at [www.acu.edu.au](http://www.acu.edu.au).

ACU is committed to diversity and social inclusion in its employment practices. Applications from Aboriginal and Torres Strait Islander people, people with disabilities and people from culturally diverse groups are encouraged.

## **PETER FABER BUSINESS SCHOOL**

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Named after St Peter Faber SJ, the School's mission is to develop reflective business leaders and independent learners who are global in their outlook, ethical in their actions and practical in the application of their professional skills.

The School operates over four campuses (Brisbane, Melbourne, North Sydney and Strathfield) and offers a range of undergraduate and postgraduate programs. All programs are underpinned by the principles of Catholic Social Teaching and the UN Principles of Responsible Management Education. All undergraduate students are required to undertake a unit in community engagement which involves them working directly with not for profit and community organisations.

The School's major undergraduate degree is the Bachelor of Commerce which offers majors in accounting, finance, human resource management, management and marketing. Students may also undertake a variety of minors from within the business disciplines or across faculties.

Other undergraduate degrees offered are the Bachelor of Business Administration, Bachelor of IT and Bachelor of Accounting and Finance. The School also offers a range of dual degrees which combine business with other fields of study such as nursing, exercise science and global studies.

At the postgraduate level the School offers a Master of Business Administration (Executive) across all campuses as well as the Master of Professional Accounting, Master of IT, Master of Commerce and Master of Business Administration across selected campuses.

The Peter Faber Business School also benefits from an emerging research reputation in the Management arena (FoR 1503), which attracted a 'world leading' quality assessment in the 2015 Excellence in Research for Australia (ERA) exercise. Sustainable Human Resource Management and Employee Well-being serve as thematic research foci, further supported by the recent launch of the Centre for Sustainable HRM & Well-being. Closely aligned with ACU's mission in the pursuit of knowledge, the dignity of the human person and the common good, members of the Centre explore scholarly themes in the Human Resource Management and Organisational Behaviour domains through the lens of cultural, social, psychological and ethical enquiry. Consistent with ACU's research intensification strategy, Centre members publish their works in some of the world's leading Management journals, including Human Resource Management (US), Journal of Management, Journal of Vocational Behavior, Human Relations, and the British Journal of Management.

## **CENTRE FOR SUSTAINABLE HRM AND WELL-BEING**

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The Centre resides within the Peter Faber Business School at the Faculty of Law and Business, Australian Catholic University (ACU). Members of the Centre explore scholarly themes in the Human Resource Management (HRM) and Organisational Behaviour (OB) domain through the lens of cultural, social, psychological and ethical enquiry. Closely aligned with ACU's mission in the pursuit of knowledge, the dignity of the human person and the common good, the Centre and its members contribute through world-leading research in any one or more of the following interlinked research themes:

### **1. Sustainable HRM: beyond financial metrics**

Sustainable HRM represents an attempt to grapple with the relationship between HRM practices and outcomes beyond predominantly economic and financial outcomes. This change in focus represents a changing environment in which companies operate. "Business as usual" is facing a legitimacy crisis as the

traditional purpose of maximizing profits or shareholder value for businesses is deemed insufficient for current times. Serving the common good requires firms to ensure that they can balance a multitude of stakeholders' interests – not only in financial terms but also in psychological and social terms.

## 2. Happiness and job satisfaction

Firmly embedded in the subjective well-being scholarship arena, the constructs of employee happiness and job satisfaction have occupied a central role not only in the popular press but also in the statistical and policy agenda of many countries of the world. A focus on employee well-being also serves as an attractive business proposition. A large literature in the social sciences has linked employees' job satisfaction to observable workplace behaviours, including absenteeism, organizational commitment, productivity, and intentions to quit. It is easy to discern why research on the happiness and satisfaction of employees provides powerful incentives for academicians and practitioners alike.

## 3. Voice, institution and social identity in the workplace

Beyond socio-demographic variables, institutional and societal antecedents have grown in prominence in the Human Resource Management and Organisational Behaviour research arena. Attempts to disentangle the direct and indirect impact of institutional and cultural context, social networks, social values, and societal belief systems have demonstrated that such constructs contain strong predictive powers. Researchers shifting their attention from the technical to the institutional and social context find the latter to be one of the prime motivators of behaviour in organizations. They also recognise this context as a representation of key measures of the quality of the social fabric. What is more, there is evidence to suggest that institutional and societal benefit metrics, as part and parcel of a co-operative culture at large, serve as components of a governance paradigm that has become known as participatory governance and constitute key variables affecting the levels of effectiveness and efficiency in almost any area of public policy. The role of participative decision-making and employee voice features prominently in these endeavours.

## 4. Employee engagement and organisational performance

Employee engagement is understood as a workplace approach resulting in the right conditions for all members of an organisation to give of their best each day, committed to their organisation's goals and values, motivated to contribute to organisational success, with an enhanced sense of their own well-being. The growing literature in this analytical realm demonstrates that defining employee engagement remains problematic. Multidimensional approaches are commonplace. Contemporary practices have positioned the drivers of engagement across a multi-faceted spectrum, ranging from within the psyche of the individual employee to focusing predominantly on the actions and motivational incentives an organisation pursues to support such engagement.

## **POSITION PURPOSE**

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The Research Associate will contribute to research outcomes while supported by mentors and demonstrates promise in relevant areas of research.

The Research Fellow will demonstrate both accomplishment and continued promise in relevant areas of research, with a record of recognised scholarly work. A proven capability to make a significant contribution to research in HRM and OB is a clear expectation, underpinned by a strong trajectory in high-quality journal publications.

The Research Associate / Research Fellow is expected to fully participate in the work of the Centre for Sustainable HRM & Well-being and contribute through world-leading research in any one or more of the above mentioned research themes.

The appointee will also demonstrate a strong work ethic and commitment to University's Mission in collaboration with other staff in the discipline. This full time Research Associate or Research Fellow position is a research-only role located in the Centre for Sustainable HRM and Well-Being, Peter Faber Business School. The Centre maintains a focus in the HRM and OB research arena. The appointed scholar will be encouraged and required to contribute to collaborative as well as independent research projects, and participate in applying for research funding.

## **POSITION RESPONSIBILITIES**

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### **Introduction**

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- Learning For Life Framework 2014-2017
- ACU Teaching Criteria and Standards Framework
- Research Quality Standards
- Academic Performance Matrices and Evidence Framework
- ACU Capability Development Framework
- Minimum Standards for Academic Levels (MSALs)
- Higher Education Standards Framework
- ACU Service Principles
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence and Academic Career Pathways.

The following two frameworks in particular are important in understanding the expectations of an academic position and the required qualifications and capability of a position holder:

- The [Academic Performance Matrices and Evidence Framework](#) which describes the performance standards in areas of academic activity.
- The [Capability Development Framework](#) which describes the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

All academic staff are allocated workload comprising a range of academic duties/activities that fall within the following three broad areas of academic activity in line with the relevant Academic Career Pathway and Academic Level.

- Teaching, Curriculum Development and Scholarship of Teaching
- Research
- Academic leadership/service.

### **Key responsibilities**

Broad area of academic activity	Key responsibilities specific to this position	Relevant Core Competencies ( <a href="#">Capability Development Framework</a> )
<b>Research</b>	<p>Level A and Level B</p> <ul style="list-style-type: none"> <li>Undertake research under the mentorship of senior academics (and possibly independently), delivered against research targets and objectives.</li> <li>Demonstrated methodological and advanced statistical skills.</li> <li>Promotion and dissemination of research activities and outputs, nationally and internationally with particular attention to key stakeholder groups in business.</li> <li>Participate in competitive grant applications.</li> </ul> <p>Additional responsibilities at Level B</p> <ul style="list-style-type: none"> <li>Undertake research independently, delivered against research targets and objectives and evidenced by a record of high-quality, peer-reviewed publications i.e. publications in journal outlets rated A* or A by the Australian Business Deans Council journal quality guide. (For ease of reference, please consult <a href="http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html">www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html</a> where the most recent ABDC quality guide can be found.)</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate Effectively</li> <li>Make Informed Decisions</li> <li>Be Responsible and Accountable for Achieving Excellence</li> </ul>
<b>Academic Leadership and Service</b>	<ul style="list-style-type: none"> <li>Contribute to the performance of the Centre in relation to Research, Research Training and Community Engagement.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## SELECTION CRITERIA

Qualifications and Capability	Selection Criteria?
<b>Qualifications and other credentials</b>	
1. For Level A: A Master's degree and substantial progress towards completing a PhD or equivalent in Management/ Business or a related disciplinary field.  For Level B: A PhD or equivalent in Management / Business or a related disciplinary field.	Yes

<b>Qualifications and Capability</b>		<b>Selection Criteria?</b>
2.	<p>For Level A: Demonstrates an emerging academic research profile in a business discipline aligned with one or more of the themes of the Centre for Sustainable HRM &amp; Well-Being.</p> <p>For Level B: Demonstrates a significant academic research profile in a business discipline aligned with one or more of the themes of the Centre for Sustainable HRM &amp; Well-Being.</p>	Yes
<b>Research</b>		
3.	<p>Level A: Demonstrated ability to achieve peer-reviewed, high-quality research outputs in the HRM and OB research arena, evidenced by publications in domain journal outlets rated A* or A by the Australian Business Deans Council journal quality guide. For ease of reference, please consult <a href="http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html">www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html</a> for the latest available ABDC journal quality ratings.</p> <p>Level B: An outstanding and significant track record of peer-reviewed, high-quality research outputs in the HRM and OB research arena, evidenced by publications in domain journal outlets rated A* or A by the Australian Business Deans Council journal quality guide. For ease of reference, please consult <a href="http://www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html">www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html</a> for the latest available ABDC journal quality ratings.</p>	Yes
4.	<p>Level A: Demonstrated ability to initiate and actively contribute to research projects, both collaboratively and independently.</p> <p>Level B: Demonstrated track record of initiating and actively contributing to research projects, both collaboratively and independently.</p>	Yes
5.	Demonstrated ability to develop and maintain partnerships and collaborations with other agencies, external communities and stakeholders in order to achieve quality outcomes	Yes
<b>Academic leadership/service</b>		
6.	Strong interpersonal and communication skills, including the ability to work with others to achieve outcomes and continual improvement.	Yes

<b>Qualifications and Capability</b>		<b>Selection Criteria?</b>
<b>Core Competencies</b>		
7.	Demonstrate confidence and courage to achieve ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.	Yes
8.	Demonstrated ability to work collaboratively with stakeholders internal and external to the organisation to capitalise on all available expertise in pursuit of excellence.	Yes
9.	Demonstrated ability to take personal accountability for achieving high quality outcomes through an understanding of organisational context, self-reflection, and aspiring to and striving for excellence.	
10.	A commitment to continuous improvement including the ability to make informed decisions, seek feedback and conduct reviews to achieve high quality outcomes that align with best practice.	