



## **EDUPROF Network Experts Meeting**

Kaunas University of Applied Sciences

September 29. – 30., 2010

### **General remarks and conclusions**

Eduprof Meeting was opened by Mindaugas Misiūnas, director of Kaunas University of Applied Sciences. During welcome speech was presented Kaunas UAS, which recently celebrates 10 years of existing. Ten years ago scientific research there was not as important as it was concentration to technologies. Recently in Lithuania there is no law which enables existence of Universities of Applied Sciences. There should be a decision of Ministry; however Kaunas UAS has courage to present themselves as UAS. At present in Kaunas UAS works 582 teachers and there studies more than 8000 students. Studies are organized in 8 academic divisions and are oriented towards practical/professional training. Studies in Kaunas UAS last from 3 to 4 years and it has 180 ECTS. Research areas of Kaunas UAS are: (1) technological research (food product technological research; graphic industry applied research; information system application research); (2) biomedical research (optimization of ornamental and garden plant assortment; technologies and environment); (3) business management research (human resource management, marketing research); (4) educational research (practical/professional training of specialists and their competence; curriculum development research; e-learning and virtual mobility development; labour market research; quality assurance; study process).

**1<sup>st</sup> workshop led by Dr. Nijolė Zinkevičienė**, Deputy Director of the Academic Work of Kaunas University of Applied Sciences and **Onutė Junevičienė**, Dean of the Faculty of Business Management, focused on the motivation points of personnel.

Dr. Nijolė Zinkevičienė presentation started with definition of motivation. Motivation is the act of giving somebody a reason or incentive to something; the cause or driving force behind something that somebody does. People could be motivated by extrinsic rewards as salary, fringe benefits, and job securities or by intrinsic rewards, such as self-respect, sense of accomplishment, personal growth and in other ways. There were determined several factors of teachers' motivation: participation in decision-making; use of valued skills; freedom and independence, challenge; expression of creativity; opportunity for learning. Dr. Nijolė Zinkevičienė stresses that mostly activities are based on motives – be famous, knowledge, money, etc. Therefore educational people are quite different, for them money is not the main feature for motivation. They want to be useful for students. If teacher know *why* they are doing one or another activity, the meaningful will be the most important thing, and finally they should know the results. Additionally teacher today is a researcher; he/she is involved in a lot of projects. Consequently teaching becomes an additional activity and teachers planning become most important object. Teachers should improve the quality of teaching subject that's why every teacher is empowered to make a self-assessment module, where teachers discover their weaknesses and strengths. This module should be harmonized to department's annual plan. Experience meaningful of such module is that teacher should know *why* they are doing their activities. If management won't explain to teacher *why* we are doing our activities, so surely they will raise questions for what purpose their activities are needed. If every teacher will understand their importance, so they will be motivated. How organization leaders motivate their people? They motivate according to clever books. And the most important is intuition, honest, sincerity, arguments.

If we are driven by motives, we are expecting to give something back. Resuming there should be noticed that organizational culture is important as well.

Onutė Junevičienė presentation starts with overview of faculty. The Faculty of Business Management has 41 full time teachers. All of them have master's degree in the field of social sciences and 84% of teachers have practical experience in business field. 10% of teachers have doctor's degree in management or educational science. Onutė Junevičienė noted that every lecturer has to meet several requirements: Lithuanian education system requirements; quality requirements; student's expectations; employers' expectations; requirements placed by strong competition in the market (local and international market of higher education institutions as well as labour-market). There was emphasized that the way of motivation depends on teachers' year old. Till 30 years old staff is motivated by participation in project groups, seminars, conferences; there are possibilities to go abroad as a member of Erasmus teachers exchange programme; there is made freedom for activities. From 31 till 40 years old personnel is motivated by self-expression, appreciation/recognition and researching work. From 41 till 50 years teachers are motivated by students' activity, a good working conditions, marketing researches. 51 and more years old people motivate sharing of experience, mentoring, preparation of methodical material and consulting. Equally Onutė Junevičienė mentioned that way of motivation could be formal and nonformal, also individual work and group work. Projects motivate teachers as well.

There comes discussion of experts. It was about the motivation of staff. During discussion there were exchanges of opinions of experts from various countries (Estonia, Denmark, France, Austria, Sweden, Lithuania). There was noticed, that money is not the main resource for motivation. Representative of SEB bank, the largest Lithuanian commercial bank, where works Kaunas UAS students by age of 20-25, tell that the most important for young people is carrier possibilities. They are seeking to show their practical results and money isn't the most important motive. They are seeking for carrier. During exchange of opinions there was found out that different institutions motivate their staff differently. In Austria, in FHOÖ Forschungs und Entwicklungs GmbH, the staff is taught different additional things. There are various sport programs, where people are gathering and making socialization. It helps to overcome work stresses and get people communicate more. Tallin UAS uses Archimed program in purpose to motivate people. This is a training system for the lecturers. Every teacher can choose program according to his/her need. But it is not clear if such system is useful for the school. Lecturers are motivated to go to such trainings, which are endorsed by competences. If there are made good conditions, so the workers become loyal. That's why it is important to create conditions to teachers for self-expression. Adiut, France, feels a lack of human resource management. If you have enough research, you have to prove it and it changes the salaries of teachers. There exists the freedom to make contacts with any business company. On this point people are motivated. If you prove enough research, you can become a professor. There is a lot of attention for research activities in Adiut. If anyone proves a research on international level, he/she becomes a nominated professor. But motivation on research is not enough. Therefore the best teams of researchers are in big cities.

**2<sup>nd</sup> workshop led by Marge Täks**, Lecturer of Faculty of Transport in Tallin University of Applied Sciences, focused on developing and assessing academic staff competences in research.

Marge Täks presentation started with the definition of competency. Competency is defined as the ability to perform tasks and duties to the standard expected in employment. A competency standard is an industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency modeling is a critical first step in implementing a competency-based approach to HR management. Therefore competency modeling can be used to help individuals identify their own strengths and development needs. Marge Täks noted that competence criteria are needed for staff motivation. Modeling of competences comes to competence pyramid, which consists of 3 basic elements: skills (I do), knowledge (I know), attitudes

and values (I believe). Otherwise there were presented core competencies: what teachers should be able to do:

1. Research and development
2. Teaching competencies
3. Leadership and supervision
4. Administrative competencies

Marge Täks embraced the participants into thinking activity and there was made a short practical work during the workshop. There were made 4 groups of participants. Every group had to detail the competencies. Therefore were presented the results of every group:

1) *Research and development*. Analytical thinking; participating in research activities; international networking; communication skills; foreign language ability (English); advanced knowledge in an academic area; innovation and creativity; supervising students; teaching and research project; implementing research in the labor market; continuous learning and developing involving students.

2) *Teaching competencies*. Love to work with people, entertain; subject knowledges; pedagogical knowledges; subject management; teaching students to learn; engagement, self-motivation; life-long learning; foreign language skills; personal development – understanding themselves; time management patience and tolerance.

3) *Leadership and supervision*. Formulates goals, objectives; organizes and builds team; inspires; motivates, not only by money; makes compliments; involves into decision-making processes; delegates activities; trust in people; has his followers; teaches people in team through self understanding; encourages a person to solve problem by himself.

4) *Administrative competencies*. To make annual planning; to prepare report; to contribute to the working group; to organize meetings; to manage time; to reply e-mails; to monitor (the study process).

Later discussion comes around the benefits of competencies. There was formulated common question: are the activities related to the goals of organization? During discussion of experts it was concluded that goals should be unique and there were agreed that motivation for teachers are:

- Freedom of your own work. A lot of colleagues appreciate that. This is autonomy.
- Change the life style – business changed to academic life.
- Link with business world.
- Influence.
- Ability to have home office.
- Working environment (modern equipment, etc.).
- Participation in international environment, ability to travel.
- No routine.
- Possibility to implement new ideas.
- Sensation of usefulness.
- Part of international team.
- Personal development.

All these practical guides were concluded: every person should have their personal competency map and time after time check it in purpose to find out what is missing.

**3<sup>rd</sup> workshop led by Dr. Esmeralda Štyps**, Manager of Science Applied Research in Kaunas Technical College, focused on best models and practices of academic staff involvement, development and assessment organizing research in UAS.

Presentation of Esmeralda Štyps was based on best models and practices of academic staff involvement, development and assessment organizing research in UAS. It was stressed that learning is designed by teachers and for practice training there are important conditions.

There were distinguished five models of staff development: 1) individually-guided staff development; 2) observation/assessment; 3) involvement in a development/improvement process; 4) training; 5) inquiry.

*Individually-guided staff development* model key characteristic is that the learning is designed by the teacher. This model assumes that individuals can best judge their own learning needs and they are capable of self directed and self-initiated learning. It also assumes that adults learn most efficiently when they initiate and plan their learning activities rather than spending their time in activities that are less relevant than those they would design. The model also holds that individuals will be most motivated when they select their own learning goals based on their personal assessment of their needs. Self-directed development is a goal-based approach to professional improvement in which teachers have access to a variety of resources for meeting their collaboratively needs. The circumstances suitable for one person's professional development may be quite different from those that promote another individual's growth. Consequently, individually guided staff development allows teachers to find answers to self-selected professional problems using their preferred models of learning.

While *observation/assessment* can be a powerful staff development model, in the mind of many teachers it is associated with evaluation. One assumption underlying this model is that reflection and analysis are central means of professional growth. A second assumption is that reflection by an individual on his/her own practice can be enhanced by another's observation. Having "another set of eyes" gives a teacher a different view of how he/she is performing with students. A final assumption is that when teacher see positive results from their efforts to change, they are more apt to continue to school-wide collective ones, or enthusiasm for the collective approach will quickly wane.

*Involvement in a development/improvement process* assumes that this model is based on adult learning. Adults learn most effectively when they have a need to know or a problem to solve. Another assumption of this model is that people working closest to the job best understand what is required to improve their performance. A final assumption is that teachers acquire knowledge or skills through their involvement in school improvement or curriculum development processes. Such involvement may cause alterations in attitudes or the acquisition of skills as individuals or groups work toward the solution of a common problem.

*Training* model links to synonymous with staff development. Typically the training session is conducted with a clear set of objectives or learning outcomes. These outcomes frequently include awareness or knowledge and skill development. Under the appropriate conditions, training has the potential for significantly changing teachers' beliefs, knowledge, behavior, and the performance of their students.

The overarching assumption of the *inquiry* model is that the most effective avenue for professional development is cooperative study by teachers themselves into problems and issues arising from their attempts to make their practice consistent with educational values.

Teachers' development isn't hold in a vacuum. Its success is influenced in many ways by the district's organizational context. The impact of the staff development models depends not only upon their individual or blended use, but upon the features of the organization in which they are used.

There comes the discussion about the practical involvement of all five mentioned models. In FHOO Forschungs und Entwicklungs GmbH is used all five models. All teachers are involved in development process, there is no critics, only suggestions how there should be better.

In School of Business and Engineering at Halmstad University formulation of goals depends upon the dean as the leader. Everyone wants to contribute to the organization, so everyone ask themselves how they can do this, how they can make self-improvement. Self- assessment is stressed as their own need.

In Adiut is accepted freedom to evaluate themselves. At the end of semester students fill the forms how they were taught. There are used individual development and involvement models as well.

In Tallin University of Applied Sciences there are no standards, all depends upon the department. Every teacher is unique and colleagues help each other to find new ways to teach better. Old teachers

during retirement all gained material forwards to new teacher. There exist cooperation atmosphere as tutors meets students in purpose to know the feedback about teaching.

In Kaunas University of Applied Sciences basically exists three models: observation/assessment, involvement in a development/improvement process and training.

Resuming the discussion there was noticed that everyone has their own features. For example if a man is good teacher, he could be bad administrator and you won't force him to administrate. There could raise question if such teacher could remain in school or if he/she has to leave the institution. If he/she is a perfect teacher so may be he/she could stay with only function as a teacher. Practically we see that people develop themselves using their different and individual features, using their own strengths. All good features of everyone can be used and involved as puzzle elements in purpose to make one perfect picture.

During the **conclusive session** common interests have been identified in the following objectives to be addressed in the next meetings of EDUPROF network:

- How to make researches more qualified;
- How to stress work with quality, not with quantity;
- 2/3 of staff is motivated by researches and 1/3 doesn't react to anything. How to work and to motivate such personnel;
- To discuss the value of the researches;
- To define the barriers for researches and identify if goals are settled correctly.