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Motivation and Development of the University Teachers' Motivational Competence

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Abstract

Human potential represents a competitive advantage not only of the companies but also the Universities. Universities form the intellectual level and motivation of all individuals and groups in the country. From this point of view, the paper pays attention to the motivation of University teachers, points to connections between the motivation of teachers and motivation of students, and suggests the ways for developing motivational competence of the teachers. Methodological part presents results of our questionnaire survey realized at the Universities in two countries: Slovak Republic and Poland. This one searched the strength of motivation of the University teachers and managers (e.g. motivation to new ideas, creative suggestions and complex improvement), frequency and efficiency of applied motivators, existence of the motivational programs, etc. Negative knowledge flows from this survey the motivation of teachers is disturbed and does not reach its maximum. Therefore the application part of the paper deals just with the motivational competence of teachers that we consider as the most important competence. Motivational competence is viewed as the synthetic competence and consists of the competence of motivating oneself, competence of motivating students, and competence of motivating colleagues. On the basis of theoretical issue, survey results and own empirical experience, paper suggests several individual and group methods and techniques intended for developing motivational competence of the teachers (e.g. creative discussions with colleagues, keeping and activating the motivational journal/diary, accepting and using motivational impact of the managers, colleagues and students, etc.).

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1. Introduction

The future lies in innovation and business activity, and this requires improving the dialogue in the education sector and the labour market in the years to come. Only extensive reforms in education (including vocational training) and in the labour market can provide (young) people with better prospects (Kozubikova, 2014, p. 188). We can say the Universities form the intellectual level and motivation of all individuals and groups in the country. It means the role of Universities increases and consists in a few different presumptions and requirements than before. Similar opinions and questions, related to the quality of University function, can be found in publications of many authors, for example Miller (2012), Slavik et al. (2012), Clark & Andrews (2010), Pearce (2010), Lueddeke (2008), Vasutova (2005), Juwah (2003), Homolova (2003), Boud, Cohen & Sampson (1999), Boyer (1990), Lindquist (1990), etc.

An idea is important that the most valuable asset of any organisations is employees having necessary knowledge. The main competitive advantages include innovations, learning and ability of making change anytime. Just this competitive advantage is based on the *human potential of the University* too. „Human potential is the strongest potential of an effective and competitive function of any organisation. Inside it, the know-how of the organisation futurity is hidden," (Teplicka, 2012, s. 440). Human potential is a system of human's dispositions to activities. Is a prerequisite for life actions of people that as individuals and social groups are applied by in society while changing society and oneself (Krnac, 2012, p. 216). This means the human potential (as opposed to intellectual or human capital) is widely, comprehensively understood variable that considers the individuals and groups of individuals as thinking, organized and motivated beings, seeking to fulfill their roles, benefits, and resolutions... From this viewpoint, high professionalism of University's teachers and senior employees (managers), responsibility, credibility, and team approach represent the most important attributes. On the other hand, *unused potential of the teachers* is the worst wasting conduct.

For the purpose of rising teachers' potential and motivation, the University would to create the environment supporting creativity and developing knowledge, which means that it enables them the approach to education, supports their initiative to increase qualification and develop the abilities. The reason for this intensive effort is fact the human potential results from people's life activities and can be continuously developed.

Intellectual properties and motivation development (qualification, knowledge, skills, competences, will, courage, enthusiasm, etc.) of teachers and senior employees contributes to building skilful and high performance human potential of the University. This purposeful development continuously increases the value of the University: funds invested in education, development and motivation must be perceived as *investments in future.*

The aim of this article is to pay attention to the developing motivational competence of University teachers as one of the fundamental pillars of the University quality. The starting point is the premise the motivation of University teachers has substantial influence on the quality of University. In the theoretical part of the article, through analysis, comparison and synthesis of opinions of several authors, we focus on personal development and motivation identification of University teachers and their connections. Subsequently based on partial evaluation of the performed questionnaire survey in the methodological part of the article we will present the most important findings related to motivation of pedagogues at the Universities in Poland and Slovak Republic, with pointing out the determination of basic recommendations (using induction, deduction and own empiricism) on how to improve the teachers' motivational competence.

2. Development and motivation of University teachers

Boyer (1990) observed that the work of the professoriate involves four different functions: *discovery* (advancement of the frontier of knowledge in a discipline), *integration* (putting research discoveries in broader contexts, making connections across disciplines), *application* (applying the outcomes of discovery and integration to socially consequential problems), and *teaching* (helping students to acquire specified knowledge and develop specified skills and attitudes). Flowing from mentioned functions, we can derive and simultaneously complete that the University teacher's profession is very heterogeneous and diverse, varied and abundant in its essence. Teacher has to learn for all life, cultivate own personality and develop own potential. And, what is crucial, *development of own capability is always connected with the motivation* and trust in progress.

In these intentions, ***development*** can be defined as learning which changes the whole person in some substantial way and helps people to grow (Gibbs, 2008, p. 5). In the University conditions, we can consider one of the newest concepts applied in personal development: *deep learning process,* i.e. deep process (changing the substance) of learning. This concept is based on the assumption that people are able or even willing to improve and make the necessary changes. They must be perceived as creative and precise beings – they bring into their work much more than just machines or other organisation resources, both their talents and limitations requiring creative utilization of their predispositions (Bober, 2013, p. 133). „Staff training, leading to the formation of professional skills within the organisation, goes beyond mere of the professional competence and increasingly includes the formation of employee's personality – a feature that plays an important role in interpersonal relationships, and affects work behaviour, consciousness, and motivation of the employee. This is further reflected in workplace relationships, affects the process of forming working teams, and of course, individual and group work performance," (Jedinak, 2012, p. 74). According Mathis and Jackson (1997, p. 315), developing employees (as well as teachers) can help provide a sustained advantage that is not easily duplicated by any competitor (any other university).

On the basis of previous opinions, benefit of systematic education and development of teachers' competences can be expressed in a very simple way: *increased attractiveness, value and prestige of the University.* It depends on each individual, whether he or she will be willing to develop, cultivate knowledge, skills and competences, i.e. his or her full potential and knowledge resources, and at work also effectively use them for the benefit of students, colleagues, department, faculty and University. For that reason there must be mechanisms at the University helping teachers and senior employees to increase their willingness to develop their professional and personal potential. In other words, there has to exist a ***motivation*** for key competences development.

Motivation is the presence of enthusiasm that drives employees to put in extraordinary effort to deliver results (Keller & Price, 2011, p. 32). Getting the right people on board – and then all enthusiastically pulling in the right direction – is a basic domain motivation (Reichheld & Rogers, 2005).

In the area of *teachers' motivation,* important division is connected with direction of motivation which includes three possibilities:

- "Motivation to" – starts the process of striving for something that stimulates energy and focuses it on the action leading in open way to new experience. It is sometimes called as positive motivation.
- "Motivation from" – starts the process to avoid something, absorbs the energy and willingness to act, close to new experience. Is viewed as negative motivation because of withdrawal, passiveness.
- "Motivation against" – starts the process of active opposition to something, focuses the energy and action plan as fixated on the destruction of the target, close to new experience (Matuska, 2014, pp. 84–85).

In addition to *learning dimension* of the teachers' profession, the second strongest dimension is also a *scientific dimension* – all University teachers must be the scientists and publish their outcomes. It is therefore appropriate to include Maslow's view which presents needs characterizing the motivation of scientists: "Scientists are motivated, like all other members of the human species, by species-wide needs for food, etc.; by needs for safety, protection, and care; by needs for gregariousness and for affection-and-love relations; by needs for respect, standing, and status, with consequent self-respect; and by a need for self-actualisation of self-fulfillment of the idiosyncratic and species-wide potentialities of the individual person," (Maslow, 1954, p. 2).

In relation to aim of this article, it is very important to understand the University teachers' motivation thru a prism of their *cognitive/developmental capacity.* Roets, Van Hiel & Kruglanski present this idea: "Although scholars might agree that the combined impact of motivation and cognitive capacity may be more than the sum of their individual effects, the exact nature of their interactive effects remained relatively undefined. It is assumed that high levels of motivation and capacity are simply better than low levels, and a potential interaction has merely been considered in terms of the degree to which high levels of one determinant might compensate for low levels of the other," (2013, p. 262). It means when the level of teacher's motivation is very high, this one can (to a certain extent) supplement an incomplete cognitive competence of the teacher. And vice versa, when the level of teacher's cognitive capacity is very high, this one can renew the incomplete level of the teacher's motivation (Blaskova & Blasko, 2013, p. 10).

In relation to mentioned above ideas, it is very difficult to identify in what way a qualified expert/teacher thinks, while thinking is his/her specific activity; this is the way in which he/she works. Motivation of the expert depends

on the efficiency of his/her actions, on his ability to achieve good results. If it turns out that his/her work is not beneficial, his/her zeal for work soon wears off and the employee is changed to a man who only waits for the end of working time (Drucker, 1992, p. 13). This idea is particularly valid for the University teachers.

According Byars & Rue, from the point of view of *motivation to achieve personal goals,* people strive to achieve objectives they have set for themselves. The most frequently identified objectives of employees are job security, financially and intellectually rewarding work, recognition, status, responsibility, and achievement (Byars & Rue, 1997, p. 218). In addition, many studies strongly point out that there is a big difference between particular working wishes and needs felt by employees, and managers' projection how they assume the employees' needs. For example, according Tepper (1996), most of the managers believe that their employees ranked first in their employment incentive/motivational requirements especially money and job security. On the contrary, most of the employees assigned money and job security for third to sixth place – it means over such values as good jobs, recognition, a sense of belonging to the company, and a good working environment (p. 98). Organization (University) as a whole can provide the conditions in which can be achieved a high level of motivation by offering incentives /offers and rewards and also opportunities for learning and growth (Armstrong & Stephens, 2008, p. 70).

Interesting is also the connection of motivation and satisfaction in work environs. "Work *motivation* and work *satisfaction* continue to be major topics in organizational behaviour because it is assumed that they exert an important influence on action and behaviour in organizations: these ones are regarded as very important resources in organizations. They are seen as resources on should not only take seriously with regard to organizational culture and identity but also should take into account for managing effectiveness and quality," (Bűssing, 1997, p. 209).

According Hudson, this aspect of *University teachers' role* is very interesting: it should be the role of the University to explain the science in such an enjoyable way that the instruction motivates student to continue on. This particular error rests on two misconceptions: (1) that science is inherently easy to understand (it's not, it's *hard),* and (2) that motivation is furnished to a student from without (it's not, motivation must come from *within),* (1993, p. 60). It means, the University teacher has to very **sensitively handle with the motivation** of her/himself and also with the motivation of student, has to skilfully combine and harmonise them so that both the student's and teacher's knowledge and performance level can be high. Simply, they have to *motivate* themselves and the others too.

In terms of the management system, the *motivational process* consists in the unification or setting a common goal which shows the distance between the state that currently exists and the condition to be achieved while the employee will feel this distance like a tension that has to overcome. If an employee's certain performance finally reaches the fulfillment of the agreed target and if this fulfillment is really proved (desired state is achieved), the employee will feel a liberating relief thereby additionally will prepare oneself for the new role (Zucha 1993, p. 127). In this way the teacher can get a new feeling of satisfaction and the energy for further creative work – teaching, research and publishing. In this way the teacher's motivational competence can be developed.

3. Methods

Our research effort lies on assumption the motivational competence is the most important competence of the University teachers. Therefore, trying to obtain as more as possible information and issues needed for developing the University teachers' motivational competence, we decided to realize a questionnaire-based survey in 2013. Our survey was conducted at the Universities in two countries: Slovak Republic and Poland, and was focused to the understanding teachers' motivation.

3.1. Participants and characteristics of questionnaire survey

Because the topics of motivation and the questions dealt with it are perceived from the side of respondents as very sensitive, we have preferred to ask a lower number of respondents. Our goal has consisted in involving 100 teachers into the survey. Ultimately, N = 108 respondents (University teachers) have taken participation in the survey (58 from Slovakia and 50 from Poland). More detailed data on respondents are shown in Table 1.

Table 1. Identification of questionnaire survey participants.

Participants	[Number – % of all – average age in year]		
	108 – 100% – 44.73		
Male		Female	
65 – 60.19 – 45.14		43 – 39.81% – 44.12	
Teachers		Managers	
88 – 81.48% – 43.20		20 – 18.52% – 51.45	
Male	Female	Male	Female
53 – 49.07% – 43.75	35 – 32.41% – 42.37	12 – 11.11% – 51.25	8 – 7.41% – 51.75

The survey consisted of 15 questions, 12 of which were closed and 3 were open. These ones examined the degree/strength of teachers' motivation, the frequency and felt efficiency of motivation tools (motivators) applied towards the teachers, existence and frequency of worked out motivational programs, flexibility in the using motivators, etc.

3.2. Results and discussion

We can present as the more interesting results related to the topics of this paper, i.e. development of motivation competence, first of all the expressions of respondents on the level/strength of their motivation to new ideas, creative suggestions and complex improvement in their work. This question has offered to the respondents 5 following answers: high, rather high, average, rather lower, and low. These answer-choices were transformed into a number scale: low level = 1 … high level = 5. The results are included in Table 2. A lot of respondents (46, i.e. 42.59% of them) cited their motivation is high. Summarizing obtained data, 66 (61.11%) respondents have marked their motivation as high or rather high. But up to 30 (27.78%) respondents marked only average level and even 12 (10.11%) of them presented their motivation is rather lower or low. These results indicate the motivation of teachers to the complex innovating and improving is impaired to a certain extent.

Table 2. Respondents' expression on their motivation level to new ideas, suggestions and complex improvement.

	All		Male		Female	
Low [1]	4	3.70%	2	3.08%	2	4.65%
Rather lower [2]	8	7.41%	5	7.69%	3	6.98%
Average [3]	30	27.78%	17	26.15%	13	30.23%
Rather higher [4]	46	42.59%	27	41.54%	19	44.19%
High [5]	20	18.52%	14	21.54%	6	13.95%
Mean		3.65		3.71		3.56
Standard deviation		0.98		0.99		0.97
Coefficient of variation		0.27		0.27		0.27
Upper quartile		4.00		4.00		4.00
Median		4.00		4.00		4.00
Lower quartile		3.00		3.00		3.00
Interquartile range		1.00		1.00		1.00

Trying to obtain some supportive signals on what motivational measures and tools are considered by teachers as efficient (as really motivating), we can target our attention also to a searching what motivation tools are applied towards them by managers (i.e. application frequency of motivators), and especially, what subjective efficiency is attributed by teachers to these motivators (on a scale 1 = totally inefficient … 10 = totally efficient). Table 3 shows the frequency as well the efficiency of motivators (mean of values referred by respondents). It points out additionally the biggest (the most positive as well the most negative – dangerous) disproportions between frequency and/versus efficiency of these motivators. We have to emphasise just the motivators with the highest felt efficiency should have the highest application frequency at the Universities. But, as our practice shows, situation is a little different.

Table 3. Respondents' expression on frequency and/versus efficiency of motivators applied towards them.

	All				Male		Female	
	Frequency	[order]	Mean	[order]	Frequency	Mean	Frequency	Mean
Providing platform for independence	62	57.41%	[1]	8.17	[1]	38	58.46%	8.11	24	55.81%	8.26
Interest for opinions and suggestions	52	48.15%	[2]	7.31	[5]	31	47.69%	6.83	21	48.84%	8.05
Voicing praise	50	46.30%	[3]	7.08	[7]	28	43.08%	6.6	22	51.16%	7.81
Personal bonuses and rewards	43	39.81%	[4]	7.54	[4]	29	44.62%	7.15	14	32.56%	8.12
Career growth	39	36.11%	[5]	6.6	[8]	22	33.85%	6.06	17	39.53%	7.42
Development and training activities	36	33.33%	[6]	8.06	[2]	23	35.38%	7.95	13	30.23%	8.21
Good relationships and atmosphere	36	33.33%	[7]	7.87	[3]	23	35.38%	7.86	13	30.23%	7.88
Correctness of superior	36	33.33%	[8]	6.17	[9]	21	32.31%	5.89	15	34.88%	6.58
Providing the necessary information	29	26.85%	[9]	7.26	[6]	17	26.15%	6.91	12	27.91%	7.79
Application of threats and sanctions	13	12.04%	[10]	2.81	[10]	8	12.31%	3.09	5	11.63%	2.37

We can devote a substantial scope also to the situation that maps area of existence or absence of ***individualised motivational programs.*** The question of these ones was formulated from 2 viewpoints:

- Viewpoint of the *managers* ("Do you work out the motivation programs for teachers at your department?") – 60% of managers stated they create these programs;
- Viewpoint of the *teacher* ("Does your superior work out the motivation program for you?") – Up to 75% of teachers stated any programs are not created for them.

Respondents might choose 1 from 3 answers: "yes"; "yes, even with my/their participation"; "no". As is seen in Table 4, up to 74 (8 managers and 66 teachers), i.e. 68.52% of respondents cited the motivation programs are not created at the University.

Table 4. Frequency of motivational programs worked out for teachers.

	Managers [20]		Male [12]		Female [8]		Teachers [88]		Male [53]		Female [35]	
No	8	40.00%	3	25.00%	5	62.50%	66	75.00%	38	71.70%	28	80.00%
Yes	7	35.00%	5	41.67%	2	25.00%	15	17.05%	11	20.75%	4	11.43%
Yes, even with teacher	5	25.00%	4	33.33%	1	12.50%	7	7.95%	4	7.55%	3	8.57%

In the next sequence, we can examine whether the teachers are ***willing to improve their work effort*** (will increase their motivation), if managers improve motivational approach towards them. The results in Table 5 show that up to 65.74% of all respondents are willing to increase the level of their efforts. Even, in the question "In what extent you are willing to increase your effort?" respondents have indicated they would be able to achieve ***performance gains (on average) up to 38.03%.*** It is interesting that in terms of gender approximately 5% more *men* than women would improve their effort on average (67.69% men vs. 62.79% women). However, *women* would like to achieve qualitative improvement at a higher rate than men (average increase of 36.02% in a case of men vs. increase of 41.30% in a case of women). The Table hereinafter shows the frequency of performance improvements in increments of 10%. A brief summary is in the bottom of Table which shows that 25% of teachers should improve their effort of 25%. Approximately 29% of efforts could be improved of 25–50% and 11% even by more than 50%.

Table 5. Willingness of respondents to improve their work effort.

		All		Male		Female	
Without effort increase (no)		37	34.26%	21	32.31%	16	37.21%
Effort increase (yes)		71	65.74%	44	67.69%	27	62.79%
Extent of effort increase (in a case of answer „yes")							
Increase of	1-10%	14	12.96%	9	13.85%	5	11.63%
Increase of	11-20%	11	10.19%	7	10.77%	4	9.30%
Increase of	21-30%	12	11.11%	9	13.85%	3	6.98%
Increase of	31-40%	7	6.48%	5	7.69%	2	4.65%
Increase of	41-50%	15	13.89%	8	12.31%	7	16.28%
Increase of	51-60%	1	0.93%			1	2.33%
Increase of	61-70%	2	1.85%	1	1.54%	1	2.33%
Increase of	71-80%	5	4.63%	3	4.62%	2	4.65%
Increase of	81-90%	1	0.93%			1	2.33%

Increase of	91-100%	3	2.78%	2	3.08%	1	2.33%
Increase of	1-25%	27	25.00%	17	26.15%	10	23.26%
Increase of	26-50%	32	29.63%	21	32.31%	11	25.58%
Increase of	51-100%	12	11.11%	6	9.23%	6	13.95%
Basic statistical data on effort increase (in a case of answer „yes")							
Mean			38.03%		36.02%		41.30%
Upper quartile			50.00%		50.00%		50.00%
Median			30.00%		30.00%		40.00%
Lower quartile			20.00%		20.00%		20.00%
Interquartile range			30.00%		30.00%		30.00%
Median absolute deviation			20.00%		20.00%		20.00%

We consider as useful to compare both studied questions, i.e. compare results of ***creating motivation programs and/versus willingness to increase work effort*** (Table 6). Respondents who indicated the motivation programs are worked out (34, i.e. 31.48%) would be willing to increase their efforts to 30.52%. However, the respondents who reported absence of motivation programs (74, i.e. 68.52%) would be willing increase their efforts up to 41.63% (i.e. more than 11% compared with teachers towards whom programs are created).

Table 6. Existence of motivation programs and willingness to increase effort.

		Absence of motivation programs					
		All		Men		Women	
Sum		74	68.52%	41	63.08%	33	76.74%
Increase of	1-25%	14	12.96%	8	12.31%	6	13.95%
Increase of	26-50%	24	22.22%	14	21.54%	10	23.26%
Increase of	51-100%	10	9.26%	4	6.15%	6	13.95%
Mean			41.63%		37.42%		46.59%
Upper quartile			50.00%		50.00%		60.00%
Median			40.00%		30.00%		50.00%
Lower quartile			20.00%		20.00%		20.00%
		Existence of motivation programs					
		All		Men		Women	
Sum		34	31.48%	24	36.92%	10	23.26%
Increase of	1-25%	13	12.04%	9	13.85%	4	9.30%
Increase of	26-50%	8	7.41%	7	10.77%	1	2.33%
Increase of	51-100%	2	1.85%	2	3.08%		
Mean			30.52%		34.00%		18.00%
Upper quartile			25.00%		29.00%		15.00%
Median			45.00%		50.00%		27.50%
Lower quartile			10.00%		10.00%		10.00%

These results indicate that the teachers felt deficit in existence of motivation programs as very uneasy – feel their potential and their motivation as unused and they not have full satisfaction and self-realization from their work. Therefore they would be willing increase their efforts to a greater extent than those whom motivation programs are not applied to. Universities executives should take into an account this finding and should pay eligible attention to motivation competence development (and also to motivating) of teachers and managers.

4. Development of the motivational competence of the University teachers

As the educational system continues to develop and change, the teacher appraisal and teacher training will become even more important in ensuring that our learners are provided with a 21st Century learning environment. Schools will be looking to recruit teachers who already have 21st Century ideals and learning pedagogies. Teachers should be aware of updating their own knowledge and skills. It is needed to be lifelong learners and develop additional skills outside of the classroom (Pearce, 2010, p. 5), both in a case of the University teachers as well as the students.

The primary source of changes in the University education is considered to be the student subject (a student), who determines the concept of teaching and ways of its improvement. New roles of students in the University

education and changes in the personality of the undergraduates, diversified cognitive styles, wide range of the individual study strategies and approaches to teaching, motives of the university study and learning, individual education needs and interests represent the entire complex of aspects, which must be taken into consideration in teaching (Vasuta, 2005, p. 1). Learners vary enormously in learning styles, i.e. in ways and speed of collecting and processing information, forming knowledge and applying it under new circumstances (Simonova et al., 2010, p. 88).

It is suitable to define the terms *"competence"* and *"motivational competence"* of the University teacher. In this view, *competence* can be defined as a summary of the key professional and personal skills/talents and behavioural patterns that an individual needs to have and demonstrate in order to successfully accomplish the defined professional goals and perform the relating professional tasks, duties, and responsibilities (Blaskova, 2011, p. 108). ***Teacher's motivational competence*** is the excellent skill to motivate (oneself and others) in the University environs. The teacher motivates others through each of his/her action, every lecture or seminar; sees motivation as the key element of any process, work, effort or relationship; respects the dynamics of the motivation of individuals (students, colleagues) as well as groups (study groups, departments); identifies and eliminates any demonstrations of his/her as well as someone else's unethical, dishonest and de-motivational behaviour; has the self-motivating and self-keeping ability and the ability to surmount obstacles, to draw and deliver energy in a beneficial manner.

In developing the teacher's *motivational competence* it is necessary to respect the fact that in this sensitive area various and often *different motifs/motives* occur. Teacher's motives may be in conflict with motives of senior employees/managers of the University (heads of departments, dean, rector, etc.) and motives of other colleagues/teachers. Even trickier situation is when the teacher's motives are particularly in conflict with *motives of students*. Motivation of students is based on the so-called ***motivational and educational continuum.*** This starts on the positive side of the continuum with student's effort to responsibly study and obtain the deepest understanding possible. Imaginary centre of the continuum (and another large group of students) is represented by students seeking to study with alternating passion and motivations to study varying in time. On the negative side of the continuum there are students who wish to earn a degree with as little effort as possible, often regardless of the quality or extent of acquired knowledge, their motivation is diverted from honest study towards pleasant experiences and attractive sides of student life. In addition, motivation of each student differs on individual basis in the said continuum. In the educational process (at the lectures or seminars) the motivations encounter. The *motivational competence includes the task of the teachers to motivate the students* so that the group on the positive side of the motivational and educational continuum is the largest possible in most of the subjects, and the smallest possible group on the negative side of the continuum.

Importantly, teachers with active cooperation of the support employees from the dean's and rector's offices are not the only initiators of the student's progress and motivation. The active role has been gradually assumed by the students. However, this is subject to establishment of *desirable and motivating conditions* by the teachers who will be able to consider the students as partner and will determinedly create an environment where students are able to assume the role of organisers of their studies, and become action/motive force of their own professional image. In other words, the role of a University teacher (and hence his motivation) is significantly changed: "Use of the term 'teacher' or 'tutor' implies the former, while the use of the term 'adviser' indicates the succeeding role" (Murray & Glass, 2011, p. 33).

In the spirit of quality improvement, it is necessary to strengthen also the *intellectual motivation* (in addition to other types of work motivation) – motivation to achieve the above-average intellectual performance. In the case of teacher this motivation must include not only willingness to accept relevant knowledge of others (studied from books, magazines, obtained at scientific conferences). In particular, it must be based on the desire and self-discipline in performing one's own research, in responsible scientific work, the creation of new and original knowledge, models, theories and structures, applicable to and beneficial for the development of science and education at the University. However, the intellectual motivation must be completed also by *motivating students to intellectual performance* – the addressees of the scientific and educational efforts of a teacher. Thus it concerns creation and mediation of the ultimate wisdom through motivation of teachers and senior employees of the University. It emphasises the interdependence of all motivational efforts at the University: identify, interconnect, bring in line (harmonise), and jointly amplify motivation of teachers and students.

In **developing motivational competence (including self-motivational)** important are enthusiasm, will and conviction of teacher even more than in the case of developing previous competences (teaching, professional

and communication). However, it is evident that just the teacher's motivational competence is the most substantial from the viewpoint of impact on the students. It is well known that information and definitions can be studied from books but enthusiasm, motivation and personal model excitement of teacher is irreplaceable – *it emphasises and multiplies extract from other competences of a teacher. It is just the teacher's motivational impact that helps students transform the information into knowledge, and benefit from them by refining the skills and competences in the relevant field.*

The motivational competence can be developed by several **individual or group methods and techniques:**

- *Study of professional literature on motivation,* while we recommend especially literature in human resource management and development, psychology, social psychology, sociology, organizational behaviour, management, etc.
- *Creative discussions with colleagues* at the department, faculty and University, exchange of experiences, common searching for more effective ways to influence the motivation of teachers and students.
- *Participation in the external professional discussions and forums,* correspondence-based sharing of knowledge and experience of motivating oneself and others (colleagues, students, university partners).
- *Keeping and activating the motivational journal/diary,* analysing the effectiveness of teacher's own motivation tools applied to teaching students at or towards colleagues working together at the department, eliminating unsuitable elements, searching for, defining and applying the appropriate motivational elements.
- *Accepting and using motivational impact of the senior employees, colleagues and students* (allow oneself to motivational influence of others), reasonably combine one's own motivation with motivation of the department, faculty, and University.
- *Participation in the motivational and educational activities and trainings of motivational skills,* including preparation of the motivational action plans and their implementation against oneself, students and colleagues.

It is very important the University managers can help teachers in their developmental effort. But they should be avoided of motivation stereotypes. This one is often considered and used: permanent pressure on teachers could lead to high performance and outcomes (new study subjects, perfect publications, valuable researches, etc.). And also: "Management believes that pressing the person from both sides (availability and cost) will make the person come up with the best decision. But it is not true!" (Schragenheim, 1999, p. 100).

5. Conclusion

Professional development is beneficial both for organisations (University) and employees (teachers) working for them for it enhances HR potential of the former, and creates opportunity to materialise individual aspirations and plans of the latter. Well prepared and consequently implemented plan of staff development aims at optimising the amount and the quality of company's staff on the both temporary and permanent basis after considering organisational and financial limitations (Matuska, 2014, p. 62). Between the factors with essential role in the solution of the new challenges of a society based on knowledge, specific to the first decades of the twenty first century, a distinct place and an extremely important one, occupies also the superior education. The openness generated by globalization lead to new and essential transformations regarding the place and the role of Universities in forming specialties requested by the need of society, where the economical ones become a priority (Bardasuc, Muntean & Cosma, 2014, p. 29).

Very strong motivational measures include a receiving ***motivational inspiration from other successful individuals.*** In this spirit, an example of positive motivational patterns can be received from people whose motivation is very high. According Harvey, the highly motivated people apply the following three approaches in meeting their living visions: a) *Positive approaches,* i.e. to see things from the bright side. This position will attract the individuals and groups like a magnet; b) *Unselfishness,* i.e. to realize that the unselfish people exude a rare and attractive harmony that is constantly being renewed, and closes the best people; c) *One's values,* i.e. never underestimate the importance of their own values because otherwise people can't use all their capacities (1992, p. 16).

Effective support for the development of teachers' individual motivational competences is, in addition to the application of sophisticated system of management and development of human potential (including the quality of

the performance/competence of all teachers and senior employees and permanent and supported development of their potential), in particular encouraging functioning of University's *social system* and precise preparation, responsible implementation and continuous improvement of *motivation system* of the University, through its **motivational programs.** On the cascade basis this must be specified in the motivation programs of faculties, subsequently in the *motivational programs of departments,* and these subsequently to *motivational programs of the individual University teachers and senior employees.*

In addition, the role of senior employees/managers of the University has to contain the creativeness and realness in the motivating other employees – teachers, and in the motivating students to their competences development.

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