

EXAMPLES OF THE REALIZATION OF THE HUNGARIAN HIGHER EDUCATION HUMAN RESOURCE DEVELOPMENT

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ABSTRACT

The development of the Hungarian higher education organizations is one of the biggest challenges of the twenty-first century. The development is diversified, because in this area, in contrast to the labor market compared to the other participants in a structured, standardized systems have not been developed. Despite many similarities, the structure, internal and external characteristics of each institution have a high degree of divergence.

The organizational development of Széchenyi István University shows several examples to other Hungarian higher education institutions, which can be applied. In 2012-2013 there was a standardized measurement system conducted research and development organization which established faculty profiles. This research is based on the “RaDar” model. With the help of this research the university would like to correlate its human resources with the labor market and academic expectations.

Keywords: higher education, competence assessment

1. THE GOAL OF THE RESEARCH

The goal of the research was to define the competence expectations of the different university teacher levels with the help of profiles, then the assessment of the personal competences of the teachers according to the profiles and the interview feedback of them. Instead of creating a uniform profile we have created four separate profiles - which have a lot in common - according to the hierarchical university teacher levels in order to be able to differentiate the expectations.

The teacher levels are the following: Assistant lecturer, Senior lecturer, Adjunct professor, University professor. To improve these profiles we have carried out a questionnaire investigation among three target groups. The questionnaires were filled in by the teachers of the university, the students and the corporate partners of the university.

The other element of the research was the personal competence survey of certain teachers and it accomplished two goals. The first one was to check if the profiles being in the stage of development can be used adequately. Our findings were positive in this field as the teachers taking part in the survey confirmed the reliability of the profiles.

It is worth analysing the findings at a system level in a way that they are in accordance with each other and the operational mode of the university can be concluded.

2. THE RADAR METHODOLOGY

The teacher profiles belonging to the different teacher levels can be measured by the RaDAR model. The RDA is an English acronym, the abbreviation of 'Role Diagrammatic Approach'. The RaDAR is a model based on professional and experimental knowledge that can be used in the field of human relations and human resources management.

The model was developed and tried out by Dutch psychologists and consultants. The research-development work started in 1985 with the participation of Dutch psychologists and the cooperation of the Universities of Utrecht, Leiden and Twente. This model describes the behaviour of people in roles and interactions. This is a device that can be used to harmonize personal competences and organizational requirements. Several psychological theories are summarized in the RaDAR model such as the well-known 'Big Five' personal characteristics, the RaDAR measures the same things as most of the recognized personality tests. Its dimensions are professionally valid, they operate in the recognized categories of human behaviour and some extra categories are added that are considered to be important in the field of employment. The development, normalization and validation of the RaDAR model was carried out by academic methods. Nowadays the RaDAR has become a recognized and applied method worldwide.

2.1. The two main dimensions of RaDAR: behaviour and values

The RaDAR is a holistic competency measurement model which is based on the research of human behaviour. Behaviour can be seen from outside, it is obvious, it can be examined, one shows it to the outside world. The values show the things that are considered to be important by the given person and the goals that he or she wants to achieve.

Behaviour:

This is the most important factor in order to be able to decide that the employee is suitable for accomplishing certain tasks or not is his/her behaviour. We can also figure out if the job suits the given person or not and with this we often refer to behaviour.

Behaviour depends on the person, most importantly the employee has to have an individual style to do the job well. If we take this personal style into consideration, there will be a great chance for an effective and successful action. In this way we can talk about quality selection. We can only achieve it if one is aware of his or her behaviour.

The greatest advantage of the RaDAR-based behaviour characteristics is that the description and analysis of the people focus on the positive features and the personal characteristics can be captured in the combination of the real and the preferred behaviour and it is brought to the surface by the RaDAR model.

By creating a so-called 'behavioural map' -which describes what is necessary to do a certain job successfully- we can find out if a person is competent enough to do a job effectively.

Values:

The values or the preferred behaviour is the most abstract level and the motivation appearing in a job can be described with the help of it. The apperception of personal values can lead to a more precise choice and it also pays particular attention to personal development. As our job is playing a more and more important role in our social identity and free time is playing a more and more vital role in our personal balance, there is a high tendency in the workers to gain more satisfaction and success in their jobs. The job must suit personal motivation and interest as well. This is the only way for workers to be able to cope with the changing working conditions. Therefore the interest, motivation and personal values are significant factors in the definition and achievement of personal goals. The preferred behaviour is

extremely important when the tasks of employees do not correspond with their expectations. In these situations it is often very difficult to define values, so dissatisfaction and underachievement may arise, the latter can appear at the levels of the work process as well. That is why the relationship between the different levels must also be expressed.

Function profile/work profile:

With the help of this model we have the opportunity to create the so-called function profiles which are based on the competence requirements and characteristics of different jobs.

Firstly, we need to define those competences that are essential to do a job effectively and successfully. Secondly, we choose the elements that are regarded as the most important requirements. We used this function to create the competence profiles of the teachers.

2.2. The classification criteria of the RaDAR model

There are 5 main classification criteria in the RaDAR model. Here we present three of the five criteria. With the help of these dimensions the behavioural patterns of the given person can be better categorised and we can get a more detailed picture of his/her typical mechanisms. All the three dimensions prove to be most useful in the identification of competences in the own life of a person.

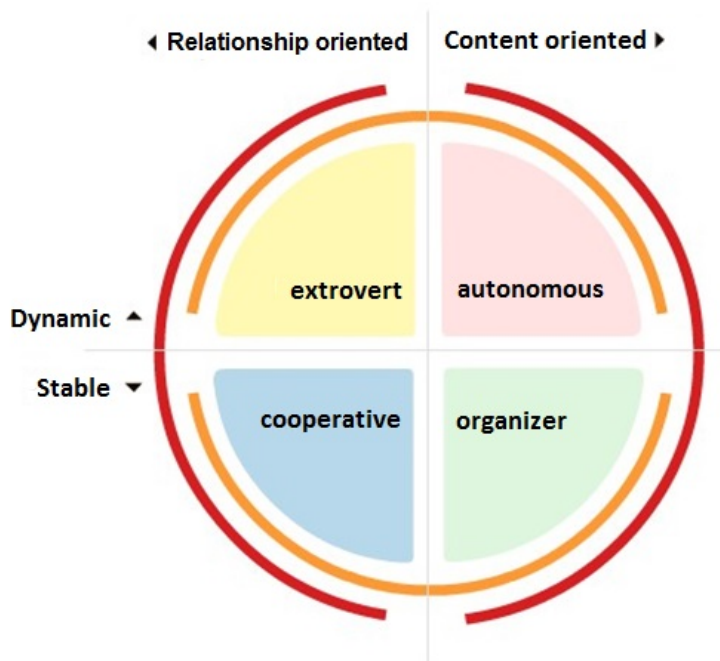


Figure 1. The dimensions of the RaDAR

The first dimension: Dynamic-Stable

The dynamic person tends to be extrovert, he/she handles constant changes successfully, the different types and basically he/she focuses on the outside world.

The stable person is rather introvert, repetition and stability make him/her feel safe and he/she focuses on inner things.

The vertical axis illustrates this dimension.

The second dimension: Relationship-oriented-Content oriented

The relationship oriented person enjoys working with other people, the interaction with other people is considered to be the most important factor in his/her life.

The content oriented prefers the task itself to the person who accomplishes it.

This dimension is shown by the horizontal axis. The two dimensions come to four quadrants and they illustrate the main attitudes of the person.

The third dimension: Leader-Realizer

In each quadrant of the RaDAr model there is one more axis that is in connection with the role of the workers in the organization.

According to the surveys, the leading and realizing roles are also separated in point of the axis.

The eight axis of the model are the following:

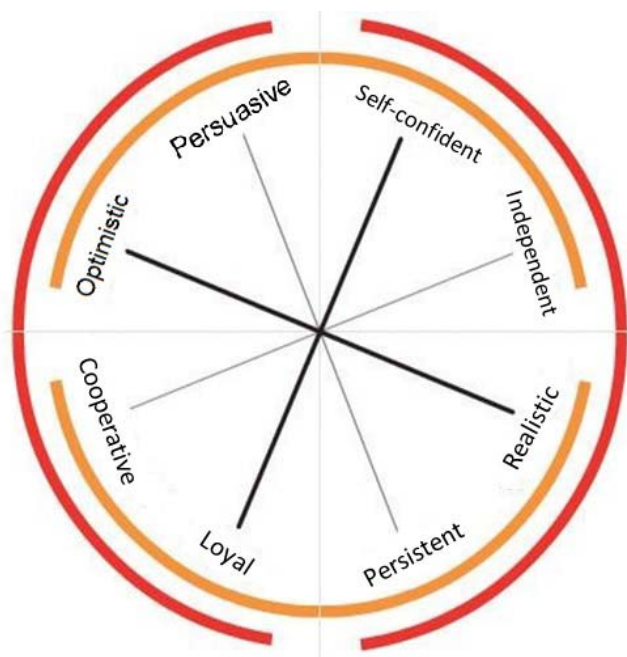


Figure 2. The RaDAr axis

- 1, Persuasive-Interested
- 2, Optimistic-Encouraging**
- 3, Cooperative-Devoted
- 4, Loyal-Engaged**
- 5, Self-confident-Diplomatic**
- 6, Independent-Self-supporting
- 7, Realistic-Practical**
- 8, Persistent-Organizer

The cobweb figure of the RaDAr work profiles can be interpreted according to this coordinate system, the quadrants and dimensions of the figure can be seen here.

The quadrants are the following:

- Q1- Extroversion (top left quadrant)
- Q2- Cooperation, collaboration (bottom left quadrant)
- Q3- Autonomy, assertiveness (top right quadrant)
- Q4- Organization, process-centeredness (bottom right quadrant)

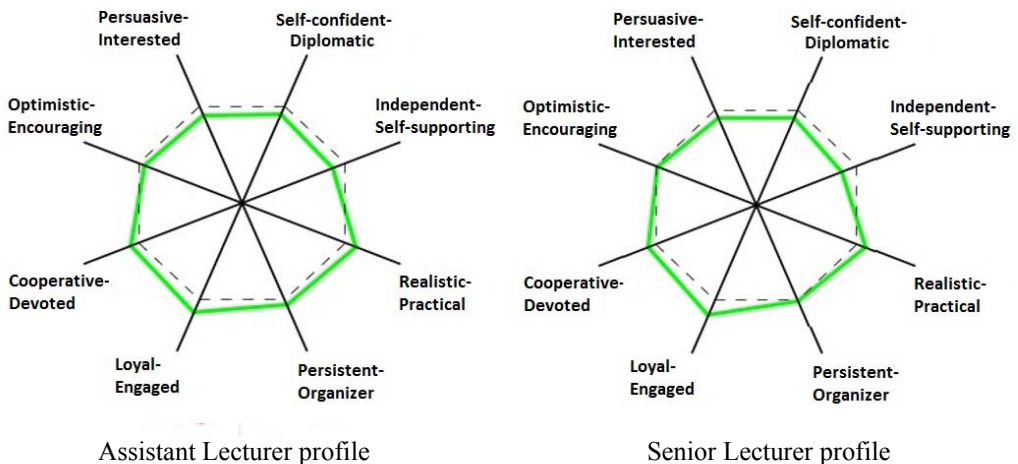
3. THE PROCESS OF THE SURVEY

- 1, The outstanding expectations and the definition of competences took place in a profile-creating workshop
- 2, The activity lists of the four teacher levels were written (sentence lists)
- 3, The created profiles in the research were compared to the expectations of the students and those of the participants of the labour market
- 4, 25 teachers were surveyed in accordance with the profiles
- 5, The teachers could get to know their strengths and weaknesses through a personal feedback
- 6, The surveyed university field got a feedback about the condition of human resources and the prospects of development

4. THE RESULTS OF THE RESEARCH

4.1 Profiles

The profiles are defined according to two dimensions: according to the classical division of competence (knowledge, skills, abilities, attitude, motivation) and according to a content framework which put competences into 3 categories depending on what context they are used in.



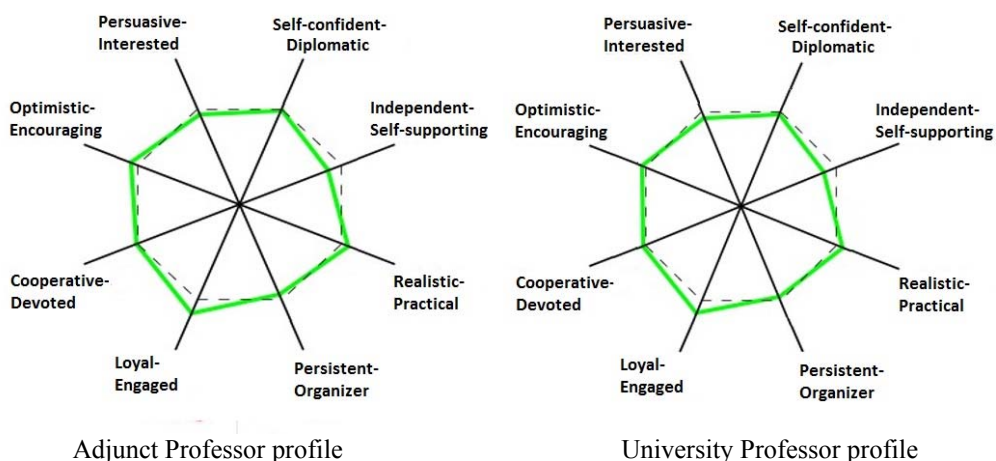


Figure 3. The formed profiles

5. THE FURTHER RESULTS OF THE RESEARCH - A COMPARISON

It is obvious that the Loyal-Engaged axis has come first in the case of each profile, while the Realistic-Practical axis has come to the second place. In the case of the Assistant Lecturer and the Senior Lecturer the Cooperative-Devoted, while in the case of the Adjunct Professor and University Professor the Optimistic-Encouraging axis got high scores.

5.1. Present characteristics

A questionnaire was prepared to all the teachers where they could assess how much the statements of the profiles were characteristic of them. Number of items: 91.

Table 1.: 5-5 most and least typical statements

Average: 3,6	How typical is the given statement of the teachers?
3,81	Reliable in his/her job (towards the employer)
3,80	He/she is able to do his/her job alone
3,80	He/she takes responsibility for his/her job
3,76	He/she holds lectures, seminars, tutorials
3,67	He/she makes an effort to show the relationship between theory (the subject he teaches) and practice
2,28	He/she manages curriculum development
2,26	He/she harmonizes his/her educational activities at an institutional level
2,10	He/she does science organizational work
1,77	He/she is the topic leader of a doctoral research
1,47	He/she teaches at a doctoral school

5.2. The comparative analysis of the questionnaire investigation

The database underwent a comparative statistical analysis from several points of view.

5.2.1. The expectations in connection with teachers

According to teacher hierarchy

All the 3 target groups (teachers, students, corporate partners) were asked the following question: 'How important is it for the teachers of Széchenyi University to be valid?'

The answers were measured on a four-degree scale (1-not typical at all, 4-very typical)

There were four statements that were put into the 20 most important statements by all the three groups.

- He/she can state his/her thoughts clearly.
- He/she is able to hold logical, understandable, motivating lectures that students like participating in.
- He/she is reliable in his/her job (towards the employer).
- He/she is conscious in building relationships.

There were two statements put in the most important category in the rank of the teachers and students but not by the corporate partners.

- He/she is able to give good presentations.
- He/she is aware of the main principles of student's work assessment.

There were three statements put in the most important category in the rank of teachers and corporate partners but not by the students.

- He/she is able to work alone.
- He/she is able to improve professionally.
- He/she is able to recognize problems.

There were eight statements put in the most important category by the teachers, but not by the students and corporate partners.

- He/she shows a good example to students regarding precise, disciplined work.
- He/she is decisive.
- He/she applies educational methods adequately.
- His/her publications are of high standard.
- He/she has a wide range of education-methodical knowledge.
- He/she is able to react to his/her own activities in a reflective way.

6. SUMMARY

The human resources development research of Széchenyi István University draws up concrete and extensive goals. It comes out from the RaDAR investigation that there is a need for a standard, competence-based development and for circumstances that should support development integration.

The research shows that the parallel created teacher profiles development expectations are coherent with the improvement of the present state of the organization.

It should be pointed out that the conscious leader behaviour, knowledge sharing and the effective communicational network can improve the internal operation and the outside judgement as well.

The competence expectations within the confines of the development should appear at the levels of performance assessment and workforce management which can make the university internationally successful in several respects.

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