# MOTIVATION AND CHARISMA OF UNIVERSITY TEACHERS

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**Abstract**

The profession of university teachers is not at all easy at present. Some teachers cannot cope the accelerate emergence of new knowledge and in an effort to mask their professional imperfection, illogically increase the demands placed on students. This leads to the situation that not only teachers but also students feel overworked and lose motivation to move forward and trust teachers and universities. Therefore, using the methods of analysis, synthesis, comparison, deduction, induction, sociological questioning, generalization, etc., the paper examines the motivation of teachers to develop their skills and motivation to increase the efficiency of processes performed by them (N = 93 responded university managers and teachers) and focuses on justify the application of charisma to students as a way of enhancing students' academic motivation (N = 100 responded students). Results of the first survey confirm that although teacher motivation is not absolute (it does not always reach the highest expected level), it is sufficiently high – it has the potential to implant charisma into the teachers' behavior and skillfully as well motivationally apply it to other teachers and students. In addition, the survey shows that motivational tools applied to teachers by university and faculty management largely correspond to the basic elements of charisma. It can be deduced in the conveyed meaning that teachers themselves appreciate positively just those motivational tools that can be related to the charismatic behavior of their superiors. Therefore, they can also intuitively understand the importance of applying charisma to students. Results of the second survey confirm the positive effects of charisma when potentially applied by teachers towards students and also accentuate the supposed contribution of motivated and charismatic behavior of academicians. Final part of the paper defines partial recommendations that can strengthen motivation and build charisma at the university. Especially, it is important to behave professionally and be a model for others.

**Key words:** motivation, charisma, university teachers, students, surveys.

**Classification JEL:** M12 – Personnel Management.

## 1. Introduction

Higher education is perceived as the main component of the intellectual capital formation *(Jakubowska & Rosa, 2014; Brânduşa-Oana & Cosma, 2015; Milaszewicz & Nagaj, 2017)*. Universities become for their members, i.e. managers, teachers, administrators and support staff, and students, a meeting point of their own intellect with intellect of the others on the one hand, and on the other hand, a meeting point of own motivation with motivations of the others.

New knowledge is emerging at an increasing rate which causes the teachers have to permanently make progress in their own field and respond creatively by new research activities, projects and publications to these demands. Additionally, the teacher has to be thoroughly prepared for each lecture to successfully meet the students' expectations in view of the absolute information availability and not to damage his or her own professional image. It starts lead to a special phenomenon: some teachers to hide their incomplete competence, uncompromisingly increase demands placed on students and their autonomy. It is similar as in the case of autocratic managers in companies who „by such a behavior conceal deficiencies in their skills and experience" *(Sedlák et al., 1994: 240),* while the "authoritarian personality is afraid of mistakes and does not test the unknown" *(Prno, 2005: 271).* Such teachers transfer 'a process of discovering new knowledge' to the students themselves. Instead of building positive cooperation and mutual assistance in the development of student knowledge, incompetent teachers arouse a strong competitiveness of students. This causes an increase psychological pressure on the process of education – the dynamics of relationships between students

themselves significantly changes: there is increasing an inter-competition between them which often leads to the disruption of social ties between students, as well as the ties between teachers and students.

As a reaction to such inappropriate behavior by some teachers, students also adopt an inappropriate form of behavior: a sovereignty, or even an arrogance sometimes, not only towards other students, but also towards teachers. However, this sovereignty is often only pretended and masks the internal uncertainty and/or perceived dissatisfaction with the quality of university education and educational atmosphere. "Students not only face the academic pressure, but also face pressure because of being alone, fearing failure and extended dependence on their parents" *(Unnikrishnan et al., 2015)*. However, when contradict positively to mentioned above ideas, the sustainability and responsibility of the universities presume the existence of cultivated environment and mastered social, motivational and communicational competences of the scholars *(Blašková, Poláčková, & Blaško, 2017: 60)*. Additionally, according to Walton & Cohen *(2011)*, there exist three reasons for accepting social belonging as the domain of fostering motivation: 1. Adopting similar interests and motivations as relationship partners may affirm a positive self-image; 2. People have a basic need to belong; 3. Sharing motivation with others may serve important collective goals which may be an end unto itself (pp. 81–82). It is therefore necessary to treat students with understanding and try to overcome their denial and re-draw them into mutual respect, support, and belonging. Here is the right space for actively linking teacher motivation and applying charisma to students.

In other words, ensuring a high quality of universities is based on the high quality of managers and teachers and the continuous improvement of their potential. The skilled teacher must disclose and understand the personality of student = student's motivation, and, at the same time, disclose and fully activate his or her own personality = own motivation *(Blašková, Blaško, & Tršková, 2017)*. This means that the university performance measurement systems has to include "the cross-functional linkages of objectives and performance measures and take into account motivational aspects" *(Stríteská, Zapletal, & Jelínková, 2016: 52)*. Because the motivation affects personality and characteristics of all individuals involved in the process of motivating others (both teachers and students), which is associated with a vision and a common effort *(Vetráková & Mazuchová, 2016)*, this emphasizes the need for motivated, motivating and charismatic behavior of the university managers and teachers.

Aim of the paper is to investigate university teachers' motivation in relation to the opportunity to focus their motivation to develop charisma as a unique personality characteristics and its positive application to other colleagues and students. Analytical focus on the theoretical background of academic motivation and charisma will be directed to present the results of two questionings. The first survey will examine the motivation of university staff and managers to develop their own knowledge and skills. The second survey will explore the potential benefits versus the negation of charisma applied from the side of teachers perceived by the eyes of students and graduates. The final part of paper will outline basic recommendations for the possible strengthening of charisma at universities.

## 2.  Motivation of teachers and students

The study of motivation concerns those processes that give behavior its energy and direction *(Reeve, 2009: 8)*. When defining the motivation, various approaches or viewpoints might be accepted. For example, the motivation may be seen as an immediate state process which is affected by transient internal factors such as drive and external situational constraints and affordances *(Corr & Krupić, 2017)*, or as a will and desire that a person has to engage in a particular behavior or perform a particular task *(King & Lawley, 2013: 269)*, or as a process during which purpose based activity is encouraged and maintained *(Najmi, 2009)*, and many others.

Motivation often arises in social settings where people work together to solve collective problems, such as study groups, work groups, and the like. People tend to share interests and goals with others, especially with others to whom they feel socially connected *(Walton & Cohen, 2011: 81)*. It means, people are strongly motivated to establish and maintain connections with other people which provides a starting point for explaining a wide variety of seemingly disparate interpersonal behaviors *(Leary & Allen, 2011: 38)*.

When focused on the academic motivation, the motivation of teacher is a complicated structure of intra-psychical motions, activated needs and confirmed values, and variously interconnected powers that reflect the teacher's zeal, readiness, persistence, enthusiasm, felt responsibility, etc. in the field of research, publishing, teaching and facilitating others, especially the students. "This motivation is very fragile and sensitive to the form of feedback and response from students and other scholars" *(Blašková, Poláčková, & Blaško, 2017: 62)*. Simultaneously, the motivation of students is very sensitive to the form of teacher behavior as well the form of information, instructions and knowledge communicated by the teacher. Level of the hardiness and/or purposefulness of study and teacher's demands as well the existence and/or lack of support and facilitation in a case of need strongly affect the student motivation. This means that "internal motivation is more effective than external one and can be increased by giving independence to university students and emotional support" *(Mohammad-Davoudi & Parpouchi, 2016: 188)*. Thereto, the teachers must create situations that meet the need for autonomy, competence and sense of belonging to enhance positive motivation in learning *(Yang & Dong, 2017)*.

According to Reeve *(2009)*, the four processes capable of giving behavior strength and purpose – its energy and direction – are needs, cognitions, emotions, and external events (p. 22). From this perspective, the university senior staff, through a sophisticated system of develop and motivate human potential, can help teachers in positive mastering the hard and highly responsible academic effort, i.e. their scientific, educational and publication activities. And, subsequently, the motivated and erudite teachers can help students in building their academic motivation and study results.

## 3.  Charisma of teachers

Charisma can be defined as a partly hypothetical and partly imaginative characteristics that is stored only in the feelings and imaginations of others as some kind of a hardly definable power which attracts others to the individual. Based on this influential power, the charisma can support the results and especially the effects of many pro-social activities. "It is a certain fluid that motivates others to follow a charismatic personality, share with the charismatic all positive and negative feelings and attitudes, and move together the dreams into the reality" *(Blašková, Blaško, & Poláčková, 2017: 58)*.

Charisma is a personal charm and magic that in others can wake up unusual devotion, personal loyalty, and enthusiasm *(Adair, 2006)* and promote stronger self-leadership among the followers *(Choi, 2006)*. Because of the charisma is a dramatic flair involving the desire and ability to communicate emotions and thereby inspire others *(Friedman, Riggio, & Casella, 1998: 204)*, its application is often related to the transformational leadership *(Bass, 1985; Bass & Riggio, 2006; Yukl, 2013)*. The charismatic/transformational leadership affects the motivation and results and makes individuals like their job better *(Kvaløy & Schöttner, 2015: 27)* and influences them to perform beyond expectations *(Bass, 1985)*. Charismatic leaders consistently possess traits of self-monitoring, engagement in impression management, motivation to attain social power, and motivation to attain self-actualization *(Jung & Sosik, 2006)*, intelligence, self-confidence, integrity, and sociability *(Northouse, 2016)*. In our opinion, mentioned features may be considered as crucial also in a case of university teachers. True charisma carries the code in the teacher's professionalism, humanity, and inspiration.

In mentioned intentions, mentors can use their charisma to exert a transformative effect on their follower *(Allison & Goethals, 2017)*. And, because of a charismatic leader's envisioning behavior influences followers' need for achievement, and the leader's empathic behavior stimulates followers' need for affiliation *(Choi, 2006)*, this can serve as a real inspiration for the university top management in building an advanced motivation and charisma of teachers. And, what is probably even more important, the teachers, through their charismatic influence, can *affect and improve the academic motivation of the students*.

An idea has to be emphasized that the power and motivational influence derive from the leader's or teacher's strong personality and charisma *(Petkečiviute, 2012)*. This shifts the demands put on great teachers onto the level where the *teacher's motivation meets the teacher's charisma* and vice versa, and they together *meet the student's motivation and future charisma*.

## 4. Methods

Contemporary sciences, e.g. organization behavior, social psychology, human resource management, etc., define a lot of approaches and ways for motivate employees and students. For example, it is important to increase their self-esteem, i.e. make them feel good about who they are *(Reeve, 2009: 266)*, build the teaching and learning environment on high quality level *(Jankal & Jankalová, 2017: 56)*, apply multiple teaching (leading) methods *(Figurska & Sokół, 2016: 149)*, establish the environs of belonging and acceptance *(Leary & Allen, 2011: 39)*, etc.

With regard to our effort to search more deeply the *motivation situation* in higher education and possibilities for improve the current quality in this field, we have decided to perform two questionnaire surveys: a) survey on university managers' and teachers' motivation; b) survey on characteristics of university teachers' charisma (viewed by students). Our intentions were to disclose the level of teachers' motivation for improve their knowledge level and effectiveness of processes performed (apply progressive methods), and simultaneously, to confirm our premise on the importance of teacher's charisma applied towards the students. Connecting both surveys, we want to inspire the university managers and teachers for develop and apply the teacher charismatic behavior to other academicians as well students.

### 4.1. Survey on university teachers' motivation

Two versions of the questionnaires were worked out: for employees and for managers while these ones were almost identical. Small discrepancies reflected the different content of work (non-managerial versus managerial). Questionnaires consisted of 17 main questions (18 for managers). Generally, the questions were focused on various characteristics of motivation and decisional factors used when motivate academicians (level of perceived motivation, frequency and efficiency of used motivators, etc.). Likert's 5-point scale was used for classic questions and scale 1 – 10 for assessment questions. Resultative respondents sample N = 93 consisted of 85 employees and 8 managers of University of Žilina, Slovak Republic. Table 1 contains the detailed structure of respondents.

*Table 1. Identification of respondents – university staff (own study)*

| Education/ title | Employees | | | | Managers | | | |
|---|---|---|---|---|---|---|---|---|
| | Male = 47.31% | | Female = 44.09% | | Male = 6.45% | | Female = 2.15% | |
| | Frequency | % of all | Frequency | % of all | Frequency | % of all | Frequency | % of all |
| Higher | 4 | 4.30 | 5 | 5.38 | 0 | 0.00 | 0 | 0.00 |
| PhD. | 23 | 24.73 | 19 | 20.26 | 0 | 0.00 | 0 | 0.00 |
| Assoc. Prof. | 15 | 16.30 | 14 | 15.05 | 4 | 4.30 | 2 | 2.15 |
| Professor | 3 | 3.23 | 2 | 2.15 | 2 | 2.15 | 0 | 0.00 |

Managers and employees were asked in the first question what is their *level of motivation to continuously improve their professional skills* and what is their *level of motivation for submitting new ideas and increasing the efficiency of processes performed*. From the results in Table 2, it can be seen that the overall average level of motivation for both metes is relatively high (62.9%). However, the level of motivation to increase professional knowledge and skills is much higher (70.97%) than motivation to submit new ideas and suggestions (54.84%). This fact also is apparent from the nature of their work, since the tasks of the responsible higher education teachers include also increasing and expanding their expertise. If such a teacher really 'loves' his or her work and is devoted to it, a personal development becomes his or her motivator.

*Table 2. Level of motivation to continuous improvement (own study)*

| Statement | | High | Rather high | Average | Rather low | Low |
|---|---|---|---|---|---|---|
| Motivation to continuously improve the level of professional knowledge and skills | Frequency | 28.00 | 38.00 | 24.00 | 2.0 | 1.0 |
| | % of all | 30.11 | 40.86 | 25.81 | 2.15 | 1.08 |
| Motivation to submission of new ideas and increase efficiency of processes performed | Frequency | 9.0 | 42.0 | 31.0 | 6.0 | 5.0 |
| | % of all | 9.68 | 45.16 | 33.33 | 6.45 | 5.38 |
| Average level of motivation | Frequency | 18.5 | 40.0 | 27.5 | 4.0 | 3.0 |
| | % of all | 19.89 | 43.01 | 29.57 | 4.30 | 3.23 |

Respondents were further asked to evaluate the *effectiveness of individual motivation tools* on the scale from 1 to 10. The value of 10 indicates the most effective motivation tool and the value of 1 indicates an absolutely ineffective motivation tool. In the calculations (Table 3) we determined the following characteristics: 1) the minimum value of the effectiveness of motivation tools; 2–3) the upper and lower quartiles which refer to the distribution of the response file in two parts (in the first part is 25% of values and in the second part is the remaining 75% of values, and vice versa); 4) the median; 5) the maximum effectiveness of motivation tools; 6) the average response rates of respondents; 7) the range that indicates the extent to which the answers are found (the smaller, the responses are more clustered); 8) the IQR which indicates the range between the lower and the upper quartile (this is the largest number of respondents' answers).

*Table 3. Efficiency of motivational tools (own study)*

| Motivational tools | Min. | Lower quartile | Upper quartile | Median | Max. | Mean | Range | IQR |
|---|---|---|---|---|---|---|---|---|
| Personal bonuses and rewards | 2 | 5 | 10 | 7 | 10 | 7.10 | 8 | 5 |
| Praise | 1 | 5 | 8 | 7 | 10 | 6.37 | 9 | 3 |
| Interest on opinions and suggestions | 1 | 5 | 8 | 6 | 10 | 6.17 | 9 | 3 |
| Career growth | 1 | 4 | 8 | 5 | 10 | 5.61 | 9 | 4 |
| Development and training activities | 1 | 3 | 8 | 5 | 10 | 5.37 | 9 | 5 |
| Engaging employees in decision making | 1 | 3 | 7 | 5 | 10 | 5.18 | 9 | 4 |
| Providing the necessary information | 1 | 5 | 8 | 5 | 10 | 5.92 | 9 | 3 |
| Good relationships and atmosphere | 1 | 6 | 10 | 8 | 10 | 7.78 | 9 | 4 |
| Providing platform for independence | 1 | 6 | 9 | 7 | 10 | 7.17 | 9 | 3 |
| Fairness of superior and management | 1 | 7 | 10 | 9 | 10 | 7.78 | 9 | 3 |
| Criteria of performance appraisal | 1 | 3 | 8 | 5 | 10 | 5.47 | 9 | 5 |
| Application of threats and sanctions | 1 | 1 | 3 | 1 | 7 | 2.24 | 6 | 2 |

The survey showed that the effectiveness of motivation tools for managers and employees is not very different, so the results in the Table are evaluated jointly for both groups of respondents. The most effective motivation tools include, in particular, the creation of good relations and positive atmosphere, correctness on the part of senior management, and provide a space for autonomy. The effect of threats and sanctions is very low and has a more demotivating effect on employees than motivating them to perform better.

We subsequently asked employees and managers to identify the *three motivation tools that are the most important* for them. From the answers, it is possible to see that the respondents first put the fairness on the part of the superior and the management, on the second place put the good relations and atmosphere at the workplace, and on the third place they expressed interest in their opinions and suggestions. If these three main motivators are to be effectively used to motivate employees, in our opinion, it is very appropriate to apply them through a *charismatic approach*. Linking charisma and just these three motivation tools provides the opportunity for highly efficient and long-term motivation (in terms of the achieved effects). It is on the basis of this effort that it is possible to achieve an increase in the performance of all employees because of „people have a fundamental need to form and maintain social bonds, but interpersonal relationships present potential threats as well as potential incentives" *(Gable, 2015).*

Continuing in discussion and comparison with other surveys, the results of the survey conducted by Figurska in 2017 on a group of 129 working university students in Poland are near to our findings. In opposite to financial and material rewards, and with regards to the 'feeling-emotional motivators', applied on staff and/or student, her results confirm the importance of *dignity* for employees and its great motivational potential. Incidents of violation employees' dignity are not uncommon and lead to many negative effects for employees (fear, helplessness, crying, etc.). Consequently, the loyalty of employees towards the organization and their commitment to work is decreasing *(Figurska, 2017: 35).*

## 4.2. Survey on university teachers' charisma

Real charisma is relatively uncommon commodity and most groups work under appointed leaders who may not be gifted with the charisma *(Petkečiviute, 2012: 309)*. Thereto, inspired by collected and processed data about the motivation of university teachers, we have decided to perform also a further questionnaire survey − survey performed on the sample of N = 100 respondents of which N = 63 students and N = 37 graduates of University of Žilina (Table 4). This survey was focused on university teacher's charisma viewed by the students and was realized in September 2017. From the viewpoint of study forms and programs, we include all the groups of students and graduates: bachelors, masters and PhDs of study programs Management, Informatics, Computer Engineering, Information Management, Information Systems, and Automatized Systems of Informatics.

The questionnaire consisted of 9 main questions that were focused on various contextual characteristics of charisma on the side of university managers, positive and/versus negative aspects of university teacher's charisma applied on students, etc. The Likert's 5-point scale was used in classic questions and questions with pre-defined statements.

*Table 4. Identification of respondents – students (N = 100; Male N = 51; Female N = 49), (own study)*

|  | Students | | | Graduates | | |
|---|---|---|---|---|---|---|
|  | **Frequency** | **% of all** | **% of students** | **Frequency** | **% of all** | **% of graduates** |
| Bachelors | 37 | 37.00 | 58.73 | 2 | 2.00 | 5.41 |
| Masters | 21 | 21.00 | 33.33 | 31 | 31.00 | 83.79 |
| PhDs | 5 | 5.00 | 7.94 | 4 | 4.00 | 10.80 |

Based on previous surveys and opinions of other authors, we asked the respondents to express whether or not they agree with defined *7 negatives (7 negative statements) of the charismatic teacher's behavior*. The positive finding in Table 5 is that students realize the charismatic behavior of a university teacher does not reduce the quality of learning process (up to 81% of students) and the charismatic activity of teacher does not impair students' willingness to study responsibly and with full engagement (up to 80% of students). When calculating the standard deviation, it can be seen that the answers of graduates show a slightly greater deviation than the students' answers. This is mainly due to the fact that the graduates have a broader view on the subject which they have acquired just in the practice, where they regularly meet the real form of management and motivation.

*Table 5. Negatives of teacher charismatic influence on students (answer frequency in %), (own study)*

| Statement | Agree | Rather agree | Agree/ disagree | Rather disagree | Disagree | Standard deviation | |
|---|---|---|---|---|---|---|---|
| | | | | | | Students | Graduates |
| Charismatic teacher loses his/her authority and respect | 0.0 | 7.0 | 15.0 | 40.0 | 38.0 | 0.66 | 1.14 |
| When applying charisma, teacher reduces quality of education process | 1.0 | 2.0 | 14.0 | 38.0 | 45.0 | 0.74 | 0.99 |
| Students' perceived problems diminish the importance of knowledge | 1.0 | 0.0 | 23.0 | 40.0 | 36.0 | 0.76 | 0.91 |
| Teacher charisma instigates egoism and hostility among students | 0.0 | 2.0 | 33.0 | 22.0 | 43.0 | 0.91 | 0.94 |
| Charisma creates contradiction of teacher's and students' priorities | 1.0 | 3.0 | 27.0 | 38.0 | 31.0 | 0.83 | 0.99 |
| Charisma violates students' willingness to study responsibly and fully | 2.0 | 1.0 | 14.0 | 38.0 | 45.0 | 0.71 | 1.05 |
| Teacher's charisma induces students feelings of such competence unreachability | 1.0 | 2.0 | 27.0 | 35.0 | 35.0 | 0.84 | 0.98 |

In the next question, we asked students to express their opinion whether the *teacher's charismatic attitude reduces the teacher's professionalism* in the eyes of the students. Only 2% of respondents agreed with this statement, 3% rather agreed and 14% marked answer agree/disagree. Up to 81% of students, i.e. 32% rather disagreed and 49% disagreed. Other statistics: minimum = 1.0; lower quartile = 4.0; median = 4.0; upper quartile = 5.0; maximum = 5.0; mean = 4.23; range = 4.0; IQR = 1.0.

Standard deviation for students was .93 and for graduates was .95. This reinforces the view that if a teacher applies a charismatic approach to teaching and communicating with students, s/he does not have to worry that he or she will be unprofessional in the eyes of the students. In other words, the students are convinced that the application of charisma does not reduce the teacher's professionalism.

In view of the previous results, it is appropriate to mention the specific views of the students on the application of the teacher's charismatic approach. For this reason, we have asked students in the next question what is their *personal opinion on the impact of charisma on the professionalism of university lecturer*. The most frequent answers were the following:

- Charisma promotes the teacher's professionalism in the eyes of others;
- A charismatic teacher will rather engage students;
- A charismatic teacher works professionally and at the same time humanly;
- A charismatic teacher cooperates with the others and communicates much better;
- Charisma multiplies the positive features of the teacher;
- Teacher with charisma much more motivates students as a teacher without charisma;

- Charisma is as part of a puzzle, where the teacher through charisma can even sharpen possible shortcomings and strengthen his or her strong abilities;
- Charisma helps to build natural authority;
- The very use of charisma reflects what a great scholar is and a person who can move students forward.

Based on these results and students' expressions, we can point out that teacher's charismatic influence marks positively the student's motivation: when teacher behaves towards the students individually, persuasively, truly and with strong motivational accent, the personalities of student may become more firm, harmonized and full of readiness to any problem and difficulty. In the words of Fazel *(2013)*, "students' self-confidence can significantly increase and this can further motivate them to pursue their goals for the future." This means, the importance of charisma and motivation at universities is really high.

## 5. Conclusion

Progressive universities need to pay maximum attention to their systematic improvement in seeking to compete with other educational institutions and move closer to the level of great universities.

From our own experience, we can say that it is easier to motivate teachers to increase the number of scientific publications issued in a given year or to submit a new scientific project. However, to motivate university managers and teachers to rebuild their own personality basis is extremely difficult. Charisma, as is clear from the body of paper, is very attractive and highly valued trait of academics on the one hand. On the other hand, it is one of the most difficulty 'achievable' and 'trainable' personality traits. In terms of specific components of charisma, it is probably not difficult for teachers to have their own vision of educational activities, scientific focus and level of published works. But to act from inside serenely, humanely, persuasively, causing inspiration to others, and to build and not destroy the trust of others or oneself, it is certainly an extremely difficult and long-lasting effort, and even, a process that runs permanently and escalates into the positive-result.

For these reasons, perhaps as the most direct ways to motivate and build or refine teacher charisma might be recommended that the *university and faculty leaders act just as they expect from others:*

- Purposefully in every decision and action taken so that the university can progress and develop its strength;
- Responsibly in every area, to everyone and in all circumstances, so that the responsibility can become the domain of all;
- Enthusiastically, so that inspirations cannot be only transferred on others but others can also create and share them;
- Professionally and with erudition so that the teachers and students can appreciate them and doubt never of their 'truthfulness'.

Generalized, such behavior can be defined very simply: improving motivation and charisma of teachers is conditioned by a motivated, model and charismatic behavior of the university senior staff. In other words: motivation and charisma of key university managers co-decide on other managers' and teachers' academic motivation and their outputs.

Figure 1 illustrates the basic strategic preconditions, supportive elements and necessary connection with other processes of human potential development & motivation:

- *Communication* (through harmonized all the communication systems in the university: individual, group/departmental/faculty and university communication systems and

subsystems, and appropriate use of modern communication skills, i.e. active listening, empathy, assertiveness, persuasion, and metacommunication);

- *Building the trust* (especially through obeying all the rules, keeping defined and agreed principles, fulfilling all verbalized promises, and helping every colleague or student in each situation when it is needed or appropriate);

- *Training and development* (especially through the systematically prepared and organized trainings for the managers and lecturers, accessed approach to the world publication databases and registers, built conditions for voluntary sharing acquired knowledge and experience, etc.);

- *Leadership* (especially through the application of as high as possible extent of creativity, independency and academic freedom, with keeping the high level of professional performance of university teachers: responsible education of students and cultivating the personality of both the colleagues and students);

- *Performance appraisal* (especially through the fairness, objectiveness and correctness of overall appraisal system, the perfectly defined set of evaluative criterions, the harmonized and individualized evaluative scales and ratings, the positive perform of appraisal interview with strong motivational accent, etc.);

- *Building and sustaining positive relationship* (especially through the appropriate care of all academicians, i.e. teachers, scientists, managers, administrative staff; the adequate technical, financial, information and personnel support; the common events and social activities orientated on health and regeneration; etc.).
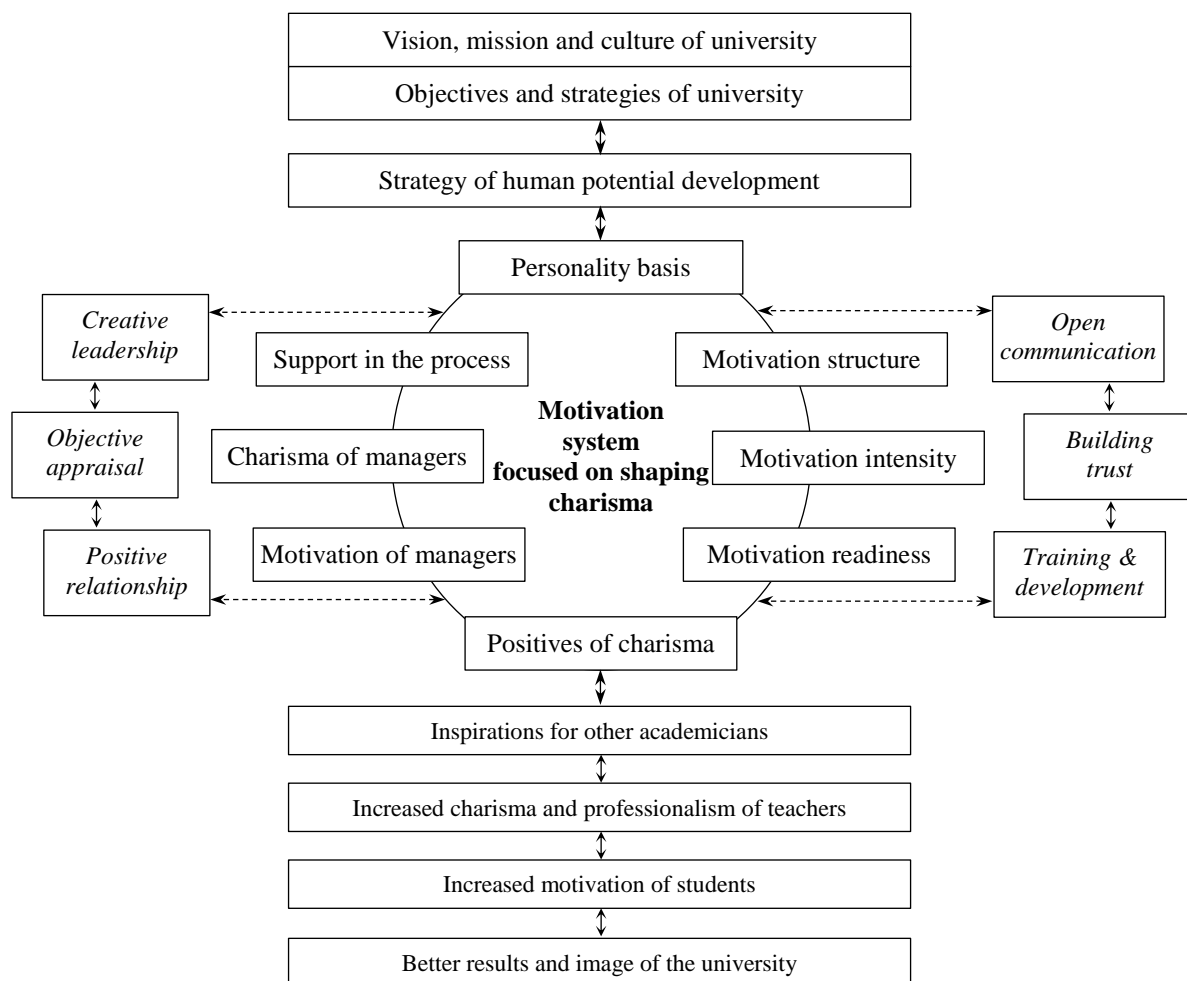


*Figure 1. Model of connective shaping the motivation and charisma at university (own study)*

All of listed processes of human resource management or better, human potential development, are mutually interconnected and meet themselves in one of the most specific and the most difficult process: in ***process of motivate.*** The main task of this process is to improve all the motivations at the university and harmonize them in such a way that all academicians want to achieve the identical intent: to help students in their effort to become as good as possible prepared for their future career and life.

Based on this, it is thereto needed to exert the managers' zeal endeavor, deep expertness and obligingness in understanding the scope and causes of teachers *fear and joy, and help them* become who they may: *great teachers with a sincere heart and an open mind*.

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