

A DIFFERENT COMPETENCIES SUPERIOR FROM AVERAGE PERFORMER OF LECTURER IN HIGHER EDUCATION.

(CASE STUDY IN WIDYATAMA UNIVERSITY)

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ABSTRACT

As educational institutions for the development of human resources and as agents of societal change, universities need to pay critical pay attention to their human resources particularly lecturers. many education experts, such as Richard I. Miller Edward Sallis and Higino Ables stated that the lecturer is one of the vital elements of the education system. Hence, the lecturer is required to have the competencies that can achieve the high quality working standard, that would in turn enhance and improve the overall university-wide quality standing and thus its image. The investigation reported in this paper from research is based on the human resources management approach of competencies evaluation. It used the standard competencies method advocated by spencer & spencer (1993) to observe differences in competencies between lectures that are considered to have superior against those who are considered to have average performances in their teaching-learning.

The research argues that knowing these differences will lead to identifying the improvements needed; the further training required and assists in the human resources functions of selecting academic staff and predicting specific improvements needed. From gap competencies between Superior Performer and Average Performer could form behavior template for improve that lecturers performance. This study use Competencies model by Spencer & Spencer (1993), which is grouping lecturers as Helping and Human Service Workers. The study method used is survey with competency questionnaire to get primary data. The lecturers with superior performer are distinguished from lecturers with average performer depend on the result of performance appraisal from their university.

From the result of the research shows that differentiating competency between the superior performer and average performer lecturers are Achievement Orientation, Initiative, Interpersonal Understanding, Costumer Service Orientation, Developing Others, Analytical Thinking, Conceptual Thinking, Expertise/Professionalism, Self-Confidence, and Organizational Commitment. Those differentiating competence factors are used as guideline to obtain the progress of the performance of the lecturers in teaching learning process and the guideline for lecturer training on increasing their performance in teaching-learning process.

Superior-competenced-lecturer in teaching learning process at ISO9001:2000 Certified Widyatama University is generally identified by being competenced and accomplishing:

Planning and implementing teaching learning process with quality objective of university and the system which is already decided by the university, identifying the ability of the students earlier to adjust the subject to teach, keeping on developing the quality

of the material. Implementing Academic Performance Index which is already decided by the university each semester as the feedback to keep the quality of teaching-learning process and self performance, motivating the students to keep in touch with teaching learning process in order to be enthusiastic with the subject being taught. Increasing the ability of the students and encouraging them to be clever and the lecturers must keep professional and self-confident and keep self-controlled patiently and consciously facing the students, being ready to face new challenge and keep behaving positively in any situation for better for worse.

Key word: Differentiating Competencies between Superior and Average Performer.

INTRODUCTION

The balance between quality & quantity will determine the design of present and future management of the higher education institution, the accountability of higher education got from community. The lecturer is a vital component, the main propeller and success factor of higher education system that will later on affected the quality of graduates (Miller I Richard , 1980, Sallis E (93), Higino A. Ables (1996). For these reason, the lecturer should have the competence to be able to achieve quality performance standards.

Higher-Education as a competenced-human-resource institution and an agency of the change in society needs to pay much attention to the human resource mainly related to the lecturers. Some experts such as Richard I Miller(1980:76),Edward Sallis(1993),Higino A Ables(1996) described that a lecturer as one of the components on education system is required to be competenced in order to be able to actualize performance quality standard whereas they can obtain the performance quality of higher education institution and finally to produce qualified graduates.

There must be criterion to determine the quality standard of the lecturers to adjust the requirement which is one of the part of competence approach from human resource management. This based-competence human resource management approach is principally by comparing over –average-performanced lecturer or “Superior Performance” to “Average Performanced lecturer. This comparison may be used for increasing, training, selecting, or the other function for adjusting the competence in a job or teaching and the performance can be predicted.

LITERATURE REVIEW

WHAT IS COMPETENCY?

According to Spencer and Spencer (1993), in his book “**Competence at work**” definition of competency is an *underlying characteristic of an individual that causally related to criterion referenced effective and/or superior performance in a job or situation.*

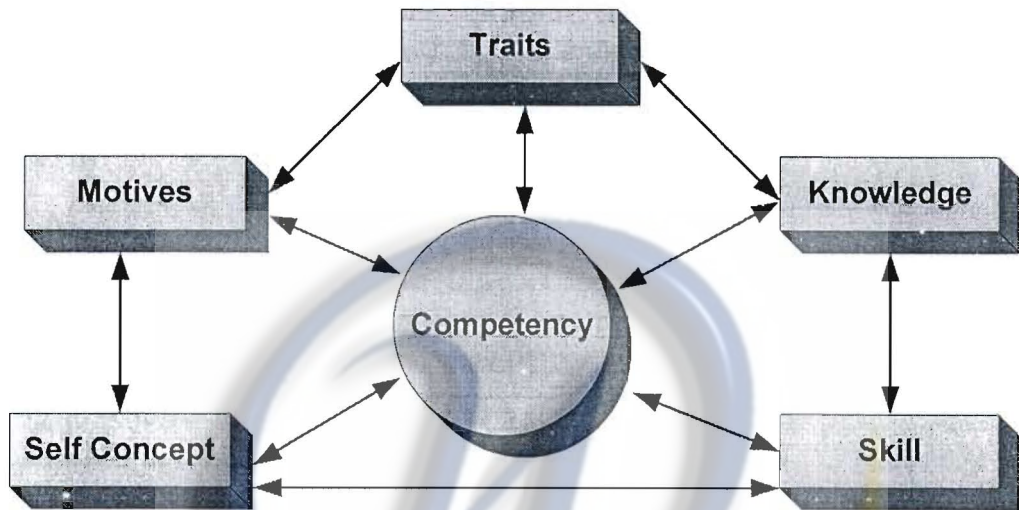


Figure 1
Competency Individual concepts
(Adopted from: Spencer & Spencer 1993)

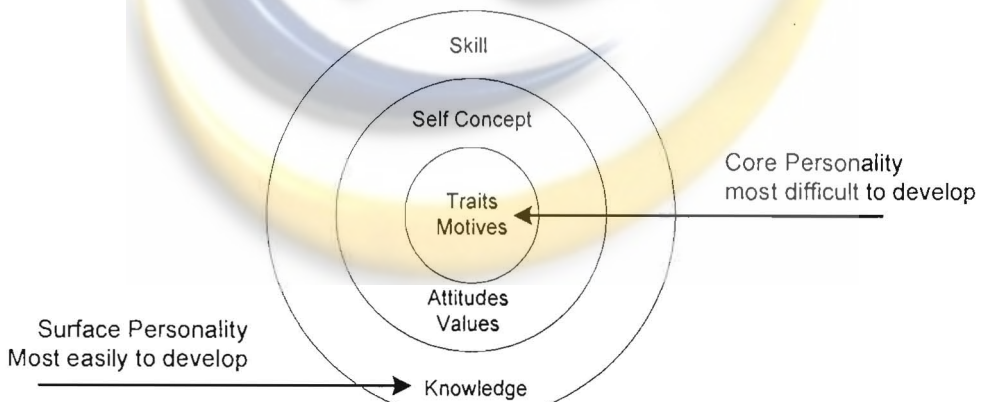


Figure 2
Central and Surface Competencies
(Adopted from: Spencer & Spencer 1993)

Five types of competency characteristics:

- 1) *Motives*. The things a person consistently thinks about or wants that cause action. Motives drive, direct and select behavior to ward certain actions or goals and away from others.
- 2) *Traits*. Physical characteristics and consistent responses to situations or

information.

- 3) *Self concept*. A person's who believe that he or she can be effective in almost any situation is part of that person's concept of self. Example: self confidence person belief that he or she can be effective in almost any situation is part of that person's concept of self.
- 4) *Knowledge*. Information a person has in specific content areas.
- 5) *Skills*. The ability to perform a certain physical or mental task.

Competency, skill and knowledge are visible from surface, both types of characteristic are relatively easy to be developed by training and experience, but characteristic, motives, and self concept are individual and personal which is difficult to be developed as it is time consuming.

CAUSAL RELATIONSHIP

Motives, trait, and self concept competencies predict skill behavior actions, which in turn predict job performance outcome. As in the Motive > Trait > Behavior > outcome causal flow model shown as figure 3.

Competencies always include an intent, which is the motives, or trait force that causes action toward and outcome. Behavior without intent doesn't define competency. An example is "management by walking around" without knowing why a manager is walking around, you can't know which, if any, competency is being demonstrated. The manager's intent could be boredom, leg cramps, the monitoring of work to see if quality is high, or a desire to be visible to the troops.

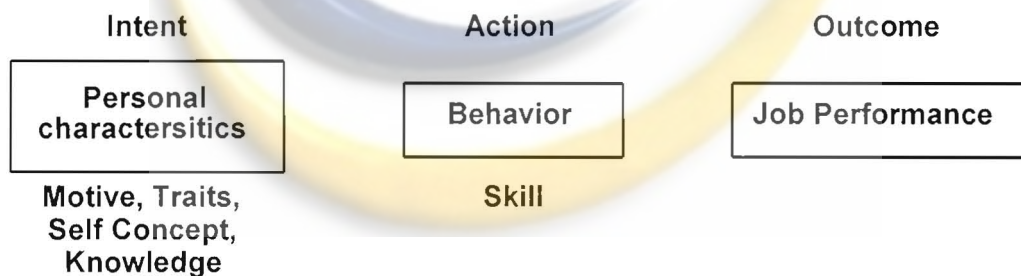


Figure 3
Competency Causal Flow Model
(Adopted from: Spencer and Spencer 1993)

CRITERION REFERENCE FOR COMPETENCIES STUDIES

The criteria most frequently used in competency studies are:

- ☐ Superior performance. This is defined statistically as one standard deviation above average performance with the reason:
 - 1) Many studies shows that economic value performance concerning to organization.

2) To increase the performance, the organization must use superior performance characteristic as a basic to selection and performance burgeoning. Failing to enforcement caused failing in ascription organization average performance level.

❑ Effective Performance. This usually really means a minimally acceptable level of work, the lower cut off point below which an employee would not be considered competent to do the job.

CATEGORIZING COMPETENCIES.

Competencies can be divided in two categories, according to the job performance as follow:

- Threshold Competencies. These are essential characteristics that everyone in a job needs to be minimally effective but that do not distinguish superior from average performers.
- Differentiating Competencies. These factors distinguish superior from average performers.

COMPETENCY CLASSIFICATION

Several competencies which positively influential to job performance us are classified based on intention in the most abstract individual level and based on visible behavior. Competencies are generally divided into 6 (six) different groups (Spencer 1993); Achievement and Action, Helping and Human Service, The Impact and Influence, Managerial, Cognitive, and Personal effectiveness.

Table 1
Competencies Classification Tables

Achievement and action include the following competencies:

1.	Achievement orientation (ACH) is a concern for working well or for competing against a standard of excellence. Dimension of ACH are ACH A, ACH B, ACH C.
2.	Concern for order quality and Accuracy (CO) reflects an underlying drive to reduce uncertainty in the surrounding environment. This competency includes monitoring uncertainty elimination and keeping track.
3.	Initiative (INT)) is a preference for taking action. Initiative is doing more than is required or expected in the job, doing things that no one has requested, which will improve or enhance job results and avoid problems, or finding or creating new opportunities. Dimension of INT are INT A, INT B.
4.	Information Seeking (INFO) an underlying curiosity, a desire to know more about things, people, or issues drives Information Seeking.

Helping and Human Service involves the following competencies:

5	Interpersonal understanding (IU) implies wanting to understand other people. Dimension of IU are IU A and IU B
6.	Customer Service Orientation (CSO)) implies a desire to help or serve others, to meet their needs This competency have dimension are CSO A and CSO B

The Impact and Influence involves the competency of:

7.	Impact and Influence (IMP) expresses an intention to persuade, convince, influence, or impress others, in order to get them to support the speaker's agenda, or the desire to have a specific impact or effect on others. Dimension of this competency are IMP A & IMP B
8.	Organizational Awareness (OA) refers to the individual's ability to understand the power relationships in his or her own organization. Dimension of OA are OA A & OA B
9	Relationship Building (RB) is working to build or maintain friendly, warm relationships or networks of contacts with people who are, or might someday be, useful in achieving work-related goals. Dimension of RB are RB A & RB B

The Managerial involves the competency of:

10	Developing others (DEV)) is a special version of impact and influence, in which the intent is to teach or to foster the development of one or several other people. It dimensions are DEV A & DEV B
11	Direction, Assertiveness, and Use of Positional Power (DIR) expresses the individual's intent to make others comply with his or her wishes. Directive behavior has a theme or tone of telling people what to do. DIR A & DIR B .
12	Team work and Cooperation (TW)) implies a genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working separately or competitively. TW A , TW B & TW C
13	Team Leadership (TL) is the intention to take a role as leader of a team or other group. Dimensions of competency are TL A and TL B

Cognitive includes the competency of:

14	Analytical Thinking (AT) is competency to recognize a condition or problem by analyzing a problem into parts and detail or they competency to observe the implication of a condition gradually based on the experience at AT A and AT B
15	Conceptual Thinking (CT) is understanding a situation or problem by putting the pieces together, seeing the large picture. competency to observe unidentified case CT A and CT B .

16	Technical/ Professional/Managerial expert (EXP) includes both the mastery of a body of job-related knowledge (which can be technical, professional, or managerial), and also the motivation to expand, use, and distribute work-related knowledge to others.
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The Personal Effectiveness involves the competency of:

17	Self Control (SC) includes both the mastery of a body of job-related knowledge (which can be technical, professional, or managerial), and also the motivation to expand, use, and distribute work-related knowledge to others.
18	Self Confidence (SCF) is a person's belief in his or her own capability to accomplish a task. SCF A & SCF B
19	Flexibility (FLX) is the ability to adapt to and work effectively with a variety of situations, individuals, or groups. The Dimensions of this competency are FLX A & FLX B
20	Organization Commitment (OC) is the individual's ability and willingness to align his or her own behavior with the needs, priorities, and goals of the organization.

With the result that 20 competency used as a basic to measure occupation competency or individual competency.

RESEARCH OBJECTIVE

From the introduction which has been explained before, the aim this research is:

- 1) Identification of what are differentiating competencies between lecturers has superior performance and average performance.
- 2) Identification competencies which required by lecturer for resulting the superior performance.

RESEARCH METHODOLOGY

Survey method is used as research methodology, using questionnaires as a research instrument for obtaining perspective data of respondent and also the interview with the BEI method, for conformity competencies data which has been reach it. Research carried out lecturer at Widyatama University which is got ISO 9001: 2000 certification.

INSTRUMENT OF RESEARCH

Instrument for collecting the lecturer competencies data using methods:

- 1) Questioner, guide which used in developing that competencies based from the competencies dictionary by Spencer with identification behavior or lecturer individual characteristic.
- 2) Behavioral Event Interview (BEI) is the interview technique which pointed for discover information about the lecturer individual competencies have based at the real behavioral from lecturer. The main

principle for doing this BEI Method is to knowing what the truth did by lecturer in learning process in these times. Not from what they think about what will they do.

Statistical data analysis is conducted through:

The data in Widyatama University is process by using :

- 1) Cluster Analysis is used to test the group of superior and average performer lecturer based on the data of competency collected. The method is agglomerative clustering method-Ward's Error Sum of Square Method.
- 2) Two independent samples test is implied to check the hypothesis whether any difference of competence between superior and average performer lecturers. This methodology was implemented by Statistic Non-Parametric with Mann-Whitney U tests.

Average Difference Test is implied to check the hypothesis on whether any difference of competence between superior and average competenced lecturers. This methodology was implemented by Uji Mann-Whitney U with his non parametric statistic test.

The stage of the process of the reseach is as follows:

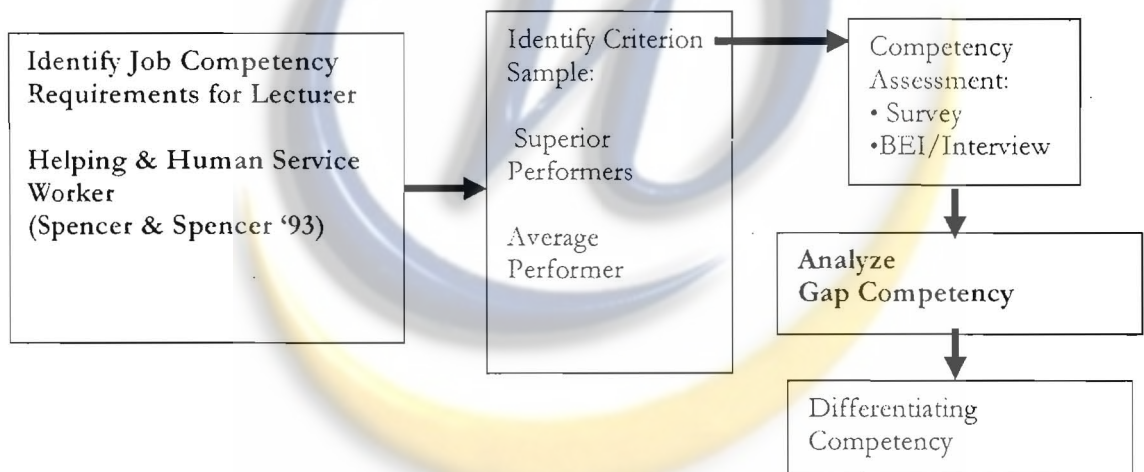


Figure 4
The research model (General Research Model)

HYPOTHESIS

The research hypothesis is formulated in a general manner, to the relationship s between the research variables, as follow:

The difference of the competency between Superior Performer Lecturer and Average Performer Lecturer is different significantly.

IDENTIFICATION & OPERATIONAL VARIABLE.

LECTURER PERFORMANCE CRITERION DETERMINATION:

Lecturer performance is a performance in quality oriented learning. Student is identified as the customer and co-producer respondent (lecturer).Lecturer is divided into two groups: superior performer lecturer and average performer lecturer.

Lecturer performance is the performance of teaching learning process and their task to run the teaching learning process. This is formed as API (Academical Performance Index):

$$API = (0.6 \times TLP) + (0.2 \times CP) + (0.2 \times SS)$$

API score ranges 1-4

Where:

TLP: Score of Evaluation Teaching Learning Process, The result of Teaching Learning Process evaluation (60%) at the end of each semester, the questionnaire for evaluation include whether the students are interested and motivated in outline of the material, comprehend, the material and they can give cases for the example.

CP: Score Class Presence (20%),

SS: Score Submission Punctuality at the end of each Semester (20%)

Lecturer must individually have their API score every semester.

Superior Performer Lecturer is defined with API score > 3 , Average performer lecturer is defined with API score ≤ 3

VARIABLE COMPETENCY:

Based on the result of Spencer's Research showed that not all competencies are influential on performance of a profession. In according to Spencer (1993) concerned with general model of competence explained that a lecturer is included to Helping and Human Service worker with general model of competence : **Impact and Influence, Developing Others, Interpersonal Under Standing, Self Confidence, Self Control, Professional Expertise, Customer Service Orientation, Team Work and Cooperation, Analytical Thinking, Conceptual Thinking, Initiative, Flexibility, Assertiveness**. A part of the research is used as an instrument and some are modified and the competency is related with teaching learning process.

Table 2
Variable identification of competency I

No	Competency	Definition
1	Achievement orientation	An effort to work better or over the standard or target determined by the university on teaching learning process.
2	Concern for order (CO)	An effort to meet with the required standard and procedure required by the management /university.
3	Initiatif (INT)	A courage to workout over job requirement of department or university.
4	Information Seeking (INFO)	The amount of effort to seek information is bigger according to the implimentation and decision making related to Teaching Learning Process.
5	Interpersonal Understanding (IU)	The ability to comprehend all concerned with unstated words-This could be the comprehension of the situation of the students in teaching learning process.
6	Customer Service Orientation (CSO)	Intention to assist and serve the students in teaching learning process.
7	Impact and Influence (IMP)	The act to affect the students on teaching learning process..
8	Organizational Awareness (OA)	To know all university organization structure .
9	Relationship Building (RB)	The amount of effort to keep the social relationship among lecturers at the university.
10	Developing Others (DEV)	Intention to teach or encourage and develop the student s professionalism.
11	Directivenes (DIR)	The ability to command and lead the students to accomplish the teaching learning process task.
12	Teamwork (TW)	The courage or ability to cooperate among lecturers and keep the social relationship with the students open and to share informations among lecturers.

Table 3
Variable identification of competency II

No	Competency	Definition
13	Analitical Thinking (AT)	The ability to analyze the situation of teaching learning process by simplifying the material to ease the student to learn each part and the objective of the material.
14	Conceptual Thinking (CT)	The ability to recognize situation or the problem on teaching learning process for instance theory or knowledge by viewing it as an integrated unity including the ability to identify the relation of basic problem in a complex condition.
15	Expertise (EXP)	Master the material to teach professionally and motivation to implement, develop, and transfer the knowledge to the students.
16	Self Control (SC)	The ability to keep self-control to prevent from negative behavior mainly when facing the students in the class on teaching learning process.
17	Self Confidence (SCF)	The self confidently for solve a task or challenge.
18	Flexibility (FLX)	The ability for adjusting teaching learning process system had determined by university
19	Organizational Commitment (OC)	Ready for support university organization, prepared guidance student out of work time.

RESEARCH DATA (LEVEL OF COMPETENCY)

	ACH A	ACH C	CO	INT	INFO	IU A	IU B	CSO A	IMP A	IMP B	OA A	RB A	DEV A	DIR A	TW	ATA	CT A	CT B	EXP A	EXP C	EXP D	SC	SCF A	SCF B	FLX A	OC
WS1	5	1	2	3	2	4	4	3	3	2	3	4	3	2	2	4	4	2	5	2	2	5	5	2	4	3
WS2	5	2	3	3	3	4	4	4	4	2	3	4	3	2	4	5	3	2	5	3	3	5	5	2	5	4
WS3	5	2	3	4	2	4	4	4	4	2	3	4	3	2	3	4	4	2	5	2	3	5	5	3	5	4
WS4	4	1	3	3	2	4	5	3	4	2	3	4	2	3	4	4	4	3	5	2	3	5	5	2	4	4
WS5	4	1	3	4	2	4	4	3	3	2	3	4	3	3	3	4	4	2	4	2	3	5	5	2	4	3
WS6	4	2	3	3	2	5	5	3	4	2	3	4	3	3	3	4	3	3	4	2	3	5	4	2	5	4
WS7	4	2	3	3	3	4	4	3	3	2	3	4	3	3	4	5	4	2	5	2	4	5	4	3	4	4
WS8	5	2	4	3	2	5	4	4	3	2	3	4	3	3	4	4	4	2	4	2	4	5	4	3	4	3
WS9	4	2	3	4	3	4	4	3	4	2	3	4	2	3	3	4	3	2	5	2	3	4	5	2	5	3
WS10	4	2	3	4	3	4	5	4	3	2	3	4	2	2	4	4	4	2	5	3	4	5	5	3	4	3
WS11	4	2	3	3	3	4	5	3	3	2	3	4	3	3	4	4	4	2	4	3	3	5	4	2	5	3
WS12	4	2	3	3	3	4	5	3	3	2	3	4	3	3	4	4	4	2	4	3	4	5	4	3	4	3
WA1	2	1	2	1	2	2	2	2	2	2	3	4	2	2	2	3	2	2	2	2	2	2	2	1	2	2
WA2	1	1	3	1	3	2	3	3	2	2	3	3	2	2	3	3	2	2	2	1	2	2	3	2	3	2
WA3	2	2	3	2	3	3	2	2	3	2	4	4	1	3	4	3	3	2	2	2	2	2	2	2	4	1
WA4	2	1	3	1	2	2	2	2	3	2	3	4	2	2	3	4	2	1	2	2	2	2	2	2	4	1
WA5	2	1	3	1	2	2	2	3	4	3	4	3	2	2	3	3	2	2	1	1	2	2	2	1	4	2
WA6	1	2	3	2	3	1	2	2	3	2	4	4	1	3	4	3	2	2	2	2	2	3	2	1	4	1
WA7	1	1	2	1	2	2	2	2	4	2	3	4	1	3	3	3	3	2	1	1	2	2	2	2	5	2
WA8	1	1	3	1	2	1	2	2	3	2	3	4	2	2	3	3	2	2	1	1	2	2	2	1	4	2

RESEARCH RESULTS

The Cluster testing result from SPSS of the reseach are as follows:

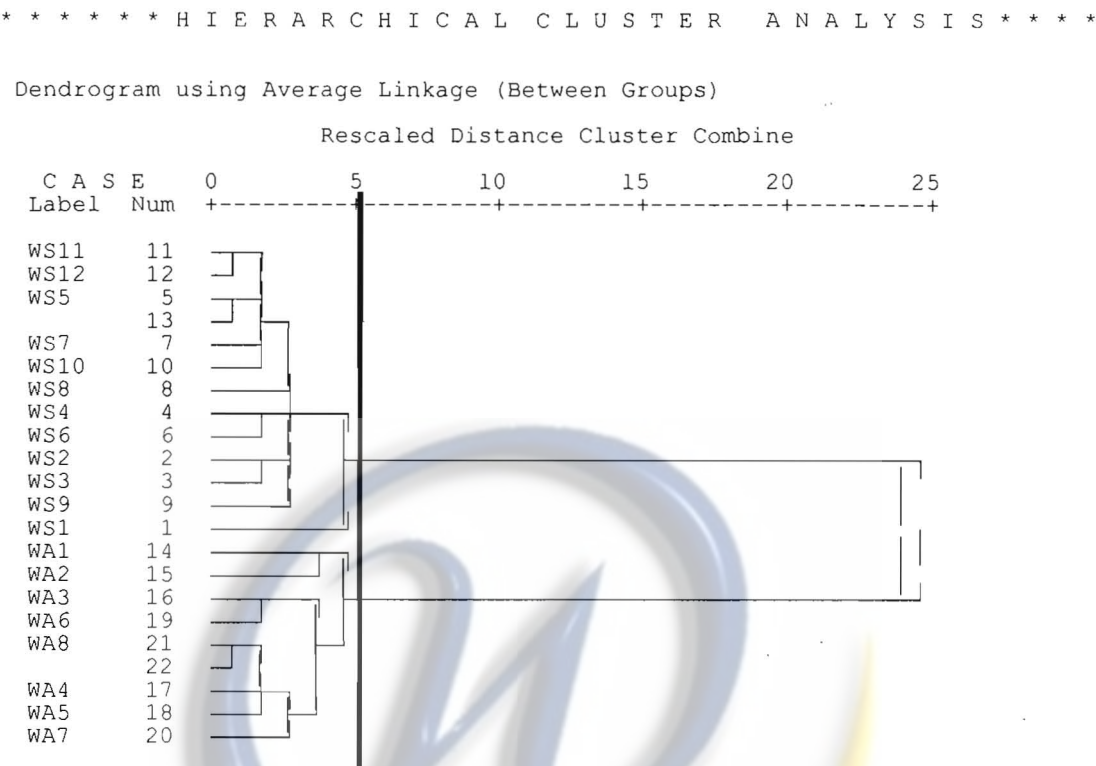


Figure 5
The result testing cluster of analysis from SPSS 11.0 for Windows

Respondent classification is classifying the leturers based on the competence group. From cluster analysis the lecturer is grouped into superior performer lecturer with WS1-WS12, and average performer lecturer WA1-WA8. The result of the difference of competency dimension test between superior and average lecturer.

Table 4
The result test between mean competencies Superior lecturer and mean competencies average lecturer

Competency	Significant Value (p-value)	H ₀ $\alpha = 0.05$
ACH_A	0.000	Failed
ACH_C	0.032	Failed
CO	0.223	Accepted
INT	0.000	Failed
INFO	0.592	Accepted
IU_A	0.000	Failed
IU_B	0.000	Failed
CSO_A	0.001	Failed
IMP_A	0.193	Accepted
IMP_B	0.221	Accepted
OA_A	0.025	Failed
RB_A	0.075	Accepted
DEV_A	0.001	Failed
DIR_A	0.211	Accepted
TW	0.186	Accepted
AT	0.000	Failed
CT_A	0.000	Failed
CT_B	0.106	Accepted
EXP_A	0.000	Failed
EXP_C	0.005	Failed
EXP_D	0.000	Failed
SC	0.000	Failed
SCF_A	0.000	Failed
SCF_B	0.004	Failed
FLX_A	0.063	Accepted
OC	0.000	Failed

The summary of hypothesis test result as the process was assisted with Software SPSS 11 for Windows. The significant level is 0.05. Hypothesis H₀ will fail if the significant value is smaller or 0.05 which can show the significant difference among the variable.

Research Finding :

Differentiating competency between superior and average performer lecturer is 0.00 significant competency value , the competencies are :

ACH dimensi A (Achievement Orientation) is defined as the effort of the lecturer to keep teaching learning process increased from the preparation ,implementation,and evaluation referred to the system at the university.

INT (Initiative) is defined as courage to renew teaching material to achieve the quality orientation at the university and refers to knowledge .development.

IU dimensi A dan B (Interpersonal Understanding) is identified as the ability to comprehend the ability of the students early of how far they accept the material by giving them questions and provide a 2 way-communication at the end of the class.

CSO dimensi A (Customer Service Orientation) :is student oriented which is identified by serving them with the knowledge and always know whether the students have understood the material taught.

DEV A (Developing Others): Develop the students ability and lead them to identify by practising and giving them structural task.

AT (Analytical Thinking): The ability to solve problem and systematically arrange the material and enable the students to practice it by solving cases and identifying the cases in detail and simple which could systematically be comprehended by them.

CT A (Conceptual Thinking): The ability to recognize the condition of the problem logically and solve it by sharing ideas related to the subject mater and the phenomenon arises.

EXP dimension A, C, D (Expertise / Professional): is mastering the subject/skills, motivating to develop the knowledge to the students by being a professional lecturer as keeping in touch with the source of the subject taught and implement it in daily life and inform it to the students or present it in or outside the university.

SC (Self Control): is lecturer's behavior professionally by behaving positive when facing such a complain, students' criticize, keep patient, and aware of the students' various ability to accept the material taught.

SCF dimension A, B (Self Confidence): is identified by being ready to face risky challenge, and ready to teach new subject at anytime, and ready to accept new system on teaching learning process.

OC (Organizational Commitment): Comprehend and adjust to the university object by willingly accepting and adapt to new teaching learning process system determined by the university.

Those competency differentiating factors can be used as the guideline to increase the performance of the lecturer on teaching learning process and as the guideline to lecturer training.

For the same level of competency between superior and average performer lecturer: mean that

Non-differentiating competence between superior and average performances lecturer or without different competency between both competencies are:

Concern for Order (CO), Information Seeking (INFO), Impact & Influence (IMP), Conceptual Thinking (CT) dimension B, Relationship Building RB), Directive ness (DIR), Teamwork (TW), Flexibility (FLX). These competencies are not unnecessary but can minimally be owned by the lecturer to teach in a university. This is because the teaching learning process in Widyatama is already implemented with Quality Management System (ISO9001-2000), as this has been optimally carried the lecturer

need not more effort. Like: University Quality Objective with guaranteed achievement, the university provides information or knowledge resource, research center to provide extra knowledge and the development for the lecturers and enables the lecturers to access the sources. Regulation system, academic guideline is used to lead the students as long as they study at the university, the regulation for the lecturer teaching at Widyatama University on learning process includes the quality of the material based in syllabus contains subject matter, the objectivity, the students' competence after pass from examination of the subject, evaluate, cases study, implement it into real life, group or personal task for the students. This is hoped to change the lecturers, behaviour to adjust to the system at the university.

CONCLUSIONS :

From the research is concluded that a superior performer lecturer on teaching learning process at Widyatama University with ISO 9001:2000 Certificate is generally identified by being competenced and have done the following matters:

- ☐ Planning and implementing teaching learning process with quality objective at the University and the system determined by the University.
- ☐ Knowing the ability of the students to accept the subject by giving them questions in the beginning of the programme.
- ☐ Keeping teaching material improved with new information and giving them simple illustration in real life.
- ☐ Using the Academic Performance Index determined by the university each semester as the feedback to improve the quality of teaching learning process and self-performance.
- ☐ Being able to motivate the students to succeed teaching learning process and enthusiastic to the subject taught by explaining the objectivity of the subject and encourage them to give questions if the explanation is not clear.
- ☐ Developing the ability of the students and encouraging them to be cleverer.
- ☐ Keeping professional as a lecturer and focusing on the subject to improve and implement and share it to the students and among lecturers.
- ☐ Being self confident and Keeping self-controlled and patient facing various kind of students, ready to face new challenge, and keeping positive in any situation
- ☐ Putting the theory into practice in daily life when solving a real problem.

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SEAAIR 2003 Conference: Meeting Room 5

Day 1, Wednesday, 15 October 2003

Time	Other Institutional Research
14.00-14.20	Graduate Skills Assessment: What are the Results Indicating?
14.20-14.40	Impact of College Mergers on Teachers' Job Satisfaction
14.40-15.00	A Casual Relationship Model of Factors of Hidden Curriculum Affecting Professionalism of Pharmacy Students
15.00-15.20	A Study of Teachers' Problems and Needs Regarding the Services of the Educational Technology Centers in Commercial Colleges
15.20-15.40	Problem-Based Learning: Towards Student-Centred Approach
<i>Break</i>	
16.00-16.20	Educational Accountability in the United States Under the Federal No Child Left Behind Legislation
16.20-16.40	Exploring Nurse Educator's Views of The Educational Climate for Student Nurse Educator
16.40-17.00	The Pattern of Personality Types, Critical Thinking and Preferences of Computer Learning Activities among students in Faculty of Education and Faculty of Computer Science in University Technology Malaysia

Day 2, Thursday, 16 October 2003

Time	Other Institutional Research
10.30-10.50	10. A Development of the Four Divine States for Teacher Students in Rajabhat Institute Based on Buddhist Training and Self – Directed Learning
10.50-11.10	Using the Competency Approach to Identify the Differences between the Superior and the Average Performing Lecturers in Higher Education
11.10-11.30	Educating Educators How to Teach: A Case Study on the Implementation of a Post-Graduate Diploma Program at UNIMAS
11.30-11.50	Transferable Skills in Higher Education: Enhancing Students' Employability
11.50-12.10	Web-Based Inventory for Engineering Drawing Problem Solving Approach Employing Students' Personality Types and Learning Styles
12.10-12.30	Survey of Opinions on Competencies Standard in Dentistry for New Dental Graduates
<i>Break</i>	
15.50-16.10	Curriculum Revision : from Assessment to Changes for Improvement
16.10-16.30	Generic Skills Assessment from Employers' Perspective: A Comparative Analysis of a Chinese University
16.30-16.50	Avoiding the Demise of the PBL Paradigm in a Medical Curriculum
16.50-17.10	A Study of the Correlations between Self-directed Learning Readiness and English Achievement Scores, and Grade Point Average of Bachelor's Degree Students in Business Administration at Rajamangala Institute of Technology, Borpitpimuk Mahamek Campus