A PERFORMANCE MODEL FOR LECTURING TEAMS AT TODOR KABLESHKOV UNIVERSITY OF TRANSPORT

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Abstract: *This paper presents an original performance model of lecturing teams at Todor Kableshkov University of Transport, Sofia. The model is based on various managerial, social and behavioural theories. It combines classical and up-to-date theoretical achievements with regulations and established practices at Todor Kableshkov University of Transport. The specific features of the model relate primarily to the indicators proposed for measuring the results of the lecturing teams at the university. The paper consists of two parts. Part one presents the conceptual basis on which the performance model of lecturing teams at Todor Kableshkov University of Transport is developed, as well as the definitions of some basic notions related to the control on teams. Part one also reviews the team model as the basis of the performance model which is proposed. Part two explains the specific features and the determinants of the performance model and introduces the indicators applied to the formation, activity and results of the lecturing teams at the university.*

Key words: *lecturing team; higher school; performance evaluation; indicators; Todor Kableshkov University of Transport.*

JEL: I23, H83, M12, M49.

Introduction

The need to improve the management mechanisms and approaches employed at Bulgarian higher schools is obvious within the highly competitive environment in which these schools operate and the limited resources which are available to them. Therefore, the approaches which contribute to raising the efficiency of their performance are essential. One of them is the team approach which could be defined as a key strategy and a prerequisite for the prosperity of Bulgarian higher schools when it is applied to the academic staff as a major asset of the higher schools.

The purpose of this research paper is to propose a model for evaluating the

performance of lecturing teams at Todor Kableshkov University of Transport in Sofia. The proposed model is specific to higher school training and higher school lecturing teams. In terms of its methodology, the performance model employed for lecturing teams combines various ideas from management, social and behavioural theories with the common practices and the set of rules which regulate the performance of Todor Kableshkov University of Transport. The model proposed in this research paper was designed for an independent scientific research which the author conducted (Lambovska, 2014a) to verify a methodology for supervising the lecturing teams at a given Bulgarian higher school.

1. The Conceptual Basis of the Performance Model of Lecturing Teams at the Todor Kableshkov University of Transport

In terms of employed concepts, the model for evaluating the performance of the lecturing teams Todor Kableshkov University of Transport (briefly referred to as 'the performance model'), is based on a wide range of behavioural, social and management theories, including organizational behaviour, human resource management, social and applied psychology, performance management, theory of management control and theory of management. Based on these theories, the author has generated the models of the team and the team control process.

Due to the constraints on the length of a research paper, the two models have been presented in summary. Paragraph 1.1 introduces the basic concepts related to team control which are used in the research paper. Paragraph 1.2 explains the model of a team (which is here referred to as a 'team model').

1.1. Basic Concepts Related to Team Control

The basic concepts employed by the model which the author proposes for the team control process and which are used in the research paper include:

- Team – A social community in which individuals share common objectives and values (Lambovska, 2014a, p. 5). A range of characteristics are employed in the description of teams. The team model employs three major groups of characteristics: those related to the team formation; those related to the team activity and those related to the results achieved by the team (fig. 1).
- Team control (Lambovska, 2014a, p. 6):
  - Defined in terms of management control – A management process which ensures achieving the target (planned) performance levels of the team in an organization, based on the feedback principle.
  - Defined in terms of performance management – A process of measuring and evaluating team performance which aims to improve the performance of teams.
- Team performance – The model of the team control process defines the concept within the context of the multidimensional approach employed by the performance management theory. It is approached as a result indicator of an integral

nature. It is defined as a summarized evaluation of the condition of a particular team and is an expression of the overall idea of the stakeholders of the formation, activity and results of that team.

- Measuring team performance – A qualitative description of team performance. The definition was formulated based on Ilgen and Schneider's interpretation of the 'measurement' concept (Ilgen & Schneider, 1991, p. 73).
- Evaluation of team performance – An activity of attributing a certain grade to the value of the qualitatively measured team performance (Lambovska, 2013b, p. 1-2). The definition was based on Ilgen and Schneider's interpretation of the 'evaluation' concept (Ilgen & Schneider, 1991, p. 73).
- Improving team performance – achieving a summarized evaluation score of the new condition of a team which exceeds the previous score of the same team. The new score is formed as a result of employing a set of management decisions. According to the concept of the team control model proposed by the author, management decisions aim to raise the lowest scores achieved by the team for the controllable indicators of the input variables in the model (Lambovska, 2014a, p. 7).
- Stakeholders in team performance – Any entity (external or internal) that has some specific interest in the activity of the team and exercises some control over that team so as to satisfy these interests (Freeman, 1984, p. 17). According to the control model proposed by the author, these include the controlling body of the teams within an organization, controlled teams and other stakeholders.
- Input variables of the team control process – These relate to the three groups of team characteristics: 'team formation'; 'team activity' and 'team results'. From the point of view of management control in the model of the team control process, input variables behave as factor variables. They indicate any substantial impacts which the environment and the controlled subject have upon resulting variables (Simeonov & Lambovska, 2016, p. 16). Within the context of performance management, input variables reflect the different aspects of performance. They are also employed as evaluation criteria for the performance of the controlled subject (Williams, 1998, p. 66).
- Resulting variables of the team control process model – there are two of them: 'team performance' and 'response to the team'.
- Controllable team indicators – The entire range of team characteristics which are employed to evaluate the team, including the team characteristics in terms of the three input variables (team formation, activity and results). For the purposes of control, team characteristics are approached as controllable indicators (referred to as 'indicators') which are employed to evaluate teams.

1.2. The Team Model

This part deals with the major accents in the author's interpretation of teams and the characteristics used to describe teams for control purposes. These have been systematized into a team model.

In the team model, **a team is defined** as a social community in which individuals share some common objectives and values (Lambovska, 2014a, p. 14). This

concept is based on Auber, Cohen and Bailey's ideas of teams. The definition which the team model gives of teams focuses on two major elements. The first one refers to the nature of teams. The author of this paper supports the view that a team is primarily *a social community* (Cohen & Bailey, 1997, p. 240), (Auber et. al., 1991, p. 248). This assumption is supported by the significance that social relations play in a team, since they actually define the traits of that team. Furthermore, social relations render a team an independent organization (Kuzmanova & Aleksandrova, 2013, p. 77). The second accent in the definition of a team refers *to the common objectives and values which the members of a team share*. The author of the research paper believes that they are of paramount importance to the social relations within a team. These common objectives and values may also be approached as the traits which give a team its individual image, in contrast to a group which is a similar form of organization (Stoyanov, 2014, p. 150).

A team is described through its characteristics.

The team model (fig. 1) distinguishes between three major groups of ***team characteristics*** (Lambovska, 2014a, p. 14):

1. Characteristics of team formation;
2. Characteristics of team activity; and
3. Characteristics of team results.

The groups in which team characteristics are classified according to the team model were based on the concept of the factors determining the efficiency of groups (i.e. teams within this context). The authors of the concept are Margerison and McCann. They believe that the key determinants of group efficiency (respectively, teams) may be classified as (Margerison & McCann, 1990, p. 117): system input determinants; determinants related to the operation of the system; system output determinants. In the team model, the three groups of team characteristics relate to the following system determinants of Margerison and McCann's concept:

- The characteristics of team formation – to the system input determinants;
- The characteristics of team activities – to the determinants related to the operation of the system; and
- The characteristics of team results – to the system output determinants.

A detailed classification of team characteristics according to the team model is presented in fig. 1.

According to the team model, ***the characteristics of team formation*** are (Lambovska, 2013a, p. 3):

- Clearly defined team objectives and tasks; and
- The structural characteristics of the team (team size, composition, standards, roles and status within the team).

Team *objectives* are a major characteristic of teams. To be more precise, they are defined as a characteristic which distinguishes a team from a group. According to Iliev, those objectives must be shared by the entire team (Iliev, 2005, p. 272). The efficient performance of a team is considered to depend on the clearly defined objectives of the team and tasks of team members (Dew, 1998, p. 32). Furthermore, these objectives must be aware familiar and agreeable to team members (Woodcock & Francis, 2008, p. 38).

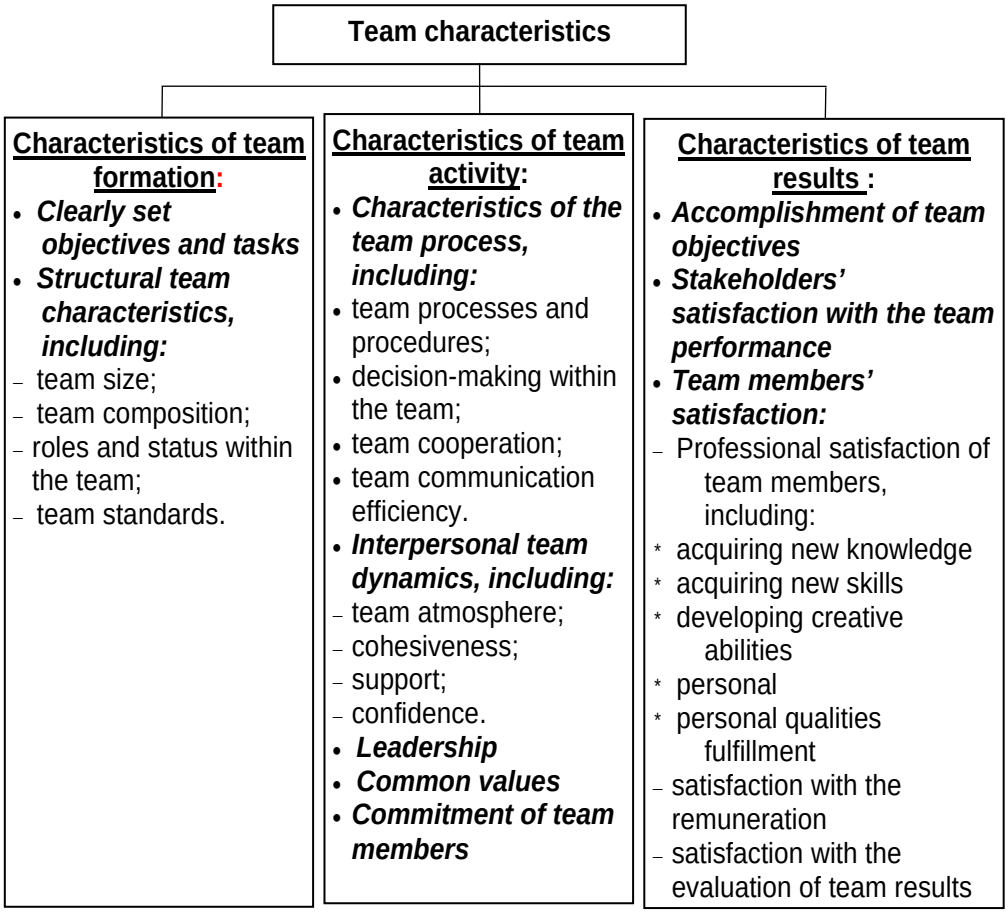

Figure 1. The structure of team characteristics according to the team model
Source: (Lambovska, 2014a, p. 15), (Lambovska, 2014b, p. 26).

The size of a team must correspond to its objectives (Hackman, 1987, p. 317) and composition, as well as to the tasks and roles of team members.

The composition of a team must be based on combining individuals with complementary skills, competences and experience (Woodcock & Francis, 2008, p. 5-6), (Stoyanov, 2014, p. 168).

Some authors believe that 'the roles within the team' and 'the status within the team' are interrelated (Paunov, 2006, p. 155). In terms of the first structural characteristic, the author of this paper believes that 'the roles within a team' are classified as functional and social according to their purpose (Belbin, 2012). The roles within a team must be clearly assigned (Parker, 1991, p. 33) and well-balanced; they must be agreeable to team members and tailored to their individual personality traits, qualifications and skills (Woodcock & Francis, 2008, p. 5, 32, 37).

A team status structure must be clearly defined and accepted by team members (Woodcock & Francis, 2008, p. 7-8, 33). The status and role structure of a team are not fixed.

Team standards must be agreeable to team members. Hence, these standards must be based on an agreement or consensus (Rashid & Archer, 1983, p. 97). Team standards also need to be clear and concise (Burns, Bradley, & Weiner, 2012, p. 139). The author of this paper believes that team members must be familiar to the incentives and sanctions which will be applied in case of compliance with or violation of these standards.

According to the team model, the ***characteristics of team activity*** refer to (Lambovska, 2013a, p. 4-5):

- The characteristics of the team process (team processes and procedures; decision-making within the team, including conflict resolution and tolerance to differences within the team; team cooperation and team communication efficiency);
- Interpersonal team dynamics (the atmosphere within the team, its cohesiveness, support, and confidence);
- Leadership;
- Common values; and
- The commitment of team members.

According to the team model, the following characteristics of *team processes and procedures* are considered to be essential to the team process: team flexibility; systematicity; efficiency and cooperation. Related theory also points out that team processes must be clear and consistent in terms of their contents and have their focus on the objectives of the team (Woodcock & Francis, 2008, p. 6-7).

Decision making and conflict resolution are essential to the efficient performance of teams. *The decision-making mechanism* which a team employs must be clear and agreeable to team members. It is especially important to approach any conflicts within teams as instruments for team development and progress. The promptness and degree of *conflict resolution* are crucial as well (Woodcock & Francis, 2008, p. 31-32), and so is the satisfaction of team members with the solutions which have been made (Cohen & Bailey, 1997, p. 188).

The team model relates *team cooperation* to collaboration; readiness to share skills, ideas and information; the ability to put the interests of the team above the interests of the individual; willingness to share available resources, as well as other instances of altruism. In scientific literature, team cooperation is considered to be better than competition when the objective is to achieve more efficient performance and higher productivity (Huczynski & Buchanan, 1991, p. 565).

The efficiency of *team communication* depends on the communication skills of team members as well as on the compatibility between the team communication means/programmes and its needs.

The majority of authors who research issues related to group dynamics consider a creative and positive *team atmosphere* to be a key determinant of team success (Parker, 1991, p. 33), (Kanaga & Browning, 2003, p. 87).

According to classical approaches, the most powerful determinants to *team cohesiveness* are (Shaw, 1981): the homogeneity, maturity and size of the team; communication among team members; the clarity of team objectives; the feelings of threat and competition; leadership.

Support is defined as one of the fundamental determinants of team cooperation. Some of the major techniques employed to encourage supportive behaviour within the team (Woodcock & Francis, 2008, p. 41), (Rashid & Archer, 1983, p. 21) are: providing team members with the opportunity to know one another through social events; tolerating cooperative behaviour models; paying attention to team members and treating them positively; acknowledging the contribution of each member in public, etc.

The degree to which people tend to *trust* other people is a highly individual trait. In scientific literature, the following factors are considered to be essential to team confidence (Bartolome, 1989): respect; support; integrity; communication; competence; predictability.

Leadership is shared in successful teams (Parker, 1991, p. 50). In such teams, the functions of the leader are fulfilled by the member who is most useful at a specific moment. Shared leadership implies employing various leadership styles (Parker, 1991, p. 50). These styles must be adapted to the needs of the team, the skills of team members and the specific situation (Rashid & Archer, 1983, p. 103).

Common values as defined by the team model underlie the author's concept of a team. These values are considered to be criteria and standards which are relatively solid and stable over time and on which the choice of behaviour types and objectives is based (Dose, 1997, p. 220). Team members must share the value system of the team. According to the author of this paper, the efficient performance of a team is largely determined by the degree to which the value system of the team is materialized in the actions and decisions of its members (Lambovska, 2013a, p. 8).

Commitment is approached by the team model as an attitude. The overall level of commitment to the organization affects productivity (i.e. team results and team performance within the context of the research paper) (Rikketta, 2002), (Sirashki, 2015, p. 27). The actions which must be initiated to ensure higher commitment are classified into three categories (Paunov, 2006, p. 128): those related to the feeling of being part of the team; those related to the feeling that the work which one is doing is important; and those related to the confidence in the manager/leader of the team.

The team model defines the ***characteristics of team results*** (Lambovska, 2013a, p. 9) as:

- The accomplishment of team objectives;
- Stakeholders' satisfaction with the team performance; and
- The team members' satisfaction.

In terms of the first group of characteristics, we should note that the essence of team objectives is primarily determined by the nature of the team's activity. The variety and specifics of the indicators employed to measure *the accomplishment of team objectives* will depend on the type of activity which the team is engaged in. The team model distinguishes between two major groups of indicators for measuring the accomplishment of team objectives:

- Objective result indicators – these refer to team activity results which are evaluated quantitatively (Lambovska, 2013a, p. 9).
- Subjective result indicators – these refer to the qualitative results of team activity which are measured in terms of qualitative categories and evaluations.

The second and the third group of characteristics of team results relate to the concept of 'satisfaction'. Within the context of the team approach, satisfaction with team performance is evaluated from the point of view of stakeholders. According to the team control process model, the stakeholders in team performance are the controlled teams themselves, the bodies controlling the teams within the organization, as well as other stakeholders.

The satisfaction of stakeholders that are not 'controlled teams' is determined in terms of the qualitative and quantitative results of a team's performance. Those results will depend on the specific nature of team activity.

According to the concept of the team model, the satisfaction of controlled teams is approached as '*the professional (job) satisfaction*'. In this paper, we accept the definition given by the Bureau of National Affairs (1975) about professional satisfaction. According to that definition, professional satisfaction relates to the positive emotional response of individuals to different aspects of their job. The issue of professional satisfaction has been extensively researched, yet there seems to be no universal theory of job satisfaction in scientific literature. The five most common related scientific theories include the Theory of goal setting and task performance (Latham, & Locke, 1979); the Expectancy theory (Vroom, 1964); the Equity theory (Adams, 1965), the Hierarchy of needs (Maslow, 1966) and the Reactance theory (Brehm, 1954).

Job satisfaction determinants are formulated differently depending on the theory which is employed to define job satisfaction. Research workers from Cornell University have defined five dimensions of job satisfaction which are measured through a 72-item instrument known as the JDI (the Job Descriptive Index). According to them, job satisfaction is measured as the satisfaction with the pay, the work itself, promotional opportunities, supervision and co-workers (Lanza, 1985). Other authors (Weiss, Dawis, England, & Lofquist, 1967) describe job satisfaction through twenty characteristics. According to Paunov (2006), the determinants of job satisfaction may be grouped into five categories (p. 116-117): those referring to the internal motivation (i.e. the type of labour); those referring to external motivation (i.e. the working conditions and the remuneration); factors related to the team of workers (i.e. interpersonal relations); factors related to the quality of operations management and factors related to success/failure.

According to the team model, *the characteristics of controlled teams' satisfaction* are classified into three groups (Lambovska, 2013a, p. 9):

- Job satisfaction of team members, which includes:
  - The acquisition of new knowledge;
  - The acquisition of new skills;
  - The development of creative abilities;
  - The fulfilment of personal qualities;
- Satisfaction with the remuneration of the team; and
- Satisfaction with the evaluation of team results.

2. The Model Employed to Evaluate the Performance of the Lecturing Teams at Todor Kableshkov University Transport

For the purposes of control, the characteristics of lecturing teams at universities are controllable indicators employed to evaluate team performance. Therefore, in the second part of this paper, we use the term 'team performance indicators' (or 'indicators') instead of the term 'team characteristics'.

Within the context of the team model, the performance model of the lecturing teams at Todor Kableshkov University of Transport (which will further be referred to as 'the University of Transport') consists of ***three groups of indicators for evaluating team performance***:

- Indicators of the formation of lecturing teams at the University of Transport;
- Indicators of the activity of lecturing teams at the University of Transport; and
- Indicators of the results of lecturing teams at the University of Transport.

In this model***, the performance of lecturing teams at the University of Transport is evaluated through a different set of indicators for the different groups of stakeholders***. The choice of indicators reflects the author's idea regarding the degree to which each group of stakeholders is able to monitor and affect the performance of lecturing teams according to each indicator.

The stakeholders in the performance of lecturing teams at the University of Transport are (Lambovska, 2013b, p. 9): 'The body which exercises control over the lecturing teams at the University of Transport' (CB), 'The controlled lecturing teams at the University of Transport' (also referred to as 'lecturing teams' or 'teams') and 'The students'. The body which exercises control represents mainly the interests of the governing bodies at the university. Within the market environment in which Bulgarian universities operate, the body exercising control might also be considered to represent the interests of employers since they are indirect users of the education service (Kolev, Todorova, & Gergova, 2014). The entity of 'The students' represent the interests of the direct users of the education service.

2.1. Indicators of the Formation of Lecturing Teams at the University of Transport

The ***indicators*** which we employ in our model to evaluate the performance of lecturing teams at the University of Transport are:

1.1. Clearly defined objectives and tasks of the lecturing team at the University of Transport

1.2. Structural indicators the lecturing team at the University of Transport:

- 1.2.1. Composition of the lecturing team
- 1.2.2. Roles and status within the lecturing team
- 1.2.3. Standards of the lecturing team.

According to the author's concept, **two groups of stakeholders evaluate** the performance of lecturing teams by the indicators of team formation: the body which

exercises control on the lecturing teams at the university and the controlled teams themselves.

In contrast to the team model, we ***have not employed the indicator 'team size'*** to evaluate the performance of lecturing teams at the University of Transport. The size of the lecturing teams is determined by the department which forms the team teaching a given subject. The number of lecturers in a team may vary from two to six members. In general, there are two lecturers in a lecturing team at the University of Transport. The size of the team is therefore not considered to be a controllable indicator in this performance model.

The specifics of the model employed to evaluate the performance of lecturing teams at the University of Transport is also evident for the other structural indicators.

The composition of lecturing teams at the University of Transport is determined by the department which oversees teaching a particular subject. We believe that the composition of the lecturing teams must be evaluated by the following indicators:

- Relevant/Required qualifications of team members; and
- Availability of lecturers with complementary skills in the team.

As for the indicator *'roles and status within the lecturing team'*, this model evaluates teams in terms of:

- The clearly defined structure of roles within the team; and
- The clearly defined position of and contribution from each lecturer in the team.

An underlying assumption of the performance evaluation model is the one that evaluation according to the indicator '*standards of the lecturing teams*' refers to existence and compliance with formal/informal standards of behaviour within the team. Within this context, the formal standards of behaviour of lecturing teams are prescribed in the Set of Academic Rules and the Code of Ethics of the University of Transport. Informal standards refer to the common rules and practices at the university.

2.2. Indicators of the Activity of Lecturing Teams at the University of Transport

The indicators employed in our model to measure the activity of lecturing teams at the University of Transport are:

2.1. Team process indicators of the lecturing team at the University of Transport:
- 2.1.1. Systematicity and flexibility of team processes and procedures
- 2.1.2. Decision-making in the lecturing team (including conflict resolution and tolerance to differences between team members)
- 2.1.3. Cooperation within the lecturing team
- 2.1.4. Efficiency of communication within the lecturing team

2.2. Interpersonal dynamics of lecturing teams at the University of Transport
- 2.2.1. Atmosphere within the lecturing team
- 2.2.2. Cohesiveness
- 2.2.3. Support
- 2.2.4. Confidence within the lecturing team

2.3. Leadership

2.4. Common values

2.5. Commitment of lecturing team members at the University of Transport

In compliance with the author's conception, teams ***are evaluated*** by the indicators for lecturing team activity mainly by two groups of ***stakeholders*** – ***'Controlled teams'*** and ***'Bodies exercising control over lecturing teams'***. Controlled lecturing teams evaluate themselves for all indicators in this group. The bodies which exercise control evaluate teams for three activity indicators: '2.1.1. Systematicity and flexibility of team processes and procedures; 2.3. Leadership and 2.4. Common values. The ***Students*** group of ***stakeholders*** evaluates lecturing teams only for indicator 2.4. Common values.

Team processes and procedures of lecturing teams at the University of Transport are largely affected by the sets of regulations and the common practices which govern the activity of the higher school. In this model of performance evaluation, *the systematicity and flexibility of team processes and procedures* are evaluated by the indicators:

- Availability and degree of structuring of team techniques and procedures;
- Efficiency and purposiveness of team processes and procedures; and
- Flexibility of team processes and procedures.

In this model, *the support within the lecturing team is evaluated differently* for team managers (habilitated lecturers) and for team members (assistant professors). In both types of evaluation, entities evaluate the support which they provide to one another (Woodcock & Francis, 2008, p. 31-32). Assistant professors also evaluate the responsiveness and support they are given by the team manager.

As for the other indicators for evaluating team performance, ***the specifics of the team model applied to the lecturing teams at the University of Transport*** relates to the evaluation (self-evaluation) of teams by the following indicators:

- *Decision-making in the lecturing team*:
  - The dominant approach to decision-making is that of the consensus or the decision made by the team manager
  - The promptness of solving problems within the lecturing team
  - The tolerance to the different points of view within the lecturing team
- *Cooperation within the lecturing team:*
  - Sharing ideas and knowledge within the lecturing team
  - The collaboration among the lecturers in the team
- *Atmosphere within the lecturing team:*
  - Positive atmosphere within the lecturing team
  - Approachability of the lecturing team members
- *Cohesiveness*:
  - Common objectives of the lecturing team members
  - The sense of belonging to the lecturing team
- *Confidence within the lecturing team*:
  - Confidence in the integrity and the good intentions of the lecturers in the team
  - Confidence in the trustworthiness of the other lecturers in the team

- *Leadership*:
  - Focus on the objectives of the lecturing team
  - Shared leadership in the lecturing team
  - Adaptable leadership
- *Common values*:
  - Values shared by all members of the lecturing team
  - The impact which the values of the lecturing team have upon the decisions/actions of team members
- *Commitment of lecturing team members:*
  - Priority of the interests of the lecturing team over the individual interests of the team members
  - The sense of team identity.

2.3. Indicators of the Results of Lecturing Teams at the University of Transport

The specific nature of the results from the lecturing teams at the University of Transport is mainly due to the scope of the activity of the researched teams and the manner in which they implement that activity at the higher school.

The scope of activity of the teams researched in our paper is the training of university students. The product of the controlled lecturing teams is the education service provided to the students at the university.

Within this context, the specifics of the performance model in terms of the results of lecturing teams is primarily related to the nature of the education services provided at universities; the independence of universities in the Republic of Bulgaria; the regulations of the National Evaluation and Accreditation Agency (NEAA) in the Republic of Bulgaria; the common academic practices at the university; the technology of creating the education service and the sets of regulations at the University of Transport; students as direct users of the education service and the indicators for evaluating the satisfaction of stakeholders.

The ***major determinants*** of the performance model in terms of ***the indicators for evaluating the results of lecturing teams at the University of Transport*** include:

- The specific features of the education service as a service;
- The specific features related to the education character of the service;
- The specific features of the type of education character, i.e. the one at the university; and
- The specific features of the education service provided at the University of Transport.

As ***a type of services***, the education services provided at universities have two major ***features***. In the first place, *services are intangible* (Desmet, van Looy, & van Dierdonck, 2003, p. 11). Their nature is intangible and they are defined as the beneficial effect of an activity (Gilmore, 2003, p. 9). Secondly, *the processes of providing and consuming these services are inseparable and coincide in time* (Desmet, van Looy, &

van Dierdonck, 2003, p. 11), (Gilmore, 2003, p. 11). These specific features generate the secondary specific features of the services.

One of these secondary features is '*perishability*' (Desmet, van Looy, & van Dierdonck, 2003, p. 11), (Gilmore, 2003, p. 11). Perishability refers to the impossibility to store services for further use (Gilmore, 2003, p. 11). In other words, *the organizations which provide services do not keep stocks* (Desmet, van Looy, & van Dierdonck, 2003, p. 11). Another secondary feature of services which arises from their perishability is '*the difficulty in quality control*' (Gilmore, 2003, p. 11). The combined effect of the major characteristics of services results in two more secondary features – 'heterogeneity' and '*difficulty in the standardization of services*' (Desmet, van Looy, & van Dierdonck, 2003, p. 11), (Gilmore, 2003, p. 11).

Within the context of the second group of determinants, the education service is broadly defined as a transfer of knowledge and skills from the provider to the user of the service (Kapoor, Paul, & Halder, 2011, p. 411). The provider of the service is the lecturer/lecturing team, while the user is the student (Kapoor, Paul, & Halder, 2011, p. 411).

This paper focuses on several ***characteristics of the education*** service. Firstly, the education service is *a universal service*. The EU concept of universal services prescribes a set of requirements of general interest to a group of services which should be of a certain quality and be accessible at an affordable price to all users on the territory of member states regardless of their geographical location (European Council, 2002, p. 51). Secondly, the education service is *subject to state regulation* (Nistor, 2011, p. 33). This feature results from the impossibility to ensure the market efficiency of the education service (Nistor, 2011, p. 33). Thirdly, *in addition to its economic characteristics, the education service also has some social characteristics* (COM, 2003). Education and training have been traditionally approached as an element of national social policies (Hervey, 1998, p. 109). Fourthly, there are some *specific requirements to the quality* of the education service. These requirements are due to the fact that the subject of labour in education is knowledge itself or its material bearers.

The specific characteristics of the education service at universities which relate to the third group of determinants in terms of result indicators arise from the classification of education services from the point of view of their users (Kapoor, Paul, & Halder, 2011, p. 412). In this sense, the education service provided at universities is defined as a transfer of specific knowledge and skills in each academic subject from the lecturing teams to university students. Hence, the conclusion that the specific features of education services provided at universities are primarily *due to their specific users*, i.e. the students. Other influencing factors include *the specific nature and the complexity of the academic disciplines which are taught; the manner of teaching; the characteristics of lecturers/lecturing teams* as providers of education services at the universities.

This paper focuses mainly on ***the indicators which are employed to evaluate the education services at universities***. *Related scientific literature* relates these indicators (Fry, Ketteridge, & Marshall, 2009, p. 220-222), (Hativa, 2000, p. 23, 44, 49), (Murray, Rushton, & Paunonen, 1990), (*Feldman*, *1986),* (Kuzmanova, 2015, p. 29) to:

- The accomplishment of the lecturing teams' objectives;

- The individual characteristics of lecturers which affect their teaching (suitability to teach; self-respect; energy; enthusiasm; positive attitude; social skills; friendliness to students; agreeability; responsiveness; patience; desire to learn, etc.)
- The knowledge base which underlies the teaching process (i.e. knowledge about the academic subject and the syllabus of the discipline which is taught; teaching knowledge and skills; knowledge and skills related to the process of learning; awareness of education objectives; awareness of one's own qualities);
- Lecturers' motivation and approaches to the teaching process (the structuring of the material to be taught; students' feedback; interaction with the audience; facilitating the process of knowledge acquisition; promoting students' intellectual development; compliance with the established rules and practices of the university and students' expectations).

We conducted a research of *Bulgarian academic teaching practice* in terms of evaluation models and systems which are applied to lecturing teams at Bulgarian universities. The findings of our research indicate that such models or systems are not employed and that some of the indicators mentioned earlier are used to evaluate and report on the performance of university lecturers (Kuzmanova, 2015, p. 31), yet their performance is not evaluated in terms of lecturing teams.

As for the fourth group of determinants of the result indicators, we should note that ***the specific nature of the education service at the University of Transport*** affects the regulations which govern the work of the university, the code of ethics, as well as the traditions and practices established at the university. They underlie the system of indicators for the results achieved by the lecturing teams.

In the performance model, ***the indicators for the results achieved by the lecturing teams at the University of Transport*** are classified into ***three groups*** (indicated as 3.1., 3.2. and 3.3., fig. 2):

3.1. Indicators of the accomplishment of the objectives of lecturing teams at the University of Transport (Fry, Ketteridge, & Marshall, 2009, p. 220), (Lambovska, 2014b, p. 42-43), (VTU, 2009):

3.1.1. Average academic score of the students for the discipline which is taught by the lecturing team (NEAA, 2011)

3.1.2. Volume of the material which is taught by the team

3.1.3. Attendance of the lecturers

3.1.4. Current control exercised by the lecturing teams (VTU, 2009).

3.1.5. Assignments undertaken by the students in the discipline which is taught by the lecturing team (VTU, 2009)

3.1.6. Publications by the team (teaching materials and scientific papers), which are used by the lecturing team

3.1.7. Updating the contents of the academic course which is taught by the team

3.2. Indicators of students' satisfaction and the satisfaction of the bodies exercising control on lecturing teams:

3.2.1. Indicators of students' satisfaction (Fry, Ketteridge, & Marshall, 2009, p. 220-222), (Hativa, 2000, p. 23, 44, 49, 52-55), (Lambovska, 2014b, p. 42-43), (University of Transport, 2009):

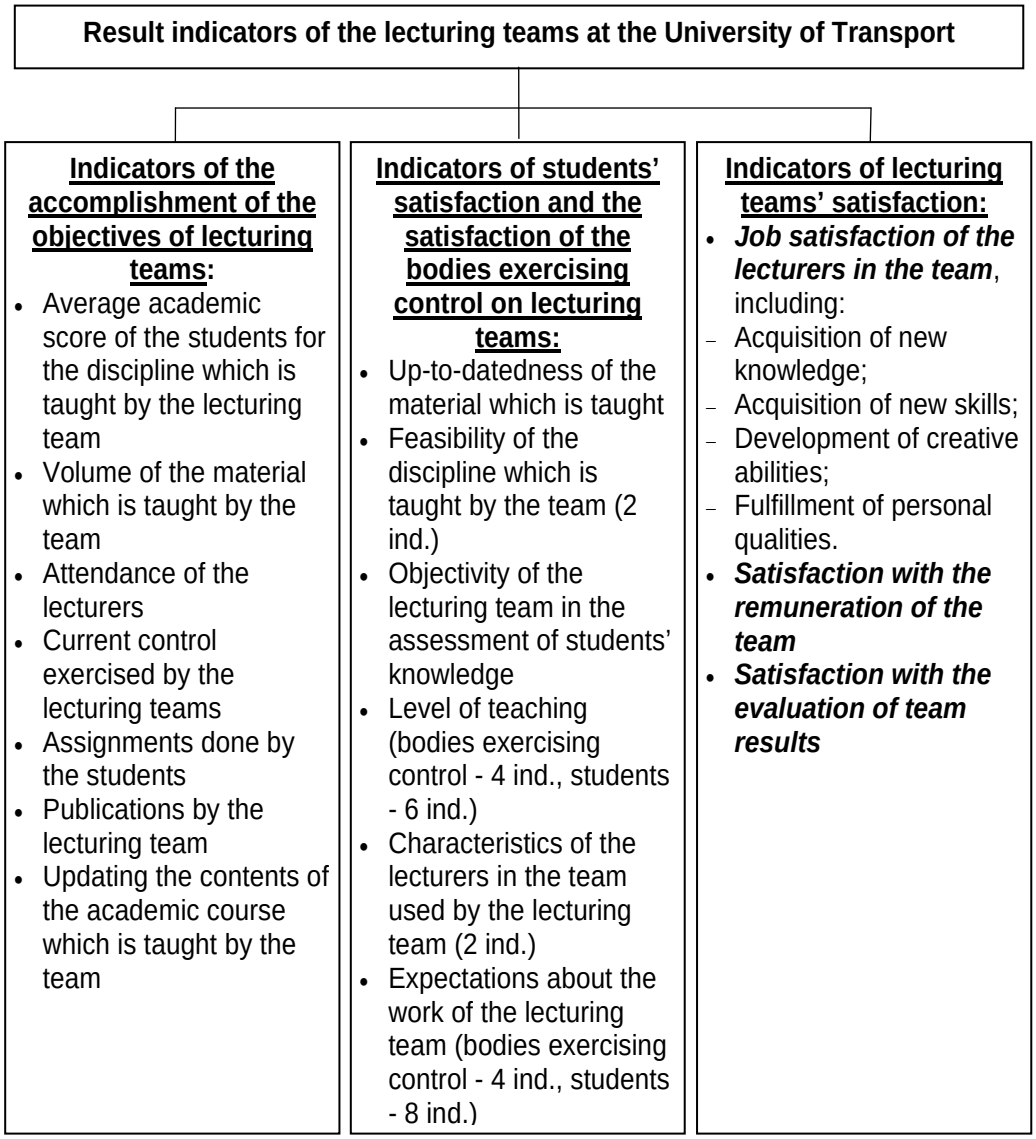

Figure 2. Indicators of the results achieved by the lecturing teams at the University of Transport[1]
Source: Data researched by the author.

3.2.1.1. Currency of the material which is taught (VTU, 2009)
3.2.1.2. Feasibility of the discipline which is taught by the team:
3.2.1.2.1. Usefulness to practice (VTU, 2009)
3.2.1.2.2. Relatedness to the other disciplines which are taught (VTU, 2009)

[1] ind. – indicator(s)

3.2.1.3. Objectivity of the lecturing team in the assessment of students' knowledge (VTU, 2009)

3.2.1.4. Level of teaching:

3.2.1.4.1. Utilisation of teaching time (VTU, 2009)

3.2.1.4.2. Structuring of the material which is taught

3.2.1.4.3. Difficulty of the material which is taught

3.2.1.4.4. Comprehensibility of the material which is taught (VTU, 2009)

3.2.1.4.5. Consistency of lectures with seminars (University of Transport, 2009)

3.2.1.4.6. Lecturers' interaction with the audience (VTU, 2009)

3.2.1.5. Characteristics of the lecturers in the team:

3.2.1.5.1. Preparation (VTU, 2009)

3.2.1.5.2. Competence (VTU, 2009)

3.2.1.5.3. Motivation

3.2.1.5.4. Politeness and academic ethics (VTU, 2009)

3.2.1.6. Resources used by the lecturing team:

3.2.1.6.1. Equipment used in lectures and seminars

3.2.1.6.2. Relevance of the learning materials which are recommended

3.2.1.7. Expectations about the work of the lecturing team:

3.2.1.7.1. Acquisition of new knowledge by students (VTU, 2009)

3.2.1.7.2. Acquisition of practical skills by students (VTU, 2009)

3.2.1.7.3. Encouraging students' creativity

3.2.1.7.4. Acquisition of teamwork skills by students (VTU, 2009)

3.2.1.7.5. Opportunities provided to students to work/learn independently (VTU, 2009)

3.2.1.7.6. Atmosphere in the lectures and seminars (VTU, 2009)

3.2.1.7.7. Overall level of the discipline taught by the team (VTU, 2009)

3.2.1.7.8. Relevance of the discipline taught by the team to students' professional fulfilment

3.2.2. Indicators of lecturing teams' satisfaction (Fry, Ketteridge, & Marshall, 2009, p. 220-222), (Hativa, 2000, p. 23, 44, 49, 52-55) (Lambovska, 2014b, p. 42-43), (VTU, 2009)*:*

3.2.2.1. Up-to-datedness of the material which is taught

3.2.2.2. Feasibility of the discipline which is taught by the team:

3.2.2.2.1. Usefulness to practice

3.2.2.2.2. Relatedness to the other disciplines which are taught

3.2.2.3. Objectivity of the lecturing team in the assessment of students' knowledge

3.2.2.4. Level of teaching in the team:

3.2.2.4.2. Structuring of the material which is taught

3.2.2.4.3. Difficulty of the material which is taught

3.2.2.4.4. Comprehensibility of the material which is taught

3.2.2.4.5. Consistency of lectures with seminars

3.2.2.5. Characteristics of the lecturers in the team:

3.2.2.5.1. Preparation

3.2.2.5.2. Competence
3.2.2.5.3. Motivation
3.2.2.5.4. Politeness and academic ethics
3.2.2.6. Resources used by the lecturing team:
3.2.2.6.1. Equipment used in lectures and seminars
3.2.2.6.2. Relevance of the learning materials which are recommended
3.2.2.7. Expectations about the work of the lecturing team:
3.2.2.7.1. Acquisition of new knowledge by students
3.2.2.7.2. Acquisition of practical skills by students
3.2.2.7.7. Overall level of the discipline taught by the team
3.2.2.7.8. Relevance of the discipline taught by the team to students' professional fulfilment

3.3. Indicators of lecturing teams' satisfaction

3.3.1. Job satisfaction of the lecturers in the team
3.3.1.1. Acquisition of new knowledge (Paunov, 2006, p. 116)
3.3.1.2. Acquisition of new skills (Paunov, 2006, p. 116)
3.3.1.3. The development of creative abilities (Paunov, 2006, p. 116), (Milkovich, & Boudreau, 1988, p. 173)
3.3.1.4. The fulfilment of personal qualities (Paunov, 2006, p. 116), (Milkovich, & Boudreau, 1988, p. 173)

3.3.2. Satisfaction with the remuneration of the team (Paunov, 2006, p. 116), (Milkovich, & Boudreau, 1988, p. 173), (Rashid, & Archer, 1983, p. 60)

3.3.3. Satisfaction with the evaluation of team results (Paunov, 2006, p. 116), (Rashid, & Archer, 1983, p. 61)

Within the context of the team model and in terms of the manner in which the performance indicators of lecturing teams are defined, these indicators are grouped as objective and subjective.

The objective result indicators (i.e. the seven indicators in group 3.1.) measure the accomplishment of team objectives. The score assigned to each indicator is in essence a self-appraisal. These scores are reported by the manager of the team. The results for all indicators in this group are reported as a percentage, except for indicator

3.1.1. Average academic score of the students for the discipline which is taught by the lecturing team'. The average academic score of students is reported in grades with a number from the interval [2, 6]. To apply the performance evaluation model to lecturing teams we need to convert the scores assigned to the objective indicators to numbers in the interval [0, 1]. This will ensure their comparability with the results achieved for subjective indicators.

In the lecturing team performance model all indicators for evaluating satisfaction are considered to be ***subjective result indicators***. These include the indicators employed to measure the satisfaction of lecturing teams, the body exercising control on lecturing teams, and students as stakeholders in the performance of lecturing teams.

The indicators employed to evaluate the satisfaction of the body exercising control on lecturing teams and the students (i.e. the indicators in group 3.2) measure the satisfaction of these two groups of stakeholders. They are an expression of the

satisfaction of direct and indirect users (the students and the body exercising control) with the education service provided by the University of Transport in terms of its contents, quality and impact. The indicators measuring the satisfaction of two groups of stakeholders overlap to a considerable degree.

Some of the indicators employed to measure students' satisfaction ***are not employed to measure the satisfaction of the body which exercises*** control on lecturing teams: 3.2.1.4.1. Utilisation of teaching time; 3.2.1.4.6. Lecturers' interaction with the audience; 3.2.1.7.3. Encouraging students' creativity; 3.2.1.7.4. Acquisition of teamwork skills by students; 3.2.1.7.5. Opportunities provided to students to work/learn independently; 3.2.1.7.6. Atmosphere in the lectures and seminars.

The indicators for measuring the satisfaction of controlled lecturing teams at the University of Transport (i.e. the indicators in group 3.3) share the characteristics of the team model presented in the first part of this paper.

Conclusion

In this paper we propose a performance model for the lecturing teams at Todor Kableshkov University of Transport. The model combines a wide range of behavioural, social and management theories related to human resource management; organizational behaviour; social psychology; applied psychology; performance management; management control and management with the practices and regulations established at the University of Transport. The feasibility of the model has been tested in the management practice of the university.

The specific features of the model relate primarily to the indicators for measuring the performance of the lecturing teams at the University of Transport due to the subject of activity of those teams, the specific nature of the service provided by them and rules and practices which govern the activity of the higher school.

The performance model we have applied to the lecturing teams at Todor Kableshkov University of Transport might be the basis for designing a general model for evaluating the performance of lecturing teams at universities.

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