

INSPIRING AND MOTIVATING STUDENTS

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Inspiring and motivating learners in Higher Education: The staff perspective

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Abstract

There is currently a lack of research exploring strategies to inspire and motivate students. As a result, the current study explored the perceptions of academic staff regarding what being inspirational meant, its sources, and the implications for the student. Eighteen academic staff were interviewed in this study (Age $M = 41.7$; years in HE $M = 9.2$) The data were thematically analysed using interpretative phenomenological analysis. Seven super-ordinate themes emerged: inspiration, influencing factors, outcomes, motivating students, staff development, reducing factors, and responsibility for learning. Results suggest that inspiration is multifaceted and not simply dependent on the charisma/personality of the presenter.

Keywords: Inspiration, motivation, student-centred, engaged learning, confidence

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Introduction

Increasingly in Higher Education (HE) there is a recognition that students can't effectively be 'taught' unless motivated to learn. Some students are naturally enthusiastic about learning, but many others need academic staff to stimulate them (Halawah, 2011). There is also an acknowledgement that the time when academic staff in HE could simply follow the teaching methods that they experienced as students has passed (Bourner & Flowers, 1999). But the challenge for academics is how best to go about inspiring and motivating students to learn? Part of the problem here is that there is very little research exploring these aspects of teaching. Indeed, there is little clarity regarding what inspirational practice in HE is and how it can be best used to inspire and motivate students. Also, to what extent is it the individual or the learning environment that inspires the students? Developing a greater understanding of these factors is important to underpin the development of student-focused pedagogies that inspire rather than dictate learning.

Excellence in teaching practice

It has been generally agreed in the pedagogic literature that a widely accepted definition of excellent teaching in higher education has yet to be developed (Mclean, 2001; Trigwell, 2001; Kane Sandretto & Heath, 2003). However, while this is the case there have been a number of research studies in the past 25 years that have sought to identify the characteristics that highly effective educators in HE possess. For example, Sherman, Armistead, Fowler, Barksdale, and Reif, (1987) suggested the following five core characteristics: enthusiasm, clarity, attention to preparation/organisation, ability to stimulate interest and thinking about the topic, and

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a love of knowledge. Building upon these suggestions Horan (1991) reported that excellent college teachers have a good subject knowledge, were interested in teaching, were organised, were respectful, monitored student learning and regularly provided feedback, were interested in their students, and encouraged students to participate.

Hativa, Barak and Simhi (2001) in a review of research on characteristics of excellent university educators reported that:

Exemplary University teachers are well prepared and organized, present the material clearly, stimulate students' interest, engagement, and motivation in studying the material through their enthusiasm/expressive, have positive rapport with students, show high expectations of them, encourage them, and generally maintain a positive classroom environment (p. 701-702).

More widely this highlighted research into teaching excellence has consistently reported five common characteristics found in good educators: enthusiasm, clarity, attention to preparation/organisation, ability to stimulate interest and thinking about the subject, and a love of knowledge (Hildebrand, 1973; Sherman, et al., 1987).

Feldman (1997) reported: knowledge of the subject, enthusiasm for the subject, clarity, stimulation of interest, organisation, and motivation of the students as defining factors. Interestingly, in this study the personality of the academic member of staff was seen as less important. Elton (1998) proposed a list of competencies for academic staff including: organisation, presentation, relationships, assessment and evaluation, reflective practice, innovation, curriculum design, and discipline-specific and pedagogical research. Finally, Kane et al. (2004) in their study of science lecturers developed five dimensions of tertiary teaching: subject knowledge, pedagogic skills, interpersonal relationships, personality, and research / teaching interaction. But while

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this research highlights key characteristics for educators it has not comprehensively articulated a difference between good teachers and good inspirers of learning.

Student motivation

Post 18 years of age it is both difficult and possibly unethical to force individuals to learn. Instead, for deep learning to take place the student has to be an active participant and driven instigator of their own learning. A number of factors have been highlighted as impacting upon student motivation to learn including interest in the subject, desire to achieve, self-confidence, self-esteem, persistence, and patience (Davis, 1999). Research has also highlighted that another crucial factor in motivating students are their academic instructors (Halawah, 2011). As a result, the approach adopted by the academic is seen as fundamentally important.

Students perceive conventional didactic models of teaching as being less motivating and less effective than more student-centred approaches. However, student groups have also expressed anxiety about approaches that lacked structure, guidance and support in the pursuit of being student-centred (Lea Stephenson & Troy, 2003). These views are in line with studies that have found that student-centred approaches may improve student motivation and academic success (e.g., Prendergast 1994; Lonka & Ahola 1995), as well as those which have documented resistance to such initiatives (e.g., Peeke, 1993; Geelan, 1999).

In an attempt to define 'Student Centred Learning' (SCL) Cannon and Newble (2000) suggested that:

It is ways of thinking and learning that emphasize student responsibility and activity in learning rather than what the teachers are doing. Essentially SCL has student responsibility and activity at its heart, in contrast to a strong

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emphasis on teacher control and coverage of academic content in much conventional, didactic teaching” (p.16).

This approach builds upon active rather than passive learning, emphasises deep learning and understanding, increases responsibility and accountability on the part of the student, increases the autonomy for the learner, advocates an interdependence between the teacher and learner, fosters mutual respect in the teacher-learner relationship, and develops a reflexive approach to learning by both parties (Lea et al., 2010). As a result, Lea et al. (2010) argue that SCL differs fundamentally from more conventional approaches to student learning.

But, while there is a growing literature on SCL and motivating students there is still very little clarity regarding the role of the academic to inspire and motivate the student to learn, and indeed determining what being inspirational actually means.

McGonigal (2004) conducted a survey of 30 PGCE English students, in which the authors identified inspirational teachers as being crucial to pupil learning.

Inspirational teachers in this study were described as having: empathy, enthusiasm, passion, encouragement, attentiveness, consistency, excited about learning, and enjoyment.

Kane, Sandretto and Heath (2004) in a study exploring excellent teaching in tertiary education highlighted the response from one participant who stated that:

“the word inspirational describes the characteristic that is needed in a university teacher. You need to be able to make bright students not only understand your area, but be enthused and want to work in your area. . . . unless the lecturer can inspire the students, they don’t have much of a role in the actual learning process” (p. 294).

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What is most interesting in Kane et al.'s study though is the conclusion that "Good teaching is not innate, it can be learned" (p. 306). If this is true there is an opportunity to better understand how to motivate and inspire students to learn. Indeed this offers a glimpse of inspiration that goes beyond the character or personality of the individual educator. However, while Kane et al. highlighted the importance of inspiration and that it can be learnt, the study did not explore what being inspirational actually is, or the different ways in which students can be inspired. These points are important if educators are going to develop their competence in this area. As a result, the aim of this study was to explore the perceptions of academic staff of what being inspirational was, and what approaches could best inspire and motivate students to learn in HE. Specifically, seeking to answer the question of 'What is inspiration, and what factors determine the degree to which students are inspired?'

Method

Participants

In accordance with interpretative phenomenological analysis (IPA) guidelines (Smith & Osborn, 2003) a homogenous sample was purposively selected. Academic staff were selected who were currently involved in teaching undergraduate students at a UK-based University. Volunteering participants were 18 University lecturers aged between 28 and 54 years (M age = 41.7 years, SD = 9.7 years) who were recruited through personal contact. Participants were recruited from a range of Academic departments within the University including: Social work (n=3), Sport (n=5), Psychology (n=3), Archaeology (n=2), Pedagogy (n=2), and Business (n=4). The number of years employed as educators in the HE sector ranged from 4 to 20 years (M years teaching = 9.22).

Procedure

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The academic staff were interviewed to gain an insight into the participants' views of what inspires and motivates the students that they currently/have previously been involved in educating. A semi-structured interview approach similar to the majority of IPA studies (Smith & Osborn, 2003) was adopted. The researcher had an interview schedule but the interview was guided, rather than dictated, by it. This approach is consistent with the phenomenological approach where the participants are considered the "experts" and it is the meanings that they associate with their experiences that is of interest to the researcher (Smith, 1996). The interview schedule was developed following Smith and Osborn's (2003) guidance for developing interview schedules. This process involved the researcher: (a) thinking about a broad range of issues, (b) putting these topics in the most appropriate sequence, (c) thinking of appropriate questions relating to these areas, and (d) thinking about possible probes and prompts. Examples of interview questions include 'What do you think being inspirational means?'; 'What are the outcomes from students experiencing inspirational educators?'; and 'What factors influence student motivation?'. All the interviews were recorded and transcribed verbatim to produce an accurate record of the discussions that took place. The interviews, conducted by the lead researcher, lasted between 30 and 75 minutes. The interview transcripts were then returned to the participants to check the accuracy of the transcription process. IPA was then used to describe the issues and meanings that were apparent from the participants' interviews.

Data Analysis

The data collected via the interview process were initially analysed by the researcher working alone using IPA (Smith, 1996). The aim of this approach is to "gain an understanding of the insider perspective of the phenomena under study" (Nicholls, Holt & Polman, 2005, p.114). Through this process the researcher engaged

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in an “interpretative relationship with the transcript” (Smith & Osborn, 2003, p. 64). All transcripts were read a number of times so the researcher could become familiar with each participant’s account. Initial notes were made in the left-hand margin annotating anything identified as interesting or significant. As this process continued the right-hand margin was used to document emerging theme titles. These initial notes were then transformed into concise phrases capturing the qualities of the points annotated. The next step involved the researcher making connections between the emergent themes and researcher interpretations (Smith & Osborn, 2003). As a clustering of themes emerged, checks were made with the original transcripts to make sure connections still worked with the primary source materials. This step led to the development of a coherent table of themes. Once the transcripts had been analysed by this interpretative process, a final table of super-ordinate themes was constructed. These super-ordinate themes were then translated into a narrative account where the analysis subsequently became more expansive.

A nonfoundational approach to validity was adopted (Sparkes, 1998). This approach enabled the enhancement of the study’s “trustworthiness” (Lincoln & Guba 1985). This study adopted a similar approach to Nicholls, Holt, and Polman (2005) who used bracketing and member checking to ensure trustworthiness. Bracketing involved the lead researcher keeping a reflective diary to help “bracket” his personal experiences and consider the influence of his personal values. Member checking involved verbatim transcriptions of the interviews being returned to the participants to check for authenticity and accuracy. Once the analysis process began, the participants were also contacted to clarify meaning where required.

Results and discussion

The IPA analysis of the data highlighted seven super-ordinate themes, which have

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been used to form the basis of the subsequent discussion. These super-ordinate themes are presented in Table 1. and include inspiration, influencing factors, outcomes, motivating students, staff development, reducing factors, and responsibility for learning.

Inspiration

A core aspect of the conversations that took place focused on the participant's views on what inspiration in a HE context actually is. All participants subscribed to a view that inspiration caused a fundamental change in the student, like the 'lighting of a fire'. Encapsulating this view participant three reflected that:

I think it can mean a lot of things to different people, but I would lean towards it being something that drives you either through curiosity, through passion, through enlightenment, through awareness, that drives you to find out more to be more engaging, to be more emerged in whatever you are learning or picking up or being within so I think being inspirational is really making a connection inside someone in a way that sees them not necessarily transform always but sometimes, but become more impassioned in what they are doing and becoming much more engaged.

This view that there is a noticeable change in the student and their behaviours was also highlighted by participant nine stating that:

It's about the ability in our case to empower and to just get them to think creatively and differently, and get them, I guess the two go hand in hand, So if I can get my students to act and think differently so hopefully that will motivate them to go out and make a difference in the world. So it's about the empowerment of students for me. If I can inspire them, to empower them to go out and make a difference for themselves then it has worked.

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Finally, participant two offered a slightly different perspective along a similar theme.

Building upon the previous ideas participant two also highlighted the firing of curiosity in the student:

I think inspiring somebody is to do with opening up their world slightly, so showing them something from a new point of view, that they might not have thought about, or showing them a new side of their discipline or jobs they could go into, and sort of intriguing them in a way they see how they can grow and develop in some kind of areas they haven't really thought about.

Influencing factors

Another significant aspect of the discussions in this study focused on the factors that participants felt were responsible for inspiring students to learn in HE. A number of key factors emerged within the study including: the demonstration of experience and telling stories; the physical environment used; how passionate the academic was; the presenters ability to offer an interesting and different perspective; the personality and charisma of the presenter; the content of the sessions; the quality of communication skills; the practical experience opportunities offered within sessions; the degree of innovation and creativity demonstrated by the presenter; the rapport that existed between the students and their educator(s); how memorable the session(s) were; and the degree to which the educator instilled confidence in the learner. Some of these factors are areas that you would expect such as passion, personality, and charisma (Hativa, 2001; Kane et al., 2004) but the diversity of factors was surprising. The general picture suggests that a combination of varied factors is required to be 'inspirational'. Some of these factors related to the 'type' of educator such as personality and charisma, but many did not. For example, the content of the sessions was seen as a potential inspirational factor, as was the physical space that the learning

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takes place in, the rapport that is built up between the educator and their students, the effectiveness of the educators communication skills, and the degree to which the educator 'gives confidence' to the students. This notion of 'giving confidence' was highlighted by a number of participants, including participant two who reflected that:

To inspire someone, you have to be passionate obviously about what you are doing, but also to show them that you have self belief in their ability so that they feel inspired because they see you believe they are capable of reaching these heights, or perhaps beyond what they thought they could achieve in life I suppose.

This view was also reinforced by participant four:

I would say, again drawing on my skills and experience in practice so I'd say that's the value for the students is that I'm able to create environments where they feel safe enough and confident enough, um to learn from each other as well, certainly is, so students inspiring themselves.

Also, this importance of the physical space for learning was highlighted by some of the participants as being very important.

I have been in some amazing teaching spaces which just purely by there set up were motivational, you know rooms where the whole wall space is white board and there's no chairs there's flexible furniture, there's a tablet PC and you know really flexible learning spaces and the colours and just the space puts you in a different mindset and are motivating in themselves so yes I think it has a massive impact. (P2)

This physical environment was also highlighted as being potentially inspirational by participant sixteen:

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I also don't think we take people outside enough, um I use to like to do that at XXXXXX because I was lucky enough to be right next to the park, and if it was a nice sunny day I would take my seminar outside and that straight away is you know the attention the alertness the motivation to engage with what we are doing increased so I think you know there is a lot to be said for getting out of that kind of this is a classroom there are the desks we sit like this we face the front and we listen, its um yes I think the motivation could be strongly influenced by space design those kind of things yes.

Finally, the connection between the academic staff and the students was also deemed to be of fundamental importance. The development of this 'rapport' was seen as a crucial factor inspiring students, specifically highlighted by participant two in stating that: "I think you could probably be inspirational and motivating, just with the way you talk to people, the way you engage with people". This view was also supported by participant three who reflected:

I don't know if that is something that is taught at all but kind of sport psychologists I guess are trained to learn how to build up rapport to gauge peoples moods communication styles in a way that allows them to react to them and have those interpersonal skill that allows them to connect more strongly with that person.

The importance of rapport was also highlighted by participant seven:

I think that the students have to think that you are interested in them, and that you want to get to know them and hear what they have to say. Um, I think getting to know peoples names is very important.

This recognition of the importance of rapport supports the findings of research exploring good teaching in HE such as Hativa et al. (2001) and Kane et al. (2004).

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These findings also further support the importance on staff training and development programmes focusing explicitly on the development of effective interpersonal skills in academic staff.

Outcomes

The third super-ordinate theme to emerge from the data focused on what the outcomes of inspiration were, exploring what changes took place in the students (from the perspective of the staff). The key changes highlighted included: increased attention levels; increased sharing of information by the student(s); changes in observable behaviours (looking more interested); greater effort and a drive for action; the ignition of a 'light behind the eyes'; enhanced attendance; increased perseverance; and a 'transmission' of inspiration to other students. This notion of 'transmitting' inspiration to fellow students is an interesting one, relating to the idea of contagion of emotions, feelings, and psychological states in psychology (Hatfield, Cacioppo & Rapson, 1994; O'Neil, 2008). This view of the transmission of inspiration was encapsulated by participant eleven who reflected that:

I think you have to be passionate even it is about something that other people perceive a dull like statistics, it maybe that you inspire or transform no one but three but those three being inspired may impact another 20 around them, you know its that way that inspiration breeds rather than necessarily having to have an impact on everyone.

This view was also supported by participant nine who recounted that:

I don't see it just as my responsibility to create that empowerment of our students. The students have the responsibility of wanting to be empowered in the first place, I guess, also to empower one another, to inspire one another to go on and do better things as well.

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Motivating students

A strong link emerged in the discussions that took place as part of this study between inspiration and motivation. However, while seen as linked and sometimes used interchangeably, it was recognised that inspiration and motivation were very different. Indeed, the drive to engage and learn (motivation) could be fostered through inspirational education, but participants also acknowledged a number of other key motivating factors impacting upon student behaviours in HE. These impacting 'motives' included a clear outcome drive (to get marks and accumulate credit); to achieve a specific career goal; motivated by a love for, or interest in, a specific subject; and a freedom to make their own decisions. For example participant three stated that:

I think stereotypically I would say that students are motivated in an instrumental way, so I think students are motivated in a way that will see them achieve their best potential against what they think are the activities that will be most affective in doing so, a lot of the first years I speak to and I actually did a small research study that looked at what classifications students wanted to achieve, 100% were over 2:1 and instrumentally they wanted over a 2:1 because me and everything else in this country state that a 2:1 is the first screening process.

This recognition also offers an insight into why students might lack motivation.

Reflecting this view participant two suggested that:

If they aren't motivated to learn its probably because they have got the wrong subject, they have done something they think they should be doing, or something their parents wanted them to do, or they have gone along with their friends.

So, this suggests that the greater the alignment between delivery and these

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underpinning motives, the greater the potential for student engagement.

Staff development

The fifth super-ordinate theme that emerged from the data related to the development of inspirational skills and abilities in academic staff. This theme built upon the notion that inspiration was about more than simply personality or charisma. One key aspect of this related to the academics delivering material and content that has inspired them. Indeed, it was suggested that if the focus shifts for the academic member of staff from simply 'teaching' to 'inspiring to learn' the core components of sessions might change. This point was highlighted by participant two who stated that:

I think people are inspiring when they are talking about something that has inspired them, so surely just getting them to realise what are those things that inspire them, and people loose track of that, I think you know it's there when we are younger, it's there in little kids but somebody who has been in the same job for 40 years might have lost sight.

There was also a consideration by the participants in the study whether Institutions when seeking to appoint new academic staff sufficiently prioritise the ability of the applicants as educators rather than experts in their specific academic discipline. For example, participant three argued that:

if you are just appointing against research terms there is not guarantee or very little guarantee the people who are appointed on those contracts will be good teachers, if however you are appointing and one of the responsibilities is teaching I wonder if that is actually that is acknowledged enough through the interview and the recruitment process, um in a way that I don't know if it is actually tested I think it is simply you will have some teaching.

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Also, the ability of academic staff to communicate with groups of students was seen as another key aspect of inspiration. However, the participants in the study questioned whether enough is done to ‘formally’ develop the communication skills of academics. There was a view that it is just assumed that academic staff already have the required communication skills. This point was highlighted by participant ten who argues that:

I think some staff would benefit hugely from that training it's, obviously some people have better communication skills than others but I think it's more about how you view the dynamic between yourself and the students whether you see it as you know I am here to impart knowledge, or whether you see it as more of a collaborative process you can guide and, but no I don't think that communication skills are focused on at all with training at this level, they probably are obviously if you go into school and things but no it's interesting that they are not.

This also supports the current criticism within the HE sector that there is still little formal training and qualification required outside of subject expertise and knowledge.

Reducing factors

As part of the discussions that took place with the participants in the study, there was dialogue about factors that can ultimately get in the way of student inspiration and motivation. One particular aspect of current practice that was highlighted as being potentially limiting was the use of power point-type presentations. In outlining this point, participant six reflected that:

You just put a power point slide up and a presentation for twelve weeks and they expect it and when they don't get it they, and when it's not up they are like why aren't the lecture notes up there? One of the best things I've done this year is a debate.

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This view was further supported by participant seven who stated that:

You are presenting a PowerPoint and you are telling them that you are going to put the slides up online, so what are they actually going to make notes on, whereas actually if either you weren't making the notes available or you weren't doing that then they would listen and make notes, so actually we are creating the environment that we are complaining about I think.

There was also a view that at times University structures, processes, and spaces can get in the way of inspirational activity. Or as participant three stated "the structure for learning is out dated and inappropriate for getting inspirational learning". The physical learning space aspect was highlighted by a number of participants including participant five who reflected that:

The reality here is logistically we are restrained in our ability to do that because of room sizes and everything else, um, but also there seems to be a massive, more in HE generally when your in the first year this is what you get , there are two hundred and fifty people in the lecture room that's how it is, and in the first year you just listen cause it's actually about acquiring knowledge so that's what teaching is about in year one you know, just taking it in.

Acknowledging the limitations of large class sizes participant seventeen suggested that:

Small class sizes are better for students, absolutely better for students. But we are not resourced well enough in terms of staffing to be able to afford us the luxury in delivering in that way, so there's always a tension between, as much as I've said on my second year module.

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This suggests that there needs to be increased dialogue between the ‘coal-face’ practitioner educators and the Institutional decision-makers regarding the development of the University estate and in particular the relevant learning spaces. This is increasingly true as technological advancement is further evolving the pedagogies of practice.

Responsibility for learning

The final significant area of discussion encapsulated by the seventh super-ordinate theme related to who is actually responsible for the student’s learning? The overarching view was that ultimately all the parties involved (students, staff, the Institution) were responsible for student learning. This view was encapsulated by participant four who reflected the responsibility was:

All of ours I mean, it’s something the individual lecturers, departments and ultimately the institution as a whole, so all of the systems, to facilitate the process and not to present obstacles which we don’t very often, you know it’s a collective responsibility. It’s also certainly the students responsibility, first and foremost I mean I suppose it’s our responsibility to create an environment in which, you know, many possibilities are made possible, and then ultimately it’s the students responsibility to make the most of that.

However, participant one also articulated an increased responsibility for academic staff in the process:

I think there is another level of responsibility for educators to make sure whatever it was that made that student choose that particular subject, whatever it is that flame or that kind of enthusiasm or love for it or an idea of something they have had since they were little, that it is nurtured and built on throughout the course, um, and just to feel that they are kind of being taken through and

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build up gradually, and to see that level of engagement from the staff because I don't think its fair to say students have to find their own motivations, they will, but there are a lot of things that can be done to increase that yes.

These views further support the extensive body of literature (Cotterill 2014; Cuthbert 2005; Gibbs, 2009; Kolb & Kolb, 2005; Lea et al., 2003) that advocates the importance of both the student and the academic in the learning environment.

Conclusion

The current study sought to shed further light on what it means to be inspirational as an educator in HE. Exploring these issues from the perspective of academic staff has offered a very specific view of what being inspirational looks like. This extends current understanding that had highlighted the importance of being inspirational without clarifying meaning or the different ways students can be inspired. These findings suggest that the ability to inspire students is more detailed and complex than simply personality or charisma with a wide range of contributory factors. Also, of critical importance is the recognition that many of these contributory factors can be enhanced and developed. This point, in turn, highlights a challenge for professional development and education programmes within HE for staff in the sector. Does the existing provision seek to develop these key attributes and skills, and if not are we selling both the students and the academic staff they interact with short? The participants in this study clearly suggest that staff development programmes focused on enhancing core communication and rapport-building skills should be embraced in HE. This would then bring HE educators in line with other similar professions that engage with the public such as social work, psychology, coaching, and teaching.

In developing future programmes of staff development and training, planners need to ensure that the design and delivery of student learning is built upon a clear

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understanding of the self, and the individual's strengths and preferences. These factors will form the basis of the inspirational approaches adopted, so greater time needs to be spent in understanding how the person you are impacts upon the educator you are.

Future research needs to build upon these initial findings to explore the views of academic staff across a wider range of Institutions and possibly within specific subjects/disciplines. Finally, it is crucial that similar research is undertaken with student groups to gain the student perspective and to evaluate the degree to which it validates or contradicts the views of academic staff.

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Table 1. Super and sub-ordinate themes emerging from the data.

Super-ordinate themes	Sub-ordinate themes
Inspiration	What it means Inspired by Role model Inspire for career Inspire to learn Inspirational moments
Influencing factors	Practical experience/stories Physical space Passionate Different perspective Personality & charisma Content Communication skills Practical opportunities Innovation & creativity Rapport Memorable Give confidence
Outcomes	Attention level Sharing

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Behaviour change

Greater effort & action

Light behind the eyes

Attendance

Perseverance

Motivating Students

Outcome orientated

Clear career focus

Motivation-inspiration link

Subject focus

Freedom

What learning looks like

Staff development

Staff inspiration training

Staff recruitment

Communication skills training

Learning agreements (staff & students)

Reducing factors

Powerpoint slides

Structural constraints

Physical constraints

Responsibility for learning

Staff responsibilities

Student responsibilities

Institutional responsibilities

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