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Slovenia-world champion in theory, and the loser in practice

Abstract

The purpose of this article is to show the problem of our Slovenian situation in relation to the lack of necessary interdisciplinary integration and coordination of educational institutions and commercial organizations. The samples were exposed separately, in order to show the general background which caused the aforementioned revision and missed opportunities. The intention of this article is to search for the answer to the question: How can educational creation of an individual impact the environment and the formation of today's values and ambitions and how it came to losing some of the key roles of the major connectors in the process - scientists and professors. Needed are actors capable of formulating ambitious key points for new, direct creation of mutual cooperation, focusing on productivity and convenience. The present results, by themselves, do not represent a specific solution for a simple reason- it is not yet identified the environment with its weaknesses and the need for change. However, not everything is negative. Those educational institutions, which are already striving in that direction, and which are described in the article, will continue with its vision and strategy, and only time will show their work and proper guidance of young people with a vision for a better understanding of our environment, which is not completely dormant, but it works ready for a change. However, in order to reach the desired changes, there are still some difficulties on that way in which we point out in this paper.

Keywords: *Educational processes, culture, ambition, knowledge, application, innovation*

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Introduction

In order to be able to see something new, one must show himself to change, especially when compared to its predecessors. And for man to start something new, he must be strongly distanced from his series of invisible and ambiguous positions, which are primarily of psychological origin, manifested only in verbal form.² As Benedict says, "In order to see something, even where others see nothing, we usually have to be in a position above the zero horizon."³

The famous anthropologist Ruth Benedict discovered radical breakthroughs in her research of traditional tribes which she had expressed with the view that personality traits influence the growth of all the elements of their culture. It later created a certain stereotype on the basis of which was formed the attitude that people are always and in all places the same, without the possibility of significant change, and that education plays a small role in the change of personality and culture.

Today we can see that there are more and more people who are in one way or another involved in the educational process, but we have to admit that it is still present one-sided and monotonous principle of the transfer of knowledge into practical application, and vice versa, a practice sometimes avoids seeking a foothold in knowledge. We believe that it is not reasonable to try to discover just some improvements within the one-way flow of the educational process. It is more ambitious to find and point out the causes which make it possible to change the current relationship between the theory and its application in the educational system.

Here we touch a few important interests. Since the process of socialization of individuals within the education system (where we can list quite a number of dependent factors) to the implementation of an educational process in the company. All these are some of the specific needs of local communities and the state. In the paper, we will emphasize key milestones where we see huge deficits in communication of scholars and practitioners.

² See more in: Alja Perger, *Inculturation - Socialization in anthropological perspective*, Maribor: Faculty of Pedagogy, 2000.

³ Ruth Benedict, *Patterns of Culture*, Belgrade, 1976. 8.

1. What is the goal of every educational process?

For professional staff focused on the formation of learning programs, it is important to have the ability to establish plans and programs that will enable the use of new knowledge. This key application and the link does not start and end with only assumptions. The goal of every educational process should be learning and using knowledge in practice. Many times we have read the discussions in many areas where it notes that there is a lack of practice in education and knowledge transfer. Many authors, often quoted, mention the same problem for many years: the problem of knowledge transfer from its origin to its use. This can be illustrated as the following chain of factors:

KNOWLEDGE - TRANSFER - APPLICATION - FUNCTIONALITY - BENEFIT – SUSTAINABLE USE

We will start with the idea that the proper channel of communication between researchers and practitioners can not be properly established without taking into account the combined role of each of the elements of communication. Also, if we look at the Slovenian environment, it is necessary to point out how the scientists and their role to transfer knowledge to the younger generation is not focused in the best possible way. At this point, we will not intentionally touch the essential fact, namely, the lack of accountability and understanding of all stakeholders, that knowledge is completely pointless and useless if the implementation of the group of factors does not fill the social gaps of certain time and space. Also, I do not want to emphasize some factors of the educational process, which certainly delay the process of transparency between the main actors of the theory and the practice of the major entrepreneurs. We are just going to run some important issues that should exist in both areas (scientific knowledge and economic effects acceptable in practice) and which should be as soon as possible implemented. In particular, it is necessary to know how things are getting out of control. We must prepare for a new way of evolution of association, with completely new approaches, strategies, verification, and especially is needed to be exposed to liability for providing their theoretical knowledge.

In the end, we can only provide the knowledge to understand it as consumers and to accept the values that have benefit, well-being and performance in a new light of our society, for what is certainly not too late. But first you need to accept the truth that any dialogue between scientists and

practitioners must be accountable to the few important factors in communication that we mentioned in the previous table. Also, the lack of dialogue and communication between scientists and practitioners should be understood as the reason of the collapse of the previous strategy and accept the possibility that in each case there is a (rare) attempt to rise crystal-effective solutions.

Unfortunately, we can only choose between two directions: one, that we stay on the same path with the conformist guidelines that are previously set and finally stop thinking about the progress of society and eventually assimilate into another social environment, and second, whether to formulate revolutionary factors that identify some of the current challenges and change the method of application of knowledge and theory in practice. Other choices we have unfortunately spent in the past.

2. Blockade in the strategies and visions

Probably there is no better expert on circumstances at this time that would not agree with the fact that Slovenia is now faced with the fact that it enters the tunnel with no exit. Of course, that situation did not happen overnight, but certainly in the past were shown some indications that certain groups, responsible for the application of theory in practice, were not able to identify. We also need to know how all of our development vision is affected by cultural strategy of our nation.

The concept of culture, in this article, refers not only to the arts, as a factor that affects our senses and emotions. On the contrary, it should be appreciated that there are small things in the behavior of the individual, inherent only to him as a user of cultural symbols. But anthropological differentiation is not the central theme of this paper. With this short note we only want to open the safety valve for the release of the energy, if, in the future, we move to the criticism of the current operational cultural strategies and their impact on the work process.

Here we share an idea that has completely past the time of an importance and academic importance, as well as its autonomy and influence. Here we are again focused on our social and cultural background, with all the influences of stakeholders. Of course, knowledge is not gained only by practice, against theory, but the meaning of the "academic" began to change rapidly. People have in many different ways created some effective results, reasonable and tangible goals. On the other hand, the operating system has in a way undercut its academic performance.

However, progress always leads to a process that is able to improve the old guidelines with new signposts for innovative development. Seen from a practical standpoint, innovative processes can not take the key place without the obstacles, if their operational strategy does not include participants on both sides, as a source of knowledge, and the holders of the process in which this knowledge is included. It is strictly intertwined and dependent on each other. Many times we have seen some innovative trends that are shown to improve the interaction between organizations and projects, but that were not so useful. It is often shown in overly idealistic way. "The companies and the economies of the countries that are now considered to be suitable for the transition (by many books, political and professional forecasts), socially and economically lag behind the societies and the countries that started the transition process (from pre-industrial to industrial societies) a few generations ago. This gave them a significant advantage, because now about 20% of their population have more advantages than the modern world of globalization and the free market."⁴

Perfectly logical are some innovative performances, productivity, and focus on creating products with profitability. In parallel, through the time has begun to identify and develop the educational process and research. The system was developed with the economic protection of the international competition. Because of this, many organizations have not developed a system of transmission and interaction with academic processes and vice versa, the universities did not have to think about the synergy of research and development. One might add: co-financing the companies by the government, without the measures of the quality and benefits of the product, it is not possible to create a constructive dialogue and the evolution of the relationship between theory, practice and organization.

Also, we can not think about the evolutionary paths of two areas of synergy when it happens unfortunately often that the key participants are never involved in any empirical work, checking the applicability of knowledge. Instead, many organizations, blind to the quality of the work, monitor the ongoing integration of the European (and other) organizations, opening up a number of connections without a specific strategy. Also, we firmly stand behind the fact that we are irreparably behind in comparison to the competition, due to the lack of cooperation between theory and practice.

⁴ Matjaž Mulej, *Innovation habits of the countries and small companies with inventions from research organizations*, Koper: Scientific monographs, Faculty of Management, 2007. 17.

"So, there are policy initiatives that Europe should be more involved as soon as possible, and knowledge should be guided by the economy (innovation-driven)."⁵ But here, the real problem begins. "The documents reasonably require that universities and institutes should be more open to the organization, but (wrongly) it does not require from the organizations and state authorities to demonstrate openness to radical and innovative changes."⁶

Educational institutions do not yet have the necessary resources to make the whole business of the organization, from the invention to innovation, change. It is the lack of the proper understanding of the significance and innovation-it is not enough to create and maintain for the money-it is necessary to determine the whole process of innovation by individual organizations, particularly educational.

3. The necessary encouragement

Transfer of inventions from universities and institutions, which because of their social divisions should also be directed towards the organizations (companies) that have the task of creating the process-from invention to innovation and competitiveness. What is now needed is an innovative leadership style for each innovative culture, and only on that basis, some opportunities were established for both organizations (as well as people employed in them) in order to meet the space and support to create the discovery-innovation process.

Table 1: Why and how to take a university co-operation with companies ⁷

SUBJECT	The contribution to local and national competitiveness.
VISION	Partnership with the update program and technology transfer
CENTRAL TASKS	Identify which of the academic units of the University acquires one or more of the following tasks: Curriculum development and mobility of teachers, students, and staff. Constant improvement, training, collaboration, and application of research and development.
STRATEGIC PLANS	Establishing procedures and structures, projects and programs, including the identification of resources needed.

⁵ Matjaž Mulej, *Ibid.* 17.

⁶ *Ibid.*, 18.

⁷ According to: Matjaž Mulej, *Ibid.*, 21.

Many times we have attended conferences, associations, and discussions thinking that the university and the business properly respond to global challenges, by refreshing their strategic plans, and including a number of ambitious policies (Table 1).

Unfortunately, we have to add that in the theory almost everything is written perfectly. But in everyday life, it is not even close to it. It is not necessary to be an expert in every field to determine the complete lack of connection between the business and academic institutions.

Perhaps the closest to achieving the objective are the following organizational forms that could accelerate the cooperation of universities with companies in the form of dialogue and access to services:

1. The connection services:

Physically are present research and business actors in universities and large companies, when the amount of extensive cooperation programs are raised. Their mission is to provide enough resources available to external and internal sources of innovation and good leadership.

2. The joint consortium of universities and industry:

Consortia are now placed in the box where it is impossible to formulate the importance of connectivity services, their role is to supplement and form a center for business.

3. Professional associations and the unions of the graduates:

Despite the tracking of individuals in the same profession, we do not have the appropriate and effective mechanisms in order to be able to use this knowledge even before it needs to appear. The need was critical alarm that showed how the thing got out of control. There is no structural or business process in the short term that could offer a solution that would enable the sustainable operation of the market. This happens due to the lack of monitoring the knowledge and quality of the tasks, in order to come to an understanding and integration with a goal of its usefulness.

4 Where is the problem and how to solve it?

Every day we witness the extraordinary ideas, discoveries and innovations in our Slovenian territory. With wonder every time we see that unfortunately everything is left at this level of presentation, a large "halo effect" if we can say. On the one hand, Slovenia is a country that is in the role of improving knowledge, skills and strategies extraordinary in the foreground. Sometimes, as a competitive, are emerging organizations with the best strategies, training and the like. However, we can not take advantage of this. The problem is not just that we do not recognize the right moment and the right time. The biggest problem is an individual who has a low level of ambition of individual managers, as well as the low level of knowledge and does not know which guidelines to use so that the innovation could become the main thread of their proceedings. Again we have the human factor - within the people we recognize the lack of interest in work, they do not use their knowledge (when they already have one), and there is also a lack of control and lack of modern business methods and as a consequence there is a low productivity.

Many leaders look only one way, very short, with no real vision. How employees can copy the spirit of innovators, innovation performance, if their leader (manager) only controls that work is routine, without radical changes and new directions? Of course, through this in time comes to creating a climate, creating informal groups and establishing a pattern of inactivity and complete suspension of creativity and innovation of individuals. Such an environment is dangerous for society as a whole, because it forms a completely wrong idea of how the business world works and how it connects with useful knowledge factors, which is the goal of all of this.

Slovenia is, of course, aware of the importance of innovation. Unfortunately, it is often trying to imitate the actions of other countries, which leads to the following errors. Following the actions of other countries, appropriating them in their environment, where the environment and the participants can not have the same understanding. It is making the wrong idea that any innovation is a good measure to solve the problems of each country. The lack of ambition shows the fact how some radical views should be designed to repair the damage that has already been made, and that should completely be changed strategies and processes of interaction with companies and universities. Their critical paths that lead to university - education curriculum and secondary education - and above all, a radical change in the role of the main participants, teachers and professors.

a) Interdisciplinary cooperation

This is not just a theoretical setting of the system, but building skills and willingness for interdisciplinary cooperation, which has not been found. Very few inter-professional teams, as well as pupils and students are not getting the methods or anything that interdisciplinary cooperation should mean and what the consequences it could have.

b) Theory of the system and relevant training

It is necessary to establish and set up the so-called technical service and equipment that would enable current empirical research at the time of the survey, including many graduates and staff who are able to work with research organizations.

c) Subjects of the universities and companies

Connection disappears. There is no model, ambition, strategy or vision. This is one of the key reasons for the lack of integration and the loss of the dialogue. Due to the imperfect system mentioned in the article, there is no material on which it could be built a healthy and beneficial relationship that could form company ideas and useful knowledge in several areas at the same time.

d) The values of individuals in Slovenia

Although most agree that the values are not the main reason for the failure of the integration of educational system and operations, we strongly advocate the fact that the values are a key moment. We are focused on results, probably less than most nations in the world, we have a huge lack of confidence and the vision for the future, at the same time we use the old-fashioned approaches, and we are closed for the exchange of international experience. Unfortunately, the time for innovation in our country is forever gone.

Conclusion

In Slovenia, there are several educational programs that try to focus students on innovative performance. Many of them are programs of a greater scientific names. But what do we see? The problem is two-fold . First, the number of students in these programs is low, to be able to use their knowledge and to change the content of the links between economic and social situation in Slovenia. Second, as a result of that study is the lack of distinctive competencies in our community. This means that the university can not "sell" their products? Accordingly, we wonder how young people just entering the university can recognize the importance of innovative programs if their previous institutions did not believe in the importance and benefits of innovation and continuous process of change? "The transfer of innovation from universities into the organization (company) is required for them to later became innovators in the market and make some achievements. For this they needed the actual working conditions, but they did not exist. It depends not only on the rational and material components. It also depends on the emotional components."⁸

In addition to the disapproval of many, even the holders of knowledge, which can be predicted, there are some tendencies to adopt another and different. "Given outlook on life must be destroyed in order to create a new space for a new world view."⁹ As before the above-mentioned fact happens, the faster will some changes allow new steps. This time, in the positive, practical and above all, useful way.

⁸ *Ibid*, 147.

⁹ Karl G. Jung, *Man and his symbols*, Ljubljana, 2003. 297.

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