

# THE HUMAN FACTOR AS ONE OF ELEMENTS OF MANAGING THE COLLEGE

<sup>a</sup> SEWERYN CICHON

*Czestochowa University of Technology, Dąbrowskiego 69,  
Częstochowa, Poland  
Email: "sew78@interia.pl"*

**Abstract:** They notice that the human factor is a store enabling to increase not only economic, financial capital (as regards private colleges) but it is also possible to consider him in the category of the value (private and state colleges). Moving closer the subject matter concerning the forming of the human factor at the college on such principles is a purpose of the article so that he is prepared for action on the strict and ruthless labor market. In the article a speech not only about students as stakeholders of education services but also employees of this peculiar organization is oriented on the education. And so managing the college in the context of the human factor as one from main elements are being given her to be very essential.

**Key words:** human factor elements of university management, human capital development, determinants of competitiveness, competitive labor market

## 1 Introduction

Educating the society should be a priority in action of the state, with vested interest of every country, rather than personal matter of the human individual. The costs of this training should be borne by the State and treat them as an investment in economic development.<sup>1</sup> Human capital is a resource that is the source of human capacity, and thus the earnings, as well as in the immediate satisfaction resulting from the expansion of horizons, greater ability to perceive and make choices. A person can't be separated from each capital, regardless of the type of activity that leads.<sup>2</sup> A state should incur costs of this education and to treat them as investments in the economic development. The human capital is a store which is the source of the ability of the man, but because of that and up to earnings, as well as also in the direct satisfaction of the possibility resulting from expanding the limits of its mental abilities, bigger of perceiving and making of choices. The person cannot separate capital from itself, irrespective of the kind of activity, is leading which. A major role in this respect plays a college. Determines the quality and quantity of opportunities and run the country. On the development of the country is also influenced by the efficiency and effectiveness of the various areas and sectors of the economy. Advantage in this respect is the private sector is not always willing to carry out functions of the state, because it is geared mainly to maximize their results. Therefore, most of the tasks that directly or indirectly affect the formation of human capital in the country, is done in the public sector or regulated by the state. It follows that the State by activities in various sectors of the economy has a decisive influence on the level and development of human capital in the country, the capital is also preparing for the private sector.<sup>3</sup> Thus, it is clear that it is the State (as the external environment) acts directly on higher education, on his system.

## 2 Elements of managing the college

The literature indicates that human capital has an impact on nearly all aspects of a country's social and economic life. Nothing happens without the involvement of humans, so the economy's capability of generating scientific and technical progress and effectively utilizing all resources is dependent on the human factor. Capital-generating elements are also used as measures of the level of the country's regional development. The most important areas of impact of this capital include: economic growth, (innovation in the economy and society, capability of assimilating and implementing global achievements in various fields, labor market), international division of labor, institutional transformations, modernization of state structures, as well as

propagation of modern models of consumption and citizens' quality of life, and creation of modern infrastructure.<sup>4</sup>

- In the management process, human capital can be approached from the individual and organizational dimensions. This distinction is purposeful because of the different structure and factors determining the value of human capital in these approaches. "The human capital of an individual is: knowledge, skills, attitudes, goals, motivations, and ethical norms, as well as the resource of health and vital energy".<sup>5</sup> Human capital in the individual dimension is made up of factors such as:<sup>6</sup>
  - knowledge and skills;
  - learning capabilities: talents, imagination, creativity;
  - attitudes and qualities brought to work, which comprise, among others: intelligence, entrepreneurship, involvement;
  - motivation to share knowledge, cooperation skills, and orientation towards goals;
  - health condition and psychophysical condition.

The model of the structure of human capital in the organizational dimension, called the "4K" model, contains the following components:<sup>7</sup>

- competencies, that is knowledge, skills, talents, physical condition, styles of action, personality, professed principles, interests, and other qualities that, when used and developed in the process of work, lead to the achievement of results that are compliant with an organization's strategic objectives;
- interpersonal contacts, including interpersonal relations and the system of communication and information in a company;
- organizational culture, or the informal system of thought patterns and procedure within an organization;
- organizational climate, that is the climate in an organization that is subjectively sensed by employees, dependent on the individual personal qualities of employees and conditions within the organization".

The components of an organization's human capital enter into interactions with one another in the value creation process. This is why this capital is formed as an effect of the mutual dependencies and relationships of the aforementioned components.<sup>8</sup>

A series of factors, conditions, as well as the actions and decisions of government institutions, employers, and society as a whole, have an impact on the quality of capital on the scale of the entire economy. Most of them have the nature of direct or indirect, immediate and long-term investments. The most important among them include:<sup>9</sup>

1. Quality of education within the framework of the existing system of public and private education. Higher education plays a particularly important role, because an increase of the resources of this capital is linked to the supply of specialists answering the needs of the economy (maladjustment to needs reduces the effectiveness of this capital, and in the case of the unemployment of certain graduates, it even causes waste of capital). There is a strong relationship between investments in capital and the socioeconomic transformations taking place in the country, and this fosters absorption by the economy of modern technologies and solutions, accelerating is growth. The

<sup>1</sup>G. Wronowska, *Koncepcja kapitału ludzkiego - ujęcie historyczne*, Wydawnictwo Katedry Mikroekonomii Uniwersytetu szczecińskiego, Szczecin 2005, s. 124

<sup>2</sup>K. Piotrowski (red. nauk.), *Zarządzanie potencjałem ludzkim w organizacji XXI wieku*, Wojskowa Akademia Techniczna, Warszawa 2006, s. 56

<sup>3</sup>Z. Czajka, *Gospodarowanie kapitałem ludzkim*, Wydawnictwo Uniwersytetu w Białymstoku, Białystok 2011, s. 30-35

<sup>4</sup>Z. Czajka, *Gospodarowanie kapitałem...*, op. cit., s. 49

<sup>5</sup>M. Juchnowicz (red. nauk), *Zarządzanie kapitałem ludzkim procesy, narzędzia, aplikacje*, Wydawnictwo PWE, Warszawa 2014, s. 34

<sup>6</sup>j. w., s. 35

<sup>7</sup>j. w., s. 36

<sup>8</sup>j. w., s. 37

<sup>9</sup>Czajka Z., *Gospodarowanie kapitałem...*, op. cit., s. 43-46

availability of education at the secondary and higher levels is also important.

2. Raising of professional qualifications, which includes further education at various levels in schools as well as in non-school forms, such as: post-graduate studies, courses and seminars, internships and professional training. An employee may take advantage of these forms under the employer's initiative or their own initiative. By means of legal regulations, the government may mobilize employers to provide employees with the means for professional improvement (labor code, ordinance of the minister of labor and education) and to guarantee facilities in education for employees (leave, vacations), and it may also support training financed by EU funds, e.g. PHARE, EFS. Improvement of workers figures among the basic obligations of an employer provided for in the labor code. The employer should direct employees to training, grant leave during training, and cover the costs of training if training is compliant with the company's needs. An employee may not refuse participation in such training.
3. Incentives to develop capital and its optimal utilization should be present at the level of the economy as a whole as well as in organizations. The government should outline incentivization concepts by managing salaries in the scope of the budget, determining compensation strategies linked to the growth strategy, and modernizing the economy.
4. Emigration of human capital. It is generally assumed that emigration reduces the level of capital in the native country and increases capital in the host country. Expenses from the national budget for educating these persons do not bring benefits, only losses, because educated employees, unable to find work in their profession, leave the country. This is why the government should undertake various measures limiting emigration, particularly long-term emigration. While the consequences of emigration are most often negative from the perspective of the government, they are positive from the perspective of workers, who have access to a wider range of job offers and the opportunity to gain higher income.
5. Family input in the development of the young generation. Supporting the family in its functions should be treated as an investment in human capital with an effect on its quality, particularly under conditions in Poland, where education is underfunded by the government. The creation and development of human capital is related to the realization of individual functions of the family - upbringing, procreative, emotional, and guardianship functions. The family provides resources for the achievement of objectives related to upbringing and satisfaction of educational and cultural needs related to child development. Even at a low income level, the needs of children, mainly educational, are satisfied first.  
Education that develops human capital is not only school education, but also extracurricular activities that develop interest, skills, and talents. Due to additional costs, not all children take advantage of them. Furthermore, the family shapes the personalities of children and their aspirations in life to a great extent, imprinting them with a specific value system, which has an effect on pro-effectiveness attitudes and on the attitude of future employees towards work and involvement in the country's development. The size of families may also have an impact on the quality of capital. In general, a smaller number of children translates to better education. The family also has an impact on the quality of capital in adults. Family strategies with the purpose of combining family roles with professional roles, are also decisive to the possibilities and forms of multiplying this capital. Thus, expenses for development of capital should be supplemented with time devoted by the family to various activities related to raising the quality of this capital.<sup>10</sup>
6. The value systems preferred by the state, family, and other institutions, such as school or church, as well as by the mass media, have a favorable effect on pro-social attitudes and

pro-effectiveness attitudes in society. The shaping of civic attitudes, respect for honest work, and responsibility for one's actions have a direct and indirect effect on the quality of human capital.<sup>11</sup>

7. Changes in the structure of human capital caused by aging of society and obsolescence of knowledge. For many years, due to low population growth, the slow process of aging of the population has been taking place in Europe. The human capital consumed biologically, by aging, is, in truth, generally renewed at a higher level, because successive generations are characterized by a greater percentage of persons with secondary and higher education, but unfavorable tendencies are exacerbated in the long term. The percentage of older employees grows, and, with the exception of certain professions, they are generally less creative than young employees. However, moral obsolescence caused by progress and changes in management methods is also unfavorable and accelerates the need to systematically supplement knowledge. Until recently, the knowledge gained over the course of higher education was sufficient, in many fields, for a long period of professional activity, but now, it must be supplemented in the form of self-education or post-graduate studies, often after several years.<sup>12</sup>

It is also important to predict economic trends and manage economic change. In relation to this, the development of the adaptive potential of enterprises, through support for small companies in the scope of their adaptivity, investments in professional improvement of human resources, improvement of the quality of employment, and support of knowledge transfer in companies, is very important. In the scope of education, it is planned to develop the educational system throughout the entire life of an individual and to ensure a high quality of education at all of its levels, adapted to the needs of the labor market. Modernization of the educational system, with the purpose of adapting the educational offer to the needs of the knowledge-based economy and the requirements of the labor market, assumes actions oriented towards equalizing educational opportunities and promoting lifelong education, including distance education, and supporting the educational system through research and analytical activities. Within the framework of this Operational Programme, it is planned to ensure the resources for creating conditions for the development of schools of higher learning and academic centers.<sup>13</sup> The objective of HCOP is also to strengthen the capacity of Polish administration to fulfill the public mission in a modern way, in partnership with society, and to create conditions for the development of the institution of a civic society actively involved in public affairs. Projects with the purpose of building an efficient and partnership-oriented government will be realized within the framework of the programme, including by raising the competencies of government employees and officials in the justice system, implementing modern management, and developing the cooperation of public administration with socioeconomic partners.<sup>14</sup> The priorities of the Human Capital Operational Programme include, among others:<sup>15</sup>

1. Employment and social integration.
2. Development of human resources and adaptive potential of enterprises, as well as improvement of the health condition of the working population.
3. High quality of the educational system.
4. Higher education and science.
5. Good management.
6. A labor market open to all.
7. Promotion of social integration.
8. Regional human resources for the economy.
9. Development of education and competencies in regions.
10. Technical support.

<sup>11</sup> Z. Czajka, *Gospodarowanie kapitałem...*, op. cit., s. 47

<sup>12</sup> j. w., s. 48

<sup>13</sup> j. w., s. 32

<sup>14</sup> j. w., s. 33

<sup>15</sup> K. Michalek, B. Master, *Jak Fundusze Europejskie zmieniają Polskę. Scenariusze zajęć*, Katowice 2009, s. 32

<sup>10</sup> K. Piotrkowski (red. nauk.) *Zarządzanie potencjałem ludzkim w organizacji XXI wieku*, Wojskowa Akademia Techniczna, Warszawa 2006, s. 19

The primary objective of the programme is to increase employment and social cohesion, and the realization of six strategic objectives will contribute to its achievement, including:<sup>16</sup>

1. Increasing the level of professional activity and the capacity to employ the unemployed and professionally passive.
2. Improvement of the adaptive capabilities of employees and changes in the face of the changes occurring in the economy.
3. Reduction of areas of social exclusion.
4. Propagation of learning in society at every level of education, with simultaneous improvement of the quality of educational services and creating stronger ties between education and the needs of the knowledge-based economy.
5. Increasing the potential of the public administration to develop policies and render high quality services as well as reinforcing partnership mechanisms.
6. Growth of territorial cohesion.

- HCOP provides for the realization of projects in two modes - systemic and competition. In the systemic mode, projects will be realized by beneficiaries indicated by name in the programme or in additional documents providing specifications for the programme. In competition mode, projects can be realized by all entities, including:<sup>17</sup>
  - labor market institutions;
  - units of government administration and local government;
  - training institutions;
  - institutions in the business environment;
  - enterprises;
  - non-governmental organizations;
  - institutions of the school system and higher education system;
  - other entities.

### Summary

In summary recognize the fact that the education of students in universities in Poland should include in their curricula such training to meet the needs, demands and needs of employers in the labor market. According to the Law on Higher Education Council of Higher Education defines the list of official names of fields of study available in Polish universities. Council of Higher Education also sets the minimum software requirements for each field of study called "minima programming." Determine the minimum curriculum required for the direction of objects, their duration (in hours, weeks) and overall program graduate competence profile and possible competition, in the direction which it is educated. It is hoped that the cooperation of the state with universities in Poland, a well - educated workforce results in graduates of many companies, indicating the labor market their skills and knowledge.

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<sup>16</sup> A. Szymańska, *Fundusze unijne i europejskie 2007-2013 dla samorządu terytorialnego*, Wydawnictwo PLACET, Warszawa 2008, s. 30

<sup>17</sup> j. w., s. 30-31

**Primary Paper Section: A**

**Secondary Paper Section: AE**