

Barriers to Human Capital Development in Poland

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The aim of the article is to present barriers to human capital development in Poland. The research was carried out on 941 respondents, from medium and large companies categorized as knowledge-intensive service (KIS), less-knowledge intensive service (LKIS) and production. The research indicates the following barriers: lack of financial resources, higher priority of other issues/projects/investments, lack of time for developmental actions, lack of consciousness of Board members and managers concerning the importance of development, lack of employees' eagerness to learn, organizational culture resistant to change.

Keywords: education, human capital, barriers, development.

1. Introduction

As explicitly stated by J. Hartog and H.M. Van den Brink¹ *“Human capital is now a familiar concept, used daily in public debates, and a favourite phrase of many politicians who want to stress the relevance of developing and disseminating new knowledge for maintaining high levels of welfare”*. The theory of human

¹ J. Hartog, H.M. Van den Brink, *Human Capital. Advances in Theory and Evidence*, Cambridge University Press, 2007.

capital (formulated in the ground-breaking works of T. Schultz, J. Mincer and G. Becker) is based on some key assumptions²:

- education being an investment producing income in the future,
- wage differentials are influenced by differences in individual productivity, which is influenced by investments in education and training made by individuals throughout their lives,
- thus – acquisition of competencies that the labor market will reward, brings “training costs” comparable to investments that will be sources of future income.

In the theory of human capital these “investments” are to a large extent undertaken by individuals (‘private’ investments in HC) and – in terms of public education – by the state (‘public’ investments in HC). From this dual perspective, the education boom after 1989 in Poland seems to corroborate HC theory in practice. All available statistical data (e.g. early leavers from education³, gross and net enrolment rates, educational attainment rate, etc.), at all education levels paint a highly positive picture of education in Poland. Especially outstanding is the drive towards higher education. Dynamics of the number of students in Poland (both in private and public) higher education institutions is impressive, with 1 092 thousand (227 thousand in private and 865 thousand in public HE institutions) students enrolled in the academic year 1997/1998 to 1 927 thousands (659 and 1 268 thousand respectively) in the academic year 2008/2009⁴. However at the same time employers’ competence and qualification needs seem to be unfulfilled to a large extent. This problem may not only stem from the often analysed problem of a mismatch between educational sector and the labour market needs, but also – what is rarely discussed – by a limited role of private company’s investment in human capital – especially in so-called “company-specific human capital” in Poland.

The role of the enterprises in these investments seems to be inadequate, but it is often advocated by economic arguments. It is often believed to be highly economically rational that the costs of human capital development are most likely to be externalised and returns – internalised by companies. However such approach is only seemingly rational – as it assumes stable possibilities of acquisition of HC of adequate/high quality, whose costs of development

² P. Cahuc, A. Zylberberg, *Labor economics*, MIT, 2004, p. 69.

³ According to Eurostat (data for 2012), the percentage of the population aged 18-24 with at most lower secondary education and not in further education amounts to 4.5% in Poland, and is one of the lowest in all EU Member States.

⁴ *Spółeczeństwo w drodze do wiedzy. Raport o stanie edukacji 2010*, Instytut Badań Edukacyjnych, Warszawa 2011.

have been covered by some undefined 'third party' (public/private-individual/competition investment) and will not burden the company itself, which may result in increase in the labour costs, and thus threatening its competitiveness on the market.

As the findings of a large scale, representative panel survey of economically active population and employers – Human Capital Balance (Bilans Kapitału Ludzkiego) undertaken in 2011 show⁵ the popularity of continuous learning is rather low in Poland. 20% of Poles in productive age participated in any form of continuous learning (around 5 mn people), 14% of Poles participated in courses and training (3.4 mn people, including 2.65 mn employed and 290 thousand unemployed) and 4.9% of Poles (1 mn) aged 25–64 participated in formal and non-formal learning (courses, trainings) during last 4 weeks before the study. In relation to employees perspective in HC investments, the highest level of participation in continuous learning was visible in a group of people with higher education level (35%) and drops sharply with lower educational attainment. 22% of employees finance their training on their own in full, with 52% of trainings fully financed by the employer. From the company's perspective, in total 54% of all surveyed enterprises (n=16159) invested in any form of employees development. The HC investments were the least common in microenterprises, employing between 1 and 9 employees (52% of such companies invested in employees development) and most common in large firms, employing over 250 workers (86% of such companies invested in HC). In 2010 enterprises invested on average 691 PLN (with a mean of 333 PLN) per employee in development. As indicated in the research, the main reasons for no investments being: (1) belief that employees possess adequate skills – 67%, (2) high cost of training – 63%, (3) no need due to trainings recently undertaken – 60%.

From this perspective, the key challenge of human capital development in Poland seems to be the *strengthening of the role of enterprises in creation/investment in human capital through non-formal and informal learning.*

⁵ A. Szczucka, K. Turek, B. Worek, *Kształcenie po szkole. Uczucie się dorosłych, inwestycje w kadry w przedsiębiorstwach, instytucje szkoleniowe*, Bilans Kapitału Ludzkiego, Uniwersytet Jagielloński, PARP, Warszawa 2012, http://bkl.parp.gov.pl/system/files/Downloads/20120425224717/Kszta_cenie_po_szkole.pdf?1335387612.

2. Barriers to human capital development at company level – empirical research findings

The strategic value of human capital management is expressed primarily in the ability to build an organization capable of delivering value to the customer. It is even more evident in knowledge-intensive services (KIS), where the intellectual capital, and especially human capital constitute the key value transfer channels. However, the empirical evidence of the role of human capital development processes in enterprises in Poland is scarce. Thus, the large-scale representative survey of medium and large companies has been conducted by the team of Educational Research Institute in Warsaw, led by Ł. Sienkiewicz⁶.

A representative sample of medium and large enterprises, layered by selected sectors of economic activity, categorized as knowledge-intensive service (KIS), less-knowledge intensive service (LKIS), and production companies has been covered. The survey was conducted using a CAPI (Computer Aided Personal Interview) method, with a structured questionnaire containing open and closed questions. A total of n=941 responses have been received, including 811 medium-sized and 130 large enterprises, within 282 KIS, 270 LKIS, and 389 production companies. In majority of companies the respondents to the survey were managers/directors of HR departments.

Respondents asked to rate the most important sources of value to the company indicated that human capital (operationalized as “employees: their knowledge, competences and experience”) was the most important factor (Table 1). Definitely it was ahead of factors such as relationship capital (a network of external relations: a network of customers, suppliers, co-workers, etc.), financial capital (resource and the availability of capital), intellectual property (patents, copyrights, trademarks, etc.), or unique processes / products offered by the organization.

Due to the characteristics of the respondents (mainly the management of the HR departments) it is more useful to analyse the differences between the categories of companies. Knowledge-intensive service companies more often than the others recognize the human capital (employees and their knowledge, skills and experience) as the most important source of value for the organization (Table 1.). It is also clear that both LKIS and production companies rely relatively to a greater extent on the network of external contacts with customers,

⁶ Research undertaken in the Educational Research Institute in Warsaw under the projects of “National Qualifications Framework” and “Passionate about Education”, entitled: *Assessment of the Competence-based Human Resources Management in the context of Lifelong Learning*.

suppliers, co-workers, etc. Relationship capital is also more important in medium-sized firms than in large enterprises.

Table 1. Main source of value to the company (in %)

Source of value:	TOTAL	Size of company		Type of company		
		Medium n=811	Large n=130	KIS n=282	LKIS n=270	Production n=389
Human capital (employees: their knowledge, competences and experience)	47.0%	45.6%	55.4%	58.2%	41.1%	42.9%
Relationship capital (a network of external relations: a network of customers, suppliers, co-workers, etc.)	27.3%	28.6%	19.2%	14.5%	37.0%	29.8%
Financial capital (resource and the availability of capital)	11.7%	11.6%	12.3%	11.7%	12.6%	11.1%
Intellectual property (patents, copyrights, trademarks, etc.)	8.8%	9.0%	7.7%	11.7%	5.2%	9.3%
Unique processes / products offered by the organization	4.1%	4.2%	3.8%	2.5%	3.3%	5.9%

The most important source of value for the organization is: ... (Please select one answer)? (n = 941).

Source: own study.

The surveyed companies definitely see the importance of competences of employees as an important organizational asset. As many as 72.2% of the surveyed companies said that the competences of employees (operationalized in the study as: knowledge, skills and attitudes) are the most important characteristics of human capital. It is more important than formal qualifications (diplomas, certificates, permits, etc.), commitment and high work efficiency, situational factors (e.g.: availability of staff and time spent on the job), or other characteristics of human capital (e.g.: health, personal culture, etc.).

The research indicated a clear differentiation between production, KIS and LKIS companies in their approach to human capital. Knowledge-intensive service companies are characterized by relatively higher common understanding of the value of human capital (skills and competences of employees) and the impact of employee competence (or lack thereof) on the competitive position and performance of the company. However, this awareness is often not supported by coordinated efforts in the acquisition and development of a firm-specific human capital. Insufficient levels or the lack of human capital investments have a negative impact on the possibility of leveraging of intellectual capital in gaining competitive advantage.

As part of the survey the respondents were asked how many resources are dedicated to the development of employees competences (Table 2.). The share of expenses has been analysed in relation to total remuneration budget. Three out of ten surveyed companies do not spend any means for the development. Every fourth organization devoted to the development of competences spends less than 2% of the payroll. None of the surveyed companies (!) spent more than 10% of the wage bill.

Table 2. Share of expenses on employees' competences development in relation to total remuneration budget

Share of expenses:	TOTAL	Size of company		Type of company		
		Medium n=811	Large n=130	KIS n=282	LKIS n=270	Production n=389
No answer	32.4%	35.0%	16.2%	26.2%	35.9%	34.4%
No expenses	29.3%	29.2%	30.0%	25.9%	31.5%	30.3%
Below 2%	25.5%	25.6%	24.6%	30.1%	22.6%	24.2%
Between 2–5%	10.8%	8.9%	23.1%	16.0%	7.4%	9.5%
Between 5–10%	1.9%	1.2%	6.2%	1.8%	2.6%	1.5%
Over 10%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

How much money is spent by the organization on the development of employees' competences (as a share of total remuneration budget)? (n=941)

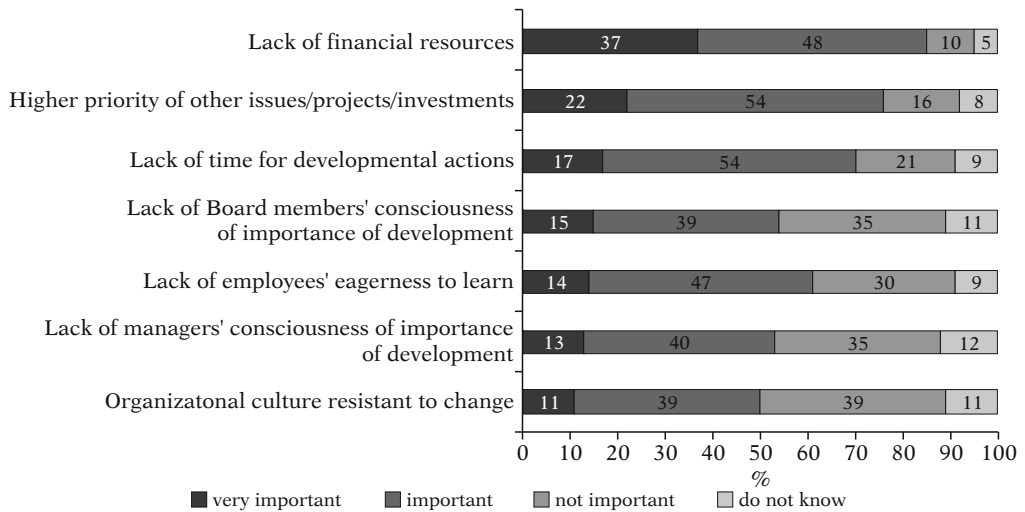
Source: own study.

Definitely the level of financing the development of competence in the surveyed organizations should be considered low, especially considering the fact that the surveyed companies belong to the group of medium and large (rather than micro and small enterprises), which are characterized by a potentially greater financial capacity. Nevertheless large firms more often than the medium-sized as well as KIS allocated larger shares of funds for the development of employees.

Lack of financial resources is indicated as a key reason for not taking actions in the area of human capital development at company level (Graph 1.). Other reasons such as the higher priority of other issues/projects/investments, lack of time for development activities, the lack of readiness of employees to learn have been found less important, but still significant in analysed companies.

With regard to the sub-samples highlighted in the study, it is clear that the problem of lack of funds refers to both large companies and medium-sized, as well as in LKIS, KIS and production companies.

Graph 1. Main determinants of lack of human capital development at company level



Source: own study.

Increasing awareness of the importance of competence of employees for competitive position and market success of companies is clear in the analysed sample. Often, however, such statements are not translated into strategic and systemic solutions, consistently implemented in the long term. At the same time the effects of investment in company-specific human capital for the company are extended over time and cannot be capitalised in the short-term. The employees' development in the surveyed companies is dominated by the perspective of improving the performance of employees, which is the main reason for taking action related to the development of human capital in an organization.

However the current level of investment in company-specific human capital of the surveyed companies is clearly insufficient. The barrier is the sum of the costs associated with the development (costs of the training itself, time spent on training by the employee, the costs of involved HR professionals, lost opportunities costs, etc.). What is also visible is the inefficient ability to indicate the clear relationship between investment in company-specific human capital and the economic return that limits the top management eagerness to invest in this area.

In relation to the above the analysis of possible ways to minimize barriers to the development of employees' competences is very interesting (Table 3.). While the barriers are mainly of financial character (lack of resources, higher priority of other issues, lack of time, etc.), the critical ways in their combating are of communication character.

Table 3. Ways of minimising barriers to employees' competences development

Way of minimising barriers:	TOTAL	Size of company		Type of company		
		Medium n=794	Large n=126	KIS n=281	LKIS n=261	Production n=378
By increasing managers' knowledge on profits of competence development	42.8%	41.4%	51.6%	37.4%	42.5%	47.1%
By increasing employees' knowledge on profits of competence development	54.6%	54.0%	57.9%	56.9%	52.9%	54.0%
By supporting open communication policy with employees	45.7%	45.0%	50.0%	54.1%	44.1%	40.5%
By implementing financial incentives of competence development	35.1%	32.9%	49.2%	33.1%	35.6%	36.2%
By implementing non-financial incentives of competence development	11.6%	11.2%	14.3%	10.3%	14.6%	10.6%

How can in your opinion the barriers to the development of competencies of employees in an organization be minimised? (n = 920, all companies, 21 no response).

Source: own study.

According to more than half of the respondents, the best way to minimize the barriers to the development of competence of the employees is to raise awareness of the benefits of the development of competence, and immediately afterwards – keeping open communication policy with employees. It seems, therefore, that although the lack of financial resources is a key “entry barrier” in the area of competence development, the access to finance itself does not solve the problems associated with the development of human capital. The more acute problem may be connected with psychosocial barriers to the development of human capital in the organization.

3. Psychosocial barriers to the development of human capital in the organization

Practical solutions concerning the development of human capital in the organization should take into account the specificity of a set of certain attributes, among which the most important are: uniqueness, individuality, variability over time (positive or negative changes), high susceptibility to external influence, qualitative nature, the ability to simultaneous use of some of its components

and their inexhaustibility and generativeness. These features, which allow to distinguish human capital from other types of capital, imply the need for an interactive approach to designing development activities, the need which takes into account both subjective and organizational factors. When it comes to organizational determinants, practices within human capital management play the most important role.

3.1. Psychosocial barriers of “organizational” nature

Looking at the structure of the human capital, the most common areas of improvement in terms of the organization are: knowledge, skills, abilities and aptitudes, attitudes, motivation to work, which derive from subjective factors (e.g. personality traits), as well as from education and work experience. In broad terms, they can be considered as components of employee’s competence potential.

In the case of organizational barriers to the development of human capital, the following should be indicated:

- lack of an organizational culture which supports and promotes organizational learning processes, as well as lack of openness to change and respect for the values relating to innovation,
- creating HR policy, which does not consider the role of the organization in supporting the development of competence,
- low awareness of the importance of development activities at management level,
- lack of transformational leadership, particularly in its dimension of “intellectual stimulation and improvement of competence”,
- lack of a motivation system that would include rewards for improving competence (also by those whose competences permit to create value for the organization, i.e. talents).

In the case of an **organizational culture** that reflects a way of thinking and reacting, shared by the members of this organization, as well as organizational behaviour resulting from the commonly accepted set of values and attitudes, a big barrier may be created by substantially increased control, hierarchy, and low level of tolerance of uncertainty⁷. Other traits of culture that are

⁷ Assuming various typologies of cultures the following dimensions are observed: inner locus of control – outer locus of control; flexibility – control and orientation on the task – orientation on the person, egalitarianism – hierarchy, individualism – community, high tolerance of uncertainty – low tolerance of uncertainty. See: K.S. Cameron, R.E. Quinn, *Kultura organizacyjna – diagnoza i zmiana*, Oficyna Ekonomiczna, Kraków 2003; F. Trompenaars, *Kultura innowacji. Kreatywność pracowników a sukces firmy*, Oficyna a Wolters Kluwer business, Warszawa 2010.

not conducive to supporting the development of human capital are: lack of autonomy in operation, strong orientation on the task, high degree of formalism, individualism limiting the process of knowledge sharing and organizational learning, centralization of power, low level of flexibility and openness to change, lack of values relating to improvement – creativity, innovation. These features limit the processes of obtaining, use and creation of knowledge, which is crucial not only for the development of competence of employees, but, most of all, is the basis of company's innovation. Innovation is built on the basis of knowledge of employees, and the condition for growth of its resources includes wide access to various forms of development, such as training and mentoring. An example of companies that rely on intellectual abilities of employees, while strongly supporting organizational learning processes, are Knowledge Intensive Firms (KIFs)⁸, which have to demonstrate large capacities to absorb knowledge and continuous learning.

Human Resources, which is a derivative of the mission, vision and overall business strategy of a company, may also support processes of human capital improvement or inhibit them. The latter situation occurs when creating HR policy does not include the role of the organization in driving the development of employee competence, and only comes down to administration activities. And although in the new visions of the HR Manager role it is postulated to abandon the bureaucratic method of holding the office for the creation of strategic human resources policy, in which each member of staff will be co-responsible for their own development and actively participate in this process⁹, it is the participation of the HR department in their supporting seems to be unquestionable. The belief that improvement of employee competence should only be done by oneself can be regarded as a sign of ignorance or neglecting a very important tool to build employee commitment and to strengthen their motivation to work – based on professional training processes. This approach, according to which competences are obtained directly from the labour market and their development is not assumed, makes the company's adaptive capabilities to change naturally limited because the knowledge of employees becomes outdated. In this context, acquisition, use, and implementation of new knowledge (e.g. in the form of innovation) is necessary to maintain competitiveness.

⁸ F. Jorgensen, K. Becker, J. Matthews, *The HRM Practices of Innovative Knowledge-Intensive Firms*, "International Journal of Technology Management" 2011, Vol. 56, Issue 2, pp. 123–137.

⁹ T.V. Rao, *Be your own HR manager*, presentation at the conference "International HRM Conference *Dream, Discover, Dare, Innovations in the Global Village: Role of International HRM*", India 2012.

The expression of HR policy is performance of specific tasks resulting from HRM functions, which can support the development of human capital: creating an intellectually stimulating work environment that gives an opportunity to acquire knowledge and solve problems, organizing employee team work that gives an opportunity to share employee knowledge, trainings that would enable employees to obtain new competences, motivating to learn, rotation on job positions, so that the employee broadens the scope of their knowledge and skills. The measures indicated above, which encourage the exchange of knowledge, initiate **organizational learning** processes that lead to the improvement of solving organizational problems and the ability to operate efficiently.

An important inhibitor of the development of human capital is **low HR flexibility**, which may have both organizational and mental causes – associated with excessive attachment of the existing managers to the current company solutions and reluctance to implement new ones. It is about matching activities from the area of management of human capital to the development needs of this capital. The examples of HR flexibility in this area may be:

- rapid response to the needs of improvement of specific groups of competence, such as those related to the implementation of innovative projects,
- functional flexibility – free assignment of employees to different tasks – resulting in an increase in their ability to perform various tasks (multitasking) and professional roles.

Significant barriers may be connected with the manager and the type of leadership he/she represents. One of the inhibitors of human capital development may be, for instance, mental barrier of the management, who cannot see the merits of considering staff training as one of the major HR functions. It seems that excessive control and task-orientation are not conducive to the exchange of knowledge, creation of ideas and learning in the workplace. From the point of view of supporting development processes transformational leadership is especially¹⁰ recommended, particularly its two dimensions: *intellectual stimulation* – the leader encourages employees to think, to question assumptions, and *inspirational motivating* – the leader encourages employees to increase their

¹⁰ M. Reuvers, M.L. van Engel, C.J. Vinkenburgh, E. Wilson-Evered, *Transformational Leadership and Innovative Behaviour: Exploring the Relevance of Gender Differences*, "Creativity and Innovation Management" 2008, Vol. 17, No. 2; J. Rank, N. Nelson, T. Allen, X. Xu, *Leadership Predictors of Innovation and Task Performance: Subordinates' Self-esteem and Self-presentation as Moderators*, "Journal of Occupational and Organizational Psychology" 2009, No. 82.

expectations and effort in achieving the objectives¹¹. In the context of employees taking their own initiative in the development of competence, there is the use of **motivation system** in an organization that takes into account rewards for getting new knowledge and skills, as well as development of motivation systems dedicated to key people in the company in terms of creating its value, such as people with high creative potential.

Another significant psychosocial barrier associated with managers may be **lack of openness** of management to cooperate with others, while such cooperation would create an opportunity for exchange of ideas and become a source of development inspiration. Moreover, lack of **attitudes** that reinforce the values of improvement and of self-improvement should be indicated. This may be related to the belief that the existing methods of operation are sufficient and there is no need to implement new solutions, and thus there is no need to broaden the range of new competence among employees.

3.2. Psychosocial barriers of subjective nature

Speaking about barriers to the development of competence in the organization from the employee perspective, it is worth noting that they are often the consequence of inappropriate HR policy that does not consider the expectations of an employee expressed in, among others, the psychological contract. An example of this type of barrier is the impression of **lack of appreciation** for taking steps to develop own competence by an employee. Lack of willingness to engage in the improvement of competence may be result from the fact that the employee does not see these actions translate into tangible benefits, such as promotion, pay rise or increase of their responsibilities. This occurs when employees observe that their efforts, reporting of ideas and commitment are not met with rewarding and that they do not receive support in helping to develop competences that are important from the point of view of professional tasks. The **perceived organizational support** (POS) is an important variable influencing a number of organizational behaviours, including the development of competence¹².

¹¹ *Improving Organizational Effectiveness through Transformational Leadership*, Eds. B.M. Bass, B.J. Avolio, Sage Publications, Thousand Oaks, CA 1994.

¹² J.A.M. Coyle-Shapiro, N. Conway, *Exchange relationships: examining psychological contracts and perceived organizational support*, "Journal of Applied Psychology" 2005, Vol. 90; R. Eisenberger, R. Huntington, S. Hutchison, D. Sowa, *Perceived organizational support*, "Journal of Applied Psychology" 1986, Vol. 71.

Another obstacle to undertaking development activities by the employee may be lack of **sense of justice**, e.g., where there is unequal distribution of resources for training (distributive justice) and/or some procedures exist for determining which groups of positions will be covered by training, e.g., only the sales staff (procedural justice). The result of such perception may be a situation in which the employee is certainly committed to development activities, however not to take advantage of their potential for the company, but only for personal purposes and the effect of sense of injustice may be lack of satisfaction, and thus intention to quit the job.

Another barrier that can result from human capital management errors related to building commitment and attitude of identification with the organization is **lack of sense of purpose and value of own work**, especially if the employee has a sense of effort disproportionate to the reward for the effects and when he/she constantly improves own skills and professional competence for better professional performance of tasks. Lack of rewards – treated in this case as a violation of the principles of “mutual exchange” between the employee and the employer may result in a reduction of motivation of self-development.

Another factor of a subjective nature, associated with motivation, which may reduce development activities, is the employee’s dominance of **instrumental or task motivations**, rather than needs arising from autonomous motivation, which specifically stimulates development processes.

One of the major inhibitors of competence development is also **resistance to change**. Situations of change require adaptation mechanisms that are often connected with the need to develop specific competences. In this case, reluctance may occur due to lack of willingness to modify behaviour, some specific attitudes and beliefs – fear or reluctance to take on new, more complex professional tasks. Actions that can be taken to weaken such resistance are the following: explaining the need for change, employee involvement in their design, easing this process, making arrangements and negotiation.

Psychosocial barriers of subjective nature also include low level of **flexibility** that hinders the acquisition of new skills. In particular, it is a so-called cognitive flexibility, which means: 1) realization that in many situations there are alternative options of behaviour, 2) willingness to be flexible and adaptable to the situation, 3) a sense of self-efficacy in being flexible¹³. Acquiring new skills and methods of action may be hindered by rigidity of thought, which is expressed in continuing the accepted method of action, despite changes in

¹³ M.M. Martin, J.L. Cayanus, L.E. McCutcheon, J. Maltby, *Celebrity Worship and Cognitive Flexibility*, “North American Journal of Psychology” 2003, Vol. 5, No. 1.

conditions or lack of its suitability in a specific situation. The condition for expanding the repertoire of response and behaviour of an employee as a result learning processes is an appropriate level of *adaptable flexibility*, i.e. the ability to change cognitive bias in order to meet the changing requirements of the task, as well as spontaneous flexibility, which means the ability to generate a variety of ideas in a relatively unstructured environment¹⁴. At the behavioral level, this type of flexibility will be manifested by e.g. the employee taking different variable and new professional tasks, therefore, as a result, it will affect the flexibility to change roles/functions (functional flexibility)¹⁵.

However, from the point of view of subjective factors – **personality traits** that can hinder the development of competence are the following: low openness to experience, reduced belief in self-efficacy, low levels of: optimism, hope, self-confidence, creativity, curiosity, initiative, proactivity, perseverance, tolerance to the news, as well as reduced **needs** of: achievement, competence, exploration.

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¹⁴ M. Kossowska, *Umysł niezmienny... Poznawcze mechanizmy sztywności*, Wyd. UJ, Kraków 2005.

¹⁵ A. Wojtczuk-Turek, *Elastyczność organizacyjna i indywidualna a zachowania innowacyjne w miejscu pracy – empiryczna analiza zależności*, in: *Sukces w zarządzaniu kadrami. Elastyczność w zarządzaniu kapitałem ludzkim*, „Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu” Eds. S.A. Witkowski, M. Stor, 2012, No. 249.

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Резюме

Барьеры развития человеческого капитала в Польше

Цель статьи – презентация барьеров развития человеческого капитала в Польше. В опросе – которым был охвачен 941 респондент – участие приняли представители средних и больших фирм, классифицируемых как высоко-знаниеемкие (knowledge-intensive service), а также низко-знаниеемких и производственных. Исследование показало, что существуют следующие барьеры развития: нехватка финансовых средств, более высокий приоритет других проектов и инвестиций, недостаток времени на осуществление действий по развитию, низкий уровень

осознания правлением и менеджерами важности развития, отсутствие у работников желания учиться, устойчивая к изменениям организационная культура.

Ключевые слова: образование, человеческий капитал, барьеры развития человеческого капитала.

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