

Dr Justyna Michniak-Szladerba
The School of Banking and Management in Krakow
e-mail: j.michniak@wszib.edu.pl

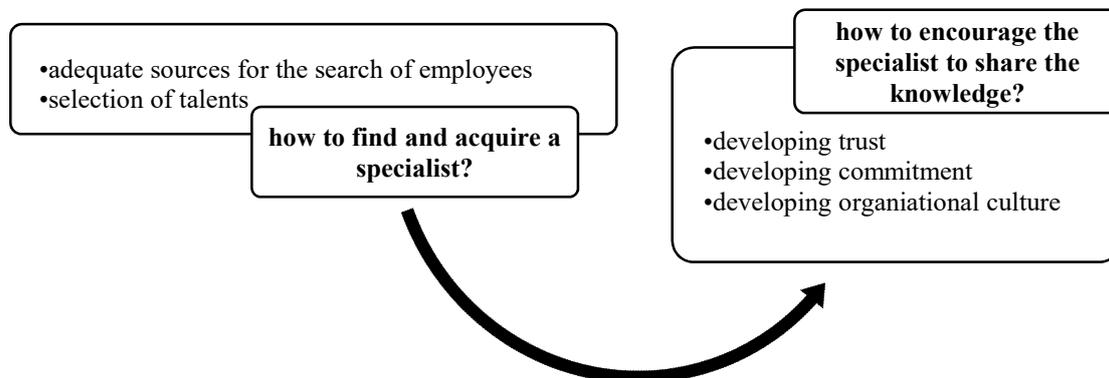
COOPERATION OF BUSINESS WITH COLLEGES AS A WAY TO DEVELOP HIGH-QUALITY HUMAN CAPITAL

Introduction

Cooperation in business is a standard approach for organizations. That is caused by the fact that it is impossible to operate on the market without a network of contacts. The aim of the article is to show that the requirements of present-day economy force business companies to cooperate not only with one another but also with universities. That results from the desire to develop high-quality human capital that includes employees who are competent, talented and eager to share their knowledge, all of which has a direct impact on the development of organizations. The article discusses the significance of cooperation between business and schools of higher education and illustrates this process with a particular example.

1. Developing high-quality human capital as the basic assumption of the knowledge-based economy

Knowledge-based economy forces employers to take care about the quality of human capital. Having assumed that the development of organization is based on human knowledge, the acquisition of appropriate specialists seems crucial. The acquisition of a specialist who does not only possess the knowledge that is required by the organization but is also committed to share it willingly is a challenge to the practitioners of HRM. Consequently, there are two key issues: firstly, how to find on the labor market and then acquire specialists and, secondly, how to encourage them to share their knowledge with the organization. Scheme 1 illustrates a reply to these two questions

Scheme 1. Assumptions for high-quality human capital development

Source: Author's research

1.1. The search for and acquisition of specialists

The literature on the subject presents several strategies and methods of searching and acquiring specialists. The attention is paid mainly to the competencies of candidates with a particular consideration of talented individuals. Moreover, the concept of human capital management is also focused on the search for talented individuals who will contribute to the development of high quality human capital. According to M.Morawski and B.Mikuła such individuals “play leading roles, and their imagination, charisma, skills and energy have a crucial impact on the results and position of the company”¹. What is more, the authors point out at the potential of people which in particular conditions results in activities that meet high criteria as regards quality and/or effectiveness². That implies that there are opportunities to discover and develop talents in defined favorable conditions. Thus, the task of the personnel function will be to create, take care of and maintain such desirable conditions. Following this assumptions, the authors suggests a five-stage cycle of talent management³. Considering the issue under investigation, it seems that the first steps concerning the acquisition of specialists are most crucial (cf. Scheme 2). The first step is to cast a net, which is done by contacting universities, research institutes, associations and personnel agencies. At this stage, organizations focus on the preparation and development of their own databases of candidates, the organization of internships and apprenticeships, branch contests and job fairs. In the second step, i.e. attracting

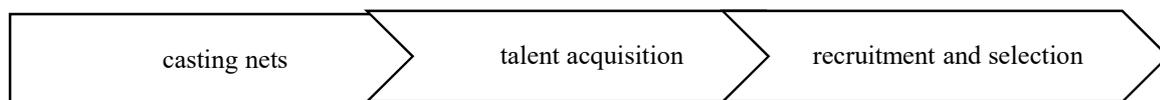
¹ M. Morawski, B. Mikuła, *Zarządzanie talentami. Podstawowe procesy i wytyczne tworzenia systemu*, „Zarządzanie Zasobami Ludzkimi” 2009, No. 3-4, p. 47.

² Ibid, p. 49.

³ Ibid, p. 52.

talents, it is directed towards the employer's brand development. This is performed mainly through contacts with external stakeholders including universities, scholarships for outstanding students, cooperation with scientific circles, organization of conferences and meetings of the staff with students as well as the participation in the development of programs of studies. In step three – recruitment and selection – the organization may use the services of external companies, headhunters or cooperate with university teachers.

Scheme 2. Steps in the specialist acquisition process as an element of talent management



Source: Author's research based on: M. Morawski, B. Mikula, *Zarządzanie talentami. Podstawowe procesy i wytyczne tworzenia systemu*, *Zarządzanie Zasobami Ludzkimi* 2009, No. 3-4, p. 48.

As a result of the actions taken, the organization acquires competent and talented professionals. At this stage the problem emerges that was mentioned above – how to create a sharing culture of knowledge that is possessed by them. The section below analyses this issue.

1.2. Conditions for developing a knowledge sharing culture

Knowledge sharing culture in organizations is understood as a process of transferring, sharing and disseminating knowledge with the participation of senders who are eager to share their knowledge and recipients who are ready to receive it⁴. The process is considered to be crucial with regard to the development of organizational innovativeness⁵ and, consequently, it enhances organizational competitiveness⁶. Another benefit that results from the process in question is the identification and dissemination by employees of the knowledge that leads to the improvement of everyday work conditions and culture⁷. Numerous authors indicate that the key role in knowledge sharing is played by trust and internal motivation (Cf. Scheme 3)⁸.

⁴ Cf. A. Ryszko, *Dzielenie się wiedzą w przedsiębiorstwach – wybrane problemy i uwarunkowania*, „Modern Management Review”, Vol. XX, 22 (2) April – June, Wydawnictwo Politechniki Rzeszowskiej, Rzeszów 2015.

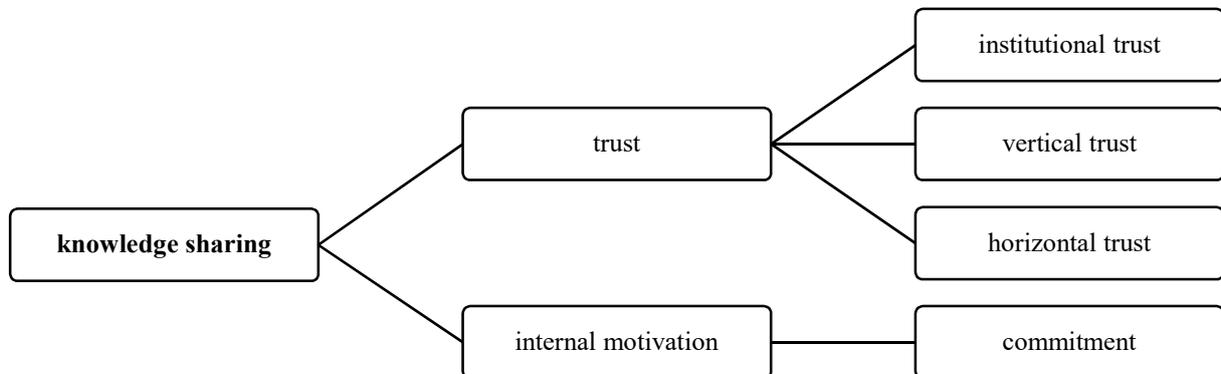
⁵ B. Afiniec, *Dzielenie się wiedzą w organizacji. Uwarunkowania podmiotowe i kulturowe*, *Acta Universitatis Lodzianis. Folia Oeconomica* 2013 No. 282/2013, p. 12.

⁶ S. Sokołowska., A. Krawczyk-Sołtys, A. Mijał i in., *Koncepcje organizacji i metody zarządzania. Możliwości i ograniczenia*, Difin, Warszawa 2016.

⁷ B. Afiniec, *Dzielenie się wiedzą w organizacji. Uwarunkowania podmiotowe i kulturowe*, „Acta Universitatis Lodzianis. Folia Oeconomica” 2013, No. 282/2013, p. 13.

⁸ Cf. J. Moczyłowska, *Psychologiczne bariery w zarządzaniu wiedzą* [in:] W. Grudzewski, J. Merski, (ed.), *Zarządzanie wiedzą istotą organizacji inteligentnych*, Wydawnictwo Wyższej Szkoły Ekonomicznej, Warszawa

Scheme 3. Conditions for knowledge sharing in organization



Source: Author's research based on: J. Moczydłowska, *Psychologiczne bariery w zarządzaniu wiedzą* [in:] W. Grudzewski, J. Merski (ed.), *Zarządzanie wiedzą istotą organizacji inteligentnych*, Wydawnictwo Wyższej Szkoły Ekonomicznej, Warszawa 2004; A. Rudawska, *System nagród jako mechanizm wspierający wewnątrzorganizacyjne dzielenie się wiedzą*, „Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania”, No. 39, Vol. 4, Uniwersytet Szczeciński, Szczecin 2015, p. 291.

The literature on the subject defines trust in numerous ways. For the sake of this article the author accepts P.Sztompka's approach that trust is *a bet against future and uncertain actions of other people*⁹. With regard to management, the actions refer to activities in the work area and particularly the relationships among stakeholders, including the internal ones. W.M.Grudzewski et al. clearly indicate that *trust is perceived as the conviction that the employer will not exploit the employees, will treat them fairly and take care of their interests and wellbeing, which is a prerequisite for the increase in their commitment and for the determination of a psychological contact*¹⁰. According to D.Lewicka the development of interorganizational trust stimulates cooperation in an organization, the knowledge transfer and the creation of organizational innovations¹¹.

2004; A. Rudawska, *System nagród jako mechanizm wspierający wewnątrzorganizacyjne dzielenie się wiedzą*, „Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania” No. 39, Vol. 4, Uniwersytet Szczeciński, Szczecin 2015, p. 291.

⁹ P. Sztompka, *Zaufanie. Fundament społeczeństwa*, Wydawnictwo ZNAK, Warszawa 2007.

¹⁰ W. M. Grudzewski, I. K. Hejduk, A. Sankowska, M. Wańtuchowicz, *Zaufanie w zarządzaniu pracownikami wiedzy*, E-mentor No. 5 (27)/2008, <http://www.e-mentor.edu.pl/artukul/index/numer/27/id/598>, (Accessed: 06.02.2020)

¹¹ H. H. Brower, F.D. Schoorman, H.H. Tan, *A Model of Relational Leadership: The Integration of Trust and Leader-member Exchange*, „Leadership Quarterly” 2000, Vol. 11(2), pp. 227–250, L. Lucas, *The Impact of Trust and Reputation on the Transfer of Best Practices*, „Journal of Knowledge Management” 2005, Vol. 9, No. 4, p. 87–101, J. R. Herting, *Evaluating and Rejecting True Mediation Models: A Cautionary Note*, „Prevention Science” 2002, 3 (4), pp. 285–289, in D. Lewicka, *System HRM i zaufanie wewnątrzorganizacyjne jako czynniki generujące*

Another factor that plays a significant role in knowledge sharing is motivation, particularly internal motivation and the related sense of commitment. The literature on the subject defines motivation as a *human psychological characteristic that contributes to a person's degree of commitment. It includes the factors that cause, channel and sustain human behavior in a particular committed direction*¹². From the point of view of the organization, it is important that this direction should comply with the direction chosen by the organization. In such a case employees are genuinely committed to work, which consequently increases their work satisfaction, they identify themselves with the organization, are trustful and ready to share their knowledge¹³. Thus, the literature on the subject defines commitment as a factor that makes human capital a significant value and the organization's competitive factor¹⁴.

In conclusion, the development of high quality human capital is a long-term process that is sensitive to errors. It results in the fact that the organization acquires competent and talented employee specialists who are committed to the completion of their tasks; moreover, they are trustful and consequently eager to share their knowledge.

2. Cooperation of an organization with a school of higher education

Chapter one indicated to the significance of the care for the quality of human capital in present-day economic conditions. It cannot be obviously denied that the efforts in the search for specialists and the emphasis on developing a knowledge sharing culture are crucial to the development of organizations. On the other hand, both HRM theoreticians and practitioners claim that it is difficult to acquire genuine specialists in a given area and to make them (through appropriate working conditions) share their knowledge. The Work Service survey for Q1 of 2019 shows that 41.7% of employers think that people entering the labor market have inadequate competencies¹⁵.

pozytywne postawy i zachowania pracowników organizacji sektora publicznego, „Studia Oeconomica Posnaniensia” 2016, Vol. 4.

¹² J. A. F. Stoner, R. E. Freeman, D.R. Gilbert, *Kierowanie*, PWE, Warszawa 1997.

¹³ J. M. Moczydłowska, *Zaangażowanie pracowników – aspekty psychologiczne i organizacyjne*, *Myśl ekonomiczna i polityczna* 2013, No. 4 (43), pp. 162-171.

¹⁴ A. Pierścieniak, D. Krent, K. Jakięła, *Motywacja wewnętrzna jako kluczowy czynnik zaangażowania pracownika*, „Przedsiębiorstwo i Region” 2013, Wydawnictwo Uniwersytetu Rzeszowskiego, No. 5/2013, p. 39.

¹⁵ <https://www.workservice.com/pl/Centrum-prasowe/Raporty/Barometr-Rynku-Pracy/Barometr-Rynku-Pracy-Work-Service-XI-edycja>, (Accessed: 05.02.2020)

2.1. The targets and benefits of cooperation

The cooperation between organizations and schools of higher education that educate potential employees seems to be a reply to the problem in question. Cooperation as such involves *common activity with someone, contributing to something*¹⁶. In the case being discussed here, two parties are involved that have a similar target. The objective of a college is to prepare students to work within a particular field of education on the highest possible level, with the use of current knowledge and skills (both professional and social), while the aim of the organization is to acquire a specialist who is prepared to do high-quality work, who possesses current knowledge, professional and social skills and is ready to share the knowledge. Management practitioners indicate¹⁷ that the cooperation of both parties makes it possible to shorten the duration of the recruitment and adaptation processes and results in the acquisition of specialists and the development of employer brand by the organization. The school, on the other hand, is not only provided with the funds to conduct scientific research but is also given ideas for research. What is more, organizations frequently take an active part in the development of the teaching content and as a result students have access to the latest empirical data.

2.2. Forms of the cooperation

The idea of cooperation between business and colleges comes from Western countries and this is where it is best developed. The most common cooperation forms include¹⁸:

- cooperation of organizations with college career offices – concerning particularly recruitment to the organization and the creation of its employer image. This area includes presenting job offers, organizing recruitment to student internships and apprenticeships and conducting workshops and trainings by organization employees in the fields related to the activities of the organization;
- establishing relationships between the organization and college graduates – for example by financing meetings of graduates of the fields of study that are related to the operations of the organization;
- arranging sandwich courses or years – i.e. offering the possibility to take a break from the college for a year and to have a paid internship in the organization;
- financing by the organization scholarship programs for the best students;

¹⁶ Słownik Języka Polskiego (Polish Dictionary) PWN, Wydawnictwo Naukowe PWN, Warszawa 2019.

¹⁷ <https://hrstandard.pl/2016/02/08/biznes-na-uczelnkach-taka-wspolpraca-sie-oplaca/> (Accessed: 05.02.2020).

¹⁸ <https://hrstandard.pl/2016/02/08/biznes-na-uczelnkach-taka-wspolpraca-sie-oplaca/> oraz <https://www.forbes.pl/kariera/wspolpraca-uczelnki-z-biznesem-jak-to-sie-robi-za-granica/lgv2vsg> (Accessed: 05.02.2020).

- conducting joint research projects;
- dual studies.

3. Cooperation between business and the college – analysis of the process and effects – results of the author’s research

The study on the cooperation between business and the college was conducted on the basis of the analysis of three parties: the college – the School of Banking and Management in Kraków (WSZiB) and two corporations – Aon and Jacobs Engineering. The objective of the study was to investigate the characteristics of the cooperation and to determine the resulting benefits and problems for all the parties. The research was conducted in January 2020 in the form of interviews. The interviews involved two managers (Aon and Jacobs Engineering) responsible for the cooperation with WSZiB and the vice-Rector of the college.

The study showed that the cooperation between the parties in question involved mainly dual studies which – according to the vice-Rector – *require the adaptation of curricula to the needs of the market and the emphasis on the practical aspects of studies*. The idea of the cooperation between the parties was initiated by the organizations and was favorably accepted by the college. Dual studies combine harmoniously both the interests of the college and the employers (students are a third party in the process). The cooperation between the parties is conducted on the basis of a contract.

3.1. Assumptions of the concept

As it was mentioned in the previous chapter, the concept of dual studies is popular in Western countries. In Poland, however, this is an innovative idea. The cooperation process under investigation was developed on the one hand thanks to the managers of the two organizations who had some experience as lecturers-practitioners. The manager in Jacobs Engineering stated that he wanted to start such a form of studying in Poland because as a student he was forced “to learn things that did not make any sense regarding the job (...), and corporate accounting needs specialist who possess particular knowledge” Both organizations, with the support of scientists, looked for a school of higher education with which they could cooperate. However, they encountered numerous procedural obstacles. On the other hand, WSZiB was faced with the necessity to switch its education profile from academic to practical, and consequently to establish closer cooperation with business. The flexibility and creativity of the

parties and a “surprisingly business approach”¹⁹ of WSZiB resulted in an efficient development of a pioneer in the country concept of a dual studies program, which is an example of business-college cooperation.

3.2. Dual studies program

The candidates to dual studies are subject to a recruitment procedure that is conducted in the cooperation with the organizations. Moreover, their command of English is tested as a minimum level B-1 (CEF) is required. The curriculum of dual studies in *Finance in multinational corporation* in the field of Finance and Accounting includes both studying theoretical aspects and working in different positions in the cooperating organizations. In a 6-term program, the students gain knowledge and skills that are required for a first university degree (some classes are run by practitioners from the organizations) and they work as trainees 25 hrs./week in the cooperating organizations. As a result, the graduates are ready to work as specialists in the outsourcing and shared services sectors, have competencies in process management in the area of finance and accounting and their command of English is sufficient for an effective work in the sector (the organizations support students in improving their English during their work). Currently, there are 23 students in the dual studies program²⁰. As the Aon manager says *the studies are financed by our companies and consequently they are free for the students*, which – considering that they are students of a private college – is a significant benefit. This fact is also emphasized by the WSZiB vice-Rector.

3.3. Organization of the cooperation process and its results

The cooperation involves two employees from WSZiB, 12 from Aon and about 10 from Jacobs Engineering. Table 1 presents the functions of particular persons that are engaged in the cooperation.

Table 1. Positions of persons engaged in the cooperation

WSZiB	Aon	Jacobs Engineering
Vice-Rector	Project initiator and mentor	Project initiator and mentor
Dean	Operations coordinator	Managers
	Intern supervisor	HR Partner
	Coordinators of specialist courses (3 persons)	Coordinators of specialist courses (3 persons)
	Additional lecturers (6 persons)	

Source: Author’s research.

¹⁹ A quote from the statement of the Jacobs Engineering manager.

²⁰ The figures come from both enrolments.

The selection of employees to be engaged in the cooperation was conducted in the same way in both organizations. The experience in running similar projects, some teaching experience, educational knowledge as well as personal qualities were decisive as regards the appointment of suitable individuals. In Aon, the support was given mainly from the Communication and Employer Branding Department and in the case of Jacobs Engineering it was the HR Department. The appointment of employees in WSZiB resulted directly from their range of responsibilities.

The cooperation results in benefits which are given in Table 2.

Table 2. Benefits of the business – college cooperation

WSZiB	Aon	Jacobs Engineering
Developing and conducting a program of studies with the cooperation of business organizations that provides students with practical skills and jobs.	Building a positive employer image through a joint development of a complex and innovative educational program, sharing the knowledge and expertise, which complies with our DNA. Aon is well known for investing in pioneer solutions, and here we have the opportunity to show students on practical examples how a modern organization is functioning in the finance sector.	„Cool people straightaway” – i.e. the assumption that people choosing dual studies are oriented towards work, that “they want something more”, and this is the basis for commitment developing.
Developing and conducting a program of studies with the cooperation of business organizations that makes it possible for the college to compete for the best students with schools of higher education which offer free programs.	Educating potential future staff who have skills and qualifications that are required by the labor market through the participation of the interns in standard operations that are within the responsibilities of our employees. Consequently, every month of their work they actually upgrade their qualifications and become valuable team members. The program is a kind of talent incubator – graduates may be promoted to higher positions in the company as they feel at home in the corporate environment and have adequate knowledge and experience.	The opportunity to diagnose the best working conditions for inexperienced employees in order to prepare a work environment that makes it possible for them to adapt as quickly as possible and to develop their knowledge.
Developing and conducting a program of studies with the cooperation of business organizations that makes it possible to offer a curriculum that meets the needs of the labor market.	A decrease in the costs of introductory trainings and the costs related to staff turnover due to the replacement of several months of apprenticeships by 3-year work placements. This is a long period as in the current labor market most of young employees change their first work after 1-1.5 years of employment. In our project, the interns have the opportunity to get to know several work teams and after a year’s work they can move to other departments, which additionally makes the program more attractive.	An increase in the commitment level of our employees, who realize that the business- college cooperation has a real impact on the surrounding environment.
	An increase in the commitment of the employees who cooperate in developing and running the lectures. Our managers and specialists have the opportunity to share the knowledge that they gained in the course of several years of work in our company and as a result they have a chance to gain a new and complementary experience as lecturers.	The assistance to young people in entering the labor market and contributing to their professional success.

Source: Author’s research based on the survey.

The vice-Rector of WSZiB points out to the fact that “the flexibility of the parties makes it possible to solve problems in an efficient and creative way” The Aon manager also emphasizes the flexible character of the cooperation, the openness of the parties engaged in the process and the businesslike approach (also on the college’s part, which is not common). Moreover, the Aon manager emphasizes that the program is pioneering in the country, which results in the necessity of an innovative approach to the cooperation and the ways of solving current problems. “It is important in this situation to learn continuously new things, enhance and improve the existing processes, and this is the reason why we listen carefully to the remarks of the college, students themselves and the candidates. This year it was the second time that we were preparing to the program and we could work out and improve our approach with regard to the enrollment. We are looking forward to the feedback from our students after the lectures in their second year”²¹. The promotion of the dual studies is a challenge and, as the Aon manager points out, it should result in an effective development of the program brand and attract a greater number of candidates to the program so that the organization could eventually cooperate in conducting dual studies instead of organizing traditional internships. This aspect is also emphasized by the Jacobs Engineering manager who says that “it is going to be more difficult (...) when the scale increases; this is only a leaven, and we are going to bake bread”. By “bread” he means the first graduates of the dual studies who will hopefully be high class specialists in their field; the program itself is going to reach such dimensions that “a student from Gdansk will be willing to come here to study and then come back to his/her place and be a perfect professional. This is going to be it”²²

Conclusions

The cooperation between business and a college seems to be an effective response to the current needs of the economy. Procedural obstacles that are encountered by the parties that are interested in the cooperation can be overcome by flexibility, creativity and openness to new approaches. It can be concluded that private colleges have a strong advantage in this area. A question arises why these features are rarely attributed to the state schools of higher education. However, the most important fact is that business-college cooperation is measurably beneficial to both parties. Further studies in this area should focus on the characteristics of this process

²¹ A quote from the Aon manager.

²² A quote from the statement of the Jacobs Engineering manager.

with regard to the third party – the students of the dual studies program – together with a catalogue of benefits and possible obstacles.

Bibliography

- [1] Afiniec B, *Dzielenie się wiedzą w organizacji. Uwarunkowania podmiotowe i kulturowe*, „Acta Universitatis Lodziensis. Folia Oeconomica” 2013, No. 282/2013, p. 13.
- [2] Brower H H., Schoorman F.D., Tan H.H., *A Model of Relational Leadership: The Integration of Trust and Leader-member Exchange*, “Leadership Quarterly” 2000, Vol. 11(2), pp. 227–250.
- [3] Grudzewski W., Hejduk I., Sankowska A., Wańtuchowicz M., *Zaufanie w zarządzaniu pracownikami wiedzy*, E-mentor No. 5 (27)/2008, <http://www.e-mentor.edu.pl/artukul/index/numer/27/id/598>.
- [4] Herting J.R., *Evaluating and Rejecting True Mediation Models: A Cautionary Note*, „Prevention Science” 2002, 3 (4), pp.285–289.
- [5] <https://www.workservice.com/pl/Centrum-prasowe/Raporty/Barometr-Rynku-Pracy/Barometr-Rynku-Pracy-Work-Service-XI-edycja>.
- [6] <https://hrstandard.pl/2016/02/08/biznes-na-uczelniach-taka-wspolpraca-sie-oplaca/>.
- [7] <https://www.forbes.pl/kariera/wspolpraca-uczelni-z-biznesem-jak-to-sie-robi-za-granica/lg v2vsg>.
- [8] Juchnowicz M., *Zaangażowanie pracowników. Sposoby oceny i motywowania*, Polskie Wydawnictwo Ekonomiczne, Warszawa 2012.
- [9] Lewicka D., *System HRM i zaufanie wewnątrzorganizacyjne jako czynniki generujące pozytywne postawy i zachowania pracowników organizacji sektora publicznego*, „Studia Oeconomica Posnaniensia” 2016, Vol. 4.
- [10] Lucas L., *The Impact of Trust and Reputation on the Transfer of Best Practices*, “Journal of Knowledge Management” 2005, Vol. 9, No. 4, p. 87–101.
- [11] Moczydłowska J, *Psychologiczne bariery w zarządzaniu wiedzą* [in:] Grudzewski W, Merski J., (ed.), *Zarządzanie wiedzą istotą organizacji inteligentnych*, Wydawnictwo Wyższej Szkoły Ekonomicznej, Warszawa 2004.
- [12] Moczydłowska J., *Zaangażowanie pracowników – aspekty psychologiczne i organizacyjne*, „Myśl ekonomiczna i polityczna” 2013, No. 4 (43), pp. 162-171.
- [13] Morawski M., Mikuła B., *Zarządzanie talentami. Podstawowe procesy i wytyczne tworzenia systemu*, „Zarządzanie Zasobami Ludzkimi” 2009, No. 3-4, p.47.
- [14] Pierścieniak A., Krent D., Jakiela K., *Motywacja wewnętrzna jako kluczowy czynnik zaangażowania pracownika*, „Przedsiębiorstwo i Region” 2013, Wydawnictwo Uniwersytetu Rzeszowskiego, No. 5/2013, p. 39.
- [15] Rudawska A, *System nagród jako mechanizm wspierający wewnątrzorganizacyjne dzielenie się wiedzą*, „Studia i Prace Wydziału Nauk Ekonomicznych i Zarządzania”, No. 39, Vol. 4, Uniwersytet Szczeciński, Szczecin 2015, p. 291.
- [16] Ryszko A., *Dzielenie się wiedzą w przedsiębiorstwach – wybrane problemy i uwarunkowania*, „Modern Management Review” 2015, Vol. XX, 22 (2) April – June, Wydawnictwo Politechniki Rzeszowskiej, Rzeszów.
- [17] Słownik Języka Polskiego PWN, Wydawnictwo Naukowe PWN, Warszawa 2019.
- [18] Sokołowska S., Krawczyk-Sołtys A., Mijal A. et al., *Koncepcje organizacji i metody zarządzania. Możliwości i ograniczenia*, Difin, Warszawa 2016.
- [19] Stoner J. A. F., Freeman R. E., Gilbert D. R., *Kierowanie*, PWE, Warszawa 1997.

[20] Sztompka P., *Zaufanie. Fundament społeczeństwa*, Wydawnictwo ZNAK, Warszawa 2007.

Abstract

The article presents an example of the cooperation of business with a college which is a reply to the current economic demand regarding the development of high quality human capital. It discusses the arguments that justify such cooperation and presents its possible forms. The selected example, a pioneering case in the country, shows the functioning of the business-university cooperation together with its assumptions and results on both sides.