

DUAL VOCATIONAL EDUCATION IN THE CONTEXT OF HUMAN CAPITAL MANAGEMENT IN CRAFTS

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Abstract

The article is an attempt to determine the area of research related to the importance of dual vocational training of adolescents in the process of human capital management in craft enterprises. Craft companies belong to the category of SME's. People management model in SME's is different from the popular models of management knowing from large organizations.

The subject of my considerations – craft enterprises, are characterized by a characteristic element in the process of managing people – the stage of dual vocational education of adolescent. I make a goal of my work to diagnose significance of dual education of adolescent for HRM in Polish craft companies.

Keywords: Management, craft, qualifications, young worker, education, vocational training, dual education, employee, qualifications, labour code, employment, small and medium enterprise

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The aim of the paper is to outline the model of human capital management in crafts with particular emphasis on dual vocational training of adolescents. The paper also delineates the future area of the author's PhD research, devoted to the significance of vocational education of adolescents¹ for human capital management in crafts. Craft enterprises are classified as micro, small and medium-sized enterprises (SMEs)², while crafts are defined as the professional and personal pursuit of economic activity by a natural person with documented qualifications³. The paper concerns the specificity of human management in this particular group of enterprises, namely, craftsmen (it is important to note that every craftsman is an entrepreneur, but not every entrepreneur is a craftsman).

Each SME is a unique organization with specific features, such as:

¹ "An adolescent (...) is a person who is 15 years of age or older but under 18" (Ustawa o zmianie ustawy – Kodeks pracy oraz niektórych innych ustaw 2019, art. 190. § 1).

² "1) a micro-enterprise is a business entity which has fulfilled the following conditions in at least one of the last two financial years: a) on average, employed fewer than 10 employees annually and b) achieved an annual net turnover from the sale of products, goods and services and from financial operations not exceeding the PLN equivalent of EUR 2 million, or the sum of assets of its balance sheet drawn up at the end of one of these years did not exceed the PLN equivalent of EUR 2 million; 2) a small-enterprise is a business entity which fulfilled the following conditions in at least one of the last two financial years: a) on average, employed fewer than 50 employees annually and b) achieved an annual net turnover from the sale of products, goods and services and from financial operations not exceeding the PLN equivalent of EUR 10 million, or the sum of assets of its balance sheet drawn up at the end of one of these years did not exceed the PLN equivalent of EUR 10 million – and is not a micro-enterprise; 3) a medium-enterprise is a business entity which fulfilled the following conditions in at least one of the last two financial years: a) on average, employed fewer than 250 employees annually and b) achieved an annual net turnover from the sale of products, goods and services and from financial operations not exceeding the PLN equivalent of EUR 50 million, or the sum of assets of its balance sheet drawn up at the end of one of these years did not exceed the PLN equivalent of EUR 43 million – and is neither a micro-enterprise nor a small-enterprise" (Ustawa przepisy wprowadzające ustawę – Prawo przedsiębiorców oraz inne ustawy dotyczące działalności gospodarczej 2018, art. 7).

³ Confirmation of the vocational qualification of a craftsman is provided by:

1. a diploma or certificate of graduation from a higher or upper secondary school with a technical or artistic specialization in a profession (course) corresponding to the field of the given craft,
2. a master craftsman's diploma in the given craft,
3. a journeyman's certificate or a skilled workman's title corresponding to the given craft,
4. certificate of formal qualifications for the profession relevant to the craft.

1. a specific, close relationship between the company and the entrepreneur (which is extremely important in crafts and has far-reaching consequences in the company management aspect). The personality of the craftsman themselves, their qualifications and *know-how*, as well as brand and recognition, which are the basis for the operation of each craft company (for which anonymous activity is not possible), make every enterprise represented by a given craftsman a unique, one-of-a-kind organization,
2. frequent utilization of family connections, including for the purpose of establishing human capital,
3. cooperation with a limited group of clients and employees,
4. low activity diversification (resulting from limited competences of the staff, although often also from tradition).

Management as a scientific discipline was created in response to management challenges in large rather than small economic entities (Glinka 2016). Therefore, the model of human capital management in SMEs differs quite a lot from common management models, which operate mostly in large companies (and in the management literature specifically targeted towards such companies). The scope of the current article, namely, human resources management in craft enterprises (SMEs) additionally includes dual education of adolescents.

The process of recruitment in most organizations is based on the selection of new (according to their competences) employees (Reilly, Williams 2009) while in crafts, it is based on attracting and “educating” adolescents, thus turning them into mature employees whose professional careers will most likely continue to develop in the company’s structures, and certainly in the industry as a whole. Therefore, the functions and processes of human capital management in craft enterprises are different from those in other companies.

1. Definition of craftsmanship

At this point, it is necessary to formulate and adopt a uniform definition of “craftsmanship” for the purposes of the current paper and the subsequent discussion, as this concept is not established in domestic literature, nor is it defined legally. The term “craftsmanship” is ambiguous and difficult to interpret (Pazdur 1973, p. 13), and the problem of a uniform definition stems mostly from vague, past legal provisions.

For centuries, the development of craftsmanship on Polish territory was associated with the establishment and development of medieval cities (Hauszyld 1933), which reached its peak in the century, due to the increasingly frequent inclusion of cities under German law (Mączak, Samsonowicz, Ziętara 1957). The division into urban and rural crafts was defined during this period (Samsonowicz 1961). From the mid-19th century onwards, urban craftsmanship became associated with industry, as a “kind of local industrial economic activity in services and small-scale production” (*Encyklopedia biznesu* 1995, p. 858-865).

In 1917, the first distinction was made in the Polish scientific literature (Kossuth 1917) between vocational (“technical”) and structural (“economic”) crafts. An attempt to define “craftsmanship” was also made⁴. Polish legislation and literature concerning the interwar period (Starościak 1958) consistently recognizes craftsmanship as a branch of industry – the first coherent codification

⁴ „1. Craft as a regular commercial activity, which requires mechanical dexterity, otherwise known as manual dexterity. (...) Craftsmanship exceeds (...) the technical proficiency required for ordinary workmanship (...), additionally, manual dexterity can be considered a form of artistry in the so-called artistic crafts (...). 2. Craft as a specific type of manufacturing activity, which aims at generating income by processing, (...), raw materials into products fit for use, the manufacturer of which is an employee, owner (craftsman) (...), whose goal is financial profit, which can secure the financial stability of the craftsman and their, own and adoptive, family (...). 3”. In addition, “crafts” also represent a social phenomenon (...) in the following framework: crafts in the collective sense are a voluntary or obligatory association of individual craftsmen of one profession, united not only to achieve various economic targets but also to attain different social goals” Ustawa Prawo przedsiębiorców (2018), art. 7.

of Polish industrial law came into force in 1927 – the regulation on the industrial law (Ustawa o zmianie niektórych ustaw w celu ograniczenia obciążeń regulacyjnych 2019). This regulation included provisions concerning crafts, which at the time were regarded as 74 licensed types of activity “unless carried out in a factory manner” (*Ibidem*, art. 142).

The *Great PWN Encyclopedia* published in 1967 recognized “craft” as an “independent, small-scale economic activity carried out with the personal contribution of the owner of the enterprise, who possesses a legally required proof of aptitude for performing production and service activities included in the craft list” (Niewadzi 1967, p. 242).

The modern dictionary of the Polish language defines “craft” as: “1) small-scale production, involving the manufacture and repair of common objects with simple tools and machines, 2) the ability to create such objects, 3) in art: mastery of technique, creative skills, 4) archaic: profession, occupation, trade” (*Uniwersalny słownik języka polskiego* 2003, s. 1115).

According to the current regulations (Ustawa przepisy wprowadzające ustawę – Prawo przedsiębiorców oraz inne ustawy dotyczące działalności gospodarczej 2018), “craft” is the professional pursuit of economic activity by a natural person, relying on the professional qualifications and individual work, in their own name and on their own behalf, if they are a micro, small or medium-sized enterprise (SME).

According to the regulations, a craftsman is a natural person with certain qualifications, who, professionally and on their own account, is engaged in economic activity on the basis of the Entrepreneurial Law (Ustawa przepisy wprowadzające ustawę – Prawo przedsiębiorców oraz inne ustawy dotyczące działalności gospodarczej 2018), in compliance with the organizational conditions specified in the Act on Crafts, and the activity of such persons is classified as craftsmanship. From 1 January 2020, due to the novelization of the Act on Crafts, the definition of crafts

shall be extended (Ustawa o zmianie niektórych ustaw w celu ograniczenia obciążeń regulacyjnych 2019).

Since there is no uniform definition of “crafts” in the literature and legal regulations, in the current paper it will be defined as an: a) organization or an institution (both in legal, organizational and cultural terms) (Pszczółowski 1978), b) comprised of a team (group) who aim to achieve shared goals (Arrow 1970), c) equipped with specific resources, and d) consisting of individuals, that is, craftsmen, including adolescents in dual vocational training.

2. Polish Craft Association and Vocational Education

The self-regulatory economic organizations of craftsmen responsible for vocational education are the Polish Craft Association (Związek Rzemiosła Polskiego, ZRP) and the guilds and chambers of craft⁵, which are autonomous in performing tasks related to vocational education. As an organization associating craftsmen at the national level, The Polish Craft Association has the status of a self-regulatory organization of professional craftsmen and an employers, organization.

Vocational education is one of the most important tasks of the chambers and guilds of craftsmen which form the Polish Craft Association. Vocational training in crafts takes place in a dual (alternating) system, in which the apprentice acquires theoretical knowledge at school and practical skills in craft enterprises. The aim of vocational training in crafts is to obtain education, first at the level of a basic (first degree) vocational school, to provide the apprentice with professional skills and to validate their competences by means of a journeyman’s certificate. The next step is the acquisition of a master

⁵ According to the regulations, Crafts Cooperatives are also self-regulatory organizations of crafts, but they do not participate in the process of vocational training.

craftsman's diploma. This allows the holder to be employed in relevant positions requiring professional qualifications in Poland and the EU.

The Polish Craft Association currently associates about 300 thousand SMEs, employing at least 1 and up to 250 people, and 477 craft guilds operate within the structures of the Association (Związek Rzemiosła Polskiego n.d.).

Craft guilds are local socio-economic organizations associating craftsmen from a given city, region or industry. Craft guilds (authorized by the crafts chambers) supervise the course of vocational training in craft enterprises. Craft guilds control the qualifications of the master craftsmen and are responsible for the correctness of the agreements concluded between them and the journeymen.

Chambers of Crafts operate in the voivodeship areas or their regions and associate crafts guilds and crafts cooperatives from a given territory. Vocational education is an important part of the Chambers' activities: among other things, they appoint examination boards which conduct journeyman and master title exams. The qualification documents issued by the Chambers (journeymen's certificates and master craftsman diplomas) are considered government-issued documents. The examination boards of the chambers are also supervised by the Association. The Polish Craft Association currently includes 27 Chamber of Crafts and Enterprise (including two sectoral ones).

By law, craftsmen are allowed to independently organize vocational and practical training for adolescents. They may also designate employees (who possess professional and pedagogical qualifications) for this purpose, while supervision over such independently organized professional training is exercised by the Chamber of Crafts or by the delegated guild (competent for the registered office of the craftsman), hence the legal "obligation" to associate craftsmen providing training in Craft Guilds (Chambers).

Self-regulatory organizations of crafts possess relative independence invocational education activities, including:

1. promoting crafts-related economic and socioprofessional activities,
2. supervising the organization and implementation of vocational training in crafts,
3. providing assistance (also in vocational education) to craftsmen and other entrepreneurs affiliated in self-regulatory craft organizations.
4. representing the interests of the craftsmen before public administration institutions,
5. participating in the implementation of educational tasks in order to provide the economy with a qualified workforce.

All self-regulatory organizations of crafts in Poland are created by their members voluntarily, therefore, there is no legal obligation for craftsmen to join associations, but craftsmen who employ adolescents for the purpose of vocational training are obliged to belong to a guild or chamber (Ustawa przepisy wprowadzające ustawę – Prawo przedsiębiorców oraz inne ustawy dotyczące działalności gospodarczej 2018, art. 3 sec. 5).

3. Vocational Training in Craft Enterprises

“Vocational training” is a process “the goal of which is to provide the apprentice with a certain amount of general knowledge and specialized skills” (both theoretical and practical, Kupisiewicz, Kupisiewicz 2009, p. 90), the mastery of which “entitles” them to work in a chosen profession. Vocational training therefore results in obtaining specialized vocational education.

Dual vocational education in crafts is a well-established and proven method of acquiring professional qualifications (knowledge, skills and

social competences, Ustawa o Zintegrowanym Systemie Kwalifikacji 2016). Teaching in the dual system, in accordance with centuries-old tradition, but also with modern legal conditions, is conducted by an experienced “master of crafts”, in actual work environment, which enables the acquisition of knowledge on specific technologies and practical skills. In the course of dual education, social competence, personality and attitudes of the apprentice develop rapidly through teamwork. The apprentice embeds themselves into the occupational surroundings, acquiring the necessary practical skills, and shaping their general attitude towards work

Improving the effectiveness of vocational education and establishing an appropriate interrelation of faculties and forms of teaching with the requirements of the labor market is currently one of the main challenges facing both Poland and other European countries (Urząd Publikacji Unii Europejskiej 2012; Kabaj 2010; *Idem* 2012, p. 2, 4; *Idem* 2016, p. 15). It should be noted that craftsmen play a key role in this process by accepting young people to apprenticeship, thus facilitating their seamless transition from education to the profession. In Poland (as in other European countries), crafts education is a centuries old tradition (Bogucka 1956, p. 49, 78, 199). It is a historically and structurally (Sikorski 1939, p. 2) conditioned process which provides students (“apprentices”) with qualifications, and is strictly involved in human capital management in craft enterprises.

An indirect goal of vocational education is not only to equip the adolescent (who is not only a student but also an employee of a craft enterprise; the characteristics of the legal status of adolescents are discussed below) with practical skills and theoretical knowledge, but also to provide them with “upbringing” (through work and teaching), to develop future employees who possess individual, but standardized qualifications.

A mature craftsman (“master craftsman”) is therefore simultaneously an employer (fulfilling all the obligations of the labor law in this area), takes part in the educational process (they are therefore a teacher and an instructor), acts in accordance with the provisions regarding education, and also directly shapes the personality and attitudes of the apprentice by promoting the ethos of work and training. The “master-apprentice” approach is an effective means of ensuring that the apprentice acquires the required practical knowledge, skills and professional attitudes (Jagodziński 2011, p. 7-8, 18). For centuries, to become a master craftsman one had to follow a specific path of apprentice – journeyman – master (Samsonowicz 1984, p. 551-567). In modern crafts, students are considered the “human capital” of craft enterprises alongside employees. Their contribution to the knowledge, skills, abilities, motivation, health and attitudes of employees greatly improves the organization’s potential of organization (Juchnowicz, Mazurek-Kucharska, Turek 2018, p. 104). In the process of vocational education, apprentices are also provided with the so-called tacit knowledge. Tacit (i.e., concealed) knowledge is the sum of training and experience, and its obtained by learning behaviors, skills, procedures, and unwritten rules and is possible only through direct interaction between master and apprentice. The literature on the subject mentions practices under the supervision of a master craftsman, an experienced practitioner or an expert (Fazlagić 2006; Chmielewska-Banaszak 2010, p. 19).

In Poland, nearly 60 000 adolescents are currently receiving education in their respective crafts (in over 21 000 craft businesses) (Związek Rzemiosła Polskiego 2018), with hair dressers, car mechanics, bakers, confectioners and carpenters being the most popular choices. Most importantly, crafts also enable education in niche professions where formal education is not profitable (due to the lack of potential apprentices to create a unified student body), such as goldsmith-

jewellers, amber-workers and bronze-casters. Crafts provide the labor market with qualified professionals with expertise, who immediately enter the labor market (Sadłowski 1972). The community of Polish craftsmen continuously undertakes actions aimed at promoting vocational training of adolescents (Ministerstwo Edukacji Narodowej 2019).

4. Dual Vocational Education in Crafts

Vocational training in a dual (alternating) system is a combination of theory and practice where apprentices acquire theoretical knowledge at school or through out-of-school learning, and develop their practical skills under the supervision vocational instructors at craft businesses. Vocational education is based on an employment contract concluded for the purpose of professional training directly at the workplace.

The most characteristic features of vocational training are:

1. two-way (dual) implementation of the educational program by the apprentice/worker,
2. emphasis on the participation of craftsmen in the development of the theoretical framework and principles of implementation of the training (Ministerstwo Rozwoju 2017, p. 84),
3. personal responsibility of the master for the apprentice (“journeyman”) and the introduction of the apprentice into the staff the moment they begin their training,
4. the confirmation of the master’s professional and pedagogical qualifications by a diploma, enabling them (in accordance with the law) to conduct vocational training in their own company,
5. the personality, knowledge and skills of the “master”, which constitute the basis for the functioning of every craft enterprise,
6. the complexity of a craft business’ activities, limited division of labor

and task rotation, which enables a comprehensive development of the apprentice (“journeyman”),

7. independence and individuality of the apprentice, acquired as the result of performed tasks and accumulated experience (Bielawska Łukasik 2014, p. 28).

Dual vocational training in crafts consists of vocational training organized directly by the craftsman (employer) in their own company and of parallel theoretical training in a vocational school (or through extramural courses, Kabaj 2010, p. 15). The “duality” of the system consists of:

1. the education taking place in two places (the school, providing the theoretical vocational training, and the craftsman, who is also the employer, providing the practical vocational training), which are jointly responsible for the process of education,
2. the twofold nature of the entities (the school being public entity and the employer a private entity), which are jointly responsible for the quality of vocational training.

The most significant features of the dual system include:

1. the acquisition of up-to-date professional competences, which results from hands-on practice in a real working environment,
2. safe vocational training under the guidance of experienced masters - practice-oriented apprenticeship in craft enterprises is provided by instructors of practical vocational training under an employment contract,
3. the ability to become familiar with the technology, machines, equipment, tools and materials, both traditional and modern, applicable in practice to a craft enterprise in the course of real, rather than simulated, work,
4. seamless transition from education to employment,
5. acquiring up-to date qualifications and flexibly adapting them to labor market requirements,

6. functioning of (historically developed) mechanisms of quality assurance,
7. co-responsibility of the craftsman and the apprentice for the education process,
8. establishing an early bond with the supervisor and co-workers, recognizing the importance of cooperation and shared responsibility,
9. shaping the desired attitudes and personal competences of apprentices, such as:
 - a) integrity in work and entrepreneurship,
 - b) career management skills and personal goals development,
 - c) emotional maturity and responsibility (Związek Rzemiosła Polskiego 2014).

5. The Adolescent in Crafts: Student and employee

Essential legal provisions related to the conclusion of employment contracts for the purpose of vocational training are included in the Labor Code (Ustawa o zmianie ustawy – Kodeks pracy oraz niektórych innych ustaw 2019) and in detailed regulations (Rozporządzenie Rady Ministrów w sprawie przygotowania zawodowego młodocianych i ich wynagradzania 1996); Ministerstwo Edukacji Narodowej 2019). The Code defines the basic rights and obligations of employers and adolescent workers (Wąż 2009). The basis for the organization of adolescent education is an employment contract (Ustawa o zmianie ustawy – Kodeks pracy oraz niektórych innych ustaw 2019), art. 194) for the purpose of vocational training, concluded between the employer and the apprentice who obtains a double status (apprentice and adolescent worker).

Dual vocational training in a craft business can be undertaken by an adolescent, that is, a person between 15 and 18 years of age who:

- has completed at least eight years of elementary education,
- has been issued a medical opinion confirming no contraindications to work in a specific position.

In connection with the Labor Code amendment, employment of a person under the age of 15 who has not completed eight years of primary school and a person over the age of 18 is permitted in special cases under the conditions specified in art. 191 § 2¹⁻²⁷ and art. 191 of the Labor Code.

The provisions of the Labor Code concerning employment contracts of indefinite duration apply to the conclusion and termination of employment contracts with adolescents for the purpose of vocational training. The contract may also be concluded for a definite period of time, not shorter than the planned duration of the training, for example, 36 months. A craftsman may conclude such a contract if they employ more adolescents than necessary for the purposes of their enterprise, and therefore will not be able to provide employment at the end of their vocational training.

The employer is obliged to provide the adolescent workers with the necessary support and guidance to ensure proper performance of their tasks. As part of this obligation, employers are required to inform adolescent workers about their student, employee and social rights (Świątkowski 2018). The employer has specific obligations towards all employees (Suknarowska-Drzewiecka 2019), however, due to the special status and age of adolescent employees and their lack of adequate life experience, especially in subordinate work (Muszalski 2018), the provisions of law place emphasis on adolescent employment safety.

“Guidance and assistance” means all measures necessary to enable adolescents to learn and train in a specific craft, but also to acquire (develop and consolidate) desired working habits, adapt to a new

working environment, develop a professional attitude in line with the expectations of the employer.

Vocational training conducted by craftsmen-employers is currently carried out in 133 areas comprising the classification of professions and specialties on the labor market. From the aforementioned group of professions, nearly 50 are classified as vocational education professions (Ministerstwo Edukacji Narodowej 2019, item 316). These professions offer the possibility of further theoretical training in the school system, in which case the adolescent workers participate in practical training on the basis of an employment contract for the purpose of vocational training in a craft enterprise, while theory classes take place in a basic vocational school (trade school). In the case of out-of-school vocational training, practical training takes place in a craft enterprise, while theory classes take place during supplementary training courses or are provided by the same employer. In professions comprising the labor and market specializations (Ministerstwo Pracy i Polityki Socjalnej 2014), vocational training is possible only in the extramural system.

Adolescent employee rights:

- 1) the right to remuneration for the work performed,
- 2) a limit of six hours of work a day until the age of 16,
- 3) a limit of eight hours of work a day from the age of 16,
- 4) an uninterrupted 30-minute break if the daily working time is longer than 4.5 hours,
- 5) at least 48 hours of continuous rest, which should include Sunday,
- 6) no overtime or night shift work,
- 7) a leave of absence amounting to no less than 14 consecutive hours,
- 8) a holiday of 12 working days (winter holidays being the recommended period) within six months of the start of the first employment

- 9) a leave of 26 working days after a year of continuous employment; however, in the calendar year in which the adolescent worker reaches the age of 18, total leave amounts to 20 working days,
- 10) adolescents attending school must be granted leave during school holidays,
- 11) unpaid leave (not more than two months including holiday leave if they are a student).

6. Vocational Education from a Management Perspective

As any organization, craft enterprise constitutes a complex entity, consisting of various types of material, (financial, physical), intangible (market, intellectual, relational, organizational,) and human assets (craftsman – master, employees / apprentices – journeymen), but the character and size of craft enterprises make the human asset, or rather, human capital, a key factor in determining the competitiveness of these enterprises. In essence, social competences and employee conduct have a major impact on the quality of human capital (Juchnowicz *et al.* 2014, p. 104).

The smallest enterprises remain a challenge for management science (Glinka 2016, p. 258), as management in such organizations differs from that in large organizations. Management processes in SMEs are implemented in a non-standard, diverse manner, depending on the industry and size of the enterprise (Król, Ludwiczynski 2007, p. 88). However, SMEs, particularly their management of human resources, are still underemphasized in modern management concepts (which emerged mainly in response to the needs of large organizations).

Human resources management functions in each organization involve resource planning, employee selection, ensuring employee safety, employee evaluation, training and development, motivation,

remuneration and de-recruitment (Juchnowicz *et al.* 2014, p. 104). The processes associated with these functions (specifying needs and requirements, preparing job descriptions and candidate profiles, determining the terms and conditions of employment, recruitment, i.e., attracting candidates, their selection, and matching specific applicants to personnel requirements, building human capital in the company, i.e., development of staff, ensuring safe and hygienic working conditions, payment of salaries and incentives and management of employee departures) are present and similar in all companies.

Nonetheless, the traditional rules of building human capital in organizations are difficult to apply directly to craft enterprises. The literature on this subject (Listwan 2009, p. 5-6; Oleksyn 2017, p. 23; Nowicka-Mieszala 2012, p. 93; Zajac 2014, p. 196) discusses numerous models of human resource management in enterprises (e.g., the traditional model, human relations model, resource model, social potential management model, individual resources model and strategic human resource management model), but none of the analyzed models cover the multi-year stage of dual education, which is unique to crafts. The hiring of employees (i.e., recruitment and selection) by organizations was also the subject of numerous studies and practical guidebooks, but, to the author's best knowledge no studies on the specific nature and methods of recruitment for dual vocational training have been published.

Considering the typology of organizations derived by Marcin Bielski (1997, p. 102-105), a craft enterprise is simultaneously "commercial" (with its basis for operation being the principle of cost-effectiveness and profit) and "non-commercial", aimed at satisfying the intangible (educational) needs of the society. It is also a "social" organization, which allows the emergence of a community with a sense of belonging. Like all organizations, a craft enterprise aims to achieve its objectives and effectively implement its strategy (Wyrwas, Rogozińska-Pawelczyk

2016, p. 68), but in order to do so it needs to employ people with specific expertise, optimal skills and social competences (Whiddett, Hollyforde 2003, p. 15). Importantly, a craftsman who employs adolescents allows them to enter the inside environment of their company and entrusts them with the company know-how. The reputation of the company will thus also depend on the apprentice's attitude. This also raises the matter of the trust (i.e., an inclination resulting from the degree of social trust) required of craftsmen to employ adolescents – also from outside of the family and the closest circle (Fukuyama 1997, p. 432). Craft businesses are often family-run, but for various reasons they decide to “allow” an external apprentice to join the enterprise.

The common participation of craftsmen-employers in the vocational training process is therefore a sine qua non for the further operation of the dual education model in crafts. However, as results from quantitative data obtained from the Polish Craft Association show, the number of craft businesses conducting apprenticeships is systematically decreasing. In the years 2011-2017, the total number of craftsmen providing vocational training decreased from 25 866 in 2011 to 21 835 in 2018 (Związek Rzemiosła Polskiego n.d.b).

In reality, however, dual vocational education in crafts has a highly significant impact on human capital management in craft businesses. Among others, crafts feature a multi-year stage, during which the apprentice is “present” (both learning and working) in the company, until they receive the required job qualifications and attitudes (Tomaszewska-Lipiec 2011). At this stage, adolescents must be provided with safe and hygienic working conditions, which are considerably more strictly regulated than in the case of adults (this requires the occupational health and safety officers to be acquainted with the enterprise-specific regulations). This stage is also a component of human resources requirements planning, which should to be based

on strategic decisions concerning long-term strategies for building human capital.

Also, importantly, in contrast to corporations, craftsmen often cannot offer competitive wages or benefits packages (therefore, they should offer a carefully thought-out range of effective incentives); in most cases, career advancement in crafts is also very limited or even excluded.

By devoting several years to vocational training of an adolescent, a craftsman will treat their apprentice's career development differently than a "regular" employer. All of these factors influence the specific nature of human resources management in craft businesses, yet craftsmen do not possess ready-made guidelines (manuals, models, general strategies) for human resources management that could be directly applied in their organizations.

Considering the fact that, in the course of education, the apprentice strongly identifies with the enterprise as a current and future workplace (after finishing their training the apprentice possesses intimate knowledge of their workplace), it is extremely important to retain the already trained employee in the company due to the investments (financial and non-financial) incurred by the employer during the period of their training as well as the know-how provided to them, which is extremely important in building the brand of a craft business. An employee leaving a craft business (perhaps with inadequately secured documents, customer databases or unique company know-how) might have long-lasting consequences which are more severe for the craftsman than for an "ordinary" employer.

What are the advantages of conducting vocational training for the business? It would appear that thanks to personal, direct training of apprentices, an employer-craftsman is at least able to avoid mistakes in determining personnel requirements, resulting, for example, in employment of people without appropriate qualifications (the

craftsman provides apprentices with qualifications necessary from their point of view and thus has a direct and substantial influence on the human capital of the business) and professional attitudes. By selecting employees who have proven themselves in the course of their training, the craftsman has a direct impact on the later structure of the workforce, which prevents difficulties in filling positions demanding specific knowledge and skills (a craftsman, by sharing their knowledge with apprentices, also ensures the later filling of related positions, Drogosz-Zabłocka, Stasiowski 2016, p. 5-6).

7. Conclusion

Given the uniqueness of craft businesses, the issue of human resources management in crafts should become an important area of research in the field of management. The role of dual training for adolescents in the context of building the human capital of a craft enterprise has not been adequately studied. Topics related to adolescent education are currently largely underrepresented (the last book concerning education in crafts was published in 1978, Okuszek 1978).

Pronounced debates concerning the revitalizing of vocational training by, for example (Związek Rzemiosła Polskiego 2019), reinforcing the employers' role in the process, constitute yet another argument for addressing this issue (Ministerstwo Edukacji Narodowej 2019). Thus, developing recommendations concerning the conditions of human capital management in crafts is of utmost practical importance.

It seems necessary to:

1. acquire information on the adolescent employees' traits which are most desired by craftsmen,
2. acquire information on the willingness of craftsmen to employ workers from outside the family and the closest social circle,

3. acquire knowledge on human capital management strategies in craft enterprises, including adolescent education, and answer the following question:

4. how do human capital management strategies, including strategies for acquiring candidates for adolescent employment, affect the building of human capital in craft enterprises?

Unfortunately, due to the differences in recruitment, adapting and motivating employees in “ordinary” companies and craft enterprises, management science seems to fail to notice this segment of enterprises. In management studies, issues of “costs” and “benefits” of employers who undertake practical teaching are considered very rarely (Drogosz-Zabłocka, Stasiowski 2016). Very little is known about the difficulties related to human capital management, which Polish craft businesses encounter on a daily basis. It is therefore necessary to acquire knowledge on human capital management strategies in craft enterprises covering an element of education of adolescents.

There are almost 54 000 small enterprises in Poland, which constitute 3% of the Polish business sector. Over the last few years, a decrease in the number of small enterprises has been observed – in 2017, there was a 6% decrease compared to the previous year. Of all the enterprise groups, small enterprises have the lowest share in GDP generation – 8%, whereas assuming the value of GDP generated by the enterprise sector as 100% – small enterprises have a share of 11% (PARP 2019). Nevertheless, the number of approaches – often bordering on theory and practice – adapted to the unique nature of small enterprises is currently growing (Glinka 2016, p. 258). Bearing in mind both the specific nature of craft enterprises and the need to supplement the research related to management in crafts, it should be stated that the problem of human capital management in Polish craft enterprises which includes the dual education aspect, should be addressed through research and publications.

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