

Editorial

Dear readers, dear colleagues,

Probably most of us work at universities or research centers, trying to expand and improve existing knowledge in more precise management and development of the most valuable wealth of every organization, institution, enterprise, society, or business – human potential. We all prepare and implement various scientific projects, carry out extensive, even longitudinal, scientific research, with the intention to provide new inspiration to other individuals, teams and organizations, confirming our cognizance or reversing invalid theories and assumptions. Subsequently, all the acquired knowledge in an appropriate form we present to the scientific community, as well as our superiors, colleagues, employees, and especially students.

The work of the scientist and the university pedagogue is not easy at all. However, on the other hand, it can bring us pleasure, satisfaction, and energy to continue. We want to be useful for others – for our faculties, universities, the public, and the whole society. We want to contribute and help others to make their profession and the atmosphere they work in as precious as possible. It is very positive that, in addition to years of efforts to bring quality knowledge about the management and development of human potential only to economic subjects – businesses, increasing attention has also been paid to improving the management systems of universities in recent years.

Universities are specific, unique subjects that meet the latest scientific knowledge with a rooted routine and nowadays often inadequately functioning systems of management and development of human potential (teachers, senior staff, and administrative staff). Universities are an inimitable blend of progress and versus old stereotypes. Unlike senior business executives, in the university environment, senior executives do not receive as much (often even no) opportunities to develop their leadership, inspiration, motivation, communication, and overall managerial skills or competencies. A common reality is that many heads of departments, vice-deans and deans are excellent experts in their field of expertise, but they have almost no managerial training and experience. This is, unfortunately, a factor which considerably slows down and enlighten the zeal of other academics.

In mentioned above intentions and perspectives, the content of the current issue of Human Resources Management and Ergonomics (HRM&E) deals with several of these topics. It is, in the first place, *dignity*, which is a very sensitive factor in universities. Dignity, together with the pride of teachers and senior staff on their work and the results of students, reflects the quality and value of the university's management system. Maintaining dignity and appreciating the human and scientific value and wisdom of the researcher and pedagogue is a strong motivating element and accelerator of building these elements also in the personality of the students.

Similarly extremely important driver is *trust*. Trust can have many forms, meanings, layers and qualities in the university environment. This can include, for example, building trust of teachers in the society they live in; trust in the university where they operate; trust in the strength of the research they are engaged in; trust in the importance of education they perform; trust in the correctness of the heads of university and faculty who direct their actions; trust in partnership with colleagues with whom they share their invention and ideas; trust in open relationships with students who they teach and move forward, and so on. This can include also trust in the sense of faith in humanity, in the good, in the reciprocal help, in the altruism, in the multiplication effects of warm relationships, and so on. And also, this can include a reflection

of trust, i.e. the positive response to the confidence shown, the absolute respect for all promises made, and the mutual loyalty.

Both of these terms – dignity and trust – must find their foundations, merit, strength and fulfillment in the efforts of the governing bodies of the universities, the faculties and the departments to act honestly, and with full awareness of the possible consequences, i.e. achievable effects and also threatened imperfections or defects if the human potential of the university is not an alpha and omega of deliberate managerial effort. *Social responsibility* of the university must not be just a concept that is being discussed. Anybody must not look for an alibi's excuses, why it is not possible to pay adequate attention to the social system of the university (people, their relationships, and the feeling of motivation). Lack of financial resources for the expansion of university should not be a brake on future efforts, enthusiasm and verve of scientists and teachers. Because: the university is a social system. This system must be responsible. It has to be responsible for itself, for its actions and for the consequences on others. Otherwise expressed: we have to be responsible for ourselves, for our colleagues, students, research done. We must continue to do our work with joy, love and effort to help.

Therefore, I wish to all of us that we will be successful in applying in relation to all 'university people' our latest inspirational 3S: shining sun, sweet heart and strong hug.

Prof. Martina Blašková, PhD.
Editor-in-chief of HRM&E
University of Žilina
Slovak Republic