

# **BSC AS A TOOL TO ACHIEVE SOCIAL AND ECONOMIC GOALS OF A UNIVERSITY - PROBLEM OF PUBLIC TRUST ORGANISATION**

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## **Abstract**

Trust is a hard measured category, that is why using modern management tools, like *Balanced Scorecard*, may allow identifying and modifying factors affecting the loss of public trust as well as contributes to the improvement of institutions' and their employees image. College should be considered as an interesting institution of public trust. College should constantly monitor and increase the quality of services provided as well as professionalism, ethical and moral attitude of its employees together with complying social responsibility and principles of market economy. The aim of this article is to present the possibility of using the BSC in shaping the image of public trust organisations and their academic staff, by monitoring execution of economic and social aims. A basic research method to achieve this aim is literature studies.

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**Keywords:** Balanced Scorecard, public trust, entities public trust, university

## **Introduction**

Public trust is an indispensable factor helping to execute social and economic functions by chosen social groups (ex. advocates, teachers etc.) or certain institutions (ex. courts, schools etc.). At the same time, trust is an inseparable element of an image. Finally, an organisation's image is crucial for its seamless functioning, and consequently – success.

An interesting example of a public trust organisation would be the university and its academic staff. The university should continuously monitor and improve the quality of its services but also professionalism, ethics and morale of its staff. This is particularly hard, as the traditional teachers' attributes (accuracy, reliability, pedagogic and didactic skills) have less meaning, if they are not followed by a partnership in creating new

knowledge, developing new courses, research workshops and paradigms, constantly seeking for the scientific truth. It seems that in realisation of these tasks and achieving competitive position on the market of education services, the Balanced Scorecard could be a great help. The aim of this article is to present the possibility of using the BSC in shaping the image of public trust organisations and their academic staff, by monitoring execution of economic and social aims. A basic research method to achieve this aim is literature studies.

### **University image – scope and definition**

Generally, “trust” means the belief that a given person or organisation will not deceive or do anything bad, that the given information is true and that the person or organisation has knowledge, skills and abilities and can use them appropriately. Trust and image are difficult to measure, therefore, seeking new management tools and their implementation in organisations, in order to identify and solve problems in public trust areas, and shape a positive image is an important task for the managers.

Subject bibliography presents many definitions of the image. Some of the interesting definitions are interpretations by Arpan, Raney and Zivnusk, who describe the image as [Arpan, Raney, Zivnusk, 2003, pp. 97-113]:

- associations related with the organisation’s name,
- psychological profile constructed for the organisation by the individual,
- attitudes towards the organisation

Stating a hypothesis about an impact of trust on the image, it seems necessary to recall the definition of Treadwell and Harrison, stating that the image of the organisation by a given person is: “a combination of perception of the organisation, including the beliefs and attitudes, as well as behavioural impressions which are significant organisationally” [Waszkiewicz, 2011, p. 23]. From the point of view of the person’s analysis in the article, it is vital to refer the image aspect to the university. A. Waszkiewicz states that: “the image of the university is an aspect of a holistic perception of organisational functions in terms of its role: the teacher, the creator of the science and culture, the moral authority, the employer, the financially supported entity, investor and power transmitter; along with its meaning, as well as the beliefs and attitudes which come from it” [Waszkiewicz, 2011, p.72]. The researcher, in her definition, specifies the social roles of the university, which, at the same time determines the scope of its image. They are roles of: the teacher, the creator of the science and culture, the moral authority, the employer, the entity financially supported, investor and power transmitter [more in: Waszkiewicz, 2011, p.44-72]. These social roles indirectly indicate the specific university stakeholders, understood as individuals and

organisations which have an impact on them, or those who the university's activities, in some way, affect.

The stakeholders of the university are broadly varied. Having identified the individuals or organisations that the university interacts with, we can specify: students, graduates, academic staff (scientific-didactic, administration), the organisations cooperating with universities in research and development, employers, services and products suppliers, non-governmental organisations, unions, media, government (central and local), other universities (national and international), local community and others.

Table 1 presents the essence, aims (social as well as economical) and factors shaping the image of the university.

**Table.1.** The scope of shaping the image of the university – the essence, goals and determinants.

Image scope	The purpose of the image scope	Realisation of the aims (social and economical)	Image determinants
<b>University as a teacher</b>	Realisation of the teaching process through passing on the knowledge.	<ul style="list-style-type: none"> <li>• Creating specialists (in a process: recruiting, examination, issuing a diploma.</li> <li>• Creating a relation: master – pupil.</li> <li>• Acquiring research and reconstruction competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Programs and techniques of teaching.</li> <li>• Didactic helps.</li> <li>• Academic staff and students' partnership.</li> <li>• Academic staff.</li> </ul>
<b>University as a creator of science and culture</b>	Enriching science through creating, researching and diffusing knowledge.	<ul style="list-style-type: none"> <li>• Shaping intellectual and moral condition of the academic environment.</li> <li>• Shaping research skills.</li> <li>• Organising and developing academic life.</li> <li>• Cumulating cultural heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Degree and academic titles</li> <li>• Research programs.</li> <li>• Scientific publications</li> <li>• International cooperation.</li> <li>• Cultural events.</li> </ul>
<b>University as a moral authority</b>	Raising the younger generation in an unblemished moral authority spirit with respect to the truth, courts' impartiality and intellectual independence.	<ul style="list-style-type: none"> <li>• Building the authority : moral, individual (competencies), spiritual (wisdom and integrity)</li> <li>• Shaping desirable attitudes, located in the area of the cultural heritage value.</li> <li>• Students' development stimulatón.</li> </ul>	<ul style="list-style-type: none"> <li>• Courts' impartiality</li> <li>• Popularisation of the social idea.</li> <li>• Life and more honesty.</li> <li>• Respecting the truth.</li> </ul>
<b>University as a employer</b>	Hiring, firing and staff management.	<ul style="list-style-type: none"> <li>• Shaping desirable perception of the workplace.</li> <li>• Hiring fitted educators and scientists.</li> </ul>	<ul style="list-style-type: none"> <li>• Human resources management style.</li> <li>• Work (environment) conditions.</li> <li>• Employees'</li> </ul>

			<ul style="list-style-type: none"> <li>• salary</li> <li>• Employees' interpersonal relations</li> </ul>
<b>University as a financially supported entity</b>	Financing the academic activity from government grants (as a government's budget entity) as well as non-governmental funds: sponsors and the income from the chargeable; educational services, consultations and workshops (as a market entity).	<ul style="list-style-type: none"> <li>• Searching non-governmental sources of income.</li> <li>• Efficient activity (profitability, efficiency, productivity and the quality of the services.</li> <li>• Survival on the competitive market.</li> <li>• Preparing the university to function# in the capitalistic academic's environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning the financial needs.</li> <li>• Honesty</li> <li>• Expenditures' rationalisation</li> <li>• Expenses control.</li> <li>• Income optimisation.</li> <li>• Ability to thank the donors.</li> </ul>
<b>University as an investor</b>	Academic activity in an investor role in the area of project management.	<ul style="list-style-type: none"> <li>• Development of the economic partnerships in the local and international aspect.</li> <li>• Propagation of the entrepreneurship idea.</li> <li>• Effective allocation of the resources.</li> <li>• Investing in the material assets (academic rooms base) and the non-material assets ( new software)</li> <li>• Rising importance of the investing activity in academic funding.</li> </ul>	<ul style="list-style-type: none"> <li>• Relacje z dostawcami.</li> <li>• Terminowość regulowania zobowiązań.</li> <li>• Administration style in the investments' scope</li> <li>• Investments efficiency</li> </ul>
<b>University as a power transmitter</b>	University takes responsibility for its environment and its prospective development but, at the same time, it does not resign from its autonomic didactic and cognitive aims.	<ul style="list-style-type: none"> <li>• Raising the students to prepare them to professional work and taking on responsible work position.</li> <li>• Shaping the intellectual cadre for the development of the country.</li> <li>• Preparing to live in the democratic society</li> <li>• Providing the appropriate level of the university's autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer of the ideology dominating in the country.</li> <li>• Sense of the independency of the University's entities.</li> <li>• Political activity of the organisation's members.</li> </ul>

Source: personal study based on: [Waszkiewicz, 2011, pp.44-72]

The image scope proposed by A.Waszkiewicz is the area of the image analysed in the aspect of functions fulfilled by the academic organisation. Plurality of the dimensions and fulfilled functions indicates that the university's image is not a homogenic category and "...it is created in minds of everyone, who are related to a given university, directly or indirectly. The created image is subjective, although it is created by objective conditioning" [Waszkiewicz, 2011, p. 43]. Roles played by the universities: a teacher, a creator of science and culture, a moral authority, an employer, a financially supported entity, as well as an investor and a power transmitter are the assessing fields of its function by the environment and finally influence on the image of the whole organisation.

### **The role of an academic teacher in building public trust and shaping the image.**

In building public trust of the university, it seems particularly important to perceive the academic ethos, which E.Chmielecka describes as a "set of values, which organise the university's life in all its dimensions, values accepted as an axiological justification of attitudes and activities in academic environment" [Chmielecka, 2008, p.23]. For the purpose of this study, it is crucial to indicate the role of the academic teacher.

According to article 111, paragraph 1 of the act of Law of Higher Education, academic staff and educators are bound to [Ustawa..., 2005]: "educate and raise students (...), carry out research and development work". It is also required from the academic teacher to apply high standards of moral and ethic values. These requirements are included in the doctors' oath, which in a formal way closes the doctors' cord. Traditionally, the oath contains a pledge to seek the truth and non-misappropriate the rules of the ethics of science. Therefore, it should be asked: Is an academic teacher a public trust profession? Theoretically: no, as this group has not got its own professional self-governing organisation. However, taking into account the aspects of this profession, as well as particular tasks which the university fulfils, it will not be an overstatement to say that formally an academic teacher is a public trust profession.

The concept of a public trust profession occurs only in a polish environment and it is not recognised in other European countries. In Poland, it was introduced in an article 17 of Constitution of Republic of Poland from 2<sup>nd</sup> April 1997, which bounds execution of a public trust profession with an existence of a professional self-governing body, "representing people executing public trust professions and holding responsibility for pursuing these professions within public interest and for its protection" [Konstytucja, 2007, art. 17]. The group of public trust professions includes professions which fulfil specific tasks from the perspective of public duties and care for

realisation of public interest. As the legislator did not introduce the definition of a public trust profession, it is possible to find different interpretations of this concept which differ from the statutory. H. Izdebski states, that self-governing organisations can exist for some public trust professions of the legislator will, however, some might not have it [Izdebski, 2012/2013]. On the other hand, A. Bochenska states, that these kinds of professions distinguish from others by quasi- missionary and executing professions in order to fulfil public interest, which includes educating students. The same author also indicates the attributes which the Supreme Administrative Court assigned to the image of the public trust person. They are as follows: integrity, honesty, conscientiousness, therefore, high moral and ethical standards mentioned previously, which the academic teacher ought to present [Bocheńska, 2014].

### **The BSC as a tool in executing an organisation's strategy**

Balanced Scorecard (BSC) was developed in the early 90's of the 20th century in the United States by Kaplan and Norton. The main purpose of BSC is executing the corporation's development strategy [Nowak, 2009].

The BSC is an attempt to link the advantages of the method of strategically analysing of largo sense and advantages of financial analysis of a corporation. The scope of applying the BSC covers four perspectives [Kaplan, Norton, 2002].

- financial,
- client (broadly: market including other stakeholders)
- internal processes
- development (or learning and growing)

These four perspectives of the BSC should be treated as a model, which should be adapted to the specifics of the organisation's body, but not as fixed boundaries. The BSC is applied by organisations of various industries, which are set for profits, but also universities, schools, public administration organisations, hospitals or in executing employees' individual aims. In this aspect, the only difference is the composition of the perspectives. In economic entities (business model) the order of the perspectives starts with a financial perspective as profits are the source of success in business. Other organisational entities, for example hospitals, adapted the BSC to their own needs by highlighting a client's perspective as the most important and where the financial perspective represents a tool which controls the effectiveness of the actions. Public administration organisations are obligated to adapt the BSC to executing a set of tasks and have a fixed amount of funds assigned for these tasks.

## **Implementation of the BSC, executing the social and economic aims of university – scope of the problem**

The present image of universities' map in Poland is a result of the political and economical changes, which in the early 90's of 20th century led to developing a legal possibility to set private universities under the act from 12<sup>th</sup> September 1990 on higher education [Ustawa..., 1990]. The above act, next to foregoing existing public schools legitimised non-governmental universities. In addition, the master degree system was differentiated due to introducing a two-sided education system [Szkoły wyższe..., 2013]. Moreover, under the act on higher vocational schools from 26<sup>th</sup> June 1997, it is possible to create the above schools. On the other hand, a new law on Higher Education passed in 27<sup>th</sup> July 2005 which helps to adapt our education system to the European standards [Ustawa..., 2005].

Legislation changes were accompanied by soaring demand for education, what resulted in a great increase in solarisation indicators (increase from around 10% to 50%). Factors influencing this constant growth of the amount of students to 2005 were as follows:

- demographic population structure (an increase in the population of the number of younger groups in the standard age of students)
- a high popularity of higher education among people in 19-24 years [Szkolnictwo..., 2013],
- filling the educational gap by professionals
- changing currently possessed qualifications.

Unfortunately, a fall in dynamic growth has been noticeable in the past few years.

The precise information about the structure of the employment in higher education was included in broadly talked-about "Strategy of higher education development: 2010-2020. Environmental project" [Strategia..., 2009] as well as the report of the Ministry of Science and Higher Education titled: Higher Education in Poland 2013 [Strategia Szkoły..., 2009].

Functioning in high market competitive conditions and tough demographic/social situation forces universities in Poland to seek newer and more comprehensive management tools, which provide continuous economic activity as well as create a positive image in the local environment, but also in the market of educational services. Based on a conducted analysis, it can be assumed that the university is a public trust organisation, and its academic staff represents a public trust profession, from the social perspective, but not from legislation's point of view. For this reason, universities recognise public trust as a significant indicator of satisfaction, reputation, quality and popularity among local community. Universities research and improve the quality of their services, and at the same time focus on trust and the image in relations with their stakeholders. A tool, which can positively impact all

activities in this scope, is the BSC. Table 2 presents a stakeholders’ perspective at the university (students, workers, establisher, tax payer, and business environment) as well as a financial perspective, particularly important in executing social and economical aims.

**Table.2.** Perspectives: stakeholders and financial for SGGW in Warsaw.

	<b>Strategical aims</b>	<b>Indicators</b>	<b>Scopes of the image</b>
<b>Stakeholders perspective</b>	Care for the high standards of accepted students	An indicator of the results of A-levels of those who were accepted on the first year of the first level of studies	University as a teacher
		An indicator of average students’ grades who were accepted on the first year of the second level of studies	
	Build graduates’ loyalty by the satisfaction from the studies	An indicator of graduates satisfaction	University as a teacher University as a moral authority
		An indicator of graduates’ loyalty	
	Increase the number and prestige of conducted researches	An indicator of international research activity	University as a creator of science and culture
		An indicator of the value of international researches	
		An indicator of national research activity	
		An indicator of the value of national researches	
	Increase popularisation and applicability of the researches’ results.	An indicator of efficient searching for new commissions	University as an investor
	Improve position of graduates on jobs’ market.	An indicator of graduates’ employment	University as a power transmitter
	Build pro-students university’s image, set for practical education	An image indicator in education aspect	University as an employer
	Confirm the high quality by accreditations and parametric rating	An indicator of parametric rating of an university quality	University as a teacher
		An indicator of institutional PKA grades	
An indicator of PKA programs’ grades			
Achieve the status of a National Leading Science Centre	An indicator of the eligibility	University as an investor	
	An indicator of obtained national and international partners		



	Building the image of an enterprising university which offers added economic value	An indicator of a positive image among apprentices	University as an entity financially supported
<b>Financial perspective</b>	Protect long-distance economical needs of the University	An indicator of the value of the excess	University as an investor
		An indicator of the excess to the incomings	
	Changing the structure of incomings of the university, decreasing the dependence from funds from Ministry of Internal Affairs	An indicator of incomings value	University as an entity financially supported
		An indicator of the incomings beyond 'basic' grants from the Ministry of Internal Affairs	
Improve the cost efficiency of the university	An indicator of expenses and income	University as a financially supported entity	

Source: Personal study based on: [Strategia Szkoły..., 2009]

Utilising presented indicators for the assessment of the current situation from the stakeholders and financial perspectives, as well as comparing them with expected values, will allow the university to assess the trust of students, employers, business environment and tax payers for the university. Additionally, it would also allow them to undertake strategic activities which aim to improve unsatisfying or unfavourable situations in the area of public trust and at the same time in image perception. The Balanced Scorecard can be built in a process of cascading for individual departments, institutions, academic chairs and also for individual employees.

### Propositions

Concluding the views of this article, it is worth focusing on significant socio-economical challenges, which universities face nowadays. The identification of those, as well as the way they work, will have a great impact on the universities' image, as public trust organisations.

1. Functioning in times of "civilisations on the crossroads" brings new threats for academic organisations: exchanging earnestness for dishonesty (plagiarism, auto-plagiarism, purchasing dissertations), wisdom and researcher curiosity for artifice and minimalism, creativity for repetition
2. Government's academic organisations hire over 80% of Polish academic staff, non-governmental nearly 20%. This reverses the relation occurring in American education, recognised as the most efficient and organised [Waszkiewicz, 2011];
3. A university is an integral part of the society and its fundamental task is to add to its development and resolving social problems. Therefore, it is

necessary to establish cooperation with governments and other types of organisations, as well as the industry and businesses in order to link the theory with practice.

4. A university's independence from interference of the external entities is a guarantee for unrestrained research and ideology development, but on the other hand, it causes problems with the accessibility to the external sources of financing.

## Conclusion

The trust is an inseparable part of the organisation's image. Furthermore, its public image is crucial for its seamless functioning, and consequently for its success.

An interesting example of a public trust organisation would be the university and its academic staff. The university should continuously monitor and improve the quality of its services but also professionalism, ethics and morale of its staff. This is particularly hard, as the traditional teachers' attributes (accuracy, reliability, pedagogic and didactic skills) have less meaning, if they are not followed by a partnership in creating new knowledge, developing new courses, research workshops and paradigms, constantly seeking for the scientific truth. It seems that in realisation of these tasks and achieving competitive position on the market of education services, the Balanced Scorecard could be a great help. The aim of this article is to present the possibility of using the BSC in shaping the image of public trust organisations and their academic staff, by monitoring execution of social and economic aims.

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