

FORMING AN ORGANIZATIONAL HR-MANAGEMENT DEVELOPMENT STRATEGY BASED ON A HUMAN- CENTERED APPROACH: CASE OF HIGHER EDUCATION INSTITUTIONS

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Abstract: The method of this study is to specify the prerequisites and ability of top management of modern companies to develop a human resources management strategy using a human-centric approach. The subject of the study was the characteristic features of human-centered personnel management, which can be applied as elements of strategic development of intellectual capital and formation of high-quality human resources for modern enterprises. To obtain scientific results, methods of synthesis of scientific ideas, content analysis of professional literature, methods of generalization and systematization of conceptual and paradigmatic tasks of personnel management were used. Based on the results of the scientific search, the following significant conclusions were made: human-centeredness is characterized as such a philosophy in the management of an organization, which is implemented through the prism of a strategic vision of the future of its human resources; the theoretical and methodological foundations of scientific sciences are formalized in the context of the possibilities of applying the principles of human-centered management in HR strategies of a modern organization; identified problematic aspects and existing opportunities for using human-centered personnel management in basic strategies for managing organizations that are focused on ensuring economic security, and provided proposals for promising areas for updating the policy of higher education institutions to transform them into turquoise organizations, taking into account the needs of Society 5.0 and the possibilities of management 3.0. As a result, it was concluded that effective motivation tools and the social orientation of management mechanisms when developing solutions related to personnel management allow enterprises to obtain more positive effects for their economic condition than by acting exclusively through administrative means, orders, and coercion. Therefore, the formation of an HR management development strategy for organizations that plan their activities for the long term should be based on the principles of human-centeredness and with a focus on the needs and interests of employees, who are an important intangible resource and a competitive advantage for companies in the goods and services markets.

Keywords: organization, HR-management, development, strategy, human-centered approach

JEL Classification: G30, M20, L20

Introduction

Humanocentrism cannot be considered a fundamentally new phenomenon in the field of domestic economic thought. Its conceptual foundations were formed in the fields of philosophy, history, psychology, and in the field of social and labour relations. During the period of the spread and popularization of the capitalist economic model, the personnel of enterprises, institutions, and organizations were perceived by their owners and management exclusively as one of the corporate resources, the use of which ensured profit. However, nowadays, it is increasingly possible to encounter assumptions that with the help of effective motivation and social orientation of management mechanisms when making personnel decisions, business entities can obtain a much greater positive (material, reputational, competitive) effect from the labour activities of their employees than by acting exclusively by administrative means, orders, and coercion. The

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consequences of the social orientation of HR management and human-centred personnel management can be especially noticeable for organizations where the specific weight of intellectual work and the importance of the emotional background of employees determine the effectiveness of financial and economic processes and contribute to the achievement of strategic guidelines for their development. Higher education institutions are among such institutions where human resources and their intellectual capital are the main competitive advantages in the market. Therefore, testing hypotheses regarding the feasibility of using human-centred paradigms in personnel management on the example of educational institutions is a completely rational and worthwhile idea, worth the effort, attention and time.

Nearly 10 years ago, in 2016, a new concept of Society 5.0 was presented in Japan. This society was named "Super-smart," and its characteristic features included: the fine differentiation of various societal needs and their satisfaction by providing necessary products and services in the required quantities to people who need them, exactly when they need them (focus on current needs without excessive consumption); and the ability for all people to receive high-quality services and live a comfortable, active life that respects their diverse differences, such as age, gender, region, or language (human-centrism). The identifier 5.0 denotes a new society created as a result of transformations driven by scientific and technological innovations, and it is the next stage of social revolution after the hunting, agrarian, industrial, and information societies (Harayama, 2017).

Over time, Society 5.0 has become the focus of research for many scientists from various countries around the world (Narvaez Rojas, AlomiaPeñañiel, Loaiza Buitrago, & Tavera Romero, 2021; Zengin, Naktiyok, Kaygın, Kavak, & Topçuoğlu, 2021; Topçuoğlu, Oktaysoy, Kaygın, Kosa, Uygungil Erdoğan, Kobanoglu & Turan-Torun, 2024; Kanbara & Okuno, 2020; Kanbara, Shaw, Kato, Miyazaki & Morita 2022). To manage this society and the business structures that are created and operate to meet the needs of Society 5.0, new approaches and mechanisms are required that consider the specific characteristics of the human resources forming in this environment. Management 3.0 is an evolution of previous models for managing people, organizations, and their subdivisions. Management 1.0 was based on a "top-down" work model that allowed for a low level of freedom and initiative in decision-making and left no room for creativity. The second stage of management evolution (i.e., Management 2.0) aimed to develop new, more effective methods for managing organizations (for example, attention began to be paid to quality management, and the Six Sigma method became widespread). However, the vertical management structure was still clearly evident. Currently, Management 3.0 aims to create a professional environment for an organization where all employees are responsible for the success of their identified managerial initiatives. Appelo (2011) believes that this management model "improves people and teams". The features and characteristics of Management 3.0 are also described by foreign and domestic scholars such as Almeida, Espinheira (2021), Maximi (2016) and Ukrainian researchers such as Kopytko, Chyrva, Stavska, Karvatska (2022).

Human-centrism in personnel management and strategic management of organizations

The transition to human-centred management in conditions of uncertainty and risks is a necessary step to ensure economic security and sustainable development of domestic business entities, which will allow them to create a safe, harmonious and productive working environment.

Modern global challenges and wartime trends, including the gradual decline in the level of efficiency of the traditional aggressive-capitalist model of doing business and the loss of human capital by Ukraine, require management personnel to take action to initiate the transition of enterprises to the concept of socially oriented management. Human-centeredness in HR management can become an important means of preserving and scaling intellectual potential, since according to its provisions, a person is considered by the enterprise not as a resource, but as the highest value and source of gaining competitive advantages. The author's three-stage model for introducing human-centeredness into the system of strategic HR management of an organization

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(from meeting the basic needs of the employee to recognizing his role for the future of the company and involving him in decision-making, current and long-term), should become a practical tool for building a strategy that will allow a business entity to create a positive employer brand in the labour market. Human-centeredness in HR management will ensure not only the preservation of existing talents in the teams of enterprises, institutions, organizations, but also will contribute to attracting new promising personnel, which is a critically important condition for the sustainable development of business and society, because the success of a modern organization depends significantly on its ability to invest in people and create conditions for their comprehensive professional and personal development. The concept of human-centred management correlates well with the principles and approaches of safety-oriented strategic management, because it also has as its main goal not to achieve high financial results, but to minimize personnel risks by meeting the needs and interests of the business entity's employees. This goal contributes to achieving the level of personnel security of the organization through the use of tools for increasing intellectual potential, such as training and development of personnel, increasing the quality of human resources and creating a professional reserve to promptly meet the need to fill vacant positions.

Given the large losses of human capital in Ukraine after the start of the full-scale invasion, the study of the problems and opportunities for using human-centred personnel management in the strategies of security-oriented management of organizations is relevant and just overdue.

The strategy of security-oriented management of organizations in conditions of uncertainty and risks should be focused on:

- achieving optimal financial, economic or social performance indicators of the organization while maintaining minimal risks of economic failures;
- forming a budget to compensate for the negative impact of threats on the company's corporate resources;
- ensuring the physical and individual economic security of its employees;
- protecting the occupied market share without excessive optimism or aggressive competition for its expansion in the future;
- maintaining a stable staff composition and achieving minimum staff turnover indicators;
- increasing intangible assets, including through personnel training and development mechanisms;
- developing various scenarios and alternatives for the economic development of a business entity depending on the dynamics of changes in the parameters of the external and internal environment of its operation to ensure the possibility of flexible and prompt response to new challenges.

The personnel component of safety-oriented management is extremely important for its successful implementation, since it is the actions or inaction of management personnel or executives of management decisions that can, on the one hand, reduce the likelihood of the manifestation and negative consequences of a risk or threat, and on the other hand, form new threatening factors that, given the source of their occurrence, will be impossible to manage.

Research conducted in the field of possibilities for introducing a human-centred approach in the management of higher education institutions, in particular, in the areas of personnel management and strategic management, led to the conclusion that the aggressive capitalist model of economic development, in which the main goal of the functioning of business entities was to make a profit at any cost, turned out to be ineffective in the long-term time horizon, as evidenced by environmental indicators, and sometimes social global indicators. Preservation of human capital in conditions of uncertainty and risks, with which the modern world is oversaturated, should become the main priority of sustainable global development. Human-centred management can be

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a tool for preserving and evolving the quality of personnel available to companies to the level required by modern entrepreneurship. The conceptual principles of human-centeredness in the management of modern organizations are built on an orientation to the individual needs and interests of employees, based on the assumption that their maximum level of satisfaction will lead to increased employee loyalty and their readiness for professional development, as a result of which the economic and reputational success of the organization in a strategic perspective will be guaranteed. Ukrainian higher education institutions demonstrate successful experience in using practices similar to human-centred management in their current activities, embodied in student-centred learning. This approach was proposed and tested at the state level for higher education institutions in order to ensure their “survival” in the conditions of a behavioural market economy. An example of successful experience in using human-centeredness in the management of an educational institution is the Bohdan Khmelnytsky National University of Cherkasy, whose personnel policy includes elements of taking into account the interests of employees. They are most noticeable in certain areas of personnel management, in particular when organizing its work. In general, the Ukrainian experience of managing higher education institutions allows us to list such positive cases in this area as the use of material and non-material incentives to motivate employees, flexibility in planning their working hours, for example, in the process of forming a schedule for the academic semester. The principles of humanism are embodied in approaches to ensuring the physical safety of staff and students during air attacks, and are also present in the ability of the teaching staff to choose individual programs for improving their own qualifications, namely, specific conditions for its completion, such as the duration of study, the country of residence during study, the topic of advanced training, which may correspond to the scientific interests of the employee or the educational components that he teaches to students, the ability to choose formats and topics for submitting grant applications for conducting scientific research and their financing; optimization of time spent working with documents thanks to the university's digital ecosystem; the ability to combine scientific, educational and practical activities, as well as work additionally within the framework of the legislation with hourly pay. All of the above factors are the circumstances that encourage educators to remain in their profession, despite the fact that the level of remuneration for their work remains below the average in the labour market, and is uncompetitive in comparison with the business and public management and administration sectors. The arguments presented and the established facts give reason to assume that the introduction of human-centeredness in HR management of HEIs can become a trigger for attracting and retaining highly qualified scientific and pedagogical personnel, which is especially relevant in conditions of personnel shortage and risks associated with the realities of wartime. The use of flexible schedules, individual KPIs, personalized social packages and motivational approaches and other tools that take into account the personal circumstances of employees, their interests and needs, will allow HEIs to form an attractive employer brand in the labour market and attract talents. In view of this, the senior administrative staff of educational institutions should consider humanistic orientation not only as a popular trend capable of improving the institution's brand in the market of its services and brand-givers of the labour market, but as an important strategic guideline that guarantees the preservation of intellectual capital and personnel potential of the scientific and secondary pedagogical level of education of the institution, ensure its sustainable development in conditions of uncertainty of the external environment and falling demand for educational services, as well as provide new opportunities for expanding the boundaries of scientific activity and cooperation, including through the digitalization of many economic areas.

Prospects for transforming higher education institutions into turquoise organizations using human-centrism and Society 5.0 and Management 3.0 opportunities

To transform higher education institutions and other business entities into turquoise organizations, a comprehensive change in their management paradigm is necessary. Therefore, the

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implementation of the basic approaches of the Management 3.0 model into the management systems of business entities is a number of elements to launch this process. The formation and gaining popularity of turquoise companies in the economic environment is studied in the book by F. Laloux (Laloux, 2014). The scientist systematizes all existing organizations on the market according to the management principles that operate in them, in several categories:

- red: their main characteristic is the desire of senior management personnel to demonstrate their power everywhere in order to keep subordinates in a state of tension and force them to obediently carry out management decisions; the main instinct that can be found in teams of red organizations is fear; the advantage of such companies is the ability to quickly respond to changes in sentiment in the markets of goods and services, as well as a clear focus on successfully achieving the most relevant and short-term goals and the ability to stabilize their business processes in a chaotic environment of doing business;

- amber; their characteristic feature is a high level of coherence and formalization of the role of each member of the work team within the framework of the organization's management pyramid; a clear construction of a red-bottom management system, which is present in the Management 1.0 and Management 2.0 models, is also a distinctive feature of such companies. The stability of the organization's activities is valued above all by its leaders and is maintained through strict adherence to business processes. The future of the organization is defined as a repetition of past successes and achievements;

- orange: the goal of such companies is to overcome competition, achieve profit, and grow. For their top management, innovation is the key to staying ahead and taking leading positions in markets and the industry. The management of these organizations is "by objectives": management and control are present during the definition of goals (what to do); employees have freedom in how to achieve the set goals;

- green: within the traditional pyramidal management structure, the management of such companies focuses on delegating authority to motivate employees;

- teal: characterized by self-organization, wholeness (employees can self-actualize in the workplace), and an evolutionary purpose (the organization strives for a larger result than just profit). Such companies completely abandon the traditional hierarchy (Laloux, 2014).

The study of the phenomenon of Teal organizations was continued by scholars such as A. Moreno, Á. Uruburu, A. Jain, M. Ruiz, M. C. Gómez, who believe that in Teal organizations, purpose "emerges from the core as the engine that drives the system," which contrasts with companies whose leadership is incapable of thinking outside the box. Strategic planning and associated management mechanisms are replaced by the ability to "sense and respond," which is embedded in core business processes (Moreno, Uruburu, Jain, Ruiz, Gómez, 2020). This managerial vision and organization of business processes allow for a flexible response to changing consumer needs and align well with the characteristics of Society 5.0.

We believe that in the context of this study, it is appropriate to pose two questions:

- Can a modern Ukrainian university become an example of a Teal organization in the future?
- How to combine the paradigmatic principles of Society 5.0, Management 3.0, and Teal organizations to build a university of the future that will operate on the principles of human-centrism?

To transform a higher education institution into a Teal organization, several important steps must be taken.

First, provide greater autonomy to the staff; this can be expressed in the ability of academic staff to adjust their own schedules, choose the volume of their weekly workload, and influence the selection of disciplines and the initiation of author's courses and educational components for educational and scientific programs.

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Second, employees should have the opportunity to carry out their own scientific and educational projects, and work on individual grants within working hours and using the institution's resources, as is successfully implemented, for example, at Google, where one of the forms of employee motivation is to give them the opportunity to use the company's resources (in pre-determined volumes) for the needs of their own personal and professional growth and development.

Third, minimize controlling measures by the university's management regarding the scientific activity of the staff by reducing the amount of reporting documentation and setting an optimal number (up to 10 per year) of KPIs for each employee.

Fourth, departments and other structural subdivisions responsible for the implementation of educational and professional and educational and scientific programs should have their own budget and financial resources to develop their specialties, educational products, and provide material support to employees and students who demonstrate high results in educational and scientific activities.

Fifth, each employee should have their own individual career trajectory (for 10 years) and professional development plan (for 3-5 years), developed by the employee with the participation of a career consultant, coach, or mentor, and agreed upon with the human resources department and direct supervisor, to which changes and additions can be made in accordance with the new interests and needs of the employee and the transformations of their professional field.

To become a higher education institution that demonstrates readiness for social change and actively transmits the values of Society 5.0, management should continue the qualitative transformations of its organizational and management mechanisms (primarily, in the field of strategic HR management). To do this, it is necessary to:

- activate the use of human-centered management in personnel management (conduct a large-scale survey of employees to identify their current interests and needs - for example, the presence of small children, which limits the ability to work in the first and last classes; problems with getting to the workplace on time, the inability to take a break for rest and food during lunch if classes fall at that time, etc., to take measures to optimize schedules and work schedules and get as close as possible to work-life balance);

- fully integrate educational, methodological, and support processes into the digital space to create a single 24/7 system of communication, information exchange, and multilateral connection between participants in the educational space;

- direct resources to solving the social problems of staff and students (for example, by equipping children's rooms, recreation rooms, partially compensating for food expenses, transportation costs, and costs for the treatment and education of employees' children);

- allocate resources for environmental initiatives, corporate events, and energy-saving technologies;

- develop new "transformer" and "constructor" educational services that can adapt to the individual needs of students and reflect the unique expert experience of the teachers involved in their creation and implementation.

In Table 4 a set of measures for the transformation of higher education institutions into a "smart university" operating on the principles of turquoise organizations, Society 5.0 and Management 3.0 has been summarized.

A comfortable working environment that can provide a human-centred approach to personnel management in higher education institutions will create an atmosphere of mutual trust, scientific creativity and pedagogical creativity. In turn, this will allow scientific and pedagogical workers and students to generate innovative ideas, and management personnel to update their approaches to managing employees whose work involves the large-scale use of intellectual labour. The environmental friendliness of management in human-centred organizations is increasing, as

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is the level of independence, ability to demonstrate leadership qualities and teamwork of personnel, which are extremely important when forming teams for the implementation of scientific projects and the implementation of educational initiatives in the field of academic management.

Table 5. A set of measures for the transformation of higher education institutions into a “smart university” operating on the principles of turquoise organizations, Society 5.0 and Management 3.0

Characteristics of a “smart university”	Management measures to implement initiatives for the transition to a "smart university"	Required resources and actions
University – for work, study, experience and life	Development of campus infrastructure - catering, a hotel for students' parents, a medical center, a mini-kindergarten and playground, a unit for graduate employment	Resources for establishing cooperation with businesses and enterprises, medical institutions, and recruitment agencies in the city and region
People-centered personnel management	Human resource policy with a focus on employee needs, personalization of motivational tools	Time for surveys, document development, finances for motivation
Smart and socially oriented organization of space	Inclusive spaces for people with disabilities, rooms for rest and meals, study spaces in the yard, children's rooms, parking lots (including for bicycles, scooters, baby strollers), energy saving, lighting of territories and climate control	Material and financial resources - for equipping territories, installing solar panels, human resources - for attracting service and support staff
Retaining talents and encouraging young people to pursue a career in higher education	Conducting information events for graduate students and young scientists, introducing scientific mentoring	Introducing the position of a scout or recruiter to search for talent
Task profiling according to the interests and abilities of scientific and pedagogical staff	Choosing the main direction for the realization of the employee's talents: training, science, management, support (ESMS model), personalization of tasks	Time resources for reviewing and redistributing the scientific and pedagogical staff workload

Source: own work

Conclusion.

In the conditions of the personnel crisis that has developed in Ukraine, human-centrism in personnel management and strategic management is not only a way to increase the level of ethics of management processes, but also a strategic necessity for the economic survival of the business and the long-term success of the organization. As weighty arguments in favour of the earliest possible implementation of such an approach, we propose to note: a significant increase in loyalty and labour productivity levels, as well as an expansion of the list of possible innovative approaches to the implementation of work processes and additional opportunities for attracting, retaining and developing talents, including among young specialists, graduates of higher education institutions, etc.; increased awareness of corporate culture and adherence to the organization's values among personnel, as well as a feeling among employees of a close connection with the organization and an understanding of the significance of their external environment for achieving its goals; increased flexibility in managing changes and adapting to trends observed in the company's external and internal economic environment, as a result of which a significant financial growth in

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business results and stabilization of economic security indicators of business entities over the long term are possible. In Ukrainian realities, anthropocentrism arises precisely in times of crisis and is popularized under the constant influence of the intensification of military risks, and becomes not only a tool for popularizing corporate management ideas and a trend for improving the business reputation of companies, but also a fundamental principle for transforming management processes in the direction of social management, which in the future is capable of guaranteeing enterprises significant competitive advantages, high financial results and sustainable economic development. As a result of this study, measures were formalized that create a possible transition of traditional higher education institutions to the “smart university” model through the following steps: development and updating of personnel policies that will be focused on the needs and interests of employees and on the personalization and individualization of means of motivational influence on the behaviour of each specific employee; updating and digitalization of the campus structure, in particular the organization of public catering, construction of a facility for accommodating parents of higher education applicants, a medical care center, a kindergarten and a playground; organization of a unit that will take care of the employment of graduates and tracking their career trajectories; introduction of a permanent practice of conducting career orientation events, interviews with labour specialists and studying the career ambitions of the market of higher education applicants; selection of a priority direction for the realization and development of employees' talents, in particular in such areas as scientific activity, educational activity, administrative work or business process support (ESMS model), and personalizing tasks; automating reporting, accounting, grade notifications, etc.; organizing sports activities, medical examinations, and psychological counselling. To effectively find, identify, and retain talent and encourage young people to pursue a career in science or education, it is proposed to introduce the position of a scout or recruiter, whose duties would include analysing the candidacies of young scientists -recipients of scholarships, winners of various scientific awards, and promising young researchers from among master's and Ph.D. students, and developing personal employment offers for them at the university on a full-time or part-time basis.

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