



WYŻSZA SZKOŁA BIZNESU
NATIONAL - LOUIS UNIVERSITY

Faculty: Entrepreneurship and Management

Major: Management and Marketing

Specialization: Financial Management

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Index: 79 52

**The evaluation of Management and Marketing studies in English
at Wyższa Szkoła Biznesu – National-Louis University's**

*Analiza studiów Zarządzanie i Marketing w języku Angielskim w
Wyższej Szkoły Biznesu – National-Louis University's*

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Nowy Sącz Summer 2007

Topic: Critical evaluation of the development, management and offer of a Management program on the example of the Wyższa Szkoła Biznesu – National-Louis University’s Management and Marketing studies in English (case study)

Question: Did English-lingual Management and Marketing graduates undergo a value-added process within the three years of study at Wyższa Szkoła Biznesu – National-Louis University?

Goal of the thesis: To present the nature of the management program in English, to analyze the program under given internal and external market constraints and identify the major problems of the school and the Management and Marketing studies taught in English. To be able to present why the program is a huge success ensures the best education for future Management and Marketing students.

Hypothesis: Despite many problems, the lack of strategic management and complaining students does the Management and Marketing program under consideration provide high quality education and prepares it students for successful international employment.

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INTRODUCTION

The increasing internationalization and standardization process within the Higher Education system in the European Union requires countries like Poland to be able to quickly adapt to the new market setting. Many new trends focus on the goal of creating a uniform Higher Education system within the European Union in order to enhance student mobility and exchange which helps especially Management students to widen their horizon in terms of intercultural experiences and languages. Consequently for many Higher Education institutions the centers of attention are the decisions and new regulations of the European Union as well as their own countries governments. Moreover the employment market and the connected employment requirements of companies have an input to a school's development. Within such a challenging environment it can be difficult for a non-public school to operate in the most affective way satisfying all stakeholders to the fullest.

This thesis is going to present a case of a non-public Higher Education institution which has been operating for over 16 years in a town in Southern Poland and is known for its excellent Management studies.

The first chapter is going to introduce the school, its development, its internal organizations and structures as well as its external environment.

The second chapter will show in more detail the development of the Higher Education system in Poland as well as in the European Union. New trends in the Higher Education system will be pointed out and new changes in the market will enable the reader to get a picture of the transforming market and its consequences for Higher Education institutions.

The third chapter will analyze WSB-NLU and the Management and Marketing studies in English within the given internal and external constrains. Major assets and resources which give the school and the program a strong market position will be identified while unutilized opportunities will show the inflexibility of the school and its the slow reactions to the market.

The fourth and last chapter will provide possible solutions to the discovered problems and weak areas of the school and the English lingual studies. It will also answer the question if student's expectations have been fulfilled and if the program is as good as its reputation. Personal experiences as well as the results of a questionnaire will help to evaluate the program and its value to the students. A personal statement about the Management and Marketing studies in English from a foreign student like the author will round up the thesis.

ABBREVIATIONS AND ACCRONYMS

BA	Bachelor of Arts
Dr. hab.	Doctor habilitowany
Dr.	Doctorate Degree
DS	Diploma Supplement
EC	European Commission
ECTS	European Credit Transfer and Accumulation System
ENQA	European Association for Quality Assurance in Higher Education
EU	European Union
GBM	Global Business Management
HE	Higher Education
LKAEM	Leon Kozminski Academy of Entrepreneurship and Management
LoHE	Law of Higher Education
MA	Master of Arts
MBA	Master of Business Administration
MEN	Ministry of National Education (Ministerstwo Edukacji Narodowej)
MNSW	Ministry of Science and Higher Education (Ministerstwo Nauki i Szkolnictwa Wyższego)
MScCS	Master of Science in Computer Science
NKB	Nowosadecki Kombinat Budowlany
NLU	National-Louis University
NQF	National Qualification Framework
PhD	Doctor of Philosophy
SAC	State Accreditation Committee
SZEW	Sądeckie Zakłady Elektro-Węglowe
SZNA	Sadecki Zakład Naprawy Autobusow
UK	United Kingdom
UoW	University of Wales
WSB-NLU	Wyższa Szkoła Biznesu – National-Louis University
WSHiP	Wyższa Szkoła Handlu i Prawa
WSPiZ	Wyższa Szkoła Przedsiębiorczości i Zarządzania
ZNTK	Zakłady Naprawcze Taboru Kolejowego

1. Chapter 1: Internal presentation of the Management and Marketing studies at Wyższa Szkoła Biznesu – National-Louis University in Nowy Sącz, Poland

1.1. Wyższa Szkoła Biznesu – National-Louis University in Nowy Sącz

Wyższa Szkoła Biznesu¹ was founded in 1991 by Krzysztof Pawlowski² as a non-public³ higher education (HE) institution⁴ of Entrepreneurship in Nowy Sącz. The first inauguration took place in the town's City hall on 27th September 1991⁵. The American National-Louis University⁶ (NLU), a non-public University located in Chicago, Illinois, officially became the partner university of Wyższa Szkoła Biznesu on 8th May 1992⁷ and since then the Polish business school has been an higher education institution named Wyższa Szkoła Biznesu – National-Louis University (WSB-NLU).

At the beginning the business school offered three-year Management and Marketing studies taught in Polish. The program was built on the basis of an American four-year Bachelor in Business Administration program with high emphasis on language studies and I.T. skills. The cooperation with National-Louis University allowed the Polish school to take over American standards, gain academic know-how, learn how to control a school professionally and run Management studies effectively. NLU sent some of their most valuable staff members to Poland to help to establish a stable teaching and learning environment in the Polish town. The arrangement between the two schools made it possible for Polish Management graduates to receive the American Bachelor of Arts⁸ in Business Administration

¹ Initially "Sadecki College"; KRZYSZTOF PAWLOWSKI, K. P. (2002) Wyższa Szkoła Biznesu – National-Louis University, *Katolickie Stowarzyszenie „Civitas Christiane”*, Almanach Sadecki, no. 1 (38), p. 36

² Founder, Entrepreneur and today's Rector of WSB-NLU, awarded the Ernst&Young "Entrepreneur of the Year" for Poland in 2003 http://www.ey.com/global/content.nsf/Poland/Issues_&_Perspectives_-_EOY_-_Edycja_2003 [cited 12.05.2007]

³ By definition, "non-public school" means any school which is not directly supported by taxation that is accredited or uses licensed practitioners as instructors. <http://www.eschoolsearch.com/regulation/iowa.cfm> [cited 12.05.2007] Under the Act of 27th July 2005, Law of Higher Education by the Ministry of Science and Higher Education a non-public tertiary (higher) education institution is a higher education institution established by a natural person or a corporate body other than a corporate body administered by national or local authorities. WSB-NLU functions similar like a charity organization which does not have an individual owner and is spending its revenue / profit on statutory activities ensuring quality and fulfilling the requirements of the Ministry of Education.

⁴ Non-state institutions were created on the basis of the 1990 Higher Education Act (12th September 1990). Before that, there were only state higher education institutions. Most higher education institutions are under the responsibility of the Ministry of National Education and Sport (menis) in Warsaw. <http://www.euroeducation.net/prof/polaco.htm> [cited 12.05.2007]

⁵ KRZYSZTOF PAWLOWSKI, K. P. (2002) Wyższa Szkoła Biznesu – National-Louis University, *Katolickie Stowarzyszenie „Civitas Christiane”*, Almanach Sadecki, no. 2 (39), p. 48

⁶ A University which offers over 60 academic programs for more than 17,000 students every year. <http://www.nl.edu/aboutnlu/numbers.cfm> [cited 12.05.2007]

⁷ KRZYSZTOF PAWLOWSKI, K. P. (2002) Wyższa Szkoła Biznesu – National-Louis University, op. cit., p. 50

⁸ Bachelor of Arts (B.A., BA or A.B.), from the Latin Artium Baccalaureus is an undergraduate bachelor's degree awarded for either a course or a program in the liberal arts or the sciences, or both. In the USA it

degree. On 30th September 1992⁹ WSB-NLU received the permission from the Ministry of Education to award its graduates with the Polish Licencjat¹⁰ as the school found eight Doctor¹¹ (PhD or dr.) title holders and four Doctor habilitowany¹² (dr. hab.) who specified WSB-NLU as their first place of employment and whose scientific credentials fell under the category of “management”, either through their formal education or their scientific activity and publications.

In 1993 the school had over 400 students studying both full-time and part-time¹³ Management and Marketing at WSB-NLU. In response to growing numbers of students enrolling for the Management and Marketing studies the school has steadily expanded its infrastructure. Accordingly, there was a need for a higher number of academic and administrative staff and the establishment of operational units dealing with all issues concerning the students in the school.

Quickly WSB-NLU became one of Poland’s leading non-public higher education institutions for Management and Marketing studies as it ranked 2nd – 3rd place in Poland’s first organized rankings of higher education schools in 1994¹⁴. Thanks to the school’s extraordinary attempt to provide excellent studies, the first graduates of 1994 were perceived as highly educated and innovative individuals with an entrepreneurial spirit who were fluent in English and extremely knowledgeable about general management. They worked hard and got things done efficiently thus they were seen as members of the so called “Generation XXL”¹⁵: a global elite who were able to find suitable employment in international corporations due to wide-ranging knowledge, understanding and expertise that WSB-NLU has provided them. But the primary goal was not only to transfer theoretical know-how but also

generally lasts 4 years of study to obtain the BA. http://en.wikipedia.org/wiki/Bachelor_of_Arts [cited 13.06.2007]

⁹ Ibidem, p.52

¹⁰ Licencjat has been awarded in Poland since 1992 when new regulations concerning the qualifications in higher education were announced. Licencjat can be awarded by state and non-state university-type higher education institutions and the institutions of higher professional education. The graduates obtain the “dyplom ukończenia studiów wyższych” (diploma of completion of higher studies) and are awarded the professional title of Licencjat or inżynier after completing the education and preparing a thesis or diploma project. The duration of studies is 3 to 4 years, depending on the field of study. <http://www.euroeducation.net/prof/polaco.htm> [cited 1.05.2007]

¹¹ Awarded 4 years after the completion of a magister. The rules of admission are defined by the PhD office of each University (Regulamin Studiów Doktoranckich). The degree of Doctor is awarded to a person who has passed his/her doctoral examinations and submitted and defended a doctoral dissertation (“rozprawa doktorska”).

¹² This degree is awarded to a person who holds the doctor’s degree, who has significant scholarly achievements, has submitted a dissertation (rozprawa habilitacyjna). This distinction is awarded to the doctorate title holders having realised outstanding contribution to scholarship in a particular field; they must have written a thesis, taken part in an "habilitation" symposium and delivered an "habilitation" lecture. The dissertation is read by three referees evaluating the candidate’s contribution in his/her scientific domain.

¹³ Part-time Marketing and Management is taught only during the weekends and was first opened on 4th October 1993, Ibidem, p. 56

¹⁴ Ibidem, p. 56

¹⁵ WPROST, Generacja XXL, Number: 21/2001 (965)

teach graduates how to survive and work in the challenging local and international business environment. Within the school's superb infrastructure and together with its highly qualified staff originated a superior curriculum. The business school's reputation was built on the stakeholders' successes, achievements and intellectual strengths which spread through word-of-mouth rather than any kind of traditional marketing. Over the time WSB-NLU became a place which attracted more and more students from all over the world and offered them a suitable environment where they were able to study together.

On 28th September 1996¹⁶ two new programs were introduced at WSB-NLU, the full-time and part-time Master in Business Administration (MBA) in cooperation with the Maastricht School of Management and the two-year postgraduate studies. From 4th July 1998¹⁷ the school was allowed to award graduates after five years of study with the Polish Magister¹⁸ degree subject to the employment of ten staff members holding PhD degrees and eight holding dr. hab. titles and thus fulfilling the requirements¹⁹ of the Polish Ministry of National Education (Ministerstwo Edukacji Narodowej, MEN). Since 1998 WSB-NLU's successful growth was also reflected in the annual rankings and evaluation of the Polish leading weekly magazine WPROST²⁰ as the school ranked 1st place.

The year 1999 was a milestone in WSB-NLU's history as Krzysztof Pawlowski renegotiated and renewed the agreement with National-Louis University which allowed the Polish business school to award the American Bachelor degree in Poland after 3 years of studying Management and Marketing. During that time WSB-NLU was the only higher education institution in Poland awarding an American Bachelor of Arts degree. This distinguished WSB-NLU graduates on the employment market and gave them the chance to find their way to international business employment or have successful careers in multinational companies operating within Poland.

¹⁶ Ibidem, p. 61

¹⁷ Ibidem, p. 69

¹⁸ The title of *Magister* is awarded following the completion of a 5 year program of professional studies in a given discipline. The title of *Magister* can also be obtained following the completion of 2 or 2.5-year complementary magister's programs, for which holders of the professional title of *licencjat* or *inżynier* are eligible. The Polish *Magister* degree (grade 4 or 5) is the academic equivalent of a *Master's* degree from countries like the USA and the UK. BIURO UZNAWALNOŚCI WYKSZTAŁCENIA I WYMIANY MIĘDZYNARODOWE, <http://www.buwiwm.edu.pl/educ/> [cited 13.06.2007]

¹⁹ A school of higher education can offer Master Degree studies if it fulfils conditions with respect to the minimum number of academic staff employed as well as to the required proportion of numbers of academic staff with a title of professor or degree of habilitated doctor to the number of students in a given study area.

²⁰ WPROST is the biggest opinion-forming weekly magazine in Poland and is perceived as one of the most prestigious periodical in the mass media market. It was first published on 24th October, 1982. WPROST is read not only in Poland, but also in the USA, Canada and Western Europe. WPROST was the first Polish magazine to publish ranking lists of universities.

In September 2002 the school took another step forward to adjusting to new market needs and changing trends in the employment market. WSB-NLU started to offer Management and Marketing studies taught exclusively in English as the language of instruction. In 2006 the second level higher education studies was expanded with the new Master program “Global Business Management” (GBM) in cooperation with the University of Wales²¹ (UoW), United Kingdom (UK).

The combination of the award of double diplomas and the international experience due to the mixture of nationalities of students and teachers was WSB-NLU’s most appealing competitive advantage and allowed many WSB-NLU graduates to work or continue studying successfully around the world and become outstanding professionals in their fields.

Today, WSB-NLU has around 4,500 students²² and creates many of Poland’s top graduates with quality records who are perceived as being the top class by Polish and international employers²³. On 27th May, 2007 WSB-NLU was ranked for the 14th time on the 1st place of the top non-public graduate business schools in Poland.²⁴

1.2. Nature of WSB-NLU

WSB-NLU is an autonomous non-public higher education institution designing²⁵, implementing and offering its own programs of study. Since the foundation of the school in 1991 WSB-NLU has undergone a series of transformations due to the rapidly changing HE environment in Poland. A planned process of expansion including the school’s staff and infrastructure resulted in a wider offer of programs and opportunities for WSB-NLU students. The school is still lead by its founder dr. Krzysztof Pawlowski, Rector and head of WSB-NLU, who is the public face of the school. His function is not only symbolic like traditionally in many other schools as he is also WSB-NLU’s legal representative and overall manager²⁶, and in case of conflicts within the school the Rector plays the role of the problem-solver in which case he also has the absolute authority and power to overrule decisions.

²¹ The University of Wales is a federal University which was founded by Royal Charter on 30th November 1893. It had around 21,000 students in 1990 and a membership of several institutions for which the University is the degree awarding body. University of Wales homepage: <http://www.wales.ac.uk> [cited 12.05.2007]

²² WSB-NLU homepage: <http://www.wsb-nlu.edu.pl/pl/studenci.html> [cited 1.05.2007]

²³ Rzeczpospolita, April 19, 2006

²⁴ WPROST Ranking Szkol wyzszych: <http://szkoly.wprost.pl/?e=49&c=13> [13.06.2007]

²⁵ Subject to approval by the Ministry of Education and falling within the listing of available and recognizable programs

²⁶ Like a CEO in a corporation.

The Senior Rector Prof. dr. Blair Kolasa²⁷ prof. WSB-NLU represents the school when the Rector is absent but he does not have any management decision-power within the school. In the early days of the school operations he helped to build the organizational structures of the school and was also teaching the first students on the M&M studies.

The operational side of the school is managed by Vice Rector for Academic Affairs (Prorektor ds. Dydaktycznych) and the Vice Rector for Scientific Affairs (Prorektor ds. Naukowych). The Vice Rector of Academic Affairs supervises the Academic Support Service²⁸ (Dział Obsługi Dydaktyki, DOD), the Deanery²⁹ (Dziekanat) and informally he is also in charge of the system of recruiting students. DOD is responsible for building timetables which means that they put together students, teachers and the classrooms and deal with any additional affairs connected to these. Furthermore DOD staff handles the evaluations³⁰ of the teachers. DOD is also managing the internships which the students from the Polish M&M studies have to complete successfully. The Deanery deals with all documentations concerning students and their study progress. With the help of those organizational entities the Vice Rector is able to organize the academic process which includes making decisions about the programs of study concerning the hours and subjects, the number of groups and the overall smooth functioning of the programs. But the final decision about the structure of the programs of study is made in the Faculty Board meeting. The Faculty Board normally consists of the Dean, all the Vice Deans, the dr. hab. holders, the heads of the departments and three to five student representatives. The Vice Rector for Scientific Affairs is responsible for research activities of all staff members including the scientific institutes at WSB-NLU and makes the decisions about conference grants and awarding publication points. Last year the Vice Rector for Scientific Affairs was in charge of submitting the application for the right to award PhDs at WSB-NLU to the Ministry of Science and Higher Education.

Additional organizational units at WSB-NLU provide the school with essential resources and infrastructure. The library provides the students with access to approximately 56,000 volumes of textbooks, manuals, reference books, scientific publications of which around 7,000 are written in a foreign language, 120 subscribed magazines, online databases and other academic resources. In comparison to other libraries in non-public HE schools WSB-NLU's

²⁷ Prof. dr. Blair Kolasa prof. WSB-NLU was awarded Doctorate honoris causa from Warsaw University for his work in strengthening the relationship between America and Poland as he was really active in incorporating the American-Polish relationship which is awarded for extraordinary achievements.

²⁸ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/dod/ [cited 16.07.2007]

²⁹ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/dziekanat/ [cited 16.07.2007]

³⁰ Teacher evaluation forms are handed to students after the end of the course in order to get feedback. The evaluation forms were an American requirement to enforce quality on a program of studies.

library enables unique access to extensive resources³¹. WSB-NLU owns several sports facilities like tennis courts, a gym, basketball fields, a football field and a coliseum. Those facilities are managed by the SWFiS³² (Studium Wychowania Fizycznego i Sportu) which offers WSB-NLU students many opportunities and programs of physical activities. The Marketing department³³ defines the marketing strategy of the school in order to gain a good public image and increase student recruitment numbers. It is also in charge of the advertisement and promotion materials in and outside of school, the internet presence and any issues related to the press. There is a SOCRATES/ERASMUS office³⁴ responsible for exchange programs and exchange students from other HE institutions at WSB-NLU while the International Student Office³⁵ (ISO) helps foreign students to deal with issues related to their permanent studies and establishment in Poland. The Computer Science Center³⁶ (Centrum Technologii Informatycznych, CTI) and the Computer Center³⁷ (Centrum Komputerowe, CK) make sure that interactive infrastructure increases the efficiency of students and teachers which includes e.g. the management of the intranet and its programming or making sure that the networks and programs function properly.

Many of today's staff members have helped to build the school thus the staff members of WSB-NLU have a lot of experience in working together and a great pool of knowledge about the school and its operations. WSB-NLU management structures were slowly developed over the years and a lot of practical management knowledge was adopted from the American example which was a benchmark for many Management and Business universities all over the world. Especially at the beginning of WSB-NLU's operations the school and its staff had only little experience in managing a school effectively and consequently standards, procedures and systems were gladly implemented on NLG's example.

The first general area of study at WSB-NLU was Management and Marketing which until today is still seen as the core competency of the school. Over time, the school introduced Computer Science, Political Science and Psychology as additional areas of study. Consequently there are now four faculties at WSB-NLU: the Faculty of Entrepreneurship and Management, the Faculty of Computer Science, the Faculty of Political Science and the Faculty of Psychology with a Dean as the head of each of them. All four faculties have

³¹ <http://biblioteka.wsb-nlu.edu.pl> [cited 16.07.2007]

³² https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/swfis/ [cited 16.07.2007]

³³ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/dm [cited 16.07.2007]

³⁴ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/socrates/ [cited 16.07.2007]

³⁵ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/iso/ [cited 16.07.2007]

³⁶ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/cti/ [cited 16.07.2007]

³⁷ https://intranet.wsb-nlu.edu.pl/strefa/jednostki_organizacyjne/ck/ [cited 16.07.2007]

several departments which belong to a given field of interest and expertise³⁸. The head of the department is the person responsible for the decision-making concerning the provision of the necessary teachers for the programs of study and for the scientific activity conducted by his/her subordinates.

WSB-NLU is aiming to teach students at the first-cycle, second-cycle and long-term cycle of Higher Education, preparing them for commencement of their professional careers in the areas of Management, Computer Science, Political Science and Psychology. Normally HE institutions also carry out research and train doctoral students for research or teaching purposes but, as WSB-NLU did not fulfill the requirements of the Ministry of Science and Higher Education until 2006/2007, it is not allowed to award doctor titles but is seeking the permission to do so now. Research at WSB-NLU is conducted in small amounts as resources are tight, has a local focus and many teachers have to concentrate on their lecture activities. Moreover international recognition in the area of management involves a very high degree of analysis, investigation and international publications in recognized refereed journals which requires a lot of time and expertise and superb English skills either from the authors or translators. Within the given legislative requirements WSB-NLU is allowed to offer and award Master's degree studies and Magister titles, BA programs with Licencjat and Bachelor of Art degrees as well as postgraduate courses both part-time and full-time.

WSB-NLU also engages in social and cultural activities of its local and national surrounding by providing access to the school facilities for the display of art and photo galleries. Students engage in various activities enhancing social and cultural activities through student organizations like AIESEC³⁹, Toastmasters International⁴⁰, Fotosekta⁴¹ and many more. WSB-NLU students also have the chance to take part in exchange programs like SOCRATES/ERASMUS⁴² which included the cooperation between WSB-NLU and 32 other schools from all over Central and Eastern Europe⁴³ to increase international relations and experience. Students established co-operation between WSB-NLU and the labour market in form of organized conferences, trips to companies and job fairs in the school where companies can present themselves and offer trainee and employment positions. Over the years

³⁸ Faculty of Entrepreneurship and Management has the supervision of the following departments: Department of Economics, Department of Finance, Department of Marketing, Department of Applied Mathematics, Department of Management, Department of Econometrics, Department of Law, Department of Accounting.

³⁹ EUROPEAN STUDENT FORUM – largest student organization in the world with over 50 000 participants in 85 countries. <http://www.aiesec.org> [cited 13.07.2007]

⁴⁰ The Toastmasters tries to teach simply, what is called “Effective speaking”!!! <http://www.toastmasters.org> [cited 13.07.2007]

⁴¹ Student organization which connects students with passion to photography.

⁴² EU student exchange program for cross-border cooperation in different educational fields.

⁴³ List of schools WSB-NLU is cooperating with within the framework of Socrates/Erasmus. <http://www.wsb-nlu.edu.pl/en/international-cooperation.html> [cited 1.05.2007].

WSB-NLU managed to build relationships and international cooperation with numerous universities and institutions of higher education⁴⁴ all over the world. This enabled WSB-NLU to open new programs of study, offer exchange of students and lecturers, and organize joint scientific projects, exchange information as well as academic know-how.

Public HE institutions are financed by public funds under the Act of Higher Education of 1991 which directs financing to teaching including teacher remuneration, training and financial support to students and to investment. Financial means can also be directed to research. Since 2005 as a result of quality assessment public HE institutions are partially financed through non-budgetary sources like course fees. Non-public HE institutions like WSB-NLU are completely dependant on funds and fees paid by its students in the form of tuition fees to be able to operate and finance its activities as the state does not provide a budget for such schools. An academic year of the Management and Marketing program at WSB-NLU costs around 5 000 Polish zloty (PLN) excluding the fees for language courses or any other additional studies a student might undergo. The Marketing and Management studies in English cost about 10 000 PLN per year excluding the fee for the BA diploma, excluding all additional courses. The total annual expenditure of the M&M program taught in English is around 20 000 PLN or ten average monthly incomes⁴⁵.

During the first years of operations the school was flourishing and growing constantly with the entrepreneurial sprit of its founder and Rector. The increasingly positive reputation and the success of the Management and Marketing program taught in Polish made WSB-NLU a strong player among non-public Polish educational institutions. As a result of those achievements WSB-NLU was able to maintain and develop its position in the HE market in Poland. WSB-NLU graduates were enjoying a good image and had no problems in finding employment in international companies like Accenture, Ernst&Young, PricewaterhouseCoopers, Morgan&Stanley, Daimler-Chrysler and Goodyear.

The HE environment in Poland started changing at the beginning of the new century, forcing WSB-NLU to face a new market situation with strong competition both in the public and non-public HE sector offering similar management programs which are relatively easy to implement and do not require a high level of investment into specialized equipment or facilities and staff is relatively easy to find. Moreover demand for management graduates matured in recent years as a result of a changing employment market which appeared to have a surplus of management graduates over the number of open positions and faced instead a

⁴⁴ National-Louis University; DePaul University; Maastricht School of Management; University of Wales; Fachhochschule Hof; and many more.

⁴⁵ Ten monthly wages in any other country make a school very expensive for citizens of the given country.

shortage of specialized labor. Today the HE environment is constrained by new requirements of the Ministry of Science and Higher Education itself a constantly evolving entity which seeks to restructure the HE sector according to the Polish government's opinion of standardized EU Management studies. Consequently WSB-NLU has to adjust to the new situation and constraints in order to first, stay on "top of the game" in the constant competition for prospective students, second increase efficiency of its operations and third, to reach the next level of expansion and recognition in the HE market.

1.3. Programs of study at WSB-NLU

In 1991 WSB-NLU offered a full-time Management and Marketing taught in Polish as the main program of study to its first students. The program was supposed to meet new market requirements, trends and needs in order to provide Polish businesses with top class managers. The classes were profiled according to National-Louis University (NLU) standards as there was little expertise in the field of higher management education on the Polish side. Within the changing HE environment NLU helped to form a balanced program of theoretical knowledge and practical experience. Thus Marketing and Management studies at WSB-NLU provided a wide range of business know-how in fields like finance, accounting, marketing, general management, international management, economics, computer science, statistics, mathematics, law and languages.

Management and Marketing graduates were awarded two diplomas after three years of study: a Polish "Licencjat in Management and Marketing" and the American diploma "Bachelor of Arts in Business Administration" which was awarded by the partner National-Louis University. The graduates could continue their education in complementary courses at WSB-NLU with a two year program of postgraduate studies and the submission and defence of a thesis and thus obtain the title of Magister with a specialization in finance, human resource, e-business, international relations or corporation management (and from 2007 WSB-NLU will also offer a specialization in Media Management and Marketing and Advertisement). On the Master level a student was also able to study with an individual curriculum⁴⁶ built in accordance to his/her personal needs and requests as the school offered 12 to 16 subjects with a wide range of specializations to choose from.

The school had an opportunity to open a new program of study due to the large investment in the school's infrastructure, buildings and computer networks as well as the availability of trained staff. The Computer Science program was the second full-time program that was

⁴⁶ The individual curriculum as perceived negatively by the employment market as the students did not have a specialization and consequently not many students utilized such an option.

established and offered at WSB-NLU in 1999. Its graduates were awarded with a Polish Licencjat and the American Bachelor of Arts in “Management Information Systems” from National-Louis University after three years of undergraduate studies. Additionally, WSB-NLU signed an agreement with DePaul University⁴⁷ in Chicago, USA. The students on the Computer Science program were partially taught on the basis of e-learning techniques and thus were able to benefit from the knowledge and experience of Professors from the DePaul University. This enabled WSB-NLU to award an American Master of Science in Computer Science (MScCS) to its graduates of the Computer Science program after completing two years of studies.

As a result of the school’s success and a positively developing market in Poland WSB-NLU took a step forward and in October 2002 the full-time Management and Marketing program in English as the language of instructions was offered for the first time. The program included and followed the same requirements as the Polish Marketing and Management studies and in 2005 the first graduates of the program were awarded with the Licencjat and the Bachelor of Arts in “Business Administration” with a specialization in International Business after three years of full-time studies. In October 2005 the first second level of higher education was offered in English for the first time. Licencjat/BA holders were able to study in English for two years and receive a Polish Magister with a specialization in Finance or European Business. In 2006 another option became available at the school when it entered an agreement with the University of Wales, UK and offered a Master of Science in “Global Business Management” after one and a half years of second level higher education studies at WSB-NLU.

The school also added a program in Political Science taught in Polish in 2002 which after three years ended with a Licencjat and a Bachelor of Arts in “Political Science” from NLU. Currently the Political Science program is applying to the Ministry of Science and Higher Education to be allowed to award the Polish Magister to graduates after two years of study. If the application will be accepted the implementation will follow already this year. Another program of study opened in 2006: WSB-NLU offered Psychology taught in Polish as its fifth program. It is a long-cycle HE program lasting five years as the Polish Law does not permit three year Psychology studies because Psychology specialists see three years as an insufficient period of time to be able to cover the required amount of knowledge and expertise. Currently the program is intended to award its graduates with a Polish Magister in

⁴⁷ One of the nation’s 10 largest private universities with more than 23,000 students, more than 200 graduate and undergraduate programs of study. Traditionally DePaul University is a competitor of the National-Louis University. <http://www.depaul.edu/about/index.asp> [cited 13.06.2007]

“Psychology”⁴⁸. The school also runs postgraduate studies like the Master in Business Administration taught in English and part-time Marketing and Management studies taught in Polish. For the coming year 2008 a new program in Economics taught in Polish is planned. The introduction of the Economics program is expected to boost the numbers of students enrolling to the school by utilizing existing infrastructure, know-how and experience. The program is built on the availability of professors who have PhD’s in Economics and have taught to this point on the M&M program which in itself contains various economic subjects.

Table 1. summarizes the full-time programs of study which WSB-NLU offers and the titles which are awarded to its graduates after certain periods of time.

⁴⁸ But there are also plans about the award of the American Master in “Psychology” from NLU for the future graduates. But as the Master of “Psychology” does not allow to practice Psychology neither in America nor in Poland this title would be unnecessary for the Psychology graduates and consequently the negotiations with NLU lead to the decision of not awarding the American Master degree in “Psychology”.

Table 1. Programs and degrees at WSB

Program of study	Management & Marketing in Polish	Management & Marketing in English		Computer Science	Political Science	Psychology	
First year of operation	1991	2002		1999	2002	2006	
First-cycle of higher education							
Time of study	3 years	3 years		3 years	3 years	5 years	
Degree after first level of higher education	- Polish Licencjat - American Bachelor of Arts in Business Administration (NLU)	- Polish Licencjat - American Bachelor of Arts in Business Administration with specialization in International Business (NLU)		- Polish Licencjat - American Bachelor of Arts in Management Information Systems (NLU)	- Polish Licencjat - American Bachelor of Arts in Political Science (NLU)	- Polish Magister in Psychology with specialization in * Clinical Psychology * Developmental Psychology * Economic Psychology (under construction)	
Second –cycle of higher education							
First year of operation	1995	2005	2006	2003	2007		
Time of study	2 years	2 years	1,5 years	2 years	2 years		
Degree	- Polish Magister with specialization in * Finance * Human Resource * E-business * Int. Relations * Corporation management * Media Management (2007) * Marketing and Advertisement (2007)	- Polish Magister with specialization in * Finance * European business	- Polish Magister - British Master of Science in Global Business Management (UoW, UK)	- Master of Science in Computer Science in Management Information Systems (DePaul) - Polish Certificate in postgraduate studies	- Polish Magister in Political Science from 2007 (Application awaiting approval)		

1.4. Marketing and Management studies in English at WSB-NLU

The success of the Polish Management and Marketing program encouraged the school to develop and offer Management and Marketing (M&M) studies with English as the language of instruction. The program was developed in summer 2002 by utilizing the design of the existing Management and Marketing studies taught in Polish. The idea was mainly based on the fact that WSB-NLU was awarding an American Bachelor degree and thus it seemed logical to teach Management studies with English as the language of instruction. Another reason for opening the program was that the school had the necessary resources for M&M studies in English: teachers and Professors who were able to lecture in English in the required fields of study were already employed at WSB-NLU, the school had an established infrastructure which allowed Marketing and Management studies to benefit from and be run in the school facilities with dedicated high-standard classrooms available to the students in the first three years of operation. Another positive aspect was that WSB-NLU was recruiting Marketing and Management students for the Polish program and thus had access to the market of prospective students partially as a result of its already existing high reputation in Poland. The M&M studies in English were supposed to keep the high image and reputation of the school in order not to lose the dominance of WSB-NLU as a leading and prestigious HE institution in Poland.

The M&M program was put together by DOD through subject coordination and the assignment of Professors who were able to teach in English. Simultaneously the program was already offered to prospective students who initially showed interest in studying Marketing and Management in Polish at WSB-NLU as an alternative option. It was mainly targeted at students who had the goal of doing business internationally in the future, wanted to work for international companies or simply saw the coming importance of English as the major language of communication in Business. Another aspect influencing their decision was their financial situation as the M&M studies in English were more expensive in comparison to the Polish M&M studies.

In October 2002 the M&M in English started its first semester at WSB-NLU. The authors assumption is that WSB-NLU's M&M was a response to the competition's strategy in order to maintain at least the same level of market share and not fall behind as a year earlier WSB-NLU's direct competition (The Leon Kozminski Academy of Entrepreneurship and Management, LKAEM) opened full-time Management studies taught in English in Warsaw. During those days the international arena in Poland started to open up. The M&M studies were intended to utilize this market trend and although the first group of the M&M in English

was entirely Polish in the long-run WSB-NLU planned to advertise its English lingual studies to potential students from other countries, boost student numbers and increase revenues for the school.

Management and Marketing in English was a full-time program of study which first-cycle of higher education ended after 3 years of study with a Polish Licencjat in Management and Marketing awarded by WSB-NLU and an American Bachelor of Arts in “Business Administration” with the specialization in “International Business” awarded by NLU. The M&M program taught in English at WSB-NLU was not built as a separate organizational entity. The formal criteria of running a Management program were fulfilled by the Faculty of Entrepreneurship and Management which operated the M&M studies in Polish and whose main task consisted of the provision of academic staff to this branch of studies and research. As a result M&M in English started operating within double constraints: on the one hand they had to fulfill the requirements of the Polish Ministry of Education for Management and Marketing study in order to award the Polish Licencjat, and on the other hand they had to follow the requirements of NLU to be able to award the American BA diploma to its graduates.

The official structure and the minimum number of subjects taught on the M&M program as well as the number of hours are defined by the Ministry of Education. The established guidelines oblige HE institutions to follow the same rules on the content of Management studies⁴⁹: studies have to last 6 semesters with a sum of around 2 200 hours of classes, the required subjects which a student has to pass are divided into four categories which have different weights of importance and thus the number of hours required of each group varies. Out of the 2 200 hours 1 815 hours are defined standards of education. A school has to follow the instructions of the Ministry which provide the minimum weight of hours for each groups of subjects. The subjects are sorted by their nature. The Ministry of Education provides the following division of subjects and required hours for Management and Marketing studies which can be found in table 2.:

⁴⁹ The following numbers and ratios refer to the programme design that was in force up to September 2007, when a radically different design is being implemented, based on strongly-modified Ministerial regulations, including the name changing from „management and marketing” to „management”.

Table 2. Subject codes according to the Polish Ministry of Higher Education

Code	Definition	Hours required
V. A 1-3	Generally education subjects	210
V. B 1-10	Core subjects	555
V. C 1-3	Profiled subjects according to the branch of studies (e.g. Management and Marketing)	390
V. D	Specialization subjects	660

According to the Ministry of Education guidelines the first group of subjects includes 90 hours of a foreign language (V. A 1), 60 hours of two to three generally educating subjects like Philosophy, Sociology, Logic, Economic History, Economic Geography or Psychology (V. A 2) which the school can chose individually and 60 hours of physical activity classes (V. A 3) adding up to 210 hours for group A. Group B includes 10 basic subjects which are Microeconomics, Macroeconomics, Mathematics, Statistics, Fundamentals of econometrics, Computer Science, Fundamentals of Management, Fundamentals of Marketing, Finance and Law. Each subject has its required amount of hours required and a description of the content and syllabus of each of those subjects. Modules which are specialized according to the branch of study which in this case is Management and Marketing includes a second list of defined subjects, their hours and description of their content. As a result group C consists of Organizational Behavior, Strategic Management, Market research and analysis, Marketing Management, Accounting, Production Management, Organizational Management, Logistics, Corporate Finance and Trade Marketing. The fourth group D is normally free to define by the school and the responsible faculty. Subjects in group D are specialization subjects which are relevant for the branch of study and its specialization. But WSB-NLU cannot offer interesting and distinguishing subjects to its students as the M&M program is bound to the requirement of NLU. Thus the remaining 660 hours cover the obligations which M&M studies have to fulfill in order to award the BA diploma from NLU.

Consequently during the 6 semesters of the first-cycle of HE WSB-NLU provides its students with 48 subjects of basic Management and Marketing knowledge, 4 levels of Business English and 4 levels of a second foreign language which a student is required to pass. Furthermore a M&M graduate needs to attend 30 hours of sports classes and 60 hours of seminar classes for his/her BA thesis. This is the sum of requirements due to the double degree and thus double requirements of fulfilling not only the Ministry of Education instruction but also the requirements from NLU. As a result a M&M student on the English

lingual program completes 2 460 hours of classes during the 3 years of his/her studies at WSB-NLU which is 260 hours more than a M&M graduate from a different Polish HE institution would pass for his/her Polish Licencjat in Management and Marketing.

In 2005 the M&M students educated in English reached for the first time the second level of higher education at WSB-NLU. The second-cycle of HE for those students offered a two year specialization stream in either Finance or European Business awarding their graduates with a Polish Magister title. The Magister program had 21 subjects which were required from the Polish Ministry. In the last academic year 2006 a new stream was offered for the first time awarding its graduates with a Polish Magister and a Master of Science in Global Business Management from UoW, UK. (compare table 1. Programs and degrees at WSB-NLU). This specialization forced a restructuring of the Master's studies in order to fulfill the requirements from UoW, UK.

All in all the M&M program with English as the main language of instructions went through a five-year period of evolution, constant change and development during which standards and procedures were acquired, tested and accepted.

1.5. Marketing, recruitment and requirements of entry

Admission to all higher education institution in Poland requires an A-Level certificate (Świadectwo dojrzałości) with a minimum of two mediocre (mierny) and three satisfactory (dostateczny) in the grading scale introduced in 1991⁵⁰ for Polish candidates. If foreign students desire to study at WSB-NLU in Poland not holding a Polish passport or a Polish secondary education certificate they are required to hold at least an equivalent certificate which entitles the person to study in a HE institution in their home country. This certificate has to be recognized internationally. Furthermore international candidates have to possess a valid passport and a student visa which is not required from candidates who originated from EU countries. Foreign students at WSB-BLU are obliged to attend Polish language courses to ensure their integration into a new environment. The school offers assistance to prospective foreign students helping them to make all necessary arrangements for the transfer and arranging the required documentation. Especially prospective students from Asian countries are required to possess and submit a number of documentations and a visa. In such cases the school provided intensive guidance and advice through its International Student Office.

⁵⁰ Usual grading system in secondary school in Poland by the International Associations of Universities
Full Description: 6 - 1 (excellent (celujacy), very good (bardzo dobry), good (dobry), satisfactory (dostateczny), unsatisfactory (niedostateczny), mediocre (mierny), fail: often, the marks '+' and '-' are added to the principal grades) Highest on scale: 6 (excellent); Pass/fail level: 2 (satisfactory); Lowest on scale: 1 (fail)

Generally, enrolment at WSB-NLU is based on an entry exam and a qualifying interview but during the last years such procedures were dropped due to changes in the Polish education system. WSB-NLU still requires entrance exams for some courses like foreign language classes to qualify for specific levels where the candidates do not hold a certificate to proof their abilities⁵¹. WSB-NLU also requires a filled electronic application form, two color photos and a copy of the receipt of the registration fee. An applicant must hold a valid national identity document or passport and submit a copy as well as a medical certificate.

Over the last years the resulting recruitment at WSB-NLU was an outcome of word-of-mouth advertising of the school's alumni, current students, employees and their family members rather than a specific marketing campaign. The school's reputation and image was established upon those including the public appearance of the Rector in different Polish media. The internet presence and promotion material were prepared by individual people within the school lacking a sizeable and easily accessible marketing budget and marketing expertise and the entire process had a trial-and-error, haphazard approach. The school only recently started to engage actively in advertisement and a greater media presents in terms of programs of study. The job of recruiting students for the programs fell into the area of responsibility of the marketing department which is also accountable for WSB-NLU internet presence (primarily through the www.wsb-nlu.edu.pl educational domain) which plays a significant role in communicating the school's attributes as it is the primary source for prospective students of acquiring information about HE institutions in Poland as well as from other countries. Today WSB-NLU students are composed of many different nationalities like Poles, Slovaks, Germans, Ukrainians, Byelorussians and Chinese.

A Higher Education institution like WSB-NLU is constrained by the requirements of entry defined by the Ministry of Education. Consequently the school's major target market is Polish Matura holders or high school graduates with an equivalent diploma certifying their successful graduation from the secondary education allowing them to study in HE institutions. Thus any such candidate applying to WSB-NLU will be enrolled as a student to the school. Another reason why WSB-NLU's target market is not defined by any strategically important characteristics is the high need for financial income through student's tuitions. Thus the main job of the marketing department is to increase WSB-NLU market awareness among all prospective students in Poland which provides the school with access to market segments with high propensity to decide to study Management and Marketing in English at WSB-NLU. In the long-run WSB-NLU wants to develop a marketing and recruitment strategy in order to

⁵¹ Not a formal exam allowing for or denying entry. It is rather a mean of assigning the student to an appropriate language level before commencement of classes.

ensure a high degree of quality at the school. This includes the segmentation of prospective students. WSB-NLU aims to establish a situation where there are more applicants than there are places in the program and consequently the recruitment could be specifically targeting students according to a given profile which includes demographic features, academic performances and personality traits. Those should consist of good results in the A-Levels, very good analytical skills, fluency in English, readiness to take a challenge, hard working, creative, intending to gain more international experience with the goal to open their own businesses, run the family business or take a managerial position in an international company.⁵² The major aim of WSB-NLU is to create Polish top graduates and provide the Polish employment market with highly educated and knowledgeable employees.

A future segmentation of students might be based on characteristics presented in Table 3. which shows a detailed listing of demographic attributes of the WSB-NLU target market for the Management and Marketing program in English. It is a typical marketing tool to be able to identify a specific target market for a product or service. The chosen attributes of a future student would provide a student to the program and the school who would fit into the school environment and could utilize the given opportunities.

⁵² High quality of candidates would simplify operations, eg. High levels of English would allow the student to reduce the number of hours purchased from the school, saving him/her money; a reduction in the number of students repeating failed courses would simplify timetabling and reduce the financial burden; a strong work ethic would allow for the provision of online courses with a guarantee of the knowledge being retained, etc.

Table 3. Demographic features of the M&M in English target market

	BA studies	MA studies
Age	Mainly teens and young adults, from 17 (international), 18 (Poland) to 25 years old	Mainly young adults, from 22 to unlimited years
Gender	male and female	male and female
Education	high school graduates, A-Level holders or equivalent	Successful graduates of the first-cycle of Higher Education, Licencjat or equivalent holders, BA graduates in fields of Management, Economics and Marketing (other degree subject to analysis prior to acceptance)
Income	Initial household, Other sources of income or sponsorship	Mainly self sponsored
Ethnic and religious background	Welcoming Western and Central Europeans, difficult for Muslims, Chinese or other South-East Asians	Welcoming Western and Central Europeans, difficult for Muslims, Chinese or other South-East Asians
Lifestyle	innovative, fit, up-to-date, changing style as market trends change	Less extravagant, stable in their choice of lifestyle
Social class	All	All
Opinion	confident, open-minded, to the point, not prejudiced or racist	Focused, future oriented, to the point, not prejudiced or racist, reasonable
Activities and interests	books, education, health, physical fitness, personal growth	Business oriented, focused on interests leading in a specific direction preparing for professional life
Attitudes and beliefs	General development and understanding, wide set of skills	Searches for business opportunities, Know what they want, responsible, doers rather than talkers

2. Chapter 2: Development and requirements of the local, national and international Higher Education environment

2.1. Local environment of WSB-NLU

Wyższa Szkoła Biznesu – National-Louis University (WSB-NLU) was one of the first non-public higher education institutions in Poland and the first which was founded in a small town. During 1991 nine other non-public higher education institutions were set up in Poland eight of which were situated in Warsaw the capital of Poland and one in Poznań which is close to the German border. Nowy Sącz, on the contrary, was a small town in the southeast of Poland which like many similar small towns in Poland had to overcome many political, social and economic changes which occurred after 1989⁵³. The city experienced the appearance of capitalistic market mechanisms which on the one hand were the source of hope and expectations but on the other hand caused fear and uncertainty, especially for people in rural areas who were accustomed to stable employment in previously state-owned companies faced a new reality. Privatization and restructuring of the industries had brought with it unemployment and an unstable economic environment. Nowy Sącz companies like Sadecki Zakład Naprawy Autobusow (SZNA) which was one of the city's biggest employers had to declare bankruptcy and Nowosadecki Kombinat Budowlany (NKB) was on its way of failure and towards bankruptcy in 1991 as well. Two other Nowy Sącz giants Zakłady Naprawcze Taboru Kolejowego (ZNTK) and Sadeckie Zakłady Elektro-Weglowe (SZEW) employing thousands of people were fighting for their existence. Particularly in rural areas around Nowy Sącz unemployment grew rapidly to as much as 45.6% in December 1998⁵⁴. Only in the government/administrative and education sectors could people still enjoy stable employment and a secure environment. Family businesses like Koral, an ice-cream manufacturer, Konspol, a chicken manufacturer and distributor and Fakro, a company producing and distributing roof windows, started to establish their position in the local and international market and consequently created new chances for the town.

Nowy Sącz technical high schools⁵⁵ and Liceum⁵⁶ experienced a boost in demand for education as people perceived the connection between a high level of educational and better

⁵³ It was the year of the end of Communism in Poland and the approval of the Sejm to reform the Polish economy into a centrally planned free-market.

⁵⁴ <http://www.eurofound.europa.eu/eiro/2002/10/feature/pl0210110f.html> [cited 1.07.2007]

⁵⁵ Technicum was a mass-education facility of "medium special education" category aimed to train low-level industrial managers (foremen, technical supervisors etc.) or specializing in occupations that require skills more advanced than purely manual labour, especially in high-tech occupations (such as electronics). This category remained in use in post-Soviet republics. Thus technicum may be regarded as labour trade-oriented analogue to Western two-year college. <http://en.wikipedia.org/wiki/Technikum> [13.06.2007]

chances for employment. Thus more and more pupils graduated from Nowy Sącz secondary schools with a high degree of specialization but mostly no perspective in the new Polish market setting and little chance for employment within the area. The closest higher education institutes were the Jagiellonian University⁵⁷, the Cracow University of Economics⁵⁸ (Akademia Ekonomiczna w Krakowie) and University of Science and Technology⁵⁹ (Akademia Górniczo-Hutnicza) in Cracow which today is one of the most popular universities in Poland offering dozens of undergraduate, graduate and doctoral disciplines both in Polish and English.

In 1999 Nowy Sącz experienced another major downturn in its market economy as the city lost its voivodship of “Nowosądeckie”⁶⁰ after the administrative reform. Again unemployment and the loss of the economic attractiveness shaped the city’s nature.

During the last years the rural area of Nowy Sącz which previously was characterized by a mainly agricultural economy became increasingly a source of industrial development. Nowy Sącz has become the home town of around 5 000⁶¹ business entities including companies in the building sector like Fakro and Dako, companies in the production of food products like Konspol Holding and Koral as well as ones in the technology sector like Optimus S.A. and Novitus SA. The region became a major economic driver and source of development luring more and more people from all over the world into the town.

2.2. National environment of WSB-NLU

After 1989 Poland was facing many economic problems and found itself in an inefficiently working market with its worst hyperinflation between 1990⁶² and 1993 of 275%⁶³ and a huge foreign debt which made investments nearly impossible. Furthermore the country had a growing unemployment rate of 6.5% in 1990 and 16.4% in 1993⁶⁴, no clear industry structures or procedures and an undeveloped agricultural sector.

⁵⁶ Liceum Ogólnokształcące is the Polish secondary/high school. They are attended by those who plan to attend university or who do not have any desire to pursue a specialized career. http://en.wikipedia.org/wiki/Liceum_Og%C3%B3lnokszta%C5%82c%C4%85ce [cited 13.06.2007]

⁵⁷ Jagiellonian University in Krakow was founded in 1364 by King Casimir the Great and was the second university which was founded in Central Europe.

⁵⁸ <http://janek.ae.krakow.pl/~testwww/main.php?up=1&id=1201> [cited 13.07.2007]

⁵⁹ http://www.agh.edu.pl/index_e.php [cited 13.07.2007]

⁶⁰ http://pl.wikipedia.org/wiki/Wojew%C3%B3dztwo_nowos%C4%85deckie [cited 1.07.2007]

⁶¹ http://pl.wikipedia.org/wiki/Nowy_S%C4%85cz [cited 1.07.2007]

⁶² In 1990 hyperinflation reached over 500% alone. http://home2.btconnect.com/polishembassy/info/history_in_brief/history_III_republic.html [cited 1.07.2007]

⁶³ <http://en.wikipedia.org/wiki/Hyperinflation> [cited 1.07.2007]

⁶⁴ <http://www.eurofound.europa.eu/eiro/2002/10/feature/pl0210110f.html> based on GUS - *statistical yearbooks and registered unemployment in the first quarter of 2002*. [cited 1.07.2007]

During the transformation of Poland's political and economic nature the higher education system experienced fundamental changes, reforms and was forced to function under new constraints of Capitalism while experiencing a greater degree of academic freedom and autonomy, which meant that the dominance of bureaucratized state monopolies of education was facing its end. Until 1990 the number of available places to study was fixed by the ministers who were responsible for different types of higher education institutions in the uniformed system all over the country⁶⁵. Consequently the system was highly inflexible and did not provide the same access for every person to higher education institutions. Thus there was an increasing need for innovative institutions which were offering places of study. Such schools were also able to function more freely and according to new market needs and increasing demand for higher education⁶⁶.

A first step was the establishment of local school administrative bodies and the General Council of Higher Education⁶⁷ (Rada Główna Szkolnictwa Wyższego) whose major task was to cooperate with the Minister of Education and with other public authorities in defining the state policy with respect to higher education. Such an initiative encouraged the appearance of non-public schools established by individuals⁶⁸ and civic organizations⁶⁹ and forced all state universities and public higher education institutions⁷⁰ to face rising challenges of market competition. The Education Act of 12th September 1990⁷¹ also provided legal framework of running and managing HE institutions autonomously within new budgetary limits⁷²

⁶⁵ JOANNA JUNG-MIKLASZEWSKA, J. J-M., Warsaw 2000, Bureau for Academic Recognition and International Exchange, "The System of Education in the Republic of Poland – Schools and Diplomas", 10.2

⁶⁶ Student numbers for all types of programs in 1994 reached a level of 677.024, 1.578.241 in 2000 and 1.926.000 in 2005 (GUS 2005). Students studying business or administration amounted 103.556 in 1994 and 435.380 in 2000. (GUS 1994-2000) http://www.pan-ol.lublin.pl/biul_7/art_711.htm [cited 13.06.2007]

⁶⁷ An institution of high importance to the higher education system which was established on the basis of the Education Act of 12th September 1990. <http://194.78.211.243/Eurybase/Application/frameset.asp?country=PL&language=EN> [cited 1.07.2007]

⁶⁸ A non-state school of higher education can be established by an individual person or a legal entity on the basis of consent by the relevant minister for higher education, upon the advice by the State Accreditation Commission.

⁶⁹ Compare: <http://countrystudies.us/poland/42.htm> [cited 13.06.2007]

⁷⁰ Higher education institutions are teaching students and preparing them for professional careers, carry out research, train doctoral students, development and dissemination of national culture and cooperation with local communities and offers degrees on various levels (undergraduate, postgraduate, doctoral). Information Network on Education in Europe: <http://194.78.211.243/Eurybase/Application/frameset.asp?country=PL&language=EN> [cited 1.07.2007]

⁷¹ Act of 12th September 1990 restores the autonomy of higher education institutions (self-governance) and eliminates the influence of political factors on the functioning of higher education institutions (management of higher education through intermediate mechanisms e.g. competitive financing system) and the development of academic staff (freedom in teaching and research) and abolished the monopoly of the State and thus providing the possibility of establishing and running non-public higher education institutions. Ministry of National Education: http://web.archive.org/web/20040427015523/www.sggw.waw.pl/plus/wstep_men.html [cited 13.06.2007]

⁷² GDP was decreasing and the level of possible expenditure had a significant impact on the educational policy and led to partial commercialisation of state higher education institutions in form of fees and tuitions for programs of study. Compare: MALGORZATA DABROWA-SZEFLER, JULITA JABLECKA-PRYSLOPSKA,

constrained by each year's Budgetary Law established by the Parliament and educational laws. More and more external and internal circumstances made the management of such institutes difficult. Although there were existing structures and resources available, most institutions lacked the know-how and flexibility to adjust to the market. Higher education institutions were still run in the same way as before the reforms which meant that they were mainly focused on developing research faculties. This was a chance for non-public HE institutions which were mostly small and locally-oriented institutions with a fresh entrepreneurial spirit allowing a higher degree of flexibility, smaller class and higher salaries for its employees.

Another positive aspect of the Polish market in those days was the growing demand for higher education graduates in the Polish employment market as a result of the privatization of many previously state-owned companies and the increasing unemployment rate among young people⁷³. Thus state owned institutions had to provide high quality education to an increasing number of students⁷⁴ in a growing competitive market where non-public higher education institutions were operating as service providers of higher education seeing prospective students as their customers. Non-public schools were mainly focused on supplying a high level of education and encouraging local development rather than establishing scientific research faculties as those required sizeable budgets and a long-term investment without guaranteed results/payoffs but did not however receive any subsidies from the state educational budget. That is why it was nevertheless very difficult for non-public schools to compete with free (no tuition) public HE institutions. The new educational offer of higher education institutions increased the enrolment rate on the tertiary level from 22.1% to 63.4% from 1990 to 2005⁷⁵.

Under the Secretary of State of National Education, Poland was one of the 29 countries which signed the Bologna Declaration⁷⁶ on 19th June 1999 and thus committed to the objective of creating a uniformed European higher education area. After 1999 Poland's

July 2006 Warsaw University, OECD Thematic Review of Tertiary Education, Country Background Report for Poland, p.14

⁷³ According to GUS, the registered unemployment rate in the group aged 15-19 was 45.6% in 1999, while in the group aged 20-24 it was 29.7%. <http://www.eurofound.europa.eu/eiro/2002/10/feature/pl0210110f.html> [cited 1.07.2007]

⁷⁴ The number of students enrolled in all types of higher education institutions increased dramatically from 400.000 in 1990 to 1.4 million in 1999 (Szkolnictwo Wyższe Dane Podstawowe, 2000).

⁷⁵ http://devdata.worldbank.org/edstats/SummaryEducationProfiles/CountryData/GetShowData.asp?sCtry=POL_Polandhttp://194.78.211.243/Eurybase/Application/frameset.asp?country=PL&language=EN [cited 1.07.2007]

⁷⁶ The purpose of the Bologna process (or Bologna accords) is to create the European higher education area by making academic degree standards and quality assurance standards more comparable and compatible throughout Europe. It is named after the place it was proposed, the University of Bologna with the signing, on 19th June 1999, of the Bologna declaration by ministers of education from 29 European countries in the Italian city of Bologna. http://en.wikipedia.org/wiki/Bologna_process [cited 1.07.2007]

Ministry of National Education started the process of integration and the implementation of standardized procedures according to the European Bologna Strategy.

Since the beginning of 2000 Poland experienced the start of economic growth which rapidly increased to 4% to 6% per annum⁷⁷. Unemployment in Poland is still one of the highest in the Euro-zone but is expected for the first time since 1989 to fall under 10% in 2007. Since Poland joined the European Union (EU) in May 2004 there was a constant outflow of the educated workforce out of the country due to unchanged low salaries/wages, few incentives and an unattractive employment market.

The environment of higher education at the beginning of the new century has been shaped by the Ministry of National Education and its reform of 1999. The Ministry reformed the secondary education sector to ensure better access to higher education institutions and equal educational opportunities to all second level education graduates. The main objectives were the extension of the secondary and higher education, higher standards of education and greater effectiveness of educational resources.⁷⁸

Since the mid-1990s HE institutions voluntarily introduced the European Credit Transfer and Accumulation System⁷⁹ (ECTS) in the areas of Bachelor and Master's studies in order to follow international standardization procedures. Public universities were quite successful introducing the ECTS system while the progress was limited in non-public higher education institutions at the same time. But the number of HE institutions using ECTS is growing every year. From 1st January 2007 the Ministry of Science and Higher Education (Ministerstwo Nauki i Szkolnictwa Wyższego, MNSW) required all institutions to use the ECTS to allow credit transfer and achievement accumulation for its students⁸⁰. This was also fundamental for the establishment of the National Qualification Framework⁸¹ (NQF) in Europe but which currently does not exist⁸² in Poland. A NQF for Poland is under construction and the Ministry

⁷⁷ The World Bank, Data and Statistics for Poland: <http://www.worldbank.org.pl/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/POLANDEXTN/0,,contentMDK:20192384~menuPK:304820~pagePK:1497618~piPK:217854~theSitePK:304795,00.html?gclid=CJPGvKTIi40CFSC-Xgod8lkMjw> [cited 1.07.2007]

⁷⁸ Instytut Spraw Publicznych, The Institute of Public Affairs, "Monitoring of the educational reform in Poland (2000-2004)", www.isp.org.pl [cited 1.07.2007]

⁷⁹ ECTS was introduced in 1989 within the framework of ERASMUS which is now part of the SOCRATES program. The system facilitates the recognition of periods of study abroad and enhances the quality and volume of student mobility in Europe. http://ec.europa.eu/education/programmes/socrates/ects/index_en.html [cited 7.07.2007]

⁸⁰ EURYDICE, EURYDICE Brussels 2007, Focus on the Structure of Higher Education in Europe 2006/07, National Trends in the Bologna Process, p. 253

⁸¹ The National Qualification Framework was designed to provide nationally recognised standards and qualifications as well as recognitions and credit for a wide range of knowledge and skills.

⁸² ec.europa.eu/education/policies/educ/eqf/results/poland_en.pdf [cited 7.07.2007]

of Science and Higher Education planned to introduce and establish it during the period of next two years.

In 2003 there were 7.5 million young people at school age (13-19 years) in Poland but due to changes in the demographic structure of Poland's population, as a consequence of for example the aging population and the yearly decreasing birth rate, the estimates are that within the next few years this number will decline to 4 million young people. This will decrease the number of young people graduating from a second level education school and consequently the number of prospective higher education students. This negative prospect will affect the operation of many HE institutions. In addition the lack of financial resources and stability in the higher education sector will tighten the market and increase competitiveness.

In the academic year 2004/05 there were in total 427 higher education institutions of which 301 were non-public and 126 were State institutions with 1,344,000 students accounting 69,8% of the total number of higher education students in Poland. In comparison to the academic year 1993/94 non-public higher education institutions of which only one fourth was authorised to award the Master's degree gained market from 4.95% (1,700 students) to 29.47% (133,710 students) by the end of 2003 in the number of students.⁸³

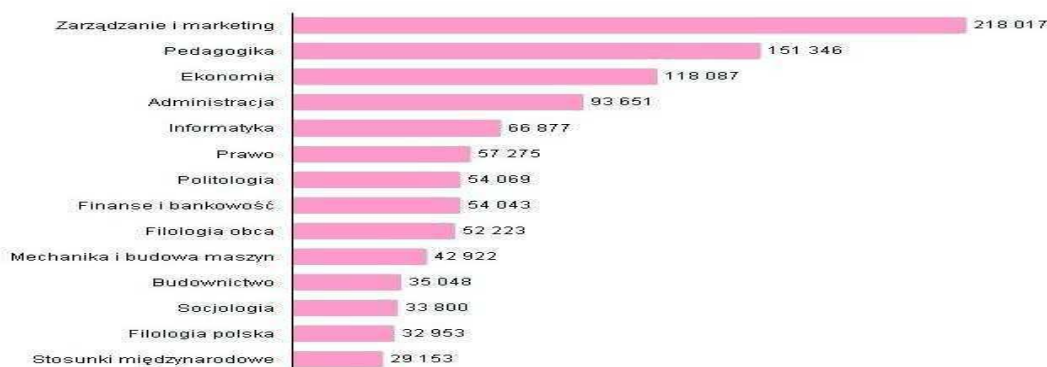
In the academic year 2002/03 Management and Marketing studies were the most popular in Poland with a total number of 218,017⁸⁴ students which represents 13,0% of all young people studying in a higher education institution. Graph 1. shows the most popular programs of study in that academic year.

Graph 1. Most popular programs of study in the academic year 2002/2003 in Poland⁸⁵

⁸³ MALGORZATA DABROWA-SZEFLER, JULITA JABLECKA-PRYSLOPSKA, July 2006 Warsaw University, op. cit., p. 23-24

⁸⁴ The Polish Ministry of Education and Sport analyzed the number of students with special regard on their choice of the program of study in the academic year 2002/2003. Amongst 1 845, 4 thousand students 71,6% were studying at state universities while 28,4% were studying at non-public schools. http://www.nauka.gov.pl/mein/index.jsp?place=Lead08&news_cat_id=916&news_id=3681&layout=2&page=te xt [cited 13.05.2007]

⁸⁵ http://www.nauka.gov.pl/mein/index.jsp?place=Lead08&news_cat_id=916&news_id=3681&layout=2&page=te xt [cited 13.05.2007]



Graph 2. shows the difference between the number of students in the academic year 1999/2000 compared to the number of students three years later. While the number of students starting to study Informatics or International Relations drastically increased by 7,901 and 5,701 the number of first year Management and Marketing students decreased by 34,833 from 218.017 to 183.184. This development shows the changing preferences in the market of higher education as well as the shift in the employment market. I.T. and International Relations have become more and more significant over the years due to globalization and technical developments. Therefore the employment market is in need for employees with an educational background in such areas to stay up-to-date and thus competitive on the international scale.

Graph 2. Change in the number of students on different programs of study⁸⁶



The higher education sector has been the responsibility of the Ministry of Education until May 2006 when institutional changes made it the responsibility of the Ministry of Science and

⁸⁶http://www.nauka.gov.pl/mein/index.jsp?place=Lead08&news_cat_id=916&news_id=3681&layout=2&page=next [cited 13.05.2007]

Higher Education. Every higher education institute operates under the Act of 27th July 2005⁸⁷, The Law on Higher Education (LoHE) which equally applies to public and non-public higher education institutions⁸⁸. The LoHE is the basis for three-cycle⁸⁹ structures of the higher education institutions but does not require them to introduce it. However the 2006 Regulation of the Ministry of Science and Higher Education required higher education institutions to run two-cycle programs in all 101 of 118 existing fields of study leaving the remain 17 fields to be either only first-cycle or long-cycle programs.⁹⁰ Moreover the LoHE provides a legal basis for the award of international joint diplomas after first-cycle, long-cycle and second-cycle completion which allow higher education institutions to award double-diplomas in cooperation with international Universities.

In order to follow the objectives of the Bologna Declaration Poland established the State Accreditation Committee (Państwowa Komisja Akredytacyjna, PKA) which is an independent national agency responsible for external quality assurance operating on the basis of LoHE 2005. The primary responsibility of the SAC is quality evaluation of HE institutions. In 2007 the SAC will apply for constant membership of the European Association for Quality Assurance in Higher Education (ENQA) which is an association established in the year 2000 to guarantee quality of HE education on a European level.⁹¹

Another action taken by the Ministry of National Education to provide wider international transparency and standardization of the HE system was the introduction of the Diploma Supplement⁹² (DS) for all Bachelor and Master's degree holders which came to inure as from 1st January 2005⁹³ on the basis of the 23rd July 2004⁹⁴ regulation. The DS was initially produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it⁹⁵. The DS is a document which is attached to a higher education diploma aiming at

⁸⁷ On the 27 July 2005 the Polish Parliament passed a new Act - "Law on Higher Education". The new Act became operational on the 1 September 2005, and the regulations concerning financing of the higher education system will be introduced on the 1 January 2007. EURYDICE, European Commission, Eurybase 2005, The Information Database on Education Systems in Europe, The Education System in Poland (2004/2005), ch. 6.3

⁸⁸ MALGORZATA DABROWA-SZEFLER, JULITA JABLECKA-PRYSLOPSKA, July 2006 Warsaw University, OECD Thematic Review of Tertiary Education, Country Background Report for Poland, p. 6

⁸⁹ First-cycle (3 years) programs lead to the Bachelor degree (licencjat or inzynier), both long-cycle (5 years) and second-cycle (additional 2 to 2,5 years) programs lead to the Master's degree (magister or equivalent) and doctoral degree.

⁹⁰ EURYDICE, EURYDICE Brussels 2007, Focus on the Structure of Higher Education in Europe 2006/07, National Trends in the Bologna Process, p. 250

⁹¹ EURYDICE, EURYDICE Brussels 2007, Focus on the Structure of Higher Education in Europe 2006/07, op. cit., p. 253

⁹² http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html [cited 7.07.2007]

⁹³ Ibidem, p. 253

⁹⁴ Dz.U. z 2004r. Nr 182, poz. 1881, <http://www.buwiwm.edu.pl/sdd/> [cited 7.07.2007]

⁹⁵ http://ec.europa.eu/education/policies/rec_qual/recognition/diploma_en.html [cited 7.07.2007]

improving international transparency and facilitating at the academic and professional recognition of qualifications.

Overall the last decade of Poland's higher education sector has been of an unpredictable nature concerning student numbers, trends in the general environment as well as legal adoption processes. The past few years have shown the development of an increasing knowledge-based society and economy. The need of highly educated people in a country's population is high and in order to follow European structures the Ministry of National Education in Poland has established the Bologna Promoters Team in 2004 to provide counselling services to HE bodies.

Currently Poland has a share of 22% of higher education graduates of the total population which, in comparison to the European average⁹⁶, is a low result. The enrolment for the tertiary level increase considerably during the last 20 years. In 1985 the enrolment rate was at 17.1%, in 1995 35.0% and in 2005 63.4% with public expenditure on education staying with in the range of 4.7% to 5.4% in during the same period of time according to the World Bank statistical data on education in Poland⁹⁷. This trends offer a chance for Poland to successfully keep a constant annual growth rate and develop a stable economic situation on the basis of developing and enhancing its higher education sector.

The coming years will neither be stable nor easy as the Polish HE sector and especially non-public HE institutions will be facing a changing structure of demographics and financial constrains in Poland. Additionally, the country has to adjust to European standards (Bologna Strategy) and the wider international education environment to create a universal education system. At the same time this process will shape to a high degree the competitiveness within national borders as well as internationally and enforce non-public as well as public higher education schools to restructure their organizational composition and up-date their management methods.

2.3. International environment of WSB-NLU

The higher education system in Europe is not subject to a common European policy, law or regulation. Thus higher education in Europe is diverse as each Member State of the European Union stays responsible for its own education system, its functions and content. From the historical point of view one would have to present and analyze every European

⁹⁶ The share of tertiary graduates in the total population in the age group 25-59 years (Sweden = 31%, Finland = 34%). [GUS 2004 d, p. 195-196]

⁹⁷ <http://devdata.worldbank.org/edstats/SummaryEducationProfiles/CountryData/GetShowData.asp?sCtry=POL,Poland> [cited 1.07.2007]

country's education system to be able to evaluate its contribution to the development towards a uniform education system. Several actions towards a uniformed European system of higher education were drafted and slowly implemented since the late 1980s but cooperation and agreement was minimal and nevertheless neither the European Council nor the European Commission were able to establish a common ground. It seemed that individual reforms of the primary and secondary education sector had to be implemented first. Moreover general decentralization of the education system especially in countries like Poland, Slovakia, Hungary and Czech Republic was one of the major issues which had to be overcome⁹⁸. For the last 20 years Europe's student numbers were rising as a consequence governments were paying more and more attention towards the higher education sector as a valuable source for economic growth and market competitiveness.

Only at the end of the last century and the beginning of the 21st century new recommendations for a universal higher education system were introduced by the European Council (EC) and the Parliament. According to the Treaty of Nice⁹⁹ (2001) the European Community "shall contribute to the development of quality education by encouraging cooperation between Member States"¹⁰⁰. Consequently the Member States of the European Union are obliged to contribute to this commitment by encouraging and promoting initiatives for its citizens to increase educational equity within the Euro-zone. Overall there are several programs of action, which over the last years have helped to build a base for a uniform higher education system in Europe. Such a strategy included the design of standardized study programs for all individual higher education systems throughout Europe which would allow for international recognition of programs and degrees. This consists of the introduction of the European Credit Transfer and Accumulation System (ECTS) and the establishment of the NARIC network¹⁰¹. Such implementations were supposed to support and make the procedure of knowledge exchange simpler and create a one-dimensional learning environment within the European Union in the long-run. In addition, the creation of networks for information and educational know-how transfer provided an essential ground for the development of best possible education system.

⁹⁸ Compare: EURYDICE, June 1999, Luxembourg, Forward Planning in Education in the Member States of the European Union

⁹⁹ 11th December 2000 the Treaty of Nice was agreed upon by the European Council to amend the two founding treaties of the European Union, the Maastricht Treaty and the Treaty of Rome. http://en.wikipedia.org/wiki/Treaty_of_Nice [cited 7.07.2007]

¹⁰⁰ http://ec.europa.eu/education/policies/educ/higher/higher_en.html [cited 7.07.2007]

¹⁰¹ The NARIC is a network of National Centres created in 1984 to help in regulating title recognition and facilitating the integration of national educational systems. It aims at improving academic recognition of diplomas and periods of study in the Member States of the EU and the EEA countries. http://ec.europa.eu/education/programmes/socrates/agenar_en.html [cited 7.07.2007]

Another of the programs which were successfully put into practise is the SOCRATES program which was establish in the year 2000. The main objectives of the program are the creation of a Europe of knowledge by promoting life-long learning, encourage access to education for everybody and help people acquire recognised qualification and skills. The program involves 30 European countries and focuses on language learning by mobility and innovation.¹⁰² In 1998/99 the number of students taking part in the program reached nearly 200.000¹⁰³ participants showing a tendency of young people willing to study outside of their home country.

In 1999 Ministries from 29 European countries signed the “Bologna Declaration”, which aimed at the establishment of a European area of higher education by the end of this decade which includes 45 countries today. The major goals are to improve the quality and effectiveness of the EU education and training system and to ensure that they are accessible to all¹⁰⁴ to achieve greater compatibility and comparability of the HE system. Step by step the European Commission adapted to its goals and implemented the necessary actions. Since 8th July 2005¹⁰⁵ the primary focus lies on the establishment of the European Qualification Framework (EQF) so that the next stage of transfer and recognition of qualifications of individual citizens within the EU will be valid.

Overall the higher education sector within the European Union has gained a high degree of importance over the last 20 years. More and more attention is paid to the unification of the different systems to established benchmark for the world’s higher education systems.

2.4. Nature and role of higher education institutions in Europe

It is very important to note that, since the Bologna Process, the role, function and image of HE institutions has changed. Today, HE institutions are regarded as major economic participants of local, national and international development. They play an essential role as the primary source for the production of new knowledge as they hold intellectual property and are responsible for its distribution in today’s global knowledge-based economy. Typically, they are a source of highly qualified labour, technical and professional development and serve the needs of their local, national and international environment. Thus constant adjustment to

¹⁰² SOCRATES, 2000-2006, European Community action programme in the field of education, Gateway to education http://ec.europa.eu/education/programmes/socrates/socrates_en.html [cited 7.07.2007]

¹⁰³ Education and culture, EURYDICE, eurostat, Key data on education in Europe, Office for Official Publication of the European Communities, ECSC-EC-EAEC Brussels Luxembourg 2000

¹⁰⁴ http://ec.europa.eu/education/policies/2010/et_2010_en.html [cited 7.07.2007]

¹⁰⁵ http://ec.europa.eu/education/policies/2010/et_2010_en.html [cited 7.07.2007]

the market needs is required in order to stay competitive. No longer do HE institutions play the role of simply providers of teaching, learning and research.

The current development and course of action being implemented by the EU Commission and its functional bodies gives HE institutions a greater role in contributing to the improvement of the European society. Individual firms and their input cannot guarantee the advancement of the market to the same degree as HE institutions can. Today's competition centres on ideas and innovation. The level of a nation's education is directly connected to its economic development and quality of life¹⁰⁶. People's skills and knowledge are Europe's greatest natural resource of tomorrow. Consequently, international standards in the HE sector help to develop a qualified workforce to secure and encourage investment and economic stability.

Another crucial aspect of the role of HE institutions is their contribution and engagement in their local environment: although HE institutions are autonomic and diverse in their nature their identity is nevertheless influenced by their local surroundings and mutual benefit can be achieved when both sides cooperate and utilize their resources effectively. Higher education institutions impact their direct surroundings by broadening infrastructure, increasing attractiveness, encourage development and investment. Studies have shown that the sole existence of a HE institution influences the region whether the institution takes actively part in economic development or not¹⁰⁷. In Europe HE institutions also are suppliers of high quality services of immediate and obvious benefit to the local community as they attract numbers of young people into a particular town, create jobs and provide education and training. If HE institutions engage strategically and actively in local community actions then both can benefit substantially.

In urban as well as in rural areas HE institutions are centres of culture: they provide access to lectures and libraries and take part in exhibitions or art displays conserving and communicating the social and cultural heritage. Even student organizations can make a significant contribution to the local community. Mostly they are active in social, environmental or public work in general in form of student organizations providing volunteers with knowledge and engagement. The same people can also take part in economic advancement by working for local industries which gives the students the chance to enhance their practical horizons and consider career options.

¹⁰⁶ Compare: CHRIS DEDE, SPENCE KORTE, ROBERT NELSON, GIL VALDEZ, DAVID J. WARD, *Transforming Learning for the 21st Century: An Economic Imperative*, September 2005, Learning Point Associates, Naperville, IL

¹⁰⁷ see, for example, Goddard J (1994) *Universities and Communities*, CVCP

In the European Union there are around 3,000 HE establishments, approximately 4,000 in Europe as a whole, including other countries of Western Europe and the candidate countries¹⁰⁸, which provide jobs in the millions and generate, directly or indirectly, billions of the European Union's economic activity.

2.5. Competition of WSB-NLU

Most non-public HE schools are only known through the reputation of the founder with his entrepreneurial spirit and the stories of success of their first graduates. Many of the actual university names are rather unknown but the founders of those schools are known widely all over Poland by the names of the Rectors like Pawlowski (WSB-NLU) in Nowy Sącz, Kozminski (Wyższa Szkoła Przedsiębiorczości i Zarządzania, WSPiZ) in Warsaw and Łazarski (Wyższa Szkoła Handlu i Prawa, WSHiP) in Warsaw. Those three schools are in direct competition for students and offer more or less the same programs as well as double-diplomas to their undergraduate students.

The Leon Kozminski Academy of Entrepreneurship and Management (LKAEM) is WSB-NLU strongest competitor. LKAEM was founded in 1993 and grew rapidly into a successful non-public HE institution. It is situated in Warsaw and offers recognized BA English lingual programs in Management and Corporate Finance and Accounting as well as MA programs in International Business and Management, Alliance for Business Education and Master in Finance. Since 2005 the partner school of the LKAEM is the Bradford University School of Business (BUSoB) which is one of the highest ranked British university business schools¹⁰⁹. Thus the LKAEM awards the British Bachelor of Science in Management and Marketing and the MA in International Business and Management from BUSoB,UK.

The Management and Marketing program at LKAEM is a four year program taught in English and was first run in the academic year 200/2001. The first two years cover basic and broad management knowledge while the third and fourth years are focused on individual needs with an emphasis on electives, monographic lectures and workshops. The graduation takes place after a successful submission of a Bachelor thesis which is mostly practice-oriented as students conduct consulting project for existing companies or write business plans of start-ups in Warsaw.

¹⁰⁸ Commission of the European Communities, Communication from the Commission, The role of the universities in the Europe of knowledge, Brussels 2003, COM 58 final, p. 5

¹⁰⁹ ranked fourth on Financial Times' 2005 list of best schools

The tuition for the four year BA program amounts in 6.000 PLN per semester which is 20% more than at WSB-NLU and the Master program which last 3 semester costs 8.000 PLN per semester which is around 60% more than at WSB-NLU.

In 1999 the LKAEM was accredited by the European Quality Improvement System (EQUIS) and successfully renewed it in 2005 for another 5 years.

Today the school is still under the lead of its founder and is managed in the “Kozminski way” which consists of three main components:

- the highest of international standards of academic excellence;
- openness to the world;
- respect for students’ interests, empathy, friendly service, and spirit of togetherness¹¹⁰.

Ryszard Łazarski was the founder and Rector of the non-public HE institution the First Business College in 1991 in Warsaw which then became the Łazarski School of Commerce and Law. Ryszard Łazarski left the business school on 8th April 2000. Since 15th September 2005 dr hab. Teresa Gardocka prof. nadzw. WSHiP is the Rector of the school. The school offers English lingual BA programs in Business Economics and International Relations and European Studies which last 6 semesters and cost 5040PLN per semester. The MA program is specialized in International Business Economics and costs 5310PLN per semester. The school also offers an English taught MBA program which tuition is 2700USD for the three semesters. The BA as well as the MA studies award both the British BA degree and MA degree from the University of Wales, UK. Today the school has around 6,500 students and is one of Poland’s leading Management HE institutions.¹¹¹

¹¹⁰ http://www.wspiz.edu.pl/index.php/en/about_lkaem/welcome/ [cited 16.07.2007]

¹¹¹ http://www.lazarski.pl/a_news.php [cited 16.07.2007]

3. Chapter 3: Internal analysis of WSB-NLU and the evolution of the Management and Marketing studies

The following chapter identifies major assets and resources which are utilized or which are unutilized within the school in general, the M&M studies in English in specific and outlines the evolution of the M&M program over the last five years from the perspective of the students as well as the teachers taking into account external developments and trends within the HE market as well as the Polish economy as a whole.

The following information about the school as well as the M&M studies in English is arranged in four main categories taking into account internal and external factors around the given school structure. The different aspects are divided into assets and resources which are either utilized or unutilized in the school overall or the M&M program in English. In order for a clear presentation the facts are sorted according to their nature which is either tangible or intangible. The opportunities and threats are presented in the same way being divided into the same four categories which are tangible and intangible characteristics which concern either the whole school or only the M&M program in English. Tables 4. to 7. summarize all aspects.

3.1. Utilized assets and resources of WSB-NLU

WSB-NLU operates successfully within the Polish HE market due to several strategically important factors, which the school has built and utilized over the 16 years of its existence. One of WSB-NLU's most significant intangible assets is its positive reputation and its strongly recognized image as a high quality HE institution. The school enjoys the status of one of Poland's top non-public HE institutions with high educational standards: it is known as an excellent provider of higher education, which focuses on the preparation of graduates for their future employment and provides assistance to innovating individuals who aim to become successful entrepreneurs, within WSB-NLU's major branch of study namely Management and Marketing. Another differentiating factor is the awarding of double degrees at WSB-NLU. This is a huge asset for the Polish business school as it enhances WSB-NLU credibility.

A significant influence in creating this image is played by successful WSB-NLU graduates and their national and international career paths. Through word-of-mouth they advertise their educational background and spread the information about WSB-NLU, which allows the school to gain priceless brand equity. Thus WSB-NLU is not only known all over Poland as a source of high quality business education but also reaches beyond the national borders and consequently is able to recruit international students. Many of WSB-NLU

students come to study at the school only on the basis of the school's reputation, which is also known widely among Polish companies, interest groups and the general public. WSB-NLU teachers, employees and graduates recommend the school as being the best in its field of study and thus WSB-NLU continues its extension of relationship networks, which play a considerable amount in establishing brand equity. In general relationship networks are very important for the school and WSB-NLU purposely employs people who are part of or have access to potential influential stakeholders.

WSB-NLG's brand equity does not only depend on its reputation and image but furthermore includes the brand itself and its recognition. The blossoming tree is the symbol of the school and stands for growth and development. It is recognized and associated with WSB-NLU and its values for high quality education. The Rector as the head and public face of the school also contributes significantly to the brand equity as he regularly appears in various public media either within the school or outside when he attends conferences and meetings. The Rector acts as the broker of WSB-NLU, its programs and activities. The general public is mainly interested in the school's actions concerning conferences, company presentations and art displays which enhance brand awareness among prospective students. The given brand equity provides a stable ground for recruitment of students, the maintenance of market share and general marketing.

One of WSB-NLG's most valuable tangible assets is its infrastructure. During its entire history the institution has aggressively invested in infrastructural developments, providing a top-quality environment for staff and students alike. The current infrastructure consists of several buildings holding numerous classrooms, offices, conference rooms, computer rooms and sports facilities together with the computers, books and general equipment which is necessary for the school to operate. One of the outstanding facilities is the WSB-NLU library which is providing access to important academic resources, books and magazines. It also grants access to many online databases. It is one of the best equipped libraries of a non-public school in Poland. Those tangible assets are very important for the school's trouble-free running. They are all connected through the school's own computer networks which provide access to information, knowledge sources, the internet and the intranet also from external sources so that students and teachers are always able to access the school's resources. The whole IT system, its hardware and software helps employees and teachers to build databases and universal sources of information to exchange data quickly and to provide students with the best possible materials in the most efficient way. Over the years, the WSB-NLU intranet has become a significant tool and a platform for knowledge exchange. Also part of the

infrastructures are the school's own sport facilities which include a gym, activity rooms, a coliseum, basketball, football and tennis courts all of which provide students and employees with a wide range of offers concerning activities for their physical fitness. For dancing, fun festivities and get-togethers there is a discotheque on the school ground which enables student organizations and individuals to test their creativity and enhance their organizing skills.

Another very important utilized asset at WSB-NLU are student organizations which have a long tradition and have proven themselves as valuable contributors to the school's overall appearance and image. Student organizations grant students the chance to increase their knowledge, practical experience and work together with similar people in a field of their personal interest. The active participation in initiatives, projects and new ideas is a good chance for students to connect with people and gain access to new relationship networks thought the student organizations that range widely in their size, scope and fields of activities. Nothing seems impossible as long as there is a group of dedicated individuals behind the idea. The school's approach to an entrepreneurial spirit and new ideas from students is to encourage, assist, consult and make ideas become reality. Generally WSB-NLU motivates students to search and increase their expertise in a field and test their abilities in a secure environment to be able to develop their own business ideas in the future. In this way the school prepares its students for the real business world¹¹². Consequently students gain not only theoretical know-how about management and its related fields but they also learn how to deal with challenges in general, how to overcome obstacles, deal with and solve problems as well as work with friends and foes and commit to obligations and responsibilities. All this happens on a professional level and increases the student's horizons keeping in mind the major goal which is success. Consequently the school provides a fertile ground for development whether it is personal or business oriented. Each student gets the chance to grow, increase his/her skills and strengths for their future achievements.

An additional intangible asset of WSB-NLU is its pool of different cultures coming together within the school environment creating an international atmosphere and allowing a high level of international experience for each member of it. The school values its cultural challenging environment where teachers and employees and students contribute equally to the mixture of traditions, values, attitudes, beliefs, norms, understanding, languages and overall human activities. In such a difficult and demanding environment it is crucial for students to be fluent in more than only one foreign language and mostly English becomes the main language of communication. To increase and ensure a high level of internationalization and student

¹¹² Most of the well-known faces of WSB-NLU have in their CV's extensive student organization activities.

mobility WSB-NLU does not only provide a mixed pool of nationalities within its own walls but also gives its students the opportunity to take part in the European scholarship granted exchange program ERASMUS.

Obviously a significant part of WSB-NLU assets are the programs of study themselves which only operate and exist at the school because of the basic work of the teachers and employees as well as the provision of the necessary tools and equipment. Management and Marketing in Polish, Management and Marketing in English, Political Science, Computer Science and Psychology all are successful branches of study at the school and thus are valuable assets. But within those programs of study there are teachers, professor, dr. hab. and PhD holders who contribute huge amounts of intellectual property: knowledge, expertise, ideas, publications and research which are the main reasons for the high level of education at WSB-NLU. Furthermore the cooperation with other HE institutions like NLU, UoW and DePaul provides the programs with additional expertise, a higher level of education and double-degrees. The external institutions also highly constrain the programs concerning subjects and usually specify the number of hours per module/group. As a consequence the programs are structured not only according to the Polish HE regulations but also must fall within the requirements of the partner schools. In such a way the students are provided with a much higher level of education and knowledge transfer in comparison to regular Management studies as WSB-NLU has to keep up with double obligations for its programs. But not only the teachers and their extraordinary input make the programs as valuable and good as they are. Additionally the school is also proud of its well trained employees who know the school's operations, which they manage efficiently on a daily basis.

Until the year 2000 Nowy Sacz as the location of the school was a positive aspect and could be viewed as another asset as it attracted a large number of students who originated from similar sized towns and rural areas and came to study at WSB-NLU as they and their parents felt more comfortable and safe in Nowy Sacz rather than a big city like Krakow or Warsaw. A sizeable proportion of the recruited students came from similar sized town to Nowy Sacz before the year 2000. But the market of HE changed and as competition grew this once attractive aspect and convincing argument is no more valid. Nowadays prospective students prefer urban areas no matter where they come from as bigger city are perceived to provide better chances of employment, self-development, gaining experience, socialising and

relaxation. Consequently, the location in a 80 000-inhabitant town has recently become a negative aspect of the school.¹¹³

Overall WSB-NLU utilizes its given assets to a relatively high degree and thus is able to contribute qualitative valuable offers of programs of study to the Polish HE market. All the named assets and strengths of the school place it on top of the Polish ranking of non-public HE schools.

3.2. Utilized assets and resources of the M&M program

The Management and Marketing program taught in English operates within the framework of the school's assets and resources. Its major strength and asset is the good image it enjoys among its internal and external stakeholders. The reputation of the Polish M&M builds the ground for the positive reputation of the M&M in English. The fact that the program is taught in English and is an exact replica of the M&M in Polish with an additional focus on international higher education provided the basis for a prestigious image. Another contributor to this perception is the high tuition of the M&M in English, which is higher than the one for the Polish M&M studies and thus is perceived to assure high quality HE education. Especially for Polish inhabitants who are not able to easily afford such relatively high expenses for their higher education the price-value¹¹⁴ ratio was very high at the beginning of the programs operation and for the first intake of students. On average the level of education is much higher than in similar programs of study at public universities as the classes are smaller and the methods of teaching are based on a practical learning approach. Today the tuition is low in comparison of what the program offers and the quality it provides to their students. Especially for foreign students the value of the tuition in comparison of the tuitions in their home country is at an affordable level. Over time the tuition payment became more affordable for Polish people and the quality of the program increased steadily leading to a low price-value ratio. Overall the M&M in English program is of huge value for WSB-NLU.

From all the teachers and degree holders in the school only a small group is able to teaching affectively in English: most of those have either a foreign education mostly from an English-lingual country/university, are foreigners themselves or have spent sizeable time

¹¹³ A trend that WSB-NLU is trying to reverse by engaging in a nationwide campaign in which the location is advertised as a superior one, offering numerous opportunities to the prospective students.

¹¹⁴ The price of the program equals the tuition payment and the value is the quality of the studies which at the beginning was quite poor but increases quickly to a high level.

abroad and have a practical, academic and scientific knowledge of English. This group of teachers lecturing on the M&M studies in English applies up-to-date management studies, testing methods and learning tools to ensure a high level of knowledge transfer and prepare their students in the best possible way for their future employment. Many teachers use the case-study method to ensure the transfer of theoretical knowledge to real life situations. Frequent testing, essays, projects and presentations require the students to work and learn constantly throughout the academic year in order to be able to keep up with their classmates.

Another advantage of the M&M in English is its length. Instead of the usual four year BA studies in the USA the M&M in English at WSB-NLU lasts only three years on the first-cycle awarding the BA. This gives the M&M a strong competitive advantage as students gain the same amount of knowledge in a shorter period of time and thus are faster available for the employment market. Furthermore they do not have to spend tuition money for four years of study and are able to start earning their own money earlier. But on the other hand this means that the program's curriculum is quite hard as the same amount of subjects have to be past in six semesters.

A differentiating asset of the M&M program is its positive learning environment, which is established by its teachers who require their students to work hard but at the same time provide professional assistance and lead their students to personal and professional growth. The student-teacher relationship on the M&M program is quite personal as the groups are kept small to ensure control and a high-quality learning environment. The direct contact with the teachers also helps to provide better assistance and understanding for individual students.

An additional aspect which is utilized in an efficient way is the rather informal nature of the M&M program in English. It allows immediate reactions to the constant internal and external changes like new trends in the HE market, changes in the school, new requirements in the employment market, development on the international level or European Union HE decisions. Problems can be solved within short periods of time and solutions can be implemented much faster and more efficiently due to the greater degree of freedom and flexibility.

The M&M studies taught in English follow EU HE trends and regulations. Thus the implementation of the ECTS to the subjects on the English M&M program was applied quickly and without problems to allow M&M students to take part in the ERASMUS exchange program and accept exchange students in the courses.

Overall the program is at a high level of quality and provides its students with excellent management studies. An overview of all utilized resources and assets of WSB-NLU and M&M studies is given in Table 4.

Table 4. Utilized assets and resources of WSB-LU and the M&M program

	Assets & Resources (utilized)	
	School	M&M
Tangible	<ul style="list-style-type: none"> - infrastructure, buildings, facilities (library, gym etc.) - assets: computers, books, equipment etc. - staff, teachers, professors, degree holders - Diplomas: Licencjat, BA, Magister, MSc, MBA, postgraduate certificate, (PhD) - agreements with NLU, UoW, DePaul - student organizations/initiatives - exchange program ERASMUS - Nowy Sacz location until 2000: low costs of operation, recruitment of people from small/medium towns 	<p>M&M works within school assets (rooms, infrastructure, networks, employees, teachers etc.)</p> <ul style="list-style-type: none"> - relatively low tuition for foreigners
Intangible	<ul style="list-style-type: none"> - reputation/image (one of the first non-public HE schools) - Brand equity and brand itself - success of the first graduates of ZiM POL - word-of-mouth - relationship network (alumni, employees, teachers) - internet and intranet, networks, databases, IT system, access to databases - Programs: M&M Polish, M&M English, Political Science, Computer Science, Psychology - media presence (Rector, celebrities at WSB-NLU) - conferences and art displays - intellectual property: pool of knowledge, new ideas, new programs, research, publications - international atmosphere/experience due to mix of different cultures (students and teachers) - experience about the school's development, way of operations (employees) - teaches more than theoretical knowledge (polish approach to deal with problems) -> everything is possible if you are smart enough to utilize the school's assets - entrepreneurial spirit (within the school motivates students to search for own business ideas) - good ground for development for students - employment of people with access to interest groups, influential personalities etc. - top position in the Polish ranking of non-public schools 	<ul style="list-style-type: none"> - prestige image of the M&M program - price-value ratio of the program - methods of teaching (case studies, tests etc.) - ECTS implemented - three-year instead of four-year BA program - learning environment and approach to ambitious students (the good ones are pushed forward, teachers always help) - student – teacher relationship - English as the language of instruction - informal nature of the program (flexibility of the program, more freedom, playing the system, getting things done quicker)

3.3. Unutilized assets and resources of WSB-NLU

WSB-NLU underutilizes its resources and thus experiences weak links in its internal structures, procedures and its general management. The most inefficient aspect of the school's management structure is the division and chain-of-command of the different organizational units. Some of the leading positions are filled by the same individual and thus cause conflicts of interest. In such cases it is not clear when the person is the promoter of one unit and when of the other. Consequently conflicting areas of interest occur which do not allow the decision-making body to act according to its subordinate's interests as at the same time he/she represents a different interest group as well. Moreover the unclear and undefined position of the person can cause confusion and misunderstanding. Along with such politics comes another difficulty which is the problem of the division of power within the school. If one person fills more than one position this leads to a focus of power and decision-making influence and it causes problematic situation where voting power is crucial. A simple example is the cross-employment within the school where a Dean is simultaneously the Head of a Department with his Faculty often representing the Department's interests on the Faculty Board or staff from one Department being Heads of other Departments and seeing nothing wrong in it. The whole management structures demonstrate inconsistencies which are accompanied by the lack of clear definitions, procedures and standards which should provide guidelines for staff members and teachers. Many students take advantage of this fact by playing the system against itself as they identify weak links and are able to push deadlines, get away with fraud or pass a subject without accurate fulfillment of the requirements. But those are minor acts which do not cause appreciable damage.

Both formal and informal meetings take place at WSB-NLU frequently where problem areas are discussed and changes are suggested. But the major decision power and control over the school's operations and actions stays with the founder and his family members who are employed in strategically significant positions within the school. Consequently the school is run like a family business where top positions are allocated to family members and close friends which is supposed to create a network of trustworthy members at the top of the school structure. But while real relationship networks are an advantage, the employment of family members and friends in strategically important positions might not: first it is quite difficult to be objective with family members; Second family and friends can abuse their position and power while at the same time they might not have the knowledge, expertise and experience which the positions requires; Third the circle of family and friends can become inaccessible

for other employees within the business and thus operation can become more complex and thus inefficient¹¹⁵.

A similar problem is created by the employment of the school's own students in significant positions in order to save money. Some students engage actively in student organizations or have personal interests in a certain field. But those aspects do not guarantee a high level of experience and knowledge of the student in the given area. Students are still looking for a source of their professional experience and the school seems to be a good and easy solution for them. The mistake WSB-NLU makes is that they employ students in strategically important positions for a short period of time which leads to a lot of confusion and mostly the students leave a bigger mess behind than there was before. The school wants to give the students a chance and grants them responsibilities and projects assuming that the student will do as good as in class or the student organization. But theory and practice are two different worlds and many students simply do not have the professional experience. A good example is the Marketing department which employs students for creating the school's homepage or designing new marketing strategies. Marketing is a powerful tool to get the public's attention, create an image and reputation and attract new students. The major goal is to convert potential students into customers and increase student numbers as well as communicate a professional image which is crucial for WSB-NLU. But by employing inexperienced students who make mistakes and lack professionalism the school allows one project after the other to be never finished or be completed mistakably causing more damage and expenditure than benefits and profits. Such mistakes can cost the school more than it initially wanted to save as they can have a huge effect to the outside world by communicating unprofessional actions and harm the good image and reputation. This can awaken a chain reaction and prospective students will think twice before they come to study at WSB-NLU and companies might not risk co-operation as they will fear a bad image.

Another unutilized asset at WSB-NLU is the lack of a clear career path for the school's employees who do not belong to the circle of family members or hold advanced scientific titles. For such employees it seems virtually impossible to advance according to the success and achievements in the school. This leads to the next problem namely internationally uncompetitive wages. The M&M studies for example require highly qualified staff with English teaching experience. In Poland there is a shortage of such kind of teachers which

¹¹⁵ A very important problem of such a structure and system is the constant awareness by non-related staff that, regardless of their achievements they will never rise to the top without showing visible signs of loyalty to the "ruling elite" and as a result they quickly give up, resigning themselves to fulfilling their job description and denying the school their ideas, talents, contacts or simply, their good will.

normally would cause the price for a teacher to increase. Thus WSB-NLU is searching outside Poland for its teachers which a good solution but the wages still stay internationally uncompetitive. Another aspect of this problem is that good wages correspond to the titles a person is holding and not the contribution to the school, the achievements or successes of projects. As a consequence many teachers have second employment somewhere else to increase their overall income which causes another problem which the school has to fight against: as a result of a second job many teachers lose their focus on teaching at a high level and developing high quality materials. Even the general staff member's motivation is declining steadily. The lack of an incentive system causes long-term frustrations among WSB-NLU administrative employees and teachers. Such a mood and atmosphere can easily spread to students and other important stakeholders or even to the public thus decreasing the school's image and reputation. It seems as if nobody is willing to go the extra mile for the school any longer as the school does not appreciate it anyway. The major attitude of coming in, doing the job and leaving is spreading through the school like a virus.

But the general approach to changes in the school stays narrow-minded as the frustration and damage is not big enough as for now. No changes are implemented as long as everything is functioning more or less without any big disasters. While student numbers are decreasing and new HE market trends keep appearing WSB-NLU actions and reactions seem slow and inefficient. The external market development is fast and although the school has all the necessary resources they are not utilized to the fullest. Normally a business would increase marketing efforts and expand them to other markets the moment customer numbers start declining. WSB-NLU does not even have a uniformed marketing strategy and marketing plan as the school's marketing department is constrained to a limited budget and an inexperienced labor force. Furthermore, currently each program of study is more or less responsible for developing its advertisements, promotional material and supervises information delivery. Officially there is no individual person who is formally assigned to such a job.¹¹⁶ Jobs in general lack a clear description. In some cases the area of responsibilities varies from simple teaching over marketing to employment of teachers while the person is being paid only for the one of those activities. For many employees at WSB-NLU there are no job descriptions possible which makes the path of advancement again impossible. But vague job description allow the school for tasking staff members with jobs or projects that would normally fall far

¹¹⁶ Even the simple idea of creating "faculty webpage's" filled with information about each faculty cannot be realised as there is no one that has a holistic overview of each/every Faculty and who could be tasked with the provision of all appropriate information.

from their assigned positions which would require additional remuneration or recognition leading to advancement.

Another issue is the financial management at WSB-NLU. Financial politics are inefficient and inconsistent causing difficulties in planning and implementing new ideas. The financial department at WSB-NLU holds a huge amount of power as payment of teachers' wages, investment in new projects, the purchase of new equipment and the marketing budget are constrained by the decisions of the financial department. The reputation of the financial department within the school is bad and many staff members complain unofficially about the politics and power plays of the members of the finance department. Normally financial management is focused on organizing the financial flows of a company in the most efficient way to avoid financial crisis and make employees as well as superiors happy. Neither seems to be the main goal of the Financial Department¹¹⁷ at WSB-NLU. Teachers have to wait for their wages, projects have to be rejected due to the lack of financial means and reinvestment in the school from its own turnover is unimaginable¹¹⁸.

Overall WSB-NLU is operating in an uncertain internal environment where trust relations are limited and general professionalism can be considered to be below optimum. New ideas and projects are shut down due to the lack of optimism. Many proposals of change are not accepted and even if changes are supposed to be implemented the whole process takes a long time and is mostly inefficient. There is a general development towards a negative attitude and good people are starting to abandon the school as a result of its unjust systems.

3.4. Unutilized assets and resources of the M&M program

The M&M studies suffer from the school's mismanagement of unutilized assets and resources. The program's structure is rather informal due to its origin and nature as it was initially simply a clone of the M&M studies which were taught in Polish with the only differentiating factor that the lectures were to be taught in English. At the beginning of the program the level of quality and quality assurance was low as there was not any system or procedures implemented: the choice of teachers lecturing on the M&M in English was rather accidental and resources were scarce. Generally teachers lacked the experience of teaching in English their field of profession. Consequently the nomination of teachers was only based on their expertise and high quality of teaching in Polish and/or their self-made claim to their

¹¹⁷ The Financial Department is in reality the Accounting Department as the staff employed, do not undertake financial analysis or planning or financial management that exists in normal companies.

¹¹⁸ Only in 2007 were the first attempts at budgeting programs, Departments and Faculties initiated, 16 years after the school began its operations.

teaching competence in English. As a result many teachers thought that they would simply do the same job based on the same materials translating it into English. The M&M in English seemed more prestigious and the wages of the teachers were better which resulted in high willingness to enter the program as a teacher. But the initial result was failure, low quality and conflicts with students which did not help the program quality. During this time the school reacted immediately realizing that the M&M needs different teachers and quality assuring procedures.

Many problems occurred due to the lack of control and discipline in the classroom. During the first two years of the programs existence the students did not have a formally nominated person who was recognized as the head of the program or any other body where they could post their complaints. The lack of a program manager led to confusion and many meetings and consultations on different levels of the school. Several people felt responsible and wanted to contribute to the development of the M&M in English but without a leader the actions were inefficient and most project were unsuccessful. Furthermore the ultimate decision-making power remained with the Rector.

The subjects on the M&M in English were taught on the basis of the same syllabi, material requirements and guidelines like on the M&M in Polish. Basically the teachers did not have many choices and were not allowed to change the topics. Only in individual cases were they allowed to add interesting, additional and useful subjects. There appeared some inconsistencies of students expectations of the M&M in English and teachers as well as students were fighting over changes and improvements to make the M&M in English different from the M&M in Polish. The whole situation ended in big disappointments of the students whose expectations were not met at all which lead to even more conflicts. As a result students learnt to use the system for their own benefits to push deadlines and get around regulations to make their studies easier according to their own needs as the program did not push them to their academic abilities as they hoped it would.

Some of the problems that occurred could have been avoided if the M&M program had a program manager who could make final, binding, enforceable, non-negotiable decisions, and would have made a proper analysis of the entire program, identified problem areas and opportunities in advance and developed a strategy of minimizing the first and enhancing the latter. One example is the shortage of books and material in English which could have been foreseen. The availability of Management books was low and English lingual academic material was highly priced and thus impossible to afford for Polish students who were already

paying a high tuition for the M&M program itself.¹¹⁹ The lack of an accurate preparation led to many conflicts which had to be overcome over the following years of the program's existence.

Table 5. summarizes all aspects concerning unutilized assets and resources of WSB-NLU over all and the M&M studies in English at the school.

Table 5. Unutilized assets and resources of WSB-LU and the M&M program

	Assets & Resources (lacking or unutilized)	
	School	M&M
Tangible	<ul style="list-style-type: none"> - current organizational structure (no clear structure or chain of command) - lack of clear definitions, procedures and standards - Employment of family and friends in strategically important positions (power and control) - family business (control stays with the founder and his family) - no job description possible for some employees - financial management, financial politics and budgeting is inefficient (payment of foreign teachers, seasonal changes in summer no cash inflow, marketing budget too low etc.) - internationally uncompetitive wages - Nowy Sacz location from 2000: no development of the town, companies leave to other cities, nobody who is good wants to come here or stay - employment of students within the school (don't have time, focus on the wrong things, no professional experience, or work only for a few weeks and leave a mess) - no clear marketing strategy for the school 	<ul style="list-style-type: none"> - No program director who is responsible and makes the decisions, nobody and everybody is responsible/consulted/makes the decisions (who can be blamed for mistakes?) - Lack of materials in English - Textbook problems (price, availability) - Lack of formal definitions concerning: grades, syllabi, tests - no clear marketing strategy for the program - high tuition for Polish citizens
Intangible	<ul style="list-style-type: none"> - lack of incentives for the school staff and teachers - Development for employees is slow/impossible (climbing the corporate ladder, advancement according to relationships and not according to achievements) - slow reactions to market changes (declining student numbers but no strong marketing e.g.) - lack of professionalism - lack of optimism - limited trust relations within the school - lack of detailed brand awareness concerning other programs 	<ul style="list-style-type: none"> - no formal structure/preparation of the program, clone of ZiM POL - no prior analysis thus no expectations about problems - Teachers don't have experience teaching in English - Attitude of teacher: easy money on ZiM Ang doing the same job just in English - Nominations of teacher to ZiM Ang according to relations and not according to competence to be able to teach in English - lack of motivation (teachers, students) - lack of discipline and control over students (deadlines can be ignored, getting around rules, cheating)

¹¹⁹ The low availability of books led to a dual outcome: students began photocopying materials and textbooks, while some staff members provided enhanced materials via the Intranet, while others simply provided students with articles and materials to be photocopied. Either way, materials have become available to the willing/active student.

3.5. Opportunities of WSB-NLU

For a non-public HE school like WSB-NLU the external market environment provides several opportunities for further expansion and growth. But to maintain a good position in the market the school has to identify and utilize the chances to be able to increase the school's quality, image and number of students. WSB-NLU already owns the entire infrastructure and has many resources which are necessary to make use of the new trends and developments of the market. The school even has good connections through its relationship networks, which could be of use while taking new risks and steps towards further growth. Through existing resources WSB-NLU could increase its image and reputation by hosting many more conferences and other public events. But this, again, is based on the goodwill and creativity of WSB-NLU employees, who are largely unrewarded for such actions and will therefore not willingly seek out such burdens although for students this would be a great chance to meet with business people and develop their own relationship networks.

Another aspect of utilizing the existing resources and expanding the schools operations would be the opening of a new program of study in either a similar branch of studies as the existing or something completely new. Most teachers are interested in additional areas of study other than the ones they teach normally at WSB-NLU. Together it might be possible to take advantage of them being already part of the school's staff which would also maintain their major focus on the school and its programs. This would be a good reaction to the changes in the HE market and the school would proof that their management is efficient and up-to-date.

Another scenario to increase the teacher's happiness would be the increase the wages of the teachers so that they would not have to find themselves second employment and could focus on research and publications which would increase the credibility of the school and the quality of the lectures. Furthermore the teachers would concentrate on their job at WSB-NLU and simultaneously the school would prevent emotional abandonment or the appearance of a "not caring" attitude.

One of the major opportunities for WSB-NLU is to expand its operations to a different city. The school could either outsource a complete program or provide the same offer only in a more metropolitan area. The option that the program could become a separate entity would reduce the school's management obligations and allow the new entity to develop freely and independently. But at the same time the program would run under the same brand name benefiting from the reputation and image while reaching a whole new group of prospective students who are not willing to study in a small town like Nowy Sacz. At least partial

movement or such an expansion could help the school to increase student numbers and access new markets.

On the other hand the economy and attractiveness of Nowy Sacz could develop and the location of the school could be a benefit. New projects like “Miasteczko Multimelialne”¹²⁰ or the establishment of an international airport in the region could make the city much more attractive not only for Polish people but also for foreigners. Even new companies might settle or expand to the Nowy Sacz area which would have major positive economic consequences concerning employment and the general status of living conditions for the inhabitants.

Within the school there are opportunities for progress and expansion as well. Although WSB-NLU operates more or less successfully there is still room for improvement, which would increase efficiency: the implementation of standardized procedures, structures and clear definitions/descriptors would provide the workforce with guidelines and make their work flow easier as people would know how to react to problem or what actions to expect from others. The management would then also be able to react to market changes quicker and with better solutions and offers. Projects would not fail and new ideas could be implemented within a strong teamwork spirit. Another option for an improvement within the school is the creation of a fair reward system for employees and teachers to keep a positive outlook and boost the level of motivation. With this solution WSB-NLU could also solve the problem of emotional abandonment. Staff and teachers would be more loyal to the school and focus on the growth and quality within it. One of the most significant factors of a service provider is to keep all of its stakeholders happy. This not only means to fulfill student expectations by providing high quality education but also to create a professional environment for staff members and a reward system according to peoples engagement, success and achievements. As a business this is an important aspect which the school has to keep in mind all the time.

The fact that WSB-NLU’s marketing is unstructured, does not follow a unified strategy and requires each program to be responsible on its own is very unprofessional and not thought through. A marketing department should provide the school with all the necessary marketing actions to keep the good reputation by creating a great internet presence, promotional materials and so on and so forth. The marketing department at WSB-NLU is constrained to a low budget but nevertheless the given resources and opportunities concerning marketing actions and tools could be utilized to a much higher degree if the right people were supervising, leading and making the decisions in this field. It does not make sense that everybody is involved in everything. Specialization is the key to today’s successes and WSB-

¹²⁰ A multimedia cluster project.

NLU could benefit from its many of its existing assets in a much higher degree if they were promoted in the right way. An investment in efficient marketing efforts and the employment of professionals who conduct a proper marketing campaign with specialized promotional materials would help to increase public awareness. As a result the good image would be protected and recruitment numbers would go up. For instance the internet presence of any business sometimes decides of the success or failure of it as it plays a significant aspect of today's market presentation and image relating into valuable brand equity. The WSB-NLU homepage holds a lot of unutilized potential in terms of interactive, informative and qualitative presentation. In order to improve the internet presence the school would have to invest more money in marketing and define a clear and unified marketing strategy which all members of the school could follow to build a uniformed front and represent and communicate to the public.

A huge opportunity for WSB-NLU would be the cooperation with a specific industry branch or individual companies. The school already has a relationship network including such stakeholder and as the current trend in the international HE market shows more and more schools work with business to benefit mutually. On the one hand the company increases its social image in terms of corporate social responsibilities where the company either sponsors students, events or equipment for the school. The company could also provide the students with a chance to gain practical business know-how and experience with a completion of an internship. On the other hand the school might consult the company by developing marketing strategies and building product portfolios for them. The students work and learn at the same time and provide the company with new management methods and tools while using the company as a case and learn on the basis of real business problems. In such a way the company also has access to a specific group of consumers while students benefit from the experiences.

Another opportunity for WSB is the cooperation with other, national as well as international schools, to gain new degrees or to use economies of scale and organize conferences or seminars together utilizing both schools resources and relationships to increase the relationship network of both schools.

Non-public schools rely on student tuitions as the main source of financial income. But due to the market development in politics the HE sector is now more flexible to gain other financial resources like company and private sponsorships and donations. There are also more and more grants and possibilities to gain financial means through governmental sources like the EU. If the school would be able to gain financial income from other sources than student

tuitions this would open a whole new field of possibilities of for example accepting students who cannot afford the school on their own but have extraordinary talent or good grades. Sponsorships and scholarships for students are good alternatives to increase student numbers.

Overall the school has many opportunities which do not require large investments or changes of the school but only a bit more flexibility and realization of problem areas as well as a little effort. A few simple actions could make a huge difference in terms of student numbers, credibility, reputation and quality of WSB-NLU.

3.6. Opportunities of the M&M program

The M&M in English could ensure its quality by implementing an informal entry threshold for its students.¹²¹ In such a way the school would guarantee that only good and qualified students would enter the program. Graduates who complete their studies at WSB-NLU would be highly educated professionals who would increase the schools image with their careers.

Unfortunately the program itself just like the school lacks a formal structure and general procedures thus it is impossible to work efficiently in an uncertain environment. Teachers are not in the position to force their students to work constantly as they are mostly unformed as well. In such uncertain circumstances where policies are undefined and keep changing during the academic year teachers and students both do not feel comfortable and do not give a 100% of their efforts and focus to their work. With clear guidelines for teachers as well as for students both could follow strict procedures and there would not be any confusion, disagreement and changes. Everybody would know what to expect and how to organize the academic years in the best way for themselves.

Furthermore the program is in desperate need for a person who is formally responsible and makes the decisions about all matters and issues concerning the M&M studies in English. A head of the program or a program director would be the major contact person for the students as well as for the teachers and would be able to deal with conflicts taking responsibility and control over difficult situations. Such a person could easily be appointed from among the current staff members and alongside his/her new official function would gain additional and appropriate reward and advancement.

¹²¹ Current Polish HE Law prevents schools from holding entry exams as that would invalidate the value of the "Matura" high school exam, which after many years of reforms is now seen as setting a universal benchmark for all high school leavers and is expected to provide universities with a universal standard for evaluating candidates.

One opportunity of the M&M in English would be the separation of it from the school and the transfer to a different city which is more internationally oriented and provides better access to foreign markets. The program would be able to compete with its competition and by being a separate unit it could implement a new management system away from the schools general problems and the constant fight for control and power.

The employment market changed drastically over the years and while management studies were in huge demand only a few years ago they are now a declining branch of studies. General fields of study like Management and Marketing have lost their importance. The major demand of the employment market is now focused on specialized graduates in specific fields as there is a lack of experts. A possible solution would be restructuring of the M&M studies in a way that the program would allow graduates to finish their degree with a specialization. There are several options that could be implemented. M&M could be transformed into a niche field of studies teaching according to a guru in a certain field or a specific school of thought. Another option would be to cooperation with a company in order to educate students for future employment in this company. The M&M studies could also prepare students for a specific industry for example the video games branch. With the help of technological development M&M studies could become available through online courses which would increase accessibility and student numbers.

Table 6. summarizes the opportunities and different possibilities of the school and the M&M program which would help to improve quality, efficiency and boost student numbers as well as avoid further frustration of current employees within the school.

Table 6. Opportunities of WSB-LU and the M&M program

	Opportunities	
	School	M&M
Tangible	<ul style="list-style-type: none"> - expansion of the school (other city) - Nowy Sacz development - Miasteczko Multimedialne - better utilization of marketing, promotional material, internet presence of the school (definition of target market necessary) - implementation of structures, procedures and definitions for more efficiency - introduction of new programs of study - use of niche markets or new markets - financial sources: funds, sponsorship, student credits, scholarships - cooperation with companies (internships, company visits, use as a case etc.) - cooperation with other schools (international or national, more degrees or specializations) - Government funds (student ticket) - award students with certificates for extraordinary achievements - decentralization of control (faculties as individual units) 	<ul style="list-style-type: none"> - informal entry threshold for students to ensure quality - clear definitions, structures and guidelines for teachers and students (booklet) - assign head of the program - expansion of the program to another city
Intangible	<ul style="list-style-type: none"> - increase public image with conferences, scientific publications, new programs (keep good reputation) - making students happy (fulfilment of expectations) - making teachers happy (wages, opportunities for scientific research, research grants, regular payment, good wages) - making employees happy (wages and incentives, possibilities for advancement based on achievements) 	<ul style="list-style-type: none"> - Niche studies: <ul style="list-style-type: none"> * cooperation with company * for specific industry * institution * according to a school of thought * according to a guru - online studies (global reach, bigger market)

3.7. Threats to WSB-NLU

One of the most general and common threats is the growth of competition and its increasing market share and thus strong position in the market. For WSB-NLU this means that the number of non-public schools offering similar programs and high quality education service continues to increase as new trends in the HE market make it easier to establish a non-public school and offer education services. Many schools are utilizing e-learning and offer online course and degrees. With such developments and generally decreasing student numbers competitiveness among schools increases drastically. Decreasing student numbers are the second most dangerous threat to the school as the number of students, multiplied by their annual tuition must be equal or greater than the total outgoings of the institution, otherwise it will slowly sink into financial crisis.¹²² Consequently without students there is no school. Moreover new trends in the HE market can threaten WSB-NLU's position: people are more

¹²² This seemingly simple calculation can be changed through the inflow of "other" finances, eg. EU grants, sponsorship or research grants, etc. allowing the institution to balance its budget.

and more interested in starting to work and earn money as soon as possible, thus undertaking a relatively long full-time education which also entails sizeable expenses is becoming rather unpopular. Many of Poland's young people leave high school and go abroad for work as the wages are better and life seems to be more exciting. On-the-job training might become a threat as well due to the same reasons. The general tendency is to get work and the fight for an employment place will be harder and harder. Most companies in the international employment market already prefer to employ young people with as much practical work experience as possible and not graduates who only have theoretical know-how. Thus schools which offer a combination of those theory and practice will create a huge threat to WSB-NLU.

A completely different threat is the general lack of specialized staff, especially in the newly emerging fields of management. In Poland it is difficult to find good people to work for a HE institution due to the low wages and the unattractive working conditions, which include a high teaching load resulting in over-time, a stressful working environment and time consuming research activities. Although Poland is quite interesting as a place of living, the economy and foreign investment is booming, the negative side is e.g. the political environment and new regulations concerning HE studies which do not go hand in hand with the international trends and seem bizarre to many academics. The current government does not follow international HE trends and does not focus on international standards: some of the new regulations seem confusing and very illogical. All Polish schools must abide by the rules and regulations set by such a government. In the long-run this could fire back when a different government comes to power.

Within the school the general problems, personal conflicts and the stressful unstructured environment seem to cause a general abandonment of positive emotions among the teachers toward the school itself and partially toward the M&M in English. They find themselves better offers or second jobs and do not care about WSB or the program anymore. They do what is necessary, required by the institutions and defined in their employment contracts as the position they fill and nothing additional or out of their field of responsibilities. This tendency is a huge threat as it can grow and encourage other employees of the school to find second employment. The result would be even bigger frustrations within WSB-NLU than there are already. Loss of motivation and emotional abandonment, the loss of focus due to a second job which provides teachers with more money and many other reasons mean that at some point people will start leaving the school completely as they will be not willing to take the stress anymore and/or will have found better-paying and more satisfying jobs.

The location of the school is not the most attractive and best for a non-public HE institution. The Nowy Sacz inhabitants are not completely happy about WSB-NLU in their city. Jealousy and notable differences between the school's stakeholders who are mostly relatively well-off in comparison to Nowy Sacz inhabitants cause unnecessary conflicts. The overall Nowy Sacz attitude is based on cheating, untrustworthiness and betrayal this could spread to the school and people could try to get more of everything by doing nothing additional. This is not only dangerous for the employees and teachers but also for the students who are supposed to become successful entrepreneurs.

3.8. Threats to the M&M program

Increasing competition also exists on the program level where similar programs or the same fields of study create the opposition. New schools offer similar management programs which do not require huge investments. But also completely different programs form a threat to the M&M studies, which is much higher than it was before. Management and Marketing is not in demand as it was a few years ago and this trend will most likely worsen even further as the employment market does not need generally educated managers. Studies like Computer Science, International Relations or very specialized studies of a management field like Finance, Human Resources, Economics and so on enjoy a much higher degree of popularity nowadays. Another reason that other programs are more demanded is the change in the employment market where more specialists are required. A huge contribution to this trend is the technological development, which allows more flexibility in education and learning with e.g. online courses. The overall demand for wide management studies might vanish completely which is a great threat for the existence of the M&M studies. As the demand is decreasing and thus the student numbers are low the teachers are not challenged anymore and focus on different fields or find a job as consultants for companies. Finding new teachers who can teach effectively in English is very difficult and their lack may mean the end of the program at least in terms of a high-quality endeavor, based on lingual-gifted and knowledgeable individuals.

Another external threat, which could hurt the program in the long-run and decrease the number of students on it, is the current government and the Minister of Education and their newly introduced regulations for Higher Education studies. The new constrains for management programs do not at all follow international trends of the HE market. Many HE institutions have to restructure their programs significantly in order to fulfill the Ministry's regulations. This costs the school money and time which could have been spent on improving

the quality of a program or run the school in a more focused manner. The new regulations concerning subjects and hours cost not only the school but also the students more time and money as the third-cycle studies have been extended to two years instead of the usual one and a half. While the rest of the world tries to shorten the time of study to enable young people to enter the employment market as soon as possible the Polish government requires management students to study five years until they can graduate with an MA title. The new structure of a program according to the Polish guidelines seems illogical and does not fit the international schemes at all. This is a huge threat to the program. Student numbers are declining already and the competition is great if now the management program runs according to the Polish Ministry prospective students will think not twice but three times if they want to study Management.

Another difficulty resulting from the new regulations is the subjects and hours that are required on the different levels of study. According to the Polish regulation a management program would look quite different than a management program in any other country. This difference would create a huge problem especially within the EU and concerning student exchange and mobility as the question would arise: How can other schools accept the Polish degrees or the completed subjects if they do not fit into an international scheme? This would decrease many opportunities for the students of the management studies. In this way the Polish Ministry is blocking the transfer of degrees and grades which makes student exchange nearly impossible. Additionally student mobility is constrained as well. Those are two main points of the Bologna process which the EU is focusing on and forcing its member states to restructure their educational systems according to.

An intangible threat to the M&M program is the worsening of the image of the M&M studies among employees, graduates, current and prospective students. The current trends already show that a bad image of general Management studies seem to have entered people's heads. Management is perceived as being a too general field and there are already too many broadly understood "management" graduates. Ten years ago the Polish market was in desperate need of individuals with an entrepreneurial spirit and broad knowledge about many fields of a business. But the situation changed and the trend seems to strengthen and the call for specialists is higher than for generally educated individuals. So unless somebody is really good, has an extraordinarily driven spirit or has his own business idea it is very difficult to settle in a high position and become successful. Many management students end up working for the family business or have to specialize in a certain field in order to have a chance in the

employment market. As a result of such new developments many high school graduates choose a specific field of study with a clear career path and more future possibilities.

All in all there are only a few threats to the program itself but their scale could reach notable levels and hurt the program widely. The most significant threat is the decrease of student numbers in this branch of studies as without students there is no program. This could have enormous consequences for both the school and the program as well as its teachers.

Table 7. Threats of WSB-LU and the M&M program

	Threats	
	School	M&M
Tangible	<ul style="list-style-type: none"> - competition grows stronger - new technologies, trends in HE e.g. e-learning - lack of staff (specific people for a position, teacher in a certain field) - alienation of staff members (staff getting better offers elsewhere) - adoption of Nowy Sacz attitude in the school - long-term consequences of being friends with current government (what happens if they lose power?) - decreasing student number (demographic changes, general trend) 	<ul style="list-style-type: none"> - competition (different programs) - decreasing demand for management studies - teachers leaving M&M studies - constraints by the Ministry which are not following international trends (subject requirements, hours, number of semesters etc.)
Intangible	<ul style="list-style-type: none"> - emotional abandonment by teachers (come in do job and don't care) no motivation - loss of focus by teachers (second jobs elsewhere which steals focus, money?) 	<ul style="list-style-type: none"> - perception of management degrees (undefined field, too general, too many managers in the market)

3.9. Five years of the evolution of the M&M in English at WSB-NLU

The following part of this chapter provides a detailed overview of the evolution of the M&M program over the last five years. The time in which the M&M in English runs is divided according to the intakes of students. There are 4 tables at the end of each paragraph representing the so far five intakes of students to a new academic year. The tables show the same characteristics and point of measurement which are analyzed according to each group's experiences. The differences which each group faced in their time of study are outlined and compared. Each academic year is examined according to the level of teaching expertise from both teacher's and student's point of view, according to the availability of materials and the characteristics of the students themselves as well as their expectations towards the M&M program.

This presentation will help to get a better picture of the M&M program in English as well as show the differences and the diverse experiences of each group of students.

3.9.1. First intake

In September 2002 the first intake of students to the M&M in English consisted only of young individuals who finished their A-Level in Poland and were Polish citizens. Initially they came to the school to sign up for the M&M in Polish because they wanted to study at the best non-public higher education institution in Poland. The reputation and image of the school attracted those individuals to the M&M program but the WSB-NLU recruitment convinced the future students to join the first group of M&M in English undergraduates. Although at this point in time the program was still under construction the recruitment was already underway: convincing students and signing them up for their studies in English. The differentiating factor of the studies was the language of the lectures and additionally the promise was that the program will be as good as or even better than the M&M in Polish. For most students of the first intake the deciding factor whether to join the M&M in English or in Polish was a money issue. The M&M in English was more expensive than the M&M in Polish and the decision was not easy for some of the young individuals and their families and the decision could only be based on the image and reputation of the school and its programs in Polish hoping that the English version will offer the same high quality education. During those days programs of study in English were rare and it seemed to be prestigious to be able to study not only at the best non-public school in Poland but also study in English in the first intake for the English lingual program at this school. After considering all those aspects the intake to the first academic year 2002-2003 was a group of around 30 people.

With high expectations from both students and the school, the M&M studies started its operations with the first group of students and teachers. Unfortunately the program turned out to be not as good as everybody hoped it would be: there was a major lack of organization and coordination, teachers were taken from the M&M in Polish and taught for the first time in English. As a result the level of some of the teachers was mediocre if not worse. Teachers lacked the professional terminology and the experience in teaching in English. Their major motivation factors to teach on the program was better money (180% of a hourly wage for a PhD holder, 150% for a dr.hab. holder and a better tax structure/liability for the hours taught in English) and the prestige of lecturing in English. Most of the teachers at the M&M in English were Polish and their expectations were as big as everybody else's. Within 6 weeks of the program's commencement, the students started complaining about the huge discrepancies in the level of English between the teachers and the students. The first intake of students had a demanding attitude as their parents or they themselves paid good money for a high-quality education and wanted to be it worth its value. The students wanted a program with high

standards but they experienced an unorganized, overall low quality program. Quickly they realized that they were the guinea pigs on which everything was tested as the school did not have any experience in running a program in English. Everything was built on a trial and error basis but things started changing.

The program experienced another wave of chaos in the second year, as the same students became louder in presenting their opinions. They wanted something extraordinary for their money as the main reason why they came to WSB-NLU was that this school was supposed to be the best in Poland. The school had convinced them to be the first group of people to get something even better than what they originally wanted and thus their expectations were high. But as the M&M in English could not hold up to the expectation the disappointment was even bigger and with it came a wave of complaints. As a result conflicts were unavoidable but neither the teachers nor the management ever expected the students to be so demanding. They were not prepared, did not have any solutions and did not know how to deal with the aggressive students.¹²³ The students on the other hand felt that they had the right to demand and complain about things going wrong or not working the way they were supposed to. Simple lectures, mediocre quality and an average program was not what they signed up for. Teachers who simply memorized their lectures by heart and could not answer any questions were something unacceptable. The lack of materials in English was only a small downside in comparison as most books were simply photocopied, allowing the school and teachers to provide one/two copies of the required textbook only.

One of the worst aspects for the students was the fact that they did not have an individual who was responsible and could bring order into the chaos. Although there were reactions to the student complaints and changes were implemented nobody really knew from where the decisions came and how to get in touch with this decision-making entity.

During the third academic year of the first intake the situation seemed still unchanged. Although the school exchanged teachers and got rid of the ones with low levels of English there were still problems as each year was the first year for the M&M in English, for the school, the teachers and the students. Everything was still on a trial and error basis as teachers had to be tested; structures and methods needed improvement and major guidelines had to be introduced. The main focus of the school was to make the M&M in English run as smooth as possible and to satisfy the students. Due to the conflicts, the constant wars and the focus on them the school missed many opportunities for the M&M in English.

¹²³ Due to the vocal, demanding and no-compromise nature of its students the program quickly acquired a negative opinion amongst teachers who were unaccustomed to such behaviour from Polish students in (what the teachers saw as essentially) a Polish school.

After three years of study only 13 out of 32 students stayed to continue their studies at the M&M in English at WSB-NLU. The main reason for such a high exit rate was the undefined and badly designed Magister-level offer, which sent many students looking for a good/well-designed program in other schools. Five students joined from the M&M in Polish to continue their studies in English. But the next two years did not show any improvement other than the school management being prepared for complaints. By their final and fifth academic year (2006-2007) the students were mostly focused on getting a good degree and gave up trying to change the program or the quality of it. They already had part-time employment or planned their future somewhere else. Some of the teachers at that point were with the program for five years and the level of English and the quality of the lectures had increased drastically while the lessons from the first intake group of 2002 were slowly implemented on the lower years. The first intake of students to the M&M in English graduated this year with an American BA and a Polish Magister.

Table 8. is the first part of a number of tables following showing the evolution of the M&M program. It shows the experiences of the first intake and the quality of the program through the five years.

Table 8. First intake to the M&M in English

Year	2002-2003 academic year		2003-2004 academic year		2004-2005 academic year		2005-2006 academic year		2006-2007 academic year	
1 st intake of students to the M&M studies in English	Teachers	Consequences	Teachers	Consequences	Teachers	Consequences	Teachers	Consequences	Teachers	Consequences
	<u>English level</u> MEDIocre <u>Attitude & Goal</u> TEACH + MONEY <u>Motivator</u> MONEY + PRESTIGE <u>NATIONALITY</u> POLISH	- Teachers are mainly from ZiM POL and prepare materials from Polish subjects into English on the basis of Polish Management books - English lingual books are available for students only in very small numbers - Teachers don't have English lingual teaching experience and may lack terminology - Low quality of the program - Discrepancy between student's and teacher's level of English - Student's demand more for their money - Students have to work for the program to be able to afford it (worth more for the students) - costs of the program are high in the given situation	<u>English level</u> MEDIocre TO HIGH <u>Attitude & Goal</u> TEACH + MONEY <u>Motivator</u> MONEY + PRESTIGE <u>NATIONALITY</u> POLISH	- Teacher's level of English varied hugely from very low to high - got rid of the weak teachers from the first year - keeping good teachers with 1 year experience at teaching on the M&M program in English - students English level improves - new teachers come to the school just to teach on the M&M in English - Teacher teach on the M&M in English because of the better money - at that time the program is prestigious and there are not many English taught programs in Poland	<u>English level</u> MEDIocre TO HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	- Teachers are from Poland and other countries - No structures, procedures, definitions, guidelines - Students keep demanding higher quality of their studies - some people leave with only the Polish Licencjat after three years studying M&M in English	<u>English level</u> MEDIocre TO HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	- Magister level with specializations in Finance or European Business (four semesters) - subjects keep changing as there was no previous preparation of the Magister level studies - there is no formal structure of the Magister level program - Students get aggressive and blame the school for making constant mistakes - lack of teachers for the specialization subjects in finance	<u>English level</u> MEDIocre TO HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	- Teachers are still changing and preparing the materials for the first time - Students give up fighting as the are studying for their last year at WSB-NLU - Students get part-time jobs and just want to finish their studies
	Students		Students		Students		Students		Students	
	<u>English level</u> MEDIocre <u>Attitude</u> DEMANDING <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH		<u>English level</u> MEDIocre TO GOOD <u>Attitude</u> DEMANDING <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH		<u>English level</u> GOOD <u>Attitude</u> DEMANDING <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH		<u>English level</u> GOOD <u>Attitude</u> AGGRESSIVE <u>Goal</u> MAGISTER DEGREE OR NO OTHER OPTION <u>NATIONALITY</u> POLISH		<u>English level</u> GOOD <u>Attitude</u> DON'T CARE <u>Goal</u> MAGISTER DEGREE <u>NATIONALITY</u> POLISH	
	Materials		Materials		Materials		Materials		Materials	
<u>Materials</u> BEING PREPARED <u>Quality</u> MEDIocre <u>Books in English</u> SOME <u>Availability</u> LOW		<u>Materials</u> BEING PREPARED <u>Quality</u> MEDIocre <u>Books in English</u> SOME <u>Availability</u> LOW		<u>Materials</u> BEING PREPARED <u>Quality</u> MEDIocre <u>Books in English</u> SOME <u>Availability</u> LOW		<u>Materials</u> BEING PREPARED <u>Quality</u> MEDIocre <u>Books in English</u> SOME <u>Availability</u> LOW		<u>Materials</u> BEING PREPARED <u>Quality</u> MEDIocre <u>Books in English</u> SOME <u>Availability</u> LOW		
				Number of students staying after 3 years of study 13 out of 32 New students from the Polish M&M program change to the M&M in English + 5 students						

TRIAL & ERROR: The first generation of students and teachers experiencing the whole five years of the M&M program. Always testing teachers, structures and methods and they keep changing constantly. Little experience in running the program. Lack of teachers who are able to teach in English at a high level. Constant wars and conflicts between teachers and students due to discrepancy between level of English and general concepts of the lectures. School misses opportunities due to student complains and aggressiveness as they demand more for their money. Expectations of students were much higher than the program could offer. There is only little control of the students as the teachers are not prepared for attacks and do not know what to answer. Nobody can be blamed as nobody is responsible. Constant crisis management.

3.9.2. Second intake

The second, September 2003, intake of students to the M&M in English already experienced the program differently. The group of students that came together for their first academic year 2003-2004 had heard of the M&M in English by then and was motivated to study in English. Consequently the Recruitment Department did not have to sell the program as aggressively as before by promising unrealistic aspects of the M&M in English and thus increase student's expectations. For the second year of operation the expectations stayed on a medium level for everybody. Even without specific marketing efforts the number of students interested in the M&M in English was high and the second group was slightly bigger than the first resulting in a class of around 35 students. Unfortunately those students were not provided with a high-quality program of studies in their first year at WSB-NLU. Some of the teacher's who taught on the previous intake's first year were already exchanged but this did not mean that the next teachers were better and provided a higher level of education. Expectations of the students were not as focused on quality as the first intake's were: those students rather believed in an easy way of passing the subjects and getting good grades without many efforts from their side. They believed that their tuition payment will guarantee them a passing grade without taking the lectures and the requirements seriously. They wanted to solve their school problems with mostly unnecessary complaints like they saw the previous class did. But while the first intake had a right to complain and enough reasons, the second intake's intentions were focused on creating chaos to make their own lives easier. Such behaviour led to conflicts and caused many stressful situations for the school's management and the teachers.

Concerning the program and its quality the second year was still fairly unstructured and without a leading clear strategy with attempts at management by different individuals who mostly had opposing points of view. But as this was the third year of the program the school had managed to deal with major problem areas and the quality of the M&M started to stabilize—at this point the first signs of program-specific management began to appear and staff within the school began to identify one person as responsible for more and more aspects of the program. The number of conflicts decreased and the discrepancy between the teacher's level of English and the student's expectations declined. Furthermore this group was not as aggressive as the first intake of students. The introduction of norms and procedures helped to manage the program and built a uniformed system. Although some of the teachers still kept changing there started to emerge a core group of lecturers who were able to teach at a high level of English and provide excellent education service. As a result, knowing that they would

teach the same subjects, they were able to improve their materials from year to year as it was certain that they will stay and teach at the M&M in English in the following year.

After three years 10 students¹²⁴ left the M&M studies in English to continue their studies somewhere else in the world. The students who stayed were able to study for their MA with a new specialization and be awarded a new degree which did not exist in the school before: the Master of Science in Global Business Management, awarded from the University of Wales. Introduced specifically for those students, the program and double degrees were a convincing aspect for around 25 students from the M&M in Polish to change and continue their studies on the M&M in English for their last three semesters. The Global Business Management program was introduced after four years of the M&M in English. By then the core group of teachers was big enough to build the GBM program on the basis of their availability to maintain a very high level of quality and make the studies even more demanding for students.

Unfortunately, at that time a new problem emerged: over the years the attitude of the teachers began changing. While at the beginning many teachers were emotionally involved and tried to improve the program on their own investing valuable time and energy. But once they started to realize that their ideas, projects and work did not change the situation at the school or the program they stopped trying as their efforts were not worth the trouble and stress. Due to a very unstable environment teachers could not rely on the school and trust its management. Moreover the personal sacrifice did not pay off as the school did not have a reward, remuneration or advancement system based on above-average performance. The students played a role in such a development as well as they did not really care about the grades and thus were not willing to take part in the lectures actively. Many teachers started to be frustrated and disappointed.

Another problem was generated by the students from the Polish M&M program who transferred for the masters program and who were not used to lectures in English and the high requirements placed upon them. Their presence decreased the overall level in the class and they had many difficulties fitting in and fulfilling the requirements of essays, presentations and case study analyses. The initial M&M in English students had a much higher level of English as well as personal skills and capabilities in terms of academic writing, individual presentation skills, team work, communication, etc. Now the discrepancies were within the class itself between good and hard working students and the one's who simply wanted to pass and did not

¹²⁴ About 5 went to Warsaw and WSB-NLU's main competitors, claiming the need to experience a big city, a different study environment or to get a job alongside their studies (something virtually impossible in Nowy Sacz). The transfer allowed for a comparison of quality and teaching levels.

care about delivering extraordinary work, putting effort in their education and contribute actively to the lectures. Those students cannot be placed in neither just the Polish M&M nor just the English as although the Polish students had it more difficult there still individuals who worked hard to achieve good grades and catch up with their classmates. But the differences caused a problem for the teachers who did not know how to deal with them and students. Both sides were very frustrated as they were not able to utilize their whole potentials. As a consequence many students stopped caring and did not put much effort in their studies which again caused bad feelings on the teacher's side.

The new degree and the cooperation with the University of Wales required the school to increase the overall standards to be able to fulfil the regulations of the new partner school in order to award the MSc. During the years of study this intake experienced considerably less bad incidences.

Table 9. shows the second intake of students to the M&M in English and their history of their studies.

Table 9. Second intake to the M&M in English

2nd intake of students to the M&M studies in English	Teachers <u>English level</u> MEDIOCRE <u>Attitude & Goal</u> TEACH + MONEY <u>Motivator</u> MONEY + PRESTIGE <u>NATIONALITY</u> POLISH	Consequences - Teacher's keep changing - good teacher's stay after one year experience - there are only one or two foreign teachers - different group of people but they have the same goals like the first intake - same class materials were used like in the previous year or new teachers prepared new ones - books are still only in low numbers available to the students	Teachers <u>English level</u> MEDIOCRE TO HIGH <u>Attitude & Goal</u> TEACH + MONEY <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	Consequences - the situation stays unchanged - teachers keep changing - there is no unified teaching (everybody teaches his/her way)	Teachers <u>English level</u> MEDIOCRE TO HIGH <u>Attitude & Goal</u> TEACH + MONEY <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	Consequences - Teachers are tested and there starts to be a core group of teachers who provide good quality service to the students - those teachers are chosen to teach several subjects within the whole M&M studies	Teachers <u>English level</u> HIGH <u>Attitude & Goal</u> TEACH+QUALITY <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	Consequences - new program on MA level in cooperation with UoW - different set of teachers due to MSc in GBM - the program was built around the good teachers available in the school - high quality of the program - a lot of students from the Polish M&M program change to the MA in English due to MSc from UoW - relatively big group as many people change from the M&M in Polish to the MSc in English - the attitude of the students are either very focused to get the best possible education or they ignore their studies and teachers completely (extremes) - the English level drops dramatically due to the inexperience of the previously being M&M in Polish students		
	Students <u>English level</u> MEDIOCRE <u>Attitude</u> DEMANDING <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH	Students <u>English level</u> GOOD <u>Attitude</u> DEMANDING <u>Goal</u> DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH	Students <u>English level</u> GOOD <u>Attitude</u> DON'T CARE <u>Goal</u> DOUBLE DEGREE (BA) <u>NATIONALITY</u> POLISH	Students <u>English level</u> GOOD <u>Attitude</u> FOCUSED OR IGNORANCE <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (MSc) <u>NATIONALITY</u> POLISH	Materials <u>Materials</u> MOSTLY PREPARED <u>Quality</u> MEDIOCRE <u>Books in English</u> SOME <u>Availability</u> LOW			Materials <u>Materials</u> MOSTLY PREPARED <u>Quality</u> MEDIOCRE <u>Books in English</u> SOME <u>Availability</u> LOW	Materials <u>Materials</u> MOSTLY PREPARED <u>Quality</u> MEDIOCRE <u>Books in English</u> SOME <u>Availability</u> MEDIOCRE	Materials <u>Materials</u> BEING PREPARED <u>Quality</u> MEDIOCRE <u>Books in English</u> SOME <u>Availability</u> MEDIOCRE
<p>There is still no stable structure of the program but by every year the situation get better and the program starts being organized. The school gains more and more experience in running the program and dealing with the students and their demands. Over the years the number of conflicts decreased. The introduction of norms and procedures helps to build a uniformed system within the program. Teachers still keep changing and are chosen for the M&M in English studies in English on the trial&error basis. But there starts to be a group of teachers who stay constantly involved in the M&M in English studies as they deliver high quality and have good evaluations. Those teachers have a very good level of English and they are experts in their fields. The new specialization on the MA level and the MSc degree which is award by UoW acquires more students to the program and UoW requires a new level of quality. Thus only the best teachers available teach on the GBM program. Nevertheless problems kept appearing.</p>										

3.9.3. Third intake

September 2004 was the beginning of the third intake of students to the M&M program in English, which was, again, subject to completely different problems. The expectations of those students entering the program, their characteristics and goals were not the same as the ones of the first two intakes. The students applying to the M&M in English were specifically interested in English-lingual Management studies and not studies in Polish. Many of the students came from different countries like Germany, USA or China and the recruitment was at such a high level that two classes could be created each with 25 students. This fact created a new challenge for the school once more. The program ran by then its third year and the quality reached a good level. Problems did not occur immediately like in the previous intakes and if they did the reaction of the school's management was much more professional and solutions were quickly implemented. Everybody involved saw the fact of two classes as a huge success and proof of the program's high quality. Finally it seemed that the M&M in English had reached a qualitative level and acceptable student numbers without heavy advertising or marketing efforts¹²⁵. The mixed classes provided a new dimension of cultural diversity to the school and English became audible in the corridors and classes of the school the language of communication of an increasing number of students. The expectations of the students towards their studies and the program were of a different nature. They were neither pushed to a high level concerning the quality nor did they expect to "buy" their degree and easily get good grades. If there were differences in expectations and delivery they were rather a result of those cultural differences than misleading or low quality of the M&M studies. Chinese, German or American students all had a different image of what the studies should be like but although the program was not according to their expectations they did not complain about it as it was generally very high quality with demanding requirements.

The exchange between students and teachers was effective and the learning environment was encouraging for both sides. The students were working hard and the level of education was high. Teachers expect and demanded a lot from their students and this group of students was able to deliver good results. Nearly all expectations were fulfilled and only a handful of individual problems appeared.

The first and second year went by quickly and without major difficulties. A few teachers were still exchanged but sometimes not even due to their level of English or low quality of their lectures but simply because of personal reasons like a different job offer or simply pregnancy or moving or anything not connected with the school or the program. Without major realization of the school the program was at its peak.

¹²⁵ The slow growth from 30 in 2002, through 35 in 2003 to 50 in 2003 gave the school authorities hope for continued growth without advertising expenditures—a hope that proved completely unjustified a year later.

In the third academic year it became clear that many students are planning to leave the M&M program after the Licencjat/BA stage of study. The students were mostly seeking another challenge and it seemed that they got all from WSB-NLU that there was to get, learn and experience. Many students applied to internationally recognized schools abroad and were accepted. As a result motivation to provide extraordinary results was decreased closer to the end. At the same time some of the teachers were teaching for the third time the same material and started to be bored as well. They did not have any challenges and after the turbulences in the previous years the calm and smooth atmosphere seemed uninteresting and without any provocations. Slowly the teachers started having a more and more frustrated attitude which originated from the difficulties of the previous intakes and the fact that the degree of efficiency did not change. Although there were nearly no problems with the students the overall management of the school and the lack of incentives created a new source of frustrating feelings. Such emotions were transferred into the class the younger intakes of the program. Unfortunately this did not go by unrealized or without any consequences: the frustrations reflected in the student's work attitude and increasing annoyance as well. The changing environment gave the students from this intake even more certainty not to stay but to leave the program and the school after 3 years and not the 5 years they signed up for. Even the new GBM program with the MSc degree from the University of Wales did not convince them to stay at WSB-NLU.

Many students of this intake left after their 3rd year at WSB-NLU to study abroad or in a different school in Poland. From the original group 8 students stayed to continue their studies at WSB-NLU. More students will join this intake from the Polish M&M studies or will transfer coming from outside WSB-NLU. Nevertheless there will be an overall drop of students for the next academic year at the M&M in English.

Table 10. shows the third intake of students and their three years of studies at WSB-NLU.

Table 10. Third intake to the M&M in English

3 rd intake of students to the M&M studies in English				<p>Teachers</p> <p><u>English level</u> HIGH <u>Attitude & Goal</u> TEACH + QUALITY <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH</p> <p>Students</p> <p><u>English level</u> MEDIOCRE <u>Attitude</u> DEMANDING + STUDY <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> MIX</p> <p>Materials</p> <p><u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> MEDICORE</p>	<p>Consequences</p> <p>- two groups of students from different countries - discrepancy between expectations and real offer due to cultural differences - Teachers are tested and accepted - Quality of the program is much higher in comparison to the first year - Students look for high quality education and a challenge - Teachers start demanding quality from the students - control from teachers side - basically no conflicts concerning quality - new grading system (60/40) determines new quality and uniformed approach</p>		<p>Teachers</p> <p><u>English level</u> HIGH <u>Attitude & Goal</u> TEACH + QUALITY <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH</p> <p>Students</p> <p><u>English level</u> GOOD <u>Attitude</u> DEMANDING + STUDY <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> MIX</p> <p>Materials</p> <p><u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> MEDICORE</p>	<p>Consequences</p> <p>- a core group of teachers teach at the program - they deliver high quality, speak very good English and have good materials prepared - there are no conflicts between students and teachers - evaluations of teachers are good - there are books available for half of the group - materials are mainly based on teachers class notes which are available in the intranet and copies</p>	<p>Teachers</p> <p><u>English level</u> HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH</p> <p>Students</p> <p><u>English level</u> VERY GOOD <u>Attitude</u> FOCUSED STUDY <u>Goal</u> HIGH EDUCATION + DOUBLE DEGREE (BA) <u>NATIONALITY</u> MIX</p> <p>Materials</p> <p><u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> MEDICORE</p>	<p>Consequences</p> <p>- most students change from MA studies to BA and plan to leave the school after three years - students focus on studies and their thesis and not on causing problems - International dispersion</p>
	<p>Two groups of students challenge the situation due to the different expectations and the real nature of the program. But there are not many conflicts. The program is more or less structured and there is general acceptance both from student as well as from the teacher's side. The quality of the program is high and teachers start demanding more from their students. Many students get into different international schools for the MA level studies. Thus the third year is characterized of focused studies and writing theses.</p> <p>As a result of new M&M specializations offered on the M&M Magister level in Polish there are less students changing to the M&M in English.</p>									
<p>Number of students staying after 3 years of study 10 out of 38</p> <p>New students from the Polish M&M program decide for the MSc 6-10 students</p>										

3.9.4. Fourth intake

The fourth, September 2005, intake of students consisted mainly of Polish pupils with only a few Slovaks and Ukrainians and a small contingent of Chinese, most of whom slowly dropped out due to their low level of English or financial problems. Unfortunately there was only one group created as there were not enough students recruited to be able to create two groups. This intake nevertheless consisted of nearly 40 students. The atmosphere was good and there were no conflicts or major problems. Structures and procedures have been implemented before. The teachers of the M&M and their teaching methods were tested and at a high level. Nothing was on a trial basis anymore, thus the program was very demanding and students had to work a lot in order to maintain good grades. Moreover teachers had the class completely under control. They did not accept any unnecessary complaints or chaos caused by the students. There were no changes during the academic year and students experienced a stable learning environment. Many of the students knew about the schools offers like additional activities or student organizations and were able to utilize them to the fullest. Many of the students of this intake already prepared themselves a year ahead for leaving in their second year of the program for the exchange program ERASMUS for example so that they could study and experience a different university abroad and study in their second foreign language.

The exchange in class and the level of education was good, which satisfied teachers as well as students. The only negative aspect which could create a long-term problem for this intake was again the bad attitude and general frustrations which continue spreading within the school.

Table 11. shows the two years which the fourth intake experienced on the M&M in English.

3.9.5. Fifth intake

Recruitment of the last, September 2006, intake of students to the M&M in English was relatively low. Mostly this might have been the result of the missing, aggressive and clear marketing as well as the changing HE market in general. One group with 30 students was created but attendance in class was low and many students dropped already out of the program after the first year of their studies. This was very disappointing especially for the dedicated teachers who put a lot of effort into their lectures to keep them at a high level and interactive. In comparison to the first intakes the teachers were prepared and at a very high level in all means. Everything was running smoothly and all problems were solved or there were procedures for solving them quickly. The school was prepared and knew how to act and react and what to expect in certain

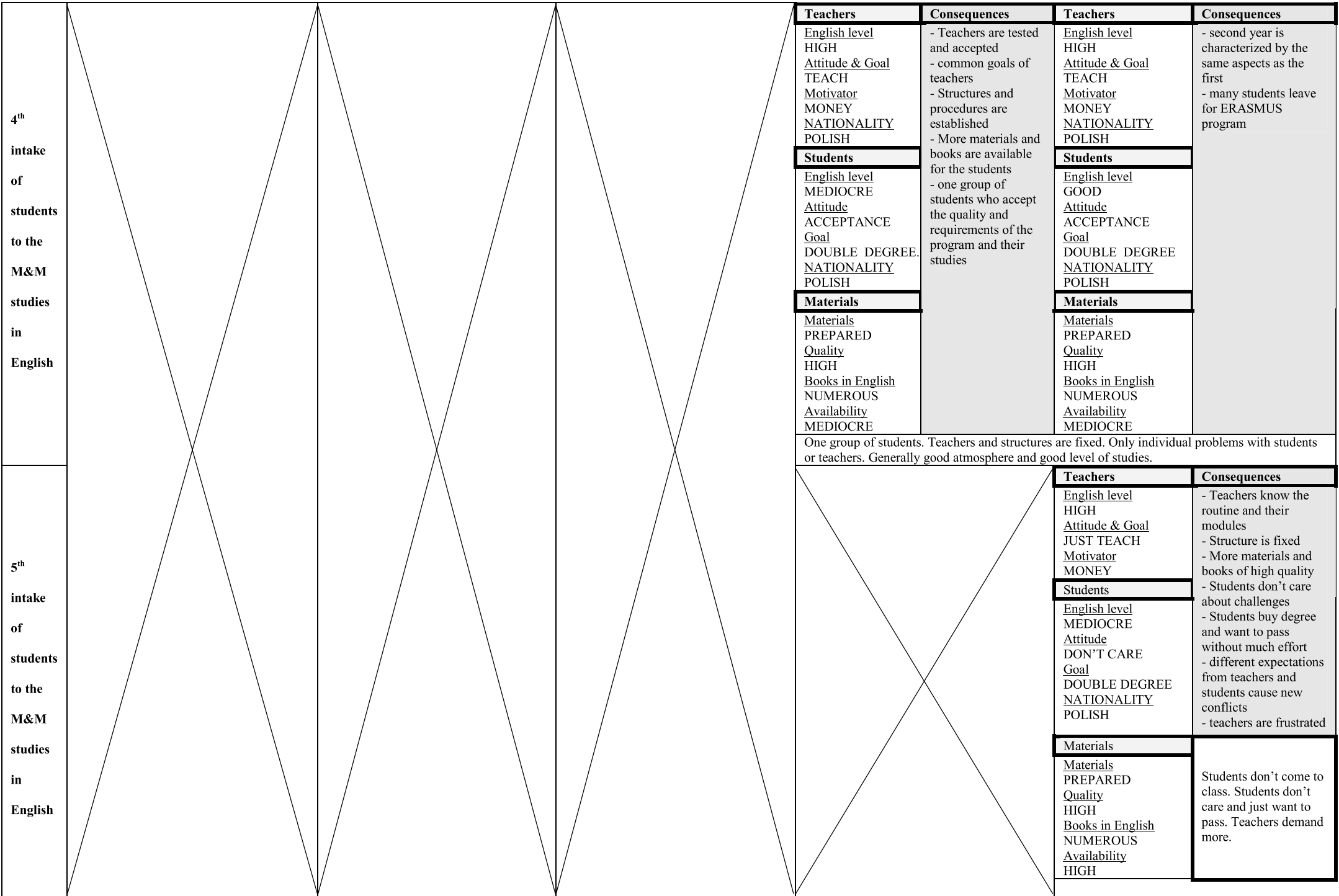
situations as the management and teachers learnt and experienced a lot over the last five years of the program.

But one problem, which could have been observed appearing in the last two years was the frustration of the teachers. It started to be noticeable and spread among teachers even more as the group of students was small, feedback and contributions in class were weak and many students did not bother to come to class and/or exhibited a lacklustre attitude. Consequently, class activity was at a minimum level and teacher's frustrations increased as they had to talk into nearly empty classrooms with low interest from the student's side. In such a working environment there were no challenges at all for the teachers and their efforts started decreasing and their focus shifted to other projects or employment. Teachers lost their motivations completely as they do not see the point of putting much effort into their lectures anymore. Now the situation was a complete opposite of what it was in the first year: teachers demand more and students just want to pass.

Table 11. shows the fifth intake in their first year of the M&M in English.

All in all after five years of operation the program reached a high level of education service although there are still a few barriers which have to be overcome in the next 2 years, obstacles which have to be managed like for example the low intakes due to the lack of specific advertising and promotional activities and unexpected problems which have to be solved like lecturers dropping out unexpectedly due to personal problems or career changes.

Table 11. Fourth and fifth intake to the M&M in English



4th
intake
of
students
to the
M&M
studies
in
English

5th
intake
of
students
to the
M&M
studies
in
English

Teachers	Consequences	Teachers	Consequences
<u>English level</u> HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	- Teachers are tested and accepted - common goals of teachers - Structures and procedures are established - More materials and books are available for the students - one group of students who accept the quality and requirements of the program and their studies	<u>English level</u> HIGH <u>Attitude & Goal</u> TEACH <u>Motivator</u> MONEY <u>NATIONALITY</u> POLISH	- second year is characterized by the same aspects as the first - many students leave for ERASMUS program
Students <u>English level</u> MEDIOCRE <u>Attitude</u> ACCEPTANCE <u>Goal</u> DOUBLE DEGREE. <u>NATIONALITY</u> POLISH		Students <u>English level</u> GOOD <u>Attitude</u> ACCEPTANCE <u>Goal</u> DOUBLE DEGREE <u>NATIONALITY</u> POLISH	
Materials <u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> MEDIOCRE		Materials <u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> MEDIOCRE	

One group of students. Teachers and structures are fixed. Only individual problems with students or teachers. Generally good atmosphere and good level of studies.

Teachers	Consequences
<u>English level</u> HIGH <u>Attitude & Goal</u> JUST TEACH <u>Motivator</u> MONEY	- Teachers know the routine and their modules - Structure is fixed - More materials and books of high quality - Students don't care about challenges - Students buy degree and want to pass without much effort - different expectations from teachers and students cause new conflicts - teachers are frustrated
Students <u>English level</u> MEDIOCRE <u>Attitude</u> DON'T CARE <u>Goal</u> DOUBLE DEGREE <u>NATIONALITY</u> POLISH	
Materials <u>Materials</u> PREPARED <u>Quality</u> HIGH <u>Books in English</u> NUMEROUS <u>Availability</u> HIGH	Students don't come to class. Students don't care and just want to pass. Teachers demand more.

3.10. Identification of the core problems

The biggest problems of and within WSB-NLU changed over time. But while some of the major problems were solved others stayed or had unforeseen consequences which caused new crisis. Some problems were management problems which not only concerned the M&M in English but the organization of the whole school and its operations while other problems only occurred on the M&M in English. Most conflicts, problems and discrepancies were outlined before in detail now there follows a list of the most significant problems which harm the school's operations the most and make them inefficient and ineffective.

The worst problems of the whole school:

1. Unclear management structures, no career paths, job descriptions
2. Lack of procedures, clear organization and running of the school
3. Uncompetitive wages, unattractive working environment, no incentives, rewards or appropriate remuneration and no advancement possible
4. Mismanagement of the recruitment process and no clear marketing strategy
5. Bad financial management and financial politics for students
6. Slow reactions to the changing market

The worst problems concerning the Management and Marketing studies in English:

1. No planning, lack of procedures and disorganization of the program
2. No program manager with a formal position within the school structure
3. Lack of teachers with the expertise in teaching in English (at the beginning)
4. Low quality of the program in general (at the beginning)
5. No target, specialized, niche or consistent marketing for the program
6. Unreliable, unstable and changing educational environment for the students

One of the first and most significant dilemmas which did not only occur on the M&M in English but concerned the whole school was the unclear management structure. It was conflicting within itself and confusing for most employees. It also had the greatest effects for the school as well as for the M&M in English as it was inefficient and caused further problems. The untypical management and the concentration of decision-making power in individual entities led to major mismanagement, badly planned structures and a general disorganization. Within such an environment it is no surprise that many new ideas and projects simply fail. Many teachers or employees were fed up with the situation and gave up trying to improve and change the school's

structures in order to make it run more effectively. The lack of professional organization made the school operate on a trial and error basis. People might have had good ideas but they did not know how to implement them or they lacked the experience or they were simply not motivated enough to finish or sometimes even start a project. In many cases the lack of an incentive and reward system made people frustrated, discouraged them and made them give up.

As a result the overall working environment at the school began to be more depressing and many employees started to be frustrated. The only way to vent their frustrations was in informal meetings which became a standard within the school corridors. Some of the teacher took their disappointments and transferred it into the classroom.

One of the very important areas in the school is the financial department which holds a lot of power. It can kill projects due to the lack of financial resources or make teachers and employees unhappy as they have to wait for their wages which are mostly irregularly paid. The financial department at WSB-NLU even from the student's point of view is one of the worst organizational entities at the school. The people employed are mostly very unfriendly and do not seem to care at all about other people's problems concerning financial issues. For a service-oriented institution unfriendly staff whether they are its sales-people or accountants are a huge threat as they are in direct contact with the customers. This is a huge disadvantage for the school. Furthermore financial management in a school like WSB-NLU should be managed efficiently as many financial experts are teaching at the school who are able to consult and recommend strategies but this resource is completely underutilized and financial management is not as good as it could be. The financial management is an important part of any business and sometimes decides about its success or failure. With efficient planning and financial management the school could easily regulate its financial flows and be able to generate more revenue. There are many unutilized financial resources which are easily available for an institution like WSB-NLU and with a bit effort and expertise the school could build a whole new channel of income.

Another very important aspect concerning the financial politics at school is the approach to the students. Not only does the Financial Department hold the power over the employees but also over the students. The financial politics are in no way student friendly. A good example is the exchange rate policy for the students of the M&M in English. If they want to pay in Euro or Dollar for the program the exchange rates vary according to the Financial Department in the school and thus are completely unpredictable. In 2004 many students complained and criticized the financial politics as the Dollar exchange rate to the Polish Zloty was change to a 1 to 3 relation which at that time was a huge disadvantage for the students. Another topic which is quite disturbing for students is the policy concerning the regular tuition payment. If a student does not

pay its tuition within the framework of first 10 days of each month his/her WSB-NLU intranet account will not be available for the student until the payment. Students are depended on this account and use it frequently to communicate with each other, with teachers, to check schedule updates or changes, and many more important things concerning their studies. To shut down such a significant resource of the students is does not improve the situation and makes students very unhappy.

Another huge mistake and problem of the school was the lack of a consistent and strong marketing strategy and the implementation of it. The school missed the opportunity to establish a much stronger market position, communicate a specific message and image and reach a defined target market. All those aspects could have prevented the drop of student numbers.

The core problems of the M&M in English shifted through the development of the program. While at the beginning of its creation and its operation the quality of the lectures was at a very low level it changed during the time and reached a very high level. At the beginning the basis for a good program did not exist. Although the people involved thought that it will be enough to take the M&M in Polish as an example and copy most of its structure it was not enough to get the desired outcome. Conflicts and internal wars characterize the first and second year of the program while the first intake of students had to fight basically its whole time of studying at WSB-NLU for a better level of education and organization. Of course this had the negative effect that students were not as happy about their studies as they were supposed to be and as it was promised to them. Their expectations have been high and thus the disappointment of the low quality service provision was huge. From the students the frustrations not only transferred to the teachers but the teachers themselves had their own wars to fight within the school management which caused additional stress and unnecessary pressures. Many people clashed and conflicts between teachers and teachers and students appeared quite frequently. Once in such a vicious cycle it took the school a long time to find its way towards improvements but by then many people had given up fighting for the school and the program as they were fed up putting their effort and energy into it without appreciations and rewards. Furthermore the nerves and the stress it cost simply were not worth it.

Concerning the M&M in English, at the time when the program itself peaked during the third year of its existence as the number of students was high and the teachers were tested and provided a high quality education, the school's management was the only part which did not work efficiently. The school was pushing for more and did not provide any incentives. Many teachers had more responsibilities then simply teaching. They were not able to focus on developing their field of expertise and research as they were occupied with management tasks

and thus their focus was split while at the same time they knew more about the school than they should. The occurring frustrations and conflicts were transferred into the classroom in individual cases and the motivated students saw, heard and learnt more about the school's problems than they should have. This was a great contribution to the student's frustration level. Although the lectures were at a high level it seems as if there was something going wrong most of the time or as if the structures and procedures needed constant improvement. This awoke the need in many students to ask for more, complain or try to play the system. Another aspect that led to such behaviour of the students were the examples of the previous intakes. Teachers were on the other hand so much used to complaints and fighting from the students that they treated it as something completely normal and they even expected it or unconsciously provoked such reactions. One of the consequences was that at some point such feelings were communicated to the outside world worsening the good image of the school.

Recruitment was running more or less on its own without major contribution from the marketing department and no clear marketing strategy over the first years. But the situation started changing as student numbers began decreasing in general and at the program. Without a quick reaction to the changing market, strong marketing and a clear strategy the school was suffering from its own wrong decisions and the consequences. The main focus lay for a long time on making the current students happy, providing a good program and quality education for them and as a result marketing efforts were neglected. A clear mistake at this point was that each program was responsible for its marketing on its own while having no specific person assigned for this job. Mostly this meant that someone¹²⁶ who felt responsible for the program had to create something while mostly not even being an expert of the field or knowing about standard marketing. As a result a significant tool and opportunity of attracting students was overseen or simply not utilized at all. It is not possible to reach the suitable target market for the program if no marketing tools are used. The students that applied for the program either came across it by accident, were pointed to it by their family or friends or because they had the necessary resources to study at WSB-NLU but not the grades to apply for a public school's program. In this way WSB-NLU built its own way to the low recruitment and the disinterested students who can be found in the last intake.

Some of the core problems are out of the school's range of influence. The Ministry of Education and its politics are one example. The current changes in the HE laws and regulations

¹²⁶ From the perspective of the school as a service provider and a business—the people who are working on academic quality could not and should not have ever been expected to undertake a marketing campaign on their own, prepare materials, interact with potential candidates, seek foreign recruiters or “chase” newspapers and other media to gain coverage for their activities. This is a job for a Marketing Department and its employees.

are not of advantage for WSB-NLU not to mention that they do not follow international trends like the EU Bologna process. The new rules and regulations decrease the possibility of student exchange and mobility. An international process of studies within several countries will not be an option for Polish graduates if the degrees and plans of study are different than the ones in the other countries. Many of the new requirements are not clear and transferable to other countries. This might have the negative consequence of less new students entering the program.

Over the years there were numerous problems and conflicts but in general one can identify a shift on the major problem areas. First students cared about the level of education they received and demanded higher quality from their teachers. They valued their studies as they paid a relatively high tuition while the teachers could not provide the required level of quality due to their inexperience teaching in English. During the years the students started not to care and gave up fighting not only to the lack of motivation but also because of the increasing level of quality which meant that there were not as many problems which are worth complaining about. Recently students just want to pass their subjects in the easiest way. Sometimes students still are able to play the system and get themselves around punishment for not keeping deadlines or convincing teachers to turn a blind eye. Teachers on the other hand are at a very high level as they prepared the subjects over the last years and improved the quality, consequently they now demand a lot more from the students. The teachers are all tested and have 2-3 years of experience teaching on the M&M in English. As a result the problems shifted and now the major dilemma is the emotional abandonment worsening attitude of the teachers as the major problems have been dealt with.

4. Chapter 4: Recommendations and possible solutions to the outlined problems and the answer to the question if students actually gained from the M&M in English studies

The final chapter focuses on the provision of possible solutions and the author's personal recommendations for improvement for WSB-NLU in general as well as for the M&M in English. The provided solutions are based on the personal experience of the author while studying M&M in English at WSB-NLU. Additionally it was influenced by the different opinions of M&M graduates who already experienced studies at WSB-NLU as well as by some of the teachers' points of view concerning the management of the M&M in English and its quality.

There are a lot of unutilized resources and assets within the school which could be used in a much more efficient way and help the school to operate more effectively and run the program in a much smoother way and with greater success. But one has to take into account that some of the mistakes cannot be undone anymore. They were already made and have such severe consequences that even the correction of them now would not improve the situation.

External opportunities that the market offers play a huge part of possible improvements for WSB-NLU as well while at the same time threats endanger the programs existence.

4.1. Recommendations and possible solutions

The major internal problem of mismanagement due to the lack of procedures, a clear organization, the lack of professionalism and know-how was partially already through the years. The school experienced problems and tried to solve them in the best way possible. It gained experience and knowledge and implemented procedures that made the problem-solving process easier and faster while improving the main ways of dealing with daily operations. Slowly, the situation changed but unfortunately the level of efficiency still did not reach a high degree. WSB-NLU still lacks a lot of procedures even for daily problems. Many students have to run from one person to the other until they find out who is responsible and is able to help them with a problem. This also shows the still existing lack of structures. If students experience an instable system they will always try to get around rules, regulation and deadlines as they will always take the easier way. The school has to establish more guidelines for its employees and its teachers so that they will be able to react to students in an appropriate way having a possible solution prepared. Such guidelines simply would have to be put onto paper and distributed within the school so that each employee would easily have access to them. This process has already started within the University of Wales validated GBM Masters program, where a series of handbooks is in development, formalizing many procedures and providing extensive information for teachers,

students and supervisors concerning: dissertations, their formats and nature; overview of module grading criteria, assessment advice and standards, grievance procedures and policies on plagiarism, etc.

Another solution to the disorganization is mostly the employment of professionals who know their field of expertise and know how to deal with problems, which can occur in such a complex institution. The existing chaos at WSB-NLU originates not only from the lack of rules but also from the lack of management know-how and the fact that many employees have to play more than one role in the school structure. They are not able to focus on one areas of operation but have to split their attention to many fields and thus many different problems. The workload increases while the money mostly stays the same - this is of course discouraging and frustrating having next problems as a consequence. And while the cycle goes on and on leading to problem over problem nobody tries to solve the origin of all the chaos.

First there have to be clear job descriptions available for each post and employee to avoid constantly increasing workloads and confusion. If the employees are able to define the work they do and what kind of areas they are responsible for they can focus on their tasks and plan their work in a better way. Additionally if they deal with more or less the same field of operation all the time their know-how of this field increases and they become more efficient and professional in what they do. But the danger is that the school' would see the progress and give the person more work as the efficiency increased and things get done faster. This is obviously a mistake as the vicious cycle starts again.. If WSB-NLU would give the individual who improved his/her performance the appropriate reward or let him/her advance then the danger of this problem would not necessarily occur. The more work a person does and the better it is done the higher the reward or remuneration. Unfortunately this is not the case at WSB-NLU as there does not operate neither a reward nor an incentive system that would motivate employees to get better or work more effectively. Thus the introduction of an advancement, reward or incentive system would be a great way to solve the problem of mismanagement as well and it would again help to solve it at its origins. It would also help to improve the working environment and decrease the degree of frustration, disappointment and depression among the school's employees.¹²⁷

But for the implementation of a reward system within the school, financial resources would have to be increased or dealt with in a different more efficient way, Unfortunately there is no detailed information available about the school's financial management . But the basic attitude and the rather ill will towards teachers and students of the Financial Department is generally

¹²⁷ In 2004 an idea was circulated about offering administrative staff a "tenured" position: on the basis of long-term performance and good evaluations, certain staff members would be given (nearly) lifelong posts as a reward for their commitment. The idea collapsed as the promotion would have to entail increased remuneration.

known at school. The fact that teachers have to ask for their wages especially the legally-earned overtime that most people undertake to earn a meaningful income or wait for their deserved payment as is the case of many subcontractors, suppliers or entities cooperating with the school on the basis of contracts is a very negative aspect. One of the first things a student learns in its first year of Management and Marketing is to keep the employees happy as they the force that keeps a company alive. If employees themselves have to go and ask for money, which they already earned then this is not the way to keep them pleased. Constant responses from the Finance Department that the school does not have any funds to dispense, also do cause sizeable worry and negatively inhibit the image of the school. It is even worse if foreign teachers for example have to deal with financial issues and instead of assistance the school seems to cause them even more problems. Such behavior is perceived very negatively and hurts the image of the school among professionals who go as far as voicing their opinions on public internet forums, as was the case of a language instructor from North America.. Thus it is highly recommended to restructure the financial politics and management to be able to pay the school's own employees without major difficulties in order to keep them pleased and satisfied.

If WSB-NLU experiences a lack of financial resources and thus is not able to implement any of the improvements then it is time to find new channels of financial resources. Nowadays there are numerous possibilities for a non-public school like WSB-NLU to find sponsors, work together with companies, let the students consult companies which then sponsor books, events or any kind of equipment, sell advertising space only to name a few. Sponsoring and fund-raising are huge areas and appear more and more in Europe. This trend comes from England and America where the culture of charity organizations, sponsoring and fund-raising is developed to a much higher degree and people are used to do such actions frequently. Now that Poland's economy at a healthy stage and people have higher standards of living it should not be a problem to find sponsors for an entrepreneurial school like WSB-NLU. The only requirement would be a dedicated employee who is able to sell the school and what it stands for to a prospective sponsor and of course a system of spending the money where it is necessary. In such a way the school could finance projects while spending the tuition on higher wages and rewards for its employees both administrative and academic.

One of the core problems is also the slow reactions of WSB-NLU's management to the HE market changes and new trends. Nowadays the market is changing constantly and above all quickly, thus it is crucial to be able to react in a fast way but for a quick reaction the school would have to stay open, flexible and innovative being able to realize when and what kind of changes are necessary in order to maintain a high market share while not changing what the

school stands for. And again the solution would be highly professional experts who know what they are doing and have a wide range of know-how in their field of expertise and a variety of managerial tools available to them that can be speedily and effectively implemented. But it is not recommended to put teachers in this position even if they teach about the necessary field. Mostly knowing does not necessarily mean that the person is also able to implement the theory into action and deliver positive results. Thus the school has to be very careful in employing their own people for jobs which would normally be outsourced.¹²⁸

It is obvious that all those points are linked with each other and that solving most of the problems simply requires a solution at the origin with consequent implementations, rules and guideline for future performance and experts who are not flooded with problems from different areas all at the same time.

The problem of the management of the recruitment concerns the way the school and the program are sold to the potential student. In many cases the expectations are increased to a very high level and thus cause big disappointments later, the moment any mistakes/mishaps occur. It is good to be able to convince a customer to actually buy the product or service but the question is for which price. Only because the student in this case signs up for the program and pays the tuition does not mean that the school already gained its investment back. The issue and problem is that one should wait till the student graduates, what kind of employment he/she gets and how he/she talks about the school after graduation. The school might pay the price for increasing the expectations at the beginning and the disappointment of the student for many years even after his/her graduation. At the moment when the student or graduate will talk about the school in a negative way and harm the image this could make ten potential students not even consider the school as their place of study. This is actually the second rule a Management and Marketing student learns: keep your customers happy. Mostly a business is not even able to evaluate how much damage was done by one unhappy customer and gaining new customers is one of the most expensive actions of a business. Consequently it is recommended that the recruitment should be on a level where it points out the core competencies of the school and the program but does not sell something that does not exist, will not exist or exists but is never used anyway. The program is how it is: high quality, demanding, very good materials, books, equipment, access to resources, atmosphere and a student would have to work very hard in order to get good grades but at the end it will be worth it. Either a person likes it and wants to become an extraordinary individual who will easily find employment or be able to put into live a business idea on his/her own or the person is lazy and the school should not even be interested in his/her recruitment.

¹²⁸ Another reason for outsourcing is the “fresh approach” that is provided by an external candidate who can see things/processes/connections that might have become invisible to the school insiders.

But in order to reach a wide audience and a specific target market of qualified young people who would fit the profile of a WSB-NLU graduate, marketing has to be at a highly defined, aggressive and using all available ways of communication strategically. The school wants to keep a good reputation and image of itself as a HE service provider and also the image of its graduates as being successful entrepreneurs which can only be kept if first, the students and graduates are extraordinary individuals and second if such an image is communicated truthfully to the public. But if the school does not have a clearly defined target market and is not able to reach it effectively recruitment will include individuals who do not fit the profile at all and as the school accepts anybody who applies for the program then it might happen that at some the quality of the students will decrease. At the moment, any and every student signed up for the program boosts the financial situation of a school so a quality benchmark on student entry will most probably never be introduced. This means that WSB-NLU graduates will only harm the school in the long-run by worsening its image and slowly spreading a negative aspect of the school, the program and its quality to the public. In this case marketing should help to prevent such a process and maintain the public focus on the good and successful graduates of the M&M program.

Emphasizing the strengths of the school and communicating the image of the program specifically is the main task of marketing. Without marketing the school is not able to reach the market in an efficient way and it is also not able to reach its target market with the specific characteristics for its programs. Marketing is a powerful tool and using it in the right way leads to huge positive results. The school has to use its marketing potential to a greater degree and allow a higher budget for its Marketing Department so that it can employ professionals instead of inexperienced students and quickly implement a suitable marketing strategy for the school and its programs. Only with a catchy, innovative and consistent marketing will the school be able to increase the numbers of students and maintain its position in the market.

This shows that the marketing problem can actually be solved quite easily. The employment of professionals boosts marketing efforts and consequently recruitment numbers. Although the school would have to invest at the beginning and allow a bigger budget for the marketing department to spend on the internet presence and promotion of the programs the result would bring the more financial resources from the newly recruited students. Every company that would see their customers vanishing and sales decreasing would immediately increase their marketing efforts to attract new customers. WSB-NLU should do exactly the same thing. The market is difficult as student numbers are decreasing in general, there is more competition and

Management studies are not as popular as they have been only a few years ago thus fighting for students should be one of the major centers of focus of WSB-NLU.

Furthermore it is not advisable at all to employ many students within the school. Even though students are cheap and mostly educated labor not all of them have the necessary patience, experience and professionalism to finish a job properly. Thus the employment of students within the school should be decreased.

Concerning the problems and conflicts of the M&M in English one has to take into account the evolution of the program and that the mistakes that were done with the first intake cannot be undone anymore. For better or for worse, the first intake of 2002 has already left the school and it is unknown what opinions they will spread about WSB-NLU. The only positive aspect of those faults is that the school can learn from them and not do the same mistakes again. The lack of planning, procedures and the lack of expecting certain problems to occur and being ready for them was a huge mistake. Believing that the program will run just by copying the Polish M&M showed to be a misassumption. The approach of trial and error also caused a lot of additional problems. The lack of preparation led to a low quality program and for the first intake of students the whole five years were characterized by such an approach. This cannot be changed anymore but it is simply recommended to plan and think through new projects in more detail and not jumping at an idea with the attitude of: "it will work somehow". This is also another source of unprofessional management.

Unfortunately, the M&M program in English still does not have an officially named head or program manager. Informally a person to whom the students could go in terms of complaints, required help or for solving conflicts between students and teachers came into the picture at a quite early point during the program's first year of existence. But sadly all the efforts, work and attempts of improvement have occurred behind the scenes, always set within the school's power and decision-making structures, taking under consideration vested interests, ambitions and power divisions. The current quality and organization is a result of those less-than-formal efforts. Consequently it would be more than appropriate to formally introduce the head of the program so that the decisions do not have to be made behind the scenes. This would not only provide a clear management structure but also give the students and staff a higher degree of certainty, safety and security.

The school in general should be more oriented on new management tools and not adhere to old structures where relationships played the most significant part in a career path and professional advancement. If the old way will keep dominating then WSB-NLU might oversee

some great talents and personalities who have good ideas, know how to implement them and have the great entrepreneurial spirit with which the school was established.

The school in general sometimes gives the impression of unprofessional actions and reactions to problems and conflicts. It seems that even the theoretically responsible person does not have a clue what is going on and how to react in an appropriate way. It is difficult for students to have respect towards such behavior. It is very important for a HE institution and especially a school that teaches Management to be able to implement affective management within its own walls and have a good flow of communication between employees. This is also part of a trustworthy environment and relationships which are not only based on blood relations. Such attitudes and behavior is partially a result of the Polish culture but as most of Europe and the rest of the world is growing up and realizes that friends and family are sometimes not the best people to work with maybe Poland and finally WSB-NLU will realize this as well.

If the internal structures would be more stable and working more efficiently than the school would also be able to react to its external environment and its quickly changing requirements to be successful as well. Responsiveness to the market and to all the stakeholders of WSB-NLU is significant and it can only be delivered if everybody is well informed, trust is established and everyone in the school works towards the same goals. Responsiveness is also connected to the stability of the system as a whole and the way it is implemented. Are deadlines kept? Do students follow the rules? Do teachers follow the rules? Are situations, rules and regulations stable or do they change constantly? If they do: why? How does the school deal with them? The answers to those questions are rather negative as the environment at WSB-NLU is quite challenging and some rules, deadlines and regulations are not kept, neither by the teachers nor by the students. It is simply too easy and obvious to play the system for both. The only possible solution to such a problem is the implementation of greater punishment and the implementation of rules, which will not change during an academic year so that people will have to follow them or pay a high price, which will keep them from disobeying. Only if the teachers are a good example and strict towards given constraints they can expect the same from their students and punish them if they nevertheless try to march to a different drummer.

Students just like teachers and employees need attention on various levels. Students do not only require a high level of education at WSB-NLU but they also look for a higher degree of reliability. This means that the students expect no discrepancies or drastic changes within their time of study. The school's performance concerning reliability was surprisingly negative. Not only did they always promise more than they can provide but they also did not perform on a stable level. The ups and downs of the program and the discrepancies between the teachers, their

requirements and the level of teaching at the M&M program in English were huge. No wonder students were complaining if they could not trust the school and what they were told while experiencing different levels of quality. Reliability plays an important part of credibility and success of a service provider. The school has to know its possibilities and maintain a stable level of quality to win the students trust, confidence and positive attitude towards the school and the program. This would also decrease student's complaints and as a result there would be less conflicts and wars and a happy graduate would be much more likely to recommend the school and the M&M than an unhappy one.

More and more young people want to study in big cities as the opportunities for future employment seem to be better and schools seem to have better connection with different industries but exactly because of those reasons a HE institution like WSB-NLU has to prove the contrary. It does not depend on the location of the school whether it has good connections and provides good opportunities for its students or not. It only depends on the school and its employees. But again many of the previously mentioned problems come to play. WSB-NLU employees are not motivated enough to utilize their relationships for the school. Many ideas and projects die or are killed by the school itself. With such attitudes it is impossible to be successful. Thus the school has to offer its employees more before it can offer the students more. WSB-NLU could gain company cooperation as utilize market opportunities as simple as any other school it just had to put effort into the right actions and fields. Of course initial investment would be necessary but the payoff would be worth it and students would love to come to WSB-NLU – the school with endless opportunities.

The school cannot rely forever on an image it created over ten years ago. This image has to be maintained and to do so the school has to start acting to prove that the image is not a myth. It is not as if there are no opportunities for the school. There are many possibilities which are so far not utilized by anybody. Trying to squeeze one own people to the fullest does not help as at some point they will simply turn around and leave as they will not care for the school anymore. This creates a huge threat as the process of emotional abandonment started already.

Incentives are the key. Without incentives nobody would even get out of bed in the morning. At WSB-NLU nobody seems to be willing to go the extra mile for the school anymore. This situation has to change quickly in order to keep the so far loyal and good people in the school. But a change in attitude cannot come from introducing corporate-like procedures and monitoring and specifying job/post descriptors, rather it has to come from a stable and transparent system of rewards and punishments that will stimulate the workforce to give its best for the institution.

The external problem concerning the changing Polish HE regulations is a difficult issue. But as much as this is a problem there is also a hidden opportunity for the school and the M&M in English. The school could offer shorter studies which follow international trends and award its graduates with foreign degrees like the BA or the MSc which are totally free from the Ministry's requirements. But as it is not easy to provide free from the Polish Ministry of Education degrees WSB-NLU just like any other HE institution in Poland would have to follow those new regulations. Overall Poland's HE system will have it very difficult to be able to compete in the international market and especially for programs like the M&M in English which is depended on students from abroad will have to have a good and broad marketing in order to attract students and maintain a stable level of students attaining the program.

4.2. Why the program is great after all

Although WSB-NLU as well as the M&M studies in English do not run at their full potential level they nevertheless attract students and have a good market position. While the M&M in English shows a successful development at the school and provides high quality education,¹²⁹ student numbers are decreasing. This is mostly the result of the changing market and the lack of marketing effort specifically for the program. But the school overall manages to increase its offers by introducing new programs or degrees. This shows that even though internal conflicts and wars lead to inefficiency from time to time projects are successful after all.

Now the question remains if students who study M&M in English not only gained from their studies but are also pleased with the education they received. It is actually a bit surprising that when being asked to evaluate the M&M studies on a scale of 1 to 7, where 7 is excellent and 1 is horrible, students mostly pick 5 or 6 which means good and very good. Their overall impression and experience at the program is satisfying for most students. Of course the numbers vary slightly depending on the intake and while the first intake is more unhappy the second and third seem to be very satisfied. The fourth and fifth intakes are rather neutral but their attitude and expectations are not as demanding as the one's of the previous intakes.

All intakes had more or less the same result when it came to the most important aspects that influenced their decision whether to study M&M in English at WSB-NLU or not. Three factors played the most significant role: the teaching language namely English, the double diplomas and the future possibilities for international employment. And again one can see that those are the

¹²⁹ Proof of this statement comes in the form of feedback form students who left WSB-NLU's M&M in English program and have studied in other schools: those who graduated the BA stage and did their Masters elsewhere in the West had no problems with their later studies (both in terms of English and academic knowledge). Those that left WSB-NLU for other leading Polish schools often complained of having modules repeat what they did at WSB-NLU on year 2 or 3 or that the materials were simplistic, the level of English was lower, etc.

core competencies of the program which differentiate it from other programs and thus add value to it. Students value those aspects the most and the ones that decide to study M&M in English seek future international employment where the recognition of two degrees plays a role, English fluency is required and international experiences. All those aspects are fulfilled by the program. Thus it seems that all the problems vanish as the most important aspects are perfectly well functioning at the program.

Now it is no surprise that the great majority of students answered the question whether they would decide for the program again with “yes” while the answers “maybe” and “no” only appeared in individual cases and if asked to justify the answer most individuals simply did not want to study Management and Marketing as it was the field of interest.

So after all the negative experiences, all the complaining and dissatisfaction students are still happy about their choice and their studies at WSB-NLU and the M&M in English. This may seem a bit confusing but after further consideration it is clear that even though the overall impression of the program including its management, its structures, procedures and the negative attitudes which all led to conflicts are not as bad as they seem. The major point is that nothing is perfect and that each conflict has its logic. The first intake of students was nearly aggressive and highly demanding but this shows that those students already in their first year of their studies were able to voice their opinions and fight for their rights. They knew they deserved a better education and a higher quality and they were not afraid of facing the teachers and the school management to get what they wanted. Even the pure realization and the fact that they did not sit back shows a spirit of young dynamic individuals who do not chose the easy way or are easily silenced when they see mistakes occurring (both are positive characteristics for future business endeavors). This in itself can be seen as educational. Most of the students of this intake quickly found international employment or good positions in Polish companies.

The second intake experienced a similar situation but the attitude was different as well as the expectations and thus they did fight as much as the first intake. Their perception of the program was generally better and most of the students were happy with their choice and their studies. Again the fact that the lectures were in English was the most influential aspect. The program’s quality was higher and the teachers knew that they had to expect complaints. Nevertheless if something did not work the way the students would have liked it they were like the first intake not afraid at all to voice their opinions, fight for their right or try to get around rules. This behavior shows the high level of confidence and the fact that the school did not ignore such contribution but treated them seriously shows that the students were respected like adults and their opinion counted as much as the one of the teacher. Such an approach toward a difficult

situation allowed the students to gain experience in an uncertain and challenging environment and as a result they were able to grow and take responsibility for their actions. Such experiences normally are not included in a program of studies but are of huge value for the personal development of the students.

The third intake of which the author was a member had similar experiences but not to such a high degree. Instead the two groups had a mix of cultures and dedicated people in them and as the program was on a much higher quality they were able to gain more experience and knowledge in class. The interaction between students and teachers was great and many projects and presentations were extraordinary and very successful. Many students gain very good grades and were happy to learn and develop their skills. The third intake of students took as much know-how and intercultural experiences as they could but most people decided to go even further and only because of their success at WSB-NLU they were able to apply for good schools abroad and were accepted. WSB-NLU and the M&M in English prepared them in a very high degree and encouraged them to set their goals to a higher level and become extraordinary and successful personalities. For them the program was the key to many new opportunities and it taught them not only on a high theoretical level but also provided them with many cultural experiences. They faced a similar uncertain and challenging environment like the first two intakes and thus learnt, too, how to deal with problems and conflicts in a constantly changing environment. Many students praise the fact that they grew up and developed the personal skills. Moreover they thank the teacher of the M&M in English for the great preparation for their future employment and the fact that they will be prepared for many unexpected situations that could occur. Although the three year were not perfect and people went through good and bad times, made friend and foes and experienced changes and challenges in an uncertain environment with imperfect information, they nevertheless learnt from their mistakes and are now able to deal with the most complicated situation as they are sure that they will master them.

The fourth intake does not face problems and challenges as much as the intakes before and students are able to focus completely on their studies. This does not mean that they are missing something it simply means that they are able to gain and get the best possible education. Many of the students plan their future already and focus on utilizing as many opportunities of WSB-NLU which will help them in the future.

The fifth intake is different. The students are not even interested in experiencing challenges and growing up. They do not care about the program and ignore classes and requirements. This is quite unfortunate but the school cannot force anybody to seize the given opportunities.

The whole package that the M&M in English provides their students with more than just theoretical knowledge and although problems and discrepancies characterize the years of studies they nevertheless give a different learning effect. It might not be perfect and it might not deliver what was promised but students learn to live with disappointments and conflicts. The overall experience and level of education puts the school on top of the yearly rankings of the magazine WPROST and strengthens the market position of the school.

If the school focuses on the most significant areas of conflict and implements even some of the recommended changes, there would emerge a chance to not only maintain its position in the market but furthermore boost student numbers and become by far the best non-public school in Poland. The M&M in English is in greater danger to be closed down than the M&M in Polish as there are still more people studying in Polish than there are willing to and good enough to study in English.¹³⁰ But without clear structures and strategies the school will slowly but steadily ride itself and its possibilities into the ground. The market is changing to quickly and the trends are going into a completely different direction than the Polish government is following. Thus it is even more difficult for a school like WSB to stay competitive in the international HE market.

4.3. Personal comment

As a student of the M&M in English who is leaving the school and the program after three years of study with an American BA and the Polish Licencjat, and will study a Masters in International Management in a UK business school (so continuing the line of education started at WSB-NLU).. The author experienced the M&M in English program with the third, September 2004, intake, the largest and most multi-ethnic to date, from which most students have left to study in various universities in Europe and they intend to pursue careers in a variety of fields but all related to management.

At the beginning the excitement of experiencing something new and challenging was in the center of attention. Although there always seemed to be little things that did not seem to function smoothly and there was a bit chaos, confusion and many little changes within each academic year, nevertheless the whole experience right the way it was. Of course sometimes frustrations took over and unnecessary conflicts took away a lot of focus and energy but in the end one has to say that not always were they the school's fault and that the student are not innocent in any way. Many rules were bent and the attitude changed over the time as if a trick functioned once the

¹³⁰ And the M&M in English financial break-even point is set at about 25-28 students, so a smaller number will push the program into a negative financial situation that may cause the school management to consider the closure of the program.

students were more than positive that it will function the next time as well. Slowly but steadily many student became lazy and invested more energy and creativity on how to find in easy way out of a situation rather than simply doing the work. But if the teachers allowed those things to happen, then who were the students not to seize the chance?

Through the three year of studies many things within the program changed and the students experienced many different teachers and saw some of them come and go. The overall result was that many people were pushed to their boundaries, grew up or started to see the world through different eyes. Everybody became more open and although some people simply did not want to change at all they nevertheless are at least able to fight for their position and are not afraid of being different.

The program provides the perfect ground for personal development and testing one's boundaries. Many people grew up and realized that there is much more to life then just partying and drinking if one just knows how to take risks and utilize chances. The author herself enjoyed personal development and the realization of life changing priorities. With out the program and the people in and around it this process would have taken years and might have not brought the same degree of enlightening.

The students always enjoyed close contact to the teachers whether it was positive or negative. Concerning problems, discrepancies or unfairness there was always a single person to whom the students could go and who would know everything about the program and how to help and solve problems so that everybody involved would be satisfied. All students always appreciated his contribution and assistance. Without such a contact person the studies would have been much more difficult and depressing for many students. The value of such a key figure within the management of the program is huge and the lack of it would destroy many positive feelings and image the students nevertheless got from the program.

The author herself, coming from a German background, clashed with the Polish culture at the beginning and could not understand the way things seem to function and work. Chaos, cheating and personal (informal/networking) relationships seem to be the center in each project. But with the time came the understanding and experience. The Polish culture provided through the school and the program a huge contribution to the development of an entrepreneurial spirit not only for the author. Many students after their studies realized that it is not bad to have ideas, fight for them and try to make them reality. After the three years of studying at WSB-NLU many students are able to enter international high quality education programs at very good schools for which some of them might not even have tried to apply for before their studies at WSB-NLU. The experience provided for a lot of self-confidence. This confidence is not characterized by a big

ego and many words (slogans and buzzwords often mean nothing) but by innovative ideas, knowledge and actions. If the decision had to be made again, the author like many other students would choose the program again as well. Now it is simply the time to move on, experience more and new things and escape the spreading frustrations and bad attitude which is appearing within the school and the program

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