



FINAL REPORT

on

**the Management Training and Economics
Education Program (MTEEP) Implemented in 1994-2000**
*at the Olsztyn University of Agriculture and Technology/
University of Warmia and Mazury in Olsztyn*

(prepared by Szczepan Figiel)

**INTERNATIONAL CENTER
FOR BUSINESS AND PUBLIC
MANAGEMENT**

OLSZTYN, AUGUST 2000

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1. PROJECT INFORMATION

Project Name: Management Training and Economics Education

Country: Poland

Provider: Olsztyn University of Agriculture and Technology, since September 1, 1999, University of Warmia and Mazury in Olsztyn

Activity Number: AID/181-0029-G-00-4010-00

Span of grant: October 1, 1994 – September 30, 1998

Extension: October 1, 1998 – June 30, 2000

2. LIST OF ACRONYMS

EMAM	– Executive Master in Agribusiness Management
EMBPM	– Executive Master in Business and Public Management
EMRIM	– Executive Master in Rural Industries Management
ICBPM	– International Center for Business and Public Management
MPA	– Master of Public Affairs
MTEEP	– Management Training and Economics Education Project
OUAT	– Olsztyn University of Agriculture and Technology
PACAMAM	– Polish-American Center for Agricultural Marketing and Management
PACEM	– Polish-American Center for Economics and Management
PDS	– Post Diploma Studies in Marketing and Management
PEM	– Partners in Economics and Management
UM	– University of Minnesota
UWM	– University of Warmia and Mazury in Olsztyn
WSE	– Warsaw School of Economics

3. INTRODUCTION

The mission of the Management Training and Economics Education Project (MTEEP) was to provide a comprehensive and relevant business education for the current and future managers and entrepreneurs recruited from a broadly defined business, agricultural, and public sector community, who could contribute to establishing new industries and revitalizing the regional economy. The program was a joint endeavor between the Olsztyn University of Agriculture and Technology (OUAT) and University of Minnesota (UM), implemented at the OUAT through the Polish-American Center for Agricultural Marketing and Management (PACAMAM). The PACAMAM was established in 1993 as a result of cooperation between the OUAT and the Consortium "Partners in Economics and Management" (PEM) formed by the University of Minnesota, Land O'Lakes Inc., Sparks Companies Inc., and Foundation for the Development of Polish Agriculture. The objective of this collaboration was to develop practical economic and business education sponsored by the United States Agency for International Development (USAID).

Under the auspices of the PEM project, between 1991 and 1994, PACAMAM delivered a variety of management training activities. At the beginning of its existence, the Center focused on dissemination of applied economic knowledge among the business communities, necessary for a successful development of the free market economy. First short courses and training activities, mainly in the area of marketing and agribusiness management, were held in the fall of 1991. By the end of 1994 over 3000 people participated in different courses, training activities, and seminars delivered at the Center by American and Polish specialists.

In 1994 the PACAMAM started to implement a new grant awarded in the second round of the MTEEP grants. In response to increasingly more sophisticated needs of the businesses and institutions in the region the Center's activities evolved from the short courses and training activities to more comprehensive managerial education such as a one-year post diploma and a two-year executive master programs.

The objectives of this grant were:

- a) develop a cadre of executives and managers with knowledge and skills in management of private enterprises in a market economy and the leadership to have a positive impact on their businesses, as well as, their communities;
- b) re-educate and train Polish public administrators, business managers and entrepreneurs in management and economic subjects essential to the promotion of a productive commercial economy;
- c) establish high-quality, unique and sustainable academic degree program in management and economics; and,
- d) strengthen and sustain the Polish-American Center for Agricultural Marketing and Management at the Olsztyn University of Agriculture and Technology as a leading university unit in the area of broadly understood modern managerial education.

The above objectives were to be achieved particularly by development and implementation of a one-year non-degree program, Post Diploma Studies in Marketing and Management (PDS), and a two-year degree program, Executive Master in Rural Industries Management (EMRIM).

In 1998, the 1994 grant was extended for additional two years in order to develop a new two-year dual degree managerial program – the Executive Master in Business and Public Management (EMBPM). The graduates of the new program would receive degrees from both American and Polish partners (i.e. UM and OUAT), namely, Executive Master in Business and Public Management (EMBPM). The important feature of this new development was the inclusion of the public sector representatives in the process of learning managerial skills. The new skills and knowledge acquired through the program would not only help them more effectively manage their institutions, but also facilitate more harmonic work of this sector with private businesses.

During the extension of the MTEEP grant two important institutional changes took place at the OUAT. First, in April 1998, the PACAMAM was transformed into the International Center for Business and Public Management (ICBPM) with an overall goal to broaden its scope of activities and help this institution to expand its contacts with other foreign, especially European, educational institutions. Second, the OUAT itself underwent fundamental reorganization and after a merger with the Olsztyn Pedagogical College, on 1 September 1999, became a full fledged university – University of Warmia and Mazury in Olsztyn (UWM).

4. PROGRAM OBJECTIVES

The project was placed under the USAID *Strategic Objectives 1.3: "Private sector development stimulated at the firm level"*, and *Intermediate Result 3.1: "Sustainable indigenous organizations provide technical assistance and training to enterprises"*.

The stipulated target of the Project's activities was the PACAMAM at the OUAT that, in cooperation with the UM, would become one of eight indigenous training institutions which would be sustainable by 9/1999.

5. PROGRAM DESCRIPTION AND OUTCOMES

The 1994 MTEEP grant envisioned achievement of its objectives through the following summarized outcomes:

- a) continued development of the one-year Post Diploma Studies in Marketing and Management (PDS) and awarding certificates to at least 340 participants after completion of six editions of this program;
- b) successful delivery of the two-year Degree Program, Executive Master in Rural Industries Management (EMRIM), graduation of three cohorts of students by the end of 1999 and awarding approximately 75 EMRIM degrees granted by the OUAT and Certificates issued by the UM Department of Applied Economics;
- c) developing and conducting specified number of executive workshops and roundtable seminars (at least two in each year of the project duration) that inform, educate and influence the development of public and private sector policies that facilitate Poland's transition to a pluralistic society with a market based economy.

The expected outcome of the project extension was to deliver a Dual Degree Executive Master in Business and Public Management (EMPBM), with a master degree awarded by each of the partner institutions, the OUAT and the Hubert H. Humphrey Institute of Public Affairs at the UM.

5.1. POST DIPLOMA STUDIES IN MARKETING AND MANAGEMENT (PDS)

The very first version of this one-year, non-degree program was developed and launched in 1993 at the end of the first round of the MTEE grants. The first edition of the PDS was modified under the new project in 1994 and since then has been continuously offered as the longest existing form of this type of training in the present Olsztyn market for the managerial education. A modern curriculum was created on the basis of the best patterns of American business education. In a concise and integrated way it brought together all the most important aspects of knowledge and skills necessary for managers operating in the contemporary free market environment. In order to successfully fulfill the changing needs of the managers, and those who wanted to gain new professional qualifications and seek attractive opportunities in the job market, the program curriculum was systematically modified and adjusted. The current PDS curriculum is presented in table below.

Table 1. Curriculum of the Post Diploma Studies in Marketing and Management

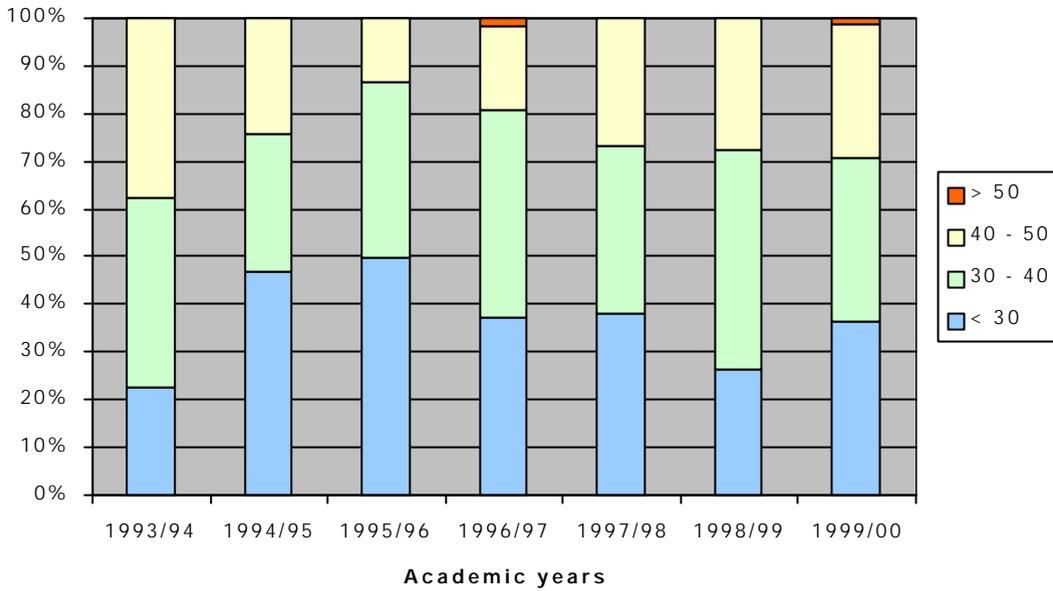
COURSE TOPIC	CONTACT HOURS
1. Fundamentals of macro and microeconomics	20
2. Application of quantitative methods in business	20
3. Managerial economics	10
4. Market analysis and forecasting	10
5. Consumer economics	10
6. Marketing theory	10
7. Project evaluation and investment management	20
8. Communication and negotiation in business	20
9. Product and pricing policy	10
10. Promotion	10
11. Operations management	10
12. Strategic management	10
13. Marketing research	20
14. Distribution	10
15. Sales and consumer service	10
16. Elements of international trade	10
17. Marketing planning	10
18. Optional computer classes	20
TOTAL	220

In the period 1993-2000 seven cohorts of students have been enrolled, and 407 graduates successfully completed this program. Some summary statistics on the PDS graduates are presented in Table 2 and graphs 1, 2 and 3.

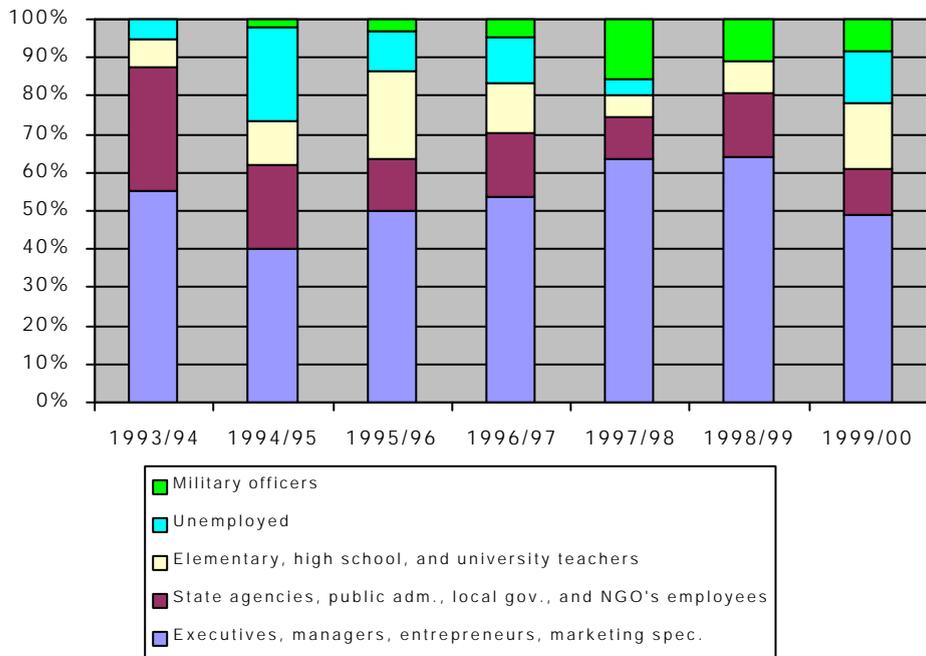
Table 2. Graduates of the Post-Diploma Studies in Marketing and Management

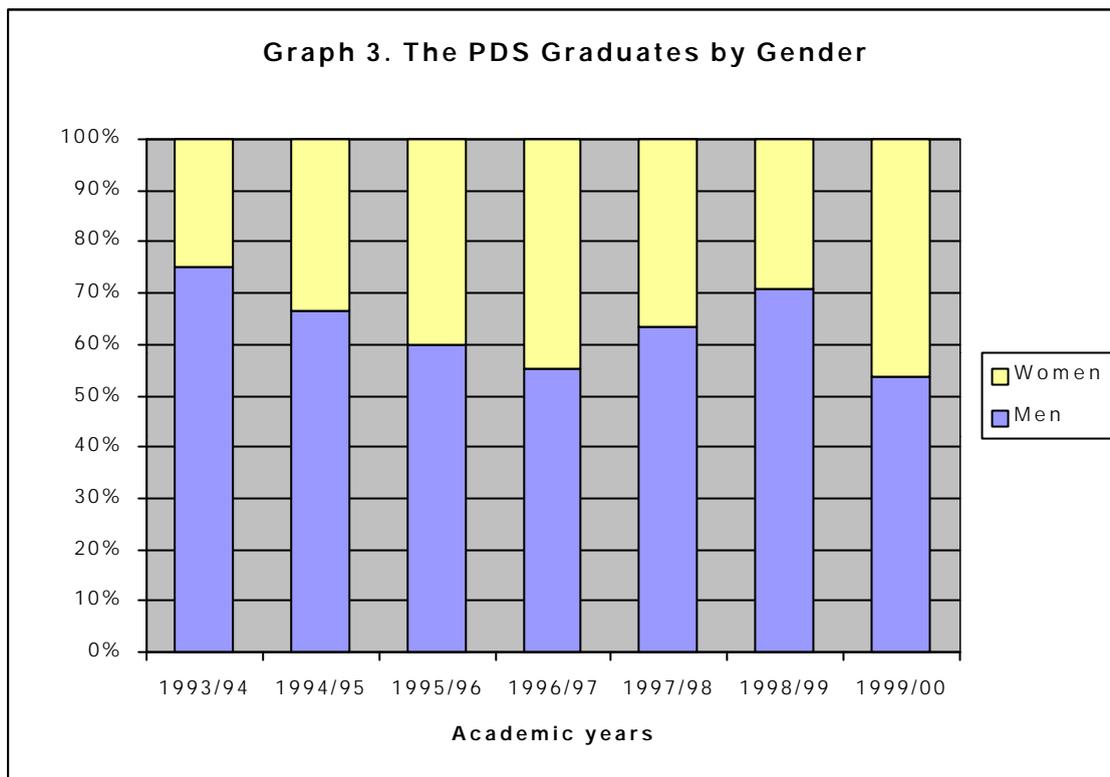
Items	Academic years							Total
	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	
Total number of graduates	40	45	30	67	71	72	82	407
Graduates by age	%	%	%	%	%	%	%	%
< 30	22.5	46.7	50.0	37.3	38.0	26.4	36.6	35.9
30 – 40	40.0	28.9	36.7	43.3	35.2	45.8	34.1	38.1
40 – 50	37.5	24.4	13.3	17.9	26.8	27.8	28.0	25.6
> 50	0.0	0.0	0.0	1.5	0.0	0.0	1.2	0.5
Graduates by professional background								
Executives, managers, entrepreneurs, marketing specialists	55.0	40.0	50.0	53.7	63.4	63.9	48.8	54.5
State agencies, public administration, local government, and NGO's employees	32.5	22.2	13.3	16.4	11.3	16.7	12.2	16.7
Elementary, high school, and university teachers	7.5	11.1	23.3	13.4	5.6	8.3	17.1	11.8
Unemployed	5.0	24.4	10.0	11.9	4.2	0.0	13.4	9.3
Military officers	0.0	2.2	3.3	4.5	15.5	11.1	8.5	7.6
Graduates by gender								
Men	75.0	66.7	60.0	55.2	63.4	70.8	53.7	62.7
Women	25.0	33.3	40.0	44.8	36.6	29.2	46.3	37.3

Graph 1. The PDS Graduates by age



Graph 2. The PDS Graduates by Professional Background





As it can be seen in table 1 and graphs 1, 2 and 3, the PDS graduates constitute a relatively wide spectrum of age and professional backgrounds. However, most of them are relatively young professionals who work in managerial positions. Currently the eighth edition of the program is being organized, and two new cohorts will begin their classes in October 2000.

5.2. EXECUTIVE MASTER IN RURAL INDUSTRIES MANAGEMENT (EMRIM)

EMRIM is a two-year executive master's degree program in the area of rural industries management offered to graduates holding degrees in such fields of studies as agriculture, animal science, and food science. This program was very unique not only in Poland, but also in the region of Central and East Europe. Classes, held at the PACAMAM and jointly delivered by UM faculty (mostly from the Department of Applied Economics) and Polish instructors, included a comprehensive coverage of knowledge and skills matching the requirements of free market economy. EMRIM

targeted current and future managers and entrepreneurs from a broadly defined agribusiness sector, especially those who had never received formal managerial or economic education. Graduates of the program received both the Master of Science degree from OUAT and a Certificate from the University of Minnesota.

EMRIM offered a comprehensive curriculum in the area of marketing and management with instruction conducted primarily through lectures and labs. The core courses provided a foundation in the functional areas of management and were supplemented with advanced and specialized study in specific concentrations. Participants could also build their own program during the latter part of their studies or follow a concentration recommended by the EMRIM supervisors.

The curriculum linked management theory and modern business practices in advanced market economies with key business and economic issues for economies in transition (Table 3). EMRIM’s curriculum was developed on the basis of courses taught at the Department of Applied Economics at the UM, with several adaptations designed to take into account the specificity of the Polish economy and the transition process.

Table 3. Curriculum of the Executive Master in Rural Industries Management Program

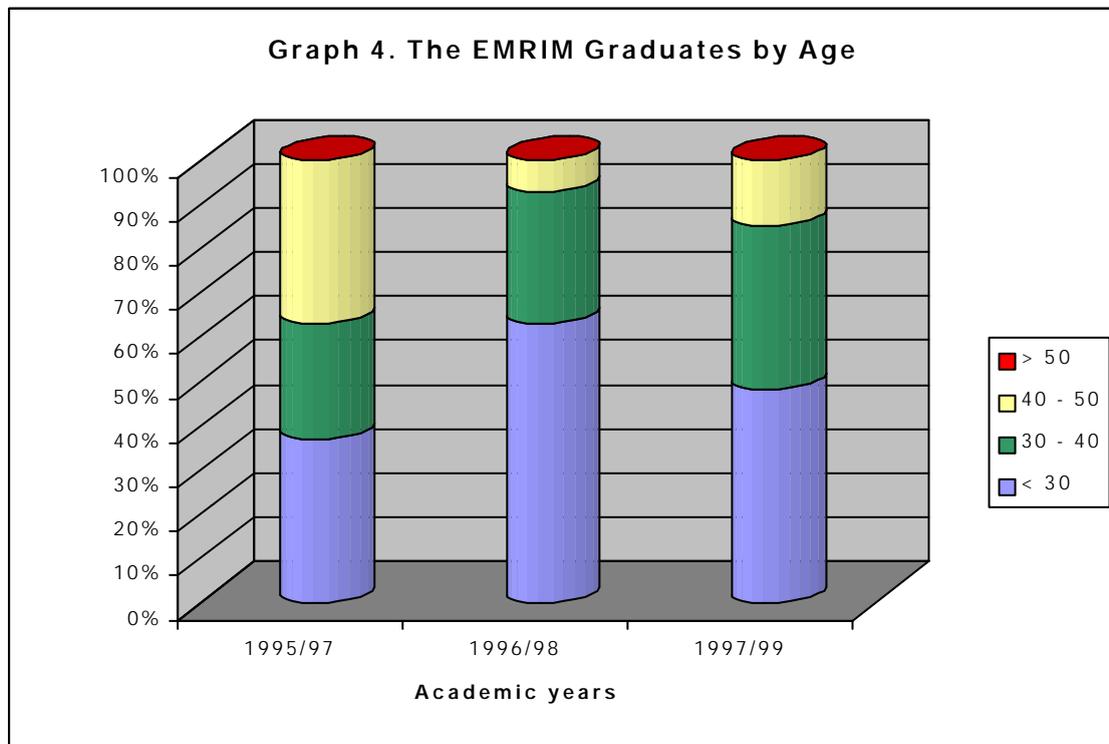
COURSE TOPIC	CONTACT HOURS
<i>SEMESTER I</i>	
1. Micro and Macroeconomics Theory	20
2. Managerial Accounting	20
3. Business Application of Quantitative Methods	20
4. Business Law	10
5. Business Communications	10
6. Managerial Economics	20
7. English Language	25
Subtotal :	125
<i>SEMESTER II</i>	
1. Consumer Economics	20
2. Finance	20
3. Marketing [I] - Price and Market Analysis	20
4. Strategic Management	20
5. Business Application of Quantitative Methods	20
6. English Language	25
Subtotal :	125

<i>SEMESTER III</i>	
1. Operations Management	20
2. Human Resources Management	20
3. Marketing [II] - Food Marketing Management	20
4. Application of Computers in Business	20
5. Environmental and Natural Resource Economics	20
6. M.Sc. Dissertation Seminar	20
7. Business English	25
Subtotal :	145
<i>SEMESTER IV</i>	
1. Marketing [III] - Marketing Institutions, Regulation and Policy	20
2. Economic Policy and International Economics, and Trade	20
3. Community and Regional Development Policy	20
4. M.Sc. Dissertation Seminar	40
5. Concentration	20
6. Business English	25
Subtotal :	145
TOTAL	540

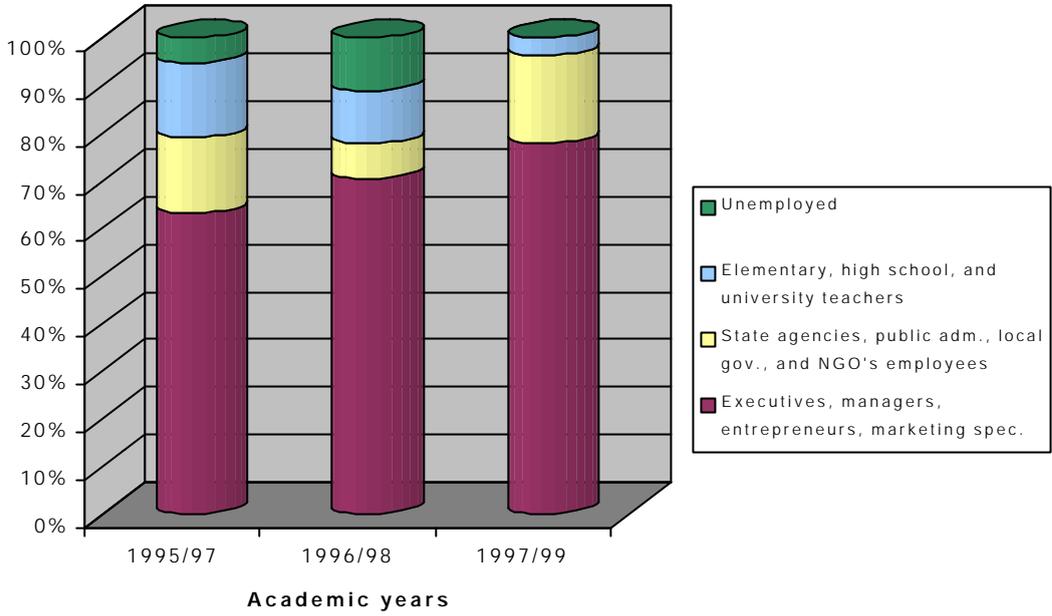
Between 1995-1999, three cohorts of students were enrolled on this program. In total, 73 persons graduated and were granted the OUAT's Master of Science Degrees and Certificates of the University of Minnesota's Department of Applied Economics. Table 3 and graphs 4, 5 and 6 provide a closer look at demographics of the EMRIM graduates.

Table 4. Graduates of the Executive Master in Rural Industries Management Program

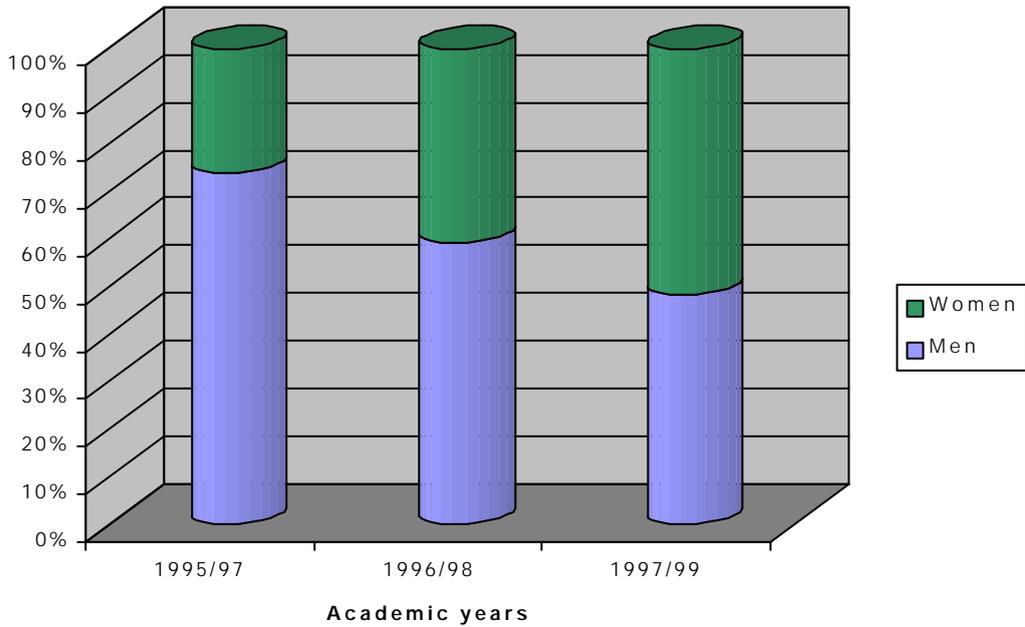
Items	Academic years			
	1995/97	1996/98	1997/99	Total
Total number of graduates	19	27	27	73
Graduates by age	%	%	%	%
< 30	36.8	63.0	48.1	50.7
30 – 40	26.3	29.6	37.0	31.5
40 - 50	36.8	7.4	14.8	17.8
> 50	0.0	0.0	0.0	0.0
Graduates by professional background				
Executives, managers, entrepreneurs, marketing specialists	63.2	70.4	77.8	71.2
State agencies, public administration, local government, and NGO's employees	15.8	7.4	18.5	13.7
Elementary, high school, and university teachers	15.8	11.1	3.7	9.6
Unemployed	5.3	11.1	0.0	5.5
Graduates by gender				
Men	73.7	59.3	48.1	58.9
Women	26.3	40.7	51.9	41.1



Graph 5. The EMRIM Graduates by Professional Background



Graph 6. The EMRIM Graduates by Gender



5.3. EXECUTIVE WORKSHOPS, ROUND-TABLE SEMINARS AND CONFERENCES

During the grant period, PACAMAM/ICBPM organized the following executive workshops and seminars, which are listed in Table 5.

Table 5. Executive workshops and seminars organized by the PACAMAM/ICBPM under MTEEP

No.	Workshop/seminar	Date	Instructors/Moderators	No. of participants
1.	Strategic Planning for Rural Industries	3/16-18/95	Dr. R. King (UM) Dr. E. Niedzielski (OUAT) Dr. S. Figiel (OUAT)	30
2.	Executive Workshop: Business Communication and Advertising Strategy (organized jointly with PACEM, WSE)	10/20-22/95	Mr. K. Przybylowski (WSE)	30
3.	Executive Workshop: Promotion in Marketing Strategy	5/27-31/96	Mr. K. Przybylowski (WSE) Ms. C. L. Bann (C.L.B., Inc., USA)	25
4.	Executive Workshop: Targeting Market Channel for your Business	11/20/96	Dr. W. Rudelius (UM) Dr. S. Figiel (OUAT) Mr. K. Przybylowski (WSE)	20
5.	Executive Workshop for Dairy Cooperatives: Sales and Distribution of Milk Products	6/2-6/97	Dr. S. Figiel (OUAT) Dr. S. Pilarski (OUAT) Mr. W. Kozlowski (OUAT)	25
6.	Executive workshop: Effective Marketing of Environment Friendly Products	5/27-28/98	Dr. Z. Bochniarz (UM), Dr. B. Sienko (Lublin University at Rzeszow), Dr. U. Soltysiak (Warsaw Agricultural University), Prof. H. Runowski (Warsaw Agricultural University)	27
7.	Human Oriented Program for Productivity Improvement – Introduction to New Japanese Method of Management (workshop organized jointly with the Polish-Japanese Management Center at WSE)	5/19/99	Dr. P. Ploszajski (WSE) Dr. M. Takahashi (Ritsumeikan Univ., Japan) Mr. A. Ota (Toyo Agricultural Machinery Ltd., Japan)	25

Also, during the MTEEP implementation period, PACAMAM/ICBPM together with various partners from Poland and abroad, organized national and international conferences listed in Table 6.

Table 6. Conferences organized by PACAMAM/ICBPM under MTEEP

No.	Conference	Date	Instructors/Moderators	No. of participants
1.	Round-table Conference: Questions of Labor Market Development in Northeast Poland: 1993-1995 (organized jointly with PACEM, WSE)	4/20-22/95	Dr. J Cichon (OUAT) Dr. B. Radomski (WSE) Prof. A. Kurzynowski (WSE)	40
2.	Lessons Learned – Conference on USAID Assistance in Transformation of Economic and Managerial Education in Poland over the Years 1990-1995 (organized jointly with PACEM, WSE)	9/17-19/95	Ms. S. Olds (USAID) Mr. R. Zimmermann (UM) Dr. S. Figiel (OUAT) Mr. K. Przyby ³ owski (WSE)	45
3.	MTEEP Directors Spring Conference (organized in cooperation with WSE and PAM Center at Lodz University)	4/27-28/98	Dr. P. Amato (USAID) Dr. Z. Bochniarz (UM) Dr. C. Coleman (USAID)	55
4.	Round-table Conference: Policy Implications of European Integration for Polish Agriculture (organized in cooperation with the Foundation for the Development of Polish Agriculture and University of Minnesota)	6/18-20/98	Dr. Z. Bochniarz (UM) Ms. J. Symonds (FDPA) Prof. A. Hopfer (OUAT) Dr. T. Roe (UM)	80

In addition to the above listed events, between 1996-98 PACAMAM also organized three consecutive programmatic retreats.

5.4. DUAL DEGREE EXECUTIVE MASTER IN BUSINESS AND PUBLIC MANAGEMENT PROGRAM (EMBPM) – *PROJECT EXTENSION*

The EMBPM program is a joint endeavor of the University of Warmia and Mazury in Olsztyn (UWM) and the University of Minnesota (UM). The program, grounded in the best business education concepts common to the post-graduate MBA, is unique and modern emphasizing managerial education in Eastern and Central Europe.

The mission of the program is to educate top quality managers for business and public sector administration by drawing upon the best world examples. The objectives to be achieved through implementation of this program were as follows:

- a) to develop a program curriculum that is both relevant to existing Polish conditions and also forward thinking through comparative analyses with theories and practices found in the United States and Western Europe based upon the collaboration between faculties of the OUAT and UM and certified by granting Master's degrees from both institutions;
- b) to produce a cadre of business and public sector managers with contemporary knowledge and skills in management of both the private and public sectors of the market economy in Poland and who possess the leadership potential to create sustainable impacts not only in their places of work but also within the broader community;
- c) to enhance the OUAT's institutional capacity to sustain this program by continuing to upgrade the pedagogical skills and English language capacity of the faculty who will be responsible for maintaining the high academic standards established by the partner degree program of the Hubert Humphrey Institute (UM);
- d) to create opportunities for the UM faculty to broaden their knowledge and skills in their academic fields through joint research and teaching at the OUAT during extended visits to Poland and hosting Polish colleagues in Minnesota.

The program targets middle and top-level management executives in business and public sector as well as individuals from related professions who are motivated to expand their knowledge base, capable of conceptual thinking and show leadership potential.

Graduates of the program receive simultaneously two master degrees:

- a) Master in management and marketing with business and public sector profile from the College of Management and Administration, UWM in Olsztyn.
- b) Master of Public Affairs (MPA) from the Humphrey Institute of Public Affairs (UM).

The curriculum of the program was designed in cooperation with the Center for Nations in Transition at the Hubert H. Humphrey Institute of Public Affairs, University of

Minnesota. It offers a wide scope of courses related to management in business and in the public sector. The curriculum harmonically brings together elements of business strategies and management as well as broadly understood public sector management (Table 7).

Table 7. Curriculum of the Executive Master in Business and Public Management Program

Course Topic	Contact Hours
<i>SEMESTER I</i>	
1. Leadership for the Common Good Seminar	60
2. Computer Applications in Management	15
3. Core Courses: Economics, Administration and Business Law, Managerial Accounting, Applied Microeconomics for Policy Analysis	105
4. Electives: Managerial Economics, Psychology and Sociology of an Organization	15
5. Advanced English	30
Subtotal:	225
<i>SEMESTER II</i>	
1. Quantitative Methods in Management (I+II)	60
2. Core Courses: Financial Management in Public Sector, Public Administration and Local Government	30
3. Electives: * Human Resource Management, Marketing, Operations Management, Regional Economic Development, Logistics and Information in Management	60
4. Master Thesis Seminar	15
5. Advanced English	30
Subtotal:	195
<i>SEMESTER III</i>	
1. Synthesis Workshop (I)	45
2. Core Courses: Strategic Planning and Management	30
3. Electives: Organizational Analysis, Marketing Research, Real Estate Planning and Management, Market Analysis, Environmental Economics	60
4. Master Thesis Seminar	15
5. Business English	25
Subtotal:	175

<i>SEMESTER IV</i>	
1. Synthesis seminar Intellectual Foundations of Public Action, Institutional Design and Planning, Communication and Negotiations	60
2. Synthesis Workshop (II)	15
3. Electives: International Economic and Trade Policy, Marketing Management, Business Ethics, Industrial Relations	45
4. Master Thesis Seminar	15
5. Business English	15
Subtotal:	150
TOTAL	745

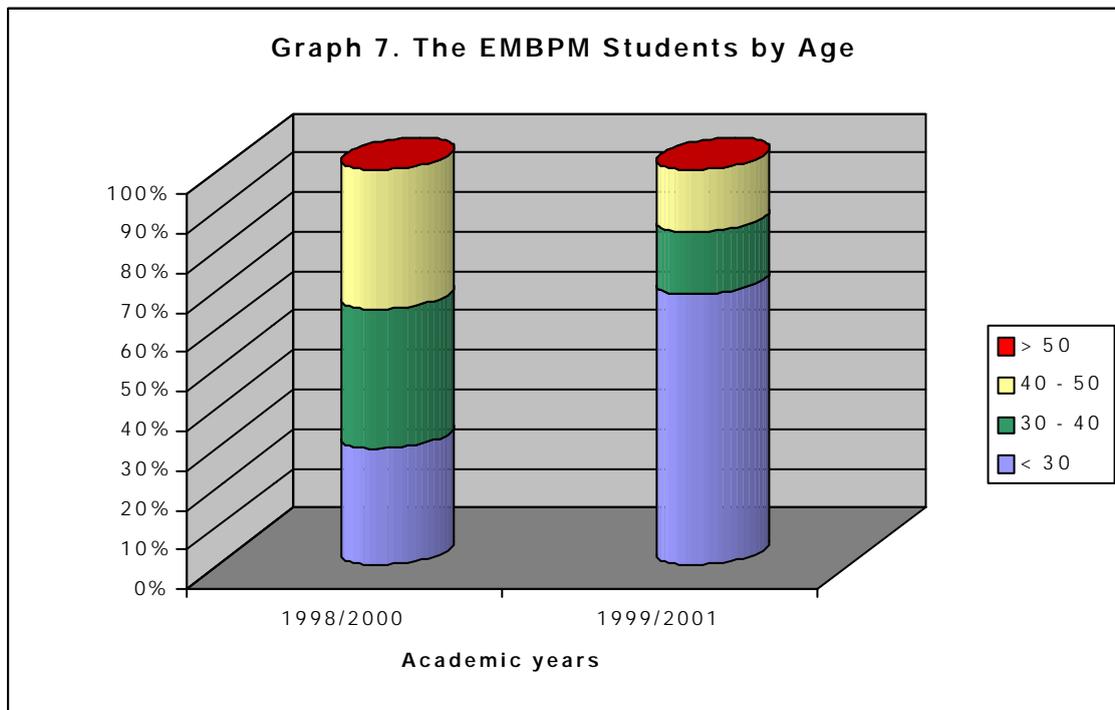
All courses required for the MPA degree are taught in English. Teaching is conducted mostly in the form of interactive classes. Two areas of specific concentrations (business or public sector) and diploma seminars allow students to broaden the content of their regular courses. The program requires 4 semesters (2 years) of course work. Classes are scheduled in 11-13 sessions per semester and held on Saturdays and Sundays.

The instructors come from the Hubert H. Humphrey Institute of Public Affairs, Department of Applied Economics, Carlson School of Management of the University of Minnesota, and College of Management and Administration of the University of Warmia and Mazury in Olsztyn, and Warsaw School of Economics.

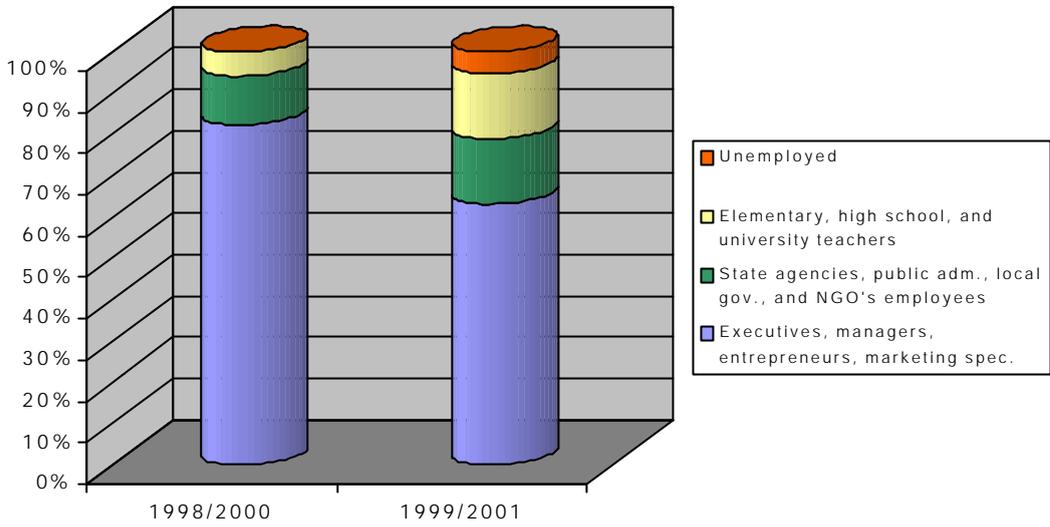
In year 2000 the first cohort of 17 students will be completing this program and the second one (currently 19 students) is scheduled to graduate next year. The recruitment of the third group should be completed by the middle of September 2000. Table 8 and graphs 7, 8&9 provide basic information on demographics of the EMBPM students.

Table 8. Participants of the Executive Master in Business and Public Management Program

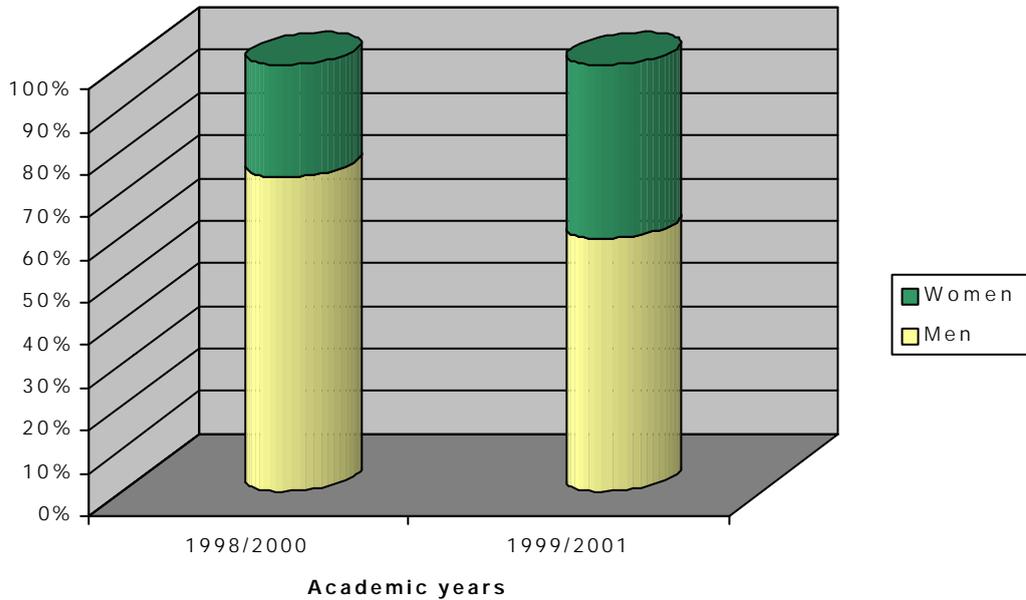
Items	Academic years		
	1998/2000	1999/2001	Total
Total number of participants	17	19	36
Participants by age	%	%	%
< 30	29.4	68.4	50.0
30 – 40	35.3	15.8	25.0
40 – 50	35.3	15.8	25.0
> 50	0.0	0.0	0.0
Participants by professional background			
Executives, managers, entrepreneurs, marketing specialists	82.4	63.2	72.2
State agencies, public administration, local government, and NGO's employees	11.8	15.8	13.9
Elementary, high school, and university teachers	5.9	15.8	11.1
Unemployed	0.0	5.3	2.8
Participants by gender			
Men	73.7	59.3	58.9
Women	26.3	40.7	41.1



Graph 8. The EMBPM Students by Professional Background



Graph 9. The EMBPM Students by Gender



5.5. TEACHING MATERIALS AND PUBLICATIONS

Over the course of the project implementation a very considerable amount of teaching materials was developed. It is worth noting that altogether approximately 1800 pages of lecture notes and course materials were translated from English into Polish and over 1100 pages of such materials was prepared originally in Polish. In addition some related publications were created and published by the PACAMAM/ICBPM. All this remains as an extremely valuable source of knowledge and teaching concepts, which will continue to be used after completion of the project. Table 9 presents an abbreviated inventory of the developed publications and teaching materials.

Table 9. Teaching materials and publications

No.	Materials published under the MTEE Project at the PACAMAM/ICBPM	No. of sets/volumes	No. of pages
1.	Textbooks developed for the participants of programs delivered by the ICBPM by the OUAT-UM faculty teams	2	235
2.	Proceedings from the roundtable seminars and conferences (in Polish and English) issued by the PACAMAM/ICBPM	2	330
3.	Proceedings from the roundtable seminars and conferences (in Polish and English) issued by co-organizers (USAID, PACEM/WSE)	3	450
4.	Teaching materials, cases, and class notes developed originally in English and translated into Polish	30	1800
5.	Teaching materials, cases and class notes developed originally in Polish	14	1120
6.	Teaching materials in English for the needs of EMBPM Program	17	1440
7.	Course materials/manuals developed for the participants of executive workshops/trainings	6	360
8.	Promotional materials on the programs offered by the PACAMAM/ICBPM	12	20
9.	Papers focused on activities conducted under MTEE Project presented on various international conferences/seminars and published in relevant proceedings	2	20
10.	Polish-English ICBPM web site developed in 1998, providing the information on this institution and its programs	updated quarterly	30

In addition to the above activities, Dr. Szczepan Figiel (Project Director at OUAT/UWM), Miroslaw Kowalewski (PACAMAM/ICBPM Managing Director), and Dr. Stanislaw Pilarski, (EMRIM/EMBPM Program Officer) have made 11 presentations on the MTEEP activities at domestic and foreign meetings, seminars, etc. During the period of the project implementation, local media have published 11 favorable articles describing the Center's activities.

5.6. FACULTY EXCHANGE AND DEVELOPMENT

One of the most important dimensions of the MTEEP implementation at the OUAT/UWM were interactions between OUAT/UWM and UM faculty and the Olsztyn faculty development. This was made possible through adapting a system of joint teaching in all programs delivered under the project at OUAT/UWM, and faculty development internships conducted at the University of Minnesota. In the period 1994-2000, 12 faculty members from the OUAT participated in various workshops and summer sessions at the University of Minnesota in order to enhance their knowledge and teaching skills as well as to develop closer and more effective working relationship with their U.S. counterparts. Apart from this, additional 6 faculty members enhanced their teaching skills through joint preparation and co-teaching of various courses taught in the programs delivered under MTEEP. Currently it has become obvious that these activities have had a very significant spillover effect on teaching at the University, as all faculty who collaborated with the U.S. colleagues use new knowledge, skills, and materials acquired in their day-to-day work with the UWM students. More detailed numbers highlighting the scope of these activities are provided in Tables 10 and 11.

Table 10. The UM faculty visits and number of the jointly taught courses, seminars and workshops by the project components

Unit at the UM	Number of the visiting faculty	Number of courses and seminars taught			Number of workshops delivered
		PDS	EMRIM	EMBPM	
Department of Applied Economics	19	4	48	1	1
Carlson School of Management	2	-	2	2	1
Hubert Humphrey Institute for Public Affairs	14	-	2	19	1
Total	35	4	52	22	3

Note: Most of the UM faculty has taught their courses more than once.

Table 11. OUAT/UWM faculty internships at the UM

Placement at the UM	Number of internships and the OUAT/UWM faculty involved	
	6-month fellowship	2-5 week internships
Department of Applied Economics and Summer Sessions at the Carlson School of Management	1 (1)	15 (9)
Hubert Humphrey Institute for Public Affairs	-	3 (3)
Total	1 (1)	18 (12)

Note: Figures in brackets are numbers of faculty involved since some of them participated in more than one internship organized at the UM.

It should also be mentioned that in 1998, in a special effort to help 6 OUAT faculty improve their English language skills, a two-week summer school of English was organized nearby Olsztyn. The training was conducted by an U.S. native language teacher.

6. IMPACTS

The impacts of the project activities can be identified at the four following levels:

- a) professional career benefits gained by the students who graduated from the programs;
- b) advantages, which occurred in the companies, organizations and institutions where the students are placed;
- c) enhancement of some of the OUAT/UWM faculty managerial and economic knowledge and teaching skills;
- d) institutional and institution-related changes observed at the OUAT/UWM level.

6.1. IMPACTS ON PROFESSIONAL CAREERS OF THE GRADUATES AND THEIR WORKPLACES

In order to assess the benefits of the managerial education provided by the project (the first two categories – a&b) in April, 2000, a special, anonymous survey among the PDS and EMRIM Programs' graduates was carried out. EMBPM students were not included in the survey since at the time when it was performed the first cohort had still several months to complete this program.

The main objectives of the survey were as follows:

- a) to highlight main motivations, which inclined the students to participate in the particular programs;
- b) to compare their professional status prior and after completion of the programs;
- c) to better assess their personal, professional benefits as well as advantages gained by their companies (employers) achieved through the participation in the programs;
- d) to provide an insight into their ex post evaluation of the programs and further educational needs.

The questionnaire, which included 25 questions (see the appendix), was sent to 325 PDS and 73 EMRIM graduates. The return rate was 31% (101 persons) and 41% (30 persons), respectively. Most of the graduates came from the northeast part of Poland due

to proximity to the UWM. However, the programs also attracted some students from more remote areas and locations such as Elblag, Torun, Gdansk, and even Warsaw. The survey provided a lot of valuable information from which only the most relevant, summarized findings are presented in this report.

The main reasons for participating in the educational programs, as pointed out by the respondents, were as follows:

- a) a need for retraining and changing professional qualifications;
- b) a need for enhancing the already possessed professional qualifications;
- c) interest in learning a new knowledge and skills.

The other reasons, although considered less important, were: building personal prestige, securing a job, and employers' pressure to improve qualifications.

The aggregated measures of the respondents' professional career development achieved after their graduation are presented in Table 12.

Table 12. Professional career development of the PDS and EMRIM graduates

Type of development	PDS (% of respondents)	EMRIM (% of respondents)
Promotion to a higher company position	25.8	26.7
Getting more attractive job	22.8	26.6
Starting own business	8.0	6.6

As can be seen in Table 12 for both PDS and EMRIM more than half of the respondents improved their professional status.

The following areas of knowledge and skills learned in the programs were pointed out as those, which have the most practical use in the respondents' everyday work:

- a) Business communication and negotiations - 56.0% (PDS), and 66.7% (EMRIM);
- b) Marketing management - 41% (PDS), and 56.6% (EMRIM);
- c) Market research and analysis - 30% (both PDS and EMRIM).

The respondents indicated that the new knowledge and managerial skills they learned are highly valued by the various parties in their professional environment, namely:

- a) current employers and superiors - 56.4% (PDS), and 70% (EMRIM);
- b) co-workers at the company - 72.3% (PDS), and 86.6% (EMRIM);
- c) competing companies representatives - 34.7% (PDS), and 60% (EMRIM);
- d) job market participants - 39.6% (PDS), and 63.30% (EMRIM);

The above is clearly reflected by a considerable increase in salaries and incomes of most of the respondents after the graduation. In case of the PDS, 76.3% of the respondents reported a double increase. The percentage of the EMRIM respondents (63.4%) who indicated the same, a double raise in their incomes or salaries, was not much lower.

In addition, it should be mentioned that 68.3% of the PDS and 73.3% of the EMRIM respondents, emphasized that the expectations of the employers regarding improvement of their skills after completing the programs were met to a great extent. Over 80% of both the PDS and EMRIM respondents agreed that they would highly recommend the program to the others.

Based on the survey results, it can be concluded that not only the respondents themselves but also the companies, organizations and institutions where they are employed benefited from their improved managerial performance, specifically from such skills as:

- a) creativity and ability to solve problems;
- b) analytical skills based on the use of the computer technology;
- c) effective decision making;
- d) communication, interaction, and group work.

A deeper insight into the impacts of the project activities on the graduates and their companies is provided in the analysis of individual cases. Some of the graduates were asked on a voluntary basis to briefly describe their personal success stories with main focus on the benefits they gained through the education at the Center. The same request was made in June to the first cohort of the EMBPM students who were approaching the graduation. This effort resulted in receiving the following numbers of brief success story descriptions: PDS - 4, EMRIM - 3, EMBPM - 3.

The original and authorized descriptions (in Polish) are available at the Center. In this report only the abbreviated English versions of these success stories are presented below.

I. The PDS Program Graduates:

Case #1

A 41 years old former graduate from the College of Agriculture of the OUAT. Before participation in the PDS program she worked in the Local Community Office in Lukta in the Olsztyn District where she held a position of the office manager. She completed the PDS in 1998. In January 1999 she changed the job and moved to the personnel department at one of the companies of the “Gerda” holding. Currently she is the Deputy Director of one of the plants of this holding. In addition she works as an instructor delivering courses and training activities for unemployed persons.

The managerial education enabled changes in her professional life, which had a very positive influence on her personal income - namely, her incomes doubled. Among the most important benefits from participation in the PDS she listed such new skills she has learned as problem solving, negotiation and communication, and general management. As her biggest accomplishment she considers the recognition from her new employer and a high salary she is able to earn.

Case #2

She is 32 years old with a degree from the water protection major from the OUAT. Before joining the PDS program she was a clerk in Olsztyn branch of the Polish Internal Revenue Service. Currently she works in Municipal Office in Olsztyn in the Department of Taxes and Finance. Her biggest benefits from the participation in PDS were related to acquiring new knowledge in the area of economics and financial management as well as skills in application of computers in management.

As her biggest success she considers the change of the job and acquiring high quality modern managerial knowledge that can help her in a further professional career advancement.

Case #3

He is 47 years old and holds M.A. degree in Polish language earned from Teachers Training College in Olsztyn. Before joining the PDS Program he worked in the Agency for Promotion and Design “Lux-Projekt” (till December 1997) and later on in a company “Supon”, trading and servicing the fire-protection equipment and clothes. Now he is the director of this firm. He completed the PDS in 1999. His employers have rewarded his effort to acquire new qualifications and upgrading his managerial skills by increasing in his salary. He was also appointed a member of the board of directors in another company.

He indicated a very significant increase in his income. He considers as the main benefits from participation in the PDS program such elements as further personal development, gaining new skills in negotiations and communication, and in market analysis and marketing. The main dimension of his success is maintaining a very good job and recognition from his workers and employer.

Case #4

A 32 years old and is an engineer of civil construction who graduated from the OUAT. Before joining the PDS program he worked in a family firm (tire service) “Walesiak”. At the beginning he was a simple worker, and after some time he was promoted to the position of the co-owner. He completed the PDS in 1999. Now he holds the position of the sales department manager. This position guarantees him a high level of salary.

Among the main benefits gained from the completion of the PDS program he pointed out learning new skills in marketing and customer service, general company management, and communication and negotiations. According to him, the main dimension of his success is contribution to the development of the family business based on gaining new customer markets outside of Olsztyn, through a considerable increase of his participation in the management and decision making process.

II. The EMRIM Program Graduates:

Case #1

She was enrolled in the EMRIM program in 1997, at the age of 35 after completion of the undergraduate degree program in the food science major at the OUAT. At that time she was working in the Dairy Cooperative in Stargard Szczecinski as the marketing specialist. She felt well prepared for this job from the technology standpoint, but she was missing the managerial and marketing skills. This was her strongest incentive to participate in the EMRIM program. During the studies she gained the very necessary and valuable skills in the areas of food marketing, market analysis, problem solving, and business communication.

Soon after the completion of the EMRIM this new knowledge enabled her to advance to the position of the Marketing Director in the company, which she considers as her biggest professional success.

Case #2

She was 40 years old when, in 1995, she decided to enroll in the first edition of the EMRIM. She received M.Sc. degree from the agriculture major at the OUAT. She had a relatively long (16 years) professional experience in banking sector. At that time she was a supervisor of the deposit department in the Olsztyn branch of Bank Gdanski. However, she was not satisfied with her managerial skills necessary for this position and, therefore, she didn't hesitate to begin her education in the program.

As the most valuable benefits from participation in the program she considers the increase of her skills in the following areas: strategic management, human resource management, management of change, and market analysis. After graduating from the EMRIM she, as well as her team, changed the style of work. This inspired the other units in the bank to implement similar changes. Her supervisors recognized her enhanced qualifications and knowledge and, in 1998, she was offered the position of the main accountant of the branch, which she holds till now. She is convinced that all these

professional successes would not have been possible had she not participated in the EMRIM Program.

Case #3

He was 29 years old when he enrolled in the EMRIM program, in 1996. Two years before he graduated as the food science major from the OUAT. At that time he also had 2-year professional experience as the sales representative in the company Alima-Gerber, a major producer of food for children and diet food and beverages. His decision to join the EMRIM was determined by the lack of managerial skills, interest in learning the food market analysis, and strong motivation for personal development and upgrading the professional position in the company. By participating in EMRIM he gained a range of managerial skills and knowledge, particularly in such areas as managerial economics, human resource management, market and price analysis, food marketing.

Half a year after the graduation from the EMRIM he was promoted in the company to the position of a director of the regional branch for the northeast Poland. He is now responsible for development of the company market and is in charge of the team of 10 sales representatives. He was also very satisfied that the recommendations he presented in his M.Sc. thesis, prepared for the EMRIM degree, have been successfully implemented in the company.

III. The EMBPM Program Students:

Case #1

He was 48 years old when he became a student of the EMBPM Program in 1998. He graduated from the Lodz University of Technology in 1973. Since then he has worked for 16 years in various companies in the textile industry. In 1990 he was appointed for the position of the mayor of Bartoszyce, a town in the Olsztyn district. He has served as a mayor for 8 years. During this period he experienced numerous difficult moments, mainly due to the specific characteristics of the public sector management. This strongly

motivated him to seek the opportunities to broaden his skills as a manager in public sector and to join the EMBPM program.

The studies helped him to better understand the most significant issues in the following areas: planning of the local development, public finance management, strategies for the sustainable local development. He especially values the acquired knowledge in the area of leadership, which he is convinced, has taught him how to built coalitions around the problems. Now he holds the position of the Mayor of the Bartoszyce County.

Case #2

He enrolled in the EMBPM program when he was 44. He graduated from the Institute of International Relations in Moscow. Afterwards he has worked for 13 years in diplomacy. Since 1994 he has been working in various managerial positions in the business sector. At the beginning of 1998 he became the president of a company with 400 employees producing light electric vehicles. The situation in the company's market was getting more and more difficult. As he said, he had to make crucial decisions on the basis of his experience, intuition, and recommendations made by consulting firms. He felt a dramatic lack of professional managerial skills, especially in the context of o fierce competition in the market. This was the main reason for him to join the EMBPM program.

He pointed out the following main benefits gained from the participation in the program: acquisition of skills in the leadership useful for running an organization in turbulent times, evaluation of market situation, personnel behavior, conflict resolution, management of change. Thanks to the acquired knowledge and skills his self-confidence in decision making increased a lot.

The Board of Directors of Melex Company recognized his enhanced managerial skills and ability to present rational arguments for changes in the organization, and in July 2000, he became also the main coordinator of the company restructuring process.

Case #3

She joined the EMBPM program at the age of 42. She graduated as the pedagogy major from the Adam Mickiewicz University in Poznan in 1987. Her first job was working as a nurse in the Municipal Health Center in Bartoszyce. In 1992 she became the Director of the Municipal Center for Social Assistance in Gorowo Ilaweckie in the Olsztyn district. In years 1993-1994 she participated in several short-term foreign internships, which helped her realize how big is the difference between her professional skills and qualifications and those represented by the workers of similar institutions in the U.S. the and Great Britain. Thus, she decided to take the opportunity and join a newly established EMBPM program, which was offering a chance to gain the managerial skills in a public sector that she needed.

Among the main benefits gained from the participation in the program she pointed out the following: change of her style of work “from performing to managing”, delegation of the competencies to, the employees, ability to organize the employee groups to solve difficult social problems. She also started to organize and conduct workshops on local development strategy. The acquired knowledge and skills helped her to win, in June 2000, a competition for the position of the Director of the Labor Office of the Bartoszyce County.

6.2. IMPACTS ON THE OUAT/UWM FACULTY AND THE INSTITUTIONAL DEVELOPMENTS

Another category of impacts is related to the faculty development described in part 5.6 of the report. As it was already mentioned, those activities had considerable spillover effect on the University environment through dissemination of the new teaching standards and practices by the OUAT/UWM faculty involved directly and indirectly in the implementation of the project.

Altogether, 18 faculty members participated in joint preparation of teaching materials and delivering classes with the UM faculty counterparts. The co-teaching

approach was the key to the effective transfer of the educational know-how from the UM to the OUAT/UWM. This collaboration resulted in preparation of 30 sets of teaching materials for courses, which, for most the part, had never before been taught at the OUAT/UWM. Preparation of teaching materials for the MTEEP also led to revision of the curricula and the contents of the majority of economics and management courses previously taught at OUAT/UWM.

The courses introduced through the project became the new quality benchmarks for all courses in the area of economics and management education at the OUAT/UWM. They represented the new standards such as:

- a) preparation of course syllabus;
- b) providing students with course outline and relevant materials before the classes;
- c) use of new interactive teaching methods;
- d) use of new techniques to present course contents (e.g. well prepared transparencies or use of the Power Point software);
- e) course evaluation by the students.

These above practices were followed not only among the faculty connected to the project implementation but also, step by step, more broadly by the others at the OUAT/UWM. Therefore, in effect, regular OUAT students benefited from the practices introduced by MTEEP. Also, the Center makes its facilities, especially the computer lab, available to the regular students of the College of Management in time when the former are not used for the program activities.

Finally, as it was mentioned at the beginning of this chapter, the impacts of the project can be noticed at the institutional level within the OUAT/UWM. First of all, it has to be mentioned that prior to the project implementation, the OUAT, as an university of agriculture and technology serving mostly the technological needs of agricultural and food sectors in the region, had neither the tradition nor the capacity to offer modern, high quality economic or management education. Therefore, the project activities provided the necessary means to developing such educational capacity.

The Polish American Center for Agricultural Marketing and Management established in order to serve the project activities was an extremely important catalytic

factor in the University restructuring process, which in 1995 led to the foundation of the College Management at the OUAT. All of the faculty members involved in the MTEEP activities became faculty members of this newly established College bringing in the expertise and skills acquired through participation in the project activities. In fact, the PACAMAM became formally one of the organizational units of the College of Management and served as a platform for developing and introducing new educational standards.

The Center, as the place for collaboration with a highly recognized foreign partner (UM) provided more international exposure for the whole institution (OUAT) and contributed to building the OUAT academic prestige both in Poland and abroad. For example, the OUAT became a partner in the Consortium for Enhancement of Ukrainian Management Education led by the UM (USAID funded project implemented in Ukraine).

In general, both the project and other activities held at the Center contributed to a better recognition of the entire University by the local business community as well as local governments. The implementation of the project was also a significant factor, which definitely helped the OUAT to elevate, in 1999, its institutional position to a full fledge University, renamed the University of Warmia and Mazury in Olsztyn.

7. FINANCIAL AND MATERIAL RESOURCES

This chapter of the report presents the amount and allocation of the project's financial resources at the OUAT/UWM as well as a brief review of the material resources connected to the project implementation. Tables 13, 14&15 include expenses by categories in dollar terms, allocation by functional areas, and by project components, respectively.

Table 13. Allocation of the project financial resources at the OUAT/UWM by category of expenses (\$)

Category	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	Total for 1994/95-99/00	
							USAID	Matching
Salaries & Fringe	5,749	32,032	59,759	36,622	12,257	9,193	155,612	91,221
Supplies and Equipment	16,207	17,757	17,584	7,583	5,571	4,179	68,881	162,985
Travel & Per Diem	9,161	22,691	5,726	3,698	4,457	3,343	49,076	7,954
Program Expenses	14,594	31,609	21,626	59,185	14,857	11,143	153,013	216,590
Total	45,711	104,089	104,695	107,087	37,143	27,857	426,582	478,749

Table 14. Allocation of the project financial resources at the OUAT/UWM by functional areas of the project (% breakdown)

Functional area	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	1994/95-99/00
Faculty Development & Retention	29.9	38.0	43.0	29.5	34.0	34.0	35.6
Teaching Materials & Publications	29.8	23.8	26.0	27.0	26.1	26.1	26.1
Communication & Networking	19.2	19.6	13.7	16.6	17.6	17.6	17.0
Organizational Capacity & Administration	21.1	18.6	17.3	26.9	22.3	22.3	21.2

Table 15. Allocation of the project financial resources at the OUAT/UWM by the project components (% breakdown)

Project components	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	1994/95-99/00
PDS	50	30	25	15	-	-	22.6
EMRIM	45	67	70	75	-	-	57.2
EMBPM	-	-	-	-	98	100	15.2
Other activities	5	3	5	10	2	-	5.0

For the purposes of the project implementation the OUAT/UWM made available a whole separate floor in one of its buildings. This space has been occupied by the PACAMAM/ICBPM. The Center facilities consist of:

- a) two lecture rooms (altogether for 100 students);
- b) well equipped computer lab (two server computers and 12 PC machines connected in a local network with access to the Internet);
- c) conference room;
- d) three office rooms (each with a computer connected to the Center network and the Internet), and high performance photocopy machine.

The Center also has created its own small library and archive of teaching materials (textbooks, class books, lecture notes, case studies etc.)

It should be emphasized that the primary sources of funding the material basis of the Center were the OUAT matching contribution and revenues generated by the project's educational activities.

8. SUSTAINABILITY

Sustainability of the MTEEP activities has been a major concern of the project team at the OUAT/UWM. Long before the project close out, relevant actions, supported strongly by the UM partners, were undertaken to secure the sustainability in the following areas:

- a) programmatic
- b) institutional
- c) financial

8.1. PROGRAMMATIC SUSTAINABILITY

The programmatic sustainability refers especially to the curricula and staff development and retention. The PDS curriculum has been fully adopted by the Center and the program now constitutes a part of the post diploma studies educational offer of the UWM delivered by the faculty of the College of Management collaborating with Center. The team at the Center assumes also full responsibility for the program promotion, recruitment and curriculum modification.

The EMRIM curriculum was also adopted, however in this case the process was more complex and led to the development of a new degree called Executive Master in Agribusiness Management (EMAM).

The EMRIM program, first offered in 1995, presented a significant departure from the traditional OUAT curricula oriented toward the agricultural sector to the curricula including some elements of environmental, local and regional development policy issues. The EMRIM curriculum was shifting the emphasis from sectoral and analytical approach to managerial and cross-sectoral one.

It has to be realized that the program was developed and first offered before the College of Management was established. Therefore, formally as an OUAT degree it was granted by three Colleges: College of Agriculture, College of Animal Science, and College of Food Science. Unfortunately, due to the legal constraints in the Polish educational law, admission to the program was limited only to those who had their first degrees compatible with the majors offered by the above mentioned Colleges. Since

EMRIM was an executive managerial program, abolishing rigid traditional OUAT requirements for admission became a crucial factor for the future successful marketing of the program.

In the course of time it has become clear that with establishment and successful development of the College of Management, the logical step to assure the institutional sustainability of the EMRIM program was to transfer it to the College. Numerous discussions among the faculty showed that with the acquisition of the program the admissions formula should become more open so that more people from the business sector could apply regardless of what kind of prior degree she or he had earned.

The process of transferring the EMRIM program to the College of Management was completed in 1998. In the meantime, based on the EMRIM experience, some modifications and adjustments to the curriculum were introduced as well as the degree name was altered to Executive Master in Agribusiness Management.

The mission of the EMAM program is to provide a professional master education and to produce a high quality cadre of managers with contemporary knowledge and skills applicable especially, but not exclusively, to agribusiness sectors. The EMAM curriculum constitutes a comprehensive coverage of topics from the area of management and marketing. It combines management theory and modern business practices in the advanced economies as well as key business and economic issues typical for economies in transition (Table 16).

Table 16. Curriculum of the Executive Master in Agribusiness Management Program

COURSE	CONTACT HOURS
<i>SEMESTER I</i>	
1. Micro and Macroeconomics	30
2. Sociology of an Organization	10
3. Computer Application in Business	20
4. Organizational and Management Methods	20
5. Consumer Economics	20
6. Business Communication	10
7. Production Management	10
8. Managerial Accounting	20
9. English Language	25
Subtotal:	165

<i>SEMESTER II</i>	
1. Managerial Economics	20
2. Quantitative Methods in Business (I)	20
3. Price and Market Analysis	20
4. Business Law	10
5. Law in Food Sector	10
6. Strategic Management	20
7. Food Marketing Management	20
8. Master Thesis Seminar	20
9. English Language	25
Subtotal:	165
<i>SEMESTER III</i>	
1. Operations Management	20
2. Quantitative Methods in Business (II)	20
3. Human Resource Management	20
4. Financial Management	20
5. Banking	10
6. Administration and Local Government	10
7. Master Thesis Seminar	20
8. Business English	25
Subtotal:	145
<i>SEMESTER IV</i>	
1. Marketing Institutions, Regulation and Policy	20
2. International Policy and Trade	20
3. Community and Regional Development Policy	20
4. Environmental and Natural Resource Economics	20
5. Concentration	20
6. Master Thesis Seminar	25
7. Business English	25
Subtotal:	145
TOTAL	620

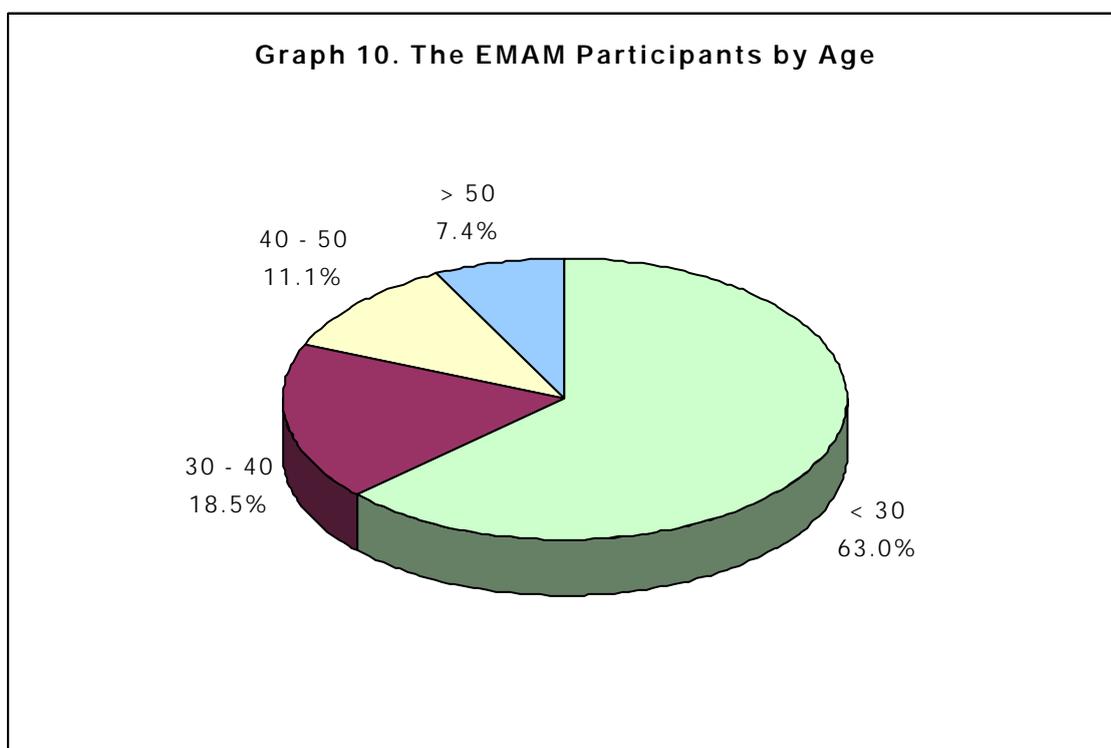
Most of the EMAM courses are adaptations of the courses taught at the Department of Applied Economics (UM). Teaching is conducted primarily in the form of interactive classes. Specific concentrations and master thesis seminars are meant to deepen and broaden the contents of the core courses.

Practically speaking, now all of the courses can be taught by the UWM faculty. However, because the degree is certified by the Department of Applied Economics, according to the agreement between the Department and the College of Management, the UM faculty members teach at least two selected courses in each program edition. This arrangement assures the continuation of linkages with the place where the EMAM conceptually originated. This also helps with the process of updating the courses and maintaining their high quality standards.

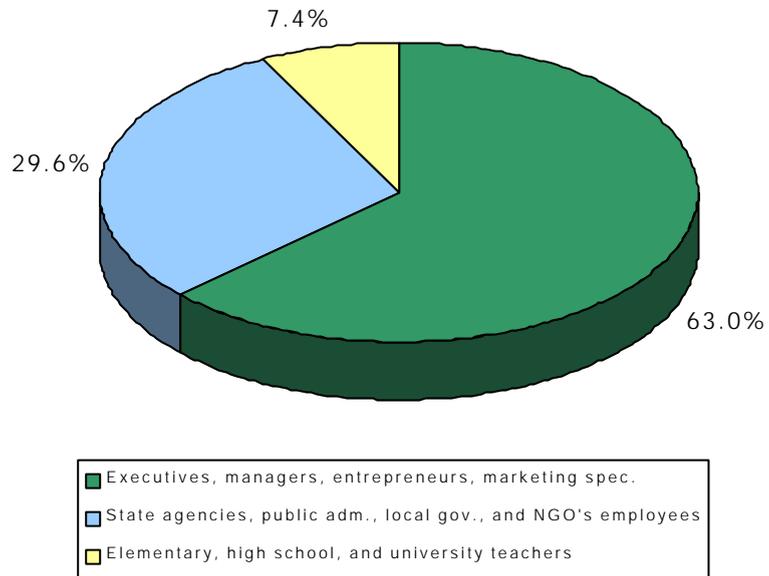
The first group of the EMAM students was recruited in 1999. Basic demographic information about the students is included in Table 17 and shown in graphs 10, 11&12.

Table 17. Participants of the Executive Master in Agribusiness Management

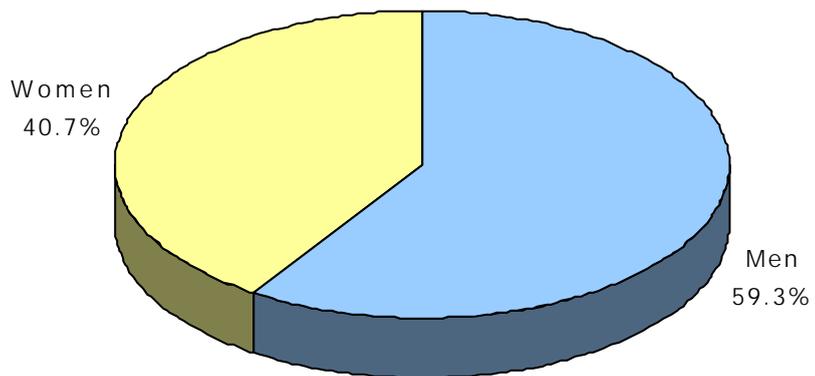
Items	Academic year 1999/2001
Total number of participants	27
Participants by age	%
< 30	63.0
30 - 40	18.5
40 - 50	11.1
> 50	7.4
Participants by professional background	
Executives, managers, entrepreneurs, marketing specialists	63.0
State agencies, public administration, local government, and NGO's employees	29.6
Elementary, high school, and university teachers	7.4
Participants by gender	
Men	59.3
Women	40.7



Graph 11. The EMAM Participants by Professional Background



Graph 12. The EMAM Participants by Gender



The curriculum of the EMBPM dual degree program from the very beginning was prepared in a close cooperation with the College of Management. The UWM faculty is fully responsible for delivering all the courses required to earn the UWM degree – executive master in business and public management. Also, some of the credit courses required for the UM degree – master of public affairs are taught by the UWM faculty. In fact, two of the UWM faculty members became adjunct faculty of the Humphrey Institute (UM).

However, since the EMBPM program was recently introduced, a considerable effort is still needed in order to build the required teaching capacity on the UWM side, so that the sustainability of the program could be guaranteed when the involvement of the UM faculty in the program ceases. At the moment the core of the UWM well-trained faculty, involved directly in delivering the EMBPM program, includes 7 persons. This number should be at least doubled in near future to fully secure sustainability of the program.

8.2. INSTITUTIONAL SUSTAINABILITY

The framework adopted at the UWM for building the institutional sustainability of the MTEEP activities has been based on establishment and development of the PACAMAM. The Center functioned as an OUAT unit directly reporting to the OUAT Rector. In 1995, the Center was included in the structure of the newly established College of Management as an important component, actively contributing to the early stage of the College development.

In May 1998, the OUAT Senate, following recommendations from the MTEE project leaders, upgraded the PACAMAM status. Also, the name of the Center was changed to the International Center for Business and Public Management to better reflect the current and future scope of its activities, especially in the context of Poland's accession to the European Union. The mission of the Center was redefined and formulated as follows: "to serve as the University platform for development and

implementation of modern management education, research and advisory activities relevant to both business and public sector through working contacts and cooperation with the top national and international academic institutions”.

In order to enable the effective fulfillment of its new mission, the Center became a unit independent from the College of Management Faculty Council. This way the OUAT leaders increased the significance of the role of the Center in the ongoing reform process at the University. Since then the Center has been operating under the direct supervision of the OUAT/UWM Rector and the Scientific Council of the Center appointed by him. The Council has an advisory role but also acts as the Center’s Board of Directors.

The members of the Council are the most prominent faculty of the UWM, UM and WSE. In addition, some well-recognized representatives of the international academic community have also been appointed. The current, alphabetical list of the professors who serve as members in the Council includes the following names: Zbigniew Bochniarz (UM), John E. Brandl (UM), Vernon R. Eidman (UM), John A. Fossum (UM), Masahiko Gemma (Waseda University, Japan), Andrzej Herman (WSE), Henryk Lelusz (UWM), Eugeniusz Niedzielski (UWM), Edward G. Schuh (UM), Tadeusz Stachowski (UWM), Aleksander Sulejewicz (WSE), Harald von Witzke (Humboldt University in Berlin).

The Center itself is a collection of faculty members, employed by the College of Management, who are interested and dedicated to international contacts and development. Two of them act as director and managing office director responsible for the overall work of the Center. Currently other five members of the College faculty work with the Center on a regular basis, with responsibilities for the educational programs organized and delivered by the Center. Another eight are only occasionally involved in the Center activities. The Center employs two full time persons as administrative staff.

8.3. FINANCIAL SUSTAINABILITY

The financial sustainability of the educational programs developed under the MTEEP depends on the ability of these programs to generate sufficient revenues. In

accordance with the market demand, all the programs were fully commercialized and the tuition was gradually increased to achieve financial self-sufficiency as soon as possible. Table 18 includes the information on the current tuition levels and their increases in the period of the project duration.

Table 18. Development of tuition levels for the MTEEP programs offered at the PACAMAM/ICBPM

Program	Academic years							
	1993/94	1994/95	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01
PDS	\$330	\$510	\$580	\$580	\$720	\$720	\$810	\$810
EMRIM/EMAM ^A			\$1,000	\$1,000	\$1,150		\$2,700 ^B	\$2,700
EMBPM ^A						\$3,850	\$4,200	\$5,500

^A – tuition for the whole two year period

^B – transformation of EMRIM into EMAM

In 1998, the PDS was the first program to become fully viable. It is recognized on the Olsztyn region educational market as a top quality program. The demand for the program has steadily increased and seems to remain strong at least in near future.

The transformation of the EMRIM program into EMAM program was based on the assumption that it would be offered as fully self-financing from the tuition base. The program enjoys an increasing interest among the candidates, an indication of a good prospect for its continuation. This year a new group of 30 participants was recruited.

Compared to the PDS and EMAM programs, the EMBPM program, as the newest and the most expensive educational offering, can not be yet considered as sustainable. A major obstacle to achieving sustainability is development of sufficient demand for managerial education in the Polish public sector. At the moment, the demand appears to be not strong enough to guarantee adequate enrolment to this program, which is relatively costly from the point of view of the public sector representatives. Fortunately, the program attracts some clientele from the business sector; therefore, recruitment at a break-even point should be still possible.

All three executive programs (PDS, EMAM, and EMBPM) offered now at the ICBPM operate on the basis of separate program budgets. The budgets are based on the assumption that the main source of revenue is tuition, which should be high enough not only to cover all costs related to delivering the programs, but also provide some income necessary for program development and promotion.

To strengthen its recruitment base, the Center also actively seeks financial support from relevant organizations such as private companies, local governments, foundations, and NGO's, that are willing to provide scholarships or stipends to the students.

It should be mentioned that apart from offering the educational programs inherited from the MTEEP the Center earns some revenues from other activities such as customized short-term business training or organizing English language Cambridge Examinations in collaboration with the British Council. These additional sources of income also contribute to the sustainability of the Center.

9. CONCLUSIONS

The implementation of the MTEEP activities at the OUAT/UWM led to a successful development and implementation of such educational programs as:

- a) a one year, non degree Post Diploma Studies in Marketing and Management;
- b) a two year, Executive Master in Rural Industries Management and its successor Executive Master in Agribusiness Management;
- c) a two year, dual degree Executive Master in Business and Public Management.

In the period of the project implementation 407 persons graduated from the PDS program and 73 received the EMRIM degrees. Another 17 persons are scheduled to graduate by the end of this academic year (1999/00) from the EMBPM dual degree program and receive master degrees from both UWM and UM. The group of 19 and 27 persons completed the first year of study in the EMBPM and EMAM programs respectively.

In general, the impacts of the MTEE project are profound and have various dimensions even if they are not always easy to measure. Clear indications of the impacts are the very positive changes, induced at least partly by the MTEEP activities, which can be observed in the following areas:

- a) the developments of professional careers of the graduates;
- b) benefits gained by their companies, organizations and institutions due to improved managerial capacities;
- c) considerable enhancement of some of the OUAT/UWM faculty managerial and economic knowledge and teaching skills, and finally;
- d) contributing to the institutional reforms performed at the OUAT/UWM level such as establishment of the College of Management.

The PDS and EMAM programs can be considered as fully sustainable and have good marketing prospects. The EMBPM, which is to be delivered jointly with the

Humphrey Institute for Public Affairs, has a good chance to become sustainable if the efforts to attract sufficient number of students are successful.

The accomplishments of the MTEE Project at the OAUT/UWM described in the report have been possible due to the combination of several critical factors. Among them the following should be especially pointed out:

- a) investment in development of ambitious OUAT/UWM faculty members who were willing and dedicated to introduce necessary changes;
- b) joint teaching conducted by the OUAT/UWM and UM faculty, which led to accelerated progress in the UWM faculty teaching capacities;
- c) an early commercialization of the developed educational programs, which was undertaken to secure their sustainability;
- d) excellent leadership and extremely cooperative attitudes on both the OUAT/UWM and UM sides of the partnership as well as extensive support of the top university authorities in meeting all the challenges related to the project implementation.

Appendix 1. Questionnaire Form for the PDS Program Graduates
(the questionnaire form used for the EMRIM Program graduates was practically identical)

1. What did induce your decision to enroll on the PDS Program?

(please indicate 3 factors, which influenced your decision to the highest degree and rank them according to their importance)

<input type="checkbox"/>	difficulties with finding a job	<input type="checkbox"/>	deterioration of the company situation
<input type="checkbox"/>	threat of losing a job	<input type="checkbox"/>	need to reach a success
<input type="checkbox"/>	need to change professional skills	<input type="checkbox"/>	interest in gaining a new knowledge
<input type="checkbox"/>	need to upgrade professional skills	<input type="checkbox"/>	suggestions from friends and other persons
<input type="checkbox"/>	employer's requirements		
<input type="checkbox"/>	other – what?		

2. To what extent did you acquire the following skills during the participation in the Program?

(mark the relevant grade for each category)

	very high	high	medium	small	none
- problem identification	5	4	3	2	1
- problem solving	5	4	3	2	1
- overcoming development obstacles	5	4	3	2	1
- motivating other persons to act	5	4	3	2	1
- discussing	5	4	3	2	1
- creative thinking	5	4	3	2	1
- decision making	5	4	3	2	1
- cooperation	5	4	3	2	1
- rational acting	5	4	3	2	1
- application of computer	5	4	3	2	1

3. To what extent in your case did the PDS Program contribute to: *(please indicate the relevant grade for each category)*

	very high	high	medium	small	none	N.A.
- getting a job	5	4	3	2	1	0
- changing a job for more attractive one	5	4	3	2	1	0
- starting your own business	5	4	3	2	1	0
- professional promotion	5	4	3	2	1	0
- maintaining the occupied position	5	4	3	2	1	0
- company development	5	4	3	2	1	0
- personal development	5	4	3	2	1	0
- effective solving of the company problems	5	4	3	2	1	0
- better communication with others	5	4	3	2	1	0

9. Do you care about the continuation of work in the current workplace?

yes

Why?

no

Why?

What are your professional plans?

10. Do you see, looking at this Program from the time perspective and your professional experience, any need to modify it?

yes

no

If yes, what topics should be included into the Program curriculum?.....

11. Do you think, looking from the time perspective, that you made the right choice joining the PDS? (please indicate the relevant answer)

definitely yes
[]

rather yes
[]

neither yes nor no
[]

rather no
[]

definitely no
[]

12. Would you recommend this Program to the other persons?

definitely yes
[]

rather yes
[]

neither yes nor no
[]

rather no
[]

definitely no
[]

13. How, in comparison to the other values, would you rank the professional career? (high position in the profession, attractive wages). (If not on the first place, please indicate which of the listed values would precede it, giving them the relevant numbers).

	Rank
friendship	[]
independence	[]
possession	[]
traveling	[]
family	[]
the others' acceptance	[]
broad social contacts	[]
acquisition of knowledge	[]
health	[]
helping those who need help	[]
career	[]

14. Do you think that after completion of the PDS you have achieved a professional success?

yes

no

If yes, please describe it in brief.....

Biographical data

Professional category	before studies in PDS	currently
- entrepreneur	<input type="checkbox"/>	<input type="checkbox"/>
- director/manager	<input type="checkbox"/>	<input type="checkbox"/>
- free profession	<input type="checkbox"/>	<input type="checkbox"/>
- administration employee	<input type="checkbox"/>	<input type="checkbox"/>
- education/health care employee	<input type="checkbox"/>	<input type="checkbox"/>
- military/Police officer	<input type="checkbox"/>	<input type="checkbox"/>
- service/trade employee	<input type="checkbox"/>	<input type="checkbox"/>
- worker/farmer	<input type="checkbox"/>	<input type="checkbox"/>
- pensioner	<input type="checkbox"/>	<input type="checkbox"/>
- unemployed	<input type="checkbox"/>	<input type="checkbox"/>

Location of your current workplace	
- village	<input type="checkbox"/>
- town/city (number of habitants):	
to 20,000	<input type="checkbox"/>
21,000 - 50,000	<input type="checkbox"/>
51,000 - 100,000	<input type="checkbox"/>
>100,000	<input type="checkbox"/>

Sector/Industry where you're working now
.....
.....

Gender	
Female	<input type="checkbox"/>
Male	<input type="checkbox"/>

Average monthly wages (gross)		
before studies		currently
<input type="checkbox"/>	< 500 PLN	<input type="checkbox"/>
<input type="checkbox"/>	501 - 1,000 PLN	<input type="checkbox"/>
<input type="checkbox"/>	1,001 - 2,000 PLN	<input type="checkbox"/>
<input type="checkbox"/>	2,001 - 4,000 PLN	<input type="checkbox"/>
<input type="checkbox"/>	4,001 - 6,000 PLN	<input type="checkbox"/>
<input type="checkbox"/>	> 6,001 PLN	<input type="checkbox"/>