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EDUCATIONAL INSTITUTION MANAGEMENT MODEL IN A MARKET ECONOMY AS ILLUSTRATED BY ODEKA SIMP IN BYDGOSZCZ

Introduction

The contemporary business environment is characterized by dynamic and often turbulent changes, forcing companies to implement new management methods and principles. A key role in this process is played by the concepts of building competitive advantages, which allow companies not only to achieve operational efficiency, but also to create a vision for long-term business development¹. There is no doubt that quality management is a fundamental element of the functioning of enterprises, institutions, and all entities performing educational tasks. According to P. Jedynek, this results, on the one hand, from the constantly growing expectations and needs of recipients of educational services, which are becoming more and more complex, and, on the other hand, from the increasing competition in the dynamic and increasingly demanding environment of the education sector². The development of the industrialized world and the accompanying rapid social changes require, especially in the case of adults, constant adaptation to new realities. Traditional schooling does not provide sufficient preparation for effective functioning in conditions of constant and rapid change. The evolving labor market, the development of modern technologies, the emergence of new professions, and the associated threats – including unemployment – make informal education increasingly important. It takes the form of courses, training sessions and seminars and becomes an essential element of the continuous learning process³.

M. Smolska emphasizes that in today's knowledge-based economy, training plays a significant or even strategic role. She points out that the traditional model of providing training services is evolving. The market, and especially the business sector, expects tailor-made solutions, precisely addressed to the specific operations of a given organization. Therefore,

¹ J. Brzóska, *Model biznesowy - współczesna forma modelu organizacyjnego zarządzania przedsiębiorstwem* [in:] Organizacja i Zarządzanie, Wydawnictwo Politechniki Śląskiej 2009, 2(6), pp. 12-17.

² P. Jedynek, *Podstawy budowy systemu zarządzania jakością w jednostce edukacyjnej* [in:] Wyzwania zarządzania jakością w szkołach wyższych, Wydaw. Uniwersytetu Jagiellońskiego, Kraków 2011, pp. 209-227.

³ W. K. Oleszak, M. W. Oleszak, *Edukacja dorosłych jako siła twórcza kultury bezpiecznej pracy* [w:] Problemy Nauk Stosowanych 2016, Vol. 4, pp. 203-210.

changes in the approach to the organization and implementation of training become inevitable. They transform the philosophy of training companies and set current trends in shaping the educational services market⁴.

The purpose of this study is to analyze and characterize the management model of an educational institution operating in a market economy, using the example of the Personnel Development Center (ODEKA) of the Association of Polish Mechanical Engineers and Technicians (SIMP) in Bydgoszcz. The study aims to demonstrate how selected management elements (i.e., strategy, organizational structure, quality management, relations with the market environment, and educational offerings) are adapted to the realities of a competitive training market. The topic discussed is extremely important because the constant changes taking place in almost all spheres of life force individuals to constantly improve their level of education and systematically develop their competences. These activities are essential to successfully operate in a dynamic, unpredictable reality and to skillfully use the opportunities offered by modern technologies. Human capital is currently considered a key resource, and its quality plays a crucial role in stimulating economic development⁵.

1. Research materials and methods

The study used qualitative and quantitative methods typical of organizational research. The main research method is a case study of the educational institution ODEKA SIMP. A qualitative (in-depth) interview was used to determine how it adapts to the changing market environment, how it shapes its offer, organizational structure, relationships with customers and partners, and how it ensures the quality of the services provided⁶. Interviews were conducted with representatives of the institution (the company's president and development coordinator). The work also included an analysis of documents, promotional materials, data available on the company's website, and publicly available sources (e.g., CEIDG/KRS (Polish Company register data). A review of scientific literature was also conducted, including in the fields of management of educational institutions, quality management, educational economics and market economy, to place the analysis in a theoretical context. Qualitative data obtained during

⁴ M. Smolska, *Trendy rynku usług szkoleniowych w Polsce* [in:] Współczesne problemy ekonomiczne w badaniach młodych naukowców, Zarządzanie organizacją, finanse i inwestycje, E. Gruszewska, A. Matel, E. Kuzionko-Ochrymiuk (ed.), Wyd. Polskie Towarzystwo Ekonomiczne 2018, Vol. 2, pp. 88-101.

⁵ D. Koptiew, B. Puzio-Waławik, *Edukacja dorosłych jako czynnik rozwoju kapitału ludzkiego* [in:] Problems of Economics and Law 2022, Vol. 7, No. 1, pp. 52-65.

⁶ L. Sołoma, *Metody i techniki badań socjologicznych. Wybrane zagadnienia*, Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego, Olsztyn 2002, pp. 7-209.

the interview were subjected to content analysis, which enabled the identification of key thematic categories and the formulation of the most important conclusions. Quantitative information, including the number of courses/trainings offered, was summarized in a tabular form.

2. Research results and discussion

The origins of the ODEKA SIMP Personnel Development Center date back to 1921, and since 1961 the Center has been actively operating in Bydgoszcz, fulfilling its mission of professional development of technical staff (Table 1).

Table 1. History and key events in the development of ODEKA SIMP

Year	Event/Development stage	Description
1921	The beginnings of the Association's activities.	The beginning of professional development activity at SIMP; thousands of course participants; tens of thousands of Association participants;
1961	Establishment of a SIMP branch unit of the SIMP Personnel Development Center (OSKR SIMP).	A branch of SIMP in Bydgoszcz, dedicated to training and awarding professional certifications;
1997	Establishment of the ODEKA Training Center as a franchise entity for granting certifications.	Ability to conduct examinations and grant certifications in the fields of electricity, gas, and heating;
2008	Entry into the Register of Training Institutions (RIS)	The center obtains the status of an official training facility (RIS and school register);
2009	Accreditation by the Education Board	Confirmation of the quality of lifelong education;
2010	TUV certification	The center obtains certification for welding training.;
2017	Move to new headquarters	Modern training facility at 286 Toruńska Street, including a welding shop, maneuvering area, and multimedia rooms;
2018	Welding shop certification	Welding shop certified by the Welding Institute in Gliwice;
2018	IMBiGS approval	Institute of Mechanized Construction and Rock Mining (IMiGS) approves the training facility;
2019	Refrigerant Commission	Establishment of an examination committee by the Office of Technical Inspection (UDT) for refrigeration training;
2020	Registering the ODEKA trademark	The ODEKA name becomes a legally protected trademark;
2021	Renewable Energy Training License	Obtaining authorization to conduct photovoltaic and renewable energy training.

Source: author's research based on [://odeka.pl/o-nas/historia-simp/](http://odeka.pl/o-nas/historia-simp/) (accessed: 27.07.2025).

The Center specializes in providing a wide range of vocational training tailored to the needs of the labor market and the demands of modern industry. The courses offered include training for forklift, aerial work platform, and overhead crane operators, as well as for operators

of excavators, loaders, backhoe loaders, piling rigs, and logging saws. ODEKA also trains those involved in the operation and maintenance of electrical, thermal, and gas equipment, scaffolding installers, air conditioning systems, F-gas systems, and heat pumps. An important part of the offer are courses for welders, spot welders and cutters⁷.

ODEKA SIMP in Bydgoszcz operates as a franchise company of the Association of Polish Mechanical Engineers and Technicians (SIMP). It operates in the form of a civil partnership, which means that it is an organizational unit without legal personality, conducting business based on an agreement concluded in accordance with the provisions of the Civil Code. ODEKA focuses primarily on engineering and technical consulting (Polish Classification of Activities: PKD 71.12.Z), as well as broadly defined vocational education. Its primary activities include other extracurricular activities, not elsewhere classified (PKD 85.59.B), and educational support activities (PKD 85.60.Z). With an extensive range of courses and training, the institution effectively responds to the needs of the labor market, supporting the development of technical and professional competencies.

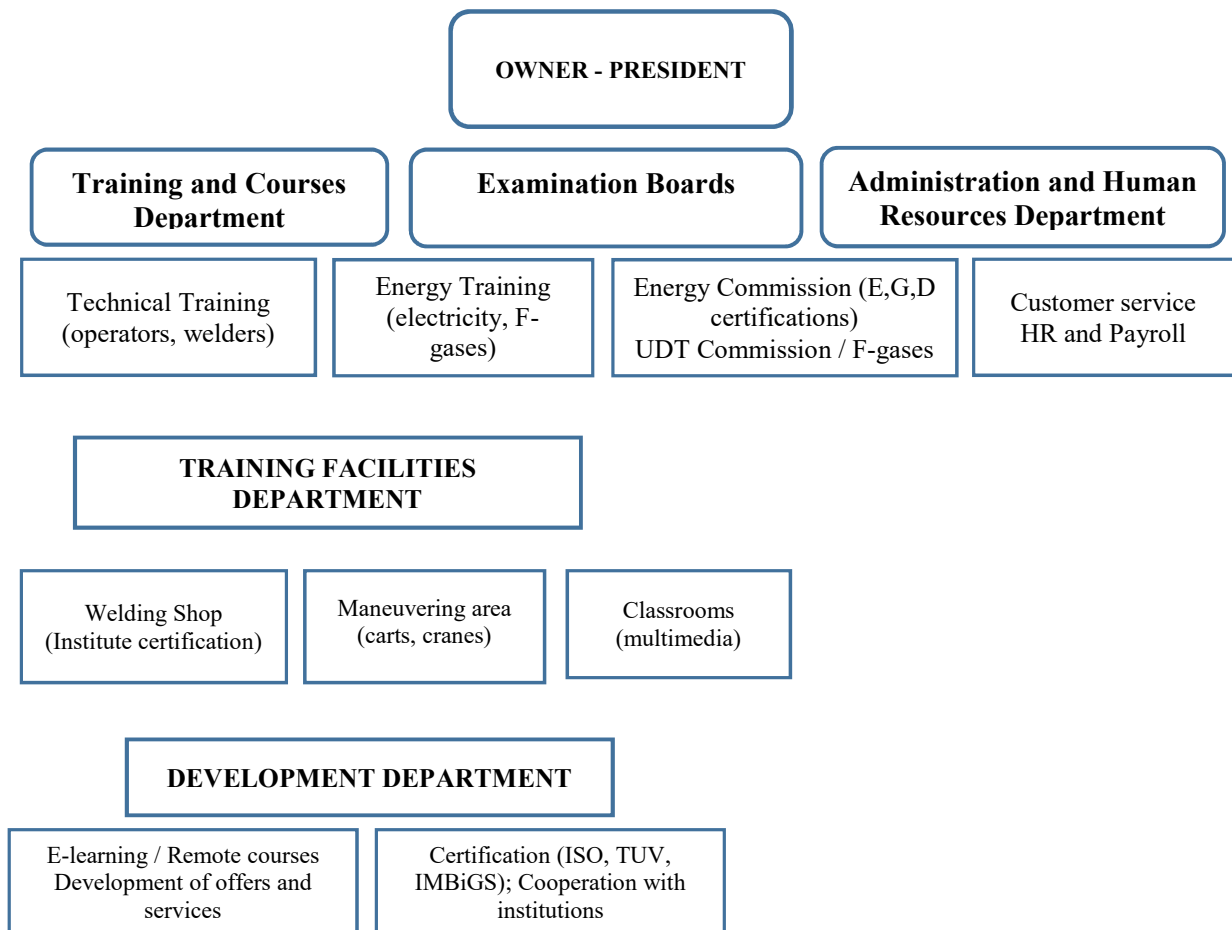
ODEKA is a flexible organization with a single-person management board, headed by the owner-president. Management of the institution relies largely on the owner's personal involvement and expertise, without a formal corporate structure or distributed management. Figure 1 presents the organizational chart of ODEKA SIMP.

The owner (who runs the civil partnership) is responsible for the entire operation, performing management functions and overseeing each department. The company employs over 80 people, including a permanent administrative and organizational staff of 10. The employment structure includes, among others: customer service, HR and payroll, and training facilities departments, as well as a development department, the creation of which was a key step in the company's modernization process. In addition to its full-time employees, ODEKA SIMP also cooperates with a large group of trainers and external specialists, which allows for the flexible adjustment of the offer to the needs of the market. In recent years, significant organizational changes have been introduced, the main goal of which was to diversify the offer and open up to new business segments. The establishment of the development department enabled the intensification of activities in the areas of modern technologies, digitization of services, adaptation to certification requirements (including Online Services Database [BUR], F-gases, power engineering, UDT) and the expansion of the offer for companies and public

⁷ <https://odeka.pl/o-nas/> (accessed: 27.07.2025).

institutions. The Center has an internally developed strategy, the main assumptions of which include: expanding the range of specialized training in technical and industrial sectors, including shortage professions and sectors covered by legal regulations (e.g., renewable energy, HVAC); organizing conferences, trade fairs, and other industry events; intensifying digitalization, including the development of e-learning, hybrid forms of learning, CRM systems, and tools supporting quality management; developing partnerships with universities, companies, and public institutions; flexible response to market changes and ensuring high quality and certification of training.

Figure 1. Organizational structure of ODEKA SIMP - a training unit in a functional-hierarchical model



Source: Author's research.

The strategy is based on market analysis, monitoring technological and legal changes, participant surveys, and the use of available public support programs (BUR, KFS). The effectiveness of current activities is confirmed by the increase in the number of trainees, improved brand recognition, and the establishment of lasting relationships with business

partners. ODEKA SIMP cooperates with, among others: the Bydgoszcz Trade Fair and Exhibition Center (BCTW); the Food School Complex and the Braille School in Bydgoszcz; local employers in the installation, refrigeration, and industrial sectors; and public institutions, including labor offices. This cooperation enables the implementation of joint educational projects, the testing of innovative solutions, and a better adaptation of training offers to market needs. Relationships with business clients are most often long-term in nature, including periodic training, consulting and recruitment support.

As regards innovation, ODEKA SIMP implements training simulators, develops an e-learning platform, and conducts hybrid courses, combining in-person learning with remote learning options.

The quality management system at ODEKA SIMP Bydgoszcz is characterized by a high level of professionalism, comprehensive activities and a strong focus on the needs of trainees and industry standards.

A key pillar of the quality of the educational services offered is a highly qualified staff – 62 lecturers with substantive and pedagogical training, as well as technical qualifications, ensuring not only the reliability of the knowledge provided but also complete safety during practical classes. Since 2005, ODEKA has been conducting examinations for electrical and heating licenses, awarding qualification certificates, as well as SEP (the Polish Association of Electrical Engineers) certificates thanks to the Energy Qualification Commission operating within SIMP. A significant quality distinguishing feature is the PN-EN ISO 9001:2001 quality management system certificate obtained in 2006, which covers not only training, but also conferences, seminars and advisory and consulting activities. Cooperation with renowned institutions such as UDT-CERT, the Łukasiewicz Research Network, TÜV, URE, and the Welding Institute in Gliwice confirms high standards of its services and their compliance with industry requirements. Moreover, ODEKA SIMP declares its commitment to environmentally friendly and ethical practices, as reflected in its officially adopted quality policy. The high standard of training is guaranteed not only by the competence of the teaching staff, but also by modern teaching facilities, which include technical equipment and specialized stations. The center's infrastructure enables classes to be conducted in both theoretical and practical formats, providing participants with direct access to conditions similar to professional realities. The most important teaching resources include: 12 fully equipped welding stations, two modern laboratory devices, two VR/AR simulators supporting the teaching process through immersion in a virtual environment, and a 3,000 m² maneuvering area. This facility is equipped with

forklifts, an overhead crane, mobile platforms, and heavy equipment, allowing for practical training in the operation of machinery and technical equipment. This extensive infrastructure promotes the effectiveness of the teaching process, raising the level of professionalism of the training and increasing its market value. Additionally, each participant is covered by third-party liability and accident insurance, which is a key element in ensuring the comfort and safety of participants. The overall quality management system at ODEKA SIMP is based on a coherent certification structure, transparent organizational procedures, and continuous improvement of staff and technical resources, allowing for effective response to market needs and building long-term customer trust⁸. Table 2 below presents sample courses and certifications that the company offers and effectively promotes.

Table 2. Selected courses and certifications

No.	Course	Scope	Qualifications	Additional information
1.	Electrical courses (SEP)	Operation (E), Supervision (D), Control measurement for voltages up to and above 1kV	Qualification certificate E and D, EU certificate, Authenticity Hologram	SEP exam, 5-year validity, flexible formats (online, on-site), measurement training available (Sonel equipment)
2.	Heat courses	Operation (E), Supervision (D) of thermal equipment (boilers, furnaces, pumps, autoclaves)	Qualification certificate E and D, EU certificate, Authenticity Hologram	One-day course, certificate validity - 5 years, theoretical and practical classes, for boiler stokers, fitters, installers, nurses
3.	Gas courses	Operation (E), Supervision (D) of gas equipment and installations (boilers, tanks, measuring equipment)	Qualification certificate E and D, EU certificate, Authenticity Hologram	A course with practical and laboratory components for fitters, service technicians, and boiler stokers, valid for 5 years.
4.	Photovoltaic courses (RES)	Installation of photovoltaic systems (basic courses, with measurements, refresher)	PV installer internal certificate, possible state certification in accordance with the RES Act of 2015	1-4 day training, experience or technical education required, no criminal record, SEP and work at height qualifications welcome

Source: Author's research based on <https://uprawnienia.com.pl/> (accessed 06.08.2025).

In a market economy, effective promotion and communication with the environment are key elements of an educational institution's management model. The example of ODEKA SIMP in Bydgoszcz shows how important it is to use modern communication channels, including social media, in building relationships with recipients and strengthening market position. The training center actively uses platforms such as Facebook, Instagram, LinkedIn and YouTube,

⁸ <https://odeka.pl/o-nas/> (accessed: 28.07.2025).

which allows it to reach a wide range of stakeholders (both potential course participants and institutional partners). These platforms play a key role in shaping its brand image⁹. Thanks to these channels, the institution can provide up-to-date information about educational offers, new training courses, industry events, as well as share video materials (including recordings of training courses and presentations). Social media also have an interactive function - they enable quick contact with the institution, both through comments and private messages, which significantly shortens the response time and builds a positive image of the institution as accessible and open to the needs of customers. Additionally, through contests and promotions, ODEKA SIMP engages its audience by building an active community around the brand. In the context of the management model, this communication strategy aligns with a modern approach to life-long education – it promotes flexibility, openness, and accessibility, and allows for effective positioning of the institution in the competitive educational services market. According to M. Szczepańczyk, today social media are not only used to promote products and services but are increasingly used as a tool supporting the implementation of internal processes, strengthening relationships with customers and employees, as well as building a network of contacts between specialists in different industries - both inside and outside the structure of the organization¹⁰.

In the management model of an educational institution, particular importance is attached to the concept of a learning organization, i.e., one that focuses on the future, actively shapes it and implements revolutionary changes in the way of thinking, learning and using modern tools of instant communication¹¹. The company under review fits this model perfectly. The in-depth analysis of its management processes, operational strategy, and relationships with its environment suggest that ODEKA SIMP's future prospects will be based on further development of innovative educational methods, intensified collaboration with industry partners, and consistent improvement of staff competencies, enabling it to maintain a highly competitive position both within and outside the organization.

⁹ P. Chodorowska, M. Brańko, E. Tomaszewska, *Real-Time Marketing jako narzędzie budowania wizerunku przedsiębiorstwa w mediach społecznościowych*, Akademia Zarządzania 2024, 8(2), pp. 204-224.

¹⁰ M. Szczepańczyk, *Innowacyjne sposoby wykorzystania mediów społecznościowych w komunikacji wewnętrznej i zewnętrznej organizacji*, Studia Ekonomiczne 2014, (183 part 2), pp. 185-196.

¹¹ D. Skulicz, *Kierowanie i zarządzanie instytucjami edukacyjnymi, czyli jeszcze o profesjonalnych kompetencjach pedagogów* [in:] Paradygmaty akademickiego kształcenia nauczycieli, A. Sajdak, D. Skulicz (red.), Wydawnictwo UJ, Kraków 2010, pp. 205-212.

Conclusions

The analysis leads to the following conclusions:

1. ODEKA SIMP's management model can respond quickly to market changes and adapt its training offerings to current economic needs. The diversification of its courses — from courses in shortage professions to training in highly specialized industries—makes it possible to maintain a competitive advantage and effectively attract new participants.
2. Cooperation with universities, vocational schools, companies, and public institutions is the foundation of the center's development strategy. Such partnerships enable courses to be better tailored to the real needs of employers and increase graduates' employability. As a result, the center serves as a bridge between formal education and the labor market.
3. The implementation of simulators, e-learning platforms, and hybrid learning formats is a response to the growing importance of digitalization in education. This not only increases the accessibility of training but also improves the quality of the teaching process by combining theory with practice in realistic simulation environments.
4. The employment structure, combining permanent administrative staff with a wide range of external trainers, ensures operational flexibility and access to highly qualified teaching staff. The technical and pedagogical competences of trainers are a key asset of the institution, directly impacting the quality of training.
5. ODEKA SIMP implements a clearly defined development strategy based on market analysis, customer needs research and monitoring legal and technological changes. This approach enables scheduled implementation of innovations, optimal use of public support programs (BUR, National Training Fund-KFS), and maintaining high certification standards.
6. Participation in regional initiatives and industry events strengthens the company's position as an active partner in the region's socio-economic development. Relationships with business clients are long-term, which confirms the effectiveness of the adopted management model.

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Abstract

The article presents a management model for an educational institution operating in a market economy, using the SIMP Personnel Development Center in Bydgoszcz (ODEKA SIMP) as an example. The analysis covers the organizational structure, development strategy, and ways to adapt training offerings to dynamic changes in the labor market and technology. The study shows that an effective management model in technical education relies on, among other things, flexibility, rapid response to market needs, high-quality training, and long-term relationships with partners.

Key words

Technical industry, company management, educational institution.