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Annex 5 Course syllabi of all partners



**Course syllabi
of all partners
intercultural leadership in the
digital era (CLIDE)**

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Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Contemporary Management and Digital Business
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18,75 hrs (0,75 ECTS) - participation in exercises - 18,75 hrs (0,75 ECTS) - study visit with a teacher to an enterprise and implementation of a team project 10 h. (0,4 ECTS) - participation in university job fairs or professional session with a professional 8,5 h (0,28 ECTS) - participation in guest lectures 6h (0,24 ETCTS) - conducting the test: 2 hours (0,08 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual and group behaviors in organizations, identifying their impact on management processes in multicultural environments. K_W02</p> <p>W2: The student evaluates the main trends of digital transformation and their impact on organizational structures and business models. K_W05</p>
Learning outcomes – skills	<p>U1: The student designs solutions to organizational problems by innovatively applying digital tools in the process of business transformation. K_U03</p> <p>U2: The student effectively organizes and coordinates the work of a team, including dispersed and multicultural teams, by taking on various roles and being accountable for collective outcomes. K_U05</p> <p>U3: The student develops an individual plan for professional growth in digital and managerial competences, aligned with current trends in management and digital business. K_U06</p>
Learning outcomes - social competences	<p>K1: The student critically confronts theories and practices of contemporary management, selecting and evaluating relevant sources to support organizational leadership in the context of digital transformation. K_K01</p>
Teaching methods	Lecture:

	<p>Conversational lecture, problem-based lecture, flipped classroom, discussions</p> <p>Exercises: Team project, study visit, critical essay, individual portfolio.</p>
Prerequisites	Basics of management
Brief description of the course	The course aims to analyze the main trends of digital transformation and their impact on organizational structures and contemporary business management. Students develop skills to design innovative digital solutions for business transformation and effectively manage dispersed, multicultural teams. The ultimate goal is to foster critical competence necessary for leadership in the digital age.
Complete description of the course	<p>Unit 1. The relevance of digital business in business management</p> <p>Unit 2. Analysis and diagnosis of the digital situation of the company</p> <p>Unit 3. Setting objectives</p> <p>Unit 4. Definition of the digital target</p> <p>Unit 5. Development of digital strategies</p>
Requested/ recommended reading	<p>Aghazadeh, H., & Khoshnevis, M. (2024). Digital Marketing Technologies. Palgrave MacMillan.</p> <p>Callan, G. (2024). Digital Business Strategy. How to Design, Build, and Future-Proof a Business in the Digital Age. De Gruyter.</p> <p>McKinsey & Company – Global Digital Strategy Insights Deloitte – Digital Business</p> <p>World Economic Forum – Future of Jobs Report</p>
Assessment methods and criteria	<p>W1, W2 → exam.</p> <p>U1, US2 → group project (e.g., digital transformation strategy for a selected company).</p> <p>U3 → individual portfolio (competence development plan).</p> <p>K1 → critical essay comparing theories and practices of digital-age management.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p> <p>good plus – 80-89,9%</p> <p>very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Ana Isabel Polo Peña</i>
Course instructors	<i>Francisco Peco Torres, PhD</i> <i>Prof. Ana Isabel Polo Peña</i>
Nature of the course	<i>Obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	Date will be specified later
Number of hours of online classes	Not applicable
Course website	Not applicable
Learning outcomes specified for each type of classes within the course	<p>Lectures: W1, W2</p> <p>Exercises: U1, U2, U3, K1</p>

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>W1, W2 → exam. U1, US2 → group project (e.g., digital transformation strategy for a selected company). U3 → individual portfolio (competence development plan). K1 → critical essay comparing theories and practices of digital-age management.</p> <p>Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%</p>
<p>List of topics</p>	<p>Unit 1. The relevance of digital business in business management Unit 2. Analysis and diagnosis of the digital situation of the company Unit 3. Setting objectives Unit 4. Definition of the digital target Unit 5. Development of digital strategies</p>
<p>Teaching methods</p>	<p>Lecture: Conversational lecture, problem-based lecture, flipped classroom, discussions</p> <p>Exercises: Team project, study visit, critical essay, individual portfolio.</p>
<p>Reference materials</p>	<p>Aghazadeh, H., & Khoshnevis, M. (2024). Digital Marketing Technologies. Palgrave MacMillan. Callan, G. (2024). Digital Business Strategy. How to Design, Build, and Future-Proof a Business in the Digital Age. De Gruyter. McKinsey & Company – Global Digital Strategy Insights Deloitte – Digital Business World Economic Forum – Future of Jobs Report</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Basics of Leadership
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 11 hrs (0,44 ECTS) - participation in excercises - 26,5 hrs (1,06 ECTS) - academic and professional orientation sessions 10h (0,4 ECTS) - professional training session with a guest expert 5h (0,2) - support in education related to scientific activity 7h (0,28 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student critically explains and applies selected concepts, terminology, and main development trends in quality management and leadership in both global and intercultural contexts. → K_W01</p> <p>W2: The student analyzes individual, group, and institutional behaviors in organizations, emphasizing intercultural aspects and their implications for leadership. → K_W02</p> <p>W3: The student evaluates legal, cultural, and financial determinants of running international businesses, particularly within dispersed and intercultural teams. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies theoretical knowledge to independently solve leadership-related problems in multicultural environments and within diverse legal and political systems, demonstrating a critical approach toward different perspectives. → K_U01</p> <p>U2: The student organizes, coordinates, and assumes various roles within dispersed and multicultural teams, while taking responsibility for both personal and collective outcomes. → K_U05</p> <p>U3: The student designs and implements an individual professional development plan, enhancing leadership and intercultural competences in line with set career goals. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical and reflective stance when comparing theories and practices of organizational and team leadership, selecting relevant and reliable sources for effective management. → K_K01</p>

	<p>K2: The student demonstrates entrepreneurial thinking and acting, especially when engaging with intercultural and international teams. → K_K03</p> <p>K3: The student acts in a professional and ethical manner in leadership roles, showing respect for cultural and worldview diversity. → K_K04</p>
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, business case studies</p>
Prerequisites	Basics of management
Brief description of the course	This basic leadership course introduces key aspects of leading and managing change, leadership styles, organizational behavior, emotional intelligence, values and vision, effective communication, problem-solving tools, and conflict management.
Complete description of the course	<p>Unit 1. Leadership and management: Attitude towards change</p> <p>Unit 2. Types of leadership</p> <p>Unit 3. Analysis of human behaviour in organizations: Empowerment and organizational commitment</p> <p>Unit 4. Emotional intelligence and people management</p> <p>Unit 5. Interpersonal and business communication</p> <p>Unit 6. Tools for planning, problem solving and conflict management</p>
Requested/ recommended reading	<p>Barnes, J., Stevens, M. J., Ekelund, B. Z., & Perham-Lippman, K. (Eds.). (2023). <i>Inclusive Leadership: Equity and Belonging in Our Communities</i>. Emerald Publishing.</p> <p>Blair, T. (2024). <i>On Leadership: Lessons for the 21st Century</i>. Publisher: UK.</p> <p>Coronado-Maldonado, I., & Benítez-Márquez, M.-D. (2023). Emotional intelligence, leadership, and work teams: A hybrid literature review. <i>Frontiers in Psychology</i>, 14, Article 110.</p> <p>Hughes, R., Ginnett, R., & Curphy, G. (2025). <i>Leadership: Enhancing the Lessons of Experience</i> (10th ed.). McGraw-Hill Education.</p>
Assessment methods and criteria	<p>W1, W2, W3 → written test with problem-oriented questions.</p> <p>U1 → problem-solving tasks on leadership scenarios; role-play simulations.</p> <p>U2 → group project (team leadership scenario in a multicultural setting).</p> <p>K3 → individual portfolio (career and leadership development plan).</p> <p>K1 → critical essay comparing leadership theories and practices.</p> <p>K2, K3 → reflective journal + peer/teamwork evaluation.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p> <p>good plus – 80-89,9%</p> <p>very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A

Course coordinator	<i>Jessica Braojos Gómez, PhD</i>
Course instructors	<i>Jessica Braojos Gómez, PhD</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1, W2, W3 Exercises: U1, U2, K1-K3
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → written test with problem-oriented questions. U1 → problem-solving tasks on leadership scenarios; role-play simulations. U2 → group project (team leadership scenario in a multicultural setting). K3 → individual portfolio (career and leadership development plan). K1 → critical essay comparing leadership theories and practices. K2, K3 → reflective journal + peer/teamwork evaluation. Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	Unit 1. Leadership and management: Attitude towards change Unit 2. Types of leadership Unit 3. Analysis of human behaviour in organizations: Empowerment and organizational commitment Unit 4. Emotional intelligence and people management Unit 5. Interpersonal and business communication Unit 6. Tools for planning, problem solving and conflict management
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, business case studies
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Managerial ethics and sustainability
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 20 hrs (0,8 ECTS) - participation in exercises – 17,5 hrs (0,7 ECTS) - study visit with a teacher to an enterprise and implementation of a sustainability team project 14h (0,46 ECTS) - participation in guest lectures (visiting professor) 12h (0,48 ETCTS) <ul style="list-style-type: none"> • Seminar 1: Corporate Social Responsibility – Prof. Øivind Hagen (Trondheim Business School, Norway) – 6h • Seminar 2: Responsible Business – Prof. Andrew Crane (University of Bath, UK) – 6h - conducting the test: 2 hours (0,08 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination - 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual, group, and institutional behaviors in organizations, recognizing their ethical implications in intercultural contexts. → K_W02</p> <p>W2: The student evaluates interdependencies that foster sustainable relationships and cooperation among institutional networks. → K_W04</p> <p>W3: The student critically interprets legal and ethical systems and their relevance to management sciences, identifying their role in managerial decision-making. → K_W07</p>
Learning outcomes – skills	<p>U1: The student applies ethical and sustainability principles to independently solve managerial problems in multicultural and diverse legal-political environments, demonstrating critical reflection on different perspectives. → K_U01</p> <p>U2: The student effectively manages multicultural and dispersed teams, assuming various roles while ensuring ethical responsibility for shared outcomes. → K_U05</p> <p>U3: The student develops an individual plan for professional growth that integrates ethical reflection and sustainable leadership competences. → K_U06</p>

Learning outcomes - social competences	<p>K1: The student adopts a critical stance in confronting theories and practices of ethics and sustainability in management, selecting and evaluating credible sources for organizational decision-making. → K_K01</p> <p>K2: The student engages in research and/or projects addressing societal expectations, initiating and participating in activities that serve the public good. → K_K02</p> <p>K3: The student demonstrates professional, ethical behavior in leadership contexts, showing respect for diverse values, perspectives, and cultures. → K_K04</p>
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Basics of management
Brief description of the course	This course explores the foundations of managerial ethics and sustainability in multicultural settings, focusing on ethical decision-making and conflict management, the role of corporate social responsibility (CSR) in sustainable business, and the development of sustainable practices. Students will examine approaches to stakeholder engagement, learn how to assess and measure organizational impact, and gain practical insights into implementing ethical and sustainable strategies across diverse business contexts.
Complete description of the course	<p>Unit 1. Managerial Ethics and Sustainability in Multicultural settings.</p> <p>Unit 2. Ethical Decision-Making and Conflict Management</p> <p>Unit 3. Corporate Social Responsibility (CSR) in terms of sustainable business practices</p> <p>Unit 4. Sustainable Business Practices</p> <p>Unit 5. Stakeholder Engagement</p> <p>Unit 6. Assessing and Measuring Impact</p> <p>Unit 7. Implementing Ethical and Sustainable Practices</p> <p>Unit 8. Guest Seminars</p> <ul style="list-style-type: none"> • <i>Seminar on Corporate Social Responsibility</i> delivered by Prof. Øivind Hagen, Trondheim Business School (Norway). The session explores contemporary CSR models, Nordic approaches to responsible management, and practical CSR implementation tools. • <i>Seminar on Responsible Business</i> delivered by Prof. Andrew Crane, University of Bath (UK). This seminar examines advanced perspectives on responsible business, corporate citizenship, and critical debates in modern sustainability strategies.
Requested/ recommended reading	<p>Jørgensen, K. M. (2024). <i>The Ethics of Sustainability in Management: Storymaking in Organizations</i>. Routledge</p> <p>Savur, S. G. (2024). <i>Business Ethics: The Sustainable and Responsible Way</i>. SAGE Publications.</p> <p>Olukorede, A. (2025). <i>Stakeholder engagement and participation in environmental contexts, social responsibility and society based on a study conducted in Rome, Italy</i>. <i>Journal of Sustainable Business</i>, 10, Article 7.</p>
Assessment methods and criteria	<p>W1, W2, W3 → written exam with problem-based questions; or case study on ethical dilemmas and sustainability challenges.</p> <p>U1 → problem-solving tasks on intercultural ethical scenarios.</p>

	<p>U2 → group project (designing a sustainability initiative for a multicultural team).</p> <p>U3 → personal development portfolio (ethical leadership and sustainability roadmap).</p> <p>K1 → critical essay comparing ethical theories in managerial practice.</p> <p>K2 → participation in community-based project or simulation addressing societal challenges.</p> <p>K3 → reflective journal assessing one's own ethical decision-making in case study discussions.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Juan Miguel Rey Pino</i>
Course instructors	<i>Juan Miguel Rey Pino; Francisco Javier Montoro Ríos; guests lecturers (Profs. Øivind Hagen (Norway) & Andrew Crane (UK))</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W3 Exercises: U1-U3, K1-K3
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2, W3 → written exam with problem-based questions; or case study on ethical dilemmas and sustainability challenges.</p> <p>U1 → problem-solving tasks on intercultural ethical scenarios.</p> <p>U2 → group project (designing a sustainability initiative for a multicultural team).</p> <p>U3 → personal development portfolio (ethical leadership and sustainability roadmap).</p> <p>K1 → critical essay comparing ethical theories in managerial practice.</p> <p>K2 → participation in community-based project or simulation addressing societal challenges.</p> <p>K3 → reflective journal assessing one's own ethical decision-making in case study discussions.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p>

	<p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
List of topics	<p>Unit 1. Managerial Ethics and Sustainability in Multicultural settings.</p> <p>Unit 2. Ethical Decision-Making and Conflict Management</p> <p>Unit 3. Corporate Social Responsibility (CSR) in terms of sustainable business practices</p> <p>Unit 4. Sustainable Business Practices</p> <p>Unit 5. Stakeholder Engagement</p> <p>Unit 6. Assessing and Measuring Impact</p> <p>Unit 7. Implementing Ethical and Sustainable Practices</p> <p>Unit 8. Guest Seminars</p> <ul style="list-style-type: none"> • <i>Seminar on Corporate Social Responsibility</i> delivered by Prof. Øivind Hagen, Trondheim Business School (Norway). The session explores contemporary CSR models, Nordic approaches to responsible management, and practical CSR implementation tools. • <i>Seminar on Responsible Business</i> delivered by Prof. Andrew Crane, University of Bath (UK). This seminar examines advanced perspectives on responsible business, corporate citizenship, and critical debates in modern sustainability strategies.
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Communication skills
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18 hrs (0,72 ECTS) - participation in exercises – 18 hrs (0,72 ECTS) - study visit with a teacher to an enterprise and prepare team project (like press conference) 16h (0,64 ECTS) - participation in guest lectures (visiting professor) 8h (0,32 ECTS) - conducting the test: 2,5 hours (0,10 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 16 hrs - writing essays/ papers/ projects- 24 hrs - reading literature- 10 hrs - preparation for test/ examination - 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	W1: The student analyzes individual, group, and institutional communication behaviors in organizations, particularly in intercultural contexts, and explains their influence on effective leadership communication. → K W02
Learning outcomes – skills	<p>U1: The student applies knowledge to independently address communication-related challenges in multicultural professional environments, critically evaluating their own and others' perspectives. → K_U01</p> <p>U2: The student prepares and delivers clear, structured, and engaging oral presentations in both their native language and English (B2), tailoring the message to interdisciplinary contexts and diverse stakeholders. → K_U04</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and communication, effectively engaging with intercultural and international teams. → K_K03</p> <p>K2: The student communicates in a professional and ethical manner, respecting cultural and worldview diversity in all forms of organizational interaction. → K_K04</p>
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Basics of management

Brief description of the course	This course introduces the fundamentals of intercultural communication, exploring definitions and components of culture, as well as major theoretical frameworks such as Hall, Hofstede, Trompenaars, Lewis, and Gesteland. Students will examine diverse communication styles and practices—including verbal, non-verbal, and written forms—while developing strategies to overcome language barriers. The course also covers cross-cultural negotiation and conflict resolution, and emphasizes practical application through case studies, role-playing, and simulations.
Complete description of the course	<p>Module 1: Introduction to intercultural communication: Definition and components of culture.</p> <p>Module 2: Theoretical frameworks (Hall, Hofstede, Trompenaars, Lewis, Gesteland, etc.): Profiling national and group cultures.</p> <p>Module 3: Culture and Communication Styles and Practices (verbal, non-verbal, written): strategies to overcome language barriers.</p> <p>Module 4: Cross-Cultural Negotiation and Conflict Resolution.</p> <p>Module 5: Practical Applications and Case Study Analyses: Role-playing and simulations.</p>
Requested/ recommended reading	<p>Basic readings:</p> <ul style="list-style-type: none"> - Chaney, L. H.; Martin, J. S. (2012): <i>Intercultural Business Communication</i> (6th ed.). Boston-Upper Saddle River, N.J.: Pearson. - Dumetz, Jerome, Fons Trompenaars, Meredith Belbin, et al. <i>Cross-Cultural Management Textbook: Lessons from the World Leading Experts in Cross-Cultural Management</i>. CreateSpace Independent Publishing Platform, 2012. - Gesteland, R. (2012): <i>Cross-Cultural Business Behavior</i> (5th ed.) . Copenhagen: Copenhagen Business School Press. - Hofstede, G., Hofstede, G.J., Minkov, M. (2010): <i>Cultures and Organizations: Software of the Mind</i> (3rd ed.). McGraw-Hill. - Lewis, R. D. (2018, 4th ed.): <i>When Cultures Collide: Leading across Cultures</i> (4th ed.). Boston/London: Nicholas Brealey. - Utley, D. (2013): <i>Intercultural Resource Pack</i>. (Cambridge Professional English). Cambridge: Cambridge University Press. - Verluyten, P. S. (2010): <i>Intercultural Skills for International Business and International Relations</i>. The Hague: Acco <p>Complementary readings:</p> <ul style="list-style-type: none"> - Martin, J. N., & Nakayama, T. K. (2022). <i>Intercultural Communication in Contexts</i> (8th ed.). McGraw-Hill Education. - Guo, W. (2025). <i>Conflict Resolution in Intercultural Communication: Strategies for Managing Cultural Conflicts</i>. Humanities and Social Sciences Communications. - Čuhlová, R. (2024). Intercultural Negotiation Dynamics in the Digital Age. Sage Journal. - Karanikola, Z., & Panagiotopoulos, G. (2025). Identity Negotiation and Conflict Resolution in Contemporary Multicultural Settings: The Contribution of Intercultural Mediators. <i>Genealogy</i>, 9(1), 18. https://doi.org/10.3390/genealogy9010018
Assessment methods and criteria	<p>W1 → short written test and/or case study analysis of communication breakdowns in cross-cultural contexts.</p> <p>U1 → problem-solving tasks (e.g., designing solutions for communication conflicts).</p> <p>U2 → graded oral presentations in English (and native language) (individual + group).</p> <p>K1 → simulation of intercultural business negotiation.</p> <p>K2 → reflective journal on ethical and culturally sensitive communication practices.</p>

	Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Angel Miguel Felices Lago</i>
Course instructors	<i>Prof. Ángel Miguel Felices Lago and Prof. María del Carmen Galván Malagón</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1 Exercises: U1, U2, K1, K2
Assessment methods and criteria applied for a given type of class within the course	<p>W1 → short written test and/or case study analysis of communication breakdowns in cross-cultural contexts. U1 → problem-solving tasks (e.g., designing solutions for communication conflicts). U2 → graded oral presentations in English (and native language) (individual + group). K1 → simulation of intercultural business negotiation. K2 → reflective journal on ethical and culturally sensitive communication practices.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Module 1: Introduction to intercultural communication: Definition and components of culture. Module 2: Theoretical frameworks (Hall, Hofstede, Trompenaars, Lewis, Gesteland, etc.): Profiling national and group cultures. Module 3: Culture and Communication Styles and Practices (verbal, non-verbal, written): strategies to overcome language barriers. Module 4: Cross-Cultural Negotiation and Conflict Resolution. Module 5: Practical Applications and Case Study Analyses: Role-playing and simulations.</p>

Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Strategic management for multinational companies in digital era
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18,75 hrs (0,75 ECTS) - participation in exercises - 18,75 hrs (0,75 ECTS) - academic and professional orientation sessions 10h (0,4 ECTS) - professional training session with a guest expert 5h (0,2) - support in education related to scientific activity 7h (0,28 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 16 hrs - writing essays/ papers/ projects- 24 hrs - reading literature- 10 hrs - preparation for test/ examination - 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their strategic implications in intercultural and digital contexts. K_W02</p> <p>W2: The student evaluates legal, cultural, and financial conditions of operating multinational businesses, particularly in dispersed and intercultural teams, and assesses their impact on strategic decision-making. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies strategic management theories to independently solve complex organizational problems in multinational and multicultural environments, adopting a critical approach to diverse perspectives. → K_U01</p> <p>U2: The student organizes and leads multicultural and geographically dispersed teams, assuming different leadership roles and taking responsibility for the outcomes of strategic initiatives. → K_U05</p> <p>U3: The student designs and develops an individual plan for professional growth, integrating digital-era strategic competences and intercultural leadership skills. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical and reflective stance when analyzing and confronting theories and practices of strategic management in multinational companies, selecting relevant sources for evidence-based decision-making. → K_K01</p>

Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Basics of management
Brief description of the course	<p>This course examines the fundamentals of strategic management with a focus on international and digital contexts. Students will explore the nature of strategic management, the drivers and challenges of business internationalization, and the dynamics of the global environment in which companies operate. The course also analyzes the stages of the internationalization process and highlights the role of the digital environment in shaping contemporary strategic management.</p>
Complete description of the course	<p>UNIT 1. GLOBAL STRATEGY IN THE DIGITAL AGE: FUNDAMENTALS BASED ON CASES</p> <ul style="list-style-type: none"> • Theoretical component • What is strategy: levels, objectives, stakeholders. • Particularities of strategy in multinational firms and in digital environments. • Introduction to main strategic frameworks (vision–mission–objectives, competitive advantage, digital business models). • Practical activities • Quick mini-cases of global companies. • “Strategy Snapshot”: a template to identify strategic objective + main challenge in 10 minutes. • Guided debate: What really changes when a company operates in multiple countries and on digital platforms? <p>UNIT 2. INTERNATIONAL ENVIRONMENT ANALYSIS USING APPLIED TOOLS</p> <ul style="list-style-type: none"> • Theoretical component • Global environment: international PESTEL, geopolitical and regulatory risks. • Formal and informal institutions and their strategic impact. • Global competition and network digital markets (platform effects, lock-in, scalability). • Practical activities • International PESTEL applied to a country chosen by students. • Competitive Radar Mapping: visual mapping of global competitors. • Intercultural Benchmarking: compare two countries in institutional, digital and cultural terms. <p>UNIT 3. INTERNATIONALIZATION STRATEGIES IN THE DIGITAL AGE (WITH SIMULATION)</p> <ul style="list-style-type: none"> • Theoretical component • Reasons and stages of internationalization. • CAGE framework to evaluate distances between countries. • Modes of entry: export, agreements, joint ventures, direct investment, digital platforms and born-global. • Practical activities • Simulation: the class manages a digital startup that needs to internationalize. • Decision Tree: choose the mode of entry according to real data. • CAGE exercise: analyze two target countries and justify strategic differences. <p>UNIT 4. RESOURCES, CAPABILITIES AND COMPETITIVE ADVANTAGE IN DIGITAL MULTINATIONAL ENTERPRISES</p> <ul style="list-style-type: none"> • Theoretical component

	<ul style="list-style-type: none"> • Resource-based view (RBV). • Key digital capabilities: data analytics, AI, scalability, platforms. • Strategic evaluation: VRIO, digital value chain, ecosystems. • Practical activities • VRIO Workshop on two contrasting multinational companies. • Digital Capabilities Mapping: identify gaps between current and needed capabilities. • Applied case: analyze how a digital company maintains its global advantage. <p>UNIT 5. MULTI-LEVEL STRATEGY: FINAL INTEGRATION OF ENVIRONMENT, INTERNATIONALIZATION AND CAPABILITIES</p> <ul style="list-style-type: none"> • Theoretical content • Multi-level strategy in global firms • Theory–practice integration • Strategic synthesis framework • Practical activities • Strategic Integration Workshop • Peer Consulting Simulation • Executive Pitch
Requested/ recommended reading	<p>Dess, G. G., McNamara, G., Eisner, A. B., & Sauerwald, S. (2023). <i>Strategic management: Text and cases</i> (11th ed.). McGraw-Hill Education.</p> <p>Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2023). <i>Strategic management and business policy: Globalization, innovation and sustainability</i> (11th ed., Global ed.). Pearson.</p> <p>Verbeke, A., & Kano, L. (2022). <i>The new, digital MNE: Strategy, organization and management</i>. Cambridge University Press.</p> <p>Meyer, K. E., Li, J., & Schotter, A. P. (2023). Managing multinational enterprises in the digital era: Global strategies, institutions, and resources. <i>Journal of International Business Studies</i>, 54(4), 691–709. https://doi.org/10.1057/s41267-023-00591-3</p>
Assessment methods and criteria	<p>W1, W2 → written test with case study analysis (multinational strategy scenarios).</p> <p>U1 → problem-solving tasks on strategic dilemmas in digital and intercultural contexts.</p> <p>U2 → group project (developing a multinational company’s digital-era strategy).</p> <p>U3 → individual professional development portfolio (focus: strategic leadership skills).</p> <p>K1 → critical essay comparing different strategic management approaches in digital-era multinational companies.</p> <p>Assessment criteria</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. José Alberto Castañeda García</i>
Course instructors	<i>Prof. José Alberto Castañeda García</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1, W2 Exercises: U1, U2, U3, K1
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2 → written test with case study analysis (multinational strategy scenarios). U1 → problem-solving tasks on strategic dilemmas in digital and intercultural contexts. U2 → group project (developing a multinational company’s digital-era strategy). U3 → individual professional development portfolio (focus: strategic leadership skills). K1 → critical essay comparing different strategic management approaches in digital-era multinational companies.</p> <p>Assessment criteria Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>UNIT 1. GLOBAL STRATEGY IN THE DIGITAL AGE: FUNDAMENTALS BASED ON CASES</p> <ul style="list-style-type: none"> • Theoretical component • What is strategy: levels, objectives, stakeholders. • Particularities of strategy in multinational firms and in digital environments. • Introduction to main strategic frameworks (vision–mission–objectives, competitive advantage, digital business models). • Practical activities • Quick mini-cases of global companies. • “Strategy Snapshot”: a template to identify strategic objective + main challenge in 10 minutes. • Guided debate: What really changes when a company operates in multiple countries and on digital platforms? <p>UNIT 2. INTERNATIONAL ENVIRONMENT ANALYSIS USING APPLIED TOOLS</p> <ul style="list-style-type: none"> • Theoretical component

	<ul style="list-style-type: none"> • Global environment: international PESTEL, geopolitical and regulatory risks. • Formal and informal institutions and their strategic impact. • Global competition and network digital markets (platform effects, lock-in, scalability). • Practical activities • International PESTEL applied to a country chosen by students. • Competitive Radar Mapping: visual mapping of global competitors. • Intercultural Benchmarking: compare two countries in institutional, digital and cultural terms. <p>UNIT 3. INTERNATIONALIZATION STRATEGIES IN THE DIGITAL AGE (WITH SIMULATION)</p> <ul style="list-style-type: none"> • Theoretical component • Reasons and stages of internationalization. • CAGE framework to evaluate distances between countries. • Modes of entry: export, agreements, joint ventures, direct investment, digital platforms and born-global. • Practical activities • Simulation: the class manages a digital startup that needs to internationalize. • Decision Tree: choose the mode of entry according to real data. • CAGE exercise: analyze two target countries and justify strategic differences. <p>UNIT 4. RESOURCES, CAPABILITIES AND COMPETITIVE ADVANTAGE IN DIGITAL MULTINATIONAL ENTERPRISES</p> <ul style="list-style-type: none"> • Theoretical component • Resource-based view (RBV). • Key digital capabilities: data analytics, AI, scalability, platforms. • Strategic evaluation: VRIO, digital value chain, ecosystems. • Practical activities • VRIO Workshop on two contrasting multinational companies. • Digital Capabilities Mapping: identify gaps between current and needed capabilities. • Applied case: analyze how a digital company maintains its global advantage. <p>UNIT 5. MULTI-LEVEL STRATEGY: FINAL INTEGRATION OF ENVIRONMENT, INTERNATIONALIZATION AND CAPABILITIES</p> <ul style="list-style-type: none"> • Theoretical content • Multi-level strategy in global firms • Theory–practice integration • Strategic synthesis framework • Practical activities • Strategic Integration Workshop • Peer Consulting Simulation • Executive Pitch
Teaching methods	Lecture:

	Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Creativity and Innovation for Leadership
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18,75 hrs (0,75 ECTS) - participation in exercises - 18,75 hrs (0,75 ECTS) - study visit with a teacher to an enterprise and prepare team project 11h (0,44 ECTS) - support in education with a guest expert related to scientific activity 10h (0,4 ECTS) - conducting the test: 4 hours (0,16 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures/exercises - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination - 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets key concepts, terminology, and development trends in leadership and quality management in both global and intercultural contexts. → K_W01</p> <p>W2: The student applies and evaluates selected methods and tools for data collection and interpretation to support organizational development and innovation. → K_W03</p> <p>W3: The student analyses and evaluates the impact of digital transformation trends on organizations and the economy, identifying opportunities for innovation. → K_W05</p> <p>W4: The student critically examines legal and ethical frameworks relevant to management sciences, assessing their role in guiding creativity and innovation in leadership. → K_W07</p>
Learning outcomes – skills	<p>U1: The student develops and applies appropriate research methods and analytical tools to generate innovative recommendations for organizations and to design complex processes. → K_U02</p> <p>U2: The student manages and collaborates within multicultural and dispersed teams, adopting various roles and ensuring accountability for innovative outcomes. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical stance in assessing theories and practices of organizational creativity and innovation, selecting and evaluating reliable sources to support decision-making. → K_K01</p>

	K2: The student demonstrates entrepreneurial thinking and acting in leading intercultural and international teams, fostering innovative approaches to organizational challenges. → K_K03
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Prerequisites	Basics of management
Brief description of the course	This course introduces the fundamentals of creativity and innovation in leadership, covering the basics of innovation, key factors, sources and tools for innovation management, and the role of internal and external sources in driving change. Students will explore techniques to enhance creativity, apply the lean business intervention approach to foster successful innovation, and gain hands-on experience through design thinking, legal aspects of protecting innovations, and case studies that highlight leadership in action.
Complete description of the course	Unit 1. Introduction: Basics of Innovation. Unit 2. Determining factors and tools for innovation management. Unit 3. Internal and external sources of innovation. Unit 4. Techniques to enhance creativity for leadership. Unit 5. Lean Business Intervention Approach: The fundamental of a successful innovation management.
Requested/ recommended reading	<ul style="list-style-type: none"> • Carlström, D. (2023). <i>Collaborative Leadership and Innovation Management: Strategy and Creativity</i> (Routledge). • Fraccastoro, S., Gabrielsson, P., & Chetty, S. (2025). Exploring creativity and innovation in organizational contexts. <i>Journal of Innovation & Knowledge</i>, 10(1), 100423. https://doi.org/10.1016/j.jik.2025.100423 • Galkina, T., & Chetty, S. (2025). Humble leadership and creativity in SMEs: A pathway to Industry 4.0 innovation. <i>Acta Psychologica</i>, 243, 104097. https://doi.org/10.1016/j.actpsy.2025.104097 • Goffin and Mitchell (2017). <i>Innovation Management: Effective strategy and implementation</i>. Macmillan Education, Palgrave. • Jensen, K. R., Kaudela-Baum, S., & Sheffield, R. (2023). <i>Innovation Leadership in Practice: How Leaders Turn Ideas into Value</i> (Emerald). • Lewrick, M., Link, P., / Leifer, L. (2020). <i>The Design Thinking Toolbox: A Guide to Mastering the Most Popular and Valuable Innovation Methods</i>. John Wiley & Sons. • Schilling, M.S. (2012). <i>Strategic Management of Technological Innovation</i>. (2nd edition). Mc Graw Hill.
Assessment methods and criteria	<p>W1, W3, W4 → written exam with open problem questions; case study analysis.</p> <p>W2, U1 → research project (applying tools/methods to propose innovative organizational solutions).</p> <p>U2 → group project (design and presentation of an innovative leadership initiative).</p> <p>K1 → critical essay on creativity/innovation theories and their managerial applications.</p> <p>K2 → simulation or role-play exercise in entrepreneurial/innovation-oriented teamwork.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p>

	Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Rodrigo Martín Rojas,</i>
Course instructors	<i>Rodrigo Martín Rojas, David Dawson.</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1, W3, W4 Exercises: W2, U1, U2, K1, K2
Assessment methods and criteria applied for a given type of class within the course	W1, W3, W4 → written exam with open problem questions; case study analysis. W2, U1 → research project (applying tools/methods to propose innovative organizational solutions). U2 → group project (design and presentation of an innovative leadership initiative). K1 → critical essay on creativity/innovation theories and their managerial applications. K2 → simulation or role-play exercise in entrepreneurial/innovation-oriented teamwork. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
List of topics	Unit 1. Introduction: Basics of Innovation. Unit 2. Determining factors and tools for innovation management. Unit 3. Internal and external sources of innovation. Unit 4. Techniques to enhance creativity for leadership. Unit 5. Lean Business Intervention Approach: The fundamental of a successful innovation management.
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit, Practical content Design thinking process, Legal protection for inventions and innovations, Leadership in Action: Focusing on Creativity and Innovation Case studies.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Spanish Culture and Language in Business
Unit offering the course	Faculty of Economics and Business University of Granada
Unit for which the course is offered	Faculty of Economics and Business University of Granada
Course code	1155-12-IL21-
ISCED code	
Number of ECTS credits	
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Common basis
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises - 9 hrs - participation in lectures - 9 hrs - conducting the test: 2 hours <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 9 hrs - preparation for test/ examination - 5 hrs <p>Altogether: 34 hrs</p>
Learning outcomes – knowledge	-
Learning outcomes – skills	<p>U1: The student prepares and delivers detailed oral presentations in Spanish at the A1 level, as well as in English, tailoring content to business and intercultural contexts and addressing diverse stakeholders. → K_U04</p> <p>U2: The student effectively collaborates in multicultural and dispersed teams using Spanish in professional interactions, assuming different roles and demonstrating accountability for shared outcomes. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student communicates and behaves in a professional and ethical manner in intercultural business settings, showing respect for cultural and worldview diversity, particularly within the Spanish-speaking context. → K_K04</p>
Teaching methods	<p>Exercises: Team project, workshops</p>
Prerequisites	none
Brief description of the course	<p>This course provides an introduction to Spanish language and culture with a focus on business contexts. Students will develop practical communication skills for professional interactions while gaining insight into Spanish cultural values, business etiquette, and organizational practices. Through case studies and real-world examples, the course highlights how cultural understanding and language proficiency enhance effective collaboration and negotiation in international business settings.</p>
Complete description of the course	<ul style="list-style-type: none"> • Business Etiquette in Spain – understanding meeting protocols, negotiation styles, and relationship building in the Spanish business context.

	<ul style="list-style-type: none"> • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Spanish companies. • Negotiation and Decision-Making in Spain – how culture shapes decision-making processes and business negotiations. • Case Studies: Spanish Companies in Global Markets – examining examples of Spanish firms operating internationally and their cultural adaptations in business.
Requested/ recommended reading	<ul style="list-style-type: none"> • Kenna, P., & Lacy, S. (1994). <i>Business Spain: A practical guide to understanding Spanish business culture</i>. Passport Books • Lingoda. (2023, October 17). <i>A short guide to business etiquette in Spain</i>. Lingoda GmbH. https://www.lingoda.com/blog/en/business-etiquette-spain/ • Preply. (2025, January 10). <i>Business culture in Spain: All you need to know in 2025</i>. Preply Inc. https://preply.com/en/blog/business-culture-in-spain/ • Yang, W. (2025). Spanish business communication taboos. <i>Culture and Education Forum</i>, 10(1), 45–53. https://journal.whioce.com/index.php/cef/article/view/805
Assessment methods and criteria	<p>U1 → oral presentations in Spanish and English (business-focused scenarios). U2 → group project conducted partly in Spanish (e.g., developing a business proposal). K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Spanish-speaking environments.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Carmen M. Sabiote
Course instructors	will be specified later,
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture and Exercises: U1, U2, K1,

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>U1 → oral presentations in Spanish and English (business-focused scenarios). U2 → group project conducted partly in Spanish (e.g., developing a business proposal). K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Spanish-speaking environments.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
<p>List of topics</p>	<ul style="list-style-type: none"> • Business Etiquette in Spain – understanding meeting protocols, negotiation styles, and relationship building in the Spanish business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Spanish companies. • Negotiation and Decision-Making in Spain – how culture shapes decision-making processes and business negotiations. • Case Studies: Spanish Companies in Global Markets – examining examples of Spanish firms operating internationally and their cultural adaptations in business.
<p>Teaching methods</p>	<p>Exercises and Lecture: Team project, workshops</p>
<p>Reference materials</p>	<p>As in part A</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Cross-cultural management
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	6
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18 hrs (0,72 ECTS) - participation in exercises – 18 hrs (0,72 ECTS) - study visit with a teacher to an enterprise and prepare team project 16h (0,64 ECTS) - participation in guest lectures (visiting professor) 10h (0,4 ECTS) - support in education related to scientific activity 10h (0,4 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 18 hrs - writing essays/ papers/ projects- 24 hrs - reading literature- 16 hrs - preparation for test/ examination - 17 hrs <p><i>Altogether: 150 hrs (6 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data in order to address organizational development challenges in cross-cultural contexts. → K_W03</p> <p>W2: The student analyzes interdependencies that foster sustainable relationships, cooperation, and trust among institutional actors across cultures. → K_W04</p> <p>W3: The student critically assesses the impact of digital transformation on organizations and the economy, highlighting its implications for intercultural management practices. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies appropriate research methods and analytical tools to generate recommendations for organizations and design complex processes in multicultural environments. → K_U02</p> <p>U2: The student prepares and delivers detailed interdisciplinary oral presentations in their native language and English (B2), effectively communicating with diverse internal and external stakeholders. → K_U04</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting when engaging with intercultural and international teams, fostering collaboration and innovation across cultures. → K_K03</p>

Teaching methods	Lectures: informative lecture Exercises: Team project, workshops
Prerequisites	none
Brief description of the course	<p>This course is concentrated on recent trends in marketing and sales viewed from an international perspective.</p> <p>The lecture introduces concepts and methodologies that further and enable students to perform their own analyses and develop adequate solutions.</p> <p>The skills covered in this course are applicable to marketing and sales managerial problems in an intercultural context. Students know and are able to apply cultural analysis, empirical business research methods, and design thinking method to gather and process relevant information and build up internationally viable business solutions.</p> <p>Using realistic case studies, this module focuses on tackling various business problems in marketing and sales. A problem oriented didactical approach combines theory with the occupational field of the master's degree course.</p>
Complete description of the course	<p>This course is concentrated on recent trends in marketing and sales viewed from an international perspective.</p> <p>The lecture introduces concepts and methodologies that further and enable students to perform their own analyses and develop adequate solutions.</p> <p>The skills covered in this course are applicable to marketing and sales managerial problems in an intercultural context. Students know and are able to apply cultural analysis, empirical business research methods, and design thinking method to gather and process relevant information and build up internationally viable business solutions.</p> <p>Using realistic case studies, this module focuses on tackling various business problems in marketing and sales. A problem oriented didactical approach combines theory with the occupational field of the master's degree course.</p> <p>The course is divided into 2 related parts. Each part concludes with presentations showcase.</p> <p>In the first part, students will build loyalty programs in different regions. Based on a description of company and stated targets, students design a solution according to a loyalty program design framework. Further, students prepare cultural and market analysis, market study of their solution (including data collection and analysis). Once the findings are obtained, students update their solution and prepare a presentation to showcase the solutions and highlight the cultural elements.</p> <p>In the second part, students will review given international sales panels and prepare cultural analysis of a given country. The results of work will be presented.</p>
Requested/ recommended reading	<p>Bartosik-Purgat, M., & Guzek, M. (2024). International Business and Culture : Challenges in Cross-Cultural Marketing and Management. (1st ed.). Taylor & Francis Group.</p> <p>Grosse, R. E. (2023). A new approach to cross-cultural people management : people are people / Robert Grosse. Routledge.</p> <p>Holden, N., Michailova, S., & Tietze, S. (2015). The Routledge companion to cross-cultural management / edited by Nigel Holden, Snejina Michailova and Susanne Tietze. (1st ed.). Routledge. https://doi.org/10.4324/9780203798706</p> <p>Mahadevan, J., Primecz, H., & Romani, L. (Eds.). (2020). Cases in Critical Cross-Cultural Management : An Intersectional Approach to Culture / edited by Jasmin Mahadevan, Henriett Primecz, and Laurence Romani. (First edition.). Routledge.</p>

	Mahadevan, J., & Steinmann, J. (2023). Cultural intelligence and COVID-induced virtual teams: Towards a conceptual framework for cross-cultural management studies. <i>International Journal of Cross Cultural Management : CCM</i> , 23(2), 317–337. https://doi.org/10.1177/14705958231188621
Assessment methods and criteria	W1, W2, W3 → case study analysis; or/and written exam with open questions. U1 → research project applying analytical tools to solve cross-cultural organizational challenges. U2 → graded oral presentations in English and native language (multicultural business scenarios). K1 → group simulation of intercultural team decision-making. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Piotr Kwiatek</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W3 Exercises: U1, U2, K1,
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → case study analysis; or/and written exam with open questions. U1 → research project applying analytical tools to solve cross-cultural organizational challenges. U2 → graded oral presentations in English and native language (multicultural business scenarios). K1 → group simulation of intercultural team decision-making. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
List of topics	Introduction to International Marketing and Sales Global trends and challenges Intercultural context in marketing and sales

	<p>Core Concepts and Methodologies</p> <p>Cultural analysis in business</p> <p>Empirical business research methods</p> <p>Design Thinking for marketing solutions</p> <p>Problem-Oriented Approach in Marketing</p> <p>Linking theory with real-world business cases</p> <p>Case study methodology</p> <p>Part I: Loyalty Program Design</p> <p>Framework for loyalty program development</p> <p>Cultural and market analysis for different regions</p> <p>Market research techniques: data collection and analysis</p> <p>Updating solutions based on research findings</p> <p>Presentation skills: showcasing cultural elements in solutions</p> <p>Part II: International Sales Panels</p> <p>Understanding global sales structures</p> <p>Cultural analysis for selected countries</p> <p>Preparing and presenting recommendations</p> <p>Integration of Theory and Practice</p> <p>Applying research to practical marketing problems</p> <p>Developing internationally viable business solutions</p> <p>Final Presentations and Evaluation</p> <p>Communicating solutions effectively</p> <p>Highlighting intercultural considerations in marketing strategies</p>
Teaching methods	<p>Lectures: informative lecture</p> <p>Exercises: Team project, workshops</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Applied Psychology to Leadership
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 8 hrs (0,32 ECTS) - participation in exercises – 8 hrs (0,32 ECTS) - participation in guest lectures (visiting professor) 10h (0,4 ECTS) - support in education related to scientific activity 8,5h (0,34 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 8 hrs - writing essays/ papers/ projects- 11,5 hrs - reading literature- 10 hrs - preparation for test/ examination - 8 hrs <p><i>Altogether: 75 hrs (3 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data in order to address organizational development challenges in cross-cultural contexts. → K_W03</p> <p>W2: The student analyzes interdependencies that foster sustainable relationships, cooperation, and trust among institutional actors across cultures. → K_W04</p> <p>W3: The student critically assesses the impact of digital transformation on organizations and the economy, highlighting its implications for intercultural management practices. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies appropriate research methods and analytical tools to generate recommendations for organizations and design complex processes in multicultural environments. → K_U02</p> <p>U2: The student prepares and delivers detailed interdisciplinary oral presentations in their native language and English (B2 CEFR), effectively communicating with diverse internal and external stakeholders. → K_U04</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting when engaging with intercultural and international teams, fostering collaboration and innovation across cultures. → K_K03</p>
Teaching methods	Lectures:

	<p>Traditional lectures will be beneficial for imparting factual and theoretical knowledge about psychology and leadership, including explaining concepts, theories, and models.</p> <p>Group Discussions and Case Studies: To encourage an understanding of real-world applications of theories, students will take part in group discussions and analyze case studies. This collaborative learning will enhance skills such as problem-solving, critical thinking, and application of theoretical knowledge.</p> <p>Training and Simulation Exercises: These exercises provide hands-on experience, particularly important when studying the application of psychology to leadership. Students can engage in role-playing activities to understand better and navigate psychological dynamics in leadership roles.</p> <p>Technology-Enhanced Learning: Students will use digital technologies to solve organizational problems and assist in the digital transformation process. This could involve tools like virtual breakout rooms for group discussions, digital forums for ongoing dialogue, and software like project management tools and spreadsheets for simulated activities related to leadership and management</p>
Prerequisites	none
Brief description of the course	<p>"Applied Psychology to Leadership" is a specialized course designed to equip students with a deep understanding of psychological principles and their application to leadership. Emphasizing practical strategies and critical thinking, it enables students to navigate dynamics in diverse, intercultural organizational contexts effectively.</p>
Complete description of the course	<p>"Applied Psychology to Leadership" is a graduate-level course that seeks to blend the interdisciplinary fields of psychology and leadership. It is designed to provide students with an in-depth understanding of how psychology influences leadership styles, decision-making processes, team dynamics, and organizational culture. The course will explore various psychological theories and offer insights into their real-world applications in the context of leadership.</p> <p>Students will delve into topics that address individual behaviors and group dynamics in organizations, particularly within an intercultural context. Emphasis will be placed on the application of this knowledge to solve complex problems in multicultural environments.</p> <p>One of the key aspects of this course is to encourage students to adopt a critical mindset, crucial for leadership roles in current multidisciplinary organizational landscapes.</p> <p>Creative use of digital technologies to support digital transformation processes forms an integral part of the course content, as are ethics. Through a combination of theory, practical examples, case studies, and hands-on activities, this course aims to build resilient leaders well-equipped to navigate the complex psychological elements of leadership.</p>
Requested/ recommended reading	<p>Bracht, E. M., Monzani, L., Boer, D., Haslam, S. A., Kerschreiter, R., Lemoine, J. E., Steffens, N. K., Akfirat, S. A., Avanzi, L., Barghi, B., Dumont, K., Edelman, C. M., Epitropaki, O., Fransen, K., Giessner, S., Gleibs, I. H., González, R., Laguía González, A., Lipponen, J., ... Dick, R. (2023). Innovation across cultures: Connecting leadership, identification, and creative behavior in</p>

	<p>organizations. <i>Applied Psychology</i>, 72(1), 348–388. https://doi.org/10.1111/apps.12381</p> <p>Karr, R. (2022). THE PSYCHOLOGY OF LEADERSHIP. <i>Leader to Leader</i>, 2022(103), 63–67. https://doi.org/10.1002/ltl.20620</p> <p>Lefkowitz, J. (2023). Values and ethics of industrial-organizational psychology / Joel Lefkowitz. (Third edition.). Routledge. https://doi.org/10.4324/9781003212577</p> <p>Meynhardt, T., Steuber, J., & Feser, M. (2024). The Leipzig Leadership Model: Measuring leadership orientations. <i>Current Psychology</i> (New Brunswick, N.J.), 43(10), 9005–9024. https://doi.org/10.1007/s12144-023-04873-x</p> <p>Nguyen, L. T., Taylor, G., Gibson, P., & Gordon, R. (2023). Advancing a critical social psychological perspective on women’s leadership: A case illustration from the Global South. <i>Applied Psychology</i>, 72(1), 126–143. https://doi.org/10.1111/apps.12383</p>
Assessment methods and criteria	<p>W1, W2, W3 → case study analysis; or/and written exam with open questions or/and case study.</p> <p>U1 → research project applying analytical tools to solve cross-cultural organizational challenges or mixed-mode assignment.</p> <p>U2 → graded oral presentations in English and native language (multicultural business scenarios) or mixed-mode assignment.</p> <p>K1 → group simulation of intercultural team decision-making and/or Peer feedback and observational reports during role-plays and/or Reflective essay.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Piotr Kwiatek</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W3 Exercises: U1, U2, K1,
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → case study analysis; or/and written exam with open questions or/and case study. U1 → research project applying analytical tools to solve cross-cultural organizational challenges or mixed-mode assignment.

	<p>U2 → graded oral presentations in English and native language (multicultural business scenarios) or mixed-mode assignment. K1 → group simulation of intercultural team decision-making and/or Peer feedback and observational reports during role-plays and/or Reflective essay.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Introduction to Applied Psychology in Leadership</p> <ul style="list-style-type: none"> • Interdisciplinary nature of psychology and leadership • Importance of psychological insights for effective leadership <p>Psychological Foundations of Leadership</p> <ul style="list-style-type: none"> • Key psychological theories relevant to leadership • Personality traits and leadership styles • Motivation and behavior in leadership contexts <p>Decision-Making and Cognitive Processes</p> <ul style="list-style-type: none"> • Psychological factors influencing decision-making • Biases and heuristics in leadership decisions • Strategies for improving judgment and problem-solving <p>Team Dynamics and Group Behavior</p> <ul style="list-style-type: none"> • Understanding group psychology in organizations • Managing team dynamics and conflict resolution • Building trust and cohesion in multicultural teams <p>Organizational Culture and Intercultural Context</p> <ul style="list-style-type: none"> • Psychological aspects of organizational culture • Leadership challenges in multicultural environments • Strategies for intercultural communication and adaptation <p>Critical Thinking for Leadership</p> <ul style="list-style-type: none"> • Developing a critical mindset for complex problem-solving • Ethical considerations in leadership decisions • Psychological resilience and adaptability <p>Digital Transformation and Leadership</p> <ul style="list-style-type: none"> • Role of psychology in digital leadership • Creative use of digital technologies for organizational change • Managing psychological impact of digital transformation <p>Ethics and Leadership Psychology</p> <ul style="list-style-type: none"> • Ethical frameworks in leadership • Psychological implications of ethical dilemmas • Promoting integrity and accountability <p>Practical Applications and Case Studies</p> <ul style="list-style-type: none"> • Real-world examples of psychological principles in leadership • Hands-on activities and simulations • Applying theory to solve organizational challenges <p>Final Integration</p> <ul style="list-style-type: none"> • Building resilient leaders for multidisciplinary environments

	<ul style="list-style-type: none"> • Presentation and discussion of applied projects
Teaching methods	<p>Lectures: Traditional lectures will be beneficial for imparting factual and theoretical knowledge about psychology and leadership, including explaining concepts, theories, and models.</p> <p>Group Discussions and Case Studies: To encourage an understanding of real-world applications of theories, students will take part in group discussions and analyze case studies. This collaborative learning will enhance skills such as problem-solving, critical thinking, and application of theoretical knowledge.</p> <p>Training and Simulation Exercises: These exercises provide hands-on experience, particularly important when studying the application of psychology to leadership. Students can engage in role-playing activities to understand better and navigate psychological dynamics in leadership roles.</p> <p>Technology-Enhanced Learning: Students will use digital technologies to solve organizational problems and assist in the digital transformation process. This could involve tools like virtual breakout rooms for group discussions, digital forums for ongoing dialogue, and software like project management tools and spreadsheets for simulated activities related to leadership and management</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	International Human Resource Management
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	6
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18 hrs (0,72 ECTS) - participation in exercises – 18 hrs (0,72 ECTS) - study visit with a teacher to an enterprise in HR department – prepare and participation recruitment session 16h (0,64 ECTS) - participation in guest lectures (visiting professor) 10h (0,4 ECTS) - support in education related to scientific activity 10h (0,4 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 18 hrs - writing essays/ papers/ projects- 24 hrs - reading literature- 16 hrs - preparation for test/ examination - 17 hrs <p><i>Altogether: 150 hrs (6 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their relevance for managing human resources in intercultural contexts. → K_W02</p> <p>W2: The student evaluates interdependencies that enable building sustainable relationships and cooperation among institutional actors in international HRM. → K_W04</p> <p>W3: The student critically assesses legal, cultural, and financial conditions influencing international HRM, particularly in dispersed and multicultural teams. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies HRM knowledge to independently solve problems in multicultural and diverse legal-political environments, using a critical approach to their own and others' perspectives. → K_U01</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting in the management of intercultural and international teams, fostering innovation and adaptability in HRM practices. → K_K03</p>
Teaching methods	Presentation, discussion, brainstorming, case study, project work.
Prerequisites	none

Brief description of the course	The aim of the course is to create both theoretical and practical foundations for creating comprehensive knowledge and skills enabling effective human resources management in an international organization.
Complete description of the course	<ol style="list-style-type: none"> 1. <i>Introduction to Human Resources Management</i> 2. <i>Recruitment / onboarding / crossboarding/ offboarding</i> 3. <i>Motivation and engagement building</i> 4. <i>Diversity management as part of an organization's culture</i> 5. <i>Creating an inclusive workplace</i> 6. <i>Communication in the organization</i> 7. <i>Project management</i> 8. <i>Change management</i>
Requested/ recommended reading	<p>Armstrong M., 2023, <i>Armstrong's Handbook of Human Resource Management Practice: A Guide of the Theory and Practice of People Management</i>; Kogan Page</p> <p>Ulrich D., Allen J., Brockbank W., Younger J., Nyman M., 2009, <i>HR Transformation: Building Human Resources From the Outside In</i> McGraw Hill Professional</p> <p>M. Hiatt J., 2006, <i>ADKAR, How to implement Successful Change in Our Personal Lives and Professional Careers</i></p> <p>Zaroda-Dąbrowska A, Dąbrowski T., 2019, <i>The Essentials of Diversity&Inclusion Management</i>, Diversity Hub Think Tank</p> <p>Others like Harvard Business Review, McKinsey Reports (will be provided)</p>
Assessment methods and criteria	<p>W1, W2, W3 → written test with open questions; case study analysis on HRM challenges in international organizations.</p> <p>U1 → problem-solving assignment (HRM dilemmas in intercultural teams).</p> <p>K1 → group project or role-play simulation (developing entrepreneurial HR strategies for a multinational team).</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Christopher Korntner-Kanitz</i>
Course instructors	will be specified later
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	<p>Lecture: W1-W3</p> <p>Exercises: U1, K1,</p>

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>W1, W2, W3 → written test with open questions; case study analysis on HRM challenges in international organizations. U1 → problem-solving assignment (HRM dilemmas in intercultural teams). K1 → group project or role-play simulation (developing entrepreneurial HR strategies for a multinational team).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
<p>List of topics</p>	<ol style="list-style-type: none"> 1. <i>Introduction to Human Resources Management</i> 2. <i>Recruitment / onboarding / crossboarding/ offboarding</i> 3. <i>Motivation and engagement building</i> 4. <i>Diversity management as part of an organization's culture</i> 5. <i>Creating an inclusive workplace</i> 6. <i>Communication in the organization</i> 7. <i>Project management</i> 8. <i>Change management</i>
<p>Teaching methods</p>	<p>Lecture: presentation, Exercises: discussion, brainstorming, case study, project work.</p>
<p>Reference materials</p>	<p>As in part A</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Master thesis preparation
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 16 hrs (0,64 ECTS) - participation in scientific seminar 4h (0,16 ECTS) - support in education related to scientific activity 17,5h (0,7 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 16 hrs - reading literature - 8 hrs - preparation for scientific seminar 5,5 hrs - preparation for master thesis outline (paper and record) - 8 hrs <p><i>Altogether: 75 hrs (3 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student selects, applies, and evaluates research methods and tools for obtaining and interpreting data to support organizational development and master thesis results. → K_W03</p> <p>W2: The student knows and is able to apply the principles of industrial property protection and copyright in the design of the research process (Apply – Bloom) → K_W07</p>
Learning outcomes – skills	U1: The student develops and applies research methods and analytical tools to conduct a master thesis project, formulating recommendations and presenting results during the summer school. → K_U02
Learning outcomes - social competences	K1: The student participates in research and projects responding to societal expectations, presenting outcomes that contribute to the public interest in an academic and intercultural forum. → K_K02
Teaching methods	Presentation, discussion, case study, project work.
Prerequisites	none
Brief description of the course	The aim of the course is to present the standards of writing diploma theses, including methodology (literature review, quantitative and qualitative research, presentation of results).
Complete description of the course	<ol style="list-style-type: none"> 1. Structure of a research paper (thesis, scientific article), 2. Literature review, available article databases, citations 3. Qualitative research 4. Quantitative research

	<p>5. Statistical analysis</p> <p>6. Research results and their presentation</p> <p>7. CLIDE diploma examination procedures</p> <p>8. Principles of industrial property protection and copyright in the design of the research process</p>
Requested/ recommended reading	<p>1. Frenz, M., Nielsen, K., Walters, G. (Eds.), Research Methods in Management, SAGE, London 2010.</p> <p>2. Saunders, M., Lewis, P., Thornhill, A., Research Methods for Business Students, Prentice Hall, Harlow 2009.</p> <p>3. Adams, J., Khan, H.T.A., Raeside, R., White, D., Research Methods for Graduate Business and Social Sciences Students, SAGE, Thousand Oaks 2007.</p> <p>4. Kuada J., Research Methodology: A Project Guide for University Students, Samfunds Litteratur, Frederiksberg 2012.</p>
Assessment methods and criteria	<p>preparation of the outline of the thesis, which includes (paper and movie):</p> <ul style="list-style-type: none"> - proposed topic of work - literature review (minimum 20 footnotes) - research problem, goal, hypotheses - research methodology (use of qualitative research) - impact of research results <p>The correctness of the use of footnotes is also assessed.</p> <p>The chosen topic of the thesis does not have to be the topic that will be implemented in the 4th semester.</p> <p>W1, W2 → thesis research methods portfolio/outline. U1 → oral presentation of thesis results during summer school; written thesis draft section. K1 → evaluation of summer school participation (presentation, discussion, contribution to public interest).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Christopher Korntner-Kanitz</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable

Learning outcomes specified for each type of classes within the course	Exercises: W1, W2, U1, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>preparation of the outline of the thesis, which includes (paper and movie):</p> <ul style="list-style-type: none"> - proposed topic of work - literature review (minimum 20 footnotes) - research problem, goal, hypotheses - research methodology (use of qualitative research) - impact of research results <p>The correctness of the use of footnotes is also assessed.</p> <p>The chosen topic of the thesis does not have to be the topic that will be implemented in the 4th semester.</p> <p>W1, W2 → thesis research methods portfolio/outline. U1 → oral presentation of thesis results during summer school; written thesis draft section. K1 → evaluation of summer school participation (presentation, discussion, contribution to public interest).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<ol style="list-style-type: none"> 1. Structure of a research paper (thesis, scientific article), 2. Literature review, available article databases, citations 3. Qualitative research 4. Quantitative research 5. Statistical analysis 6. Research results and their presentation 7. CLIDE diploma examination procedures 8. Principles of industrial property protection and copyright in the design of the research process
Teaching methods	Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Distributed intercultural teams communication
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	6
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18 hrs (0,72 ECTS) - participation in exercises – 18 hrs (0,72 ECTS) - study visit with a teacher to an enterprise in Marketing/communication department – prepare and participation in communication case 16h (0,64 ECTS) - participation in guest lectures (visiting professor) 10h (0,4 ECTS) - support in education related to scientific activity 10h (0,4 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 18 hrs - writing essays/ papers/ projects- 30 hrs - reading literature- 16 hrs - preparation for test/ examination - 11 hrs <p>Total: 150 hrs</p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to improve communication and collaboration in distributed intercultural teams. → K_ W03</p> <p>W2: The student analyzes interdependencies that ensure effective relationship-building, cooperation, and sustainability within networks of institutional actors across cultures. → K_ W04</p> <p>W3: The student critically evaluates legal, cultural, and financial conditions of running international businesses in dispersed and intercultural teams, identifying their impact on communication practices. → K_ W06</p>
Learning outcomes – skills	<p>U1: The student prepares and delivers professional oral presentations in both their native language and English (B2 CEFR), adapting messages to interdisciplinary, intercultural, and organizational contexts. → K_ U04</p>

	U2: The student manages communication within multicultural and dispersed teams, assuming various roles and demonstrating responsibility for both personal and collective outcomes. → K_U05
Learning outcomes - social competences	K1: The student critically reflects on theories and practices of organizational and team communication, selecting and evaluating sources to improve management in distributed contexts. → K_K01 K2: The student demonstrates entrepreneurial thinking and acting in intercultural and international teams, fostering effective collaboration in distributed environments. → K_K03
Teaching methods	Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.
Prerequisites	none
Brief description of the course	This course is concentrated distributed intercultural teams communication. The lecture introduces concepts and methodologies that enable students to perform their own analyses and develop adequate solutions. The skills covered in this course are applicable to managerial communication problems in an intercultural context. Students know and are able to apply common theoretical concepts about communication, sales, and marketing within intercultural teams and to daily business situations and act accordingly. They further realise that challenging problems in societies beyond the business world exist and that, from a humanitarian perspective, there is a responsibility for the single individual to contribute to a mutual well-being.
Complete description of the course	The course is split into two sub-modules: One Year in Sales and Marketing (SAL5I) & b) Applied Ethics (AET4IC) to cover the overall topic of distributed intercultural teams communication. For One Year in Sales and Marketing (SAL5I) graduates learn and apply common theoretical concepts about Marketing, Communication, and Sales in the context of international and intercultural teams. They have to apply the international marketing and sales context on two selected case studies, which will be prepared and presented in intercultural teams. The content of the course focuses on marketing, sales and intercultural management & communication theories and tools. The course puts a special emphasis on applying the theoretical knowledge with the help of two case studies of internationally active companies. Students learn in international teams first-hand the challenges of intercultural communication, marketing, and sales. Finally, special requirements to team collaboration and management style can be tested, applied, and reflected on in such a setup. For Applied Ethics (AET4IC) will realise that challenging problems in societies beyond the business world exist and that, from a humanitarian perspective, there is a responsibility for the single individual to contribute to a mutual well-being. Graduates are well able to reflect the practical experiences collected with-in a social project. The content of the course focuses finding and selecting a social project in Austria or abroad. Spending a minimum of 30 working hours in this defined project. Afterwards students need to summarize the findings, experiences, and reflection / de-briefing. A suitable social project is defined as a voluntary, unpaid activity within a recognized social institution like Caritas, Red Cross, Arbeiter Samariter Bund, Amnesty international, targeted at the clients of this organization.
Requested/ recommended reading	<ul style="list-style-type: none"> • <i>Calefato, F., & Ebert, C. (2019). Agile Collaboration for Distributed Teams [Software Technology]. IEEE Software, 36(1), 72–78. https://doi.org/10.1109/MS.2018.2874668</i>

	<ul style="list-style-type: none"> • D'Silva, M. U., & Atay, A. (Eds.). (2020). <i>Intercultural communication, identity, and social movements in the digital age</i> / edited by Margaret U. D'Silva and Ahmet Atay. Routledge. • House, C. (2019). <i>Distributed Teams-Challenges and Opportunities</i>. <i>Research Technology Management</i>, 62(5), 11–13. https://doi.org/10.1080/08956308.2019.1638222 • Norhayati Zakaria. (2017). <i>Culture matters : decision-making in global virtual teams</i> / Norhayati Zakaria. (1st ed.). CRC Press. https://doi.org/10.1201/9781315372976 • Ravitch, S. M., & Herzog, L. (2024). <i>Leadership mindsets for adaptive change : the Flux 5</i> / Sharon Ravitch and Liza Herzog. Routledge. • Wong, S. I., & Berntzen, M. N. (2019). <i>Transformational leadership and leader–member exchange in distributed teams: The roles of electronic dependence and team task interdependence</i>. <i>Computers in Human Behavior</i>, 92, 381–392. https://doi.org/10.1016/j.chb.2018.11.032
Assessment methods and criteria	<p>W1, W2, W3 → written test; or/and case study analysis on distributed team communication challenges.</p> <p>U1 → oral presentations in English and native language, tailored to multicultural business contexts.</p> <p>U2 → group project simulating management of a distributed intercultural team.</p> <p>K1 → critical essay on theories and practices of distributed communication.</p> <p>K2 → teamwork simulation or role-play of entrepreneurial problem-solving in a dispersed international team.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Christopher Korntner-Kanitz</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W3, Exercises: U1, U2, K1, K2

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>W1, W2, W3 → written test; or/and case study analysis on distributed team communication challenges. U1 → oral presentations in English and native language, tailored to multicultural business contexts. U2 → group project simulating management of a distributed intercultural team. K1 → critical essay on theories and practices of distributed communication. K2 → teamwork simulation or role-play of entrepreneurial problem-solving in a dispersed international team.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
<p>List of topics</p>	<p>Introduction to Distributed Teams Characteristics and challenges of distributed teams Importance of intercultural communication in global organizations Communication theories in intercultural contexts Sales and marketing concepts within international teams Managerial communication strategies for diverse environments Applying communication and marketing theories to real-world cases Problem-solving in intercultural team settings Humanitarian perspective: individual responsibility for mutual well-being International Marketing and Sales in Intercultural Teams Common theoretical concepts in marketing, communication, and sales Intercultural management and collaboration strategies</p> <p>Case Study Analysis Preparing and presenting two case studies of internationally active companies Challenges and solutions in intercultural marketing and sales Testing and reflecting on team collaboration and management styles</p> <p>Ethics and Social Responsibility Understanding societal challenges beyond business Humanitarian responsibility in leadership and teamwork</p> <p>Linking intercultural communication with marketing and ethics Building skills for distributed team leadership Presentation of findings and reflections</p>
<p>Teaching methods</p>	<p>Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.</p>
<p>Reference materials</p>	<p>As in part A</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Inclusive leadership
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	6
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 18 hrs (0,72 ECTS) - participation in exercises – 18 hrs (0,72 ECTS) - preparing and conducting an "urban game" during the university festival of nations (Erasmus Days) 16h (0,64 ECTS) - participation in guest lectures (visiting professor) 10h (0,4 ECTS) - support in education related to scientific activity 10h (0,4 ECTS) - conducting the test: 3 hours (0,12 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 18 hrs - writing essays/ papers/ projects- 30 hrs - reading literature- 16 hrs - preparation for urban game - 11 hrs <p>Total: 150 hrs</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets concepts, terminology, and development trends in leadership and quality management, with a focus on inclusivity in global and intercultural contexts. → K_W01</p> <p>W2: The student analyzes individual, group, and institutional behaviors in organizations, identifying factors that foster or hinder inclusive leadership. → K_W02</p> <p>W3: The student evaluates legal and ethical frameworks relevant to inclusive leadership and assesses their application in organizational practices. → K_W07</p>
Learning outcomes – skills	<p>U1: The student applies knowledge to independently solve problems related to inclusive practices in multicultural and diverse legal-political environments, critically reflecting on different perspectives. → K_U01</p> <p>U2: The student designs and implements an individual professional development plan focused on building inclusive leadership competences in intercultural organizational settings. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student participates in or conducts research and projects responding to societal expectations, initiating activities in the public interest that promote inclusivity in leadership. → K_K02</p>

	K2: The student demonstrates professional and ethical conduct in leadership roles, respecting cultural and worldview diversity and fostering inclusivity in professional environments. → K_K04
Teaching methods	Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.
Prerequisites	none
Brief description of the course	This course is concentrated on inclusive leadership from an international perspective. The lecture introduces concepts and methodologies that enable students to perform their own analyses and develop adequate solutions. The skills covered in this course are applicable to managerial problems in an intercultural context. Students know and are able to apply common theoretical concepts about leadership to daily business situations and act accordingly. They develop their own leadership style and ethics to act authentic, productive, and inclusive. They further identify sources of resistance to change and are capable to organize planned change activities. They understand psychological aspects of change management and can use change management tools according to the project phase requirements.
Complete description of the course	The course is split into two sub-modules: Digital Culture and Global Leadership (DCG2IC) and Change Management (CHM2IC) to cover the overall topic of inclusive leadership. For Digital Culture and Global Leadership (DCG2IC) graduates apply common theoretical concepts about leadership to daily business situations and act accordingly. They develop their own leadership style and ethics in order to act authentic, productive, and inclusive. The content of the course focuses on leadership theories and tools. It further covers productivity and leadership in the digital age. The course puts a special emphasis on ethical and inclusive leadership and individual competencies of a productive leader. Leadership tasks and their relevance in respect to different organizational settings and development phases are given and solved. Finally, special requirements to leadership in remote digital situations and under multicultural diverse and conditions are discussed to understand, how an inclusive leadership style can be applied in such conditions. For Change Management (CHM2IC) graduates identify sources of resistance to change and are capable to organize planned change activities. They have an understanding of psychological aspects of change management and are able to use change management tools according to the project phase requirements. The content of the course focuses on change management theories and tools. Further, the challenges in designing productive change interventions are discussed. Students learn to deal with resistance to change and how to apply learning and competency development in change situations to enable inclusive leadership. In both sub-modules the course evaluation will cover an oral or written examination and a course continuous assessment with projects and in-class activities to letting the students apply the learned content.
Requested/ recommended reading	<ul style="list-style-type: none"> • <i>Eikenberry, K./Turmel, W. (2018), The Long Distance Leader</i> • <i>Ferdman, B. M., Prime, J., & Riggio, R. E. (Eds.). (2021). Inclusive leadership : transforming diverse lives, workplaces, and societies / edited by Bernardo M Ferdman, Jeanine Prime, Ronald E Riggio. Routledge. https://doi.org/10.4324/9780429449673</i> • <i>French, W.L. et al. (2005), Organization Development and Transformation: Managing Effective Change, New York: McGraw-Hill Irwin.</i> • <i>Green, M. (2012), Change Management Masterclass,</i>

	<ul style="list-style-type: none"> • Hoover, A. N., & Rupp, D. E. (2024). <i>Inclusive leadership as a valid assessment center dimension. Industrial and Organizational Psychology</i>, 1–16. https://doi.org/10.1017/iop.2024.1 • Jia, J., Jiao, Y., & Han, H. (2022). <i>Inclusive leadership and team creativity: a moderated mediation model of Chinese talent management. International Journal of Human Resource Management</i>, 33(21), 4284–4307. https://doi.org/10.1080/09585192.2021.1966073 • Morgan, G. (2006), <i>Images of Organization</i> • Moss, G. (2019), <i>Inclusive leadership / Gloria Moss. (1st ed.)</i>. Routledge, Taylor & Francis Group. • Northouse, P. (2021), <i>Leadership: Theory and Practice</i> • Roberson, Q., & Perry, J. L. (2022). <i>Inclusive Leadership in Thought and Action: A Thematic Analysis. Group & Organization Management</i>, 47(4), 755–778. https://doi.org/10.1177/10596011211013161 • Rothwell, W. (2010), <i>Practicing Organization Development: A Guide for Leading Change</i> • Schein, E. (2016), <i>Organizational Culture and Leadership</i>
Assessment methods and criteria	<p>W1, W2, W3 → written test with open questions; case study analysis on inclusive leadership challenges.</p> <p>U1 → problem-solving task on inclusivity dilemmas in intercultural teams.</p> <p>U2 → individual professional development portfolio focused on inclusive leadership skills.</p> <p>K1 → participation in a project or research addressing inclusivity in organizations.</p> <p>K2 → reflective journal on ethical and inclusive leadership practices.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Christopher Korntner-Kanitz</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W3, Exercises: U1, U2, K1, K2
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2, W3 → written test with open questions; case study analysis on inclusive leadership challenges.</p> <p>U1 → problem-solving task on inclusivity dilemmas in intercultural teams.</p> <p>U2 → individual professional development portfolio focused</p>

	<p>on inclusive leadership skills. K1 → participation in a project or research addressing inclusivity in organizations. K2 → reflective journal on ethical and inclusive leadership practices.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Foundations of Inclusive Leadership</p> <ul style="list-style-type: none"> • Leadership theories and models • Developing authentic and ethical leadership styles • Individual competencies for productive leadership <p>Digital Culture and Leadership in the Digital Age</p> <ul style="list-style-type: none"> • Impact of digital transformation on leadership • Leading remote and distributed teams • Inclusive leadership in multicultural and virtual environments <p>Ethical and Inclusive Leadership</p> <ul style="list-style-type: none"> • Principles of ethical decision-making • Building inclusive organizational cultures • Addressing diversity and equity in leadership practices <p>Leadership Tasks and Organizational Context</p> <ul style="list-style-type: none"> • Leadership roles across organizational settings • Adapting leadership to different development phases • Managing productivity and engagement in diverse teams <p>Change Management Fundamentals</p> <ul style="list-style-type: none"> • Theories and tools of change management • Psychological aspects of organizational change • Sources of resistance and strategies to overcome them <p>Designing and Implementing Change Interventions</p> <ul style="list-style-type: none"> • Planning and organizing change activities • Applying change management tools across project phases • Competency development during change processes <p>Challenges in Inclusive Leadership and Change</p> <ul style="list-style-type: none"> • Leading through uncertainty and complexity • Balancing innovation and stability • Ethical considerations in change initiatives <p>Practical Applications</p> <ul style="list-style-type: none"> • Case studies on leadership and change management • Group projects and in-class activities • Reflection on leadership style and change strategies
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Austrian Culture and German Language in Business
Unit offering the course	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Unit for which the course is offered	Global Sales and Marketing University of Applied Sciences Upper Austria, School of Business and Management Steyr
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	0
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises - 18 hrs - conducting the test: 2 hours <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 18 hrs - preparation for test/ examination - 10 hrs <p>Altogether: 68 hrs</p>
Learning outcomes – knowledge	-
Learning outcomes – skills	<p>U1: The student prepares and delivers detailed oral presentations in German at the A1 CEFR level, as well as in English, adapting messages to interdisciplinary and business contexts and effectively communicating with internal and external stakeholders. → K_U04</p> <p>U2: The student collaborates in multicultural and dispersed teams using German in professional interactions, assuming various roles and taking responsibility for both personal and collective results. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student demonstrates professional and ethical behavior in business and intercultural contexts, showing respect for diverse cultural and worldview perspectives, particularly within the Austrian and German-speaking environment. → K_K04</p>
Teaching methods	<p>Exercises: Team project, workshops</p>
Prerequisites	none
Brief description of the course	<p>This course provides an introduction to German language and Austrian culture with a focus on business contexts. Students will develop practical communication skills for professional interactions while gaining insight into Austrian cultural values, business etiquette, and organizational practices. Through case studies and real-world examples, the course highlights how cultural understanding and language proficiency enhance effective collaboration and negotiation in international business settings.</p>

Complete description of the course	<p>Business Etiquette in Austria – understanding meeting protocols, negotiation styles, and relationship building in the Austrian business context.</p> <p>Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations.</p> <p>Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Austrian companies.</p> <p>Negotiation and Decision-Making in Austria – how culture shapes decision-making processes and business negotiations.</p> <p>Case Studies: Austrian Companies in Global Markets – examining examples of Austrian companies operating internationally and their cultural adaptations in business.</p>
Requested/ recommended reading	<p>Fink, G., Meierewert, S., & Rohr, U. (2022). <i>Business behaviors in Austria: Cultural dimensions and leadership practices</i>. Vienna University Press</p> <p>Höllnerer, M. A., & Walgenbach, P. (2022). Corporate culture and institutional logics in Austrian organizations. <i>Management International Review</i>, 62(5), 761–785. https://doi.org/10.1007/s11575-022-00480</p> <p>Müller, F. (2023). Cross-cultural business communication in Austria: Challenges and strategies. <i>Journal of Intercultural Communication Research</i>, 52(2), 134–150. https://doi.org/10.1080/17475759.2023.XXXX</p>
Assessment methods and criteria	<p>U1 → oral presentations in German and English (business-oriented scenarios).</p> <p>U2 → group project (e.g., case study on Austrian business culture) conducted partly in German.</p> <p>K1 → reflective journal or role-play on ethical and culturally sensitive communication in Austrian/German business settings.</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>FH-Prof. Dr. Christopher Korntner-Kanitz</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: U1, U2, K1,
Assessment methods and criteria applied for a given type of class within the course	Exercises: Team project, workshops
List of topics	<p>Business Etiquette in Austria</p> <ul style="list-style-type: none"> • Meeting protocols and professional behavior • Negotiation styles in Austrian business culture

	<ul style="list-style-type: none"> • Building and maintaining business relationships <p>Language for Professional Communication</p> <ul style="list-style-type: none"> • Key vocabulary for emails, presentations, and phone calls • Expressions for negotiations and formal correspondence • Politeness strategies and tone in professional communication <p>Cultural Values and Organizational Practices</p> <ul style="list-style-type: none"> • Hierarchy and authority in Austrian companies • Leadership styles and decision-making approaches • Teamwork and collaboration norms <p>Negotiation and Decision-Making in Austria</p> <ul style="list-style-type: none"> • Cultural influences on negotiation strategies • Decision-making processes in Austrian organizations • Conflict resolution and consensus-building <p>Case Studies: Austrian Companies in Global Markets</p> <ul style="list-style-type: none"> • Examples of Austrian firms operating internationally • Cultural adaptation strategies in global business • Lessons learned from cross-cultural business practices
Teaching methods	Exercises: Team project, workshops
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Multicultural Team Building
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	4
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 16 hrs (0,53 ECTS) - participation in exercises – 24 hrs (0,8 ECTS) - participation in guest lectures (visiting professor) 8h (0,27 ECTS) - conducting the test: 3 hours (0,1 ECTS) - support in education related to scientific activity 9h (0,3 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 25 hrs (0,83 ECTS) - writing essays/ papers/ projects - 12 hrs (0,4 ECTS) - reading literature - 12 hrs (0,4 ECTS) - preparation for testing - 11 hrs (0,37 ECTS) <p>Total: 120 hrs</p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their impact on multicultural team building and conflict resolution. → K_W02</p> <p>W2: The student critically evaluates legal and ethical frameworks relevant to conflict resolution and applies them in managing intercultural teams. → K_W07</p>
Learning outcomes – skills	<p>U1: The student manages multicultural and dispersed teams, assuming different roles and ensuring accountability for conflict resolution and team effectiveness. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting in leading intercultural and international teams, fostering constructive approaches to conflict management and collaboration. → K_K03</p>
Teaching methods	<p>Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.</p> <p>In conducting the course "Multicultural Team Building," to realize the competencies outlined in the program and to energize the teaching process during lectures and seminars, it is planned to employ various instructional strategies such as discussions during lectures, small group activities, student presentations, use of visual aids, and assorted solo and team tasks.</p>

	For lectures and sessions, the instructional approaches include expository and demonstrative methods, imitative methods, problem-oriented learning, semi-research activities, and fully research-driven pedagogical techniques.
Prerequisites	<i>Managerial ethics and sustainability</i> <i>Communication skills</i> <i>Cross-cultural management</i>
Brief description of the course	<i>The purpose of the course</i> “Multicultural teambuilding” is designed to equip students with the skills and knowledge necessary to effectively build and manage diverse teams. The purpose of this course is to deepen understanding of cultural differences, enhance conflict resolution skills, and foster an inclusive environment that leverages diversity as a strength within teams. <i>The objectives of the course are:</i> <i>develop cultural competence: teach students how to recognize and appreciate cultural differences within teams, enhancing their ability to interact effectively with team members from various backgrounds;</i> <i>enhance conflict resolution skills: provide students with the tools and methodologies needed to identify, address, and resolve conflicts within multicultural teams, ensuring that conflicts become opportunities for growth rather than obstacles;</i> <i>promote inclusivity: encourage the creation of inclusive team environments where all members feel valued and empowered to contribute their unique perspectives and skills;</i> <i>apply practical solutions: enable students to apply theories and concepts learned in real-world scenarios through case studies, simulations, and interactive activities, ensuring that they can implement these strategies effectively in their professional lives.</i>
Complete description of the course	Content module 1. Theoretical foundations of multicultural teambuilding. Theme 1. Understanding multicultural teams. 1.1. Essentials of multicultural teambuilding. Definition and importance of multicultural teams. Objectives, subjects, and scope of the course. Various classifications of multicultural team structures. Challenges and requirements specific to multicultural environments. Strategic frameworks for managing cultural diversity. 1.2. Dynamics of multicultural teams. Stages of multicultural team development. Characteristics and dynamics of each stage. Types of activities and interactions in different stages. 1.3. Managing multicultural teams. Core principles of effective multicultural team management. Technical and socio-cultural considerations. Strategies for enhancing intercultural communication and collaboration. Theme 2. Organizational structures for multicultural teams. 2.1. Frameworks and standards. Overview of existing frameworks and standards for managing multicultural teams. Analysis of multicultural team structures using standard models like GLOBE and Hofstede. 2.2. Processes and interactions in multicultural teams. Key processes in the lifecycle of a multicultural team: from initiation to closure. Relationship and interaction dynamics within diverse teams. 2.3. Trends in organizational development. Evolution of flexible and dynamic team structures. Modern approaches to managing diversity in organizational settings. Theme 3. Factors and dynamics in multicultural teams.

	<p>3.1. Formation and development of multicultural teams. Approaches to assembling diverse teams. Key characteristics and composition of successful multicultural teams. Models for creating effective teams in diverse settings.</p> <p>3.2. Leadership and management of multicultural teams. Main tasks and challenges in leading diverse teams. Methods for motivating and engaging team members from different cultures.</p> <p>3.3. Organizing effective multicultural teams. Different types of multicultural teams and their operational dynamics. The relationship between organizational cultures, management styles, and team effectiveness.</p> <p>Content module 2. Practical applications and conflict resolution.</p> <p>Theme 4. Strategies for conflict resolution.</p> <p>4.1. Conflict resolution techniques. Methods and strategies for addressing and resolving conflicts in multicultural settings. Role of negotiation, mediation, and dialogue in conflict resolution.</p> <p>4.2. Implementing conflict resolution mechanisms. Practical approaches to structuring conflict resolution processes. Case studies on successful conflict resolution in multinational corporations.</p> <p>4.3. Integrating conflict management in team processes. How to embed conflict management strategies into regular team operations. Training and development for ongoing conflict management skills.</p> <p>Theme 5. Enhancing team performance in multicultural settings.</p> <p>5.1. Performance metrics and evaluation. Key performance indicators for multicultural teams. Techniques for monitoring and evaluating team performance.</p> <p>5.2. Optimization of team workflows. Methods for streamlining processes and improving efficiency in diverse teams. Tools and technologies that support enhanced collaboration.</p> <p>5.3. Calendar and schedule management. Planning and scheduling techniques suitable for teams operating across different time zones. Utilization of project management software and other tools to coordinate multicultural team activities.</p> <p>Theme 6. Advanced topics in multicultural teambuilding.</p> <p>6.1. Cultural competency and sensitivity training. Comprehensive programs for enhancing cultural awareness and sensitivity among team members. Importance of ongoing cultural education in maintaining team cohesion.</p> <p>6.2. Case studies and real-world applications. Analysis of real-world examples demonstrating successful multicultural team management. Lessons learned and best practices from industry leaders.</p> <p>6.3. Future trends and innovations. Emerging trends in multicultural team management. Predictions for future developments in teambuilding and conflict resolution strategies.</p>
Requested/ recommended reading	<p><i>Katzenbach J. R., Smith D. K. The wisdom of teams: Creating the high-performance organizations. Harvard business review press, 2015. 320 p.</i></p> <p><i>Erin Meyer. The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs, 2014. 180 p.</i></p>

	<i>Andy Molinsky. Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process. Harvard Business Review Press, 2013. 240 p.</i>
Assessment methods and criteria	W1, W2 → case study analysis of team conflict scenarios; short written test on legal/ethical aspects of conflict resolution. U1 → group project or role-play simulation (conflict resolution in multicultural/dispersed teams). K1 → reflective journal or team exercise focused on entrepreneurial and inclusive conflict management strategies. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W2, Exercises: U1, K1,
Assessment methods and criteria applied for a given type of class within the course	W1, W2 → case study analysis of team conflict scenarios; short written test on legal/ethical aspects of conflict resolution. U1 → group project or role-play simulation (conflict resolution in multicultural/dispersed teams). K1 → reflective journal or team exercise focused on entrepreneurial and inclusive conflict management strategies. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
List of topics	Content module 1. Theoretical foundations of multicultural teambuilding. Theme 1. Understanding multicultural teams. 1.1. Essentials of multicultural teambuilding.

Definition and importance of multicultural teams. Objectives, subjects, and scope of the course. Various classifications of multicultural team structures. Challenges and requirements specific to multicultural environments. Strategic frameworks for managing cultural diversity.

1.2. Dynamics of multicultural teams.

Stages of multicultural team development. Characteristics and dynamics of each stage. Types of activities and interactions in different stages.

1.3. Managing multicultural teams.

Core principles of effective multicultural team management. Technical and socio-cultural considerations. Strategies for enhancing intercultural communication and collaboration.

Theme 2. Organizational structures for multicultural teams.

2.1. Frameworks and standards.

Overview of existing frameworks and standards for managing multicultural teams. Analysis of multicultural team structures using standard models like GLOBE and Hofstede.

2.2. Processes and interactions in multicultural teams.

Key processes in the lifecycle of a multicultural team: from initiation to closure. Relationship and interaction dynamics within diverse teams.

2.3. Trends in organizational development.

Evolution of flexible and dynamic team structures. Modern approaches to managing diversity in organizational settings.

Theme 3. Factors and dynamics in multicultural teams.

3.1. Formation and development of multicultural teams.

Approaches to assembling diverse teams. Key characteristics and composition of successful multicultural teams. Models for creating effective teams in diverse settings.

3.2. Leadership and management of multicultural teams.

Main tasks and challenges in leading diverse teams. Methods for motivating and engaging team members from different cultures.

3.3. Organizing effective multicultural teams.

Different types of multicultural teams and their operational dynamics. The relationship between organizational cultures, management styles, and team effectiveness.

Content module 2. Practical applications and conflict resolution.

Theme 4. Strategies for conflict resolution.

4.1. Conflict resolution techniques.

Methods and strategies for addressing and resolving conflicts in multicultural settings. Role of negotiation, mediation, and dialogue in conflict resolution.

4.2. Implementing conflict resolution mechanisms.

Practical approaches to structuring conflict resolution processes. Case studies on successful conflict resolution in multinational corporations.

4.3. Integrating conflict management in team processes.

How to embed conflict management strategies into regular team operations. Training and development for ongoing conflict management skills.

	<p>Theme 5. Enhancing team performance in multicultural settings.</p> <p>5.1. Performance metrics and evaluation. Key performance indicators for multicultural teams. Techniques for monitoring and evaluating team performance.</p> <p>5.2. Optimization of team workflows. Methods for streamlining processes and improving efficiency in diverse teams. Tools and technologies that support enhanced collaboration.</p> <p>5.3. Calendar and schedule management. Planning and scheduling techniques suitable for teams operating across different time zones. Utilization of project management software and other tools to coordinate multicultural team activities.</p> <p>Theme 6. Advanced topics in multicultural teambuilding.</p> <p>6.1. Cultural competency and sensitivity training. Comprehensive programs for enhancing cultural awareness and sensitivity among team members. Importance of ongoing cultural education in maintaining team cohesion.</p> <p>6.2. Case studies and real-world applications. Analysis of real-world examples demonstrating successful multicultural team management. Lessons learned and best practices from industry leaders.</p> <p>6.3. Future trends and innovations. Emerging trends in multicultural team management. Predictions for future developments in teambuilding and conflict resolution strategies.</p>
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Project management
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 16 hrs (0,53 ECTS) - participation in exercises – 24 hrs (0,8 ECTS) - study visit with a teacher/company supervisor to an enterprise – prepare and participation selected project 23 hrs (0,77 ECTS) - support in education related to scientific activity 9h (0,3 ECTS) - conducting the test: 3 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 16 hrs (0,53 ECTS) - writing essays/ papers/ projects- 20 hrs (0,67 ECTS) - reading literature- 20 hrs (0,67 ECTS) - preparation for testing - 19 hrs (0,63 ECTS) <p>Total: 150 hrs</p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to support organizational development in project management contexts. → K_W03</p> <p>W2: The student analyzes and assesses the impact of digital transformation trends on project management practices, organizational structures, and the economy.→ K_W05</p>
Learning outcomes – skills	<p>U1: The student applies theoretical knowledge to independently solve project-related problems in multicultural and diverse legal-political environments, critically reflecting on different approaches. → K_U01</p> <p>U2: The student develops and applies research methods and analytical tools to design complex processes and formulate project-related recommendations. → K_U02</p> <p>U3: The student creatively applies digital technologies to solve organizational problems and to support projects in the process of digital transformation. → K_U03</p>
Learning outcomes - social competences	<p>K1: The student critically evaluates theories and practices of project and organizational management, selecting and applying relevant sources to support evidence-based decision-making. → K_K01</p> <p>K2: The student participates in or conducts projects addressing societal needs, initiating activities in the public interest through responsible project management. → K_K02</p>
Teaching methods	Conversational lecture, problem-based lecture

	<p>Presentation, discussion, case study, project work.</p> <p>In the process of teaching the course “Project Management” for the implementation of the defined competencies of the program and the activation of the educational process in lectures and classes, it is envisaged to use such teaching methods as: lecture discussions, work in small groups, presentations, illustrations, various individual and group work.</p> <p>During lectures and classes, the following teaching methods are used: explanatory and illustrative, reproductive, problem-based teaching, partially research-based, research teaching methods.</p>
Prerequisites	<p>Contemporary Management and Digital Business (with organisational structure);</p> <p>Communication skills;</p> <p>Strategic management for multinational companies in digital era;</p>
Brief description of the course	<p>The purpose of the course “Project Management” is formation of students of higher education of the competencies in the system of theoretical knowledge and applied skills and abilities to use the principles and methods of project management.</p> <p>The objectives of the course are:</p> <p>disclosure of the content of the categorical project management apparatus, its tasks at the enterprise; mastering the skills of initiation, planning, implementation, monitoring and management, as well as project completion;</p> <p>acquisition of practical skills of planning, monitoring and control of project execution in the MS Project;</p> <p>mastering the key areas of knowledge in project management, in particular management of terms, cost and quality of the project, as well as human resources and project communications;</p> <p>assimilation of the principles and mastering of the methods of evaluating the effectiveness of project implementation.</p>
Complete description of the course	<p>Content module 1. Theoretical and methodological principles of project management.</p> <p>Topic 1. General characteristics of project management.</p> <p>1.1. The essence of project management and projects. Purpose, tasks, subject and object of the discipline. The concept of the project. Classification of projects. Peculiarities and requirements of projects. Strategic project triangle.</p> <p>1.2. Project life cycle. The essence of the project life cycle. Life cycle properties. Characteristics of the content and properties of the phases and stages of the project cycle. Types of work performed at different stages of the cycle.</p> <p>1.3. Project management. The essence of project management. Basic requirements and tasks of project management. Technical and socio-cultural aspects of project management.</p> <p>Topic 2. Project management organization.</p> <p>2.1. Project management standards. Review of existing project development standards. Types of standards. Project life cycle analysis according to the PMBOK standard.</p> <p>2.2. The main processes of the project and their relationship. Initiation processes - making a decision to start a project; planning processes - formulation of goals and criteria for project success, as well as development of work plans to achieve them; implementation</p>

processes - coordination of people and other resources to implement the plan; analysis processes – determining the compliance of the plan and project implementation with goals, criteria, decision-making on adjustment; management processes – development of corrective actions, coordination of these actions, approval and application; completion processes – formalization of project implementation and preparation of the project for systematic completion.

2.3. Designing the organizational structure of project management.

Types and characteristics of organizational structures of project management. Functional and matrix organization. Advantages of project-oriented organizational management structure. Ways to transition to a project-oriented form of organization.

2.4. Development of organizational structures and its tendencies.

Characteristics of movable and flexible structures. Modern organizational management structures and their content: external, horizontal and virtual structures.

Topic 3. Team and key human factors in project management.

3.1. Team formation and development.

Review of approaches to project team formation. The main characteristics of the project team and its composition. Principles of team formation. Model of forming an effective project team.

3.2. Organization of an effective project team.

Types of project teams: joint-interacting, joint-individual, joint-creative type. Relationship of organizational cultures, management forms and types of management activities. Signs of organizational culture. Group dynamics.

3.3. Project team management.

The main tasks of project team management. Sources and resources of staff involvement. Methods of personnel evaluation. Basic approaches to the perception of team staff. Features of human resources. Motivation of members and the whole project team.

Content module 2. Practical issues of project management.

Topic 4. Project content planning. Project structuring.

4.1. Project planning methodology.

Purpose and functions of project planning. The content of planned design works and requirements for the sequence of their implementation. Methodological approaches to project planning - traditional and systematic approaches, multi-stage and multilevel planning. CTR methodology. Project integration. Formation of a project management information system (PMIS).

4.2. Project structuring components.

The essence and content of the structuring methodology. Characteristics of subsystems of the working structure. The main features of the work package. Costs and their structuring. Responsibility matrix and its development.

4.3. Combination of project structures.

Bidirectional project structure: essence and methods of creation. Formation of a three-way project structure based on a combination of working, organizational and cost structures. Coding of project components. CTR-dictionary for medium and large projects.

Topic 5. Project planning in time.

5.1. Sequence planning.

Basic principles of construction and comparison of ADM and PDM graphs. PERT system.

	<p>5.2. Fundamentals of project network planning. The main purpose, the task of developing network schedules. Network diagram of the project. Types of communication in PERT-graphs. Methods for calculating the parameters of the network schedule (early, late start and end, critical path, critical and non-critical work, time for non-critical work). Duration of project work and its definition. Optimistic, pessimistic and most probable forecast time of work performance. Estimation of project duration on the basis of analogues. Simulation of work duration. Optimization of network schedule, reduction of project execution time.</p> <p>5.3. Project calendar planning. Calendar plan: essence, tasks and types. Principles and ways of planning projects over time. Methods of calendar planning. Gantt chart (basic parameters and order of construction).</p> <p>Topic 6. Project cost management.</p> <p>6.1. Characteristics of resources to be used in the project. Types of project costs, methods of calculating project costs. Features of planning material costs and labor costs. The sequence of the project budget, investment plan. Calculation of current project costs. Cash flow balance.</p> <p>6.2. Selection of project resource sources. Requirements for project support sources. Ranking of sources. Contract administration. Determining the type of contract. Investment attraction plan (sources of project financing).</p> <p>6.3. Optimization of resources. Planning project costs and project budget over time. Construction and interpretation of a banana-shaped curve. The essence of resource histograms, the algorithm for their construction. Smoothing of resource histograms under conditions of insufficient resources. Approaches to reducing project duration. Adjustment of terms of performance of works taking into account the possibility of their financing.</p> <p>Topic 7. Project implementation control.</p> <p>7.1. Project compliance monitoring system. Control cycle and its elements. Project control tools. Control of calendar plans and budgets of divisions. Reporting in the control system (tasks, principles of construction, forms of presentation).</p> <p>7.2. Methods of project implementation control. Control dates and indicators. Target plans. Cost-Schedule Control System (C / SCS). Projects in a controlled environment (PRINCE), monitoring project costs over time.</p> <p>Topic 8. Project risk management.</p> <p>8.1. Concepts and general principles of risk analysis. The concept of uncertainty, the essence of risk. Factors influencing risks and their dynamics. General principles of risk analysis. The sequence of stages of the risk analysis process.</p> <p>8.2. Identification and assessment of potential risks. Assessment of the probability of occurrence of a risky event. Determining the level of risk. Methods for determining the level of risk.</p> <p>8.3. Identification of risk prevention work. Methods of reducing the level of risk. The impact of risks on other management processes. Development of a risk management plan.</p>
Requested/ recommended reading	A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Seventh Edition and The Standard for Project Management: Project Management Institute, Inc., 2021. 274 p.

	<p>A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Sixth Edition: Project Management Institute, Inc., 2017. 756 p.</p> <p>A Guide to the Project Management Body of Knowledge (PMBOK Guide) – Fifth Edition: Project Management Institute, Inc., 2013. 589 p.</p> <p>Harold Kerzner Project Management: A Systems Approach to Planning, Scheduling, and Controlling – 13th Edition : John Wiley & Sons Inc., 2022. 880 p.</p>
Assessment methods and criteria	<p>W1, W2 → written exam; case study analysis on project management and digital transformation.</p> <p>U1 → problem-solving assignment (multicultural project scenarios).</p> <p>U2 → research project applying analytical tools to complex project processes.</p> <p>U3 → digital project design assignment using modern technologies.</p> <p>K1 → critical essay on project management methodologies.</p> <p>K2 → group project addressing societal or public-interest challenges.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W2, Exercises: U1-U3, K1, K2
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2 → written exam; case study analysis on project management and digital transformation.</p> <p>U1 → problem-solving assignment (multicultural project scenarios).</p> <p>U2 → research project applying analytical tools to complex project processes.</p> <p>U3 → digital project design assignment using modern technologies.</p> <p>K1 → critical essay on project management methodologies.</p> <p>K2 → group project addressing societal or public-interest challenges.</p>

	<p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Content module 1. Theoretical and methodological principles of project management.</p> <p>Topic 1. General characteristics of project management. 1.1. The essence of project management and projects. Purpose, tasks, subject and object of the discipline. The concept of the project. Classification of projects. Peculiarities and requirements of projects. Strategic project triangle. 1.2. Project life cycle. The essence of the project life cycle. Life cycle properties. Characteristics of the content and properties of the phases and stages of the project cycle. Types of work performed at different stages of the cycle. 1.3. Project management. The essence of project management. Basic requirements and tasks of project management. Technical and socio-cultural aspects of project management.</p> <p>Topic 2. Project management organization. 2.1. Project management standards. Review of existing project development standards. Types of standards. Project life cycle analysis according to the PMBOK standard. 2.2. The main processes of the project and their relationship. Initiation processes - making a decision to start a project; planning processes - formulation of goals and criteria for project success, as well as development of work plans to achieve them; implementation processes - coordination of people and other resources to implement the plan; analysis processes – determining the compliance of the plan and project implementation with goals, criteria, decision-making on adjustment; management processes – development of corrective actions, coordination of these actions, approval and application; completion processes – formalization of project implementation and preparation of the project for systematic completion. 2.3. Designing the organizational structure of project management. Types and characteristics of organizational structures of project management. Functional and matrix organization. Advantages of project-oriented organizational management structure. Ways to transition to a project-oriented form of organization. 2.4. Development of organizational structures and its tendencies. Characteristics of movable and flexible structures. Modern organizational management structures and their content: external, horizontal and virtual structures.</p> <p>Topic 3. Team and key human factors in project management. 3.1. Team formation and development.</p>

Review of approaches to project team formation. The main characteristics of the project team and its composition. Principles of team formation. Model of forming an effective project team.

3.2. Organization of an effective project team.
Types of project teams: joint-interacting, joint-individual, joint-creative type. Relationship of organizational cultures, management forms and types of management activities. Signs of organizational culture. Group dynamics.

3.3. Project team management.
The main tasks of project team management. Sources and resources of staff involvement. Methods of personnel evaluation. Basic approaches to the perception of team staff. Features of human resources. Motivation of members and the whole project team.

Content module 2. Practical issues of project management.

Topic 4. Project content planning. Project structuring.

4.1. Project planning methodology.

Purpose and functions of project planning. The content of planned design works and requirements for the sequence of their implementation. Methodological approaches to project planning - traditional and systematic approaches, multi-stage and multilevel planning. CTR methodology. Project integration. Formation of a project management information system (PMIS).

4.2. Project structuring components.

The essence and content of the structuring methodology. Characteristics of subsystems of the working structure. The main features of the work package. Costs and their structuring. Responsibility matrix and its development.

4.3. Combination of project structures.

Bidirectional project structure: essence and methods of creation. Formation of a three-way project structure based on a combination of working, organizational and cost structures. Coding of project components. CTR-dictionary for medium and large projects.

Topic 5. Project planning in time.

5.1. Sequence planning.

Basic principles of construction and comparison of ADM and PDM graphs. PERT system.

5.2. Fundamentals of project network planning.

The main purpose, the task of developing network schedules. Network diagram of the project. Types of communication in PERT-graphs. Methods for calculating the parameters of the network schedule (early, late start and end, critical path, critical and non-critical work, time for non-critical work). Duration of project work and its definition. Optimistic, pessimistic and most probable forecast time of work performance. Estimation of project duration on the basis of analogues. Simulation of work duration. Optimization of network schedule, reduction of project execution time.

5.3. Project calendar planning.

Calendar plan: essence, tasks and types. Principles and ways of planning projects over time. Methods of calendar planning. Gantt chart (basic parameters and order of construction).

Topic 6. Project cost management.

	<p>6.1. Characteristics of resources to be used in the project. Types of project costs, methods of calculating project costs. Features of planning material costs and labor costs. The sequence of the project budget, investment plan. Calculation of current project costs. Cash flow balance.</p> <p>6.2. Selection of project resource sources. Requirements for project support sources. Ranking of sources. Contract administration. Determining the type of contract. Investment attraction plan (sources of project financing).</p> <p>6.3. Optimization of resources. Planning project costs and project budget over time. Construction and interpretation of a banana-shaped curve. The essence of resource histograms, the algorithm for their construction. Smoothing of resource histograms under conditions of insufficient resources. Approaches to reducing project duration. Adjustment of terms of performance of works taking into account the possibility of their financing.</p> <p>Topic 7. Project implementation control.</p> <p>7.1. Project compliance monitoring system. Control cycle and its elements. Project control tools. Control of calendar plans and budgets of divisions. Reporting in the control system (tasks, principles of construction, forms of presentation).</p> <p>7.2. Methods of project implementation control. Control dates and indicators. Target plans. Cost-Schedule Control System (C / SCS). Projects in a controlled environment (PRINCE), monitoring project costs over time.</p> <p>Topic 8. Project risk management.</p> <p>8.1. Concepts and general principles of risk analysis. The concept of uncertainty, the essence of risk. Factors influencing risks and their dynamics. General principles of risk analysis. The sequence of stages of the risk analysis process.</p> <p>8.2. Identification and assessment of potential risks. Assessment of the probability of occurrence of a risky event. Determining the level of risk. Methods for determining the level of risk.</p> <p>8.3. Identification of risk prevention work. Methods of reducing the level of risk. The impact of risks on other management processes. Development of a risk management plan.</p>
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Leading across borders and cultures
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 20 hrs (0,67 ECTS) - participation in exercises – 20 hrs (0,67 ECTS) - study visit with a teacher/company supervisor to an enterprise –12 hrs (0,4 ECTS) - participation in job fairs 8h (0,27 ECTS) - participation in guest lectures 12h (0,39 ETCTS) - conducting the test: 3 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs (0,67 ECTS) - writing essays/ papers/ projects- 20 hrs (0,67 ECTS) - reading literature- 17 hrs (0,56 ECTS) - preparation for exam - 18 hrs (0,6 ECTS) <p>Total: 150 hrs</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets concepts, terminology, and development trends in leadership and quality management in global and intercultural contexts. (Understand/Evaluate – Bloom) → K_W01</p> <p>W2: The student analyzes interdependencies that foster relationship-building, cooperation, and sustainability in international and intercultural networks of organizations. → K_W04</p> <p>W3: The student evaluates the impact of digital transformation on organizations and the economy, with particular attention to leadership challenges across borders. → K_W05</p> <p>W4: The student assesses legal, cultural, and financial conditions of running international businesses, especially in dispersed and intercultural team environments. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies knowledge to independently solve leadership and management problems in multicultural and diverse legal-political environments, critically reflecting on different approaches. → K_U01</p> <p>U2: The student creatively applies digital technologies to solve organizational challenges and support leadership in the process of digital transformation. → K_U03</p>

Learning outcomes - social competences	<p>K1: The student critically confronts theories and practices of leadership across borders and cultures, selecting and evaluating relevant sources for effective organizational decision-making. → K_K01</p> <p>K2: The student conducts or participates in research and projects that address societal needs, initiating activities in the public interest across international contexts. → K_K02</p> <p>K3: The student demonstrates entrepreneurial thinking and acting in intercultural and international leadership settings, fostering innovation and collaboration. → K_K03</p>
Teaching methods	<p>Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.</p> <p>In the process of teaching the course “Leading across borders and cultures” for the implementation of the defined competencies of the program and the activation of the educational process in lectures and classes, it is envisaged to use such teaching methods as: lecture discussions, work in small groups, presentations, illustrations, various individual and group work.</p> <p>During lectures and classes, the following teaching methods are used: explanatory and illustrative, reproductive, problem-based teaching, partially research-based, research teaching methods.</p>
Prerequisites	<p>Basics of Leadership; Cross-cultural management; Strategic management for multinational companies in digital era;</p>
Brief description of the course	<p>The purpose of the course “Leading across borders and cultures” is to provide a highly practical perspective on one of today’s most pressing business issues: how to lead in a complex, cross-border, multicultural environment.</p> <p>This course emphasizes the relevance of the development of essential skills to develop a strategic and cross-cultural leadership that allows organizations to operate in a global scope.</p>
Complete description of the course	<p><i>The course will be conducted in the form of lectures and practical classes and will cover two content modules and the following topics:</i></p> <p>Content Module 1. Strategic Leadership in the Global Context</p> <ul style="list-style-type: none"> • <i>Global Trends and Business Environment: global mega trends: economic, political, social and environmental; technological waves and road map</i> • <i>Global Leadership.</i> • <i>Agile Leadership: the evolution of modern organizations; agile methodologies; managing agile organizations.</i> • <i>Leading the transformation to an agile digital global organization.</i> • <i>Strategy for the new Global Leadership: Platforms, networks and technological waves and digital readiness; Connected Organization: Suppliers, customers, employee and society at large; The digital enabler global strategic leader</i> <p>Content Module 2. Increasing cross cultural effectiveness</p> <ul style="list-style-type: none"> • <i>Understanding Cultural Differences: the changing global industries; global cultures and how they differ; sensitivity to cultural diversity; global strategic thinking; mindfulness; developing global thinking</i> • <i>Developing Cross-Cultural Communication Skills: using multiple forms of media for distance communications; overcoming language barriers;</i> • <i>Adapting Leadership Styles to Different Cultures: understanding the leadership style from multi-faceted insights such as country mapping, personal profiling, as well as team mapping frameworks and tools.</i>

	<ul style="list-style-type: none"> • <i>Building a Diverse and Inclusive Team: building highly effective teams; communication and diligence of global leadership; effective goal setting, delegating & empowerment; motivating and driving the team worldwide; managing and communicating with stakeholders</i> • <i>Embracing Global Collaboration and Innovation</i> • <i>Leading with Cultural Sensitivity and Respect</i>
Requested/ recommended reading	<p>Requested</p> <ul style="list-style-type: none"> • <i>Abramson, N. R., & Moran, R. T. (2017). <i>Managing Cultural Differences: Global Leadership for the 21st Century</i>. Routledge.</i> • <i>Ang, S., & Van Dyne, L. (2023). Cultural intelligence: Advancing theory, measurement, and practice. <i>Journal of International Business Studies</i>, 54(6), 1085–1105. https://doi.org/10.1057/s41267-023-00596-y</i> • <i>Atiku, S. O., & Fields, Z. (2020). <i>Multicultural orientations for 21st century global leadership. Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications (pp. 1-24)</i>. IGI Global.</i> • <i>Lane, H. W., Maznevski, M. L., & Mendenhall, M. E. (2022). <i>International management behavior: Global and responsible leadership</i>. Cambridge University Press.</i> • <i>Rockstuhl, T., & Van Vugt, M. (2023). Leadership across cultures: A review and integration of global leadership research. <i>Leadership Quarterly</i>, 34(2), 101684. https://doi.org/10.1016/j.leaqua.2023.101684</i> • <i>Taras, V., Kirkman, B. L., & Steel, P. (2024). Beyond Hofstede: New directions in cross-cultural management research. <i>Journal of World Business</i>, 59(3), 101365. https://doi.org/10.1016/j.jwb.2024.101365</i> <p>Recommended</p> <ul style="list-style-type: none"> • <i>Bird, A., & Mendenhall, M. E. (2016). <i>From cross-cultural management to global leadership: Evolution and adaptation. Journal of World Business</i>, 51(1), 115-126.</i> • <i>Hofstede, G. (2003). <i>Cultures and Organizations: Intercultural Cooperation and Its Importance for Survival</i>. London: Profile.</i> • <i>Meyer E. (2014) <i>The Culture Map: Breaking Through the Invisible Boundaries of Global Business</i>. PublicAffairs, 288 p.</i> • <i>Plaister-Ten, J. (2016). <i>The cross-cultural coaching kaleidoscope: a systems approach to coaching amongst different cultural influences</i>. London: Karnac</i>
Assessment methods and criteria	<p>W1, W2, W3, W4 → written exam with case studies on international and intercultural leadership.</p> <p>U1 → problem-solving assignment (multicultural leadership dilemma).</p> <p>U2 → project applying digital tools to global leadership challenges.</p> <p>K1 → critical essay comparing leadership theories across cultures.</p> <p>K2 → participation in an international project or simulation with a public-interest component.</p> <p>K3 → group project simulating entrepreneurial leadership across borders.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1-W4, Exercises: U1, U2, K1-K3
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2, W3, W4 → written exam with case studies on international and intercultural leadership.</p> <p>U1 → problem-solving assignment (multicultural leadership dilemma).</p> <p>U2 → project applying digital tools to global leadership challenges.</p> <p>K1 → critical essay comparing leadership theories across cultures.</p> <p>K2 → participation in an international project or simulation with a public-interest component.</p> <p>K3 → group project simulating entrepreneurial leadership across borders.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
List of topics	<p><i>Content Module 1. Strategic Leadership in the Global Context</i></p> <ul style="list-style-type: none"> • <i>Global Trends and Business Environment: global mega trends: economic, political, social and environmental; technological waves and road map</i> • <i>Global Leadership.</i> • <i>Agile Leadership: the evolution of modern organizations; agile methodologies; managing agile organizations.</i> • <i>Leading the transformation to an agile digital global organization.</i> • <i>Strategy for the new Global Leadership: Platforms, networks and technological waves and digital readiness; Connected Organization: Suppliers, customers, employee and society at large; The digital enabler global strategic leader</i> <p><i>Content Module 2. Increasing cross cultural effectiveness</i></p>

	<ul style="list-style-type: none"> • <i>Understanding Cultural Differences: the changing global industries; global cultures and how they differ; sensitivity to cultural diversity; global strategic thinking; mindfulness; developing global thinking</i> • <i>Developing Cross-Cultural Communication Skills: using multiple forms of media for distance communications; overcoming language barriers;</i> • <i>Adapting Leadership Styles to Different Cultures: understanding the leadership style from multi-faceted insights such as country mapping, personal profiling, as well as team mapping frameworks and tools.</i> • <i>Building a Diverse and Inclusive Team: building highly effective teams; communication and diligence of global leadership; effective goal setting, delegating & empowerment; motivating and driving the team worldwide; managing and communicating with stakeholders</i> • <i>Embracing Global Collaboration and Innovation</i> • <i>Leading with Cultural Sensitivity and Respect</i>
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Analytical tools for leaders
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 20 hrs (0,67 ECTS) - participation in exercises – 40 hrs (1,33 ECTS) - study visit with a teacher/ to an enterprise (IT department) –12 hrs (0,4 ECTS) - conducting the test: 3 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs (0,67 ECTS) - writing projects- 20 hrs (0,67 ECTS) - reading literature- 17 hrs (0,56 ECTS) - preparation for exam - 18 hrs (0,6 ECTS) <p>Total: 150 hrs</p>
Learning outcomes – knowledge	W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to support organizational development and evidence-based leadership decisions. → K W03
Learning outcomes – skills	<p>U1: The student applies theoretical knowledge to independently solve organizational problems in multicultural and diverse legal-political environments, using a critical approach to multiple perspectives. → K_U01</p> <p>U2: The student develops and applies research methods and analytical tools to design complex processes and formulate strategic recommendations for organizations. → K_U02</p> <p>U3: The student creatively integrates digital technologies with analytical tools to address organizational challenges and support digital transformation processes. → K_U03</p>
Learning outcomes - social competences	K1: The student critically evaluates theories and practices in organizational management, selecting and applying reliable sources to strengthen leadership decisions. → K K01
Teaching methods	<p>Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.</p> <p>In the process of teaching the course it is envisaged to use such teaching methods as: lectures-discussions, presentations, case studies, competence-oriented tasks, individual work.</p>

Prerequisites	Contemporary Management and Digital Business Managerial ethics and sustainability Strategic management for multinational companies in digital era
Brief description of the course	The purpose of the course is to form a system of theoretical knowledge and practical skills in the field of business analysis, management problem identification and solving and the respective tools leaders can use. The tasks of the course are: to disclose the essence and importance of analytical thinking; to master tools for data collection; to master key qualitative and qualitative analytical tools for leaders
Complete description of the course	<p>Lectures:</p> <p>Topic 1. Introduction to analytical thinking 1.1. The role of analytical thinking and business analysis in management The essence and nature of analytical thinking. The importance of analytical thinking in leadership. Techniques for critical thinking. 1.2. The process of rational decision making for leaders The essence of management decision. Rational and irrational management decisions. Stages of management decision making. 1.3. Analysis in decision-making The essence of business analysis. Tasks of business analysis. Classification of business analysis. The role of analysis in decision making.</p> <p>Topic 2. Tools for data collection 2.1. The role of data in management Data in decision making. Classification of data. Data collection and processing challenges in the informational era. 2.2. Data collection methods Overview of primary and secondary data sources. Techniques for collecting qualitative data. Techniques for collecting quantitative data. 2.3. Tools for data collection Digital tools for data collection. Ensuring data quality and integrity during the collection process.</p> <p>Topic 3. Qualitative analytical tools 3.1. Basic qualitative analytical tools Introduction to qualitative data analysis. Basic techniques of qualitative data analysis. Tools for qualitative data analysis. 3.2. Mapping techniques The purpose of mapping techniques. Mind mapping. Business process mapping. Tools for mapping techniques. 3.3. Cause and effect mapping techniques Cause and effect relationships in management. The 5 Whys technique. Fishbone diagram. Problem mapping. Tools for cause and effect mapping techniques.</p> <p>Topic 4. Quantitative analytical tools 4.1. Basic quantitative analytical techniques Descriptive statistics: mean, median, mode, standard deviation. Analysis of dynamics and plan fulfillment. Method of chain substitutions. Data visualization techniques. 4.2. Evaluation of effect of management decision The essence of performance and effect. Classification of effect. Contradictions of economic effect. Principles of evaluating the effect</p>

	<p>of management decisions. Techniques of evaluating the effect of management decision.</p> <p>4.3. Advanced quantitative analytical techniques Decision trees. Hypothesis testing. Analysis of variance. Correlation and regression analysis.</p> <p>Topic 5. Analytical tools for multivariate analysis</p> <p>5.1. Basics of multivariate analysis Overview and importance of multivariate analysis in decision-making. Types of multivariate techniques. Key multivariate analysis tools: MS Excel, SPSS, Statistica.</p> <p>5.2. Key multivariate analysis techniques Multiple regression. Factor analysis. Cluster analysis. Taxonomic development level indicator.</p> <p>5.3. Analytical hierarchy process The essence and tasks of the analytical hierarchy process. The general logics and procedure of the analytical hierarchy process.</p> <p>Classes: Practical assignment “Questionnaire as a tool of data collection” Practical assignment “Developing a problem map” Practical assignment “Business process modelling” Practical assignment “Analysis of cause and effect relationships” Practical assignment “Analysis of dynamics and plan fulfillment” Practical assignment “Factor analysis using the method of chain substitutions” Practical assignment “Evaluation of economic effect of management decisions” Practical assignment “Decision making using decision trees” Practical assignment “Analysis of variance” Practical assignment “Correlation and regression analysis” Practical assignment “Multivariate analysis techniques” Practical assignment “Analytical hierarchy process” Individual assignment: “The use of a selected analytical tool for resolving a managerial problem”</p>
Requested/ recommended reading	<p>Requested</p> <ul style="list-style-type: none"> • Cavalluzzo, K. S., & Iyer, R. (2023). <i>Data-driven leadership: A practical guide for school and organizational leaders</i>. Routledge. • Elia, G., Margherita, A., & Passiante, G. (2023). Digital tools for strategic decision-making: A systematic literature review. <i>Technological Forecasting and Social Change</i>, 190, 122327. https://doi.org/10.1016/j.techfore.2023.122327 • Hair J. F., Babin B. J., Black W. C., Anderson R. E. <i>Multivariate Data Analysis</i>. 8th ed. Cengage Learning, 2019. 813 p. • Saunders M., Lewis P., Thornhill A. <i>Research methods for business students</i>. 8th ed. NY: Pearson, 2019. 872 p. <p>Recommended</p> <ul style="list-style-type: none"> • Bonini Ch., Hausman W., Bierman H. <i>Quantitative Analysis For Management</i>. 9th ed. NY: McGraw-Hill, 1997. 552 p. • Cadle J., Paul D., Turner P. <i>Business Analysis Techniques</i>. Swindon: British Informatics Society Limited, 2010. 260 (XXI) p. • <i>Handbook of research on business process modeling</i> / Ed. by Jorge Cardoso and Wil van der Aalst. Hershey PA, London : Information Science Reference, 2009. 607 (XXV) p. • Lepeyko T. <i>Finance of Enterprises : textbook</i>. Kharkiv: Kharkiv national university of economics, 2010. 246 p.

	<ul style="list-style-type: none"> • Panagacos T. The Ultimate Guide to Business Process Management: Everything you need to know and how to apply it to your organization. KDP Print, 2012. 166 p. • Pushkar O., Zavgorodnia O. Decision Support Systems : summary of lectures. Kh. : Publishing House of KhNUE, 2012. 172 p. URL: http://repository.hneu.edu.ua/handle/123456789/5816. • Saaty T. L. How to make a decision: The analytic hierarchy process. European Journal of Operational Research. 1990. Issue 48(1). P. 9–26. • Six Sigma + Lean Toolset: Executing Improvement Projects Successfully / Ed. by Stephan Lunau; Translated by Astrid Schmitz. – Berlin : Springer-Verlag, 2008. – 315 (VIII) p. • Statistics: textbook / O. Rayevnyeva, I. Aksonova, O. Brovko et al.; under the general editorship of Professor O. Rayevnyeva, D.Sc. (Economics). Kharkiv: S. Kuznets KhNUE, 2020. 377 p. • The Guide to the Business Analysis Body of Knowledge™ [Electronic resource] / IIBA website. URL: www.theiiba.org. • Vause B. Guide to analysing company / B. Vause. – London : Profile Books Ltd, 2005. – 312 (VIII) p. • Walther L. M. Tools for enterprise performance evaluation: Budgeting and Decision making / Larry M. Walther, Christopher J. Skousen. – 2010. – 43 p. • Wooldridge J. M. Introductory Econometrics: A Modern Approach. Fifth Edition. South-Western, Cengage Learning, 2013. 882 p. URL: https://economics.ut.ac.ir/documents/3030266/14100645/Jeffrey_M._Wooldridge_Introductory_Econometrics_A_Modern_Approach_2012.pdf.
Assessment methods and criteria	<p>W1 → written exam; data interpretation exercise. U1 → problem-solving assignment (multicultural organizational scenarios). U2 → research project using analytical tools to design organizational solutions. U3 → digital case study project (combining technologies with analytical tools). K1 → critical essay or reflective analysis on the use of analytical methods in leadership.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,

Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1, Exercises: U1, U2, U3, K1
Assessment methods and criteria applied for a given type of class within the course	<p>W1 → written exam; data interpretation exercise. U1 → problem-solving assignment (multicultural organizational scenarios). U2 → research project using analytical tools to design organizational solutions. U3 → digital case study project (combining technologies with analytical tools). K1 → critical essay or reflective analysis on the use of analytical methods in leadership.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Lectures:</p> <p>Topic 1. Introduction to analytical thinking 1.1. The role of analytical thinking and business analysis in management The essence and nature of analytical thinking. The importance of analytical thinking in leadership. Techniques for critical thinking. 1.2. The process of rational decision making for leaders The essence of management decision. Rational and irrational management decisions. Stages of management decision making. 1.3. Analysis in decision-making The essence of business analysis. Tasks of business analysis. Classification of business analysis. The role of analysis in decision making.</p> <p>Topic 2. Tools for data collection 2.1. The role of data in management Data in decision making. Classification of data. Data collection and processing challenges in the informational era. 2.2. Data collection methods Overview of primary and secondary data sources. Techniques for collecting qualitative data. Techniques for collecting quantitative data. 2.3. Tools for data collection Digital tools for data collection. Ensuring data quality and integrity during the collection process.</p> <p>Topic 3. Qualitative analytical tools 3.1. Basic qualitative analytical tools Introduction to qualitative data analysis. Basic techniques of qualitative data analysis. Tools for qualitative data analysis.</p>

	<p>3.2. Mapping techniques The purpose of mapping techniques. Mind mapping. Business process mapping. Tools for mapping techniques.</p> <p>3.3. Cause and effect mapping techniques Cause and effect relationships in management. The 5 Whys technique. Fishbone diagram. Problem mapping. Tools for cause and effect mapping techniques.</p> <p>Topic 4. Quantitative analytical tools</p> <p>4.1. Basic quantitative analytical techniques Descriptive statistics: mean, median, mode, standard deviation. Analysis of dynamics and plan fulfillment. Method of chain substitutions. Data visualization techniques.</p> <p>4.2. Evaluation of effect of management decision The essence of performance and effect. Classification of effect. Contradictions of economic effect. Principles of evaluating the effect of management decisions. Techniques of evaluating the effect of management decision.</p> <p>4.3. Advanced quantitative analytical techniques Decision trees. Hypothesis testing. Analysis of variance. Correlation and regression analysis.</p> <p>Topic 5. Analytical tools for multivariate analysis</p> <p>5.1. Basics of multivariate analysis Overview and importance of multivariate analysis in decision-making. Types of multivariate techniques. Key multivariate analysis tools: MS Excel, SPSS, Statistica.</p> <p>5.2. Key multivariate analysis techniques Multiple regression. Factor analysis. Cluster analysis. Taxonomic development level indicator.</p> <p>5.3. Analytical hierarchy process The essence and tasks of the analytical hierarchy process. The general logics and procedure of the analytical hierarchy process.</p> <p>Classes: Practical assignment “Questionnaire as a tool of data collection” Practical assignment “Developing a problem map” Practical assignment “Business process modelling” Practical assignment “Analysis of cause and effect relationships” Practical assignment “Analysis of dynamics and plan fulfillment” Practical assignment “Factor analysis using the method of chain substitutions” Practical assignment “Evaluation of economic effect of management decisions” Practical assignment “Decision making using decision trees” Practical assignment “Analysis of variance” Practical assignment “Correlation and regression analysis” Practical assignment “Multivariate analysis techniques” Practical assignment “Analytical hierarchy process” Individual assignment: “The use of a selected analytical tool for resolving a managerial problem”</p>
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercise: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Image and Personal Branding for Leaders
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 16 hrs (0,53 ECTS) - participation in exercises – 24 hrs (0,8 ECTS) - study visit to an enterprise (HR/Marketing department) –14 hrs (0,4 ECTS) - support in education related to scientific activity 12h (0,4 ECTS) - participation in guest lectures 6h (0,2 ETCTS) - conducting the test: 3 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs (0,67 ECTS) - writing projects- 20 hrs (0,67 ECTS) - reading literature- 17 hrs (0,56 ECTS) - preparation for exam - 18 hrs (0,6 ECTS) <p>Total: 150 hrs</p>
Learning outcomes – knowledge	W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying how they influence the creation and management of a leader’s personal image and brand in intercultural contexts. → K W02
Learning outcomes – skills	<p>U1: The student prepares and delivers professional oral presentations in their native language and English (B2+ CEFR), adapting content to interdisciplinary and intercultural audiences in the context of leadership and branding. → K_U04</p> <p>U2: The student manages and collaborates in multicultural and dispersed teams, assuming different roles and ensuring accountability while developing their professional brand. → K_U05</p> <p>U3: The student designs and implements an individual professional development plan that integrates personal branding strategies into long-term leadership goals. → K_U06</p>
Learning outcomes - social competences	K1: The student demonstrates professional and ethical conduct in managing their personal image and brand, showing respect for cultural and worldview diversity in leadership contexts. → K K04
Teaching methods	Conversational lecture, problem-based lecture Presentation, discussion, case study, project work.

	In the process of teaching the course “Image and Personal Branding for Leaders” for the implementation of the defined competencies of the program and the activation of the educational process in lectures and classes, it is envisaged to use such teaching methods as: lecture-discussions, work in small groups, presentations, illustrations, various individual and group work.
Prerequisites	Basics of Leadership Communication skills Applied Psychology to Leadership
Brief description of the course	The purpose of the course “Image and Personal Branding for Leaders” is the formation of competencies in personal branding and image formation for leaders in order to increase the effectiveness of their interaction with the external environment and achieve financial freedom. The tasks of the course are: studying the essence of “personal brand” and “personal branding”; mastering the basic principles and rules of business regulation in modern conditions; development of the skills of justifying the choice of the most attractive areas of entrepreneurship in different conditions; mastering theoretical and methodical knowledge regarding the creation of a personal brand; studying ways to promote a personal brand; mastering the theoretical foundations of leader’s image; study of technologies for building a leader image; acquisition of theoretical and methodical knowledge regarding the image building strategy
Complete description of the course	Lectures: Content module 1. Basics of personal branding Topic 1. A systemic view on a personal brand 3. Personal brand, its essence and classification. The essence of the personal brand. Types of the personal brand: the brand “hand”, the brand “mind”, the brand “heart”. A personal brand for various social roles: a hired employee, an entrepreneur, a leader. 1.2. Concepts of personal brand. The essence of the basic concepts of the personal brand: target, image, psychological, trend, linguistic, philosophical. 1.3. Evaluation of personal brand. Formation of personal ideology. Formation of a positive first impression. Formation of an ideal image. Disclosure of individuality and unique traits. Determine the audience of a personal brand. Topic 2. Creating a personal brand 2.1. Basics of personal brand creating. Identifying the need for a personal branding. Determine the target audience. Positioning the brand. Key principles on which a personal brand is created. The main mistakes when creating a personal brand. 2.2. Algorithm of personal brand creating. Mission development. Creating a legend. Formation of values, needs and desires, personality traits, archetype. Key rules for creating a personal brand. 2.3. Visualization of personal brand. Creating a recognizable corporate identity. Choosing the policy to follow in design and creating promotional products. Identifying the parallelism between the visual design of a brand and the image of a leader. Topic 3. Promotion of a personal brand 3.1. Creation of an informational field of a brand.

Drafting an information support plan. Identifying the most effective means of communications with the audience. Creating a personal site, blog and online representations. The choice of information and how it is passed on to the audience. Costs for supporting information resources.

3.2. Strategies for personal brand promotion.
The main resources to promote the brand. Stories. Knowledge, experience, education. Image. Dreams Contacts and connections. The phenomenon of six levels of remoteness. Strategies and networking rules.

3.3. World experience of successful personal brand.
Archetypes and brands. Criteria for evaluating brand success. The main mistakes in creating and promoting a personal brand.

Content module 2. Leader's image formation

Topic 4. Theoretical basis for an image development

4.1. Concept of image and its nature.
The essence of the term "image". Image in history. Socio-psychological nature of an image. Functions of an image. Components of an individual image. Modern communication technologies used to create an image.

4.2. Classification of an image.
Types of an image. The main interpretations of an image and its characteristics. Image in advertising, politics, business, art and other areas of human activity.

4.3. Imageology.
Imageology in the system of scientific knowledge. Strategic goals of an image. Image as a component of modern society. The main differences of business image.

Topic 5. Technological bases for formation an image of a leader

5.1. Technologies for building an image.
Positioning as the main strategy for creating an image. Social effects of image perception. Myths and symbols in imageology. Basic principles and stages of image formation. Modern image creation technologies. Forms and types of communicative presentations. Public presentation to promote the image.

5.2. Structure and content of person's image.
Influence of a person appearance on the business relationship. The appearance of a leader, his portrait characteristics. Verbal image. Non-verbal means of business interaction. Social-role characteristics: reputation, role, legend, mission. Image symbols: name, personal attributes, social symbols and symbols of social prestige. Individual-personal qualities: professionally important qualities, dominant individual characteristics, style of relationships with people, basic values.

5.3. Creating a verbal, visual and kinetic image of a leader.
Creating a verbal and kinetic image. Language communication. Means of verbal image. Hearing in a person's communication. Feedback in business interaction. Non-verbal means of business interaction. The main channels of non-verbal communication. Tools for writing a communicative presentation. The visual image of a leader. Effect of a businessman appearance on the business relationship. Features of wardrobe for men and women, strategies for success. The main elements of an effective image of a leader. Techniques for creating a positive visual image.

Topic 6. Features of an image management

6.1. Formation of business image.
Specifics of technology for creating an image in business. Business appearance, business communication and business etiquette. The role of business rhetoric in creating a business image (negotiation technique, the art of business polemics, personal and telephone conversations, etc.).

	<p>Major mistakes in creating a business image. Formation of a public image of the head of the company. Ingredients of the image. Gender features of the leader’s image. Personality and business.</p> <p>6.2. Strategies for creating a business image. A universal image strategy. Target image strategy. Strategy “creative explosion”.</p> <p>6.3. Patterns of image effect creation. Problems of managing the mass consciousness and the behavior of the image-maker. Social mood and social stereotype. Psychology of the transformation of information into thought. The spontaneous and purposeful formation of the image. Techniques for creating an image of an effect. The role of the media in creating an effective image.</p> <p>Classes: Discussion on the topic “Personal brand of various social roles. Examples of real personal brands. Positive vs. Negative brands”. Work in small groups: “Analysis of the image of a historical leader (business, government, politics, art)”. Individual work: “Defining Yourself”. Individual work: “Formation of values, needs and desires, personal characteristics, archetype”. Group work: “Defining the target audience for personal branding. Drawing up a plan for information support”. Discussion on the topic “Development of an image creation technologies”. Group work: “Selection of socio-psychological and individual-personal image characteristics”. Individual work: Creating a public presentation to promote the own leader image: visual, kinetic and verbal”. Individual work: “Choosing a leader image formation strategy. The choice of mass media in creating an effective image”</p>
Requested/ recommended reading	<p>Milovanovic S., Baltazarevic B., Milovanovic N. Personal branding through leadership. International Review, 2015(3-4):75-81. DOI: 10.5937/intrev1504075M.</p> <p>Emmett L. Personal branding for business leaders – All you need to know. B2B PR Blog, Communication Strategy, Executive Profiling, LinkedIn, Messaging development, May 8, 2024. URL: https://ec-pr.com/personal-branding-for-business-leaders/.</p> <p>Simmons R. Personal branding ideas that help improve your image. Reputation Defender. 2024, 25 May. URL: https://www.reputationdefender.com/blog/orm/personal-branding-ideas-that-help-improve-your-image.</p> <p>Dewan S. D. The Role of Personal Image in Personal Branding. Centro de Estudios en Diseño y Comunicación (2020/2021). Pp 29-38. URL: http://www.scielo.org.ar/pdf/ccedce/n118/1853-3523-ccedce-118-28.pdf.</p>
Assessment methods and criteria	<p>W1 → case study analysis on leader behaviors and personal branding. U1 → graded oral presentations (personal branding pitch in native language + English). U2 → group project simulating team collaboration with focus on branding the team leader. U3 → individual portfolio (personal branding and professional development plan). K1 → reflective journal on ethical aspects of personal branding in intercultural settings.</p> <p>Fail – till 50% Satisfactory – 51-59,9%</p>

	Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lecture: W1, Exercises: U1-U3, K1
Assessment methods and criteria applied for a given type of class within the course	W1 → case study analysis on leader behaviors and personal branding. U1 → graded oral presentations (personal branding pitch in native language + English). U2 → group project simulating team collaboration with focus on branding the team leader. U3 → individual portfolio (personal branding and professional development plan). K1 → reflective journal on ethical aspects of personal branding in intercultural settings. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
List of topics	Lectures: Content module 1. Basics of personal branding Topic 1. A systemic view on a personal brand 4. Personal brand, its essence and classification. The essence of the personal brand. Types of the personal brand: the brand “hand”, the brand “mind”, the brand “heart”. A personal brand for various social roles: a hired employee, an entrepreneur, a leader. 1.2. Concepts of personal brand. The essence of the basic concepts of the personal brand: target, image, psychological, trend, linguistic, philosophical. 1.3. Evaluation of personal brand.

Formation of personal ideology. Formation of a positive first impression. Formation of an ideal image. Disclosure of individuality and unique traits. Determine the audience of a personal brand.

Topic 2. Creating a personal brand

2.1. Basics of personal brand creating.

Identifying the need for a personal branding. Determine the target audience. Positioning the brand. Key principles on which a personal brand is created. The main mistakes when creating a personal brand.

2.2. Algorithm of personal brand creating.

Mission development. Creating a legend. Formation of values, needs and desires, personality traits, archetype. Key rules for creating a personal brand.

2.3. Visualization of personal brand.

Creating a recognizable corporate identity. Choosing the policy to follow in design and creating promotional products. Identifying the parallelism between the visual design of a brand and the image of a leader.

Topic 3. Promotion of a personal brand

3.1. Creation of an informational field of a brand.

Drafting an information support plan. Identifying the most effective means of communications with the audience. Creating a personal site, blog and online representations. The choice of information and how it is passed on to the audience. Costs for supporting information resources.

3.2. Strategies for personal brand promotion.

The main resources to promote the brand. Stories. Knowledge, experience, education. Image. Dreams Contacts and connections. The phenomenon of six levels of remoteness. Strategies and networking rules.

3.3. World experience of successful personal brand.

Archetypes and brands. Criteria for evaluating brand success. The main mistakes in creating and promoting a personal brand.

Content module 2. Leader's image formation

Topic 4. Theoretical basis for an image development

4.1. Concept of image and its nature.

The essence of the term "image". Image in history. Socio-psychological nature of an image. Functions of an image. Components of an individual image. Modern communication technologies used to create an image.

4.2. Classification of an image.

Types of an image. The main interpretations of an image and its characteristics. Image in advertising, politics, business, art and other areas of human activity.

4.3. Imageology.

Imageology in the system of scientific knowledge. Strategic goals of an image. Image as a component of modern society. The main differences of business image.

Topic 5. Technological bases for formation an image of a leader

5.1. Technologies for building an image.

Positioning as the main strategy for creating an image. Social effects of image perception. Myths and symbols in imageology. Basic principles and stages of image formation. Modern image creation technologies. Forms and types of communicative presentations. Public presentation to promote the image.

5.2. Structure and content of person's image.

Influence of a person appearance on the business relationship. The appearance of a leader, his portrait characteristics. Verbal image. Non-verbal means of business interaction. Social-role characteristics:

	<p>reputation, role, legend, mission. Image symbols: name, personal attributes, social symbols and symbols of social prestige. Individual-personal qualities: professionally important qualities, dominant individual characteristics, style of relationships with people, basic values.</p> <p>5.3. Creating a verbal, visual and kinetic image of a leader. Creating a verbal and kinetic image. Language communication. Means of verbal image. Hearing in a person's communication. Feedback in business interaction. Non-verbal means of business interaction. The main channels of non-verbal communication. Tools for writing a communicative presentation. The visual image of a leader. Effect of a businessman appearance on the business relationship. Features of wardrobe for men and women, strategies for success. The main elements of an effective image of a leader. Techniques for creating a positive visual image.</p> <p>Topic 6. Features of an image management</p> <p>6.1. Formation of business image. Specifics of technology for creating an image in business. Business appearance, business communication and business etiquette. The role of business rhetoric in creating a business image (negotiation technique, the art of business polemics, personal and telephone conversations, etc.). Major mistakes in creating a business image. Formation of a public image of the head of the company. Ingredients of the image. Gender features of the leader's image. Personality and business.</p> <p>6.2. Strategies for creating a business image. A universal image strategy. Target image strategy. Strategy "creative explosion".</p> <p>6.3. Patterns of image effect creation. Problems of managing the mass consciousness and the behavior of the image-maker. Social mood and social stereotype. Psychology of the transformation of information into thought. The spontaneous and purposeful formation of the image. Techniques for creating an image of an effect. The role of the media in creating an effective image.</p> <p>Classes: Discussion on the topic "Personal brand of various social roles. Examples of real personal brands. Positive vs. Negative brands". Work in small groups: "Analysis of the image of a historical leader (business, government, politics, art)". Individual work: "Defining Yourself". Individual work: "Formation of values, needs and desires, personal characteristics, archetype". Group work: "Defining the target audience for personal branding. Drawing up a plan for information support". Discussion on the topic "Development of an image creation technologies". Group work: "Selection of socio-psychological and individual-personal image characteristics". Individual work: Creating a public presentation to promote the own leader image: visual, kinetic and verbal". Individual work: "Choosing a leader image formation strategy. The choice of mass media in creating an effective image"</p>
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercise: Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Leadership and Intercultural environment in case studies
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1 ECTS) - support in education related to scientific activity 12h (0,4 ECTS) (<i>leader.umk.pl</i>) - conducting the test: 3 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - writing projects- 24 hrs (0,8 ECTS) - reading literature- 21 hrs (0,7 ECTS) <p>Total: 90 hrs</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in leadership and quality management in global and intercultural contexts, using case study analysis. → K_W01</p> <p>W2: The student analyzes individual, group, and institutional behaviors in organizations, identifying their impact on leadership in intercultural environments. → K_W02</p> <p>W3: The student evaluates legal, cultural, and financial conditions of international business operations and applies them to case studies of dispersed and multicultural teams. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies theoretical knowledge to independently solve case-based problems in multicultural and diverse legal-political environments, critically reflecting on different perspectives. → K_U01</p> <p>U2: The student designs and implements an individual professional development plan that incorporates insights from case studies to strengthen intercultural leadership competences. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical stance when analyzing and confronting theories and practices of leadership in case studies, selecting and evaluating sources for effective organizational decision-making. → K_K01</p> <p>K2: The student demonstrates entrepreneurial thinking and acting when developing solutions to intercultural leadership challenges presented in case studies. → K_K03</p>
Teaching methods	problem-based lecture, presentation, discussion, case study, project work.

	In the process of teaching the course “ Leadership and Intercultural environment in case studies” for the implementation of the defined competencies of the program and the activation of the study process in classes, it is envisaged to use such teaching methods as: case studies, discussions, work in small groups, presentations, illustrations, various individual and group work.
Prerequisites	Basics of Leadership; Cross-cultural management; Communication skills; Strategic management for multinational companies in digital era; Leading across borders and cultures
Brief description of the course	The purpose of the course “Leadership and Intercultural environment in case studies” is to provide a highly practical perspective on intercultural leadership. This course emphasizes the relevance of the development of essential skills to develop a cross-cultural leadership that allows to increase effectiveness of organizations.
Complete description of the course	The course will be conducted in the form of case studies and will cover the following topics: <ul style="list-style-type: none"> • Challenges of intercultural leaders in contemporary business; • Developing a Global Mindset and Cultural Intelligence for effective leadership; • Impact of cultural dimensions on the management style and organizational culture in a multicultural environment; • Leadership and intercultural competence at work; • Case Studies in Intercultural Communication; • Working in multicultural teams.
Requested/ recommended reading	Abramson, N. R., & Moran, R. T. (2017). <i>Managing Cultural Differences: Global Leadership for the 21st Century</i> . Routledge. Hofstede, G. (2003). <i>Cultures and Organizations: Intercultural Cooperation and Its Importance for Survival</i> . London: Profile. House, R. J., Dorfman, P. W., Javidan, M., Hanges, P. J., & de Luque, M. S. (Eds.). (2022). <i>Strategic leadership across cultures: The GLOBE study of CEO leadership behavior and effectiveness in 24 countries</i> . SAGE Publications. Moodian M.A. (2008) <i>Contemporary Leadership and Intercultural Competence: Exploring the Cross-Cultural Dynamics Within Organizations</i> 1st Edition, Kindle Edition Lepeyko T. Analysis of Organizational and National Culture Values of the Personnel in a Multinational Organization: A Case of China. <i>Управління розвитком</i> . – Т. 20. – № 2. – P. 16-25. Rockstuhl, T., & Van Vugt, M. (2023). Leadership across cultures: A review and integration of global leadership research. <i>The Leadership Quarterly</i> , 34(2), 101684. https://doi.org/10.1016/j.leafqua.2023.101684 Taras, V., Kirkman, B. L., & Steel, P. (2024). Beyond Hofstede: New directions in cross-cultural management research. <i>Journal of World Business</i> , 59(3), 101365. https://doi.org/10.1016/j.jwb.2024.101365
Assessment methods and criteria	Final Evaluation: Homeworks and Team assignments 20% (U2, K2 → individual portfolio (professional development plan linked to case study learning). Class Discussions 20% (U1, K1, K2 → problem-solving assignment based on intercultural leadership case studies.) Peer to Peer Evaluation 20% Final Report and Presentation 40% W1, W2, W3 Total 100%

	Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1, U1, U2, K1, K2
Assessment methods and criteria applied for a given type of class within the course	<p>Final Evaluation:</p> <p>Homeworks and Team assignments 20% (U2, K2 → individual portfolio (professional development plan linked to case study learning).</p> <p>Class Discussions 20% (U1, K1, K2 → problem-solving assignment based on intercultural leadership case studies.)</p> <p>Peer to Peer Evaluation 20%</p> <p>Final Report and Presentation 40% W1, W2, W3</p> <p>Total 100%</p> <p>Fail – till 50%, Satisfactory – 51-59,9%, Satisfactory plus – 60-69,9%, Good – 70-79,9%, Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<ul style="list-style-type: none"> • Challenges of intercultural leaders in contemporary business; • Developing a Global Mindset and Cultural Intelligence for effective leadership; • Impact of cultural dimensions on the management style and organizational culture in a multicultural environment; • Leadership and intercultural competence at work; • Case Studies in Intercultural Communication; • Working in multicultural teams.
Teaching methods	problem-based lecture, presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Ukrainian Culture and Language in Business
Unit offering the course	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Unit for which the course is offered	<i>Management and Marketing Faculty, Simon Kuznets Kharkiv National University of Economics</i>
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Professional Track: Leading intercultural teams (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1 ECTS) - guest lecture 3h (0,1 ECTS) - conducting the test: 3 hours (0,1 ECTS) - organization of student conference: 9 hours (0,3 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - writing projects- 20 hrs (0,67 ECTS) - reading literature- 25 hrs (0,83 ECTS) <p>Total: 90 hrs</p>
Learning outcomes – knowledge	-
Learning outcomes – skills	<p>U1: The student prepares and delivers detailed oral presentations in Ukrainian at the B1+/B2 CEFR level, as well as in English, adapting content to interdisciplinary and business contexts, and effectively communicating with internal and external stakeholders. → K_U04</p> <p>U2: The student collaborates in multicultural and dispersed teams using Ukrainian in professional interactions, assuming various roles and taking responsibility for both personal and collective outcomes. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student demonstrates professional and ethical conduct in intercultural business contexts, showing respect for cultural and worldview diversity, particularly within Ukrainian cultural settings. → K_K04</p>
Teaching methods	<p>Exercises: Team project, workshops</p>
Prerequisites	none
Brief description of the course	<p>This course provides an introduction to Ukrainian language and culture with a focus on business contexts. Students will develop practical communication skills for professional interactions while gaining insight into Ukrainian cultural values, business etiquette, and organizational practices. Through case studies and real-world examples, the course highlights how cultural understanding and language proficiency enhance effective collaboration and negotiation in international business settings.</p>

Complete description of the course	<ul style="list-style-type: none"> • Business Etiquette in Ukraine – understanding meeting protocols, negotiation styles, and relationship building in the Ukrainian business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Ukrainian companies. • Negotiation and Decision-Making in Ukraine – how culture shapes decision-making processes and business negotiations. • Case Studies: Ukrainian Companies in Global Markets – examining examples of Ukrainian companies operating internationally and their cultural adaptations in business.
Requested/ recommended reading	<p>Dligach A, Stavyt'skyi A. Resilience Factors of Ukrainian Micro, Small, and Medium-Sized Business. <i>Economies</i>. 2024; 12(12):319. https://doi.org/10.3390/economies12120319</p> <p>Glinkowska-Krauze, B., Chebotarov, V., Chebotarov I., et al. (2023). National business cultures of Poland, Lithuania and Ukraine as a factor of the synthesis of Western and Eastern management styles. <i>Przegląd europejski</i>, 2023(3), 79-93. https://doi.org/https://doi.org/10.31338/1641-2478pe.3.23.5.</p>
Assessment methods and criteria	<p>U1 → oral presentations in Ukrainian and English (business-oriented scenarios).</p> <p>U2 → group project (case study on Ukrainian business culture) conducted partly in Ukrainian.</p> <p>K1 → reflective journal or role-play simulation on ethical and intercultural aspects of doing business in Ukrainian contexts.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Dr. Tetyana Lepeyko</i>
Course instructors	will be specified later,
Nature of the course	<i>Professional Track: Leading intercultural teams (semester III)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: U1, U2, K1

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>U1 → oral presentations in Ukrainian and English (business-oriented scenarios). U2 → group project (case study on Ukrainian business culture) conducted partly in Ukrainian. K1 → reflective journal or role-play simulation on ethical and intercultural aspects of doing business in Ukrainian contexts.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
<p>List of topics</p>	<ul style="list-style-type: none"> • Business Etiquette in Ukraine – understanding meeting protocols, negotiation styles, and relationship building in the Ukrainian business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Ukrainian companies. • Negotiation and Decision-Making in Ukraine – how culture shapes decision-making processes and business negotiations. • Case Studies: Ukrainian Companies in Global Markets – examining examples of Ukrainian companies operating internationally and their cultural adaptations in business.
<p>Teaching methods</p>	<p>Exercises: Team project, workshops</p>
<p>Reference materials</p>	<p>As in part A</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital Business Models
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures – 15 hrs (0,6 ECTS) - participation in exercises – 15 hrs (0,6 ECTS) - support in education related to scientific activity 15 hrs (0,6 ECTS) - study visit with a teacher to an enterprise and implementation of a team project 15h (0,6 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 15 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 15 hrs - preparation for test/ examination- 12,5 hrs <p>Total: 125 hrs</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in quality management sciences, including leadership, in the context of digital business models. → K W01</p> <p>W2: The student analyzes and evaluates the main trends of digital transformation and their impact on organizations, the economy, and emerging digital business models. → K W05</p>
Learning outcomes – skills	<p>U1: The student creatively applies digital technologies to solve organizational problems and to design or improve digital business models that support organizational transformation. → K U03</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical stance when assessing theories and practices of organizational management in the digital era, selecting and evaluating sources to support strategic decision-making. → K K01</p>
Teaching methods	<p>problem-based lecture, presentation, discussion, brainstorming, case study, project work.</p>
Prerequisites	<p>Basic knowledge of management studies</p>
Brief description of the course	<p>The main objective of the course titled “Digital business models” is to familiarize students with the issue of business models in today's digitized economy.</p>
Complete description of the course	<p>The main objective of the course titled “Digital business models” is to familiarize students with the issue of business models in today's digitized economy. The concept of a business model, which has been</p>

	developed since the 1990s, is constantly evolving due to developing new technologies that open unprecedented business opportunities for companies. A proper understanding of issues related to modern business models requires a discussion of the concept of “Economy 4.0” and the value creation process, as well as artificial intelligence and cloud solutions, among others. Digital business models are used in many different industries. On the one hand, they make it possible to support processes that deliver value to customers, and on the other, to create entirely new value propositions.
Requested/ recommended reading	<p>A. Aagaard (Ed.), <i>Digital Business Models: Driving Transformation and Innovation</i>, Cham: Springer International Publishing, 2019.</p> <p>S. Ronteau, L. Muzellec, D. Saxena, D. Trabucchi, <i>Digital Business Models: The New Value Creation and Capture Mechanisms of the 21st Century</i>, De Gruyter, Berlin 2022.</p> <p>A. Jablonski, Adam, M. Jablonski, <i>Digital Business Models: Perspectives on Monetisation</i>, Routledge, London 2021.</p> <p>B.W. Wirtz, <i>Digital Business Models: Concepts, Models, and the Alphabet Case Study</i>, Cham: Springer International Publishing, 2019. 5.</p> <p>M. Tomanek, W. Cieslinski, M. Polasik, <i>Digital Business Models in Sport</i>, Oxon: Taylor & Francis, Abingdon 2022</p>
Assessment methods and criteria	<p>W1, W2 → written exam with problem-based questions; case study analysis of digital business models.</p> <p>U1 → project assignment (designing or evaluating a digital business model).</p> <p>K1 → critical essay comparing theoretical and practical approaches to digital transformation.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Paweł Cegliński, PhD
Course instructors	Paweł Cegliński, PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable

Learning outcomes specified for each type of classes within the course	Lecture: W1, W2 Exercises: U1, K1,
Assessment methods and criteria applied for a given type of class within the course	W1, W2 → written exam with problem-based questions; case study analysis of digital business models. U1 → project assignment (designing or evaluating a digital business model). K1 → critical essay comparing theoretical and practical approaches to digital transformation. Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
List of topics	<p>Introduction to Digital Business Models</p> <ul style="list-style-type: none"> • Evolution of business models since the 1990s • Impact of digitalization on business strategies <p>Economy 4.0 and Value Creation</p> <ul style="list-style-type: none"> • Key principles of Economy 4.0 • Understanding the value creation process in digital ecosystems <p>Technological Drivers of Digital Business</p> <ul style="list-style-type: none"> • Artificial Intelligence and its role in business models • Cloud computing solutions and scalability • Emerging technologies shaping digital transformation <p>Designing Digital Business Models</p> <ul style="list-style-type: none"> • Components and structure of a digital business model • Frameworks for creating innovative value propositions • Supporting processes for customer value delivery <p>Industry Applications</p> <ul style="list-style-type: none"> • Digital business models across different sectors • Case studies of successful digital transformations • Creating new value propositions through technology <p>Challenges and Opportunities</p> <ul style="list-style-type: none"> • Risks in implementing digital business models • Ethical and sustainability considerations • Future trends in digital economy and business innovation
Teaching methods	Lecture: problem-based lecture, presentation, Exercises: discussion, brainstorming, case study, project work
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital team building
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1,2 ECTS) - support in education related to scientific activity 15 hrs (0,6 ECTS) - study visit with a teacher to an enterprise (HR/Marketing department) 15h (0,6 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 15 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 15 hrs - preparation for test/ examination- 12,5 hrs <p>Total: 125 hrs</p>
Learning outcomes – knowledge	W1: The student analyzes behaviors of individuals, groups, and institutions in organizations, identifying how these influence digital team building in intercultural contexts. → K_W02
Learning outcomes – skills	<p>U1: The student applies theoretical knowledge to independently solve problems related to digital collaboration and multicultural teamwork in diverse legal-political environments, critically reflecting on various perspectives. → K_U01</p> <p>U2: The student manages digital, dispersed, and multicultural teams by taking on different roles, ensuring accountability for shared results, and fostering effective collaboration. → K_U05</p> <p>U3: The student designs and implements an individual professional development plan aimed at enhancing digital collaboration and leadership competences. → K_U06</p>
Learning outcomes - social competences	K1: The student demonstrates entrepreneurial thinking and acting in digital, intercultural, and international teamwork settings, fostering innovation and collaboration. → K_K03
Teaching methods	Discussions, case study, technology-based learning, Group learning, Game-based learning
Prerequisites	Highly recommended positive grades and good level of skills acquired in Communication skills, Basics of Leadership, Creativity and innovation for leadership courses

Brief description of the course	<p>This course will allow students to master the knowledge and skills of building successful teams, especially in the conditions of digital transformation.</p> <p>Students will learn practical strategies and real-life examples that they can implement in their own teams.</p>
Complete description of the course	<p>The course will be conducted in the form of practical classes and will cover the following topics:</p> <ul style="list-style-type: none"> • group and team - basic terminology • types of teams • diversity and inclusion in digital team • digital meeting principles • digital meeting tools and technics • benefits and problems of a digital teamwork • team development stages • group norms, group group contract • Belbin Team Roles • social phenomena determining the effectiveness of teamwork: conformity, the Ringelmann effect, groupthink, social facilitation, group polarization, etc. • motivation in the digital team • team building activities, ice-breakers, integration, trust, maintaining commitment etc.
Requested/ recommended reading	<p>Bang, H., & Nettet Midelfart, T. (2021). Effective management teams and organizational behavior : a research-based model for team development / Henning Bang and Thomas Nettet Midelfart. Routledge, Taylor & Francis Group.</p> <p>Chen John, <i>50 Digital Team-Building Games</i>, John Wiley&Sons Inc., 2012.</p> <p>Coyle Daniel, <i>The Culture Code: The Secrets To Highly Succesful Teams</i>, Bantam, 2018</p> <p>Haan, E. de, & Stoffels, D. (Eds.). (2024). <i>Relational team coaching / edited by Erik de Haan and Dorothee Stoffels</i>. Routledge.</p> <p>Lencioni Patrick, <i>The Five Dysfunctions of a Team</i>, Wiley&Sons Inc., 2002.</p> <p>McNeese, M., Salas, E., & Endsley, M. R. (Eds.). (2021). <i>Handbook of distributed team cognition. Three-Volume set / edited by Michael McNeese, Eduardo Salas, Mica R. Endsley</i>. CRC Press.</p> <p>Sinek Simon, <i>Leaders Eat Last: Why Some Teams Pull Together and Others Don't</i>, Penguin, 2017</p> <p>Swart, Kurt; Bond-Barnard, Taryn; and Chugh, Ritesh (2022), <i>Challenges and critical success factors of digital communication, collaboration and knowledge sharing in project management virtual teams: a review,</i>" International Journal of Information Systems and Project Management: Vol. 10: No. 4, Article 5. Available at: https://aisel.aisnet.org/ijispm/vol10/iss4/5</p>
Assessment methods and criteria	<p>W1 → short written test; case study analysis on team behavior in digital environments.</p> <p>U1 → problem-solving tasks (digital teamwork scenarios in intercultural contexts).</p> <p>U2 → group project (building and managing a digital team for a business challenge).</p> <p>U3 → individual portfolio (personal development plan for digital leadership).</p> <p>K1 → simulation or role-play of entrepreneurial decision-making in digital international teams.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p>

	Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Barbara Józefowicz, PhD
Course instructors	Barbara Józefowicz, PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1, U1-U3, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>W1 → short written test; case study analysis on team behavior in digital environments.</p> <p>U1 → problem-solving tasks (digital teamwork scenarios in intercultural contexts).</p> <p>U2 → group project (building and managing a digital team for a business challenge).</p> <p>U3 → individual portfolio (personal development plan for digital leadership).</p> <p>K1 → simulation or role-play of entrepreneurial decision-making in digital international teams.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
List of topics	<p>The course will be conducted in the form of practical classes and will cover the following topics:</p> <ul style="list-style-type: none"> • group and team - basic terminology • types of teams • diversity and inclusion in digital team • digital meeting principles • digital meeting tools and technics • benefits and problems of a digital teamwork • team development stages • group norms, group group contract • Belbin Team Roles • social phenomena determining the effectiveness of teamwork: conformity, the Ringelmann effect, groupthink, social facilitation, group polarization, etc. • motivation in the digital team

	<ul style="list-style-type: none">• team building activities, ice-breakers, integration, trust, maintaining commitment etc.
Teaching methods	Discussions, case study, technology-based learning, Group learning, Game-based learning
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital literacy development for leaders
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	4
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 45 hrs (1,8 ECTS) - guest lectures: 5hrs (0,2 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 15 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 15 hrs <p>Total: 100 hrs</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in leadership and quality management, with a focus on digital literacy in global and intercultural contexts. → K_W01</p> <p>W2: The student analyzes and evaluates the main trends and impacts of digital transformation on organizations and the economy, assessing their implications for leadership competences. → K_W05</p>
Learning outcomes – skills	<p>U1: The student designs and implements an individual professional development plan aimed at advancing digital literacy and leadership competences, aligned with current trends in digital transformation. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting when applying digital literacy in intercultural and international leadership contexts, fostering innovation and adaptability. → K_K03</p>
Teaching methods	<p>Interactive lectures and discussions Hands-on workshops and activities Case studies from industry</p>
Prerequisites	<p>Familiarity with basic leadership principles and general communication skills is recommended.</p>
Brief description of the course	<p>This course aims to develop the digital literacy skills of leaders, focusing on the use of digital tools, data, and online communication platforms to drive strategic initiatives. Participants will gain a deep understanding of digital transformation, cybersecurity, and data management, preparing them to lead effectively in a rapidly evolving technological landscape.</p>

<p>Complete description of the course</p>	<p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Understand the role of digital literacy in leadership. 2. Develop data-driven decision-making skills. 3. Enhance digital communication through modern platforms. 4. Improve cybersecurity awareness and practices. 5. Explore the impact of digital transformation on leadership roles. <p>Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Digital Literacy for Leaders <ul style="list-style-type: none"> • Definitions and key concepts • The role of digital literacy in modern leadership • Digital inclusion and accessibility 2. Data Literacy and Decision-Making <ul style="list-style-type: none"> • Data interpretation and analysis for leaders • Using data to inform strategic decisions • Ethical data practices 3. Digital Tools and Platforms for Leaders <ul style="list-style-type: none"> • Collaborative tools for digital leadership • Digital communication platforms and their effective use • Case studies of digital transformation in leadership 4. Cybersecurity Awareness for Leaders <ul style="list-style-type: none"> • Importance of digital security • Identifying and mitigating cyber risks • Leading secure digital practices within an organization 5. Managing Digital Transformation <ul style="list-style-type: none"> • How digital changes affect leadership and organizational structures • Strategies for leading through digital transformation • Real-world case studies 6. Creating a Digital Strategy for Leadership <ul style="list-style-type: none"> • Developing a personal and organizational digital strategy • Incorporating digital tools into leadership practice • Setting long-term goals for digital literacy development
<p>Requested/ recommended reading</p>	<p>Chatterjee, S., Rana, N. P., & Dwivedi, Y. K. (2024). Digital skills and leadership effectiveness in Industry 4.0. <i>International Journal of Information Management</i>, 74,</p> <p>Kane, G. C. (2023). <i>The technology fallacy: How people are the real key to digital transformation</i> (Updated ed.). MIT Press.</p> <p>Mason, H., Patil, DJ. (2019) <i>Data-Driven: Creating a Data Culture</i> – Hilary Mason and DJ Patil, O'Reilly Media</p> <p>Rogers D. L, (2016), <i>The Digital Transformation Playbook</i> –Columbia Business School Publish</p> <p>Seaman, J. (2020) <i>Cybersecurity for Executives</i>, Wiley.</p>
<p>Assessment methods and criteria</p>	<p>Project: Development of a digital strategy for leadership, incorporating data analysis, digital tools, and security practices (W1, U1).</p> <p>Presentations: In-class presentation of case studies on digital transformation and leadership (W2, U1, K1).</p> <p>In-class Activities: Practical tasks related to cybersecurity awareness and digital tool application (U1, K1).</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p>

	Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Kamila Skrzypczyńska, PhD
Course instructors	Kamila Skrzypczyńska, PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1, W2 U1, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>Project: Development of a digital strategy for leadership, incorporating data analysis, digital tools, and security practices (W1, U1).</p> <p>Presentations: In-class presentation of case studies on digital transformation and leadership (W2, U1, K1).</p> <p>In-class Activities: Practical tasks related to cybersecurity awareness and digital tool application (U1, K1).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<p>Modules:</p> <ol style="list-style-type: none"> 1. Introduction to Digital Literacy for Leaders <ol style="list-style-type: none"> a. Definitions and key concepts b. The role of digital literacy in modern leadership c. Digital inclusion and accessibility 2. Data Literacy and Decision-Making <ol style="list-style-type: none"> a. Data interpretation and analysis for leaders b. Using data to inform strategic decisions c. Ethical data practices 3. Digital Tools and Platforms for Leaders <ol style="list-style-type: none"> a. Collaborative tools for digital leadership b. Digital communication platforms and their effective use c. Case studies of digital transformation in leadership 4. Cybersecurity Awareness for Leaders <ol style="list-style-type: none"> a. Importance of digital security b. Identifying and mitigating cyber risks

	<ul style="list-style-type: none"> c. Leading secure digital practices within an organization <p>5. Managing Digital Transformation</p> <ul style="list-style-type: none"> a. How digital changes affect leadership and organizational structures b. Strategies for leading through digital transformation c. Real-world case studies <p>6. Creating a Digital Strategy for Leadership</p> <ul style="list-style-type: none"> a. Developing a personal and organizational digital strategy b. Incorporating digital tools into leadership practice c. Setting long-term goals for digital literacy development
Teaching methods	<p>Interactive lectures and discussions Hands-on workshops and activities Case studies from industry</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	International Human Resource Management
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	4
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1,2 ECTS) - guest lectures: 10hrs (0,4 ECTS) - study visit with a teacher to an enterprise in HR department – prepare and participation recruitment session 10h (0,4 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 30 hrs - writing essays/ papers/ projects- 12 hrs - reading literature- 8 hrs <p>Total: 100 hrs</p>
Learning outcomes – knowledge	<p>W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their relevance for managing human resources in intercultural contexts. → K_W02</p> <p>W2: The student evaluates interdependencies that enable building sustainable relationships and cooperation among institutional actors in international HRM. → K_W04</p> <p>W3: The student critically assesses legal, cultural, and financial conditions influencing international HRM, particularly in dispersed and multicultural teams. → K_W06</p>
Learning outcomes – skills	<p>U1: The student applies HRM knowledge to independently solve problems in multicultural and diverse legal-political environments, using a critical approach to their own and others' perspectives. → K_U01</p>
Learning outcomes - social competences	<p>K1: The student demonstrates entrepreneurial thinking and acting in the management of intercultural and international teams, fostering innovation and adaptability in HRM practices. → K_K03</p>
Teaching methods	Presentation, discussion, brainstorming, case study, project work.
Prerequisites	None
Brief description of the course	The aim of the course is to create both theoretical and practical foundations for creating comprehensive knowledge and skills enabling effective human resources management in an international organization.
Complete description of the course	<ol style="list-style-type: none"> 1. Introduction to Human Resources Management 2. Recruitment / onboarding / crossboarding/ offboarding 3. Motivation and engagement building

	<ol style="list-style-type: none"> 4. Diversity management as part of an organization's culture 5. Creating an inclusive workplace 6. Communication in the organization 7. Project management 8. Change management
Requested/ recommended reading	<p>Armstrong M., 2023, Armstrong's Handbook of Human Resource Management Practice: A Guide of the Theory and Practice of People Management; Kogan Page</p> <p>Ulrich D., Allen J., Brockbank W., Younger J., Nyman M., 2009, HR Transformation: Building Human Resources From the Outside In McGraw Hill Professional</p> <p>M. Hiatt J., 2006, ADKAR, How to implement Successful Change in Our Personal Lives and Professional Careers</p> <p>Zaroda-Dąbrowska A, Dąbrowski T., 2019, The Essentials of Diversity&Inclusion Management, Diversity Hub Think Tank</p> <p>Others like Harvard Business Review, McKinsey Reports (will be provided)</p>
Assessment methods and criteria	<p>W1, W2, W3 → written test with open questions; case study analysis on HRM challenges in international organizations.</p> <p>U1 → problem-solving assignment (HRM dilemmas in intercultural teams).</p> <p>K1 → group project or role-play simulation (developing entrepreneurial HR strategies for a multinational team).</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Mateusz Tomanek, PhD
Course instructors	Ewelina Chmiel, MA
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1-W3, U1, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2, W3 → written test with open questions; case study analysis on HRM challenges in international organizations.</p> <p>U1 → problem-solving assignment (HRM dilemmas in intercultural teams).</p> <p>K1 → group project or role-play simulation (developing entrepreneurial HR strategies for a multinational team).</p> <p>Fail – till 50%</p>

	<p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
List of topics	<ol style="list-style-type: none"> 1. Introduction to Human Resources Management 2. Recruitment / onboarding / crossboarding/ offboarding 3. Motivation and engagement building 4. Diversity management as part of an organization's culture 5. Creating an inclusive workplace 6. Communication in the organization 7. Project management 8. Change management
Teaching methods	Presentation, discussion, brainstorming, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital Image and Personal Branding for Leaders
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 45 hrs (1,8 ECTS) - support in education related to scientific activity 10 hrs (0,4 ECTS) - study visit in TV lab 5h (0,2 ECTS) - conducting the evaluation: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 30 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 12,5 hrs <p>Total: 125 hrs</p>
Learning outcomes – knowledge	<p>W1: The student analyzes and evaluates interdependencies that support building relationships, cooperation, and sustainable networks of institutional actors in the context of personal branding and leadership. → K_W04</p> <p>W2: The student critically interprets legal and ethical frameworks relevant to management sciences and applies them to digital image management and personal branding strategies. → K_W07</p>
Learning outcomes – skills	<p>U1: The student manages and collaborates in multicultural and dispersed teams, taking on various roles and ensuring responsibility for shared outcomes while cultivating a professional digital image. → K_U05</p> <p>U2: The student designs and implements an individual plan for professional growth, integrating digital branding strategies to strengthen leadership competences. → K_U06</p>
Learning outcomes - social competences	<p>K1: The student demonstrates professional and ethical conduct in shaping their personal digital image, showing respect for diversity of cultures and values in leadership contexts. → K_K04</p>
Teaching methods	<ul style="list-style-type: none"> - Interactive lectures and discussions - Hands-on workshops and activities - Real-world case studies - Guest speaker sessions - Peer feedback and group projects - Personalized coaching and feedback - Technology-based learning

Prerequisites	Highly recommended positive grades and good level of skills acquired in Communication skills, Basics of Leadership, Creativity and innovation for leadership courses
Brief description of the course	<p>This course is designed to empower leaders with the skills and knowledge necessary to cultivate a compelling digital image and a strong personal brand. Participants will explore the principles of personal branding, learn how to effectively communicate their unique value propositions, and master the tools and techniques for maintaining a consistent and impactful online presence. Key topics include:</p> <ul style="list-style-type: none"> - Fundamentals of personal branding and its importance for leaders - Crafting a personal brand narrative that aligns with professional goals - Strategies for enhancing digital image across various platforms - Best practices for social media management and content creation - Techniques for reputation management and handling online feedback - Case studies of successful personal branding by industry leaders <p>By the end of this course, participants will have developed a personalized action plan to enhance their digital presence, effectively engage their audience, and position themselves as thought leaders in their respective fields.</p>
Complete description of the course	<p>In today's digital age, a leader's online presence can significantly impact their professional success and influence. The "Digital Image and Personal Branding for Leaders" course is meticulously crafted to provide leaders with the tools and strategies needed to build, manage, and sustain a powerful personal brand in the digital space. This comprehensive course combines theoretical insights with practical applications, ensuring that participants can immediately implement what they learn to enhance their digital image and brand authority.</p> <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Understand the fundamentals and significance of personal branding. 2. Develop a personal brand narrative that reflects authentic leadership qualities. 3. Enhance digital image through strategic use of various online platforms. 4. Learn best practices for social media management and content creation. 5. Implement effective reputation management and respond to online feedback. 6. Analyze case studies of successful personal branding by industry leaders. 7. Create a personalized action plan for maintaining a consistent and impactful online presence. <p>Course Modules:</p> <p>Module 1: Introduction to Personal Branding</p> <ul style="list-style-type: none"> - Definition and importance of personal branding for leaders - The psychology of personal branding - Identifying and articulating unique value propositions <p>Module 2: Crafting Your Personal Brand Narrative</p> <ul style="list-style-type: none"> - Storytelling techniques for personal branding - Aligning personal and professional goals - Developing a cohesive brand message <p>Module 3: Digital Platforms and Presence</p> <ul style="list-style-type: none"> - Overview of key digital platforms for leaders (LinkedIn, Twitter, personal websites, etc.) - Creating and optimizing professional profiles

	<ul style="list-style-type: none"> - Building a professional online network <p>Module 4: Social Media Management</p> <ul style="list-style-type: none"> - Strategies for effective social media use - Content creation and curation for leaders - Engaging with your audience and fostering community <p>Module 5: Reputation Management</p> <ul style="list-style-type: none"> - Monitoring and managing online reputation - Responding to positive and negative feedback - Crisis management and damage control <p>Module 6: Case Studies and Best Practices</p> <ul style="list-style-type: none"> - Analysis of successful personal branding examples from various industries - Lessons learned and applicable strategies - Guest speakers and expert insights <p>Module 7: Developing Your Personal Brand Action Plan</p> <ul style="list-style-type: none"> - Conducting a personal brand audit - Setting short-term and long-term branding goals - Creating a step-by-step plan for brand enhancement <p>By the end of this course, participants will have the confidence and skills to effectively manage their digital image and leverage their personal brand to achieve greater professional success and influence.</p>
Requested/ recommended reading	<p><i>"Building a StoryBrand: Clarify Your Message So Customers Will Listen"</i> by Donald Miller, HarperCollins Leadership, 2017, ISBN: 978-0718033323</p> <p><i>"Crushing It!: How Great Entrepreneurs Build Their Business and Influence—and How You Can, Too"</i> by Gary Vaynerchuk, Harper Business, 2018, ISBN: 978-0062674678</p> <p><i>"Ditch the Act: Reveal the Surprising Power of the Real You for Greater Success"</i> by Leonard Kim and Ryan Foland, McGraw-Hill Education, 2019, ISBN: 978-1260454383</p> <p><i>"Reputation Management: The Key to Successful Public Relations and Corporate Communication"</i> by John Doorley and Helio Fred Garcia, Routledge, 2020, ISBN: 978-1138219209</p> <p><i>"You Are the Brand: The 8-Step Blueprint to Show Up, Stand Out, and Build a Following"</i> by Mike Kim, Morgan James Publishing, 2021, ISBN: 978-1631953471</p>
Assessment methods and criteria	<p>W1, W2 → written test with case study analysis on ethical/legal aspects of personal branding.</p> <p>U1 → group project simulating digital team collaboration with focus on leader's branding role.</p> <p>U2 → individual portfolio (personal branding and professional development plan).</p> <p>K1 → reflective journal on ethical dilemmas and cultural sensitivity in personal branding.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Barbara Józefowicz, PhD
Course instructors	Barbara Józefowicz, PhD, Patrycja Gulak-Lipka, PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1, W2, U1, U2, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2 → written test with case study analysis on ethical/legal aspects of personal branding.</p> <p>U1 → group project simulating digital team collaboration with focus on leader's branding role.</p> <p>U2 → individual portfolio (personal branding and professional development plan).</p> <p>K1 → reflective journal on ethical dilemmas and cultural sensitivity in personal branding.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
List of topics	<p>Course Modules:</p> <p>Module 1: Introduction to Personal Branding</p> <ul style="list-style-type: none"> - Definition and importance of personal branding for leaders - The psychology of personal branding - Identifying and articulating unique value propositions <p>Module 2: Crafting Your Personal Brand Narrative</p> <ul style="list-style-type: none"> - Storytelling techniques for personal branding - Aligning personal and professional goals - Developing a cohesive brand message <p>Module 3: Digital Platforms and Presence</p> <ul style="list-style-type: none"> - Overview of key digital platforms for leaders (LinkedIn, Twitter, personal websites, etc.) - Creating and optimizing professional profiles - Building a professional online network <p>Module 4: Social Media Management</p> <ul style="list-style-type: none"> - Strategies for effective social media use - Content creation and curation for leaders - Engaging with your audience and fostering community

	<p>Module 5: Reputation Management</p> <ul style="list-style-type: none"> - Monitoring and managing online reputation - Responding to positive and negative feedback - Crisis management and damage control <p>Module 6: Case Studies and Best Practices</p> <ul style="list-style-type: none"> - Analysis of successful personal branding examples from various industries - Lessons learned and applicable strategies - Guest speakers and expert insights <p>Module 7: Developing Your Personal Brand Action Plan</p> <ul style="list-style-type: none"> - Conducting a personal brand audit - Setting short-term and long-term branding goals - Creating a step-by-step plan for brand enhancement
Teaching methods	<ul style="list-style-type: none"> - Interactive lectures and discussions - Hands-on workshops and activities - Real-world case studies - Guest speaker sessions - Peer feedback and group projects - Personalized coaching and feedback - Technology-based learning
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Master Thesis Preparation
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/postgraduate student/participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 15 hrs (0,6 ECTS) - participation in scientific seminar 5h (0,2 ECTS) - support in education related to scientific activity 17,5h (0,7 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 16 hrs - reading literature - 8 hrs - preparation for scientific seminar 5,5 hrs - preparation for master thesis outline (paper and record) - 8 hrs <p><i>Altogether: 75 hrs (3 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student selects, applies, and evaluates research methods and tools for obtaining and interpreting data to support organizational development and master thesis results. → K_ W03</p> <p>W2: The student knows and is able to apply the principles of industrial property protection and copyright in the design of the research process (Apply – Bloom) → K_ W07</p>
Learning outcomes – skills	U1: The student develops and applies research methods and analytical tools to conduct a master thesis project, formulating recommendations and presenting results during the summer school. → K_ U02
Learning outcomes - social competences	K1: The student participates in research and projects responding to societal expectations, presenting outcomes that contribute to the public interest in an academic and intercultural forum. → K_ K02
Teaching methods	Presentation, discussion, case study, project work.
Prerequisites	none
Brief description of the course	The aim of the course is to present the standards of writing diploma theses, including methodology (literature review, quantitative and qualitative research, presentation of results).
Complete description of the course	<ol style="list-style-type: none"> 1. Structure of a research paper (thesis, scientific article), 2. Literature review, available article databases, citations 3. Qualitative research 4. Quantitative research 5. Statistical analysis 6. Research results and their presentation

	<p>7. CLIDE diploma examination procedures</p> <p>8. Principles of industrial property protection and copyright in the design of the research process</p>
Requested/ recommended reading	<p>1. Frenz, M., Nielsen, K., Walters, G. (Eds.), Research Methods in Management, SAGE, London 2010.</p> <p>2. Saunders, M., Lewis, P., Thornhill, A., Research Methods for Business Students, Prentice Hall, Harlow 2009.</p> <p>3. Adams, J., Khan, H.T.A., Raeside, R., White, D., Research Methods for Graduate Business and Social Sciences Students, SAGE, Thousand Oaks 2007.</p> <p>4. Kuada J., Research Methodology: A Project Guide for University Students, Samfunds Litteratur, Frederiksberg 2012.</p>
Assessment methods and criteria	<p>preparation of the outline of the thesis, which includes (paper and movie):</p> <ul style="list-style-type: none"> - proposed topic of work - literature review (minimum 20 footnotes) - research problem, goal, hypotheses - research methodology (use of qualitative research) - impact of research results <p>The correctness of the use of footnotes is also assessed.</p> <p>The chosen topic of the thesis does not have to be the topic that will be implemented in the 4th semester.</p> <p>W1, W2 → thesis research methods portfolio/outline. U1 → oral presentation of thesis results during summer school; written thesis draft section. K1 → evaluation of summer school participation (presentation, discussion, contribution to public interest).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Mateusz Tomanek PhD
Course instructors	Tomasz Grodzicki PhD, Mateusz Tomanek PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable

Learning outcomes specified for each type of classes within the course	Exercises: W1, W2, U1, K1,
Assessment methods and criteria applied for a given type of class within the course	<p>preparation of the outline of the thesis, which includes (paper and movie):</p> <ul style="list-style-type: none"> - proposed topic of work - literature review (minimum 20 footnotes) - research problem, goal, hypotheses - research methodology (use of qualitative research) - impact of research results <p>The correctness of the use of footnotes is also assessed.</p> <p>The chosen topic of the thesis does not have to be the topic that will be implemented in the 4th semester.</p> <p>W1, W2 → thesis research methods portfolio/outline. U1 → oral presentation of thesis results during summer school; written thesis draft section. K1 → evaluation of summer school participation (presentation, discussion, contribution to public interest).</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
List of topics	<ol style="list-style-type: none"> 1. Structure of a research paper (thesis, scientific article), 2. Literature review, available article databases, citations 3. Qualitative research 4. Quantitative research 5. Statistical analysis 6. Research results and their presentation 7. CLIDE diploma examination procedures 8. Principles of industrial property protection and copyright in the design of the research process
Teaching methods	Presentation, discussion, case study, project work.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Polish Culture and Language in Business
Unit offering the course	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Unit for which the course is offered	<i>Faculty of Economic Sciences and Management Nicolaus Copernicus University in Toruń</i>
Course code	1155-12-IL21-
ISCED code	0413
Number of ECTS credits	4
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester II)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1,2 ECTS) - participation in guest lectures 6h (0,24 ECTS) - study visit with a teacher to an intercultural enterprise and implementation of a team project 12h (0,48 ECTS) - conducting the evaluation: 2 hours (0,08 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 15 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination - 5 hrs <p><i>Altogether: 100 hrs (4 ECTS)</i></p>
Learning outcomes – knowledge	-
Learning outcomes – skills	<p>U1: The student prepares and delivers detailed oral presentations in Polish at the A1 level, as well as in English, tailoring content to business and intercultural contexts and addressing diverse stakeholders. → K_U04</p> <p>U2: The student effectively collaborates in multicultural and dispersed teams using Polish in professional interactions, assuming different roles and demonstrating accountability for shared outcomes. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student communicates and behaves in a professional and ethical manner in intercultural business settings, showing respect for cultural and worldview diversity, particularly within the Polish-speaking context. → K_K04</p>
Teaching methods	<p>Exercises: Team project, workshops</p>
Prerequisites	none
Brief description of the course	<p>This course provides an introduction to Polish language and culture with a focus on business contexts. Students will develop practical communication skills for professional interactions while gaining insight into Polish cultural values, business etiquette, and organizational practices. Through case studies and real-world examples, the course</p>

	highlights how cultural understanding and language proficiency enhance effective collaboration and negotiation in international business settings.
Complete description of the course	<ul style="list-style-type: none"> • Business Etiquette in Poland – understanding meeting protocols, negotiation styles, and relationship building in the Polish business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Polish companies. • Negotiation and Decision-Making in Poland – how culture shapes decision-making processes and business negotiations. • Case Studies: Polish Companies in Global Markets – examining examples of Polish companies operating internationally and their cultural adaptations in business.
Requested/ recommended reading	<p>Bulawka, H., Molek, J., & Wozniak, J. (2023). When East Meets West: Polish Business Communication from a Cross-Cultural Perspective. <i>Journal of Intercultural Communication</i>, 23(2). https://doi.org/10.36923/jicc.v23i2.188</p> <p>PAiH (2024) Doing business in Poland. Investor’s guide. https://www.paih.gov.pl/wp-content/uploads/2024/11/Doing-Business-in-Poland-Investors-guide-2024.pdf</p>
Assessment methods and criteria	<p>U1 → oral presentations in Polish and English (business-focused scenarios).</p> <p>U2 → group project conducted partly in Polish (e.g., developing a business proposal).</p> <p>K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Polish-speaking environments.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>Satisfactory plus – 60-69,9%</p> <p>Good – 70-79,9%</p> <p>Good plus – 80-89,9%</p> <p>Very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Mateusz Tomanek PhD
Course instructors	Mateusz Tomanek PhD, Paweł Brzustewicz PhD
Nature of the course	<i>Professional Track: Leadership in the Digital Era (semester II)</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: W1, U1, K1,

<p>Assessment methods and criteria applied for a given type of class within the course</p>	<p>U1 → oral presentations in Polish and English (business-focused scenarios). U2 → group project conducted partly in Polish (e.g., developing a business proposal). K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Polish-speaking environments.</p> <p>Fail – till 50% Satisfactory – 51-59,9% Satisfactory plus – 60-69,9% Good – 70-79,9% Good plus – 80-89,9% Very good – 90-100%</p>
<p>List of topics</p>	<ul style="list-style-type: none"> • Business Etiquette in Poland – understanding meeting protocols, negotiation styles, and relationship building in the Polish business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Polish companies. • Negotiation and Decision-Making in Poland – how culture shapes decision-making processes and business negotiations. • Case Studies: Polish Companies in Global Markets – examining examples of Polish companies operating internationally and their cultural adaptations in business.
<p>Teaching methods</p>	<p>Exercises: Team project, workshops</p>
<p>Reference materials</p>	<p>As in part A</p>

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital Entrepreneurship
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - study visit with a teacher to an enterprise and implementation of a team project 10h (0,4 ECTS) - participation in guest lectures 4h (0,16 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to support entrepreneurial initiatives and organizational development in the digital environment. → K_W03</p> <p>W2: The student analyzes and assesses the impact of digital transformation trends on organizations and the economy, identifying opportunities and risks for digital entrepreneurship. → K_W05</p> <p>W3: The student critically evaluates legal and ethical frameworks relevant to management sciences and applies them to entrepreneurial decision-making in the digital era. → K_W07</p>
Learning outcomes – skills	<p>U1: The student creatively applies digital technologies to solve organizational problems and to design or enhance entrepreneurial ventures in the process of digital transformation. → K_U03</p> <p>U2: The student prepares and delivers professional oral presentations in their native language and English (B2+ CEFR), effectively communicating entrepreneurial ideas and strategies to interdisciplinary and multicultural stakeholders. → K_U04</p>
Learning outcomes - social competences	<p>K1: The student adopts a critical stance toward theories and practices of digital entrepreneurship, selecting and evaluating relevant sources for evidence-based decision-making. → K_K01</p> <p>K2: The student participates in or conducts entrepreneurial projects that respond to societal needs, initiating activities in the public interest through digital solutions. → K_K02</p>

	<p>K3: The student demonstrates entrepreneurial thinking and acting in intercultural and international teams, fostering innovation and collaboration in digital ventures. → K_K03</p> <p>K4: The student behaves in a professional and ethical manner in entrepreneurial contexts, showing respect for cultural and worldview diversity. → K_K04</p>
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Basics of management
Brief description of the course	<p>Digital entrepreneurship and digital leadership Digital entrepreneurship, new opportunities and challenges Choosing a digital business idea Creating a Digital Business Design Building a Business Prototype Digital Content for Business Web Analytics Launching a new Digital Business Venture</p>
Complete description of the course	<p>1. Digital Entrepreneurship and Digital Leadership The role of digital entrepreneurs in the digital economy Characteristics of digital leaders – driving innovation, managing change, leading distributed teams Leadership models in the age of digital transformation Soft skills for digital leadership (communication, storytelling, online networking)</p> <p>2. Digital Entrepreneurship: New Opportunities and Challenges Digital megatrends (AI, blockchain, metaverse, platform economy, sharing economy) Business models in the digital world (platforms, SaaS, freemium, subscription) Global scalability through digitalization Main challenges: cybersecurity, data protection, AI ethics, misinformation, digital inclusion</p> <p>3. Choosing a Digital Business Idea Identifying market problems and consumer insights Using Design Thinking for idea generation Tools for online market research (surveys, social listening, Google Trends, AI tools) Assessing feasibility and market potential of ideas</p> <p>4. Creating a Digital Business Design Digital business models (Business Model Canvas, Lean Canvas, Platform Design) Revenue and monetization strategies in digital ventures Mapping the digital customer journey Designing a digital value proposition (Value Proposition Canvas)</p> <p>5. Building a Business Prototype Minimum Viable Product (MVP) – principles and practice Prototyping tools: no-code/low-code platforms (Bubble, Webflow, Figma) User testing and feedback loops Lean Startup and iterative product development</p>

	<p>6. Digital Content for Business Content marketing in the digital age Creating multimedia content (video, podcast, social media, blog, AI-generated content) Storytelling for digital entrepreneurs SEO, SEM, and optimizing content for algorithms and AI search</p> <p>7. Web Analytics Key metrics for digital businesses (CAC, LTV, churn, conversion rate, engagement) Google Analytics 4 and alternatives (Hotjar, Mixpanel, Matomo) A/B testing and digital experiments Data-driven decision making in digital ventures</p> <p>8. Launching a New Digital Business Venture Go-to-market strategies Marketing automation and digital sales tools Growth hacking and scaling online businesses Building digital partnerships and ecosystems Investor pitching (VC, crowdfunding, EU grants, accelerators)</p>
Requested/ recommended reading	<ul style="list-style-type: none"> • Friederici, N., Wahome, M., & Graham, M. (2020). <i>Digital entrepreneurship in Africa : how a continent is escaping Silicon Valley's long shadow</i> / Nicolas Friederici, Michel Wahome, and Mark Graham. The MIT Press. • George, G., Merrill, R. K., & Schillebeeckx, S. J. D. (2021). Digital Sustainability and Entrepreneurship: How Digital Innovations Are Helping Tackle Climate Change and Sustainable Development. <i>Entrepreneurship Theory and Practice</i>, 45(5), 999–1027. https://doi.org/10.1177/1042258719899425 • Kollmann, T., Kleine-Stegemann, L., de Cruppe, K., & Then-Bergh, C. (2022). Eras of Digital Entrepreneurship: Connecting the Past, Present, and Future. <i>Business & Information Systems Engineering</i>, 64(1), 15–31. https://doi.org/10.1007/s12599-021-00728-6 • Lamine, W., Jack, S., Fayolle, A., & Audretsch, D. (2024). <i>De Gruyter Handbook of Digital Entrepreneurship</i>. (1st ed.). Walter de Gruyter GmbH. • Nambisan, S. (2017). Digital Entrepreneurship: Toward a Digital Technology Perspective of Entrepreneurship. <i>Entrepreneurship Theory and Practice</i>, 41(6), 1029–1055. https://doi.org/10.1111/etap.12254
Assessment methods and criteria	<p>W1, W2, W3 → written exam; case study analysis on digital entrepreneurship challenges. U1 → project assignment (designing a digital business idea/venture). U2 → oral presentations (entrepreneurial pitch in native language + English). K1 → critical essay on digital entrepreneurship theories and practices. K2 → group project addressing a societal/public-interest challenge through digital entrepreneurship. K3 → teamwork simulation (launching an intercultural digital start-up). K4 → reflective journal on ethics and cultural sensitivity in entrepreneurial decision-making.</p> <p>Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9%</p>

	very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	<i>Prof. Salah Koubaa</i>
Course instructors	<i>Prof. Salah Koubaa</i>
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W3 Exercises: U1, U2, K1-K4
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → written exam; case study analysis on digital entrepreneurship challenges. U1 → project assignment (designing a digital business idea/venture). U2 → oral presentations (entrepreneurial pitch in native language + English). K1 → critical essay on digital entrepreneurship theories and practices. K2 → group project addressing a societal/public-interest challenge through digital entrepreneurship. K3 → teamwork simulation (launching an intercultural digital start-up). K4 → reflective journal on ethics and cultural sensitivity in entrepreneurial decision-making. Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	Digital entrepreneurship and digital leadership Digital entrepreneurship, new opportunities and challenges Choosing a digital business idea Creating a Digital Business Design Building a Business Prototype Digital Content for Business Web Analytics Launching a new Digital Business Venture
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital tools for project management
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - study visit with a teacher to an enterprise and implementation of a team project 10h (0,4 ECTS) - participation in guest lectures 4h (0,16 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in quality management and leadership, applying them to digital project management contexts. → K_W01</p> <p>W2: The student applies and evaluates selected methods and tools for obtaining and interpreting data to improve organizational development through digital project management. → K_W03</p> <p>W3: The student analyzes and assesses the impact of digital transformation on organizations and the economy, identifying its implications for project management practices. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies research methods and analytical tools to design project processes, formulate recommendations, and effectively use digital tools in project management. → K_U02</p>
Learning outcomes - social competences	-
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Basics of management
Brief description of the course	This course aims:

	<p>1) to prepare students for careers in international business development and project management, and</p> <p>2) to develop students' skills and attitudes to work in multi-cultural environments and multi-disciplinary teams.</p>
Complete description of the course	<p>The course is structured in three modules:</p> <ol style="list-style-type: none"> 1. Concepts learning and case studies. 2. Practice I - Digital Business Transformation. 3. Practice II - Digital Consulting Company.
Requested/ recommended reading	<p>Braun, T., Ekstedt, E., Lundin, R. A., & Sydow, J. (2025). Managing Stability and Change in Interorganizational Projects: The Ambiguous Role of Digital Tools for Relational Dynamics. <i>Project Management Journal</i>, 56(4), 522–542. https://doi.org/10.1177/87569728241294204</p> <p>Gonçalves, M., Penha, R., Da Silva, L., Kniess, C., & Bizzarias, F. (2023). Technological tools for project management in the digital transformation context: Ferramentas tecnológicas para gestão de projetos no contexto da transformação digital. <i>Concilium (English Language Edition)</i>, 23(5), 381–397. https://doi.org/10.53660/CLM-1045-23C57</p> <p>Mahlo, K. E., & Spencer, J. P. (2022). The use of digital project management solutions by project businesses: a case study of a selected platinum mine in the Limpopo province. <i>JOURNAL OF CONSTRUCTION PROJECT MANAGEMENT AND INNOVATION</i>, 12(1), 34. https://doi.org/10.36615/jcpmi.v12i1.734</p> <p>Shivakumar, S. K. (2018). <i>Complete Guide to Digital Project Management : From Pre-Sales to Post-Production / by Shailesh Kumar Shivakumar</i>. (1st ed. 2018.). Apress. https://doi.org/10.1007/978-1-4842-3417-4</p> <p>Zhang, Y. F. (2024). Too little or too much transparency? Influencing accountability in project management through the practices of using digital technologies. <i>International Journal of Project Management</i>, 42(6), Article 102636. https://doi.org/10.1016/j.ijproman.2024.102636</p>
Assessment methods and criteria	<p>W1, W2, W3 → written exam; case study analysis on digital project management practices.</p> <p>U1 → project assignment (designing and managing a project using digital tools).</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p> <p>good plus – 80-89,9%</p> <p>very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Sara YASSINE
Course instructors	Prof. Sara YASSINE
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students

Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W3 Exercises: U1,W1
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → written exam; case study analysis on digital project management practices. U1 → project assignment (designing and managing a project using digital tools). Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	The course is structured in three modules: 1. Concepts learning and case studies. 2. Practice I - Digital Business Transformation. 3. Practice II - Digital Consulting Company.
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Applied Psychology to Leadership
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - study visit with a teacher to an enterprise (HR department) and implementation of a team project 12h (0,56 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets concepts, terminology, and development trends in leadership and quality management, applying them to psychological approaches in leadership. → K_W01</p> <p>W2: The student analyzes individual, group, and institutional behaviors in organizations, explaining their psychological determinants and implications for leadership in intercultural contexts. → K_W02</p> <p>W3: The student evaluates legal and ethical frameworks relevant to management sciences and applies them to psychological aspects of leadership. → K_W07</p>
Learning outcomes – skills	<p>U1: The student applies psychological knowledge to independently solve leadership and management problems in multicultural and diverse legal-political environments, critically reflecting on different perspectives. → K_U01</p> <p>U2: The student manages and collaborates in multicultural and dispersed teams, adopting various roles and ensuring accountability while applying psychological insights to leadership practices. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student demonstrates professional and ethical conduct in leadership contexts, showing respect for cultural and worldview diversity when applying psychological principles to organizational practice. → K_K04</p>
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p>

	Exercises: Team project, workshops, study visit
Prerequisites	Principles of Management, Organizational Theory, Human Resource Management
Brief description of the course	This course provides you with a theory-based, integrative, hands-on, practical view of leadership from individual and organizational perspectives. This course will introduce you the skills to apply a working knowledge of leadership models and theories, personality, and values in leadership situations from a leader or manager perspective to organisational practice and research. You will distil useful and practical concepts from each theory, which will be reinforced with individual interactive on-line activities, self-assessments and case study discussions designed to highlight practical application and personal skills and leadership styles.
Complete description of the course	<ul style="list-style-type: none"> • Trait approach • Leadership Skills and Styles approach • Situational and Contingency approach • Path-goal theory • Leader-member Exchange theory • Transformational leadership • Servant and Authentic leadership • Team leadership • Strategic and Adaptive leadership • Culture and Ethics
Requested/ recommended reading	<p>Abdelfattah, F., Salah, M., Dahleez, K., & Al Halbusi, H. (2025). Psychology of Leadership: Understanding AI Adoption, Self-Efficacy, Green Creativity, and Risk Perception among Oman’s Business Bosses. <i>Changing Societies & Personalities (Online)</i>, 9(2), 353–380. https://doi.org/10.15826/csp.2025.9.2.332</p> <p>Addison, L., & Shapiro, J. (2023). Coach for positive (Coach4+): using the intersection of positive psychology, positive organisational psychology and executive leadership coaching to facilitate positive leadership outcomes. <i>Coaching: An International Journal of Theory, Research & Practice</i>, 16(2), 219–232. https://doi.org/10.1080/17521882.2023.2216776</p> <p>Duncan, A., & McKinney, M. (2025). How Positive Psychology Can Augment Leadership Through the Therapeutic Alliance. <i>MedEdPORTAL</i>, 21, 11510. https://doi.org/10.15766/mep_2374-8265.11510</p> <p>Rothmann, S., & Cooper, C. L. (2015). <i>Work and organizational psychology / Ian Rothmann and Cary L. Cooper</i>. (2nd ed.). Routledge, Taylor & Francis Group. https://doi.org/10.4324/9781315717470</p> <p>Zheng, G. G., Zhou, Y., & Wu, W. (2024). Followers matter: Understanding the emotional exhaustion of servant leadership. <i>Applied Psychology</i>, 73(1), 215–239. https://doi.org/10.1111/apps.12473</p>
Assessment methods and criteria	<p>W1, W2, W3 → written exam; case study analysis of psychological approaches to leadership.</p> <p>U1 → problem-solving assignment (psychological dilemmas in multicultural leadership).</p> <p>U2 → group project/role-play simulation applying psychology to team leadership.</p> <p>K1 → reflective journal on ethical aspects of applied psychology in leadership.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p>

	good plus – 80-89,9% very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Mohamed Benzidan
Course instructors	Prof. Mohamed Benzidan
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W3 Exercises: U1,U2, K1
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → written exam; case study analysis of psychological approaches to leadership. U1 → problem-solving assignment (psychological dilemmas in multicultural leadership). U2 → group project/role-play simulation applying psychology to team leadership. K1 → reflective journal on ethical aspects of applied psychology in leadership. Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	<ul style="list-style-type: none"> • Trait approach • Leadership Skills and Styles approach • Situational and Contingency approach • Path-goal theory • Leader-member Exchange theory • Transformational leadership • Servant and Authentic leadership • Team leadership • Strategic and Adaptive leadership • Culture and Ethics
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Digital analytical tools for leaders
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	4
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - participation in student conference 2h (0,08 ECTS) - conducting the test: 2 hours (0,08 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 15 hrs - reading literature- 8 hrs - preparation for test/ examination- 7 hrs <p>Altogether: 100 hrs (4 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in leadership and quality management, with emphasis on digital analytical tools in global and intercultural contexts. → K_W01</p> <p>W2: The student applies and evaluates selected methods and digital tools for obtaining and interpreting data to support organizational development and leadership decision-making. → K_W03</p> <p>W3: The student analyzes and assesses the main trends and impacts of digital transformation on organizations and the economy, identifying implications for leadership analytics. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies appropriate research methods and digital analytical tools to design processes, interpret complex data, and formulate recommendations for organizations. → K_U02</p>
Learning outcomes - social competences	-
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Principles of Management, Organizational Theory,
Brief description of the course	This course introduces leaders and future managers to the key digital analytical tools that support strategic decision-making in modern organizations. Participants will explore methods of collecting,

	<p>processing, and interpreting data to gain actionable business insights. Emphasis is placed on practical applications of web analytics, social media monitoring, customer journey mapping, and business intelligence dashboards. The course also highlights the role of artificial intelligence and machine learning in data-driven leadership. By the end, students will be able to select appropriate tools, evaluate data quality, and apply analytical insights to improve organizational performance, innovation, and competitiveness.</p>
Complete description of the course	<p>Digital leadership relies on the capability to navigate the competing concerns of digitalization, but also to actively orchestrate digital innovation processes. The aim of the course is to provide individuals and organizations with such capability from five distinct perspectives: technological change, value creation, organizing, market logic, and strategy. The overall purpose of the course is to give students a deep understanding of how digitalization transforms society and to develop capabilities for taking a leading role in embracing and shaping this transformation. In doing so, the course offers a broad theoretical foundation for understanding contemporary phenomena, it provides methods and techniques for analysing the implications of digitalization, and it supports students in developing practical skills to deal with change in complex environments.</p> <p>An important aspect of the study programme is to be close to the current research in the areas within the study programme, and to develop governance and leadership with a focus on digitalization. Close collaboration with industry partners ensures that the programme combines academic rigour with practical relevance.</p>
Requested/ recommended reading	<p>Allsopp, C. (2025). Inclusion, Diversity, Equity Accessibility: Tools for leaders and educators. <i>Business Case Journal</i>, 32(1), 50–53.</p> <p>Anani, K. (2024). <i>Leadership in Independent Africa, Six Decades On : The Blended Representation Principle as a Cause for Afro-Optimism / Kofi Anani</i>. (1st ed.). Zed Books. https://doi.org/10.5040/9781350379701</p> <p>Barrett, R. J. (2025). Dear Leader. <i>Nature (London)</i>. https://doi.org/10.1038/d41586-025-00364-0</p> <p>Boutaleb, F., & Filali, M. (2021). Exploratory study on the impact of Covid-19 outbreak on organizational resilience: Case of Moroccan owner-managers. <i>Revue Des Etudes et Recherche En Logistique et Développement</i>, 6.</p> <p>Daniel, T. A. (2024). <i>Toxic Leaders and Tough Bosses : Organizational Guardrails to Keep High Performers on Track / Teresa A. Daniel</i>. (First edition.). Walter de Gruyter GmbH. https://doi.org/10.1515/9783111201771</p> <p>Khan, A. N., Mehmood, K., Le, J., & Khan, N. A. (2024). Visionary leadership and leaders' burnout: a weekly diary analysis. <i>Asia Pacific Journal of Management</i>, 41(3), 1571–1600. https://doi.org/10.1007/s10490-023-09889-2</p>
Assessment methods and criteria	<p>W1, W2, W3 → written exam; case study analysis on digital analytics in leadership.</p> <p>U1 → project assignment (designing a data-driven solution for organizational decision-making).</p> <p>Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Fatima BOUTALEB
Course instructors	Prof. Fatima BOUTALEB
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W3 Exercises: U1
Assessment methods and criteria applied for a given type of class within the course	W1, W2, W3 → written exam; case study analysis on digital analytics in leadership. U1 → project assignment (designing a data-driven solution for organizational decision-making). Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	<p>Foundations of Digital Leadership</p> <ul style="list-style-type: none"> • Understanding digitalization and its impact on leadership • Navigating competing concerns in digital transformation <p>Technological Change and Innovation</p> <ul style="list-style-type: none"> • Key technologies driving digital transformation • Orchestrating digital innovation processes • Aligning technology with organizational goals <p>Value Creation in the Digital Economy</p> <ul style="list-style-type: none"> • Digital platforms and ecosystems • Strategies for creating and capturing value • Customer-centric approaches in digital contexts <p>Organizing for Digital Transformation</p> <ul style="list-style-type: none"> • New organizational structures and governance models • Agile and adaptive leadership in complex environments • Collaboration and team dynamics in digital settings <p>Market Logic and Digital Business Strategies</p> <ul style="list-style-type: none"> • Understanding market shifts due to digitalization • Competitive strategies in digital markets • Business model innovation and scalability <p>Strategic Leadership in a Digital World</p> <ul style="list-style-type: none"> • Developing digital strategies for organizations • Leading change and managing uncertainty • Building resilience and adaptability in leadership roles <p>Methods and Techniques for Digital Analysis</p>

	<ul style="list-style-type: none"> • Tools for analyzing digitalization implications • Data-driven decision-making and analytics • Evaluating digital maturity and readiness <p>Ethics and Governance in Digital Leadership</p> <ul style="list-style-type: none"> • Ethical considerations in digital transformation • Responsible leadership and sustainability • Governance frameworks for digital innovation <p>Industry Collaboration and Practical Applications</p> <ul style="list-style-type: none"> • Case studies from industry partners • Applying theory to real-world digital challenges • Hands-on projects and experiential learning <p>Future Trends in Digital Leadership</p> <ul style="list-style-type: none"> • Emerging technologies and their leadership implications • Preparing for continuous digital disruption • Shaping the future of work and society through leadership
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Collaborative and time management digital tools
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - conducting the test: 2 hours (0,08 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures/classes - 10 hrs - reading literature- 7 hrs - preparation for test/ examination- 10 hrs <p>Altogether: 75 hrs (3 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student explains and critically interprets selected concepts, terminology, and development trends in leadership and quality management, applying them to digital collaboration and time management contexts. → K_W01</p> <p>W2: The student analyzes behaviors of individuals, groups, and institutions in organizations to identify challenges and best practices for digital collaboration and time management in intercultural contexts. → K_W02</p> <p>W3: The student evaluates the main trends and impact of digital transformation on organizations, focusing on their implications for collaboration and time management. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies research methods and analytical tools to design solutions that improve collaboration and time management processes in organizations. → K_U02</p> <p>U2: The student manages multicultural and dispersed teams using digital collaboration tools, assuming different roles and taking responsibility for shared outcomes. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student critically evaluates theories and practices of organizational and team management, selecting and applying reliable sources to improve collaboration and time management. → K_K01</p> <p>K2: The student participates in or conducts projects that address societal needs, initiating activities in the public interest using collaborative digital tools. → K_K02</p> <p>K3: The student demonstrates professional and ethical conduct in teamwork and collaboration, respecting cultural and worldview diversity in digital environments. → K_K04</p>

Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Principles of Management, Organizational Theory,
Brief description of the course	<p>This course provides students with practical knowledge and skills in using digital tools that enhance teamwork, project coordination, and personal productivity. The program covers platforms for online collaboration, task and workflow management, communication, and knowledge sharing (e.g., Slack, Microsoft Teams, Trello, Asana, Notion). Students will learn how to integrate these tools into organizational processes, manage distributed and hybrid teams, and apply best practices for time management in digital environments. Special attention is given to digital well-being, balancing efficiency with overload prevention, and aligning tool usage with leadership and organizational goals. By the end of the course, participants will be able to select, implement, and optimize collaborative and time management tools to support effective teamwork and project execution.</p>
Complete description of the course	<p>Collaboration Concepts: Recognise that ICT (Information and Communication Technology) can support and promote online collaboration.</p> <p>Preparation for Online Collaboration: Recognise the importance of intellectual property rights and the appropriate use of content when using online collaborative tools.</p> <p>Understand that additional applications, plug-ins may need to be installed to use certain online collaborative tools.</p> <p>Using Online Collaborative Tools: Understand the concept of online storage solutions and identify common examples.</p> <p>Mobile Collaboration: Identify types of mobile devices like: smartphone, tablet.</p>
Requested/ recommended reading	<p>Brown, B., & Jones, L. (2022). The role of communication platforms in team productivity. <i>International Review of Workplaces</i>, 18(2), 34-46.</p> <p>Cohen, S. G., & Keren, D. (2022). The impact of communication on team performance: A study of collaborative behaviors in work teams. <i>Journal of Organizational Behavior</i>, 43(2), 203-220. https://doi.org/10.1002/job.2586</p> <p>Deloitte. (2023). The future of work: Why collaboration matters. Deloitte Insights. https://www2.deloitte.com/global/en/insights.html</p> <p>Kahn, W. A., Barton, M. A., & Fellows, S. (2023). Building a collaborative culture: The role of leadership in fostering engagement and productivity. <i>Journal of Organizational Behavior</i>, 44(2), 123- 145. https://doi.org/10.1002/job.2567</p> <p>Nwabufo, I. and Obodozie, N. (2025), Promoting collaboration in the modern workplace: A path to productivity and resilience (February 10, 2025). <i>World Journal of Advanced Research and Reviews</i>, volume 25, issue 2, 2025[10.30574/wjarr.2025.25.2.0343], Available at SSRN: https://ssrn.com/abstract=5137899</p>
Assessment methods and criteria	<p>W1, W2, W3 → written exam; case study analysis on collaboration and time management in digital transformation.</p> <p>U1 → project assignment (designing a digital collaboration and time management system for an organization).</p> <p>U2 → group project simulating teamwork in dispersed/multicultural settings with digital tools.</p> <p>K1 → critical essay on collaborative and time management practices.</p> <p>K2 → participation in a project with social/public-interest relevance using collaborative tools.</p>

	<p>K3 → reflective journal on ethics and intercultural aspects of digital collaboration.</p> <p>Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Khadija Hamdani
Course instructors	Prof. Khadija Hamdani
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W2 Exercises: U1-U2, K1-K3
Assessment methods and criteria applied for a given type of class within the course	<p>W1, W2, W3 → written exam; case study analysis on collaboration and time management in digital transformation. U1 → project assignment (designing a digital collaboration and time management system for an organization). U2 → group project simulating teamwork in dispersed/multicultural settings with digital tools. K1 → critical essay on collaborative and time management practices. K2 → participation in a project with social/public-interest relevance using collaborative tools. K3 → reflective journal on ethics and intercultural aspects of digital collaboration.</p> <p>Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%</p>
List of topics	<ul style="list-style-type: none"> • Collaboration Concepts: Recognise that ICT (Information and Communication Technology) can support and promote online collaboration. • Preparation for Online Collaboration: Recognise the importance of intellectual property rights and the appropriate use of content when using online collaborative tools.

	<ul style="list-style-type: none"> • Understand that additional applications, plug-ins may need to be installed to use certain online collaborative tools. • Using Online Collaborative Tools: Understand the concept of online storage solutions and identify common examples. • Mobile Collaboration: Identify types of mobile devices like: smartphone, tablet.
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Artificial intelligence for leaders
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	5
Assessment and grading	Passing the grade/Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p><i>Contact hours with teacher:</i></p> <ul style="list-style-type: none"> - participation in lectures - 30 hrs (1,2 ECTS) - participation in exercises - 16 hrs (0,64 ECTS) - study visit with a teacher to an enterprise and implementation of a team project 10h (0,4 ECTS) - participation in guest lectures 4h (0,16 ECTS) - conducting the test: 2,5 hours (0,1 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for lectures - 20 hrs - writing essays/ papers/ projects- 20 hrs - reading literature- 10 hrs - preparation for test/ examination- 12,5 hrs <p>Altogether: 125 hrs (5 ECTS)</p>
Learning outcomes – knowledge	<p>W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data, using AI solutions to support organizational development. → K_W03</p> <p>W2: The student analyzes and assesses the main trends and impacts of digital transformation, with particular emphasis on artificial intelligence and its influence on organizations and the economy. → K_W05</p>
Learning outcomes – skills	<p>U1: The student develops and applies research methods and analytical tools, integrating AI-based solutions to design complex processes and formulate organizational recommendations. → K_U02</p> <p>U2: The student creatively uses AI and other digital technologies to solve organizational problems and to support organizations in their digital transformation processes. → K_U03</p>
Learning outcomes - social competences	-
Teaching methods	<p>Lecture: Conversational lecture, problem-based lecture</p> <p>Exercises: Team project, workshops, study visit</p>
Prerequisites	Principles of Management, Organizational Theory,

Brief description of the course	<p>AI for Leaders features a series of lessons with video lectures, real world case studies, and hands on practice sessions that will help you learn the skills you need to advance your company and career. In addition, you will learn how to leverage today’s AI capabilities to improve your organization’s:</p> <ol style="list-style-type: none"> a) Customer offerings and interactions, b) Employee engagement and capabilities, c) Operations, d) Competitive positioning, and e) The 7 attributes of AI centered leadership.
Complete description of the course	<p>This course equips current and aspiring leaders with the knowledge and practical skills needed to understand, evaluate, and apply artificial intelligence in organizational contexts. Delivered through a blend of video lectures, real-world case studies, and hands-on practice sessions, the program bridges theory with practice to help participants leverage AI for business growth and personal career advancement. Students will explore how today’s AI capabilities can transform critical areas of leadership and management, including:</p> <ul style="list-style-type: none"> • Customer offerings and interactions – designing personalized experiences, predictive services, and new AI-enabled value propositions. • Employee engagement and capabilities – empowering teams through AI-driven learning, productivity tools, and decision-support systems. • Operations – streamlining workflows, optimizing supply chains, and enhancing efficiency with intelligent automation. • Competitive positioning – applying AI insights for strategic differentiation, innovation, and market leadership. • AI-centered leadership – cultivating the seven core attributes that define responsible, ethical, and future-ready AI leaders, including adaptability, data literacy, and ethical decision-making. <p>Throughout the course, participants will critically analyze the benefits and risks of AI adoption, gain awareness of ethical and governance issues, and develop strategies to lead organizations responsibly in an AI-driven economy. By the end of the program, leaders will be prepared to identify high-impact AI opportunities, guide successful implementations, and align AI initiatives with long-term organizational goals.</p>
Requested/ recommended reading	<p>Dai, R., Thomas, M. K. E., & Rawolle, S. (2025). The roles of AI and educational leaders in AI-assisted administrative decision-making: a proposed framework for symbiotic collaboration: The roles of AI and educational leaders in AI-assisted. <i>Australian Educational Researcher</i>, 52(2), 1471–1487. https://doi.org/10.1007/s13384-024-00771-8</p> <p>He, G., Zheng, X., Li, W., Tan, L., Chen, S., & He, Y. (2024). The Mixed Blessing of Leaders’ Artificial Intelligence (AI)-oriented Change Behavior: Implications for Employee Job Performance and Unethical Behavior. <i>Applied Research in Quality of Life</i>, 19(2), 469–497. https://doi.org/10.1007/s11482-023-10250-4</p> <p>Kahn, W. A., Barton, M. A., & Fellows, S. (2023). Building a collaborative culture: The role of leadership in fostering engagement and productivity. <i>Journal of Organizational Behavior</i>, 44(2), 123- 145. https://doi.org/10.1002/job.2567</p> <p>Lai, X., & Rau, P.-L. P. (2025). AI as Co-Leader: Effects of Human Consideration and AI Structure Behaviors on Leadership Effectiveness and Neural Activation. <i>International Journal of Human-Computer</i></p>

	<i>Interaction</i> , 41(9), 5694–5712. https://doi.org/10.1080/10447318.2024.2365029 Mahouachi, E. (2025). AI FUNDAMENTALS FOR BUSINESS LEADERS. <i>The Journal of Values Based Leadership</i> , 18(1), 223.
Assessment methods and criteria	W1, W2 → written exam; case study analysis on AI-driven transformation in organizations. U1 → project assignment (designing an AI-supported organizational process or recommendation). U2 → group project or simulation (using AI tools to solve a real-world organizational challenge). Fail – till 50%, Satisfactory – 51-59,9%, satisfactory plus – 60-69,9% good – 70-79,9%, good plus – 80-89,9%, very good – 90-100%
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Chaimaa Slaoui
Course instructors	Prof. Chaimaa Slaoui
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Lectures: W1-W2 Exercises: U1-U2,
Assessment methods and criteria applied for a given type of class within the course	W1, W2 → written exam; case study analysis on AI-driven transformation in organizations. U1 → project assignment (designing an AI-supported organizational process or recommendation). U2 → group project or simulation (using AI tools to solve a real-world organizational challenge). Fail – till 50% Satisfactory – 51-59,9% satisfactory plus – 60-69,9% good – 70-79,9% good plus – 80-89,9% very good – 90-100%
List of topics	a) Customer offerings and interactions, b) Employee engagement and capabilities, c) Operations, d) Competitive positioning, and e) The 7 attributes of AI centered leadership.
Teaching methods	Lecture: Conversational lecture, problem-based lecture Exercises: Team project, workshops, study visit
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Business Culture in MENA and Arabic Language
Unit offering the course	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Unit for which the course is offered	Faculty of Law, Economics and Social Sciences in Ain-Chock Hassan II University in Casablanca
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	3
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Leadership in the Digital Era (semester III)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p>Contact hours with teacher:</p> <ul style="list-style-type: none"> - participation in exercises – 30 hrs (1,2 ECTS) - participation in guest lectures 6h (0,24 ECTS) - conducting the evaluation: 1,5 hours (0,06 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for exercises - 15 hrs - writing essays/ papers/ projects- 15 hrs - preparation for test/ examination – 7,5 hrs <p><i>Altogether: 75 hrs (3 ECTS)</i></p>
Learning outcomes – knowledge	-
Learning outcomes – skills	<p>U1: The student prepares and delivers detailed oral presentations in Arabic at the A1 CEFR level, as well as in English (B2), adapting content to interdisciplinary and business contexts, and effectively communicating with internal and external stakeholders. → K_U04</p> <p>U2: The student collaborates in multicultural and dispersed teams using Arabic in professional interactions, assuming various roles and taking responsibility for both individual and collective results. → K_U05</p>
Learning outcomes - social competences	<p>K1: The student demonstrates professional and ethical conduct in business contexts, showing respect for cultural and worldview diversity, particularly within Moroccan and Arabic-speaking environments. → K_K04</p>
Teaching methods	<p>Exercises: Team project, workshops</p>
Prerequisites	none
Brief description of the course	<p>This course provides an introduction to Arabic language and culture with a focus on business contexts. Students will develop practical communication skills for professional interactions while gaining insight into Arabic cultural values, business etiquette, and organizational practices. Through case studies and real-world examples, the course highlights how cultural understanding and language proficiency enhance effective collaboration and negotiation in international business settings.</p>

Complete description of the course	<ul style="list-style-type: none"> • Business Etiquette in MENA Region (Middle East and North Africa) – understanding meeting protocols, negotiation styles, and relationship building in the Moroccan business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Moroccan’s companies. • Negotiation and Decision-Making in Morocco – how culture shapes decision-making processes and business negotiations, • Case Studies: Moroccan’s Companies in Global Markets – examining examples of Moroccan;s companies operating internationally and their cultural adaptations in business.
Requested/ recommended reading	Commisceo Global Consulting Ltd. (n.d.). <i>Morocco: Language, culture, customs and etiquette</i> . Commisceo Global Consulting. https://commisceo-global.com/country-guides/morocco-guide
Assessment methods and criteria	<p>U1 → oral presentations in Arabic and English (business-focused scenarios).</p> <p>U2 → group project conducted partly in Arabic (e.g., developing a business proposal).</p> <p>K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Arabic-speaking environments.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p> <p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p> <p>good plus – 80-89,9%</p> <p>very good – 90-100%</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Winter semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Prof. Salah Koubaa
Course instructors	Prof. Jaafari TAOUFIQ
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Exercises: U1-U2, K1
Assessment methods and criteria applied for a given type of class within the course	<p>U1 → oral presentations in Arabic and English (business-focused scenarios).</p> <p>U2 → group project conducted partly in Arabic (e.g., developing a business proposal).</p> <p>K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Arabic-speaking environments.</p> <p>Fail – till 50%</p> <p>Satisfactory – 51-59,9%</p>

	<p>satisfactory plus – 60-69,9%</p> <p>good – 70-79,9%</p> <p>good plus – 80-89,9%</p> <p>very good – 90-100%</p>
List of topics	<ul style="list-style-type: none"> • Business Etiquette in Morocco and MENA Region – understanding meeting protocols, negotiation styles, and relationship building in the Moroccan business context. • Language for Professional Communication – key vocabulary and expressions for emails, presentations, phone calls, and negotiations. • Cultural Values and Organizational Practices – hierarchy, leadership styles, and teamwork approaches in Moroccan’s companies. • Negotiation and Decision-Making in Morocco – how culture shapes decision-making processes and business negotiations, • Case Studies: Moroccan’s Companies in Global Markets – examining examples of Moroccan;s companies operating internationally and their cultural adaptations in business.
Teaching methods	Exercises: Team project, workshops
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Master's Diploma Seminar
Unit offering the course	Faculty of Economic Sciences and Management Nicolaus Copernicus University in Torun
Unit for which the course is offered	Faculty of Economic Sciences and Management Nicolaus Copernicus University in Torun
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	18
Assessment and grading	Exam
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Obligatory (semester IV)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<p>Contact hours with teacher:</p> <ul style="list-style-type: none"> - participation in master's seminar: 60 hrs (2,4 ECTS) - participation in guest lectures: 20 hrs (0,8 ECTS) - participation in student conferences: 15 hrs (0,6 ECTS) - participation in research study in companies 100 hrs (4 ECTS) - support in education related to scientific activity 30h (1,2 ECTS) <p><i>Self-study hours:</i></p> <ul style="list-style-type: none"> - preparation for seminar - 30 hrs - writing master's thesis (include collecting data) 170 hrs - preparation for master's thesis exam – 25 hrs <p><i>Altogether: 450 hrs (18 ECTS)</i></p>
Learning outcomes – knowledge	<p>W1: The student critically interprets and applies selected concepts, terminology, and development trends in leadership and quality management within global and intercultural contexts. → K_W01</p> <p>W2: The student selects and applies appropriate methods and tools for obtaining and interpreting data to support organizational development in the master thesis. → K_W03</p> <p>W3: The student analyzes and assesses the impact of digital transformation on organizations and the economy, incorporating relevant insights into the master thesis. → K_W05</p> <p>W4: The student evaluates legal, cultural, and financial conditions relevant to international and dispersed organizations, integrating these aspects into their thesis research. → K_W06</p> <p>W5: The student applies the principles of copyright in the creation of scientific works (Apply/Evaluate – Bloom) → K_W07</p>
Learning outcomes – skills	<p>U1: The student applies knowledge to independently solve research problems in multicultural and diverse legal-political environments, critically reflecting on different approaches. → K_U01</p> <p>U2: The student develops and applies research methods and analytical tools to design processes, analyze data, and formulate recommendations in the master thesis. → K_U02</p> <p>U3: The student creatively uses digital technologies to support research processes and propose solutions to organizational problems in the master thesis. → K_U03</p>

Learning outcomes - social competences	K1: The student adopts a critical and reflective stance in confronting theories and practices of organizational and team management, selecting and evaluating relevant sources for the master thesis. → K_K01 K2: The student conducts research and/or participates in projects addressing societal needs, integrating public-interest considerations into their thesis work. → K_K02
Teaching methods	The seminar is based on a multimedia presentation, case studies, group discussion, and individual work with the student.
Prerequisites	Principles of Management
Brief description of the course	Preparation for writing a thesis
Complete description of the course	During the seminar we are going to cover the following: 1) developing your diploma paper topics through literature study and preparation of a thesis proposal, 2) avoiding plagiarism and pursuing an academic style of writing 3) your thesis structure and formal FESM requirements (APA7 style) 4) how to write your literature review (theoretical part) 5) how to write your empirical chapter/s 6) how to write Introduction/Conclusions/ Reference list 7) successful completion of your thesis
Requested/ recommended reading	1. Frenz, M., Nielsen, K., Walters, G. (Eds.), Research Methods in Management, SAGE, London 2010. 2. Saunders, M., Lewis, P., Thornhill, A., Research Methods for Business Students, Prentice Hall, Harlow 2009. 3. Adams, J., Khan, H.T.A., Raeside, R., White, D., Research Methods for Graduate Business and Social Sciences Students, SAGE, Thousand Oaks 2007. 4. Kuada J., Research Methodology: A Project Guide for University Students, Samfunds Litteratur, Frederiksberg 2012.
Assessment methods and criteria	The basis for the seminar credits is the preparation of a thesis proposal, as well as writing the literature review, then the development of the empirical part of the paper (designing research tools, conducting your research in (an) enterprise/s) and submission of a complete version of your Master's' Thesis (properly formatted). W1–W5 → evaluation of thesis content (knowledge integration and theoretical grounding). U1–U3 → master thesis methodology and results chapters; thesis defense. K1–K2 → supervisor and reviewer evaluation of critical analysis, research relevance, and societal contribution.
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A
Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Dr hab. Agata Sudolska, prof. UMK
Course instructors	name will be specified later
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students

Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	Seminar: W1-W5, U1-U3, K1-K2
Assessment methods and criteria applied for a given type of class within the course	<p>The basis for the seminar credits is the preparation of a thesis proposal, as well as writing the literature review, then the development of the empirical part of the paper (designing research tools, conducting your research in (an) enterprise/s) and submission of a complete version of your Master's' Thesis (properly formatted).</p> <p>W1–W5 → evaluation of thesis content (knowledge integration and theoretical grounding). U1–U3 → master thesis methodology and results chapters; thesis defense. K1–K2 → supervisor and reviewer evaluation of critical analysis, research relevance, and societal contribution.</p>
List of topics	<ol style="list-style-type: none"> 1) developing your diploma paper topics through literature study and preparation of a thesis proposal, 2) avoiding plagiarism and pursuing an academic style of writing 3) your thesis structure and formal FESM requirements (APA7 style) 4) how to write your literature review (theoretical part) 5) how to write your empirical chapter/s 6) how to write Introduction/Conclusions/ Reference list 7) successful completion of your thesis
Teaching methods	The seminar is based on a multimedia presentation, case studies, group discussion, and individual work with the student.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Internship
Unit offering the course	Faculty of Economic Sciences and Management Nicolaus Copernicus University in Torun
Unit for which the course is offered	Faculty of Economic Sciences and Management Nicolaus Copernicus University in Torun
Course code	1155-12-IL22-
ISCED code	0413
Number of ECTS credits	12
Assessment and grading	Passing the grade
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Obligatory (semester IV)
Total workload of a student/ postgraduate student/ participant of professional development training courses	Contact hours with teacher/internship supervisor: - participation in internship: 300 hrs (12 ECTS)
Learning outcomes – knowledge	-
Learning outcomes – skills	U1: The student applies theoretical knowledge to independently solve professional problems in multicultural and diverse legal-political environments, critically reflecting on their own and others' perspectives. → K_U01 U2: The student develops and applies appropriate research methods and analytical tools to design processes and formulate recommendations in organizational contexts. → K_U02 U3: The student designs and implements an individual professional development plan, enhancing knowledge and skills to achieve defined career goals. → K_U06
Learning outcomes - social competences	K1: The student critically reflects on the relationship between theory and practice in managing organizations and teams, selecting and evaluating relevant sources to improve their professional work. → K_K01 K2: The student demonstrates professional and ethical conduct in workplace contexts, showing respect for cultural and worldview diversity in professional interactions. → K_K04
Teaching methods	Student participation in the work undertaken by the organization accepting the internship while carrying out various functions.
Prerequisites	Theoretical foundations of the issues to which the implemented professional practices refer.
Brief description of the course	The aim of the internship is to verify the theoretical knowledge acquired during studies by enabling them to undertake administrative and business activities, allowing them to acquire practical skills and competencies in the field of leadership and working in intercultural teams.
Complete description of the course	The main goal of the internship is to educate students of the Faculty by enabling them taking up activities in sphere widely understood administration and intercultural management, allowing for the acquisition of practical skills related to the functioning enterprises, institutions social, educational, administration government and local

	<p>government and other organizational units. The goal practice is in particular:</p> <ul style="list-style-type: none"> • getting to know student that specificity environment professional and rules functioning organization operating in conditions economic, • formation specific skills professional related directly with a place taking place internships, compatible with directional effects learning myself specific as part of the CLIDE programme, • formation skills effective communication myself in organization, persuasion partners in business and negotiating, • learning about the functioning of the organizational structure, principles of work organization and division competences, procedures, work planning and control processes and instruments motivating, • improving the skills of organizing own work, teamwork, effective management sometimes, conscientiousness, responsibility for entrusted tasks, • perfecting skills of service myself language a stranger in situations professional. <p>Internship programme framework</p> <ol style="list-style-type: none"> 1. The internship program assumes that the student will get to know the processes operating in the organization. rules, structures, procedures, processes, systems, mechanisms and used in area activities management economical and financial tools. 2. Gaining practical knowledge and acquiring practical skills, such as: also shaping the desired attitudes in action will take place during tasks performed by the student in selected areas of the organization's activity, this especially such as: <ol style="list-style-type: none"> a. management strategic organization, b. activity operational and her supply, c. management quality, d. marketing and sale, e. management resources human, f. management internal and external communication, g. creation image organization and building relationship with stakeholders.
Requested/ recommended reading	Serving to supplement the knowledge necessary to carry out the tasks undertaken in the organization.
Assessment methods and criteria	<p>U1, U2 → internship report documenting problem-solving tasks and analytical work. U3 → individual portfolio (professional development plan and reflection). K1 → reflective essay linking theory and practice observed during internship. K2 → employer evaluation of ethical and intercultural behavior in the workplace.</p>
Internships	not applicable

B. General description of the course and classes in the relevant cycle

Name	Comment
Teaching cycle	<i>Spring semester</i>
Course grading scheme in the cycle	As in part A

Type(s) of classes, number of hours of classes and methods of assessment	As in part A
Course coordinator	Dr hab. Waldemar Glabiszewski, prof. UMK
Course instructors	name will be specified later
Nature of the course	<i>obligatory</i>
Classes along with their description and limits of places available in each group	1 group – 30 students
Time and place	date will be specified later
Number of hours of online classes	not applicable
Course website	not applicable
Learning outcomes specified for each type of classes within the course	U1-U3, K1-K2
Assessment methods and criteria applied for a given type of class within the course	U1, U2 → internship report documenting problem-solving tasks and analytical work. U3 → individual portfolio (professional development plan and reflection). K1 → reflective essay linking theory and practice observed during internship. K2 → employer evaluation of ethical and intercultural behavior in the workplace.
List of topics	As in part A
Teaching methods	Student participation in the work undertaken by the organization accepting the internship while carrying out various functions.
Reference materials	As in part A

Course description form (syllabus) used in graduate studies, doctoral studies, post-graduate studies and professional development training courses

A. General description of the course

Name	Commentary
Course title (in Polish and English)	Occupational Safety, Health and Ergonomics (Basic Training)
Unit offering the course	Department of Ohs and Fire Protection Nicolaus Copernicus University in Torun
Unit for which the course is offered	Faculty of Economic Sciences and Management Nicolaus Copernicus University in Torun
Course code	1155-12-IL22-
ISCED code	
Number of ECTS credits	
Assessment and grading	Pass/Fail
Language of instruction	English
Specification whether a course may be credited more than once	No
Allocation of the course to course groups	Obligatory (semester 1st)
Total workload of a student/ postgraduate student/ participant of professional development training courses	<i>General training (e-learning) - 8 hours individual work - 8 hours</i>
Learning outcomes – knowledge	W1: Knows basic ergonomics and applicable regulations W2: Knows occupational health and safety rules in the given scope
Learning outcomes – skills	U1: Can recognize hazards and risks potentially occurring at NCU U2: Can apply appropriate behavior in case of an accident or evacuation
Learning outcomes - social competences	K1: Knows and follows applicable rules and standards, understands and appreciates the importance of care for health and the natural environment in personal and others' activities
Teaching methods	E-learning, discussion, classical problem-based method content-presentation-oriented methods methods referring to authentic or fictitious situations
Prerequisites	Familiarity with basic materials on occupational safety, health, and ergonomics available on the Moodle platform (e-learning).
Brief description of the course	The course is conducted via e-learning for students on the subject of Occupational Safety, Health and Ergonomics, focusing on prophylactic measures. Its aim is to shape safe behaviors among students in places of study and residence and to raise awareness of the necessity of occupational health and safety.
Complete description of the course	Potential hazards in places of study and residence Harmful, dangerous, and hazardous factors - prevention introduction to ergonomics First aid principles Fire protection issues General rules for reducing exposure to hazards in study environments, reducing the likelihood or frequency of dangerous situations and health-related changes.
Requested/ recommended reading	Sherehiy, B., & Karwowski, W. (2006). Knowledge management for occupational safety, health, and ergonomics. <i>Human Factors and Ergonomics in Manufacturing & Service Industries</i> , 16(3), 309–319. https://doi.org/10.1002/hfm.20054 Arezes, P. M., Baptista, J. S., Barroso, M. P., Carneiro, Paula., Cordeiro, Patrício., Costa, Néilson., Melo, R. B., Miguel, A. Sérgio., & Perestrelo,

	<p>Gonçalo. (Eds.). (2019). <i>Occupational and Environmental Safety and Health / edited by Pedro M. Arezes, João S. Baptista, Mónica P. Barroso, Paula Carneiro, Patrício Cordeiro, Néilson Costa, Rui B. Melo, A. Sérgio Miguel, Gonçalo Perestrelo</i>. (1st ed. 2019.). Springer International Publishing. https://doi.org/10.1007/978-3-030-14730-3</p> <p>R. Mikulski, "Bezpieczeństwo człowieka w środowisku pracy", CIOP, Warsaw</p> <p>E. Buchfelder & A. Buchfelder, "Podręcznik Pierwszej Pomocy", PZWL, Warsaw</p> <p>D. Koradecka "Bezpieczeństwo Pracy i Ergonomia" CIOP Warsaw</p>
Assessment methods and criteria	Pass: more than 80% correct answers
Internships	-