



BIULETYN PRAWNY
UNIWERSYTETU MIKOŁAJA KOPERNIKA W TORUNIU

Rok 2026; poz. 98

UCHWAŁA Nr 4

Rady Uniwersytetu Mikołaja Kopernika w Toruniu

z dnia 17 marca 2026 r.

**w sprawie zaopiniowania utworzenia studiów drugiego stopnia
na kierunku Intercultural Leadership**

Na podstawie § 108 ust. 1 uchwały Nr 37 Senatu UMK z dnia 16 kwietnia 2019 r. Statut Uniwersytetu Mikołaja Kopernika w Toruniu (Biuletyn Prawny UMK z 2024 r., poz. 10 ze zm.) oraz § 2 ust. 1 zarządzenia Nr 241 Rektora UMK z dnia 6 listopada 2020 r. w sprawie szczegółowych zasad tworzenia i likwidacji studiów wyższych oraz specjalności (Biuletyn Prawny UMK z 2020 r., poz. 396)

R a d a
U n i w e r s y t e t u M i k o ł a j a K o p e r n i k a
w T o r u n i u

wyraża pozytywną opinię

dotyczącą utworzenia stacjonarnych studiów drugiego stopnia na kierunku Intercultural Leadership na Wydziale Nauk Ekonomicznych i Zarządzania.

Przewodniczący
Rady Uniwersytetu Mikołaja Kopernika w Toruniu

mgr Robert Włosiński



BIULETYN PRAWNY

UNIwersYTETU MIKOŁAJA KOPERNIKA W TORUNIU

Rok 2026; poz. 114

ZARZĄDZENIE Nr 61

Rektora Uniwersytetu Mikołaja Kopernika w Toruniu

z dnia 24 marca 2026 r.

w sprawie utworzenia studiów drugiego stopnia na kierunku Intercultural Leadership

Na podstawie art. 23 ust. 2 pkt 8 ustawy z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce (Dz. U. z 2024 r., poz. 1571 ze zm.) w związku z rozporządzeniem Ministra Nauki i Szkolnictwa Wyższego z dnia 27 września 2018 r. w sprawie studiów (Dz.U. z 2023 r., poz. 2787 ze zm.)

z a r z ą d z a się, co następuje:

§ 1

Od roku akademickiego 2026/2027 na Uniwersytecie Mikołaja Kopernika w Toruniu tworzy się stacjonarne studia drugiego stopnia o profilu ogólnoakademickim, prowadzone w języku angielskim, na kierunku Intercultural Leadership, zwane dalej „studiami”.

§ 2

1. Studia, o których mowa w § 1 trwają cztery semestry i będą prowadzone według programu studiów ustalonego uchwałą Senatu UMK.
2. Absolwenci studiów uzyskują tytuł zawodowy magistra.

§ 3

Za prowadzenie studiów odpowiada Wydział Nauk Ekonomicznych i Zarządzania Uniwersytetu Mikołaja Kopernika w Toruniu oraz University of Granada (Hiszpania) FH OO Studienbetriebs GmbH (Austria), Simon Kuznets Kharkiv National University of Economics (Ukraina), University Hassan II of Casablanca (Morocco).

§ 4

W funkcjonującym na Uniwersytecie Mikołaja Kopernika w Toruniu systemie kodowania dodaje się:

„11 55 03 05 26 - kierunek: Intercultural Leadership”.

§ 5

Zarządzenie wchodzi w życie z dniem 24 marca 2026 r.

REKTOR

prof. dr hab. Andrzej Tretyn



BIULETYN PRAWNY
UNIwersYTETU MIKOŁAJA KOPERNIKA W TORUNIU

Rok 2026; poz. 109

UCHWAŁA Nr 22

Senatu Uniwersytetu Mikołaja Kopernika w Toruniu

z dnia 24 marca 2026 r.

**w sprawie ustalenia programu studiów drugiego stopnia na kierunku
Intercultural Leadership**

Na podstawie art. 28 ust. 1 pkt 11 ustawy z dnia 20 lipca 2018 r. Prawo o szkolnictwie wyższym i nauce (Dz. U. z 2024 r., poz. 1571 ze zm.) oraz w związku z rozporządzeniem Ministra Nauki i Szkolnictwa Wyższego z dnia 28 września 2018 r. w sprawie studiów (Dz. U. z 2023 r., poz. 2787 ze zm.)

u c h w a l a s i e, co następuje:

§ 1

Ustala się program stacjonarnych studiów drugiego stopnia na kierunku Intercultural Leadership o profilu ogólnoakademickim, stanowiący załącznik do niniejszej uchwały.

§ 2

Uchwała wchodzi w życie z dniem 24 marca 2026 r.

Przewodniczący Senatu

prof. dr hab. Andrzej Tretyn
R e k t o r

Study programme**Part A) of the study programme****Learning outcomes**

Faculty offering the field of study:		Faculty of Economic Sciences and Management
Field of study:		Intercultural Leadership
Level of study:		Second-cycle studies
Level of the Polish Qualifications Framework:		Level 7
Degree profile:		Academically oriented
Professional degree awarded to the graduate:		magister
Allocation of the field of study within academic or artistic discipline(s), to which learning outcomes for a given field of study refer:		Discipline: - Management and Quality Studies (100%) Major discipline: Management and Quality Studies (100%)
Symbol	Upon completion the graduate achieves the learning outcomes specified below:	
KNOWLEDGE (the graduate knows and understands)		
K_W01	an in-depth level of selected facts, terminology and main development trends, in management and quality studies, including leadership, both in the global and intercultural context	
K_W02	an in-depth level of human behaviours in organisations at the individual, group and institutional level, including the intercultural context	
K_W03	an in-depth level of selected methods and tools for obtaining and interpreting data for the development purposes of the organisation	
K_W04	an in-depth level of selected dependencies that ensure building relationships, cooperation and ensure sustainability with the network of institutional entities	
K_W05	the main trends and impact of digital transformation on organisations and the economy	
K_W06	legal, cultural and financial conditions related to running a business, in particular of an international nature, in dispersed and intercultural teams	
K_W07	an in-depth level of selected systems of legal and ethical norms and rules, from the point of view relevant to management studies	
SKILLS (the graduate is capable of)		
K_U01	use one's knowledge to independently solve problems arising in professional work and related to functioning in the multicultural environment and in different legal and political systems, and to use a critical approach to their own and other opinions	
K_U02	develop and apply appropriate research methods and use analytical tools to formulate recommendations in organisations and when designing complex processes	
K_U03	creatively use digital technologies to solve organisational problems and support them in the process of digital transformation	
K_U04	prepare detailed speeches and oral presentations in English at the B2+ level of the Common European Framework of Reference for Languages, preparing interdisciplinary presentations, to lead a debate, and to communicate with internal and external stakeholders	
K_U05	manage the work of a team, including a multicultural and dispersed team, and is also able to assume various team roles; is aware of responsibility for one's own work and takes responsibility for results to co-workers	
K_U06	independently plan the path of professional development, including developing their knowledge and skills to pursue the set goal	

SOCIAL COMPETENCES (the graduate is willing to)

K_K01	use one's knowledge to independently solve problems arising in professional work and related to functioning in the multicultural environment and in different legal and political systems, and to use a critical approach to their own and other opinions
K_K02	develop and apply appropriate research methods and use analytical tools to formulate recommendations in organisations and when designing complex processes
K_K03	think and act in an enterprising manner, involving intercultural and international teams
K_K04	behave in professional life in a professional, ethical manner, respecting the diversity of views and cultures

Description of the process resulting in the achievement of learning outcomes

Part B) of the study programme

Faculty offering the field of study:		Faculty of Economic Sciences and Management		
Field of study:		Intercultural Leadership		
Level of study:		second-cycle studies		
Level of the Polish Qualifications Framework:		Level 7		
Degree profile:		Academically oriented		
Allocation of the field of study within academic or artistic discipline(s), to which learning outcomes for a given field of study refer:		Discipline: Management and Quality Studies (100%) Major discipline: Management and Quality Studies		
Mode of study:		full-time studies		
Number of semesters		4		
Number of ECTS required for the award of qualifications corresponding to the level:		120		
Total number of teaching hours:		775,5 (Professional Track 1: Leading intercultural teams) - 850,5 (Professional Track 2: Leadership in the Digital Era) + internship 300 hours		
Professional degree awarded to the graduate:		magister		
The relationship between the study programme and NCU mission and strategy:		The Intercultural Leadership in Digital Era program, aligns with NCU's mission and strategy by fostering knowledge and intercultural leadership skills, addressing the challenges of the digital era, and strengthening internationalization and interdisciplinarity. It combines high-quality education, global partnerships, and innovative teaching methods, supporting IDUB goals and an open, inclusive academic community.		
Courses/course modules along with expected learning outcomes				
Course module	Course	Expected learning outcomes	Forms and methods of teaching ensuring the achievement of learning outcomes	Methods of verifying and assessing expected learning

				outcomes achieved by the student
Common basis, University of Granada	Contemporary Management and Digital Business	<p>Knowledge (W)</p> <p>W1: The student analyzes individual and group behaviors in organizations, identifying their impact on management processes in multicultural environments. (Analyze – Bloom) → K_W02</p> <p>W2: The student evaluates the main trends of digital transformation and their impact on organizational structures and business models. (Evaluate – Bloom) → K_W05</p> <p>Skills (U)</p> <p>U1: The student designs solutions to organizational problems by innovatively applying digital tools in the process of business transformation. (Create – Bloom) → 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. (Apply/Analyze – Bloom) → 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. (Create – Bloom) → K_U06</p> <p>Social competences (K)</p> <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. (Evaluate – Bloom) → K_K01</p>	<p>W1, W2 → case study analysis</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>	Passing the grade/Exam
	Basics of Leadership	<p>Knowledge (W)</p> <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. (Understand/Apply – Bloom) → K_W01</p> <p>W2: The student analyzes individual, group, and institutional behaviors in organizations, emphasizing intercultural aspects and their implications for leadership. (Analyze – Bloom) → K_W02</p> <p>W3: The student evaluates legal, cultural, and financial determinants of running international businesses, particularly within dispersed and intercultural teams. (Evaluate – Bloom) → K_W06</p>	<p>W1, W2, W3 → written test with problem-oriented questions.</p> <p>U1, U2 → group project (team leadership scenario in a multicultural setting); role-play simulations.</p> <p>K3 → individual</p>	Passing the grade/Exam

	<p>Skills (U)</p> <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. (Apply/Evaluate – Bloom) → 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. (Apply/Analyze – Bloom) → 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. (Create – Bloom) → K_U06</p> <p>Social competences (K)</p> <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. (Evaluate – Bloom) → K_K01</p> <p>K2: The student demonstrates entrepreneurial thinking and acting, especially when engaging with intercultural and international teams. (Apply/Create – Bloom) → K_K03</p> <p>K3: The student acts in a professional and ethical manner in leadership roles, showing respect for cultural and worldview diversity. (Apply/Evaluate – Bloom) → K_K04</p>	<p>portfolio (career and leadership development plan). K1 → critical essay comparing leadership theories and practices. K2, K3 → reflective journal + peer/teamwork evaluation.</p>	
<p>Managerial ethics and sustainability</p>	<p>Knowledge (W)</p> <p>W1: The student analyzes individual, group, and institutional behaviors in organizations, recognizing their ethical implications in intercultural contexts. (Analyze – Bloom) → K_W02</p> <p>W2: The student evaluates interdependencies that foster sustainable relationships and cooperation among institutional networks. (Evaluate – Bloom) → 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. (Evaluate/Analyze – Bloom) → K_W07</p> <p>Skills (U)</p> <p>U1: The student applies ethical and sustainability principles to</p>	<p>W1, W2, W3 → written exam with problem-based questions; or case study on ethical dilemmas and sustainability challenges. U1 → problem-solving tasks on intercultural ethical scenarios.</p>	<p>Passing the grade/Exam</p>

independently solve managerial problems in multicultural and diverse legal-political environments, demonstrating critical reflection on different perspectives. (Apply/Evaluate – Bloom) → K_U01

U2: The student effectively manages multicultural and dispersed teams, assuming various roles while ensuring ethical responsibility for shared outcomes. (Apply/Analyze – Bloom) → K_U05

U3: The student develops an individual plan for professional growth that integrates ethical reflection and sustainable leadership competences. (Create – Bloom) → K_U06

Social competences (K)

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. (Evaluate – Bloom) → K_K01

K2: The student engages in research and/or projects addressing societal expectations, initiating and participating in activities that serve the public good. (Apply/Create – Bloom) → K_K02

K3: The student demonstrates professional, ethical behavior in leadership contexts, showing respect for diverse values, perspectives, and cultures. (Apply/Evaluate – Bloom) → K_K04

U2 → group project (designing a sustainability initiative for a multicultural team).

U3 → personal development portfolio (ethical leadership and sustainability roadmap).

K1 → critical essay comparing ethical theories in managerial practice.

K2 → participation in community-based project or simulation addressing societal challenges.

K3 → reflective journal assessing one's own ethical decision-making in case study discussions.

<p>Communication skills</p>	<p>Knowledge (W) W1: The student analyzes individual, group, and institutional communication behaviors in organizations, particularly in intercultural contexts, and explains their influence on effective leadership communication. (Analyze – Bloom) → K_W02</p> <p>Skills (U) U1: The student applies knowledge to independently address communication-related challenges in multicultural professional environments, critically evaluating their own and others’ perspectives. (Apply/Evaluate – Bloom) → K_U01 U2: The student prepares and delivers clear, structured, and engaging oral presentations in both their native language and English (B2+ CEFR), tailoring the message to interdisciplinary contexts and diverse stakeholders. (Apply/Create – Bloom) → K_U04</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and communication, effectively engaging with intercultural and international teams. (Apply/Create – Bloom) → K_K03 K2: The student communicates in a professional and ethical manner, respecting cultural and worldview diversity in all forms of organizational interaction. (Apply/Evaluate – Bloom) → K_K04</p>	<p>W1 → short written test; or case study analysis of communication breakdowns in multicultural teams. 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>Passing the grade</p>
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<p>Strategic management for multinational companies in digital era</p>	<p>Knowledge (W) W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their strategic implications in intercultural and digital contexts. (Analyze – Bloom) → K_W02 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. (Evaluate – Bloom) → K_W06</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student organizes and leads multicultural and geographically dispersed teams, assuming different leadership roles and taking responsibility for the outcomes of strategic initiatives. (Apply/Analyze – Bloom) → K_U05 U3: The student designs and develops an individual plan for professional growth, integrating digital-era strategic competences and intercultural leadership skills. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Evaluate – Bloom) → K_K01</p>	<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>Passing the grade/Exam</p>
<p>Creativity and Innovation for Leadership</p>	<p>Knowledge (W) W1: The student explains and critically interprets key concepts, terminology, and development trends in leadership and quality management in both global and intercultural contexts. (Understand/Evaluate – Bloom) → K_W01 W2: The student applies and evaluates selected methods and tools for</p>	<p>W1, W3, W4 → written exam with open problem questions; case study analysis. W2, U1 → research</p>	<p>Passing the grade/Exam</p>

data collection and interpretation to support organizational development and innovation. (Apply/Evaluate – Bloom) → K_W03

W3: The student analyzes and evaluates the impact of digital transformation trends on organizations and the economy, identifying opportunities for innovation. (Analyze/Evaluate – Bloom) → K_W05

W4: The student critically examines legal and ethical frameworks relevant to management sciences, assessing their role in guiding creativity and innovation in leadership. (Evaluate – Bloom) → K_W07

Skills (U)

U1: The student develops and applies appropriate research methods and analytical tools to generate innovative recommendations for organizations and to design complex processes. (Create/Apply – Bloom) → K_U02

U2: The student manages and collaborates within multicultural and dispersed teams, adopting various roles and ensuring accountability for innovative outcomes. (Apply/Analyze – Bloom) → K_U05

Social competences (K)

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. (Evaluate – Bloom) → K_K01

K2: The student demonstrates entrepreneurial thinking and acting in leading intercultural and international teams, fostering innovative approaches to organizational challenges. (Create/Apply – Bloom) → K_K03

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.

	Spanish Culture and Language in Business	<p>Skills (U)</p> <p>U1: The student prepares and delivers detailed oral presentations in Spanish at the A1 level (aligned with CEFR), as well as in English, tailoring content to business and intercultural contexts and addressing diverse stakeholders. (Apply/Create – Bloom) → 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. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K)</p> <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. (Apply/Evaluate – Bloom) → K_K04</p>	<p>U1 → oral presentations in Spanish and English (business-focused scenarios).</p> <p>U2 → group project conducted partly in Spanish (e.g., developing a business proposal).</p> <p>K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Spanish-speaking environments.</p>	Passing the grade
	Occupational Safety, Health and Ergonomics*	Exam on MOODLE platform		

<p>Professional Track: Leading intercultural teams (semester II), University of Applied Sciences in Upper Austria</p>	<p>Cross-cultural management</p>	<p>Knowledge (W) 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. (Apply/Evaluate – Bloom) → K_W03 W2: The student analyzes interdependencies that foster sustainable relationships, cooperation, and trust among institutional actors across cultures. (Analyze – Bloom) → K_W04 W3: The student critically assesses the impact of digital transformation on organizations and the economy, highlighting its implications for intercultural management practices. (Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student develops and applies appropriate research methods and analytical tools to generate recommendations for organizations and design complex processes in multicultural environments. (Create/Apply – Bloom) → K_U02 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. (Apply/Create – Bloom) → K_U04</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting when engaging with intercultural and international teams, fostering collaboration and innovation across cultures. (Apply/Create – Bloom) → K_K03</p>	<p>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.</p>	<p>Passing the grade</p>
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	<p>Applied Psychology to Leadership</p>	<p>Knowledge (W) 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. (Apply/Evaluate – Bloom) → K_W03 W2: The student analyzes interdependencies that foster sustainable relationships, cooperation, and trust among institutional actors across cultures. (Analyze – Bloom) → K_W04 W3: The student critically assesses the impact of digital transformation on organizations and the economy, highlighting its implications for intercultural management practices. (Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student develops and applies appropriate research methods and analytical tools to generate recommendations for organizations and design complex processes in multicultural environments. (Create/Apply – Bloom) → K_U02 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. (Apply/Create – Bloom) → K_U04</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting when engaging with intercultural and international teams, fostering collaboration and innovation across cultures. (Apply/Create – Bloom) → K_K03</p>	<p>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.</p>	<p>Passing the grade</p>
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	<p>International Human Resource Management</p>	<p>Knowledge (W) W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their relevance for managing human resources in intercultural contexts. (Analyze – Bloom) → K_W02 W2: The student evaluates interdependencies that enable building sustainable relationships and cooperation among institutional actors in international HRM. (Evaluate – Bloom) → K_W04 W3: The student critically assesses legal, cultural, and financial conditions influencing international HRM, particularly in dispersed and multicultural teams. (Evaluate – Bloom) → K_W06</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting in the management of intercultural and international teams, fostering innovation and adaptability in HRM practices. (Apply/Create – Bloom) → K_K03</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>Passing the grade</p>
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	<p>Master thesis preparation</p>	<p>Knowledge (W) W1: The student selects, applies, and evaluates research methods and tools for obtaining and interpreting data to support organizational development and master thesis results. (Apply/Evaluate – Bloom) → K_W03 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> <p>Skills (U) 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. (Create/Apply – Bloom) → K_U02</p> <p>Social competences (K) 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. (Apply/Create – Bloom) → K_K02</p>	<p>W1, W2 → thesis research methods portfolio. 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>Passing the grade</p>
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	<p>Distributed intercultural teams communication</p>	<p>Knowledge (W) W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to improve communication and collaboration in distributed intercultural teams. (Apply/Evaluate – Bloom) → K_W03 W2: The student analyzes interdependencies that ensure effective relationship-building, cooperation, and sustainability within networks of institutional actors across cultures. (Analyze – Bloom) → K_W04 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. (Evaluate – Bloom) → K_W06</p> <p>Skills (U) 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. (Apply/Create – Bloom) → K_U04 U2: The student manages communication within multicultural and dispersed teams, assuming various roles and demonstrating responsibility for both personal and collective outcomes. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) K1: The student critically reflects on theories and practices of organizational and team communication, selecting and evaluating sources to improve management in distributed contexts. (Evaluate – Bloom) → K_K01 K2: The student demonstrates entrepreneurial thinking and acting in intercultural and international teams, fostering effective collaboration in distributed environments. (Apply/Create – Bloom) → K_K03</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>Passing the grade/Exam</p>
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	<p>Inclusive leadership</p>	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 W2: The student analyzes individual, group, and institutional behaviors in organizations, identifying factors that foster or hinder inclusive leadership. (Analyze – Bloom) → K_W02 W3: The student evaluates legal and ethical frameworks relevant to inclusive leadership and assesses their application in organizational practices. (Evaluate – Bloom) → K_W07</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student designs and implements an individual professional development plan focused on building inclusive leadership competences in intercultural organizational settings. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Apply/Create – Bloom) → K_K02 K2: The student demonstrates professional and ethical conduct in leadership roles, respecting cultural and worldview diversity and fostering inclusivity in professional environments. (Apply/Evaluate – Bloom) → K_K04</p>	<p>W1, W2, W3 → written test with open questions; case study analysis on inclusive leadership challenges. U1 → problem-solving task on inclusivity dilemmas in intercultural teams. U2 → individual professional development portfolio focused 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>Passing the grade/Exam</p>
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	<p>Austrian Culture and German Language in Business</p>	<p>Skills (U) 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. (Apply/Create – Bloom) → K_U04 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. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) 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. (Apply/Evaluate – Bloom) → K_K04</p>	<p>U1 → oral presentations in German and English (business-oriented scenarios). U2 → group project (e.g., case study on Austrian business culture) conducted partly in German. K1 → reflective journal or role-play on ethical and culturally sensitive communication in Austrian/German business settings.</p>	<p>Passing the grade/Exam</p>
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<p>Professional Track: Leadership in the Digital Era (semester II), Nicolaus Copernicus University in Torun</p>	<p>Digital Business Models</p>	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 W2: The student analyzes and evaluates the main trends of digital transformation and their impact on organizations, the economy, and emerging digital business models. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student creatively applies digital technologies to solve organizational problems and to design or improve digital business models that support organizational transformation. (Create/Apply – Bloom) → K_U03</p> <p>Social competences (K) 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. (Evaluate – Bloom) → K_K01</p>	<p>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.</p>	<p>Passing the grade/Exam</p>
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	Digital team building	<p>Knowledge (W) W1: The student analyzes behaviors of individuals, groups, and institutions in organizations, identifying how these influence digital team building in intercultural contexts. (Analyze – Bloom) → K_W02</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student manages digital, dispersed, and multicultural teams by taking on different roles, ensuring accountability for shared results, and fostering effective collaboration. (Apply/Analyze – Bloom) → K_U05 U3: The student designs and implements an individual professional development plan aimed at enhancing digital collaboration and leadership competences. (Create – Bloom) → K_U06</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting in digital, intercultural, and international teamwork settings, fostering innovation and collaboration. (Apply/Create – Bloom) → K_K03</p>	<p>W1 → short written test; case study analysis on team behavior in digital environments. U1 → problem-solving tasks (digital teamwork scenarios in intercultural contexts). U2 → group project (building and managing a digital team for a business challenge). U3 → individual portfolio (personal development plan for digital leadership). K1 → simulation or role-play of entrepreneurial decision-making in digital international teams.</p>	Passing the grade
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	<p>Digital literacy development for leaders</p>	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 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. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U) 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. (Create – Bloom) → K_U06</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting when applying digital literacy in intercultural and international leadership contexts, fostering innovation and adaptability. (Apply/Create – Bloom) → K_K03</p>	<p>W1, W2 → written test with open problem questions; case study on digital transformation and leadership. U1 → individual portfolio (digital literacy development plan). K1 → group project or simulation (applying digital literacy in entrepreneurial and intercultural leadership scenarios).</p>	<p>Passing the grade</p>
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	<p>International Human Resource Management</p>	<p>Knowledge (W) W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their relevance for managing human resources in intercultural contexts. (Analyze – Bloom) → K_W02 W2: The student evaluates interdependencies that enable building sustainable relationships and cooperation among institutional actors in international HRM. (Evaluate – Bloom) → K_W04 W3: The student critically assesses legal, cultural, and financial conditions influencing international HRM, particularly in dispersed and multicultural teams. (Evaluate – Bloom) → K_W06</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting in the management of intercultural and international teams, fostering innovation and adaptability in HRM practices. (Apply/Create – Bloom) → K_K03</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>Passing the grade</p>
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	<p>Digital Image and Personal Branding for Leaders</p>	<p>Knowledge (W) 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. (Analyze/Evaluate – Bloom) → K_W04 W2: The student critically interprets legal and ethical frameworks relevant to management sciences and applies them to digital image management and personal branding strategies. (Evaluate/Apply – Bloom) → K_W07</p> <p>Skills (U) 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. (Apply/Analyze – Bloom) → K_U05 U2: The student designs and implements an individual plan for professional growth, integrating digital branding strategies to strengthen leadership competences. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Apply/Evaluate – Bloom) → K_K04</p>	<p>W1, W2 → written test with case study analysis on ethical/legal aspects of personal branding. U1 → group project simulating digital team collaboration with focus on leader’s branding role. U2 → individual portfolio (personal branding and professional development plan). K1 → reflective journal on ethical dilemmas and cultural sensitivity in personal branding.</p>	<p>Passing the grade</p>
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	Master thesis preparation	<p>Knowledge (W) W1: The student selects, applies, and evaluates research methods and tools for obtaining and interpreting data to support organizational development and master thesis results. (Apply/Evaluate – Bloom) → K_W03</p> <p>Skills (U) 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. (Create/Apply – Bloom) → K_U02</p> <p>Social competences (K) 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. (Apply/Create – Bloom) → K_K02</p>	<p>W1 → thesis research methods portfolio. 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>	Passing the grade
	Polish Culture and Language in Business	<p>Skills (U) U1: The student prepares and delivers detailed oral presentations in Polish at the A1 CEFR level, as well as in English, adapting messages to business and interdisciplinary contexts and communicating effectively with internal and external stakeholders. (Apply/Create – Bloom) → K_U04 U2: The student collaborates in multicultural and dispersed teams using Polish in professional interactions, assuming various roles and taking responsibility for both individual and collective outcomes. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) K1: The student demonstrates professional and ethical conduct in intercultural business contexts, showing respect for cultural and worldview diversity, particularly within Polish cultural settings. (Apply/Evaluate – Bloom) → K_K04</p>	<p>U1 → oral presentations in Polish and English (business-related scenarios). U2 → group project or role-play (using Polish in multicultural/dispersed team collaboration). K1 → reflective journal on intercultural communication and ethical aspects of doing business in Polish cultural contexts.</p>	Passing the grade

<p>Professional Track: Leading intercultural teams (semester III), Simon Kuznets University of Economics</p>	<p>Multicultural team building</p>	<p>Knowledge (W) W1: The student analyzes individual, group, and institutional behaviors in organizations, identifying their impact on multicultural team building and conflict resolution. (Analyze – Bloom) → K_W02 W2: The student critically evaluates legal and ethical frameworks relevant to conflict resolution and applies them in managing intercultural teams. (Evaluate/Apply – Bloom) → K_W07</p> <p>Skills (U) U1: The student manages multicultural and dispersed teams, assuming different roles and ensuring accountability for conflict resolution and team effectiveness. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) K1: The student demonstrates entrepreneurial thinking and acting in leading intercultural and international teams, fostering constructive approaches to conflict management and collaboration. (Apply/Create – Bloom) → K_K03</p>	<p>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.</p>	<p>Passing the grade</p>
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	Project management	<p>Knowledge (W) W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to support organizational development in project management contexts. (Apply/Evaluate – Bloom) → K_W03 W2: The student analyzes and assesses the impact of digital transformation trends on project management practices, organizational structures, and the economy. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student applies theoretical knowledge to independently solve project-related problems in multicultural and diverse legal-political environments, critically reflecting on different approaches. (Apply/Evaluate – Bloom) → K_U01 U2: The student develops and applies research methods and analytical tools to design complex processes and formulate project-related recommendations. (Create/Apply – Bloom) → K_U02 U3: The student creatively applies digital technologies to solve organizational problems and to support projects in the process of digital transformation. (Create/Apply – Bloom) → K_U03</p> <p>Social competences (K) K1: The student critically evaluates theories and practices of project and organizational management, selecting and applying relevant sources to support evidence-based decision-making. (Evaluate – Bloom) → K_K01 K2: The student participates in or conducts projects addressing societal needs, initiating activities in the public interest through responsible project management. (Apply/Create – Bloom) → K_K02</p>	W1, W2 → written exam; case study analysis on project management and digital transformation. U1 → problem-solving assignment (multicultural project scenarios). U2 → research project applying analytical tools to complex project processes. U3 → digital project design assignment using modern technologies. K1 → critical essay on project management methodologies. K2 → group project addressing societal or public-interest challenges.	Passing the grade
	Leading across borders and cultures	<p>Knowledge (W) 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 W2: The student analyzes interdependencies that foster relationship-building, cooperation, and sustainability in international and intercultural networks of organizations. (Analyze – Bloom) → K_W04</p>	W1, W2, W3, W4 → written exam with case studies on international and intercultural leadership. U1 → problem-solving assignment	Passing the grade/Exam

W3: The student evaluates the impact of digital transformation on organizations and the economy, with particular attention to leadership challenges across borders. (Evaluate – Bloom) → K_W05

W4: The student assesses legal, cultural, and financial conditions of running international businesses, especially in dispersed and intercultural team environments. (Evaluate – Bloom) → K_W06

Skills (U)

U1: The student applies knowledge to independently solve leadership and management problems in multicultural and diverse legal-political environments, critically reflecting on different approaches.

(Apply/Evaluate – Bloom) → K_U01

U2: The student creatively applies digital technologies to solve organizational challenges and support leadership in the process of digital transformation. (Create/Apply – Bloom) → K_U03

Social competences (K)

K1: The student critically confronts theories and practices of leadership across borders and cultures, selecting and evaluating relevant sources for effective organizational decision-making. (Evaluate – Bloom) → K_K01

K2: The student conducts or participates in research and projects that address societal needs, initiating activities in the public interest across international contexts. (Apply/Create – Bloom) → K_K02

K3: The student demonstrates entrepreneurial thinking and acting in intercultural and international leadership settings, fostering innovation and collaboration. (Apply/Create – Bloom) → K_K03

(multicultural leadership dilemma).

U2 → project applying digital tools to global leadership challenges.

K1 → critical essay comparing leadership theories across cultures.

K2 → participation in an international project or simulation with a public-interest component.

K3 → group project simulating entrepreneurial leadership across borders.

	Analytical tools for leaders	<p>Knowledge (W) W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data to support organizational development and evidence-based leadership decisions. (Apply/Evaluate – Bloom) → K_W03</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student develops and applies research methods and analytical tools to design complex processes and formulate strategic recommendations for organizations. (Create/Apply – Bloom) → K_U02 U3: The student creatively integrates digital technologies with analytical tools to address organizational challenges and support digital transformation processes. (Create/Apply – Bloom) → K_U03</p> <p>Social competences (K) K1: The student critically evaluates theories and practices in organizational management, selecting and applying reliable sources to strengthen leadership decisions. (Evaluate – Bloom) → K_K01</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.	Passing the grade/Exam
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	Image and Personal Branding for Leaders	<p>Knowledge (W) 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. (Analyze – Bloom) → K_W02</p> <p>Skills (U) 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. (Apply/Create – Bloom) → K_U04 U2: The student manages and collaborates in multicultural and dispersed teams, assuming different roles and ensuring accountability while developing their professional brand. (Apply/Analyze – Bloom) → K_U05 U3: The student designs and implements an individual professional development plan that integrates personal branding strategies into long-term leadership goals. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Apply/Evaluate – Bloom) → K_K04</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.	Passing the grade/Exam
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	<p>Leadership and Intercultural environment in case studies</p>	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 W2: The student analyzes individual, group, and institutional behaviors in organizations, identifying their impact on leadership in intercultural environments. (Analyze – Bloom) → K_W02 W3: The student evaluates legal, cultural, and financial conditions of international business operations and applies them to case studies of dispersed and multicultural teams. (Evaluate/Apply – Bloom) → K_W06</p> <p>Skills (U) U1: The student applies theoretical knowledge to independently solve case-based problems in multicultural and diverse legal-political environments, critically reflecting on different perspectives. (Apply/Evaluate – Bloom) → K_U01 U2: The student designs and implements an individual professional development plan that incorporates insights from case studies to strengthen intercultural leadership competences. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Evaluate – Bloom) → K_K01 K2: The student demonstrates entrepreneurial thinking and acting when developing solutions to intercultural leadership challenges presented in case studies. (Apply/Create – Bloom) → K_K03</p>	<p>W1, W2, W3 → written test; case study analysis reports. U1 → problem-solving assignment based on intercultural leadership case studies. U2 → individual portfolio (professional development plan linked to case study learning). K1 → critical essay on case studies comparing theory and practice of leadership. K2 → group simulation/project (entrepreneurial solution to an intercultural leadership case).</p>	<p>Passing the grade</p>
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	Ukrainian Culture and Language in Business	<p>Skills (U)</p> <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. (Apply/Create – Bloom) → 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. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K)</p> <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. (Apply/Evaluate – Bloom) → K_K04</p>	<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>	Passing the grade
Professional Track: Leadership in the Digital Era (semester III), Hassan II University in Casablanca	Digital Entrepreneurship	<p>Knowledge (W)</p> <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. (Apply/Evaluate – Bloom) → 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. (Analyze/Evaluate – Bloom) → 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. (Evaluate/Apply – Bloom) → K_W07</p> <p>Skills (U)</p> <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. (Create/Apply – Bloom) → K_U03</p> <p>U2: The student prepares and delivers professional oral presentations in</p>	<p>W1, W2, W3 → written exam; case study analysis on digital entrepreneurship challenges.</p> <p>U1 → project assignment (designing a digital business idea/venture).</p> <p>U2 → oral presentations (entrepreneurial pitch in native language + English).</p> <p>K1 → critical essay on digital entrepreneurship theories and</p>	Passing the grade/Exam

		<p>their native language and English (B2+ CEFR), effectively communicating entrepreneurial ideas and strategies to interdisciplinary and multicultural stakeholders. (Apply/Create – Bloom) → K_U04</p> <p>Social competences (K)</p> <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. (Evaluate – Bloom) → 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. (Apply/Create – Bloom) → K_K02</p> <p>K3: The student demonstrates entrepreneurial thinking and acting in intercultural and international teams, fostering innovation and collaboration in digital ventures. (Apply/Create – Bloom) → K_K03</p> <p>K4: The student behaves in a professional and ethical manner in entrepreneurial contexts, showing respect for cultural and worldview diversity. (Apply/Evaluate – Bloom) → K_K04</p>	<p>practices.</p> <p>K2 → group project addressing a societal/public-interest challenge through digital entrepreneurship.</p> <p>K3 → teamwork simulation (launching an intercultural digital start-up).</p> <p>K4 → reflective journal on ethics and cultural sensitivity in entrepreneurial decision-making.</p>	
	<p>Digital tools for project management</p>	<p>Knowledge (W)</p> <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. (Understand/Evaluate – Bloom) → 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. (Apply/Evaluate – Bloom) → 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. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U)</p> <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. (Create/Apply – Bloom) → K_U02</p>	<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>Passing the grade/Exam</p>

	<p>Applied Psychology to Leadership</p>	<p>Knowledge (W) W1: The student explains and critically interprets concepts, terminology, and development trends in leadership and quality management, applying them to psychological approaches in leadership. (Understand/Evaluate – Bloom) → K_W01 W2: The student analyzes individual, group, and institutional behaviors in organizations, explaining their psychological determinants and implications for leadership in intercultural contexts. (Analyze – Bloom) → K_W02 W3: The student evaluates legal and ethical frameworks relevant to management sciences and applies them to psychological aspects of leadership. (Evaluate/Apply – Bloom) → K_W07</p> <p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student manages and collaborates in multicultural and dispersed teams, adopting various roles and ensuring accountability while applying psychological insights to leadership practices. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) 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. (Apply/Evaluate – Bloom) → K_K04</p>	<p>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.</p>	<p>Passing the grade/Exam</p>
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	Digital analytical tools for leaders	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 W2: The student applies and evaluates selected methods and digital tools for obtaining and interpreting data to support organizational development and leadership decision-making. (Apply/Evaluate – Bloom) → K_W03 W3: The student analyzes and assesses the main trends and impacts of digital transformation on organizations and the economy, identifying implications for leadership analytics. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student develops and applies appropriate research methods and digital analytical tools to design processes, interpret complex data, and formulate recommendations for organizations. (Create/Apply – Bloom) → K_U02</p>	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).	Passing the grade/Exam
	Collaborative and time management digital tools	<p>Knowledge (W) 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. (Understand/Evaluate – Bloom) → K_W01 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. (Analyze – Bloom) → K_W02 W3: The student evaluates the main trends and impact of digital transformation on organizations, focusing on their implications for collaboration and time management. (Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student develops and applies research methods and analytical tools to design solutions that improve collaboration and time management processes in organizations. (Create/Apply – Bloom) →</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	Passing the grade/Exam

		<p>K_U02 U2: The student manages multicultural and dispersed teams using digital collaboration tools, assuming different roles and taking responsibility for shared outcomes. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K) K1: The student critically evaluates theories and practices of organizational and team management, selecting and applying reliable sources to improve collaboration and time management. (Evaluate – Bloom) → K_K01 K2: The student participates in or conducts projects that address societal needs, initiating activities in the public interest using collaborative digital tools. (Apply/Create – Bloom) → K_K02 K3: The student demonstrates professional and ethical conduct in teamwork and collaboration, respecting cultural and worldview diversity in digital environments. (Apply/Evaluate – Bloom) → K_K04</p>	<p>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>Artificial intelligence for leaders</p>	<p>Knowledge (W) W1: The student applies and evaluates selected methods and tools for obtaining and interpreting data, using AI solutions to support organizational development. (Apply/Evaluate – Bloom) → K_W03 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. (Analyze/Evaluate – Bloom) → K_W05</p> <p>Skills (U) U1: The student develops and applies research methods and analytical tools, integrating AI-based solutions to design complex processes and formulate organizational recommendations. (Create/Apply – Bloom) → K_U02 U2: The student creatively uses AI and other digital technologies to solve organizational problems and to support organizations in their digital transformation processes. (Create/Apply – Bloom) → K_U03</p>	<p>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).</p>	<p>Passing the grade/Exam</p>

	Business Culture in MENA and Arabic Language	<p>Skills (U)</p> <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. (Apply/Create – Bloom) → 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. (Apply/Analyze – Bloom) → K_U05</p> <p>Social competences (K)</p> <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. (Apply/Evaluate – Bloom) → K_K04</p>	<p>U1 → oral presentations in Arabic and English (business-related scenarios).</p> <p>U2 → group project (business case study in Moroccan/Arabic context) with team collaboration in Arabic.</p> <p>K1 → reflective journal or role-play simulation on ethical and intercultural aspects of doing business in Morocco and Arabic-speaking regions.</p>	Passing the grade
Master thesis and internship	Master's Diploma Seminar	<p>Knowledge (W)</p> <p>W1: The student critically interprets and applies selected concepts, terminology, and development trends in leadership and quality management within global and intercultural contexts. (Understand/Evaluate – Bloom) → 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. (Apply/Evaluate – Bloom) → 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. (Analyze/Evaluate – Bloom) → 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. (Evaluate – Bloom) → K_W06</p> <p>W5: The student applies the principles of copyright in the creation of scientific works (Apply/Evaluate – Bloom) → K_W07</p>	<p>W1–W5 → evaluation of thesis content (knowledge integration and theoretical grounding).</p> <p>U1–U3 → master thesis methodology and results chapters; thesis defense.</p> <p>K1–K2 → supervisor and reviewer evaluation of critical analysis, research relevance, and societal contribution.</p>	Diploma Exam

Skills (U)

U1: The student applies knowledge to independently solve research problems in multicultural and diverse legal-political environments, critically reflecting on different approaches. (Apply/Evaluate – Bloom) → K_U01

U2: The student develops and applies research methods and analytical tools to design processes, analyze data, and formulate recommendations in the master thesis. (Create/Apply – Bloom) → K_U02

U3: The student creatively uses digital technologies to support research processes and propose solutions to organizational problems in the master thesis. (Create/Apply – Bloom) → K_U03

Social competences (K)

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. (Evaluate – Bloom) → K_K01

K2: The student conducts research and/or participates in projects addressing societal needs, integrating public-interest considerations into their thesis work. (Apply/Create – Bloom) → K_K02

	<p>Internship</p>	<p>Skills (U) 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. (Apply/Evaluate – Bloom) → K_U01 U2: The student develops and applies appropriate research methods and analytical tools to design processes and formulate recommendations in organizational contexts. (Create/Apply – Bloom) → K_U02 U3: The student designs and implements an individual professional development plan, enhancing knowledge and skills to achieve defined career goals. (Create – Bloom) → K_U06</p> <p>Social competences (K) 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. (Evaluate – Bloom) → K_K01 K2: The student demonstrates professional and ethical conduct in workplace contexts, showing respect for cultural and worldview diversity in professional interactions. (Apply/Evaluate – Bloom) → K_K04</p>	<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>	<p>Passing the grade</p>
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Detailed allocation of ECTS credits

Academic or artistic disciplines, to which learning outcomes refer:

	Artistic or academic discipline	ECTS credits	
		Number	%
1.	Management and Quality Studies	120,0	100%

Course modules	Course	Number of ECTS points	Number of ECTS in the discipline:	Number of ECTS credits for elective courses	No of ECTS credits obtained by the student in classes within contact hours with the teacher or tutor	No of ECTS credits obtained by the student as a result of: courses related to academic activity within a discipline or disciplines, to which the field of study is assigned
			Management and Quality Sciences			
Common basis, University of Granada	Contemporary Management and Digital Business	5,0	5,0		2,5	5,0
	Basics of Leadership	5,0	5,0		2,5	5,0
	Managerial ethics and sustainability	5,0	5,0		2,5	1,0
	Communication skills	5,0	5,0		2,52	4,0
	Strategic management for multinational companies in digital era	5,0	5,0		2,5	4,0
	Creativity and Innovation for Leadership	5,0	5,0		2,5	4,0
	Spanish Culture and Language in Business	0,0	0,0		0,0	0,0

Professional Track: Leading intercultural teams (semester II), University of Applied Sciences in Upper Austria	Cross-cultural management	6,0	6,0	6,0	3,0	4,0
	Applied Psychology to Leadership	3,0	3,0	3,0	1,5	2,0
	International Human Resource Management	6,0	6,0	6,0	3,0	5,0
	Master thesis preparation	3,0	3,0	3,0	1,5	0,0
	Distributed intercultural teams communication	6,0	6,0	6,0	3,0	5,0
	Inclusive leadership	6,0	6,0	6,0	3,0	4,0
	Austrian Culture and German Language in Business	0,0	0,0	0,0	0,0	0,0
Professional Track: Leadership in the Digital Era (semester II), Nicolaus Copernicus University in Torun	Digital Business Models	5,0	5,0	5,0	2,5	4,0
	Digital team building	5,0	5,0	5,0	2,5	4,0
	Digital literacy development for leaders	4,0	4,0	4,0	2,0	3,0
	International Human Resource Management	4,0	4,0	4,0	2,0	0,0
	Digital Image and Personal Branding for Leaders	5,0	5,0	5,0	2,5	5,0
	Master thesis preparation	3,0	3,0	3,0	1,5	0,0
	Polish Culture and Language in Business	4,0	4,0	4,0	2,0	0,0
Professional Track: Leading intercultural teams (semester III), Simon Kuznets University of Economics	Multicultural team building	4,0	4,0	4,0	2,0	4,0
	Project management	5,0	5,0	5,0	2,9	4,0
	Leading across borders and cultures	5,0	5,0	5,0	2,9	4,0
	Analytical tools for leaders	5,0	5,0	5,0	2,9	3,0
	Image and Personal Branding for Leaders	5,0	5,0	5,0	2,9	4,0
	Leadership and Intercultural environment in case studies	3,0	3,0	3,0	1,5	1,0
	Ukrainian Culture and Language in Business	3,0	3,0	3,0	1,5	0,0
Professional Track: Leadership in the	Digital Entrepreneurship	5,0	5,0	5,0	2,5	5,0
	Digital tools for project management	5,0	5,0	5,0	2,5	5,0

Digital Era (semester III), Hassan II University in Casablanca	Applied Psychology to Leadership	5,0	5,0	5,0	2,5	4,0
	Digital analytical tools for leaders	4,0	4,0	4,0	2,02	3,0
	Collaborative and time management digital tools	3,0	3,0	3,0	1,92	4,0
	Artificial intelligence for leaders	5,0	5,0	5,0	2,5	3,0
	Business Culture in MENA and Arabic Language	3,0	3,0	3,0	1,5	0,0
Master thesis and internship	Master's Diploma Seminar	18,0	18,0		9,0	12,0
	Internship	12,0	12,0		12,0	0,0
	Occupational Safety, Health and Ergonomics	0,0	0,0			
TOTAL (Professional Track: Leadership in the Digital Era)		120,0	120,0	60,0	66,5	75,0
TOTAL (Professional Track: Leading intercultural teams)		120,0	120,0	60,0	67,6	75,0
Total			100%	50%	55%	63%

Course modules	No	Course	Programme content
General subjects	1	Contemporary Management and Digital Business	<ol style="list-style-type: none"> 1. The relevance of digital business in business management 2. Analysis and diagnosis of the digital situation of the company 3. Setting objectives 4. Definition of the digital target 5. Development of digital strategies
	2	Basics of Leadership	<ol style="list-style-type: none"> 1. Leadership and management: Attitude towards change 2. Types of leadership 3. Analysis of human behaviour in organizations: Empowerment and organizational commitment 4. Emotional intelligence and people management 5. Values, culture, and vision

3	Managerial ethics and sustainability	<ol style="list-style-type: none"> 1. Managerial Ethics and Sustainability in Multicultural settings. 2. Ethical Decision-Making and Conflict Management 3. Corporate Social Responsibility (CSR) in terms of sustainable business practices 4. Sustainable Business Practices 5. Implementing Ethical and Sustainable Practices
4	Communication skills	<ol style="list-style-type: none"> 1. Introduction to Intercultural Communication: Definition and components of culture. 2. Theoretical Frameworks (Hall, Hofstede, Trompenaars, Lewis, Gesteland, etc.). 3. Communication Styles and Practices (verbal, non-verbal, written): strategies to overcome language barriers. 4. Cross-Cultural Negotiation and Conflict Resolution. 5. Practical Applications and Case Study Analyses: Role-playing and simulations.
5	Strategic management for multinational companies in digital era	<ol style="list-style-type: none"> 1. The nature of strategic management 2. Business internationalization 3. The international environment of the company 4. The internationalization process of the company 5. Digital environment and strategic management
6	Creativity and Innovation for Leadership	<ol style="list-style-type: none"> 1. Introduction: Basics of Innovation. 2. Determining factors and tools for innovation management. 3. Internal and external sources of innovation. 4. Techniques to enhance creativity. 5. Lean Business Intervention Approach: The fundamental of a successful innovation management.
7	Spanish Culture and Language in Business	<ol style="list-style-type: none"> 1. Business communication in Spanish. 2. Organizational culture and business etiquette in Spanish-speaking countries. 3. Spanish in business.
8	Master's Diploma Seminar	<ol style="list-style-type: none"> 1. Research problem in the field of management and quality sciences 2. Research procedure 3. Research methodology 4. Analysis and interpretation of results

	9	Internship	<ol style="list-style-type: none"> 1. Practical preparation for professional work. 2. Learning about how institutions function. 3. Developing intercultural and business competencies.
Professional Track 1: Leading intercultural teams	10	Cross-Cultural Management	<p>management in cross-cultural context marketing in cross-cultural context sales in cross-cultural context</p>
	11	Applied Psychology to Leadership	<ol style="list-style-type: none"> 1. Psychological dynamics in leadership roles 2. Psychological theories in the context of leadership 3. Values and ethics of industrial-organizational psychology
	12	International Human Resource Management	<p>HR in intercultural context Collaboration in intercultural team Collaboration in distributed team</p>
	13	Master Thesis Preparation	<ol style="list-style-type: none"> 1. Methods of searching for sources 2. Standards for writing theses 3. Standards for defense 4. Principles of copyright and industrial property
	14	Distributed Intercultural Teams Communication	<ol style="list-style-type: none"> 1. Communication in distributed teams 2. Communication in intercultural teams 3. Communication in global non-profit organisations
	15	Inclusive Leadership	<ol style="list-style-type: none"> 1. Digital Culture 2. Inclusive Leadership 3. Change Management
	16	Austrian Culture and German Language in Business	<ol style="list-style-type: none"> 1. Business communication in German. 2. Organizational culture and business etiquette in German-speaking countries. 3. German in business.
	17	Multicultural Team Building	<ol style="list-style-type: none"> 1. Understanding multicultural teams 2. Organizational structures for multicultural teams 3. Factors and dynamics in multicultural teams

	18	Project Management	<ol style="list-style-type: none"> 1. The essence of project management and projects 2. Project management organization 3. Team and key human factors in project management 4. Strategies for conflict resolution 5. Project content planning. Project structuring
	19	Leading Across Borders and Cultures	<ol style="list-style-type: none"> 1. Increasing cross cultural effectiveness 2. Embracing Global Collaboration and Innovation 3. Leading with Cultural Sensitivity and Respect 4. Agile Leadership
	20	Analytical Tools for Leaders	<ol style="list-style-type: none"> 1. Tools for data collection 2. Qualitative analytical tools 3. Analytical tools for multivariate analysis
	21	Image and Personal Branding for Leaders	<ol style="list-style-type: none"> 1. A systemic view on a personal brand 2. Creating a personal brand 3. Leader's image formation
	22	Leadership and Intercultural Environment in Case Studies	<p>Challenges of intercultural leaders in contemporary business;</p> <ol style="list-style-type: none"> 1. Developing a Global Mindset and Cultural Intelligence for effective leadership 2. Impact of cultural dimensions on the management style and organizational culture in a multicultural environment 3. Leadership and intercultural competence at work
	23	Ukrainian Culture and Language in Business	<ol style="list-style-type: none"> 1. Business Communication 2. Work Culture 3. Negotiation in cultural context
Professional Track 2: Leadership in the Digital Era	24	Digital Business Models	<ol style="list-style-type: none"> 1. Economy 4.0 2. Digital Business Models 3. Digitalisation in Industry

25	Digital Team Building	<ol style="list-style-type: none"> 1. Digital meeting principles 2. Digital meeting tools and technics 3. Benefits and problems of a digital teamwork 4. Diversity and inclusion in digital team
26	Digital Literacy Development for Leaders	<ol style="list-style-type: none"> 1. Data Literacy and Decision-Making 2. Digital Tools and Platforms for Leaders 3. Cybersecurity Awareness for Leaders 4. Managing Digital Transformation
27	International Human Resource Management	<ol style="list-style-type: none"> 1. Managing Cultural Diversity 2. Expatriation and Employee Mobility 3. Digital tools to HRM
28	Digital Image and Personal Branding for Leaders	<ol style="list-style-type: none"> 1. Fundamentals of personal branding and its importance for leaders 2. Crafting a personal brand narrative that aligns with professional goals 3. Strategies for enhancing digital image across various platforms
29	Master Thesis Preparation	<ol style="list-style-type: none"> 1. Methods of searching for sources 2. Standards for writing theses 3. Standards for defense 4. Principles of copyright and industrial property
30	Polish Culture and Language in Business	<ol style="list-style-type: none"> 1. Business Communication 2. Work Culture 3. Work-Life Balance
31	Digital Entrepreneurship	<ol style="list-style-type: none"> 1. Creating a Digital Business Design 2. Building a Business Prototype 3. Digital Content for Business 4. Digital entrepreneurship, new opportunities and challenges
32	Digital Tools for Project Management	<ol style="list-style-type: none"> 1. Digital Business Transformation 2. Digital Consulting Company 3. Project management

33	Applied Psychology to Leadership	<ol style="list-style-type: none"> 1. Situational and Contingency approach 2. Path-goal theory 3. Leader-member Exchange theory 4. Transformational leadership 5. Servant and Authentic leadership
34	Digital Analytical Tools for Leaders	<p>Tools use to perspectives:</p> <ol style="list-style-type: none"> 1. technological change, 2. value creation, 3. organizing, market logic, and strategy
35	Collaborative and Time Management Digital Tools	<ol style="list-style-type: none"> 1. Collaboration Concepts 2. Preparation for Online Collaboration 3. Using Online Collaborative Tools 4. Mobile Collaboration
36	Artificial Intelligence for Leaders	<ol style="list-style-type: none"> 1. Customer offerings and interactions 2. Employee engagement and capabilities 3. Operations 4. Competitive positioning 5. The 7 attributes of AI centered leadership
37	Business Culture in MENA and Arabic Language	<ol style="list-style-type: none"> 1. The influence of Arabic culture on the economy 2. Negotiations in Arabic culture 3. Arabic in business

This study programme is effective as of the winter semester of the academic year 2026/2027.



BIULETYN PRAWNY

UNIwersYTETU MIKOŁAJA KOPERNIKA W TORUNIU

Rok 2026; poz. 110

UCHWAŁA Nr 23

Senatu Uniwersytetu Mikołaja Kopernika w Toruniu

z dnia 24 marca 2026 r.

w sprawie warunków i trybu rekrutacji na studia wspólne prowadzone w ramach programu Erasmus Mundus Joint Masters w roku akademickim 2026/2027 na Uniwersytecie Mikołaja Kopernika w Toruniu

Na podstawie art. 70 ust. 1-5 ustawy z dnia 20 lipca 2018 r. oraz art. 60 ust.1 – Prawo o szkolnictwie wyższym i nauce (Dz. U. z 2024 r., poz. 1571 ze zm.)

u c h w a ł a s i ę, co następuje:

Rozdział 1 **Postanowienia ogólne**

§ 1

Uchwała określa warunki, tryb, termin rozpoczęcia i zakończenia rekrutacji oraz sposób jej przeprowadzenia na studia wspólne prowadzone w ramach programu Erasmus Mundus Joint Masters w roku akademickim 2026/2027 na Uniwersytecie Mikołaja Kopernika w Toruniu, zwanym dalej „Uniwersytetem”.

§ 2

Ilekroć w niniejszej uchwale mowa jest o:

- 1) **kandydacie** – należy przez to rozumieć osobę ubiegającą się o przyjęcie na studia wspólne prowadzone w ramach programu Erasmus Mundus Joint Masters;
- 2) **liczbie miejsc** – należy przez to rozumieć liczbę osób, która może zostać przyjęta na pierwszy rok studiów danego kierunku w ramach określonego poziomu i formy studiów;
- 3) **dyplomie ukończenia studiów** – należy przez to rozumieć dyplom ukończenia studiów wyższych uprawniający do podjęcia studiów drugiego stopnia w kraju wydania dokumentu;
- 4) **zaświadczeniu o poziomie znajomości języka wykładowego na poziomie B2** – zwanej dalej zaświadczeniem B2, zgodny z wymogami umowy konsorcyjnej oraz Rozporządzeniem Ministra Nauki i Szkolnictwa Wyższego z dnia 30 lipca 2025 r. w sprawie rodzajów dokumentów poświadczających znajomość języka, w którym odbywa się kształcenie na studiach (Dz. U. z 2025 r., poz. 1045);

- 5) **Internetowej Rejestracji Kandydatów (zwanej dalej systemem IRK)** – należy przez to rozumieć elektroniczny system rejestracji kandydatów na studia;
- 6) **indywidualnym koncie rekrutacyjnym kandydata** – należy przez to rozumieć fragment serwera Internetowej Rejestracji Kandydatów, w którym przechowywane są informacje związane z procesem rejestracji kandydata na studia (w tym dane osobowe kandydata, informacja o wybranych przez niego kierunkach studiów, wyniki postępowania rekrutacyjnego);
- 7) **postępowaniu rekrutacyjnym** – należy przez to rozumieć postępowanie związane z ubieganiem się o przyjęcie na studia;
- 8) **turze** – należy przez to rozumieć rejestrację na studia w ramach terminów określonych w harmonogramie rekrutacji na studia.

§ 3

Szczegółowe warunki postępowania kwalifikacyjnego na poszczególne programy studiów, w szczególności kryteria będące podstawą kwalifikacji, sposób przyznawania punktów za poszczególne elementy postępowania kwalifikacyjnego oraz ustalenia końcowego wyniku tego postępowania określa załącznik do niniejszej uchwały.

§ 4

Termin rozpoczęcia rekrutacji w ramach naboru na studia wspólne ustala się na dzień 30 marca 2026 r., a termin jej zakończenia na dzień 30 września 2026 r.

§ 5

1. Limit miejsc na kierunek Intercultural Leadership wynosi 30 osób. Liczbę miejsc stypendialnych i zasady ich przydzielania określają zasady programu Erasmus Mundus.
2. Rektor do dnia 29 marca 2026 r. w drodze zarządzenia:
 - 1) określi szczegółowy harmonogram postępowania rekrutacyjnego;
 - 2) ogłosi wykaz dokumentów wymaganych do przyjęcia;
 - 3) zatwierdzi skład komisji rekrutacyjnej wybranej zgodnie z zapisami umowy konsorcyjnej.

Rozdział 2 **Organy prowadzące postępowanie rekrutacyjne**

§ 6

1. Postępowanie rekrutacyjne na studia przeprowadza organ określony w umowie konsorcyjnej.
2. Egzaminy wstępne przeprowadzają komisje egzaminacyjne powołane przez organy wskazane w umowie konsorcyjnej i zatwierdzone przez rektora.
3. Weryfikację poprawności wymaganego kompletu dokumentów prowadzi Dział Międzynarodowych Partnerstw i Mobilności Edukacyjnej.

§ 7

Nadzór nad przebiegiem postępowania rekrutacyjnego na Uniwersytecie sprawuje rektor.

Rozdział 3

Postępowanie rekrutacyjne

§ 8

Do postępowania rekrutacyjnego na studia wspólne na zasadach określonych w niniejszej uchwale może być dopuszczona osoba, która posiada dyplom ukończenia studiów (licencjata, inżyniera, magistra lub równoważny) lub ukończyła studia i oczekuje na wydanie dyplomu.

§ 9

Postępowanie rekrutacyjne na studia z zastrzeżeniem ust. 2 składa się z następujących etapów:

- 1) rejestracji kandydatów na studia;
- 2) postępowania kwalifikacyjnego;
- 3) weryfikacji poprawności kompletu dokumentów;
- 4) ustalenia list osób zakwalifikowanych na studia;
- 5) składania dokumentów przez osoby zakwalifikowane do przyjęcia na studia;
- 6) wpisania na listę studentów bądź wydania decyzji o przyjęciu lub nieprzyjęciu na studia.

Rozdział 4

Rejestracja kandydatów na studia

§ 10

1. Rejestracja kandydatów na studia prowadzona jest w formie elektronicznej na stronie internetowej irk.umk.pl, obsługiwanej przez system IRK.
2. Kandydat powinien posiadać kompetencje cyfrowe umożliwiające zarejestrowanie się na studia z dowolnego komputera podłączonego do Internetu w terminach określonych w harmonogramie postępowania rekrutacyjnego.
3. Zgodnie z zapisami umowy konsorcyjnej od kandydatów nie pobiera się opłaty rekrutacyjnej.

§ 11

Uniwersytet nie ponosi odpowiedzialności za brak możliwości rejestracji lub dokonania zmian spowodowany awariami sieci internetowej niezależnymi od Uniwersytetu lub przeciążeniem serwerów Uniwersytetu.

§ 12

W celu rejestracji kandydat ubiegający się o przyjęcie na studia jest zobowiązany:

- 1) założyć indywidualne konto rekrutacyjne w systemie IRK;
- 2) wypełnić i zatwierdzić formularz danych osobowych;
- 3) wprowadzić zgodnie z zasadami dane niezbędne w postępowaniu kwalifikacyjnym;
- 4) wybrać kierunek studiów i uzupełnić zgłoszenie rekrutacyjne;
- 5) załączyć wymagane w postępowaniu dokumenty.

§ 13

Indywidualne konto rekrutacyjne kandydata służy do:

- 1) wprowadzania danych osobowych niezbędnych w postępowaniu rekrutacyjnym, w szczególności danych, które są podstawą kwalifikacji na studia;
- 2) dokonania wyboru kierunków studiów;
- 3) przekazywania przez administratorów rekrutacji informacji dotyczących kolejnych etapów postępowania rekrutacyjnego:
 - a) wyników postępowania na tych etapach,
 - b) terminu i miejsca składania dokumentów,
 - c) wpisania na listę studentów lub nieprzyjęcia na studia,
 - d) innych niezbędnych w procesie rekrutacji informacji.

§ 14

1. Kandydat ponosi konsekwencje błędnego wypełnienia pól formularzy internetowych, ich niewypełnienia lub podania informacji nieprawdziwych.
2. Kandydat jest zobowiązany do zachowania w tajemnicy hasła dostępu do indywidualnego konta rekrutacyjnego. Uniwersytet nie odpowiada za skutki udostępnienia tego hasła osobom trzecim, w szczególności za nieupoważnione zmiany danych w systemie IRK autoryzowane hasłem dostępu kandydata.

§ 15

1. Indywidualne konto rekrutacyjne jest jedynym źródłem przekazywania kandydatowi informacji dotyczących postępowania rekrutacyjnego. Oznacza to, że wiadomości umieszczone na indywidualnym koncie kandydata uznaje się za dostarczone i wiążące.
2. Uniwersytet nie ponosi odpowiedzialności za skutki niezapoznania się kandydata z wiadomościami umieszczonymi na jego indywidualnym koncie rekrutacyjnym.

§ 16

1. Kandydat ubiegający się o przyjęcie na studia wspólne stopnia wprowadza ocenę z dyplomu ukończenia studiów oraz załącza wszelkie inne dokumenty wymagane w rekrutacji na dany program w załącznikach do niniejszej uchwały.
2. Sposób obliczenia punktów możliwych do uzyskania w postępowaniu rekrutacyjnym określa załącznik do niniejszej uchwały.

Rozdział 5 Postępowanie kwalifikacyjne

§ 17

Do postępowania kwalifikacyjnego może być dopuszczona osoba, która zarejestrowała się w systemie IRK tj. założyła indywidualne konto rekrutacyjne, wprowadziła wszystkie niezbędne dane, dokonała wyboru kierunku lub kierunków studiów.

§ 18

Elementy postępowania kwalifikacyjnego określają szczegółowe zasady rekrutacji określone w załączniku do niniejszej uchwały.

§ 19

1. W przypadku, gdy o przyjęcie na studia ubiega się osoba niepełnosprawna, komisja egzaminacyjna w uzgodnieniu z przewodniczącym rektorem, może na wniosek osoby niepełnosprawnej, zastosować inny niż ustalony tryb postępowania, uwzględniając stopień niepełnosprawności kandydata oraz specyfikę danego kierunku studiów.
2. Wniosek o dostosowanie trybu postępowania kwalifikacyjnego do rodzaju niepełnosprawności kandydat składa do rektora nie później jednak niż do ostatniego dnia rejestracji.

§ 20

Kandydaci legitymujący się dyplomem ukończenia studiów ubiegający się o przyjęcie na studia drugiego stopnia kwalifikowani są zgodnie ze szczegółowymi warunkami określonymi dla poszczególnych kierunków studiów zawartymi w załączniku do uchwały.

§ 21

Wyniki postępowania kwalifikacyjnego obliczane są zgodnie z zasadami określonymi w załączniku do niniejszej uchwały.

Rozdział 6 **Ustalenie list osób zakwalifikowanych do przyjęcia**

§ 22

1. Na podstawie wyników uzyskanych przez wszystkich kandydatów biorących udział w postępowaniu kwalifikacyjnym na dany kierunek, poziom i formę studiów tworzona jest lista rankingowa. Kandydaci umieszczani są na liście w kolejności uzyskanych wyników od najwyższego do najniższego.
2. Na podstawie listy rankingowej, w ramach ustalonej dla danego kierunku liczby miejsc, Programowa Komisja Rekrutacyjna tworzy listę kandydatów zakwalifikowanych do przyjęcia na studia, w ramach listy rankingowej, oprócz listy kandydatów zakwalifikowanych do przyjęcia na studia dodatkowo tworzy się listę rezerwową.

§ 23

Wyniki postępowania kwalifikacyjnego, w tym informacja o zakwalifikowaniu do przyjęcia na studia lub o wpisaniu na listę rezerwową zamieszczane są na indywidualnym koncie rekrutacyjnym kandydata w terminach określonych w harmonogramie postępowania rekrutacyjnego.

Rozdział 7 **Składanie dokumentów**

§ 24

1. Kandydat zakwalifikowany do przyjęcia na studia stacjonarne na Uniwersytecie i zobowiązany jest do złożenia, w określonym terminie, wymaganych dokumentów. Niedopełnienie przez kandydata tej czynności jest podstawą nieprzyjęcia na studia.
2. Niezłożenie dokumentów oznacza rezygnację z rekrutacji na kierunek.

Rozdział 8 **Przyjęcia na studia**

§ 25

1. Przyjęcia kandydatów na studia następują w kolejności uzyskanych wyników, po złożeniu wymaganych dokumentów, w ramach liczby miejsc ustalonej dla danego kierunku.
2. Przyjęcia na studia następują w drodze wpisu na listę studentów, którego dokonuje przewodniczący organu określonego w umowie konsorcyjnej lub w drodze decyzji rektora. Odmowa przyjęcia na studia następuje w drodze decyzji administracyjnej.

Rozdział 9 **Procedura odwoławcza**

§ 26

1. Od decyzji organu prowadzącego rekrutację służy odwołanie do rektora lub wniosek o ponowne rozpatrzenie sprawy w przypadku decyzji rektora.
2. Kandydat składa odwołanie lub wniosek o ponowne rozpatrzenie sprawy w terminie 14 dni od daty doręczenia decyzji.

Rozdział 10 **Przepisy końcowe**

§ 27

Jeśli liczba miejsc nie zostanie wypełniona, może być przeprowadzona uzupełniająca tura rekrutacji w terminie określonym w harmonogramie postępowania rekrutacyjnego.

§ 28

Rektor może podjąć decyzję o nieuruchomieniu studiów z powodu:

- 1) zbyt małej liczby kandydatów,
- 2) zbyt małej liczby przyjętych.

§ 29

Z przebiegu postępowania rekrutacyjnego sporządza się protokoły zbiorcze, oddzielnie dla każdego kierunku, poziomu i formy studiów oraz protokoły indywidualne.

§ 30

1. W sprawach nieuregulowanych niniejszą uchwałą decyzje podejmuje rektor.
2. Uchwałę podaje się do publicznej wiadomości poprzez zamieszczenie na stronach internetowych Uniwersytetu.

§ 31

Uchwała wchodzi w życie z dniem 24 marca 2026 r.

Przewodniczący Senatu

prof. dr hab. Andrzej Tretyn
R e k t o r

Wydział Nauk Ekonomicznych i Zarządzania/Konsorcjum CLIDE

Studia stacjonarne drugiego stopnia w języku angielskim

Kierunek: Intercultural Leadership

1) Wymagania wstępne

O przyjęcie mogą ubiegać się kandydaci, którzy posiadają dyplom licencjata, inżyniera, magistra lub równoważny kier. zarządzanie, administracja biznesowa, marketing, ekonomia, zarządzanie turystyką, finanse, komunikacja (nauki ekonomiczne), informatyka i pokrewne.

2) Zasady kwalifikacji:

Rekrutacja odbywa się w 3 etapach.

Ocenie podlegają:

a) dyplom

Wszystkie złożone wnioski są niezależnie oceniane i punktowane w skali od 0 do 20. Kandydaci, którzy ukończyli studia na preferowanych kierunkach, otrzymują: zarządzanie/administracja biznesowa (marketing, ekonomia, zarządzanie turystyką): 20 pkt, Finanse, IT: 15 pkt, Komunikacja (nauki ekonomiczne): 12 pkt

Minimum – 12 pkt

b) osiągnięcia akademickie (oceny ze studiów)- 30 pkt

c) list motywacyjny – 5 pkt

d) prezentacja wideo – 5 pkt

e) maksymalnie 2 listy rekomendacyjne - 10 pkt (1 z uczelni - 5 pkt, 1 z firmy 5- pkt)

f) dokumenty potwierdzające doświadczenie zawodowe – 10 pkt (brak doświadczenia – 0 pkt, od 1 miesiąca do 3 miesięcy: 2 pkt, od 3 miesięcy do 6 miesięcy: 4 pkt, od 6 miesięcy do 9 miesięcy: 6 pkt, od 9 miesięcy do 12 miesięcy: 8 pkt, powyżej 1 roku: 10 pkt)

g) dokumenty potwierdzające doświadczenie akademickie – 10 pkt (udział w samorządzie studenckim/stowarzyszeniach studenckich - 2 pkt, współpraca naukowa z profesorem/profesorami (w grantach, organizacji konferencji/wydarzeń naukowych)- 2 pkt, mobilność studencka- 2 pkt, stypendium naukowe- 2 pkt, artykuł naukowy (artykuł naukowy w czasopiśmie, który znajduje się w europejskiej/światowej bazie cytowań)- 2 pkt)

h) rozmowa kwalifikacyjna – 50 pkt

Do etapu 3 przechodzi maksymalnie 85 kandydatów wyłonionych w etapie 2

Po rozmowie wyłaniania jest lista rankingowa – lista studentów zakwalifikowanych do przyjęcia na studia – maks. 30 osób

Etap 1 - ocena formalna załączonego kompletu dokumentów

Etap 2 – Ocena merytoryczna załączonych dokumentów (aplikacja)		
Kryterium	Opis	Pkt możliwe
Dyplom	Kwalifikowalność i dopasowanie wcześniejszych studiów do programu CLIDE (kryterium obowiązkowe, próg min. 12 pkt)	0–20 pkt
Osiągnięcia akademickie	Wyniki ze studiów licencjackich (skala do 100)	0–30 pkt
	• >90 → 30 pkt	
	• 80–89 → 20 pkt	
	• 75–79 → 10 pkt	
List motywacyjny	Jakość, spójność i uzasadnienie motywacji	0–5 pkt
Prezentacja wideo	Krótką wizytówką kandydata	0–5 pkt
Listy rekomendacyjne	Liczba, jakość i adekwatność rekomendacji	0–10 pkt
Doświadczenie zawodowe	Doświadczenie w zarządzaniu / organizacji / firmie międzynarodowej	0–10 pkt
Doświadczenie akademickie	Projekty badawcze, publikacje, konferencje, staże naukowe	0–10 pkt
Suma punktów – Etap 2		90 pkt

Etap 3 – Rozmowa kwalifikacyjna		
Kryterium	Opis	Pkt możliwe
Umiejętności miękkie – zaangażowanie	Komunikacja, aktywność, postawa podczas rozmowy	0–10 pkt
Znajomość programu i ścieżek	Wiedza o programie CLIDE i oferowanych ścieżkach	0–10 pkt
Zainteresowania zgodne z programem	Spójność zainteresowań z profilem studiów	0–10 pkt
Ambicja – wizja kariery	Jasność celów zawodowych i plan rozwoju	0–10 pkt
Wiedza z zakresu zarządzania / przywództwa	Podstawy teoretyczne i praktyczne	0–10 pkt
Suma punktów – Etap 3		50 pkt

łącna maksymalna liczba punktów

Etap	Maks. pkt
Etap 1 - ocena formalna załączonego kompletu dokumentów	

Etap 2 – Ocena merytoryczna załączonego kompletu dokumentów (aplikacja)	90 pkt
Etap 3 – Rozmowa kwalifikacyjna	50 pkt
RAZEM	140 pkt