S t u d y   p r o g r a m m e

Part A) of the study programme

L e a r n i n g   o u t c o m e s

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 organsations 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 organsations 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

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	Knowledge (W) W1: The student analyzes individual and group behaviors in organizations, identifying their impact on management processes in multicultural environments. (Analyze – Bloom) → K_W02 W2: The student evaluates the main trends of digital transformation and their impact on organizational structures and business models. (Evaluate – Bloom) → K_W05 Skills (U) U1: The student designs solutions to organizational problems by innovatively applying digital tools in the process of business transformation. (Create – Bloom) → K_U03 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 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 Social competences (K) 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	W1, W2 → case study analysis U1, US2 → group project (e.g., digital transformation strategy for a selected company). U3 → individual portfolio (competence development plan). K1 → critical essay comparing theories and practices of digital-age management.	Passing the grade/Exam
	Basics of Leadership	Knowledge (W) 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 W2: The student analyzes individual, group, and institutional behaviors in organizations, emphasizing intercultural aspects and their implications for leadership. (Analyze – Bloom) → K_W02 W3: The student evaluates legal, cultural, and financial determinants of running international businesses, particularly within dispersed and intercultural teams. (Evaluate – Bloom) → K_W06	W1, W2, W3 → written test with problem-oriented questions. U1, U2 → group project (team leadership scenario in a multicultural setting); role-play simulations. K3 → individual	Passing the grade/Exam

		Skills (U)	portfolio (career and	
		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	leadership development plan). K1 → critical essay comparing leadership theories and practices.	
		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	K2, K3 → reflective journal + peer/teamwork evaluation.	
		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		
		Social competences (K)		
		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		
		K2: The student demonstrates entrepreneurial thinking and acting, especially when engaging with intercultural and international teams. (Apply/Create – Bloom) → K_K03		
		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		
	Managerial ethics and sustainability	Knowledge (W)	W1, W2, W3 →	Passing the grade/Exam
		W1: The student analyzes individual, group, and institutional behaviors in organizations, recognizing their ethical implications in intercultural contexts. (Analyze – Bloom) → K_W02	written exam with problem-based questions; or case study on ethical	
		W2: The student evaluates interdependencies that foster sustainable relationships and cooperation among institutional networks. (Evaluate – Bloom) → K_W04	dilemmas and sustainability challenges.	
		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	U1 → problem-solving tasks on	
		Skills (U)	intercultural ethical	
		U1: The student applies ethical and sustainability principles to	scenarios.	

| | | 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. | |

		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 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 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	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.	Passing the grade
	Communication skills			

		Knowledge (W)	W1, W2 → written	Passing the

	Strategic management for multinational companies in digital era	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 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 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	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.	Passing the grade/Exam
	Creativity and Innovation for Leadership	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	W1, W3, W4 → written exam with open problem questions; case study analysis. W2, U1 → research	Passing the grade/Exam

| | | 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	Skills (U) 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 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 Social competences (K) 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	U1 → oral presentations in Spanish and English (business-focused scenarios). U2 → group project conducted partly in Spanish (e.g., developing a business proposal). K1 → reflective journal or role-play simulation on intercultural and ethical business communication in Spanish-speaking environments.	Passing the grade
	Occupational Safety, Health and Ergonomics*	Exam on MOODLE platform		

| Professional Track: Leading intercultural teams (semester II), University of Applied Sciences in Upper Austria | Cross-cultural management | 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

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

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 | 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. | Passing the grade |

	Applied Psychology to Leadership	**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 **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 **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	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.	Passing the grade

		Knowledge (W)	W1, W2, W3 →	Passing the grade
	International Human Resource Management	**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 **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 **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	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).	Passing the grade

	Master thesis preparation	**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 **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 **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	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).	Passing the grade

	Distributed intercultural teams communication	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 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 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	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.	Passing the grade/Exam

	Inclusive leadership	**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 **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 **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	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.	Passing the grade/Exam

	Austrian Culture and German Language in Business	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 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	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.	Passing the grade/Exam

| Professional Track: Leadership in the Digital Era (semester II), Nicolaus Copernicus University in Torun | Digital Business Models | 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

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

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 | 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. | Passing the grade/Exam |

	Digital team building	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 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 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	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.	Passing the grade

	Digital literacy development for leaders	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 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 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	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).	Passing the grade

| | International Human Resource Management | 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

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

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 | 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). | Passing the grade |

	Digital Image and Personal Branding for Leaders	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 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 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	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.	Passing the grade

	Master thesis preparation	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 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 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	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).	Passing the grade
	Polish Culture and Language in Business	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 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	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.	Passing the grade

| Professional Track: Leading intercultural teams (semester III), Simon Kuznets University of Economics | Multicultural team building | 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

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

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 | 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. | Passing the grade |

		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 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 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	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	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	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	**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 **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 **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	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

	Image and Personal Branding for Leaders	**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 **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 **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	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

| | | Leadership and Intercultural environment in case studies | 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

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

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 | 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). | Passing the grade |

	Ukrainian Culture and Language in Business	Skills (U) 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 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 Social competences (K) 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	U1 → oral presentations in Ukrainian and English (business-oriented scenarios). U2 → group project (case study on Ukrainian business culture) conducted partly in Ukrainian. K1 → reflective journal or role-play simulation on ethical and intercultural aspects of doing business in Ukrainian contexts.	Passing the grade
Professional Track: Leadership in the Digital Era (semester III), Hassan II University in Casablanca	Digital Entrepreneurship	Knowledge (W) 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 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 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 Skills (U) 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 U2: The student prepares and delivers professional oral presentations in	W1, W2, W3 → written exam; case study analysis on digital entrepreneurship challenges. U1 → project assignment (designing a digital business idea/venture). U2 → oral presentations (entrepreneurial pitch in native language + English). K1 → critical essay on digital entrepreneurship theories and	Passing the grade/Exam

		their native language and English (B2+ CEFR), effectively communicating entrepreneurial ideas and strategies to interdisciplinary and multicultural stakeholders. (Apply/Create – Bloom) → K_U04

Social competences (K)
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
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
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
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 | practices.
K2 → group project addressing a societal/public-interest challenge through digital entrepreneurship.
K3 → teamwork simulation (launching an intercultural digital start-up).
K4 → reflective journal on ethics and cultural sensitivity in entrepreneurial decision-making. | |
| | Digital tools for project management | Knowledge (W)
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
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
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

Skills (U)
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 | W1, W2, W3 → written exam; case study analysis on digital project management practices.
U1 → project assignment (designing and managing a project using digital tools). | Passing the grade/Exam |

		Knowledge (W)	W1, W2, W3 →	Passing the
	Applied Psychology to Leadership	**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 **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 **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	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.	Passing the grade/Exam

	Digital analytical tools for leaders	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 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	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	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 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) →	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

		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 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	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.	
	Artificial intelligence for leaders	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 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	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).	Passing the grade/Exam

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

	Internship	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 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	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.	Passing the grade

	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:** Management and Quality Sciences	**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**
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

	Cross-cultural management	6,0	6,0	6,0	3,0	4,0
Professional Track: Leading intercultural teams (semester II), University of Applied Sciences in Upper Austria	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	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	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	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	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	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	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	1. Business communication in Spanish. 2. Organizational culture and business etiquette in Spanish-speaking countries. 3. Spanish in business.
	8	Master's Diploma Seminar	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	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	management in cross-cultural context marketing in cross-cultural context sales in cross-cultural context
	11	Applied Psychology to Leadership	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	HR in intercultural context Collaboraration in intercultural team Collaboration in distributed team
	13	Master Thesis Preparation	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	1. Communication in distributed teams 2. Communiaction in intercultural teams 3. Communiacation in global non-profit organisations
	15	Inclusive Leadership	1. Digital Culture 2. Inclusive Leadership 3. Change Management
	16	Austrian Culture and German Language in Business	1. Business communication in German. 2. Organizational culture and business etiquette in German-speaking countries. 3. German in business.
	17	Multicultural Team Building	1. Understanding multicultural teams 2. Organizational structures for multicultural teams 3. Factors and dynamics in multicultural teams

	18	Project Management	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	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	1. Tools for data collection 2. Qualitative analytical tools 3. Analytical tools for multivariate analysis
	21	Image and Personal Branding for Leaders	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	Challenges of intercultural leaders in contemporary business; 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	1. Business Communication 2. Work Culture 3. Negotiation in cultural context
Professional Track 2: Leadership in the Digital Era	24	Digital Business Models	1. Economy 4.0 2. Digital Business Models 3. Digitalisation in Industry

25	Digital Team Building	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	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	1. Managing Cultural Diversity 2. Expatriation and Employee Mobility 3. Digital tools to HRM
28	Digital Image and Personal Branding for Leaders	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	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	1. Business Communication 2. Work Culture 3. Work-Life Balance
31	Digital Entrepreneurship	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	1. Digital Business Transformation 2. Digital Consulting Company 3. Project management

33	Applied Psychology to Leadership	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	Tools use to perspectives: 1. technological change, 2. value creation, 3. organizing, market logic, and strategy
35	Collaborative and Time Management Digital Tools	1. Collaboration Concepts 2. Preparation for Online Collaboration 3. Using Online Collaborative Tools 4. Mobile Collaboration
36	Artificial Intelligence for Leaders	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	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.