

2025 Sharing Information on Progress **(SIP) Report**

Warsaw University of Technology
Business School

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“*The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).*

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Getting Started

This section provides foundational information about Warsaw University of Technology Business School, including key details and basic institutional data.

Mission

The WUT Business School guided by its international roots, technological advancement, innovative thinking and business's positive social impact, as well as the principle of usefulness and hands-on learning experience, offers premium educational programmes to business leaders and experts.

Vision

The vision of the WUT Business School is:

- to become a go-to, digitally most advanced academic institution on the Polish market for those, who seek world-class business education with a special focus on new technologies and leadership
- to constantly expand School's positive social impact footprint by shaping responsible leaders for the future
- to be recognised by the School's stakeholders as the most prestige education provider and thought leader in the area of advanced business solutions

Strategy Alignment

Strategy Alignment

The strategic priorities of the WUT Business School are strongly aligned with the goals of sustainable development, the advancement of the common good, and the promotion of high-quality education. Rooted in the mission of the Warsaw University of Technology - to serve humanity through education and science - the School's strategy embodies a forward-looking and socially responsible approach to business education.

One of the School's six strategic objectives explicitly focuses on growing positive social impact, with concrete initiatives such as the Social Impact Lab, a structured experiential learning module integrated into the Executive MBA Programme. The Lab, developed in partnership with leading social organisations, empowers students to work on real-life challenges affecting communities and the environment, using innovative methods such as MIT's Theory U. This fosters a deep understanding of systemic change and ethical leadership, reinforcing the School's commitment to the common good.

Another key pillar of the strategy is the emphasis on digital transformation and innovation for public value, reflected in a growing portfolio of programmes in AI, data science, and sustainable technologies. These offerings respond to both market needs and the broader societal demand for leadership capable of navigating complex, technology-driven change in a responsible and inclusive way.

The School's research agenda further supports sustainable development by prioritising applied, impact-oriented studies. The School's journal - Applied Business and Economics Journal offers a platform for disseminating high-quality, practice-relevant research - including contributions from MBA students - that address real-world business and societal challenges, such as environmental risks and health crises.

Commitment to internationalisation and quality education is another strategic pillar, supporting PRME principles. By deepening global partnerships (e.g., with HEC Paris, London Business School, and institutions within the ENHANCE alliance), the School enhances intercultural competence and access to best-in-class business knowledge. Furthermore, the development of online and blended learning programmes ensures inclusive access to education, particularly for working professionals seeking flexible and future-oriented upskilling opportunities.

The School also actively promotes lifelong learning and responsible career development through initiatives such as the Talent Tree career centre and a tailored offering of continuous education for alumni, reinforcing long-term engagement in ethical leadership and societal responsibility.

Finally, becoming a PRME Signatory and developing a dedicated Social Impact Policy illustrate the School's long-term institutional commitment to embedding responsible management education into its core operations.

Through its strategic objectives and actions, the WUT Business School aims not only to educate business leaders, but to shape agents of positive change equipped to lead with integrity, inclusivity, and purpose.

Institutional History

Institutional History

The Warsaw University of Technology Business School was established in 1991 as a joint venture between the Warsaw University of Technology and three leading European institutions: HEC Paris, London Business School, and the Norwegian School of Economics. From the outset, the School has combined academic excellence with practical relevance, offering internationally recognized MBA programmes. It has remained committed to developing ethical and innovative leaders capable of navigating a rapidly changing world. Over the years, it has evolved into a hub for cross-sector collaboration, entrepreneurship, and responsible management education.

The School's journey toward Responsible Management Education (RME) is rooted in its mission to shape ethical, forward-thinking leaders equipped to tackle global challenges through innovation and technology.

Its foundation in international cooperation and academic rigour naturally aligned with PRME principles long before formal membership. The 2020–2025 strategic plan marked a turning point by explicitly prioritizing social impact and alignment with global responsibility frameworks. A flagship initiative was the 2020 launch of the Social Impact Lab within the Executive MBA programme, connecting students with NGOs and applying MIT's "Theory U" to drive systemic change - a tangible expression of RME in practice.

Key milestones included:

- 2018–2020: Launch of the MBA programmes in Digital Transformation and Finance & Technology, underscoring the School's commitment to sustainable innovation and ethical leadership.
- 2021: Submission of the first Sharing Information on Progress (SIP) report and formal acceptance as a PRME Signatory, culminating a multi-year effort to embed sustainability and responsibility across the School's operations.
- 2023: Launch of the ESG Management programme - a practical course for managers focused on integrating Environmental, Social, and Corporate Governance into strategic decision-making across organizational functions.
- 2023: launching the Applied Business and Economics Journal to integrate research, practice, and responsible management knowledge.

Joining PRME was not a beginning but a continuation - a public affirmation of long-standing values and a structured commitment to deepening the School's positive impact on society and the planet.

Graduates & Enrollment

2024 Statistics	Number
Graduates	368
Faculty & Staff at the University	5030
Student Enrollment at the University	20000
Student Enrollment at the Institution	797

2024 Statistics	Number
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	167
Doctoral Student Attendance	0
Certificate, Professional Development, or Continuing Education Attendance	630

Degrees Offered

Masters Programs

- Master of Business Administration (M.B.A.)

Masters Degree Programmes

- Executive MBA
- MBA Artificial Intelligence and Digital Transformation
- MBA Artificial Intelligence, Finance and Technology
- MBA Cybersecurity Management
- MBA Kaizen Industry 4.0

Certificates, Professional Development, or Associate Programmes

- ESG Management
- Renewables in Business
- Supervisory Boards for Leaders
- Academy of Leadership Psychology
- Total Design Management
- Real Estate Investment Management
- IT Leader



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment



Letter

from the Director of the Warsaw University of Technology
Business School, Dr. Paweł Urbański

As a proud member of the PRME community, we are pleased to present our 2025 Sharing Information on Progress Report. This document reflects not only the continued implementation of responsible management principles at WUT Business School, but also our response to the complex, fast-evolving global environment that is shaping the future of education, business, and society.



The past two years have been marked by profound transformation. As the world emerged from the direct impact of the COVID-19 pandemic, it entered a period of intensified geopolitical tensions, economic uncertainty, and environmental urgency. The war in Ukraine continues to affect global stability and economic resilience, while the climate crisis has reached a tipping point: 2024 was officially the hottest year on record, and the early months of 2025 have already seen unprecedented weather extremes and alarming environmental data.

At the same time, we are witnessing a revolution driven by artificial intelligence. Since late 2022, generative AI has rapidly reshaped communication, creativity, industry, and education. The rise of tools like ChatGPT and other large-scale models has sparked critical conversations about the future of work, ethics in innovation, and the responsibility of institutions to adapt wisely and inclusively. While the pace of change is accelerating, so too is the need for reflection, regulation, and leadership grounded in human values.

This report outlines how WUT Business School has responded to these challenges - through curriculum innovation, interdisciplinary research, and partnerships that emphasize social and environmental responsibility. Our efforts are rooted in the belief that business education must not only equip leaders with knowledge and tools but must also instill the courage to act ethically, inclusively, and with long-term vision.

In times as complex and uncertain as these, we believe the mission of PRME is more relevant than ever. It calls upon us to educate with purpose, to prioritize impact, and to nurture a mindset of accountability and care.



We hope you find in this report meaningful examples of how our School contributes to the transformation of business education and to a more sustainable, just, and human-centered future. On behalf of the entire WUT Business School team, I reaffirm our commitment to the values of PRME and to building a better world through bold, creative, and responsible management education.

All the best,

A handwritten signature in blue ink, which appears to read "P. Urbański".

Dr. Paweł Urbański
Warsaw University of Technology Business School Director

Definition of Purpose

At the School, our Purpose is to shape responsible, future-oriented leaders who drive innovation and inclusive prosperity. Rooted in technology and social impact, our education empowers individuals to lead with integrity, create sustainable value, and contribute to thriving communities and ecosystems.

Institutional Engagement

51% - 75%

of faculty at Warsaw University of Technology Business School actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



How We Define Values

At the School, our values - academic excellence, trust, agility, and community - guide our commitment to responsible leadership. We embed accountability to society and the planet in our programmes, partnerships, and research, fostering a culture where ethical, sustainable decision-making is central to education and institutional practice.

Who Champions Responsible Management Education at Our Institution

- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Research or issue group, society, or club leading sustainability efforts
- ❖ Student contributor

Student Voices

The following narratives demonstrate how Warsaw University of Technology Business School has influenced students' academic journey and personal growth.

Student Testimonial: Michał Król

As an EMBA student coming from a legal background and without earlier theoretical foundations in management, the programme had an enormous impact on me. The classes were rigorous, practical, and well designed, opening up the full spectrum of how to look at business - from finance and operations to ethics and social impact. Among the core modules, managerial accounting gave me a clear view of performance and value creation, operations management equipped me to navigate both service and manufacturing contexts, and decision-making and hedging strengthened my ability to structure uncertainty and mitigate risks.

The Personal Development Programme was exceptionally well balanced and a great complement to the core modules. It turned reflection into concrete leadership habits and connected people-oriented growth with business outcomes. Early diagnostics of my style (including DISC) made me more deliberate about flexing my approach and delivering difficult messages with empathy. Team building grounded in Belbin roles sharpened how I match people to roles. The DEI module raised my awareness of unconscious bias and gave me tools to create equal opportunities to contribute. I also adopted "Radical Candor" and feedforward techniques, and learned to design for intrinsic motivation and psychological safety.

I greatly appreciated the Social Impact Lab, where we helped an NGO solve real management challenges. This experience sharpened my sense of stakeholder value and practical delivery. I believe the PDP and the Social Impact Lab are true differentiators of this programme compared with others.

Overall, this EMBA has been an unforgettable journey. I am deeply grateful to the faculty, organisers, and fellow students. I will carry its lessons, relationships, and sense of responsible leadership forward in my career.

Michał Król (Executive MBA, 2023-2025 edition)

Student Testimonial: Arturs Peha

I really appreciated the combination of different courses in the programme and the fact that we had international experts coming to teach us. I especially enjoyed the HR and Sales & Negotiations classes, as well as the sessions led by the professor who spoke about Asia - his perspective inspired me to go to China myself and see things firsthand.

The Personal Development Programme had a particularly strong impact on me. It encouraged me to practice more listening and to be more deliberate about how I share my views and with whom. My colleagues noticed the positive changes during the study process and told me so personally, which was very motivating. Thanks to this programme, we also initiated some social projects at work, which was an added value I didn't expect at the beginning of my studies.

The overall study process and one-on-one exchanges helped me become more open to other views and perspectives and to learn from my peers, especially the strongest group members. The discussions and exchange of ideas were an important part of the experience.

Finally, the programme encouraged me to reflect on my own values, career decisions, and future professional direction. I have already changed my job, though I am still seeking a role where I can share more of my knowledge and "give back" by educating others. Interestingly, a potential career change was something I wrote about in the letter to myself we prepared at the start of the programme, so this feels like a natural next step.

Arturs Peha (Executive MBA, 2023-2025 edition)

Student Testimonial: Paweł Łagoda

The ESG Management course helped me see business in a broader context: not just as a way to generate profits, but as a driver of real value for society and the environment. It inspired me to develop initiatives that combine sustainable practices with business efficiency, and it strengthened my belief that modern leadership is about responsibility - for people, the environment, and the long-term impact of our decisions. Exchanging experiences with participants from diverse industries was especially valuable. This diversity of perspectives taught me humility, openness, and showed that collaboration is key to driving real change in ESG. The course also encouraged me to reflect on my own values and career path, and to commit to building the future of business in the spirit of sustainability - with responsibility to future generations.

Paweł Łagoda (ESG Management, 2024-2025 edition)

Student Awareness

76% - 100% of students at Warsaw University of Technology Business School are aware that we are a PRME Signatory Member.

Student Engagement

51% - 75% of students at Warsaw University of Technology Business School actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

Values Voices

Values voice

At the School, the voices that shape and strengthen our values come from across our diverse community. Faculty members integrate principles of ethics, sustainability, and social responsibility into their teaching and research, offering students not only knowledge, but also role models for responsible leadership. Students and alumni contribute their perspectives through initiatives such as the Social Impact Lab or ESG Management course, and engagement with non-profit organisations, bringing fresh ideas and lived experiences into the dialogue on values.

Our corporate partners, NGO collaborators, and guest speakers also play a vital role, sharing insights from real-world practice in areas such as inclusive leadership, diversity, and ethical decision-making. This multi-stakeholder approach ensures that our values are not only defined internally, but constantly enriched and challenged by voices from different sectors, cultures, and disciplines.

Through this exchange of perspectives, we cultivate a living community of practice where values are not just declared but actively co-created - preparing our graduates to uphold responsibility and accountability to society and the planet in their future roles.

Prof. Grażyna Rembielak, Deputy School Director for Academic Affairs and Development

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Celebrating values

At WUT Business School, our core values - academic excellence, trust, agility, and community - are not abstract statements, but principles that actively shape our culture, teaching, and collaborations. We celebrate these values by embedding them into every dimension of our institutional life.

In our programmes, courses and initiatives such as ESG Management, the Social Impact Lab delivered within our Executive MBA, postgraduate studies in renewable energy, and the comprehensive Personal Development Programme offered across all MBA tracks (including modules on business ethics) ensure that accountability to society and the planet is at the heart of learning. In line with our value of academic excellence, we constantly adapt to current trends and the evolving educational needs of modern, conscious leaders – for example, by placing a stronger emphasis on organisational culture and inclusive leadership.

We also recognise and celebrate values through events and initiatives that foster dialogue and inclusion. Guest lectures, panel discussions, and alumni gatherings regularly feature leaders from diverse backgrounds – representing academia, business, civil society, and the public sector – who share perspectives on ethics, diversity, and sustainability.

By making these values visible, celebrated, and actionable, we ensure they remain a living force in our institution - guiding decisions, inspiring innovation, and preparing our graduates to be leaders who place societal and planetary well-being at the core of their impact.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



How We Define Teach

At WUT Business School, we integrate responsible management into our curricula through real-life, social projects, and ethics-focused modules. By combining academic excellence with hands-on learning and technology, we foster leadership that embraces sustainability, inclusion, and accountability in a rapidly changing global business environment.

Courses that support RME

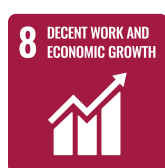
Warsaw University of Technology Business School reports 12 courses in 2024 that support responsible management education and sustainable development goals.

Marketing Management

| MMG

As part of the Executive MBA Programme, Marketing Management course equips students with the knowledge and practical skills to develop and implement effective marketing strategies. The course covers marketing frameworks, customer segmentation, value proposition, brand management, content strategy, and the use of AI and ESG in marketing. Through lectures, interactive group work, and workshops, students learn to analyze markets, create marketing plans, develop storytelling and communication strategies, and apply creative and analytical thinking to real-world scenarios.

This course enables students to become strategic and creative marketing professionals. By engaging in group projects, workshops, and case analyses, they learn to develop marketing plans, craft content strategies, and apply storytelling techniques effectively. Students gain practical skills in brand management, customer segmentation, and ESG-focused marketing, preparing them to make informed decisions and drive business impact in their future careers.

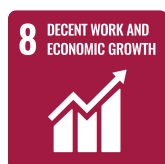


ESG Business Analysis Project

| BAP

The objective of the Project (which is part of the Executive MBA Programme) is to carry out research on the proposed business subject independently or in a group. It may relate to the operation of markets or companies, the development of technology, products, services, consumer behaviour, management or other economic issues. The skills that we particularly want to develop are: justifying the choice of a topic (why the selected topic is important), presenting the state of knowledge on the subject, conducting relevant research and analysis, and presenting the results in written (report) and oral (presentation) form.

Through the ESG Business Analysis Project, students engage in hands-on research on real-world business challenges with a clear ESG focus. They develop critical thinking, analytical skills, and problem-solving abilities while learning to integrate sustainability considerations into business strategy. By working collaboratively, they strengthen their communication, teamwork, and presentation skills, gaining the confidence to apply research methods and data-driven decision-making in a professional context. This experience equips them to contribute to responsible business practices and to drive positive impact in their future careers.

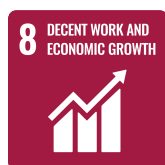


Corporate Financial Decisions and Risk Management

| CFD

As part of the Executive MBA Programme, this course focuses on corporate financial decision-making and risk management, emphasizing long-term value growth and the integration of ESG factors. Students learn to evaluate investment projects, make financing decisions, and apply financial instruments to manage market risk. Through lectures, practical exercises, and group assignments, participants develop analytical skills, problem-solving abilities, and a deep understanding of the financial manager's role in a global business context.

The course equips students with practical skills in financial decision-making and risk management, including the integration of ESG considerations. By analyzing real-world investment projects and working collaboratively on problem-solving exercises, students develop critical thinking, analytical capabilities, and decision-making confidence. They gain hands-on experience in managing financial risks, understanding corporate value, and applying theoretical knowledge to practical business scenarios, preparing them for leadership roles in finance.



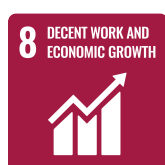
Operations Management

| OPM

In this course (embedded in the Executive MBA Programme), students explore the principles of Operational Excellence and the transition to Business Excellence, learning how to leverage operations to drive sustainable growth and improve both top-line and bottom-line performance. Through an in-depth study of Lean philosophy, Value Stream Mapping, process design, bottleneck management, waiting line optimization, and inventory and supply chain management, students develop the skills to analyze and enhance operational processes. The course emphasizes the importance of understanding

diverse stakeholder perspectives - including employees, customers, suppliers, and the broader community - and integrating Corporate Social Responsibility (CSR) and ESG considerations into operational strategies. By combining theoretical frameworks with real-world case studies, students gain the analytical, problem-solving, and decision-making capabilities needed to achieve competitive advantage through operational and business excellence.

Through this course, we develop a deep understanding of how operational excellence drives business growth and competitive advantage. By engaging with real-world cases and practical exercises, we learn to identify process inefficiencies, manage variability, and optimize supply chains, gaining confidence in making data-driven operational decisions. We consider the perspectives of diverse stakeholders and integrate CSR and ESG principles into our thinking, fostering both analytical rigor and ethical awareness. By the end of the course, we enhance our problem-solving, critical thinking, and teamwork skills, preparing ourselves to lead operational improvements and contribute meaningfully to our organizations' long-term success.

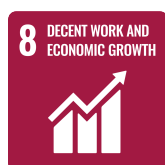


BrandPRO simulation game

| BRND

BrandPRO is a brand strategy simulation game that helps students grasp key brand management concepts in a highly practical and engaging way. With a strong focus on Segmentation, Targeting, and Positioning, participants manage two brands over the course of five simulated years, making strategic decisions and experiencing their real-time impact on brand performance. The course bridges theory and practice, enabling students to better understand the dynamics of brand strategy in competitive markets. At WUT Business School, BrandPRO is an integral part of all MBA programmes and is also frequently delivered in tailor-made, closed-company programmes. This ensures that not only our MBA students, but also corporate managers and executives, can benefit from this hands-on, immersive learning experience.

The BrandPRO simulation immerses students in the practical realities of brand management. Through the game, participants experience the challenges of strategic decision-making, market analysis, and team collaboration. They develop critical thinking, problem-solving abilities, and the capacity to negotiate and communicate effectively under pressure. By managing brands over a simulated five-year period, students build confidence in applying marketing concepts, evaluating competitive dynamics, and making data-driven decisions. The course equips them with both analytical and interpersonal skills essential for success in dynamic, international marketing environments.

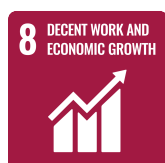


Strategic Management

| STM

As part of the Executive MBA Programme, The Strategic Management course equips students with the knowledge and tools to analyze complex business environments and make informed strategic decisions. Through a combination of lectures, case studies, and collaborative group projects, students explore key strategic management theories, competitive analysis, and the impact of organizational culture and leadership on strategy implementation. The course emphasizes real-world applications, drawing on global case studies from diverse industries and markets, including Asia and emerging economies. By engaging in active, problem- and project-based learning, students develop analytical, decision-making, and teamwork skills essential for future business leaders.

Through Strategic Management, students gain hands-on experience analyzing real-world business challenges and formulating actionable strategies. The course fosters critical thinking, teamwork, and leadership skills, empowering students to make informed, responsible decisions and preparing them to navigate complex global business environments with confidence.

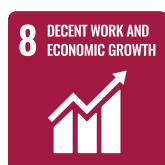


Accounting for Executives

| ACE

As part of the Executive MBA Programme, Accounting for Executives introduces students to the role of accounting as a strategic information system in managerial decision-making. The course covers costing, planning, controlling, performance measurement, and the use of accounting data for decisions related to pricing, productivity, and product mix. Special emphasis is placed on ESG factors and digital transformation in accounting practices. Through interactive lectures, real-world case studies, and group projects, students develop analytical, problem-solving, and decision-making skills essential for effective management.

This course equips students with practical accounting and analytical skills that directly inform managerial decision-making. By working on real-world cases and group projects, students gain confidence in applying accounting tools to complex business problems, develop critical thinking, and learn to integrate ESG considerations into their strategic choices. They leave the course better prepared to make responsible, data-driven decisions that create value for both their organizations and society.

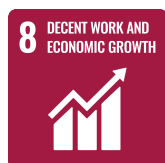


Business Information Systems and Business Analytics

| BIS

As part of the Executive MBA Programme, Business Information Systems and Business Analytics introduces students to the role of IT systems in supporting business goals and decision-making. The course covers system acquisition, implementation, maintenance, and the efficiency of business information systems, alongside hands-on training in Data Analytics, Data Science, and Machine Learning. Through lectures, workshops, case studies, and group projects, students develop practical skills in analyzing data, proposing IT solutions, planning implementation projects, and presenting insights effectively. The course equips students with analytical, problem-solving, and teamwork skills essential for leveraging technology in modern business environments.

This course empowers students to transform raw data into actionable business insights and make informed decisions using IT systems and analytical tools. By working on real-world case studies and collaborative projects, students develop critical thinking, technical proficiency, and effective communication skills, preparing them to lead data-driven initiatives and solve complex business challenges in diverse organizational contexts.

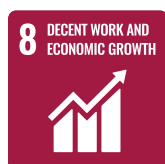


Executive Economics

| ECN

As part of the Executive MBA Programme, Executive Economics provides students with a comprehensive understanding of contemporary global economic issues, the behavior of economic agents, and the functioning of markets. The course covers economic growth, monetary and fiscal policy, globalization, and the role of technology and AI in modern economies. Through interactive lectures, class discussions, and simulation workshops, students develop analytical, problem-solving, and decision-making skills, while exploring the impact of policy choices on business and society. The course prepares students to critically analyze economic challenges and propose informed, responsible solutions in both domestic and global contexts.

This course equips students to understand and navigate complex economic environments, analyzing both domestic and global challenges. By participating in simulation workshops, case studies, and discussions, students develop critical thinking, analytical skills, and the ability to work collaboratively. They gain confidence in proposing evidence-based policy solutions and making informed economic decisions that consider sustainability, technology, and societal impact.

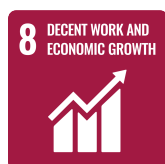


Entrepreneurial and Innovation Management

| EIN

As part of the Executive MBA Programme, Entrepreneurial and Innovation Management is a complex topic and it covers several connected areas. The course is intended to highlight the complexities and difficulties of embarking on an entrepreneurial journey and leveraging innovations. Consider this course as a toolkit for entrepreneurship and innovation management: it provides key tools to approach, plan and explore entrepreneurial business options and consider innovation opportunities. The content includes machine learning examples and digital transformation discussions to include recent trends. ESG elements are referenced throughout the cases (e.g. oil business, information value & the incentive for bribery etc.) Thus the main areas: • Rational Decision Making • Planning Your Business – Business Modelling • Disruptive Innovations • Innovative Ideas

As the instructor of Entrepreneurial and Innovation Management, I guide students in transforming innovative ideas into actionable business opportunities. Through case studies, simulations, and group projects, I help them strengthen their analytical thinking, decision-making, and teamwork skills. I also encourage them to integrate ESG considerations into their business models and innovation strategies. My goal is to prepare students for entrepreneurial leadership in dynamic environments, giving them the confidence to plan, present, and manage innovations that create sustainable value.



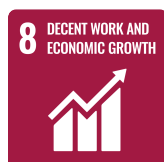
Human Resources Management and Talent Development

| HRM

As part of the Executive MBA Programme, Human Resources Management and Talent Development equips students with practical knowledge and tools to design and implement effective People Strategies aligned with business goals. The course covers HR pillars including recruitment, performance management, learning and development, career planning, and succession planning.

Through interactive lectures, case studies, small group work, and best practice sharing, students develop leadership, coaching, teamwork, and critical thinking skills, enabling them to manage talent, enhance engagement, and drive organizational performance.

This course empowers students to become more strategic and effective HR leaders. By engaging in case studies, simulations, and small group work, students enhance their ability to attract, develop, and retain talent, provide constructive feedback, and lead diverse teams. They gain practical skills in People Strategy and HR management, while learning to critically reflect on their leadership style and make informed decisions that improve organizational performance and employee engagement.

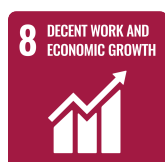


Sales and Negotiations

| SNEG

As part of the Executive MBA Programme, Sales and Negotiations course equips students with the skills and knowledge needed to excel in modern sales environments and build long-term customer relationships. The course covers consultative selling, customer engagement, objection handling, negotiation strategies, and the use of AI in sales. Through interactive lectures, team negotiations, role play, and real-life case studies, students develop analytical, communication, and collaborative skills, enabling them to manage the full sales cycle and create win-win outcomes in diverse business contexts.

This course empowers students to become confident and effective sales professionals. By engaging in role plays, team negotiations, and interactive case studies, students enhance their ability to understand customer needs, handle objections, and build long-term business relationships. They gain practical experience in applying consultative selling techniques, develop negotiation and problem-solving skills, and learn to collaborate effectively, preparing them for real-world business challenges and successful careers in sales.



Educator Recognition

At Warsaw University of Technology Business School, we recognize educators for quality of teaching in the following ways:

- ❖ Course evaluation scores
- ❖ Student-nominated teaching awards

Teaching Voices

The following statements demonstrate ways in which educators at Warsaw University of Technology Business School support sustainability and responsible management in their classrooms.

Teaching voices: Anna Radzikowska

As an educator, I believe that preparing leaders for the challenges of the 21st century requires more than technical expertise and strategic thinking - it calls for empathy, systemic awareness, and the courage to drive meaningful change. The Social Impact Lab, part of our Executive MBA programme at WUT Business School, is designed precisely with this in mind.

The Lab is an immersive, project-based learning experience that places students at the intersection of business leadership and social responsibility. Drawing on the Theory U methodology developed by the MIT Presencing Institute, we guide participants through a structured journey from EGO-oriented thinking (focused on personal or organisational interests) to ECO-oriented thinking, where decisions are shaped by awareness of broader societal and environmental systems. This shift is not theoretical; it is rooted in hands-on collaboration with leading non-profit organisations tackling urgent issues such as climate change, social exclusion, inequality, and access to education.

The course design reflects this transformational process. It begins with Session 1, where the whole group is introduced to Theory U principles and the participating NGO projects. Session 2 focuses on Co-initiating and Co-sensing in team settings, as students explore the context of the challenge in depth. Session 3 is dedicated to Presencing / Absencing, a reflective stage to identify core systemic patterns and opportunities for change. In Session 4, teams enter the Co-creating and Co-evolving phase, developing and refining solutions. Finally, Session 5 brings all participants together for project presentations and a wrap-up discussion, where ideas are pitched to the School's leadership and non-profit representatives.

Participation in all Lab sessions is mandatory, as the process is designed to be a continuous, transformative journey for both individual and team development. Assessment reflects this emphasis on engagement and real-world impact. Students are evaluated on their individual active participation

and contribution, as well as on the quality of their team's final project pitch. The latter is assessed jointly by the School's authorities, the tutor, and representatives of the non-profit organisation, ensuring that feedback comes from both academic and practitioner perspectives.

The Lab's learning outcomes extend far beyond the delivery of a single project. By the end of the module, participants gain a richer understanding of how non-profit organisations operate within the wider ecosystem of government and business, and they learn to apply ECO-system thinking in place of EGO-centric approaches. They connect with the realities of the third sector, explore global trends affecting our planet's future, and become adept at using the Theory U methodology for innovation, problem-solving, and project management. The process equips them with practical tools for bridging diverse perspectives, fostering inclusivity, and enhancing leadership through deep listening and strategic curiosity. Above all, they leave with a heightened sensitivity to humanity's impact on the world and the confidence to design meaningful, actionable solutions to complex social challenges.

What makes the Social Impact Lab truly transformative is the level of authenticity and accountability built into the process. Students are not working on hypothetical case studies; they are addressing real challenges put forward by respected NGOs, and their proposed solutions can have immediate, tangible effects. Presenting prototypes to both the School's leadership and non-profit representatives reinforces the responsibility and relevance of their work.

From my perspective, the greatest impact of the Lab lies in the personal and professional growth I witness in participants. They leave the module with sharpened problem-solving skills, a more nuanced understanding of complex systems, and an expanded capacity to lead with empathy and integrity. They also carry forward the confidence that comes from having made a real difference in the community.

By integrating the Social Impact Lab into our Executive MBA, we are not only aligning our teaching with the principles of sustainable development and responsible management - we are equipping our graduates to be catalysts of positive change in a world that urgently needs such leadership.

Anna Radzikowska, Executive MBA Social Impact Lab Leader

Teaching voices: Dr Tibor Vörös

When people hear "case study," they often imagine a single-layered narrative with a clear business problem and solution. But in my classroom, case studies are alive, multi-dimensional, and iterative. I use what I call "multi-level case studies" grounded in Kolb's experiential learning cycle, which invites students to engage actively, reflect deeply, conceptualize systematically, and then experiment with new ideas. The aim is to create not only business insight, but also the mindset and skills necessary to meet the pressing global challenges identified by the UN Sustainable Development Goals (SDGs).

One example comes from a case study I co-developed around a vineyard and wine cellar producing high-quality botrytis wine from a variety of grapes. At first glance, the case seems straightforward: students examine financial performance, branding strategies, and market positioning. But as the discussion unfolds, I introduce climate change as a disruptive force reshaping viticulture - particularly in regions like Hungary, which are becoming hotter and drier. Suddenly, the conversation expands from profitability and tradition to sustainability, adaptation, and resilience. Students must wrestle with questions such as: How does a vineyard adapt to changing weather patterns? What are the long-term implications for soil health, water use, and biodiversity? How should branding evolve when climate impacts alter product identity?

This structure mirrors Kolb's cycle. Students begin with concrete experience (the story of the vineyard), reflect on the multiple perspectives at play, abstract broader principles about sustainable business strategy, and finally, test their ideas by proposing innovative pathways forward. At each stage, we make explicit connections to SDGs such as SDG 12 (Responsible Consumption and Production), SDG 13 (Climate Action), and SDG 15 (Life on Land).

What makes the approach interesting is its integration of digital literacy and critical reflection on emerging technologies. Once students have explored the vineyard's challenges on their own terms, they are asked to describe the same problem to a large language model (LLM). Together, we examine how the AI interprets the scenario, what solutions it suggests, and where it falls short in grasping cultural, ecological, or ethical nuances. This creates a powerful teaching moment: students see both the potential and the limitations of digital tools in addressing sustainability issues. It also sparks discussions about human responsibility in guiding technology toward responsible outcomes.

The pedagogy is intentionally participatory. Students do not passively consume the case; they shape it. They identify missing stakeholders, debate trade-offs between short-term gains and long-term resilience, and propose cross-disciplinary strategies. At times, they role-play as vineyard owners, local community members, climate scientists, or policy makers. This multiplicity of perspectives helps students appreciate the systemic nature of sustainability challenges and the need for collaboration beyond business silos.

Feedback has been consistently strong. Students report that they leave with a richer sense of how business, environment, and society intertwine - and with greater confidence in their ability to navigate uncertainty. More importantly, they begin to see themselves as responsible actors, capable of balancing profitability with stewardship of natural and cultural heritage.

This approach closely aligns with the PRME "i5" principles. It is *inclusive* in drawing out diverse student voices and perspectives; *integrative* in linking finance, branding, ecology, and culture; *innovative* in combining experiential learning with AI tools; *impactful* in shaping how students perceive their role as sustainability leaders; and *international* in situating local cases, such as Hungarian vineyards, within the broader context of global climate and sustainability challenges. In this way, multi-level case studies prepare students not just for business decisions, but for responsible leadership in a rapidly changing world.

Dr Tibor Vörös, Lecturer, Entrepreneurial and Innovation Management, Executive MBA Programme

Fostering Innovation



A lot

Our institution supports innovation significantly through teaching and learning.

Experiential Learning



Somewhat

Teaching and learning at our institution moderately support experiential learning.

Learning Mindset



To a great extent

Teaching and learning at our institution strongly promote a lifelong learning mindset.

Method of Teaching and Learning



In person

Traditional classroom-based learning with face-to-face instruction.

Barriers to Innovative Curriculum

In 2024, Warsaw University of Technology Business School identified the following barriers to innovating, updating, or taking risks in existing curriculum:

- ❖ Budgetary limitations
- ❖ Faculty expertise gaps
- ❖ Overloaded faculty
- ❖ Time constraints
- ❖ Uncertain return on investment

Barriers to Innovative Pedagogy

In 2024, Warsaw University of Technology Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

- ❖ Budget constraints
- ❖ Classroom infrastructure limitations
- ❖ Overloaded faculty
- ❖ Resource constraints
- ❖ Limited faculty development opportunities
- ❖ Time constraints



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

How We Define Research

At WUT Business School, our research focuses on practical business challenges, leadership, and sustainability. Through initiatives like the Applied Business and Economics Journal, we generate knowledge that bridges academia and practice, inspiring responsible management and supporting innovation with positive social and environmental impact.

Research vs Research for RME/Sustainable Development

7	Peer-reviewed articles were published by Warsaw University of Technology Business School from this past calendar year.	vs	4	Peer-reviewed articles were published by Warsaw University of Technology Business School from this past calendar year in support of RME.
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Research Funding

In 2024, Warsaw University of Technology Business School was awarded funding for research that is:



No funding

Socializing Research

In 2024, Warsaw University of Technology Business School contributed research findings to:

- ❖ for School Community and our National and International Partners

Research Voices

The following statement demonstrates a way in which researchers at Warsaw University of Technology Business School bring sustainability and responsible management into their research.

Research Voices: Prof. Grażyna Rembielak

Research at WUT Business School serves as an integral platform for advancing our commitment to responsible management education, supporting evidence-based teaching and the dissemination of impactful knowledge. While the School remains primarily a teaching-focused institution, it benefits

greatly from its affiliation with the Warsaw University of Technology - one of Poland's leading technical and research universities. This affiliation provides access to a broad ecosystem of scientific expertise and infrastructure, enabling us to engage in multidisciplinary research and contribute to initiatives addressing key societal and economic challenges.

A cornerstone of our research agenda is the *Applied Business & Economics Journal* (ABEJ), which we see as both an academic and a practical bridge between business theory and practice. The journal was created to provide a platform for scholars, practitioners, and students to share insights that reflect the complexity of today's global business environment. It encourages contributions from diverse disciplines, fostering dialogue on issues that shape the future of business, including sustainability, digital transformation, and the evolving labour market.

Many of the challenges businesses face today - technological disruption, shifts in the labour market, social inequality, and ecological crises - are global in nature. ABEJ responds to these realities by curating research that is not only academically rigorous but also relevant to practitioners seeking actionable insights. Since its launch, ABEJ has featured articles on topics such as managerial perspectives, organizational practices, the gig economy, customer satisfaction, knowledge management in healthcare, and rural health care financing. Many of these works directly engage with themes of sustainable development and responsible management education, offering readers valuable perspectives on ethics, inclusivity, and social impact.

Through initiatives like ABEJ, WUT Business School demonstrates that research - even within a teaching-focused institution - is a vital driver of thought leadership, curriculum innovation, and societal engagement. The journal has become an intellectual forum that invites dialogue, deepens understanding, and inspires collective reflection on how business education can better prepare leaders to respond to global challenges. We remain committed to supporting research that holds both academic and practical value, and that advances responsible, sustainable, and innovative business practices worldwide.

Prof. Grażyna Rembielak, Deputy School Director for Academic Affairs and Development; Chair of the Scientific Council, *Applied Business and Economics Journal*

Research Barriers

In 2024, Warsaw University of Technology Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Funding challenges
- ❖ Skills and expertise gaps
- ❖ Time constraints

- ❖ Collaboration challenges
- ❖ Publishing barriers



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

How We Define Partner

At WUT Business School, we build partnerships with industry leaders, NGOs, public institutions, and academia to co-create impactful education. Initiatives like the Social Impact Lab and collaborations with global schools ensure our programmes reflect real-world challenges and promote responsible, accountable management across sectors.

Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ CEEMAN (Central and East European Management Development Association)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Quacquarelli Symonds (QS)

Student Organization Partnerships

- ❖ None

Partnerships

The following provides more details on 2 key partnerships at Warsaw University of Technology Business School.

Goa Institute of Management (India)

At the School, partnerships are essential drivers of our mission to promote responsible and accountable management education. We engage stakeholders across sectors - business, academia, government, and civil society - to co-create knowledge, inspire innovation, and address pressing global challenges. Collaboration with both domestic and international partners strengthens our programmes, brings access to top-tier experts, and ensures that students benefit from relevant, practice-oriented learning experiences. These partnerships broaden participants' perspectives and provide unique opportunities such as electives, business visits, and study trips abroad.

A flagship example is our partnership with the Goa Institute of Management (GIM) - a leading graduate business school in India whose mission is to create knowledge and develop responsible and agile leaders at the forefront of cutting-edge business practices. GIM's focus on ethics, sustainability, and responsiveness to societal needs makes it a natural partner for advancing the PRME Principle of Partnership.

Together with GIM, we offer the “Doing Business in South Asia - India Immersion Program”, designed for executives and business owners planning to operate in the South Asian market, as well as those interested in India’s economy and culture. The programme equips participants with knowledge about the economic potential of India, opportunities and challenges for Polish firms, and the cultural and social factors shaping the business environment.

The course culminates with a study trip to India, where participants engage in sessions with GIM faculty, visit local companies, and interact with Indian students and alumni. This immersive experience allows them to confront theory with practice and strengthen their ability to work effectively across cultures. As part of the partnership, GIM students also visit Warsaw, attend classes at our School, and experience Polish culture and business environment – creating a true two-way exchange of knowledge and perspectives.

Beyond the course itself, we actively cooperate with GIM on the School’s Inspirational Lecture Series, launched in 2022. These events, held regularly, address timely and relevant topics – often linked to sustainability, corporate responsibility, ethics, and global challenges. The lectures are typically delivered by representatives of our international partners, and to date, three of them have been led by GIM faculty, bringing fresh insights and Indian perspectives to our community.

This collaboration directly supports PRME by fostering responsible leadership, intercultural understanding, and a mindset attuned to sustainability challenges. It enables our students to learn how to balance stakeholder interests, appreciate cultural diversity, and make ethically informed decisions in a globalized world.

Zicklin School of Business, Baruch College, City University of New York (USA)

One of the School’s most important international collaborations is our partnership with the Zicklin School of Business at Baruch College, part of The City University of New York (CUNY). International partnerships such as this one are key drivers of our mission to promote responsible and accountable management education. They expose our students to diverse perspectives, cutting-edge business practices, and the global context of management, supporting their development into agile, ethically aware leaders.

Baruch College is widely recognized as one of the nation’s top public colleges for academic excellence, affordability, and student success, with more than 19,500 students on one of the most diverse campuses in the United States. Its Zicklin School of Business consistently ranks among the country’s top performers for academic quality, diversity, and value.

Our cooperation with Zicklin began in 2019 as part of the Digital and Social Media Marketing course within the Executive MBA programme, students participated in a week-long study trip to New York City, which combined classroom sessions with Zicklin faculty and practitioners with study visits to leading global firms such as Bloomberg, JP Morgan, and IBM. These sessions covered up-to-date insights into

marketing strategy, digital transformation, data-driven decision-making, and the growing role of artificial intelligence. The immersion experience also allows participants to deepen their understanding of U.S. business culture and explore different approaches to marketing, innovation, and leadership.

This collaboration goes beyond the study trip itself. We regularly host inspirational lectures and events featuring international faculty, often focusing on topics such as sustainability, ESG, and responsible business transformation. These lectures are delivered primarily in cooperation with our international partners, including Baruch College. Such initiatives enrich the School's offering and bring a truly global perspective to our students, alumni, and partners.

Our students consistently rate this partnership as one of the most impactful elements of their EMBA journey, highlighting its practical relevance, the inspiration drawn from interacting with world-class experts, and the opportunity to see global business practices up close.

Partner Voices

The following statements from our partners demonstrate ways in which our collaborations at Warsaw University of Technology Business School support sustainability and responsible management education.

Partner Voices: Grzegorz Wiśniewski, Founder and Director of the Institute for Renewable Energy (IEO)

The Institute for Renewable Energy (IEO) is Poland's first private scientific institute specialising in the full spectrum of renewable energy issues. Established in 2001 as an independent research group and think tank, IEO combines deep technical expertise with a mission to advance zero-emission technologies such as solar and wind power, integrate energy systems, and support the transition towards a low-carbon economy. Beyond research, the Institute actively engages in market monitoring, policy analysis, and innovation transfer, serving as both a technical and business advisor for public and private sector investments in renewable energy.

Our partnership with the Business School of the Warsaw University of Technology is built on shared values and a long-standing tradition of collaboration, dating back to 2019. For us at IEO, partnering with the School is not just about joint projects - it is about working with an institution that shares our belief in the transformative power of knowledge, the responsibility to address urgent societal and environmental challenges, and the importance of equipping leaders with the skills to navigate complex global transitions. This alignment reflects the very essence of the PRME Partner Principle: creating synergies between academia and practice to foster innovation, responsibility, and sustainability.

The field of renewable energy naturally resonates with PRME's commitment to organisational responsibility and accountability to society and the planet. Transitioning to clean, zero-emission energy sources is central to mitigating climate change, promoting energy equity, and ensuring long-term resilience. Our collaboration embodies these priorities by combining IEO's technical expertise and market insights with the School's academic excellence, leadership development, and global perspective.

One of the most tangible outcomes of our partnership is the postgraduate programme Renewable Energy for Business, which we co-designed and launched in 2019. This programme prepares participants for managerial roles in planning and implementing renewable energy investments, including distributed energy solutions. By blending technical, economic, and regulatory knowledge with practical project management skills, it develops leaders who can drive the clean energy transition in ways that are both commercially viable and socially responsible.

Grzegorz Wiśniewski, Founder and Director of the Institute for Renewable Energy (IEO)

Partner Voices: Aleksandra Kuna, Corporate Fundraising Manager, Rak'n'Roll Foundation

As part of the School's Executive MBA Programme, our Foundation had the opportunity to collaborate with students on the Social Impact Lab project. Rak'n'Roll's mission is to improve the quality of life of people living with cancer, change the way society thinks about the disease, promote prevention, and encourage healthy lifestyles.

The Social Impact Lab was particularly valuable for us, as one of our key challenges is to build sustainable partnerships with companies. Thanks to this project, we received a comprehensive and practical solution based on a professional business tool, which we can now use in various situations. Importantly, the solution was tailor-made to our needs: the students approached the challenge from our perspective and truly identified with our mission.

Aleksandra Kuna, Corporate Fundraising Manager, Rak'n'Roll Foundation



Practice

We adopt responsible and accountable management principles in our own governance and operations.

How We Define Practice

At WUT Business School, we embody responsible management by integrating ethics, transparency, and social impact into our governance and daily operations. Our initiatives - such as inclusive programme design, alumni engagement, and sustainability-driven projects - reflect our commitment to practicing what we teach and leading by example.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ Employee equity, diversity, inclusion
- ❖ Ministry of education recommendation documents
- ❖ Sustainability strategy or strategic plan (school or university level)
- ❖ Open-access guides
- ❖ Student equity, diversity, inclusion
- ❖ Ethical data sourcing guides
- ❖ Faculty hiring, tenure, and promotion guidelines

Policy Documents Related to RME and/or Sustainability

Warsaw University of Technology Social
Responsibility Strategy

View document  Download document 

Practice Voices

The following statement from stakeholders at Warsaw University of Technology Business School demonstrates our commitment to sustainable and responsible practices.

Practice voices: Michał Kucharski (WUT Business School Deputy Director)

At the School, responsible and accountable management is a guiding principle embedded in both our governance model and daily operations. As Vice-Director for General Affairs, I see firsthand how ethics, transparency, and social impact inform decisions at every level - from long-term strategic planning to routine administrative processes. We are committed to clear and open communication of

our decisions, processes, and criteria, ensuring transparency and reinforcing the trust placed in us by our community. Our governance is inclusive, creating an environment in which faculty, administrative staff, students, and alumni feel genuinely respected and engaged in shaping the School's direction.

We maintain close links to the business world through regular interactions with practitioners and industry representatives, including experts in renewable energy, ESG management, personal development, and responsible leadership. These collaborations ensure a continuous transfer of knowledge, best practices, and real-world insights into our programmes, helping us align educational content with the evolving expectations of responsible business. Bodies such as the School Council and the Business Advisory Council provide valuable - though advisory rather than decisive - perspectives that complement the work of our management team, faculty, and staff. Their contributions help us ensure that our strategic direction and programme portfolio remain relevant, forward-looking, and anchored in our societal mission.

Our operational culture is grounded in principles such as inclusivity, ethics, and transparent financial stewardship. We have formalised these values in the following key frameworks:

- **Code of Conduct** - this is the fundamental ethical framework that guides the behaviour, responsibilities, and interactions of all students. It reflects the PRME "Practice" principle by ensuring that responsible and accountable management principles are not only taught but also lived within the learning environment. The Code defines expected standards such as honesty, respect, fairness, and integrity in academic work, teamwork, and the public representation of students as members of the School's community. It addresses inclusivity, anti-discrimination, academic integrity, and the responsible use of technology in class. Importantly, the Code includes clear procedures for reporting and addressing violations, with the right to appeal ensuring procedural fairness. By embedding these values into students' day-to-day conduct, the School demonstrates that ethical behaviour and mutual respect are integral to sustainable leadership.
- **Faculty Management Policy** - it outlines how the School attracts, develops, and retains high-quality teaching staff while ensuring alignment with its mission, values, and strategic priorities. It operationalises the PRME "Practice" principle through transparent recruitment, regular performance reviews, and professional development opportunities that foster both academic excellence and responsible leadership in teaching. Faculty are expected to integrate ethics, sustainability, and social responsibility into their curricula, actively engage in research with societal relevance, and contribute to the School's community and stakeholder relationships. The policy also emphasises inclusivity, equal opportunities, and open dialogue, reinforcing a governance model based on trust and accountability. Through this structured approach to faculty development and management, the School ensures that its educators not only deliver outstanding academic content but also serve as role models for the values it promotes.

- Social Impact Policy - we are currently in the process of developing the final version of the School's Social Impact Policy, which will formalise our commitment to generating positive and lasting contributions to society. The policy will define key focus areas - including business ethics, ethical leadership, diversity and inclusion, responsible innovation, and sustainability - and will ensure that social impact considerations are integrated into curriculum design, research, partnerships, and daily operations. It will be aligned with global frameworks such as the UN Sustainable Development Goals and the PRME principles, as well as with national initiatives like the Declaration of University Social Responsibility. Once implemented, it will provide a structured framework for sustainability-driven partnerships, socially responsible research projects, and student- and alumni-led engagement initiatives.

We also embrace a strong feedback culture - regularly gathering input from students, alumni, staff, and partners, and translating those insights into concrete improvements. These practices ensure that responsibility and accountability are not just aspirational statements, but daily habits embedded in the way we operate.

Ultimately, our aim is to lead by example. By ensuring that the way we govern and manage mirrors the leadership standards we promote in our classrooms, we offer our students a living model of responsible management in action. In doing so, we not only strengthen our institution but also contribute to a broader culture of integrity, sustainability, and societal engagement.

Michał Kucharski, Vice-Director for General Affairs, WUT Business School



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



How We Define Share

At WUT Business School, we foster a culture of openness by sharing insights, challenges, and outcomes across our community. Through publications, events, partnerships, and the PRME reporting process, we support collective learning, continuously improving our impact and aligning with shared values of responsible management and sustainable development.

Engagement Opportunities

Warsaw University of Technology Business School offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Warsaw University of Technology Business School communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Business and industry partners
- ❖ Faculty and staff
- ❖ Boards and advisory committees

Sharing Voices

The following statement from stakeholders at Warsaw University of Technology Business School demonstrates our commitment to sharing and learning from sustainability and responsible management practices.

Sharing voices: Joanna Pęgier, Marketing and Sales Director at WUT Business School

At the School, the PRME Share Principle is deeply embedded in our approach to community building and knowledge exchange. We believe that sharing our successes, challenges, and lessons learned strengthens our collective ability to live our values and fulfil our mission. Our vibrant SAAMBA alumni association plays a central role in this culture of openness, creating a dynamic network where

graduates, students, and faculty connect through various initiatives, reunions, and collaborative projects. In addition, we host regular meetings dedicated to both current students and alumni, inviting members of our faculty and international partners to deliver inspiring lectures. These sessions address pressing topics such as sustainable development, the impact of artificial intelligence, and other emerging global challenges, providing valuable opportunities for dialogue and learning across our community.

Regular meetings, open to both students and alumni, serve as a platform to discuss current trends and exchange diverse perspectives. Initiatives like our Talent Tree series focus on professional growth, providing practical advice on navigating the job market, building personal brand strength, and understanding shifting career landscapes. Complementing these efforts, the School maintains a regular and active presence on social media, sharing important updates, achievements, and insights from across the institution. These channels allow us to reach a wider audience while fostering transparency, engagement, and a sense of belonging.

The School's "Applied Business and Economics Journal" (a peer-reviewed, international journal focused on the practical application of scientific knowledge in business and case study analysis) further reflects our commitment to sharing knowledge, publishing research and commentary on sustainability, innovation, and responsible leadership. Our partnerships (whether academic, business, or with NGOs) are another cornerstone of the Share Principle in action. Together, we co-create impactful programmes, from renewable energy studies to leadership psychology, and engage in unique initiatives such as the MBA Social Impact Lab. Based on MIT Presencing Institute's Theory U, this project enables students to work on real challenges faced by established non-profit organisations, designing solutions that bring tangible change to communities.

Through these activities, we ensure that sharing is not a one-time act but an ongoing process - integrated into our learning, relationships, projects, and digital communication. This culture of openness, where all members are encouraged to contribute ideas and feedback, strengthens our impact, reinforces our shared values, and helps us grow together as a responsible and forward-looking academic community.

Joanna Pęgier, Marketing and Sales Director, WUT Business School

Communication Barriers

Warsaw University of Technology Business School faces the following barriers in transparent communications:



**Audience
reach**



**Bureaucratic
delays**



**Engagement
gaps**

SIGNATORY

Warsaw University of Technology Business School



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