

PRiME

*an initiative of the
United Nations Global Compact*

Sharing Information on Progress 2026

Warsaw University of Technology
Business School

October 2026

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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

Guided by the Warsaw University of Technology's technological heritage and commitment to scientific excellence, the WUT Business School delivers premium educational programmes that combine hands-on learning, innovation, and responsible leadership.

Our mission is to prepare forward-thinking professionals who can:

- create value in business and society,
- navigate complexity with resilience, and
- lead responsibly in a rapidly changing world.

We foster a learning environment emphasizing innovation, entrepreneurship, and technological literacy, embedding practical, human-centric, and socially responsible approaches across our curriculum.

Vision

The vision of the WUT Business School is to be a leading business school in Central Europe at the intersection of technology, business, and society, distinguished by excellence in teaching, meaningful business impact, and growing international relevance.

We aspire:

- to empower individuals with the knowledge, skills, and mindset necessary to become agile, responsible, and effective leaders in a rapidly evolving global business landscape;
- to foster innovation and entrepreneurship, supporting entrepreneurial mindsets and initiatives that drive economic and social transformation;
- to generate positive societal impact, through both the actions of our graduates and the outreach of the School itself;
- to prepare students to operate across borders, cultures, and sectors, developing global awareness and intercultural fluency;
- to uphold academic excellence, maintaining rigorous standards in teaching, research, and engagement, while constantly embracing modernisation and relevance.

Institutional History

Our Journey Towards Responsible Management Education

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 its inception, the School has

combined academic excellence with practical relevance and an international perspective, offering MBA and executive education programmes. Its close connection with a leading technical university has also provided a distinctive foundation for combining business education with technology and innovation. Throughout its development, the School has remained committed to educating ethical, innovative, and forward-looking leaders capable of responding to the challenges of a rapidly changing world.

The School's path towards Responsible Management Education (RME) is rooted in this longstanding commitment to responsible leadership, practical relevance, and the broader impact of management decisions. Its foundation in international cooperation, academic rigour, and practical relevance provided a strong foundation for the School's later engagement with the principles of Responsible Management Education.

A significant step in this development was the launch of the Social Impact Lab in 2020 within the Executive MBA programme. The initiative connects participants with NGOs to address real societal challenges through collaborative, systems-based approaches, providing a tangible example of responsible management education in practice. It has since become an important element of the School's approach to experiential learning and social impact.

In 2021, the School submitted its first Sharing Information on Progress (SIP) report and was formally accepted as a PRME Signatory. This marked the formalisation of the School's commitment to the principles of Responsible Management Education and provided an international framework for further developing and communicating its activities in this area.

Since joining PRME, the School has continued to develop initiatives that strengthen the links between responsible management education, research, and practice. The launch of the Applied Business and Economics Journal (ABEJ) in 2023 created an additional platform for connecting academic research with contemporary business challenges and responsible management perspectives. The School has also developed and delivered specialised educational initiatives addressing topics such as ESG, sustainability, responsible leadership, and social impact.

Building on the achievements of its 2020–2025 strategy, the School adopted a new strategic framework for 2026–2031 that places greater emphasis on the long-term impact of management education. The strategy promotes experiential learning, interdisciplinary collaboration, innovation, entrepreneurship, sustainability, research with practical impact, and the development of responsible leaders equipped to navigate technological and societal change. It also reflects the School's commitment to preparing future leaders for a technology-driven economy through the integration of digital transformation and artificial intelligence across its educational portfolio, while fostering inclusive learning environments and lifelong learning communities.

In 2026, the School launched the MBA Business and Leadership programme, further embedding responsible management education across its portfolio. The programme combines strategic management, finance, leadership, innovation, and data-driven decision-making with a strong emphasis on responsible leadership, ethical judgement, and long-term value creation. By integrating business performance with sustainable development and the responsible use of emerging technologies, the programme represents a further step in the School's ongoing development of Responsible Management Education.

Key milestones included:

- 1991: Establishment of WUT Business School as a joint venture between Warsaw University of Technology, HEC Paris, London Business School, and the Norwegian School of Economics, combining international business education with the technological heritage of a leading technical university.
- 2020: Launch of the Social Impact Lab within the Executive MBA programme, connecting participants with NGOs to address real societal challenges through collaborative, systems-based approaches.
- 2021: Submission of the first Sharing Information on Progress (SIP) report and formal acceptance as a PRME Signatory, marking the School's formal commitment to the principles of Responsible Management Education.
- 2023: Launch of the Applied Business and Economics Journal (ABEJ), strengthening the connection between research, business practice, and responsible management knowledge.
- 2026: Launch of the MBA Business and Leadership programme, further embedding responsible leadership, ethical decision-making, sustainable value creation, and the responsible use of emerging technologies into the School's educational portfolio.

Becoming a PRME Signatory was not the beginning of the School's commitment to responsible management education, but rather the formal recognition and further development of values and practices that had guided its evolution for many years. PRME provides an international framework that supports the continuous enhancement of these efforts, encourages reflection and accountability, and reinforces the School's ambition to educate leaders who create lasting value for organisations, society, and the environment.

Graduates & Enrollment

2025 Statistics	Number
Graduates	426

2025 Statistics	Number
Faculty & Staff at the University	5055
Student Enrollment at the University	20900
Student Enrollment at the Institution	758
Undergraduate Attendance	0
Masters-Level Postgraduate Attendance	196
Certificate, Professional Development, or Continuing Education Attendance	562

Degrees Offered

Masters Programs

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

Masters Degree Programmes

- MBA Business and Leadership
- MBA Energy Transformation
- 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

- Renewables in Business
- Supervisory Boards for Women and Men 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



Business School
Warsaw University of Technology



September 29, 2026

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that Warsaw University of Technology Business School reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,

Dr. Paweł Urbański
Director
Warsaw University of Technology Business School



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 the 2026 Sharing Information on Progress Report of WUT Business School. This report reflects our continued commitment to responsible management education and shows how our values, strategic priorities, and everyday practices contribute to preparing leaders capable of addressing the complex challenges facing business and society.



The environment in which organisations operate continues to evolve rapidly. Technological transformation, particularly the development of artificial intelligence, growing expectations regarding sustainability and corporate responsibility, and increasing social complexity are reshaping the role of leaders and the skills they need. At WUT Business School, our response is rooted in what has always been at the heart of our identity: bringing together technology and business. As part of a leading technical university, we seek to combine business expertise with technological perspectives and practical relevance, while fostering ethical judgement, inclusiveness, and the ability to create long-term value for multiple stakeholders.

Over the past years, we have further embedded responsible management principles into our programmes, research activities, partnerships, and institutional practices. Our faculty integrate ethical perspectives, sustainability, and social impact into learning experiences, while students engage with real-world challenges through initiatives such as the Social Impact Lab. We also continue to strengthen responsible governance, stakeholder engagement, and a culture based on transparency and shared values.

Our new strategic framework for 2026-2031 reinforces these priorities, placing greater emphasis on experiential learning, innovation, sustainability, research with practical impact, and the development of responsible leaders equipped to navigate technological and societal change.

PRME provides an important framework for reflection, collaboration, and continuous improvement, encouraging us to consider how management education can contribute to a more sustainable, inclusive, and responsible future.

I hope this report provides meaningful insight into our progress, achievements, and ongoing commitment to responsible management education. On behalf of the entire WUT



Business School
Warsaw University of Technology



Business School community, I reaffirm our dedication to educating leaders who combine competence with integrity and are prepared to create positive change in their organisations and society.

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

Our educational mission is grounded in the Purpose of shaping responsible, future-oriented leaders who drive innovation and inclusive prosperity. Rooted in technology, entrepreneurship, and social impact, our education empowers individuals to navigate complexity, lead with integrity, and create sustainable value for organisations and society. We seek to develop leaders who combine business effectiveness with an awareness of the broader consequences of their decisions and who are prepared to contribute to resilient, thriving communities and ecosystems. Through this approach, we aim to ensure that management education serves not only organisational success, but also long-term social and environmental progress.

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.

Continue telling your story

WUT Business School Brochure 2026

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Values

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



How We Define Values

At WUT Business School, our values – academic excellence, trust, agility, and community – provide the foundation for our approach to responsible leadership and management education. They guide not only what we teach, but also how we work, collaborate, and engage with students, faculty, partners, and the wider community. We seek to embed accountability to society and the planet across our programmes, partnerships, research, and everyday institutional practices, fostering a culture in which ethical reflection, openness to different perspectives, sustainability, and responsible decision-making are integral to both education and organisational life. In this way, our values serve not simply as guiding statements, but as principles that shape the School's culture and its contribution to society.

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.

Beyond Business Performance: Leadership and Long-Term Responsibility

During my studies at WUT Business School, where I completed the Executive MBA programme, my view of the role of a leader and manager changed significantly. Previously, working in a manufacturing environment, I naturally focused primarily on results, efficiency, quality, and achieving objectives. During the programme, I realised that a leader's responsibility is much broader. It encompasses not only business performance, but also how those results are achieved, the organisation's impact on people, and the longer-term consequences of decisions.

An important experience in the context of responsible management and values-based leadership was working on the ESG Business Analysis Project. It showed me in a very practical way that social and environmental responsibility should not be treated as a separate area of a company's activities, but as an integral part of business decision-making.

The knowledge and competencies I gained have definitely found practical application in my professional work. As a manager responsible for a large manufacturing organisation, I increasingly look at problems not only through the lens of a single KPI, but as part of a broader system of interdependencies. A decision that improves efficiency in the short term may simultaneously affect safety, employee engagement, costs, quality, or the organisation's ability to achieve results in the future. The EMBA programme helped me analyse these interdependencies more consciously.

The way I make decisions, as well as my approach to people and collaboration, are among the areas I have developed and improved the most thanks to the EMBA programme. I place even greater emphasis on ensuring that a leader not only makes decisions, but is also able to explain their purpose, engage the team, and build a sense of responsibility at different levels of the organisation. Perhaps the most valuable lesson for me was that good leadership should not be measured solely by short-term results, but also by the kind of organisation and the kind of people we leave behind.

The Personal Development Programme was another particularly valuable experience for me. It allowed me to confront my own experience with the perspectives of other participants and facilitators. As a result, I was able to look at many decisions that I had previously approached mainly from an operational perspective in a much broader context of people, responsibility, and long-term consequences for the organisation. What I found especially valuable was the opportunity to pause and reflect on my own leadership style and to realise that an effective leader not only delivers results, but also creates an environment in which people understand the purpose behind their actions, feel a sense of responsibility, and have room to grow.

Wojciech Struzik (EMBA 2024-2026)

From Delivering Results to Leading with Responsibility

The Executive MBA has significantly changed the way I see the role of a leader. In the past, I focused mainly on delivering results and achieving objectives. Today, I understand that developing people, building trust, and being accountable for the long-term consequences of decisions are just as important. The EMBA helped me connect business and economic knowledge with today's business reality. Through the BrandPRO simulation, I was able to experience firsthand how strategic decisions influence company performance. I also gained valuable exposure to tools based on artificial intelligence, machine learning, data analytics, and automation. This helped me better understand how new technologies support decision-making and are changing the way organisations are managed.

The biggest shift, however, was moving from a short-term operational focus to thinking about long-term direction. The programme encouraged me to reflect on the legacy I want to leave as a leader and the impact I want to have on both the organisation and the people around me.

The courses on strategy and responsible leadership were especially meaningful to me. They reinforced the idea that decisions should not be judged solely by financial results. Their impact on people, society, and the future of the organisation must also be taken into account. I also learned a great deal from projects that went beyond my professional area of expertise, including those related to ESG, social impact, and consulting. I did not always feel fully comfortable working on these topics, but that was precisely what made them valuable. They taught me to challenge my assumptions and draw on the knowledge and experience of people with different backgrounds. I also saw that diverse teams can often develop better solutions.

Study visits and classes at partner universities were equally valuable. They allowed me to experience different business models and organisational cultures firsthand. This experience helps me today when working with international teams and understanding different ways of thinking and operating. The knowledge and skills gained during the programme have also directly influenced my professional work. When leading transformation initiatives, I now involve my team much earlier in shaping solutions and spend more time assessing the impact of change on people, processes, and technology. I also make sure that the purpose behind the change is clearly communicated. As a result, decisions are better thought through, and the team feels a stronger sense of ownership during implementation. I regularly use strategic analysis, change management, and communication tools in my daily work. They help me see the connections between processes, people, technology, and business objectives, enabling me to lead change more effectively and better support my team.

The programme also taught me to look at challenges from different perspectives and to consider both short-term outcomes and long-term consequences. I seek input from others more often because I have learned that open discussion and diverse viewpoints can lead to better decisions. I am now even more convinced that organisational responsibility goes beyond financial performance. In my role, this means supporting people's development, fostering collaboration, acting ethically, and contributing to sustainable growth.

Perhaps the most valuable part of the programme was the opportunity to learn from a highly diverse group of participants. Conversations with leaders from different industries and cultures helped me step outside my own perspective and gain a deeper understanding of the complexity of today's business environment.

The EMBA provided me with knowledge, but also with the time and space to reflect on the kind of leader I want to be. It strengthened my belief that leadership is not only about delivering results, but also about taking responsibility for the organisation, its people, and its long-term impact.

Joanna Sowińska (EMBA 2024-2026)

Why Ethics Matters in Business Leadership

The Executive MBA Programme at WUT Business School is a very demanding but also rewarding undertaking.

A vast amount of knowledge is only one side of the coin. Another part, at least as important as pure knowledge, is an opportunity to discuss problems with other leaders with very different backgrounds. The network of contacts that I built during that time is invaluable. That experience combined with the highest quality lectures creates unique value for students.

One of the most important factors that differentiate the EMBA program at WUT BS is its focus on ethics in business.

It is obvious that in the current business landscape ethics becomes more and more important in building trustworthy and long-lasting relations.

That is reflected in the curriculum, where ethical aspects are discussed at different angles as part of both core and specialized modules.

What's more, some projects are focused mostly on business impact on society and environment - ESG and Social Impact Lab are the most striking examples.

Looking back, these studies greatly enhanced my awareness in these areas and changed the way that I see the role of a leader and manager..

It is not only about getting goals completed, but also how it is done and how it impacts people around. The way decisions are taken, how we cooperate with others and how we see corporate governance have a great influence on the overall picture of one as a manager and can be a decisive factor in success or failure.

Mariusz Diadia (EMBA 2024-2026)

From Execution to People-Centred Leadership

The Executive MBA programme gave me valuable space for reflection and inspired me to rethink my approach to leadership. Above all, it encouraged me to take the initiative more often and actively challenge the resistance that often comes from routine and sticking to the status quo. I also realized the importance of open discussions, helping people avoid assuming the worst so they feel confident reaching out and collaborating with others.

My perspective on my role as a leader has shifted as well. In the past, I was mostly focused on tasks and execution. Today, I try to dedicate much more time and attention to the team's needs. Even when I cannot solve every problem directly, being truly present and listening to people has become a central part of how I lead.

Kamil Grzyb (EMBA 2024-2026)

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

Co-Creating Values Through Dialogue

At WUT Business School, our values are shaped through continuous dialogue with the people and organisations that form our community. Faculty members integrate ethics, sustainability, responsible leadership, and social responsibility into their teaching and research, encouraging students to connect managerial decisions with their broader impact on society, organisations, and the environment.

Students and alumni contribute their own perspectives through experiential initiatives such as the Social Impact Lab, interdisciplinary projects, and close collaboration with business and social partners. Their experiences, feedback, and engagement help us continuously improve our programmes while strengthening a culture of responsibility, openness, and lifelong learning.

Our corporate partners, NGO collaborators, and professional organisations also play an essential role in shaping this dialogue. Through joint educational initiatives, guest lectures, advisory activities, and programmes such as the postgraduate studies developed together with LiderShe, they bring practical insights into ethical leadership, corporate governance, diversity, and sustainable organisational development. This exchange ensures that our values are constantly enriched by diverse perspectives from business, academia, and civil society.

By listening to these voices and encouraging active participation, we cultivate a learning community where values are not simply declared but co-created through everyday interactions, partnerships, and shared experiences. This collaborative approach helps prepare graduates who lead with integrity, inclusiveness, and a strong sense of responsibility towards society.

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

Values in Everyday Practice

From my perspective, the values of responsibility, respect, and integrity are reflected primarily in the everyday work and interactions that shape the experience of our School community. Our community is diverse, with participants ranging from senior executives and entrepreneurs to specialists developing new professional competencies. We currently deliver seven MBA programmes as well as a wide range of postgraduate programmes and specialist courses, bringing together people with different professional backgrounds, expectations, and learning needs. Ensuring that each of them receives professional, supportive, and transparent service is an important part of responsible management.

As Head of the Programme Services Office, my role is not only to coordinate processes, but also to support the people who make our programmes work – programme coordinators, lecturers, candidates, and participants. Together with my team, we work to ensure that programme-related processes are clear, timely, and consistent, while remaining responsive to the needs of different groups of stakeholders. This includes continuously improving procedures, strengthening communication, and coordinating the many operational elements that support the delivery of our programmes.

I believe that responsible management is often most visible in these everyday interactions. Clear rules, transparency, reliability, and a partnership-based approach help create an environment in which people know what to expect and feel that their needs are taken seriously. Although much of this work takes place behind the scenes, it directly contributes to the quality of the educational experience and to the way our community perceives the School.

In this sense, the PRME values are reflected not only in our curriculum and strategic initiatives, but also in the daily management of the School. By improving processes, supporting effective cooperation, and maintaining high standards of service, we contribute to building a professional and inclusive environment in which responsibility is part of both education and everyday organisational practice.

Agata Jaroń, Head of the Programme Services Office, WUT Business School

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 principles that actively shape our culture, teaching, and collaborations. We celebrate these values by embedding them into every dimension of our institutional life.

Our educational portfolio reflects this commitment. Alongside long-standing initiatives such as the Executive MBA Social Impact Lab and the Personal Development Programme, the School has introduced new programmes responding to emerging societal and business challenges. The MBA Business and Leadership programme promotes responsible leadership, ethical decision-making, and organisational development, while the MBA Energy Transformation programme prepares leaders capable of supporting the transition towards a more sustainable and resilient energy sector.

We also celebrate our values through partnerships and community engagement. Our collaboration with LiderShe in delivering the postgraduate programme Supervisory Boards for Women and Men Leaders promotes diversity, inclusive leadership, and stronger representation in corporate governance. Guest lectures, alumni events, and meetings with business and social leaders create regular opportunities to exchange perspectives on ethics, responsible leadership, innovation, and sustainability.

In 2025, the Warsaw University of Technology celebrated the 200th anniversary of its academic traditions. As part of this milestone, WUT Business School proudly contributed to a series of initiatives highlighting the University's long-standing commitment to education, innovation, and service to society. The anniversary provided an opportunity to reflect on the enduring values that continue to guide both the University and the Business School while looking ahead to the challenges of responsible leadership in the decades to come.

By making these values visible, celebrated, and actionable, we ensure they remain a living force within our institution – guiding decisions, inspiring innovation, strengthening partnerships, and preparing graduates to lead with integrity, inclusiveness, and a strong sense of responsibility towards society.



Teach

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



How We Define Teach

Teaching at WUT Business School goes beyond the transfer of knowledge. We aim to equip participants to make informed, responsible decisions and understand the broader consequences of managerial actions. Responsible management is integrated across our curricula through ethics-focused modules, real-life business challenges, social impact projects, and experiential learning. By combining academic knowledge, practical perspectives, personal development, and emerging technologies, we develop leaders prepared to navigate complexity while embracing sustainability, inclusion, accountability, and long-term responsibility.

Courses that support RME

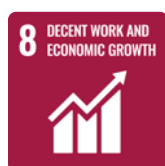
Warsaw University of Technology Business School reports 25 courses in 2025 that support responsible management education and sustainable development goals.

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.



Business Ethics | BET

As part of the Executive MBA Programme, the Business Ethics course develops participants' ability to make responsible and well-informed decisions in complex business environments. The course introduces key ethical theories, behavioural ethics, and contemporary approaches to ethical decision-making, combining conceptual foundations with practical application through case studies and interactive discussions. Participants explore ethical dilemmas faced by business leaders, examine the influence of cultural and organisational contexts, and reflect on their own decision-making processes. Particular attention is given to behavioural ethics, governance, diversity, discrimination, and responsible leadership in today's global business environment.

The course strengthens participants' ability to recognise and analyse ethical dilemmas from multiple perspectives and to make decisions that balance business objectives with social responsibility and good governance. Through case studies, group discussions, and reflective exercises, participants develop practical ethical reasoning skills, increase awareness of cognitive biases influencing managerial decisions, and enhance their capacity to lead diverse teams with integrity and respect. The course encourages future leaders to embed ethical thinking into everyday management practice and organisational decision-making.



Organisational Behaviour and Culture | OBC

As part of the Executive MBA Programme, the Organisational Behavior and Culture course provides participants with a comprehensive understanding of how individual, team, and organisational behaviours influence leadership effectiveness and organisational performance. The course explores topics such as motivation, psychological safety, stress and wellbeing, emotional intelligence, diversity, equity and inclusion, organisational culture, conflict management, and professional development. Participants also examine the impact of emerging technologies on management practices and organisational culture, developing practical strategies for leading people and organisations in an increasingly dynamic and technology-driven environment.

The course enables participants to become more effective, inclusive, and people-oriented leaders. Through case discussions, practical exercises, and reflective learning, students strengthen their ability to make sound managerial decisions, build psychologically safe and diverse teams, manage interpersonal relationships, and resolve organisational conflicts. They also develop greater awareness of the opportunities and challenges associated with emerging technologies, helping them create organisational cultures that foster trust, continuous learning, employee wellbeing, and sustainable organisational performance.



Sustainable Career Development. Well-being & Stress Coping Strategies | SCDV

As part of the Executive MBA Programme, the Sustainable Career Development. Well-being & Stress Coping Strategies course equips participants with the knowledge and practical tools to build resilient, sustainable careers in a rapidly changing business environment. The course explores the science of happiness, growth mindset, self-efficacy, resilience, and personal wellbeing, while addressing the causes and consequences of stress and burnout. Through self-assessment, reflection, and practical exercises, participants develop strategies that enhance psychological resilience, support lifelong personal development, and strengthen their capacity to lead effectively under pressure.

The course enables participants to better understand the relationship between personal wellbeing, leadership effectiveness, and long-term career sustainability. By identifying their own strengths, stressors, and coping resources, students develop personalised resilience strategies and cultivate a growth mindset that supports continuous learning and adaptability. The course prepares future leaders to manage uncertainty, maintain their wellbeing, and foster healthier, more resilient workplaces where individuals and teams can thrive.



Inclusive Leadership. Leading in a Diverse Workplace | INCL

As part of the Executive MBA Programme, the Inclusive Leadership. Leading in a Diverse Workplace course develops participants' ability to lead diverse teams and create organisational environments where people can contribute their perspectives, talents, and ideas. The course explores the principles of inclusive leadership, unconscious bias, psychological safety, cultural intelligence, inclusive communication, and the role of diversity in driving innovation and organisational performance. Through practical frameworks, real-life cases, and reflection exercises, participants learn how to recognise barriers to inclusion, address exclusionary behaviours, and develop leadership practices that support collaboration and belonging in multicultural and rapidly changing workplaces.

The course equips participants with practical skills to become more aware, inclusive, and responsible leaders. By examining conscious and unconscious biases, communication patterns, and organisational dynamics, students develop the ability to create psychologically safe environments

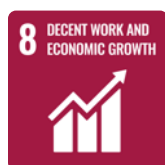
where diverse teams can perform effectively and innovate. Participants learn how to apply inclusive leadership approaches in real organisational contexts, strengthen collaboration across differences, and take responsibility for building workplaces based on respect, fairness, and equal opportunities.



Compliance Management | COM

As part of the Executive MBA Programme, the Compliance Management course provides participants with an understanding of how organisations can build effective systems that support ethical behaviour, integrity, and responsible decision-making. The course explores the role of compliance management in modern enterprises, including key market trends, compliance risk management, governance structures, and the relationship between ethics and organisational performance. Through practical examples and analysis of real business challenges, participants examine how leaders can create environments that promote transparency, accountability, and responsible corporate practices.

The course enables participants to understand how ethical principles can be translated into effective organisational practices and management systems. Students develop the ability to assess compliance risks, evaluate the role of leadership in shaping ethical cultures, and recognise the importance of integrity in building trust with stakeholders. By exploring topics such as behavioural compliance, risk management, and whistleblowing mechanisms, participants gain practical insights into how responsible governance contributes to sustainable organisations and long-term business value.



Difficult Conversations and Conflict Resolution | DIF

As part of the Executive MBA Programme, the Difficult Conversations and Conflict Resolution course develops participants' ability to manage challenging interpersonal situations and build effective workplace relationships. The course explores the nature of conflicts, communication barriers, conflict resolution styles, and structured approaches to conducting difficult conversations. Through practical frameworks, self-assessment tools, and simulations based on real managerial situations, participants develop the skills required to provide feedback, manage change, address disagreements, and communicate with empathy and respect.

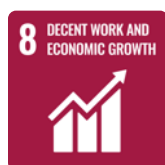
The course equips participants with practical capabilities to handle complex interpersonal situations and strengthen their effectiveness as leaders. By developing active listening, perspective-taking, and conflict resolution skills, students learn how to create psychologically safe environments where different viewpoints can be expressed and addressed constructively. The course encourages managers to approach conflicts not only as challenges to be resolved but also as opportunities to improve collaboration, strengthen relationships, and build more inclusive and resilient organisations.



Human Leadership in an AI-Driven World | HLEAD

As part of the Executive MBA Programme, the Human Leadership in an AI-Driven World course explores how leadership is evolving in response to technological, social, and organisational changes. The course examines contemporary leadership models, including authentic, servant, and versatile leadership approaches, while helping participants understand the competencies required for future leaders. Through research-based insights, practical reflection, and examples from experienced business leaders, participants explore how artificial intelligence, sustainability, and changing workplace expectations influence the way leaders develop themselves and guide their organisations.

The course supports participants in developing a more conscious, adaptive, and responsible approach to leadership. By reflecting on their personal strengths, leadership styles, and future challenges, students strengthen their self-awareness and ability to lead effectively in complex environments. They learn how emerging technologies such as AI are reshaping leadership practices and how leaders can balance innovation with human values, sustainability, and ethical decision-making. The course prepares managers to become resilient leaders who create long-term value for organisations and society.



Modern Organisational Culture | MOC

As part of the MBA Programme, the Modern Organisational Culture course explores how organisational culture influences employee behaviour, engagement, performance, and long-term organisational effectiveness. The course covers key concepts related to organisational culture, diversity management, psychological safety, workplace wellbeing, and the prevention of discrimination

and burnout. Through practical frameworks and examples of good organisational practices, participants learn how leaders can shape cultures that support inclusion, employee development, and sustainable organisational success.

The course equips participants with the knowledge and tools needed to consciously shape organisational cultures that promote respect, inclusion, and employee wellbeing. By exploring topics such as diversity management, prevention of workplace misconduct, burnout prevention, and strengths-based development, students learn how managerial decisions influence both organisational performance and people's experiences at work. The course encourages leaders to create environments where employees can use their potential, feel valued, and contribute effectively to organisational goals.

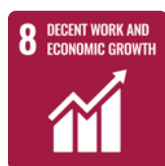


Leadership in the AI Era: Managing the Human Dimension of Artificial Intelligence Adoption

| LAI

As part of the MBA Programme, the Leadership in the AI Era: Managing the Human Dimension of Artificial Intelligence Adoption course explores how leaders can successfully navigate organisational transformation driven by artificial intelligence. The course focuses on the relationship between humans and AI, including models of human–AI collaboration, trust-building, change management, stakeholder engagement, and ethical considerations. Through practical frameworks and real-world examples, participants learn how to design AI adoption strategies that combine technological opportunities with human needs, organisational values, and responsible leadership principles.

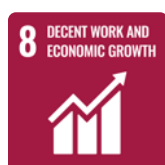
The course prepares participants to lead AI-driven transformation in a responsible and inclusive way. Students develop the ability to assess the organisational and human implications of AI adoption, build trust among stakeholders, and address concerns related to technological change. By exploring ethical leadership, psychological safety, communication strategies, and future skills development, participants learn how to create organisations where AI supports human potential rather than replacing it. The course enables leaders to make informed decisions that balance innovation, business value, and social responsibility.



Corporate Governance | CGOV

As part of the Supervisory Boards for Women and Men Leaders postgraduate programme, the Corporate Governance course explores the principles of responsible governance and the role of supervisory bodies in creating long-term value for organisations and stakeholders. Participants analyse governance standards, board effectiveness, accountability mechanisms, ethical leadership, and practical approaches to ensuring transparency and sustainable business practices.

The course prepares current and future supervisory board members to make responsible decisions and effectively oversee organisational development. By combining governance frameworks with practical case studies, participants develop the ability to evaluate governance challenges, strengthen accountability, and support sustainable value creation.

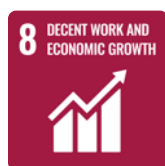


ESG and Sustainability Reporting: New Regulatory Requirements and Board Responsibilities

| ESGSR

As part of the Supervisory Boards for Women and Men Leaders postgraduate programme, the ESG and Sustainability Reporting course explores the growing role of corporate boards in overseeing sustainability strategies and responsible business practices. Participants examine ESG governance, sustainability reporting requirements, stakeholder responsibility, and the role of supervisory boards in ensuring transparency, accountability, and long-term value creation.

The course prepares participants to integrate sustainability considerations into strategic oversight and board-level decision-making. By analysing ESG frameworks, reporting requirements, and practical business cases, participants develop the ability to assess sustainability risks, strengthen organisational accountability, and support responsible corporate development.



The Mission and Ethics of a Supervisory Board Member. Personal Motivation, Leadership Potential and Professional Development

| MESBM

As part of the Supervisory Boards for Women and Men Leaders postgraduate programme, the course explores the ethical foundations and responsibilities of supervisory board members as responsible leaders and decision-makers. Participants examine principles of corporate governance, integrity, independence, accountability, and stakeholder-oriented value creation while reflecting on their personal leadership potential and professional development.

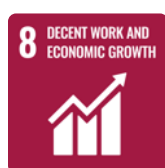
The course strengthens participants' awareness of the ethical dimension of board responsibilities and the importance of values-based decision-making. Participants develop a deeper understanding of how supervisory board members can contribute to responsible governance, organisational trust, and sustainable long-term value creation.



The Supervisory Board: Roles, Responsibilities and Operating Principles | SBR

As part of the Supervisory Boards for Women and Men Leaders postgraduate programme, the course develops participants' understanding of effective supervisory board governance and the role of boards in ensuring organisational accountability and sustainability. Participants explore board responsibilities, independence, oversight mechanisms, ESG governance, stakeholder interests, and ethical decision-making through practical examples and case studies.

The course equips participants with practical knowledge needed to exercise responsible oversight and support sustainable organisational performance. Participants learn how supervisory boards contribute to transparency, effective governance, risk awareness, and responsible leadership.



Human Capital Oversight, Executive Compensation and Board Diversity | HCO

As part of the Supervisory Boards for Women and Men Leaders postgraduate programme, the course examines the role of supervisory boards in overseeing human capital as a strategic driver of sustainable organisational development. Participants explore talent strategies, succession planning, executive compensation, diversity, inclusion, and the board's responsibility for responsible people governance.

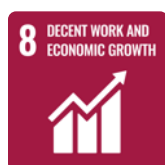
The course highlights the connection between responsible governance and human sustainability. Participants develop the ability to evaluate people-related decisions at board level, promote inclusive leadership, and ensure that organisational strategies support long-term employee and stakeholder value.



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.

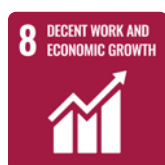
Through Strategic Management, students gain hands-on experience analyzing real-world business challenges and formulating actionable strategies. The course fosters critical thinking, teamwork, and leadership skills, empowering students to make informed, responsible decisions and preparing them to navigate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

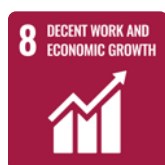
This course equips students with practical accounting and analytical skills that directly inform managerial decision-making. By working on real-world cases and group projects, students gain confidence in applying accounting tools to complex business problems, develop critical thinking, and learn to integrate 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.

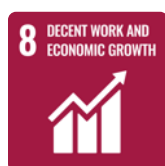
This course empowers students to transform raw data into actionable business insights and make informed decisions using IT systems and analytical tools. By working on real-world case studies and collaborative projects, students develop critical thinking, technical proficiency, and effective communication 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.



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.



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.

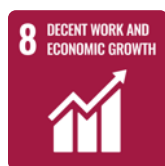


Operations Management | OPM

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.



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.

Leadership, Critical Thinking and Context

At WUT Business School, I teach courses focused on motivating and engaging people and on the human dimension of leadership in an AI-driven world.

As a lecturer who has spent more than 25 years working in an international corporation, I would like participants to take away from my classes:

- an understanding of different approaches to the subject discussed;
- reflection on how the knowledge can be applied in their own context and professional role;
- practical, research-based, reliable, and applicable habits, attitudes, and behaviours that can strengthen the quality of their leadership.

Subject-specific knowledge is important, but for MBA students the ability to apply it in practice is even more valuable. This is a competence that is developed through a critical approach to different models and patterns of behaviour, as well as through greater self-awareness in the role of a leader. My classes provide participants with opportunities to develop both. Students are encouraged to express their own opinions on the concepts discussed and the solutions proposed.

Classes are conducted as an ongoing discussion with the group. For example, participants are encouraged to take a critical view of the theories and concepts presented. We discuss the possible limitations of applying particular theories and concepts in contemporary organisations and in cultures other than those in which the theories were originally developed.

I pay particular attention to ensuring that opinions expressed in the classroom are supported by arguments. We learn to discuss issues without relying on dogma and while respecting other people's opinions.

I openly communicate the limitations resulting from the research in relation to the context in which the participants operate. Together, we consider what can still be taken from a particular model or theory despite these limitations.

During classes, I use group work based on case studies. We discuss why some participants favour certain solutions while others prefer different ones.

In my classes on motivation, we work with three case studies representing different categories. Some require participants to select and justify an answer based on a description of an experiment, while others do not have a single obvious solution and involve consideration of the consequences associated with different choices.

I want students to move away from a way of thinking in which there is one correct answer to a problem and instead develop contextual and systems thinking, in which every decision is considered together with its consequences – both positive outcomes and those consequences that may be perceived as the costs of making a particular decision.

I believe that this way of thinking is better suited to a world in which change is the only constant. Abandoning outdated dogmas and accepting that the usefulness of particular solutions depends on the context allows leaders to approach technological transformation with greater openness.

I believe that the greatest value of my classes lies in the relevance and up-to-date nature of the material, engaging participants in discussion and reflection, presenting issues from the perspective of a practitioner who bases the content of his classes on scientific research, and creating a light and engaging atmosphere, with humour being a constant part of the classes.

Jacek Bełdowski, Lecturer, WUT Business School

Human-Centred Leadership in the Age of AI

At WUT Business School, my teaching focuses on developing responsible, human-centred leadership within rapidly evolving business environments - particularly at the intersection of neuroleadership and artificial intelligence. I believe that navigating technological change effectively requires leaders to look beyond the technology itself and address its human, ethical, and organisational dimensions. Drawing on over 25 years of strategic business experience alongside expertise in neuroleadership and AI implementation, I encourage MBA students to view AI not merely as a tool, but as a collaborative partner that unlocks and expands human potential.

In the classroom, I place strong emphasis on responsible decision-making under uncertainty and building trust across teams. Using interactive methods - such as decision-making simulations, real-world case studies, and the analysis of ethical dilemmas - I challenge leaders to think critically and identify the cognitive biases inherent in human-AI interaction. I guide participants in cultivating organisational cultures grounded in psychological safety and transparency, championing the principle that investing in people and adaptive processes demands at least as much attention and capital as investing in technology itself.

The greatest value of this course lies in equipping leaders to drive ethical, sustainable transformation and deploy AI responsibly, ensuring technology serves both people and society.

Joanna Szczegielniak, Lecturer, WUT Business School

Business Ethics in a Changing World

The accelerating changes in the world around us – driven, among other factors, by armed conflicts, climate change, migration, sharp fluctuations in energy prices, and the rapid development of artificial intelligence – make responsible leadership in business particularly important today.

Legal regulations do not always keep pace with scientific and technological progress, especially in areas such as deepfakes, genetic engineering, generative artificial intelligence and large language models, autonomous weapons systems, and space technologies. This is why business ethics, which draws attention to what may seem like old-fashioned questions of right and wrong in business activity, has a particularly important role to play today.

The objective that guides me in teaching business ethics is not to provide students with a single “correct” model of conduct. This would be difficult in any case, given that the business world is intercultural and rooted in diverse civilizational, ethical, and religious traditions, which may at times be in conflict with one another. Above all, I want participants to approach the ethical problems and dilemmas accompanying business decisions consciously and to be able to identify the criteria on which they base their choices. In this context, the United Nations Sustainable Development Goals (SDGs) serve as one of the important points of reference.

In my teaching practice, case studies and scenario analyses involving ambiguous ethical problems and dilemmas, often related to the development of new technologies, work particularly well. Participants, who are usually already experienced managers, can draw on their own professional experience and discuss possible solutions together. Differences of opinion are sometimes accompanied by strong emotions – much like in real life, when difficult decisions involving a moral dimension have to be made.

A necessary amount of theory, combined with the diversity of participants' experiences and perspectives, makes the discussion lively, inspiring, and often thought-provoking well beyond the classroom. This is what I consider the greatest value of business ethics classes at the Warsaw University of Technology Business School from the perspective of educating responsible and socially sensitive business leaders.

Marek Kosycarz, Lecturer, WUT Business School

From ESG to Responsible Decision-Making

I teach courses focused on ESG, sustainability, and the key challenges facing organisations in today's rapidly changing business environment. My main goal is for participants to leave my classes not with ready-made answers, but with better questions - the kind of questions that should be asked before making decisions, especially when those decisions may have less obvious consequences. I work with people who manage teams, budgets, and change, so I see the classroom as a space for confronting and exchanging experiences rather than one-way knowledge transfer. Beyond subject-specific competencies, I focus particularly on developing the ability to make decisions under uncertainty and with incomplete information, as well as systems thinking.

I introduce the stakeholder perspective in a practical way: participants analyse the same case from the perspectives of an investor, employee, regulator, customer, and local community, and then have to reconcile conflicting expectations in a single, feasible recommendation. Methodologically, I rely on case studies based on real-life business situations, often involving issues that have not yet been fully resolved, as well as projects using real organisational data. I consistently demonstrate that ethics and social responsibility are not an addition to business, but an integral part of risk management and the long-term sustainability of a business model. The cost of neglecting these dimensions is increasingly measurable.

I also draw extensively on first-hand practical experience. I use examples from situations that I have personally experienced and continue to encounter, including those that did not end successfully. This allows participants to see not an idealised theoretical model, but a realistic picture of how such decisions are made in practice – with compromises, time pressure, and incomplete information.

Adam Targowski, Lecturer, WUT Business School

Barriers to Innovative Curriculum

In 2025, 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 2025, Warsaw University of Technology Business School identified the following barriers to innovating, updating, or taking risks in existing pedagogy:

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

Continue telling your story

Educating Leaders for the Energy Transition

Recognising the accelerating pace of the global energy transition, WUT Business School launched the **MBA Energy Transformation programme** in 2026. Developed in partnership with PSE S.A., Poland's national electricity transmission system operator, the programme prepares managers and executives to lead organisations through one of the most significant economic and technological transformations of our time.

The curriculum integrates business strategy, finance, regulation, technology, sustainability, and innovation, enabling participants to understand the interdependencies between energy markets, public policy, and emerging technologies. Topics include renewable energy, energy storage, hydrogen, small modular reactors (SMRs), energy security, ESG, investment management, digitalisation, and the

application of AI and data analytics in the energy sector. Participants develop the ability to translate complex technological, regulatory, and market developments into strategic business decisions while managing risk and leading organisational change.

The programme reflects the School's strategic commitment to educating responsible leaders capable of supporting sustainable economic development and contributing to the achievement of the Sustainable Development Goals, particularly SDGs 7 (Affordable and Clean Energy), 9 (Industry, Innovation and Infrastructure), and 13 (Climate Action).

Developing Responsible Business Leaders

In response to the changing demands of modern management, WUT Business School launched the **MBA Business and Leadership** programme in 2026. The programme is designed for managers, entrepreneurs, business owners, and executives seeking to strengthen their strategic, analytical, and leadership capabilities while leading organisations through digital and organisational transformation.

The curriculum combines strategic management, finance, leadership, innovation, data-driven decision-making, and modern management practices with a strong emphasis on responsible leadership, ethical decision-making, and long-term value creation. Participants develop the ability to analyse both financial and non-financial information, leverage emerging technologies to support managerial decisions, and build organisational strategies that balance business performance with sustainable development.

By fostering strategic thinking, responsible leadership, and innovation, the programme reflects the School's commitment to preparing leaders who can successfully guide organisations through uncertainty while creating lasting value for businesses, employees, and society. It contributes particularly to the achievement of SDGs 4, 8, 9, and 16.



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

5 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 2025, Warsaw University of Technology Business School was awarded funding for research that is:



No funding

Socializing Research

In 2025, 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.

Connecting Research, Teaching and Practice

Research at WUT Business School supports our mission of educating responsible leaders by strengthening the quality, relevance, and evidence base of our teaching. As a business school with a strong educational focus, we view research primarily as a means of enriching learning, informing managerial practice, and fostering critical reflection on the complex challenges facing contemporary organisations.

The School benefits from being part of the Warsaw University of Technology, one of Poland's leading research universities, which provides access to an interdisciplinary academic environment and opportunities for collaboration across engineering, technology, management, and social sciences. This enables our faculty to contribute to research addressing topics such as digital transformation, sustainable development, organisational change, responsible leadership, and innovation.

An important platform for disseminating research is the Applied Business and Economics Journal (ABEJ). The journal continues to expand its academic visibility and international reach, providing a forum for scholars and practitioners to publish research with practical relevance for business and management. Its accessibility has been strengthened through indexing in recognised scholarly databases and discovery services, including DOAJ, BazEkon, Index Copernicus, Google Scholar, helping research findings reach a wider international audience.

As a School, we actively encourage faculty members to undertake research, publish their findings, and incorporate research outcomes into their teaching. This approach helps ensure that our programmes remain current, evidence-based, and responsive to emerging societal and business challenges. Many modules draw directly on the latest academic research as well as the professional experience of faculty members, creating a learning environment where theory and practice reinforce one another.

At the same time, we recognise that strengthening research output remains an ongoing area of development. A significant proportion of our teaching is delivered by experienced business practitioners and part-time lecturers who are not employed as core academic staff. While this naturally limits the School's direct influence on research production, we continue to encourage practitioner faculty to integrate contemporary research into their courses, while supporting the scholarly development of our core faculty. The intellectual contributions of our academic staff have remained stable in recent years, reflecting our commitment to maintaining a consistent research culture alongside our primary educational mission.

Through these activities, WUT Business School continues to develop a research environment that supports responsible management education, contributes to informed business practice, and strengthens the connection between academic knowledge and the real-world challenges.

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

Research Barriers

In 2025, Warsaw University of Technology Business School identified the following barriers to conducting research related to sustainability and/or responsibility:

- ❖ Collaboration challenges
- ❖ Funding challenges
- ❖ Publishing barriers
- ❖ Skills and expertise gaps
- ❖ Time constraints



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 define “Partner” as active collaboration with industry, NGOs, public institutions, and academia to co-create meaningful learning experiences and respond to real-world challenges. Through initiatives such as the Social Impact Lab, partnerships with leading organisations, and cooperation with international business schools, we connect academic and practical perspectives and enrich our programmes with diverse expertise. These partnerships strengthen responsible management education and help prepare leaders to create value across organisations and society.

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 1 key partnership at Warsaw University of Technology Business School.

LiderShe

Co-Creating Responsible Leadership Education

At the School, partnerships are an important element of our commitment to responsible management education. We collaborate with organisations representing business, academia, and civil society to co-create educational initiatives that address current leadership challenges and contribute to the development of responsible professionals. These partnerships enable us to combine academic expertise with practical experience and ensure that our programmes respond to the evolving expectations of organisations and society.

A strong example of this approach is our cooperation with **LiderShe**, a non-profit organisation focused on professional development, leadership advancement, and networking among women in business and public life. Together, the School and LiderShe developed and deliver the **postgraduate programme Supervisory Boards for Women and Men Leaders**, designed for current and future supervisory board members as well as executives preparing for governance roles.

The partnership goes beyond the joint delivery of the programme and is based on continuous dialogue and shared responsibility for its development. Representatives of the School and LiderShe regularly meet to discuss the programme's content, participants' needs, and emerging challenges in corporate governance and leadership. The partners exchange feedback on the programme and review participants' evaluations, using these insights to identify areas for improvement and consider new topics or adjustments to the curriculum.

The cooperation brings together complementary perspectives and expertise. LiderShe contributes its experience in leadership development and its close connection with professional communities, while the School contributes its experience in designing and delivering executive and postgraduate programmes and brings together a network of experienced practitioners and experts who contribute to the programme as lecturers. This combination allows both partners to bring different perspectives to the learning experience and to keep the programme relevant to the changing expectations of current and future supervisory board members.

The programme itself reflects the principles of Responsible Management Education, addressing corporate governance, ethics, stakeholder responsibility, sustainability, risk management, ESG governance, board diversity, human capital oversight, and responsible leadership. Through case studies, discussions with experienced practitioners, and practical applications, participants connect these concepts with real challenges faced by organisations and supervisory boards.

The relationship is grounded in openness, mutual respect, and transparency. Rather than being limited to a formal educational collaboration, the partnership represents an ongoing process of learning and improvement, in which both organisations contribute to shaping the educational experience and strengthening its relevance to responsible and sustainable corporate governance.

Partner Voices

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

When Different Perspectives Come Together

The Social Impact Lab, delivered as part of the Executive MBA programme at WUT Business School, provided us with a valuable opportunity to work together on a real challenge faced by our organisation. We remember the collaboration very positively. It brought together two different perspectives: ours, as a non-profit organisation working with schools and familiar with their everyday realities, and the business perspective of Executive MBA participants.

We worked together on a communication challenge faced by our organisation. The opportunity to look at it from a fresh perspective proved particularly valuable. Participants asked challenging questions, questioned some of our assumptions, and proposed solutions that we might not have considered ourselves. Their perspective was more business-oriented than the one we encounter in our everyday work, which made the exchange particularly interesting.

The differences between the non-profit and business contexts also became an important part of the process. Understanding the specific circumstances and constraints of social organisations required dialogue and mutual learning. The aim was not simply to find an immediate answer, but to understand the problem more deeply and explore possible solutions together.

Importantly, the workshop did not end when the project was over. Many of the questions and ideas stayed with us and became part of wider discussions within our organisation. We even used one of the exercises during an internal team meeting, with colleagues taking on the roles of different stakeholders and looking at our activities from their perspectives. This helped us see a familiar issue in a new way.

The experience showed us how much can be gained when different worlds come together. Non-profit organisations bring an understanding of the needs of the communities they serve and the realities in which they operate. Business professionals contribute experience in management, communication, developing ideas, and scaling solutions. The academic environment adds knowledge and analytical tools that help structure complex problems.

We believe that such encounters are essential for addressing complex social challenges. No single perspective is sufficient; meaningful change requires different experiences, knowledge, and ways of thinking.

The Social Impact Lab is also valuable for Executive MBA participants themselves. Working with a real challenge faced by a social organisation helps demonstrate that leadership is not only about results, targets, and efficiency, but also about responsibility towards people, communities, and the wider environment in which organisations operate.

For us, the most valuable aspect of the project was that we did not simply discuss social change – we tried to contribute to it together, starting with a real challenge and listening carefully to different perspectives. We feel that the experience left something valuable with both sides.

Michał Szeląg, Vice-President of the Management Board, School with Class Foundation

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Practice

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

How We Define Practice

At WUT Business School, we define Practice as the commitment to embodying the principles of responsible management in the way we operate as an institution. We believe that responsible management education should extend beyond the classroom and be reflected in institutional governance, decision-making, stakeholder relationships, and the daily practices that shape our School community. We see Practice as an ongoing process. It requires regular reflection on our own activities, openness to feedback, and a willingness to improve the way we operate. In this way, we aim to create an institutional environment in which responsibility is not only discussed as part of management education, but experienced through the everyday practices of the School.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Campus operations guides
- ❖ Curriculum guidelines
- ❖ 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

Practice Voices

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

Leading by Example: Responsible Governance in Practice

At the School, responsible and accountable management is embedded in both our governance model and everyday operations. As Vice-Director for General Affairs, I see firsthand how ethics, transparency, and social responsibility shape decisions at every level – from long-term strategic planning to routine administrative processes. We are committed to clear and open communication, 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 actively contribute to the School's development.

We maintain close links with the business community through regular collaboration with practitioners and industry representatives, including experts in renewable energy, ESG, personal development, and responsible leadership. These partnerships ensure a continuous exchange of knowledge and good practices, helping us keep our programmes aligned with the evolving expectations of responsible business. Advisory bodies such as the School Council and the Business Advisory Council provide valuable external perspectives that complement the work of the School's management and faculty, ensuring that our strategic direction remains relevant, future-oriented, and socially responsible.

Our operational culture is grounded in ethics, inclusivity, accountability, and transparent governance. These values are reflected in several key institutional frameworks:

- Code of Conduct – the School's fundamental ethical framework, defining standards of integrity, respect, fairness, inclusivity, and academic honesty expected from all students. The Code also establishes transparent procedures for reporting and addressing misconduct, reinforcing accountability and procedural fairness while promoting responsible behaviour throughout the learning environment.
- Faculty Management Policy – this policy ensures transparent recruitment, performance evaluation, and professional development of faculty while aligning teaching and research with the School's mission and strategic priorities. It promotes academic excellence alongside ethics, sustainability, inclusivity, and responsible leadership, encouraging faculty to integrate these principles into both teaching and research.
- Social Impact Policy – the Policy provides a comprehensive framework for integrating social impact into the School's educational, research, and partnership activities. It defines key priorities, including business ethics, ethical leadership, diversity and inclusion, responsible innovation, and sustainability, while aligning the School's activities with the UN Sustainable Development Goals, the PRME Principles, and the Declaration of University Social Responsibility. It also supports the development of sustainability-oriented partnerships, socially responsible research, and student and alumni engagement initiatives.

We also foster a strong culture of continuous improvement by regularly gathering feedback from students, alumni, staff, and external partners and translating these insights into concrete actions. In this way, responsibility and accountability are embedded not only in our policies but also in our daily practices.

Beyond applying responsible management principles within the School, we also contribute to strengthening organisational culture across the wider Warsaw University of Technology community. In 2025, the School launched a university-wide initiative, Organisational Culture Transformation at the Warsaw University of Technology, in cooperation with its parent institution. The project comprised a series of development workshops for members of the academic community, including representatives of the Faculty of Physics, the Faculty of Mechatronics, and the University's central administration.

The initiative focused on strengthening leadership practices, collaboration, and shared institutional values across different parts of the University. By facilitating dialogue between academic units and administrative structures, the project demonstrated the importance of inclusive participation and collective responsibility in shaping organisational development. The high level of engagement and positive feedback from participants confirmed the value of cross-university cooperation and highlighted organisational culture as a key factor supporting the University's long-term mission.

Ultimately, our aim is to lead by example. By ensuring that the way we govern and manage the School reflects the leadership standards we promote in our programmes, we provide our students with a living example of responsible management in practice and 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 define “Share” as a commitment to openness, dialogue, and the exchange of knowledge, experiences, and good practices in responsible management and sustainable development. We foster this culture across our community and with external stakeholders through publications, events, partnerships, inspirational lectures, and collaborative initiatives. The PRME Sharing Information on Progress process also enables us to communicate our achievements, reflect on challenges, and learn from others. By sharing insights and experiences, we contribute to collective learning while continuously improving our own practices and impact.

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
- ❖ Boards and advisory committees
- ❖ Faculty and staff

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 Knowledge, Building Community

At the WUT Business School, the PRME Share Principle is reflected in the way we build our academic community and exchange knowledge with students, alumni, faculty, and external partners. We see sharing experiences, good practices, and lessons learned as an essential part of responsible management education.

A key role in this process is played by the SAAMBA Alumni Association, which brings together graduates, current participants, and faculty through networking events, reunions, and collaborative initiatives. The School also organises regular meetings open to students and alumni, featuring faculty members and international guests who address topics such as sustainable development, artificial intelligence, technological innovation, and responsible leadership. These events provide a forum for dialogue, the exchange of perspectives, and lifelong learning.

Knowledge sharing also extends to professional development. Through initiatives such as the Talent Tree career series, participants gain practical insights into career planning, labour market trends, and personal development. At the same time, the School maintains an active presence across its communication channels, sharing achievements, research, educational initiatives, and examples of good practice with the wider community.

The School's Applied Business and Economics Journal further supports the Share Principle by publishing research with practical relevance, including work addressing sustainability, innovation, and responsible management. Collaboration with business, academic institutions, and NGOs also plays an important role. Initiatives such as the Social Impact Lab, based on MIT Presencing Institute's Theory U, enable Executive MBA participants to work with non-profit organisations on real societal challenges, creating solutions that deliver tangible social impact while generating knowledge that can be shared across sectors.

By embedding knowledge exchange into education, research, partnerships, and community engagement, the School ensures that sharing remains an ongoing process that strengthens collaboration, encourages continuous learning, and supports the development of responsible leaders.

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

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