

WSB University				
Field of study: Management				
Course: Intercultural Management				
Educational profile: General				
Education level: II -cycle studies				
Number of hours per semester	1		2	
	I	II	III	IV
Full-time studies (L/C/lab/pr/e)	14			
Part-time studies (L/C/lab/pr/e)				
CLASS LANGUAGE	English			
LECTURER	prof. dr hab. Łukasz Sułkowski			
FORM	Lecture			
COURSE OBJECTIVES	The Intercultural Management course aims to equip students with the knowledge, analytical tools, and interpersonal skills required to manage teams and organizations across diverse cultural contexts. It focuses on fostering effective team collaboration, developing cross-cultural communication strategies, and creating inclusive, culturally sensitive organizational environments. The course also emphasizes the foundations and practices of responsible leadership, preparing students to lead ethically and inclusively in global settings. By the end of the course, students will be capable of navigating cultural differences, resolving conflicts, and designing strategies that integrate cultural intelligence into business and leadership practices.			
Reference to learning outcomes – Field-related learning outcome EFMD	Description of learning outcomes			
	Description of learning outcomes		Teaching and learning methods	Verification of learning outcomes
	Knowledge			
Intercultural Communication and Interpersonal Skills	Students understand the dynamics of multicultural teams and the challenges they face. They describe key theories and models of team collaboration in		Teaching methods: Interactive lecture, case studies, Socratic discussions.	Final (online) test Mandatory group project

L07	intercultural settings (e.g., Tuckman's model, Belbin roles).		(cross-cultural case study)
L08			
L09	Students understand cultural dimensions (Hofstede, Trompenaars, Hall) and their influence on communication styles. They explain the role of language, non-verbal cues, and context in intercultural communication.	Learning methods: Role-play exercises, short reflections, peer feedback.	
	Students identify principles and practices for creating culturally inclusive workplaces. They understand the link between diversity, equity, inclusion (DEI), and organizational performance.		
Responsible Leadership and Decision-making L011 L012	Students define responsible leadership in an intercultural context and understand its key components (ethics, cultural intelligence, and sustainability). They explain how cultural values influence leadership styles and decision-making. Students recognize best practices for leading diverse teams and managing cross-cultural conflicts.	Teaching methods: 1. Interactive lecture 2. Socratic method Learning methods: 3. Self-checked quizzes 4. Text analysis 5. Data analysis	Final test Mandatory group project (developing an intercultural strategy plan)
Skills and Attitudes			
Intercultural Communication and Interpersonal Skills L07 L08 L09	Students are able to collaborate effectively in multicultural teams, leveraging diverse perspectives for problem-solving, facilitate trust-building, inclusion, and productive collaboration among culturally diverse members. They can adapt communication styles to various cultural contexts, demonstrating active listening and empathy and at the same time resolving misunderstandings and conflicts arising from cultural differences. Students demonstrate skills to develop HR and organizational policies that promote cultural sensitivity and inclusivity, advocating for diversity and inclusion initiatives within organizations.	Teaching methods: Interactive lecture, case studies, Socratic discussions. Learning methods: Role-play exercises, short reflections, peer feedback.	Final (online) test Mandatory group project (cross-cultural case study)
Responsible Leadership and Decision-making L011	Students demonstrate responsible leadership in an intercultural context and understand its key components (ethics, cultural intelligence, and	Teaching methods: 6. Interactive lecture 7. Socratic method Learning methods:	Final (online) test Mandatory group project

LO12	sustainability). They can adapt cultural values in leadership styles and decision-making. Students apply best practices for leading diverse teams and managing cross-cultural conflicts.	8. Self-checked quizzes 9. Text analysis Data analysis	(cross-cultural case study)
Full- time Participation in lectures = 14 Participation in classes = Preparation to classes = Preparation to lectures = 10 Preparation to an examination = 11 Project tasks = e-learning = Credit/examination = 1 others (indicate which) = 14 TOTAL: 50 ECTS points: 2 Including practical classes:		Part-time Participation in lectures = Participation in classes = Preparation to classes = Preparation to lectures = Preparation to an examination = Project tasks = e-learning = Credit/examination = others (indicate which) = TOTAL: ECTS points: Including practical classes:	
PREREQUISITES	• Basic knowledge of management/organization theory. • Familiarity with general concepts of globalization and cross-cultural interactions. • Strong interest in ethical, inclusive, and diverse business practices		
COURSE CONTENT (Division into contact hours and e-learning)	Contact hours: Foundations of Intercultural Management ○ Key definitions: culture, cultural dimensions, cross-cultural competence ○ Global shifts, diversity, and the manager's role Cultural Frameworks & Models ○ Hofstede's cultural dimensions, Trompenaars' model, Hall's high- vs. low-context cultures ○ Strengths and critiques of these models Intercultural Communication & Negotiation ○ Verbal and nonverbal communication nuances across cultures ○ Conflict resolution and negotiation strategies (case examples) Leadership Styles in Different Cultures ○ Role of trust, hierarchy, and power distance ○ Ethics and responsible leadership in global teams Managing Multicultural Teams ○ Motivating and evaluating diverse employees ○ Fostering an inclusive environment: addressing stereotypes & unconscious bias Corporate Social Responsibility & Sustainability ○ Global perspective on ethics, CSR, and stakeholder expectations ○ Cultural implications of CSR policies Case Studies in International Business ○ Analyzing success/failure of cross-border collaborations, M&A ○ Midterm group presentations (e.g., analyzing a real or hypothetical intercultural scenario) Course Recap & Final Exam Preparation ○ Reviewing essential theories, frameworks, and management implications ○ Q&A on the final exam format E-learning: • Reading assignments, quizzes • Discussion forums for group collaboration		

	• Optional recorded mini-lectures clarifying tricky methodology topics
LITERATURE (compulsory reading)	• Hofstede, G., Hofstede, G. J., & Minkov, M. (2010). <i>Cultures and Organizations: Software of the Mind</i> (3rd ed.). McGraw-Hill. • Sackmann, S. A. (2021). <i>Culture in organizations</i>. Springer. • Deresky, H. (2017). <i>International Management: Managing Across Borders and Cultures</i> (9th ed.). Pearson. • Intercultural Management Studies : working papers / red. nauk. Max Hess, Thomas P. Massey, Łukasz Sułkowski. - Łódź : Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania ; Worcester, USA : Clark University, 2008. • Cross-cultural business behavior : guide for global management / Richard R. Gesteland. - 5 th ed., impr 2. - Copenhagen : Copenhagen Business School Press ; Oslo : Universitetsforlaget, 2013. • Experiencing Intercultural Communication : An Introduction / J. Judith N. Martin, Thomas K. Nakayama. - Sixth Edition. - New York : New York, NY : Published by McGraw-Hill Education, cop. 2018.
OPTIONAL LITERATURE	• Trompenaars, F., & Hampden-Turner, C. (2012). <i>Riding the Waves of Culture: Understanding Diversity in Global Business</i>. McGraw-Hill. • Rahim, M. A. (2023). <i>Managing conflict in organizations</i>. Routledge. • Mendenhall, M. E., et al. (Eds.). (2013). <i>Global Leadership: Research, Practice, and Development</i> (2nd ed.). Routledge.
SCHOLARLY PUBLICATIONS BY PERSONS WHO CONDUCT CLASSES, WHICH ARE RELATED TO THE MODULE SUBJECT	• Rozkwitalska, M., Sułkowski, Ł., & Magala, S. (2017). <i>Intercultural interactions in the multicultural workplace</i>. Springer: Cham, Switzerland. • Rozkwitalska, M., Basińska, B., Chmielecki, M., Przytuła, S., & Sułkowski, Ł. (2016). Intercultural interactions at multinational corporations' workplace: Grounded theory. <i>Journal of Positive Management</i>, 7, 3-31. • Rozkwitalska, M., Chmielecki, M., Przytuła, S., Sułkowski, Ł., & Basinska, B. A. (2017). Intercultural interactions in multinational subsidiaries: Employee accounts of "the dark side" and "the bright side" of intercultural contacts. <i>Baltic Journal of Management</i>, 12(2), 214-239. • Sułkowski, Ł. (2017). Social capital, trust and intercultural interactions. <i>Intercultural interactions in the multicultural workplace: traditional and positive organizational scholarship</i>, 155-171. • Sułkowski, Ł. (2016). Understanding Organizational Intercultural Interactions in Corporations. In <i>Intercultural Interactions in the Multicultural Workplace: Traditional and Positive Organizational Scholarship</i> (pp. 3-17). Cham: Springer International Publishing.

TEACHING AIDS	• Slides (PPT), case studies, academic articles, recorded mini-lectures, MS Teams/online platform for discussions. • Videos or short documentaries on cultural differences.
PROJECT (if implemented in the framework of a classes module)	Mandatory Midterm Task: Group research project (2–3 students) to design and present a mini-study (25–30 slides) illustrating one or more research methods in a real or hypothetical business context. Presentations to be delivered in class or uploaded online for peer review.
FORM AND CONDITIONS OF ASSESSMENT CRITERIA FOR ASSESSING ACHIEVED LEARNING OUTCOMES.	1. Two Written Assignments (dates to be specified) → each is 25% of the final grade (total 50%). ○ Example assignment: Analyzing a cultural conflict scenario and proposing solutions. 2. Final Exam (50% of final grade) ○ Online or written exam, includes multiple-choice, short essay, and scenario-based questions. Exam Rules • Students can opt for an early exam if they've completed all assignments. • A pass mark usually starts at 51% correct answers (3.0 on a 2.0–5.0 scale). Grading scale: ○ 51–60%: 3.0 ○ 61–70%: 3.5 ○ 71–80%: 4.0 ○ 81–90%: 4.5 ○ 91–100%: 5.0 ○ <51%: 2.0 (fail)

* L-lecture, C- classes lab- laboratory, pro- project, e- e-learning