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MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

Federal State Autonomous Educational Institution of Higher Education

"Moscow Polytechnic University"

APPROVE
Vice-President
for International Affairs
_____ /Yu.D. Davydova/
"27" февраля 2025

Dean of the Faculty
of Economics and Management
_____ /A.V. Nazarenko/
"27" февраля 2025

WORKING PROGRAM OF THE DISCIPLINE

"Cross-cultural management"

Field of study
38.03.02 Management

Educational program (profile)
"Business Process Management"

Qualification (degree)
Bachelor

Form of study
Part-time

Moscow 2025

Developer(s):

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Agreed:
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1. Goals, objectives and planned learning outcomes of the discipline.

The discipline "Cross-cultural management" is aimed at students receiving higher education, aimed at obtaining the competence necessary to perform a new type of professional activity in the field of effective functioning of the sales management system of the organization as a whole and for its structural divisions, acquiring the "Manager" qualification.

Course objectives:

- to generate knowledge in the field of technologies for assessing the economic and social conditions of entrepreneurial activity, identifying new opportunities and forming new business models.
- To develop skills for coordinating business activities in order to ensure consistency in the implementation of the business plan by all participants.

Course objectives:

- to develop in students the ability to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions.
- to develop the ability to analyze organizational and economic problems in order to stimulate production and increase sales volumes, improve the quality and competitiveness of manufactured goods and services, economical and efficient use of material, financial and labor resources.

A list of planned learning outcomes for the discipline (module), correlated with the planned results of mastering the professional training program.

As a result of mastering the discipline (module), students develop the following competencies and the following learning outcomes must be achieved as a stage in the formation of relevant competencies:

Code and name of competencies	Indicators of Competency Achievement
UK-5. Ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	IUK-5.1. Ability to analyze and interpret events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUK-5.2. Awareness of the system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of various social groups, ethnic groups and faiths, as well as world religions, philosophical and ethical teachings IUK-5.3. Ability to Interact with people taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration

2. Place of discipline in the structure of the educational program

The discipline "Cross-cultural management" is one of the disciplines of the part formed by participants in educational relations of the undergraduate educational program.

The discipline "Cross-cultural management" is logically, substantively and methodologically interconnected with the following EP disciplines:

- Basic management;
- HR Management;
- Management of distributed communities

3. Structure and contents of the discipline.

The total labor intensity of the discipline is _3_ credit(s) units (108 hours).

3.1. Types of educational work and labor intensity
(according to forms of study)

3.1.1. Part-time education

No.	Type of educational work	Number of hours	Semesters	
			3	-
1	**Auditory lessons**	**36**	**36**	-
	Including:			-
1.1	Lectures	18	18	-
1.2	Seminars/practical classes	18	18	-
1.3	Laboratory exercises	-	-	-
2	**Independent work**	**72**	**72**	-
3	**Interim examination**	**-**	**-**	-
	Test/differential test/exam	**Test**	**Test**	-
	Total	**108**	**108**	

3.2. Thematic plan for studying the discipline
(according to forms of study)

3.2.1. Part-time education

No.	Sections/topics disciplines	Labor intensity, hour					
		Total	Classroom work				Independent work
			Lecture	Seminars/practical sclasses	Laboratory work	Practical work	

1	Topic 1. Cross-cultural management in the context of globalization of the world economy	12	2	2	-	-	9
2	Topic 2. Concept, essence and role of national culture in international business	12	2	2	-	-	9
3	Topic 3. Cross-cultural communications. Features of business communication and etiquette in different cultures	12	2	2	-	-	9
4	Topic 4. Approaches to the classification of national business cultures. Dimensions of cultural differences	12	2	2	-	-	9
5	Topic 5. Culture and management of the organization. Nationally determined types of organizational cultures	12	2	2	-	-	9
6	Topic 6. Overcoming cross-cultural conflicts in organizational management	12	2	2	-	-	9
7	Topic 7. Features of Russian management and business culture	12	2	2	-	-	9
8	Topic 8. Effectiveness of intercultural negotiations: styles of organization and conduct.	12	2	2	-	-	9
9	Topic 9. Models and strategies of corporate culture. A culture of collaboration in a multicultural environment	12	2	2	-	-	9
	Total	108	18	18			72

3.3. Contents of the discipline

Topic 1.Causes of violation of cross-cultural communication

Modern trends in the development of international business. Globalization of the economy and expansion of international business cooperation. Cross-cultural management as a branch of knowledge and a special type of activity. The evolution of ideas about cross-cultural management: from managing cultural differences to cognitive management in a globalizing world economy. Cross-cultural management as an academic discipline. Goals and objectives of the course, its relationship with other academic disciplines. Methodological principles of cross-cultural management.

Topic 2.Definition of the concept of culture. Functions of culture in society. Study of the phenomenon of culture

Cross-cultural communications and factors influencing them. Ethical aspects of intercultural communications. Ethnocentrism, xenophobia, stereotypes and prejudices. Cross-cultural shock and common communication mistakes. Verbal and nonverbal communications, their relationship with culture. Increasing the efficiency of communications. Business protocol and etiquette on a global scale. Features of conducting business negotiations in different cultures.

Topic 3.Basic parameters of culture. Features of national cultures

Cross-cultural communications and factors influencing them. Ethical aspects of intercultural communications. Ethnocentrism, xenophobia, stereotypes and prejudices. Cross-cultural shock and common communication mistakes. Verbal and nonverbal communications, their relationship with culture. Increasing the efficiency of communications. Business protocol and etiquette on a global scale. Features of conducting business negotiations in different cultures.

Topic 4.Levels of cultural learning. Types of artifacts. Proclaimed values and beliefs. Basic Views.

Models of cross-cultural behavior in business and types of national business cultures. Principles of the evolutionary approach by T. Parson and E. Shills. Parameters of business culture: attitude to time, attitude to nature, interpersonal relationships, attitude to information, attitude to power. The concept of national and cultural differences by G. Hofstede: collectivism and individualism, high and low power distances, masculinity and femininity, uncertainty avoidance. Concepts of culture in organizational studies by F. Trompenaars, E. Hall, E. Schein, R. Lewis. 5. The impact of national business culture on the management of the company and people. Types of corporate cultures Culture and

Topic 5.Models of cultural analysis.

The influence of culture on the strategy and structure of the company, models of organizational behavior, management and leadership. The approach of F. Trompenaars and Hampden-Turner to the classification of models of organizational (managerial) cultures. Egalitarian and hierarchical, formal and informal, individual and results-oriented organizational cultures

Topic 6.Russian behavioral stereotypes on the scale of values

The essence of cross-cultural conflicts and the causes of their occurrence. Features 6 organization of conflicts arising in the activities of international corporations in Russia and Russian companies working with foreign partners. Methods for diagnosing and analyzing conflicts. Structure of the conflict: values, relationships, information, interests. Approaches to resolving cross-cultural conflicts. Increasing the efficiency of external and internal business communications carried out in conditions of cross-cultural interaction. Developing cross-cultural competence skills.

Topic 7.The impact of national culture on the management system. The influence of national culture on organizational processes

Russia in the system of world cultures. National characteristics of Russian business culture, factors that determine it. The formation of business customs during the transition to market relations. Modern features of business communication characteristic of Russia. Russian management model: is there a special type of management that is effective for Russia? A Russian is a manager, a Russian is an employee. National mentality as a source of comparative advantage in global competition

Topic 8. Effectiveness of intercultural negotiations: styles of organization and conduct.

Negotiations as a form of business communications. Negotiations as a universal and effective mechanism for resolving conflicts. Geographical, national, religious, regional cultural traditions that influence the effectiveness of the negotiation process. Mental differences between representatives of different types of business cultures as a factor in negotiations. Verbal and non-verbal forms of communication as important elements of business negotiations.

Topic 9.Algorithm for analyzing and resolving cross-cultural conflicts. Cross-cultural shock

Stereotypes and communication barriers in multicultural organizations. Leadership behavior and leadership styles, decision making. Strategies of behavior in multicultural organizations. Cross-cultural skills, communication and partnership skills in a multicultural environment, openness, initiative.

3.4. Topics of seminars/practical and laboratory work

3.4.1. Seminars / Practical classes.

Topic 1. Cross-cultural management in the context of globalization of the world economy	Practical lesson 1	Test tasks 1-5
Topic 2. Concept, essence and role of national culture in international business	Practical lesson 2	Test tasks 6-9
Topic 3. Cross-cultural communications. Features of business communication and etiquette in different cultures	Practical lesson 3	Test tasks 14-20
Topic 4. Approaches to the classification of national business cultures. Dimensions of cultural differences	Practical lesson 4	Test tasks 10-13
Topic 5. Culture and management of the organization. Nationally determined types of organizational cultures	Practical lesson 5	Test tasks 21-30
Topic 6. Overcoming cross-cultural conflicts in organizational management	Practical lesson 6	Test tasks 6-9
Topic 7. Features of Russian management and business culture	Practical lesson 7	Test tasks 12-19
Topic 8. Effectiveness of intercultural negotiations: styles of organization and conduct.	Practical lesson 8	Test tasks 22-30

4. Educational, methodological and information support

4.1. Main literature:

Myasoedov, S. P.Cross-cultural management: textbook for universities / S. P. Myasoedov, L. G. Borisova. — 3rd ed. - Moscow: Yurayt Publishing House, 2022. - 314 p. - (Higher education). — ISBN 978-5-534-02314-5. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489087

4.2. Additional literature:

Theory of intercultural communication: textbook and workshop for universities / Yu. V. Taratukhina [et al.]; edited by Yu. V. Taratukhina, S. N. Bezus. - Moscow: Yurayt Publishing House, 2022. - 265 p. - (Higher education). — ISBN 978-5-534-00365-9. — Text: electronic // Educational platform Urayt [website]. — URL:https://urait.ru/bcode/489699

4.3. Electronic educational resources

An electronic educational resource on the discipline is under development.

5. Material and technical support of discipline.

Auditoriums for lectures and seminars of the general fund: educational tables with benches, a blackboard, a portable multimedia complex (projector, projection screen, laptop). Teacher's workplace: table, chair.

6. Methodological recommendations

6.1. Methodological recommendations for teachers on organizing training.

Current control (carried out by the lecturer and teacher): correctness of answers to questions on the topics covered; assessment of existing opinions and approaches to solving specific problems; essay preparation; intermediate testing in individual sections of the discipline.

When performing routine monitoring, it is possible to use test material. Samples of control questions and tasks for conducting ongoing monitoring are given in the appendix. When implementing a bachelor's

degree program, an organization has the right to use e-learning and distance learning technologies. All materials are posted in the Moscow Polytechnic Library.

When training people with disabilities, e-learning and distance educational technologies must provide for the possibility of receiving and transmitting information in forms accessible to them.

6.2. Guidelines for students on mastering the discipline.

A lecture is a systematic, consistent, monologue presentation by a teacher of educational material, usually of a theoretical nature. When preparing a lecture, the teacher is guided by the work program of the discipline. During lectures, it is recommended to take notes, which will allow you to later recall the studied educational material and supplement the content when working independently with literature.

You should also pay attention to categories, formulations that reveal the content of certain phenomena and processes, scientific conclusions and practical recommendations, positive experience in oratory. It is advisable to leave margins in your working notes in which to make notes from the recommended literature, supplementing the material of the lecture you listened to, as well as emphasizing the special importance of certain theoretical positions.

Conclusions from the lecture summarize the teacher's thoughts on educational issues. The teacher provides a list of used and recommended sources for studying a specific topic. At the end of the lecture, students have the opportunity to ask questions to the teacher about the topic of the lecture. When delivering lectures on the discipline, electronic multimedia presentations can be used.

Methodological instructions for students when working at the seminar.

Seminars are implemented in accordance with the working curriculum with sequential study of the topics of the discipline. In preparation for the seminars, the student is recommended to study the basic literature, familiarize himself with additional literature, new publications in periodicals: magazines, newspapers, etc. In this case, you should take into account the recommendations of the teacher and the requirements of the curriculum. It is also recommended to finalize your lecture notes by making appropriate notes from the literature recommended by the teacher and provided for by the curriculum. Abstracts should be prepared for presentations on all educational issues brought up for the seminar.

Since the student's activity in seminar classes is the subject of monitoring his progress in mastering the course, preparation for seminar classes requires a responsible attitude. During interactive classes, students must be active.

Guidelines for students on organizing independent work.

Independent work of students is aimed at independent study of a separate topic of the academic discipline. Independent work is mandatory for each student, its volume is determined by the curriculum. When working independently, the student interacts with the recommended materials with the participation of the teacher in the form of consultations. The electronic library system (electronic library) of the university provides the possibility of individual access for each student from any point where there is access to the Internet.

If there are students with disabilities, they will be provided with printed and (or) electronic educational resources in forms adapted to their health limitations.

Guidelines for making presentations.

A presentation (from the English word - presentation) is a set of color pictures-slides on a specific topic, which is stored in a special format file with the PP extension. The term "presentation" (sometimes called "slide film") is associated primarily with the information and advertising functions of pictures, which are designed for a certain category of viewers (users).

Multimedia computer presentation is:

- dynamic synthesis of text, image, sound;
- the most modern software interface technologies;
- interactive contact between the speaker and the demonstration material;
- mobility and compactness of information media and equipment;
- ability to update, supplement and adapt information;
- low cost.

Rules for designing computer presentations

General Design Rules

Many designers claim that there are no laws or rules in design. There are tips, tricks, tricks. Design, like any kind of creativity, art, like any way of some people communicating with others, like a language, like a thought, will bypass any rules and laws.

However, there are certain guidelines that should be followed, at least for novice designers, until they feel the strength and confidence to create their own rules and guidelines.

Font design rules:

- Serif fonts are easier to read than sans serif fonts;
- It is not recommended to use capital letters for body text.
- Font contrast can be created through: font size, font weight, style, shape, direction and color.
- Rules for choosing colors.
- The color scheme should consist of no more than two or three colors.
- There are incompatible color combinations.
- Black color has a negative (gloomy) connotation.
- White text on a black background is hard to read (inversion is hard to read).

Presentation Design Guidelines

In order for the presentation to be well received by the audience and not cause negative emotions (subconscious or fully conscious), it is necessary to follow the rules of its design.

A presentation involves a combination of information of various types: text, graphics, music and sound effects, animation and video clips. Therefore, it is necessary to take into account the specifics of combining pieces of information of different types. In addition, the design and display of each of the listed types of information is also subject to certain rules. So, for example, the choice of font is important for textual information, brightness and color saturation are important for graphic information, and optimal relative position on the slide is necessary for the best possible perception of them together.

Let's consider recommendations for the design and presentation of various types of materials on the screen.

Formatting text information:

- font size: 24–54 points (heading), 18–36 points (plain text);
- the font color and the background color should contrast (the text should be easy to read), but not hurt the eyes;
- font type: for the main text a smooth sans-serif font (Arial, Tahoma, Verdana), for the title you can use a decorative font if it is easy to read;
- Italics, underlining, bold font, and capital letters are recommended to be used only for semantic highlighting of a text fragment.

Design of graphic information:

- drawings, photographs, diagrams are designed to supplement textual information or convey it in a more visual form;
- It is advisable to avoid drawings in the presentation that do not carry a semantic load, if they are not part of the style;
- the color of the graphic images should not sharply contrast with the overall style of the slide;
- illustrations are recommended to be accompanied by explanatory text;
- if a graphic image is used as a background, then the text on this background should be clearly readable.

Contents and arrangement of information blocks on the slide:

- there should not be too many information blocks (3-6);
- the recommended size of one information block is no more than 1/2 the size of the slide;
- It is desirable to have blocks with different types of information on the page (text, graphs, diagrams, tables, pictures) that complement each other;
- Key words in the information block must be highlighted;
- It is better to place information blocks horizontally, blocks related in meaning - from left to right;
- the most important information should be placed in the center of the slide;

- the logic of presenting information on slides and in a presentation must correspond to the logic of its presentation.

In addition to the correct arrangement of text blocks, we must not forget about their content - the text. Under no circumstances should it contain spelling errors. You should also take into account the general rules of text formatting.

After creating a presentation and its design, you need to rehearse its presentation and your speech, check how the presentation as a whole will look (on a computer screen or projection screen), how quickly and adequately it is perceived from different places in the audience, under different lighting, noise, in an environment as close as possible to real performance conditions.

7. Fund of assessment funds

7.1. Methods for monitoring and assessing learning outcomes

In the process of mastering this discipline, the student forms and demonstrates the following: **competencies**:					
COMPETENCIES		**List of components**	**Technology for developing competencies**	**Form of assessment tool****	**Degrees of levels of mastering competencies**
INDEX	**FORMULATION**				
UK-5	Ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts	IUC-5.1. Ability to analyze and interpret events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts IUC-5.2. Awareness of the system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of various social groups, ethnic groups and faiths, as well as world religions, philosophical and ethical teachings IUC-5.3. Ability to interact with people taking into account sociocultural characteristics in order to successfully perform	lecture, seminars	DS, T, Z	**Basic level:** able to analyze and evaluate intercultural diversity of society **Advanced level:** ability to analyze and evaluate intercultural diversity of society in socio-historical, ethical and philosophical contexts

7.2. Grading scale and criteria for assessing learning outcomes

In the process of mastering the educational program, competencies, including their individual components, are formed step by step as students master disciplines (modules) and practices in accordance with the curriculum and calendar schedule of the educational process.

An indicator for assessing competencies at various stages of their formation is the achievement by students of the planned learning outcomes in the discipline (module).

UK-5 –Ability to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts				
Index	**Evaluation criteria**			
	2	**3**	**4**	**5**
UK-5.1. Ability to analyze and interprets events, the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts	The student demonstrates a complete absence or insufficient compliance of the following knowledge: the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts	The student demonstrates incomplete compliance with the following knowledge: the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts Significant mistakes are made, insufficient knowledge is manifested, according to a number of indicators, the student experiences significant difficulties in operating knowledge when transferring it to new situations.	The student demonstrates partial compliance with the following knowledge: the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts but minor errors, inaccuracies, and difficulties in analytical operations are allowed.	The student demonstrates full compliance with the following knowledge: the current state of society, manifestations of its intercultural diversity in socio-historical, ethical and philosophical contexts Fluently operates with acquired knowledge.
UK-5.2. Awareness of the system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of various social groups, ethnic	The student is unable or insufficiently able tousea system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of various social	The student demonstrates incomplete knowledge of the system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of	a system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of various social groups, ethnic groups and confessions, as	The student demonstrates full compliance with the following skills: a system of universal human values, understands the importance for the development of civilizations of the historical heritage and sociocultural traditions of

groups and faiths, as well as world religions, philosophical and ethical teachings	groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings	various social groups, ethnic groups and confessions, as well as world religions, philosophical and ethical teachings	well as world religions, philosophical and ethical teachings	various social groups, ethnic groups and faiths, as well as world religions, philosophical and ethical teachings Fluently operates with acquired skills and applies them in situations of increased complexity.
UK-5.3. Ability to interact with people taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration,	The student does not have or is insufficiently proficient in Interaction with people, taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration,	The student owns Methods Interactions with people, taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration,	The student partially owns methods Interacts with people taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration. Skills have been mastered, but minor errors, inaccuracies, and difficulties in analytical operations and transfer of skills to new, non-standard situations are allowed.	The student fully owns methods Interacts with people taking into account sociocultural characteristics in order to successfully perform professional tasks and social integration, Freely applies acquired skills in situations of increased complexity.

Form of interim examination: test.

The final certification of students in the form of a test is carried out based on the results of completing all types of academic work provided for by the curriculum for a given discipline (module), while taking into account the results of ongoing monitoring of progress during the semester. Assessment of the degree to which students have achieved the planned learning outcomes in the discipline (module) is carried out by the teacher leading classes in the discipline (module) using the method of expert assessment. Based on the results of the intermediate certification for the discipline (module), a grade of "pass" or "fail" is given.

Only students who have completed all types of academic work provided for in the work program for the discipline "Corporate Social Responsibility" are allowed to take part in the final certification.

Grading scale	***Description***
Passed	*All types of educational work provided for by the curriculum have been completed. The student demonstrates compliance of knowledge, abilities, and skills with those given in the tables of indicators, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.*
Not passed/ failed	*One or more types of educational work provided for by the curriculum have not been completed. The student demonstrates incomplete compliance of knowledge, abilities, skills with those given in the tables of indicators, significant mistakes are made, a lack of knowledge, abilities, skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.*

7.3. Evaluation tools by discipline "Cross-cultural management"

OS No.	Name of the assessment tool	Brief description of the evaluation tool	Submission of the assessment tool to the Federal Fund
1	Report (DS)	A product of a student's independent work, which is a public speech presenting the results obtained in solving a specific educational, practical, educational, research or scientific topic	Topics of reports
2	Test (W)	Final form of knowledge assessment. In higher education institutions they are held during examination sessions.	Test questions for testing
4	Test (T)	A system of standardized tasks that allows automate the measurement procedurethe level of knowledge and skills of the student.	Test task fund

7.3.1. Current control

Questions for testing in the discipline "Cross-cultural management"
(formation of competenceUK-5)

1. The essence of the concept of “culture” in the context of the tasks of “cross-cultural management”.
2. The concept of values, norms and behavior patterns.
3. Socialization and cultural identity.
4. Main features of modern Russian business culture; What is the relationship with traditions?
5. Specifics of cross-cultural interactions in the context of transnationalization of business culture.
6. Transformation of the functions of business culture in the conditions of the formation of the information society.
7. Basic types of communication styles in intercultural communication.
8. Specifics of “Western” and “Eastern” styles of behavior in the negotiation process.
9. The essence of the concepts of “business communication” and “business communications”.
10. Features of the relationship between business dress code and status.
11. What are the principles of modern PR ethics and “media ethics” in multicultural environments?
12. What effective principles and practices for creating a socially positive business image do you know?
13. Classification of business cultures by R. Lewis.
14. Characteristics of “reactive” cultures and the specifics of their interaction with other cultures.
15. Characteristics of “monoactive” crops and the specifics of their interaction with other crops.
16. Characteristics of “polyactive” cultures and the specifics of their interaction with other cultures.
17. National and cultural differences in the concept of F. Trompenaars.

BE ABLE TO:

18. Is it possible to detect similarities between Eastern and Western types of business cultures; What are the differences? Expand with examples.
19. The importance of cross-cultural competencies in the formation of effective management strategies in the context of modernization and innovative transformations. Expand with examples.
20. What are the basic principles of constructive intercultural dialogue in the aspect of business negotiations? Expand with examples.
21. Parameters of business culture in G. Hofstede’s classification.
22. The essence of the “power distance” parameter. Expand with examples.
23. The essence of the parameter “individualism/collectivism”. Expand with examples.
24. The essence of the “masculinity/femininity” parameter. Expand with examples.
25. The essence of the “uncertainty avoidance” parameter. Expand with examples.
26. Business culture parameter “Confucian dynamism”.

OWN:

27. The main types of business negotiation tactics. Expand with examples.
28. Describe the types of verbal and nonverbal communications.
29. Basic principles of effective business communication across cultures. Expand with examples.
30. Forms and principles of organizing optimal business communication: interactive and remote
31. Modern models and practices of leader formation that exist in the space of cross-cultural management
32. Differences between classic business etiquette and modern rules of good manners in the field of business communications.
33. Basic principles and norms of business ethics in international management

Students' knowledge on each question is assessed: “passed”; "not passed/ failed";.

A “pass” grade is given

- if comprehensive and substantiated answers to control questions are given; demonstrated ability to competently apply theoretical knowledge for practical purposes; shows a deep and creative mastery of basic and additional literature; The answers were clear and concise.

- if complete, sufficiently deep and substantiated answers to questions are given, sufficiently strong practical skills are demonstrated; deep knowledge of additional literature; the answers were not always clear and concise; thoughts and decisions were presented using special terms, concepts, categories, but they did not always follow a logical sequence.

- if mostly correct answers to questions are given, but without proper justification and depth; demonstrated insufficiently strong practical skills; insufficient knowledge of basic literature; the answers were unclear and verbose; thoughts and decisions were not always presented with the correct and necessary use of special terms, concepts and categories, without proper logical consistency.

A "failed" grade is given in cases where the conditions for assigning a "pass" grade are not met.

Topics of reports/messages in the discipline "Cross-cultural management"(formation of competence UK-5)

1. Ethnocentrism in interethnic relations
2. Specifics of managing "multicultural" teams and organizations
3. The influence of national culture on the ability to develop new products
4. Protestant ethics and Western business culture.
5. Islam and Eastern business culture.
6. Catholicism and its influence on the formation of Western European business culture.
7. Orthodoxy, its basic values and their reflection in Russian business culture.
8. Multiculturalism in society: good or evil?
9. Current problems and ways to develop cross-cultural competence of managers.
10. Diversity of national cultures and interethnic conflicts in Europe o National models of the negotiation process
11. Nonverbal national and cultural features of communications in business
12. "Gift conflict" in business and ways to overcome it
13. Differences in monochrome and polychrome crops and their use in management practices
14. National features of personnel selection
15. Ethics and trust in international business
16. Cultural contrasts in the value systems of nations
17. Cross-cultural competence of a manager and tolerant attitude towards other cultures
18. Total quality management system abroad and in Russia

Criteria for evaluation:

- a "pass" grade is given to a student if his performance is distinguished by consistency and logic of presentation; he demonstrates familiarity with educational and additional literature (UK-5 – "know"), is able to select and analyze relevant information relevant to the topic of the speech (UK-5 – "be able to", "possess"); the speaker answers questions from the audience.

- a "failed" grade is given to the student if the speech (report) is short, shallow, and superficial. The student demonstrates knowledge, abilities, and skills below the threshold level in accordance with the criteria for scoring the formation of competencies in the context of the "know/be able/possess" descriptors given in the table.

Topics of the oral survey in the discipline "Cross-cultural management" (formation of competenceUK-5)

1. Basic concepts and theoretical problems of cross-cultural management
2. Globalization of the economy and national business cultures
3. Western and Eastern types of business cultures.
4. Typology of values and specificity of models and normative schemes
5. Russian business culture: essence, traditions, stereotypes, current state
6. Cross-cultural skills and intercultural competence: managing global business
7. Effectiveness of intercultural negotiations: styles of organization and conduct

8. The concept of corporate culture: joint activities in a political cultural environment.

Criteria for evaluation:

- a “pass” grade is given to the student if he answered the questions asked correctly and in detail (UK-5 – “know”) based on educational and additional literature (UK-5 – “possess”), demonstrated the ability to analyze the current state of the problem in areas of managing the development of an organization (UK-5 – “be able to”), the desire to logically define and consistently present your answer. In this case, minor errors and inaccuracies may be made, which he can correct independently or with correction by the teacher.
- a “failed” grade is given to the student if he answered the questions asked incorrectly or did not answer them at all. The student demonstrated knowledge, skills, and abilities below the threshold level in accordance with the competency assessment criteria given in the table