

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт экономики

УТВЕРЖДЕНО
решением Ученого совета ННГУ
протокол № 10 от 02.12.2024 г.

Working programme of the discipline

Higher education level

Master degree

Area of study / speciality

38.04.02 - Management

Focus /specialization of the study programme

Finance and Business Administration

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2025

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.05 Глобализация бизнеса относится к части, формируемой участниками образовательных отношений образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
ПК-2: Способность обобщать и представлять результаты проведенного исследования вопросов методического обеспечения, поддержания и координации процесса управления в виде научного отчета, статьи или доклада	ПК-2.1: Обобщает результаты проведенного исследования в сфере управления ПК-2.2: Представляет результаты проведенного исследования в виде научного отчета, статьи или доклада	ПК-2.1: ПК-2.1: Знает перечень вопросов, подлежащих исследованию в сфере управления глобальным бизнесом Умеет обобщать результаты исследований в сфере управления глобальным бизнесом Владеет навыками реферирования исследований в сфере управления глобальным бизнесом ПК-2.2: ПК-2.2: Знает принципы построения научных материалов Умеет обобщать научные материалы в форме доклада по тематике управления глобальным бизнесом Владеет навыками реферирования для подготовки текста отчета по тематике управления глобальным бизнесом	Кейс-задание Собеседование	Зачёт: Контрольные вопросы
ПК-3: Способность осуществлять стратегическое управление предприятиями и организациями различных видов	ПК-3.1: Формулирует цели и анализирует предпринимательскую среду предприятий и организаций различных видов экономической деятельности	ПК-3.1: Знает перечень международных экономических параметров предприятий и организаций различных видов экономической	Кейс-задание Собеседование	Зачёт: Контрольные вопросы

экономической деятельности	ПК-3.2: Разрабатывает стратегию и тактику развития предприятий и организаций различных видов экономической деятельности с учетом действующей нормативноправовой базы	<p>деятельности</p> <p>Умеет определять управленческие решения, которые при обосновании требуют учета международных экономических параметров развития предприятий и организаций различных видов экономической деятельности</p> <p>Владеет навыками оценки международных экономических параметров развития предприятий и организаций различных видов экономической деятельности</p> <p>ПК-3.2:</p> <p>Знает глобальные факторы стратегического планирования</p> <p>Умеет пользоваться инструментарием глобального стратегического менеджмента</p> <p>Владеет навыками обоснования стратегических решений в условиях глобальной предпринимательской среды</p>		
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3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	3
Часов по учебному плану	108
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	8
- занятия семинарского типа (практические занятия / лабораторные работы)	16
- КСР	1
самостоятельная работа	83
Промежуточная аттестация	0 Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	
Unit 1. International management: main notions	55	4	8	12	43
Unit 2. International strategic management	52	4	8	12	40
Аттестация	0				
КСР	1			1	
Итого	108	8	16	25	83

Contents of sections and topics of the discipline

Unit 1. International management: main notions

Unit 2. International strategic management

Практические занятия /лабораторные работы организуются, в том числе, в форме практической подготовки, которая предусматривает участие обучающихся в выполнении отдельных элементов работ, связанных с будущей профессиональной деятельностью.

На проведение практических занятий / лабораторных работ в форме практической подготовки отводится: очная форма обучения - 4 ч.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

Для обеспечения самостоятельной работы обучающихся используются:

Электронные курсы, созданные в системе электронного обучения ННГУ:

International Business Globalization / Глобализация международного бизнеса, <https://e-learning.unn.ru/course/view.php?id=5267>.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-2:

Case. Internationalization of Haier – proactive and reactive motives

Haier Group, the Chinese manufacturer of home appliances (e.g. refrigerators), was near bankruptcy when Mr Zhang Ruimin was appointed plant director in 1984, the fourth one that year. It is under Zhang's leadership that the company has grown into the world's sixth largest home appliance manufacturer.

Proactive motives

Zhang Ruimin had an internationalization mindset that set the initial stage of Haier's development. In 1984, soon after joining the plant, he introduced technology and equipment from Liebherr, a German company, to produce several popular refrigerator brands in China. At the same time he actively expanded cooperation with Liebherr by manufacturing refrigerators based on its standards which were then sold to Liebherr, as a way of entering the German market. In 1986, the value of Haier's exports reached US \$ 3 million for the first time. Zhang later commented on this strategy: 'Exporting to earn foreign exchange was necessary at that time.'

When Haier invested in a plant in the US, Zhang thought it gained location advantage by setting up plants overseas to avoid tariffs and reduce transportation costs. Internalization advantage had been attained through controlling services and marketing/ distribution, and ownership advantage had been achieved by developing design and R& D capabilities through utilizing high-quality local human resources.

In 2016 Haier Group acquired General Electric Co's appliance business for \$ 5.4 billion, the Chinese company's latest attempt to boost its presence in the lucrative United States market.

Reactive motives

The entry of global home appliance manufacturers into the Chinese market forced Haier to seek international expansion. In particular, since China joined the WTO, almost every international competitor has invested in China, establishing wholly-owned companies. The best defensive strategy for Haier would be to have a presence in its competitors' home markets.

The saturation of the Chinese home appliance market, with intensifying competition, has been a major motive. After the mid-1990s, price wars broke out one after another in various categories of the market. At the end of 2000, Haier's market shares in China of refrigerators, freezers, air conditioners and washing machines had reached 33, 42, 31 and 31 per cent, respectively. The potential for further development in the domestic market was therefore limited.

One of the important external triggers for the internationalization of Haier has been the Chinese government. Being an international player, Haier gained some special conditions that other Chinese companies could not obtain. For instance, Haier had already been approved to establish a financial company, to be the majority shareholder of a regional commercial bank, and to form a joint venture with a US insurance company. Without its active pursuit of internationalization, as well as a dominant position in the home appliance sectors, it would normally be impossible for a manufacturer to get approval to enter the financial sector.

Case Questions

1. Which facts from the article were for you

well-known

completely new

unbelievable?

2. Indicate the company's internationalization purpose (-s). In what occasion and how has it been done.

3. Indicate the company's operational choices (trade, technology transfer, investment).

4. What have been the driving forces (motives) for the Haier internationalization. Divide them into the external and internal ones.

5. What are the factors of company's international success?

5.1.2 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-3:

Case study. Hunter boot Ltd: the iconic British brand is moving into exclusive fashion

The Hunter boot brand (www.Hunter-boot.com) has become a symbol of British country life and celebrity fashion. Hunter boots, designed over 150 years ago, were originally created to deal with Britain's rugged and unpredictable weather. Today, Hunter is firmly established as a fashion brand beloved by Hollywood celebrities.

Arthur Wellesley, the first duke of Wellington, instructed his shoemaker, Hoby of St James street, London, to modify his eighteenth-century boot. They designed the boots in soft calfskin leather, removed the trim and made the cut closer around the leg. It was hard to wear the new boots in battle but it was said that the duke of Wellington wore the boots at the famous Battle of Waterloo in 1815. The boots were dubbed 'Wellingtons' or 'Wellies' and the name stuck.

Wellingtons quickly caught on with patriotic British gentlemen eager to emulate their war hero. The original Wellington boots were made of leather; however, in America, where there was more experimentation in shoemaking, producers were beginning to manufacture using rubber. One such entrepreneur, Mr Henry Lee Norris, moved to Scotland in search of a suitable site to produce rubber footwear.

Eventually he found it on the farm of the Castle Mill in Edinburgh. Norris began his boot-making company, the North British Rubber Company (the company changed its name to the Hunter Rubber Company in 2004), in 1856. Committed to fit, comfort, durability and performance Hunter Wellington boots bear two rare and coveted stamps of approval of the British royal family.

Production of the Wellington boot was dramatically boosted with the advent of World War I, due to the demand for a sturdy boot suitable for the conditions in flooded trenches. This made the Wellies a functional necessity.

By the end of World War I, the North British Rubber Company had produced more than 1.8 million pairs of boots for soldiers. Shoe production ran 24 hours a day.

Again the wellington made an important contribution during World War II. At the outbreak of war in September 1939, although trench warfare was not a feature, those forces assigned the task of clearing Holland of the enemy had to work in terrible flooded conditions. By the end of the war, the wellington had become popular among men, women and children for wear in wet weather. The boot had developed to become far roomier with a thick sole and rounded toe. also, with the rationing of shoes at that time, labourers began to use them for daily work.

The company's most famous welly, the original Green Wellington, was made over 50 years ago in the winter of 1955. it was launched alongside the royal Hunter – another boot that remains in Hunter's range today.

From 1966 to 2005 a number of ownership changes took place, and in 2006, the Hunter Rubber Company was placed into administration as a result of cash flow problems. In spite of a reported turnover of over £5 million, accountants from KPMG said the firm suffered from high manufacturing costs, including fuel costs, and made a loss from the expansion of its business to the US. Hunter reported a loss of £600,000 from September 2003 to the end of February 2005, when it had a in 2006, a private consortium led by lord Marland, Peter Mullen and Julian Taylor bought Hunter out of administration and Hunter Boot ltd was born. After rapid restructuring of the company, new supply routes and distribution partners were found in the UK and the US and the Hunter portfolio was rationalized to core products exhibiting the key skills and tradition of the company.

Hunter re-established itself as a major player in the traditional country and leisure footwear market in the UK in the aftermath of the 2006 acquisition and positioned itself as a strong contender in the US – opening showrooms on Seventh Avenue in New York and Carnaby street in London. A new management team was also put in place.

One Hunter Wellington tall boot is made from 28 individual parts. each part is individually tailored and assembled by hand to support specific parts of the foot, calf and ankle. Hunters continue to be made and finished by hand from natural rubber. Because of this degree of 'handmade' in the production of Hunter boots, the management moved manufacturing from Scotland to China to cut production cost.

Retail prices were also increased by 20 per cent, and modern ranges in a selection of colours and textures were added.

A major breakthrough for Hunter in the realm of fashion, as opposed to farms, came in 2006 when Kate Moss was seen wearing an original pair in black at the Glastonbury music festival. since then, the Hunter boot has become a familiar sight among celebrities, on catwalks and on high streets, as well as in the countryside.

In September 2008, following the 2008 Olympics in Beijing, China, Hunter Boot ltd sent specially made gold wellington boots to every member of the Great Britain Olympic team who had won a gold medal at the Games.

in 2010 the UK Prime Minister David Cameron bought pink and purple pairs of Hunter boots for his US trip, as gifts for Barack Obama's daughters.

Hunter Boot Ltd today

Since the downturn in 2006, Hunter has expanded its sales and profits rapidly, as seen in Table 1.

Hunter has since seen strong growth with international distribution in 30 countries. Hunter is moving into alliances with exclusive fashion designers in January 2009, Hunter announced that it would be collaborating with London-based luxury fashion designer Jimmy Choo for a limited-edition black Wellington boot, embossed with signature Jimmy Choo crocodile print and containing gold rivets and a leopard-print lining. another boot was then launched in 2011. The boots costs £250 and were sold exclusively online at www.jimmychoo.com (the original version normally costs around £80).

Table 1

Hunter Boot ltd's financial performance, 2008–2010

	Millions of £		
	2010	2009	2008
Sales (% for export)	56.3 (57.9%)	25.7 (48.6%)	18.2 (48.4%)
Cost of sales	29.6	13.6	8.4
Gross profit	26.7	12.1	9.8
Pre-tax profit	15.9	4.1	3.5
Profit after tax	11.0	2.8	2.5
Number of employees	56	41	43

Jimmy Choo and Hunter Boot ltd received a tremendous reaction from customers; the online waiting list opened on 1 May, and by 16 May more than 4,000 fashion-conscious customers had already joined it. Today, the luxurious wellington boots have become a classic lifestyle item at Jimmy Choo and can be purchased regardless of the season, and not only in traditional black, but in several variations.

In March 2012, J. Mendel and Hunter – two iconic brands dating back to the nineteenth century – joined forces in a special collaboration to produce the most glamorous of wellington boots: exclusive to North America, these limited-edition boots brought together the sumptuous look and feel of J. Mendel with the timeless functionality of Hunter Boot. The boots went on sale in November 2012 and retail at from \$585 (£366) to \$795 (£497) at Saks, Nordstrom, Gorsuch and Hunter-boot.com.

Hunter Boot ltd has always been highly dependent on the celebrity factor. it has become something of a sport to collect photographs of celebrities wearing different Hunter boots. here are some examples of the Hunter brand preferred by some celebrities:

- Jennifer Aniston – Original Black Hunter wellies
- Drew Barrymore – Original Navy Hunter wellies
- Kate Moss – Original Black Hunter wellies
- Sandra Bullock – Original navy Hunter wellies
- Alexandra Burke – Short original Black Hunter boots

- Kings of Leon (Group) – Wateraid Hunter wellies
- Angelina Jolie – Original Red Hunter wellies
- Madonna – Original Navy Hunter wellies
- Gwyneth Paltrow – Original Aubergine Hunter wellies
- Kelly Rowland – original red Hunter wellies.

Sources: based on www.Hunter-boot.com; bevan2bade’s Blog: ‘Hunter Wellington Boots and Celebrities’ (<http://bevan2bader.blogs.experienceproject.com/770875.html>). Hollensen, Svend (2013-09-06). Global Marketing: Leeds University Business School (Page 50). Prentice Hall. Kindle Edition.

Case questions:

Which facts from the article were for you well-known, completely new, unbelievable?

1. Indicate the company’s internationalization purpose (-s). In what occasion and how has it been done.
2. Indicate the company’s operational choices (trade, technology transfer, investment).
3. Indicate the company’s segmentation criteria and differentiation strategy
4. What are the peculiarities of marketing mix (4p+) of the Hunter Boots? How are they connected to the international marketing success of the Hunter Boots?
5. Recently Hunter has added outerwear (leather footwear and hand-bags) to their international product range. what are the pros and cons of extending the product range in this way? What marketing phenomenon does it reflect. Should Hunter Boots ltd include further products like eyewear and watches?
6. Would the Hunter Boots be successful in your country? What are the pros and cons business environment macro-level factors of such development?

Assessment criteria (assessment tool — Case task)

Grade	Assessment criteria
pass	Все компетенции сформированы на уровне "превосходно", "отлично", "очень хорошо", "хорошо", "удовлетворительно"
fail	Одна или несколько компетенций сформированы на уровне "плохо" и/или "неудовлетворительно"

5.1.3 Model assignments (assessment tool - Interview) to assess the development of the competency ПК-2:

1. External and internal environment of international business: geographical, historical, political, legal, economic, cultural

2. Evolution of international business: era of commerce, era of expansion, era of concessions, era of new states, era of globalization
3. Factors in the development of the international macroenvironment. Distinctive features of international business during the period of globalization
4. Uppsala model of internationalization and natural-born globalists
5. Technological and integrated forms of international business organization
6. The role of alliances and joint ventures in modern strategic decisions
7. Offshore companies in international business
8. National competitive advantages, clusters

5.1.4 Model assignments (assessment tool - Interview) to assess the development of the competency ПК-3:

1. Objectives of enterprises entering foreign markets: reactive and proactive motives
2. Model for choosing the form of presence in a foreign market
3. Management of multinational corporations
4. Instruments of international strategic management
5. Types of competitive advantage (competitive strategies): differentiation, cost leadership, focusing
6. Levels of creating a competitive advantage: resources, competencies, strategic skills, organizational routines
7. External factors of enterprise competitiveness: country, region, industry
8. Coordination issues for global operations
9. Principles of personnel management in international organizations
10. Problems of personnel movement in international business
11. Labor relations in global personnel management (HRM)
12. Cross-cultural aspects of motivation
13. Managing international teams and labor force diversity

Assessment criteria (assessment tool — Interview)

Grade	Assessment criteria
pass	Все компетенции сформированы на уровне "превосходно", "отлично", "очень хорошо",

Grade	Assessment criteria
	"хорошо", "удовлетворительно"
fail	Одна или несколько компетенций сформированы на уровне "плохо" и/или "неудовлетворительно"

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продемонстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продемонстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продемонстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продемонстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с	Продемонстрированы базовые навыки при решении стандартных задач с некоторым	Продемонстрированы базовые навыки при решении стандартных задач без ошибок и	Продемонстрированы навыки при решении нестандартных задач без	Продемонстрирован творческий подход к решению нестандартных задач

	обучающегося от ответа		некоторым и недочетами	и недочетами	недочетов	ошибок и недочетов	
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Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-2

1. External and internal environment of international business: geographical, historical, political, legal, economic, cultural
2. Evolution of international business: era of commerce, era of expansion, era of concessions, era of new states, era of globalization
3. Factors in the development of the international macroenvironment. Distinctive features of international business during the period of globalization
4. Uppsala model of internationalization and natural-born globalists
5. Technological and integrated forms of international business organization
6. The role of alliances and joint ventures in modern strategic decisions
7. Offshore companies in international business

8. National competitive advantages, clusters

5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-3

1. Objectives of enterprises entering foreign markets: reactive and proactive motives
2. Model for choosing the form of presence in a foreign market
3. Management of multinational corporations
4. Instruments of international strategic management
5. Types of competitive advantage (competitive strategies): differentiation, cost leadership, focusing
6. Levels of creating a competitive advantage: resources, competencies, strategic skills, organizational routines
7. External factors of enterprise competitiveness: country, region, industry
8. Coordination issues for global operations
9. Principles of personnel management in international organizations
10. Problems of personnel movement in international business
11. Labor relations in global personnel management (HRM)
12. Cross-cultural aspects of motivation
13. Managing international teams and labor force diversity

Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	Все компетенции сформированы на уровне "превосходно", "отлично", "очень хорошо", "хорошо", "удовлетворительно"
fail	Одна или несколько компетенций сформированы на уровне "плохо" и/или "неудовлетворительно"

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Горбунова М. Л. Международный менеджмент : учебно-методическое пособие по дисциплине «международный менеджмент» / Горбунова М. Л. - Нижний Новгород : ННГУ им. Н. И. Лобачевского, 2017. - 37 с. - Рекомендовано методической комиссией Института экономики и предпринимательства ННГУ для иностранных студентов, обучающихся по направлению

подготовки 38.03.01 «Экономика» (бакалавриат) на английском языке. - Библиогр.: доступна в карточке книги, на сайте ЭБС Лань. - Книга из коллекции ННГУ им. Н. И. Лобач, <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=729928&idb=0>.

Дополнительная литература:

1. Кони́на Н.Ю. Менеджмент: Теория, практика и международный аспект : учебник / Кони́на Н.Ю. - Москва : Аспект-Пресс, 2018. - 432 с. - ISBN 978-5-7567-0962-9.,

<https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=772797&idb=0>.

2. Международный менеджмент : учебник для бакалавров / Е. П. Темнышова [и др.] ; под редакцией Е. П. Темнышовой. - Москва : Юрайт, 2022. - 456 с. - (Бакалавр. Академический курс). -

URL: <https://urait.ru/bcode/508942> (дата обращения: 14.08.2022). - ISBN 978-5-9916-2424-4 :

1399.00. - Текст : электронный // ЭБС "Юрайт"., [https://e-lib.unn.ru/MegaPro/UserEntry?](https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=821775&idb=0)

[Action=FindDocs&ids=821775&idb=0](https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=821775&idb=0).

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.03.01 - Экономика.

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 38.04.02 - Management.

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