

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

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УТВЕРЖДЕНО

решением Ученого совета ННГУ

протокол № 10 от 02.12.2024 г.

**Working programme of the discipline**

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Higher education level

Bachelor degree

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Area of study / speciality

38.03.01 - Economics

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Focus /specialization of the study programme

World Economy

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Mode of study

full-time

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Nizhny Novgorod

Year of commencement of studies 2025

## 1. Место дисциплины в структуре ОПОП

Дисциплина Б1.В.ДВ.09.02 Межкультурные коммуникации 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
УК-3: Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде	УК-3.1: Понимает эффективность использования стратегии сотрудничества для достижения поставленной цели, эффективно взаимодействует с другими членами команды, участвуя в обмене информацией, знаниями, опытом, и презентации результатов работы УК-3.2: Соблюдает этические нормы в межличностном профессиональном общении	УК-3.1: УК-3.1: Знает кросс-культурные аспекты стратегий сотрудничества Умеет взаимодействовать в рамках кросс-культурных коллективов Владеет навыками обмена информацией и знаниями, презентации результатов работы в рамках кросс-культурных коллективов  УК-3.2: УК-3.2: Знает основы этики межличностного профессионального общения в рамках кросс-культурных коллективов Умеет в рамках кросс-культурных коллективов с использованием этических норм Владеет навыками соблюдения этических норм в рамках кросс-культурных коллективов	Кейс-задание Собеседование	Зачёт: Контрольные вопросы
ПК-7: Способен собрать необходимые для научного исследования данные,	ПК-7.1: Собирает данные для проведения научного исследования, проводит их анализ ПК-7.2: Готовит информационный обзор	ПК-7.1: ПК-7.1: Знает основные способы сбора данных для научного исследования Умеет создавать	Кейс-задание Собеседование	Зачёт: Контрольные вопросы

проанализировать их, подготовить информационный обзор и/или аналитический отчет, используя отечественные и зарубежные источники информации	и/или аналитический отчет, на основе отечественных и зарубежных источников информации	инфографику данных для научного исследования Владеет навыками презентаций программ исследования  ПК-7.2: ПК-7.2: Знает основные способы представления результатов научного исследования Умеет представлять результаты исследований в письменной формах Владеет навыками презентаций результатов научного исследования в устной форме		
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### 3. Структура и содержание дисциплины

#### 3.1 Трудоемкость дисциплины

	<b>очная</b>
<b>Общая трудоемкость, з.е.</b>	<b>3</b>
<b>Часов по учебному плану</b>	<b>108</b>
в том числе	
<b>аудиторные занятия (контактная работа):</b>	
- занятия лекционного типа	<b>4</b>
- занятия семинарского типа (практические занятия / лабораторные работы)	<b>44</b>
- КСР	<b>1</b>
<b>самостоятельная работа</b>	<b>59</b>
<b>Промежуточная аттестация</b>	<b>0</b> <b>Зачёт</b>

#### 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			Самостоятельная работа обучающегося, часы
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			
		Занятия лекционного типа	Занятия семинарского типа	Всего	

			(практические занятия/лабораторные работы), часы		
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Unit 1. Cross-Cultural Differences. Main Cross-Cultural Management Challenges	54	2	22	24	30
Unit 2. Business cultures in the main clusters. Culture and styles of management	53	2	22	24	29
Аттестация	0				
КСР	1			1	
Итого	108	4	44	49	59

### Contents of sections and topics of the discipline

Unit 1. Cross-Cultural Differences. Main Cross-Cultural Management Challenges

Unit 2. Business cultures in the main clusters. Culture and styles of management

#### 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 Activities, <https://e-learning.unn.ru/course/view.php?id=2678>.

#### 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 УК-3:

**My negotiating dilemma (A Consultant Interview)**

##### **DUTCH and SOUTH Korean Companies**

In the case study below, a Dutch business consultant gives his account of a problem that he was called in to resolve. The problem involved a South Korean company and a Dutch advertising agency.

One of my clients was a South Korean company established in the Netherlands. The sales targets that the company had been given by the headquarters in Seoul were very high. To help the company reach these targets,

it hired an advertising agency. The agency went to work and came up with a total media campaign which the South Korean company accepted and allowed to be set in motion. One ingredient of the campaign was a simple but innovative slogan that quickly caught on.

The advertising agency continued the campaign, which appeared to maintain its success. The initial euphoria within the company, however, had evaporated. Its managers thought the agency's bills were too high, not only because the agency had been working with them for two years, but also because they were suspicious about the actual hours that the agency was spending on producing the advertising. They knew it was difficult to check on the time needed to come up with brilliant ideas, but still they felt that the Dutch were taking advantage of the situation. As I discovered later, a comment which was frequently heard at the top of the company was: 'You have to be careful with those Dutch.'

The Korean company started to withhold payments. The director of the Dutch agency saw this as a typical tactic of the Koreans to get lower prices. He shared the view held by some businesses that Koreans easily breach contracts, a perception that usually comes about because people are generally unaware of how Koreans interpret the word 'trust'. Having tried to explain this to him, it was not really a surprise to hear from the Koreans that they intended to break their contract with the agency. I told them it could damage their name in the market if they did so, and reminded them that all the slogans used to promote their products remained the (intellectual) property of the advertising agency.

Well, the agency threatened to take the Korean company to court to recover the money it was owed. They did so, despite being eager to continue with the contract. Losing it would mean disaster for a company that had only started up a few months before getting the Korean contract.

A meeting took place between the two sides without my presence. During it the Koreans made it clear that they were not going to pay. The young manager representing the agency told the Koreans that they would not be allowed to use the slogans any more if the contract was terminated. The Korean management called me in and asked me to help. I had a dilemma. It was in my clients' interest to continue the contract. Breaking it would mean putting an end to the whole advertisement campaign that they needed so much (since they were new in the market). The Dutch had good arguments for the amounts they had charged and were really afraid of losing the contract. If the advertising agency started legal proceedings, the Koreans would have no chance of winning the case. Source: Browaeys & Trompenaars, 2000: case 10, adapted.

#### Questions and discussion

1. What exactly is the dilemma referred to in the last paragraph?
2. How would you describe the contrast between the South Koreans and the Dutch when they are doing business?
3. How do you think the dilemma could be resolved?

#### **5.1.2 Model assignments (assessment tool - Case task) to assess the development of the competency IIK-7:**

##### **A MIDDLE EAST MOSAIC**

*Abstract an American expatriate is assigned to work in a non-profit organization in Jordan that sought to promote Jordanian exports, especially those produced and sold by female entrepreneurs. She experienced difficulties as she attempted to promote the economic standing of women in Jordan, and became involved in organizational politics she did not understand.*

Anne burns, a forty-five year old American woman who started a number of businesses in the United States, was hired by a recently established non-profit organization called ExportJordan. Working with a grant from USAID, ExportJordan's mission was to further develop local businesses in Jordan in order to capitalize on the recently signed free trade agreement with the United States. Having just sold her last business, and having her two grown children out of the house, Anne and her husband, Don, decided to forgo their empty nest and strike out on a new adventure in the middle east. Anne and don did not need to work since the businesses they had created, and sold, provided more than a comfortable living for them. Having many productive years ahead of them, they sought out a unique challenge. Jordan was to be that new challenge.

### *Jordan*

Jordan is a constitutional monarchy based on heredity. Male descendants of the dynasty of King Abdullah bin al Hussein inherit the throne and rule the country without opposition. The country now called Jordan was created at the end of World War I when the League of Nations gave the territory to the United Kingdom to rule. The UK created a semi-autonomous jurisdiction called the Emirate of Transjordan. In 1946 Transjordan became an independent country and changed its name in 1950 to the Hashemite Kingdom of Jordan. The country is presently ruled by King Abdullah II, a western educated and progressive leader who has strong ties to the United States. King Abdullah has moved for a free press, democratic reform, and women's rights. King Abdullah's father ruled Jordan through much of its independence. As King Abdullah has moved for even more reforms than his father, both the United States and the European Union have rewarded Jordan with free trade agreements. Jordan is a member of the World Trade Organization. The close ties between Jordan and western nations, coupled with the King and his wife's desire to advance the status of women helped create ExportJordan. ExportJordan was charged with helping to create an entrepreneurial spirit among Jordan's female citizens, and to help them develop and export products. Currently Jordan is successful in exporting clothing, food products, phosphate, and some pharmaceuticals. With the new free trade agreements it was hoped that additional areas could be developed for export.

### *Trouble from the Start*

It was a spirit of adventure and a genuine desire to help others that lead Anne and her husband to Jordan. They were both impressed with the young King and his views for leading his country into the 21st Century. They had hoped to find a cooperative environment, but that hope was somewhat challenged from the start.

When Anne arrived at the offices of ExportJordan for the first time, she met Hayat Maani. Hayat was a western educated

young woman with passion. She was deeply concerned with the plight of women in her country and was involved in a number of social causes throughout Jordan. She welcomed Anne and gave her a tour of the offices, explaining what the organization did and what Anne's role would be in the new venture. Anne would work closely with Hayat in helping small businesses owned by Jordanian women to find international buyers for their products. The mission of ExportJordan was to promote all Jordanian products, but Anne would mainly be involved in helping female entrepreneurs. On the initial office tour and series of introduction, Anne met Jafar Faqir, a middle-aged man who worked in the export finance division of the organization. Hayat introduced Jafar to Anne. Jafar did not extend his hand when Anne initiated a handshake and she thought this a bit odd, but quickly forgot about it when Jafar asked her "how do you find Jordan." Anne explained that she had only been in the country a short time but that she was very impressed with the King and his approach to the advancement of women. The look on Jafar's face told Anne that he did not like her response. Hayat told Jafar that Anne would be responsible for promoting women entrepreneurs and Jafar told her to remember these words, "The eye cannot rise above the eyebrow." Hayat shouted to Jafar something in Arabic and Jafar left without saying another word. When Anne asked what had just happened,

Hayat simply said that unfortunately not all Jordanian men were supportive of equality for women. Anne would find that this would not be her only negative encounter with Jafar.

The rest of the day went smoothly for Anne as she continued to meet more people associated with the organization. She noticed that all of the women in the offices wore a hijab or headscarf, except for Hayat. Anne noticed other interesting cultural dimensions, such as the common response “Inshallah” or God willing.” Many of the people she met seemed very interested in her and asked many questions, such as how many children she and her husband had, especially boys. Anne and her husband had two girls and when she told this to one of her male colleagues, he responded with “Oh, I’m so sorry.” Anne knew that it was going to be a very different and interesting experience living in the Middle East.

### *Progress Begins*

Anne and Don settled into their life in Jordan and apart from the normal difficulties of living abroad, the couple didn’t feel as if they experienced too much difficulty adjusting. Although there were no other Westerners at ExportJordan, Anne and Don met other American and British expatriates and enjoyed their company and they all enjoyed sharing their experiences living in Jordan. Don kept busy looking for business opportunities for himself and helping Anne with her assignment.

After two months it became clear to Anne that she was in need of an assistant to help her with the preliminary analytical work she was doing. Anne suggested to Hayat that Don be hired to help her. Hayat told her that she didn’t think that would be possible, however, she would find someone else to help her.

After a few days, Hayat introduced Anne to Karim Dabbas, a young Jordanian man who was hired as her assistant. Karim spoke English well, yet his youth and inexperience gave Anne some concern. With the help of Karim, Anne completed her initial analysis and was ready to begin to do her fieldwork. Anne had planned on hosting seminars for women around Jordan explaining the possibilities of the export market and finding women with whom she could personally consult about their businesses. Karim would be helpful in the fieldwork, acting as both a driver and interpreter.

The first seminar was planned for Amman and was heavily promoted. Although Anne and Hayat had hoped for a very large audience, they were not unhappy with the few women who attended, because among the attendees were some good prospects for the export market. With Anne’s expertise in creating business plans and her knowledge of the U.S. market, Anne and Hayat began helping three women who produced crafts which were felt had international appeal. Additional seminars were planned for other cities in Jordan in the future, and Anne was convinced that she would be able to make a contribution to ExportJordan.

### *Warnings from Jafar*

During the next two weeks Anne and Karim worked with the three women from the seminar on their business plans and creating ways of making their products more appealing to the global marketplace. Anne had not seen Hayat for a few days but she and Karim were busy, and she really didn’t need any help from Hayat at that time. One of the female entrepreneurs introduced Anne to two other women who were seeking help with their businesses and so Anne now had five clients to assist. With the increasing workload, Anne began to turn more responsibility over to Karim.

Karim was not confident that he could do the work requested by Anne, but she tried to reassure him that he was capable and there would not be any problems. Karim made slow progress and frequently asked Anne for help with his work. Anne became increasingly frustrated by the slow pace of Karim’s work and his constant need for assurances. She developed a nickname for him, “worn sole,” meaning that he was wearing out the bottom of his

shoes running back and forth from his office to hers asking questions. His nickname appeared appropriate as well to her in that Karim was constantly worried and thus was developing a “worn soul.” Karim took the puns in stride but, nevertheless, didn’t seem to change his behavior.

One particular incident involving Karim produced difficulties for Anne. She was standing in the hallway talking to another ExportJordan employee when Karim came running down the hall, again looking for her. She mentioned to her coworker “here comes old worn sole again.” She continued to tell the coworker about Karim’s weaknesses and as she discussed these weaknesses she noticed that Jafar was near and listening. Anne and Jafar did not have much contact with each other, yet the relationship between the two was strained. When they passed in the hall Jafar would not even look at Anne. After once again giving Karim clarification on his task, Anne turned to Jafar and asked him if he needed anything from her. He stared at her for what seemed like a very long time and then muttered, “Just remember this – the family knife does not cut.” At this point Anne had had enough with Jafar and his sayings and so she decided to confront him. Jafar turned and went back to his office and Anne followed him. Anne asked Jafar, in a loud voice, “What is it with you and all of these bullshit sayings.” Jafar’s eyes got big as he pointed his finger towards her and told her that she should be very careful in her “American ways.” With no intention of letting this go, Anne sat down in the chair in front of Jafar’s desk and propped her feet up on his desk. She told Jafar to sit down, as they needed to talk. Jafar refused to sit down and asked her leave. Anne began to explain to Jafar that she was in Jordan to help the Jordanian people and that by helping women to develop their businesses she was helping all people in Jordan. It appeared to Anne that Jafar was not listening to a word she was saying. After a long silence Anne stood up and walked out of the office. As she was leaving Jafar said to her “Don’t you want to know what happened to your friend, Hayat?” When she turned in surprise, Jafar closed and locked the door.

Anne hadn’t seen Hayat for a number of days and was curious where she was but now she was concerned. Anne immediately found Karim and asked him if he knew where Hayat was, and he responded that he didn’t. He also didn’t know if she still worked at ExportJordan. Anne began to ask others in the offices if they knew what happened to Hayat, and it seemed that no one did. One of her colleagues, Mania told her that she thought that Hayat had been fired and that Jafar had something to do with it. Already upset with Jafar, Anne decided that it was time to confront him again. She went to his office and found the door unlocked this time. She barged in and demanded to know what he meant by his statement about Hayat and what happened to her. At first Jafar denied knowing much about the situation and told her that he was only in charge of financing arrangements and that he had no authority over Hayat. Anne losing her temper shouted to Jafar, “Goddamn it Jafar, tell me the truth about Hayat.” At that moment it appeared that a calm had come over Jafar. He put his head down and stared at the floor. He then raised his head and told Anne that he wanted her to tell him about “the truth of America’s plan to eliminate Palestine.” Anne could see that this conversation was not going well and decided just to leave Jafar’s office. Before she could go, Jafar approached her, stood very close, and looking into her eyes announced, “Muslim Brotherhood will prevail.” Anne felt frightened and threatened as she left the office.

### **Meeting with the Director**

Anne made it straight to her office and felt comfort there. She composed herself and began thinking about what she should do. The organizational structure of ExportJordan was very unstructured and Anne really did not have a supervisor. Hayat acted in some ways as her manager, however, Hayat really did not have formal authority over Anne, and Anne also was not sure whom Jafar reported to as well. Anne decided that perhaps she should schedule an appointment with Dr. Massimi, director of ExportJordan. She felt a bit uncomfortable approaching him directly, but since there really wasn’t any formal organizational structure (at least that she knew), she reasoned that it would not be improper. She had met Dr. Massimi on a number of occasions and he appeared to be a very kind and understanding man. She hoped that a meeting with him would clear up what happened to Hayat and resolve the tensions with Jafar. Anne asked Karim to call and schedule an appointment for her with Dr. Massimi. Karim appeared very nervous and didn’t appear to want to talk. He said he would do it as soon as



he returned from a meeting. Anne wasn't aware of any meeting involving Karim and he wasn't forthcoming about the details. Anne decided to do some work to get her mind off the Jafar incident. Later in the afternoon Anne came out of her office to check on Karim. He was nowhere to be found. Anne asked if anyone knew where Karim was and was told by one of her colleagues that he was with Jafar. Surprised by this information, Anne went back in her office and decided to call Dr. Massimi herself. Dr. Massimi answered the telephone directly and Anne told him that she needed to see him as soon as possible. He told her that she could come to his office immediately. Anne entered the office and immediately asked Dr. Massimi what happened to Hayat. Dr. Massimi sat in his chair and without answering, asked her how she was enjoying Jordan. Anne told him that she liked most of the people but that she was having a problem with Jafar. At that moment an assistant brought a tray of tea into the office and offered a cup to Anne. She was too upset to drink tea, she told the assistant. Dr. Massimi took a cup and told Anne to take a cup and that it would calm her. Anne still refused the tea. As Dr. Massimi enjoyed his tea, Anne began to tell him about Jafar. He listened a bit and then asked Anne about her family. Anne told him that they were fine and then proceeded to again explain her situation with Jafar. Dr. Massimi listened a bit more and then interrupted Anne again by telling her about his family and told her that his son was studying in the United States. He explained that his son had some difficulties adjusting to American culture. Anne told Dr. Massimi that she and her husband were adjusting well but that she was having problems with her job. Dr. Massimi then began telling a story about his first international job in Iran. He went into great detail about the problems he experienced. Anne listened but wondered if Dr. Massimi was just avoiding her questions. Anne decided to take another approach. When Dr. Massimi finished his story, Anne told him how happy she was to be able to help Jordanian women and that she was hoping that she could be more successful in her job. Dr. Massimi told her that she was providing a very important service to Jordan and that her work was appreciated. When Anne started to mention Jafar again Dr. Massimi interrupted her to ask if she had visited Petra. When she said that she had planned a visit but had not yet had time, Dr. Massimi began to tell her the history of this ancient city and its importance. Visitors to the office interrupted the history lesson. Three men from the Jordanian Ministry of Tourism stopped by to see Dr. Massimi. He invited them in and introduced them to Anne. Dr. Massimi told the men that he was just talking about Petra and the four men began a discussion about tourist sites in Jordan, and more tea was brought in the office. The four men discussed many things, sometimes in Arabic and sometimes in English, as Anne sat looking at her watch. Getting impatient Anne got up and told Dr. Massimi that she would come back and talk to him "when he could give her his full attention." Returning to her office, Anne decided that she should compose an email message to Dr. Massimi explaining what she was not able to explain in his office. She explained the situation with Jafar, asked for clarification on Hayat, and told him that she was confused by the structure of the organization. As Anne was ready to leave for home she checked her email one last time. There was a response from Dr. Massimi. As she anxiously opened the message expecting to get clarification on all the issues, she was shocked to see the response was "Yes, Mrs. Burn, Jordan is a complex country." He did invite her to come to see him again so that they could discuss her situation.

Rarick, Charles. Cases in Cross-Cultural Management (Kindle Locations 856-868). . Kindle Edition.

1. Which facts from the article were for you

well-known

completely new

unbelievable or

surprising?

1. *Indicate all the cultural-based conflicts and tensions indicated in the paper. Is there chance to avoid or mitigate them better?*
2. *Consider one-two cultural-based conflicts and tensions described in the case. Which is from four Hofstede basic cultural parameters (Individualism-Collectivism; Power distance; Uncertainty Avoidance; Masculinity-Femininity) involved in them*
3. *Have you known (seen) the similar conflicts and situations solved better, in a more constructive win-win way? Or were they only failures?*

#### **Assessment criteria (assessment tool — Case task)**

Grade	Assessment criteria
pass	Уровень знаний в объеме, превышающем программу подготовки. Ошибок нет. Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок Минимально допустимый уровень знаний. Допущено много негрубых ошибок
fail	Отсутствие теоретических знаний. Знания минимальные, недостаточные

#### **5.1.3 Model assignments (assessment tool - Interview) to assess the development of the competency УК-3:**

Determinants of culture

Levels of culture

Dimensions of culture: Hofstede and GLOBE projects

Western business cultures

Asian business cultures

#### **5.1.4 Model assignments (assessment tool - Interview) to assess the development of the competency ПК-7:**

Dimensions of culture and their effects on management: Power Distance

Dimensions of culture and their effects on management: Individualism/Collectivism

Dimensions of culture and their effects on management: Masculinity/Femininity

Dimensions of culture and their effects on management: Uncertainty Avoidance

Dimensions of culture and their effects on management: Long vs Short Term Orientation

Dimensions of culture and their effects on management: Indulgence vs Restraint

#### **Assessment criteria (assessment tool — Interview)**

Grade	Assessment criteria
pass	Уровень знаний в объеме, превышающем программу подготовки Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет. Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок Минимально допустимый уровень знаний. Допущено много негрубых ошибок
fail	Отсутствие теоретических знаний. Знания минимальные, недостаточные

## 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	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными и несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых	При решении стандартных	Имеется минимальн	Продemonстрированы	Продemonстрированы	Продemonстрированы	Продemonстрированы

	навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	задач не продемонстриро ваны базовые навыки. Имели место грубые ошибки	ый набор навыков для решения стандартны х задач с некоторым и недочетами	базовые навыки при решении стандартны х задач с некоторым и недочетами	базовые навыки при решении стандартны х задач без ошибок и недочетов	навыки при решении нестандарт ных задач без ошибок и недочетов	творческий подход к решению нестандартны х задач
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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 УК-3

Determinants of culture

Levels of culture

Dimensions of culture: Hofstede and GLOBE projects

Western business cultures

Asian business cultures

### 5.3.2 Model assignments (assessment tool - Control questions) to assess the development of the competency ПК-7

Dimensions of culture and their effects on management: Power Distance

Dimensions of culture and their effects on management: Individualism/Collectivism

Dimensions of culture and their effects on management: Masculinity/Femininity

Dimensions of culture and their effects on management: Uncertainty Avoidance

Dimensions of culture and their effects on management: Long vs Short Term Orientation

Dimensions of culture and their effects on management: Indulgence vs Restraint

#### Assessment criteria (assessment tool — Control questions)

Grade	Assessment criteria
pass	Уровень знаний в объеме, превышающем программу подготовки Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет. Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок Минимально допустимый уровень знаний. Допущено много негрубых ошибок
fail	Отсутствие теоретических знаний. Знания минимальные, недостаточные

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

Основная литература:

1. Гальчук Лариса Михайловна. Основы кросс-культурной коммуникации и менеджмента: практический курс=Essentials of Cross-cultural Communication and Managemeny: A Practical Course : Учебное пособие / Новосибирский государственный университет экономики и управления. - Москва : Вузовский учебник, 2019. - 240 с. - ВО - Бакалавриат. - ISBN 978-5-9558-0387-6. - ISBN 978-5-16-101895-8. - ISBN 978-5-16-010137-8., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=631729&idb=0>.

Дополнительная литература:

1. Жукова Евгения Евгеньевна. Деловое общение и кросс-культурные коммуникации : Учебник; Учебник / Московский финансово-промышленный университет "Синергия". - 1. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2022. - 323 с. - ВО - Бакалавриат. - ISBN 978-5-16-017174-6. - ISBN 978-5-16-109565-2., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=834963&idb=0>.

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

Hofstede insights <https://www.hofstede-insights.com/>

## **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 38.03.01 - Economics.

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Заведующий кафедрой: Горбунова Мария Лавровна, доктор экономических наук.

Программа одобрена на заседании методической комиссии от 12.11.24, протокол № 5.