

Документ подписан простой электронной подписью
Информация о владельце: MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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Должность: Ректор
Дата подписания: 18.06.2026 10:32:07
Уникальный программный ключ:
24f866be2aca16484036a8cbb3c509a9531e605f

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal State Budgetary Educational Institution of Higher Education
"Ural State University of Economics"

Approved
at the Department meeting

November 25, 2025

Protocol # 6

Head of the Department Plakhin A.E.

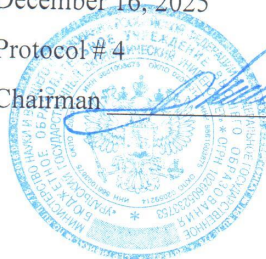
Approved

by the Council for Educational and
Methodological Issues and Quality of
Education

December 16, 2025

Protocol # 4

Chairman



Karkh D.A.

(signature)

COURSE PROGRAMME

Title	Intercultural management
Field of study	38.04.02 Management
Profile	International business (on English)
Form of study	Full-time
Year of enrollment	2026

Compiled by:
Professor,
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Plakhin A.E.

Ekaterinburg
2025

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INTRODUCTION

The working program of the discipline is part of the main professional educational program of higher education - the master's program, developed in accordance with the Federal State Educational Standard of Higher Education

Federal State Educational Standard of	Federal State Educational Standard of Higher Education - Master's Degree in the Field of Training 38.04.02 Management (Order of the Ministry of Education and Science of Russia dated August 12, 2020, No. 952)
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1. TARGET DEVELOPMENT DISCIPLINES

The goal of the "Intercultural Management" course is to develop students' competencies related to modern management thinking and the ability to solve various economic, business, social, and psychological problems that arise in business management, taking into account the different levels of national and cultural characteristics of the behavior of subordinates and partners, as well as the characteristics of different countries, using modern techniques and tools. They also develop an understanding of the role of intercultural management in the modern institutional interactions of states and organizations. Scientific knowledge and practical skills in intercultural communication in the field of management are an integral component of a manager's professional competencies.

2. PLACE DISCIPLINES IN STRUCTURE OPOP

Discipline refers to the part formed by the participants of educational relations.

3. SCOPE OF THE DISCIPLINE

Interim assessment	Hours					Z.e.
	Total for the semester	Contact work (according to			Independent work including preparation of tests and coursework	
		Total	Lectures	Practical classes, including course design		
Semester 1						
Credit	144	24	8	16	120	4
Semester 2						
Exam, Coursework	144	20	8	12	97	4
	288	44	16	28	217	8

4. PLANNED RESULTS DEVELOPMENT OPOP

As a result of mastering the OPEP, the graduate should have developed the competencies established in accordance with the Federal State Educational Standard of Higher Education.

Code and name of the competence	Indicators of competency achievement
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UK-1 Able to carry out a critical analysis of problematic situations based on a systems approach and develop an action strategy	ID-1.UK-1 Know: methods of critical analysis; methodology of a systems approach; methods of identifying problem situations
	ID-2.UK-1 Be able to: identify problem situations, search for information and solutions
	ID-3.UK-1 Have practical experience in developing and justifying a strategy for solving a problem situation based on a systems approach
UK-3 Able to organize and manage the work of a team, developing a team strategy to achieve the set goal	ID-1.UK-3 Know: teamwork strategies; methods and techniques for selecting team members to achieve a set goal
	ID-2.UK-3 Be able to: organize and adjust the work of a team, including on the basis of collegial decisions
	ID-3.UK-3 Have practical experience in organizing and managing team interactions to achieve set goals; experience in overcoming disagreements, disputes, and conflicts that arise within a team, taking into account the interests of the parties.

Professional competencies (PC)

Code and name of the competence	Indicators of competency achievement
organizational and managerial	

<p>PC-1 Preparation and execution of foreign economic transactions</p>	<p>ID-1.PK-1 Know:</p> <ul style="list-style-type: none"> Regulatory legal acts governing foreign economic activity product requirements Regulatory legal acts governing state support for foreign economic activity Types, forms and instruments of state support for foreign economic activity Rules for preparing documentation for a foreign trade contract Document flow procedures in an organization Terms of a foreign trade contract Marketing and pricing features Business communication ethics and negotiation rules English language (threshold advanced level B2) Fundamentals of Economic Theory Fundamentals of labor legislation of the Russian Federation Rules of administrative document flow The procedure for preparing established reports Fire safety regulations Occupational health and safety requirements
	<p>ID-2.PK-1 Be able to:</p> <ul style="list-style-type: none"> Use computing, copying, auxiliary equipment and various types of telecommunications Formulate and distribute tasks among employees of a department within an organization Communicate with potential partners using modern means of communication Conduct business correspondence with foreign partners Assess the effectiveness and compliance of documentation of commercial proposals and requests from participants in foreign economic activity Identify the interests of potential partners to formulate individual proposals To generalize and systematize the requirements of the legislation of the Russian Federation and the requirements of international agreements and treaties for foreign economic activity To generalize and systematize information on the organization's areas of activity

<p>PC-1 Preparation and execution of foreign economic transactions</p>	<p>ID-3.PK-1 Have practical experience:</p> <ul style="list-style-type: none"> Planning and setting tasks for employees of a department within an organization Obtaining and analyzing information on the implementation of foreign trade contracts Ensuring internal interaction between the organization's specialized specialists on the terms of cooperation with potential partners for the conclusion and (or) management of a foreign trade contract Determination of the circle of participants in the implementation of a foreign trade contract Interaction with the organization's relevant specialists and third-party organizations to verify the reliability of potential partners for concluding a foreign trade contract Processing of received data, information and documents about potential partners for concluding a foreign trade contract Conducting a final analysis of proposals from potential partners on terms of cooperation for concluding a foreign trade contract Selecting potential partners for concluding a foreign trade contract Ensuring the approval of the draft foreign trade contract within the organization and with the counterparty Ensuring the procedure for signing a foreign trade contract with a counterparty Monitoring changes in the requirements of the legislation of the Russian Federation for foreign economic activity and changes in the requirements of international agreements and treaties Compilation of a list and monitoring of changes in measures of state support for foreign economic activity
<p>PC-2 Evaluation of the effectiveness of foreign trade transactions</p>	<p>ID-1.PK-2 Know:</p> <ul style="list-style-type: none"> Methods and principles of system analysis of foreign economic information Fundamentals of risk management in foreign economic activity Basics of Business Planning Terms of a foreign trade contract Marketing and pricing features English language (threshold advanced level B2) Fundamentals of Economic Theory The procedure for preparing established reports

PC-2 Evaluation of the effectiveness of foreign trade transactions	<p>ID-2.PK-2 Be able to:</p> <p>Interact with the organization's departments to identify the overall strategy for the organization's development</p> <p>Work with information systems and databases on foreign economic activity</p> <p>Assess the organization's export potential and the organization's import needs</p> <p>Prepare proposals on the priorities of the organization's foreign economic activities</p> <p>Calculate financial performance indicators of an organization's foreign economic activity</p> <p>Prepare proposals (reports) for the development of the organization's foreign economic activities</p>
	<p>ID-3.PK-2 Have practical experience: Assessing the possibility of an organization receiving state support for foreign economic activity</p> <p>Preparation of proposals on the feasibility of obtaining state support for foreign economic activity</p> <p>Assessment of the organization's export potential and the organization's import needs</p> <p>Preparation of proposals on the priorities of the organization's foreign economic activity of the organization's foreign economic activities</p> <p>Conducting an analysis of the results of the organization's foreign economic activity</p> <p>Preparation of proposals for the development of the organization's foreign economic activities</p>

5. THEMATIC PLAN

Topic	Hours						
	Topic Title	Total hours	Contact work (according to academic activity)			Independent work	Control of independent work
			Lectures	Laboratory	Practical classes		
Semester 1		143					
Topic 1.	Course subject and content: objectives, goals, and values. History, subject matter, and research methods.	44	2		6	36	
Topic 2.	Culture and cultural diversity of the world.	47	2		5	40	
Topic 3.	Classification of business cultures.	52	3		5	44	
Semester 2		118					
Topic 4.	Types of intercultural communication (UK-3)	25	1		3	21	
Topic 5.	Institutional approach to intercultural management (UK-1)	26	2		3	21	
Topic 6.	Organization of activities of a multinational enterprise (PC-1)	36	4		3	29	

Topic 7.	Russian management system, features of national business culture in the international context (PC-2)	31	2		3	26	
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6. FORMS CURRENT CONTROL AND INTERMEDIATE CERTIFICATIONS SCALES ASSESSMENTS

Section/Topic	Type of assessment tool	Description of the assessment tool	Evaluation criteria
Current control (Appendix 4)			
Project on topics 1-7	Project (Appendix 4)	Practical work on 25-30 sheets	20 points
Interim assessment (Appendix 5)			
1 semester (For)	Ticket for credit (Appendix 5)	The ticket contains 2 theoretical questions.	20 points
2nd semester (Exam)	Exam tickets (Appendix 5)	The ticket contains 1 theoretical question and a practical assignment .	40 points
2nd semester (KR)	Coursework (Appendix 3, 7)	25-page project	40 points

DESCRIPTION OF RATING SCALES

The indicator for assessing the mastery of the basic educational program is formed on the basis of combining current monitoring and midterm assessment of the student.

The rating indicator for each discipline is expressed as a percentage, which shows the student's level of preparation.

Ongoing assessment. A 100-point grading system is used. Student work is assessed throughout the semester by the instructor in accordance with the instructor's developed assessment system for academic achievement in the given course.

The work programs of disciplines and internships set out the types of ongoing monitoring, planned results of monitoring activities, and criteria for assessing academic achievements.

During the semester, the instructor conducts at least three assessments to evaluate student performance. If class attendance is included in the rating, this indicator constitutes no more than 20% of the maximum score for the course.

Midterm assessment. A 5-point grading system is used. The student's work is assessed at the end of a course (or part of a course) by the instructor in accordance with the instructor's developed system for assessing student achievement in that course. Midterm assessment is also conducted upon completion of competency development.

The procedure for converting the rating provided for by the assessment system for a discipline into a five-point system.

High level – 100% - 70% - excellent, good.

Average level – 69% - 50% – satisfactory.

Evaluation indicator	On a 5-point scale	Characteristics of the indicator
100% - 85%	Great	possess theoretical knowledge in full, understand, independently know how to apply, research, identify, analyze, systematize, categorize, calculate indicators, classify, develop models, algorithmize, manage, organize, plan research processes, and evaluate results at a high level
84% - 70%	Fine	possess theoretical knowledge in full, understand, independently know how to apply, research, identify, analyze, systematize, categorize, calculate indicators, classify, develop models, algorithmize, manage, organize, plan research processes, and evaluate results. There may be some errors that the student can correct independently during the work process (answer , etc.)
69% - 50%	satisfactorily	have general theoretical knowledge, are able to apply, research, identify, analyze, systematize, categorize , calculate indicators, classify, develop models, algorithmize, manage, organize, plan research processes, and evaluate results at an average level. Mistakes are made that the student finds difficult to correct on his own.
49% or less	unsatisfactory	do not have a full range of general theoretical knowledge, and are unable to independently apply, research, identify, analyze, systematize, categorize, calculate indicators, classify, develop models, algorithmize, manage, organize, plan research processes, or evaluate results. The skills and abilities to solve professional problems have not been developed
100% - 50%	passed	the characteristic of the indicator corresponds to "excellent",
49% or less	not credited	the indicator characteristic corresponds to "unsatisfactory"

7. CONTENT DISCIPLINES

7.1. Lecture Contents

<p>Topic 1. Course Subject and Content: Objectives, Goals, and Values. History, Subject, and Research Methods Course subject and content: objectives, goals, and values. History, subject matter, and research methods.</p>
<p>Topic 2. Culture and cultural diversity of the world. Culture and cultural diversity of the world.</p>
<p>Topic 3. Classification of business cultures. Classification of business cultures</p>
<p>Topic 4. Types of intercultural communication (UK-3) Types of intercultural communication</p>
<p>Topic 5. Institutional approach in intercultural management (UK-1) Institutional approach in intercultural management</p>
<p>Topic 6. Organization of activities of a multinational enterprise (PC-1) Organization of activities of a multinational enterprise.</p>
<p>Topic 7. The Russian management system, features of the national business culture in the international context (PC-2) Russian management system</p>

7.2 Contents of practical classes and laboratory work

<p>Topic 2. Culture and cultural diversity of the world. Practice of assessing the cultural diversity of the world.</p>
<p>Topic 3. Classification of business cultures. Practice of classifying business cultures</p>
<p>Topic 4. Types of intercultural communication (UK-3) Intercultural communication practice</p>
<p>Topic 5. Institutional approach in intercultural management (UK-1) Institutionalization practice in intercultural management</p>
<p>Topic 6. Organization of activities of a multinational enterprise (PC-1) Practical aspects of organizing the activities of a multinational enterprise.</p>
<p>Topic 7. The Russian management system, features of the national business culture in the international context (PC-2) Features of national business culture in the international context</p>

7.3. Contents of independent work

<p>Topic 1. Course Subject and Content: Objectives, Goals, and Values. History, Subject, and Research Methods Preparation for current control</p>
<p>Topic 2. Culture and cultural diversity of the world. Culture and cultural diversity of the world.</p>
<p>Topic 3. Classification of business cultures. Preparation for current control</p>
<p>Topic 4. Types of intercultural communication (UK-3) Preparation for current control</p>
<p>Topic 5. Institutional approach in intercultural management (UK-1) Preparation for current control</p>
<p>Topic 6. Organization of activities of a multinational enterprise (PC-1) Independent organization of activities of a multinational enterprise.</p>
<p>Topic 7. The Russian management system, features of the national business culture in the international context (PC-2) Preparation for current control</p>

7.3.1. Sample questions for independent preparation for the test/exam
Appendix 1

7.3.2. Practical assignments on the subject for independent preparation for the test/exam
Appendix 2

7.3.3. List of coursework
Appendix 3

7.4. Student's electronic portfolio
Coursework is posted

7.5. Methodological recommendations for completing the test
Not provided for in the curriculum

7.6 Methodological recommendations for completing coursework
Appendix 7

8. PECULIARITIES ORGANIZATIONS EDUCATIONAL PROCESS BY DISCIPLINE FOR PERSONS WITH LIMITED OPPORTUNITIES HEALTH

By statement student

IN purposes availability development programs For persons With limited opportunities health at necessity department provides next conditions:

- special order development disciplines, With taking into account states their health;
- electronic educational resources By discipline V forms, adapted To restrictions their health;
- studying disciplines By individual educational plan (outside dependencies from forms training);
- electronic education And remote educational technologies, which provide for possibilities reception and transmission information V available For them forms.
- access (remote access), To modern professional bases data And informational reference systems, compound which defined RPD.

9. SCROLL BASIC AND ADDITIONAL EDUCATIONAL LITERATURE, NECESSARY FOR DEVELOPMENT DISCIPLINES

Website libraries USUE

<http://lib.usue.ru/>

Main literature:

2. Myasoedov S. P., Borisova L. G. Cross-cultural management [Electronic resource]: Textbook for universities. - Moscow: URAYT, 2022. - 314 – Access mode: <https://urait.ru/bcode/489087>

3. Taratukhina Yu. V., Arzamasceva I. V., Kobyakova I. A., Mullyar L. A., Potapenko A. S., Sviontkovskaya S. V. Theory of Intercultural Communication [Electronic resource]: Textbook and workshop for universities. - Moscow: URAYT, 2022. - 265 - Access mode: <https://urait.ru/bcode/489699>

Further reading:

10. SCROLL INFORMATIONAL TECHNOLOGIES, INCLUDING SCROLL LICENSE SOFTWARE SUPPORT AND INFORMATIONAL REFERENCE SYSTEMS, ONLINE COURSES, USED AT IMPLEMENTATION EDUCATIONAL PROCESS BY DISCIPLINE

List of licensed software:

Astra Linux Common Edition. Agreement No. 0417-PO/2019 from May 8, 2019, Act No. Sk000343 from May 24, 2019 And Contract No. 35-U/2018 from June 13, 2018, Act No. UT213 from December 17, 2018. Term actions licenses - without restrictions term.

MyOffice standard. Agreement No. SK-281 from 7 June 2017. Date conclusions - 07.06.2017. Term actions licenses - without restrictions term.

List of information reference systems, resources of the information and telecommunications network "Internet":

Reference and legal information system Guarantee. Agreement No. 58419 from 22 December 2015.
Term actions licenses -without restrictions term

11. DESCRIPTION LOGISTICS BASES, NECESSARY FOR IMPLEMENTATIONS EDUCATIONAL PROCESS BY DISCIPLINE

Implementation educational disciplines is being carried out With using logistical bases USUE, providing conducting everyone species educational classes And research And independent work students:

Special premises represent by yourself educational audience For conducting everyone species classes, group And individual consultations, current control And intermediate certification.

Premises For independent work students equipped computer technology With opportunity connections To networks "Internet" And provision access V electronic informational and educational Wednesday USUE.

All premises staffed specialized furniture And equipped multimedia equipment special equipment (information and telecommunications, other computer), access To information retrieval, reference and legal systems, electronic library systems, bases data current legislation, other informational resources employees For performances educational information big audience.

For conducting classes lecture type presentations And other educational visual aids benefits, providing thematic illustrations.

7.3.1. Sample questions for independent preparation for the test

1. History and reasons for the emergence of intercultural management.
2. The concept and basic definitions of culture.
3. Culture and behavior. Socialization and enculturation .
4. Cultural norms and values (application of M. Rokeach's theory).
5. Culture and language.
6. Cultural relativism as a methodological basis for intercultural communication.
7. The nature and essence of the concepts of "one's own" and "other's".
8. E. Hall's theory of high- and low-context cultures .
9. Hofstede's theory of cultural dimensions .
10. Classification of crops according to R.D. Lewis .
11. The structure of intercultural communication.
12. Norms and values in intercultural communication.
13. Stereotypes in intercultural communication, causes and functions of stereotypes.
14. Concept and types of communication.
15. Verbal communication and its elements.

7.3.1. Sample questions for independent preparation for the exam

1. Verbal communication and its elements.
2. Institutional environment of an international company.
3. History and reasons for the emergence of intercultural management.
4. Culture and behavior. Socialization and enculturation .
5. Culture and language.
6. Cultural relativism as a methodological basis for intercultural communication.
7. Intercultural conflicts and their causes.
8. Motivation in a multinational team.
9. Non-verbal communication and its forms.
10. Norms and values in intercultural communication.
11. Paraverbal communication and its elements.
12. Concept and types of communication.
13. The concept and basic definitions of culture.
14. The concept and structure of intercultural competence.
15. The nature and essence of the concepts of "one's own" and "other's".
16. Stereotypes in intercultural communication, causes and functions of stereotypes.
17. The structure of intercultural communication.
18. Types of prejudices and their correction.
19. Tolerance as a result of intercultural communication.
20. The phenomenon of culture shock, its symptoms and ways to overcome it.

7.3.2. Practical assignments for independent preparation for the exam

№.№	Task content	Competence
Open-ended tasks		
1.	Explain the concept of culture shock	UK-3
2.	What types of business cultures are defined in Lewis's classification?	PC-1
3.	What types of business cultures are defined in Hofstede's classification ?	PC-2
4.	How is the meaning of work defined differently in different cultures?	UK-1
5.	What are the cross-cultural characteristics of leadership?	UK-3
Closed-ended tasks		
1.	The main problem of cross-cultural communications is: a) cultural similarity; b) nationalism; c) mutual understanding and responsibility for the consequences of mutual exchange of information and values; d) concern for the preservation of cultural diversity in a dynamically developing world	UK-1
2.	According to E. Hall's classification of spatial zones, the proximity phase of the social relations zone is... a) 1.2-2.1 m b) 3.6-7.6 m c) 75-120 cm d) 2.1-3.6 m	UK-3
3.	to low-context cultures a) Scandinavia; b) Switzerland; c) France; d) Arab countries	PC-1
4.	Trompenaars' theory , representatives of emotional cultures include: a) Mexicans, Dutch, Swiss; b) the French; c) the British and the Japanese; d) Germans	PC-1
5.	In the Middle East, compromise: a) has a negative meaning, it is a sign of weakness, compromise of a participant in business negotiations; b) demonstrates morality, trust and fair play; c) proves inability to conduct business negotiations; d) is one of the foundations of doing business.	PC- 2

7.3.2. Practical assignments on the subject for independent preparation for the test

Task 1.

Describe the 8 subsystems of national business culture formation according to Harris and Moran in relation to one foreign country of your choice and determine how each of them influences management practices in this country.

Task 2.

As we know, different cultures assign different meanings and significance to the same words, objects, and actions. Provide illustrative examples applicable to different cultures and develop recommendations for the correct interpretation of meaning and significance appropriate to a given business culture.

Task 3.

Describe situations you've encountered from foreigners living in foreign business environments where their own values and ethical orientations conflict with those of others. What methods can you recommend for overcoming such conflicts?

Task 4.

Over the past decade, a significant Turkish diaspora of Muslim immigrants has developed in Switzerland, currently numbering over 400,000. Consequently, the country has seen an unusual trend – a rapid increase in the construction and erection of mosques. The height of their minarets often exceeds the height of the crosses on Catholic cathedrals. The native Swiss population is protesting the dominance of an "alien religious faith." As a result, an unprecedented referendum was passed, banning the construction of mosques. This was, in turn, contested by the Muslim community. The native Swiss population appealed to the European Court of Justice.

What underlying conflict does this situation reveal from a comparative management perspective? How do you think the European Court of Justice in Strasbourg will rule? What are your recommendations for overcoming such conflicts?

7.3.2. Practical assignments for independent preparation for the exam

at New Home

New Home employs 180 people. The company specializes in the production of household appliances, including bread makers, juicers, mixers, and coffee makers. Its headquarters are located in Bautzen, a small town in Saxony. In 1992, the company's founder and current director, Hans Meyer, a qualified engineer, noticed the growing interest in natural, additive-free foods and designed a new bread maker. He commissioned a small company in Thuringia to manufacture it, then purchased the company and installed a small assembly line. It assembled parts manufactured in the Czech Republic.

Every six months, he launched a new modification of his bread maker. Mayer opened his business in 1992, employing eight people at the time. Since then, the company has experienced rapid growth. This rapid growth can be attributed to two factors: the excellent quality and reliability of the equipment produced, and the company's ability to keep up with market trends. But the main reason for such stunning success was its sales system. Mayer sells its products directly to households. Currently, the sales service operates in six regions of Germany, employing a total of 120 people, and is generally managed by Mr. Thomas, who was once Mayer's first sales representative. The sales system is based on a strict organization; employees receive only commission, all employees are highly trained, and they receive 50% of each unit sold. In addition,

New Home provides a 5-year warranty on all products sold; during this period, faulty equipment is not repaired, but replaced with new ones. The customer simply sends the defective device back to the company along with the warranty card and receives a new one in return. This means the sales team doesn't handle any claims.

The return rate for faulty equipment has been 1.5% over the past two years. Rumors have recently circulated that Meyer is planning to sell the company to a Swedish competitor. The latter allegedly made him a very lucrative offer. Thomas, who spends almost all his time traveling and managing regional companies, heard about this from an employee in southern Germany during a dinner. The employee, in turn, heard about it from his wife, who works in quality control at Meyer's plant. Employees in that region immediately stated that if this was true, they would look for new jobs. They would not work under Swedish management, and besides, the Swedes were probably buying the company only to sell it later. This is precisely what usually happens when a company acquires its competitor.

So it's best to start looking for a new job right away. Thomas is worried. He goes to see his boss. The next morning, he learns from his secretary that Meyer apparently had a fight with his wife and is planning a divorce. Rumor has it he simply threw her out on the street last night. As for the story about selling the company to Swedish competitors, she thinks it's all just idle talk. After all, she's Meyer's secretary and would surely know if he were conducting such negotiations. Incidentally, no one has been able to contact the boss for a whole week. The company's commercial director, Mr. Holz, tells Thomas that Meyer is currently in Basel; that's the only thing he knows. A week after this conversation, Meyer returned to his company. That same day—for the first time in the company's history—the director appoints a deputy. His name is Urban; he studied economics and industrial organization. For the past two years, he worked in Denmark for a wholesale company selling electrical goods.

When rumors reach Mayer, he issues a memo to the company's employees, declaring that he has no intention of selling anything. These rumors are baseless. On the contrary, he plans further expansion: in the near future, the company will add fitness equipment to its product range. Therefore, he hopes that all employees will continue to take their work as seriously as before. Furthermore, in the memo, Mayer schedules a production meeting for the last working day of the current month. Throughout the month, the most incredible rumors circulate: allegedly, Mr. Holz is traveling to Hamburg for secret negotiations with the Japanese. The distribution system will allegedly be disbanded and completely restructured exclusively for wholesale trade.

All remaining salespeople at the company will be promoted to employee status. Their salaries will consist of a fixed portion and a bonus based on sales volume. Thomas is very concerned about these rumors and, mid-month, has a frank conversation with his boss. As expected, Mayer reacts very harshly. He has always believed that company policy, particularly sales policy, is his personal business. The employees—both in production and in sales—should be happy and grateful to him, Mr. Mayer, for the fact that he, a God-given engineer, has designed the perfect technology, which, thanks to its excellent quality and reliability, has become a real sales hit. He will continue to have no intention of asking anyone's permission if he decides to change anything. At a meeting, Mayer declares the following: He doesn't understand where these idiotic rumors came from. Everything at the company remains unchanged, with one exception: instead of its own new development, New Home is launching a multifunctional device for monitoring human functions for pre-Christmas sales.

We will assemble this device under a Japanese license from integrated circuits manufactured in Japan. This device, like all our other equipment, will not be repaired. In the event of a malfunction, it will also be exchanged for a new one. The commission has been reduced to 25% of the selling price, but the device is very easy to sell since it is not commercially available. Mayer finished his presentation, and the employees remained silent; they expressed neither approval nor dissatisfaction. No one wanted to speak, including the managers. Mayer shook his head discontentedly and left the workshop without saying goodbye.

Task: Since the situation has escalated and Mayer doesn't want to deal with it himself, he entrusts a consulting firm to handle it. Imagine you're an employee of this consulting firm and provide your recommendations!

2. Conflict at the Bayern Beton plant

Engineer Hans Markig has been managing a concrete plant belonging to a construction company in southern Germany for eight years. He's 53 years old and has been with the company for 22 years. During this time, he's contributed greatly to his company, particularly during the construction boom in the former GDR in the early 1990s. The company's management has always valued him for his responsibility and loyalty. In short, Markig is a representative of the old school; he can be relied upon; he's never missed a deadline. But now the situation has changed. The plant is operating at an average of only 60% capacity, and workers are being laid off. Recently, the director, Mr. Müller, who is responsible, among other things, for the concrete plant, has begun to hear rumors that the working climate at the plant has deteriorated. This is primarily due to constant friction between Markig and foreman Sepp. Eigen, the foreman of a concrete crew. Eigen's crew includes four Germans and eight foreign workers. Eigen is an experienced foreman, 38 years old, and has been with the company for six years.

He superbly manages his workers, doing so intuitively. Although his team includes workers from Spain, Italy, and Greece, he's never had any problems with them. Four years ago, he even took the risk of appointing an Italian as foreman, and no friction with the Germans resulted. Soon after Eigen became foreman, the quality of the concrete components produced by the team improved, regularly exceeding their production targets. Therefore, of the four teams working at the concrete plant, the most challenging assignments were always assigned to Eigen's team. Naturally, this has had an impact on the workers' wages, which exceed the plant average by 15%.

Markig believes that now, with orders scarce, repair work should be carried out at the plant itself: refurbish the buildings and access roads. In recent years, there has been neither the time nor the capacity for this. So, at a Monday morning planning meeting, he gives four foremen instructions on what work each team should perform on the plant grounds. There are no problems with the three foremen, but Eigen begins to object. He believes his "highly skilled specialists" cannot be used for such menial work. He demands that his team be assigned only concrete work from now on. Let others handle repairs, for example, Foreman Urbanek's team, which has always had quality issues. Müller goes to the concrete plant and talks with Markig. At first, he says nothing about the complaints he has heard about.

Only when Markig declares that everything is fine at the plant does he mention hearing about some conflict between him and Eigen. Markig is furious, displeased that management has heard these rumors. He finally admits that there are, indeed, certain difficulties, because "that arrogant Eigen" considers some tasks beneath him. But he won't be able to ignore the plant director's direct orders. Then Müller goes to Eigen. He, too, openly expresses his opinion. It's finally time for Markig to shed the authoritarian tone he's become accustomed to when he managed large construction projects.

If he, Eigen, had spoken to his workers like that, his men wouldn't have tolerated it. Furthermore, Eigen hinted that he'd received an offer from his previous employer, one of Germany's largest construction companies, to go to Dubai to work on a construction project. Eigen has no family, and he's not at all opposed to going "abroad." In any case, he'd rather "go to the desert" than endure Markig's constant nagging.

After all, his team was doing a good job, and he wouldn't allow himself to be bossed around by a plant manager who spent all his time in an office. This conversation deeply alarmed Müller: Eigen and his team were urgently needed for the construction of two other projects. The company had won two major tenders: the construction of a complex concrete bridge and a road tunnel. Within the next four weeks, the company would begin producing materials for these projects.

Müller believed that the concrete plant's best foreman couldn't be allowed to leave due to friction with the manager.

Task: What would you do in Mr. Mueller's place to resolve the conflict situation and avoid similar conflicts in the future?

3. Management turmoil at Saxony Software

Saxony Software is a software development company. It has its own development division, consisting of two departments: communications projects and security projects. Ralf Starke is the head of the communications department at Saxony AG. He demands strict and precise execution of his orders and places great importance on informal oversight. He was appointed head of the department two years ago.

Opinions about him then diverged. Within the first six months of his appointment, eight of the department's fourteen employees transferred or resigned because they disagreed with Mr. Starcke's management methods. Ulf Simon, head of the new development department, was already considering transferring Starcke to another position, but by this time the situation in the department had improved, as both the old staff and the remaining newcomers gradually acclimated to Starcke's leadership style.

He demanded his employees be actively involved in the development of projects and programs, but at the same time, he expected them to strictly implement decisions. Büttner managed to reduce the costs of communications-related projects by 10% without violating the rules and regulations applicable to the entire new development division. Employees said Starke led the department energetically and achieved excellent results. Thanks to his excellent results, he received an offer from a competing firm. Starke decided this was a great opportunity and one he couldn't pass up.

Two weeks later, he quit and joined this company. That was six months ago. Ulf Simon initially intended to appoint someone from the ranks as department head. However, it quickly became clear that no one was interested in the position. Finding a suitable candidate outside the company was also impossible. Finally, after two months of fruitless searching, Mr. Simon decided to appoint Dr. Klaus May, the current head of the security project department, as head of the communications project department.

In turn, Dr. May appointed one of his department's employees as his successor. Dr. May is a highly qualified programming specialist and an experienced manager. The new position did not represent a promotion for him.

However, he gladly accepted Mr. Simon's offer because he hoped to gain new experience. Dr. May is a staunch advocate of a collegial leadership style. He believes that when assigning tasks, one should formulate a goal, leaving the means and methods of achieving it to the employees. Dr. May is always ready to discuss emerging problems with his employees; however, he does not intend to delve into details. A month after Dr. May's appointment, Mr. Simon discovered that the department was not delivering as planned. Two deadlines had already been missed, and other projects were also behind schedule.

In a conversation with Dr. May's staff, Mr. Simon learns that they believe Dr. May has no understanding of his subordinates' work; despite being a manager, he doesn't behave as one should. He doesn't communicate specific steps to achieve goals, and if a task isn't completed on time, he shifts the blame to his employees. This weak leadership is fueling discontent within the department. The department's employees believe Dr. May simply isn't capable of leading, even if he wanted to.

Task: Imagine you were in the position of Ulf Simon, head of the new development department. What would you do in this situation to ensure the department's performance?

4. "Farmakon" and its clients

Mr. Eifrig is a new employee in the sales department of Pharmacon, a company that manufactures and sells generic drugs. He just completed his training a month ago and became a pharmaceutical salesman. Today, he will be visiting customers for the first time in this new field.

Around 12:30 he enters Dr. Weiss's clinic and introduces himself to Mrs. Hübsch, Mr. Weiss's secretary, at the reception desk. Hübsch graduated from school only three months ago. She says to Eifrig, "My God! Another pharmacist! You're the fourth one today. Could you come back tomorrow?" Eifrig looks disapprovingly at the secretary, dressed up and made up—she's wearing a short skirt and a tight blouse—and says, "That's a shame.

But tomorrow, according to my schedule, I have to see other clients. Perhaps it would be possible to talk to Dr. Weiss, at least for a couple of minutes." To this, Hübsch declares: "I told you that the doctor doesn't have time for sales representatives today!" "So, is that your decision?" asks Eifrig, not hiding her irritation. "Well! I'll wait anyway, even for two hours!" Soon the last patient leaves the office. Dr. Weiss, taking off his coat as he goes, appears in the reception area and, not noticing Eifrig, says: "Well, Mrs. Hübsch, that's all for today!" Hübsch says: "Mr. Doctor, I'm afraid you'll have to treat another pharmacist; I couldn't get rid of him."

Here Dr. Weiss notices Eifrig, who approaches him and introduces himself. "Young friend, you have come at an inopportune time!" says Dr. Weiss. "I have to go immediately!" "I understand, Dr. Weiss! I don't intend to keep you long. I'm just starting out in this field and would like to meet the doctors. It's already good that we met. Perhaps you are interested in some samples?" "Yes, indeed, I just remembered! Come in for a minute!" The minute turned into a ten-minute conversation. When Eifrig left Dr. Weiss's office, Hübsch snorted: "You got your way after all! Next time you'll have to wait a whole hour – I guarantee you that!" To which Eifrig irritably snapped: "Who do you think of yourself? Better dress more decently, otherwise you look like a dancer from a strip club!" and closed the door behind him. But the story didn't end there.

A lecture for doctors was scheduled for the evening of the same day. There, Eifrig's boss, Mr. Streng, met Dr. Weiss. "You have a new employee," Dr. Weiss told him. "Of course, he's a good specialist, but..." "Is something wrong?" asks Streng, feeling uneasy. "Yes, he's having problems with my secretary. They had a fight. And your Mr. Eifrig compared my employee to a dancer from a strip club. I agree that Ms. Hübsch's clothes don't quite match my ideas of what a healthcare worker should look like. Nevertheless, I think your young employee has gone a bit overboard! Please try to smooth this over!"

The next morning, Streng calls Eifrig and asks him to explain everything. Eifrig admits that he did, indeed, compare Hübsch to a stripper. Streng reprimands Eifrig and offers to give Mrs. Hübsch a box of chocolates or some other small gift to somehow smooth over the unpleasant incident. However, Eifrig's reaction is completely different from Streng's expectation: "What? So I have to apologize to that girl! That's out of the question! I have the right to expect, I demand, that the company support and protect me in situations like this. I'll complain to the head of sales representatives. We'll see who he supports: an unqualified client or one of his own employees?"

Streng's memo about the incident, but Eifrig actually called you and complained about his boss. How will you act? What decision will you make in this situation? How will you explain your decision to the conflicting parties so that everyone accepts it?

5. Difficult cooperation

A large German company has been successfully selling its products on the Russian market for a long time. The necessary production capacity has been established. Joint production has been established in the Urals with a large Russian company. The cooperation is proceeding successfully. Therefore, the parties agreed to expand production. This will also reduce production costs. Therefore, the German side decided not to export the granulate needed for expanded production from Germany to Russia, as was previously the case.

A local supplier must address this issue, and in the long term, it will also supply the existing production facility with granulate . Therefore, the Germans asked their Russian colleagues to select potential suppliers. German specialists will familiarize themselves with the production processes on-site, assess the candidates' production capacities, and make a final decision. This will ultimately select the optimal supplier. The Russian side accepted this proposal and began searching for candidates.

During their next meeting in the Urals, the Germans asked their Russian colleagues if they had identified a potential supplier. The response was, "We've already found a suitable candidate. It's a well-functioning, large-scale enterprise that fully meets our granulate quality requirements ." The Germans asked their Russian colleagues to arrange a meeting. During this meeting, they would also like to learn more about the production technology and tour the plant's production facilities. It would be preferable to schedule this meeting within two weeks, as production specialists would be inspecting the plant in the Urals at that time.

At the same time, they were able to familiarize themselves with the technologies used at the candidate supplier. The meeting took place as planned, and upon their return, the German specialists said the following: "We were very surprised when we visited this facility.

They actually managed to get their hands on brand-new equipment somewhere. It looks a bit odd in the old, renovated workshops, but on the other hand, it meets all the requirements for granulate production . So, they showed us the equipment first, but we were accompanied by ten people, so we didn't get a good look at it .

We then visited other workshops and, an hour later, were sitting in the director's office. He asked us to share our impressions, which were mostly positive. We were treated to coffee and cookies, and he asked us a question that caught us off guard: "So, are you ready to collaborate with us?" We replied that we had come to get an overview of the production processes and capacities, but were not authorized to make a final decision. We would tell management that our overall impression was positive, and the purchasing department would handle further negotiations. We saw the director's expression change dramatically. He was very displeased, quickly ended the meeting, and left, barely saying goodbye.

Task: Why did the representatives of the German company behave this way? Why didn't they understand the reason for the director's dissatisfaction?

6. Difficult suppliers

ELEKTRO is a Russian trading company specializing in the sale of electronic components. It has been successfully operating in this field for over five years. Currently, the company primarily sources components from German manufacturers, not directly, but through their official distributors in Moscow. As demand for reliable electronics in Russia is constantly growing, the company has long been seeking new supply channels. Based on customer requests, they are particularly attentive to purchasing opportunities from German manufacturers. After searching online and attending specialized exhibitions, they discovered that purchasing electronic components directly from the manufacturer is 40% cheaper than purchasing from distributors.

All previous attempts to become official distributors themselves had failed, as most manufacturers already had distributors in Russia, while others operated in the Russian market through Ukraine, Kazakhstan, or Belarus. Therefore, the company's directors, Ivanov and Sidorov, were overjoyed when they finally discovered a small company in Bavaria whose product range included all the necessary components at reasonable prices. Furthermore, they had no representatives in Russia, Ukraine, Kazakhstan, or Belarus. All transactions with these countries were conducted through the company's representative office in Belgium, which was responsible for all of Eastern Europe.

After making the necessary inquiries, Ivanov and Sidorov learned that this Belgian representative office does not conduct active sales in any of the four countries. It does not advertise in specialized magazines, and it does not participate in trade fairs or exhibitions. Informational

materials are not distributed, and there is no Russian-language website. Therefore, the manufacturer and its products are virtually unknown in Russia. Based on all of the above, Ivanov and Sidorov decide to approach the Bavarians with an offer to become the company's official distributors in Russia.

They will be engaged in advertising and informational work and will strive to promote the manufacturer and its products in Russia. They are willing to guarantee a certain minimum sales volume in Russia. In turn, they would like to purchase the company's products under the terms provided for official distributors. They send their proposal to the company several times, but each time they are referred to a Belgian firm responsible for Eastern European markets.

The only offer the Bavarian company made them was this: if you manage to secure sales of at least €200,000 of our products within the next year under standard conditions, you will be eligible for official distributor status in Russia. ¹⁹ But for Ivanov and Sidorov, this proposal seems highly risky. It's entirely possible that they will succeed in promoting the Bavarian company to the market within a year, but that doesn't mean they'll reach the target sales volume. In that case, all the work done will be credited to the Belgian representative office.

Task: Why is the Bavarian company behaving this way? What can Ivanov and Sidorov do in this situation?

8. Tensive atmosphere in the training center

A group of Russian managers came to Germany for a month as part of a presidential program. Naturally, they want to take advantage of this opportunity to explore other European cities. But when trying to buy train or plane tickets, reserve a hotel room, or rent a car, they realize that their English won't get them very far.

They're not always understood correctly, and then there's the myriad of different rates and additional terms, making it impossible to understand. Furthermore, you can only go anywhere on weekends, because the training center made it clear from the start that participation in seminars and company visits is mandatory.

Since the training center has a Russian-German employee, they want to ask her for help. Firstly, she was quick to offer her assistance in difficult situations; secondly, she knows Germany well and all its nuances; and thirdly, she speaks both Russian and German fluently, meaning they can explain their wishes to her, and she will relay them to the Germans. This is exactly how it works: the participants express their wishes to her, and she does, indeed, do what is needed. However, since she can't always fulfill all the requests herself, her German colleagues also assist her.

But after a few days, the open and cordial atmosphere begins to deteriorate, and irritation begins to creep in. And after another two weeks, participants sometimes hear in response to their requests that there's no time for it now, that there are more important things to do.

Task: Why did the attitude of the training center staff change so dramatically? What was the reason? How should the participants have behaved?

9. Incident during an internship

A young woman is completing an eight-week internship at a mid-sized German company supplying electronic components to major automotive manufacturers as part of a presidential program. She's interning in the customer service department, sharing a room with two German employees. The collaboration is going smoothly, and the women quickly find common ground. Together, they are working on the results of a recent customer survey, which aimed to determine customer satisfaction with the quality and on-time delivery.

With so much information to process, employees must be especially attentive, sometimes even calling clients who haven't yet responded. Furthermore, time is running out, as it's already

Thursday, and all the data must be presented to management for review by Monday morning. This should have been done long ago, but the flu epidemic has wiped out three of the six customer service employees.

So the work took longer than originally planned, but today it's mostly necessary to finish, and tomorrow she'll only be focusing on preparing the presentation. But today is March 8th, and the young woman expects calls and congratulations, which she mentions to her colleagues. They nod understandingly, even though March 8th has never been a holiday in Germany. And then her cell phone starts ringing, every five minutes. She's being congratulated not only by colleagues, friends, and relatives, but also by almost everyone from the group she came to Germany with.

With each new call, the German employees' faces darken. She clutches the receiver between her shoulder and head, trying to enter data into the computer. By the end of the workday, she'd processed almost all the forms she needed to process, leaving only five left. This would take about an hour. Of course, on another day, she would have stayed late and finished the work, but today is a holiday, and she's also made plans with her Russian colleagues to go to a concert.

So she tells her German coworkers that she'll come an hour early tomorrow to process these five forms. Her colleagues nod silently. When she arrives at work the next morning, the five forms are no longer at her desk.

Task: What explains the behavior of the German colleagues? How should the Russian participant have behaved?

10. Swastika

In the late 1970s, a Soviet delegation on a short visit to India was invited to a private home for dinner. Upon entering, the Soviet guests saw numerous swastikas hung from the ceiling by the host. The head of the delegation (a veteran of the Great Patriotic War) immediately protested, and did so in a rather heated manner. In response, the host explained that in the East, the swastika has been considered a symbol of happiness and prosperity since ancient times. This is precisely what the host had in mind when he hung swastikas throughout the house before the guests arrived.

Task: What were the host and guest's cross-cultural mistakes? How would you have acted if you were the head of the Soviet delegation if, like him, you were unaware of the ancient meaning of the swastika?

7.3.3. List of coursework

1. History and reasons for the emergence of cross-cultural management.
2. Concept and basic definitions of culture.
3. Culture and behavior. Socialization and enculturation .
4. Cultural norms and values (application of M. Rokeach's theory).
5. Culture and language.
6. Cultural relativism as a methodological basis for intercultural communication.
7. The nature and essence of the concepts of "one's own" and "other's".
8. E. Hall's theory of high- and low-context cultures .
9. Theory of cultural dimensions by G. Hofstede .
10. Classification of crops according to R.D. Lewis .
11. The structure of intercultural communication.
12. Norms and values in intercultural communication.
13. Stereotypes in intercultural communication, causes and functions of stereotypes.
14. Concept and types of communication.
15. Verbal communication and its elements.
16. Non-verbal communication and its forms.
17. Paraverbal communication and its elements.
18. Intercultural conflicts and their causes.
19. The phenomenon of culture shock, its symptoms and ways to overcome it.
20. Types of prejudices and their correction.
21. Tolerance as a result of intercultural communication.
22. The concept and structure of intercultural competence.
23. Motivation in a multinational team.
24. Institutional environment of an international company.

**Appendix 7
to the work program**

Federal State Budgetary Educational Institution of Higher Education
URAL STATE UNIVERSITY OF ECONOMICS

APPROVED
at a meeting of the Department of Management
and Entrepreneurship

**METHODOLOGICAL RECOMMENDATIONS FOR COMPLETING
COURSEWORK**

**by discipline
Intercultural management**

1. PURPOSE AND CONTENT OF THE COURSE WORK

The purpose of this coursework is to consolidate the knowledge gained in the study of the discipline "Intercultural Management", as well as to conduct a comparative analysis of the theoretical foundations and practice of intercultural communications in business.

Volume and content of the course work

The coursework, in general, represents a study of the theory and practice of a chosen topic. A wide range of intercultural management topics are offered as coursework topics.

The theoretical part of the study is based on a literature review, the analytical part is country-specific, taking into account the list of coursework topics, and the practical part is focused on a specific organization—one of the key players in the international market. It is important to note that the stated topic must be consistent with the analytical findings reached in the second part of the work, and theory and practice must be consistent.

The structure of the course work should include the following sections:

Introduction

1. Theoretical part
2. Analysis of country and regional characteristics
3. Development of a set of measures to build intercultural communication for a specific company operating in a particular territory

Conclusion

List of references

The total volume of the work should be 35-40 pages, in compliance with the design requirements for coursework and diploma theses.

Since the discipline "Intercultural Management" takes into account the behavior of market participants from the standpoint that each of them strives for effective communication in the market of their presence and the achievement of competitive advantages, then in **the introduction** it is necessary to justify the relevance of the topic from the point of view of what impact the developed activities in the field of intercultural management have on the company's performance.

The **theoretical part** briefly outlines:

- Theoretical issues of intercultural management from the point of view of various theoretical approaches and methods;
- Methods of intercultural communication.

The authors' opinions on the fundamental provisions of the topic of the work should be presented with references to the literary sources used.

The content and structure **of the analytical section** depends on the proposed research object. When completing it, it is recommended to adhere to the following plan:

- 1) Analysis of country traditions and business practices
- 2) Cultural characteristics of the region
- 3) Requirements for foreign market participants
- 4) Peculiarities of conducting business negotiations and concluding contracts

The third part of the work contains a list of activities for the formation of a set of activities for building intercultural communication for a specific company operating in a particular territory.

In **conclusion** of the coursework, it is necessary to summarize briefly the results in the form of a comparison of theory and practice on the research topic, drawing conclusions based on the results of the analysis and the development of activities.

Compliance with the above points in full is the basis for admission to the defense of the work.

Term paper defense . A term paper defense involves the student presenting the main points of the research topic and answering the instructor's questions.

2. COURSE WORK TOPICS

The topic of the coursework can be changed upon agreement with the supervisor.

1. History and reasons for the emergence of cross-cultural management.
2. Concept and basic definitions of culture.
3. Culture and behavior . Socialization and enculturation .
4. Cultural norms and values (application of M. Rokeach's theory) .
5. Culture and language.
6. Cultural relativism as a methodological basis for intercultural communication.
7. The nature and essence of the concepts of "one's own" and "other's".
8. E. Hall's theory of high- and low-context cultures .
9. Theory of cultural dimensions by G. Hofstede .
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17. Paraverbal communication and its elements.
18. Intercultural conflicts and their causes.
19. The phenomenon of culture shock, its symptoms and ways to overcome it.
20. Types of prejudices and their correction.
21. Tolerance as a result of intercultural communication.

22. The concept and structure of intercultural competence.
23. Motivation in a multinational team.
24. Institutional environment of an international company.

3. LIST BASIC AND ADDITIONAL EDUCATIONAL LITERATURE

Website libraries USUE

<http://lib.usue.ru/>

Main literature:

1. Myasoedov S. P., Borisova L. G. Cross - cultural management [Electronic resource]: Textbook . - Moscow: Yurait Publishing House , 2019. - 314 p. - Access mode: <https://www.biblio-online.ru/bcode/432169>

1. Holden N. D., Eremin B. L. Cross-cultural management. The concept of cognitive management: a textbook for university students studying in the direction 521500 "Management" and specialties 350400 "Public Relations", 350700 "Advertising". - Moscow: UNITY-DANA, 2015. - 385 p.

2. Galchuk L. M. Fundamentals of cross-cultural communication and management: a practical course: a textbook for university students studying in the specialties "Theory and practice of intercultural communication", "International relations", "World economy", "Socio-cultural service and tourism". - Moscow: University textbook: INFRA-M, 2015. - 175 p.

3. Myasoedov S. P., Borisova L. G. Cross-cultural management [Electronic resource]: textbook for bachelor's and master's degrees: textbook for university students studying in economic fields and specialties. - Moscow: Yurait , 2019. - 314 p. - Access mode: <https://www.biblio-online.ru/bcode/432169>

Further reading:

1. Myasoedov S. P., Borisova L. G. Cross-cultural management: a textbook for undergraduate and graduate students studying in economic fields and specialties. - Moscow: Yurait , 2016. - 314 p.

2. Holden N. D., Eremin B. L. Cross-cultural management. The concept of cognitive management [Electronic resource]: Textbook . manual for students studying in the direction 521500 "Management" and specialties 350400 "Public Relations", 350700 "Advertising". - Moscow: Publishing house "UNITY-DANA", 2017. - 384 p. - Access mode: <http://znanium.com/go.php?id=1028506znanium.com>