



APPROVED

Vice-rector for educational activities

Veronika.G. Shubaeva

«24» *мая* 2023.

***Intercultural communication in professional activities/
Межкультурная коммуникация в профессиональной
деятельности***

Syllabus of the course

Specialty *38.03.02 Management*
Specialization *Business management and digital innovations*
Level of higher education *Bachelor*
Form of training *Full-time*
Year of enrolment *2023*

Authored by:

PhD, Anna V. Nabirukhina

Total number of hours	72	Form of final attestation: Test: semester 3
incl:		
contact work	32	
self-study	40	
practical training	0	
control hours	0	

Hours distribution:

Semester:	3
Type of classes	Hours
Lecture hours	18
Practical training	14
Laboratory work	
Total contact hours	32
Self-study	40
Control hours	0
Total academic hours	72
Total credits	2

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1. LEARNING OBJECTIVES

Objective:	The study of the theoretical foundations and practical aspects of intercultural communication in organizations, the formation of intercultural communicative competence in professional activity and the formation of a mediator of cultures
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2. COURSE PLACE IN THE PROGRAMME STRUCTURE

The discipline B1.V.DV Intercultural communication in professional activities is a part of Block 1.

3. EXPECTED LEARNING OUTCOMES

Code and name of graduate competence	Code and name of the competence achievement indicator	Expected learning outcomes
UC-3. Able to carry out social interaction and implement his/her role in the team	UC-3.2. Applies methods of team interaction	<p>Know:</p> <p>the main methods of analyzing interaction in a team, the main modern technologies of communication of various types, the principles of providing feedback, demonstrate the behavior of a leader in a team.</p> <p>Be able to:</p> <p>organize the work of the team, set tasks, motivate, maintain an atmosphere of cooperation and goal achievement in the team, showing the value of the contribution of each participant.</p> <p>Possess:</p> <p>the skills of effective communication, building effective feedback to team members on intermediate and final results of work, identifying conflicts that arise in the process of teamwork, and constructively managing them.</p>
UC-6. Able to manage his/her time, build and implement a trajectory of self-development based on the principles of lifelong education	UC-6.1. Builds and implements a personal trajectory based on continuous education and self-development	<p>Know:</p> <p>the content of the process of goal-setting professional and personal development, its features and methods of implementation in solving professional problems, based on the stages of career growth and self-development goals.</p> <p>Be able to:</p> <p>formulate goals of personal and professional development and the conditions for achieving them, based on the development trends of the field of professional activity, stages of professional growth, individual and personal characteristics.</p> <p>Possess:</p> <p>methods and technologies of goal-setting, goal implementation and evaluation of the results of activities in solving professional problems.</p>

4. COURSE STRUCTURE AND CONTENT

Code and name of the topics	Course content	Academic hours			
		Contact work			Self-study
		Lectures	Practices	Workshops	
Topic 1. Interaction of communication and culture in a professional context	Personal and situational factors of professional intercultural communication. Communication strategies and tactics for achieving professional goals in a multicultural environment. Problems in intercultural communication and ways to solve them	4	3		10
Topic 2. Optimization of intercultural communication in a professional environment, development of intercultural communication competence	Competence of intercultural communication; technologies for increasing intercultural sensitivity. Empathy and its importance for successful intercultural communication. Culture shock and ways to overcome it	4	3		10
Topic 3. Diversity of socio-cultural parameters in international business and their manifestation in the practice of business communication	Categorization of business cultures. The manifestation of socio-cultural parameters of business communication in organizational behavior: leadership, motivation, decision-making. Intercultural negotiations, presentations, meetings	6	4		10
Topic 4. National models of business culture	Interaction of national and corporate cultures. Russian business culture: factors of formation, value system, intercultural interactions	4	4		10
Control hours:					0
Total hours:		18	14	0	40

5. TEACHING AND LEARNING TOOLS OF THE COURSE

5.1 Recommended literature

Bibliographic description of the publication (author, title, type, place and year of publication, number of pages)	Digital resources
Nabirukhina, Anna Vadimovna Intercultural Communication in Business : a textbook / A.V.Nabirukhina; Ministry of Education and Science of the Russian Federation, St.Petersburg State University of Economics, Department of Economic English N 1. St. Petersburg: Publishing House of St.Petersburg State University of Economics, 2015. - 106 p.	http://opac.unecon.ru/elibrary/elib/482499677.pdf
Kuzmina, Tatyana Ruslanovna Major constituents and nations of	https://opac.unecon.ru/elibrary/elib

Intercultural communication: a textbook on the discipline "Introduction to the theory of intercultural communication" (in English / T.R. Kuzmina; Ministry of Education and Science of the Russian Federation, St. Petersburg State Economic University, Department of Language Theory and Translation Studies. St. Petersburg : Publishing House of St. Petersburg State University of Economics, 2013. - 63 p.	/423334578.pdf
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5.2 List of software (including national production)

- 7-Zip
- LibreOffice
- ОС АЛТ образование 10

5.3 List of reference systems and modern professional databases

№	Name of reference systems and professional databases
1.	Digital library Grebennikon.ru – www.grebennikon.ru
2.	Science Digital Library eLIBRARY – www.elibrary.ru
3.	Science Digital Library КиберЛеника – www.cyberleninka.ru
4.	Database ПОЛПРЕД Справочники – www.polpred.com
5.	Database OECD Books, Papers & Statistics on the platform OECD iLibrary www.oecd-ilibrary.org
6.	Legal reference system КонсультантПлюс (installed resource UNECON or www.consultant.ru)
7.	Legal reference system «ГАРАНТ» (installed resource UNECON or www.garant.ru)
8.	Information and referral system «Кодекс» (installed resource UNECON or www.kodeks.ru)
9.	Digital library system BOOK.ru - www.book.ru
10.	Digital library system ЭБС ЮРАЙТ – www.urait.ru
11.	Digital library system ЗНАНИУМ (ZNANIUM) – www.znanium.com
12.	Digital library UNECON – opac.unecon.ru

6. TECHNICAL FACILITIES

There are special rooms for lectures, seminars, coursework, group and individual consultations, current and interim assessments, as well as rooms for self-study.

The premises are equipped with equipment and teaching aids.

The rooms for students' independent work are equipped with computers with Internet connection and access to the university's electronic learning environment.

Name of classroom	Classroom location
Room 88. Computer class (for practical classes, course design (course work) with the use of computer technology). Equipped with a multimedia complex.Specialized furniture and equipment: Educational furniture for 10	191023, St. Petersburg, Griboedova canal,

seats (study table - 10 pcs., chairs - 10 pcs.), additional seats - 16 (study table - 8 pcs., bench - 8 pcs.), teacher's workplace - 2 pcs., chalkboard - 1 pc., mobile cabinet on wheels - 1 pc., Monoblock FOXMIMO 4450 2.8Gh\4gb\500GB\DVD-RW\21.5\WiFi - 11 pcs. Sets of demonstration equipment and educational and visual aids: multimedia applications for lecture courses and practical classes, interactive educational and visual aids.	30-32, lit. A, B, P
Room 82. The classroom (for conducting lecture-type classes and seminar-type classes, course design (course work), group and individual consultations, ongoing monitoring and interim certification), is equipped with a multimedia complex.Specialized furniture and equipment: Educational furniture for 16 seats (8pcs study table, 8pcs bench), teacher's workplace, 1 piece chalk board. (single-section + 1 small section), chair from 1 pc., chair 2 pcs., hanger rack 1 pc. Portable Multimedia Kit: HP 250 G6 1WY58EA laptop, LGPF1500G Multimedia Projector. Sets of demonstration equipment and educational and visual aids: multimedia applications for lecture courses and practical classes, interactive educational and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P
Room 98. The classroom (for conducting lecture-type classes and seminar-type classes, course design (course work), group and individual consultations, ongoing monitoring and interim certification), is equipped with a multimedia complex.Specialized furniture and equipment: Educational furniture for 25 seats, teacher's workplace, chalkboard - 1 pc., chair - 2 pcs., rack hanger - 1 pc. Portable Multimedia Kit: HP 250 G6 1WY58EA laptop, LGPF1500G Multimedia Projector. Sets of demonstration equipment and educational and visual aids: multimedia applications for lecture courses and practical classes, interactive educational and visual aids.	191023, St. Petersburg, Griboedova canal, 30-32, lit. A, B, P

7. METHODOLOGICAL GUIDELINES FOR STUDENTS

The following documents should be made available to the trainee before the start of the course:

- training and methodological documentation;
- local normative acts regulating the main issues of the organisation and implementation of educational activities, including those regulating the procedure for current monitoring and interim assessment of students;
- the schedule of consultations of the teaching staff.

The level and depth of mastering the discipline is determined by the active and systematic work of students in lectures, seminars, independent work, including in terms of identifying the most significant and relevant problems for further study. A special condition for qualitative mastering of the discipline is an effective organisation of work, which allows distributing the academic workload evenly in accordance with the schedule of the educational process.

When preparing for classes, students have the opportunity to attend consultations with the staff of UNECON according to the timetable set out in the schedule of consultations.

The students' in- and out-of-classroom work should aim to form:

- the fundamentals of the learner's world view and scientific understanding;

- basic knowledge relevant to the training area and the declared professional field, forming the target and professional basis for training;
- professional competences oriented towards the needs of the labour market;
- an individual trajectory by mastering a unique set of professional competences that complement the learner's competence model, through a focus on specific professional specialised areas of knowledge defined by labour market representatives;
- meta-skills for learners, such as teamwork and leadership, data analysis, digital skills, project design and implementation, intercultural interaction.

8. SPECIFICATIONS FOR TEACHING DISABLED PERSONS

Students with disabilities, if necessary, are taught on the basis of an adapted work programme using special teaching methods and didactic materials that take into account the particularities of their psychophysical development, individual capacities and health status.

In order for disabled persons and persons with disabilities to master the curriculum, the University shall ensure that:

- for the visually impaired and visually impaired: availability of information on the timetable in accessible places and adapted forms for learners who are blind or visually impaired; presence of an assistant to assist the learner as needed; production of alternative formats of teaching materials (large print or audio files);
- for the hearing-impaired and hearing-impaired: adequate sound reproduction of information;
- for persons with disabilities and persons with mobility impairments: the possibility of unimpeded access for students to classrooms, restrooms and other areas of the department, as well as their stay in these areas.

Learners with disabilities and persons with disabilities are provided with printed and/or electronic educational resources in forms adapted to their disabilities. The education of students with disabilities may be organised with other students or in separate groups or organisations.

ASSESSMENT RESOURCES

1.1 Control tasks and assignments for interim attestation

Is not provided by the work programme of the discipline.

1.2 Topics for written task

Is not provided by the work programme of the discipline.

1.3 Interim checkpoints

Number	Type	Method of conduct	Topic number
1	Information and analytical work	written	1-2
2	Case assignment	verbally	3-4
3	Monitoring	with the help of technical means and information systems	1-4

1.4 Other assessment objects

Is not provided by the work programme of the discipline.

1.5 Self-study

Name of self-study	Topic number
Doing homework	1-4
Preparation for lectures and practical classes	1-4

1.6 Grading scale

Scales of assessment and procedures for assessing learning outcomes of the discipline are regulated by the Regulations on the current control of progress and interim attestation of students in higher education programmes and the Regulations on the scoring and rating system.

A grading and rating system is used to assess the learning outcomes of the discipline:

The final control of the discipline is an examination (or a differentiated test), the final grade being formed in accordance with the scale given in the table below:

Points	Grade
<55	Not passed
>=55	Passed

Grading scale

2 (points to 54)	Demonstrates a lack of understanding of the problem. Many of the requirements of the assignment are not met. An initial perception of the material is demonstrated. The work is incomplete and/or plagiarised.
3 (points 55-69)	Demonstrates a partial understanding of the problem. Most of the requirements of the task have been met. Mastery of the elements of the assigned material. The material is mostly clear and coherent.
4 (points 70-84)	Demonstrates considerable understanding of the issue by the discipline. All requirements of the assignment are fulfilled. The content of the completed tasks is disclosed and examined from different perspectives.
5 (points 85-100)	Demonstrates full understanding of the problem. All requirements of the assignment are fulfilled. Demonstrates proficiency in the discipline. The completed assignments are holistic, complete, structured, present different points of view and demonstrate creativity.