

**FEDERAL STATE BUDGET EDUCATIONAL
INSTITUTION OF HIGHER EDUCATION
“LOMONOSOV MOSCOW STATE UNIVERSITY”**

FACULTY OF ECONOMICS

«APPROVED»

Dean of the Faculty of Economics, MSU

professor _____ A.A.Auzan

«___» _____ 2021

COURSE SYLLABUS

Course title:

CROSS-CULTURAL COMMUNICATION IN BUSINESS

Level of higher education:

MASTER STUDIES

Field of study:

38.04.02. MANAGEMENT

Mode of study:

FULL-TIME

Course syllabus is considered and approved by
the Educational and Methodological Council of the Faculty of Economics
(minutes №_____, date)

Moscow 2021

The course syllabus is developed in accordance with the self-established MSU educational standard (ES MSU) for implemented main professional educational programs of higher education for Master's degree in the field of study 38.04.02. Management

ES MSU is approved by the decision of MSU Academic Council dated December 28, 2020, minutes №7

Year (years) of enrollment: 2021 and forthcoming

1. Place and status of the course in the structure of the Master program

Course status: *elective*

Trimester: 4

2. Course Prerequisites

This discipline is based on the knowledge and skills acquired as a result of studying following courses:

— English

— Organizational behavior

3. Intended learning outcomes (ILO) of the course associated to the required competencies of the graduates

Competencies of graduates (codes)	Indicators of achievement of competencies	Intended learning outcomes of the course (module) associated to the required competencies of the graduates
UC-1. Capable of carrying out a critical analysis of problematic situations based on a systematic approach, developing a strategy of actions, formulating scientifically based hypotheses, applying the methodology of scientific knowledge in professional activity	UC-1.I-1. Analyzes the problem situation as an integral system, identifying its components and the connections between them UC-1.I-2. Develops solutions to the problem situation based on a critical analysis of available information sources	UC-1.I-1.K-1. Knows the methodology of setting a goal and determining ways to achieve it UC-1.I-1.A-1. Able to determine the essence of the problem situation and the stages of its resolution, taking into account variable contexts UC-1.I-1.A-2. Able to collect, systematize and critically analyze the information necessary to develop a strategy for resolving a problematic situation UC-1.I-2.A-1. Able to assess the adequacy and reliability of information about a problem situation, to work with contradictory information from different sources UC-1.I-2.A-2. Able to find a solution to a problem situation based on actions, experiment and experience

	UC-1.I-3. Develops a strategy of actions to solve a problem situation in the form of a sequence of steps, anticipating the result of each of them	<p>UC-1.I-2.A-3. Able to identify possible solutions to a problem situation based on the analysis of cause-and-effect relationships</p> <p>UC-1.I-3.A-1. Able to implement and argue the choice of a strategy to solve a problem situation, understanding the advantages and disadvantages of the chosen strategy</p> <p>UC-1.I-3.A-2. Able to develop an action plan to solve a problem situation, identifying and evaluating the practical consequences of implementing actions to resolve a problem situation</p>
UC-5. Capable of applying modern communication technologies, including ones in a foreign language (foreign languages), for academic and professional interaction	<p>UC-5.I-1. Compiles documents (letters, essays, abstracts, etc.) for academic and professional interaction in accordance with the norms of Russian and foreign languages</p> <p>UC-5.I-2. Presents the results of academic and professional activities at events of various formats, including international ones</p>	<p>UC-5.I-1.K-1. Knows the ways of using information and communication technologies for collecting, storing, processing, presenting and transmitting information</p> <p>UC-5.I-1.K-1. Able to find and analyze the information necessary for the qualitative performance of academic and professional tasks and the achievement of professionally significant goals, including ones in a foreign language</p> <p>UC-5.I-1.A-2. Able to compose, edit in Russian and/or a foreign language, perform a correct translation from a foreign language into Russian and from Russian into a foreign language of various academic and professional texts</p> <p>UC-5.I-2.K-1. Knows the basic concepts of the organization of interpersonal interaction in the information environment</p> <p>UC-5.I-2.A-1. Able to establish and develop academic and professional contacts, including in the international environment, in accordance with the</p>

	UC-5.I-3. Participates in academic and professional discussions, including in a foreign language(s)	goals, objectives and conditions of activity UC-5.I-3.A-1. Able to perceive and analyze information in Russian and foreign languages in the process of academic and professional interaction UC-5.I-3.A-2. Able to conduct academic and professional discussions in Russian and/or a foreign language, arguing for their positions and ideas
UC-6. Able to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-6.I-1. Has an idea of the essence and principles of the analysis of cultural diversity in the process of intercultural interaction UC-6.I-2. Demonstrates the ability to analyze and take into account the diversity of cultures in the process of intercultural interaction	UC-6.I-1.A-1. Knows the methods of analysis and consideration of the diversity of cultures in the process of intercultural interaction UC-6.I-1.K-2. Knows the norms of intercultural interaction taking into account the diversity of cultures UC-6.I-1.A-1. Able to analyze the diversity of cultures in the process of intercultural interaction UC-6.I-1.A-2. Able to build intercultural interaction taking into account the diversity of cultures
IPC-1. Able to identify and create new market opportunities, find new, non-standard solutions, form and test a value proposition	IPC-1. I-1. Identifies and creates new market opportunities. Formulates new and non-standard solutions. IPC-1. I-2. Creates and tests solutions in the form of value propositions.	IPC-1.I-1. K-1. Knows creative and managerial approaches for finding needs, identifying and creating new market opportunities in the professional field. IPC-1. I-1. A-1. Able to search for new, non-standard solutions due to creativity, analyticity, and flexibility of thinking IPC-1. I-2. A-1. Able to form and test a value proposition.

4. Workload of the course by types of activity

The workload of the discipline is 3 ECTS: 108 academic hours, including 52 academic hours of contact work with a professor, 56 academic hours of

self-directed studies.

5. Learning format

Full-time, with the use of educational platform On.Econ (use of distant learning technologies is allowed if necessary). Distant format is for speakers from other countries. Some classes may happen in the format of a field trip outside of the university.

6. Content of the course structured by topics (sections) indicating the number of academic hours allocated to them and types of training

Title and brief content of sections and topics of the course (module), Form of assessment for the course (module)	Total (hours)	Including						
		Contact work (work in contact with a professor) <i>Types of contact work, hours</i>				Student self-directed studies <i>Types of self-directed studies, hours</i>		
		Seminars	Group consultations	Individual consultations	Total	Individual studies	Group studies	Total
Topic 1. Intro to cultural differences	16	4		4	8	8		8
Topic 2. Regional focus 1. China & South East Asia	16	4	4		8		8	8
Topic 3. Regional focus 2. Indian subcontinent & the Middle East	16	4	4		8		8	8
Topic 4. Regional focus 3. A region that student chose (e.g. Europe)	16	4		4	8	8	8	8
Topic 5. Informal communication	16	4		4	8	8		8
Topic 6. Cross-cultural storytelling	16	4	4		8		8	8
Midterm assessment in the form of a quest in cross-cultural teams		4				8		
Total	108	52				56		

Brief content of the course topics

Topic 1. Intro to cultural differences

Importance of cross-cultural communication skills in various context. What communication can in fact be cross-cultural. Cultural iceberg: observable and non-observable. Cross-cultural communication as a skill vs. knowledge. Intro to cultural differences: Erin Meyer's classification, Hofstede dimensions. Examples of misunderstanding based on differences. Stereotypes and discrimination.

We also select regional focus for the next three classes. Obligatory regions (due to their importance in doing business in Russia & worldwide):

- 1) China & South East Asia*
- 2) Indian subcontinent & the Middle East.*

Optional regions (students select one based on voting):

- 3) Latam*
- 4) Europe*
- 5) North America*
- 6) Africa*

Main literature:

- 1. Materials discussed in class*

Additional literature:

- 1. E. Meyer. The Culture Map. Public Affairs. 2014*
- 2. <https://www.hofstede-insights.com/country-comparison-tool>*

Topic 2. Regional focus 1. China & South East Asia

We invite 2-3 speakers from the region or with experience in the region and organize a “talk show” where the lecturer and students ask questions and the guest speakers answer. This way we cover a wide range of topics for the particular region: differences, similarities, communication styles, better ways to integrate, work culture, tips for doing business, difficult situations etc. Also, students gain experience interacting with people from a particular culture.

Main literature:

1. Materials discussed in class

Additional literature:

1. E. Meyer. The Culture Map. Public Affairs. 2014

2. <https://www.hofstede-insights.com/country-comparison-tool>

Topic 3. Regional focus 2. Indian subcontinent & the Middle East

We invite 2-3 speakers from the region or with experience in the region and organize a “talk show” where the lecturer and students ask questions and the guest speakers answer. This way we cover a wide range of topics for the particular region: differences, similarities, communication styles, better ways to integrate, work culture, tips for doing business, difficult situations etc. Also, students gain experience interacting with people from a particular culture.

Main literature:

1. Materials discussed in class

Additional literature:

1. E. Meyer. The Culture Map. Public Affairs. 2014

2. <https://www.hofstede-insights.com/country-comparison-tool>

Topic 4. Regional focus 3. A region that student chose (e.g. Europe)

We invite 2-3 speakers from the region or with experience in the region and organize a “talk show” where the lecturer and students ask questions and the guest speakers answer. This way we cover a wide range of topics for the particular region: differences, similarities, communication styles, better ways to integrate, work culture, tips for doing business, difficult situations etc. Also, students gain experience interacting with people from this region.

Main literature:

1. Materials discussed in class

Additional literature:

1. E. Meyer. The Culture Map. Public Affairs. 2014

2. <https://www.hofstede-insights.com/country-comparison-tool>

Topic 5. Informal communication

We organize a social outing outside of the university with students and guests from other countries. E.g., we go to eat and do sightseeing, meanwhile creating opportunity for informal communication between students and people from other cultures (small groups are created in a way to make sure people interact cross-culturally). A wide range of topics is discussed in small groups – food, art, history, personal life, hobbies etc.

Main literature:

1. Materials discussed in class

Additional literature:

1. E. Meyer. *The Culture Map. Public Affairs. 2014*
2. <https://www.hofstede-insights.com/country-comparison-tool>

Topic 6. Cross-cultural storytelling

Stories people tell themselves differ a lot from culture to culture (and can be a good indicator of values, beliefs, criteria for success, life scenarios etc. in different cultures). In order to grasp those differences and develop an ability to spot them we watch and discuss in class a modern times movie from a very different culture – ideally, with representatives of this culture, so we could clarify things we do not understand. Example of a movie: a modern Indonesian movie “Stealing Raden Saleh”.

7. Assessment tools to assess the course learning outcomes

7.1. Sample assessment tools:

Learning outcomes of the course	Types of assessment tools
UC-1.I-1.K-1. Knows the methodology of setting a goal and determining ways to achieve it UC-1.I-1.A-1. Able to determine the essence of the problem situation and the stages of its resolution, taking into account variable contexts UC-1.I-1.A-2. Able to collect, systematize and critically analyze the information necessary to develop a strategy for resolving a problematic situation UC-1.I-2.A-1. Able to assess the adequacy and reliability of information about a problem situation, to work with contradictory information from different sources UC-1.I-2.A-2. Able to find a solution to a problem situation based on actions, experiment and experience UC-1.I-2.A-3. Able to identify possible solutions to a problem situation based on the analysis of cause-and-effect relationships UC-1.I-3.A-1. Able to implement and argue the choice of a strategy to solve a problem situation, understanding the advantages and disadvantages of the chosen strategy	Interim group project Exam

UC-1.I-3.A-2. Able to develop an action plan to solve a problem situation, identifying and evaluating the practical consequences of implementing actions to resolve a problem situation	
UC-5.I-1.K-1. Knows the ways of using information and communication technologies for collecting, storing, processing, presenting and transmitting information UC-5.I-1.K-1. Able to find and analyze the information necessary for the qualitative performance of academic and professional tasks and the achievement of professionally significant goals, including ones in a foreign language UK-5.I-1.A-2. Able to compose, edit in Russian and/or a foreign language, perform a correct translation from a foreign language into Russian and from Russian into a foreign language of various academic and professional texts UC-5.I-2.K-1. Knows the basic concepts of the organization of interpersonal interaction in the information environment UC-5.I-2.A-1. Able to establish and develop academic and professional contacts, including in the international environment, in accordance with the goals, objectives and conditions of activity UC-5.I-3.A-1. Able to perceive and analyze information in Russian and foreign languages in the process of academic and professional interaction UC-5.I-3.A-2. Able to conduct academic and professional discussions in Russian and/or a foreign language, arguing for their positions and ideas	Interim group project Exam
UC-6.I-1.A-1. Knows the methods of analysis and consideration of the diversity of cultures in the process of intercultural interaction UC-6.I-1.K-2. Knows the norms of intercultural interaction taking into account the diversity of cultures UC-6.I-1.A-1. Able to analyze the diversity of cultures in the process of intercultural interaction UK-6.I-1.A-2. Able to build intercultural interaction taking into account the diversity of cultures	Reflection forms Interim group project Exam
IPC-1.I-1. K-1. Knows creative and managerial approaches for finding needs, identifying and creating new market opportunities in the professional field. IPC-1. I-1. A-1. Able to search for new, non-standard solutions due to creativity, analyticity, and flexibility of thinking IPC-1. I-2. A-1. Able to form and test a value proposition.	Interim group project Exam

7.2. Course assessment criteria (scores):

Types of assessment tools	Score
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Attendance & participation	max 30
Reflection forms after every class	max 40
Interim group project	max 50
Exam	max 30
Total	150

7.3. Grade for the course is determined based on the following criteria:

Grade	Minimum score	Maximum score
<i>Excellent</i>	127,5	150,0
<i>Good</i>	97,5	127,0
<i>Satisfactory</i>	60,0	97,0
<i>Failed</i>	0,0	59,5

Note: in case a student's score obtained during the trimester is less than 20% of the maximum score of the discipline, the following rule of passing the course should be applied at the midterm assessment (and further re-examination): 'a student can obtain only a satisfactory mark and only in case she/he receives for the midterm assessment, including all the course material, no less than 85% of the score allocated to this assessment'.

7.4. Typical tasks and other materials necessary to assess the learning outcomes:

— *Reflection forms (filled after every class)*

Sample question: What is your main learning from our conversation today? What will you do differently forward?

— *Interim group project*

Examples:

- *Organize an outing together with people from another culture (e.g., foreign students) for cultural, business or everyday purposes (e.g., museum, shopping, company visit etc.)*
- *Invite your guests from other countries to the class and facilitate a discussion with them (prepare questions, involve other students etc.)*

— *Exam*

Example: a quest in a museum or an art gallery in a cross-cultural team (e.g., finding and explaining specific paintings, figuring out what resonates most for the participants from another culture etc.)

7.5. Methodological guidelines and assignment requirements:

Course focuses on experience and skills, so assignments are more participation / engagement oriented. You don't have to know the right answer but you need to be able to communicate, ask questions, engage in a conversation / team work etc.

8. Resources

8.1. List of main and additional literature

Main literature:

Course materials

Additional literature:

1. E. Meyer. *The Culture Map. Public Affairs. 2014*
2. <https://www.hofstede-insights.com/country-comparison-tool>

8.2. List of licensed software

— Microsoft Office

8.3. List of professional databases and information referral systems

— MSU's institutional subscription

8.4. List of Internet resources (if necessary)

— <https://www.hofstede-insights.com/country-comparison-tool>

— *Selected Youtube videos (e.g., Erin Meyer's lectures)*

8.5. Description of material and technical support

An auditorium with a projector, internet access and ability to play videos (sound system)

9. Language of instruction:

English

10. Professor (professors):

Tatiana Selskaya, MBA

11. Syllabus authors:

Tatiana Selskaya, MBA