

**National research university “Higher School of Economics”**

**Department of Psychology**

Course syllabus for the discipline  
**“Cross-cultural psychology of organizational behavior”**

For the students of the MSc program “Applied social psychology”  
(specialization 03300.68 “Psychology”)

Author:

Tatarko Alexander, PhD, Associate Professor, [atatarko@hse.ru](mailto:atatarko@hse.ru)

**2016**

## **1. Organizational and Guidance Section**

### **1. The Main Objectives of the Course are:**

1. Give a whole view of the subject about cross-cultural management.
2. Introduce the students to the traditions of management in different cultures.
3. Introduce the students to the main cultural factors affecting the management in a cross-cultural perspective.
4. Develop the skills of problem-solving on the sphere of human resources management in international organizations

### **2. Goals of the Course**

- Give the students knowledge of theoretical foundations of cross-cultural management;
- Give the students knowledge about interactions between corporate and national cultures;
- Give the students knowledge about the methods of staff selection in an international company;
- Teach the students to perform a competent psychological analysis of a conflict situation and conflict interaction in multicultural teams;
- Give the students knowledge about the features of the control group processes in multicultural teams;
- Teach the students to use the diagnostic tools used in cross-cultural management.

### **3. Methodical Novelty of the Course:**

1. New contents of the course. This version of the course is taught in Russia for the first time.
2. The course is not oriented only on theory, but also on the application scope.
3. The development of the students' skills is to create some methods of increasing ethno-cultural competence.
4. Testing the students using different tests in the field of cross-cultural management (diagnosis cultural intelligence, organizational commitment, and so on).

### **4. Place of the Course in the System Formed by innovative qualifications**

This discipline refers to the cycle of the common disciplines, specialty 030300.68 – ‘Psychology’ for those enrolled in the master's program of Applied Social Psychology. This discipline is one of the basic for the master's program.

The study of this discipline is based on the following disciplines: philosophy for humanitarian faculties, basic psychological courses (general psychology, social psychology, psychology of management, psychological testing, experimental psychology, mathematical methods in psychology). Also, it is necessary to know well

the ethnic and cross-cultural psychology for the successful development of this discipline.

To study of this discipline, the students must possess the following knowledge and competencies: have the bachelor qualification in the field of psychology or qualification at the level of four specialties in the field of psychology. In terms of the content, the students should have a basic knowledge of high school program in philosophy, the main psychological courses (common psychology, developmental psychology and pedagogical psychology, labor psychology and engineering psychology, medical psychology, social psychology, management psychology, history of psychology, psychodiagnostics, experimental psychology, and mathematical methods in psychology ); be experienced in performing psychological experiments: conducting studies on the psychological issues; experience in the compilation of essays and essays on psychological issues; experience in design and final qualifying work on psychological issues.

## II - The Content of the Course

### 5. The Novelty of the Course

In Russia, the similar courses are normally arranged in accordance with the western courses, as this subject has been taught in Russia quite recently. My course features the preferred focusing on the applied field. During the training we will jointly with the students perform a host of practical tasks, tests, and discuss case-studies. Also, the students will be given the elements of cross-cultural training that is not offered in any one of the foreign courses.

### 6. Thematic Plan

No.	Theme	Total number of hours	Class hours		Individual work
			Lectures	Workshops	
1	Introduction to Cross-cultural psychology of organizational behavior	17	2	3	12
2	Seven dimensions of cultural diversity in business and organizations	17	2	3	12
3	National cultures and organizational cultures	17	2	3	12
4	Global Manager	17	2	3	12
5	Intercultural training	18	2		12
6	Adaptation of Managers in Multinational Companies	19	2	3	1

7	Cross-cultural business behavior	34	4	6	24
8	Multicultural assessment, expatriates selection & testing cultural intelligent	17	2	3	12
9	Multicultural working groups and teams	17	2	3	12
10	Cross-cultural marketing	17	2	3	12
	Total:	190	22	34	134

## 7. Content

### Theme 1

#### Introduction to Cross-cultural psychology of organizational behavior

The subject of cross-cultural management. Brief history of the cross-cultural management. The concept of ‘culture’ in relation to cross-cultural management. Methods of research in cross-cultural management. The main difficulties in managing multicultural teams. Specificity of management in different cultures. Theory of the German management. Theory of the American management. American management practices. The Japanese management practice. Ethics of labor relations in Islam.

#### Literature:

##### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

##### Additional:

1. Moran, R., Harris, Ph., Moran, S. *Managing Cultural Differences*. - Elsevier Inc. (7th Edition). – 2011.
2. Hofstede G. (2001). *Culture’s consequences: Comparing values, behaviors, institutions, and organizations across nations*. – 2nd ed. Thousand Oaks: Sage Publications, Inc.
3. Hofstede G. (1991). *Organizations and cultures: Software of the mind*. - New-York: Mc Graw-Hill.
4. Harrison, L. & Huntington S. (2000). *Culture Matters: How Values Shape Human Progress*. – New York: Basic Books.

### Theme 2

#### Seven dimensions of cultural diversity in business and organizations

Different approaches to measuring cultures in cross-cultural management. F. Trompenaars' and Charles Hampden-Turner's approach. Universalism versus particularism. Individualism versus communitarianism. Specific versus diffuse. Neutral versus emotional. Achievement versus ascription. Sequential time versus synchronous time.

### **Literature:**

#### Basic:

Trompenaars, F. (1994). *Riding the waves of culture: understanding cultural diversity in business*. - Chicago & London & Singapore: Irwin Professional Publishing

#### Additional:

Gesteland, R. R. (1996). *Cross-cultural business behavior: marketing, negotiating and managing across cultures*. Handelshøjskolens forlag

## **Theme 3**

### **National Cultures and Organizational Cultures**

The influence of national culture on corporate culture. Types of organizational cultures according to F. Trompenaars and Charles Hempdenu-Turner. The influence of national culture on corporate culture. Collision problem in respect of organizational and corporate cultures. Types of organizational cultures according to F. Trompenaars and Charles Hempdenu-Turner. Overcoming conflict between corporate and national cultures.

### **Literature:**

#### Basic:

1. Trompenaars, F. (1994). *Riding the waves of culture: understanding cultural diversity in business*. - Chicago & London & Singapore: Irwin Professional Publishing
2. Hofstede G. (1991). *Organizations and cultures: Software of the mind*. - New-York: Mc Graw-Hill.

#### Additional:

Gesteland, R. R. (1996). *Cross-cultural business behavior: marketing, negotiating and managing across cultures*. Handelshøjskolens forlag

## **Theme 4**

### **Global Manager**

The role of international ('global') manager in transnational companies. Types of decisions made by an international manager. International manager as a specialist in negotiations. Leadership qualities of an international manager as a leader. Integral cross-cultural model of international leadership

### **Literature:**

#### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

#### Additional:

1. House R. (2004). Global Leadership and Organizational Behavior Effectiveness Research Program - Business & Economics.
2. Caligiuri P., Tarique I. Dynamic cross-cultural competencies and global leadership effectiveness // Journal of World Business - Feb 2012.

## **Theme 5**

### **Staff Training and Development of International Companies**

Characteristics of the process of introducing new employees into an international company. Adaptation of new employees. Culture shock and acculturation stress in the adaptation of expatriates. Importance of mentors and mentoring. Conducting group training sessions in a multicultural team. Technique of developmental education in an international company. Training of intercultural interaction and ethnocultural competence as a tool for increasing staff cohesion and a remedy for conflict prevention. Using 'cultural assimilator' technique during intercultural interaction training.

### **Literature:**

#### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

#### Additional:

1. Moran, R., Harris, Ph., Moran, S. Managing Cultural Differences. - Elsevier Inc. (7th Edition). – 2011.
2. Osman-Gani A., Rockstuhl T. Cross-cultural training, expatriate self-efficacy, and adjustments to overseas assignments: An empirical investigation of managers in Asia // International Journal of Intercultural Relations - Jul 2009 – pp. 277-290.

## **Theme 6 Adaptation of Managers in Multinational Companies**

The role of international ('global') manager in transnational companies. Types of global managers. The GLOBE project (Global Leadership and Organizational Behavior Effectiveness). Nine basic cultural dimensions from the GLOBE Project. Types of Global Managers. Building global management skills Leadership styles in cross-cultural perspective. Preparing for a foreign assignment. The foreign assignment cycle. Key multicultural competencies.

### **Literature:**

#### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

#### Additional:

1. House R. (2004). Global Leadership and Organizational Behavior Effectiveness Research Program - Business & Economics.
2. Caligiuri P., Tarique I. Dynamic cross-cultural competencies and global leadership effectiveness // Journal of World Business - Feb 2012.

## **Theme 7**

### **Cross-cultural business behavior**

Doing business with English speaking cultures (United States of America, Canada, Britain, Australia): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

Doing business with Western European Countries (Germany, France, Italy, Spain, Greece): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

Doing business with Central and Eastern European Countries (Poland, Hungary, The Czech Republic, Bulgaria, Romania): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

Doing business with Asian Countries (India, China and Hong Kong, Korea, Japan): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

Doing business with Latin American Countries (Argentina, Chili, Brazil): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

Doing business with Middle Eastern Countries (Turkey, The Arab Countries, Israel): the business ethics, the use of time, value orientations, motivating factors, leadership and status, behavior at meetings and negotiations.

## **Literature:**

### Basic:

1. Lewis, R. (2010). *When cultures collide: Leading across cultures*. Nicholas Brealey Publishing.
2. Hofstede G. (1991). *Organizations and cultures: Software of the mind*. - New-York: Mc Graw-Hill.

### Additional:

1. Chee, H., & West, C. (2007). *Myths about doing business in China*. Palgrave Macmillan.
2. Kavalchuk, A. (2012). *Cross-cultural management: How to do business with Germans – A Guide*. GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit, Bonn.
3. Gesteland, R. R. (2012). *Cross-Cultural Business Behavior: A guide for global management*. Copenhagen Business School Press DK.

## **Theme 8**

### **Multicultural assessment, expatriates selection & testing cultural intelligent**

Distinctive features of cross-cultural research methods. The history of research methods in the field of cross-cultural psychology. Current standards in conducting cross-cultural investigation. Deviations and the equivalence: definitions and classification. Construct-associated deviations. Method-associated deviations. Deviations associated with the test tasks. Multi-lingual research.

Problems in the study of personality in cross-cultural psychology. Universalist approach to investigation of an individual. Cross-cultural studies of personality traits. Cross-cultural adaptation of personal questionnaires: Eysenck Personality Inventory (EPI), “The Big Five”, MMPI. Indigenous personality models . The African personality model, the Japanese personality model, personality dimensions in Chinese culture.

## **Literature:**

### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

### Additional:

1. Hofstede G. (1995). *Motivation, leadership and organization: do American theories apply abroad? // Transnational management: text, cases and readings in cross-border management / Ed. Ch. Bartlett, S. Ghoshal. – Chicago: IRWIN.*

2. Coher S., Mohrman A. (1995). *Designing Team – Based Organizations* – San Francisco: Jossey-Bass.
3. *The Blackwell Handbook of Global Management: A Guide of managing Complexity* / Ed. by H. Lane, M. Maznevski, M. Mendenhall, J. McNett. Blackwell Publishing Ltd, 2004.

## **Theme 9**

### **Multicultural working groups and teams**

The problem of the effectiveness of a multicultural group. Factors that affect the multi-cultural groups. Cultural barriers in multicultural task forces. Construction principles of multicultural working groups. Group processes in multicultural teams. Stages of job implementation in multicultural teams. Factors influencing the choice of staff policy type in transnational and multinational companies. External recruitment and internal recruitment. Advantages and shortcomings of external recruitment. Advantages and disadvantages of internal recruitment. Open and closed staff policy of an international firm. The main categories of employees that are in demand in multinational companies. The concept of ‘expatriate’. Problems of expatriation and repatriation. The main approaches to the process of selection and screening of staff in multinational companies: ethnocentrism, polycentricism, geocentrism, regiocentrism. Ethnocultural features of external recruitment: the American approach, the British approach, the German approach, the Japanese model, Korean model. Staff retention and turnover in an international company. The nature of labor relations in different countries. A common consideration of staff motivation problem . Tangible and intangible incentives. The influence of cultural syndromes (level of uncertainty avoidance, individualism, masculinity degree) on the process of motivation growth. Staffing requirements of an international firm. Motivation model based on the needs of different cultures. Procedural model of motivation in different cultures. Supporting motivation model in different cultures. Means to improve the motivation of employees in international companies. Assessment of the results of work in international business. Determination of the amount of compensation in international business.

#### **Literature:**

##### Basic:

Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

##### Additional:

1. Coher S., Mohrman A. (1995). *Designing Team – Based Organizations* – San Francisco: Jossey-Bass.

2. The Blackwell Handbook of Global Management: A Guide of managing Complexity / Ed. by H. Lane, M. Maznevski, M. Mendenhall, J. McNett. Blackwell Publishing Ltd, 2004.

3. Hofstede G. (1995). Motivation, leadership and organization: do American theories apply abroad? // Transnational management: text, cases and readings in cross-border management / Ed. Ch. Bartlett, S. Ghoshal. – Chicago: IRWIN.

### **Literature:**

#### Basic:

Fischer R., Lun V. Measuring Cognition and Motivation across Cultural Groups // Handbook of Motivation and Cognition Across Cultures – 2008 – pp. 565, 567-589.

#### Additional:

1. Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.

2. Brannen M., Doz Y. From a distance and detached to up close and personal: Bridging strategic and cross-cultural perspectives in international management research and practice // Scandinavian Journal of Management – Sept. 2010 – pp. 236-247.

## **Theme 10 Cross-cultural marketing**

International marketing - definition. The international trading environment. Social and cultural considerations in international marketing. International niche marketing strategies for small and medium-sized enterprises. Cross-cultural consumer behavior. Brand in the global context. International product and service management. Strategic orientation: EPRG Schema. Culture and advertising.

### **Literature:**

Doole, I., & Lowe, R. (2008). International marketing strategy: analysis, development and implementation. Cengage Learning EMEA.

Philip R. Cateora, Graham, J. L., & Mary C. Gilly. (2007). International marketing. McGraw-Hill/Irwin.

## 8. Forms of the Student's Knowledge Control

Control type	Control form	Year 1		Parameters **
		Module 3	Module 4	
Process control	Homework 1 (Week 4 of the module)	*		Make a description of the country in accordance with the measurements of cultures by Trompenaars and Hampden-Turner.
	Homework 2 (Week 4 of the module)		*	Conduct a survey in the organization using a questionnaire Trompenaars and Hampden-Turner for the study of organizational cultures in the international context
Final test			*	Knowledge of the material (the essence of the basic theories, approaches, methods, criticism), the ability to identify the core, the ability to logically and convincingly present the material.

### 8.1. Criteria for Assessing the Knowledge and Skills

Criteria for assessment of work at workshops: knowledge of the material, the ability to communicate the material, the ability to complement the answers, the ability to ask important questions and to formulate the problem, the ability to prepare and present reports, attendance rate.

Criteria for assessing homework: the knowledge of the material, the ability to present the material and discuss it critically.

Criteria for assessment of written homework 1: the ability to find in the domestic and foreign literature and highlight the most important works on the subject, the most complete and up-to-date works on the subject; the ability to structure the presentation of theme, level of concepts.

Criteria for assessment of written homework 2: the ability to clearly explain the essence of a problem and describe the problem in the organization in a structured manner, interpret the results obtained using a questionnaire.

Criteria for assessing a reply on a test: the knowledge of the studied material, the ability to identify the core, the ability to logically and convincingly present the material.

Criteria for assessing a reply on an exam: the knowledge of the material (the essence of the basic theories, approaches, methods, criticism), the ability to identify the core, the ability to logically and convincingly present the material.

Grades for all forms of monitoring are assigned using a 10-point scale.

### Criteria for Assessment of Written Homework 1

(the ability to find in the domestic and foreign literature and highlight the most important work on the subject, the most complete and up-to-date works on the subject, the ability to structure the presentation of theme, level of concepts)

<b>Grade</b>	<b>Criteria</b>
Excellent: 10	This grade can be assigned only if the paper fully meets all claimed requirements and the highest scores on all criteria.
Excellent: 9, 8	These grades can be assigned only if the paper fully meets all claimed requirements and the high score on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case of full compliance of the paper with 3 of 4 established criteria and 1 criterion can be met partially. «6» – this grade can be assigned only in case of full compliance of the paper with 5 of 6 claimed criteria.
Satisfactory: 5, 4	«5» – this grade can be assigned only in case of full compliance of the paper with 2 of 4 established criteria and 2 criteria can be met partially.
Unsatisfactory: 3, 2, 1	The paper does not meet most claimed criteria.
The work is not accepted: 0	The paper is plagiarism. Authors' contribution is less than 80% (see Regulations of Use of the Anti-Plagiarism System for the collection and verification of written educational paper at the State University – the Higher School of Economics (approved by the Academic Council of the State University – the Higher School of Economics (Minutes No. 56 dated March 20. 2009).

In case if Homework 1 has not been submitted in due course a grade is marked down as follows:

- 1 day – downgrade by 1 point;
- 2 days – downgrade by 2 points;
- 3 days – downgrade by 3 points;
- 4 days – downgrade by 4 points;
- 5 days – downgrade by 5 points;
- 6 days – downgrade by 6 points;
- 7 days – downgrade by 7 points.

## Criteria for Assessment of Homework 2

(the ability to clearly state the essence of the problem, is structured to describe the problem, the ability to discuss the proposed theories, concepts and models, a creative approach to solving the problem)

Grade	Criteria
Excellent: 10	This grade can be assigned only in case the essay fully meets all claimed requirements and the highest grade on all criteria.
Excellent: 9, 8	This grade can be assigned only in case the essay fully meets all claimed requirements and high grade on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case the essay fully meets 3 claimed criteria of 4, and 1 criterion (except for the creative criterion) can be met partially. «6» – this grade can be assigned only in case the essay fully meets 3 claimed criteria of 4.
Satisfactory: 5, 4	«5» – this grade can be assigned only in case the essay fully meets 2 claimed criteria of 4, and 2 criteria (except for the creative criterion) can be met partially. «4» – this grade can be assigned only in case the essay fully meets 2 claimed criteria of 4, and 2 criteria (except for the creative criterion) can be met partially.
Unsatisfactory: 3, 2, 1	The paper does not meet most claimed criteria.
The work is not accepted: 0	The paper is plagiarism. Authors' contribution is less than 80% (see <i>Regulations of Use of the Anti-Plagiarism System</i> for the collection and verification of written educational paper at the State University – the Higher School of Economics (approved by the Academic Council of the State University – the Higher School of Economics (Minutes No. 56 dated March 20. 2009).

In case if Homework 2 has not been submitted in due course a grade is marked down as follows:

- 1 day – downgrade by 1 point;
- 2 days – downgrade by 2 points;
- 3 days – downgrade by 3 points;
- 4 days – downgrade by 4 points;
- 5 days – downgrade by 5 points;
- 6 days – downgrade by 6 points;
- 7 days – downgrade by 7 points.

## Criteria for Assessing a Test

Grade	Criteria
Excellent: 10	This grade can be assigned only in case the reply meets all claimed requirements and the highest grade on all criteria.
Excellent: 9, 8	These grades can be assigned only in case the reply fully meets all claimed requirements and the high score on all criteria.
Good: 7, 6	«7» – this grade can be assigned only in case if the reply fully meets 4 of 5 claimed criteria и 1 (except for a test and essay) the criterion can be met partially. «6» – this grade can be assigned only in case if the reply fully meets 3 (except for a test and essay) claimed criteria.
Satisfactory: 5, 4	«5» – this grade can be assigned only the work under review fully meets 2 (except for a test and essay) claimed criteria, and 2 criteria can be met partially. «4» – this grade can be assigned only in case the work under review fully meets 2 claimed criteria.
Unsatisfactory: 3, 2, 1	The reply does not meet most established criteria.
The work is not accepted: 0	Test is not passed.

### 9. Assessment Tools for Monitoring and Certification of the Students

Assessment tools are two homeworks and questions offered on the test. Below is a description of homeworks.

1. As a first homework, the students are required to perform an analytical description of a business culture of the student's choice, as assessed according to F. Trompenaars and Charles Hampden-Turner.
2. As a second homework, the students are required to:
  - a) select an organization for a diagnostic study;
  - b) interrogate members of the organization by using valuation techniques for types of organizational cultures according to F. Trompenaars and Charles Hampden-Turner;
  - c) make a presentation based on the diagnosis results; the presentation to be discussed during the group discussion in the classroom.

#### List of preliminary topics for a Test

1. Cross-cultural management as a science. Subject, object, and history of cross-cultural management.
2. Features of the American management and features of the Japanese management: comparative characteristics.

3. Distinctions in staff's attitude to time in different cultures.
4. Cross-cultural aspects of leadership in multicultural teams.
5. Recruitment and selection of staff in the establishment of foreign branches of a company.
6. External recruiting: 'pros' and 'cons'.
7. Internal recruiting: 'pros' and 'cons'.
8. Effect of cultural dimensions on the motivation of different cultures.
9. Differences in the needs of representatives of different cultures.
10. Staff training and development in international companies.
11. The overall structure of the ethnocultural competence training.
12. Utilizing the technique of 'cultural assimilator' during intercultural interaction training.
13. Assessment of the results of labor and determination of compensation therefor in international companies.
14. Problems of personality tests use upon staff selection for international companies.
15. Problems of using achievement tests upon staff selection for international companies
16. Basic requirements for cross-cultural validity of a test method.
17. The main approaches to the process of staff recruitment and screening in multinational companies: ethnocentric, polycentric, geocentrism, regiocentrism.
18. Socio-psychological causes of internal staff conflicts in international organizations.
19. Conflicts as a result of the collision of different corporate cultures in transnational companies' branches.
20. Adaptation problems of new employees in multicultural teams.

## **10. The Procedure of the Final Grade Formation in the Discipline**

A teacher assesses the students' work at workshops and practical training: activity, the response rate, the level of questions, the level of reports, participation in discussions, homeworks. The teacher assigns grades for their work at workshops by entering them in the work sheet. The accumulated grade for their work in workshops is determined on a 10-point scale prior to intermediate or final control –  $O_{classroom}$ .

The teacher assesses the students' independent work: the level of preparedness of the students to the workshop, the fullness of coverage of the topic in the reports. The teacher assigns grades for their independent work by entering them in the work sheet. The accumulated grade for their work in workshops is determined on a 10-point scale prior to intermediate or final control –  $O_{independent work}$

Criteria for assessing the reply on a test: The knowledge of the studied material, the ability to identify the core, the ability to logically and convincingly present the material.

Criteria for assessing the reply on an exam: knowledge of the material (the essence of the basic theories, approaches, methods, criticism), the ability to identify the core, the ability to logically and convincingly present the material.

Cumulative assessment of the current control counts in the results of the ongoing monitoring of a student as follows:

$$O_{accumulated} = 0.4 O_{current} + 0.3 * O_{classroom} + 0.3 * O_{independent\ work}$$

where  $O_{current}$  is calculated as a weighted sum of all forms of the current control as established by the Operating Curriculum (RUP)

$$O_{current} = 0.4 O_{Homework\ 1} + 0.6 O_{Homework\ 2}$$

The resulting grade for the discipline is calculated as follows:

$$O_{resulted} = 0.6 O_{accumulated} + 0.4 * O_{test}$$

The method of rounding cumulative assessment of the intermediate (final) control in the form of a test: in compliance with the arithmetic rules .

The resulting grade on a discipline is entered to a student's diploma/

The grade assigned for the final control is **blocking**; in case of unsatisfactory final grade it is equivalent to the resultant grade.

## 11. Educational Guidance and Informational Support of a Discipline

### 11.1. Basic Textbooks

1. Smith, P. B., Peterson, M. F., & Thomas, D. C. (Eds.). (2008). *The handbook of cross-cultural management research*. Sage.
2. Trompenaars, F., & Woolliams, P. (2004). *Business across cultures*. John Wiley & Sons.

### 11.2. Main Literature

1. Brannen M., Doz Y. From a distance and detached to up close and personal: Bridging strategic and cross-cultural perspectives in international management research and practice // *Scandinavian Journal of Management* – Sept. 2010 – pp. 236-247.
2. Caligiuri P., Tarique I. Dynamic cross-cultural competencies and global leadership effectiveness // *Journal of World Business* - Feb 2012.
3. Fischer R., Lun V. Measuring Cognition and Motivation across Cultural Groups // *Handbook of Motivation and Cognition Across Cultures* – 2008 – pp. 565, 567-589.
4. Gesteland, R. R. (1996). *Cross-cultural business behavior: marketing, negotiating and managing across cultures*. Handelshøjskolens forlag.

5. Harrison, L. & Huntington S. (2000). *Culture Matters: How Values Shape Human Progress*. – New York: Basic Books.
6. Hofstede G. (1991). *Organizations and cultures: Software of the mind*. - New-York: Mc Graw-Hill.
7. Hofstede G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations*. – 2nd ed. Thousand Oaks: Sage Publications, Inc.
8. House, R. et al. (eds.). (2004). *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks, CA: Sage.
9. Moran, R., Harris, Ph., Moran, S. *Managing Cultural Differences*. - Elsevier Inc. (7th Edition). – 2011.
10. Osman-Gani A., Rockstuhl T. Cross-cultural training, expatriate self-efficacy, and adjustments to overseas assignments: An empirical investigation of managers in Asia // *International Journal of Intercultural Relations* - Jul 2009 – pp. 277-290.
11. Schneider S. & Barsoux J.-L. (2003). *Management intercultural: 2nd ed.* - Paris: Pear-son Education Ltd.
12. *The Blackwell Handbook of Global Management: A Guide of managing Complexity* / Ed. by H. Lane, M. Maznevski, M. Mendenhall, J. McNett. Blackwell Publishing Ltd, 2004.
13. Triandis H.C. *Industrial and Organizational Psychology: Cross-cultural approach* // *International Encyclopedia of the Social & Behavioral Sciences* – 2001 – pp. 7316-7320.
14. Trompenaars, F. (1994). *Riding the waves of culture: understanding cultural diversity in business*. - Chicago & London & Singapore: Irwin Professional Publishing