

**FINANCIAL UNIVERSITY UNDER THE GOVERNMENT OF THE
RUSSIAN FEDERATION**

Department of Language Training

Klimova I.I.
Vasbieva D.G.
Kalugina O.A

INTERCULTURAL COMMUNICATION

Level of Study: Bachelor's Degree

Field of Study: 38.03.01 "Economics"

Study Program: "International Finance"

1. Name of a subject

"Intercultural communication"

2. Mapping of learning outcomes of "Intercultural communication" with the relevant indicators described and subject learning outcomes indicated

The resulting level of foreign language proficiency of the third year students corresponds, according to the "Common European Framework of Reference", to the parameters of B2-C1 level.

The subject "Intercultural communication" is a tool for the development of applied knowledge for all subjects that are included in the core curriculum in the field of study "Economics", study program "International Finance".

Competence code	Competence	Competence development indicators	Learning outcomes (skills, and knowledge) and indicators that show competence development
IC-6	the ability to apply foreign language knowledge at a level sufficient for interpersonal communication and educational activities		To have: <ul style="list-style-type: none"> - skills of generalization, systematization and argumentation of information in written and oral forms; - speaking, listening, reading, writing skills in interpersonal and professional communication; - all types of reading skills (intensive, skimming, scanning); - skills of analytical and syntactic processing of professionally significant information - translation, annotation, summary, transcoding of information; - skills of effective communication in

			<p>business communication in English; - skills of expressing one`s thoughts and opinions in interpersonal and business communication in English; - basic public speaking skills (presentations, reports, reports within the framework of one`s major).</p> <p>To be able to: - carry out written and oral speech activities with the choice of appropriate lexical units in certain business communication situations; - understand the information when reading educational, reference, scientific / cultural literature in accordance with a specific purpose; - to perceive the content of texts of a given level of complexity; - take an active part in the discussion on a significant issue, prove one`s point of view; - use Internet resources to extract foreign-language information for educational and scientific purposes.</p> <p>To know:</p>
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			<ul style="list-style-type: none"> - the structure of written and oral speech, the basic rules of logical formation of sentences; - language material (vocabulary, grammar, structural and language models) at a level defined by the Council of Europe as B1-C1 (professional language), including: grammatical structures typical of oral and written professionally-oriented, business communication; - basic normative grammar in active use and complex grammatical constructions for passive perception; - common vocabulary.
<p>SPC-2</p>	<p>readiness for individual and team work, compliance with ethical standards in interpersonal professional communication</p>		<p>To have:</p> <ul style="list-style-type: none"> - public speaking skills; - skills of analysis, synthesis; - critical assessment skills of oneself and colleagues - skills to critically assess information, draw conclusions; - team work skills, tolerant perception of social, ethnic, religious and cultural differences. <p>To be able to:</p> <ul style="list-style-type: none"> - negotiate with partners, customers, competitors;

			<ul style="list-style-type: none"> - carry out market analysis based on marketing; - prepare presentations; - study information focused on a case and problematic issues using various sources; - provide constructive and objective feedback in a friendly manner, accept feedback without opposition - explain and prove statements. <p>To know:</p> <ul style="list-style-type: none"> - grammatical structure of the language; - laws of logic and take into account features of functional speech styles; - rules of skimming and scanning; - common, general economic and professional vocabulary - rules of making management decisions; - cultural peculiarities of native speakers, their habits and traditions, norms of behavior and etiquette, necessary for the successful solution of professional tasks in a foreign language.
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3. Place of the subject "Intercultural communication" in the curriculum

The third year subject “Intercultural communication” is the subject of module of optional subjects that deepen the mastering of the core curriculum in the field of study 38.03.01 “Economics”, study program “International Finance.

4. Workload of the subject “Intercultural communication” in credits and academic hours, with class work (lectures and seminars) and self-study indicated

Workload of the subject - 3 credits

Field of study "Economics"		
	Study program "International Finance"	
Type of academic work	Total (in credits and hours)	Semester 5 (in hours)
Overall workload	108 3 credits	108
Class work	54	54
Lectures	18	18
Seminars, practicals	36	36
Interactive classroom activity	54	54
Self study	54	54
Formative assessment	54	54
Summative assessment	-	-
Midterm assessment	-	credit

5. "Intercultural communication" content (with the thematic components indicated)

Themes

1. Culture is the key to competitiveness. Work in international companies. Communication with foreign partners. European and Asian communication styles.
2. Understanding cultural models. International Business. Collaboration with European companies. Work with Chinese partners. Doing business in India. The importance of understanding specific features of a local culture.
3. The interaction of cultural spheres. International company mergers. Positive and negative experience in international company mergers.
4. Culture and organization. Foreign business trips. Responsibility, difficulties and prospects of work abroad.

5. Implementation of the best practices. Work in an international team. International virtual business and its specific characteristics. Participation in international projects and programs. Studying abroad. Knowledge and skills required for the head of an international company.

6. List of teaching and methodological materials needed for the students self-study

6.1. List of questions for student self-study and types of out-of-class activities

Itemized subject content	Questions the students should answer within the self-study process	Types of out-of-class activities
1. Culture is the key to competitiveness. Work in international companies. Communication with foreign partners. European and Asian communication styles.	Rules for the written project assignments Written translation of texts on financial and economic topics.	1. Mandatory self-study under the supervision of a teacher: <ul style="list-style-type: none"> • doing tests in training manuals in BEC format; • doing tests in printed and electronic forms;
2. Understanding cultural models. International Business. Collaboration with European companies. Work with Chinese partners. Doing business in India. The importance of understanding specific features of a local culture.	Rules of writing different essays, their structure	<ul style="list-style-type: none"> • watching news and television reports in global television channels of financial and economic information (Euronews, Bloomberg, etc.) • preparation of presentations, discussions, case studies.
3. The interaction of cultural spheres. International company mergers. Positive and negative experience in international company mergers.	The use of grammatical structures Doing tasks in the international exams format	2. Self-study of students under the supervision of a teacher: <ul style="list-style-type: none"> • work using authentic sources (reviews of articles on media materials, preparation of annotations and reports, presentations in PowerPoint;
4. Culture and organization. Foreign business trips. Responsibility, difficulties and prospects of work abroad.	Idioms Grammar structures and cliches used when describing data graphs	<ul style="list-style-type: none"> • work with multimedia tools; • summary of authentic articles
5. Implementation of best practices. Work in an international team. International virtual business and its specific characteristics. Participation in international projects and programs. Studying abroad. Knowledge and skills required for the head of an international company.	Written business communication. Types of official documents and general rules of their drafting and paperwork	<ul style="list-style-type: none"> • writing essays on covered topics • writing business letters, drawing up business documents “Invitation”, “Congratulation”, “Apology letter”, “CV” 3. extracurricular self-study: <ul style="list-style-type: none"> • preparation for participation in business conversations, conferences, discussions;

		<ul style="list-style-type: none"> • preparation and participation in role-play games.
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6.2. List of questions/assignments/topics for students' preparation to formative assessment

Example of lexical and grammatical test with some tasks in the BEC format

Read the article and choose the best sentences given below the text to fill each of the gaps. For each gap (1-10) mark one letter (A-K). Do not use any letter more than once.

China - innovation nation

“The Master said, ‘I transmit rather than innovate. I trust in and love the ancient ways’.” **1.** _____ . Many Chinese companies seem to be copycats, unable or unwilling to come up with world-beating ideas, products and services of their own. The Chinese legal system also looks rigged against foreign inventors. A cultural deference to authority and an educational system that emphasises rote-learning complete the stereotype.

Until recently, China was considered an innovation absorber, simply copying ideas from elsewhere to roll out to local and foreign markets. The gloss has recently come off China’s miracle economy, yet there are plenty of reasons to be hopeful as well. Today, Chinese firms are recognized as innovators on the world stage. **2.** _____ .

China has a long history of invention. **3.** _____ . The harder-working ones may also be aware of cast iron, the ploughshare, the stirrup and the clockwork mechanism. But historic Chinese innovation did little to improve the lives of ordinary people. The emperor and his officials sometimes confiscated inventions and prevented their spread. David Ahlstrom of the Chinese University of Hong Kong points out that inventive entrepreneurs not only lacked protection for their intellectual property but also had little social status in a society that put bureaucrats on a pedestal.

Now Chinese leaders have started to praise innovation. Reluctantly, they are beginning to accept that their top-down approach may not be up to the challenges ahead. One of the biggest of those is that, largely thanks to the one-child policy first adopted in 1980, China has begun to age before becoming comfortably rich. **4.** _____ . So China will have to squeeze more output from fewer people.

McKinsey calculates that if the country is to maintain GDP growth of 5.5-6.5% a year to 2025, a third to half of that growth must come from improvements in total factor productivity. SOEs have grown inefficient and indebted, so most of that productivity growth will come from the private sector. Inventors are now encouraged to commercialise new technologies, and protection for intellectual-property rights is

being strengthened.

China's leaders need to stop coddling bloated state enterprises and let them be managed by professionals in competitive markets. **5.** _____. In their book, "Can China Lead?", William Kirby of Harvard University and his co-authors observe that Chinese entrepreneurs enjoyed freer markets for most goods than any nation in Europe as late as the early 19th century; and the private-sector boom in the early 20th century in Shanghai, as well as in other parts of China, set the foundations of modern capitalism. It lay dormant in the years of war and upheaval that followed but is now reviving. The spectacular rise of China's private sector can be seen as a renaissance.

This report will argue that private firms have been responsible for the vast bulk of modern China's economic advance. **6.** _____. They are delivering not only ever better-manufactured goods but also increasingly sophisticated high-tech-based services. More and more of them are venturing abroad to increase their reach and improve their offerings. As long as the government does not interfere too much, there is every reason to think that they can help deliver the required growth and turn the Middle Kingdom into the world's largest and most dynamic economy.

The most successful Chinese entrepreneurs have adopted a global outlook. They have bolstered their innovative capabilities by collaborating with and acquiring international firms. **7.** _____. Likewise, Western companies are doing R&D in China, not just to tap into the country's manufacturing capabilities but also to innovate inside China and bring the results to the rest of the world.

Could the Chinese market really become the world's innovation hotbed? **8.** _____. They show how technological disruptions, business-model innovations and the world's most eager customers are coming together in this market to produce agile and inventive firms.

Though their arguments are stretched thin at times, the authors are persuasive when arguing that the Chinese market accelerates innovation. Consumers are quick to adopt new trends and are digital sophisticates. Unlike those in established markets, they are quite forgiving of mistakes, which lets firms experiment, fail and learn quickly. **9.** _____. And the huge diversity of the continental-scale country forces firms to adapt nimbly. Messrs Yip and McKern call it "the world's biggest Petri dish for breeding world-class competitors".

Fine, but what about the thorny problem of intellectual property (IP)? The authors insist the government is getting serious about protecting it, pointing to special IP courts in big cities with technically trained judges and staff. Apple is appealing against the iPhone decision by Beijing's patent office, and continues to sell its phones in China. Surprisingly, Shanghai's government has just ordered Han City, a multi-storey mall overflowing with counterfeits on the city's main shopping promenade, to be shut down. **10.** _____. If it does so, surely even the Master would approve.

A China's leadership also vows to "strive to build an IP power, an innovative country, and a well-off society".

B The domestic market, with both a super-rich elite and a big bottom of the pyramid, is a useful bellwether of global trends.

C Those words from Confucius seem to offer a cultural explanation for why China is an innovation laggard.

D Alibaba, Tencent and DJI are at the top of the corporate tree and making headlines along with Apple, Google and Uber.

E All diligent schoolboys know about gunpowder, papermaking, printing, the compass and the waterwheel.

F They are agents of change, risk-takers and, these days, true innovators that take full advantage of the potential of new technology.

G They must also ease their grip on academia and the internet so that China's bright sparks can benefit from the free flow of ideas needed to sustain world-class innovation.

H The country's labour force is expected to peak this year and shrink by 16% by 2050, and the ranks of pensioners are swelling.

I That bold thesis is put forward by George Yip and Bruce McKern, academics affiliated with the China Europe International Business School in Shanghai, in their new book "China's Next Strategic Advantage: From Imitation to Innovation".

J Many of China's leading innovators are placing their research and development facilities in talent and innovation hubs like Silicon Valley.

K He argues that the best ones are only partly Chinese, with hybrid structures that allow access to capital and talent from outside the mainland.

Complete the sentences with the adjectives in the box.

inventive world-beating intellectual most dynamic top-down
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1 Good ideas in the laboratory can be transformed into ... products.

2 These ...entrepreneurs are presently seeking a patent for their innovative idea.

3 ...property refers to the protection of creations of the mind, which have both a moral and a commercial value.

4 A ...approach in business describes a traditional organizational style that emphasizes the imperatives and vision of upper management.

5 The ... economies rely on creative destruction to grow.

Read the article and complete the gaps with the words from the list.

capital

local startups

international investors

regulators

financial discipline

global sophistication

foreign-invested

technological development

raise money

venture capitalists

Douglas Fuller, an academic at Zhejiang University, believes that “ethnic Chinese, -----1----- firms...are the hidden dragons driving China’s -----2-----.” He argues that the best ones are only partly Chinese, with hybrid structures that allow access to -----3----- and talent from outside the mainland. -----4----- often lack the privileged access to financing enjoyed by established Chinese firms, and so are forced to -----5----- from foreign -----6----- . Because -----7----- and -----8----- demand -----9----- and good governance, these firms have no choice but to compete at the level of top global companies. Such firms also boast talent from Hong Kong or Taiwan, who blend knowledge of Chinese culture with -----10-----.

Read the journal article about Chinese centres promoting its culture abroad.

- **In most of the lines (1-11), there is one extra word. It either grammatically incorrect or does not fit in with the sense of the text. Some lines, however, are correct.**
- **If a line is correct, write CORRECT on the Answer Sheet below the text.**
- **If there is an extra word in the line, write the extra word in CAPITAL LETTER CORRECT on the Answer Sheet below the text.**
- **The exercise begins with two examples (0 and 00).**

<i>Examples:</i>	0 CORRECT
	00 THE

0 “Harmony is the most valuable of all things,” said the Chinese philosopher
00 Confucius two and a half millennia ago. There is little of it in evidence in the frosty
1 relationship between the woman who was being the founding director of the
2 Confucius Institute at the University of Oregon, Bryna Goodman, and for her fellow
3 historian, Glenn May. Their offices are separated by a ten-second walk, but the
4 scholars do not exchange visits. Their palpable ill feeling can reflect growing
5 discord among Western scholars about a decade-old push by China to open
6 government-funded cultural centres in either schools and universities abroad.
7 Intended to boost China’s “soft power”, the centres take the name of the peace-
8 espousing sage. They tap into growing global demand for Chinese-language teaching.
9 But they are also fuelling of anxiety about academic freedom.
10 In America the Confucius programme has been widely welcomed by
11 universities and school districts, which often do not have enough money to provide

Topics for presentation

- 1 The meaning of culture
- 2 Recognising culture
- 3 Cultural spheres of influence
- 4 Doing Business in China. Intercultural aspect
- 5 Doing Business in India. Intercultural aspect
- 6 Doing Business in European countries. Intercultural aspect
- 7 Different schools. Different cultures
- 8 The cultural roots of strategy
- 9 Culture and human resource management
- 10 Making HRM meaningful across cultures

7. Mandatory and optional reading list

Legal acts

Federal Law No. 273-FZ of 29 December 2012 on "Education in the Russian Federation".

Mandatory reading list

1. Klimova I.I. Case Studies and Assignments: Course book for students majoring in finance and economics; Klimova I.I., Vashieva D.G., Kalugina O.A.; Financial

University, "Foreign languages-4." —Electronic text data (1 file: 0.77 Mb) .- Financial University, 2015.— 1 CD + 10 copies. - Only electronic resource; - Access from the local network of the Financial University (reading)

2. Brook-Hart, G. Business Benchmark. Upper Intermediate BULATS and Business Vantage: Personal Study Book / G. Brook-Hart. — 2nd ed.— Cambridge: Cambridge University Press, 2013 .— 80 p.

3. MacKenzie, I. English for the Financial Sector: Student's book / I. MacKenzie .- 5th printing. - Cambridge: Cambridge University Press.- 160 p. - (Professional English)

Optional reading list

1. Pilbeam A. Market Leader. Working Across Cultures / A. Pilbeam - Edinburgh Gate: Pearson, 2010 - 97 p.

2. Tomalin B. The World's Business Cultures and How to Unlock Them / B. Tomalin, M. Nicks - London: Thorogood, 2008, 2010 - 342 p.

8. List of IT resources, incl. the list of software, information and reference systems (as appropriate).

8.1. Software:

1. Windows, Microsoft Office software;
2. ESET Endpoint Security antivirus software

8.2. Databases and information and reference systems

1. www.library.fa.ru
2. <http://www.book.ru>
3. <http://www.euronews.com>
4. <http://www.economist.com/>
5. <http://www.bbc.co.uk/news>
6. <http://edition.cnn.com/> [http://](http://www.thesundaytimes.co.uk)
7. www.thesundaytimes.co.uk
8. <http://www.guardian.co.uk>
9. www.macmillandictionary.com
10. www.pearsonlongman.com
11. www.tellmemorecampus.com

