

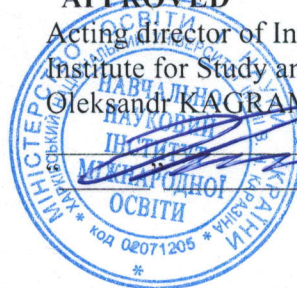


V. N. Karazin Kharkiv National University

The Institute of International Education for Study and
Research

“APPROVED”

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2023

**SYLLABUS OF THE ACADEMIC DISCIPLINE
INTERNATIONAL BUSINESS ETIQUETTE**

level of higher education	third (educational and scientific)
field of knowledge	01 Education/Pedagogy
specialty	011 Educational sciences, pedagogical sciences
educational program	Educational sciences, pedagogical sciences
type of discipline	optional
year of study	2
semester	3
number of credits	5
the total number of hours	150
full-time study	lectures – 32 h, practical classes – 32 h., independent work – 86 h.
correspondence (distance) study	lectures – 10 h, practical classes – 10 h., independent work – 130 h.

1. Description of the academic discipline

1.1. The purpose of teaching the academic discipline:

- formation of learners' competencies necessary for effective performance in professional-pedagogical activities in various types of educational institutions, scientific research activities in the field of education, self-education implementation, successful professional and personal self-realization, and ensuring competitiveness in the labor market;
- mastering of international business etiquette strategies according to universal, European values priorities of education.

1.2. The main tasks of studying the discipline:

General competencies (GC):

GC 1. The ability for generalization, analysis, and synthesis, abstract and critical thinking to understand the researched pedagogical phenomena and processes, and to establish cause-and-effect relationships among them.

GC 2. The ability to comprehend national, European, and global value priorities in education, as well as the requirements for its implementation in the modern globalized world.

GC 4. The ability to conduct professional communication in Ukrainian and foreign languages, both orally and in writing.

GC 5. The ability to apply modern computer, digital, and mobile technologies in pedagogical and educational activities.

GC 6. The ability to search for, process, critically analyse, interpret, and apply information from various sources in scientific and pedagogical activities.

GC 7. The ability to conduct comprehensive scientific research while adhering to the norms of professional ethics and academic integrity.

GC 8. The ability to engage in continuous professional and personal self-improvement and self-management.

GC 10. The ability to engage in autonomous activities and group interactions in a multicultural environment, as well as to demonstrate leadership in various professional communities.

Professional competencies (PC):

PC 1. The ability to master pedagogical terminology, acquire systematic knowledge in the field of philosophy of education, methodology, and pedagogy/education, including contemporary trends in education, innovative educational methods and technologies, key pedagogical theories and concepts, and the methodology of pedagogical research.

PC 3. The ability to design and conduct comprehensive scientific and pedagogical investigations following the logic of scientific inquiry based on the chosen methodology and research methods, to communicate formulated conclusions and obtained results to a wide audience through authored publications and conference presentations, and to present one's own scholarly achievements in the form of a properly formatted dissertation and during its public defence.

PC 8. The ability to adhere to professional ethics in educational and professional activities and to be guided by both national and universal human values.

1.6. The planned learning outcomes

In accordance with the requirements of the educational and scientific program, graduate students must achieve the following learning outcomes:

PLO 1. To demonstrate knowledge of the philosophy of education and pedagogy, ontology, epistemology, to operate with contemporary philosophical and educational concepts, possess knowledge of the methodology of scientific inquiry, and to conduct an analysis of current issues in social and individual life activities.

PLO 2. To demonstrate a systematic scientific worldview and a broad cultural outlook, adhere to moral norms, professional ethics, and academic integrity, and to orient one's activities towards both national and universal human values.

PLO 4. To identify and apply in scientific and educational activities the fundamental scientific approaches, pedagogical theories, concepts, and models.

LPO 5. To demonstrate skills in independent work and group interaction, exhibit leadership qualities, and show tolerance for cultural, linguistic, and individual differences among communication partners.

PLO 7. To possess skills in written and oral communication, as well as infographic design proficiency in the process of professional communication, ensuring understanding with other individuals, promoting constructive interaction, and achieving effective influence on the recipient, considering the current situation, goals, and objectives.

PLO 8. To demonstrate the ability to effectively utilize lexical, grammatical, syntactical, and orthographic norms in both Ukrainian and foreign languages, necessary for clear and proficient expression of one's thoughts in oral speech and scientific texts.

PLO 10. To demonstrate the ability to present the results of conducted scientific research in oral, written (in both Ukrainian and foreign languages), and multimedia formats.

PLO 11. To operate with professional terminology in both Ukrainian and foreign languages, identify similarities and differences in the interpretation of key concepts by various domestic and international authors, and formulate clear and proficient authorial definitions of leading research categories.

PLO 13. To demonstrate the ability for self-education, self-management skills, and reflective abilities to assess one's professional actions, the development of professional knowledge, skills, and the ability to develop and implement an individual path of professional and personal development.

PLO 22. To communicate with representatives of the scientific and educational community based on professional ethics and to be guided by socially significant values in one's professional activities and behavior.

PLO 26. To demonstrate creativity in pedagogical and research activities, generate innovative scientific ideas, propose new non-standard ways of solving set tasks, and exhibit the ability to formulate and justify an original research concept.

2. The thematic plan of the discipline

Section 1. General Scientific Principles of International Business Etiquette.

Topic 1. Modern Scientific Paradigm.

Structure of the modern scientific paradigm. Axiology. Acmeology. Ethics and morality. Structure of morality. Moral consciousness. Moral norms. Academic integrity.

Topic 2. Business and Scientific Communication.

Methodological, ontological, and linguistic characteristics of business and scientific communication. Official-business and scientific styles of speech. Communicative competence. Scientific discourse. Linguistic influence. Structure of scientific texts.

Topic 3. International Business and Scientific Etiquette.

Key concepts of international business and scientific etiquette. Intercultural communication. National specifics of international business and scientific etiquette.

Section 2. Communicative Strategies of International Business Etiquette.

Topic 4. Scientific Discussion. Scientific presentation.

Scientific presentation. Basic rules and etiquette of scientific discussion. Typology of situations and role strategies of participants in scientific discussion. Structure of a scientific presentation.

Topic 5. Critique in International Business and Scientific Communication.

The concept and role of critique in international business and scientific communication. Strategies of tolerance among communication participants in critical situations. Techniques and communicative strategies for building trust in communication. Conflict resolution.

Topic 6. Business Correspondence Etiquette. Email Etiquette. Telephone Conversation Etiquette.

Resume. Structure and electronic applications for creating a resume. Conference information letter. Application for participation in scientific events. Types of documents in business and scientific correspondence. Cover letter for electronic documents. Language tools for implementing telephone communication strategies.

Section 3. Nonverbal Means of International Business Etiquette

Topic 7. Nonverbal Communication in Business and Scientific Discourse. Nonverbal communication means (facial expressions, gestures, posture). National peculiarities of nonverbal behaviour in business and scientific communication.

Topic 8. Image of a Participant in International Business and Scientific Communication.

Structure and national characteristics of the image of a participant in international business and scientific communication. Etiquette attributes (business card, business attire).

3. The structure of the academic discipline

Titles of sections and topics	Number of hours											
	Full-time						Correspondence					
	total	including					total	including				
		l.	p.	lab.	ind.	i-w.		l.	p.	lab.	ind.	i-w.
1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Section 1. General Scientific Principles of International Business Etiquette.</i>												
Topic 1. Modern scientific paradigm.	18	4	4			10	18	1	1			16
Topic 2. Business and Scientific communication.	18	4	4			10	18	1	1			16
Topic 3. International business and scientific etiquette.	18	4	4			10	18	2	2			14
Section 1 total	54	12	12			30	54	4	4			46
<i>Section 2. Communicative Strategies of International Business Etiquette.</i>												
Topic 4. Scientific discussion. Scientific presentation.	18	4	4			10	18	1	1			16
Topic 5. Critique in international business and scientific	18	4	4			10	18	1	1			16

communication.												
Topic 6. Business correspondence etiquette. Email etiquette. Telephone conversation etiquette.	18	4	4			10	18	2	2			14
Section 2 total	54	12	12			30	54	4	4			46
<i>Section 3. Nonverbal Elements of International Business Etiquette.</i>												
Topic 7. Nonverbal communication in business and scientific discourse.	22	4	4			14	22	1	1			20
Topic 8. Image of a participant in international business and scientific communication.	20	4	4			12	20	1	1			18
Section 3 total	42	8	8			26	42	2	2			38
Total hours	150	32	32			86	150	10	10			130

4. Topics of practical classes

No.	Topic title	Number of hours full/dist.
1	Modern scientific paradigm. Axiology. Acmeology. Ethics and morality. Structure of morality. Moral consciousness. Moral norms. Academic integrity.	4/1
2	Methodological, ontological, and linguistic characteristics of business and scientific communication. Communicative competence. Scientific discourse. Linguistic influence. Official-business and scientific styles of speech. Structure of scientific texts.	4/1
3	International business and scientific etiquette. Key concepts. National specifics of international business and scientific etiquette.	4/2

4	Basic rules and etiquette of scientific discussion. Role strategies of participants in scientific discussion. Structure of a scientific presentation.	4/1
5	The concepts and role of critique in international business and scientific communication. Conflict resolution. Strategies of tolerance among communication participants in critical situations. Techniques and communicative strategies for building trust in communication.	4/1
6	Business correspondence etiquette. Structure and electronic applications for creating a resume. Conference information letter. Application for participation in scientific events. Etiquette of business email communication. Types of documents in business and scientific correspondence. Cover letter for electronic documents. Business telephone conversation etiquette. Language tools for implementing telephone communication strategies.	4/2
7	Nonverbal communication means (facial expressions, gestures, posture). National peculiarities of nonverbal behaviour in business and scientific communication.	4/1
8	Structure and national characteristics of the image of a participant in international business and scientific communication. Etiquette attributes (business card, international business attire).	4/1
Total		32/10

5. Tasks for independent work

No.	Types, content of self-preparation	Number of hours full/dist.
1	Processing theoretical material on the topics, reading, mastering the key linguistic characteristics of official-business and scientific styles of speech, and acquiring strategies for fulfilling roles in international business communication.	20/32
2	Completing lexical-grammatical tasks, studying grammatical materials, language clichés, systematizing acquired language material for implementing strategies of international business etiquette. Preparing for practical sessions, completing homework assignments. Working with additional lexical and grammatical materials and presentations.	18/32

3	Completing communicative tasks, developing one's own examples of texts, dialogues, and documents in official-business and scientific styles of speech.	20/32
4	Preparing presentations (monologues) about national peculiarities of business etiquette and nonverbal communication in official-business and scientific discourse.	18/24
5	Preparation for the routine and final control testing.	10/10
	Total	86/130

6. Individual tasks

not provided

8. Teaching methods

The educational process is implemented based on the principles of systemic, synergistic, personal-activity, competency-based, axiological, acmeological, and resource approaches, incorporating elements of blended and distance learning.

To achieve the educational goals for international business speech etiquette, the following methods of teaching foreign doctoral candidates are employed:

- Conscious-practical (leading method of teaching foreign languages. The method is conscious because it involves foreign doctoral candidates consciously comprehending the language forms necessary for communication. At the same time, it is practical because language activity in a foreign language is considered the decisive factor in learning).

- Explanatory-illustrative (used for teaching and acquiring new educational material, facts, approaches, evaluations, conclusions, etc.).

- Reproductive (for students to apply what they have learned based on a sample or rule, algorithm, corresponding to instructions, rules, in similar situations to the presented sample).

- Problem-based teaching method (using various sources and means, the instructor presents a problem before teaching foreign doctoral candidates. They formulate cognitive tasks, and then, by revealing the system of evidence, comparing views, different approaches, show ways to solve the problem. Foreign doctoral candidates become participants in scientific research).

- Partially-exploratory or heuristic method (involves active searching for solutions to problems presented by the instructor (or independently formulated) or under the guidance of the instructor, based on heuristic programs and instructions. The thinking process becomes productive, but it is guided and controlled step by step by the instructor or foreign doctoral candidates themselves through work on programs (including computer programs) and with educational materials. This method, one of the varieties of which is the heuristic conversation, is an effective way to activate thinking and stimulate learning).

- Research method (after analysing the theoretical material, setting problems and tasks, and receiving brief oral or written instructions from the instructor, foreign

doctoral candidates independently study literature, sources, conduct observations and measurements, and perform other research activities. Initiative, independence, and creative exploration are most fully expressed in research activities. Educational methods directly transition into methods that simulate and eventually implement scientific research).

8. Control methods

The assessment is based on *routine control* which is carried out during each class. It is used to check a level of assimilation of theoretical material and a level of formation of skills and abilities in all types of speech activity in the academic and professional spheres of communication. *The final control* is done (in writing) at the end of the 3rd semester.

9. Scoring scheme

Routine control, self-preparation, individual tasks								Credit	Total			
Section 1			Section 2			Section 3		Test according to the curriculum	Individual tasks	Total		
T1	T2	T3	T4	T5	T6	T7	T8	6	-	60	40	100
6	8	6	6	8	6	6	6					

For admission to the final assessment (credit) an applicant must score a minimum of 30 points in the course during ongoing assessment and independent work.

Criteria for assessing academic achievements

The purpose of the routine control is to assess understanding and assimilation of the material, the development of skills and abilities in international business language etiquette, the ability to comprehend the content of a topic or section, and the ability to present certain material publicly or in writing.

Qualitative assessment criteria for evaluating the completion of routine control tasks include:

1. Completeness of the response or task execution:

Elementary
Fragmentary
Complete
Incomplete

2. Level of development of logical skills:

Elementary actions

Operations, rules, algorithms
 Definition of concepts
 Formulation of laws and regularities
 Structuring of judgments, arguments, descriptions

3. *Compliance with linguistic norms:*

Full
 Partial
 Does not comply.

4. *Achievement of Communicative Purpose:*

Achieved
 Not achieved

In practical classes during the semester and quiz, a post-graduate student can score from 0 to 60 points. From 0 to 6-8 points are awarded for each topic, of which: performance of lexical and grammatical tasks – 0-1 point, reading texts on business, professional, scientific and socio-cultural topics and answers the questions – 0-1 point, writing business etiquette documents – 0-1 point, producing monologue according to the communicative task, participating in dialogue according to the certain role – 0-1 point, completing homework – 0-1 point. Quiz is assessed from 0 to 6 points.

Credit work is assessed at maximum of 40 points, of which:

- writing lexical-grammatical tasks – 20 points (40 test questions (multiple choice), 0,5 points is awarded for each correct control moment);
- writing a document according to the international business etiquette rules and communicative task – 10 points (the use of 10 cliché of necessary kind of document – 5 points, compliance with linguistic (lexical and grammatical) norms – 5 points);
- written answering the theoretical question – 10 points (5-10 sentences, 1 point is awarded for each correct sentence).

Grade scale

The sum of points for all types of training activities during the semester	Grade
	For two-level grade scale
90 – 100	passed
70-89	
50-69	
1-49	failed

11. Recommended literature

Basic literature

1. Biljana Naumoska-Sarakinska, Aneta Naumoska Business English 1. Scopje, 2018. 178 p.
2. Business English. Mary Ellen Guffey, Carolyn M. Seefer. 10-th edition. Cengage Brain. 2008. 545 p.
3. Шамхалова Н.А. Сучасна ділова англійська мова: навч. посібн. К.: КНЕУ, 2000. 164 с.

Additional literature

1. Early, P. C. (1997). Face, harmony, and social structure: An analysis of organizational Behavior across cultures. New York: Oxford University Press.
2. Ephraim Okoro Cross-Cultural Etiquette and Communication in Global Business: Toward a Strategic Framework for Managing Corporate Expansion International Journal of Business and Management; Vol. 7, No. 16; 2012. P.130-138.
3. Ethics and International Relations. Edited by Hakan Seckinelgin and Hideaki Shinoda. Palgray, Macmillan, 2001. 212 p.
4. Olegario Llamazares Garsia-Lomas. International Business Etiquette. Practical Guide in 60 countries. Global Marketing. 121 p.

11. Links to information resources on the Internet, video lectures, other methodical aids

1. Country Profiles global guide to culture, customs and etiquette
<http://www.kwintessential.co.uk/resources/country>
2. International Business Etiquette, Manners, and Culture
<http://www.cyborlink.com/besite/>
3. World Business Cultures
<http://www.worldbusinessculture.com/>
4. Ask an Expert? Do business abroad.
http://www.culturecrossing.net/ask_an_expert.php
5. Connect w/Community
http://www.culturecrossing.net/connect_comm.php
6. Culture Crossing – Community Guide
<http://www.culturecrossing.net/index.php>
7. [International Business Etiquette | PDF \(scribd.com\)](#)
8. [30 International Etiquette Rules you Have to know –Global Negotiator Blog](#)

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The syllabus was approved at the meeting of the Language Training Department of the Institute of International Education for Study and Research

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