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**Ukrainian-American Concordia University**  
*Department of International Economic Relations, Business & Management*

Bachelor's Qualification Work  
SPECIFICS OF HR MANAGEMENT IN MULTICULTURAL IT  
COMPANIES

(on the basis of IT company HBSS LLC)

Bachelor's student of  
Field of Study 07 – Management  
and Administration  
Specialty 073 – Management  
Educ. program – IT Management

**Vladyslava Pavlenko**  
*(First Name, Last Name)*

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*(signature)*

Research supervisor

Natalia Chaplynska  
*(First Name, Last Name)*  
Doctor of Philosophy  
*(academic degree, full name)*

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*(signature)*

Kyiv – 2022

The modern world is developing very quickly and the borders between countries are being erased. The world is absolutely free and open for everyone, and every day there are more and more opportunities. Thanks to these opportunities, achieving success and development is no longer worth as much work as before. However, having avoided the problems associated with the past foundation, problems of a different kind arise, which were not paid attention to before. Each nation has its own style, its own character, and sometimes it is very difficult to reach a compromise when your views differ by 180 degrees. And where, if not in the IT sphere, so many different worlds collide. This work analyzes the theme of the coexistence of different nations in one working team.

Key words: nation, development, compromise, IT sphere.

Сучасний світ дуже швидко розвивається і межі між країнами стираються. Світ абсолютно вільний і відкритий для кожного, і з кожним днем з'являється все більше можливостей. Завдяки цим можливостям, досягти успіху та розвитку вже не варто такої праці як раніше. Проте уникнувши проблем пов'язаних із минулим устоем, виникають проблеми вже іншого роду, на які раніше не звертали уваги. Кожна нація має свій стиль, свій характер і часом дуже складно дійти компромісу, коли твої погляди відрізняються на 180 градусів. А де як не в йти сфері стикаються так багато різних світів. Ця робота аналізує тему спільного існування різних націй у одному робочому колективі.

Ключові слова: нація, розвиток, компроміс, айти сфера.

**PHEE-institute «Ukrainian-American Concordia University»**

**Faculty of management and business**

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**TASK  
FOR BACHELOR’S QUALIFICATION WORK**

\_\_\_Vladyslava Pavlenko

(Name, Surname )

1. Topic of the work

\_\_\_ SPECIFICS OF HR MANAGEMENT IN MULTICULTURAL IT COMPANIES (on  
the basis of IT company HBSS LLC)

Supervisor of the work: Verkhohlyad O.O.

(surname, name, degree, academic rank)

Which approved by Order of University from “22” *December 2022 №22-12/2022- 1c*

2. Deadline for bachelor’s qualification work submission “19” *May 2022*

3. Data-out to the bachelor’s qualification work: Materials received during the internship  
and consultaions.

4. Contents of the explanatory note (list of issues to be developed): The Thesis correspond  
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recommendations are given based on the thorough analysis of the company’s personnel  
management operations. External validity is present as the recommendations are applicable  
to other international IT companies.

5. List of graphic material (with exact indication of any mandatory drawings)

Fig 1.1. Stages of formation of cross-cultural competence

Fig 1.3 Groups of communication barriers in the communication process

Fig 2.1 Organizational management structure of the Head office of HBSS LLC

Other tables and figures related to the operational activity of the company

#### 6. Consultants for parts of the work

Part of the project	Surname, name, position	Signature, date	
		Given	Accepted
<b>1</b>	Verkhohlyad O.	March 2022	Yes
<b>2</b>	Verkhohlyad O.	April 2022	Yes
<b>3</b>	Verkhohlyad O.	April 2022	Yes

#### 7. Date of issue of the assignment

##### Time Schedule

№	The title of the parts of the bachelor's qualification work	Deadlines	Notes
1.	I chapter	<i>14.02-13.03.2022</i>	On time
2.	II chapter	<i>14.03-10.04.2022</i>	On time
3.	III chapter	<i>11.04-24.04.2022</i>	On time
4.	Introduction, conclusions, summary	<i>25.04 – 01.05.2022</i>	On time
5.	Pre-defense	<i>08.06.2022</i>	

Student \_\_\_\_\_  
(signature)

Supervisor: Verkhohlyad O.  
(signature)

Conclusions: The Thesis meets the requirements of the quality of the Bachelor Thesis. It has all the necessary sections. The analysis is conducted utilizing the suitable methods. The Thesis may be improved by applying more practical approach to the analysis.

Supervisor: Verkhohlyad O.

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## INTRODUCTION

**Relevance of the research topic.** The active transformation of political, economic, social and cultural processes that have taken place in recent decades requires significant restructuring of the system of management communications, without which the effective functioning of business systems is impossible. This is especially true for international companies, as cross-cultural interactions are an area of increased risk. Furthermore, the complexity of cross-cultural relationships increases significantly with the interaction of Western and Eastern cultures representatives.

This situation requires special attention to the formation of HR management in multicultural IT companies.

The relevance of the research topic is due to the following factors:

- increasing the importance of communications in modern production as a strategic resource and object of management;
- the significant difference in the organization of communicative spaces of different cultures;
- insufficient study of the specifics of cross-cultural communications in the negotiation process;
- the need for regular staff training in cross-cultural communications;
- the poorly developed scientific and methodological basis for the formation of cross-cultural competence.

**The degree of development of the scientific problem.** The issue of cross-cultural competence is closely related to the study of cross-cultural communications and communications. Issues of theory and practice of cross-

cultural communication are covered in the works of W. Cupach [1993], E. Hirsch [2016], G. Hofstede [1991] and many others. However, despite the available research on cross-cultural communications, negotiation processes, and developments in the formation and evaluation of cross-cultural competence in general, the scientific concept of "cross-cultural competence" in management today has no formalized unambiguous definition, which increases the need for a more thorough study of this phenomenon.

**The purpose** of this study is to develop scientific ideas about cross-cultural competence in solving management problems and to develop tools for the formation, development and evaluation of cross-cultural competence in multicultural IT companies

To achieve this goal, it is necessary to solve the following **tasks**:

- analyze the problem of cross-cultural competence in personnel management;
- describe a multinational company, its cross-cultural aspect of personnel management;
- analyze barriers to cross-cultural communication;
- identify methods for assessing cross-cultural communicative competence;
- identify approaches to assessing the economic efficiency of the formation of communicative cross-cultural competence;
- to carry out systematic construction of the cross-cultural training program;
- describe the methodological support of key processes of cross-cultural learning;

- to form a training program for the formation of cross-cultural competence of HR managers;
- evaluate the results of training on the formation of cross-cultural competence of HR managers.

**The object** of study is the organization's communicative processes that carry out cross-cultural interaction.

**The subject** of research is the problems of cross-cultural interaction in negotiation.

**The theoretical basis** of the thesis is the fundamental work of domestic and foreign scientists on cross-cultural competence, cross-cultural communications, organization of training and negotiation processes, and evaluation of the effectiveness of training programs.

**The methodological basis** of the study is a systematic approach. The methodological basis is represented by the following methods: analysis, synthesis, comparison, generalization, induction and deduction, system modelling, observation, expert evaluation, monitoring and graphical constructions.

**The information basis** of the study. The work is based on the study and generalization of factual material. The information used in work was obtained based on interviews, publications and expert assessments of participants in cross-cultural negotiations and independent research.

**The structure of the thesis.** The work includes an introduction, three chapters, conclusions, appendices and a bibliography.



# **SECTION 1. THEORETICAL AND METHODOLOGICAL FUNDAMENTALS OF PERSONNEL MANAGEMENT IN A CROSS- CULTURAL ENVIRONMENT**

## **1.1. Statement of the problem of cross-cultural competence in personnel management**

Research on cross-cultural competence in professional activities began in the United States in the 1950s. The research was a large number of communication problems among American professionals abroad during cultural contact in their countries: about a third of employees returned early from business trips abroad due to adaptation and communication problems [19]. This situation provoked financial losses and required serious attention to the cross-cultural competence of company employees. Due to the seriousness of the problem, the Committee for Cross-Cultural Education of the Scientific Council of Social Research was established, which launched the first large-scale research on cross-cultural competence [1].

One of the first discoveries in this area was discovering a phenomenon called "culture shock" by K. Auberg [10]. Around this time appeared "Characteristics of a developed interethnic personality" A. Tewkesbury [11, p.39], among which were marked as follows:

- cross-cultural awareness;
- the presence of cultural identity;
- objective assessment of their culture;
- friendship with representatives of other cultures;

- desire to make the world a better place;
- training;
- good knowledge of at least one foreign culture.

From the sixties of the twentieth century began an active search for methods and tools for assessing the level of cross-cultural competence, which involves solving the following tasks [18, p.121]:

- exception of failures in the activities of expats;
- adequate forecast of the results of expats' activities;
- formation of models of personnel selection for work abroad;
- creating learning models and evaluating the effectiveness of cross-cultural learning.

The 1970s marked the beginning of cross-cultural competence research in Europe, especially in Germany. At the same time, a connection was established between the development of cross-cultural competence and the duration of contact with representatives of other cultures [14, p.48].

In the eighties of the twentieth century, the main dominance of the study was related to the cross-cultural competence of society as a whole, and the model of relations between "aborigines and aliens" [8, p.76] ceased to be dominant.

In 1984, W. Kupach and B. Spitsberg defined a competent participant in communication as a person capable of "effectively managing their social environment to achieve their goals and demonstrate behavior that is expected and approved by communication partners in interaction situations" [19, p.23]. This approach involved a dialogue in which the assessments of all representatives of all aspects of cross-cultural interaction were important.

Research of the 1980s aimed at studying the productive learning of cross-cultural competence led scientists to the following result: cross-cultural competence is formed as a result of pedagogical support of students in non-cultural environments, which was the forerunner of training in cross-communication [115]. Therefore, the issue of assessing cross-cultural competence was initially reduced to standardized testing of actual cross-cultural material. Around this time, active development of methods for developing and assessing cross-cultural competence of representatives of various professions began [15].

The terms competence and competency are used in research and literature on the research topic. The coordination of terms in this work is carried out as follows: competence is perceived as the sum of competencies. Speaking further about the various aspects of cross-cultural competence, we consider that they are manifested through cross-cultural competencies, determined by "how to apply knowledge, skills and personal qualities for successful activities in a particular field" [19, p.2].

Cross-cultural communication combines linguistic, cultural and communicative competencies, each important in management processes. Therefore, effective cross-cultural interaction requires qualitative similarity of linguistic, communicative, and cultural competence levels.

Cross-cultural competence is a necessary condition for the effective cross-cultural communication of the manager. It requires a combination of professionalism inherent in the field and communicative cross-cultural literacy required in a particular negotiation situation [88].

For this study, we describe the concept of cross-cultural communicative competence (hereinafter CCCC), which is understood as a set of the following elements:

- communicative knowledge, skills and abilities;
- awareness of personal, national self-identification;
- awareness of the culture of the negotiating partners;
- knowledge, skills and abilities on the basics of cross-cultural interaction;
- reading skills of verbal, nonverbal, temporal, external and internal contexts inherent in these cultures.

CCCC can be obtained as a result of mastering knowledge, skills and abilities of two types:

- general, which include negotiation, communication and cross-cultural knowledge, skills and abilities;
- specific, which include knowledge, skills and abilities specific to specific business cultures and industries.

A. Thomas and W. Hessler [14] identify the following stages of the formation of cross-cultural competence:

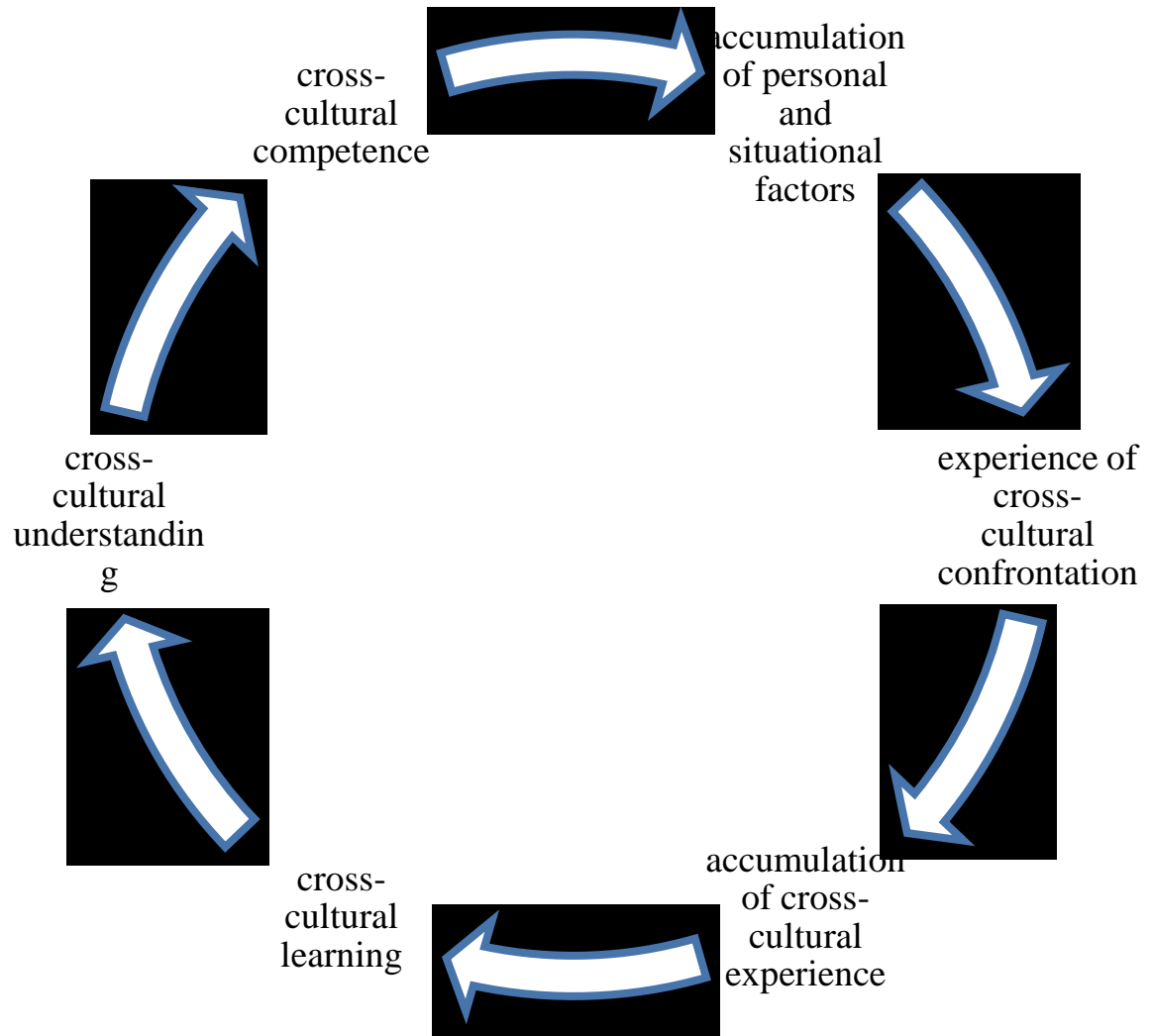


Fig. 1.1 Stages of formation of cross-cultural competence (according to A. Thomas and W. Hessler) [14]

Among the factors influencing the formation of cross-cultural competence, R. Brislin [10] identified the following:

- the tendency of participants to communicate;
- presence or absence of accepted norms of behaviour;
- specifics of interpersonal interaction: statuses, conditions, level of acquaintance;
- number of participants in the interaction;

- level of communication requirements: increased, underestimated, regular;
- temporary restrictions;
- climatic conditions;
- the possibility of retreat.

According to the German scientist G. Auernheimer [9], the teaching of cross-cultural competence begins with qualitative introspection and objective self-reflection. This process starts with cultivating a willingness to recognize differences between people and develops into cross-cultural dialogue based on cross-cultural compatibility due to conscious work on one's communication skills. However, it should be noted that the most successful strategy for achieving high cross-cultural competence is integration. The basis of such integration is the process of interaction of cultures, which combines the preservation of national cultural identity and penetration into the cultural space of other nations. Therefore, the development of cross-cultural competence in the management process requires increased attention from managers to the organization of cross-cultural communication.

## **1.2. Multinational company: cross-cultural aspect of personnel management**

One of the most important factors of continuous globalization and constant changes in the world economy has become multinational companies (hereinafter - MNCs), which do business simultaneously in several countries. Thus, large MNCs constantly coordinate and control subsidiaries across national borders and,

accordingly, as M. Heidenreich [36] points out, must operate in different national contexts. However, in most national markets [47], MNCs are experiencing significant resistance from local companies. Moreover, as we have already established, the existence of MNCs is a fairly recent phenomenon in historical terms, and the presence of such companies is particularly noticeable in certain sectors of the economy.

Thus, in the field of services, the advantage of MNCs is the possibility of transferring part of the value creation process to countries with lower wages, and research and development can be located in a region where there are specialists with relevant competencies. In manufacturing, much of the value creation process can also be centralized in countries with cheaper factors of production, and the results of research and innovation can be transported across borders using patented technologies.

J. Dunning [32] connects the emergence of MNCs with a combination of two main factors:

- 1) uneven geographical distribution of aspects of production between countries, i.e. the presence of competitive advantages of companies in one country, which can be used in the markets of another country;
- 2) Failures of companies in the markets of other countries due to the peculiarities of the cross-cultural environment (hereinafter - CCE) in these markets. However, the growing number of MNCs indicates the presence of competitive advantages in MNCs in the context of globalization. At the same time, MNCs are now one of the most common types of companies operating in international business and CCE. However, the activities of specific MNCs depend on a

significant number of external and internal factors of the CCE, which directly affect the performance of this company.

That is why MNCs, especially those operating in the markets of other countries, should have significant strategic advantages, based primarily on the characteristics of the CCE (internal and external) and which are the result of uneven distribution of factors of production in different countries. Therefore, the activities of the IGC have become one of the most important factors in the development of continuous processes of globalization in the world economy.

Definitions such as "a global company," "transnational company," "international company," and "multinational company" in several sources [33; 38] are used as synonyms. However, this approach is not entirely correct, as these categories are not equivalent, so we will analyze the essence of the definition of "multinational company" and identify its features in more detail.

The research results conducted at the Iowa State University [32] show that there is currently no single definition of a "multinational company." Thus, the United Nations uses the term "multinational company." [33] In contrast, the International Labor Organization and the Organization for Economic Cooperation and Development more often use the term "multinational enterprise." [33] However, in our study, we will use the definition of "multinational company" because this phrase most accurately defines the essence of the definition without reducing the scope of activities only to the sphere of production.

According to the approach presented by the United Nations [47], the term "multinational" means that more than one nation is involved in the activities of a company or enterprise. And this activity is associated with assets, sales, production, personnel of the company located in another country or profits



received from foreign affiliates. However, more precise criteria for assessing the activities of the IGC are not presented in the reports published by the United Nations.

The Annual Global Investment Reports published by the United Nations provide a transnationality index of the world's largest multinational companies [52], which is an average of three indicators:

- 1) shares of foreign assets of the company;
- 2) shares of the company's sales abroad;
- 3) shares of representatives of other nations in the company's staff (cross-cultural component).

However, in general, it can be argued that currently, there is no single point of view of scientists on the essence of the category of "multinational company."

The influence of culture on management processes in MNCs is of great importance because it is a culture that determines the behaviour of people and several other factors of the external and internal environment of the company. Interaction with representatives of different national cultures working in new markets with local characteristics requires managers to have additional competencies that allow them to interact effectively in the CCE. There is also interaction with counterparties, who are representatives of other national cultures. That is why MNC managers are constantly faced with management problems in the CCE, which is more dynamic and uncertain than the environment of one national culture. In addition, MNC leaders and staff are always representatives of the respective national culture. As noted in his work, Hofstede [37], to understand the basis of employee behaviour, managers must know and understand the national

specifics of employees. This knowledge is needed to understand the methods and procedures that characterize the management style used in a given country.

The most famous national management styles are American, European, Chinese and Japanese management styles. However, modern management theories do not consider the peculiarities of companies' organizational culture in different countries and the national culture of employees. Therefore, as noted by G. Hofstede and G. J. Hofstede [33] in their study, the use of a management style inherent in one culture may be ineffective in another culture, and management theories should always be interdisciplinary.

One of the main conceptual approaches within which the MNC in the CCE carries out its management activities is cross-cultural management (hereinafter - CCM). Such companies use CCM to solve problems that arise in the process of CCI both within the internal CCE of the company (interaction between company employees) and the external CCE (interaction between employees and contractors of the company).

J. Hreblikaite and R. Dogulien [35] note that CCM is a new type of management that considers the cultural differences of staff in the management process and is used to improve communication within the company and in its international relations. The essence of the definition of "cross-cultural management" is studied in detail in [27; 30; 34] and identified three different ways of understanding CCM as a conceptual approach to management:

- 1) behaviour;
- 2) cultural differences;
- 3) on the border of cultures.

The broadest area of understanding the essence of the definition of "cross-cultural management" is the area related to cross-border management, the components of which, respectively, are the management of staff behaviour in the CCI process and management of cultural differences in the CCI process.

That is why CCM is proposed to mean the field of modern management and a form of cognitive management that deals with the management of the behaviour of employees in a changing CCI based on knowledge of cultural differences, directing them to develop the company and achieve its goals [30].

Thus research [27; 30; 46; 50] proved the interdisciplinary nature of CCM, as this branch of modern management includes the provisions of anthropology, linguistics, psychology, sociology, cultural studies, history and various theories of management.

Scientists D. Thomas, F. Stacey [47] believe that the main tasks of the CCM are primarily to prevent the formation of cross-cultural barriers in the activities of MNCs and eliminate cross-cultural barriers that have arisen. D. Thomas and F. Stacey [13] in their study identify the following main problems of MNC cross-cultural nature:

- 1) culture management in international business;
- 2) diversity in management systems depending on the type of activity, size, main objectives and country of location of the company;
- 3) differences in labour standards in different countries;
- 4) features of national ethics in the business of each country.

An essential characteristic of cross-cultural interaction (hereinafter - CCI) is acculturation, as a secondary process of changing the individual's cultural norms, which is discussed in detail in [30]. It should be understood that each individual

undergoes a process of cultural interaction, i.e. inculturation (the process of assimilation of culture by the individual, the acquisition of primary cultural norms), but the process of CCI associated with changing the original cultural norms or adaptation to foreign culture (acculturation) ) acculturation takes place not only at the level of national cultures but also at the level of generational cultures.

Thus, we can conclude that MNC is a company characterized by the presence of CCI in the internal and (or) external environment of the company. The activities of MNCs are directly related to the CCI process both between the company's employees (internal environment) and the company's contractors (external environment). As a branch of modern management and a form of cognitive management, CCM deals with the problems of managing the behaviour of employees in a changing cross-cultural environment based on knowledge of cultural differences, directing them to the development of the company and its goals. In the process of CCI, the company's staff undergoes acculturation as a secondary process of changing the cultural norms of the individual, associated with changes in the original cultural norms or adaptation to the standards of another culture. When two cultures interact, there can be two scenarios according to how close (or "foreign") the national cultures are: there is either a synergy of cultures or a culture shock as a natural reaction to the "foreign" culture.

### **1.3 Barriers to cross-cultural communication**

The business internationalization process leads to the need for cooperation with partners working in different national, economic, legislative, cultural and

political realities. Managing international companies means the emergence of a large number of cross-cultural barriers that arise both within the company and within it [17]. This specificity is especially evident in the negotiation process, which often depends on the development of the enterprise [7]. Lack of communicative literacy in cross-cultural negotiations leads to contract failures, increased costs, project failures, loss of profits and more. [1].

Negotiations with representatives of other cultures create many problems, most of which are related to cross-cultural communication barriers [18]. Traditionally, a barrier is any obstacle or hindrance that interferes with the main process [13]. Therefore, it is assumed that the barrier must be either removed or reduced.

According to many researchers, communication barriers are, on the one hand, an obstacle and, on the other hand, a regulator of cultural interaction. Thus, the successful implementation of intercultural communicative competence allows to establish contact with foreign language communicators, recognize their cultural values, develop a tolerant attitude to differences in forms of communication, behaviors, lifestyles, customs and traditions. As a result, barriers built by stereotypes, prejudices and other factors that cause communication failures and hinder the interaction of civilizations and cultures in the modern world are overcome. Thus, the constructive role of cross-cultural communication barriers is to preserve national identity and stimulate interest in another culture and the obstacles that arise in this process and the need to study and overcome or transform them. In the process of communication, the constructive role of cross-cultural communication barriers is to preserve national identity and stimulate interest in another culture. An extremely important and effective approach to identifying the

typical "pitfalls" of the negotiation process is to work with communication barriers, described at the moment [43] but insufficiently studied.

The problem of recognizing and overcoming barriers to communication does not yet have an unambiguous solution [19]. There is no single point of view on the definition of cross-cultural barriers. In our study, barriers to cross-cultural communication will be a set of factors that hinder adequate interaction and mutual understanding between people of different cultures.

In the study of cross-culture, communication barriers are grouped concerning the negotiation process as follows (Fig. 1.3).

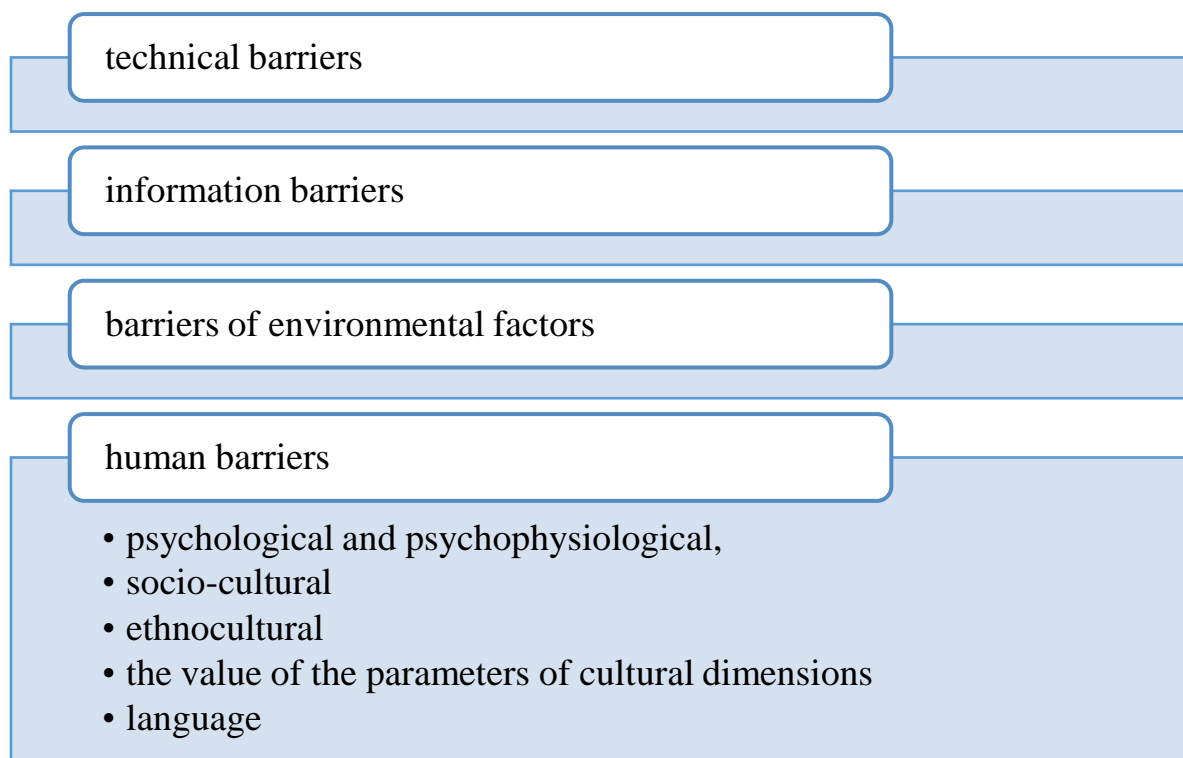


Fig. 1.3 Groups of communication barriers in the negotiation process [25]

*Technical barriers.* Among the barriers of this type are human factors: improper use of technical means, namely: mismatch between servers of different

countries, weak staff skills in working with equipment, incorrect e-mail addresses, incorrect selection of technical means of information transmission, etc. [48].

### *Barriers to environmental factors*

This group of barriers is due to the characteristics of the external physical environment, which makes the conditions of transmission and perception of information uncomfortable:

- ambient temperature - too high or low;
- environmental acoustics - sounds that interfere with the perception of information;
- colours of the environment - too bright or too dim, in any case, excessively attractive;
- weather conditions - pressure too high or low, rain, storm, tornado [9].

All these factors affect communication effectiveness because people from different cultures usually have different perceptions. Therefore, the list of environmental barriers can be extended.

*Information barriers* are caused by the external environment in which the negotiation process takes place and are caused by:

- the information overload of negotiators;
- excessive diversity of media: reports of all types and levels, Internet, TV, radio, newspapers, etc .;
- One-sided access to sources of insider information leads to the manipulation of information from one party to the detriment of the other.

*"Human" barriers: psychophysiological and psychological barriers.*

Psychophysiological barriers involve hearing, vision or articulation defects in interlocutors. In negotiations, such barriers of interlocutors must be taken into account because they are always associated with psychological barriers, and ways to overcome them and treat people with similar problems are different in different cultures [36].

Speaking about psychological barriers, the famous researcher Yu. Yamazaki [51] identifies three forms of communicative barriers, different in the level of transparency: avoidance, authority, and misunderstanding. In addition, people from different cultures have different perceptions of spam and will use various barriers.

The first, virtually opaque barrier is to avoid the influence of unwanted information. It can manifest itself physically, by avoiding contact with the media, and psychologically by forgetting the problematic information. In the negotiation process, its manifestation causes interruption or disruption of interaction.

The second barrier - authority - works through the subjective overestimation or reduction of the authority of the source of information, distorting the real picture. In the negotiation process of representatives of different cultures, this leads to a misunderstanding of the contexts of the parties.

The third barrier - misunderstanding - arises due to distortion of information and arises from incorrectly placed semantic and contextual accents.

Psychological barriers are barriers to relationships and barriers to communication skills.

Barriers to relationships [49] are manifested as misunderstandings between partners at both verbal and nonverbal communication, mutual hostility or distrust of partners. The basis for communication, as a rule, is personal life experience,



which is inadequately applied to the new communicative situation. The situation of professional cross-cultural communication involves the maximum reduction of partners' expectations regarding the similarity of rules of conduct.

Relationship barriers are related to various reasons, ranging from incompatible psycho types [18] to man's physical and emotional state. In the speech, such barriers are usually marked by phrases such as "characters do not get along" or "we are too different people" when managers explain their failures. In addition, cultural differences increase such barriers and reduce the possibility of producing productive relationships.

Barriers to communication skills [3] are manifested when communicators have different levels of communicative competence, which can lead to misunderstanding on the lower level. This gap can be eliminated by competent adjustment [7] and conducting the process by a more educated communicator. However, in such a situation, manipulations are not uncommon on both sides, which leads to distrust filters. In the case of cross-cultural communications, it makes the interaction initially unproductive and then completely stops it [43].

Sociocultural and ethnocultural barriers. These communication barriers are caused by belonging to different ethnic groups, nations, nationalities, professional communities and many other human associations, which give rise to their subcultures with their inherent differences. Let's look at these barriers in more detail.

The main mechanism that performs the function of socio-cultural and ethnocultural filtering is stereotyping [2]. It is customary to distinguish social and ethnic stereotypes of intergroup perception. One of the most essential properties of ethno-stereotypes is their emotional and evaluative nature, consistency,

consistency and, paradoxically, inaccuracy against the background of the fact that the amount of true knowledge in stereotypes exceeds the amount of false. In our work, the social stereotype is the image of the social object, reflected in the group mental map of the social reality of the studied group. Signs of the truth of this stereotype among group members are usually considered to be the clarity of the structure of the model, temporal stability, group coherence and a stable stereotype of the group about themselves and the environment. Furthermore, there is a version of the relationship between the accuracy of mutual stereotypes and similarities between cultures [15]. This once again confirms the relevance and necessity of programs for developing cross-cultural negotiation competence, which promote dialogue and mutually enriching cooperation between representatives of different cultures.

A particularly important method of working with stereotypes is to correct misconceptions that arise from them both about themselves and others. There is a pattern of positive perception of one's group and negative perception of another. For example, one's group is justified: "We did not cope because we had insufficient resources" [20]. Another pattern is related to the negative behaviour of "their" and the positive behaviour of "others" based on external causes. In the case of the negative behaviour of their example, it can be associated with the bad influence of a bad environment. The positive behaviour of others can be interpreted, for example, as active external assistance to them of any allies [43].

One of the conditions for successful communication in the presence of a common sociocode for this group [61, 124], i.e. the system of signs, which includes language. Sociocodes include languages of nationalities within an ethnic group, professional languages, intragroup languages, languages specific to a

certain age group and many others that allow interaction within the group but complicate and sometimes prevent intergroup interaction [43, 49].

Sociocode is a filter of intergroup perception. Intergroup perception filters are different from interpersonal ones. They are usually more coherent, unified, conservative, and evaluative than interpersonal. There is a high correlation between perceptions of the group and its individual members. There are usually filters of perception and personal trust, which differ greatly in different cultures.

Communication barriers can be group affiliation [48]: social, professional, ethnic, gender, religious and ideological.

Language barriers. There is a block of problems related to the conflict between language content and formal characteristics of messages between interacting parties [7, 10, 15]. Let's look at these barriers in more detail:

1. The linguistic barrier is associated with poor knowledge of their own and another's language.
2. The phonetic barrier in the communicative process usually arises due to differences in pronunciation in different languages and dialects. For example, some phonetic barriers may be speech and diction defects, parasitic sounds, too fast speech, and too loud or quiet voice.
3. The semantic barrier arises due to the mismatch of words and meaning, i.e. communication partners with the same symbols, signs, and words denote different things and phenomena. Therefore, to overcome the semantic barrier, it is necessary to identify it, understand it, study it and bring it into the space of discussion with the communication partner or, having studied it independently, start talking in the semantic field of the partner.

4. The stylistic barrier arises from a series of inconsistencies. We can name inconsistencies in language style and situation, language style and psychological state, speech style and profession, and of course, speech style and national culture. However, groups of inconsistencies can be continued accordingly to the situation. Furthermore, style determines the relationship between the form of presentation of information to the content. Therefore, verbal "packaging" of the message can help and hinder effective communication. Overcoming this barrier requires a clear presentation of information, competent reasoning, and the language of the message, which corresponds to the partner's language.

5. The logical barrier that arises in the situation of partners' attitude to different cultures, and therefore different languages, value systems, and worldviews, the list of such differences can be quite long. This difference creates, accordingly, inconsistent expectations about the behaviour of communication partners, and hence the possibility of adequate feedback, interaction and mutual understanding.

Representatives of different cultures have different types of thinking a priori. Often, abstract-logical thinking is characteristic of representatives of Western culture, and visual is often characteristic of representatives of Eastern culture. The logical barrier usually arises only at the level of operational mental activity [11]. Ways of thinking, such as analysis, synthesis, comparison, abstraction or generalization, are used differently by different people and by different cultures.

Negotiation practice, in which a representative of one culture is engaged in a detailed analysis of the problem, and a representative of another, gathering superficial information, ready to answer, will be a

priori problematic. The logical barrier can be overcome by learning the languages of the communication partners' national and intragroup languages . Such types of logical barriers complicate cross-cultural communications as inaccurate statements, the fast pace of information presentation, ignoring different channels of perception, the presence of semantic gaps, jumps in thought and many others.

## **SECTION 2. METHODOLOGICAL ASPECTS OF COMMUNICATIVE CROSS-CULTURAL COMPETENCE MANAGEMENT IN IT COMPANIES**

### **2.1. Methods of assessment of cross-cultural communicative competence in HBSS LLC**

The modern IT company HBSS LLC was chosen as the object of research of international operations management at the enterprise. The company was founded in September 2011 by two founders - Alexander Tereshchenko and Andy Stewer. The beginning of the company's activity came at a time when business interest in outsourcing services was growing. Thus, HBSS LLC is a legal entity, an international company. The official representative office of HBSS LLC is located on the territory of Ukraine. This company is called LLC "HB Support Services", located at: st. 10-a Naberezhno-Khreschatytska, Kyiv, Ukraine, 04070 and is a resident company of Ukraine and provides international outsourcing services to foreign clients.

At the beginning of its activity, HBSS LLC employed only 4 people. During the first months of the company's operation, the company's website was created and the first customers were searched. At the end of 2011, the company launched its first client, Showroom Logic, a digital marketing agency that offers innovative products and services focused on the automotive industry.

Over the next year, the number of employees increased to 25 and several new customers appeared. The most successful years of HBSS LLC were 2015-2016. During this time, the company had its own sales department and the number

of customers increased to 14. Offices were also opened in Brazil. The company currently works with 16 clients and has about 300 employees (140 in Kyiv, 160 in Manila).

HBSS Ltd. is a global outsourcing company with offices in the United States, Brazil, Ukraine and the Philippines. HBSS specialists help both small and large businesses to unload their teams so that they can focus on strategic and valuable tasks.

HBSS's strategic goal is to "embed" its own team of IT specialists in the client's workflow (outsourcing customer), and the company's specialists use communication tools such as video conferencing and instant messaging services (Slack, CiscoSpark, etc.) throughout the day. , so the client is always in constant contact with the team of specialists.

The team structure has built-in quality management and control. In addition to members of its team of specialists, HBSS LLC adds Customer Success Manager (CSM), Team Leads, project managers and Team Captians at no extra cost. HBSS specialists are organized into small groups with built-in management to be able to respond to the customer's business needs quickly.

Corporate values of HBSS LLC:

- the client should perceive HB Support Services as a single team rather than an organization;
- the process of realization of the company's business goals and its further success depends on the employees, so they are the main potential of HB Support Services;

- specialists strive to approach each employee individually: show the best abilities and provide an opportunity to develop professional and personal qualities of their specialists;
- developing its employees, the organization grows as a company - this idea underlies all the efforts of management and the desire to ensure that staff is committed to the common cause;
- the company works for a common goal, trusts and helps each other to interact, coordinate their work, constructively resolve conflicts;
- Each employee in the team understands and shares the responsibility he has not only for himself but also for those people who work nearby. The company is committed to the interests and goals of the company, so "HBSS" can be called a team. This makes the company successful and the employees unique;
- Staff live the corporate culture of HBSS and consider it their strength.

An important role here is played by the structure of the organization through which and through which this interaction is carried out. The structure of the company LLC "HBSS" - is the composition and ratio of its internal units, departments. Given the scope of activities, namely the provision of integrated IT outsourcing services, the organizational structure of LLC "HBSS" is presented in Fig. 2.1.



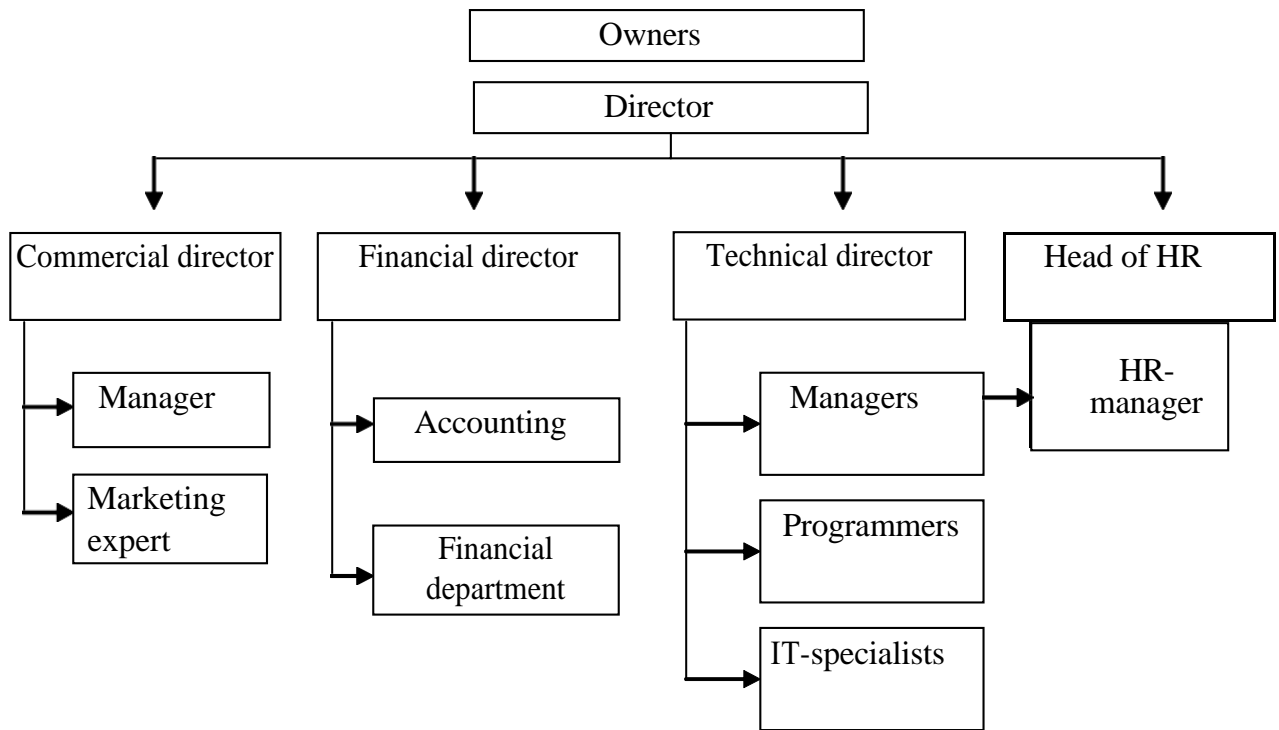


Fig. 2.1. Organizational management structure of the head office of HBSS LLC

The analysis showed that HBSS LLC is organized according to a functional management scheme. The functional structure of management is characterized by the creation of structural units, each of which has its own clearly defined, specific task and responsibilities.

In this structure, each governing body, as well as the executor specializes in performing certain types of management activities (functions). An apparatus of specialists responsible only for a certain area of work is being created.

The functional management structure of HBSS LLC is based on the principle of full management: compliance with the instructions of the functional body within its competence is mandatory for departments.

Advantages of the functional management structure of HBSS LLC:

- high competence of specialists responsible for performing specific functions;
- specialization of units to perform a certain type of management activities, elimination of duplication, performance of management tasks of individual services.

The company is not located in only one country, and has representatives of 6 nationalities. These workers, constantly interacting with each other, require training and competent guidance. Attracting talented people from different cultures with new ideas and great potential and their further development is the key to the company's success today and in the future. Employees are the main value of the company, in the professional development of which, large investments are made.

The company's work is based on three unchanging values - highly qualified employees, modern technology and the pursuit of high profits.

The main value of the company is the ability of staff to prosper in any business, commitment to security and providing quality services to customers around the world.

One of the company's strengths is staff diversity. The staff consists of men and women of many nationalities and cultures working together and sharing common goals. The company does not have a "nationality" that defines its corporate culture, the company is international and operates in many countries, provides fair employment conditions and offers equal opportunities to all its employees, and seeks to take family considerations into account when making any decisions. personnel issues or appointments.

The company attracts and retains the most talented professionals from around the world, as well as meets the needs of employees in terms of quality of life and career development. Work in the field of diversity in the company is based on career advancement of employees on the principles of meritocracy.

The multinational nature of the team promotes creative work, cooperation and understanding of the tasks of customers. Specialists work closely with customers to maximize the profitability of their business. The company has expert communities and special groups in specific disciplines for more effective exchange of knowledge and cooperation.

Not surprisingly, the main parameter of the employee is his mobility, the more mobile the employee, ie ready for relocation and business trips, the more opportunities he has in career development.

The number of people working for the company in Ukraine is 140 people. At the same time, 98% of all employees are Ukrainians, the remaining 2% are representatives of more than 6 nationalities.

Therefore, it is obvious that the state and efficiency of economic activity of HBSS LLC is influenced by a large number of factors, especially cross-cultural communicative competence, which is the key to cooperation in a multicultural company. Let's analyze it in the company.

Since English is well understood in almost all countries of the world, the cross-cultural training created by us will be aimed at studying HR managers' standards of communicative behavior in the United States.

The analysis of the level of knowledge of the standards of communicative behavior in the United States by HR managers was conducted through testing.

Testing involved reading the text "The United States of America Quiz" and solving test tasks.

The tests were performed by each manager individually. For each correct answer the manager received 1 point. The test contained 16 questions, so the maximum number of points that the HR manager could receive for all tasks was 16. If the question involved several correct answers 2, 3 or 4, then for each correct answer there was 0.5, 0.3 or 0.25 points, respectively. To determine the level of mastery of managers of cultural and regional information, we found the coefficient of training. We will use the formula of the Croatian sociologist V.P. Bepalko from his work on determining the initial level of knowledge, skills and abilities of students was carried out using control and diagnostic tasks that were developed taking into account federal state educational standards [12].

$K = Q / N$ , where Q is the number of correct answers, and N is the total number of test tasks. In this case, the performance of tasks was considered satisfactory if K was not less than 0.7.

The average testing rates are presented in table. 2.1.

Table 2.1

The results of testing HR managers for knowledge of standards of communicative behavior in the United States

Group	Average number of correct answers	Total number of test tasks	Average learning rate
HR-managers (n=14)	8,5	16	0,53

After analyzing the test results, we can conclude that the tested managers showed some awareness of the basic facts and phenomena of US culture highlighted in the test. This can be explained by the interpretation of the facts in the native language. However, none of the managers showed results that would reach a learning factor of 0.7 (according to the formula of VP Bepalko), ie no manager has the US competence in the field of geography at a sufficient level.

## **2.2. Methodical construction of the cross-cultural training program**

According to some scholars [12,30], the creation of training begins with determining the result to be obtained and involves conceptual and instrumental transformation.

Conceptual transformation involves awareness of the cross-cultural picture of the world and the creation of new ways of navigating it, a kind of navigator in the communicative cross-cultural space.

Instrumental transformation - participants begin cross-cultural learning with the initial communicative tools, due to their life experience, the conscious content of which is often small and not very diverse. This is due to the lack of communication training in general and cross-cultural in particular. As a result of the training, students receive a set of cross-cultural communication tools. Training preparation includes work in several stages (Fig. 2.2).

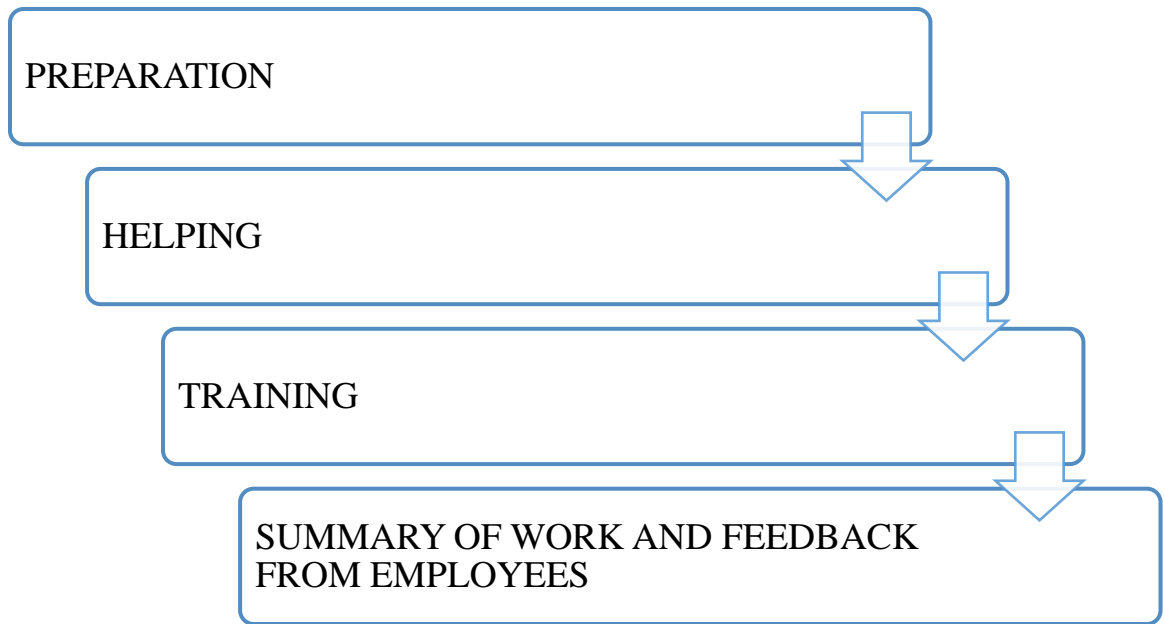


Fig. 2.4 Stages of training [2]

From fig. 2.4 we see that the first stage is preparation. At this stage, the diagnosis of the cross-cultural state of the organization is carried out to identify problem areas of the company, determine the overall training strategy, and the formation of its structure. The identification of problem areas in the CCCC provides information on the topics and objectives of the training. To solve these problems, you need:

- analyze the need for training and determine the purpose of training;
- to explore educational organizations, trainers and teachers on the chosen topic;
- find out the category of employees and the subject of training;
- find out the necessary methods, tools and resources for learning;
- determine the required result and criteria for obtaining it.

The development of the training concept should be based on:

- 1) The principle of the partnership involves the development of communication and cross-cultural skills in the dialogue process.
- 2) The principle of problematic content of the training and its deployment involves the use and solution of real problem situations as educational.
- 3) The principle of role interaction in the training process is based on imitation of professional activity through role interaction of participants.
- 4) The principle of simulation of the situation involves the development of a simulation model of professional activity in which there are cross-cultural problems.

Based on this model, the context of implementing the above principles is created, which is the foundation for creating the concept of training and its implementation.

Having determined the principles, we proceed directly to the creation of training, which consists of the following elements:

- Scenario is an essential element of training. It determines the nature and sequence of actions of participants and leaders throughout the sequence of the process, divided into main stages, exercises, cases, etc.

The script scheme usually consists of the following elements:

- 1) Real contradictions are present in the cross-cultural practice of the participants, which turn into a game conflict in the learning process, which is used for learning.
- 2) The method of generating events determines the ratio of algorithmization and improvisation of participants in the learning

process, which can be deterministic, spontaneous and mixed. The training process often involves a diverse way of generating events, which reflects the model of the process under study.

The roles and functions of the participants in the training exercises are determined by the functional need for training and production needs but, at the same time, can be artificially set by the trainer. In turn, the roles are divided into social, interpersonal, official and natural.

The structure of the training situation consists of the following components:

- 1) The simulation model is a model of the object of simulation of professional activity.
- 2) The game model determines the plan of work with the simulation model.
- 3) The graphic model allows you to see the dynamics of the learning process.

For example, the usual version of the graphical model of negotiation training: bridge construction. The metaphor is obvious in general, and in detail. Participants build a communicative bridge between cultures, the bridge has two supports on both sides of the stream. On the one hand, there is the support of knowledge of their culture, on the other hand, the studied culture. The bridge is the knowledge of the basics of cross-cultural communication inherent in the culture being studied.

The relationship between communicative and linguistic systemic principles of English language acquisition is appropriate and is seen in the fact that English culture is associated with extralinguistic reality, the world of objects, phenomena,



concepts with cultural and historical experience and ethnographic dependence of the people.

To do this, use different types of training. In order to improve the formation of English-language competence in cross-training, lexical, lexical-grammatical, lexical-stylistic and lexical-spelling exercises are used.

An English language trainer needs to develop the following skills in learners:

- 1) recognize English words in the text;
- 2) interpret their lexical meaning;
- 3) use words correctly depending on the tasks and conditions of communication;
- 4) determine the semantic load of words in the text;
- 5) use new words and expressions in their speech;
- 6) evaluate their speech and the speech of the interlocutor [5, p. 62].

In general, the success of the formation of English language competence in the training largely depends on how well chosen methods and techniques of teaching, determined the nature of cognitive activity of students (reproductive or creative), as well as well-thought-out opportunities to include training participants taking into account their individual abilities and interests.

Therefore, there are requirements for the selection of materials for the formation of national competence. Such requirements are:

- authenticity of used materials;
- information saturation;
- novelty of information for the addressee;
- modernity and current historicism;

- taking into account the interests of students (including professional), as well as hobbies, preferences;
- compliance of language expressions with the literary norm of the studied foreign language;
- linguistic significance of materials;
- selection and use of educational materials in accordance with the levels of foreign language proficiency of students (taking into account the principle of accessibility and comprehensibility);
- organization of selected materials in accordance with the principles of subjectivity and complexity.

According to modern methods of teaching foreign languages in training, the general requirements for educational texts are their educational value, cognitive value, compliance with the age and interests of students [1].

Since the main purpose of teaching standards of English communicative behavior is the education of moral and ethical qualities such as tolerant attitude to other people's culture, understanding of cultural reasons for differences in behavior of different societies, selected textual materials should be aimed at achieving this goal. values while reading and discussing the training material.

The cognitive value of the texts is that they contain information about the peculiarities of culturally conditioned behavior of representatives of American society. These texts should meet the needs of participants in learning new things, learning about the worldview of others, contain interesting information about life in another country (USA) and have practical value in terms of information that can help resolve conflict in real situations of communication with foreigners. and therefore, to meet the interests of training participants.

## **SECTION 3. ORGANIZATION AND EVALUATION OF CROSS-CULTURAL TRAININGS OF HR MANAGERS IN IT COMPANIES**

### **3.1. Methodical support of key processes of cross-cultural learning**

HB Support Services LLC is quite active in the international market and tries to serve customers in all geographical segments of international outsourcing services. Accordingly, HB Support Services LLC has chosen a strategy of geographical expansion, accompanied by the evolution of organizational structures for the management of international operations and the company as a whole. Changes in the organizational structure caused by geographical expansion meet the objectives of achieving effective management of separate divisions of HB Support Services in different countries.

Their management system for international employees at the company is quite effective.

Choosing the optimal solution for the formation of cross-cultural competence in the organization of "HBSS" is a responsible step, as it is directly related to corporate culture. The mistake made at this stage can have negative consequences, in particular: inefficient use of the budget, spending both tangible and intangible resources on training, lost efforts of staff to learn materials and, consequently, demotivation of employees due to inefficient training. As a result, the situation returns to worse than the original, but with a spent budget and undermined confidence in the idea itself.

As HBSS LLC employs far fewer foreigners, only 2%, their culture and identity must not be lost. It is very important that all participants make an effort: both Ukrainians and representatives of other 6 nationalities. After all, there are stories when the majority of one national group, especially at the helm, can create certain conflicts, hinder, humiliate or lead to negative actions. Or when there are all opportunities for development, hinder the process.

An important remark is the need of the HR manager to create a variety of trainings / consultations / meetings /, etc., which should contain different content and suit different groups. The whole process must be carefully thought out and justified. Something should suit all employees, creating a connection between them and giving them the opportunity to learn from each other. Something should be done only for the representatives of one culture, taking into account their peculiarities.

Next, it will be indicated how and how the manager should approach to create a comfortable space for employees of HBSS LLC. The table lists the specific steps that can be taken to create a productive and efficient CCCC.

Steps to be taken by the organizer of this process.	
1	Creating a concept for the formation of the CCCC
2	Creating an algorithm for applying various forms of cross-cultural learning.
3	Identify the necessary developers of the CCCC formation program.
4	To form the structure of cross-cultural learning.
5	Choose the content of training.
6	Identify current requirements for curricula and their quality.
7	Create a system for assessing the knowledge of employees.
8	Cost analysis: costs and benefits.

Solving the problems of forming the CCCC is always associated with the need to search for information from which educational content is formed, then it must be reworked in a form that is easy to understand and give the result of raising the level of CCCC.

The choice of any method should be made taking into account the capabilities of the educational structure of the organization, the specifics of the course and the perception of potential students. Consider these methods:

- distribution of textual content. These can be textual instructions on cross-cultural behavior in the organization, dictionaries with Ukrainian, Spanish, Philippino and English transliteration, textual materials on the characteristics of cultures represented in the organization. As a rule, this method is widely used, it is relatively cheap, can be part of corporate culture, can be used situationally, for example, before the arrival of business partners, can be used when hiring for familiarization;

- info-products: recordings of educational programs on digital products, auto-trainings. In this form, audio lessons can be designed on cross-cultural specifics that are important to this organization and in different languages. These can be audio books by authors who represent the cultures of this organization;
- cross-cultural consulting;
- online trainings conducted in the company's internal network or on public webinars. For training in corporate training are now widely used training programs, actively presented in the form of distance learning. This form of training is very convenient for foreign offices of companies, because it does not require financial costs to move employees. The only disadvantage of this method is the different time zones, because the difference between Brazil and Ukraine - 6 hours, and between Ukraine and the Philippines - 5 hours. But it should be added that computer technology, in general, provides a wide range of opportunities: recording, storage, processing, analysis and accumulation of information on the subject of the CCCC.
- contact trainings conducted at selected sites. This form, of course, is the most effective.

As a result of such processes there are two options:

1. own internal development, as within the organization stands out a group of specialists, often from the personnel department, who are engaged in creating a training program for this organization;

2. external development by a company specializing in this issue or a freelancer specializing in this topic.

Let's compare the main advantages and disadvantages of each of these approaches. The advantages and disadvantages of approaches to the implementation of cross-cultural learning are shown in Table 3.1.

Table 3.1

Specifics of external and internal development of the cross-cultural learning project

Approach	Advantages	Disadvantages
<b>INDEPENDENT DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>- Fully in line with the corporate culture of the organization</li> <li>- Ease of management and control of curriculum development.</li> <li>- Smooth development of the program in the best direction for the organization.</li> <li>- Money stays inside the organization.</li> </ul>	<ul style="list-style-type: none"> <li>- Development of training can take an unpredictably long time.</li> <li>- The result of the project is not obvious, ie there is a high risk of not achieving the set goals, especially if the developers have not been involved in similar projects before.</li> <li>- Poor quality of the program due to lack of qualifications required in this matter by project developers.</li> </ul>
<b>INVITATION FREELANCE</b>	<ul style="list-style-type: none"> <li>- This option is often the cheapest.</li> <li>- Experts can get acquainted with the trainer on feedback and video case studies.</li> <li>- The organization receives the ordered product in a short time.</li> <li>- A trainer who specializes in such programs is usually interested in "working out" the opportunity.</li> </ul>	<ul style="list-style-type: none"> <li>- If an organization has any specific requirements that are unique to it, there may not be a ready-made solution on the market that meets those requirements.</li> <li>- The organization begins to depend on the invited specialist. Thus, if a decision is made to terminate cooperation, the customer organization will face significant problems.</li> <li>- The same option can be very expensive, especially if it is a well-known foreign coach.</li> </ul>

<p style="text-align: center;"><b>TRAINING ORDERS IN A COMPANY SPECIALIZING IN CROSS- CULTURAL COMMUNICATI ONS</b></p>	<ul style="list-style-type: none"> <li>- The ordered solution will meet all the requirements of the organization in terms of functionality.</li> <li>- The company-developer assumes all risks of the project and ensures the proper quality of its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- This is usually the most expensive option.</li> <li>- The organization becomes completely dependent on the developer.</li> <li>- Training development can take some time, although it is quite predictable.</li> </ul>
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Source [46, c.761]

Forming the structure of cross-cultural learning, the manager of "HBSS" must take into account the two most important factors in the creation of CCCC in the enterprise, these are:

- economic factor - the funds that the organization can allocate the implementation of organizational training. This factor affects the choice of form and duration of training, as well as the number of employees covered by training, opportunities and conditions for the implementation of learning outcomes in the process of professional activity;

- policy of human resources development in the organization. If the organization has a climate conducive to learning, the educational process is supported by stakeholders at all levels of the hierarchy, then learning will contribute to the growth and development of the company.

### **3.2 Project of training on the formation of cross-cultural competence of HR-managers**

Training practices deny the possibility of creating universal training programs, as training as a creative process can never be accurately implemented



according to the prepared scenario, as it is influenced by a large number of variables: group composition, social, demographic, professional differences, qualification of trainer, training topic, time, as well as many unknown factors at the beginning of the work.

Since representatives of several nationalities work in the «HBSS» company, a large and serious preparatory stage must be done, since many details must be taken into account. Therefore, we will describe the created stages of the training program.

The first stage is preparatory.

1. Determining the result from the position of the customer and the coach. Coordination of positions. As a rule, managers who have noticed cross-cultural problems are themselves good communicators, and therefore seek to provide a quality communication environment in their environment. Therefore, the trainer needs to get acquainted directly with the customer and identify the basic communication tools that are already in the organization. Such behavior will be a successful communicative strategy for the external trainer, while the internal trainer such information will be useful for further work or already known during the training.

Building the work on the result stated by the customer, the coach usually faces the problem of unclear wording of the order to the latter. Usually the manager feels that there is a problem in the work related to cross-cultural communications, and understands that it needs to be eliminated. In this case, the coach must clarify the picture himself, proposing to conduct a survey at the beginning of the work, which clarifies the situation. The essence of the survey may be related to the answers to the question of what current cross-cultural concepts

and tools the customer's employees have (even if they believe that they do not exist at all). Such a survey will also be able to identify and specify the real problem in the eyes of the customer, and the coach and manager will be informally in the same team for the training period. This approach will eventually remove the possible dissatisfaction with the results of the training, which may arise due to different ideas about solving the problem of the leader and the leader. The results of the survey must be recorded in text form, communicated to the customer and signed.

2. Identification of the level of the CCCC. It is extremely important to identify the concepts that future participants have in training on cross-cultural communications and negotiation processes. At this stage, the trainer can conduct a series of in-depth surveys of the CCCC level or use available materials.

3. Definition of the object of study. The trainer formulates the problem in professional language and based on this models the way to solve it. At the same time he studies the strategies of the customer company, its position in the industry, studies information about the external and internal environment of the company, as knowledge of these facts will be important for understanding the context of the organization. Equally important and extremely useful contextual issue is the issue of acquaintance with the history and culture of the country, communication with which representatives will be studied.

4. Identification of training options, development of its scheme and scenario, method of generating events, the composition of the training group. Then the trainer should develop several options for training, discussing the following issues with the head:

- What results should be achieved in this category of employees?
- What will be the result indicators?

- Is there a specific result that the manager wants to achieve, is there a performance corridor within which the manager considers the work sufficient?

5. The next element of the preparatory work is the development of a scenario that will reflect a typical model of the negotiation process, will indicate previously studied by the leading communicative cross-cultural issues that need to be addressed.

It will be useful to create a mind map of the learning process for the customer, which will allow tactical adjustment of the learning process, on the one hand, and give the head confidence that the learning process is going in the direction he set.

The scheme of the training scenario should be created taking into account the analysis of real negotiation processes of the customer, which will be worked out at the training in various forms. These can be mini-lectures on the problem issue, which expand the map of the negotiation process, exercises to develop problem skills, games that help identify the problem, and so on. As cross-cultural communication involves both verbal and non-verbal components, it will be useful to examine the extent to which the structure of cross-cultural communicative profile in students is revealed. In the case of training, the basic concepts related to the differentiation of cultures: space, time, language, psychological distances, sign language, cross-cultural barriers, etc. - will not be new for training participants, and therefore will not require additional time for explanation of these concepts at the training.

6. The method of generating events in cross-cultural training is determined by the numerical, gender and national composition of the group. In the version of

the Ukrainian-Philippine IT company "HBSS", it is necessary to take into account the Philippine superiority of regulations and the Ukrainian love of improvisation. Therefore, it is extremely important to provoke participants to exercises in which they will be able to find themselves in a "foreign skin" and receive both verbal and nonverbal information about cross-cultural barriers to communication.

7. The composition of the group may vary according to social status. This can be, for example, only sales managers, if the customer has problems with the negotiations of "sellers", then in this case the level of attendance is the same. These may be workers of different social statuses, as is the case with small businesses where social distances are present, albeit small. All these role imbalances must be studied in advance. Particular attention should be paid to informal roles in the organization. For example, when working in a training group with Ukrainian-Philippino staff, the facilitator must take into account the culturally determined hierarchical organization of Philippino society and the aspirations of a spontaneous organization living in the Ukrainian mentality.

8. The time frame of the learning process should be defined and agreed with management. For a lasting effect, the learning process should be regular; temporary staff should be determined by the strategic expediency due to the objectives of the enterprise. It is desirable that the number of participants and working hours be determined in advance, as there is a difference between the dynamics of groups with different numbers. Requirements for the time of the training should be related to the company's work schedule so that the training does not fall on holidays.

9. Modeling of training space. The issue of training space in the Ukrainian-Philippine IT company HBSS is important, and in the case of CCCC training it is very important. The greatest attention was paid to particular Philipinos because of

their huge difference with other cultures. They require a separate approach in the team and more time to adapt. The fact is that modern young Philipinos were born after the Cultural Revolution, which often means that they are not worried about the superstitions of the past, that they live like the whole world, that they are not interested in Chinese calendars, feng shui and other attributes of the past . However, during the trainings it was found that the interest and active use of knowledge of traditional culture is inherent in more educated and wealthy Philipinos [50].

The second or auxiliary stage of the training involves developing a system of rules and creating a productive working atmosphere. In the case of negotiated cross-cultural training in the bicultural group version, the development of rules will be particularly important, as it will quickly identify cultural differences. For example, it will be easy to see that Philipinos are representatives of a listening culture, not inclined to give a real reaction not only immediately, but in general, and especially in an unfamiliar environment. Therefore, we need to be very careful about how the rules are understood by the Philippine side and how much they have been accepted. It should be added that the presence of representatives of another culture is a significant factor influencing the group dynamics in the training group. It is desirable that the training rules be written so as not to add problems of verbal communication to non-verbal ones. So, having finished the preparatory part, we can proceed directly to the training, which represents the following sequence of actions:

- acquaintance and presentation of participants. This stage begins with the fact that the facilitator initiates the procedure of meeting previously unfamiliar training participants. In the case of a multicultural group, the process is important also because the procedure of acquaintance in different cultures is different, and

the status of the leader of the training group is different. In Western culture, the leader from a psychological point of view is "one of us", a person more knowledgeable in this subject, while in Eastern culture, the coach is a teacher, mentor, and therefore, the attitude to him will be different.

- Formation of general rules of work and definition of the purposes. The facilitator informs the training participants about the specifics of the classes and suggests to form the rules of work. To implement this task, the trainer must provide introductory information about the basic principles, norms and rules of construction of such classes and answer questions that arise during the process in the event that the organization has no experience of such training. The facilitator then asks participants to determine the goals of participation in the training. Despite the fact that this training is professional, the need to define the goal and its public statement by the participants allows to build a motivational profile of the group and, if necessary, adjust it.

The third stage or the actual training begins with an analysis of the cross-cultural components of the negotiations. It should be noted that each training is unique, and in the case of cross-cultural communication with the Philippines, the degree of differentiation of training material increases, for example, because the Philippines is home to 54 nationalities, each with its own specifics. Based on the existing descriptions of the structure of communications, the most relevant for the current situation are selected, after which a mind map of communications is drawn up. Mapping communications is already effective, because most people have no idea about the structure of communications. To implement this task, an analysis of verbal, nonverbal communications and contexts.

The fourth stage involves summarizing the work and collecting feedback. The training ends with a complete cross-cultural picture of the negotiations and

feedback from employees. At the beginning and end of the training, the level of cross-cultural competence is assessed.

Later in the section, we will create trainings separately for Philippino employees at HBSS LLC and one test for all gathered employees' groups, based on the material mentioned in the paper and based on the principles of psychology and culture.

Universal test of knowledge of such an ancient culture as the Philippines is very problematic to create because of the volume and high context of information about the culture itself, as well as the need to select a new cultural cut in the case of each organization. Therefore, it was decided to use for the assessment of cross-cultural competence as a test picture drawings by Chinese artist Yang Liu, who depicted the difference between Chinese and Western approaches to life in the form of schemes, believing that any scheme is a generalization. In this case, it is a scheme made by a bearer of culture that knows both Chinese and Western contexts. From the point of view of this study, it is important to interpret the Chinese component of the drawings.

The test subject's task is to choose the answer that corresponds to Philippino culture, one correct answer is 1 point (Appendix B).

After test about Philippino culture, there is a project of training on the formation of cross-cultural competence of HR-managers on the topic "COMMUNICATIONS". In this test, we will be able to recognize the difference in cultures of all nationalities present in the company. With its help, we will be able to build a chain of relationships between colleagues, learn the intricacies of their cultures and behavior. The test is based on the culture of the United States, as the most neutral, moreover, the host country (Appendix C).

## CONCLUSIONS

In the modern world, the importance of intercultural relations is growing rapidly, ignoring the cultural differences of representatives of national cultures does not contribute to the successful development of the company. To manage multicultural teams in modern conditions, it is necessary not only to master the knowledge gained at the stage of formation of cross-cultural management, but also to constantly improve technologies and methods for managing the interaction of cultures.

Personnel management is focused on acquiring an effective efficiency of the organization and fidelity of relations between workers. The elastic organization of labour, the self-organization of the worker and groups of workers, and their intentional role in the management of creation become the starting point in the opening of human resource management systems.

We conducted analysis of the cross-cultural aspect of personnel management in a multinational company, revealed that a multinational company is a company characterized by the presence of cross-cultural interaction in the internal and external environment of the company.

In this regard, we analyzed new conceptual approaches in the field of managing cross-cultural teams is very relevant. The thesis contains scientifically based theoretical and methodological recommendations, the implementation of which took place in personal recommendations on the organization of CCCC management in the company "HBSS", as well as in the creation of individual pieces of training.

Studying the experience of working with foreign specialists in the company under study was another proof of the need to find new approaches to managing



cross-cultural interaction, especially for the HBSS company, given the diversity of nationalities and their great differences.

Analyzing the test results, we can conclude that the tested managers showed some awareness of the basic facts and phenomena of US culture highlighted in the test. This can be explained by the interpretation of the facts in the native language. However, none of the managers showed results that would reach a learning factor of 0.7 (according to the formula of VP Bepalko), ie no manager has the US competence in the field of geography at a sufficient level

In general, the success of the formation of English language competence in the training largely depends on how well chosen methods and techniques of teaching, determined the nature of cognitive activity of students (reproductive or creative). So we considered opportunities to include training participants in independent search knowledge taking into account their individual abilities and interests.

In teaching intercultural communication, it is necessary to take into account that the interaction and mutual understanding of communicators will be determined by their mastery of a set of knowledge, the assimilation of which is possible in teaching cultural and regional aspects of communication. That is why in this work we have developed a project of training on the formation of cross-cultural competence of HR-managers on the topic "COMMUNICATIONS"

The implementation of the process of adaptive management of multicultural teams in organizations contributes to the strengthening of cross-cultural synergy, which is one of the factors for increasing the competitiveness of organizations in modern conditions.

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## APPENDIXES

### Appendix A

Read the questions, answer them in written form or tick the answer (answers) you think correct.

1) What is the political system of the USA?

a) parliamentary monarchy

b) republic

c) monarchs

2) How do we call branches of the USA Government:

a) the one that makes the laws \_\_\_\_\_

a) the one that enforces the laws \_\_\_\_\_

b) the one that interprets the laws \_\_\_\_\_?

3) What is the minimum age of a person eligible to be

a) the President \_\_\_\_\_

b) a senator \_\_\_\_\_

c) a representative \_\_\_\_\_?

4) What is the term of presidency in the USA? \_\_\_\_\_

5) What is the name of the US national anthem?

a) the Maple Leaf

b) the Star-Spangled Banner

c) the Union Jack

6) What is the name of the US state flag? \_\_\_\_\_

7) What are the names of an organization and a person that can strike down a law?

a) Congress

b) the President

c) senators

e) the Supreme Court

e) representatives

8) What has been home to every President of the USA except George Washington? \_\_\_\_\_

9) How is the place where Congress meets called?

a) Congress Hall

b) the White House

c) the Capitol

10) Who was the first president of the USA?

a) Abraham Lincoln

b) John Adams

c) George Washington

11) Which American president signed the law that ended slavery?

a) Franklin D. Roosevelt

b) Harry Truman

c) Abraham Lincoln

12) When did the American Civil War take place?

a) from 1775 to 1781

b) from 1773 to 1775

c) from 1861 to 1865

e) from 1492 to 1496

13) What were the results of the American Civil War?

a) the victory of the Confederate Army

b) the victory of the Southerners

c) the victory of the North and the end of slavery

14) Where was President Lincoln killed?

a) in the Capitol

b) in a theater

c) at the President's office

15) Who was the leader of the Civil Rights Movement?

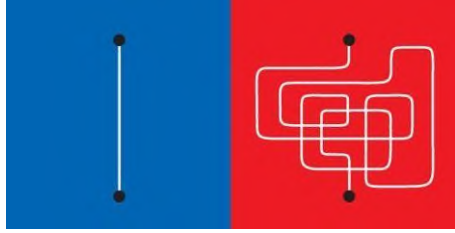
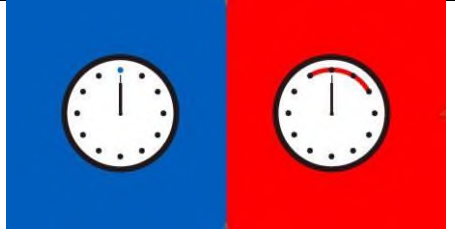
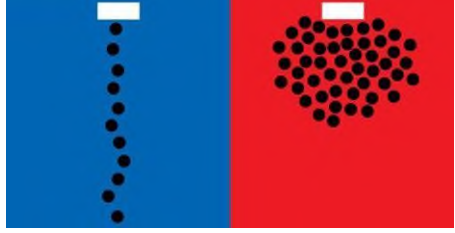
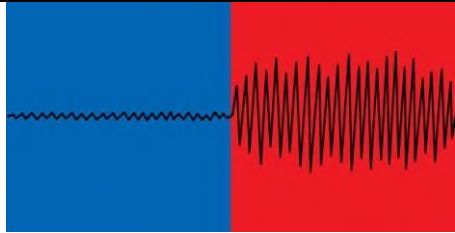
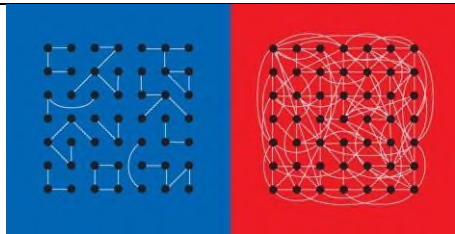
a) Abraham Lincoln

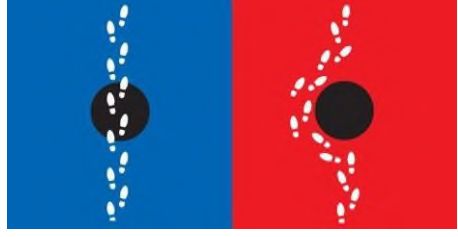
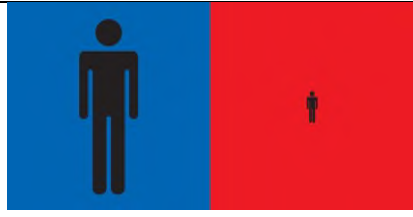
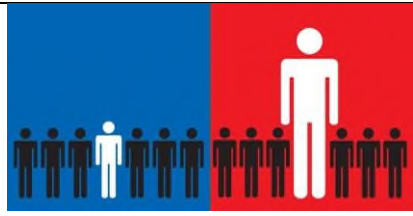
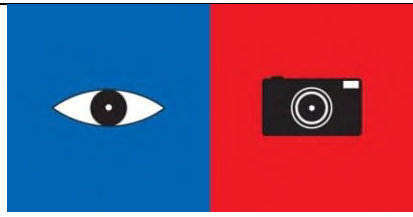
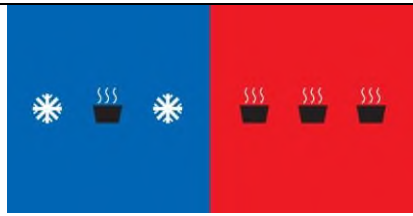
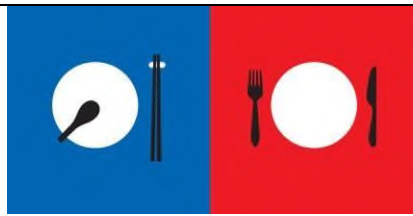

b) Buchanan

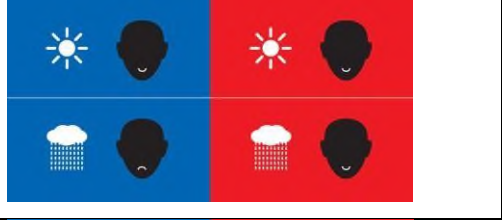


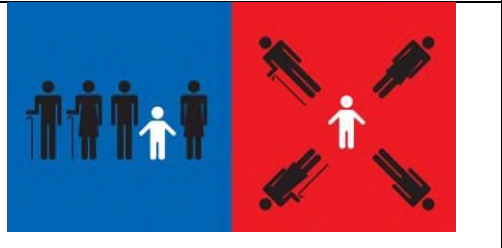
c) Martin Luther King, Jr.

16) What was the name and date of the Act guaranteeing every American equal rights in housing, public facilities, voting and public schools?

**Appendix B**

	1 Freedom of expression
	2 Relationships with time
	3 Behavior in the queue
	4 Permissible noise level in public places
	5 Structure of social communications

	<p>6 Options for solving life problems</p>
	<p>7 Man and other people</p>
	<p>8 Relationship with the head</p>
	<p>9 Behavior in travel and travel</p>
	<p>10 Choosing food</p>
	<p>11 Choice of dishes</p>
	<p>12 Benefits in drinks</p>

	13 Attitudes to life's problems
	14 Behavior at the party
	15 Attitudes towards elders
	16 The position of the child in the family

**Test keys:**

1. Freedom of expression. This diagram shows both the difference in freedom of expression and the path to the goal. People in the West have a clear goal orientation, while Philipinos care about the quality of the process that leads to the result. The right picture is a Chinese symbol

2. Relationship with time Philipinos do not have as strict a time frame as Europeans. However, in case of situational necessity, the Chinese can be extremely punctual. The right picture is a Chinese symbol

3. Behavior in the queue. In the past, Philipinos used to stand in groups and actively work their elbows, rushing to the goal and passing whoever asked. With the advent of large cities, the situation changed and both options became equivalent. Both figures are equivalent.

4. Permissible noise levels in public places tend to speak loudly, to everyone and always. The right picture is a Chinese symbol

5. The structure of social communications. The Philippines lives in a system of a huge variety of connections that make many issues much easier to resolve. However, these same ties can be the most serious obstacle. The right picture is a Chinese symbol.

6. Options for solving problems. The great Chinese sage Lao Tzu said, "Soft and flexible overcomes strong and hard." China's traditional culture calls for circumventing the problem, but the younger generation is trying to make a more effective solution. Both figures are equivalent.

7. Man and other people. Philipinos are characterized by deep collectivism. A Philippino will always help a Philippino both in the Philippines and abroad. Selfishness is not welcomed by the three traditional Philippine religions: Buddhism, Confucianism, and Taoism. The right picture is a Chinese symbol.

8. Relationship with the head. The relationship between the leader and subordinates is formed in accordance with the Confucian principles of "parental love" and "filial respect". The right picture is a Chinese symbol.

9. Behavior in travel and travel. Philipinos love to take pictures and take pictures. The right figure is a Chinese symbol.



10. Choice of food. Middle-aged and older Philipinos prefer freshly prepared food, but young people are increasingly using semi-finished products. The right picture is a Chinese symbol.

11. Choice of dishes. For Philipinos, Chinese food is more familiar and popular, and European food in the Philippines is more expensive. The left picture is a Chinese symbol.

12. Advantages in drinks. Many Philipinos drink plain water because good tea is quite expensive. The left picture is a Chinese symbol.

13. Attitude to life's problems. Preserving identity in any situation is one of the character traits of educated Philipinos. The right picture is a Chinese symbol

14. Behavior at the party. Loneliness at a party is a bad tone in Philipino company, when everyone is sitting at a big table, where all the dishes are displayed in the center of the table. The right picture is a Chinese symbol.

15. Attitude towards elders. Pensions in the Philippines are paid to those who have worked for more than 15 years, but the responsibility to support the older generation still lies with children and grandchildren. In addition, the older generation is in the eyes of Philipinos is a carrier of experience and knowledge that should be a support for young people. The right picture is a Chinese symbol

16. The position of the child in the family. In the Philippines, children under the age of 5 are treated like a "little emperor" and can do whatever he wants. However, school age leads to responsibilities. Right image - Chinese symbol Test results:

0-6 low level;

7-11 intermediate level;

12-16 high level.

## Appendix C

**Coach:** Hello friends, today we will try to study the main features of communications of your different cultures. To do this, I will give you the opportunity to independently solve various interesting exercises and together we will evaluate the results obtained.

**Coach:** *You are going to make a report about making a call in the USA/Brazil/Philippines and Ukraine.*

**Coach:** *You are requested to write an essay about communication matters in the your origin country. Try to answer the following questions without reading the following texts. Let's read the text and compare the errors, draw certain conclusions.*

**Coach:** *You are preparing a reference book on American communicative behavioral patterns for the use of your colleagues-foreigners to the USA. Read the left column of the table below. Discuss with your partner who is working on the reference book together with you the behavioral patterns of using buses in the USA and write down similar/ distinct behavioral patterns of Ukrainians/Brazilians/Philippines in the right columns of the table.*

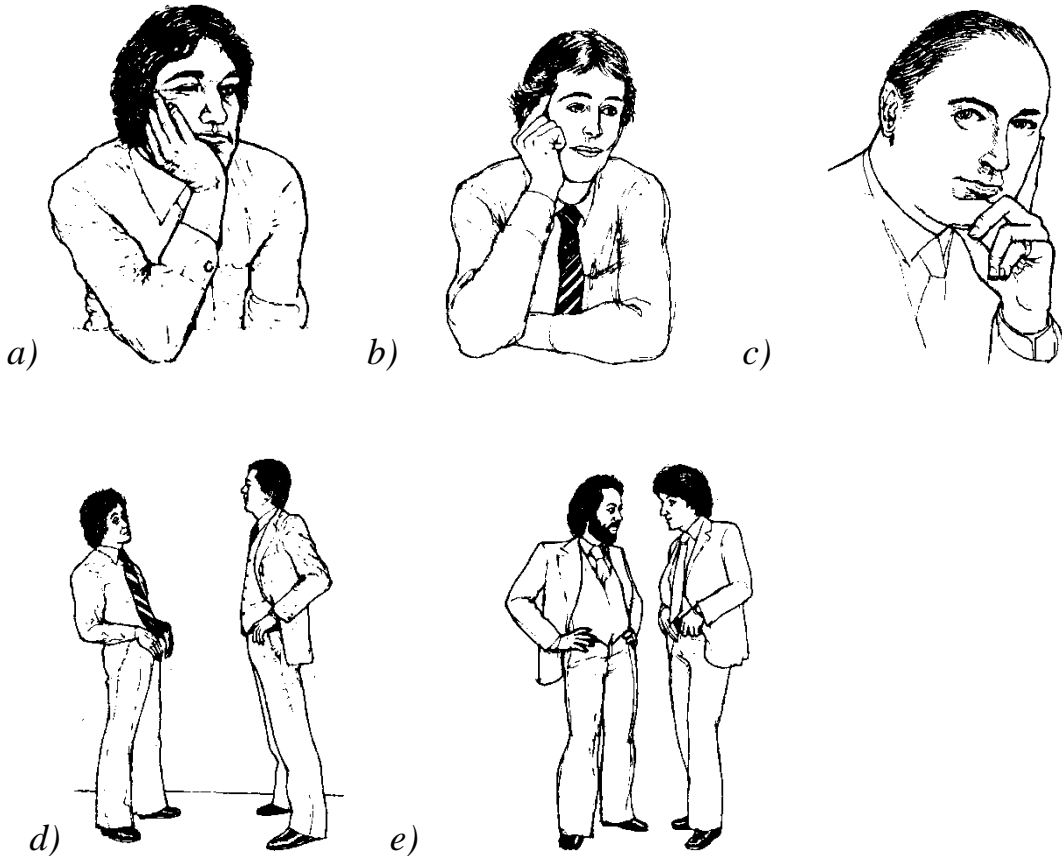
<b>THE USA</b>	<b>UKRAINE</b>	<b>BRAZIL</b>	<b>PHILIPPINES</b>
Letters in the USA are addressed just in the same way, as it is required in this country now. In the bottom right-hand corner the addressee's name and address is written (number of the house, names of the street, city and state with a			

zip-code) while your name and address should be written in the same order in the top left-hand corner.			
It is important to write the name of the state and a zip code, otherwise your letter may not be delivered. An American <b>zip code</b> consists of two groups of digits – five and four separated by a dash (e.g. 20005-3009). The names of the states are usually indicated by two block letters (though you may write them in full if you like).			
In America you always buy stamps and envelopes separately and stick stamps on yourself. The number and price of stamps strictly depends on the weight of the letter.			
You may buy stamps and envelopes at post offices that are recognizable by the American flag before them. Their regular opening hours are 9 AM to 5 PM, Monday through Friday, 9 AM to 12 PM on Saturdays.			
Mail boxes to drop your letters in can be found all over the town. They are blue but don't hang on walls as our mail boxes. American mail boxes are always big and stand on the sidewalk at its very curb. It is because they usually have two slots for dropping letters in – one side facing the road for drivers to use without getting out of their cars.			

***Coach:** Let's have a discussion about individual freedom and collective responsibility between American and students from another country. Try to explain the meaning of the phrases "parental duties" from the point of view of Americans and Ukrainians/Brazilians/Philipinos*

***Coach:** Watch the fragment of the film and try to suggest the meaning of the characters' gestures. Explain each gesture to the group trying to imitate culture-specific gestures.*

**Coach:** Look at the following pictures and try to explain what these gestures mean. Decide if these gestures have different meanings in different cultures. Share your opinion with the class.



**Coach:** Discuss common and distinctive features of using communication means in the USA/Ukraine/Brazil/Philippines. Which of the distinctive features do you find the most embarrassing and why?

**Coach:** Try to guess and summarize some typical differences in stereotypes of Americans/Ukrainians/Brazilian/Philippinos related to communications. Make a short list of such differences and possible ways of coping with them. Note positive and negative stereotypes. Discuss if positive stereotype of one country

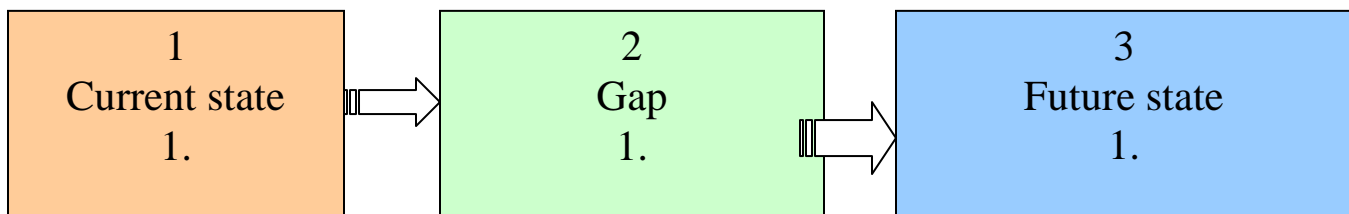
could be negative for the other. One of the students shall be the leader of the discussion.

**Coach:** Work in pairs or small groups (maximum 4 people). Read the following description of sample situation.

*Sample situation.* You are *\*your nationality\** and you came to the USA on business (as a tourist). You shall pass customs control in the airport and then you are going to call your American friend using public phones. Role-play the wrong behavior of a *\*your nationality\** tourist and the reaction of the Americans (for instance you try to call the police dialing “02” or try to persuade the customs officer to let you leave the USA without “white card” etc.). Optionally try to reverse the situation: An American coming to *\*your country\** and passing customs control, using communications and demonstrating a “wrong” kind of behavior.

Invent the situations of your own using a sample situation as an example. Then role-play it before the class.

**Coach:** Perform gap analysis of the previous role-play identifying the steps necessary for improving communication with your American colleagues in the lists. the first list indicates the current state of the situation (i.e. each wrong behavior causing communicative failure), the third one –future state of the situation (i.e.correct behavior in this situation). In the second list you should indicate the steps necessary to avoid corresponding unpleasant situation.



– Thank you dear friends for spending time with me. You are great fellows!