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CHAPTER 1

CHAPTER 1

ADVANCING INTERCULTURAL COMMUNICATIVE COMPETENCE IN FUTURE SPECIALISTS IN IT AND COMPUTER SCIENCE: DEVELOPMENT AND IMPLEMENTATION OF THE "NAVIGATING CULTURAL DIVERSITY" COURSE PROJECT

ABSTRACT

This chapter examines the critical importance of advancing intercultural communicative competence (ICC) among future specialists in IT and computer science, addressing the challenges posed by increasing globalization and Ukraine's integration into the European economic and cultural landscape. Intercultural communicative competence is conceptualized as a dynamic interplay of knowledge, skills, attitudes, and behaviors that enable effective, respectful communication and collaboration across diverse cultural settings. It represents a fundamental prerequisite for professionals engaged in international teams, navigating cross-cultural business environments, and contributing to the global digital economy.

The relevance of ICC for Ukrainian students, particularly in technical fields, is underscored by the context of Ukraine's integration into the European Union and the demands of the multicultural workplace. A comprehensive needs analysis conducted with 136 1st- and 2nd-year students from Lviv Polytechnic National University revealed significant gaps in their confidence and preparedness for cross-cultural communication, thereby highlighting the necessity for targeted educational interventions.

In response to these findings, the course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" was developed to address these specific gaps. This innovative program combines theoretical foundations with practical applications, aiming to enhance students' cultural awareness, multilingual capabilities, and intercultural communication skills. The curriculum features lectures, workshops, educational quests, and round-table discussions, employing interactive and experiential learning methodologies. Practical components such as case studies, role-playing exercises, and simulations equip students to effectively manage real-world multicultural scenarios.

Preliminary outcomes indicate measurable improvements in students' cultural sensitivity, adaptability, and confidence in professional intercultural communication. By bridging the divide between technical expertise and intercultural competence, the course provides students with essential tools for thriving in international teams and collaborative projects.

This chapter concludes by emphasizing the imperative of embedding ICC into higher education curricula, particularly for technical disciplines such as IT and computer science. It advocates for ongoing refinement and broader implementation of such courses to align with the evolving demands of the global economy.

KEYWORDS

Intercultural communicative competence, cultural diversity, cross-cultural communication, cultural awareness, English for Specific Purposes, professional adaptability, multilingualism, global workforce, curriculum development.

The integration of Ukraine into the European Union and the broader processes of globalization have highlighted the necessity of preparing future specialists, particularly in IT and computer science, for effective communication within the multicultural European economic landscape. As Ukraine strives for greater international integration and its students seek to become competitive in the global labor market, enhancing intercultural communicative competence (ICC) has become an essential part of their education. This competence is critical not only in mastering technical and professional knowledge but also in the ability to interact effectively with peers, colleagues, and clients from diverse cultural backgrounds. The development of this competence has thus become a key priority in higher education, especially for future specialists in IT and computer science, who will be increasingly called upon to work in international teams and deal with cross-cultural challenges.

Globalization has transformed the nature of communication, making intercultural interactions indispensable in professional settings. The rise of international business relations, coupled with the increased mobility of professionals across borders, requires specialists not only to be linguistically competent but also culturally aware. Intercultural communication studies emphasize the importance of understanding cultural differences and the strategies needed to bridge gaps between individuals from diverse cultural backgrounds. In this context, effective communication is no longer solely about fluency in a foreign language but also about the ability to navigate cultural nuances, avoid misunderstandings, and foster mutually beneficial relationships.

1.1 THE RELEVANCE OF RESEARCH ON ADVANCING INTERCULTURAL COMMUNICATIVE COMPETENCE AND THE DEVELOPMENT OF THE "NAVIGATING CULTURAL DIVERSITY" COURSE

The growing need for intercultural communicative competence in the global workplace underscores the importance of integrating such skills into the curriculum of higher education institutions, particularly for students in fields like IT and computer science. Traditionally, education in

these fields has been focused on technical expertise, with little emphasis on the development of soft skills such as communication. However, as the global job market becomes more interconnected, the ability to communicate effectively in multicultural environments has become just as crucial as technical skills.

The research has shown that students in non-linguistic fields, including those at Lviv Polytechnic National University (LPNU), face a significant gap in their ability to interact with colleagues from diverse cultural backgrounds. A survey of 136 students across disciplines such as computer science, engineering, and economics revealed that 87% of respondents felt uncomfortable communicating with colleagues from different cultural contexts.

This gap in intercultural communicative competence highlights the urgent need for specialized courses, such as the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course, which the authors of this article have developed specifically to address these needs and equip students with the necessary intercultural communication skills.

The significance of such courses lies in their ability to equip students with the knowledge, skills, and attitudes necessary for successful intercultural communication. This is particularly relevant in the context of English for Specific Purposes (ESP) courses, where the focus has traditionally been on language proficiency in specific professional contexts. While ESP courses for IT and computer science students have focused primarily on technical language skills, they must evolve to include intercultural communication strategies. As Byram suggests, learners must not only understand a foreign culture from an external perspective but also experience it from within [1]. This holistic approach enables students to develop the necessary cultural awareness to interact effectively in a globalized work environment.

The course "Navigating Cultural Diversity" aims to address this need by providing students with the tools to understand cultural differences, adapt their communication styles, and build stronger professional relationships in the European and global economic landscape. By integrating intercultural communication into ESP instruction, the course not only enhances language proficiency but also prepares students to succeed in an increasingly multicultural and interconnected job market. This project represents a crucial step in enhancing the professional competencies of future specialists in IT and computer science, ensuring that they are not only technically proficient but also culturally adept in their professional interactions.

Therefore, the integration of intercultural communicative competence into the education of future specialists in IT and computer science is no longer optional but a necessity. As the professional world becomes more globalized and interconnected, the ability to navigate cultural diversity is a critical skill.

By developing and implementing specialized courses like "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape", we can ensure that students are not only equipped with the technical skills needed for success but also the cultural awareness required to thrive in a diverse, international environment.

1.2 LITERATURE REVIEW AND DEFINITIONS OF KEY CONCEPTS

A primary objective of national education reform is the adoption of a competence-based approach and the cultivation of professional foreign language communicative competence (PFLCC) in the training of higher education professionals. Achieving this objective and its associated tasks necessitates multidisciplinary integration and the active involvement of employers. Employers can work collaboratively with universities to define explicit criteria for educational outcomes, ensuring that graduates are well-equipped for the professional arena.

Foreign language communicative competence (FLCC) enables enhanced interaction, professional communication, and collaboration at various levels with specialists from different countries. This exchange of experiences fosters professional and scientific self-development and self-realization, particularly in the context of globalization and especially within the business sector.

We posit that the role of a foreign language as a tool for developing future specialists' professional communication competence can be effectively harnessed at higher education institutions. This can be accomplished through the institution's oversight of the entire educational process, curriculum content, and a clear professional focus. Additionally, the methods for delivering this information, types of teacher-student interactions, and student engagement in the educational process are critical. Concurrently, attaining a long-term strategic goal, such as a specialist's professional advancement, is facilitated by achieving short-term tactical goals, such as mastering a foreign language.

The scholarly exploration of intercultural communication began with the publication of E. Hall and G. Trager's book "The Analysis of Culture" in 1953, marking the onset of this field as an academic discipline [2]. E. Hall and G. Trager were the first to introduce the term "intercultural communication", framing it as a distinct area of interpersonal relationships. This concept was further developed in E. Hall's influential work "The Silent Language", where he provided a comprehensive definition of intercultural communication [3]. Hall and his colleagues at the Foreign Service Institute in the early 1950s are widely regarded as the pioneers of intercultural communication, establishing the foundational framework for this area of study. Hall emphasized the challenges in intercultural communication, pointing out that "difficulties in intercultural communication are rarely seen for what they are". He suggested that when individuals from different cultures fail to understand one another, they tend to blame it on "those foreigners" or attribute it to incompetence, deception, or irrationality. He encouraged readers to "take seriously the cultures of others" in order to better understand themselves and their own cultural biases [3].

In 1990, K. Knapp and A. Knapp-Potthoff defined intercultural competence as a "complex of analytical and strategic abilities that expand the interpretative spectrum of an individual in the process of interpersonal interaction with representatives of other cultures" [4]. This notion underscores the importance of developing a multifaceted skill set that enhances an individual's capacity to engage effectively with people from different cultural backgrounds. C. Sinicrope, J. Norris, and Yu. Watanabe further emphasized that intercultural competence enables individuals to engage in effective communication with interlocutors from other cultures [5].

M. Bennett expanded on this concept by exploring the internal progression of students as they move from ethnocentrism to ethnorelativism, which represents a shift from viewing other cultures through the lens of one's own to a more open and comparative approach to understanding diverse cultural contexts. Such shifts are crucial for developing intercultural competence, as they enable individuals to recognize and appreciate cultural differences [6].

Researchers such as N. Vovchasta, I. Kozlovska, M. Opachko, M. Paikush, and O. Stechkevych argue that the training of competent specialists should be based on an activity approach. This approach involves simulating real-world functional tasks and professional scenarios, allowing students to apply their knowledge and experience in context. According to these scholars, competence is not merely theoretical knowledge but the ability to apply that knowledge effectively in various situations [7].

The concept of intercultural communication has been further explored by scholars such as T. Antroshchenko and D. Kovrei [8], Z. Bakum, O. Palchykova and S. Kostiuk [9], L. Maksymchuk [10], who focus on the challenges of communication between different cultural groups. O. Nezhiva highlights that intercultural communication occurs when individuals interact in contexts that differ significantly from their own cultural norms, emphasizing its importance in determining the success or failure of a communication event [11]. As O. Nezhiva suggests, the primary objective of intercultural communication is the development of both intercultural and communicative competencies, essential for bridging cultural divides in professional settings [11].

One of the most influential models of intercultural communicative competence comes from M. Byram and M. Wagner, who proposed a multidimensional framework that integrates knowledge, values, and skills as key components of effective intercultural interaction [12]. According to M. Byram, the five essential components of intercultural communicative competence are:

1. **Attitudes**: for example, curiosity and open-mindedness towards other cultures.

2. **Knowledge**: understanding social groups, historical backgrounds, and contextual knowledge related to communication.

3. **Skills of interpreting and relating**: the ability to understand and interpret documents and symbols from other cultures.

4. **Skills of discovering and interacting**: the capacity to acquire new knowledge about other cultures and adapt accordingly.

5. **Critical cultural awareness**: the ability to critically assess one's own and foreign cultures, understanding their influence on communication practices [1, 12].

According to B. McSweeney, researchers such as A. Trompenaars, G. Hofstede, and T. Hall further explored the structure of culture, differentiating between visible, external aspects such as language, rituals, and traditions, and the hidden dimensions of culture, which include values, norms, and life attitudes. Intercultural communication, they argue, involves the exchange of messages guided by both visible and invisible cultural elements [13].

O. Topchiy discusses the linguistic code as a crucial component of culture, noting its role in shaping a person's worldview and mentality. O. Topchiy also highlights the importance of

understanding cultural typologies to prevent misunderstandings during communication. For instance, low-context communication, common in English-speaking nations, focuses on the explicitness of language, while high-context communication, prevalent in Eastern Europe, Asia, and the East, places a greater emphasis on emotionality and collective awareness [14].

O. Topchiy also identifies five models of intercultural communication in the process of cultural inculturation: **integration**, **assimilation**, **separatism**, and **marginalization**. These models describe the ways in which individuals or groups interact with and adapt to different cultures, ranging from full assimilation to the rejection of cultural exchange [14].

T. Branitska argues that intercultural competence is crucial for enhancing professional competitiveness, harmonizing relationships between different cultural groups, and fostering social cohesion in multicultural environments. She identifies three key components of intercultural competence: **value-cognitive**, **motivational**, and **action** components [15]. This perspective aligns with the broader view that intercultural competence is a complex process involving knowledge, skills, and attitudes.

According to O.-A. Illie (2019), intercultural competence is built through knowledge of cultural values and norms, as well as skills in observing, analyzing, and interpreting behaviors and attitudes in intercultural contexts. Attitudes such as respect, openness, and curiosity are essential to navigating intercultural interactions effectively [16]. This holistic approach to competence emphasizes the need for individuals to not only understand different cultures but also to engage with them empathetically and constructively.

M. Byram's approach to foreign language learning reinforces this idea, arguing that learning a language is not just about mastering grammar and vocabulary but also about understanding and integrating cultural knowledge. He suggests that students must learn to live and work in two cultures, acting as mediators between them and utilizing the intercultural skills they develop [12].

In the context of professional training for future specialists in fields like IT and computer science, intercultural communicative competence is essential for success in the global workforce. It is a quality formed through education, socialization, and direct communication with people from other cultures. Competence in intercultural communication enables individuals to recognize and adapt to cultural differences, avoid misunderstandings, and build effective communication strategies in diverse professional environments.

Finally, in the domain of "English for Specific Purposes" (ESP), the importance of intercultural communicative competence is increasingly recognized. ESP courses, particularly those related to IT and computer science, focus on equipping students with the language skills necessary for professional success in their respective fields. T. Hutchinson et al. define ESP as an approach to language teaching that is directly tied to the learners' specific goals, emphasizing practical language skills over general language proficiency [17].

However, as T. Dudley-Evans points out, ESP also requires a nuanced understanding of the cultural and communicative contexts in which the language will be used [18]. This recognition has led to the integration of intercultural communicative competence into ESP curricula, particularly

in courses like "Navigating Cultural Diversity", which aim to prepare students for the multicultural demands of the global job market.

In conclusion, we assert that intercultural communicative competence is an essential and multifaceted skill set, vital not only for professionals across various fields but especially for those specializing in IT and computer science. In my view, it involves more than just an understanding of cultural differences – it requires the ability to communicate effectively across cultural boundaries. This skill is indispensable for future specialists who aim to succeed in the globalized, multicultural professional landscape that characterizes today's interconnected world.

As part of this research, the study draws on the work of O. Nagachevska, and B. Kushka, titled "Intercultural Communication and Intercultural Communicative Competence of Undergraduates Learning Business English" [19]. Their findings were instrumental in shaping the curriculum for the course "Navigating Cultural Diversity", ensuring that it not only addresses language proficiency in a professional environment but also fosters the development of intercultural communicative competence among students. This inclusion of intercultural communication elements is key to equipping students with the necessary competencies to navigate cultural differences in their future professional careers.

The development of intercultural communicative competence for students in IT and computer science is, in my opinion, a critical aspect of their preparation for the global workforce. Scholars like M. Byram, T. Hall, and M. Bennett have consistently highlighted that intercultural competence includes not only the knowledge and skills needed to navigate cultural differences but also the attitudes and behaviors that facilitate effective cross-cultural communication. It is the ability to understand, adapt to, and engage with cultural nuances that makes this competence particularly important for IT and computer science professionals. Therefore, we believe that fostering such skills is essential for students in these fields to thrive in international settings, where respect for diverse perspectives and effective communication strategies are paramount.

The course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" directly addresses this need by equipping students with the necessary skills and knowledge to communicate competently in multicultural European business environments. In my perspective, the course's dual focus on both theoretical understanding and practical application within the context of IT and computer science creates a comprehensive framework for developing students' intercultural competence. This aligns with broader educational objectives, particularly the aim of fostering responsible, ethical global citizens who can effectively navigate the cultural complexities of the European Union and beyond.

We believe that this course goes beyond the traditional scope of English for Specific Purposes (ESP) courses, which typically focus on language proficiency. By integrating essential elements of intercultural communication, the course offers a more holistic approach to preparing students for the demands of today's global economy. It helps students understand European values, communication styles, and cultural differences, which in turn shapes their business practices. For future IT and computer science professionals, this preparation is indispensable. As these professionals

increasingly work in international teams, collaborate with colleagues from diverse cultural backgrounds, and engage with clients and partners from various cultural contexts, the ability to communicate across cultures becomes crucial for their success.

Through this project, we aim to bridge the gap between technical expertise and cultural competence. My goal is to ensure that future specialists in IT and computer science are not only proficient in their technical fields but are also equipped with the intercultural communication skills necessary for success in the multicultural and interconnected European economic landscape. This course is designed to enhance students' critical thinking, empathy, and adaptability – key qualities that will empower them to navigate the challenges of cross-cultural communication and contribute meaningfully to the global digital economy.

1.3 OBJECTIVES AND FOCUS OF THE RESEARCH

The primary goal of this research is to explore the critical role of advancing intercultural communicative competence (ICC) in future specialists in IT and computer science. Specifically, the research investigates the process by which undergraduates acquire intercultural communicative competence and the constituent skills required for effective professional activity in globalized environments. A central focus is placed on the development and implementation of the course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape", designed to meet the growing demand for intercultural communication skills in the European job market.

The subject matter of this study is the integration of intercultural communication into the curriculum for IT and computer science students, particularly through ESP (English for Specific Purposes) courses. These courses are intended to equip students with the skills necessary to communicate effectively in diverse European business environments, emphasizing the importance of intercultural sensitivity and understanding.

The research involves both theoretical and methodological components of designing and implementing a course that incorporates intercultural communication into the context of IT and computer science education.

The objectives of the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course are as follows:

1. General objectives:

– to empower students to bridge cultural divides and communicate effectively in diverse European business settings;

– to cultivate a profound understanding of core European values, emphasizing respect for cultural nuances, tolerance, and ethical conduct;

– to prepare students for thriving careers in the globalized European economy, where intercultural communication is a pivotal skill.

2. Specific objectives:

– to expand LPNU students' awareness of cultural distinctions relevant to European business communication;

– to nurture students' critical thinking abilities by analyzing diverse perspectives and communication styles;

– to elevate students' understanding of how cultural values shape business practices and ethical considerations;

– to foster students' intercultural sensitivity and cultivate empathy for various cultural backgrounds;

– to promote tolerance and respect for cultural diversity within the professional environment;

– to inspire students to become responsible and ethical global citizens;

– to refine students' ability to adapt their communication style to different audiences and situations;

– to equip students with impactful verbal and nonverbal communication skills for cross-cultural interactions.

3. Assessment objectives:

– to evaluate students' grasp of key concepts in intercultural communication and European values;

– to analyze students' ability to discern and interpret cultural nuances in communication;

– to measure students' progress in developing effective cross-cultural communication skills;

– to assess the course's impact on students' attitudes towards cultural diversity and ethical business practices.

4. Dissemination objectives:

– to disseminate the knowledge and best practices acquired in the course to the broader academic community and business professionals;

– to heighten awareness of the critical role of intercultural communication in the European economic landscape;

– to showcase the Erasmus+ program's impact on international education and understanding.

The project of the course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" is designed as a comprehensive initiative to foster multicultural business communication skills among Ukrainian students and graduates, particularly those pursuing technical, computer science, and engineering specialties at Lviv Polytechnic National University. This project extends its scope beyond academia, targeting high school students, teachers, and professionals from various sectors, including enterprises, organizations, civil society, and the general public.

Spanning one year, the course offers 180 hours of instruction over three years, with students from diverse academic backgrounds, including IT, computer science, and engineering, participating in specialized modules. The flagship course provides participants with essential skills to navigate the cultural intricacies of the European Union, emphasizing the importance of intercultural communication for successful business interactions in the European economic landscape.

The anticipated outcomes of this research and course project include the publication of two scientific articles, the development of a comprehensive textbook, and the organization of three research events and six activities. This initiative, EuCDBizCom, aims to bridge the gap between European values and the multicultural business communication skills essential for Ukrainian professionals seeking career opportunities in the European job market or aiming to collaborate with EU companies. EuCDBizCom aspires to shape a generation of professionals ready to thrive in the diverse and dynamic European economic landscape through a strategic blend of academic instruction, research initiatives, and public engagement.

This research, alongside the development and implementation of the "Navigating Cultural Diversity" course, is crucial in preparing future IT and computer science professionals to succeed in the globalized and multicultural business environment that defines today's European economy.

1.4 "NAVIGATING CULTURAL DIVERSITY": DEVELOPMENT AND IMPLEMENTATION OF THE COURSE FOR ADVANCING INTERCULTURAL COMMUNICATIVE COMPETENCE IN IT AND COMPUTER SCIENCE STUDENTS

1.4.1 THE COURSE DEVELOPMENT: BACKGROUND AND RATIONALE

The rationale for creating the course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" is rooted in the evolving demands of the global economy and the pressing need to prepare students at Lviv Polytechnic National University (LPNU) for professional activity in multicultural environments. With increasing integration into the European economic and cultural landscape, Ukrainian professionals must possess advanced intercultural communicative competence to remain competitive in the international labor market.

To assess the current level of intercultural competence among LPNU students and identify specific needs for course development, a comprehensive survey was conducted. This survey targeted 1st- and 2nd-year students from computer science, engineering, and economic specialties. Involving 136 students, the survey aimed to evaluate their confidence in cross-cultural communication, familiarity with European cultures, and understanding of multicultural communication nuances in professional settings.

The results revealed critical gaps in students' intercultural communication skills. Notably, 87% of respondents reported a lack of confidence in communicating with colleagues or peers from different cultural backgrounds. Similarly, many students demonstrated limited familiarity with European cultural norms and values, further underscoring the need for targeted educational initiatives. However, the survey also highlighted a strong interest in acquiring these competencies, with 86% of students expressing enthusiasm for a course designed to enhance their cross-cultural communication abilities. **Table 1.1** summarizes the survey questions, while **Table 1.2** outlines the key results and their implications.

● **Table 1.1** The survey questions

Section	Question	Options
1	2	3
Demographic information	1. Academic year:	[ ] 1st year [ ] 2nd year
	2. Field of study:	[ ] Computer Science [ ] Engineering [ ] Economics [ ] Other (please specify): _____
Part 1: Confidence in cross-cultural communication	3. How confident do you feel when interacting with colleagues or peers from different cultural backgrounds?	[ ] Very confident [ ] Somewhat confident [ ] Neutral [ ] Somewhat unconfident [ ] Very unconfident
	4. Have you ever participated in a multicultural team or project?	[ ] Yes [ ] No
	5. How comfortable are you with the following types of intercultural interactions? (Rate each on a scale from 1 = not comfortable to 5 = very comfortable)	Communicating in English with colleagues from different cultures [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Understanding different cultural norms in professional settings [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 Adapting your communication style to different cultural contexts [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5
Part 2: Familiarity with European cultures	6. How familiar are you with the cultures of European countries, especially in terms of business communication practices?	[ ] Very familiar [ ] Somewhat familiar [ ] Neutral [ ] Somewhat unfamiliar [ ] Not familiar at all
	7. Do you think understanding European cultural norms is important for your future career?	[ ] Yes, very important [ ] Yes, somewhat important [ ] Neutral [ ] No, not important

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● **Continuation of Table 1.1**

1	2	3
	8. What aspects of European cultures would you like to learn more about? (Select all that apply)	[ ] Business etiquette and practices [ ] Social and cultural values [ ] Communication styles [ ] Ethical considerations in business [ ] Other (please specify): _____
Part 4: Interest in a course on intercultural communication	11. Would you be interested in taking a course that focuses on intercultural communication, particularly in the context of business in Europe?	[ ] Yes [ ] No [ ] Maybe
	12. What specific topics would you like to be covered in such a course? (Select all that apply)	[ ] Understanding European cultural values and communication styles [ ] Developing skills for effective communication in international teams [ ] Strategies for overcoming language barriers in business [ ] Ethical considerations in global business practices [ ] Case studies of successful cross-cultural business interactions [ ] Other (please specify): _____
	13. How would you prefer the course to be delivered?	[ ] Online lectures and resources [ ] In-person seminars and workshops [ ] A combination of online and in-person formats [ ] Other (please specify): _____
Part 5: Additional comments	14. Do you have any additional comments or suggestions regarding the development of this course?	_____ _____ _____

● **Table 1.2** Survey results for "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course

Course Survey Question	Result Summary	Implications for Course Development
1	2	3
1. Academic year	The majority of respondents were 1st-year students (62%), followed by 2nd-year students (38%)	Focus on introducing intercultural communication concepts early in the curriculum to build foundational skills for students in their initial years of study

● **Continuation of Table 1.2**

1	2	3
2. Field of study	Respondents were primarily from computer science (50%), engineering (30%), and economics (20%)	Tailor the course to meet the specific needs of IT and engineering students, emphasizing their potential roles in multicultural teams and global projects
3. How confident do you feel when interacting with colleagues or peers from different cultural backgrounds?	87% of students expressed a lack of confidence in communicating with individuals from different cultural backgrounds	Focus on building students' confidence in cross-cultural communication through practical exercises and simulations. Emphasize real-life scenarios and encourage active participation in multicultural group projects
4. Have you ever participated in a multicultural team or project?	42% of students have had experience in multicultural teams or projects	Incorporate case studies, role-playing, and team-based activities that simulate multicultural collaboration to prepare students for the realities of international teams
5. How comfortable are you with the following types of intercultural interactions?	Communication in English: 55% of students rated themselves between «neutral» and «somewhat unconfident» in communicating in English with colleagues from different cultures	Prioritize improving English communication skills in multicultural contexts. Include training on English for Specific Purposes (ESP) related to intercultural business communication, emphasizing clarity and cultural context in language
6. How familiar are you with the cultures of European countries, especially in terms of business communication practices?	58% of students reported being only somewhat familiar or unfamiliar with European business communication practices	Introduce dedicated modules on European cultural values, business etiquette, and communication styles, focusing on key European countries and their business cultures
7. Do you think understanding European cultural norms is important for your future career?	91% of students acknowledged that understanding European cultural norms is crucial for their future careers	Reinforce the importance of cultural awareness in the course by emphasizing European business norms, ethics, and the importance of cultural sensitivity in global business environments
8. What aspects of European cultures would you like to learn more about?	Top preferences: business etiquette and practices (74%), communication styles (70%), and ethical considerations in business (68%)	Prioritize these topics in the course structure. Create modules focused on European cultural values, team communication in international settings, and strategies to overcome language barriers in business contexts
9. In your opinion, what are the main challenges of communicating in a multicultural professional environment?	Key challenges identified: language barriers (67%), misunderstandings due to cultural differences (61%), and lack of cultural awareness (54%)	Address these challenges in the course by including strategies for overcoming language barriers, understanding cultural nuances, and adapting communication styles. Use authentic materials to demonstrate real-world challenges

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● **Continuation of Table 1.2**

1	2	3
10. Do you believe that acquiring intercultural communication skills will help you in your future career?	98% of students agreed that intercultural communication skills are essential for their careers	Ensure the course content is directly aligned with students' career goals by focusing on skills that help them navigate multicultural professional environments. Provide examples of successful cross-cultural business interactions
11. Would you be interested in taking a course that focuses on intercultural communication, particularly in the context of business in Europe?	86% of students expressed interest in taking a course focused on intercultural communication in European business contexts	The high level of interest supports the need for the course. Emphasize practical and culturally relevant content, such as European business practices, cross-cultural negotiation, and communication in professional settings
12. What specific topics would you like to be covered in such a course?	Top preferences: understanding European cultural values and communication styles (74%), developing communication skills in international teams (70%), and overcoming language barriers (68%)	Prioritize these topics in the course structure. Create modules focused on European cultural values, team communication in international settings, and strategies to overcome language barriers in business contexts
13. How would you prefer the course to be delivered?	52% of students preferred a combination of online and in-person formats, while 38% preferred in-person seminars and workshops	Adopt a blended learning approach that combines online lectures with interactive in-person seminars and workshops. This hybrid model will cater to different learning preferences and maximize engagement
14. Do you have any additional comments or suggestions regarding the development of this course?	Many students emphasized the need for practical case studies and real-world examples, as well as opportunities for role-playing and live discussions	Integrate hands-on activities such as case studies, simulations, and real-world problem-solving exercises into the course. Highlight real business scenarios to enhance engagement and relevance

Key takeaways for course improvement

The survey results underscore the pressing need for a targeted course that bridges gaps in students' intercultural communicative competence. The findings highlight the importance of focusing on practical skills, cultural awareness, and confidence-building strategies to prepare students for professional interactions in a multicultural and interconnected global economy.

To address these needs, the course should:

— build foundational intercultural communication skills early in students' academic journeys, particularly for 1st- and 2nd-year students;

— tailor content to the specific needs of computer science and engineering students, emphasizing real-world applications of intercultural competence in international teams and projects;

— prioritize practical and hands-on learning, including simulations, role-playing, and case studies to develop communication confidence;

— include modules on European cultural values, business etiquette, and strategies for overcoming language barriers, as these were identified as critical areas for student improvement;

— adopt a blended learning approach, combining online flexibility with in-person workshops for active engagement and skill-building.

These insights provided a clear roadmap for enhancing the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course, ensuring that it could equip students with the essential skills to excel in their professional and intercultural endeavors. Accordingly, we have designed the course to address specific gaps in intercultural communication competence while aligning with students' career aspirations in both European and global professional contexts.

1.4.2   COURSE OBJECTIVES AND IMPLEMENTATION

The course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" has been designed specifically to enhance the intercultural communicative competence of LPNU students in computer science and related fields. Its primary goal is to prepare students for professional collaboration in diverse, multicultural settings and to equip them with the skills necessary to thrive in the globalized European economic landscape.

General objectives:
— empower students to bridge cultural divides and communicate effectively in diverse European business environments;
— cultivate an understanding of European values, emphasizing respect for cultural nuances, tolerance, and ethical conduct;
— prepare students for careers in the globalized economy, where intercultural communication is essential.

Specific objectives:
— increase students' awareness of cultural distinctions relevant to European business communication;
— develop critical thinking skills by analyzing diverse perspectives and communication styles;
— foster empathy and intercultural sensitivity among students;
— equip students with verbal and nonverbal communication skills for cross-cultural interactions;
— train students to adapt their communication styles to various audiences and contexts.

Assessment objectives:
— evaluate students' progress in understanding and applying intercultural communication skills;
— measure students' improvement in recognizing and interpreting cultural nuances;
— assess the course's impact on students' attitudes toward cultural diversity and professional ethics.

Implementation approach: the course is structured to cater to the needs of students from non-linguistic faculties, particularly those specializing in IT and computer science. It includes:

— **interactive modules**: covering European cultural values, business etiquette, and strategies for effective communication in multicultural settings;

— **practical learning activities**: simulations, role-playing exercises, and case studies that reflect real-world scenarios;

— **comprehensive delivery**: a blended format combining online lectures, workshops, and in-person seminars for an engaging learning experience;

— **engagement beyond academia**: open lectures, workshops, and conferences involving representatives from public organizations and businesses.

Anticipated outcomes:

— improved confidence in cross-cultural communication, with a 25% increase measured through pre- and post-course assessments;

— enhanced knowledge of European cultural norms, targeting a 30% improvement based on quiz scores;

— greater application of European business communication standards, with a 20% increase in simulated scenario performance;

— increased critical thinking capabilities in multicultural business contexts, reflected in a 15% improvement in assessment scores.

As demonstrated by the needs analysis, this course is specifically designed to address identified gaps in intercultural communication skills, equipping LPNU students with the competencies needed to gain a competitive advantage in the international job market. By emphasizing critical thinking, empathy, and cultural awareness, the course not only prepares students for professional success but also enhances their capacity to collaborate effectively in multicultural environments.

1.4.3   CONCEPT AND METHODOLOGY OVERVIEW

The "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course is built on a carefully designed concept and methodology aimed at addressing the critical need for intercultural communication skills within the framework of sustainable European business practices. The course adopts a learner-centric approach that caters to the diverse academic and professional backgrounds of its participants. By interweaving effective communication, cultural understanding, and sustainability, it creates an inclusive and adaptable learning environment, empowering students to succeed in multicultural professional settings.

Learning hours and outcomes.

The program spans three years, offering a total of 300 teaching hours annually. This includes:

— 100 hours per year dedicated to lectures and practical classes for planned student groups from Lviv Polytechnic National University (LPNU);

— open lectures and seminars designed for participants from other educational institutions, businesses, and public organizations, promoting broader engagement and inclusivity.

The course structure encompasses 120 hours of instruction annually:

– 20 hours of lectures;

– 22 hours of practical classes;

– 78 hours of independent work, including research, assignments, and collaborative projects to foster a well-rounded educational experience.

Lectures, seminars, workshops, and training sessions are conducted by experienced associate professors from the Department of Foreign Languages at LPNU, including O. Nagachevska, M. Voloshyn, G. Kolesnyk, L. Myklash, O. Fuchyla, and V. Dmytruk. To enhance accessibility and flexibility, the course is offered through a "Virtual Educational Environment" (VEE) titled "Navigating European Cultural Diversity: Effective Business Communication in the European Economic Landscape".

Guiding principles of the methodology:

1. **Learner-centric approach**: recognizing the unique needs of students from non-linguistic faculties, the course tailors its curriculum to align with their specific academic and professional aspirations. Grounded in a comprehensive needs analysis, the curriculum bridges the gap between technical expertise and effective communication in multicultural business contexts.

2. **Adaptive curriculum design**: the dynamic nature of business communication is reflected in the course's design. Regular feedback loops and iterative evaluations ensure that the curriculum evolves in line with emerging trends and the needs of its participants, maintaining its relevance and educational impact.

3. **Integration of modern communication tools**: acknowledging the importance of digital proficiency, the course incorporates cutting-edge communication tools and platforms. This equips students with the skills to navigate both traditional and digital communication channels effectively, preparing them for the realities of modern professional environments.

4. **Multidisciplinary collaboration**: the course mirrors the collaborative nature of contemporary workplaces by fostering teamwork among students from diverse academic disciplines. Group projects and interdisciplinary tasks simulate real-world professional scenarios, enhancing adaptability and cross-disciplinary understanding.

5. **Sustainability integration**: sustainability is embedded as a core principle of the curriculum. By weaving ethical and sustainable practices into communication training, the course prepares students to navigate the global business landscape responsibly while contributing to a sustainable future.

Alignment with course objectives.

The methodology aligns closely with the overarching objectives of the course:

– **fostering multidisciplinary and sustainable skills**: ethical and sustainable principles are seamlessly integrated with communication training, ensuring that graduates are prepared to excel in the demanding European business environment;

– **enhancing understanding of European business practices**: through case studies, guest lectures, and simulations, the course provides practical insights into cultural nuances and communication strategies relevant to the European context;

— **boosting sustainable employability**: by equipping graduates with both technical and intercultural communication skills, the course enhances their career prospects within the sustainable European business landscape.

Flexibility and real-world application.

The methodology's inherent flexibility ensures its continued relevance in an ever-changing professional landscape. Regular updates to course content, combined with interactive workshops, industry talks, and networking opportunities, bridge the gap between theoretical knowledge and practical application. This dynamic approach enables students to acquire the skills and experience needed to thrive in real-world multicultural professional environments.

1.4.4 PROJECT MANAGEMENT, QUALITY ASSURANCE, AND MONITORING AND EVALUATION STRATEGY

The "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course is built upon a robust and adaptable framework designed to ensure timely implementation, adherence to high-quality standards, and comprehensive monitoring and evaluation. This approach guarantees the course's relevance, effectiveness, and alignment with its overarching objectives.

Project management:

1. Timely completion:

— a meticulously detailed project timeline has been developed, specifying clear deadlines and milestones for each phase of the course's implementation. This ensures that all activities remain on schedule;

— regular project management meetings are conducted to evaluate progress, anticipate potential challenges, and implement timely corrective measures, ensuring uninterrupted momentum throughout the project lifecycle.

2. Effective communication:

— clear and structured communication protocols have been established within the project team to facilitate seamless information exchange and alignment with project objectives;

— virtual meetings and collaborative platforms are leveraged as primary communication channels, fostering efficient collaboration and real-time knowledge sharing among team members.

Quality assurance:

1. Peer review mechanism:

— a rigorous peer review system is in place to evaluate all deliverables, including curriculum design, material development, and event organization. This ensures that high-quality standards are maintained across all aspects of the course;

— team members, drawing from their diverse areas of expertise, conduct systematic evaluations to uphold academic and professional rigor in the project's outcomes.

2. Continuous feedback loop:

– a feedback loop is integrated into the project, actively seeking input from stakeholders such as students, professors, and external collaborators;

– this iterative process ensures that stakeholder perspectives are incorporated into the course's ongoing development, enhancing its relevance and impact.

Monitoring and evaluation:

1. Quantitative indicators. Key metrics to measure outreach and participation include:

– number of participants in workshops, seminars, and training sessions;

– engagement on digital platforms, including website visits and social media interactions;

– participation rates in networking events and industry talks.

2. Qualitative indicators. Nuanced insights into the project's impact are captured using qualitative measures, such as:

– participant feedback on the relevance and applicability of course content;

– testimonials and success stories that highlight the real-world application of acquired skills;

– expert evaluations of the innovation and effectiveness of the course's approach.

3. Units of measurement, baselines, and target values. Each indicator is paired with specific units of measurement, baseline values established at project initiation, and target values to track progress.

Example:

– **unit of measurement**: number of participants in workshops;

– **baseline value**: 0 participants at project start;

– **target value**: 60 participants by the end of year 1.

4. Regular evaluation cycles:

– comprehensive evaluation cycles are embedded in the project timeline, conducted at the end of each academic year;

– these evaluations assess the effectiveness of teaching modules, the success of events, and their impact on participants' skills and employability. The findings directly inform improvements to the course.

5. Adaptability and continuous improvement:

– the monitoring and evaluation strategy is designed to be flexible, enabling responsiveness to evolving needs while maintaining consistent quality;

– insights derived from evaluations guide continuous improvement efforts, ensuring that the course evolves to meet the demands of students and stakeholders effectively.

Risk management.

To ensure the successful implementation and long-term sustainability of the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course, it is essential to identify and address potential risks that may arise during the project lifecycle. Risk management serves as a proactive approach to anticipating challenges and devising strategies to mitigate their impact, thereby safeguarding the quality and effectiveness of the course.

The **Table 1.3** provides a comprehensive overview of the possible risks associated with the course, categorizing them by work packages and assessing their impact and likelihood. In addition, the proposed mitigation measures demonstrate a flexible and adaptive strategy designed to maintain the project's momentum and relevance, ensuring it meets the expectations of students, faculty, and stakeholders alike.

● **Table 1.3** Overview of the possible risks associated with the course

Risk No.	Description	Work package No.	Impact	Likeli-hood	Proposed risk-mitigation measures
1	Unforeseen external events (e.g., pandemics, geopolitical issues)	All work packages	High	Medium	Regularly monitor global and regional situations for early detection
2	Technical challenges in digital integration, such as software compatibility issues or platform accessibility	Work package #2 and #3	High	Medium	Conduct regular technology checks and invest in reliable platforms
3	Delays in research activities that could impact the timeline and project milestones	Work package #4	High	Medium	Develop a detailed research plan with clear milestones and deadlines
4	Budget constraints that may affect the execution of planned activities	Work package #5	High	Medium	Regularly monitor the budget and expenses
5	Limited participation from non-linguistic faculties, such as IT and computer science students	Work package #3 and #4	Medium	Low	Launch targeted awareness campaigns to emphasize the relevance of the course for non-linguistic faculties
6	Limited participation in public events or networking activities	Work package #4	Low	Medium	Implement promotional campaigns to generate interest
7	Deliverables not meeting quality expectations (e.g., curriculum design, materials, assessments)	All work package	High	Low	Implement a rigorous peer review process for all project outputs
8	Difficulty in maintaining course relevance as professional and cultural landscapes evolve	Work package #3 and #4	Medium	Medium	Regularly update course content to reflect changing trends
9	Negative feedback from students or stakeholders, impacting the course's reputation	Work package #4	Medium	Low	Actively collect participant feedback through surveys and evaluations
10	Limited digital literacy among some participants, affecting their ability to engage with online resources	Work package #2 and #3	Medium	Medium	Provide pre-course training sessions on using digital tools

Effective risk management is a cornerstone of the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course. By adopting a strategic and structured approach, the project team aims to anticipate challenges, address them proactively, and ensure the smooth progression of all activities. Below are the key features of the unified risk management strategy, designed to uphold the course's quality, adaptability, and impact:

1. Proactive risk identification: early identification of potential risks allows the project team to implement timely mitigation measures, minimizing disruptions and ensuring the project stays on track.

2. Integrated monitoring and evaluation: regular assessments during project reviews help to track risks and their mitigation progress, fostering a responsive and adaptable management approach that sustains momentum.

3. Stakeholder-centered solutions: actively engaging students, faculty, and external collaborators ensures that risk mitigation strategies are inclusive and address the diverse needs of all stakeholders involved in the project.

4. Adaptability and flexibility: mitigation measures are designed to be dynamic, allowing the project to respond effectively to evolving circumstances and maintain its relevance and success over time.

This strategy not only minimizes potential setbacks but also enhances the project's resilience, ensuring its objectives are met efficiently and effectively.

1.4.5 WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

The "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" adheres to a meticulously structured six-phased work plan. Each phase comprises interlinked activities designed to systematically achieve project objectives within the 36-month timeframe. This structured approach ensures smooth progression, continuous feedback loops, and ongoing refinement.

Work packages:

WP1. Project initiation and coordination (months 1–2):

– establishes the project team, delineates roles and responsibilities, and fosters cohesion;

– implements robust communication channels and coordination mechanisms, including regular team meetings and online platforms;

– develops a detailed project timeline with clearly defined milestones for efficient monitoring and progress tracking.

WP2. Curriculum development and teaching modules (months 3–6):

– designs a dynamic curriculum framework reflecting multicultural and interdisciplinary perspectives, tailored to identified needs through needs analysis and stakeholder engagement;

– develops engaging and comprehensive course materials, including lectures, interactive seminars, case studies, and supplementary resources, aligned with the latest trends in business communication and EU studies;

— ensures accessibility and adaptability of materials for future implementation.

WP3. Stakeholder engagement and collaboration (months 1–36):

— facilitates ongoing collaboration with stakeholders through regular meetings, workshops, and joint activities;

— organizes events and activities for stakeholder engagement, including:

— round-table discussions on cultural diversity in business communication;

— educational quests exploring European cultural differences;

— promotional events showcasing the project's benefits;

— EuroBizCommunication Club meetings fostering networking and knowledge sharing;

— international conferences and open lectures disseminating project findings;

— gathers feedback from students, faculty, and industry partners throughout the project for continuous improvement.

WP4. Pilot implementation and assessment (months 7–18):

— implements a pilot course with a diverse group of students, representing various academic backgrounds and regions;

— assesses the effectiveness of teaching methodologies and materials through student feedback, faculty observations, and pre- and post-course assessments;

— analyzes and incorporates feedback into the curriculum and teaching approach for refinement before full-scale implementation.

WP5. Full-scale implementation and dissemination (months 19–36):

— broadly rolls out the Jean Monnet Module to a wider target audience across diverse academic institutions and disciplines;

— continuously monitors course delivery, student engagement, and learning outcomes through established evaluation mechanisms;

— facilitates additional activities, such as workshops and guest lectures, to complement the core module and foster knowledge exchange.

Quantify and demonstrate the value: quantifies the project's impact on targeted stakeholders and the broader European economic landscape through measurable KPIs aligned (**Table 1.4**).

● **Table 1.4** Total credits and hours of work

Name of indicators	Hours
1	2
Number of credits/hours	**4/120**
Total hours of classroom work, including:	**42**
– lecture classes, hours	20
– seminar classes, hours	10
– practical classes, hours	12

● **Continuation of Table 1.4**

1	2
Total hours of independent work and for a credit passing including:	**78**
– calculation (calculation and graphic) works, units/hour	24
– individual research task, units/hour	24
– preparation for training classes and control activities, hours	28
Credit	**2**

1.4.6   LEARNING OUTCOMES, TEACHING AND LEARNING METHODS, AND ASSESSMENT STRATEGIES

The "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course is designed to achieve specific learning outcomes (LOs) that align with the development of intercultural communicative competence among students in IT and computer science specialties. These outcomes are achieved through thoughtfully integrated teaching and learning methods and evaluated using diverse assessment strategies.

The course aims to create a comprehensive learning ecosystem where students engage in project-based activities, academic instruction, student-led research, and public discourse. This approach facilitates the exploration of multicultural linguistic and communicative contexts within the European Union, with a particular focus on their relevance to the evolving European economic landscape and implications for Ukraine. Additionally, the course actively involves various stakeholders, including students, researchers, civil society representatives, and private sector professionals, fostering a collaborative and inclusive environment.

The **Table 1.5** summarizes the key learning outcomes, the corresponding teaching and learning methods, and the methods used to assess their achievement.

● **Table 1.5** Learning outcomes, teaching methods, and assessment strategies

Learning outcomes	Teaching and learning methods	Assessment methods
LO1: Ability to adapt to new conditions, make decisions independently, and initiate original research and innovative complex projects (AB1)	1. Lectures and practical classes using information-receptive, reproductive, heuristic, and research methods. 2. Independent work utilizing the reproductive and research methods	Current control: execution and defense of practical works, oral responses, and frontal polling
LO2: Ability to realize the need for lifelong learning to deepen acquired knowledge and gain new professional expertise (AB2)	1. Lectures and practical classes employing information-receptive, reproductive, heuristic, and problem-statement methods. 2. Independent work using the reproductive method	Current control: selective oral surveys, tests, and assessment of activity. Credit: oral surveys and test control

The structured integration of learning outcomes, teaching methods, and assessment strategies ensures a dynamic and responsive educational experience for students. By emphasizing adaptability, lifelong learning, and innovation, the course prepares participants to navigate the complexities of multicultural professional environments.

This holistic approach equips students with the knowledge and skills necessary to thrive in the global digital economy while fostering collaboration and inclusivity. Furthermore, the engagement of diverse stakeholders strengthens the course's relevance and impact, ensuring its alignment with broader societal and professional goals.

1.4.7   EVENTS OVERVIEW

The events planned within the framework of the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course are pivotal to achieving its objectives. These events have been thoughtfully designed to provide participants with hands-on experience, actionable insights, and opportunities to engage with peers, faculty, and industry professionals in meaningful ways.

By combining interactive workshops, thought-provoking seminars, and dynamic quests, the program creates a comprehensive learning ecosystem that not only enhances participants' intercultural communicative competence but also prepares them to thrive in multicultural business environments. Each event is tailored to address the specific needs of IT and computer science students, offering practical knowledge and tools to succeed in their future careers.

The **Table 1.6** provides a structured overview of the events, including their types, descriptions, and expected outcomes.

● **Table 1.6** Events

Event No.	Name of the event	Type	Description	Location	Duration (days)	Number of participants
1	2	3	4	5	6	7
E1.1	Starting-up meeting	Project kickoff meeting	Concept development, project planning, team building, and resource allocation	Lviv, Ukraine	1	45
E1.2	Presentation of the project	Promotional event	Topics include an introduction to European cultural diversity, communication strategies, case studies, and skills development (e.g., adaptability, teamwork, and critical thinking)	Lviv, Ukraine	2	50

● **Continuation of Table 1.6**

1	2	3	4	5	6	7
E2.1	Business communication strategy workshop	Workshop	Actionable tactics for effective communication in corporate settings	Lviv, Ukraine	1	35
E2.2	Discovering European business cultures	Educational quest	An interactive quest introducing participants to key components of European business cultures	Lviv, Ukraine	1	35
E3.1	Building your professional image	Workshop	Focus on personal branding, résumé building, and professional networking to enhance awareness of professional communication in a European context	Lviv, Ukraine	1	30
E3.2	Foundations of multicultural business communication	Open lecture series	Provides foundational knowledge on effective communication in multicultural corporate settings	Lviv, Ukraine	5	70
E4.1	Challenges and opportunities in European markets	Round-yable discussion	Facilitates conversations on potential opportunities and challenges in European markets	Lviv, Ukraine	1	45
E4.2	Diversity in action	EuroBizCommunication club meeting	Explores how diversity enhances communication and collaboration in the corporate world	Lviv, Ukraine	1	25
E4.3	Cultural intelligence workshop	EuroBizCommunication club meeting	Focuses on developing cultural intelligence to navigate European markets effectively	Lviv, Ukraine	1	20
E5.1	Tech trends in European business	Internet conference	Virtual sessions with guest speakers to discuss the influence of technology on corporate communication in Europe	Lviv, Ukraine	1	65
E5.2	Sustainable business communication practices in Europe	Round-table discussion	Explores the connection between effective communication and environmental responsibility in corporate settings	Lviv, Ukraine	1	21

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● **Continuation of Table 1.6**

1	2	3	4	5	6	7
E5.3	Research insights in multicultural business com-munication	Science round-table siscussion	Disseminates findings and insights from research in multicultural business communication	Lviv, Ukraine	1	22
E5.4	Global per-spectives on multicultural communication	Conference	Provides an international platform to discuss mul-ticultural approaches to corporate communication	Lviv, Ukraine	1	47
E5.5	Future trends in European businesscom-munication	Internet conference series	Examines emerging trends and technologies shaping the future of corporate communication in Europe	Lviv, Ukraine	1	78

These events are integral to the successful implementation of the course, offering a diverse range of learning opportunities to address the identified gaps in intercultural communication skills. By emphasizing practical applications, fostering collaboration, and incorporating insights from European business contexts, the events ensure that participants gain both theoretical knowledge and real-world experience.

The variety and structure of the events not only align with the course's goals but also create an engaging and inclusive environment. Ultimately, this program prepares students to confidently navigate the complexities of multicultural professional settings, equipping them with the skills needed to make meaningful contributions to the global digital economy.

1.5 RESULTS AND DISCUSSION

1.5.1 COMPREHENSIVE FRAMEWORK OF THE COURSE

The course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" provides a comprehensive framework for enhancing students' intercultural communicative competence and preparing them for successful engagement in multicultural professional environments. This program integrates theoretical foundations, practical applications, and independent study to foster cultural awareness, communication skills, and adaptability in European business settings.

The course structure includes lectures, practical classes (seminars and workshops), and independent student work, each contributing to the achievement of specific learning outcomes. Below is a detailed breakdown of these components (**Tables 1.7–1.10**).

● **Table 1.7** Lectures

No.	Topic	Main Issues	Hours
1	European cultural diversity	Overview of European cultural nuances	4
2	Intercultural communication strategies	Understanding diversity in European business settings	4
3	European business etiquette: multicultural aspects	Importance of cultural sensitivity in communication	4
4	Multilingualism in European business communication and labour market	Essential strategies for effective intercultural communication	4
5	Cultural impact on decision-making	Case studies illustrating successful communication	2
6	Business communication skills and European labour market	Building cultural intelligence	2
Total			**20**

● **Table 1.8** Practical classes (seminars and workshops)

No	Topic	Issues and Activities	Hours
1	Interactive quests on European business cultures	Hands-on exploration of key European business cultures	2
2	Business communication strategy workshop	Group activities fostering collaboration and awareness	2
3	Round-table discussions on European markets	Tactical approaches for corporate communication	3
4	Diversity in action: EuroBizCommunication club	Real-world scenarios for skill development	3
5	Online conference: tech trends in European business	Discussions on challenges and opportunities in European markets	2
6	Professional image building workshop	Insights from academia and industry experts	2
7	Cultural intelligence workshop: EuroBizCommunication club	Networking and exploring how diversity enhances collaboration	4
8	Round-table: sustainable business communication	Professional discussions	2
9	Science round-table: research in multicultural communication	Technology's influence on corporate communication	2
Total			**22**

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● **Table 1.9** Independent students' work

No	Topic	Issues and Tasks	Hours
1	Understanding European cultural nuances	Assigned readings and reflective journals	12
2	Strategies for effective intercultural communication	Research projects and presentations on specific European cultures	10
3	European business etiquette and protocols	Case study analysis and role-playing scenarios	12
4	Multilingualism in European business communication	Online discussions and personal strategies for communication	10
5	Cultural impact on decision-making	Literature review and comparative analysis	10
6	Cultivating cultural intelligence and cross-cultural understanding	Developing etiquette guides and simulation exercises	12
Total			**76**

● **Table 1.10** Learning outcomes, teaching and assessment methods

Outcome	Teaching Methods	Assessment Methods
LO1: Ability to adapt to new conditions and conduct research	Lectures, practical classes, and independent work using heuristic and research methods	Execution and defense of practical works, oral assessments, and frontal polls
LO2: Realization of the need for lifelong learning	Lectures, practical classes, and independent work using problem-solving methods	Selective oral surveys, tests, and activity evaluation
LO3: Proficiency in intercultural communication	Interactive workshops, group discussions, and real-world scenario simulations	Role-playing assessments, reflective journals, and group project evaluations
LO4: Understanding cultural nuances in decision-making	Case studies, seminars, and collaborative projects	Research papers, comparative analysis, and team-based presentations

As demonstrated this course emphasizes active engagement, critical thinking, and practical application to ensure that students not only acquire knowledge but also develop the skills and competencies necessary for effective intercultural communication in European business contexts. Through a blend of lectures, interactive sessions, and independent tasks, participants are empowered to navigate multicultural professional environments with confidence and cultural sensitivity.

1.5.2 FINDINGS FROM THE SURVEY AND INSIGHTS FROM COURSE IMPLEMENTATION

The research findings reveal a critical need to develop intercultural communicative competence among IT and computer science students at Lviv Polytechnic National University, particularly in light of Ukraine's integration into the European Union and the demands of the globalized workforce. A comprehensive survey conducted with 136 1st- and 2nd-year students from IT, engineering, and economics programs provided a detailed analysis of existing gaps in their intercultural communication skills and readiness for multicultural professional environments.

The survey results highlighted that 87% of respondents lacked confidence in cross-cultural communication, indicating a significant gap in their ability to navigate multicultural settings. Furthermore, only 13% of students reported familiarity with European cultural norms relevant to professional business communication, while the majority expressed limited exposure to European values and practices. Notably, 86% of participants expressed strong interest in a structured course to address these gaps, underscoring the necessity and timeliness of the "Navigating Cultural Diversity" project.

The course was designed to address the key areas identified in the survey. It adopts a blended learning approach that integrates theoretical instruction with experiential learning methods such as role-playing, case studies, and simulations. The course's curriculum emphasizes developing critical skills such as cultural awareness, multilingual proficiency, adaptability, and effective communication in multicultural business environments.

Preliminary assessments from the pilot implementation phase revealed notable improvements in students' intercultural communication skills. Post-course evaluations indicated a 35% increase in students' confidence when engaging in cross-cultural communication.

Moreover, practical exercises such as case analyses and interactive workshops significantly enhanced students' ability to navigate cultural differences and adapt their communication strategies to diverse contexts. Faculty observations further noted increased engagement and enthusiasm among students when participating in discussions about European cultural diversity and business practices.

The findings demonstrate that a well-structured course like "Navigating Cultural Diversity" can effectively bridge the gap between students' technical expertise and their intercultural communicative competence. By fostering cultural sensitivity and equipping students with practical tools for multicultural professional interactions, the course prepares them to succeed in international teams and contribute meaningfully to the global economy.

CONCLUSIONS

This study underscores the pivotal role of intercultural communicative competence in preparing IT and computer science students for the demands of the modern globalized workforce.

The results of the needs analysis revealed a clear gap in students' readiness to navigate multicultural professional environments, highlighting the urgency of incorporating intercultural communicative competence into technical education curricula. The survey conducted with 136 1st- and 2nd-year students at Lviv Polytechnic National University revealed that a significant proportion of students lacked confidence in engaging with individuals from different cultural backgrounds, reinforcing the necessity of targeted educational interventions.

The development and implementation of the course "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" serves as a practical response to these challenges. Through its innovative curriculum, which blends theoretical insights with hands-on learning activities, the course addresses the specific needs of IT and computer science students. It equips them with the cultural awareness, adaptability, and professional communication skills necessary to succeed in international collaborations. The course focuses on enhancing students' ability to engage in effective, cross-cultural business communication, thereby preparing them to contribute meaningfully to global projects and navigate multicultural business settings with confidence and professionalism.

The outcomes of the course implementation demonstrate its effectiveness in enhancing students' intercultural communication competence. Post-course evaluations revealed significant improvements in students' cultural sensitivity and communication skills. Specifically, there was a 35% increase in students' confidence in communicating across cultures, and faculty observations noted increased engagement and a deeper understanding of European cultural norms and business practices. These findings emphasize the importance of integrating intercultural communicative competence training into technical education, bridging the gap between cultural sensitivity and technical expertise, and ensuring students' competitiveness in both European and global job markets.

The research and the development of the "Navigating Cultural Diversity: Effective Business Communication in the European Economic Landscape" course underscore the necessity of embedding intercultural communicative competence into the curriculum for future IT and computer science specialists. The course represents a proactive approach to addressing the identified gaps in students' intercultural communication abilities, which were clearly evident in the survey results. By focusing on practical learning and integrating intercultural communication strategies, the course aims to bridge the divide between technical expertise and cultural competence, preparing students to navigate complex multicultural work environments effectively.

In light of the research findings, it is evident that integrating intercultural communicative competence into the higher education curriculum for IT and computer science students is not only beneficial but essential. It aligns with broader educational goals of preparing future professionals who can contribute meaningfully to an increasingly interconnected and multicultural global economy. The development of such courses is a critical investment in the success of students, ensuring they possess the necessary skills to thrive in international teams, cross-cultural business settings, and global digital environments.

SUGGESTED PERSPECTIVES FOR FURTHER RESEARCH:

1. Integration of digital tools: further research could explore how digital tools like virtual reality and artificial intelligence can enhance intercultural communication training, offering students more immersive and interactive learning experiences.

2. Longitudinal studies: long-term studies are needed to evaluate the sustained impact of ICC training on students' professional success and career progression in multicultural environments.

3. Cross-institutional comparative studies: investigating the effectiveness of ICC programs in various educational institutions across different cultural contexts would provide valuable insights into best practices and scalable approaches for teaching ICC in technical fields.

4. Industry partnerships: future research could focus on collaborations between universities and industry partners to better align academic ICC programs with real-world professional needs, ensuring that students are equipped with relevant skills for the workforce.

5. Expansion of ICC training across disciplines: research could also explore the feasibility of expanding ICC training to other disciplines, such as the social sciences and humanities, to foster a more inclusive, interdisciplinary approach to global communication skills.

These proposed directions for future research aim to build upon the foundations laid by this study, further advancing the field of intercultural communicative competence education and ensuring that students are well-equipped to meet the challenges of the increasingly diverse global job market.

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