

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY  
OF ECONOMICS**

# **COUNTRY STUDIES AND ORGANIZATIONAL BEHAVIOR OF A FOREIGN ENTERPRISE**

**Guidelines for the practical tasks  
for Bachelor's (first) degree higher education students  
of speciality 292 «International Economic Relations»,  
educational program «International Business»**

**Kharkiv  
S. Kuznets KhNUE  
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The main practical tasks according to the themes of the academic discipline  
and guidelines for doing them are outlined.

For Bachelor's (first) degree higher education students of speciality  
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# Introduction

The academic discipline «Country Studies and Organizational Behavior of a Foreign Enterprise» is aimed at ensuring the acquisition of knowledge of theoretical foundations regarding the state and development of countries that play a significant role in the global economy, the development of their international partnerships, and the specifics of conducting business, as well as the acquisition of skills in independent conducting of analysis, identifying and evaluating integration processes in the global economy, analyzing and forecasting the development of international partnerships and their impact on conducting international business.

The curriculum of the academic discipline comprises one module and eight topics, which cover theoretical issues and practical aspects of implementing international relations in various forms, as well as exploring the regional development aspects of countries and their influence on geopolitical processes, along with the peculiarities of interstate interactions on the international level.

The course syllabus includes practical sessions, which are a type of class where the instructor organizes a detailed review of specific theoretical concepts of the discipline and develops students' skills in applying these concepts to practice, based on the tasks provided. Methodological guidelines for the practical sessions have been developed, outlining the topics and plans for each session, along with a list of recommended literature.

The methodological guidelines for practical sessions include tasks and examples of typical assignments for the discipline topics.

The general competencies and learning outcomes that this course develops are presented in Table 1.

Table 1

## **Learning outcomes and competencies developed by the mandatory academic discipline**

Learning outcomes	Competencies
1	2
LO1	SC9
LO3	SC11

Table 1 (the end)

1	2
LO4	SC1, SC3, SC8
LO8	SC3
LO9	GC2
LO16	GC2
LO19	SC3
LO22	SC3
LO23	SC9
LO29	SC2

*Note.*

SC1. The ability to distinguish characteristic signs and trends of the development of the world economy, peculiarities of the implementation of economic policy and world integration/disintegration processes, including Euro-Atlantic integration.

SC2. The ability to use basic categories and the latest theories, concepts, technologies and methods in the field of international economic relations, taking into account their basic forms, to apply theoretical knowledge about the functioning and development of international economic relations.

SC3. The ability to identify the peculiarities of the functioning of the environment of international economic relations and models of economic development.

SC8. The ability to determine the functional features, nature, level and degree of relationships between subjects of international economic relations of different levels and establish communications between them.

SC9. The ability to diagnose the state of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, and natural sciences.

SC11. The ability to conduct research on economic phenomena and processes in the international sphere, taking into account cause-and-effect and space-time relationships.

GC2. The ability to preserve and multiply moral, cultural, scientific values and achievements of society on the basis of understanding history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies, use of different types and forms of motor activity for active recreation and leading a healthy lifestyle.

LO1. Being responsible for professional self-improvement, realizing the necessity of lifelong learning, showing tolerance and readiness for innovative changes.

LO3. Being able to use modern information and communication technologies, general and special purpose software packages.

LO4. Having skills to systematize and organize the received information about processes and phenomena in the world economy; evaluate and explain the influence of endogenous and exogenous factors on them; formulate conclusions and develop recommendations taking into account the peculiarities of the national and international environment.

LO8. Being able to understand, highlight and describe new phenomena, processes and trends of global development, mechanisms and tools for implementing economic policy and world integration/disintegration processes, including Euro-Atlantic integration.

LO9. Understanding and being able to apply, in accordance with other requirements of the educational program, modern theories and methods of solving specialized complex problems and practical problems in the field of international trade in goods and services, international movement of capital, international currency, financial and credit relations, mobility of human resources, international technology transfer.

LO16. Demonstrating knowledge of the state of international economic research relations and world economy in interdisciplinary in combination with political, legal, and natural sciences.

LO19. Understanding and being able to apply current legislation, international regulatory documents and agreements, reference materials, current standards and technical conditions, etc. in the field of international economic relations.

LO22. Being able to apply appropriate methods, rules and principles of functioning of international economic relations for the development of Ukraine's foreign economic activity.

LO23. Being aware of the need for lifelong learning in order to maintain professional competence at a high level.

LO29. Being able to make and substantiate management decisions regarding the creation and operation of entrepreneurial structures, promoting the internationalization of business in the sector of small and medium-sized enterprises.

# **Content module 1**

## **Basics of country studies and features of the development of the countries of the world**

### **Topic 1. Methodological foundations of country studies**

#### **Practical session 1**

#### **Methodological foundations of country studies research**

**The goal:** consolidation of the theoretical basis of country studies research.

**Task 1.1.** Select one country, each from developed, developing, and least-developed countries. Provide characteristics for each country. How does a country's level of development influence the standard of living and access to resources?

**Task 1.2.** Explain, using examples, how studying countries contributes to our understanding of different cultures, economies, and political systems.

**Task 1.3.** Define the following terms.

1. State.
2. Country.
3. Authority.
4. Territory.
5. Population.
6. Government.
7. Sovereignty.
8. Monarchy.
9. Democracy.
10. Dictatorship.
11. Republic.
12. International relations.
13. Independent actors.
14. Diplomatic relations.
15. Cooperation.

## **Topic 2. Organizational behavior of a foreign enterprise**

### **Practical session 2**

#### **Understanding organizational behavior of enterprises**

**The goal:** developing skills in information processing and analysis, as well as critical thinking.

**Task 2.1.** Provide well-reasoned answers to the following questions.

1. How does autocratic behavior affect employee morale and job satisfaction?
2. What are the potential advantages and disadvantages of democratic behavior in an organization?
3. How can laissez-faire behavior lead to a lack of structure and unified direction in team activities?
4. What role does task-oriented behavior play in achieving organizational goals and objectives?
5. How does people-oriented behavior contribute to creating a positive work environment and fostering employee engagement?
6. What are the main aspects of organizational behavior, and why are they important for the successful functioning of an enterprise?
7. Which disciplines and scientific fields study organizational behavior? How do they interact to examine human behavior in organizations?
8. What are the main characteristics of organizational behavior that make it multifaceted and multi-dimensional?
9. What are the key aspects of employee behavior addressed in organizational behavior studies? What factors can motivate employees?
10. What principles and characteristics of organizational behavior make it useful for managing organizations and achieving their goals?
11. How does cultural diversity impact the organizational behavior of foreign enterprises? Provide examples of how different cultural backgrounds influence perspectives, values, and communication styles within the workplace.
12. What strategies can foreign enterprises adopt to overcome language barriers and ensure effective communication within their

organizations? Discuss the importance of language training programs and communication tools in bridging gaps.

13. What skills and qualities are necessary for cross-cultural leaders to effectively manage multicultural teams? How can leaders navigate diverse cultural norms and ensure sensitivity to the needs and expectations of employees from different backgrounds?

14. How do cultural differences affect motivation and job satisfaction at foreign enterprises? Provide examples of how understanding unique motivational factors in each culture can help design effective incentive systems and improve job satisfaction.

15. Why is it important for foreign enterprises to familiarize themselves with the labor laws and regulations of the host country? Discuss the potential consequences of non-compliance and the importance of maintaining a positive reputation through adherence to these laws.

**Task 2.2.** Case study, discussion in groups of 2 to 4 higher education students.

Case 1. Company A is a multinational corporation operating in several countries. What potential challenges might Company A face regarding organizational behavior in different cultural contexts? Provide a well-founded response.

Case 2. Explain the concept of cultural intelligence and its significance in managing a foreign enterprise. How can cultural intelligence help overcome challenges related to organizational behavior?

Case 3. Company B is expanding its operations into a new country with a distinct cultural code. Explain the importance of cross-cultural training for employees and how it can positively impact the organizational behavior of a foreign enterprise.

Case 4. Company C is encountering issues with employee motivation and productivity at one of its international branches. Suggest some strategies that management can implement to improve organizational behavior and foster a positive work culture at a foreign enterprise.

**Recommended reading:** [1 – 9; 11; 12].



### **Topic 3. European countries: economy and international partnership. Organizational behavior of enterprises in European countries**

#### **Practical session 3**

#### **Features of international partnership among european countries. Comparative analysis of business conditions in European countries**

**The goal:** development of skills necessary for analyzing the development of EU member states, non-EU countries, and key European nations.

**Task 3.1.** Characterize the leading countries in the regions and sub-regions of Europe.

#### *Methodological guidelines*

1. According to the UN classification of global macro-regions, Europe is divided into the following sub-regions: Western, Northern, Eastern, and Southern Europe.

2. Choose a leading country from each region in Europe and create a country passport.

3. The country passport should include general information about the country, details about its geographical location, state structure and form of government, natural conditions and resources, population, economy, culture, and social development.

**Recommended reading:** [1 – 6].

#### *An example of execution*

General information. The official name is the Federal Republic of Germany (FRG). The capital is Berlin (about 3.5 million people). The area is 357,000 km<sup>2</sup> (61st place in the world). The population is more than 82 million people (12th place). The state language is German. The currency is the euro.

Geographical position. Germany is located in Western Europe and borders on nine countries: Poland in the east, the Czech Republic in the

southeast, Austria and Switzerland in the south, France in the southwest, Luxembourg, Belgium and the Netherlands in the west, Denmark in the north. It has access to the Baltic and North Seas, and through them to the World Ocean. In general, the geographical position of Germany can be assessed as favorable for its development and international cooperation.

State system and form of government. Germany is a federal state. It is made up of separate lands, each of which has its own constitution, as well as parliament and government. The head of state is the federal president, who has little authority. Executive power rests with the federal government headed by the federal chancellor. The legislative power is the parliament, which consists of two chambers – the Bundestag (elected deputies) and the Bundesrat (its members are appointed by the state governments).

Natural conditions and resources. The relief of the country is dominated by plains and highlands, which contributes to the development of the country's economy. The Harz and Black Forest mountain ranges have a small area and height (up to 1,493 m). Only in the extreme south are the northern spurs of the Alps (up to 2,963 m). The climate of FRG is moderate: there are neither severe frosts in winter nor great heat in summer. The annual amount of precipitation (600 – 700 mm) in most of the territory is sufficient for cultivation without irrigation of the main agricultural crops.

Germany has a dense river network. The rivers are full-flowing, navigable, and connected by canals. There are many lakes in the north and south of the country. The soils are mainly podzolic. They are poor in nutrients and infertile. About 30 % of the territory of Germany is covered mainly by artificially planted coniferous forests. They breed animals that are used for the development of hunting: red deer, roe deer, fallow deer, wild boars, pheasants, partridges, etc.

The food industry intensively uses the resources of coastal waters (herring, mackerel, trout, etc.). There are significant natural recreational resources. Mountain rivers have small energy resources.

Germany is not rich in minerals: there are only fairly significant deposits of stone, lignite and potassium salts, as well as small reserves of oil and gas; there are ore deposits in some places in the mountains. There are building materials almost everywhere.

Population. The population of Germany is the largest in Europe, fairly evenly distributed over the territory. The average population density exceeds 230 people per 1 km<sup>2</sup>, in the largest industrial areas it increases to

500 people per 1 km<sup>2</sup>. Death rate exceeds birth rate. The urban population is almost 90 %. In addition to the capital, the cities of millionaires include Hamburg (1.7 million people) and Munich (1.2 million people). In the industrial districts, the cities merged into agglomerations: Rhine-Ruhr, Rhine-Main and Stuttgart. Germans make up about 90 % of the population.

Other native inhabitants include Lusatian Serbs (100,000 people) and Danes (50,000 people). A significant group is made up of immigrants from Turkey and the southern part of Europe (2 million people Turks; 0.8 million people natives of the former Yugoslavia; 0.6 million people Italians, etc.).

Household. According to the level of economic development and the volume of GNP, Germany ranks first in Europe, its economy is based on the most powerful industry in this part of the world. Germany is the world leader in the production of cars, plastics, paints and chemicals. The main branches of the industry are machine-building, metallurgical, chemical, electrotechnical and construction. The energy supply of the economy is carried out at the expense of energy carriers, among which the main ones are coal (33 %), gas and oil. Germany also has a high level of development of light and food industry. Almost 80 % of textile industry enterprises are concentrated in only three lands in the south and west of the country. In particular, shoe production is concentrated in Rhineland-Palatinate. Products of the German food industry – sausages, beer and wine – are delivered far beyond the country's borders. The largest industrial area was formed in the basin of the Ruhr River (Ruhr basin). Germany has a diversified and highly productive agriculture. Although it employs only 5 % of workers in the economy, it generates 14 % of GNP. The main branch of agriculture is animal husbandry (67 %). The crop yield is about 70 tons per hectare. Tourism is a powerful branch of the German economy.

Culture and social development. German culture has a long history. Ten-year education is mandatory in the education system. The system of higher education institutions is functioning well. There is an extensive network of universities. The largest universities are Cologne (60,000 students), Munich (60,000 students), and Berlin (45,000 students). Germans are one of the most informed nations in the world. There are 500 newspaper copies and 600 TV sets per 1000 residents. Health spending is more than 8 % of GNP, while military expenses make only 1.6 %. Much attention is paid to the health of the nation: the average life expectancy of women in Germany has already reached 80 years.

**Task 3.2.** Comparative analysis of business conditions in European countries. Choose one or more countries that will be optimal for starting a construction business.

**The goal:** formation of skills necessary for analyzing business opportunities in European countries.

*Methodological guidelines*

In order to choose the optimal country for starting a business, you should familiarize yourself with the statistical data of the World Bank «B-READY» reports. The use of other statistical data published by official sources is also allowed.

**Recommended reading:** [1 – 12; 16; 17; 19].

**Topic 4. Asian countries: economy and international partnership. Organizational behavior of enterprises in Asian countries**

**Practical session 4**

**Peculiarities of development and business environment of Asian countries**

**The goal:** definition and analysis of the development trajectory of Asian countries.

**Task 4.1.** Describe the key countries of the regions and sub-regions of Asia.

*Methodological guidelines*

Choose a leading country in each of the Asian regions and create a country passport.

The country passport must contain general information about the country, information about its geographical location, state system and form of

government, natural conditions and resources, population, economy, culture and social development. An example of issuing a country's passport is given in practical session 3.

To characterize the key regions of Asia, it should be remembered that the following subregions are distinguished in Asia according to the UN classification of macro-regions: Western, Central, Southern, Northern, Eastern and Southeast Asia.

When determining the trajectory of development, it is advisable to remember the main geopolitical centers that are located in the territory of these regions and influence it. Such centers are:

the Middle East with its main geopolitical points (the Suez Canal, the Bosphorus, the Dardanelles, the Strait of Hormuz, Syria, Kurdistan);

Central Asia (Turkmenistan, Uzbekistan, Kazakhstan), whose countries are sufficiently provided with oil and gas resources, so China or sales through intermediaries from the Middle East are actually the non-alternative sales market for them, which leads to their dependence or makes mining unprofitable. In addition, Central Asia is the main region for the transportation of Afghan heroin to Europe (since 2001, the volume of deliveries has increased eightfold);

In South Asia, contradictions between India and Pakistan (the basic contradiction is religious: Pakistan is Muslim, India is Hindu. This contradiction is especially acutely expressed in the Indian state of Kashmir); between India and China for control of the Siliguri Corridor – the territory that connects the northeastern Indian states with «mainland» India (six Indian states) actually demonstrate a struggle for supremacy in the region.

Southeast Asia is a region with many contradictions and geopolitical points. Among them, you should pay attention to the following:

the South China Sea, which is the busiest trade route in the world, has been the cause of disputes between China and the Philippines over jurisdiction over its territory. In addition, oil deposits are concentrated in the South China Sea;

North and South Korea, since the DPRK is indirectly a buffer between the US and China, while the Republic of Korea is the main ship repair dock of the US Navy. In addition, it is a zone of conflict of interests of significant powers in the region. The main US military base (apart from South Korea) is the island of Guam, which controls not only the entrance to the South China Sea from the Pacific Ocean, but also the entire region;

the Kuril Islands, or the Northern Territories. They control the only shipping route from the Sea of Okhotsk.

**Recommended reading:** [1 – 3; 5 – 9; 11 – 13; 17].

**Task 4.2.** Formation of the rating of the largest Asian companies influencing the world market. Analyze the activities of the largest Asian companies that influence the world market.

**The goal:** definition and analysis of the activities of the largest Asian companies.

### *Methodological guidelines*

To perform the task, it is advisable to pay attention to the results of the rating of the 50 most innovative companies from around the world this year. It is provided annually by the leading international consulting company the Boston Consulting Group (BCG). To determine the rating, this company annually surveys more than 1,500 top managers whose specialization is related to innovations in various industries.

Among the Asian companies, in the ranking, there are representatives of Japan (Toyota, the telecommunications media corporation SoftBank, Fast Retail, the huge conglomerate Hitachi and the company that manufactures various equipment NEC), among the Chinese companies, these are Tencent, Huawei and Lenovo, there is also the largest South Korean corporation Samsung and Tata Motors from India.

In the process of analysis, consider the industrial specialization of the region. The Korean metallurgical company Posco and the Chinese Baosteel, the largest Japanese steel corporation Nippon Steel & Sumitomo Metal (NSSMC) make a significant contribution to the development of the metallurgical market.

Asian companies are world leaders in the field of microelectronics.

Major corporations in the construction business include Japan's Shimizu Corporation, Taisei Corporation, Kajima Corporation, Takenaka Corporation, Obayashi Corporation and Kumagai Gumi, Fujita Corporation, Toda Corporation, Hazama Corporation, Tokyo Construction and Mitsui Construction.

**Recommended reading:** [1 – 3; 5 – 8; 11 – 13; 17].

### *An example of execution*

Samsung Group is an industrial concern, one of the largest in South Korea, founded in 1938 in a united Korea. It is known on the world market as a manufacturer of high-tech components, telecommunications equipment, household appliances, audio and video devices.

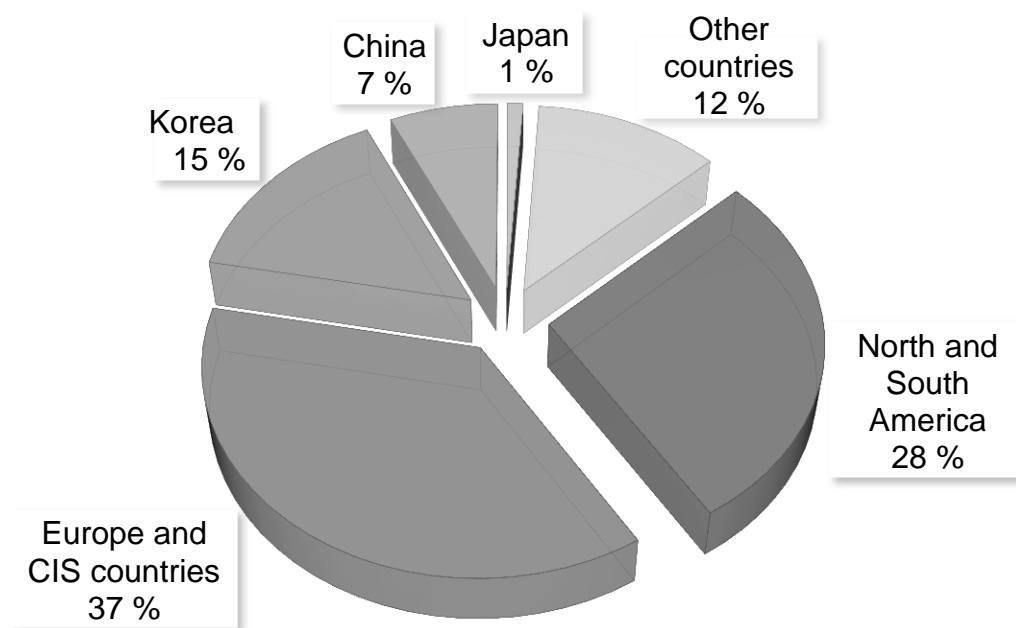
Marketing changes were introduced, the company's mission was completely revised and its symbol was changed. The company's first two logos featured three red stars. But the management of Samsung, considering the former logo not in accordance with the image of an international corporation, decided to replace it. Then the modern emblem was born – a dynamically tilted blue ellipse with the company's name written inside. An excellent design and a large-scale advertising campaign did their job: the logo became one of the most recognizable in the world.

More than 70 % of the concern's sales come from the electronic industry.

The companies in this division are: Samsung Electronics, Samsung SDI, Samsung Electro-Mechanics, Samsung SDS and Samsung Networks.

The electronic industry units of the company work all over the world, most of the products are exported.

The breakdown of Samsung's electronics industry business according to the regions is shown in Fig. 4.1.

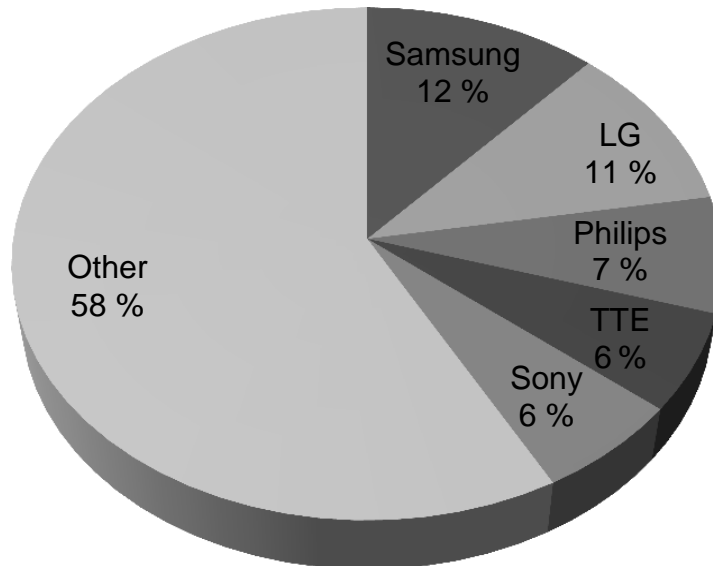


**Fig. 4.1. The share of Samsung's electronic industry business according to the world regions**

The divisions of the concern are engaged in the production of hard disks (HDD), RAM, SRAM (in particular, for the production of video card chips and processors), liquid crystal monitors, liquid crystal and plasma televisions, mobile phones of GSM, CDMA, 3G standards and with support WiMAX, equipment for IP telephony, laptops, printers, MFPs, household appliances, etc., as well as the development of wireless networks telecommunications of the third and fourth generation, WiMAX.

It is worth noting the company's success in the US telecommunications market. Samsung managed to take the leading place in the sale of mobile phones, ahead of Motorola (Strategy Analytics). In the European market, the corporation also occupies the first place, displacing the Nokia company from it.

According to the statistics of the research company DisplaySearch, Samsung Electronics occupies the leading positions among the leading television brands in the world market, in particular, the first place belongs to Samsung in the markets of Western and Eastern Europe, the North American region. Fig. 4.2 shows the market share of the Samsung concern compared to the largest TV manufacturers in the world.



**Fig. 4.2. The market share  
of the largest manufacturers of televisions in the world**

One of the most important directions, as already mentioned, is the creation of LCD panels (monitors) and TVs. This is evidenced by the prevalence of production. Samsung Electronics monitor manufacturing plants



are located in Eastern Europe in Hungary (since 1990), Slovakia (since 2002), and Spain (since 2001).

So, we can conclude that the Samsung concern occupies a leading position in the global electronics market, shaping the main directions of its development and creating tough competition for other market participants.

**Task 4.3.** Make a rating of the largest Asian companies influencing the world market.

#### *Methodological guidelines*

In order to form a rating, it is necessary to calculate the rates of growth of the company's income, market share in the world and the region, the number of areas of activity, the growth of the employed population (the number of employees), etc.

Market share characterizes the company's position in relation to its competitors. Quantitative market share is defined as the ratio of the volume of sales of goods of the enterprise to the total volume of sales of goods of the same category on the market, calculated as a percentage.

To form a rating, each of the investigated enterprises should be given points for each of the selected criteria. That is, for each criterion, points will be distributed in ascending or descending order, according to the value of such a criterion at each of the studied enterprises (if 10 enterprises participate in the rating, then the minimum will be 1 point, and the maximum will make 10).

At the next stage, it is necessary to determine the sum of points scored by each enterprise according to all criteria.

The rating should be formed in the order of the increasing sum of points: the highest place in the rating will be occupied by the enterprise that has scored the maximum number of points according to the evaluation results and therefore is the leader in the region and has the greatest competitive advantages.

**Recommended reading:** [1 – 3; 5 – 8; 11 – 13; 17].

**Topic 5. African countries:  
economy and international partnership.  
Organizational behavior of enterprises in African countries**

**Practical session 5  
Comparative analysis of business conditions in Africa**

**The goal:** consolidation of analysis skills regarding the development trajectory of African countries, determination of global problems of the countries of the region and their impact on the world.

**Task 5.1.** Define the main problems of the countries of the African region in the following areas: demography, ecology, education and science, economics and politics.

*Methodological guidelines*

The fate of Africa is historically linked to the fate of the whole world. This continent became the cradle of humanity, created powerful civilizations (Ancient Egypt, the Arab Caliphate, etc.), but the colonial era significantly slowed down the development of its peoples, isolated them from the influence of the world. After gaining independence, each of the African countries chose their own path of development – capitalist or socialist, but, as life has shown, Western and Soviet development models that did not take into account the realities of the continent led to an even greater deepening of the economic crisis. political and social instability, regional and ethnic (including military) conflicts, poverty.

In the territory of Africa, it is possible to distinguish subregions that form the following states:

North Africa – Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara;

West Africa – Benin, Burkina Faso, Gambia, Ghana, Guinea, Guinea-Bissau, Cape Verde, Ivory Coast, Liberia, Mauritania, Mali, Niger, Nigeria, Senegal, Sierra Leone, Togo;

Central Africa – Angola, Gabon, Democratic Republic of Congo, Cameroon, Congo, Saint Helena Island (possession of Great Britain), Sao Tome and Principe, the Central African Republic, Chad, Equatorial Guinea;

East Africa – Burundi, Djibouti, Zambia, Zimbabwe, Kenya, Mauritius, Madagascar, Malawi, Mozambique, Reunion (overseas department of France), Rwanda, Seychelles, Somalia, Tanzania, Uganda, Eritrea, Ethiopia.

In the southern part of the continent is the subregion of South Africa, consisting of such countries as Botswana, Lesotho, Namibia, Swaziland, and the Republic of South Africa.

To complete the tasks related to the topic, it should be remembered that among most African countries, the concept of westernization, i.e. orientation towards social institutions, standards of Western law, in particular the USA, did not receive support. At the same time, the idea of geopolitical attraction of Africa to Eurasia did not develop. Africa has established a stable reputation as the most conflicted region of social life. This is due to the complex interweaving of various conflict-causing factors (ethnic, clan, confessional) and contradictions of a socio-economic, political nature, etc.

Modern African states have various political and socio-economic orientations. Different types of economic relations are intricately intertwined on the continent – from communal-patriarchal to capitalist and socialist.

The political system is dominated by various types of power: authoritarian-military-dictatorship, one-party, multi-party, democratic and monarchical. In the political aspect, modern Africa is mainly represented by authoritarian regimes. The role of the army remains a specific phenomenon of most African countries. The army is the support and lever of power in almost all states of the continent. In the geopolitical, regional balance of power in Africa, the most prominent role is played by countries with powerful armies and significant human potential. These are Egypt, Morocco, Algeria, Ethiopia, Angola, and the Republic of South Africa (South Africa).

A wide spectrum of views prevails in the sphere of spiritual and ideological life: from traditional African cultures and beliefs to Muslim and Christian religion, bourgeois and socialist ideas.

Another specific factor of the African continent, which affects its geopolitical situation, is interethnic relations. About 50 nations and peoples, three thousand tribes, who speak a thousand languages, live on the continent.

In the geostrategic aspect, Africa gravitates more towards the West.

**Recommended reading:** [1 – 3; 5 – 8; 11; 12; 14].

**Task 5.2.** Create an investment passport of the regions (countries, cities) of Africa. Such a passport should contain a description of their geographical, cultural, social and other features, regional development opportunities, as well as economically attractive areas of economic activity.

## **Topic 6. North and Latin American countries: economy and international partnership. Organizational behavior of enterprises in the countries of North and Latin America**

### **Practical session 6**

#### **Comparative analysis of the largest American multinational corporations, affecting international relations.**

#### **Features of the development and business environment of Latin America**

**The goal:** definition of modern problems and development prospects of the USA, Canada and Latin America, features of their international cooperation.

**Task 6.1.** Create an investment passport of the regions (countries, cities) of America. Such a passport should contain a description of their geographical, cultural, social and other features, regional development opportunities, as well as economically attractive areas of economic activity.

#### *Methodological guidelines*

America as a part of the world consists of two continents – North and South America. The complex history of the conquest of America by European states, the struggle of peoples for liberation also influenced its regional distribution, which is not unambiguous. To this day, the name «Latin America» exists for the region of the Western Hemisphere located south of the United States. This outdated definition presents the historically shaped predominance of Spanish and Portuguese languages and cultures (Latin or Romance) in most states of America. There is also the West Indies, which dates back to Columbus, or the Caribbean region. All these regional divisions, although they still exist, have already become significantly outdated. This part of the world should be divided into North, Central and South America according to the current main, i.e. socio-economic, characteristics.

The North America subregion consists of Canada, Mexico, and the United States. These states are united not only geographically. They are closely integrated on the basis of a free trade zone within the international economic organization USMCA (until 2020, NAFTA).

The Central America subregion includes small states located south of Mexico up to the South American Columbia, and many island countries of the Caribbean Sea (Antigua and Barbuda, Bahamas, Barbados, Belize, Haiti, Guatemala, Honduras, Grenada, Dominica, Dominican Republic, Costa Rica, Cuba, Nicaragua, Panama, El Salvador, Saint Vincent and the Grenadines, Saint Kitts and Nevis, Saint Lucia, Trinidad and Tobago, Jamaica).

The subregion of South America stands out very clearly, which includes Argentina, Bolivia, Brazil, Venezuela, Guyana, Ecuador, Colombia, Paraguay, Peru, Surinam, Uruguay, and Chile.

**Recommended reading:** [1 – 3; 5 – 8; 11; 12; 14; 17].

**Task 6.2.** Create a US and Canadian passport. Highlight common and distinctive features.

The country's passport must contain general information about the country, information about its geographical location, state system and form of government, natural conditions and resources, population, economy, culture and social development.

**Task 6.3.** Make a rating of the largest American transnational corporations that influence international relations. The methodology for such a rating is given in the methodological recommendations for practical Task 4.

**Task 6.4.** Identify the largest economic and political centers of South America. Describe them. Define their role in the formation of international economic relations of the region.

### *Methodological guidelines*

An extremely dynamic region, where the process of large-scale development of internal territories is taking place, the economy is developing

at an accelerated pace, and rapid changes are taking place in the social sphere. The process of transformation of society is ahead of the speed of changes in people's consciousness, which gives rise to sharp contradictions and conflicts. Brazil and Argentina are regional leaders among South American countries.

A distinctive feature of the countries of the region in recent years has been their desire for regional integration. Among the many integration associations, one can single out the Union of South American Nations (UNASUR), which united the states of South America; The Pacific Alliance (Mexico, Peru, Chile, Colombia), which is characterized by particular dynamism in the economic sphere, and the Commonwealth of Latin American and Caribbean Countries (CELAC), which included all 33 countries of the region, including Cuba, while the USA and Canada remained outside the association. In many respects, SELAK emerged as an alternative to the Organization of American States and is traditionally under the influence of Washington. At the same time, integration processes in the region are complicated by the presence of associations that duplicate each other, as well as the internal contradictions of the participants, which often prevent them from creating zones of deep integration and more effectively coordinating their actions, especially during crisis situations.

The desire of Latin American countries to participate more actively in world politics as an independent player is becoming more and more evident. A special role in this is played by the largest country in Latin America – Brazil, which claims to be a permanent member of the UN Security Council and represents the region among the BRICS countries. In addition, three Latin American countries (Argentina, Brazil, Mexico) are members of the G20. Two seats among the non-permanent members of the UN Security Council are reserved for Latin American countries (now these seats are occupied by Argentina and Chile).

**Recommended reading:** [1 – 3; 5 – 8; 11; 12; 14; 17].

## **Topic 7. Countries of Australia and Oceania: economy and international partnership. Organizational behavior of enterprises in the countries of Australia and Oceania**

### **Practical session 7**

#### **Analysis of the peculiarities of the development of the business environment of Australia and Oceania**

**The goal:** definition of modern problems and development prospects of the countries of Australia and Oceania.

**Task 7.1.** Describe the cooperation of Ukraine with the countries of Oceania and the Australian Union in the following areas:

- the date of recognition of Ukraine as an independent country;
- the date of establishment of diplomatic relations;
- political relations;
- trade and economic relations (export, import, main areas of investment and the largest investment projects in Ukraine);
- cultural and humanitarian cooperation;
- scientific and educational cooperation;
- contractual and legal basis (the number of valid documents);
- Ukrainian community;
- the presence of the Embassy of Ukraine (the territory of location, the official website).

#### *Methodological guidelines*

The region of Australia and Oceania includes more than 30 states and territories, a brief description of which is given in Table 7.1.

Oceania is a macroregion formed by the islands of the southwestern and central parts of the Pacific Ocean. Most of the islands are grouped into archipelagos. They stretch along the coasts of Asia and Australia.

Oceania is traditionally divided into three historical and ethnographic parts: Melanesia, Micronesia and Polynesia. The name «Melanesia» is associated with the predominance of black inhabitants (from the Greek word «melas», which means «black» and «nesos» – «island»). It includes New Guinea, the Bismarck Archipelago, the D'Antracasto Islands, the Louisiad Archipelago, the Solomon Islands, the Santa Cruz Islands, the New Hebrides

(the state of Vanuatu), the islands of New Caledonia, and others. The largest territory is occupied by New Guinea, which some authors include in Oceania.

Table 7.1

### Characteristics of the region of Australia and Oceania

Sovereign states		Dependent territories
based on the level of economic development	according to the state system	French Polynesia, New Caledonia (France), Guam (USA), Pitrex (Great Britain), Cook Islands (New Zealand)
1. Developed countries – two immigration countries: Australia, New Zealand	1. Forms of management: 1) republics: 9; 2) constitutional monarchy: 1 (Tonga); 3) Commonwealth of Nations (Great Britain): 4 (Australia, Papua New Guinea, New Zealand, Tuvalu)	
2. Developing countries – 12	2. Forms of administrative and territorial organization: 1) unitary states: 12; 2) federations: 2 (Australia, Federated States of Micronesia (FSM))	

Micronesia is named so because of the small size of the islands, mainly of coral and volcanic origin. It occupies the northwestern part of Oceania, which includes the Marianas and Marshall Islands, as well as the islands of Kiribati and the Caroline Islands. The islands of Micronesia are strewn with the vast waters of the Pacific Ocean with an area of 14 million km<sup>2</sup>.

In the eastern part of the Pacific Ocean there are numerous islands of Polynesia. They include the Hawaiian Islands, the islands of Samoa, Tonga, the islands of French Polynesia, the Cook Islands, Easter Island, and others. In recent years, many local historians do not include New Zealand in the group of countries of Oceania.

This may be due to its remote location relative to the main group of Pacific islands, and perhaps to a level of development that is significantly higher than any other country in Oceania. The Polynesian islanders have much in common with the culture of the island of Fiji, so this island should be considered a transition from Polynesia to Melanesia.

The areas of specialization of the region are listed in Table 7.2.



Table 7.2

### Branches of specialization of the region

Agriculture	Extractive industry	Fishing	Maintenance of military sea and military air bases	Other industries
1) copra, tropical fruits – all countries; 2) sugar cane – Fiji, FSHM, the Marshall Islands; 3) palm oil – the Solomon Islands; 4) coffee – New Caledonia, Papua New Guinea	1) phosphorites – Nauru, the Solomon Islands; 2) copper ores, silver ores, gold – Papua New Guinea; 3) nickel ores – New Caledonia; 4) manganese ores – Vanuatu; 5) oil – Tonga	1) sea fish – Vanuatu; 2) fish preserves – Samoa, Nauru, Tonga; 3) extraction of pearls and mother-of-pearl skulls – the Cook Islands, French Polynesia	1) France: French Polynesia (Mururoa atoll); 2) USA: Guam, FSHM, Wake	Export of postage stamps – Pitkern

**Recommended reading:** [1 – 3; 5 – 8; 10 – 12; 14 – 17].

**Task 7.2.** Analyze business conditions in Australia and Oceania. Determine the list of countries where such conditions are most favorable. Justify the answer.

### *Methodological guidelines*

To perform the task, you can use the World Bank database, in particular, statistical data from Business Ready reports.

The subnational project collects data on the business environment and provides a quantitative assessment of the business environment and the effectiveness of bureaucracy at the local administrative level in a country or region. The methodology of data collection is based on the global study of the World Bank «Readiness for conducting business» (B-READY). The subnational project adapts the B-READY methodology to the regional/subnational context.

**Recommended reading:** [1 – 3; 5 – 8; 11; 12; 17; 19].

## **Topic 8. International economic integration**

### **Practical session 8 International economic integration**

**The goal:** investigation of Ukraine's participation in international integration processes.

**Task 8.1.** Explore Ukraine's participation in global integration processes. Analyze the Kharkiv region as a subject of integration processes. Prepare a presentation and a report based on the results of the research.

**Task 8.2.** Suggest ways to develop international business partnerships in the Kharkiv region.

**Recommended reading:** [1 – 3; 5 – 8; 11; 12; 17].

### **Methodological guidelines for writing an essay**

#### **General information**

The essay contains individual impressions and thoughts of the author on a specific issue or subject and does not pretend to be an exhaustive interpretation.

The essay involves the author's expression of his opinion, a personal subjective assessment, and enables a non-standard (creative), original coverage of the material.

The ability of a student of higher education to think critically and translate their reasoning into academic writing is important when writing an essay. In addition, students of higher education develop the skills of effective work with information and formation of arguments.

When writing an essay, students of higher education must determine the range of information that should be processed. This forms the skills of distribution of information sources according to priority directions; analysis and generalization of the read information.

Within the scope of studying the discipline «Country Studies and Organizational Behavior of Foreign Enterprises», the theoretical and methodological foundations of country studies and the issue of organizational behavior of foreign enterprises are investigated. The defined list of topics (Appendix A) covers all topics taught during the course.

### **Choosing an essay topic**

The list of essay topics is given taking into account the simultaneous listening of the course by several groups.

Essay topics cannot be repeated, that is, each student of higher education has his own topic.

The country for the topic is chosen according to the serial number of the graduate of higher education in the group. This numbering is end-to-end for all groups studying the academic discipline at the same time. If this academic discipline is studied simultaneously by three academic groups, then the students of the second group choose a country from the list after the students of the first group (if there are 25 students of higher education in the first group, then the students of the second group choose countries starting from 26 according to the general list of countries, etc.).

### **The essay structure**

*The title page* (fill in according to the sample given in Appendix B).

*Introduction.* Determine the relevance of the question that should be answered, that is, you need to answer the question «Why is the topic that I am revealing important today?». An approximate structure of the introductory part is as follows: several paragraphs devoted to the relevance of the chosen topic; one or more paragraphs devoted to the works of domestic and/or foreign scientists and/or statistical data that demonstrate the relevance of the topic and emphasize your view on the research topic; one or more paragraphs about the purpose of the study.

*The main part* involves the development of argumentation and analysis, as well as justification on the basis of available data, other arguments and positions regarding the researched issue.

According to the question, the analysis should be carried out on the basis of the «cause-effect» categories. The reason may be the peculiarities of the geographical position (or regionality), specialization of the country,

geopolitical factors that are characteristic of the country and can influence it, participation in international organizations, etc. The consequence is a direct or indirect influence on the country's development in international economic relations.

If the author used quotations, borrowed tables or graphic elements or any other information material from third parties, the text must include a reference to the source, otherwise it will be defined as plagiarism.

*The conclusion* is the generalized and reasoned results of the author's research on the topic. The author summarizes the essay or once again gives an explanation, reinforces the content and meaning of the main part. The conclusion should clearly express an opinion on the topic of the essay based on the arguments given in the main part.

*The list of the used sources* contains a list of literary and statistical sources used for writing the essay. An example of the design of the used sources is given in Appendix C.

### **The algorithm of writing an essay**

Preparation for writing an essay.

The first stage of preparation for writing an essay is planning, which includes the following tasks:

*search for literary sources* on the selected topic, which must be current (that is, published in the last five years). Literary sources that can be useful for writing an essay are: those presented for independent study within the discipline; published on the website of the university library (keyword search); published in Google Scholar; statistical data published on the official websites of the governments of countries, international organizations;

*research of literary sources.* When reading selected literary sources, it is advisable to pay attention to the author's arguments and whether this author denies or supports other literary sources you have read, in order to develop critical thinking skills;

*formation of a plan* for presenting the main material. The work plan should not be complicated and overloaded, the main goal is to create a logically structured academic essay.

Essay writing.

For writing essays, only Times New Roman font 14, non-bold is used. Line spacing is a multiple of 1.5. Additional indents before and after the

paragraph should be removed. The text is aligned across the width of the page. Paragraph indentation is 1.25. Page margins are 2 cm each.

The use of bold and italic fonts in essays is not allowed.

The names of the structural elements «Introduction», «Main part (titles of sections)», «Conclusions», «The list of the used sources» are written in capital letters and placed in the center of the page.

From the name of the structural element to the beginning of the text, there must be a space equal to one blank line.

Essay volume:

introduction: one full page;

the main part: a maximum of three full pages;

conclusions: up to one page;

the list of the used sources: up to 10 items.

The list of the used sources is drawn up according to the example given in Appendix C.

References in the text to literary sources are given in square brackets. Their numbering corresponds to the serial number of the source in the list of the used sources.

The layout of tables. Tables are numbered in the order of their placement in the text (for example: «Table 1», «Table 2», etc.). The word «Table» with the corresponding number is written in capital letters on the right side of the page. On the next line, the name of the table is written in capital letters in the center of the page.

Design of graphic objects. All graphic objects – graphs, diagrams, schemes and other objects – are numbered in the order of their placement in the text (for example: «Fig. 1», «Fig. 2», etc.). The number and name of the drawing are written directly under the object.

### **Evaluation criteria**

Before writing an essay, it is advisable to familiarize yourself with the evaluation criteria:

the completed work must be logically structured and contain the following key elements: the title page, the introduction, the main part, conclusions, a list of the used sources;

each essay is checked for plagiarism, the acceptable percentage is 76 %;

the text must demonstrate the student's knowledge of the selected topic of the study, contain a general argumentation, in particular, an analysis of the problem and a critical assessment of the situation, the conclusions must be reasoned;

the work must meet the established requirements for writing an essay, given in the methodological recommendations.

### **Methodological guidelines for the implementation of an individual homework task**

The individual homework task is performed in the form of a presentation. This form of submitting material has several valuable aspects that contribute to the development of the skills of students of higher education:

1. *Public speaking skills.* The presentation requires the student of higher education to be able to speak in front of an audience. This develops skills in oral communication, clear and concise expression of thoughts, and also teaches how to effectively conduct a speech in front of a group of people.

2. *Analytical skills.* To prepare for a presentation, students must research and evaluate information, analyze key aspects of the topic, and identify key points to include in the presentation.

3. *Organizational skills.* Creating a presentation requires organizing the material, structuring the information and choosing the best ways to present the material to achieve the purpose of the speech.

4. *Visual communication.* Designing slides for presentations helps higher education students develop visual communication and graphic design skills. They learn to use graphics, images and colors to reinforce their ideas.

5. *Critical thinking.* Students of higher education should analyze and select information to be included in the presentation, understand its meaning and application, and identify potential limitations and contradictions in the information.

6. *Cooperation and communication.* Depending on the task, students of higher education can prepare together for the presentation, using cooperation and communication skills.

7. *Development of self-discipline and responsibility.* Preparing for a presentation requires planning and completing tasks within a specified time, which contributes to the development of self-discipline and responsibility skills.

8. *Ability to use technologies.* Working with programs for creating presentations allows students of higher education to master digital tools that are useful in the modern information world.

9. *Increasing confidence.* Public speaking can help higher education students increase their self-confidence and develop stress management skills.

10. *In-depth study of the theme.* For a successful presentation, students of higher education usually need to study the topic in more depth than for a regular lecture, which contributes to a better understanding of the material.

### **The theme, structure and requirements to the performance of an individual home task**

The list of topics of the individual homework task is given taking into account the simultaneous listening of the course by several groups (the list of topics is given in Appendix D).

The topics of an individual homework task cannot be repeated, that is, each student of higher education has his own topic.

The topic of the individual homework task is chosen by the teacher for the student of higher education from the list of topics within the topics of lectures that students of higher education listen to.

A student of higher education can propose a topic for an individual homework task if it reflects the main goals of the academic discipline, and the teacher can approve it.

### **The structure of the individual homework task**

The first slide is the title slide, it should contain the name of the topic of the individual task, data about the performer (name, specialty, course, group).

The main part is 7 – 15 slides.

The last slide is a list of the used sources.

The student of higher education will present the results of the individual homework task publicly after prior approval of the content with the teacher.

## Requirements for the registration of an individual homework task

Individual home tasks are performed using specialized software (Microsoft Power Point, Canva, Google Slides, etc.).

The completed individual home task is uploaded to the S. Kuznets Personal Learning Systems (<https://pns.hneu.edu.ua/>) in the corresponding section. The name of the file must contain the surname of the higher education student and the letters IHT and have one of the following extensions: ppt, pptx, pdf.

### **The algorithm of execution of the individual homework task**

#### 1. The preparatory stage:

*search for literary sources* on the selected topic, which must be up-to-date (that is, published in the last five years). Literary sources that can be useful for writing an essay: presented for independent study within the discipline; published on the website of the university library (keyword search); made public in Google Scholar; statistical data published on the official websites of the governments of countries, international organizations;

*research of literary sources.* When reading selected literary sources, it is advisable to pay attention to the author's arguments and whether this author denies or supports other literary sources you have read, in order to develop critical thinking skills;

*formation of a plan* for presenting the main material. The work plan should not be complicated and overloaded, the main goal is to create a logically structured academic essay.

#### 2. Writing a report.

*The report* should reveal the research topic, contain statistical, theoretical and other relevant information. Statistical information should be presented in dynamics for the last five years. Literary sources must be current, i.e. within the last five years.

*Conclusions* drawn based on the results of the research must be argued.

In the text of the report, it is worth marking the transition to the next slide, so that the presentation material corresponds to the text support.



### 3. Formation of the presentation.

It is advisable to use the minimum amount of text on the slides. Presentation material should be filled with illustrations, graphs and diagrams for clarity.

The conclusions and the list of the used sources should be presented on different slides.

### 4. Presentation of materials.

A student presents the results of an individual homework task at a lecture followed by a discussion by students of higher education and a teacher (at a forum in S. Kuznets Personal Learning Systems or at an online conference in the conditions of distance learning).

A student has up to 10 minutes for his speech.

## **Evaluation criteria**

The completed individual homework task should be logically structured and contain the following key elements: the title slide, the main part, conclusions, a list of the used sources.

The information presented on the slides should reflect the significant results of the research conducted by the student of higher education.

The report should demonstrate the higher education student's knowledge of the selected research topic, contain a general argumentation, in particular, an analysis of the problem and a critical assessment of the situation. Conclusions should be argued.

Evaluation of individual home tasks is carried out according to the following criteria:

#### 1. Content and scientificity.

The depth of understanding of the topic and its key aspects; relevance of information to the task and topic; argumentation and support of information with evidence and sources.

#### 2. Logic and sequence of presentation.

The structure and organization: a clear structure of the presentation, including introduction, development and conclusion.

Integration of slides, graphs, and text to logically unfold information.

#### 3. Visualization of information.

Use of visualization (graphs, photos, diagrams, etc.) to reinforce information.

#### 4. Public speech.

Meaningful and understandable speech in front of the audience. Using voice and body language to reinforce the message. Ability to maintain contact with the audience and interact with it.

#### 5. Timing.

Adherence to the allotted time for the presentation. The ability to put information into specific time limits.

#### 6. Answers to questions.

The ability to answer questions of the audience with an understanding of information and to argue their answers.

#### 7. Registration and academic integrity.

Availability of bibliographic references to the used sources and statistical information.

No plagiarism and correct citations.

#### 8. General impression.

General impression of the presentation, its professionalism, interest and relevance.

## **Recommended reading**

### **Basic**

1. Актуальні проблеми європейської та євроатлантичної інтеграції України : матеріали 17-ї регіон. наук.-практ. конф. (14 трав. 2020 р., м. Дніпро) / за заг. ред. Л. Л. Прокопенка. – Дніпро : ДРІДУ НАДУ, 2020. – 392 с.

2. Близький Схід і Північна Африка як сфера інтересів України : аналіт. доп. / за ред. О. В. Литвиненка. – Київ : НІСД, 2020. – 85 с.

3. Лизогуб В. А. Країнознавство : підручник / В. А. Лизогуб ; Нац. юрид. ун-т ім. Ярослава Мудрого. – Харків : Право, 2019. – 383 с.

### **Additional**

4. Вебпортал Українського національного інформаційного агентства. – Режим доступу : <http://svit.ukrinform.ua/>.

5. Ексклюзивне інтерв'ю Ван Ї. інформаційному агентству Сінхуа щодо китайсько-американських відносин від 07.08.2020 р. [Електронний ресурс]. – Режим доступу : <http://ua.chineseembassy.org/rus/xwdt/t1804791.htm>.
6. Інформаційно-пошукова система, пристосована для пошуку інформації про країни світу. – Режим доступу : <http://www.geonames.de/cous.html>.
7. Матеріали ЄС і Ради Європи [Електронний ресурс]. – Режим доступу : [www.isi.gov.uk](http://www.isi.gov.uk).
8. Офіційний сайт Європейського Союзу (ЄС). – Режим доступу : [www.europa.eu.com](http://www.europa.eu.com).
9. Офіційний сайт Міжнародної групи аналізу конфліктів. – Режим доступу : [www.intl-crisis-group.org](http://www.intl-crisis-group.org).
10. Офіційний сайт Міністерства закордонних справ України. – Режим доступу : <http://www.mfa.gov.ua>.
11. Офіційний сайт ООН. – Режим доступу : [www.un.org](http://www.un.org).
12. Офіційний сайт Світового Банку. – Режим доступу : [www.worldbank.org](http://www.worldbank.org).
13. Офіційний сайт Центру аналізу подій в Центральній Азії та Закавказзі Університету імені Джона Хопкінса. – Режим доступу : [www.cacianalyst.org](http://www.cacianalyst.org).
14. Офіційний сайт Центру політичних та соціальних студій Центральної Азії та Закавказзя. – Режим доступу : [www.ca-c.org](http://www.ca-c.org).
15. Офіційний сайт Центру Україно-Африканських досліджень. – Режим доступу : <http://cuar.in.ua/cuar/main>.
16. Офіційний сайт ЮНЕСКО. – Режим доступу : [www.unesco.org](http://www.unesco.org).
17. Сайт персональних навчальних систем ХНЕУ ім. С. Кузнеця. Дисципліна «Країнознавство та організаційна поведінка іноземного підприємства». – Режим доступу : <https://pns.hneu.edu.ua/course/view.php?id=3723>.
18. Сайт проекту Strategic Group Sofia. – Режим доступу : <http://sg-sofia.com.ua/pro-nas>.
19. B-READY Methodological Workshop presentations [Electronic resource]. – Access mode : <https://thedocs.worldbank.org/en/doc/cbd52897bf64e0a527e5175b15dbf4a6-0540022023/b-ready-methodological-workshop-presentations>.

# Appendices

## Appendix A

### **A list of topics for writing an essay**

1. Prospects for the development of Australia in international economic relations.
2. Prospects for the development of Austria in international economic relations.
3. Prospects for the development of Azerbaijan in international economic relations.
4. Prospects for the development of Albania in international economic relations.
5. Prospects for the development of Argentina in international economic relations.
6. Prospects for the development of Afghanistan in international economic relations.
7. Prospects for the development of Belgium in international economic relations.
8. Prospects for the development of Bulgaria in international economic relations.
9. Prospects for the development of Vietnam in international economic relations.
10. Prospects for the development of the United Kingdom in international economic relations.
11. Prospects for the development of Venezuela in international economic relations.
12. Prospects for the development of Armenia in international economic relations.
13. Prospects for the development of Greece in international economic relations.
14. Prospects for the development of Georgia in international economic relations.
15. Prospects for the development of Denmark in international economic relations.
16. Prospects for the development of Estonia in international economic relations.

17. Prospects for the development of Egypt in international economic relations.

18. Prospects for the development of Israel in international economic relations.

19. Prospects for the development of India in international economic relations.

20. Prospects for the development of Indonesia in international economic relations.

21. Prospects for the development of Iraq in international economic relations.

22. Prospects for the development of Iran in international economic relations.

23. Prospects for the development of Ireland in international economic relations.

24. Prospects for the development of Iceland in international economic relations.

25. Prospects for the development of Spain in international economic relations.

26. Prospects for the development of Italy in international economic relations.

27. Prospects for the development of Kazakhstan in international economic relations.

28. Prospects for the development of Qatar in international economic relations.

29. Prospects for the development of China in international economic relations.

30. Prospects for the development of Cyprus in international economic relations.

31. Prospects for the development of Colombia in international economic relations.

32. Prospects for the development of Cuba in international economic relations.

33. Prospects for the development of Latvia in international economic relations.

34. Prospects for the development of Lithuania in international economic relations.

35. Prospects for the development of Lebanon in international economic relations.

36. Prospects for the development of Libya in international economic relations.

37. Prospects for the development of Malaysia in international economic relations.

38. Prospects for the development of Morocco in international economic relations.

39. Prospects for the development of Mexico in international economic relations.

40. Prospects for the development of Moldova in international economic relations.

41. Prospects for the development of Nigeria in international economic relations.

42. Prospects for the development of the Netherlands in international economic relations.

43. Prospects for the development of Nicaragua in international economic relations.

44. Prospects for the development of Germany in international economic relations.

45. Prospects for the development of New Zealand in international economic relations.

46. Prospects for the development of Norway in international economic relations.

47. Prospects for the development of the UAE in international economic relations.

48. Prospects for the development of Oman in international economic relations.

49. Prospects for the development of Pakistan in international economic relations.

50. Prospects for the development of Panama in international economic relations.

51. Prospects for the development of South Africa in international economic relations.

52. Prospects for the development of South Korea in international economic relations.

53. Prospects for the development of North Korea in international economic relations.

54. Prospects for the development of Poland in international economic relations.

55. Prospects for the development of Portugal in international economic relations.

56. Prospects for the development of Romania in international economic relations.

57. Prospects for the development of Saudi Arabia in international economic relations.

58. Prospects for the development of Serbia in international economic relations.

59. Prospects for the development of Syria in international economic relations.

60. Prospects for the development of Singapore in international economic relations.

61. Prospects for the development of Slovakia in international economic relations.

62. Prospects for the development of Somalia in international economic relations.

63. Prospects for the development of Taiwan in international economic relations.

64. Prospects for the development of Turkmenistan in international economic relations.

65. Prospects for the development of Turkey in international economic relations.

66. Prospects for the development of Hungary in international economic relations.

67. Prospects for the development of Uzbekistan in international economic relations.

68. Prospects for the development of Ukraine in international economic relations.

69. Prospects for the development of the Philippines in international economic relations.

70. Prospects for the development of France in international economic relations.

71. Prospects for the development of Croatia in international economic relations.

72. Prospects for the development of the Czech Republic in international economic relations.

73. Prospects for the development of Montenegro in international economic relations.

74. Prospects for the development of Switzerland in international economic relations.

75. Prospects for the development of Sweden in international economic relations.

76. Prospects for the development of Japan in international economic relations.



**An example of design of the title page of an essay**

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE  
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS

Department of International Economic Relations  
and Business Security

ESSAY  
**on the topic: «Development prospects of Montenegro in international  
economic relations»**

Performed by:  
student of speciality  
292 «International Economic Relations»  
groups 6.01.291.010.23.2  
Ivanov(a) V.V.

Kharkiv, 2024

### **An example of design of the used sources**

1. Близький Схід і Північна Африка як сфера інтересів України : аналіт. доп. / за ред. О. В. Литвиненка. Київ : НІСД, 2020. 85 с.
2. Інформаційно-пошукова система, пристосована для пошуку інформації про країни світу. – URL: <http://www.geonames.de/cous.html>.
3. Офіційний сайт Державної служби статистики України. URL: <http://www.ukrstat.gov.ua/>.
4. Euro Area Business Cycle Dating Committee. URL: <http://cepr.org/content/euro-area-business-cycle-dating-committee>.
5. NBER based Recession Indicators for the United States from the Period following the Peak through the Trough. URL: <https://fred.stlouisfed.org/series/USREC>.

### **A list of topics for the individual homework task**

1. The Caribbean basin: economic factors of future development.
2. The main players in the modern international economic arena.
3. The King of Great Britain: formal status or direct influence on international economic relations.
4. Development of the Arctic: an environmental problem or prospects for the world economy.
5. Secrets of African countries: why the countries of the region are ahead of Ukraine in economic ratings.
6. Accession to the EU for European countries in the light of recent events.
7. The influence of regional conflicts in the countries of the Near and Middle East on the world economy.
8. The Nicaraguan canal: a threat to ecology or a significant simplification for international trade.
9. Social changes in the countries of the Middle East: features and influence on the international relations of these countries.
10. The remoteness of the countries of Oceania: advantage or disadvantage in the modern world.
11. OPEC countries: the relationship between economic and political interests.
12. Prospects of the EU: prosperity or decay.
13. The demographic situation in Southeast Asia as an underestimated economic problem on a global scale.
14. The issue of refugees in Europe: current state, main solution methods, prospects and economic consequences.
15. Latin American countries: a social time bomb.
16. Drug trafficking: a problem or a source of enrichment for the country.
17. The main socio-economic problems of the modern world.
18. Japan and South Korea as a direct protectorate of the USA in East Asia.
19. Canada: British Commonwealth or economic interaction with the USA: problems and perspectives of the choice.

20. Modern unrecognized states: problems and prospects of international self-identification for further economic development.

21. The main vectors of Ukraine's development in international relations: problems and prospects.

22. China: key attractiveness factors for international cooperation today.

23. China's internal problems: correlation with external success.

24. Impact of the COVID-19 pandemic on modern international economic relations.

25. The influence of the Vatican on modern economic relations in the world.

26. USA – Mexico: the essence of economic relations.

27. Prospects for structural changes in the EU.

28. Brexit: causes and consequences for the EU and the world.

29. Ukraine – EU: current state and prospects of interaction.

30. Industry 5.0: implications for the international business environment.

31. Industry 4.0: a reality for Ukrainian business.

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НАВЧАЛЬНЕ ВИДАННЯ

# **КРАЇНОЗНАВСТВО ТА ОРГАНІЗАЦІЙНА ПОВЕДІНКА ІНОЗЕМНОГО ПІДПРИЄМСТВА**

**Методичні рекомендації до практичних завдань  
для здобувачів вищої освіти спеціальності  
292 «Міжнародні економічні відносини»  
освітньої програми «Міжнародний бізнес»  
першого (бакалаврського) рівня  
(англ. мовою)**

*Самостійне електронне текстове мережеве видання*

Укладачі: **Шкребень Роман Петрович**  
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Уміщено основні практичні завдання за темами навчальної дисципліни та рекомендації щодо їх виконання.

Рекомендовано для здобувачів вищої освіти спеціальності 292 «Міжнародні економічні відносини» освітньої програми «Міжнародний бізнес» першого (бакалаврського) рівня.

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