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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ НАВИЧОК МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ МАЙБУТНІХ МЕНЕДЖЕРІВ У ПРОЦЕСІ ІНШОМОВНОЇ ПІДГОТОВКИ

Анотація. У статті обґрунтовано організаційно-педагогічні умови розвитку навичок міжкультурної комунікації майбутніх менеджерів у процесі іншомовної підготовки на засадах мультилінгвального підходу. Актуальність дослідження зумовлена зростанням ролі міжнародної, цифрової та багатомовної професійної взаємодії, у якій від фахівця вимагаються не лише іншомовні знання, а й здатність адаптувати повідомлення, уточнювати смисли, медіювати непорозуміння, критично оцінювати переклад і зберігати професійну коректність у ситуаціях культурної неоднозначності. Мета статті полягає в теоретичному обґрунтуванні та експертному визначенні пріоритетних організаційно-педагогічних умов розвитку відповідних навичок. До експертної групи увійшли 11 викладачів, пов'язаних із іншомовною підготовкою, професійною освітою, міжкультурною комунікацією та підготовкою фахівців управлінського профілю. Узгодженість суджень перевірено за коефіцієнтом конкордації Кендалла. До пріоритетних віднесено шість умов: використання мультилінгвальних навчальних завдань; застосування автентичних професійно орієнтованих матеріалів; залучення активних і досвідних методів; критичне й етично відповідальне використання автоматизованого перекладу та генеративного ШІ; формування рефлексивного компонента; організацію міжнародної або квазі-міжнародної взаємодії. Встановлено, що ці умови мають діяти як взаємопов'язана система. Запропоновано розмежовувати діяльнісні та рамкові умови: перші безпосередньо визначають комунікативну діяльність здобувачів освіти, другі забезпечують її програмну, методичну, цифрову й оцінювальну основу. Практичне значення результатів полягає в можливості інтегрувати визначені умови в чинні дисципліни іншомовної підготовки майбутніх менеджерів.

Ключові слова: міжкультурна комунікація; майбутні менеджери; іншомовна підготовка; мультилінгвальний підхід; організаційно-педагогічні умови; автентичні матеріали; активні методи навчання; рефлексія; генеративний штучний інтелект; віртуальний обмін.

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ORGANISATIONAL AND PEDAGOGICAL CONDITIONS FOR DEVELOPING FUTURE MANAGERS' INTERCULTURAL COMMUNICATION SKILLS IN FOREIGN LANGUAGE TRAINING

Abstract. The article substantiates the organizational and pedagogical conditions for developing future managers' intercultural communication skills in foreign-language training through a multilingual approach. The relevance of the study is determined by the growing role of international, digital, and multilingual professional interaction, which requires not only foreign-language knowledge but also the ability to adapt messages, clarify meanings, mediate misunderstandings, critically evaluate translations, and maintain professional appropriateness in culturally ambiguous situations. The aim is to justify the theoretical basis and, through expert evaluation, identify the priority conditions for developing these skills. The expert group included 11 university teachers working in foreign language training, vocational education, intercultural communication, or management education. The consistency of their judgments was assessed using Kendall's coefficient of concordance. Six priority conditions were identified: multilingual learning tasks; authentic, professionally oriented materials; active and experiential methods; critical and ethically responsible use of machine translation and generative AI; reflection; and international or quasi-international interaction. The findings show that these conditions should function as an interconnected system. A distinction is proposed between activity-based and framework conditions. The former directly shapes learners' communicative activity, while the latter provides its curricular, methodological, digital, and assessment foundations. The results may be used to update existing foreign language courses for future managers and support the transition from formal language acquisition to professional interaction in linguistically, culturally, and organizationally diverse environments.

Keywords: intercultural communication; future managers; foreign language training; multilingual approach; organizational and pedagogical conditions; authentic materials; active learning methods; reflection; generative artificial intelligence; virtual exchange.

Problem Statement. Managers' professional activity increasingly takes place in linguistically and culturally diverse environments. International partnerships, work in multilingual teams, remote negotiations, and digital interaction require professionals who can not only use a foreign language but also achieve mutual understanding despite differences in communication norms, professional traditions, and ways of interpreting

information. For managers, this ability involves coordinating activities, representing an organization's position, conducting negotiations, distributing responsibility, resolving disagreements, and maintaining trust.

Intercultural interaction is not limited to communication between representatives of different nationalities. Differences may concern professional experience, corporate norms, views on hierarchy, ways of expressing disagreement, attitudes to time, decision-making procedures, and rules of business etiquette. Therefore, a grammatically correct message is not always appropriate. The professional success of a future manager also depends on the ability to interpret an interlocutor's position, clarify meanings, adapt messages, regulate one's own reactions, and maintain interaction under conditions of uncertainty.

Models of intercultural competence associate effective interaction with openness, the ability to interpret cultural phenomena, critical cultural awareness, and the capacity to act appropriately [6; 10]. In professional training, these ideas should be specified through skills demonstrated in real or simulated actions: cultural self-awareness, a critical attitude towards stereotypes, tolerance of uncertainty, active listening, clarification, message adaptation, emotional self-regulation, mediation of misunderstandings, and digital and multilingual flexibility.

Foreign language training offers favorable opportunities to develop these skills by combining language resources, professional terminology, business genres, managerial situations, and authentic materials. However, the mere presence of foreign language courses does not guarantee the expected outcome. Training often focuses on vocabulary, grammatical accuracy, reading, translation, and standard dialogues. A learner may construct a correct utterance but may be unable to change its tone, recognize indirect disagreement, check whether agreements have been understood correctly, or respond constructively to tension.

The problem is intensified by the fragmented nature of the intercultural component. Foreign language communication, international management, corporate culture, conflict studies, and digital technologies are often distributed across different educational components. Without coordination, theoretical knowledge does not always develop into practical action. Additional demands arise from the widespread use of email, videoconferencing, machine translation, and generative AI. These tools expand opportunities for cooperation but may alter the tone, level of formality, and accuracy of a message. Therefore, future managers should critically evaluate digitally generated texts and remain responsible for the final communicative choice.

A productive basis for such training is the multilingual approach, in which the first language and foreign languages, professional terminology, translation, digital dictionaries, and AI-supported tools are viewed as interconnected resources for understanding and mediation. This is consistent with the CEFR Companion Volume provisions on plurilingual and pluricultural competence [8]. At the same time, the simple use of several languages is insufficient. Professionally relevant content, intercultural situations, reflection, teacher readiness, and criteria for assessing communicative appropriateness are also required.

The organizational and pedagogical dimension of the problem is that even a content-rich course cannot develop the required skills without a consistent link between its aims, tasks, interactions, and assessments. If intercultural outcomes are not specified in an educational component, teachers primarily assess language accuracy, vocabulary, and the structure of utterances. In such cases, message adaptation, mediation of misunderstandings, a critical attitude towards stereotypes, and digital responsibility remain outside the system of learning outcomes. Organizational decisions should therefore ensure sustained work on these skills, while pedagogical decisions should determine the actions through which they are developed.

Thus, there is a contradiction between the demand for professionals capable of acting in linguistically and culturally diverse environments and the insufficiently systematic development of the relevant skills. Addressing this contradiction requires substantiating the organizational and pedagogical conditions under which foreign language training becomes an environment for professional intercultural action.

Analysis of Current Research. Models of intercultural competence provide the theoretical basis for research on intercultural communication. M. Byram associates it with attitudes towards cultural difference, knowledge, the ability to interpret and relate cultural phenomena, and critical cultural awareness [6]. D. K. Deardorff views it as a process involving attitudes, knowledge, interpretative skills, internal adaptability, and externally observable behavior [10]. M. J. Bennett describes a movement from an ethnocentric perception of difference towards its acceptance and behavioral adaptation [4], while W. B. Gudykunst links effective interaction with the management of anxiety and uncertainty [17]. G. M. Chen and W. J. Starosta emphasize intercultural sensitivity as an affective component of competence [7]. A closely related area is cultural intelligence, defined as the ability to act effectively in culturally diverse situations [12]. Its structure includes metacognitive, cognitive, motivational, and behavioral components [1]. This is important for management education because professional interaction requires not only knowledge of differences but also readiness to revise one's assumptions and change communication strategies.

Recent reviews confirm an increasing focus on activity-based and digital forms of intercultural learning. Guillén-Yparrea and Ramírez-Montoya [18] identified language learning, international experience, virtual interaction, and collaborative activity among the leading research areas. Ramstrand et al. [20] found considerable diversity in pedagogical interventions and assessment methods. This indicates that outcomes

depend not only on the selected method but also on its integration into the educational program, duration, pedagogical support, reflection, and consistency of assessment.

In language education, it is important to move from static knowledge of national cultures to dynamic intercultural awareness that considers the relationships among language, culture, identity, and the context of interaction [3]. The CEFR Companion Volume views a person's linguistic repertoire as a system of interconnected resources and defines mediation as the process of explaining, adapting, transferring, and negotiating meanings [8]. For managers, mediation includes explaining decisions, coordinating positions, clarifying terms, and preventing the misinterpretation of agreements. Research on translanguaging also proceeds from the integrity of a person's linguistic repertoire [13]. However, translanguaging practices should be pedagogically designed; otherwise, the use of several languages does not ensure a deeper understanding of the content [5]. In management training, such practices may include comparing language versions of a contract, analyzing the machine translation of a business letter, or adapting the same information for different audiences. CLIL combines content, communication, cognition, and culture, and allows a foreign language to be used to analyze professional problems [9]. However, teaching subject content through a foreign language does not ensure intercultural development without tasks that involve comparing positions, adapting messages, and reflecting. Substantial results have been obtained in research on virtual exchange. Its effect depends on task structure, the nature of the partnership, participant preparation, pedagogical support, and reflection [2; 11; 19]. Research on global teams also highlights the roles of trust, clear communication, and aligned expectations [14; 21]. Generative AI expands opportunities for creating scenarios, translation, editing, and feedback. However, the linguistic correctness of generated text does not guarantee its pragmatic or cultural appropriateness [15; 16]. Therefore, critical comparison of alternatives, translation checking, tone analysis, and a reasoned choice of wording are pedagogically justified.

A significant conclusion for this study is the interdependence of language, professional, and intercultural training. A language task becomes intercultural not because it mentions a particular country, but because it requires consideration of another position, interaction norms, the addressee, and the possible consequences of wording. Similarly, a professional case has educational value only when a learner does not reproduce a ready-made algorithm but analyses several courses of action and explains the chosen option. This supports viewing a professional communicative situation as the basic unit for designing the content of foreign language training. Thus, scholarly studies substantiate professionally oriented content, multilingual and mediation tasks, interaction experience, digital formats, and reflection. However, these factors are mainly examined separately. Their coordination within a coherent system of foreign-language training for future managers remains insufficiently defined, which guided the present study.

Aim and Methods of the Study. The aim of the study is to provide theoretical justification and expert identification of the priority organizational and pedagogical conditions for developing future managers' intercultural communication skills in foreign language training based on a multilingual approach.

The study employed theoretical analysis, comparison, systematization, and generalization of works on intercultural competence, cultural intelligence, professionally oriented language learning, plurilingual education, CLIL, translanguaging, virtual exchange, and digital communication. A qualitative analysis of bachelor's degree programs in the specialty 073, Management, was also conducted. The analysis covered program aims, competences, learning outcomes, foreign-language educational components, and courses in international management, communication, conflict studies, and digital technologies.

The theoretical generalization made it possible to formulate a list of twelve conditions: integration of intercultural development aims; professional orientation; multilingual tasks; authentic materials; active methods; reflection; teacher readiness; a digital environment; critical use of translation and AI; interdisciplinary coordination; international or quasi-international interaction; and transparent assessment.

The list was evaluated by 11 university teachers whose professional activities were related to foreign language training, vocational education, intercultural communication, or management education. A lower rank indicated greater importance. Because some experts assigned equal scores, the data were processed as rank-based expert evaluations, treating tied ranks as a single value. For each condition, the sum and mean rank, median, standard deviation, and coefficient of variation were calculated. Agreement among expert judgments was tested using Kendall's coefficient of concordance adjusted for tied ranks, and its statistical significance was determined using the chi-square test.

The results were $W = 0.847$, $\chi^2 = 102.48$, $df = 11$, $p < 0.001$, indicating a high level of agreement among the experts. The study was theoretical and expert-based; therefore, the results identify the priority of the conditions but do not prove a causal relationship between their implementation and skill development.

Research Results. The interpretation considered not only the position of each condition in the ranking but also its relationship to learners' direct activity. This was necessary because some conditions are infrastructural and cannot be directly compared with learning actions. For example, a digital environment provides the technical possibility for online interaction but does not determine its pedagogical content. In

contrast, a multilingual task or a negotiation simulation directly shows what a learner does. This approach helped avoid a mechanical interpretation of rank positions.

Organizational and pedagogical conditions are understood as deliberately created or supported circumstances that determine content, forms of activity, language, digital resources, reflection, and assessment. The results of the expert evaluation are presented in Table 1.

Table 1.

Results of the Expert Evaluation of Organizational and Pedagogical Conditions

Condition	Sum of ranks	Mean rank	Median	SD	CV, %	Position
Use of multilingual learning tasks involving the first language and foreign languages, professional terminology, translation, and digital language resources	16	1.45	1	0.52	35.90	1
Use of authentic, professionally oriented materials from management and international business communication	21	1.91	2	0.70	36.70	2
Use of active and experiential learning methods: case studies, role plays, negotiation simulations, analysis of critical incidents, and project work	23	2.09	2	0.70	33.51	3
Critical and ethically responsible use of machine translation and generative AI in foreign language training	27	2.45	2	0.52	21.28	4
Development of the reflective component of foreign language training through self-assessment, peer assessment, reflective journals, and analysis of communicative decisions	28	2.55	3	0.52	20.52	5–6
Organization of international or quasi-international learning interaction: virtual exchange, COIL, joint online projects, communication with international partners, or analysis of international cases	28	2.55	3	0.52	20.52	5–6
Professional orientation of foreign language training through managerial situations of intercultural interaction	103	9.36	9	1.12	11.96	7
Integration of the aims of developing intercultural communication skills into the content of future managers' foreign language training	106	9.64	10	1.12	11.62	8
Introduction of a transparent system for assessing the development of intercultural communication skills	112	10.18	10	0.87	8.58	9
Interdisciplinary integration of foreign language training with professional management courses	114	10.36	10	1.12	10.81	10
Teacher readiness to implement the multilingual approach and develop intercultural communication skills	117	10.64	11	1.12	10.53	11
Creation of a digital educational environment for intercultural, multilingual, and professionally oriented foreign language interaction	125	11.36	12	0.81	7.12	12

Note. A lower mean rank indicates greater importance of the condition.

The expert evaluations clearly distinguished two groups of conditions. The first six had mean ranks from 1.45 to 2.55, while the remaining conditions had mean ranks from 9.36 to 11.36. This does not mean that the lower-ranked conditions are unimportant. They are better understood as framework prerequisites, whereas the priority conditions directly determine learners' activities.

Multilingual tasks received the highest rank. They involve the conscious use of several language resources to complete a professional task, such as comparing language versions of a letter, analyzing changes in translation, explaining a term, or adapting a message. Their purpose is not arbitrary language switching but clarification of meanings, mediation, and prevention of misinterpretation. The second condition is the use of authentic, professionally oriented materials, including business letters, negotiations, corporate documents, business cases, presentations, and digital messages. Their value is determined not only by their real origin but also by the activity they generate. Materials should encourage learners to analyze the addressee, purpose, tone, level of formality, ambiguity, and possible responses. The third position was taken by active, experiential methods, including cases, role-plays, negotiation simulations, critical incident analysis, and project work. They transform knowledge about differences into practical choices. Learners have to decide how to express disagreement, clarify a position, reduce tension, or continue cooperation. Ambiguous situations that require separating facts from assumptions and checking stereotypical interpretations are especially productive. The fourth condition is the critical and ethically responsible use of machine translation and generative AI. Learners

should check terminology, argumentation, tone, degree of directness, cultural appropriateness, and genre conformity. Relevant tasks include comparing one's own translation with machine translation, editing an AI-generated letter, and explaining the final choice. The ethical dimension covers confidentiality, fact-checking, transparency in the use of AI, and responsibility for the text. Reflection and international or quasi-international interaction shared the fifth and sixth positions. Reflection helps learners analyze their assumptions, language choices, and reactions that influenced the result. Its tools include self-assessment, peer assessment, short written comments, journals, and analysis of recorded communicative situations.

International interaction may take place through virtual exchange, COIL, joint online projects, and partnership-based classes. Where such partnerships are unavailable, quasi-international formats are appropriate, including negotiation simulations, international cases, role-based interaction, and work in multilingual groups. These formats do not fully replace direct contact but systematically create the need to clarify, paraphrase, explain, and coordinate positions. The professional orientation of each condition is essential. A multilingual task should be linked not to an abstract comparison of languages but to correspondence, negotiations, presentations, explanations of decisions, or work with documents. Authentic materials should represent the genres of managerial activity. Active methods should require the coordination of interests, distribution of responsibility, or responses to disagreement. Under these conditions, foreign language training is not separate from managers' professional development but becomes part of it.

The six priority conditions form a functional unity. Authentic materials provide professional content, multilingual work supports the interpretation of meanings, active methods transform them into action, digital tools require critical control, international interaction creates a situation for application, and reflection helps adjust further behavior.

Conclusions. Theoretical analysis and expert evaluation enabled the identification of the organizational and pedagogical conditions for developing future managers' intercultural communication skills. The high level of expert agreement, $W = 0.847$, $\chi^2 = 102.48$, $df = 11$, $p < 0.001$, confirmed that the established hierarchy was not random. The priority conditions were multilingual tasks, authentic professional materials, active and experiential methods, critical and ethical use of machine translation and AI, reflection, and international or quasi-international interaction. Their combination supports the transition from knowledge about cultural differences to the performance of professionally relevant communicative actions.

Framework conditions were also identified: integration of the aims into the educational program, professional orientation, interdisciplinary coordination, teacher readiness, digital support, and transparent assessment. They provide the organizational and methodological basis but are implemented through learners' activity.

The practical significance of the results lies in the possibility of updating existing foreign language courses through professional cases, multilingual documents, negotiation simulations, virtual cooperation, and critical editing of machine-translated and AI-generated messages. Assessment should consider not only language accuracy but also the ability to listen, clarify, adapt messages, and maintain mutual understanding.

Further research should focus on developing teaching and learning materials and experimentally testing the identified conditions. Therefore, the effective development of intercultural communication skills is ensured by combining professional content, multilingual work, active interaction, digital responsibility, and reflection.

Conflict of Interest. The authors confirm the absence of financial, personal, or other interests that could be considered potential conflicts of interest regarding the publication of this article.

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Data Availability. This study does not involve additional datasets.

Use of Artificial Intelligence. During manuscript preparation, AI (Grammarly) was used as an auxiliary tool for the technical review of selected author-written text fragments at the levels of grammar, spelling, and punctuation. The AI tool was not used to generate the substantive parts of the article, including the aim, methodology, results, discussion, conclusions, or references. All language corrections suggested by the AI tool were verified by comparing them with the original text and by checking terminology, content accuracy, and consistency with the cited sources. The use of AI did not affect the research results, their interpretation, or the conclusions.

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