ГАОУ ВО «ДАГЕСТАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ НАРОДНОГО ХОЗЯЙСТВА»

Утверждены решением
Ученого совета ДГУНХ,
протокол № 12 от 30 мая 2024 г.

КАФЕДРА АНГЛИЙСКОГО И РУССКОГО ЯЗЫКОВ

ОЦЕНОЧНЫЕ МАТЕРИАЛЫ

ПО ДИСЦИПЛИНЕ «ИНОСТРАННЫЙ ЯЗЫК»

НАПРАВЛЕНИЕ ПОДГОТОВКИ 38.03.02 «МЕНЕДЖМЕНТ», ПРОФИЛЬ «МЕНЕДЖМЕНТ ОРГАНИЗАЦИИ»

УРОВЕНЬ ВЫСШЕГО ОБРАЗОВАНИЯ - БАКАЛАВРИАТ

ДОКУМЕНТ ПОДПИСАН
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Оценочные материалы по дисциплине «Иностранный язык» разработаны в соответствии с требованиями федерального государственного образовательного стандарта высшего образования по направлению подготовки 38.03.02 Менеджмент, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 12 августа 2020 г. № 970, в соответствии с приказом Министерства образования и науки Российской Федерации от 06 апреля 2021 г. № 245 «Об утверждении Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры».

Оценочные материалы по дисциплине «Иностранный язык» размещены на официальном сайте www.dgunh.ru.

Садыкова С.З. Оценочные материалы по дисциплине «Иностранный язык» для направления подготовки 38.03.02 Менеджмент, профиль «Менеджмент организации» - Махачкала: ДГУНХ, 2024 г. - 115 с.

Рекомендованы к утверждению Учебно-методическим советом ДГУНХ 28 мая 2024 г.

Рекомендованы к утверждению руководителем основной профессиональной образовательной программы высшего образования – программы бакалавриата по направлению подготовки 38.03.02 Менеджмент, профиль «Менеджмент организации», к.э.н., доцентом, Минатуллаевым А.А.

Одобрены на заседании кафедры английского и русского языков 23 мая 2024 г., протокол № 11.

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Назначение оценочных материалов

Оценочные материалы разрабатываются для текущего контроля успеваемости (оценивания хода освоения дисциплины), для проведения промежуточной аттестации (оценивания промежуточных и окончательных результатов обучения по дисциплине) обучающихся по дисциплине «Иностранный язык» в целях определения соответствия их учебных достижений поэтапным требованиям образовательной программы высшего образования 38.03.02 Менеджмент, профиль «Менеджмент организации».

Оценочные материалы по дисциплине «Иностранный язык» включает в себя перечень компетенций с указанием видов оценочных средств в процессе освоения дисциплины; описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания; типовые контрольные задания или иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине; методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующих этапы формирования компетенций.

Оценочные материалы сформированы на основе ключевых принципов оценивания:

- валидности: объекты оценки должны соответствовать поставленным целям обучения;
- надежности: использование единообразных стандартов и критериев для оценивания достижений;
- объективности: разные обучающиеся должны иметь равные возможности для достижения успеха.

Основными параметрами и свойствами оценочных материалов являются:

- предметная направленность (соответствие предмету изучения конкретной дисциплины);
- содержание (состав и взаимосвязь структурных единиц, образующих содержание теоретической и практической составляющих дисциплины);
- объем (количественный состав оценочных материалов);
- качество оценочных материалов в целом, обеспечивающее получение объективных и достоверных результатов при проведении контроля с различными целями.

РАЗДЕЛ 1. Перечень компетенций с указанием видов оценочных средств в процессе освоения дисциплины

1.1. Перечень формируемых компетенций

Код компетенции	*Наименование компетенции*
УК	**Универсальные компетенции**
УК-4	Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах).

1.2. Перечень компетенций с указанием видов оценочных средств

Формируемые компетенции	*Код и наименование индикатора достижения компетенции*	*Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций*	*Уровни освоения компетенций*	*Критерии оценивания сформированности компетенций*	*Виды оценочных средств*
УК-4. Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах) мационных систем	**ИУК-4.1.** Использует различные формы, виды устной и письменной коммуникации на русском и иностранном(ых) языке(ах), использует языковые средства для достижения профессиональных целей	**Знать:** – основные фонетические, лексические и грамматические явления иностранного языка, позволяющие использовать его как средство коммуникации в профессионально-деловой сфере на иностранном языке; - переводческие приемы и трансформации.	Пороговый уровень	- Обучающийся слабо знает стандартные формы устной и письменной коммуникации на иностранном языке; - обучающийся не полно усвоил различия между стандартами формальной и неформальной коммуникации на иностранном языке в устной и письменной формах.	**Блок А –**задания репродуктивного уровня - письменная работа – тестовые задания; – вопросы для устного опроса
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями знает - стандартные формы устной и письменной коммуникации на иностранном языке, позволяющие использовать его как средство коммуникации; - знает различия между стандартами формальной и неформальной коммуникации на иностранном языке, однако испытывает трудности при общении на бытовом уровне.	
			Продвинутый уровень	Обучающийся в целом успешно, но с небольшими затруднениями знает - стандартные формы устной и письменной коммуникации на иностранном языке, позволяющие использовать его как средство коммуникации;	

Формируемые компетенции	*Код и наименование индикатора достижения компетенции*	*Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций*	*Уровни освоения компетенций*	*Критерии оценивания сформированности компетенций*	*Виды оценочных средств*
				- различия между стандартами формальной и неформальной коммуникации на иностранном языке, однако, испытывает трудности при общении на бытовом уровне.	
		<u>Уметь</u>: – распознавать и продуктивно использовать основные лексико-грамматические средства в коммуникативных ситуациях делового общения; - вести деловую переписку.	Пороговый уровень	Обучающийся слабо - умеет выбирать адекватные функциональному стилю коммуникативной ситуации языковые и текстовые средства иностранного языка; - допускает ошибки при выражения мысли и мнения на иностранном языке; - испытывает трудности при использовании основных лексико-грамматических средств в коммуникативных ситуациях бытового общения.	**Блок В** - задания реконструктивного уровня - письменная работа - рефераты - презентация
			Базовый уровень	Обучающийся умеет с незначительными затруднениями выбирать адекватные функциональному стилю коммуникативной ситуации языковые и текстовые средства выражения мысли и мнения на иностранном языке; - генерировать основные языковые формы с учетом знаний основных фонетический, лексических, грамматических, словообразовательных явлений иностранного языка, однако допущены одна – две неточности.	
			Продвинутый уровень	Обучающийся способен - выбирать адекватные функциональному стилю коммуникативной ситуации языковые и текстовые средства выражения мысли и мнения на иностранном языке; - генерировать основные языковые формы с учетом знаний основных фонетических, лексических, грамматических, словообразовательных явлений иностранного языка и в контекстах их употребления; - выбирать адекватные форме коммуникации языковые формы, анализировать их структурные и	

Формируемые компетенции	*Код и наименование индикатора достижения компетенции*	*Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций*	*Уровни освоения компетенций*	*Критерии оценивания сформированности компетенций*	*Виды оценочных средств*
				функциональные особенности.	
		<u>Владеть</u>: - иностранным языком на уровне, позволяющем осуществлять основные виды речевой деятельности; - различными способами устной и письменной коммуникации для решения задач делового взаимодействия.	Пороговый уровень	Обучающийся слабо владеет - навыками этического и нравственного поведения, принятыми в инокультурном социуме; - навыками этикетного поведения в типичных ситуациях устного и письменного общения для решения задач межличностного и межкультурного взаимодействия.	**Блок С** - задания практико-ориентированного уровня: – кейсы - Дискуссия; – - Ролевая игра
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями владеет - навыками этического и нравственного поведения, принятыми в инокультурном социуме; - навыками этикетного поведения в типичных ситуациях устного и письменного общения для решения задач межличностного и межкультурного взаимодействия, однако, затрудняется оценить результат своей деятельности.	
			Продвинутый уровень	Обучающийся свободно - владеет навыками этикетного поведения в типичных ситуациях устного и письменного общения на иностранном языке; навыками этического и нравственного поведения, принятыми в инокультурном социуме; - обладает широким словарным запасом и может вести диалог на обучаемом языке.	
	ИУК-4.2. Свободно воспринимает, анализирует и критически оценивает устную и письменную деловую информаци	**<u>Знать</u>:** - принципы построения устного и письменного высказывания на иностранном языке; – основные формулы и клише для практического	Пороговый уровень	Обучающийся частично знает - профессиональную терминологию, способы воздействия на аудиторию; - классические и современные методы решения задач по выбранной тематике научных исследований.	**Блок А** **–**задания репродуктивного уровня - письменная работа –
			Базовый уровень	Обучающийся в целом успешно, но с небольшими затруднениями знает - профессиональную терминологию, способы воздействия на аудиторию; - классические и современные методы решения задач по выбранной тематике научных исследований;	

Формируемые компетенции	*Код и наименование индикатора достижения компетенции*	*Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций*	*Уровни освоения компетенций*	*Критерии оценивания сформированности компетенций*	*Виды оценочных средств*
	ю на русском и иностранном(ых) языке(ах), выстраивает стратегию устного и письменного общения в рамках межличностного и межкультурного общения	осуществления групповой коммуникации на иностранном языке - основные правила речевого этикета в деловой сфере общения; - культуру и традиции стран изучаемого языка в сравнении с культурой и традициями своего родного края.		высказывается на иностранном языке с использованием основных грамматических конструкций и изученного лексического минимума.	тестовые задания; – вопросы для устного опроса
			Продвинутый уровень	Обучающийся высказывается на иностранном языке с использованием разных по сложности грамматических конструкций и изученного лексического минимума.	
		Уметь: - использовать знание иностранного языка в профессиональной деятельности, в сфере официально-деловой коммуникации и межличностном общении; - понимать содержание различного типа текстов на иностранном языке при межличностном и	Пороговый уровень	Обучающийся умеет частично и под руководством преподавателя: - использовать знание иностранного языка в профессиональной и научной деятельности; составлять аннотации, рефераты и писать тезисы и/или статьи, выступления, рецензии; - принимать участие в дискуссии на иностранном языке по научным проблемам; - обосновывать и отстаивать свою точку зрения; правильно ставить задачи по выбранной научной тематике; - выбирать для исследования необходимые методы; - применять выбранные методы к решению научных задач; - оценивать значимость получаемых результатов; - объяснять учебный и научный материал; - вести корректную дискуссию в процессе представления этих	**Блок В** - задания реконструктивного уровня - письменная работа - рефераты - презентация

Формируемые компетенции	*Код и наименование индикатора достижения компетенции*	*Планируемые результаты обучения по дисциплине, характеризующие этапы формирования компетенций*	*Уровни освоения компетенций*	*Критерии оценивания сформированности компетенций*	*Виды оценочных средств*
		межкультурном взаимодействии.		материалов.	
			Базовый уровень	Обучающийся создает хорошо структурированные, логически продуманные устные и письменные тексты, содержащие фактическую информацию и выделяя важные моменты.	
			Продвинутый уровень	Обучающийся создает хорошо структурированные, логически продуманные устные и письменные тексты по сложным темам.	
		Владеть: - методикой составления суждения в межличностном деловом общении на иностранном языке, с применением адекватных языковых форм и средств; - навыками деловой переписки с учетом особенностей стилистики официальных писем и социокультурных различий и ведения деловых переговоров на иностранном языке.	Пороговый уровень	Обучающийся владеет частично: - иностранным языком как средством межкультурной и межнациональной коммуникации в научной сфере; - навыками самостоятельной работы над языком, в том числе с использованием информационных технологий; - подготовленной, а также неподготовленной монологической речью в виде резюме, сообщения, доклада; - навыками подготовки научных публикаций и выступлений на научных семинарах; - навыками выступлений на научно-тематических конференциях.	**Блок С** - задания практико-ориентированного уровня: – кейсы - Дискуссия; - Ролевая игра
			Базовый уровень	Обучающийся создает собственные хорошо структурированные устные и письменные тексты с целью передачи основного содержания текста источника в зависимости от коммуникативной установки в ситуациях профессионального общения.	
			Продвинутый уровень	Обучающийся создает собственные хорошо структурированные и логически продуманные устные и письменные тексты с целью передачи основного содержания текста-источника в зависимости от коммуникативной установки в ситуациях профессионального общения.	

РАЗДЕЛ 2. Задания, необходимые для оценки планируемых результатов обучения по дисциплине

Для проверки сформированности компетенции ОК-4: Способность осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)

Блок А. Задания репродуктивного уровня («знать»)

А.1 Фонд тестовых заданий по дисциплине

Тесты типа А.
Test 1

1. What's the plural of child?
A. Children B. Childs C. Childrens
2. What's the plural of sheep?
A. Sheep B. Sheeps C. Ship
3. What's the plural of dog?
A. Dig B. Dogs C. Dogues
4. What's the plural of lady?
A. Ladys B. Ladyes C. Ladies
5. What's the plural of boy?
A. Boys B. Boyes C. Boies
6. What's the plural of box?
A. Boxs B. Boxes C. Boxies
7. What's the plural of knife?
A. Knifes B. Knifies C. Knives
8. What's the plural of potato?
A. Potatos B. Potatoes C. Potats
9. What's the plural of woman?
A. Womans B. Womanes C. Women
10. What's the plural of mouse?
A. Mice B. Mouses C. Mousies
11. What's the plural of shop?
A. Shopps B. Shopes C. Shops
12. What's the plural of bush?
A. Bushs B. Bushes C. Bushies
13. What's the plural of wife?
A. Wifes B. Wives C. Wifies
14. What's the plural of book?
A. Bookies B. Bookes C. Books
15. What's the plural of baby?
A. Babys B. Babyes C. Babies
16. What's the plural of tooth?
A. Tooths B. Toothes C. Teeth
17. What's the plural of watch?
A. Watchs B. Watches C. Watchies
18. What's the plural of bus?
A. Bus's B. Buses C. Busies
19. What's the plural of foot?
A. Foots B. Footes C. Feet
20. What's the plural of wolf?
A. Wolfs B. Wolfes C. Wolves

Test 2

Вставьте *some, any, no, every* или их производные:

1. … people are early risers.
a) any; b) some; c) no.
2. Have you got … objections?
a) no; b) some; c) any.
3. You can buy stamps at … post offices.
a) any; b) some; c) no.
4. I don't know about it, ask … else.
a) nobody; b) anybody; c) somebody.
5. I got the passport without … difficulty.
a) any; b) some; c) no.
6. There are … schools in that street.
a) any; b) some; c) no.
7. It is so dark here! Can you see … in front of us?
a) nobody; b) anybody; c) somebody.

8. … is all right, the patient is much better today.
a) nothing; b) anything; c) everything.
9. Has … in this group got a dictionary?
a) somebody; b) anybody; c) everybody.
10. Can … of you help us? - …problem.
a) somebody; b) anybody; c) no.

Test 3

1. The top management is ___ for making an effective strategy of the company's development.
    a. Responsible
    b. Responsibly
    c. Responsibility
    d. Response
2. Trade Unions need to help to solve problems in the relations between the company management and:
    a. Employees
    b. Employable
    c. Employment
    d. Unemployed
3. We are working hard to increase the___ of our products.
    a. Competition
    b. Competitiveness
    c. Competitive
    d. Compete
4. The company is looking for an experienced ___ manager for our Singapore office.
    a. Big
    b. High
    c. VIP
    d. Top
5. Middle and junior managers in our company take regular training courses to increase their:
    a. Unqualified
    b. Qualify
    c. Qualified
    d. Qualification
6. Good time management requires a disciplined ___ to planning your working day.
    a. Decision
    b. Relations
    c. Measure
    d. Approach
7. ___ long-term and short-term goals provides for a stable company development in the future.
    a. Setting
    b. Involving
    c. Deciding
    d. Delegating

8. The staff at lower levels of the company ___ carry out the decisions taken by the senior management.
    a. Culture
    b. Hierarchy
    c. Environment
    d. Team
9. Being a(n) ___ worker you will easily adapt to a new environment.
    a. Efficient
    b. co-operative
    c. flexible
    d. educated
10. Your ___ include preparing publicity materials and maintaining relations with customers.
    a. Possibilities
    b. Responsibilities
    c. Peculiarities
    d. Abilities

Test 4. Выбор определений, характеризующих бизнесмена

I. Подберите к прилагательным (1 – 10) определения, характеризующие бизнесмена (a – j):

1. hard-working	**a.** concerned with practice and action rather than theory
2. harmonious	**b.** possessing intuition
3. purposeful	**c.** having confidence in oneself, one's abilities
4. prudent	**d.** free from disagreement or ill feeling
5. self-confident	**e.** having power to inspire devotion and enthusiasm
6. practical	**f.** working with care and energy
7. intuitive	**g.** acting with or showing care and foresight
8. charismatic	**h.** consistently good in quality or perfomance, and so deserving trust
9. reliable	**i.** able to be trusted
10. faithful	**j.** having or showing determination or will-power

II. Подберите к прилагательным (1 – 10) определения, характеризующие бизнесмена (a – j):

1. kind	**a.** having or showing power of learning, understanding and reasoning
2. generous	**b.** relaxed in manner; placid and tolerant
3. intelligent	**c.** friendly and thoughtful to others
4. cheerful	**d.** free from meanness or prejudice
5. easygoing	**e.** not vain or boastful
6. modest	**f.** causing happiness; pleasant
7. witty	**g.** full of clever humour
8. enthusiastic	**h.** having or showing the skill or qualities of a professional person
9. professional	**i.** behaving in a kind and pleasant way
10. friendly	**j.** feeling or showing a lot of interest and excitement about something

Test 5

1. Which of the following is not a typical supply chain member?
    a. retailer's creditor
    b. wholesaler
    c. reseller
    d. customer
    e. producer
2. When suppliers, distributors, and customers partner with each other to improve the performance of the entire system, they are participating in a __.
    a. channel of distribution
    b. value delivery network
    c. supply chain
    d. supply and demand chain e. demand chain
3. A company's channel decisions directly affect every __.
   customer's choices
    a. employee in the channel
    b. channel member
    c. competitor's actions
    d. marketing decision
4. From the economic system's point of view, the role of marketing intermediaries is to transform the assortment of products made by producers into the assortment of products wanted by __ .
    a. manufacturers
    b. marketers

c. distributors
d. consumers

5. Intermediaries play an important role in matching __.
    a. dealer with customer
    b. manufacturer to product
    c. information and promotion
    d. supply and demand
    e. product to region channel
6. Marketing logistics involves getting the right product to the right customer in the right place at the right time. Which one of the following is not included in this process?
    a. implementing the plan for the flow of goods and services
    b. planning the physical flow of goods and services
    c. controlling the physical flow of goods, services, and information
    d. gathering customer's ideas for new products
    e. planning the flow of logistics information to meet customer requirements at a profit
7. Which of the following is not an area of responsibility for a logistics manager?
    a. inventory
    b. purchasing
    c. warehousing
    d. information systems
    e. marketing
8. To reduce inventory management costs, many companies use a system called __ which involves carrying only small inventories of parts or merchandise, often only enough for a few days of operation.
    a. reduction-inventory management
    b. supply chain management
    c. economic order quantity
    d. just-in-time logistics
    e. limited inventory logistics
9. Companies manage their supply chains through __.
    a. information
    b. transportation modes
    c. competitors
    d. the Internet
    e. skilled operators
10. Julie Newmar recognizes that her company needs to provide better customer service and trim distribution costs through teamwork, both inside the company and among all the marketing channel organizations. Julie will begin the practice of __.
    a. intermediation
    b. customer relationship management
    c. integrated logistics management
    d. horizontal marketing system management
    e. supply chain management

11. Today, a growing number of firms now outsource some or all of their logistics to __ intermediaries
    a. competitors
    b. third-party logistics providers
    c. channel members
    d. cross-functional teams
12. In what discipline did the supply chain concept originate?
    a. marketing
    b. operations
    c. logistics
    d. production
13. In which decade did the supply chain management philosophy emerge?
    a. 1960s
    b. 1970s
    c. 1980s
    d. 1990s
14. A __ encompasses all activities associated with the flow and transformation of goods from the raw material stage, through to the end user, as well as the associated information flows.
    a. production line
    b. supply chain
    c. marketing channel
    d. warehouse
15. Which of the following are not key attributes of supply chain management?
    a. inventory control
    b. leveraging technology
    c. customer power
    d. long-term orientation
    e. all are key attributes
16. Positive, long-term relationships between supply chain participants refer to:
    f. co-opetition
    g. tailored logistics
    h. partnerships
    i. supply chain management
17. The bullwhip effect:
    a. is an ineffective way to motivate warehouse employees
    b. applies to rodeos and has nothing to do with supply chain management
    c. refers to the “swaying” motion associated with triple trailers
    d. refers to variability in demand orders among supply chain participants.
18. The variability in demand orders among supply chain participants:
    a. cannot be controlled
    b. refers to the bullwhip effect
    c. can be controlled with electronic order placement
    d. is more pronounced in relational exchanges
19. Cooperative supply chain relationships developed to enhance the overall business performance of both parties is a definition of:

a. third-party logistics
b. supply chain collaboration
c. dovetailing
d. relationship marketing

20. What is a perfect order?
a. simultaneous achievement of relevant customer metrics
b. an order that arrives on time
c. an order that arrives undamaged
d. an order that is easy for the receiver to fill

Test 6

Choose the English phrase corresponding to the following English one:

1. **В ответ на Ваше письмо от 13 января мы хотим Вас ознакомить**…

a) We thank you for your letter of 13 January and wish to inform you…
b) Answering your letter of 13 January and want to inform you…
c) In reply to your letter of 13 January, we wish to inform you…

2. **Ссылаясь на наш телефонный разговор на прошлой неделе**…

a) In reply to our telephone dialogue last week
b) Further to our telephone conversation last week
c) Thank you for our telephone conversation last week

3. **Прилагаем к письму наш последний каталог**

a) We are pleased to offer you our up-to-date catalogue
b) We guarantee to send you our up-to-date catalogue
c) We are enclosing you our up-to-date catalogue

4. **Рады сообщить Вам условия публикации научной статьи**

a) We are pleased to inform you the publication terms
b) We are glad to receive your prompt reply
c) We are thankful for your sending us you the publication terms

5. **С нетерпением ждём Вашего ответа**

a) We will expect your immediate answer
b) We look forward to your prompt reply
c) We will wait for you quick answer

6. **Пишу Вам, чтобы пожаловаться на некачественное обслуживание**

a) I am writing to order a product
b) I am writing to enquire service of…
c) I am writing to complain about poor service

7. **С уважением**

a) Yours sincerely
b) Yours
c) Best wishes

8. **По всем вопросам обращайтесь ко мне в любое время**

a) If you have any questions, feel free to contact me any time
b) If you have any questions, ask me any time
c) In case of questions, call me any time

Test 7

1. Обращение Messrs в адресе получателя обозначает обращение по отношению к:
   a. замужней женщине
   b. двум или более мужчинам
   c. женщине, о которой неизвестно, замужем она или нет
2. Сокращение … указывает, что к письму приложены документы.
   a. Enc(s)
   b. cc:
   c. p.p.
3. Сокращение … используется в неофициальных письмах для того, чтобы добавить то, что было упущено в основной части письма.
   a. p.p.
   b. PS:
   c. cc:
4. Сокращение … означает фамилии тех, кто должен получить копию письма.
   a. Enc(s)
   b. cc:
   c. Ref:
5. Примечания типа To whom it may concern находятся:
   a. после адреса получателя
   b. после адреса отправителя
   c. в конце письма
6. Пометки типа Urgent, To be called for, Private делаются:
   a. в верхнем правом углу
   b. в верхнем левом углу
   c. в нижнем правом углу
7. Вы пишите письмо подруге, обращаясь Dear Sarah, и заключительной формулой будет:
   a. Best wishes
   b. Sincerely
   c. Yours truly
8. Вы пишите официальное письмо деловому партнеру, обращаясь Dear Mr Shaw, и заключительной формулой будет:
   a. Yours sincerely
   b. Regards
   c. All the best
9. Вы пишите неофициальное письмо деловому партнеру, обращаясь Dear David, и заключительной формулой будет:
   a. Regards
   b. Yours faithfully
   c. All the best
10. Вы пишите официальное письмо лицу, чья фамилия и пол вам неизвестны, обращаясь Dear Sir/Madam, и заключительной формулой будет:
   a. Sincerely

b. Yours faithfully
c. Best wishes

Резюме

11. В Великобритании при написании резюме в пункте, где говорится о профессиональном опыте работы, первым указывается:
a. Первое место работы
b. Последнее место работы
c. Не имеет значения

Пунктуация

Пунктуация имеет первостепенное значение, особенно если вам диктуют письмо или адрес.

12. Каким знаком обозначается термин semi-colon:
a. :
b. ;
c. .

13. Каким знаком обозначается термин inverted commas:
a. “…”
b. ,
c. ;

14. Каким знаком обозначается термин brackets:
a. “…”
b. (…)
c. :

Электронное сообщение

15. Выберите правильное определение. E- business:
a. economic business
b. electronic business

16. Выберите правильное определение. IMO:
a. international monetary organization
b. in my opinion

17. Выберите правильное определение. SPAM:
a. unwanted mail
b. compacted meat

18. Выберите правильное определение. TTYL:
a. talk to you later
b. the time you left

19. Выберите правильное определение. HSIK:
a. how should I know
b. have something in kit

20. Выберите правильное определение. C2B:
a. customer to business
b. client to boss

Тесты типа B

Text 1. Foreign Languages in Our Life

Learning a foreign language isn't an easy tiling. Nowadays it's especially important to know foreign languages. Some people learn languages because they need them for their work, others travel abroad, for the third studying foreign languages is a hobby. Everyone, who knows foreign languages can speak to people from other countries, read foreign authors in the original, which makes your outlook wider.

I study English. It's a Long and slow process that takes a lot of time and efforts. Over 300 million people speak it is as a mother tongue. The native speakers of English live in Great Britain, the United States of America, Australia and New Zealand. English is one of the official languages of the United Nations Organization and other political organizations.

English language is a wonderful language. It's the language of the great literature. It's the language of William Shakespeare, Charles Dickens and others. Half of the world's scientific literature is in English. It's the language of computers technology. The great German poet Goette once said, "He, who knows no foreign language, doesn't know his own one". That's why in order to understand oneself and environment one has to learn foreign languages.

I think that to know English today is absolutely necessary for every educated man, for every good specialist.

1. Learning a foreign language isn't an easy tiling.
    a. Английский язык очень легко выучить
    b. Изучение иностранного языка — нелегкое дело
    c. Изучение иностранного языка - легкое дело
2. It's a long and slow process that takes a lot of time and efforts.
    a. Это быстрый процесс, который не отнимает много времени и усилий
    b. Это очень долгий процесс, на который нужно годы обучения.
    c. Это долгий и медленный процесс, который отнимает много времени и усилий.
3. It's the language of …
    a. the great literature.
    b. of all world
    c. our country
4. I think that to know English today is absolutely
    a. necessary
    b. unnecessary
    c. useful
5. The native speakers of English live in …
    a. Russia, Italy, Japan
    b. Great Britain, the United States of America, Australia and New Zealand.
    c. China, Australia, New Zealand

Text 2. Television

Television, also called TV, is one of our most important means of communication. It brings moving pictures and sounds from around the world into millions of homes. The name "Television" comes from Greek word meaning "far", and a Latin word meaning "to see", so the word "television" means "to see far".

About three-fourths of the 1 500 TV stations in the US are commercial stations. They sell advertising time to pay for their operating costs and to make profit. The rest are public stations, which are nonprofit organizations. Commercial TV stations broadcast mostly entertainment programs because they must attract larger numbers of viewers in order to sell advertising time at high prices. These programs include light dramas called situation comedies; action packed dramas about life of detectives, police officers, lawyers and doctors; shows featuring comedians, dancers and singers; movies; quiz shows; soap operas; cartoons

1. Television, also called TV, is one of our most important means of communication.
    a. Телевидение-это самое важное средство коммуникации
    b. Телевидение коротко называют ТВ
    c. Телевидение является одним из наших самых важных средств коммуникации
2. The name "Television" comes from Greek word
    a. Название "телевидение" происходит от греческого слова
    b. Название "телевидение" происходит от латинского слова
    c. Название "телевидение" происходит от итальянского слова
3. About …of the 1 500 TV stations in the US are commercial stations.
    a. three-fourths
    b. four-fifths
    c. one-third
4. They sell… time to pay for their operating costs and to make profit.
    a. advertising
    b. different goods
    c. programs
5. Commercial TV stations broadcast mostly… because they must attract larger numbers of viewers in order to sell advertising time at high prices.
    a. cartoons
    b. political programs
    c. entertainment programs

Test. Please choose the most appropriate answer for each sentence.

1. What traits should an effective manager.....?
    a. Possess
    b. Exude
    c. Portray
    d. extrol
2. Although there are different ways to manage employees, all managers seek to..... the goals that are set out by the company in advance.
    a. Allure

b. Monitor
c. Arrive
d. Achieve

3. Managers are also supposed to ..... employees' performance and behavior while on the job.
    a. Maintain
    b. Monitor
    c. Mandate
    d. Model
4. At the same time, effective managers also try to increase ..... for their companies.
    a. properties
    b. expenditures
    c. inventories
    d. profit
5. ..... management control stresses rules and regulations and closely adheres to authority factors found in the chain of command.
    a. Clan
    b. Materialistic
    c. Bureaucratic
    d. Group
6. On the other hand, ... management control is a a type of control that focuses on external factors such as the competition that exists in an industry.
    a. Material
    b. Mixed
    c. Mandated
    d. Market
7. ..... management control emphasizes employee empowerment by encouraging staff members to partake in the decision-making process.
    a. Socialist
    b. Collective
    c. Democratic
    d. Marxist
8. ..... managers are seen as father figures who pay more attention to employee morale and satisfaction.
    a. Paternalistic
    b. Individualistic
    c. Capitalistic
    d. Realistic
9. ..... management controls highlights, and it centers on teamwork and shared belief and value systems.
    a. Singular
    b. Clan
    c. Market
    d. Bureaucratic
10. If you were a manager, what kind of management control system would you .....?
    a. Employ

b. Insert
c. Inherit
d. Embibe

Business decision-making - the thought process of selecting a logical choice from the available options. When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the alternatives. For effective decision-making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.

2. What styles of business decision-making do you know? Complete the test and identify what your decision-making style is.

What's Your Decision-Making Style?

1. Your boss asks you to develop a proposal to launch a new product. You:
A. Dig up data to generate some initial ideas, talk with your colleagues and write the proposal.
B. Draft the proposal, add some supporting charts and get it to the boss as soon as possible.
C. Find your group's last product launch proposal, take a look at recent data and model the new proposal on the old one.
2. Reviewing recent sales figures, you notice a spike in a division that's been struggling. You:
A. Look up some data, run some numbers and make a couple of calls to figure out why sales are up.
B. Are suspicious about the increase.
C. Laud the division manager for turning things around.
3. You're leading the search for a new team member and must develop guidelines for evaluating candidates. You:
A. Pull the résumés of past top performers to help you define an ideal candidate profile.
B. Talk to several people you think might be interested in the job and try to understand what their profiles would look like.
C. Check the criteria previously used to fill similar positions.
4. You're evaluating options for a product redesign, and your market research is inconclusive. You:
A. Choose the option you think your management team is most likely to make work.
B. Rely on your best sense of what your customers will like.
C. Commission more market research before making a decision.
5. Your boss asks you to prepare the department budget for the coming year. You:
A. Review recent department budget trends and meet with team leaders to learn whether forecasts need to be adjusted for changing conditions.
B. Ask your team leaders to provide their budget expectations and aggregate the results.
C. Project the budget on the basis of an extensive analysis of historical trends.
Interpreting the results
If most of your answers are:
* A- You're an informed skeptic.

* B- You're a visceral decision maker.
* C- You're an unquestioning empiricist.

Bussiness letters

Task 1. Match the parts of the letter with their names

Robert Stivenson Baisy Clifford Inc 3400 Chelsey Road Houston, TX 78451	main paragraph
Faithfully yours,	salutation
R.Stivenson Export-Import Manager	closing salutation
We have seen your advertisement in the Business Weekly Journal, and we shall appreciate it if you send us more detailed description of your cameras. We would also like to know the discounts that you provide.	sender's address
Dear Sirs:	receiver's address
We are looking forward to hearing your reply.	introductory paragraph
Stenley Brothers Inc 6539, 71th Street Los Angeles, LA 84733	date
Our company specializes in distributing cameras in Italy. For your information we may add that our company was established five years ago. If your goods meet our requirements, and we receive a favourable offer, we will be able to represent your cameras in Eatsern Europe.	closing paragraph
15 March 2015	Signature (sender's information)

Task 2. Compose the letter below placing its parts in the proper order

1	Daniel Hatchette Chemistry Department
2	We write to inform you that we developed a new device at our University (Loughborough) that can identify tiny amounts of explosive particles – invisible to the naked eye. It could provide the solution to better protecting the travelling public from acts of terrorism.
3	We would be grateful to receive a prompt reply.
4	Created by Professor John Tyrer from the University's Wolfson School of Mechanical and Manufacturing Engineering, along with colleagues from the Department of Chemistry, the device is currently undergoing field trials at a number of undisclosed locations across the country.
5	Dear Dr Smith,
6	If you think our work is worth being spoken about, we would like to ask you to give us a chance to present it. We would appreciate your attention to our research.
7	In the recent issue of Chemical Review we have found information on the scientific conference New Discoveries in Science to be held in Swansea. We are looking forward to reporting our new discovery and discussing it with the scientific public.
8	13 May 2014
9	Chemistry Department Loughborough University Epinal Way, Loughborough Leicestershire LE11 3TU Telephone: +44 (0)1509 223 522 http://www.lboro.ac.uk/
10	Swansea University Singleton Park Swansea SA2 8PP Wales

Exercise 3. Look at the following excerpts from emails and write appropriate subject lines.

1 Subject: _____
Just a quick note to see if you've heard from Production about the new schedule. We need the info for tomorrow's meeting.

2 Subject: _____
Many thanks for your email. The handbook for the XL20 motor is now available online at www.hardysgardensupplies.com

3 Subject: _____
I have to change our meeting to 3 pm instead of 12/00 Sorry!

4 Subject: _____
Could you send me those staff guidelines asap? Our dept hasn't seen them yet. Thx.

5 Subject: _____
I am writing to confirm your order of 1000 coffee mugs with logo (see attached), colour 32 c.
Your order no. is 66193 F/2. Please quote this number in all future correspondence.

Task 4. Rewrite the formal email into informal email and vice versa.

Formal email	**Informal email**
1. **Dear Mr Braitwaite** **I'm writing to enquire** about the monitors you **informed** us of last month (April). **Please could you send** us a brochure and price list? **We would also appreciate a visit** from your rep in order to get more information about the products. Could you ask one of them **to contact us** please? **I look forward to your reply** **Yours sincerely** Euan Davis	
2. **Dear Carol** **Thank you for your letter of** October 13. **Unfortunately** I won't be able to attend your workshop in Stockholm. **Could you please send** me some information on future workshops planned ... **Best regards** David Burns	
	3. **Hi** **Thanks** for your email received last

	night. **Sorry** for the delay in replying. **This email is** to confirm we have reserved five single rooms for Friday October 14 and 15. **See you** in Venice. **Take care** Danielle Torri
	4. **Just a quick note** to confirm our appointment on May 11. My flight gets in about 11 a.m.. **Any chance** somebody could pick me up at the airport? I **attach** a file that I promised to send. **See you** next week. Michelle Debois

Ex. 4 Find and correct 15 mistakes in the business letter:

February 21th

Dear Alan Green

Thanks you for your letter from February 18 and for your interest in our products.
I am sorry to hear that you won't be able to attend our presentation on March but I hope we can to arrange a later date. We're planning another presentation for April 11. I attach a copy of our latest catalogue & prize list.
Contact me again if you need any more informations.
I look forward to hear from you.

Your faithfully
Paul Kominsky

A 2. Практические задания

Creating a Team Culture

Once you decide to create a team to address some organizational opportunity or problem, you're faced with a decision: What kind of team should you set up? There are three major categories of teams, including: formal, informal, and self-managed.

Formal Teams

A formal team is a team that is chartered by an organization's management and tasked to address specific issues or to achieve specific goals. Types of formal teams include:

• Task forces: These are formal teams assembled on a temporary basis to address specific problems or issues. A task force could, for example, be created by management to get to

the bottom of recent customer complaints about product quality. Task forces most often are given deadlines for addressing their problems or issues and reporting their findings back to management.

• Committees: Committees are long-term or permanent teams designed to perform an ongoing, specific organizational task. Examples include safety committees required by company liability insurance policies and employee morale committees designed to make the workplace more fun for workers.

• Command teams: Command teams combine some aspects of a regular hierarchy with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her. While employee input and suggestions are often solicited, there is no question that the manager or supervisor is in charge and that he or she will ultimately make important team decisions. Some common examples of command teams include disaster operations teams, company sales teams, and management teams.

As integral parts of the official structures of the organization in which they function, formal teams play an important role, both in facilitating communications between the different levels of the organization, and in organizing people to get things done.

Informal Teams

Casual associations of employees that spontaneously develop within an organization's formal structure are known as informal teams and some observers consider them to be more important in how work gets done than their formal team siblings. Informal teams can form and disband anytime, anyplace, and they may arise for a wide variety of reasons.

An organization might, for example, have an informal team of employees who like to play softball after work, or who have banded together to address problems with indoor air pollution at a manufacturing facility, or who have decided to organize a company trip to Las Vegas.

Informal teams are important to organizations for the following reasons:

•They foster communication among employees in different parts and at different levels of the organization. Because informal teams are not chartered by management, they are safe for employees to speak freely and without fear of negative repercussions.

• They provide a way for employees who might not usually be tapped by management to lead formal teams to practice leadership roles. While the mailroom clerk might not, for example, be management's leading candidate to lead the site selection committee for a new factory, he might very well make a bang-up captain of the company bowling team.

Self-Managed Teams

The new kid on the team block, self-managed teams hold much promise for organizations by combining the best attributes of both formal and informal teams. While self-managed teams are most often created by a manager, when given sufficient authority and autonomy, they quickly take on many of the roles that would normally be served by the organization's managers including making decisions, hiring and firing employees, creating and managing budgets, and much more.

The most effective self-managing teams are:

•Made up of people from different parts of the organization.

•Small because large groups create communication problems.

•Self-managing and empowered to act because referring decisions back up the line wastes time and often leads to poorer decisions.

•Multifunctional because that's the best—if not the only—way to keep the actual product and its essential delivery system clearly visible and foremost in everyone's mind.

1. Find in the text the following words and word combinations:

столкнуться с решением	быть ответственным за что-либо
добраться до глубины	неотъемлемая часть
результаты расследования	многофункциональный
долговременный	видимый

2. Fill in the gaps with the following words:

freely hierarchy deadlines insurance attributes

1)Task forces most often are given…. for addressing their problems or issues and reporting their findings back to management.

2) Because informal teams are not chartered by management, they are safe for employees to speak….. and without fear of negative repercussions.

3) The new kid on the team block, self-managed teams hold much promise for organizations by combining the best…..of both formal and informal teams.

4) Command teams combine some aspects of a regular….. with teams because they are comprised of a manager or supervisor and all the employees who report directly to him or her.

5) Examples include safety committees required by company liability…… policies and employee morale committees designed to make the workplace more fun for workers.

3. Answer the questions:

1) What is a task force?
2) What types of committees are there?
3) Who is in charge for a command team?
4) Why are informal teams necessary?
5) What are the features of a good self-managed team?

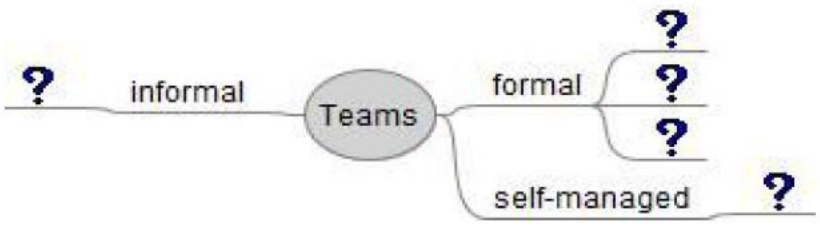
4. Match the teams and their features.

Team Team characteristics

Task forces supervisor is in charge
Committees form anytime, anyplace
Command teams on a temporary basis
Informal teams people from different parts of the organization
Self-managed teams perform an ongoing organizational task

5. Complete the mind map.

Picture 9 – Teams



6. Write out the key words of the text.

7. Make up your own mind map of the text.
8. Tell about the teams using your mind map.

Reading

1. Use a dictionary to find out the meaning of the following words and word-groups.
value, conduct, to reinforce, pressure, welfare, discretionary, shareholder, legal framework, equity, impartiality, voluntary, integrity, jeopardy, whistle-blower, to tolerate, to implement, disclosure
2. Read the following text.
3. Say what is ethics. What is the difference in the meanings of the terms „ethics and „law"? What is social responsibility?

Ethics is difficult to define in a precise way. In a general sense, ethics is the code of moral principles and values that govern the behaviours of a person or group with respect to what is right or wrong. The source of these principles and values may be tradition, religion, or reasoned judgments about what is best for the individual and society as a whole. Ethics sets standards as to what is good or bad in conduct and decision-making. An ethical issue is present in a situation when the actions of a person or organization may harm or benefit others. Business ethics is the group of rules of conduct applied specifically to business activities.

Ethics is not the same as law. Many ethical beliefs are formally reinforced by law, but many are not. In practice, ethics is expressed and felt as a combination of pressures that direct one to take or not to take certain actions. Decisions must be acceptable to many different elements of society. An ethically acceptable decision is both legally and morally acceptable to the larger community.

Social responsibility is management‘s obligation to make decisions and take actions that will contribute to the welfare and interests of society as well as to the organisation‘s. Total corporate social responsibility can be subdivided into four criteria – economic, legal, ethical, and discretionary responsibilities.

Economic responsibilities. The business institution is the basic economic unit of society. Its responsibility is to produce goods and services that society wants and to maximize profits for its owners and shareholders.

Legal responsibilities. Businesses are expected to fulfill their economic goals within the legal framework.

Ethical responsibilities. To be ethical, organization decision makers should act with equity, fairness, and impartiality, respect the rights of individuals, and provide different treatment of individuals only when relevant to the organisation‘s goals and tasks.

Discretionary responsibilities. It is purely voluntary and guided by a company‘s desire to make social contributions not mandated by economics, law, or ethics.

Because ethical standards are not codified, disagreements and dilemmas about proper behaviour often occur. An ethical dilemma arises in a situation when each alternative choice or behaviour is undesirable because of potentially harmful ethical consequences. Right or wrong cannot be clearly identified. Most ethical dilemmas involve a conflict between the individual versus the organization, or the organization versus society as a whole.

The individual who must take an ethical choice in an organization is the moral agent.

Most people believe that individuals make ethical choices because of individual integrity, which is true, but it is not the whole story. The values held in the larger organisation also shape ethical behaviour. Personal needs, family influence, and religious background all shape a manager‘s value system. Corporate culture can exert a powerful influence on behaviour in organizations. In most companies, employees believe that if they do not go along with the ethical values expressed, their jobs will be in jeopardy or they will not fit in.

Managers must take active steps to ensure that the company stays on an ethical footing. Management methods for helping organizations be more responsible include leadership by example, codes of ethics, ethical structures, and supporting whistle-blowers.

Leadership by example. The chief executive officer and senior managers must give constant leadership in renewing the ethical values of the organization.

Codes of ethics. They state the values or behaviours that are expected and those that will not be tolerated, backed up by management‘s action.

Ethical structures. They represent the various systems, positions, and programmes a company can undertake to implement ethical behaviour.

Whistle-blowing. Employee disclosure of illegal, immoral, or illegitimate practices on the employer‘s part is called whistle-blowing. Whistle-blowers must be protected if this is to be an effective ethical safeguard; otherwise, they will suffer and the company may continue its unethical or illegal activities.

Vocabulary Focus

4. a) Study the meaning of the following easily confused words.

ethics (n): the study of moral standards and how they affect conduct (takes a singular verb), and a system of moral principles governing the appropriate conduct for an individual or group (takes a plural verb)

ethical (adj.): consistent with agreed and more objectively defined principles of correct moral conduct (e.g. the conduct of doctors, lawyers, and people in business).

moral (adj.): suggests a rather subjective code of right and wrong.

morale (n): the general level of confidence or optimism felt by a person or group of people, especially as it affects discipline and willingness.

morals (n pl): principles of right and wrong as they govern standards of general or sexual behaviour.

b) Complete the following sentences with the appropriate word from the list below.

1. The whole issue of ____ is a very complex one. As we are all different and belong to different cultures and nationalities.
2. As a result of their training in a highly ____ family, the children were brought up with a strong sense of responsibility.
3. I always knew she was a person with no ____.
4. I can‘t leave her in such a deplorable situation. This is my ____ duty to give her my hand.
5. Nowadays we are witnessing a great depreciation of the standard of ____ among the people.
6. Christianity can never be reduced to a mere code of ____.
7. ____ in the modern society is at rock bottom.
8. Nowadays we observe a complete dissolution of the ____ principles by which society coheres. words for reference: ethics, ethical, moral, morale, morals

Social skills

Problem-solving

1. Study the phrases in the box. Add one expression under each heading. **Stating options**

We have a number of options.
There are several ways we could deal with this.

Balancing arguments

Let‘s look at the pros and cons…
Let‘s discuss the advantages and disadvantages.

On the one hand… On the other hand…

Changing your approach

Let‘s look at this another way.
Let‘s look at this from a different angle.

Considering less obvious options

We could try…
It might be worth…

Discussing possible effects

Let‘s think about the consequences of…
If we do this then…

Making a decision

The solution then is to…
The best way forward is to…

Stating future action

What we‘ve got to do now is…
So the next thing to do is…

Types of plans

I. Отметьте, правильны или нет следующие утверждения.

1. Corporate objectives tell us where we want to go. True/ False
2. Marketing plan tells us how to achieve our goals in terms of marketing. True/ False
3. Strategic management involves top and senior managers and not subordinates. True/ False
4. Strategic management does not use tools like the ‘product life cycle’ to plan future actions. True/ False
5. The action plan tells us what we have to do now. True/ False
6. Corporate strategy and strategic management are the same things. True/ False
7. Operations management is associated with the conversion or transformation of resources into products and services. True/ False

Planning

II. Приведите в соответствие термин (справа) и его определение (слева).

1. Процесс, нацеленный на обеспечение будущего организации и достижение определенных целей	a. objectives
2. План, который относится к функционированию организации в целом, оценку внутренних и внешних факторов и действий, необходимых для достижения	b. budget

долгосрочных целей	
3. План, разрабатываемый для конкретного подразделения организации на более короткий период времени	c. business plan
4. Конкретный краткосрочный план, нацеленный на достижение одной общей цели	d. action plan
5. План, в котором раскрывается новая сфера коммерческой деятельности или причины создания нового предприятия	e. operational plan
6. Цели и задачи, которые руководство считает необходимым выполнять	f. planning
7. Краткосрочный план для исполнителя с перечнем конкретных задач	g. tactical plan
8. План, в котором прогнозируются финансовые затраты на выполнение проекта или конкретной работы	h. strategic plan

Business strategy

III. Приведите в соответствие выбор стратегии компании (1–10)
с описанием того, что это для нее означает (a–j).

1. Acquisition	a. собрать документы и рассказать сотрудникам о положении компании и планах на будущее
2. Merger integration teams	b. разработать широкий спектр мер с целью повышения качества работы
3. Strategic alliances	c. принять стандарты ISO 9000
4. Strategic planning	d. регулярно и детально сравнивать работу отдельных подразделений в пределах одной организации с работой лучших организаций
5. Mission and value statements	e. работать систематически и планомерно, с прицелом на будущее
6. Customer satisfaction measurement	f. создать группу людей, чьей задачей будет формирование общей культуры для новой большей компании
7. Benchmarking	g. приобретать другие компании
8. Total quality management	h. создать совместное предприятие
9. Re-engineering	i. добиваться 100%-ного удовлетворения клиентов
10. A balanced scorecard	j. реструктурировать процессы внутри фирмы для повышения эффективности работы

Project management

IV. Дополните этапы менеджмента проектов (1–10) нужным словом (a–m).

The following are typical stages in project management:

1. Set	a. in progress
2. Establish	b. support
3. Appoint project leader and create	c. objectives
4. Estimate costs and provide a	d. tender
5. Put work out to	f. results
6. Discuss	g. teams
7. Negotiate with	h. budget
8. Sign	i. contracts
9. Plan and schedule	j. the work
10. Provide necessary	k. proposals
11. Monitor the work	l. definitions
12. Evaluate	m. Tendering companies

Read the text: Group dynamics

Managers need a working understanding of group dynamics because groups are the basic social building blocks of organizations. Both informal (friendship) and formal (work) groups are made up of two or more freely interacting individuals who have a common identity and purpose. After someone has been attracted to a group, cohesiveness—a "we" feelings encourages continued membership. Roles are social expectations for behavior in a specific position, whereas norms are more general standards for conduct in a given social setting. Norms are enforced because they help the group survive, clarify role expectations, protect self-images, and enhance the group's identity by emphasizing key values. Compliance with role expectations and norms is rewarded with social reinforcement; non-compliance is punished by criticism, ridicule, and ostracism. Ostracism, or rejection from the group, is figuratively the capital punishment of group dynamics. Informal groups derive much of their power over individual through the ever present threat of ostracism.

Mature groups that are characterized by mutual acceptance, encourage ment of minority opinion, and minimal emotional conflict are the product of a developmental process with identifiable stages. During the first three stages – orientation, conflict and challenge, and cohesion – power and authority problems are resolved. Groups are faced with the obstacle of uncertainty over interpersonal relations during the last three stages – delusion (members believe that all the difficult emotional problems have been solved), disillusion (the delusion of unlimited goodwill wears off, and there is a growing disenchantment with how things are turning out), and acceptance (greater personal and mutual understanding helps members adapt to situations without causing problems). Committees have a widespread reputation for inefficiency and ineffectiveness because they tend to get stalled in an early stage of group development.

Trust is a key ingredient of effective group action that is clearly evident in Japanese management but often underutilized by American managers. When work group members trust one another, there will be a more active exchange of information, more interpersonal

influence, and hence greater self-control. Managers who prefer either/or thinking, rely solely on hard data, and envision the world as basically an unsafe place foster a climate of mistrust. Political tactics such as posturing, empire building, making the boss look good, creating power and loyalty cliques, and destructive competition need to be kept in check if a healthy degree of trust is to be achieved.

Although a fairly high degree of conformity is necessary if organizations and society in general are to function properly, blind conformity is ultimately dehumanizing and destructive. Research shows that individuals have a strong tendency to bend to the will of the majority, even if the majority is clearly wrong. Cohesive decision-making groups can be victimized by groupthink when unanimity becomes more important than critically evaluating alternative courses of action.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

cohesiveness, compliance with, mutual acceptance, delusion, disillusion, interpersonal influence, envision, mistrust, loyalty, destructive, conformity, minority, obstacle

Exercise 2. Answer the questions:

1) What obstacles are groups faced with?
2) What is compliance with role expectations and norms rewarded with?
3) Why is trust a key ingredient of effective group action?
4) Why are norms enforced?

Exercise 3. Match the left part with the right:

1. Mature groups that are characterized by	a) whereas norms are more general standards for conduct in a given social setting.
2 When work group members trust one another	b) because they tend to get stalled in an early stage of group development.
3. Roles are social expectations for behavior in a specific position	c) there will be a more active exchange of information, more interpersonal influence.
4. Committees have a widespread reputation for inefficiency and ineffectiveness	d) mutual acceptance, encourage ment of minority opinion, and minimal emotional conflict.

Exercise 4. Open brackets choosing the right words:

Compliance with role expectations and norms is (stalled/rewarded) with social reinforcement; non-compliance is (punished/accepted) by criticism, ridicule, and ostracism.

Management of organization

Read the text: Organizing

Organizing is an important managerial function that translates strategy into a systematic structure of authority relationships and task responsibilities. Contingency organization design has grown in popularity as environmental complexity has increased. Organization charts are helpful visual aids for organizers. Representing the organization's structural skeleton, organization charts delineate vertical hierarchy and horizontal specialization.

The idea behind contingency design is to structure the organization to fit situational demands. Consequently, contingency advocates contend that there is no one best organizational setup for all situations. Diagnosing the degree of environmental uncertainty is an important first step in contingency design. Field studies have validated the assumption that organiza tion structure should vary according to the situation. Burns and Stalker discovered that mechanistic (rigid) organizations are effective when the environment is relatively stable and that organic (flexible) organizations are best when unstable conditions prevail. Lawrence and Lorsch found that differentiation (division of labor) and integration (cooperation among specialists) increased in successful organizations as environmental complexity increased.

There are four basic departmentalization formats, each with its own combination of advantages and disadvantages. Functional departmentalization is the most common approach. The others are product-service, geographic location, and customer departmentalization. In actual practice, these pure types of departmentalization usually are combined.

Design variables available to organizers are span of control (the number of people who report directly to a manager), decentralization, line and staff, and matrix. As organizers have come to realize that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has become obsolete. Decentralization, the delegation of decision authority to lower-level managers, has been praised as being democratic and criticized for reducing top management's control. Strategic business foster a high degree of decentralization. Line and staff organization helps balance specialization and unity of command. Functional authority serves to make staff organization more organic by giving staff specialists temporary and limited line authority. Matrix organizations are highly organic because they combine vertical and horizontal lines of authority to achieve coordinated control over complex projects.

Delegation of authority, although generally resisted for a variety of reasons, is crucial to decentralization. Effective delegation permit managers to tackle higher-priority duties while helping train and develop lower-level managers. Although delegation varies in degree, it never means abdicating primary responsibility.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

environmental complexity, contingency, relationships, responsibilities, advantage, differentiation, temporary, staff, rigid, flexible, authority, stable

Exercise 2. Answer the questions:
1) Why is organizing an important managerial function?
2) What is the idea behind contingency design?
3) What did Burns and Stalker discover?
4) What are design variables available to organizers?

Exercise 3. Match the left part with the right:

1. Decentralization, the delegation of decision authority to lower-level managers, has been praised	a) as environmental complexity has increased.
2. Contingency organization design has grown in popularity	b) by giving staff specialists temporary and limited line authority
3. Functional authority serves to make staff organization more organic	c) each with its own combination of advantages and disadvantages.
4. There are four basic departmentalization formats,	d) as being democratic and criticized for reducing top management's control.

Exercise 4. Open brackets choosing the right words:

As organizers have come to (deny/realize) that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has (become/combined) obsolete.

The speaking module

III. Speaking Exercises:

Exercise 1. Describe **organization charts; contingency design**, **decentralization, matrix organization, line and staff organization** using the suggested words as in example:

organization charts
helpful, structural, horizontal, hierarchy, visual, skeleton, structural, delineate
example:
Organization charts are helpful visual aids for organizers. Representing the organization's structural skeleton, organization charts delineate vertical hierarchy and horizontal specialization.

contingency design
demands, situations, uncertainty, to fit, setup, situational, all, environmental

decentralization
democratic, reducing, authority, delegation, praised, lower-level managers, control

matrix organization
organic, achieve, authority, horizontal, coordinated, combine, vertical, projects, because

line and staff organization
balance, command, functional, temporary, line, by giving, unity, staff, serves

Exercise 2. Ask questions to the given answers:

1) Question:

Answer: There are four basic departmentalization formats, each with its own combination of advantages and disadvantages.

2) Question:

Answer: Strategic business foster a high degree of decentralization.

3) Question:

Answer: Diagnosing the degree of environmental uncertainty is an important first step in contingency design.

The writing module

III. Writing exercises:

Exercise 1. Complete the sentences with the suggested words: step, advocates, uncertainty,

fit, should

The idea behind contingency design is to structure the organization to _____ situational demands. Consequently, contingency _____ contend that there is no one best organizational setup for all situations. Diagnosing the degree of environmental _____ is an important first _____ in contingency design. Field studies have validated the assumption that organiza tion structure _____ vary according to the situation.

Exercise 2**.** Compose a story on one of the topics (up to 100 words):

" Organizing is an important managerial function"

"Basic departmentalization formats"

" Design variables available to organizers"

Match terms 1- 10 with definitions a- j:

1. *A decision/an objective* is something that a decision maker seeks to accomplish or to obtain by means of his decision.
2. *Pilot testing/situational analysis* may prevent costly mistakes. It is a trial run of procedures and instruments that you plan to use.
3. A thinker who focuses on the problem as stated and tries to synthesize information and knowledge to achieve a solution is a *problem seeker/problem solver*.
4. With the *problem avoider/problem solver*, his or her goal is to maintain the status quo. This person is actually a fearful, doubtful thinker and worries that any changes made could lead to a mistake.

5. *Systems thinking/linear thinking* is a contemporary and modern approach to problem-solving that assumes that problems are complex and related to a situation.
6. *Brainstorming/strategic analysis* is a process for generating creative ideas and solutions through intensive group discussions.
7. Managerial decisions made when the potential results of the decisions and the probabilities of occurrence of the results are not known are made under *conditions of uncertainty/conditions of risk.*
8. *Linear thinking/situational analysis* isa simplistic approach to problem-solving that assumes that each problem has a single solution.

Fill in the gaps.

1. **L__o__** is the organization that acquires knowledge and innovates fast enough to survive and thrive in a rapidly changing environment. It creates a culture that encourages and supports continuous employee learning, critical thinking, and risk taking with new ideas, allow mistakes, and value employee contributions.

2. A series of interrelated sequential steps that a decision maker can use to respond to a structured program is known as **p__**.

3. **P__s__** provide the employee with specific performance expectations for each major duty. They are the observable behaviors and actions, which explain how the job is to be done, plus the results that are expected for satisfactory job performance.

4. **D__ -m__p__** is the sequence of events taken by management to solve managerial problems, a systematic process that follows a sequence of problem identification, alternative solution generation, consequences analysis, solution selection and implementation, evaluation, and feedback.

5. The process by which an organization deals with a major event that threatens to harm the organization, its stakeholders, or the general public is **c__ m__.**

6. It means literally a "cut" between past and future, the creation of a new direction within the emerging historical pattern. A **d__** is made creative through the freedom which uncertainty provides.

7. **C__**isa condition in which a decision maker can make accurate decisions because the outcome of every alternative is known.

8. **C__** are labels or categories, or selected properties of objects. It is a word or group of words that summarizes or classifies certain facts, events or ideas into one category.

Make up short texts using the words given.

1. Policy, unstructured problems, non-programmed decisions, linear thinking, conditions of uncertainty, risk, objective.	2. Decision-making, strategic thinking, problem-solver, performance standard, intuitive decision, pilot testing.

3. Rational decision making, programmed decision, situational analysis, problem-avoider, learning organization.	4. Bounded rationality, systems thinking, decision theory, operational decision, decision mode.

Reading 1

a. Read the text and answer the following questions:

1. What is short-term decision-making? What is long-term decision-making?
2. What are “playing not to lose” and “playing to win” concepts about?
3. Do you agree with the author that you can be successful in any economic environment?
4. Which recommendation in the text do you think is the most valuable one? Why?

Sound Decision Making is Vital to Success

"Just because you can, doesn't mean you should." This phrase and philosophy is always front of mind when we're in strategic discussions or simply evaluating initiatives at Noodles & Company. I've found it a powerful and important guidepost for both short-term and long-term decision making, especially in today's competitive and challenging environment. Sometimes, having the courage and discipline to say, "No, this won't work for us," or, "Despite the pressure, we're not going to do what everyone is doing," is ultimately the best decision for the brand.

In today's environment of extreme competition for guests, talent and capital, it is imperative for our leadership teams to have the vision to improve the present, while investing in and evolving the future. Our discussions and decisions can propel a successful brand into an enduring one, turn a struggling brand around, or potentially waste significant resources and time, leading to the decline of a concept. That's why the discipline around decision making and where to invest your resources is vital.

The good news is that the restaurant and retail industry does appear to be slowly recovering from the challenging years that have been crushing for so many. However, many concepts have been "playing not to lose" rather than "playing to win" in order to preserve cash, remain stable and ride out the recession. I would argue that you can be successful whatever the economic environment. In the past seven years, we've been fortunate to have tripled in size to nearly 300 restaurants, enjoyed positive same-store sales throughout the recession, and have created meaningful value for our team members and investors.

As you plot the course for future success, consider the following practices we've implemented in our decision-making process to help our management team continue to create positive momentum, regardless of the economic climate.

Be brutally honest with yourself. What has been successful? What isn't working? More importantly, was it a bad idea or simply too hard to execute? Are you making your business more efficient or more complicated? Are your innovations easy for

your operators and your guests to understand? Are you implementing changes that excite your team members and your guests? Are you setting the trends, or are you chasing trends in an attempt to seem current?

Get in the heads and hearts of your guests. Determine your core guests, their needs, your ability to meet their needs and opportunities to differentiate yourself from other brands competing for those same meal occasions. For every initiative and idea, consider how you can appeal to your current guests and create compelling reasons for them to visit more often, without risking losing them as you strive to appeal to new or infrequent guests. Ultimately, are you just doing something "because you can," or is it something your guests truly want?

Give risk a bear hug.I like to know where the fence line of risk is and lean right up against it. In order to prioritize what activities to fund, you must understand and establish your risk tolerance. Not all initiatives are created equal - their impacts vary significantly. Things to consider include: the economy, consumers, your brand, your team, timing and competition.

Protect your core. You have to know where you've been to figure out where you are going. We all understand that a smart strategy is necessary, but it can be difficult to have the discipline to say "no" to a flashy trend. Are you remaining true to your brand and your guests, or are you trying to be all things to everyone? Remember, bold ideas take clear, passionate vision.

Know when to move on. The restaurant industry is humbling - your big innovative idea may not be as relevant to your guests as you'd hoped. Worse, your guests may not be willing to give you credit for the idea. No question, it is very disappointing to fail at something you believed in and supported. However, it is far worse to waste valuable resources that you could be utilizing elsewhere. Know when to change course and to take what you've learned about your guests and your teams and apply it to future opportunities.

One last point: It's important to remember that the data, trends and information you gather are just one part of the process. Data represents factual information at a point in time, current or historical, but you must have a vision to propel you into the future. That involves greater risk and the unknown, so you'll need fervent belief from an aligned leadership team in order to create the new reality you're seeking.

Reading. Collaborative Business Intelligence: Socializing Team-Based Decision Making

a. Read the text to answer the following questions:

1. Why is decision making sometimes dysfunctional?
2. Why innovative decisions are made mostly by teams, not individuals?
3. Do you think decision making should be innovative nowadays? Why?
4. What does it take to make an innovative decision?
5. What informal information can be lost during decision-making process?

6. How can this lost informal information influence the decision-making process?

For many of us, making decisions is a challenge; for others, it can be torture. Despite nearly half a century of work in decision support and business intelligence, many businesses' decisions look vaguely dysfunctional.

If we examine how most organizations really make important and innovative decisions, we see that most are made by teams (permanent or transitory) of people rather than by individuals. It's high time we designed an effective approach to true decision-making support-what we might call innovative team-based decision making.

In the mid-1990s, Gartner analyst Howard Dresner popularized the term business intelligence (BI), words that suggest deep thought and extensive, rational decision making. However, what we get from vendors and IT is closer to what we used to call a decision support system (DSS). Dan Power (2007) identifies five classes of DSS, within which BI fits mainly as a data-driven and, to a lesser extent, model-driven DSS. The actual focus of BI tools is on the collection, analysis, and presentation of largely numerical, mostly internal information to individual decision makers. The assumption is that having provided enough "good" information, IT can stand back and watch the business make "better" decisions.

This is only occasionally true. In recent years, much of the focus has turned to operational BI and big data - making ever-faster, smaller decisions based on ever-larger data sets. Yes, the world of business is spinning ever faster and daily decision making has to keep pace, but the type of change we're experiencing now is revolutionary. The social and economic fabric of our world is being torn apart and remade in constant and repeated seismic events. Sovereign debt ratings of formerly unassailable AAA countries are being downgraded. Previously blue-chip businesses in every industry have fallen as new kids on the block charm Wall Street.

Decision making needs to be fast and it absolutely must be innovative - in a different league from what we've done before. Such decision making is a team effort, especially for decisions that require or produce innovation. The truth is that such innovative decision making has little to do with the explicit, largely numeric data we've focused on for over 20 years.

Those of us who have worked in large enterprises have seen sufficient evidence to conclude that many decisions have a rather shaky relationship with facts and business intelligence, and limited relevance even to stated business goals. How many successful decisions have been declared as based on "gut feel" and unsuccessful ones blamed on "lack of reliable information"? How often have we seen political expedience override a strongly argued rationale? Then there's the directive to "just take one more look at the figures" when the numbers contradict the group wisdom of the boardroom.

What are we missing? Our longtime focus on BI is blinding us to the fact that the most effective and productive path from information to innovation is through interaction. A few ideas do pop into our heads out of nowhere, but most of our best ideas - useful, productive ideas that can be implemented - are born from interaction with peers, colleagues, and even managers.

The human mind is ultimately a social construct, which leads us directly to social networking and Web 2.0, which represents the evolving democratization of the

Internet. Creativity has been open sourced. Centralized control has given way to geographically separated cooperation. Social media (such as Twitter and Facebook) allow people to openly share their observations and opinions and expose themselves to feedback. The Web has sparked our innovation, helped us cooperate, and put the focus on teams.

Besides the people on the team, we note that in order to function, the team needs (1) information artifacts that are used, shared, and created by the members and (2) a web of interactions between the members. It's the way it works today, and it's also the way it doesn't quite work - we lose so much of importance that goes on within the work of the team, such as:

· Context. The business environment and background to the decision, the team members involved, and initiating and closing actions.

· Interactions. All informal communication among team members and with external parties, including meetings (face-to-face and electronic), telephone calls, instant messages, tweets, and even e-mail, if not stored centrally.

· History. The performance of team members, the unfolding of thought processes leading to options considered and discarded, the timing of events and when information was requested/received, and a formal record of how innovation occurred.

· Consequences. Closing the loop between expectations set in the decision and what actually happened in the real world.

A typical example is a team brought together to investigate and plan the CEO's vision of a new process. Its members come from across the business and from IT, bringing their skills and knowledge of process and information needs, approaches, and tools. After the CEO briefs the team, members begin to gather documentation on their PCs or even in a content store or team room tool. As the project progresses, the team interacts with one another, using and creating further information.

When a new team member comes on board, the only information about what has occurred so far is what exists in the team's formal documents. Knowledge about previously discarded options exists only in the heads of the original team members, and the new team member wastes time and energy exploring invalid options. Eventually, the team concludes on a new strategy and plan for the process, and presents it to the CEO, who is only partially satisfied. Some information had been lost - the only record of the CEO's briefing is in the participants' handwritten notes, which are inconsistent and incomplete. The team returns to work suitably chastened.

The lost information and undocumented work points clearly to a need for some mechanism to formalize the team's process and progress.

b. Explain the following concepts in English and translate them:

1. business intelligence (BI)	2. blue-chip business
3. decision support	4. Web 2.0
5. AAA countries	6. rationale

c. Find phrases in the text that mean the same:

1. The most important part of a period
2. To move as fast as someone else

3. To be much better than someone else
4. Historically important objects

Top 10 Business Plan Mistakes

1. What can you do to avoid or to correct language mistakes in your business plan?
2. What style should be your business plan?
3. What are the best means to present your business plan effectively?
4. What sections should be there in a business plan?
5. How should one write a business plan if he/she doesn't want to reveal confidential information?
6. What can you include in the appendix of a business plan?
7. To what extent are assumptions acceptable in a business plan? Why?
8. Why are risks inevitable in any business? How should risks be presented in a business plan?
9. How can a business compete directly and indirectly?
10. What definite information should be included in a business plan?

When it comes to creating a business plan that attracts investors, these tips will help you get it right the first time.

Every business should have a business plan. Unfortunately, despite the fact that many of the underlying businesses are viable, the vast majority of plans are hardly worth the paper they're printed on. Most "bad" business plans share one or more of the following problems:

1. __Spelling, punctuation, grammar and style are all important when it comes to getting your business plan down on paper. Although investors don't expect to be investing in a company run by English majors, they are looking for clues about the underlying business and its leaders when they're perusing a plan. When they see one with spelling, punctuation and grammar errors, they immediately wonder what else is wrong with the business. But since there's no shortage of people looking for capital, they don't wonder for long--they just move on to the next plan.

Before you show your plan to a single investor or banker, go through every line of the plan with a fine-tooth comb. Run your spell check--which should catch spelling and punctuation errors, and have someone you know with strong "English teacher" skills review it for grammar problems.

Style is subtler, but it's equally important. Different entrepreneurs write in different styles. If your style is "confident," "crisp," "clean," "authoritative" or "formal," you'll rarely have problems. If, however, your style is "arrogant," "sloppy," "folksy," "turgid" or "smarmy," you may turn off potential investors, although it's a fact that different styles appeal to different investors. No matter what style you choose for your business plan, be sure it's consistent throughout the plan, and that it fits your intended audience and your business. For instance, I once met a conservative Midwest banker who funded an Indian-Japanese fusion restaurant partly because the plan was--like the restaurant concept--upbeat, trendy and unconventional.

2. __Once your writing's perfect, the presentation has to match. Nothing peeves investors more than inconsistent margins, missing page numbers, charts without

labels or with incorrect units, tables without headings, technical terminology without definitions or a missing table of contents. Have someone else proofread your plan before you show it to an investor, banker or venture capitalist. Remember that while you'll undoubtedly spend months working on your plan, most investors won't give it more than 10 minutes before they make an initial decision about it. So if they start paging through your plan and can't find the section on "Management," they may decide to move on to the next, more organized plan in the stack.

3. __ Every business has customers, products and services, operations, marketing and sales, a management team, and competitors. At an absolute minimum, your plan must cover all these areas. A complete plan should also include a discussion of the industry, particularly industry trends, such as if the market is growing or shrinking. Finally, your plan should include detailed financial projections--monthly cash flow and income statements, as well as annual balance sheets--going out at least three years.

4. __A business plan is not a novel, a poem or a cryptogram. If a reasonably intelligent person with a high school education can't understand your plan, then you need to rewrite it. If you're trying to keep the information vague because your business involves highly confidential material, processes or technologies, then show people your executive summary first (which should never contain any proprietary information). Then, if they're interested in learning more about the business, have them sign noncompete and nondisclosure agreements before showing them the entire plan. [Be forewarned, however: Many venture capitalists and investors will *not* sign these agreements since they want to minimize their legal fees and have no interest in competing with you in any case.]

5. __ Do not get bogged down in technical details! This is especially common with technology-based startups. Keep the technical details to a minimum in the main plan--if you want to include them, do so elsewhere, say, in an appendix. One way to do this is to break your plan into three parts: a two- to three-page executive summary, a 10- to 20-page business plan and an appendix that includes as many pages as needed to make it clear that you know what you're doing. This way, anyone reading the plan can get the amount of detail he or she wants.

6. __ By their very nature, business plans are full of assumptions. The most important assumption, of course, is that your business will succeed! The best business plans highlight critical assumptions and provide some sort of rationalization for them. The worst business plans bury assumptions throughout the plan so no one can tell where the assumptions end and the facts begin. Market size, acceptable pricing, customer purchasing behavior, time to commercialization--these all involve assumptions. Wherever possible, make sure you check your assumptions against benchmarks from the same industry, a similar industry or some other acceptable standard. Tie your assumptions to facts.

A simple example of this would be the real estate section of your plan. Every company eventually needs some sort of real estate, whether it's office space, industrial space or retail space. You should research the locations and costs for real estate in your area, and make a careful estimate of how much space you'll actually need before presenting your plan to any investors or lenders.

7. __ Just as it's important to tie your assumptions to facts, it's equally important to make sure your facts are, well, facts. Learn everything you can about your business and your industry--customer purchasing habits, motivations and fears; competitor positioning, size and market share; and overall market trends. You don't want to get bogged down by the facts, but you should have some numbers, charts and statistics to back up any assumptions or projections you make. Well-prepared investors will check your numbers against industry data or third party studies--if your numbers don't jibe with their numbers, your plan probably won't get funded.

8. __ Any sensible investor understands there's really no such thing as a "no risk" business. There are always risks. You must understand them before presenting your plan to investors or lenders. Since a business plan is more of a marketing tool than anything else, I'd recommend minimizing the discussion of risks in your plan. If you do mention any risks, be sure to emphasize how you'll minimize or mitigate them. And be well prepared for questions about risks in later discussions with investors.

9. __ It's absolutely amazing how many potential business owners include this statement in their business plans: "We have no competition."

If that's what you think, you couldn't be further from the truth. Every successful business has competitors, both direct and indirect. You should plan for stiff competition from the beginning. If you can't find any direct competitors today, try to imagine how the marketplace might look once you're successful. Identify ways you can compete, and accentuate your competitive advantages in the business plan.

10. __A good business plan presents an overview of the business--now, in the short term, and in the long term. However, it doesn't just describe what the business looks like at each of those stages; it also describes how you'll get from one stage to the next. In other words, the plan provides a "roadmap" for the business, a roadmap that should be as specific as possible. It should contain definite milestones--major targets that have real meaning for your business. For instance, reasonable milestones might be "signing the 100th client" or "producing 10,000 units of product." The business plan should also outline all the major steps you need to complete to reach each milestone.

Writing a business plan is hard work--many people spend a year or more writing their plan. In the early, drafting stages, business plan software can be very helpful. But the hard part is developing a coherent picture of the business that makes sense, is appealing to others and provides a reasonable road map for the future. Your products, services, business model, customers, marketing and sales plan, internal operations, management team and financial projections must all tie together seamlessly. If they don't, you may not ever get your business off the ground.

b. Match headings with the paragraphs:

a) You claim there's no risk involved in your new venture.
b) You claim you have no competition.
c) The plan is too detailed.
d) The plan is incomplete.
e) The plan presentation is sloppy.
f) The business plan is really no plan at all.
g) The plan makes unfounded or unrealistic assumptions.
h) The plan is too vague.

i) The plan includes inadequate research.
j) The plan is poorly written.

Marketing: The all Important Tool for a Successful Business

You may have a good product or service that you believe is essential and marketable, yet customers will not exactly beat a path to your door. You still have to sell it to them and at a profit. Customers won't begrudge you a profit, if you give them what they need, when they need it, with quality always a priority - and that's marketing.

Marketing is the crucial area which will decide the fate of your business, big or small. Success of a business will largely depend on effective marketing. Small businesses may have some advantages over the larger ones, being able to move quickly, change course more easily and offer better personalized services at less cost. Successful marketing consists of nine basic areas.

1. __

Research and identify the potential of your product or service in relation to the market. The composition and size of the marketplace and your proposed share will form the base. You should analyze your potential customers and competitors and anticipate their reactions to your business coming on the scene. Also important is the state of your market, whether it is new and growing; has reached maturity with little room for expansion; or it has reached saturation point and is on the decline.

1. __

Marketing can take the form of:

Direct Selling - will give you complete control, immediate feedback, quick response and higher profits. The negative aspects will be the need to arrange for delivery, product return costs, advertising and sales promotion costs. Also, it will call for a maximum effort from you.

Distributors - a distributor will stock your products, and also others, and sell to retailers and end-users. You will carry less inventory, sales will be in bulk, while the negatives will be lower profit margins, possible irregular feedback and could lead to problems in production scheduling.

Agents - agents will sell your products for a commission to be paid after a sale, with the advantages to you being lesser costs for reaching markets, larger sales through intimate knowledge and their contacts in the market. Disadvantages will be little loyalty, shared attention and difficulty in planning inventory.

Retailers - Probably the most common way for goods to reach the retailers is through wholesalers or distributors. Advantages will be good access to customers, a sound knowledge of the markets, effective presentation, and quick introduction to the marketplace, through advertising and sales promotion. Negatives would be shared attention, possible higher product returns, little control over pricing and difficulty in forecasting demand.

Strategic Alliances - This is a general term to include joint ventures, joint production or marketing agreements. It works on the basis of your forming an alliance with a company that is already well-established and also strong in an area where you are weak. You share the profits, ownership, a good share of the market and so on. Risks also have to be shared, as well as the advantages.

Franchising - Licensing or other forms of agreements where others are given the right to market your products or services. Advantages are rapid expansion, receipt of a substantial fee and possible royalties and commissions, promotion and recognition of your products in the marketplace. Disadvantages will be to guarantee an established market, cost of providing training, site selection, ensuring constant product quality and so on.

1. __

It is important to establish an effective price structure based on a sound pricing policy. Keep in mind the four different phases: manufacturing, distribution, retailing and direct sales to customers. The price structures will have to take into account: the prime cost, overheads, margins, markup, sales taxes and so on. If you plan to export, a completely different price structure has to be worked out, which could generally be: prime cost or ex- factory cost plus a percentage margin. In Canada, a new costing method called the 'Profit Velocity' is being adopted to maximize profits.

1. __

A very important aspect of successful marketing is conducting consumer research and analysis, periodically. This will reveal the features of your product or service, the problems or defects and the actual acceptance level of your products in the marketplace. With this information, you could decide whether to improve or expand your current lines, to introduce new ones, or change your strategy. Independent surveys and your direct contact with customers may well surprise you with their feedback.

1. __

You may have a good product or service but you still have to inform the marketplace about it. You also have to compete with other businesses already on the scene. Depending on your budget some of the promotional tools you could use would be: television, newspapers, magazines, flyers, bill-boards, presentations, websites, networking and a host of others.

1. __

All businesses need **objectives** and sales targets to keep your business on track. Your **projected** sales **forecasts** and your **actual** performance will show you the degree of **success** of your marketing efforts. The **overall** picture may look good but you must **break it down** into different **categories** such as: direct sales, distribution sales, agent's sales, retail sales. Break the dollar values into regions, stores, **outlets** and products, and then an overall picture will appear. **Further analysis** will tell you the strengths and weaknesses and enable you take corrective action where necessary.

1. __

Your marketing strategy is the key for successful marketing. Your business plan would have included a sound marketing strategy. When compared to the actual performance, you can see how well your planned strategy has worked. The cash flow 'liquidity' will also be an indication whether your marketing plan needs change.

1. __

Budgets are schedules showing anticipated incomes and expenditures over a given period of time. They become an important and integral part of your business plan. A sound marketing budget must include detailed projections of incomes and

expenditures by product categories, among others, projected over short and long periods of time. Projected costs should include: selling, distribution, promotion, discounts, provisions for returns, taxes, commissions and, importantly, a contingency factor.

1. __

All good business plans will contain a contingency plan for the marketing area also. Markets are sometimes unpredictable and, especially during unstable economic times, a sound flexible contingency plan is an essential part of any business. Your plan could be based on a short term and a long term basis and your initial research and the subsequent constant surveys will help and guide you to do this.

Marketing is a very exciting and challenging area of activity in any type of business or service. An initial detailed research carried out will be the guidelines to work out a base from which to form a marketing plan, and a sound understanding of the information available with diligent analysis, coupled with your initiative and innovative thinking, will be the key to successful marketing.

b. Fill in the gaps in the text with subheadings and take notes of main ideas:

c. Match words to make collocations consulting the text. Translate the phrases.

1. personalized	1. presentation
2. essential	1. company
3. saturation	1. service
4. direct	1. control
5. complete	1. knowledge
6. immediate	1. selling
7. quick	1. product
8. sound	1. feedback
9. effective	1. point
10. well-established	1. response

D. Fill in the gaps with prepositions consulting the text and make your own sentences with the phrases.

1. To sell __ a profit
2. To have advantages __ competitors
3. To offer personalized services __ less cost
4. To arrange __delivery
5. To have sales __ bulk
6. To sell a product __ a commission.
7. To compete __ other businesses
8. To keep business __ track
9. A key __ successful marketing
10. A diligent analysis coupled __ initiative

e. Define the terms in English:

1. personalized services	2. expansion
3. saturation point	4. direct selling
5. sales promotion	6. profit margin
7. wholesaler	8. distributor
9. retailer	10. joint venture
11. royalty	12. margin
13. liquidity	14. contingency factor

F. Translate the underlined sentences.

G. Give synonyms to the words in bold in the paragraph "Positive objectives".

Speaking

Logo creation

Make a list of easily identifiable logos (at least 3), which stand as recognizable symbols of a company, print these logos, make cards with them and bring the cards to class. Sswap cards with your group mates. Select one card and reinvent the logo shown. Present a newly designed logo /corporate emblem and describe its strengths.

Advertisement audience portfolio creation

Find and cut out 3 advertisements, bring them to class. Discuss all prepared advertisements with your group mates, try to determine the age, gender and any other features of an audience the advertisement is targeted at and give reasons for your ideas.

Marketing campaign

Design a marketing campaign. In class choose a product/business to design a marketing campaign. Form several teams. Each team prepares a presentation, which includes information about a developed logo, packaging, print ads, and television or radio ads for this product/service and how to make people buy this product/ use this service. Then each team gives a presentation in class, while the remaining students act as executives in charge of selecting a marketing scheme and ask presenters additional questions.

A2. Вопросы для обсуждения

Коррективный курс

1. Can you just introduce yourself to other guests?
2. Are you looking for anything in particular?
3. Is there anyone who can get me a glass of water?
4. Is there anything else I can help you with?
5. Did you attend the seminar?
6. Can you spell words?
7. Can you do something about this?
8. Are you still eating that chocolate?
9. Can you take our orders now?

10. Do you serve meals?
11. Is there anything I can get for you?
12. Did you save the time?
13. Do you stock any fashion magazine?
14. Are you a sober (serious and calm) driver?
15. Can we talk?
16. Did you say anything to my friend?
17. Are you just going to stand there whole day?
18. Do you require a security deposit?
19. Did you see any lion?
20. Is there any restaurant available?

Перечень контрольных вопросов по теме «What is management?»

Discuss the following questions.

1. Planning is looking ahead, and control is looking back‖. Comment.
2. If planning involves a rational approach to selected goals, how can goals or objectives be a type of plan?
3. Since people must occupy organization positions, and since an effective organization depends on people, it is often said that the best organization arises when a manager hires good people and lets them do a job in their own way. Comment.
4. List and evaluate external factors affecting staffing. Which ones are most critical today? Explain.
5. The "assessment center" is a technique for selecting and promoting1 managers. The candidates take various psychological tests, engage in management games, participate in a leaderless group discussion of some problem and are observed by their evaluators who also interview them from time to time.
6. Would you like to participate in such a center? Why, or why not?
7. Performing the function of evaluating, how would you measure the productivity of managers and other knowledge workers?

Задание 2. Перечень контрольных вопросов по теме «The Requirements for the managers»

1. What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught?
2. What do you think makes a good manager? Which four of the following qualities do you think are the most important?
   A. being decisive: able to make quick decisions
   B. being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on
   C. being friendly and sociable
   D. being able to communicate with people
   E. being logical, rational and analytical
   F. being able to motivate and inspire and lead people

G. being authoritative: able to give orders
H. being competent: knowing one's job perfectly, as well as the work of one's subordinates
I. being persuasive: able to convince people to do things
J. having good ideas
K. being highly educated and knowing a lot about the world
L. being prepared to work 50 to 60 hours a week
M. wanting to make a lot of money

3. Are there any qualities that you think should be added to this list?
4. Which of these qualities can be acquired? Which must you be born with?

Задание 3. Перечень контрольных вопросов по теме «Time management and planning»

1. What values do the cultures of Northern Europe and the USA attach to time management? What aspects are cultures in the Middle East and Latin America focused on regarding time management and business relationships? Which style of time management do you prefer?
2. What aspects of culture should Europeans be aware of when dealing with Japanese or South Korean businesses?
3. What does the term **time management** mean? Why is it a key element of managerial success today? Prove your opinion.
4. What is the starting point for time allocation? What does your time cost the organization? Why do you think so?
5. Are establishing goals and setting priorities the basic items of time management? Why do you think so? Arrange the items on the list in order of their importance and then try to divide them into specific tasks in accordance with the following situation: Imaging, you are the project manager (superintendent) and you may see 4 goals and priorities within your project: **information, money, time,** and **scope of work**. Let it be a long-term project.
6. What do you think about the principle of tasks or authorities delegation to your subordinate? Is it a key question of time management?
7. Why should we do most important work when most alert. In what part of your working time do you prefer to develop highpriority items? Does your mentally alert influence on your efficiency?
8. Why should you group activities together? Do you set aside a period of time to read all your mail and answer all your phone calls or not? Does this help you make the most efficient use of your time? Comment your opinion, please.

Задание 4. Перечень контрольных вопросов по теме «Management of organization»

1. What is management?
2. Which factors constitute managerial work?
3. Which resources does a company usually possess? Who makes decisions about these resources?

4. Does hierarchy influence the functions that managers perform?
5. What are the main levels of management?
6. What titles do managers at each level bear?
7. What is the essence of conceptual skills of a manager?
8. Which managerial skills are the most significant?

Задание 5. Перечень вопросов по теме для устного обсуждения по теме «MANAGERS. JOB DESCRIPTION/THE REQUIREMENTS FOR THE MANAGERS»

DISCUSSION QUESTIONS

1. Working with a partner, read the following statements and underline the key words that describe the qualities of an entrepreneur.

2. There are two things that entrepreneurs have that others do not. One is a kind of visionary imagination to spot a commercial opportunity where others simply do not see it. And the Second is the ability to persevere in the face of skepticism or criticism even the fear of failure.

George Smith, Harvard University
3. Entrepreneurs perform the function of creative destruction. They rethink conventional assumptions and discard those that no longer apply. They reform or revolutionize the pattern of production by exploiting an invention or an untried technological possibility for production, by opening up a new source of supply for materials or a new outlet for products, by reorganizing industry.

Joseph Schunipeter, Harvard University
4. Drawing upon some of the key words and phrases used above to describe entrepreneurs, write a definition of an entrepreneur with your partner. Share this definition, with the whole class.

Задание 6. Перечень контрольных вопросов по теме «Time management and planning»

1. What does the term **decision making** in narrow and broader senses mean? List the steps in the decision making process, and describe each of them.
2. What was the main idea of Sipco managerial decision in order to boost the productivity of the company? What was the effect of such decision?
3. Describe the process of team decision making? What are the advantages of such method? Does the team decision influence on the final decision quality or not?
4. What does the term **risk** mean? Differentiate between speculative and pure risk.
5. Identify and give an example of each of the four methods of dealing with risk. Can a company avoiding a risk be a winner in the marketplace?

Задание 7. Перечень вопросов по теме для устного обсуждения по теме «Teamwork»

1. Give us example when you were part of a team. What was your role in the teamwork? How did you contribute to this task group? How often did you interact with other team members?
2. Have you ever had an experience where there were issues or strong disagreement among the team members? What did you do?
3. Have you ever been a project leader in a team? How did you handle/face issues?
4. Have you been a team leader? Describe your role as a team leader. Tell us about the challenges you faced in trying to resolve issues among team members. What could you have done to be more effective?

Задание 8. Перечень контрольных вопросов по теме:

1. What is leadership?
2. According to the text, are leaders born or made?
3. Which factors make a good leader?
4. Which personal traits are essential for an effective leader?
5. What does it mean "to have social and emotional maturity"?
6. Which styles of leadership are mentioned in the text?
7. Which style is the best one?
8. Different business situations call for different management styles. Which kinds of situations need to be tightly managed and which loosely managed?

Задание 9. Перечень контрольных вопросов по теме «Marketing»

1. What is marketing about?
2. What makes customers buy a certain product?
3. What business areas should you research for successful marketing?
4. What kinds of costs are there in marketing? Which costs are projected?
5. What is the function of distributors in marketing?
6. How is price formed? What are the phases in pricing policies?
7. Why are contingency plans necessary in marketing?
8. What are the common promotional tools in marketing?

Задание 10. Перечень контрольных вопросов по теме “Types of management”

1. During which management phase are overall organizational objectives established?
2. What personal qualities do you think good managers should have?
3. Which of the four management functions do you think is the most important? Why?
4. Why are interpersonal skills essential for effective management?
5. Why is staffing considered an ongoing managerial duty?
6. What major risks do businesses face in today’s fast-changing world?

7. Give an example of a well-known company that managed/didn't manage to handle risk. Mention the type of risks.

Задание 11. Перечень контрольных вопросов по теме "Administration"

1. Who is a public administrator?
2. What are the responsibilities of the government?
3. What are the purposes of public administration?
4. Why are there so many definitions of public administration?
5. From your point of view, is public administration a science or an art? Why?
6. What are the functions of public administration?
7. What are the drawbacks of the traditional view of public administration?
8. What is the modern view on public administration?
9. What are the elements of public administration?

Задание 12. Перечень контрольных вопросов по теме "Supply Chain Management"

Read the following statements and answer the questions.

1. If your company makes a product from parts purchased from suppliers, and those products are sold to customers, then you have a supply chain.

· What is a supply chain?

· What does the complexity of the supply chain depend on?

2. A simple supply chain is made up of several elements that are linked by the movement of products along it. The elements of the Supply Chain include customer, planning, purchasing, inventory, production and transportation.

· What is the essence of each element?

· How are these elements interconnected?

· Why does supply chain start and end with customers?

3. To ensure that the supply chain is operating as efficient as possible and generating the highest level of customer satisfaction at the lowest cost, companies have adopted Supply Chain Management.

· What is SCM?

Задание 12. Перечень контрольных вопросов по теме "Financial flow"

1. What is finance? Define business finance.
2. Define the types of finance.
3. Discuss objectives of financial management in logistics.
4. Discuss the role of a financial manager in a company.
5. Explain the importance of financial management.
6. Define the various sources of financing. Discuss their advantages and disadvantages.

Задание 13. Перечень контрольных вопросов по теме «Newspapers»

1. Do you think that the internet and television will eventually make books/newspapers obsolete?
2. Is there a newspaper that you have read more than once?
3. What newspapers have you recommended for other people?
4. Do you read newspapers based on recommendations?
5. Have you ever tried to read a newspaper in English?
6. What are some of the newspapers that were recommended to you?
7. What factors are important to you when choosing a book to read?
8. What is the funniest article you have ever read?
9. Do you often read newspapers before go to bed?
10. Do you have any ideas for a story for you to write?
11. How do you choose the books/an article you are going to read?
12. What genre of book do you enjoy most?

Задание 14. Перечень контрольных вопросов по теме «Letter writing»

1. What can you say about letter writing in the UK?
2. What can you say about letter writing in the USA?
3. What can you say about letter writing in Russia?
4. What do you know about the structure of business letters?
5. Can you give an example of resume?
6. Can you give an example of CV?
7. Can you give an example of enquiry?

Блок В. Задания реконструктивного уровня («уметь»)

В1. Письменная работа (эссе)

1. Employees are your most important resource—a resource that is much more productive when it is energized.
2. Technical Skills as an ability of a manager
3. Managers Skills: Who Needs What?
4. Prepare oral compositions: «The decision making process and its role for earning additional company's profits» and «Risk management in the marketplace». Let's discuss them within our classes.
5. Prepare the oral composition, «Time and its role in management projects». Describe the schedule of your working day. Let's discuss your composition within our classes.
6. Do you agree with the statement? Give your reasons.

_If we face a recession we should not lay off employees. The company should scarify a profit. It's management risk and management's responsibility. Employees are not guilty; why should they suffer?'

Akio Morita (1921–1999), co-founder of Sony

7. Prepare oral compositions: «The decision making process and its role for earning additional company's profits» and «Risk management in the marketplace». Let's discuss them within our classes.
8. What does programmed decision mean? Show its advantages and disadvantages. Prove your answer. Give some examples of manager's programmed decisions.
9. What does non-programmed decision mean? Show its role for the company's improvement. Give some examples of managers'non-programmed decisions that have produced some additional benefits for your company.
10. Logistics management in the General management system
11. Talent management in the organization
12. Organization of management in the field of education
13. Comment on the quotation. If you don't make mistakes, you're not working on hard enough problems. And that's a big mistake.
14. Discuss the quotations given. What are they about? Give a title for each quote. Find other quotations that may reflect any aspects of operations management.

1. *The best, most efficient, most profitable way to operate a business is to give everybody in the company a voice in saying how the company is run and a stake in the financial outcome, good or bad …. A business should be run like an aquarium, where everybody can see what's going on — what's going in, what's moving around, what's coming out. That's the only way to make sure people understand what you're doing, and why, and have some input into deciding where you are going. Then, when the unexpected happens, they know how to react and react quickly.* (Jack Stack, "The Great Game of Business")

2. *Values should underpin Vision, which dictates Mission, which determines Strategy, which surfaces Goals that frame Objectives, which in turn drives the Tactics that tell an organization what Resources, Infrastructure and Processes are needed to support a certainty of execution… While successful leaders address all four areas, the best leaders always start with why followed very closely by who. Then, and only then, do they work on the design of what and how.* (Mike Myatt)

3. *The first rule of any technology used in a business is that automation applied to an efficient operation will magnify the efficiency. The second is that automation applied to an inefficient operation will magnify the inefficiency.* (Bill Gates)

15. Why is Steve Jobs recognized as the most talented manager of the world? Give examples and prove your opinion.
16. Write an essay giving reasons for your point of view and including relevant examples from your knowledge and experience. Write at least 250 words.
Efficient management is crucial for survival and success in today's turbulent world.

B2. Тематика рефератов

1. How to become an excellent manager
2. Getting a promption

3. Managers working for an American company
15. What is the main time management guidelines suggested over the years? Comment each of them from your point of view.
16. Imagine you are a top manager. What are the main things you should always do? What questions should you ask yourself in deciding what tasks to delegate to your subordinates? Comment them, please.
17. Identify and describe a great manager. What makes him or her stand out from the croud?
18. Have you ever seen an ineffective manager? Describe the causes and the consequences of the ineffectiveness.
19. Do you belong to the people who are comfortable with a nine-to-five existence? 4. Would you like to own your own business. Why or why not? If so, would you prefer to buy an existing business or start one yourself? Explain.
20. Speak about functions a good manager should perform. Who do you think are better managers men or women? Why? Give your reasons. Compare your opinion with other students' opinions.
21. Speak about the ways to promote a new product. Is it an easy thing on a competitive market?
22. Two meanings of the word "organization".
23. Internal organization of a business.
24. How does formal organization differ from informal organization?
25. What are some of the principles of organization mentioned in the text?
26. What is the main advantage of a line-and-staff organization over a line organization?
27. Formal and informal factors of hiring and promoting employees in the organization
28. Fundamentals of system analysis theory: quality and choice
29. Communication in innovation
30. The image of a modern leader
31. The aim of warehousing management? What technologies does it use?

В3. Тематика презентаций

8. The Management Pyramid
9. Top management
10. Middle management
11. Comment the Pareto Principle of time management. Why should your as a top manager concentrate your efforts and time on those critical to the completion of the overall project?
12. Napoleon always refused to reply to letters for six months because he believed that most of the problems raised in the correspondence either would be solved or forgotten in that time comment on Napoleon's unique approach to time management.
8. Company structure
9. US Company
10. Management organization
11. Managers in the USA
12. Managers in Europe
13. Managers in Russia

Блок С. Задания практикоориентированного уровня для диагностирования сформированности компетенций («владеть»)

С1. Перечень дискуссионных тем для проведения дебатов, дискуссий

1. Дискуссия на тему: «Если я выиграю лотерею, то…»
2. Дискуссия на тему: «The house / flat of my dream».
3. Дискуссия на тему: «Paper bags or plastic bags: which are the best»
4. . Дискуссия на тему «The skills required for me in order to have the managerial success within the company I am working for».

Задание 3 Teamwork. «Time and its role in management projects» **Use the prompts below:** usability, advantages and disadvantages, most common applications, ease of use and prospects of developing**. Share your opinion with the group mates.**

Expressions for discussions

Discussion.	**Agreeing. Disagreeing.**
I would like to begin the discussion on the subject by saying that…	I quite agree here.
First of all I must say…	I'm of the same opinion.
I'd just like to say…	It goes without saying that…
I think (suppose, guess, believe, dare say)…	I'm not sure.
In my opinion…	I doubt it.
Well, my opinion is…	I'm afraid I don't agree.
If you ask me…	I object to it.
As I see it…	I generally disagree
My point of view is…	I can't agree with you.
There is one more thing to be noted.	Don't you agree that…?
In addition…	I think you're mistaken.
You may be right, but…	I don't think you are right.
I wouldn't say that…	Nothing of the kind.
On the one hand… On the other hand…	On the contrary!
Generally speaking…	Certainly not.
It depends.	Certainly.
	Exactly.
	Definitely.
	Absolutely.
	Beyond all doubt.
	I'm afraid I don't know much about…
	Well I don't think…
	I don't quite see what you mean,
	I'm afraid.

С2. Тематика ролевых игр

1. You are senior managers at a hi-fi manufacturer. Your company is losing market share. You strongly suspect your main rival is using unfair methods to promote its products. For example, you are almost sure that your rival has been:
    b. making cash payments to main dealers;
    c. offering expensive gifts to important customers.

2. **Role play an interview about decision-making process in the restaurant industry. Work in pairs and ask each other the following questions:**

    1. What is your business?
    2. Has your business been successful? Why?
    3. What isn't working in your business?
    4. What your ideas were hard to execute?
    5. Are you making your business more complicated? Why?
    6. Are your innovations easy for your clients to understand? Why?
    7. Are you setting the trends? Give examples.
    8. What are the needs of your clients?
    9. How do you differentiate yourself from other brands?
    10. How can you appeal to your guests?
    11. What business activities are priorities for you?
    12. Where is the fence line of risk for you?
    13. What are your business objectives?
    14. Are you trying to be all things to everyone? Why?

3. **Work in pairs. Role play the following situation. Use phrases from the box above to discuss the problems.**

A team of six multinational staff is managing a number of apartment blocks in Nice, France. However, one of the team is unhappy. The employee is difficult to work with and uncooperative.

Student A. Team Leader

 You meet a member of your team who is uncooperative and unhappy.

 Find out what the problems are.

 Try to offer solutions so that the employee performs better as a member of your team.

Student B. Team Member

 You meet your team leader to discuss your performance at work. You are unhappy for the following reasons:

 You feel you are working harder than everyone else. You are always the last to leave work.

 Your hard work is not recognised and appreciated by the team.

 You recently married and are missing your partner and young child.

 You do most of the boring paperwork for letting the apartments while your colleagues are given more face-to-face contact with clients. You are not happy with how the workload is being distributed.

 You think the team leader is too young and inexperienced, and is not managing the team well. This is the main reason why you are unhappy.

Role play

Imagine you are speaking with an English businessman. Ask him a few questions about:

- English newspapers
- English radio
- English television programmes

Tell him what television programmes you like.

С3. Кейс-задача.

Case study (What is management?)

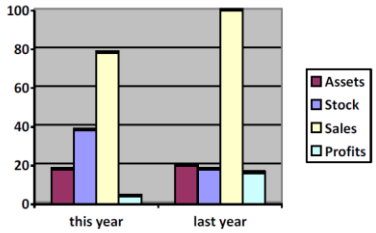
CASE STUDY

Background

Hi-Style, a family-owned company based in Manchester, makes fashionwear for 18- to 30-year-olds. Its branded merchandise, ETC, is sold throughout Western Europe. The company's image is of fashionable clothing at competitive prices. However, its core products - jeans and trainers - are losing appeal and the company is struggling in a very competitive market.

Zelal Sulen, the daughter of Hi-Style's founder, took over as Managing Director when her father retired last year. Zelal realises that Hi-Style is out of touch with its target consumers and is losing direction. Three months ago she appointed the management consultants, City Associates, to advise her on how to improve profits.

Hi-Style: Financial information



Option 1: Organic growth

Hi-Style could allocate up to €10m to new investment in the business. For example, it could:

• improve distribution and sales through an exclusive agreement with a major retailer

• launch new product ranges with major advertising campaigns

• improve its image by employing brand development consultants

• hire a top retailing executive to run the business

• commission City Associates to do a thorough review of all Hi-Style's activities.

Writing

You are the head of City Associates. Write a report to Zelal Sulen briefly analysing the four options. Make recommendations and give the reasons for your first and second choices.

Option 2: Acquisition of Smartwear Ltd

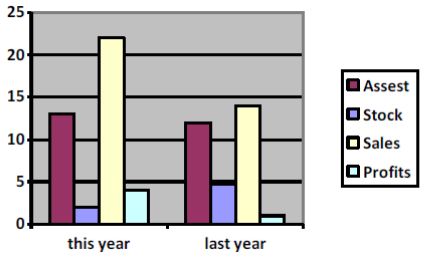
Based in Birmingham. Smartwear makes work clothes such as uniforms for bank staff and flight attendants. It has good sales agents in Europe and Asia, and strong connections with Indian manufacturers. It has a very creative design department with exciting new ideas.

Smartwear made deliveries worth €2m last month to two new customers in the Far East. Unfortunately, both have just gone into liquidation and the stock has disappeared. There has also been bad press about working conditions in overseas factories.

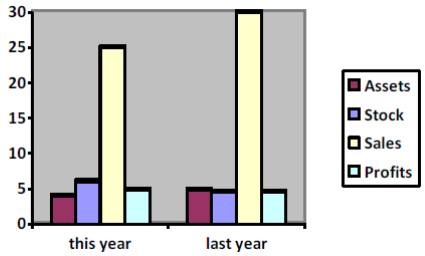
Option 3: Acquisition of Tan Clothing Company

Tan Clothing Company is a successful family-owned business based in the Far East. Because of connections with its country's military rulers, it has regular orders of uniforms and footwear for the armed forces. It owns a large factory which is working 30% below capacity. Recently there has been political unrest but, at present, the situation is under control. However, the three Tan family members disagree as to who owns the company and who should run it, and have threatened each other with legal action.

Smartwear Ltd. Acquisition price: € 10m



Tan Clothing Company. Acquisition price: € 10m



Option 4: Research and Development

A recent graduate in Textile Design, Hi-Style's Director of Research and Development wants to greatly increase its debt to finance work on materials technology. Options include:

• 'take anywhere' crushproof material you can wear straight out of a suitcase
• clothes which can alter their colour
• exceptionally warm clothing for cold climates.

She has identified five areas of research which could transform the company and give it a 'cutting edge' image. The research would cost € 10m-€ 12m.

Case study

SWOT analysis

VI. Классическим методом разработки маркетинговой стратегии является SWOT анализ, который расшифровывается как S – strengths (сильные стороны), W – weaknesses (слабые стороны), O – opportunities (шансы и перспективы) и T — threats (угрозы). Консалтинговая группа BonChance выполнила SWOT-анализ для компании Ben’s Appliances. Необходимо классифицировать их данные по категориям (проставить соответствующие номера).

1. Location — far from new markets.
2. Committed workforce.
3. High-quality products.
4. Declining domestic market.
5. Fierce competition in neighboring countries.
6. Selling by new channels, e.g. mail order.
7. Reliable communication systems.
8. Potentially strong demand in the southern regions.
9. High labor costs.
10. Internet as potential marketing tool.

BonChance Marketing Consultants

SWOT Analysis for Ben’s Appliances

Strengths	Weaknesses
Opportunities	Threats

Trainings plan

Заведующий отделом персонала (кадров) составляет план тренингов для повышения квалификации работников. Соотнесите тип тренинга (1–10) с программой обучения (a–j).

Название курса	***Цель — научить, как …***
1. leadership	a. делегировать часть работы подчиненным
2. delegation	b. эффективно сотрудничать с другими работниками
3. communication skills	c. мотивировать и направлять работников
4. intercultural communication skills	d. повысить свои коммуникативные навыки
5. negotiating skills	e. составлять бюджеты и добиваться выполнения заданий в срок
6. project management	f. работать с носителями различных культур
7. team management	g. повысить рентабельность и контролировать затраты
8. time management	h. вести переговоры с деловыми партнерами
9. assertiveness training	i. проявлять готовность защитить работников
10. financial management	j. правильно расставлять приоритеты на работе

CASE STUDY

For Manfred Englemann, Managing Director of a Swiss-based chemical company, the appointment of a Regional Marketing Manager for Asia was proving rather difficult. At first, it had all seemed fairly straightforward. Johann Straub appeared to be the logical and safe person for the job. He was hard-working, dependable and experienced. You wouldn't expect fireworks from him, but he wouldn't let you down.

However, not all the directors shared Manfred's opinion. When he suggested Johann Straub to them several raised objections. He 'wasn't up to the job'. He 'lacked drive'. 'I think Gail Partington would be a much better candidate,' said Jean-Claude Longaud, Personnel Director. To Manfred's surprise, several other directors nodded their agreement.
Gail Partington was an American national who had made a big impression at the company in a short time. Given the Scandinavian market to look after, she'd built up business there so quickly that the area now made a substantial contribution to group profits. There was no doubt she wanted the Asian position - she'd told most people that already, and hinted that, if she didn't get it, she might have to leave the company.

The mention of Gail Partington was not exactly music to Manfred's ears. He considered Gail an ambitious woman who could be rather disruptive if she didn't get her way.

'I should point out,' said Manfred, 'we've always had a policy of not sending women to Asia. In my opinion, it's a sensible policy. I'm not saying Gail isn't qualified for the job - clearly she is. But this is a very sensitive position. If we put the right person in charge, this area could become our most profitable market. I've nothing against Gail, but she is rather... how shall we say ... direct. She likes to say what she thinks.'

'You mean she's honest and sincere, don't you?' cut in Jean-Claude Longaud.

'If you wish,' replied Manfred, a little irritated by the interruption. 'The point I was making was that if we send Johann Straub, we'll be sending a good man to do the job, and we wouldn't have to worry about the cultural problem - Straub would be accepted wherever he went. Right?

Manfred needed support and he got it from Pieter Junker, Technical Director. 'There is the added problem with Gail that she's part of a dual-career family - her husband's a pretty successful photographer.'

'That's no problem,' said Jean-Claude. 'I know for a fact that he supports her completely, he won't hold her back if she wants to go. He'll go too, and so will the children - they're very young.'

Manfred shook his head, unconvinced. 'The husband and children may hate Japan once they get there. The point is, surely, that all the countries she'll be working in are male-dominated. People there aren't used to seeing women in important positions, they wouldn't know how to cope with someone like Gail as Regional Marketing Manager. She might be all right looking after existing business, but what about getting new business?'

'She did all right in Scandinavia,' pointed out Tony Simmons, Marketing Director. 'If she could repeat that performance in Asia

'Come on now,' said Pieter Junker, 'you can't compare the two markets. In Scandinavia, there're loads of women in top positions. Of course Gail's not out of place there, but in Asia it's a different matter. Let's face it, Manfred's right. Johann Straub is our only realistic choice.'

Manfred Englemann gave his friend a grateful glance. 'Thanks Pieter for seeing it my way. I know there's a risk we may lose Gail if she isn't chosen, but is Asia right for her?'

It was Jean-Claude who answered. 'We'll never know, will we, unless we send her there? So let's risk it.'

Manfred looked hard at Jean-Claude. There was a short silence. Then he smiled, a little ruefully. 'You've always been rather impulsive, Jean-Claude, but I suppose that's part of your charm. I prefer to make a reasoned choice, though - if you don't mind.'

Working in pairs or small groups, discuss the following questions.

1 Is the company's policy of not appointing women to posts in Asia acceptable?

2 Would Asian businessmen feel uncomfortable if they had to deal with a female regional manager?

3 What are the main arguments for appointing Johann Straub? And Gail Partington?

4 Who should be appointed to the position?

a) Johann

b) Gail
c) someone else

CASE STUDY

Work in groups of four as two pairs, taking it in turns to play the entrepreneurs and the small business advisers. Read your role-cards and prepare for your meetings carefully.

Entrepreneurs

Decide on an idea (product or service) for a new business that you would like to start up.

Draw up an outline business proposal, inventing any information you wish; and decide how you will present it to your bank. Your bank's small business advisers have agreed to meet you and provide some preliminary feedback on your ideas, an opinion - in principle – on the feasibility of raising finance to get your business off the ground, and some advice on how. to proceed. Try to present your case persuasively and expert to face some probing questions. You should be prepared to provide some basic information on the following: .your planned product/service (description, name, key features, sales/profit potential); the market you are, targeting (nature, size, competition); your' marketing approach; financing; business structure/location; your expertise etc., but do no worry too much about specific detail at this stage.

Small business advisers

You have an appointment – an informal exploratory meeting – with two bank

customers to discuss an idea they have for a new business. You role is to provide some preliminary feedback, an opinion – in principle – on the feasibility of raising finance, and some advice on how to proceed. Ask pertinent questions about their planned product/service (description, name, key features, sales/profit potential); the market they are targeting (nature, size, competition); their marketing approach; they business structure/ location etc. Try to probe their determination/capacity to succeed, but don‘t worry too much about specific detail at this stage. If you think the idea has merit and they have the experience/ability to make a go of it, suggest they draw up a more detailed proposal, providing more information on e.g. projected start-up costs and overheads; turnover and profit forecasts; loan requirements/anticipated repayment terms/period and anything else you feel you might need to provide the bank with adequate security for any money you might advance.

Read the case and discuss the following questions in groups. Come up with a solution to the problem:

1. What managerial mistakes did Komisarjevsky make?
2. Why do you think he made them?
3. If you were a manager, what would you do and in what order?
4. How should a business plan be written from your point of view?

Include Managers in Strategic Planning

In the late 1980s, Chris Komisarjevsky became head of a public relation firm's European operation. He oversaw underperforming offices in 14 countries and sought a turnaround.

Soon after starting the job, he needed to assemble a strategic plan for the coming year and present it to his bosses in the firm's New York City headquarters. After working diligently to complete the plan, he submitted it on time.

There was just one problem: It was not a realistic plan to reverse the region's poor performance.

"My plan was accepted, but it was overly optimistic and not as demanding in cutting costs," recalled Komisarjevsky, author of the forthcoming book, "The Power of Reputation." "I didn't understand the relationship that needed to exist between me and my local managers. I didn't create a spirit of trust and shared commitment."

Komisarjevsky, who later moved to Burson-Marsteller and became its worldwide chief executive, realized too late that he made a series of judgment errors in drafting his first strategic plan as a CEO. For starters, he did not leave enough time to address concerns and solicit input from his local managers, who were scattered across 14 cities.

"As the new guy on the block, I was somewhat naive," he said. "I should've got more early involvement and commitment from my managers whose goal is to deliver the numbers in their markets."

He also regrets how he constructed the plan. Instead of visiting the offices and observing each country's operation in depth, Komisarjevsky took a long-distance approach. He asked each of his 14 managers to submit numbers to him and proceeded to draft the plan from his desk.

Looking back, he says he should have hit the road and allotted more time to meeting face-to-face with each of his managers about projections for the coming year. By collaborating more closely, he could have increased his understanding of each of their markets and performed a more accurate financial analysis.

Komisarjevsky applied what he learned when preparing his strategic plan the following year. Rather than wait until a few months before the plan was due, he instituted an ongoing review of each of his 14 offices.

He visited the offices throughout the year and invited the regional financial officer and human resources officer to participate. This solidified his bond with his far-flung team.

"Managers in field offices tend to circle the wagons to protect their own people," he said. "But if you build a relationship of trust and respect with them, they're more apt to make tough decisions for the larger good and put the company's interests first."

Case Study

What is Marketing?

Read the case and discuss the following questions in groups. Come up with a solution to the problem:

1. What do you think “Pull a Partner” could have done differently?
2. “Pull a Partner” thought they had a winning idea, but failed to succeed due to a number of reasons. If “Pull a Partner” had better matched the four elements of the marketing mix, would it have been successful?
3. What else could “Pull a Partner” have done to better promote themselves in light of the 4Ps?

Pull a Partner is a new speed dating business based in Leicester. Speed dating is where you have up to 30 dates in one night where each date lasts approximately 3-4 minutes. As you finish each speed date, you decide whether you want to meet that person again or not. If you like the person, you put 'X' on your sheet. You can leave it blank if you did not like that person. For every person you have a match with, your details will be shared with one another.

The venture is the love child of a Business Studies teacher and a friend who runs a marketing business, who spotted a gap in the market. There is a large number of single people out there with limited opportunities to meet their one true love. Speed dating is arguably a low cost-high returns venture. So what can go wrong?

Pull a Partner believed it had thought of everything. Speed dating is a service that appeals to both males and females, regardless of age, religion, culture and so on. It is a non-discriminatory service open to all as long as they are single.

The business thought it was on to a winner when it secured a free booking to use a large area of a famous pub in Leicester. Given the low costs faced by the business, competitor pricing seemed the best strategy. With competitors in the region having prices ranging from £20 to £45, Pull a Partner believed that in undercutting the competition at a rate of £10 per person it had the ingredients of success. When it came to promotion, it used everything from social network advertising to classified sites like Gumtree. However, the event ended in disaster. With only 9 females and 3 males, the event met an embarrassing end.

Case Study

Read the case and discuss the following questions in groups:

1. How did Total Quality Managementimplemented in the organization help the business achieve success?
2. Which TQM key concepts did the managers use?
3. What are the advantages or disadvantages of TQM to your mind? Give examples.

The customer knows best: AtlantiCare

Total quality management (TQM) is not an easy management strategy to introduce into a business; in fact, many attempts tend to fall flat. More often than not, it is because firms maintain natural barriers to full involvement. Middle managers, for example, tend to complain their authority is being challenged when they are encouraged to speak up in the early stages of TQM. Yet in a culture of constant quality enhancement, the views of any given workforce are invaluable.

One firm that has proven the merit of TQM is New Jersey-based healthcare provider AtlantiCare. Managing 5,000 employees at 25 locations, AtlantiCare is a serious business that has boasted a respectable turnaround for nearly two decades. Yet in order to increase that margin further still, managers wanted to implement improvements across the board. Because patient satisfaction is the single-most important aspect of the healthcare industry, engaging in a renewed campaign of TQM proved a natural fit. The firm chose to adopt a 'plan-do-check-act' cycle, revealing gaps in staff communication – which subsequently meant longer patient waiting times and more complaints. To tackle this, managers explored a sideways method of internal communications. Instead of information trickling down from top-to-bottom, all of the company's employees were given freedom to provide vital feedback at each and every level.

AtlantiCare decided to ensure all new employees understood this quality culture from the onset. At orientation, staff now receive a crash course in the company's performance excellence framework – a management system that organizes the firm's processes into five key areas: quality, customer service, people and workplace, growth and financial performance. As employees rise through the ranks, this emphasis on improvement follows, so managers can operate within the company's tight-loose-tight process management style.

After creating benchmark goals for employees to achieve at all levels – including better engagement at the point of delivery, increasing clinical communication and identifying and prioritizing service opportunities – AtlantiCare was able to thrive. The number of repeat customers at the firm tripled, and its market share hit a six-year high. Profits unsurprisingly followed. The firm's revenues shot up from $280m to $650m after implementing the quality improvement strategies, and the number of patients being serviced dwarfed state numbers.

Read the case and discuss the following questions in groups. Discuss reasons for MegaFon's success.

1. Why did MegaFon decide to use @RISK model? What did they want to change and which goals to achieve?
2. How does @RISK model help the risk management team at MegaFon in terms of risk management?
3. What do you think are the main reasons of MegaFon's success on the market? What are the key success factors of any business on the market?
4. What other modern successful Russian companies can you describe? What is the basis of their success?

Risk Management Programme at Russian Telecoms Giant, MegaFon

In 2012 MegaFon increased and formalized its level of qualitative analysis and forecasting, as well as put in place a process that would integrate risk management with its budgeting and investment planning. The aim was to provide the management team with insights that enabled informed decision-making to increase its capital expenditure efficiency.

@RISK Enhances Budgeting Process

Every year, MegaFon's eight regional branches in Russia are required to undertake a major planning and accounting exercise for the 12 month ahead. This provides the management team with an in-depth analysis of the risks associated with each element of its budget and enables it to determine whether the company will be able to fulfil its promises with regard to cost incurred and revenues achieved.

Each branch states the risks it faces, such as competition, changes in legislation that will require it to operate differently, price increases and changes to stuffing cost. They also calculate how much each budget will be over or under the forecast. The risk management team at MegaFon's headquarters amalgamates the information from each of its offices and simulates possible scenarios using an @RISK model. The variables within these models are analyzed in a tornado graph, allowing the five critical factors most likely to significantly affect the company's gross revenue to be identified and therefore mitigated. In addition, @RISK shows realistic minimum, best case and median budget figures and the probability of their occurrence. These are compared to the budget plans to determine whether the forecast is too aggressive or not ambitious enough. Overall, the management team can see whether their desired revenue is achievable.

Informed Investment Planning with @RISK and TopRank

Each year MegaFon needs to plan for the continuous upgrading of its network. Projects include building new antenna, installing the latest equipment and laying fiber optic cable. In 2012, MegaFon took the decision to invest in a large construction project with the aim of minimizing its operating costs and improving network quality and control over technical operations.

Two potential locations were shortlisted and the management team used Palisade's software to make an informed decision on the optimal one. It first used Palisade's TopRank to perform sensitivity analysis to identify the factors in each location that would have the most influence over the total cost of the project. From here, the team used @RISK to forecast how these critical factors might change. This allowed MegaFon to understand the most likely Net Present Values (NPVs) for each possible location and identify the risks for building or not building (i.e. opportunity cost) each data center. @RISK allowed MegaFon to use graphs to show easily how NPV and cash flows could change over time, and the probabilities of those changes occurring, rather than the static number that they would have had to rely on without the risk analysis tool.

Reducing Financing Risks

Future plans for MegaFon's risk management programme include developing it to enable the company to analyze various risks through modeling. For example, as part of an exchange rate risk mitigation plan, MegaFon plans to analyze the different derivatives they can purchase by simulating different scenarios and exchange rates to provide a cleaner picture of potential losses and gains.

Case Study

Read the case and discuss the following questions in groups. Which deregulation initiatives did the Clinton administration set? What was the purpose of the Clinton administration initiatives which made such a major change in legislation and Public Management Strategies? What was the purpose of the Bush administration initiatives in 2001? What do you think about the causes and consequences of both presidents' initiatives?

Case study

Read the case and discuss the following questions in groups.

1. What are some additional challenges Ingar Skaug probably faced while taking over control of Wilhelmsen?
2. Skaug says that for the first several months as a CEO, he deferred many decisions to other employees. In what types of situations might this have been inappropriate? Would Skaug's method have worked if he were taking over a hospital or an investment firm?
3. How would you approach a situation like Skaug's?
4. For Skaug, the decision to defer decisions worked for the company. What are some potential pitfalls this management style could have fallen into? Does the pace of the industry make a difference in what management style is appropriate (e.g., the fast pace of a high-tech company versus the slower pace of an industrial manufacturing company)?

Empowered Decision Making: The Case of Ingar Skaug

"If you always do what you always did, you always get what you always got," says Ingar Skaug—and he should know. Skaug is the president and CEO of Wilhelmsen ASA, a leading global maritime industry company based in Norway with 23,000 employees and 516 offices worldwide.

He faced major challenges when he began his job at Wilhelmsen Lines in 1989. The entire top management team of the company had been killed in an airplane crash when returning from a ship dedication ceremony. As you can imagine, employees were mourning the loss of their friends and leadership team.

While Skaug knew that changes needed to be made within the organization, he also knew that he had to proceed slowly and carefully in implementing any changes. The biggest challenge he saw was the decision-making style within the company.

Skaug recalls this dilemma as follows: "I found myself in a situation in Wilhelmsen Lines where everyone was coming to my office in the morning and they expected me to take all the decisions. I said to people, "Those are not my decisions. I don't want to take those decisions. You take those decisions." So for half a year they were screaming

about that I was very afraid of making decisions. So I had a little bit of a struggle with the organization, with the people there at the time. They thought I was a very poor manager because I didn't dare to make decisions. I had to teach them. I had to force the people to make their own decisions".

His lessons paid off over the years. The company has now invented a cargo ship capable of transporting 10,000 vehicles while running exclusively on renewable energy via the power of the sun, wind, and water. He and others within the company cite the freedom that employees feel to make decisions and mistakes on their way to making discoveries in improved methods as a major factor in their success in revolutionizing the shipping industry one innovation at a time.

Case study

Read the text and think of your own examples illustrating the modern trends of warehousing and the impact of the Internet on storage. Write a summary of the text

Warehousing and Storage

Products must be stored at the plant or in the field for later sale and consumption unless customers need them the instant they are produced. Generally, the grater the time lag between production and consumption is, the larger is the level or amount of inventory required. Warehousing and storage activities involve the management of the space needed to hold or maintain inventories. Specific storage activities include decisions as to whether the storage facility should be owned, leased, or rented; layout and design of storage facilities; product mix considerations (e.g. what products should be stored?); safety and maintenance procedures; personnel training; and productivity measurement.

Traditional warehousing has declined since the last decades of the 20th century, with the gradual introduction of Just-in-Time (JIT) techniques. The JIT system promotes product delivery directly from suppliers to consumer without the use of warehouses. However, with the gradual implementation of offshore outsourcing and off shoring in about the same time period, the distance between the manufacturer and the retailer (or the parts manufacturer and the industrial plant) grew considerably in many domains, necessitating at least one warehouse per country or per region in any typical supply chain for a given range of products.

Recent retailing trends have led to the development of warehouse-style retail stores. These high-ceiling buildings display retail goods on tall, heavy duty industrial racks rather than conventional retail shelving. Typically, items ready for sale are on the bottom of the racks, and crated or palletized inventory is in the upper rack. Essentially, the same building serves as both warehouse and retail store.

Large exporters/manufacturers use warehouses as distribution points for developing retail outlets in a particular region or country. This concept reduces end cost to the consumer and enhances the production sale ratio. The internet has had an influence on warehouses. Internet-based stores do not require physical retail space, but still require warehouses to store goods. This kind of warehouse fills many small orders directly from end customers rather than fewer orders of many items from stores.

Having a large and complex supply chain containing many warehouses can be costly. It may be beneficial for a company to have one large warehouse per continent, typically located centrally to transportation. At these continental hubs, goods may be customized for different countries. For example, goods get a price ticket in the language of the destination country. Small, in-warehouse adjustments to goods are called value added services.

С4. Выполнение проекта

INDIVIDUAL AND GROUP ACTIVITIES №1

1. Summarize the information of the Unit to be ready to speak on Management.
2. Choose any question (problem, topic) relating to Management and make a ***10-12*** minute report in class. Refer to different additional sources to make your report instructive, interesting and informative.
3. Study the classified advertising section of a newspaper or an employment web site. Identify three management job listings. One of the listings should describe a top management position, another a mid-management position, and the third a supervisor position. Develop a table that lists the main duties the person in each position needs to perform. Classify these duties within the management functions.
4. Use the Internet or library to identify and gather information on the top executive of a large corporation. Prepare a report on the manager, describing the person's career path to his or her current position. Identify the important responsibilities of the executive in leading the company.
5. What advice would you give to senior managers on how to avoid and manage in a crisis?

INDIVIDUAL AND GROUP ACTIVITIES №2

Importance of Team and Team Work
Teams are formed when individuals with a common taste, preference, liking, and attitude come and work together for a common goal. Teams play a very important role in organizations as well as our personal lives.
"***Coming together is a beginning. Keeping together is progress. Working together is success-Henry Ford"***
The above proverb by Henry Ford can very well highlight the importance of working together in teams.

1. Summarize the information of the Unit to be ready to speak on Importance of Team and Team Work.
2. Choose any question (problem, topic) relating to Importance of Team and Team Work and make a 10-12 minute report in class. Refer to different additional sources to make your report instructive, interesting and informative.

INDIVIDUAL AND GROUP ACTIVITIES №3

1.1 Effective Managers

Objectives

1. To better understand what behaviors contribute to effective management.

2. To conceive a ranking of critical behaviors that you personally believe reflects their importance in your being a successful manager.

Instructions

1. Below is a partial list of behaviors in which managers may engage. Rank these items in terms of their importance for effective performance as a manager. Put a 1 next to the item that you think is most important, 2 for the next most important, down to 10 for the least important.

2. Bring your rankings to class. Be prepared to justify your results and rationale. If you can add any behaviors to this list which might lead to success or greater management effectiveness, write them in

INDIVIDUAL AND GROUP ACTIVITIES №3

1. Work in groups. Discuss the ethical questions below. A different person should lead the discussion of each issue.

a) You have a shortlist of people for the post of Sales Manager. One of the female candidates is clearly the best qualified person for the job. However, you know that some of your best customers would prefer a man. If you appoint a woman you will probably lose some sales. What should you do?

b) Your company, a large multinational, has a new advertising campaign which stresses its honesty, fairness and ethical business behaviour. It has factories in several countries where wages are very low. At present it is paying workers the local market rate. Should you increase their wages?

c) A colleague in a company which tests medical equipment has been making bad mistakes recently at work. This is because she has serious illness. You are her friend and the only person at work who knows this. She has asked you to keep it a secret. What should you do?

d) You are directors of a potato snack manufacturing company. Research has shown that any price increase causes an immediate dip in sales (although sales recover within six months). It has been suggested that you could maximise your profits by simply reducing the weight of the product in the packets and maintaining the current price. What should you do?

INDIVIDUAL AND GROUP ACTIVITIES №4

Work in small groups. Discuss these questions.

1. There is a proverb, ‗When in Rome, do as the Romans do.' What does the proverb mean? Do you agree with this advice?
2. Would you continue to do business with someone if you disapproved of their private life? Explain why or why not.
3. Give examples of behaviour which would cause you to stop doing business with someone

INDIVIDUAL AND GROUP ACTIVITIES №5

Working in groups of four, identify the challenges and rewards of entrepreneur-ship. Do you think it is preferable to be solely responsible for a business or to share responsibility with a partner or within a corporate structure? Share this information with the whole class.

VOCABULARY

Study the following words and phrases

acquisition	distinguish	gain	mediocre team
agenda	division	gainful	merchandise
anticipate	double-digit	gap	revenue
approval	emerging market	genuine enthusiasm	shareholder value
approve	entrepreneur	headhunter	swift
base salary	entrepreneurial	implement	tackle
big wheel	entrepreneurship	incentives	take pleasure(pride)
borrow	facility	lever	turnaround
borrower	fake	maintenance	unambiguously
borrowing	favouritism	market value	wander
chain of command	distinguish	measure up	

INDIVIDUAL AND GROUP ACTIVITIES №5

Form 3 teams and complete the mind map MANAGEMENT DECISION-MAKING: TYPES AND STYLES. The mind map is divided into 3 parts A, B, C. Each team is responsible for a particular part, in the end all parts should be placed together in the order chosen by teams, presented and discussed.

Each group should discuss the topics below by defining, explaining and giving examples.

MANAGEMENT DECISION-MAKING: TYPES AND STYLES

Team A:

1) Decision-making process: linear thinking and systems thinking;
2) Programmed decisions and non-programmed decisions;
3) Management style: problem avoider.

Team B:

1) Levels of decision-making in an organization: strategic decision-making, tactical decision-making, operational decision-making;
2) Decision-making under different conditions: conditions of certainty, conditions of risk, conditions of uncertainty;
3) Management style: problem solver.

Team C:

1) Steps in the decision-making process: situational analysis, setting performance standards, generation of alternatives, consequences evaluation, pilot-testing and full implementation;
2) Management style: problem seeker.

INDIVIDUAL AND GROUP ACTIVITIES №6

Form several teams and brainstorm the following topic: *Procurement in the era of globalization: "What used to be a matter of finding and purchasing goods and services at the most favorable price has changed. At some companies, procurement has become closely intertwined with strategic decision making and board policy at the highest levels of the organization."* **Give arguments for/against ideas expressed in the quotation, support them with real examples.**

INDIVIDUAL ACTIVITIES №7

Speaking

Prepare a seven-minute presentation of a university program "The Bachelor of Public Administration". Speak about course topics/career options and opportunities/peculiarities of the program in general. Specialize on one particular sphere a graduate of this program can work in, support your speech with an example of a successful alumnus, speak about their career path and achievements. Be ready to answer other students' questions.

INDIVIDUAL ACTIVITIES №7

Speaking

Discuss classes of dangerous goods: give examples of goods and think of possible reasons for regulations:

1. explosives
2. gases
3. flammable liquids

4. flammable solids
5. toxic substances
6. radioactive material
7. corrosives
8. miscellaneous dangerous goods
9. oxidizers

INDIVIDUAL AND GROUP ACTIVITIES №8

Discuss the following questions in pairs:
1. What does transportation mean in management?
2. What are the main modes of transportation on local and international markets?
3. What challenges are logistics managers facing now?
4. What are current innovative trends in transportation?
5. What other industries are involved in transportation?

INDIVIDUAL AND GROUP ACTIVITIES №9

Discuss in pairs or groups what you know about US and Japanese business traditions.

1. What facts from the text do you consider most interesting? Why?
2. Do you agree with the author's characteristics?
3. Did you find any similarities between business cultures of the two countries?
4. Which of the facts you read in the text are typical for Russian and British business traditions and which are not?

INDIVIDUAL AND GROUP ACTIVITIES №10

Speaking

Answer the questions and discuss your answers with other students.

1. What payment methods do you know?
2. What factors influence the choice of a particular payment method?
3. What might be the greatest differences between domestic and international trade in terms of payment methods?
4. What are the advantages and disadvantages for a private individual of borrowing money from the following sources?
    1. a bank
    2. a friend or colleague
    3. a member of your family
    4. a loan shark
    5. a credit card company
    6. another source

Блок Д. Задания для использования в рамках промежуточной аттестации

Д1.Перечень зачетных / экзаменационных вопросов

1. What are your plans for future?
2. What do you think about your Institute?
3. What's your favourite subject?
4. What do you know about the structure of a management system in Russia?
5. What functions of a manager do you know?
6. Do you like to write letters?
7. Do you like to read articles in different newspapers in original?
8. What does the UK mean?
9. Where is the UK situated?
10. What parts does Great Britain consist of?
11. What places of interest in England do you know?
12. What do you come to know about your future profession?
13. Do you want to be a businessman (businesswoman)?
14. What can you say about management styles and risks?
15. What can you say about management system of the United Kingdom?
16. What is business? Give your own opinion.
17. What qualities of great leader do you know?
18. What principles of management do you know?
19. What does distinction between *Russian and American management system* depend on?
20. What are all regional and local problems of management system in Russia?

Д.2 Устные разговорные темы:

1. What is a management?
2. The Requirements for the managers
3. Decision making and Risk accepting
4. Time management and planning
5. Human resource management
6. Team nature
7. Management of organization
8. Foundation documents of the company
9. Ethnical Business Considerations
10. Decision making

Д 3. Грамматические и лексические тесты:

Test 1. Подберите к профессиям (1 - 10) соответствующие им определения (a -j):

1. a cashier **a.** an employee in an office, usually working for another person, dealing with letters, typing, filing etc. and making appointments and

arrangements

2. a lawyer **b.** a person whose job is to receive and pay out money in a bank, shop, hotel etc.

3. an insurer **c.** a person who is trained and qualified in legal matters

4. a secretary **d.** a person who writes programs for a computer

5. a scientist **e.** someone who works or is trained in science

6. a receptionist **f.** a person undertaking to make payment in case of loss etc.

7. a solicitor **g.** a person to whom money is owed

8. a programmer **h**. a person employed to make appointments for and receive clients at a hotel

9. a creditor **i.** a lawyer who prepares legal documents, advises clients on legal matters, and speaks for them in the lower courts

10. a merchant **j.** a wholesale trader, especially one who trades with foreign countries

Test 2. Поставьте название профессии (a - j) в соответствие каждому рекламному объявлению (1 – 10):

a) accountant **f) computer operator**
b) advertising executive **g) chauffeur**
c) assembly person **h) receptionist**
d) salesperson **i) personnel officer**
e) clerk **j) R&D Manager ***

- R&D Manager – research and development manager

1. You will be in charge of a team of highly creative individuals delivering new quality products and enhancing our existing range.
2. Reporting directly to Managing Director. You will take over financial control for all aspects of daily operation. 3. Successful applicant will be articulate and presentable. Remuneration includes retainer and car allowance plus commission structure.
4. Duties include filling, mailing, reception and other general office work.
5. Needed for night shift. Clean modern factory. Varied work. Good eyesight essential.
6. You will be an essential member of an agency responsible for some of the country's top accounts. You will be responsible for the administration of local and national promotions.
7. Some experience in the above-mentioned software is essential but training will be given to the successful applicant.
8. Sober habits, clean driving licence, able to be on call 7 days per week at times. Uniform supplied.
9. You are the first person our clients will meet so you need to be friendly, stylish and efficient.
10. With particular responsibilities for recruitment and selection. Communication skills and a pragmatic approach to solve essential problem.

Test 3. Грамматические тесты:

Test I. Choose the correct versions.

1. He had to spend about six months in a class with…students.
    a. more younger
    b. younger
    c. the youngest
2. It was absolutely the…food I have ever had.
    a. worst
    b. worse
    c. most had
3. She's…I am.
    a. elder than
    b. older then
    c. more old then
4. Nowadays Bob is eating more and exercising … than he used to.
    a. little
    b. less
    c. the least
5. It's not the …place to live if you want a quiet life.
    a. better
    b. good
    c. best
6. You should practice speaking English…
    a. most
    b. more
    c. the most
7. Ann is …girl I have ever met.
    a. the most beautiful
    b. a more beautiful
    c. the beautifulest
8. You can't run as fast…
    a. as me
    b. than I can
    c. as I
9. Dick was … of the three brothers.
    a. the eldest
    b. the oldest
    c. elder
10. She speaks French…
    a. very good
    b. very well
    c. very goodly
11. Peter will pass the exam if he works…
    a. hard
    b. hardly
    c. in a hard way
12. At about 5 o'clock the executive director arrived … the office.
    a. at
    b. in
    c. to
13. They decided to spend an evening … the cinema.
    a. in
    b. at
    c. inside
14. I've lost my key! How are we going to get … the flat?
    a. into
    b. to
    c. through
15. They arrived … Spain about two hours ago.
    a. at
    b. in
    c. to
16. The house is on fire! We'd better get …!
    a. out
    b. off
    c. from
17. I really hate walking …!
    a. on feet
    b. on foot
    c. by foot
18. His wife wasn't feeling too well and she wanted to go … home.
    a. to
    b. for
    c. -
19. As a child, I was afraid of traveling ….
    a. in the air
    b. by the air
    c. by air
20. If I …late, wait for me a little bit.
    a. am
    b. will be
21. Do you think they…our terms?
    a. accept
    b. will accept

22. I wonder if the weather…fine tomorrow.
    a. is
    b. will be
23. Do you know when the Production manager …from his business trip?
    a. is back
    b. will be back
24. If you …to the countryside tomorrow, let me know.
    a. go
    b. will go
25. Do you know when they…house
    a. move
    b. will move

Test 4. Choose the correct versions

1. … that time my knowledge of English was minimal.
    a. in
    b. at
    c. …
2. My father comes home so tired that he can do little work … the evening.
    a. in
    b. at
    c. on
3. The BBC is showing this program …Friday.
    a. at
    b. in
    c. on
4. A lot of people were killed … the war.
    a. for
    b. at
    c. during
5. They've been building the house … March.
    a. during
    b. for
    c. since
6. They went to London … Friday morning.
    a. in
    b. on
    c. at
7. I usually wake up … 7 o'clock … weekdays.
    a. in … at
    b. at … on
    c. on …in
8. She was born …1999.
    a. in
    b. during
    c. at
9. Kate and Ted are getting married … this July.
    a. in
    b. …
    c. at
10. They met again …the spring of 2005.
    a. on
    b. at
    c. in
11. Jane heard … into the table.
    a. that he bumped
    b. him bump
    c. him bumping
12. Some firms expect … twelve hours …?
    a. the guards to work
    b. that the guards work
    c. the guards work
13. Don't you feel the house …?
    a. to shake
    b. shaking
    c. shook
14. The crowd parted to let the happy couple … through.
    a. going
    b. to go
    c. go

15. I saw him … the road and… down a staircase that led to the Underground.
    a. crossing … disappeared
    b. crossed …disappearing
    c. crossing…disappearing
16. What kind of world do we want our children …from us?
    a. to inherit
    b. inherit
    c. inheriting
17. Experienced teachers help you … quickly.
    a. learn
    b. to learn
    c. learning
18. I was sitting on my windowsill, eating bread and cheese and watching the sun …
    a. going down
    b. go down
    c. to go down
19. You should use the money to make your home …lovely.
    a. to look
    b. looking
    c. look
20. Did I hear you… would like to sell your car?
    a. said
    b. say
    c. saying
21. I believed … the most reliable person.
    a. her to be
    b. her be
    c. in her to be
22. Mary hated her boyfriend …
    a. laugh at
    b. to be laughed at
    c. laughed at
23. I'd like … with us for another week.
    a. you to say
    b. that you will say
    c. you say
24. I could feel the earth … as the earthquake began.
    a. that shook
    b. to shake
    c. shake
25. I expect … her test this time.
    a. Anna pass
    b. Anna to pass
    c. Anna passing

Test 5. Choose the correct versions

1. He can play golf well, …?
    a. …, doesn't he?
    b. …, can he?
    c. …, can't he?
2. You like black coffee, …?
    a. …, aren't you?
    b. …, don't you?
    c. …, do you?
3. I met my (good) friend yesterday.
    a. goodest
    b. better
    c. best
4. Dorothy is (young) in her family.
    a. the youngest
    b. the younger
    c. young
5. Nowadays Bob is eating more and exercising … than he used to.
    a. little
    b. less
    c. the least
6. It's not the …place to live if you want a quiet life.
    a. better
    b. good
    c. best
7. Diana can't ski and she can't skate ….
    a. too
    b. also

c. either

8. She's … work from 9 a.m. to 6 p.m.
   a. in
   b. at
   c. on
9. She sat down … him on the sofa.
   a. alongside
   b. next to
   c. with
10. Last year he spent a lot of time traveling … London and Liverpool.
   a. between
   b. from
   c. in
11. Everyone … that women are equal to men.
   a. know
   b. knows
   c. is knowing
12. Too …people still smoke.
   a. many
   b. much
   c. a lot of
13. She doesn't speak…English.
   a. many
   b. much
   c. a lot of
14. **(3)** were absent from the lecture.
   a. Three
   b. Third
   c. thirty
15. The **(2)** lesson begins at eleven o'clock.
   a. two
   b. second
   c. twenty
16. … of students were present at the meeting.
   a. Hundreds
   b. The hundred
   c. A hundred
17. … of people greeted the Russian representatives.
   a. The thousand
   b. Thousand
   c. Thousands
18. We aren't rich. We aren't poor … .
   a. too
   b. either
   c. so
19. Mrs. Potts wants to live in the country. … does Mr. Potts.
   a. either
   b. so
   c. neither
20. In most countries you … a special license to hunt wild animals.
   a. have to need
   b. can have
   c. may have
21. My aunt leaves for work at (8.30).
   a. half past eight
   b. thirty to seven
   c. quarter past eight
22. I usually get up at (7.10).
   a. ten minutes to six
   b. ten minutes to seven
   c. ten minutes past seven
23. My father likes driving ….
   a. really fast
   b. very fastly
   c. fastly
24. "What are you doing?" – "I … the fish to see if it's all right."
   a. am smelling
   b. smell
   c. do the smelling
25. Someone … to speak to you on the phone.
   a. is wanting
   b. want
   c. wants

Test 6. Choose the correct versions

1. … strange began to happen.
   a. Anything

b. Something
c. Nothing

2. I believed … the most reliable person.
   a. her to be
   b. her be
   c. in her to be
3. Mary hated her boyfriend … .
   a. laugh at
   b. to be laughed at
   c. laughed at
4. I'd like … with us for another week.
   a. you to say
   b. that you will say
   c. you say
5. I tried to get her on the phone but she … .
   a. already left
   b. already had left
   c. had already left
6. Please be quite! Don't say … !
   a. nothing
   b. anything
   c. something
7. He … his wallet on the train.
   a. lost
   b. had lost
   c. has lost
8. The boy … his hand because he knew the right answer to the question.
   a. rose
   b. raised
   c. has risen
9. No one of my classmates has … London.
   a. been to
   b. been in
   c. gone to
10. Since I … university, I've been interested in sociology.
    a. have been met
    b. was at
    c. has gone to
11. After leaving school, James … it very difficult to get a good job.
    a. has found
    b. found
    c. had found
12. When … her new fur coat?
    a. did she buy
    b. has she bought
    c. did she bought
13. When we finally got to the airport, the plane … yet.
    a. hadn't landed
    b. didn't land
    c. wasn't landing
14. Christina said that … week had been the longest one in his life.
    a. that night
    b. tonight
    c. last night
15. My neighbour said that her nephew had been killed in a skiing accident a few days ….
    a. ago
    b. before
    c. before long
16. Charles said that he hadn't seen the office manager ….
    a. last night
    b. the night before
    c. yesterday in the evening
17. I … give up algebra because it got difficult for me.
    a. was able to
    b. was allowed
    c. had to
18. Nobody … Charlie Chaplin completely.
    a. knew
    b. has known
    c. was know
19. When … from his business trip?
    a. has he returned
    b. did he return
    c. was he returning
20. How long ago …?
    a. did they marry

b. have they married
c. they married

21. Letters … sent to all our clients every week.
a. are
b. have been
c. are been

22. Nothing can … done about this.
a. be
b. be being
c. have been

23. Ann … taken to hospital only tomorrow.
a. will be
b. is
c. is being

24. When she was young, she … people. Nobody liked it.
a. had always criticized
b. was always criticizing
c. always criticizing

25. Everybody … the party when the police arrived.
a. were leaving
b. was leaving
c. had left

Д4 . TEXTS

Read the text and do the exercises given below.

Text 1. Forms of business organization.

1) Read the text[1] using the dictionary.

There are three principal forms of business organization: the Sole Proprietorship, the Partnership, and the Corporation.

The simplest form of business organization is the **sole proprietorship**, which is owned by one person. Many small businesses start out as sole proprietorships. The owner has relatively unlimited control over the business and keeps all the profits. These firms are usually owned by one person who has day-to-day responsibility for running the business. Sole proprietors own all the assets of the business and the profits generated by it. They also have complete responsibility for any of its liabilities or debts. In case of breach of contract the business property and personal assets of the owner may be taken to pay judgments for damages awarded by courts.

Sole proprietorships are the most numerous form of business organization. No charter and permit are needed and there are no particular legal requirements for organizing or conducting a sole proprietorship. When started, many sole proprietorships are conducted out of the owner's home, garage, or van and inventory may be limited and may often be purchased on credit.

In a **Partnership**, two or more people share ownership of a single business. Like proprietorships, the law does not distinguish between the business and its owners. The Partners should have a legal agreement that sets forth how decisions will be made, profits will be shared, disputes will be resolved, how future partners will be admitted to the partnership, how partners can be bought out, or what steps will be taken to dissolve the partnership when needed.

A **corporation** is chartered by the state in which it has headquarters. It is considered by law to be a unique entity, separate and apart from those who own it. A corporation can

be taxed; it can be sued; it can enter into contractual agreements. The owners of a corporation are its shareholders. The shareholders elect a board of directors to oversee the major policies and decisions. The corporation has a life of its own and does not dissolve when ownership changes.

A company's **board of directors** helps management develop business plans, economic policy objectives, and business strategy. Through regular meetings, the board helps ensure effective organizational planning and sees that company resources are managed effectively. The board of directors also sees that the company meets regulatory requirements that apply to that business. The board of directors also must assess overall performance of the corporation.

Directors monitor a company's financial performance and the success of its products, services and strategy. Directors are expected to follow developments that affect the business.

2) Fill in the table "Forms of business organization"

	Sole Proprietorship	**Partnership**	**Corporation**	**Board of Directors**
Definition				
Owner of an organization				
What is needed to start an organization				
+				
-				

3) Using the table speak about one of the form of business organization. If you had enough money, what form you would choose to start your business?

Read the text and do the exercises given below.

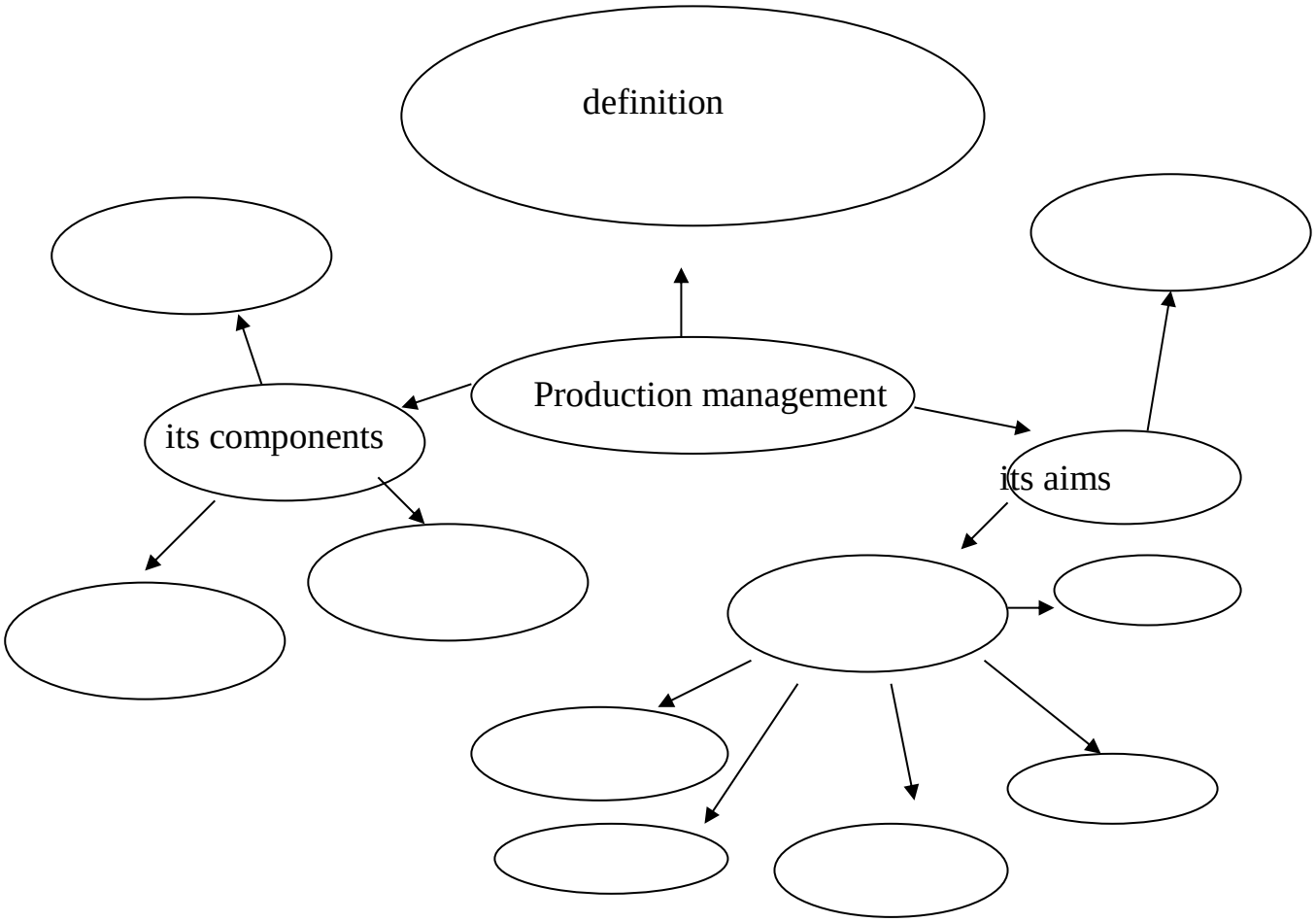
Text 2. Production management.

1) Read the text and fill in the word web "Production Management"

Production management is also called operations management. It includes planning, co-ordination and control of industrial processes. The aim of production management is to ensure that goods are produced efficiently to the satisfaction of the customer at the right price, of the right quality, in the right quantity, at the right cost and on time.

In manufacturing production manager is responsible for product and process design, planning and control issues involving capacity and quality, and organization and supervision of the workforce.

The scope of the job of production manager depends on the nature of the production system: jobbing production; mass production; process production; and batch production. Many companies have several types of production, so the job of production manager becomes more complex.



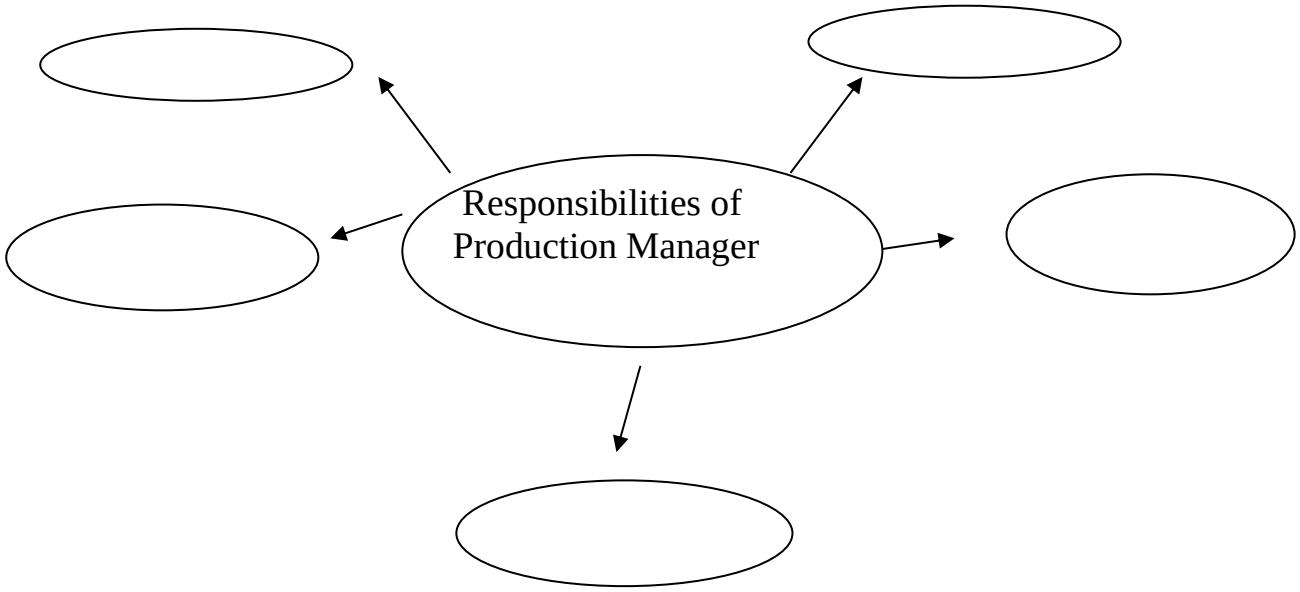
2) Read the text and fill in the word web "Responsibilities of Production Manager".

Depending on the size of the organization the functions of production manager are:

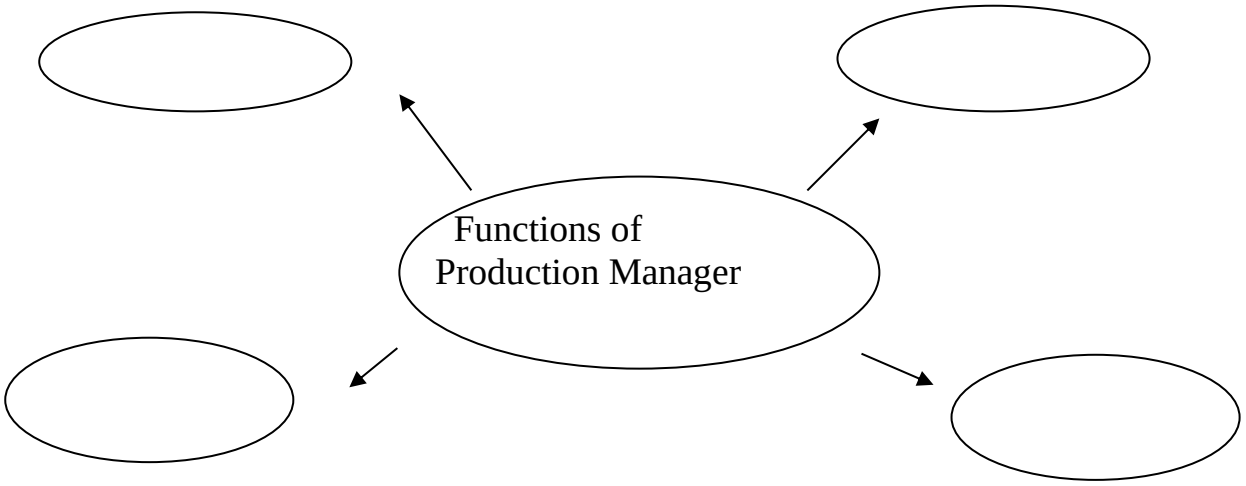
- to draw up a production schedule;
- to work out the needed resources;
- to estimate how long a job will take, to estimate the cost of it, and to set the quality standards;
- to monitor the production processes and adjust schedules as needed.

At the pre-production stage the production manager has responsibility for the selection and design of equipment, the plant layout and materials handling, and production planning (including demand forecasting, production scheduling and the ordering of material).

During the production stage the responsibilities of the production manager include production control (the sequencing of jobs, updating time schedules, etc), stock control, quality control and the maintenance and replacement of production equipment. Production managers are also concerned with product design and purchasing.



3) Fill in the word web "Functions of Production Manager".



4) Fill in the table "Responsibilities of production manager at different production stages".

Pre-production stage	**Production stage**
1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____ 6. _____ _____	1. _____ _____ a) _____ b) _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____

	6. _____ _____ 7. _____ _____

Text 3. Personnel management

1) **Read the text and fill in the table "What is personnel management?"**

Personnel management is concerned with the effective use of the skills of people.

Some of the responsibilities of a personnel manager are:

1. To classify jobs and prepare wage and salary scales.
2. To counsel employees.
3. To deal with disciplinary problems.
4. To develop safety standards and to put them into practice.
5. To manage fringe benefit programs, such as group insurance, health, and retirement plans.
6. To provide for periodic reviews of the performance of each individual employee, and for recognition of his or her strengths and needs for further development.
7. To assist individuals in their efforts to develop and qualify for more advanced jobs.
8. To plan and supervise training programs.
9. To be informed of developments in personnel management.

One function of personnel management is to hire and train the right people. The effective personnel system is:

- Assessing personnel needs.
- Recruiting personnel.
- Screening personnel.
- Selecting and hiring personnel.
- Orienting new employees to the business.
- Deciding compensation issues.

The second function of human resource management is the training and development of employees.

A third function is raising employee trust and productivity. These three functions stress the importance of a good human resource management climate and provide specific guidelines for creating such a climate.

Definition	
Where can one work?	
Responsibilities of personnel manager	
Functions of personnel manager	

2) Answer the question:

What will you do if :

- one of the most qualified firm's employee get better job with other employers?
- you make a mistake in hiring?

Text 4. The evolution of management thought

Management thought has evolved in bits and pieces over the years. Although the practice of management dates back to the earliest recorded history, the systematic study of management is largely a product of the twentieth century. An information explosion in management theory has created a management theory jungle. Five conventional approaches to management are: (1) the universal process approach, (2) the operational approach, (3) the behavioral approach, (4) the systems approach, and (5) the contingency approach. A modern unconventional approach centers on Peters' and Waterman's attributes of corporate excellence.

Henri Fayol's universal process approach assumes that all organiza tions, regardless of purpose or size, require the same management process. Furthermore, it assumes that this rational process can be reduced to separate functions and principles of management. The universal process approach, the oldest of the various approaches, is still popular today.

Dedicated to promoting production efficiency and reducing waste, the operational approach has evolved from scientific management to opera tions management. Frederick W. Taylor, the father of scientific manage ment, and his followers revolutionized industrial management through the use of standardization, time and motion study, selection and training, and pay incentives. Largely a product of the post-World War II era, operations management has broadened the scientific pursuit of efficiency to include all productive organizations. Operations management specialists often rely on sophisticated models and quantitative techniques.

Management has turned to the human factor in the human relations movement and organizational behavior. Emerging from such factors as unionization, the Hawthorne studies, and the philosophy of industrial humanism, the human relations movement began as a concerted effort to make employees' needs a high management priority. Today, organizational behavior tries to identify the multiple determinants of job performance.

Advocates of the systems approach recommend that modern organiza tion, he viewed as open systems. Open systems depend on the outside environment for survival, whereas closed systems do not. General systems theory, an interdisciplinary field based on the assumption that everything is systematically related, has identified a hierarchy of systems and has differentiated closed and open system.

The contingency approach is an effort to determine through research which managerial practices and techniques are appropriate in specific situations. It is characterized by an open-system perspective, a practical research orientation, and a multivariate approach to research.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

approach, survival, behavior, pursuit, determinant, priority, quantitative techniques, waste, job performance,

contingency, effort, environment

Exercise 2. Answer the questions:
1) What are conventional approaches to management?
2) What does the universal process approach assume?
3) What has the operational approach evolved from?
4) What do operations management specialists often rely on?

Exercise 3. Match the left part with the right:

1. Today, organizational behavior tries	a) the oldest of the various approaches, is still popular today.
2. Henri Fayol's universal process approach assumes	b) the scientific pursuit of efficiency to include all productive organizations.
3. The universal process approach,	c) to identify the multiple determinants of job performance.
4. Operations management has broadened	d) that this rational process can be reduced to separate functions and principles of management.

Exercise 4. Open brackets choosing the right words:

Dedicated to promoting production efficiency and (increasing/reducing) waste, the operational approach has (evolved/resumed) from scientific management to opera tions management.

Text 5. Planning and decision making

Planning has been labeled the primary management function because it sets the stage for all other aspects of management. Recent research has uncovered the following trends in corporate planning: more planners with actual management experience; greater teamwork, customizing, and flexibility; and more translation of broad strategies into how-to-do-it plans. Along with many other practical reasons for planning, two conceptual reasons for planning are limited resources and an uncertain environment. To cope with environmental uncertainty, organizations can respond as defenders, prospectors, analyzers, or reactors.

A properly written plan tells what, when, and how something is to be accomplished. Clearly written organizational mission statements tend to serve as a useful focal point for the planning process. Strategic, intermediate, and operational plans are formulated by top, middle, and lower-level management, respectively. Objectives have been called the single most important feature of the planning process. Well-written objectives spell out in measurable terms what should be accomplished and when it is to be accomplished. Good objectives help managers by serving as targets, act ing as measuring sticks, encouraging commitment, and strengthening motivation. Objective setting begins at the top of the organization and filters down, thus forming a means-ends chain. Priorities affect resource allocation by assigning relative importance to objectives. Plans are formu lated and executed as part of a more encompassing planning/control cycle.

Management by objectives (MBO) is an approach to planning and controlling that is based on measurable and participatively set objectives. MBO basically consists of four steps: (1) set objectives participatively, (2) develop action plans, (3) periodically reevaluate objectives and plans and monitor performance, and (4) conduct annual performance appraisals. Objective setting in MBO flows from top to bottom. MBO has both strengths and limitations and requires a supportive climate favorable to change, participation, and the sharing of authority.

Break-even analysis, or cost-volume-profit analysis, can be carried out algebraically or graphically. Either way, it helps planners gauge the potential impact of price changes and profit objectives on sales volume. A major limitation of break-even analysis is that specialized accounting knowledge is required to identify relevant fixed and variable costs.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

objective, target, measuring sticks, resource allocation, trend, teamwork, conceptual reasons, environmental, defender, respectively, priority, appraisal, gauge, profit

Exercise 2. Answer the questions:

1) Why has planning been labeled the primary management function?
2) What are two conceptual reasons for planning?
3) Who formulates intermediate plans?
4) What is management by objectives based on?

Exercise 3. Match the left part with the right:

1. A properly written plan tells what, when, and how	a) flows from top to bottom.
2. Objective setting in MBO	b) organizations can respond as defenders.
3. Objectives have been called	c) something is to be accomplished.
4. To cope with environmental uncertainty,	d) the single most important feature of the planning process.

Exercise 4. Open brackets choosing the right words:

Good objectives (hamper/help) managers by serving as targets, act ing as measuring sticks, (encouraging/discouraging) commitment, and strengthening motivation.

Text 6. Organizing

Organizing is an important managerial function that translates strategy into a systematic structure of authority relationships and task responsibilities. Contingency organization design has grown in popularity as environmental complexity has increased. Organization charts are helpful visual aids for organizers. Representing the organization's structural skeleton, organization charts delineate vertical hierarchy and horizontal specialization.

The idea behind contingency design is to structure the organization to fit situational demands. Consequently, contingency advocates contend that there is no one best organizational setup for all situations. Diagnosing the degree of environmental uncertainty is an important first step in contingency design. Field studies have validated the assumption that organiza tion structure should vary according to the situation. Burns and Stalker discovered that mechanistic (rigid) organizations are effective when the environment is relatively stable and that organic (flexible) organizations are best when unstable conditions prevail. Lawrence and Lorsch found that differentiation (division of labor) and integration (cooperation among specialists) increased in successful organizations as environmental complexity increased.

There are four basic departmentalization formats, each with its own combination of advantages and disadvantages. Functional departmentalization is the most common approach. The others are product-service, geographic location, and customer departmentalization. In actual practice, these pure types of departmentalization usually are combined.

Design variables available to organizers are span of control (the number of people who report directly to a manager), decentralization, line and staff, and matrix. As organizers have come to realize that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has become obsolete. Decentralization, the delegation of decision authority to lower-level managers, has been praised as being democratic and criticized for reducing top management's control. Strategic business foster a high degree of decentralization. Line and staff organization helps balance specialization and unity of command. Functional authority serves to make staff organization more organic by giving staff specialists temporary and limited line authority. Matrix organizations are highly organic because they combine vertical and horizontal lines of authority to achieve coordinated control over complex projects.

Delegation of authority, although generally resisted for a variety of reasons, is crucial to decentralization. Effective delegation permit managers to tackle higher-priority duties while helping train and develop lower-level managers. Although delegation varies in degree, it never means abdicating primary responsibility.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

environmental complexity, contingency, relationships, responsibilities, advantage, differentiation, temporary, staff, rigid, flexible, authority, stable

Exercise 2. Answer the questions:

1) Why is organizing an important managerial function?
2) What is the idea behind contingency design?
3) What did Burns and Stalker discover?
4) What are design variables available to organizers?

Exercise 3. Match the left part with the right:

1. Decentralization, the delegation of decision authority to lower-level	a) as environmental complexity has increased.

managers, has been praised	
2. Contingency organization design has grown in popularity	b) by giving staff specialists temporary and limited line authority
3. Functional authority serves to make staff organization more organic	c) each with its own combination of advantages and disadvantages.
4. There are four basic departmentalization formats,	d) as being democratic and criticized for reducing top management's control.

Exercise 4. Open brackets choosing the right words:

As organizers have come to (deny/realize) that situational factors dictate how many people a manager can directly supervise, the notion of ideal span of control has (become/combined) obsolete.

Text 7. Strategic management

Strategic management sets the stage for virtually all managerial activity. Managers at all levels need to think strategically and be familiar with the strategic management process for three reasons: farsightedness is encour aged, the rationale behind top-level decisions becomes more apparent, and strategy formulation and implementation are more decentralized today. Strategic management is defined as the ongoing process of ensuring a competitively superior fit between the organization and its ever-changing environment. Strategic management effectively merges strategic planning, implementation, and control.

Strategic thinking, the ability to look ahead and spot key organization/ environment interdependencies, is necessary for successful strategic man agreement and planning. Three tools that can help managers think strate gically are synergy (the 2 +2 =5 effect), product life cycles that trace the life of a product through its introduction, growth, maturity, and decline stages and Porter's three generic strategies. Porter's three strategies are overall cost leadership, differentiation, and focus.

The strategic management process consists of four major steps: (1) formulation of grand strategy, (2) formulation of strategic plans, (3) implementation of strategic plans, and (4) strategic control. Ongoing evaluation after each of these steps and corrective action based on feedback help keep the strategic management process on track. Strategists formulate the organization's grand strategy by conducting a situational analysis and identifying the driving forces. Results-oriented strategic plans that specify what, when, and how are then formulated and translated downward into more specific and shorter-term intermediate and operational plans. Problems encountered along the way should be detected by the strategic control or by ongoing evaluation and subjected to corrective action.

Event outcome, event timing, and time series forecasts help strategic planners anticipate and prepare for future environmental circumstances. Event outcome forecasts are used when strategists want to predict the outcome of a highly probable future event. Event timing forecasts predict when, if ever, a given event will occur. Time series forecasts seek to determine future values in a sequence of values recorded at fixed intervals. Popular forecasting techniques among today's managers are informed judgment, surveys, and trend analysis.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

farsightedness, rationale, implementation, synergy, growth, maturity, decline stages, leadership, feedback, forecasting, merge, ongoing process, differentiation

Exercise 2. Answer the questions:

1) Why should managers at all levels need to think strategically and be familiar with the strategic management process?
2) What is strategic thinking?
3) What tools can help managers?
4) What is ongoing evaluation based on?

Exercise 3. Match the left part with the right:

1. Strategic thinking	a) are translated downward into more specific operational plans
2. Results-oriented strategic plans	b) is necessary for successful strategic man agement and planning.
3. Strategic management effectively	c) are more decentralized today.
4. Strategy formulation and implementation	d) merges strategic planning, implementation, and control.

Exercise 4. Open brackets choosing the right words:
Problems (predicted/encountered) along the way should be detected by the strategic control or by ongoing evaluation and (subjected/implemented) to corrective action.

Text 8. Organizations

Organizations need to be understood and intelligently managed because they are an ever-present feature of modern life. When people gather together and formally agree to combine their efforts for a common purpose, an organization is the result. All organizations, whatever their purpose, have four characteristics: (1) coordination of effort, (2) common goal or purpose, (3) division of labor, and (4) hierarchy of authority. If one of these characteristics is absent, an organization does not exist. Coordination of efforts multiplies individual contributions. A common goal or purpose gives organization members a rallying point. By systematically dividing complex tasks into specialized jobs, an organization can efficiently use its human resources. Division of labor permits

organization member to become more proficient by repeatedly doing the same specialized task. Organization theorists have defined authority as the right to direct the action of others. Without a recognized hierarchy of authority, coordination of effort is difficult, if not impossible, to achieve.

Organizational classifications aid systematic analysis and study of organizations. There is no universally accepted classification scheme among organization theorists. Two useful ways of classifying organizations are by purpose and technology. In regard to purpose, organizations can be classified as business, not-for-profit service, mutual benefit, or common weal. In regard to technology, there are long-linked, mediating, and inten sive technologies. Each of these technologies has characteristic strengths and weaknesses.

Modern organization theorists tend to prefer open-system thinking because it realistically incorporates organizations' environmental dependency. Early manage ment writers proposed tightly controlled authoritarian organizations. Max Weber, a German sociologist, applied the label bureaucracy to his formula for the most rationally efficient type of organization. Bureaucracies are characterized by their division of labor, hierarchy of authority, framework of rules, and impersonality. Unfortunately, in actual practice, bureaucracy has become a synonym for a red tape and inefficiency. The answer to this bureaucratic paradox is to understand that bureaucracy is a matter of degree. When bureaucratic characteristics, which are present in all organizations, are carried to an extreme, efficiency gives way to inefficiency.

Barnard's acceptance theory of authority and growing environmental complexity and uncertainty questioned traditional organization theory. Open-system thinking became a promising alternative because it was useful in explaining the necessity of creating flexible and adaptable rather than rigid organizations.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

impact, purpose, goal, not-for-profit service, mutual benefit, common weal, division of labor, hierarchy of authority, framework of rules, impersonality, bureaucracy, red tape, inefficiency

Exercise 2. Answer the questions:

1) Why do organizations need to be understood and intelligently managed?
2) What systems do modern organization theorists tend to prefer?
3) What are bureaucracies characterized by?
4) When does efficiency give way to inefficiency?

Exercise 3. Match the left part with the right:

1. By systematically dividing complex tasks into specialized jobs,	a) are by purpose and technology

2. Bureaucracies are characterized	b) an organization can efficiently use its human resources.
3. Modern organiza tion theorists tend to prefer open-system thinking	c) by their division of labor, hierarchy of authority, framework of rules, and impersonality.
4. Two useful ways of classifying organizations	d) because it realistically incorporates organizations' environmental dependency.

Exercise 4. Open brackets choosing the right words:

When bureaucratic characteristics, which are present in all organizations, are (carried/divided) to an extreme, efficiency (grows/gives) way to inefficiency.

Text 9. Staffing and Human Resource Management

A synergistic relationship exists between individuals and their employing organizations. But students have strong concerns about their future organ izational life, especially about the quality of supervision they will experi ence. Apart from the formal employment contract, an informal and often unspoken psychological contract exists between employee and employer. Serious dissatisfaction can set in when the terms of an individual's psycho logical contract are not met. According to Argyris's incongruency thesis, the principles of formal organization tend to encourage psychological immaturity in the average employee. He believes that the demands of the typical organization are incongruent with the psychological needs of the individual, and individuals naturally strive to be mature but the organizations that employ them often encourage immature behavior.

Within the context of strategic human resource management, staffing encompasses human resource planning, acquisition, and development aimed at providing the talent necessary for organizational success. Four key staffing activities necessarily linked to organizational strategy and structure are: (1) human resource planning, (2) selection, (3) perform ance appraisal, and (4) training. A systems approach to human resource planning will help management devise staffing strategies for future hu man resource needs. As the organization's gatekeeper for vital human resources, employee selection should be more than a haphazard process of looking around for people to fill vacancies. There are relative advantages to promoting an insider as opposed to transferring in or hiring an outsider. Federal Equal Employment Opportunity laws require managers to make hiring and other personnel decisions on the basis of ability to perform rather than personal prejudice. Because interviews are the most popular employee screening device, experts recommend structured rather than traditional, informal interviews. A structured interview may be defined as a series of job-related questions with predetermined answers that are constantly applied across all interviews for a particular job.

Legally defensible performance appraisals (the process of evaluating individual job performance) enable managers to make objective personnel decisions. Of the three general approaches to performance appraisal – trait, behavior, and outcome – the behavior-oriented approach is the most strongly recommended. The rationale is that behavior, not

personal traits or abilities, is ultimately responsible for job success or failure. Listed in declining order of popularity, six common performance appraisal techniques are goal setting, written essays, critical incidents (specific instances of inferior and superior performance are documented by the supervisor when they occur), graphic rating scales, weighted checklists (evaluators check appropriate adjectives or behavioral descriptions that have predetermined weight), and ranking/comparisons. Managers are challenged both to evaluate performance and to develop human potential during the performance appraisal process. This dilemma can be partially resolved by encouraging subordinates to engage in self-evaluation before offering constructive feedback on performance.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

synergistic relationship, employer, employee, dissatisfaction, term, incongruency, immaturity, average, acquisition, trait, defensible, vital, vacancy, hiring, outsider, prejudice, haphazard.

Exercise 2. Answer the questions:

1) Why do student have strong concerns about their future organ izational life?
2) What does staffing encompass?
3) What are key staffing activities?
4) What is the most popular employee screening device?

Exercise 3. Match the left part with the right:

1. Legally defensible performance appraisals	a) staffing encompasses human resource planning, acquisition, and development.
2. A systems approach to human resource planning	b) when the terms of an individual's psycho logical contract are not met.
3. Serious dissatisfaction can set in	c) will help management devise staffing strategies for future hu man resource needs
4. Within the context of strategic human resource management,	d) enable managers to make objective personnel decisions.

Exercise 4. Open brackets choosing the right words:

Federal Equal Employment Opportunity laws (require/offer) managers to make hiring and other personnel decisions on the basis of ability to (transform/perform) rather than personal prejudice.

Text 10. Communicating

Observational research indicates that managers at all levels spend the majority of their workday communicating. Communication is a social process involving the transfer of information and understanding. Links in the communication process include sender, encode, medium, decode, receiver, and feedback. Noise is not an integral part of the chainlike communication process, but it may influence the process at any or all points. As the term is used here, noise is any interference with the normal flow of understanding from one person to another.

Perception is important to communication because it helps senders and receivers give meanings to environmental stimuli, including messages. Three perceptual subprocesses are selectivity, organization, and inter pretation. Perceptual defense enables one to screen out irrelevant stimuli, and perceptual set does the opposite. Grouping, figure-ground, and closure help people perceptually organize otherwise meaningless stimuli. Specialists often interpret situations differently because of their restricted perspectives.

Four dynamics of organizational communication are structural consid erations, the grapevine, nonverbal communication, and upward communication. Research suggests a trend toward greater centralization of the overall communication function. The unofficial and informal communication system that sometimes complements and sometimes disrupts the formal communication system has been labeled the grapevine. A sample of managers surveyed had predominantly negative feelings toward it. Recognizing that the grapevine cannot be extinguished, managers are advised to monitor it constructively. Nonverbal communication, including facial, gestural, and postural body language, accounts for most of the impact of face-to-face communication. Managers can become more effective communicators by doing a better job of receiving and giving nonverbal communication. Upward communication refers to a process of systematically encouraging subordinates to share with management their feelings and ideas. It can be stimulated by using formal grievance procedures, employee attitude and opinion surveys, suggestion boxes, an open-door policy, informal gripe session, task forces, and exit interviews.

Process, physical, semantic, and psychosocial barriers and sexist communication are common organizational communication problems. Awareness of the various barriers can improve communication effectiveness. Constructive steps also can be taken to become a better listener, writer, and meeting chairperson.

I. Reading Exercises:

Exercise 1. Read and memorize using a dictionary:

transfer, sender, receiver, decode, interference, perception, interpretation, perceptual defense, restricted perspectives, disrupt, sample, attitude, opinion survey, grievance, extinguish, feedback

Exercise 2. Answer the questions:

1) What is communication?
2) Why is perception important?

3) How can managers become more effective communicators?
4) What enables one to screen out irrelevant stimuli?

Exercise 3. Match the left part with the right:

1. Perception is important to communication	a) structural consid erations, the grapevine, nonverbal communication, and upward communication.
2. Research suggests a trend toward	b) because it helps senders and receivers give meanings to environmental stimuli, including messages.
3. Communication is a social process	c) greater centralization of the overall communication function.
4. Four dynamics of organizational communication are	d) the transfer of information and understanding.

Exercise 4. Open brackets choosing the right words:

(Recognizing/disagreeing) that the grapevine cannot be extinguished, managers are (dissuaded/advised) to monitor it constructively.

РАЗДЕЛ 3. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания

Балльно-рейтинговая система является базовой системой оценивания сформированности компетенций обучающихся очной формы обучения.

Итоговая оценка сформированности компетенции(й) обучающихся в рамках балльно-рейтинговой системы осуществляется в ходе текущего контроля успеваемости, промежуточной аттестации и определяется как сумма баллов, полученных обучающимися в результате прохождения всех форм контроля.

Оценка сформированности компетенции(й) по дисциплине складывается из двух составляющих:

✓ первая составляющая – оценка преподавателем сформированности компетенции(й) в течение семестра в ходе текущего контроля успеваемости (максимум 100 баллов). Структура первой составляющей определяется технологической картой дисциплины, которая в начале семестра доводится до сведения обучающихся;

вторая составляющая – оценка сформированности компетенции(й) обучающихся на зачете (максимум – 20 баллов).

Для студентов очно-заочной и заочной форм обучения применятся 4-балльная и бинарная шкалы оценивания результатов текущего контроля успеваемости и промежуточной аттестации обучающихся.

уровни освоения компетенций	продвинутый уровень	базовый уровень	пороговый уровень	допороговый уровень
100 – балльная шкала	85 и ≥	70 – 84	51 – 69	0 – 50
4 – балльная шкала	«отлично»	«хорошо»	«удовлетвори тельно»	«неудовлетво рительно»
Бинарная шкала	Зачтено			Не зачтено

Шкала оценок при текущем контроле успеваемости по различным показателям

Показатели оценивания сформированности компетенций	***Баллы***	***Оценка***
Выполнение практических заданий	0-20	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Ответы на устные вопросы	0-20	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Тестирование	0-30	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Проведение ролевой игры	0-10	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»…
Решение кейсов	0-20	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Выполнение и публичная защита реферата	0-4	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»

Участие в дискуссии, дебатах, «круглом столе»	0-10	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Выполнение и публичная защита презентации	0-4	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»

Соответствие критериев оценивания уровню освоения компетенций по текущему контролю успеваемости

Баллы	***Оценка***	***Уровень освоения компетенций***	***Критерии оценивания***
0-50	«неудовлетворительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины
51-69	«удовлетворительно»	Пороговый уровень	Не менее 50% заданий, подлежащих текущему контролю успеваемости, выполнены без существенных ошибок
70-84	«хорошо»	Базовый уровень	Обучающимся выполнено не менее 75% заданий, подлежащих текущему контролю успеваемости, или при выполнении всех заданий допущены незначительные ошибки; обучающийся показал владение навыками систематизации материала и применения его при решении практических заданий; задания выполнены без ошибок
85-100	«отлично»	Продвинутый уровень	100% заданий, подлежащих текущему контролю успеваемости, выполнены самостоятельно и в требуемом объеме; обучающийся проявляет умение обобщать, систематизировать материал и применять его при решении практических заданий; задания выполнены с подробными пояснениями и аргументированными выводами

Шкала оценок по промежуточной аттестации

Наименование формы промежуточной аттестации	***Баллы***	***Оценка***
Экзамен	0-30	«неудовлетворительно» «удовлетворительно» «хорошо» «отлично»
Зачет	0-20	«зачтено» «не зачтено»

Соответствие критериев оценивания уровню освоения компетенций по промежуточной аттестации обучающихся (зачет)

Баллы	***Оценка***	***Уровень освоения компетенций***	***Критерии оценивания***
0-10	«незачтено»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины; обучающийся не смог ответить на вопросы
11-14	«зачтено»	Пороговый уровень	Обучающийся дал неполные ответы на вопросы, с недостаточной аргументацией, практические задания выполнены не полностью, компетенции, осваиваемые в процессе изучения дисциплины сформированы не в полном объеме.

15-17	«зачтено»	Базовый уровень	Обучающийся в целом приобрел знания и умения в рамках осваиваемых в процессе обучения по дисциплине компетенций; обучающийся ответил на все вопросы, точно дал определения и понятия, но затрудняется подтвердить теоретические положения практическими примерами; обучающийся показал хорошие знания по предмету, владение навыками систематизации материала и полностью выполнил практические задания
18-20	«зачтено»	Продвинутый уровень	Обучающийся приобрел знания, умения и навыки в полном объеме, закрепленном рабочей программой дисциплины; терминологический аппарат использован правильно; ответы полные, обстоятельные, аргументированные, подтверждены конкретными примерами; обучающийся проявляет умение обобщать, систематизировать материал и выполняет практические задания с подробными пояснениями и аргументированными выводами

Соответствие критериев оценивания уровню освоени компетенций по промежуточной аттестации обучающихся (экзамен)

Баллы	***Оценка***	***Уровень освоения компетенций***	***Критерии оценивания***
0-9	«неудовлетворительно»	Допороговый уровень	Обучающийся не приобрел знания, умения и не владеет компетенциями в объеме, закрепленном рабочей программой дисциплины; обучающийся не смог ответить на вопросы

10-16	«удовлетворительно»	Пороговый уровень	Обучающийся дал неполные ответы на вопросы, с недостаточной аргументацией, практические задания выполнены не полностью, компетенции, осваиваемые в процессе изучения дисциплины сформированы не в полном объеме.
17-23	«хорошо»	Базовый уровень	Обучающийся в целом приобрел знания и умения в рамках осваиваемых в процессе обучения по дисциплине компетенций; обучающийся ответил на все вопросы, точно дал определения и понятия, но затрудняется подтвердить теоретические положения практическими примерами; обучающийся показал хорошие знания по предмету, владение навыками систематизации материала и полностью выполнил практические задания
25-30	«отлично»	Продвинутый уровень	Обучающийся приобрел знания, умения и навыки в полном объеме, закрепленном рабочей программой дисциплины; терминологический аппарат использован правильно; ответы полные, обстоятельные, аргументированные, подтверждены конкретными примерами; обучающийся проявляет умение обобщать, систематизировать материал и выполняет практические задания с подробными пояснениями и аргументированными выводами

Раздел 4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков, характеризующих этапы формирования компетенций

Процедура оценивания – порядок действий при подготовке и проведении аттестационных испытаний и формировании оценки.

Процедура промежуточной аттестации проходит в соответствии с Положением о промежуточной аттестации знаний студентов и учащихся ДГУНХ.

- Аттестационные испытания проводятся преподавателем, ведущим лекционные занятия по данной дисциплине, или преподавателями, ведущими практические и лабораторные занятия (кроме устного экзамена). Присутствие посторонних лиц в ходе проведения аттестационных испытаний без разрешения ректора или проректора не допускается (за исключением работников университета, выполняющих контролирующие функции в соответствии со своими должностными обязанностями). В случае отсутствия ведущего преподавателя аттестационные испытания проводятся преподавателем, назначенным письменным распоряжением по кафедре.
- Инвалиды и лица с ограниченными возможностями здоровья, имеющие нарушения опорно-двигательного аппарата, допускаются на аттестационные испытания в сопровождении ассистентов-сопровождающих.
- Во время аттестационных испытаний обучающиеся могут пользоваться программой дисциплины, а также с разрешения преподавателя справочной и нормативной литературой, непрограммируемыми калькуляторами.
- Время подготовки ответа при сдаче зачета/экзамена в устной форме должно составлять не менее 40 минут (по желанию обучающегося ответ может быть досрочным). Время ответа – не более 15 минут.
- При подготовке к устному экзамену экзаменуемый, как правило, ведет записи в листе устного ответа, который затем (по окончании экзамена) сдается экзаменатору.
- При проведении устного экзамена экзаменационный билет выбирает сам экзаменуемый в случайном порядке.
- Экзаменатору предоставляется право задавать обучающимся дополнительные вопросы в рамках программы дисциплины текущего семестра, а также, помимо теоретических вопросов, давать письменные задания, которые изучались на практических занятиях.
- Оценка результатов устного аттестационного испытания объявляется обучающимся в день его проведения. При проведении письменных аттестационных испытаний или компьютерного тестирования – в день их проведения или не позднее следующего рабочего дня после их проведения.
- Результаты выполнения аттестационных испытаний, проводимых в письменной форме, форме итоговой контрольной работы или компьютерного тестирования, должны быть объявлены обучающимся и выставлены в зачётные книжки не позднее следующего рабочего дня после их проведения.

Итоговыми формами контроля по дисциплине является зачет (I, II, III семестр), экзамен (IVсеместр).

На **тестирование** отводится 30 минут. Каждый вариант тестовых заданий включает 30 вопросов. За каждый правильный ответ на вопрос дается __1_балл.

Тестирование может проводится с помощью автоматизированной программы «Спрут». Результат тестирования устанавливается с учетом выбора алгоритма расчета оценки. Тест сдан при условии, если набранные баллы студентом не меньше проходного балла (порога сдачи теста). По окончании работы с тестом студенту предоставляется возможность просмотреть результаты тестирования - количество набранных баллов, перечень вопросов, на которые даны правильные, неправильные и неполные ответы.

Методика оценивания результатов тестирования

Баллы	***Оценка***	***Показатели***	***Критерии***
25-30	«отлично»	1. Полнота выполнения тестовых заданий; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. Самостоятельность тестирования; 5. и т.д.	Выполнено более 85 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос
20 -24	«хорошо»		Выполнено более 70 % заданий предложенного теста, в заданиях открытого типа дан полный, развернутый ответ на поставленный вопрос; однако были допущены неточности в определении понятий, терминов и др.
15 - 19	«удовлетворительно»		Выполнено более 54 % заданий предложенного теста, в заданиях открытого типа дан неполный ответ на поставленный вопрос, в ответе не присутствуют доказательные примеры, текст со стилистическими и орфографическими ошибками.
0- 14	«неудовлетворительно»		Выполнено не более 53 % заданий предложенного теста, на поставленные вопросы ответ отсутствует или неполный, допущены существенные ошибки в теоретическом материале (терминах, понятиях).

Устный опрос предполагает устный ответ студента на один основной и несколько дополнительных вопросов преподавателя. Ответ студента должен представлять собой развёрнутое, связанное, логически выстроенное сообщение. Устные опросы проводятся во время практических занятий, и могут использоваться в качестве дополнительного испытания при недостаточности результатов тестирования. Вопросы опроса не должны выходить за рамки объявленной для данного занятия темы.

При выставлении оценки преподаватель учитывает правильность ответа по содержанию, его последовательность, самостоятельность суждений и выводов, умение связывать теоретические положения с практикой, в том числе и с будущей профессиональной деятельностью.

Методика оценивания ответов на устные вопросы (опрос)

Баллы	**Оценка**	***Показатели***	***Критерии***
16- 20	«отлично»	1. Полнота данных ответов; 2. Аргументированность данных ответов; 3. Правильность ответов на вопросы; 4. Понимание материала	1) Полно и аргументированно отвечает по содержанию задания; 2) Обнаруживает понимание материала, может обосновать свои суждения, применить знания на практике, привести необходимые примеры не только по учебнику, но и самостоятельно составленные; 3) излагает материал последовательно и

			правильно.
11 -15	«хорошо»		Студент дает ответ, удовлетворяющий тем же требованиям, что и для оценки «5», но допускает 1-2 ошибки, которые сам же исправляет.
6 -10	«удовлетворительно»		Студент обнаруживает знание и понимание основных положений данного задания, но: 1) излагает материал неполно и допускает неточности в определении понятий или формулировке правил; 2) не умеет достаточно глубоко и доказательно обосновать свои суждения и привести свои примеры; 3) излагает материал непоследовательно и допускает ошибки.
0 - 5	«неудовлетворительно»		Студент обнаруживает незнание ответа на соответствующее задание, допускает ошибки в формулировке определений и правил, искажающие их смысл, беспорядочно и неуверенно излагает материал; отмечаются такие недостатки в подготовке студента, которые являются серьезным препятствием к успешному овладению последующим материалом.

Практическое задание (письменная работа) включено в текущий контроль, предполагает индивидуальную или групповую работу. Письменная работа предполагает либо закрепление, либо повторение пройдённой темы, соответствующей содержанию компетенции. Время выполнения зависит от сложности задания от 5 до 15 мин.

Методика оценивания практических заданий

Баллы	***Оценка***	***Показатели***	***Критерии***
18-20	«Отлично»	1. Решение коммуникативной задачи. 2.Содержание и организация текста. 3. Лексика. 4. Грамматика 5. Орфография и каллиграфия	Коммуникативная задача решена полностью. Задание полностью выполнено: содержание отражает все аспекты, указанные в задании, высказывание логично. Лексические, грамматические и орфографические ошибки отсутствуют.
11-17	«Хорошо»		Коммуникативная задача решена, немногочисленные языковые погрешности не препятствуют пониманию. Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью, высказывание в основном логично. Используемый словарный запас соответствует поставленной задаче, учащийся показал знание лексики и успешно использовал ее. Грамматические структуры используются в соответствии с поставленной задачей, практически отсутствуют ошибки, соблюдается правильный

			порядок слов. Орфографические ошибки практически отсутствуют, текст написан с соблюдением правил каллиграфии.
8-10	«Удовлетворительно»		Коммуникативная задача решена, но лексико-грамматические погрешности препятствуют пониманию. Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании, высказывание не всегда логично. Используемый словарный запас соответствует поставленной задаче, однако случаются отдельные неточности в употреблении слов, либо словарный запас ограничен, но использован правильно. Имеется ряд грамматических ошибок, не затрудняющих понимание текста. Имеется ряд орфографических ошибок и незначительное отклонение от правил каллиграфии, что не затрудняют понимание текста.
0-7	«Неудовлетворительно»		Коммуникативная задача не решена Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, отсутствует логика в построении высказывания. Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу или обучающийся не смог правильно использовать свой лексический запас для выражения своих мыслей. Грамматические правила не соблюдаются.

Ролевая игра направлена на углубление теоретических знаний, полученных студентами в ходе практических занятий и изучения основной и дополнительной литературы по дисциплине; развивает способности к самостоятельному отбору, анализу и систематизации информации; формирует коммуникативные навыки, умение логически верно, аргументировано и ясно строить устную речь; стимулирует готовность к кооперации с коллегами, работе в коллективе.

1. Подготовка к проведению игры. Ведущий объясняет суть метода, игровые правила и задачи участников. На данном этапе излагается сценарий и организуется игровое пространство.
2. Непосредственное проведение игры. Участники в игре воплощают сценарий, происходит «проживание» участниками проблемной ситуации в ее игровом воплощении, т.е. в ролевой игре обучаемые овладевают опытом деятельности и соответствующих ему переживаний, сходных с тем, что они получили бы в действительности.
3. Подведение итогов игры. Суть данного этапа – осмысление «пережитого». Начинать желательно с вербализации участниками игры своих переживаний (описания словами своих ощущений, возникавших по ходу игры) и обмена эмоциональным опытом между участниками игры.

Методика оценивания участия в ролевой игре

Баллы	*Оценка*	*Показатели*	*Критерии*
9 -10	«отлично»	1. Полнота содержания выступления. 2. Осознанность темы игры. 3. Выразительность речи. 4. Владение материалом. 5. Рациональность использования времени.	Содержание выступления полное, используются конкретные факты, осознанность темы игры. Выразительность речи, умение уважительно отвечать собеседникам, свободное владение материалом
6 - 8	«хорошо»		Содержание выступления полное, используются абстрактные факты, осознанность темы игры. Выразительность речи, свободное владение материалом
3 - 5	«удовлетворительно»		Содержание выступления не полное, используются абстрактные факты, осознанность темы игры. Невыразительность речи. Нерациональное использование времени.
0 - 2	«неудовлетворительно»		Неполное содержание выступления, неосознанность темы игры, нерациональное использование времени

Реферат – это краткий обзор максимального количества доступных публикаций по заданной теме, с элементами сопоставительного анализа данных материалов и с последующими выводами. Требования к содержанию: материал, использованный в реферате, должен относится строго к выбранной теме; необходимо изложить основные аспекты проблемы не только грамотно, но и в соответствии с той или иной логикой (хронологической, тематической, событийной и др.); при изложении следует сгруппировать идеи разных авторов по общности точек зрения или по научным школам; реферат должен заканчиваться подведением итогов проведенной исследовательской работы: содержать краткий анализ-обоснование преимуществ той точки зрения по рассматриваемому вопросу, с которой Вы солидарны.

Задачами реферата являются:

1. Формирование умений самостоятельной работы обучающихся с источниками литературы, их систематизация;
2. Развитие навыков логического мышления;
3. Углубление теоретических знаний по проблеме исследования.

Методика оценивания выполнения рефератов

Баллы	*Оценка*	*Показатели*	*Критерии*
4	«отлично»	1. Полнота выполнения рефератов; 2. Своевременность выполнения;	Выполнены все требования к написанию и защите реферата: обозначена проблема и обоснована её актуальность, сделан краткий анализ различных точек зрения на рассматриваемую проблему и

		3. Правильность ответов на вопросы; и т.д.	логично изложена собственная позиция, сформулированы выводы, тема раскрыта полностью, выдержан объём, соблюдены требования к внешнему оформлению, даны правильные ответы на дополнительные вопросы.
3	«хорошо»		Основные требования к реферату и его защите выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем реферата; имеются упущения в оформлении; на дополнительные вопросы при защите даны неполные ответы.
2	«удовлетворительно»		Имеются существенные отступления от требований к реферированию. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании реферата или при ответе на дополнительные вопросы.
1	«неудовлетворительно»		Тема реферата не раскрыта, обнаруживается существенное непонимание проблемы

Case-study представляет собой метод активного проблемно-ситуационного анализа, основанный на обучении путем решения конкретных задач-ситуаций (выполнения кейс-заданий). Кейс представляет собой проблемную ситуацию, предлагаемую студентам в качестве задачи для анализа и поиска решения.

Обычно кейс содержит схематическое словесное описание ситуации, статистические данные. Кейс дает возможность приблизиться к практике, встать на позицию человека, реально принимающего решения. Ознакомление студентов с текстом кейса и последующий анализ кейса может осуществляться заранее (за несколько дней до его обсуждения) как самостоятельная работа студентов. Обсуждение небольших кейсов может быть включено в учебный процесс, и студенты могут знакомиться с ними непосредственно на занятиях.

Анализ кейса должен осуществляться в определенной последовательности:
1. Выделение проблемы.
2. Поиск фактов по данной проблеме.
3. Рассмотрение альтернативных решений.
4. Выбор обоснованного решения.

Методика оценивания кейс-задач

Баллы	***Оценка***	***Показатели***	***Критерии***

18-20	«отлично»	1. Полнота решения кейс-задач; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. и т.д.	Основные требования к решению кейс-задач выполнены. Продемонстрированы умение анализировать ситуацию и находить оптимальное количества решений, умение работать с информацией, в том числе умение затребовать дополнительную информацию, необходимую для уточнения ситуации, навыки четкого и точного изложения собственной точки зрения в устной и письменной форме, убедительного отстаивания своей точки зрения;
11-17	«хорошо»		Основные требования к решению кейс-задач выполнены, но при этом допущены недочеты. В частности, недостаточно раскрыты навыки критического оценивания различных точек зрения, осуществление самоанализа, самоконтроля и самооценки, креативности, нестандартности предлагаемых решений
8-10	«удовлетворительно»		Имеются существенные отступления от решения кейс-задач. В частности отсутствуют навыки умения моделировать решения в соответствии с заданием, представлять различные подходы к разработке планов действий, ориентированных на конечный результат
0-7	«неудовлетворительно»		Задача кейса не раскрыта, обнаруживается существенное непонимание проблемы

Дискуссия (дебаты, круглый стол) — это целенаправленное обсуждение конкретного вопроса, сопровождающееся, обменом мнениями, идеями между двумя и более лицами. Для проведения дискуссии необходимо: выбрать тему дискуссии; выделить проблематику; обозначить основные спорные вопросы; рассмотреть исторические и современные подходы по выбранной теме; подобрать литературу; выписать тезисы; проанализировать материал и определить свою точку зрения по данной проблематике.

Методика оценивания участия в дискуссии, дебатах, круглом столе

Баллы	***Оценка***	***Показатели***	***Критерии***
9-10	«Отлично»	1. Решение коммуникативной задачи. 2. Логичность высказывания. 3. Умение задавать вопросы. 4. Содержание. 5. Лексическое оформление речи.	Коммуникативная задача полностью выполнена: цель общения успешно достигнута, тема раскрыта в заданном объеме. Участник демонстрирует умение развернуто, логично и точно высказываться на заданную тему. Участник высказывает интересные и оригинальные мысли, относящиеся к обсуждаемой теме. Грамотно ставит проблему, анализирует, сравнивает и обобщает данные, представленные в задании, аргументирует свою точку зрения, делает выводы.

		6. Грамматическое оформление речи. 7. Произношение.	Участник способен логично и связно задавать интересные вопросы по теме. Участник правильно и оригинально отвечает на все вопросы собеседника. В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче. В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями. В речи участника нет фонетических ошибок. Беглый темп речи.
6-8	«Хорошо»		Коммуникативная задача выполнена не полностью: цель общения в основном достигнута, однако тема раскрыта не в полном объеме. Выделена проблема, есть вывод. В целом участник способен логично и связно задавать вопросы и давать правильные ответы. Все вопросы заданы. В речи участника нет лексических ошибок; словарный запас участника богат, разнообразен и адекватен поставленной задаче. В речи участника нет грамматических ошибок; речь участника богата разнообразными грамматическими конструкциями. В речи участника нет фонетических ошибок. Беглый темп речи.
4-5	«Удовлетворительно»		Коммуникативная задача выполнена частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме: проблема не поставлена. Участник способен задавать вопросы и отвечать на вопросы собеседника, однако задает вопросы, ответы на которые прозвучали в речи собеседника либо при поддержании беседы дает не вполне соответствующие содержанию и логике ответы. Или допускает отдельные фактические ошибки. 0 В речи участника присутствуют лексические ошибки (больше 3х). Словарного запаса не хватает для общения в соответствии с заданием. В речи участника присутствуют грамматические ошибки (больше 3х). В речи участника присутствуют фонематические ошибки (больше 3х).
0-3	«Неудовлетворительно»		Коммуникативная задача не выполнена: цель общения не достигнута, содержание не соответствует коммуникативной задаче. Заметно отклонение от темы. Участник задает мало вопросов. Не может ответить на все вопросы собеседника. Или: Участник не способен самостоятельно задавать вопросы и отвечать на вопросы партнера адекватно. В значительной степени зависит от помощи со стороны собеседника. В речи участника присутствуют многочисленные

			лексические ошибки (больше 3х), в том числе затрудняющие понимание. Словарного запаса не хватает для общения в соответствии с заданием. В речи участника присутствуют многочисленные грамматические ошибки (больше 3х), в том числе затрудняющие понимание. Понимание речи участника затруднено из-за большого количества фонематических ошибок, медленный темп речи.

Процедура защиты **презентации** представляет собой:
1. Сочетание устного лекционного материала с демонстрацией слайдов
2. Ответы обучающегося на вопросы преподавателя.

Методика оценивания презентаций

Баллы	***Оценка***	***Показатели***	***Критерии***
4	«отлично»	1. Полнота выполнения презентаций; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. Структурированность.	Выполнены все требования к составлению презентаций: дизайн слайдов, логика изложения материала, текст хорошо написан, и сформированные идеи ясно изложены и структурированы
3	«хорошо»		Основные требования к презентациям выполнены, но при этом допущены недочеты. В частности, имеются неточности в изложении материала; отсутствует логическая последовательность в суждениях; не выдержан объем презентации
2	«удовлетворительно»		Имеются существенные отступления от требований к презентациям. В частности: тема освещена лишь частично; допущены фактические ошибки в содержании презентаций или при ответе на дополнительные вопросы.
0-1	«неудовлетворительно»		Тема презентации не раскрыта, обнаруживается существенное непонимание проблемы

Порядок проведения оценивания сформированных компетенций при проведении зачета

Зачет – является завершающим звеном в изучении курса «Иностранный язык». Целью зачета является, прежде всего, оценивание достигнутого студентами уровня освоенности компетенций, а также контроль освоения обучающимися учебного материала по дисциплине. Результат зачета в огромной степени зависит от того, насколько правильно студент организовал свою самостоятельную работу в течение семестра, насколько серьезно он занимался на практическом занятии.

Зачет проводится в устной форме на последнем практическом занятии по дисциплине. Зачет может проходить в форме теста, деловой игры, ответов по билетам либо защиты проекта. На подготовку ответа студенту отводится 15-20 минут. За ответ на вопросы студент может получить максимально 20 баллов. Студенты, которые регулярно посещают занятия и имеют хорошую успеваемость, могут получить зачет «автоматом» на последнем занятии. В балльно-рейтинговой системе “автомат” можно получить за счет набранных баллов.

Методика оценивание ответа на зачёте

Баллы	***Бинарная шкала***	***Показатели***	***Критерии***
10-20	«зачтено»	1. Полнота выполнения заданий; 2. Своевременность выполнения; 3. Правильность ответов на вопросы; 4. Решение коммуникативной задачи; 5. Грамматическое и лексическое оформление заданий и т.д.	Лексико-грамматическое задание выполнено верно. Дан полный, в логической последовательности развернутый ответ на поставленный вопрос, где продемонстрировал знания предмета в полном объеме учебной программы, достаточно глубоко осмысливает дисциплину, самостоятельно, и исчерпывающе отвечает на дополнительные вопросы, приводит собственные примеры по проблематике поставленного вопроса,.
			Дан ответ, свидетельствующий в основном о знании процессов изучаемой дисциплины, отличающийся недостаточной глубиной и полнотой раскрытия темы, знанием основных вопросов теории, слабо сформированными навыками анализа явлений, процессов, недостаточным умением давать аргументированные ответы и приводить примеры, недостаточно свободным владением монологической речью, логичностью и последовательностью ответа. Допускается несколько ошибок в содержании ответа и решении практических заданий.
0-9	«незачтено»		Ответ на вопрос не дан. Решение лексико-грамматических заданий не выполнено. Коммуникативная задача не решена.

Порядок проведения оценивания сформированных компетенций на экзамене

В экзаменационный билет включено два практических задания и устная тема, соответствующие содержанию формируемых компетенций. Экзамен проводится в устной форме. За ответ на устную тему студент может получить максимально_10_ баллов, за выполнение лексико-грамматического

упражнения 10 баллов, за перевод текста 10 баллов. Или по итогам выставляется дифференцированная оценка с учетом шкалы оценивания

Методика оценивания ответа на экзамене

Баллы	Оценка	Показатели	Критерии
24-30	«отлично»	1. Полнота выполнения заданий; 2.Своевременность выполнения; 3.Правильность ответов на вопросы; 4.Решение коммуникативной задачи при раскрытии устной темы; 5.Грамматическое и лексическое оформление заданий; 6.Правильность и/или аргументированность изложения; 7.Самостоятельность ответа; 8.Выполнение кейс-задания и т.д.	Студент глубоко и прочно усвоил программный материал, исчерпывающе, последовательно, четко и логически стройно его излагает, умеет тесно увязывать теорию с практикой, свободно справляется с задачами, вопросами и другими видами применения знаний, причем не затрудняется с ответом при видоизменении заданий, использует в ответе материал различной литературы, правильно обосновывает принятое нестандартное решение, владеет разносторонними навыками и приемами выполнения практических задач по формированию общепрофессиональных компетенций.
17-23	«хорошо»		он твердо знает материал, грамотно и по существу излагает его, не допуская существенных неточностей в ответе на вопрос, правильно применяет теоретические положения при решении практических вопросов и задач, владеет необходимыми навыками и приемами их выполнения, а также имеет достаточно полное представление о значимости знаний по дисциплине.
10-16	«удовлетворительно»		Он имеет знания только основного материала, но не усвоил его деталей, допускает неточности, недостаточно правильные формулировки, нарушения логической последовательности в изложении программного материала, испытывает сложности при выполнении практических работ и затрудняется связать теорию вопроса с практикой.
0-9	«неудовлетворительно»		не знает значительной части программного материала, неуверенно отвечает, допускает серьезные ошибки, не имеет представлений по методике выполнения практической работы. Как правило, оценка «неудовлетворительно» ставится обучающимся, которые не могут продолжить обучение без дополнительных занятий по данной дисциплине.