

АВТОНОМНАЯ НЕКОММЕРЧЕСКАЯ ОРГАНИЗАЦИЯ ВЫСШЕГО ОБРАЗОВАНИЯ
«ИНСТИТУТ МЕЖДУНАРОДНЫХ ЭКОНОМИЧЕСКИХ СВЯЗЕЙ»
INSTITUTE OF INTERNATIONAL ECONOMIC RELATIONS

Факультет мировой экономики и международной торговли

Кафедра гуманитарных и социально-экономических дисциплин

УТВЕРЖДАЮ

Ректор ИМЭС



Т.П. Богомолова Т.П. Богомолова

Принято на заседании

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РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

**ДЕЛОВАЯ КОММУНИКАЦИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ
(ПРОДВИНУТЫЙ УРОВЕНЬ I)**

по направлению подготовки

38.03.02 Менеджмент

Профиль: «Международный менеджмент»

Предназначена для очной, очно-заочной и заочной форм обучения

Москва

2020

Рабочая программа дисциплины «Деловая коммуникация на английском языке (продвинутый уровень I)» входит в состав основной образовательной программы высшего образования по направлению подготовки 38.03.02. Менеджмент, профиль «Международный менеджмент» и предназначена для обучающихся по очной форме обучения 2018, 2019, 2020 годов набора; очно-заочной и заочной формам обучения 2017, 2018, 2019, 2020 годов набора.

Сведения об актуализации РПД

На учебный год	Состав актуализации	Утверждена Ученым советом
2017-2018	<ul style="list-style-type: none"> • Приведение в соответствие требованиям Порядка организации и осуществления образовательной деятельности (утв. Приказом МОН от 05.04.17 №301). • Перечень основной и дополнительной учебной литературы. • Перечень лицензионного программного обеспечения. • Перечень профессиональных баз данных и информационных справочных систем. 	Протокол Ученого Совета от 29.06.2017 г., №11
2018-2019	<ul style="list-style-type: none"> • Перечень основной и дополнительной учебной литературы. • Перечень лицензионного программного обеспечения. • Перечень профессиональных баз данных и информационных справочных систем. • Оценочные материалы. 	Протокол Ученого Совета от 31.05.2018 г., №11
2019-2020	<ul style="list-style-type: none"> • Перечень лицензионного программного обеспечения • Перечень основной и дополнительной учебной литературы • Перечень профессиональных баз данных и информационных справочных систем. • Оценочные материалы. 	Протокол Ученого Совета от 28.02.2019 г., №7
2020-2021	<ul style="list-style-type: none"> • Перечень лицензионного программного обеспечения • Перечень основной и дополнительной учебной литературы • Перечень профессиональных баз данных и информационных справочных систем. • Оценочные материалы 	Протокол Учёного Совета от 27.02.2020 г., №7

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1. Цель и задачи дисциплины (модуля)

Цель дисциплины «Деловая коммуникация на английском языке (продвинутый уровень I)» – приобретение студентами коммуникативных навыков, уровень которых достаточен для решения социально-коммуникативных задач в различных областях профессиональных сфер деятельности и в целях самообразования.

Задачи дисциплины:

- достижение необходимого уровня лингвистических навыков – изучение и использование лексических и грамматических единиц в объёме, который необходим для творческой деятельности в профессиональных сферах и ситуациях;
- развитие дискурсивных навыков – умения построения целостных, логичных высказываний (дискурсов) разных функциональных стилей в устной и письменной коммуникации на основе понимания различных видов профессионально-ориентированных текстов при чтении и аудировании;
- развитие практики использования английского языка для решения специальных профессиональных задач (подбор литературы, чтение соответствующих источников, просмотр программ по интересующей студента проблематике);
- закрепление стратегического навыка – навыка использовать вербальные и невербальные стратегии для компенсации пробелов, связанных с недостаточным владением языком;
- развитие когнитивных и исследовательских умений;
- расширение кругозора и повышение общей культуры: изучение культурных особенностей, нравов, обычаев стран изучаемого языка, этики, воспитание толерантности и уважения к духовным ценностям разных стран и народов;
- формирование готовности налаживать межкультурные и внешнеэкономические связи, представлять свою страну на международных семинарах, конференциях, рабочих встречах, участвовать в презентациях;
- развитие умения находить решения в быстро меняющихся условиях международного бизнеса.

2. Перечень планируемых результатов обучения по дисциплине (модулю), соотнесенных с планируемыми результатами освоения образовательной программы

Код компетенции	Содержание компетенции	Планируемые результаты обучения по дисциплине
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	Знать (Д) ¹ – грамматические правила, формы и конструкции, англоязычные речевые структуры и деловую терминологию, необходимые для осуществления профессионального общения
		Уметь (Д) – логично, аргументировано и корректно подготовить устные и письменные высказывания на иностранном языке в профессиональном общении
		Владеть (Д) – навыками использования монологической и диалогической устной и письменной речи в ситуациях профессионального взаимодействия

¹ (Д) – в скобках указан этап формирования компетенции из таблицы в п.7.2. (здесь и далее в таблицах)

Код компетенции	Содержание компетенции	Планируемые результаты обучения по дисциплине
ПК-2	владеть различными способами разрешения конфликтных ситуаций при проектировании межличностных, групповых и организационных коммуникаций на основе современных технологий управления персоналом, в том числе в межкультурной среде	Знать (Д) – способы разрешения конфликтных ситуаций, основы проектировании межличностных, групповых и организационных коммуникаций на иностранном языке
		Уметь (Д) – использовать способы разрешения конфликтных ситуаций, проектировать межличностные, групповые и организационные коммуникации на иностранном языке
		Владеть (Д) – способами разрешения конфликтных ситуаций, основами проектировании межличностных, групповых и организационных коммуникаций на иностранном языке

3. Место дисциплины (модуля) в структуре образовательной программы высшего образования

Учебная дисциплина «Деловая коммуникация на английском языке (продвинутый уровень I)» входит в факультативную часть учебного плана по направлению подготовки 38.03.02 Менеджмент, профиль «Международный менеджмент».

Языки преподавания: русский, английский.

4. Объем дисциплины (модуля) в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу обучающихся

Общая трудоёмкость дисциплины составляет 3 зачётные единицы, всего – 108 часа.

Вид учебной работы	Всего часов / зачётных единиц		
	очное	очно-заочное	заочное
Контактная работа с преподавателем (всего)	64,2 / 1,78	24,2 / 0,67	8,2 / 0,23
В том числе:			
Занятия лекционного типа			
Занятия семинарского типа	64 / 1,77	24 / 0,66	6 / 0,16
Консультации			2 / 0,06
Промежуточная аттестация по дисциплине	0,2 / 0,01	0,2 / 0,01	0,2 / 0,01
Самостоятельная работа	43,8 / 1,22	83,8 / 2,33	96 / 2,66
Контроль			3,8 / 0,11
Форма контроля	Зачет	Зачет	Зачет
Общая трудоёмкость	108 / 3	108 / 3	108 / 3

5. Содержание дисциплины (модуля), структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

Содержание дисциплины, структурированное по темам (разделам)

Наименование тем (разделов)	Содержание тем (разделов)
<p>Levels and areas of management Уровни и сферы управления</p>	<p>Лексика: термины в сфере управления, уровни менеджмента, трудовые обязанности, названия и ответственности отделов организации Чтение: Duties at Work, Responsibilities as they are Грамматика: Времена активного залога. Устная речь (полилогическая): -обсуждение трудовых обязанностей управленцев разных уровней Устная речь (монологическая): - доклад об ответственностях отдела компании Письменная речь: - кейс Johnson and Johnson</p>
<p>Organizational structures Организационные структуры</p>	<p>Лексика: термины в области организационных особенностей организаций, виды структур, реструктуризация Чтение: Restructurization, Change in Organisation Грамматика: Порядок слов в вопросительном предложении. Порядок слов в восклицательном предложении. Времена пассивного залога. Устная речь (полилогическая): - преимущества и недостатки различных организационных структур Устная речь (монологическая): -описание структуры компании Письменная речь: - кейс Levi's</p>
<p>Leadership Лидерство</p>	<p>Лексика: термины в области лидерства, лидерские качества, типы управленцев, стили управления Чтение: Leadership qualities: what does it take, Business leader briefings Грамматика: Герундий, конструкции с герундием. Устная речь (полилогическая): -обсуждение типов управленцев и их качеств Устная речь (монологическая): -описание стилей управления Письменная речь: кейс The new boss</p>

<p>Recruitment Подбор персонала, рекрутинг</p>	<p>Лексика: термины в области рекрутинга, хедхантинг, его виды и методы, речевые структуры и обороты на собеседовании при приеме на работу Чтение: A job interview, Headhunting, Methods of selection Грамматика: Условные предложения. Сослагательное наклонение. Устная речь (полилогическая): -методы рекрутинга, собеседование Устная речь (монологическая): - кейс Kidselebration Письменная речь: - написание собственного резюме</p>
<p>Business Plan Бизнес план</p>	<p>Лексика: Возможности фирмы (резюме), виды товаров (услуг), рынки сбыта товаров, конкуренция, план маркетинга, план производства, организационный план, оценка риска и страхования, финансовый план, стратегия финансирования. Чтение: «Public speaking», How to Prepare and Polish Your Business Plan, The 20 Crucial Parts of an Impressive Business Plan Written in English Грамматика: Способы выражения будущего, времена активного и пассивного залога – повторение. Устная речь (полилогическая): - обсуждение всех шагов бизнес планирования Устная речь (монологическая): - презентация собственного бизнес плана Письменная речь: - кейс KFC</p>

**Структура дисциплины
Очная форма обучения (в часах)**

№ п/п	Наименование тем (разделов) дисциплины	Контактная работа			СРС	Всего
		Занятия лекционно го типа	Занятия семинарско го типа	Текущая аттестация по дисциплина м		
1	Уровни и сферы управления		12		8	20
2	Организационные структуры		12		8	20
3	Лидерство		12		8	20
4	Подбор персонала, рекрутинг		12		8	20
5	Бизнес план		16		11,8	27,8
Промежуточная аттестация (зачет)				0,2		0,2
Контроль:						
Итого:			64	0,2	43,8	108

Очно-заочная форма обучения (в часах)

№ п/п	Наименование тем (разделов) дисциплины	Контактная работа			СРС	Всего
		Занятия лекционн ого типа	Занятия семинарск ого типа	Текущая аттестация по дисциплина м		
1	Уровни и сферы управления		4		16	20
2	Организационные структуры		4		16	20
3	Лидерство		4		16	20
4	Подбор персонала, рекрутинг		6		16	20
5	Бизнес план		6		19,8	25,8
Промежуточная аттестация (зачет)				0,2		
Контроль:						
Итого:			24	0,2	83,8	108

Заочная форма обучения (в часах)

№ п/п	Наименование тем (разделов) дисциплины	Контактная работа			СРС	Всего
		Занятия лекционн ого типа	Занятия семинарского типа	Текущ ая аттеста ция по дисцип линам		
1	Уровни и сферы управления		1		16	17
2	Организационные структуры		1		20	21
3	Лидерство		1		20	21
4	Подбор персонала, рекрутинг		1		20	21
5	Бизнес план		2		20	22
Консультации				2		2
Промежуточная аттестация (зачет)				0,2		0,2
Контроль:					3,8	3,8
Итого:			6	2,2	99,8	108

6. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине (модулю)

Самостоятельная работа является одним из основных видов учебной деятельности, составной частью учебного процесса и имеет своей целью: глубокое усвоение материала дисциплины, совершенствование и закрепление навыков самостоятельной работы с литературой, рекомендованной преподавателем, умение найти нужный материал и самостоятельно его использовать, воспитание высокой творческой активности, инициативы, привычки к постоянному совершенствованию своих знаний, к целеустремленному научному поиску.

Контроль самостоятельной работы, является важной составляющей текущего контроля успеваемости, осуществляется преподавателем во время практических занятий и обеспечивает оценивание хода освоения изучаемой дисциплины.

Возможные темы презентаций:

1. The greatest success of entering a foreign market
2. The greatest success on a domestic market
3. Keys to successful management (based on an example of a certain company)
4. Ways to win customers
5. Internet advertising and buzz marketing
6. Peculiarities of Public Relations
7. Ethics in Business
8. Entrepreneurial Skills
9. Headhunting: what does it take?
10. Tips to be successful at job interviews
11. What makes a great manager
12. Cultural stereotypes in business: Russia (any country)
13. Efficient ways to motivate staff
14. Effective methods of market research
15. Product life cycle
16. The marketing strategy of a company (the 4P's)
17. The promotional strategy of a company (promotional tools)
18. The greatest flop on a domestic market
19. The greatest flop on a foreign market

Требования к презентации:

1. 9-15 слайдов в PowerPoint
2. План презентации:
 - ✓ Вступление (почему выбрана данная тема презентации) (2 слайда)
 - ✓ Основная часть
 - ✓ Заключение (выводы) (2 слайда)
3. Спикер презентует свою тему (ограничение по времени – 5-7 минут) и отвечает на вопросы участников на английском языке.

Рекомендации по подготовке к презентации

- ✓ Этапы работы над презентацией
 - Предварительная постановка проблемы или выбор темы.
 - Выдвижение и обсуждение гипотез решения основной проблемы, исследование которых может способствовать её решению в рамках намеченной тематики;
 - Поиск и сбор материала для решения проблемы и раскрытия темы;
 - Окончательная постановка проблемы или выбор темы;

- Поиск решения или раскрытие темы на основе анализа и классификации собранного материала;
 - Презентация и защита проектов, предполагающая коллективное обсуждение.
- ✓ Презентация должна содержать такие элементы как:
- оглавление;
 - дату последней ревизии;
 - информацию об авторах;
 - список полезных качественных ссылок с подробным их описанием

Распределение самостоятельной (внеаудиторной) работы по темам и видам

Согласно Положению о самостоятельной (внеаудиторной) работе студентов распределение объема часов самостоятельной работы студента зависит от места дисциплины и ее значимости в структуре ОП.

Виды, формы и объемы самостоятельной (внеаудиторной) работы студентов при изучении конкретной учебной дисциплины определяются содержанием учебной дисциплины, степенью подготовленности студентов и утверждаются на кафедре, за которой закреплена данная дисциплина, в виде раздела рабочей программы дисциплины основной образовательной программы.

В связи с вышеизложенным, принимая во внимание объем дисциплины (модуля) в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам занятий) и на самостоятельную работу обучающихся, а также баланс времени по видам работы, распределение самостоятельной (внеаудиторной) работы по темам дисциплины представляется следующим образом:

№ п/п	Наименование тем (разделов) дисциплины	Вид самостоятельной (внеаудиторной) работы	Объем самостоятельной (внеаудиторной) работы по формам обучения		
			очная	очно- заочная	заочная
1	Уровни и сферы управления	Подготовка презентаций, к аудиторным занятиям, тестам, выполнение самостоятельных и контрольных работ	8	16	16
2	Организационные структуры	Подготовка презентаций, к аудиторным занятиям, тестам, выполнение самостоятельных и контрольных работ	8	16	20
3	Лидерство	Подготовка презентаций, к аудиторным занятиям, тестам, выполнение самостоятельных и контрольных работ	8	16	20
4	Подбор персонала, рекрутинг	Подготовка презентаций, к аудиторным занятиям, тестам, выполнение самостоятельных и контрольных работ	8	16	20
5	Бизнес план	Подготовка презентаций, к аудиторным занятиям, тестам, выполнение самостоятельных и контрольных работ	11,8	19,8	20
ИТОГО			43,8	83,8	96

7. Оценочные материалы для текущего контроля успеваемости и проведения промежуточной аттестации обучающихся по дисциплине (модулю)

7.1. Оценочные материалы для текущего контроля успеваемости

Текущий контроль успеваемости по дисциплине «Деловая коммуникация на английском языке (продвинутый уровень I)» проводится в форме контрольных переводов, тестов, диалогов, подготовки презентаций, индивидуальных ответов на вопросы, устного опроса, письменных заданий и т.д.

Тема 1: Levels and areas of management

1. Заполните пробелы наиболее подходящими терминами из списка:

vital insure retailer prices placement
charge wholesaler price leader take place channel of distribution

The most common _____ is manufacturer – wholesaler _____ consumer. Distribution can, however, _____ through slightly modified channels. For example, products are sometimes sold directly by the _____ or the manufacturer, rather than by the retailer. Generally, wholesalers _____ lower _____ than retailers and sell in larger quantities. Together, these channels of distribution play a _____ role in the _____ element of marketing.

2. Скажите, верны ли данные утверждения. Исправьте некорректные:

1. Exporting is the most difficult way to enter a foreign market.
2. There are three types of exporting.
3. In indirect exporting an agent receives a commission for sales made on behalf of the principal.
4. Indirect exporting involves more risk than direct exporting.
5. The company has less control over the licensee than if it had set up its own production facilities.
6. Foreign governments always make joint ownership a condition for entry.
7. By direct investment, the company lacks control over investment and marketing policies.

3. Прочитайте текст и напишите его краткое изложение:

New products flood the market daily. You can't help but turn on late-night TV and be confronted by one infomercial after another as you click through the channels.

America's entrepreneurs are rolling out new ideas and new items.

Millions of dollars are spent yearly developing and launching new products. But did you know that only one in 10 will prove successful? And even fewer will enjoy a long shelf life.

That's the cold reality. But you can greatly enhance your chances for business success if your "new and improved" product shares a series of 10 important qualities.

I've helped launch more than 500 products, but I too have suffered a few clunkers along the way. Here is the proven checklist that I've developed during my 30 years as an entrepreneur and investor.

Ask yourself these 10 questions before going public with your "revolutionary" or "must have" product or service.

The 10 Questions

1. *Does it have unique features?* You can't roll out the "same-old, same-old." Your product has got to have a cool new look that'll make the consumer sit up and take notice.
2. *Does it have mass appeal?* In other words, is it something that will sell to the stay-at-home mother of four as well as the seasoned fisherman?
3. *Does it solve a problem?* Think of something around the house that's troublesome and invent a solution. If your product doesn't solve a problem, you've got a potential problem – consumers aren't as likely to buy it.
4. *Is there a powerful offer with a supportive cost of goods?* The time-tested pitch – But wait, there's more! – is a proven winner. The key is great value at the right price. In today's world, people immediately check the Internet for the same product at a cheaper price.
5. *Can you easily explain how it works?* There has to be an easy-to-understand explanation of how and why your product works. Get your elevator pitch ready. If it takes a college degree to understand the pitch, it's too complicated. You only grab people for a couple of seconds – so you have to tease, please and seize the consumer.
6. *Is there a magical transformation or demo?* Before-and-after spots – showing easily noticeable differences – are powerful marketing tools.

7. *Is it multifunctional?* Think like your competitor. If you come out with a product that has just one function, your competitor can steal your thunder – and your sales – with a similar product that offers more functions.
8. *Is it credible; are there testimonials?* An “actual customer” promo is ten times better than any “actor portrayal.” Real people offer real results. But you should also seek out professional testimonials from industry associations, doctors and other “experts” in your industry to further build your product’s credibility.
9. *Are there proven results?* Be prepared to back up your claims with unshakeable success stories or scientific studies, including third-party clinical studies or reviews from product-testing labs that support your claims.
10. *Can you answer the questions the viewer is thinking?* You must be prepared for any and all questions that could arise over your product. Put yourself in the shoes of consumers, and think of all the questions they could ask.

If you answered YES to all 10 of these questions, you’ve got yourself a product that’s so solid you won’t even need a celebrity endorser to make it fly off the shelves.

A final bit of advice on how you can roll out a product that will quickly become a winner: It starts with a KISS, as in Keep It Simple, Salesman! Always remember the three-pronged approach of “Tease, Please and Seize.”

Your product should be intuitive to use and extremely simple to understand. Let’s face it, most of us are just too lazy to pore over the small print in a thick instructions manual.

Now that you’re ready to churn out the next memorable marketing campaign, make it easy for people to learn more about your product. This can be done via free trials, downloads, product videos, and demonstrations.

It can’t hurt to listen to this advice from a very smart man: “Strive not to be a success, but rather to be of value.” If your product is indeed a value, you’ll have a far better chance of being a success.

Make sure your product scores big on the “10 Qualities Of A Successful Product” checklist and there’s a good chance it won’t land on the trash heap like the nine in 10 that fail to catch on with consumers.

4. Дополните следующий текст глаголами по смыслу:

appointed attacked combined defined constituted reviewed supervised supported

Large British companies generally have a chairman of the board of directors who oversees operations, and a managing director (MD) who is responsible for the day-to-day running of the company. In smaller companies, the roles of chairman and managing director are usually (1) Americans tend to use the term president rather than chairman, and chief executive officer (CEO) instead of managing director. The CEO or MD is (2) by various executive officers or vice-presidents, each with clearly (3) authority and responsibility (production, marketing, finance, personnel, and so on).

Top managers are (4)(and sometimes dismissed) by a company's board of directors. They are (5)..... and advised and

have their decisions and performance (6) by the board. The directors of private companies were traditionally major shareholders, but this does not apply to large public companies with wide share ownership. Such companies should have boards (7)

of integrity and with a record of performance in a related business and a willingness to work to make the company successful. In reality, however, companies often appoint people with connections that will impress the financial and political milieu. Yet a board that does not demand high performance and remove inadequate executives will probably eventually find itself (8) and displaced by raiders.

5. Ответьте письменно на следующие вопросы:

1. What are the levels of management?
2. What are the common titles associated with top management?
3. What are the responsibilities of a top manager?
4. What are the common titles associated with middle management?
5. What are the middle managers responsible for?
6. What are the common titles associated with first-line management?
7. Why is the position of a first-line manager an important one especially in a company involved in manufacturing business?
8. Who is at the bottom (нижняя часть) of the management levels?
9. How is their work rewarded?
10. What are the most common areas of management?
11. What is a financial manager responsible for?
12. What is an operations manager traditionally equated with and what are the changes in recent years?
13. What is a marketing manager responsible for?
14. What are the main functions of a personnel manager?
15. What does an administrative manager coordinate?

6. Переведите следующие предложения, используя активный словарь по теме:

1. Существует три основных уровня управления (менеджмента): высший менеджмент, менеджмент среднего звена и менеджмент первого звена.
2. Высшие менеджеры направляют и контролируют общую деятельность организации, они определяют стратегию и основную политику фирмы.
3. Высшими менеджерами организации являются (are) президент, вице-президент, главный исполнительный директор и члены совета директоров (правления).
4. Менеджер среднего звена реализует (осуществляет) стратегию и основную политику, спускаемые с верхнего уровня организации.
5. Средними менеджерами организации являются руководитель подразделения, начальник отдела, директор завода и директор производства.
6. Менеджер первого звена следит за деятельностью неуправленческих служащих и координирует ее.
7. Менеджерами первого звена являются инспектор, мастер, руководитель отдела, руководитель проекта.
8. Менеджеры первого звена работают с неуправленческими работниками и решают повседневные проблемы.
9. Неуправленческие работники представляют основную рабочую силу организации.
10. Самыми обычными сферами управления являются финансы, производственные операции, маркетинг, людские ресурсы и администрирование.
11. Заведующий финансами (finance manager) прежде всего отвечает за финансовые ресурсы организации,
12. Традиционно директор производства (operations manager) ассоциируется (is equated) с производством товаров.
13. Однако в последние годы управление производством относится к производству товаров и услуг.
14. Управляющий маркетингом (marketing manager) ответственен за обмен продукцией между организацией и ее постоянными покупателями (customers) или клиентами.
15. Управляющий людскими ресурсами занимается (charges in) наймом, обучением и оценкой деятельности работников.

16.Административный руководитель осуществляет общее административное руководство и он не связан с какой-либо конкретной функциональной сферой.

7. Заполните пробелы подходящим словом или словосочетанием.

- 1.Each organization can be represented as a three-story structure or
- 2.There are three general levels of management: top managers, managers and managers.
- 3.A top manager and the overall functions of the organization.
- 4.Top managers also the firm's strategy and define its major.....
5. A middle manager..... the strategy and major policies handed down from the top level of the organization.
- 6.Middle managers..... tactical plans, policies, and standard operating procedures.
7. They also coordinate and supervise the..... of first-line managers.
8. A first-line manager is a manager who..... and supervises the activities of operating employees.
9. First-line managers spend most of their time working with answering questions, and day-to-day problems.
10. Operating employees are and non-qualified persons working for the organization, they represent the work force of the organization.

Тема 2: Organizational structures

1. Дополните предложения словами из активного вокабуляра:

- 1.According to Theory X, employers have to threaten workers because ...
- 2.According to Theory Y, employers should give their workers responsibilities because ...
- 3.Maslow criticized Theory Y because ...
- 4.Maslow argued that even though they might want to be given responsibilities at work ...
- 5.Herzberg suggested that good labour relations and working conditions
- 6.According to Herzberg, the kind of things that motivate
- 7.The theory of job enrichment states that ...
- 8.Management by objectives means ...

2. Письменно прокомментируйте следующие утверждения:

- 1.An effective organizational structure is not an easy managerial task.
- 2.Sometimes a hierarchical structure turns out to be a bureaucratic set-up.
- 3.Double subordination/reporting to several people in the matrix organizational structure often leads to confusion.
- 4.Healthy competition between divisions could improve the overall performance of the organization.
- 5.Local managers often conflict with senior management as they see their authority being undermined.
- 6.In an organization by function departments pursue their own objectives rather than those of the whole company.
- 7.The matrix is essentially a temporary structure established as a means of carrying out a particular task.
- 8.Duplication of functions in different departments is not cost effective.

9. Restructuring is one of the most traumatic and difficult things a business can do.

10. Some levels of management are not necessary.

3. Прочитайте текст и письменно ответьте на вопросы:

1. What qualities of high performers are mentioned in the article?

2. What are the problems of losing high performers?

3. Which motivating factors are mentioned in the article?

MOTIVATING HIGH-CALIBRE STAFF

By Michael Douglas

An organization's capacity to identify, attract and retain high-quality, high-performing people who can develop winning strategies has become decisive in ensuring competitive advantages.

High performers are easier to define than to find. They are people with apparently limitless energy and enthusiasm, qualities that shine through even on their bad days. They are full of ideas and get things done quickly and effectively. They inspire others not just by pop talks but also through the sheer force of their example. Such people can push their organizations to greater and greater heights.

The problem is that people of this quality are very attractive to rival companies and are likely to be headhunted. The financial impact of such people leaving is great and includes the costs of expensive training and lost productivity and inspiration.

However, not all high performers are stolen, some are lost. High performers generally leave because organizations do not know how to keep them. Too many employers are blind or indifferent to the agenda of would-be high performers especially those who are young.

Organizations should consider how such people are likely to regard important motivating factors.

Money remains an important motivator but organizations should not imagine that it is the only one that matters. In practice, high performers tend to take for granted that they will get a good financial package. They seek motivation from other sources.

Empowerment is a particularly important motivating force for new talent. A high performer will seek to feel that he or she 'owns' a project in a creative sense. Wise employers offer this opportunity.

The challenge of the job is another essential motivator for high performers. Such people easily become demotivated if they sense that their organization has little or no real sense of where it is going.

A platform for self-development should be provided. High performers are very keen to develop their skills and their curriculum vitae. Offering time for regeneration is another crucial way for organizations to retain high performers. Work needs to be varied and time should be available for creative thinking and mastering new skills. The provision of a coach or mentor signals that the organization has a commitment to fast-tracking an individual's development.

Individuals do well in an environment where they can depend on good administrative support. They will not want to feel that the success they are winning for the organization is lost because of the inefficiency of others or by weaknesses in support areas.

Above all, high performers – especially if they are young – want to feel that the organization they work for regards them as special. If they find that it is not interested in them as people but only as high-performing commodities, it will hardly be surprising if their loyalty is minimal. On the other hand, if an organization does invest in its people, it is much more likely to win loyalty from them and to create a community of talent and high performance that will worry competitors.

Тема 3: Leadership

1. Ответьте письменно на следующие вопросы:

1. What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught or is it a mixture of innate qualities and learnable skills?
2. Do you know these business leaders: Jack Welch, Steve Jobs, Carlos Ghosn? What do you know about them? Which business leaders do you admire for their managerial skills? What are these skills?
3. What do you think makes a good manager? Which **four** of the following qualities do you think are the most important for a manager?
 - Being decisive: able to make quick decisions
 - Being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk and so on
 - Being friendly and sociable
 - Being able to communicate with people
 - Being logical, rational, analytical
 - Being able to motivate, inspire and lead people
 - Being authoritative: able to give orders
 - Being competent: knowing one's job perfectly, as well as the work of one's subordinates
 - Being persuasive: able to convince people to do things
 - Having innovative ideas

Are there any qualities that you think should be added to this list? (being responsible, diplomatic...)

4. Which of these qualities can be acquired? Which must you be born with?

2. Подберите к выражениям из первого столбика (1 – 10) соответствующие определения (a – j):

1. account manager	a. a manager involved with business activities of a company, especially dealing with customers, rather than with other activities
2. assistant manager	b. a manager who is directly in charge of producing goods or providing services, and who works most closely with ordinary employees
3. branch manager	c. someone who helps another manager, does their work when they are not there, etc
4. brand manager	d. a manager who is in charge of a particular factory
5. commercial manager	e. an investment manager with a group of different types of investments, who tries to balance the risks and profits of each in relation to the rest
6. floor manager	f. someone who deals with a particular client or group of clients, especially in a bank
7. fund manager	g. someone whose job is to manage a department or floor in a large store

8. line manager	h. someone in charge of a particular branch of a bank, shop in a chain of shops
9. plant manager	i. someone in a company responsible for developing and selling one particular brand of product
10. portfolio manager	j. someone whose job is to manage a particular type of investment for a financial institution or its clients

Внесите свои ответы в таблицу.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

3. Прочитайте и устно переведите на русский язык весь текст. Найдите в тексте следующие слова и выражения. Внесите свои ответы в таблицу:

производитель	
быть ответственным за	
должность	
выпускник	
стиль руководства	
самостоятельность	
ответственность	

Pegasus Footwear was an international manufacturer, well known throughout the world for its product design. Products were designed at company headquarters in the United States, and Pegasus used an extensive system of contract manufacturing to produce a variety of mostly athletic shoes sold throughout the world.

Charles Clark, or C.C., was the regional manager in charge of Pegasus operations in Southeast Asia. Clark, a British citizen, was responsible for manufacturing and marketing in the entire region. C.C. had been with Pegasus for 10 years and was recently promoted to his present position. The position was seen as a very important one, since most of the contract manufacturing for Pegasus occurred in this region of the world. C.C. was a graduate of Oxford University and began work at corporate headquarters in Los Angeles shortly after receiving his M.B.A. from Stanford. His management style was often described as visionary; however, some of the local managers felt that C.C. possessed a somewhat condescending attitude toward employees from less-developed countries.

C.C. and his team in Southeast Asia were considered very successful by top management back at corporate headquarters. As a result, C.C. earned an unusual degree of autonomy for his group. C.C. oversaw the manufacturing operations in the region (which employed over 1,000 people) and was primarily responsible for the marketing of products that were manufactured in the region. Most of the products, however, were sold in the United States and Europe, and responsibility for marketing in these regions was held by the respective regional managers. All product design was created in the Los Angeles office.

4. Прослушайте текст «A University Degree»

Ссылка для прослушивания: <http://www.esl-lab.com/universitydegree/universitydegreerd1.htm>

I. Выберите правильный вариант ответа. Внесите свои ответы в таблицу.

1. What will happen if the woman doesn't pay her tuition by the due date?

- A. She'll have to pay a significant late fee.

- B. She'll be required to register again for school.
 - C. She'll need to wait a semester to take classes.
2. What is the woman planning to take with her to school from home?
- A. some food
 - B. warm clothing
 - C. her game system
3. Based on her major, where will she most likely work?
- A. at a bank
 - B. for a school
 - C. in a national park
4. The father suggests a specific major based on the possibility of _____.
- A. earning a decent living
 - B. traveling to different countries
 - C. moving up in the company
5. The man is surprised by the fact that his daughter _____.
- A. already has a part-time job at school
 - B. has earned a scholarship for the first year
 - C. is involved in a serious relationship

1	2	3	4	5
---	---	---	---	---

5. Ответьте письменно на следующие вопросы:

1. How do we choose a job?
2. What factors affect our choice?
3. What functions does our job perform in our lives?
4. What are the main stages in a person's career?
5. What two questions should a young person ask himself before taking a job?
6. What should a person know before planning a career?
7. When can people explore their abilities?
8. What did you want to be when you were a child?
9. Have you had any part-time jobs?
10. What jobs did you eliminate before making your choice?
11. What are the six categories of people according to their occupational orientation?
12. Describe each of these categories: personality orientations and the types of jobs.
13. What type of people do you belong to?
14. What are you good at?
15. Did you think about your personality orientations when choosing your profession?
16. What do you want to be?
17. When did you make your choice?
18. Has anybody influenced your choice?
19. Why do you want to become an economist?
20. What qualities must you possess to become an economist?
21. What subjects are you interested in?
22. What are your special interests including hobbies and leisure activities?

23. Where are you going to work after graduating from the Institute?
24. What professions will have good job opportunities in future?
25. Do you want to become self-employed?
26. Do you regard languages as a bonus?
27. In what careers can languages be a tremendous advantage?
28. How can you use English in your future job?
29. «What you do is more important than who you are». Do you agree with these words?

6. Заполните следующие предложения словами из таблицы:

achieved board of directors communicate innovations manageable performance
resources setting supervise

1. Managers have to decide how best to allocate the human, physical and capital available to them.
2. Managers – logically – have to make sure that the jobs and tasks given to their subordinates are
3. There is no point in objectives if you don't them to your staff.
4. Managers have to their subordinates, and to measure, and try to improve, their
5. Managers have to check whether objectives and targets are being
6. A top manager whose performance is unsatisfactory can be dismissed by the company's
7. Top managers are responsible for the that will allow a company to adapt to a changing world.

7. Переведите текст, используя следующие словосочетания и фразы:

To set objectives, to set short-term goals, some skills are learnable, some abilities are innate, to have innovative ideas, to have a clear vision of where the company is going to move forward, to be a good strategist, to formulate clear ambitions, but achievable goals, to communicate objectives to smb, to attain objectives, to encourage, motivate and inspire, to get the best out of employees, to measure the performance, to show recognition, to learn from mistakes, to benefit from mistakes, to acquire new skills

Что такое хороший менеджер? Одни полагают, что хороший менеджер – это стратег, другие считают, что хороший менеджер – это человек, способный мыслить креативно (a creative thinker with lots of...), имеющий **множество инновационных идей**, третьи думают, что хороший менеджер – это лидер, **способный вдохновлять и вести за собой**. Наверное, хороший менеджер это и мыслитель, и лидер, и стратег, и наставник (a mentor). Некоторые **навыки можно приобрести, но есть качества, с которыми нужно родиться**, чтобы стать хорошим менеджером. Хороший менеджер харизматичен (charismatic), динамичен (driven), он **вдохновляет, мотивирует, поощряет**, он оптимист, он увлечен своей работой (to be engaged by what he does), он любит людей, так как работа менеджера и состоит в том (being a manager means...) чтобы управлять людьми.

Менеджер **определяет стратегию, ставит цели и задачи**. Хороший менеджер всегда **ставит выполнимые цели и задачи**. Менеджер всегда видит настоящее, но хороший менеджер, **ставя краткосрочные цели**, всегда ориентирован на будущее, на перспективу. Хороший менеджер **четко видит, в каком направлении движется компания**.

Менеджер **доводит цели и задачи до сведения подчиненных**, хороший менеджер **четко формулируя задачи**, объясняет, почему он **ставит эти задачи**.

Менеджер организует рабочий процесс, определяя какую работу и кто из подчиненных ее выполняет. Хороший менеджер не просто распределяет роли (to assign roles and responsibilities), но знает, кто на что способен (what each employee is capable of). Кто-то хорошо работает в авральном режиме (to work under pressure of deadlines), кто-то хорошо выполняет (to be good at...) аналитическую работу. Хороший менеджер видит потенциал каждого сотрудника, и понимает, какую работу он выполнит лучше, продуктивнее.

Менеджер ставит задачи, и следит за их выполнением. Хороший менеджер вдохновляет и мотивирует подчиненных, поощряя выполнить работу как можно лучше, **вытаскивая из каждого сотрудника максимум того, но что он способен.**

Менеджер оценивает работу подчиненных, хороший менеджер... (go on)

Тема 4: Recruitment

1. Вставьте слова из таблицы в предложения ниже:

Applicants, candidate, career, employment agencies, headhunt, headhunters, headhunting, hire (n), hire(v), hiring, qualities, recruit, recruiters, recruitment, recruitment agencies

The process of finding people for particular jobs is 1 _____ or, especially in American English, 2 _____. Someone who has been recruited is a 3 _____ or, in American English, a 4 _____. A company may recruit employees directly or use outside 5 _____, 6 _____ or 7 _____. Outside specialists called 8 _____ may be called on to 9 _____ people for very important jobs, persuading them to leave the organizations they already work for. This process is called 10 _____.

Headhunters, or executive search firms, specialize in finding the right person for the right job. When a company wishes to 11 _____ a person for an important position, it may use the services of such a firm, specifying the skills and 12 _____ which it requires of the future employee. The headhunter contacts executives with the right 13 _____ profile, and provides the company with a shortlist of suitable 14 _____. In this way, the employer does not have to go through the preliminary stages of interviewing and selecting 15 _____ itself.

2. Ответьте устно на типичные вопросы собеседования при приеме на работу:

Career knowledge/ motivation

What are your long-range goals?

Where do you see yourself in five years' time?

What would you like to be doing ten years from now?

Why do you think you would make a good ...?

What qualities/skills do you have which you consider make you suitable for ...?

You don't have much experience, do you?

Tell me about any relevant work experience you have had.

What work experience do you have of that kind of business?

What excites you about the job you are doing now?

How would you rate your present boss?

How well do you get on with your boss?

Why do you want to leave your present job?

Which other jobs/companies have you applied for?

We have a lot of applicants for this job, why should we give the job to you?

What do you expect to get from our company?
What salary do you expect?
What would make you happy with this job?
What things about this job do you think would be difficult for you?

Self Knowledge

Tell about yourself.
What are your strengths?
What are your weaknesses?
What do you consider to be your greatest achievement?
What are you most proud of having done recently?
How would you describe yourself?
Are you a team player? (Do you prefer to work with others or by yourself?)
Do you consider yourself to be a leader or a follower?
Do you have trouble delegating?

Personality

How tough are you? If the going gets rough will you stick it out?
Are you a self-starter? Do you motivate yourself, or do you need others to give you the ideas or example?
Are you prepared to take decisions, especially hard ones? And not blame others if you get it wrong?
Did you take responsibility, last time you made a mistake, or is it always someone else's fault?
Are you good at organizing yourself or other people?
Do you believe in yourself, and have confidence in your own abilities and decisions?
Are you experienced in managing your own time and money, or that of other people?

Health

How good are you at coping with stress and strain?
Can you work long hours without collapsing in a heap?
What hours are you available for work?
Would you do overtime work if necessary?
Can you survive without holidays, and losing your weekends, if the business needs your time?
How many times have you been ill in the last few years? Are those problems going to recur/
What would your doctor say about you taking on your own business?

Dealing with other people

How well do you get on with other people socially? Do you have many friends and contacts?
How well do you get on with others at work? Are you a good leader at work, on the sports field, at the local youth club, anywhere?
Are you good at taking advice from others?
Are you the sort of person people rely on, or do you tend to rely on others?

Knowledge of Company

What do you know about our business?
Why have you decided to apply to us?
Who do you see as our major competitors?

Educational History

Why did you choose your degree course? What aspects of the course did you find most challenging (and why)?
What options were available and how did you choose?
What made you study foreign languages?

What did you gain personally from your stays abroad?
What training and qualifications do you have for the business you want to run?

Interests/Activities

How do you spend your vacation?
What do you do to relax?
What are your hobbies?

3. Расскажите на английском языке о кандидате на должность, опираясь на его резюме:

Алексеева Анна Владимировна

Телефон: 8-903-555-5555
E-mail: a.alekseeva@gmail.com
Место жительства: г. Москва
Дата рождения: 03.03.1991

Цель: получение работы на должность главного специалиста Управления залоговых операций

Образование:

- 2008 – 2012 гг. Финансовый университет при Правительстве Российской Федерации
Международный экономический факультет
Присвоена степень бакалавра по направлению «экономика»
Диплом с отличием
- 2012 – 2014 гг. Финансовый университет при Правительстве Российской Федерации
Финансово-экономический факультет
Магистерская программа: «Оценка бизнеса и корпоративные финансы»
Присвоена степень магистра по направлению «экономика»
Диплом с отличием

Опыт работы:

- июль 2012 г. – наст. время ВТБ 24 (ЗАО), г. Москва
Ведущий эксперт Департамента анализа рисков, Управление по работе с залоговым имуществом:
- проведение залоговой экспертизы закладываемого имущества (определение стоимости и ликвидности имущества, подготовка заключений для кредитного комитета);
 - методологическая работа (разработка внутрибанковских документов, руководств, правил, процедур);
 - работа с залоговым портфелем Банка (анализ и контроль качества);
 - ведение мониторинга залоговых сделок и имущества;
 - определение кредитных рисков.

январь - июнь 2012 г. Ernst&Young, г. Москва
Стажер отдела оценки:

- сбор и анализ информации (финансовые и операционные показатели деятельности компаний, отраслевая статистика);
- подготовка макроэкономических и отраслевых обзоров;
- расчет и анализ финансовых показателей;
- участие в проведении оценки стоимости бизнеса с использованием метода компаний-аналогов;
- проверка финансовых моделей (оценка корректности предпосылок и верности математических расчетов);
- участие в написании отчетов об оценке.

Дополнительная информация:

Иностранные языки – английский (свободно устно, письменно)
немецкий (базовый)

Персональный компьютер – опытный пользователь (MS Office, база данных Bloomberg, правовые программы

«Гарант», «Консультант +»)

Личные качества:

коммуникабельность, умение работать в команде, аналитический склад ума, желание развиваться в профессиональном и личном плане.

Рекомендации могут быть представлены по требованию.

Тема 5: Business Plan

1. Ответьте письменно на следующие вопросы:

1. What are the main sections of the Business Plan?
2. What is an executive summary? (main points, conclusions)
3. What information does a description of the company contain? (name of the company, activities, how the company began, mission statement, recruitment policy with respect to the suppliers, location, benefits from location)
4. What does a section of management include? (names, ages, experience)?
5. Why is this section important? (for lenders)
6. What does a section of products and pricing include? (products, services, market to reach, increase and decrease in prices)

2. Правда или ложь? Дайте правильный ответ, если Вы считаете, что утверждение неверно.

1. Auditors are independent certified accountants. (T)
2. Auditors never review financial records of a company. (F)
3. The auditor's financial review is called the Auditor's opinion. (F)
4. Auditors are always employed on a part-time basis. (F)
5. Audits are usually performed annually. (F)

6. Outside audits are a normal part of business practice. (T)
7. Auditors try to detect irregularities and reduce the possibility of misappropriation. (T)
8. The company's management never requests auditors that they propose solutions to the company's problems. (F)
9. Assets include liabilities and capital. (F)
10. The Profit and Loss statement is based on accounts which reflect the profit and loss of the company. (T)
11. Profit retained is just the same as the profit after tax. (F)
12. Controller is the lowest stage in the accounting career. (F)
13. You can practice accounting if you don't have a certificate of Institute of Accountants. (F)

3. Переведите следующие предложения, используя активный словарь по теме:

1. Компания ABC решила выйти на высший уровень рынка и выпустить новые топовые духи. Чтобы удовлетворить нужды и желания потребителей и привлечь целевую аудиторию, маркетологи исследовали рынок и готовы создать концепцию нового продукта. Компания представит продукт на рынок в Августе и собирается продвигать продукт на рынке, используя «звезд» в рекламе.
2. Нам необходимо использовать свое конкурентное преимущество и искать новые возможности рынка, если мы хотим чтобы наша компания оставалась компанией №2 на рынке.
3. Если компания выпускает новый продукт на рынок, то чаще всего компания назначает рыночную цену. Если компания выпускает топовый продукт, то она назначает цену выше рыночной.
4. Чтобы достичь своих целей и привлечь целевую аудиторию, компания собирается изменить каналы сбыта продукции.

4. Подготовьте устную и письменную презентацию собственного бизнес-плана по следующему алгоритму:

- Mission statement and/or vision statement so you articulate what you're trying to create;
- Description of your company and product or service;
- Description of how your product or service is different;
- Market analysis that discusses the market you're trying to enter, competitors, where you fit, and what type of market share you believe you can secure;
- Description of your management team, including the experience of key team members and previous successes;
- How you plan to market the product or service;
- Analysis of your company's strengths, weaknesses, opportunities, and threat, which will show that you're realistic and have considered opportunities and challenges;
- Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);
- Revenue projections;
- Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

5. Обведите буквы ответов, которые лучше всех дополняют предложения ниже:

1. The four main elements of marketing are popularly known as:
 - a. the movement of goods and services
 - b. the four P's c the four M's

- d. buying, selling, market research, and storage
- 2. The product element refers to:
 - a. the four P's
 - b. testing of a product to insure quality
 - c the good or service that a company wants to sell
 - d. getting the product to the customer
- 3. Most companies price:
 - a. *with* the market
 - b. *below* the market
 - c *beyond* the market
 - d. *above* the market
- 4. A common channel of distribution is:
 - a. wholesaler - retailer - manufacturer - customer
 - b. manufacturer - retailer - wholesaler - customer
 - c retailer - manufacturer -wholesaler – customer
 - d. manufacturer — wholesaler - retailer - customer
- 5. The two major forms of promotion are:
 - a. radio and television
 - b. personal selling and advertising
 - c personal selling and newspapers
 - d. selling advertisements

7.2 Оценочные материалы для проведения промежуточной аттестации

7.2.1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы

Этапы формирования компетенций в процессе освоения образовательной программы определяются порядком изучения дисциплин в соответствии с рабочим учебным планом и представлены в таблице:

Код компетенции (компетенций)	Содержание компетенции (компетенций)	Этапы формирования компетенции (компетенций)	Дисциплины, формирующие компетенцию (компетенции)
ОК-4	способность к коммуникации в устной и письменной формах на русском и иностранном языках для решения задач межличностного и межкультурного взаимодействия	1	Иностранный язык
		2	Русский язык и культура речи
		3	Английский язык как язык международного общения
		4	Английский язык для профессионального общения / Деловая коммуникация на английском языке

Код компетенции (компетенций)	Содержание компетенции (компетенций)	Этапы формирования компетенции (компетенций)	Дисциплины, формирующие компетенцию (компетенции)
		дополнительный (факультатив)	Факультатив для изучающих иностранный (английский) язык с нуля
		дополнительный (факультатив)	Деловая коммуникация на английском языке (продвинутый уровень I)
		дополнительный (факультатив)	Деловая коммуникация на английском языке (продвинутый уровень II)
		Завершающий	Государственная итоговая аттестация (защита выпускной квалификационной работы)
Код компетенции (компетенций)	Содержание компетенции (компетенций)	Этапы формирования компетенции (компетенций)	Дисциплины, формирующие компетенцию (компетенции)
ПК-2	владеть различными способами разрешения конфликтных ситуаций при проектировании межличностных, групповых и организационных коммуникаций на основе современных технологий управления персоналом, в том числе в межкультурной среде	1	Организационное поведение
		2	Информационные технологии в менеджменте
		3	Учебная практика по получению первичных профессиональных умений и навыков
		4	Английский язык для профессионального общения / Деловая коммуникация на английском языке
		дополнительный (факультатив)	Факультатив для изучающих иностранный (английский) язык с нуля
		дополнительный	Практикум по психологии

Код компетенции (компетенций)	Содержание компетенции (компетенций)	Этапы формирования компетенции (компетенций)	Дисциплины, формирующие компетенцию (компетенции)
		(факультатив)	делового общения
		дополнительный (факультатив)	Деловая коммуникация на английском языке (продвинутый уровень I)
		дополнительный (факультатив)	Деловая коммуникация на английском языке (продвинутый уровень II)
		Завершающий	Государственная итоговая аттестация (защита выпускной квалификационной работы)

7.2.2 Показатели оценивания планируемых результатов обучения на различных этапах формирования компетенций

Планируемые результаты обучения по дисциплине на определенном этапе формирования компетенции	Уровни и критерии достижения результатов обучения			
	Не достигнут базовый уровень	Базовый	Повышенный	Высокий
ОК-4 (дополнительный этап)				
Знать (Д) – грамматические правила, формы и конструкции, лексику английского языка, необходимые для осуществления межличностного общения в рамках определенных разговорно-бытовых тем	Не знает	Знает на базовом уровне, при устных и письменных ответах или выполнении тестов, допускает от 30 до 50% ошибок.	Знает на повышенном уровне, при устных и письменных ответах или выполнении тестов, допускает от 10 до 30% ошибок.	Демонстрирует глубокие, полные знания
Уметь (Д) – логично, аргументировано и корректно подготовить устные и письменные	Не умеет	Понимает основное содержание текстов, но возникают	Умеет в соответствии с основными требованиями	Умеет в соответствии со всеми требованиями

Планируемые результаты обучения по дисциплине на определенном этапе формирования компетенции	Уровни и критерии достижения результатов обучения			
	Не достигнут базовый уровень	Базовый	Повышенный	Высокий
высказывания на иностранном языке в межличностном общении и межкультурном взаимодействии		затруднения при формулировке вопросов для начала диалога, есть фонетические, грамматические и/или лексические ошибки		
Владеть (Д) – навыками использования монологической и диалогической устной и письменной речи в ситуациях межличностного и межкультурного взаимодействия в пределах изученного языкового материала	Не владеет	Демонстрирует частичное владение	Демонстрирует владение с небольшими погрешностями	Демонстрирует уверенное владение
Показатели достижения заданного этапа освоения компетенций	Критерии оценивания компетенций			
	Не сформирован а	Базовый	Повышенный	Высокий
ОК-4 (дополнительный этап)				
Знать (Д) - англоязычные речевые структуры и деловую терминологию, наиболее часто употребляемые в устной и письменной профессиональной речи; основные принципы этикета ведения делового общения; стиль и язык деловых разговоров	Не знает	Знает на базовом уровне, при устных и письменных ответах или выполнении тестов, допускает от 30 до 50% ошибок.	Знает на повышенном уровне, при устных и письменных ответах или выполнении тестов, допускает от 10 до 30% ошибок.	Демонстрирует глубокие, полные знания

Планируемые результаты обучения по дисциплине на определенном этапе формирования компетенции	Уровни и критерии достижения результатов обучения			
	Не достигнут базовый уровень	Базовый	Повышенный	Высокий
Уметь (Д) - понимать основное содержание аутентичных текстов профессиональной тематики разных жанров (газетная статья, годовой отчёт, бухгалтерские документы), выделять значимую (запрашиваемую) информацию, реферировать тексты на профессиональную тематику; уметь делать деловые сообщения, вести деловую беседу	Не умеет	Умеет, но возникают затруднения при ...	Умеет в соответствии с основными требованиями	Умеет в соответствии со всеми требованиями и
Владеть (Д) – навыками составления резюме, написания писем делового характера; навыками презентации деловых кейсов	Не владеет	Демонстрирует частичное владение	Демонстрирует владение с небольшими погрешностями	Демонстрирует уверенное владение
ПК-2 (дополнительный этап)				
Знать (Д) – англоязычную терминологию, используемую при составлении информационных обзоров и/или аналитических отчетов.	Не знает	Знает на базовом уровне, при устных и письменных ответах или выполнении тестов, допускает от 30 до 50% ошибок.	Знает на повышенном уровне, при устных и письменных ответах или выполнении тестов, допускает от 10 до 30% ошибок.	Демонстрирует глубокие, полные знания
Уметь (Д) – собирать необходимые данные из англоязычных источников.	Не умеет	Умеет, но возникают затруднения при ...	Умеет в соответствии с основными требованиями	Умеет в соответствии со всеми требованиями и

Планируемые результаты обучения по дисциплине на определенном этапе формирования компетенции	Уровни и критерии достижения результатов обучения			
	Не достигнут базовый уровень	Базовый	Повышенный	Высокий
Владеть (Д) – навыками подготовки информационных обзоров и/или аналитических отчетов в сфере своей профессиональной деятельности на английском языке.	Не владеет	Демонстрирует частичное владение	Демонстрирует владение с небольшими погрешностями	Демонстрирует уверенное владение

7.3. Типовые задания и (или) материалы для оценки знаний, умений и навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

7.3.1. Типовые задания и (или) материалы для оценки знаний для компетенции

ТИПОВЫЕ ТЕСТЫ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ ЗНАНИЙ ДЛЯ ОК-4

Задание 1.

Заполните пробелы наиболее подходящими терминами из списка по теме Levels and Areas of Management:

vital insure retailer prices placement
charge wholesaler price leader take place channel of distribution

The most common _____ is manufacturer – wholesaler _____ consumer. Distribution can, however, _____ through slightly modified channels. For example, products are sometimes sold directly by the _____ or the manufacturer, rather than by the retailer. Generally, wholesalers _____ lower _____ than retailers and sell in larger quantities. Together, these channels of distribution play a _____ role in the _____ element of marketing.

Задание 2.

Заполните пробелы подходящим словом или словосочетанием из вокабуляра по теме Levels and Areas of Management

1. Each organization can be represented as a three-story structure or
2. There are three general levels of management: top managers, managers and managers.
3. A top manager and the overall functions of the organization.
4. Top managers also the firm's strategy and define its major.....
5. A middle manager the strategy and major policies handed down from the top level of the organization.

6. Middle managers..... tactical plans, policies, and standard operating procedures.
7. They also coordinate and supervise the..... of first-line managers.
8. A first-line manager is a manager who..... and supervises the activities of operating employees.
9. First-line managers spend most of their time working with answering questions, and day-to-day problems.
10. Operating employees are and non-qualified persons working for the organization, they represent the work force of the organization.

Задание 3.

Раскройте скобки, используя правильную форму английского глагола (времена, инфинитив, герундий, причастие)

1. As I _____ (walk) home the other night, I _____ (notice) someone _____ (try) _____ (break) into a car, _____ (park) next to mine.
2. Andy saw two identical tourists _____ (talk) to a man in a white van. They pointed here and there and seemed _____ (argue).
3. "What's your wife's name?" the secretary asked Mitch. - "Why is that important?" - "Because when she _____ (call) I would like to know her name so that _____ (I/be) really polite to her on the phone".
4. I'd rather _____ (you/not/tell) my parents that I _____ (apply) for a job in the USA. I don't think they _____ (approve) ... _____ (I/work) abroad.
5. When the company _____ (call) me for an interview, I _____ (not/know) what _____ (do). I even considered _____ (not/turn up) for it. However, I felt I'd better _____ (go) as the American company _____ (already / arrange) for the interview _____ (hold) in London.
6. Why didn't you get them _____ (sign) the receipt before you _____ (let) them _____ (go)?
7. _____ (know) that John _____ (not/come) to the party, she decided to stay in.
8. The weather seems _____ (get) worse and worse. Why _____ (not / put off) the trip?
9. Why _____ (not/you/try) _____ (call) her instead of _____ (send) an e-mail? That will be quicker.
10. There's nothing quite like "Chocks away". _____ (Design) for two to six players, it will keep you _____ (amuse) for hours.
11. _____ (spend) a week in the cottage, he decided that he didn't really enjoy _____ (live) in the country and began _____ (think) of an excuse for _____ (sell) it and _____ (return) to London.
12. I didn't mean _____ (eat) anything but the cupcakes looked so delicious that I couldn't resist _____ (try) one.
13. I pretended _____ (enjoy) the conversation, but in fact I _____ (bore) out of my mind.
14. Remember _____ (phone) Tom tomorrow. - Why _____ (you/keep) _____ (tell) me _____ (not/forget) things?
15. A new jumbo jet _____ (design) at the moment. This plane _____ (expect) _____ (be able/ transport) 800

- passengers at a time, if it ever _____ (manage/ get) off the ground.
16. Now that you _____ (finish/pack), isn't it time we _____ (leave)? The meter is ticking!
17. I really don't feel like _____ (go) out tonight. I'd sooner _____ (stay) in and _____ (watch) a DVD.

Задание 4.

Передайте прямую речь в косвенную в следующих предложениях:

1. The article says, "The artist only uses oil paints."

2. "They are working hard today," he said.

3. "I've done things you asked me to do," Mary said.

4. "The sun rises in the east," she said.

5. "He broke the window," they said.

Задание 5.

Выберите нужный вариант ответа, используя правило Complex Object:

1. I hear _____ the district.
a. him leave b. his leaving c. him to leave d. that he's left
2. I saw _____ absolutely happy with the news.
a. she look b. she looking c. her to look d. she looked
3. I'd rather you _____ with us tonight.
a. have stayed b. to stay c. stay d. stayed
4. She stayed at work so that _____ the report.
a. to complete b. her complete c. she could complete d. she will complete
5. He was made _____ the truth.
a. tell b. to tell c. telling d. to be told

Задание 6.

Напишите английские названия отделов компании, в которых данные сотрудники могут работать, используя терминологию по теме Levels and Areas of Management:

- a) assembly-line worker.....
b) graduate trainee
c) accounts clerk.....
d) sales executive
e) office supervisor
i) scientist.....
g) personnel officer.....
h) foreman

Задание 7.

Раскройте скобки, используя правильную форму английского глагола (времени, инфинитив, герундий, причастие, условные выражения, сослагательное наклонение, модальные глаголы)

1. It's essential that the matter _____ (settle) as soon as possible.
2. I saw a crystal-glass vase _____ (slip) from her hand and _____ (break) to pieces.
3. Unless the restaurant _____ (get) another cook, I _____ (never / come) here again.
4. The young man pretended _____ (read) a newspaper when I came in.
5. I was dumbstruck when I saw him dancing in the middle of the street. He _____ (m.v. / be) drunk. (должно быть)
6. I'd rather you _____ (not / go) on long distances in the new car until you _____ (get) used to _____ (drive) it properly.
7. The horse won't be well enough _____ (run) in tomorrow's race. He doesn't seem _____ (recover) from the long (*tired / tiring?*) journey.
8. Now I remember _____ (you / ask) me _____ (buy) a few bottles of still water on the way home. I wish I _____ (remember) it earlier.
9. You _____ (m.v./tell) me it was a formal party. I looked a real idiot in my pullover and jeans. (criticism)
10. But for the miserable weather we _____ (climb) the Mont Ventoux long ago.
11. You _____ (m.v. /do) the dishes instead of leaving it all to me! (упрек, могла бы и сделать)
12. What a waste of time! I _____ (m.v./ not /revise) 16th century European history: none of it came up in the exam.
13. Jim _____ (m.v./go) out with Sue! She has got engaged to Doug! (не может быть).
14. He tore the envelope open and took out the _____ (enclose) letter. He turned it several times in his hand and put it back _____ (unread).
15. Finally I sat up in bed and smoked another cigarette. I _____ (m.v./ smoke, должно быть) around two packs since I _____ (leave) Pencey.
16. I wish I _____ (take) him up on the offer when I had the chance, but I didn't and there is no point _____ (regret) about it now.
17. If Brian (not/help) _____ us yesterday we (still/puzzle) _____ over the problem now.
18. You _____ (already/eat) enough for three people! You _____ (m.v./ not/ still be) hungry!(не может быть)
19. - Andrea never wears that blouse we bought her.
- Well, she _____ (m.v./not /like) the colour, it _____ (m.v./ not /go) with her skirts or it _____ (m.v./ not /be) the right size. Who knows?
20. If only my teachers _____ (see/I/run) this company, they _____ (be) totally amazed.

Задание 8.

Прочтите высказывания сотрудников компании и напишите английские названия отделов, в которых данные сотрудники могут работать, используя терминологию по теме Organizational Structures

- a) Well, we deal with the workforce needs of the firm: selection and recruitment of staff, pay, training, and so on.'
- b) We listen to customers and identify their needs. We're responsible for establishing sales plans and targets for the different sales forces. We also deal with advertising.'
- c) We work on new products and improve old ones. We have to keep up to date with what is going on in the outside world and have close contact with Marketing and Production.'
- d) We're responsible for the manufacturing of our products and for trying to find ways of improving quality. We deal with suppliers and make sure that we have enough components in stock.'
- e) Our department is concerned with the day-to-day running of the money side of the company. We have to estimate costs and prices, deal with the accounts, and produce budgets and cash flow forecasts.

Задание 9.

Дополните следующий текст терминами по теме Levels and Areas of Management:

appointed attacked combined defined constituted reviewed supervised supported

Large British companies generally have a chairman of the board of directors who oversees operations, and a managing director (MD) who is responsible for the day-to-day running of the company. In smaller companies, the roles of chairman and managing director are usually (1).....Americans tend to use the term president rather than chairman, and chief executive officer (CEO) instead of managing director. The CEO or MD is (2) by various executive officers or vice-presidents, each with clearly (3) authority and responsibility (production, marketing, finance, personnel, and so on).

Top managers are (4)(and sometimes dismissed) by a company's board of directors. They are (5)..... and advised and have their decisions and performance (6) by the board. The directors of private companies were traditionally major shareholders, but this does not apply to large public companies with wide share ownership. Such companies should have boards (7) of experienced people of integrity and with a record of performance in a related business and a willingness to work to make the company successful. In reality, however, companies often appoint people with connections that will impress the financial and political milieu. Yet a board that does not demand high performance and remove inadequate executives will probably eventually find itself (8) and displaced by raiders.

Задание 10.

Обведите термин, который не входит в каждую горизонтальную группу:

1 firm	company	society	subsidiary
2 salary	manager	engineer	employee
3 finance	product	planning	marketing
4 ship	assembly	customer	purchase
5 plant	facility	patent	factory

Задание 11.

Назовите организационные структуры, описанные в данных предложениях:

- 1 *A cross-functional structure where people are organized into project teams.*
- 2 *A structure rather like the army, where each person has their place in a fixed hierarchy.*

3 A structure that enables a company to operate internationally, country by country.

4 A structure organized around different products.

Задание 12.

Переведите на английский язык данные предложения, используя терминологию по теме Levels and Areas of Management:

1. Мой отец управляет нашей компанией вот уже 20 лет. В управлении бизнесом он придерживается консервативных взглядов, но компания всегда уделяет большое внимание нуждам потребителей и быстро реагирует на изменения на рынке. Отец решил сфокусироваться на переобучении сотрудников и принял на работу нескольких профессионалов, которые будут проводить обучение.
2. Штаб квартира компании ABC находится в Нью-Йорке, а её филиалы расположены в 15 странах.
3. Из-за слияния с компанией X наша компания была реорганизована. 30% персонала сократили. Я же получил повышение по карьерной лестнице. Сейчас я отвечаю за работу сервисного центра.
4. Постоянная потеря доли рынка, возрастающая конкуренция – проблемы, с которыми в последнее время столкнулась наша компания. Сейчас наша задача – срочно отреагировать на них. Прежде всего мы сменим курс компании, реструктуризируем её. Руководство компании решило не сокращать, а переобучить персонал. Умение адаптироваться к постоянно меняющемуся рынку – вот залог успеха любого бизнеса.

Задание 13.

Раскройте скобки, используя правильную форму английского глагола (времена, условные выражения, сослагательное наклонение)

1. If the car _____ (be) out of order again, you _____ (have to) call the service station, but I doubt if you _____ (have / it / service) quickly.
2. Nobody _____ (know) what _____ (happen) in ten years' time as life _____ (get) tougher and tougher.
3. I wonder if they _____ (turn) to us for help if the need _____ (arise).
4. My little son _____ (want) to know if there _____ (be) some cartoons on TV tonight. If there _____ (be) some, he _____ certainly (watch) them.
5. I wonder if the weather _____ (change) for the better next week. I _____ (plan) to go to the countryside for a month.
6. I _____ (leave) a message at the office in case the customer _____ (phone). But I'm afraid he's unlikely _____ (call) today.
7. Nobody can definitely tell us when he _____ (come) back from London. But as soon as he _____ (return), we _____ (get in touch) with him.
8. We _____ (have) another meeting this week, provided no one _____ (object).
9. I _____ (always / be) by your side as long as you _____ (promise) to lend an ear to what I say.
10. He _____ (wonder) if Caroline _____ (change) her mind about going to the party.
11. If you are going to buy a car, make sure you _____ (take out) no-fault insurance as well.
12. We _____ (not/ miss) the train providing we _____ (leave) at once.
13. Whatever he _____ (say), they _____ (not / believe) him.
14. I _____ (tell) you later on whether I _____ (play) Scrabble with you on Saturday evening.

15. I _____ (accompany) you with great pleasure as soon as I _____ (finish) my report.
16. If the time _____ (be) convenient for you, we _____ (meet) tomorrow.
17. We _____ (not / start) till he _____ (arrive).
18. Provided he _____ (leave) now, he _____ (miss) the rush hour.

Задание 14.

Вставьте правильную форму глагола to be, обращая внимание на число имен существительных:

1. Where _____ your trousers?
2. _____ 3 pounds enough to eat out?
3. Tonight, there _____ athletics on TV.
4. Money _____ easy to spend and difficult to save.
5. The formulae _____ difficult to remember.
6. My luggage _____ too heavy to carry.
7. Physics _____ my favourite subject.
8. Measles _____ a common illness.
9. Darts _____ a popular game in England.
10. My phonetics _____ getting better.
11. The bacteria _____ dangerous.
12. The oasis _____ green and shady.
13. Three days _____ too long. You must do it by Monday.

Задание 15.

Переведите на английский язык данные предложения, используя терминологию по теме Leadership:

1. Что касается ведения бизнеса, новый менеджер отдела продаж и маркетинга не приемлет консервативных взглядов. Он способен ставить чёткие цели, быстро реагировать на изменения рынка, поощрять командный дух сотрудников.
2. XYZ – динамичная, быстро растущая компания по производству канцелярских товаров. В условиях жёсткой конкуренции нам необходимо постоянно проводить исследования рынка и быстро реагировать на его изменения.
3. Наша компания была основана в середине 1990-х годов, и мы быстро развиваемся с тех пор. Компания состоит из 5 отделов: административный, финансовый, производственный, отдел маркетинга и продаж и кадровый отдел. Наш персонал насчитывает свыше 5000 сотрудников. Головной офис расположен в Лондоне. Наши дочерние предприятия находятся в Милане и Берлине. В следующем году компания планирует открыть свой филиал в Москве.

Задание 16.

Переведите на английский язык данные предложения, используя терминологию по теме Leadership :

1. Недавно совет директоров компании Cornerstone Group успешно провел переговоры с Metrot Co. о слиянии этих двух компаний. Компания Metrot – прекрасное приобретение для Cornerstone Group.
2. Metrot Co. специализируется в производстве товаров для дома, и в своих розничных магазинах представляет широкий выбор товаров, а товарооборот компании составляет 4млн. евро.
3. Компания Metrot имеет много дочерних предприятий по всей Европе, а их головной офис находится в Париже. Благодаря своему динамичному стилю эта компания быстро реагирует на рыночные изменения.

Задание 17.

Заполните пробелы наиболее подходящими терминами из списка по теме Leadership:

To be in charge of, to be promoted to smth, to make smb redundant, demand for, to seduce customer, to introduce some changes, turnover, staff turnover, a wide range of smth, to relocate

1. Why does the company have such a rapid _____?
2. The company plans _____ 30 employees _____ because of the reorganization.
3. The company has to _____ its headquarters and most of its staff to Europe.
4. It was difficult to explain a dramatic increase in the _____ chocolate biscuit bars in London.
5. He has been working for the company for 3 years and _____ a senior sales manager.
6. To win the competition it is necessary to _____ in the marketing strategy of the company.
7. The firm has an annual _____ of \$75 million.
8. To increase sales the management of the company has decided to launch a new promotion campaign, they are sure it will help them to _____ to buy a new product.
9. In this retail shop you can always find _____ dairy products.
10. He was left _____ the store while the manager was away.

Задание 18.

Раскройте скобки, используя правильную форму английского глагола (времена, инфинитив, герундий, причастие, условные выражения, сослагательное наклонение, модальные глаголы)

1. Look! Leslie seems _____ (enjoy) herself. It is the first time I _____ (see) her so happy.
2. There appeared _____ (be) no one in the house. John _____ (consider/climb) through one of the open windows but decided against it _____ (not risk/notice). He _____ (decide/wait) until it _____ (get) dark.
3. I _____ (mean/paint) the door for ages, but I keep _____ (forget) _____ (buy) the paint.
4. If you can't find him at home, try _____ (call) him at the office.
5. Your computer needs _____ (fix). Why _____ (you / not / have) Nick _____ (fix) it for you? - I'd rather _____ (see) to it myself than have it _____ (fix).
6. We'd really like _____ (live) in the city center but it's virtually impossible _____ (find) a three-bedroomed flat at a price we can afford _____ (pay).
7. Stop _____ (tease) him, he doesn't enjoy _____ (laugh) at.
8. The dog appears _____ (be) hungry – you'd better _____ (feed) it.
9. Her parents regret _____ (allow) Tina _____ (stay) out late.
10. Look! The wallpaper _____ (come) off the wall! It's high time _____ (we / do up) the flat.
11. Always late? Try _____ (set) your watch five minutes fast.

12. She certainly mentioned _____ (see) Mark, but I don't remember _____ (she/talk) about Vickie.
13. Martha _____ (practice/play) the piano daily for months, but she seems _____ (make) little progress.
14. Listen! The review _____ (say): "Tastefully _____ (decorate), conveniently _____ (locate), and with a wide range of courses to suit all occasions, this is the perfect meeting place after a hard day's work". Why _____ (not/go) there for dinner?
15. The witness said he _____ (hear) two shots _____ (fire) before _____ (see) two men _____ (run) down the street.
16. There is something wrong with her bicycle. It's time _____ (she/get/it/mend).
17. It makes _____ (I/feel) really happy _____ (see) old people _____ (hold) hands.
18. JK Rowling is reported _____ (receive) an award in recognition of her achievements.
19. A Roman necklace, which _____ (think/be) worth over two million pounds, _____ (find) last week by Audrey Perham who _____ (happen/walk) her dog in the park.
20. Now that we _____ (lose) all the money, it's no use _____ (say) that it's only my fault.
21. I really hate _____ (go) to the dentist but I don't think I can avoid _____ (visit) him this time.

Задание 19.

Напишите русские аналоги данных английских терминов по теме Leadership :

1. to set objectives
2. to communicate objectives to smb
3. to set short-term goals
4. to set achievable goals
5. to formulate clear goals (
5. to attain objectives
6. to encourage, motivate and inspire
7. to monitor and measure the performance of employees
8. to develop a strategy
9. to manage with empathy, to have empathy with the staff
10. to take ownership of decisions
11. to be entitled to try out new ideas
12. to empower employees
13. to enhance (an enhanced sense of responsibility, an enhanced sense of involvement)
14. to praise and show recognition, to give praise
15. to concentrate on strengths, not weaknesses

Задание 20.

Заполните пропуски правильной формой глагола в подходящем времени (активной или пассивной формы):

1. Joseph Ford, the politician who _____ (kidnap) last week as he was driving to his office, _____ (release) unharmed. He _____ (examine) by a doctor last night, and is said to be in good health. Mr. Ford _____ (find) walking along a small country lane early yesterday evening. A farmer _____ (see) him, recognized who _____ (it/be), and _____ (contact) the police. When his wife

- _____ (tell) the news, she said: "I'm delighted and relieved that my husband _____ (find)." Acting on information received, the police _____ (make) several arrests, and a man _____ (question/now) in connection with the kidnapping.
2. John expected to get a decent pay rise because he _____ (work) for the company for many years. He understood that more cars _____ (sell) by him than by any of his colleagues every year. He _____ (sell) cars all his life and _____ (know) exactly what approach to adopt with every customer who _____ (come) in.
 3. An Oxford amateur pilot has been proclaimed a hero. "My son Max _____ (pester) me for ages to take him up. It was a nice day so we decided to go sightseeing over Oxfordshire," said Mr. Smallwood. "Everything _____ (look) rosy as we _____ (turn) for home, but then I _____ (notice) that the propeller _____ (disappear).
 4. _____ (the clock/hardly/strike) 5 when Peter _____ (stick) his head around the door and _____ (say), "Tea, anyone?"
 5. My car _____ (repair) and I don't know when it _____ (be) ready. I doubt if I _____ (be able) to collect it before the weekend. I wonder if John _____ (give) me a lift to the party on Saturday. – Well, ask him once he _____ (get) here.
 6. More and more similar cases _____ (argue) in the courts.

Задание 21.

Напишите русские аналоги данных английских терминов по теме Recruitment:

1. Candidates for this appointment is graduate, qualified accountant
2. a fully qualified experienced accountant
3. with an impressive record of success in senior finance appointments in commerce and industry
4. with a good examination track record
5. with a proven track record in the financial management of an operating company
6. have a high level of professionalism
7. have a detailed knowledge of accounting systems
8. have in-depth experience in managing ...
9. with broad financial management experience
10. proven planning and analytical abilities gained at an operational level
11. an ability to set up and effectively manage whole accounting functions
12. strong technical orientation developed initially within a practice environment
13. a pro-active and innovative approach to financial management
14. a hands on approach

Задание 22.

Заполните таблицу терминами из вокабуляра на тему Recruitment:

astute, bright, calm, clever, easy-going, hard-working, moody, neurotic, punctual, quick-tempered, reliable, responsible, sharp, slow

intelligence and ability	emotional stability	conscientiousness
<i>bright</i>	<i>calm</i>	<i>reliable</i>

Задание 23.

Переведите на английский язык данные предложения, используя терминологию по теме Business Plan:

1. Любой продукт, даже топовый, проходит 4 стадии жизненного цикла: представление на рынок, рост, зрелость продукта и спад.
2. Перед тем представить продукт на рынок, любая компания исследует потенциальный рынок, старается определить нужды потребителей и назначает такую цену, чтобы достичь больших объёмов продаж.
3. Руководство компании ABC решило расширить линейку продукта. Чтобы простимулировать спрос, компания собирается использовать «звезд» в рекламной компании нового бренда. Необходимость расширения уже давно возникла, так как существующий ассортимент уже не привлекает целевой рынок. Вероятно, компании придется искать новые каналы распределения.

Задание 24.

Обведите правильный термин(ы), ответив на следующие вопросы по теме Business Plan:

1.
What does a business adjust to create a brand image for a product?
 The marketing mix
 Price
 Product
2.
What is the most important element of the marketing mix?
 Price
 Product
 No single element is the most important
3.
What does the overall marketing mix of a firm determine?
 Marketing strategy
 Marketing objective
 Profit from marketing
4.
Who is protected by consumer protection laws?
 Businesses and customers
 Just customers
 Just businesses
5.
Which of the following is NOT an element in the marketing mix?

- Price
- Profit
- Promotion

6.

Where are premium products most likely to be sold?

- In supermarkets
- In designer stores
- On market stalls

7.

When is a business most likely to adjust the marketing mix of a product?

- If costs change
- If customer needs change
- If management changes

Задание 25.

Сопоставьте термины по теме **Business Plan** слева с его определением справа:

1	Market opportunities	a	The company, product, or service with more sales than any other company, product etc in its market
2	Market research	b	The process of dividing a market into distinct groups of customers who have different requirements or buying habits
3	Market segment	c	A group of customers that share similar characteristics, such as age, income, and social class
4	Market segmentation	d	The percentage of sales in a market that a company or product has
5	Market share	e	The activities involved in obtaining information about a particular market
6	Market leader	f	Possibilities of filling unsatisfied needs in sectors in which a company can profitably produce goods or services

Задание 26.

Прочитайте статью по теме **Business Plan** статью и выберите правильный термин, чтобы заполнить каждый пробел (1-11) из А, В, С или D.

Promotional Discounts are a form of discounts used primarily to 1 _____ a new product, to try to increase sales of existing products, or to reduce the inventory 2 _____ of a particular product or products. They can also be employed to 3 _____ customers to place an extra order, or increase the size of a regular order, so that the order will 4 _____ for a price reduction. Many companies use this 5 _____ if their products have seasonal 6 _____ and troughs. A promotional incentive is a calculated risk that must generate a higher level of orders from customers who don't usually buy in those quantities. If the only result is to encourage buyers to put a large 7 _____ of discounted products in their warehouse, and reduce the size of the next few orders until they have sold the discounted product, then the promotion has failed to 8 _____ the desired results.

When problems – particularly problems of communication regarding the 9 _____ of the discount – occur during the 10 _____ of a promotion, the person who is managing the credit (whether the owner or a designated employee) will be spending too much extra time responding to the oral and written questions of customers. At this point, the credit manager must

put on his or her customer relations hat and move into damage 11 _____ before it becomes a more serious problem.

1	A) launch	B) declare	C) install	D) proclaim
2	A) point	B) rank	C) stage	D) level
3	A) instigate	B) motivate	C) provoke	D) initiate
4	A) quality	B) merit	C) attain	D) rate
5	A) implement	B) application	C) movement	D) tactic
6	A) peaks	B) heights	C) tips	D) caps
7	A) capacity	B) size	C) volume	D) scope
8	A) convey	B) fulfil	C) meet	D) produce
9	A) characteristic	B) nature	C) disposition	D) spirit
10	A) course	B) path	C) route	D) track
11	A) direction	B) manipulation	C) limitation	D) handling

Задание 27.

Обведите правильный модальный глагол:

- When Mr. Lee was younger, he _____ work in the garden for hours.
a. was able to b. could c. might d. needn't
- The landlord _____ take his responsibilities more seriously.
a. need b. should to c. ought to d. ought
- When I finish the course next year I _____ speak perfect French.
a. can b. will be able to c. could d. would be able to
- This company is awful to work for. We _____ account for every minute of the day.
a. have to b. mustn't c. are not to d. don't have to
- When she was riding in the woods last week, Helen fell off her horse but luckily she _____ get back on and ride home.
a. could b. would c. was able to d. had to
- The newspaper _____ the rumour without concrete evidence.
a. shouldn't have printed c. oughtn't have printed
b. needn't have printed d. didn't have to print
- You often have to wait for a decision long, _____?
a. haven't you b. don't you c. aren't you d. won't you
- Should we hurry? – No, you _____, we have plenty of time.
a. needn't to b. haven't to c. mustn't d. needn't
- They spoke in very low voices but I _____ understand what they were talking about.
a. could b. might c. was able to d. was to
- With our new shampoo, you _____ spend hours caring for your hair.
a. mustn't b. needn't c. haven't to d. shouldn't

Задание 28.

Раскройте скобки, употребив правильную грамматическую конструкцию с инфинитивом:

- They were glad _____ (introduce).
- I'd rather _____ (stay) at home tonight than _____ (go) out.
- I'd prefer _____ (watch) TV rather than _____ (play) cards.

4. You'd better _____ (put on) something warmer, _____ you? Or else you could catch a cold.
5. I'd rather you _____ (not go) to the concert tonight.
6. I'd sooner _____ (not go) to the country today.
7. I prefer _____ (go) by plane to _____ (go) by train.
8. I prefer _____ (go) alone rather than _____ (come) with him.
9. I'd sooner you _____ (do) it for me.
10. She'd sooner _____ (share) a house with other students than _____ (live) with her parents.
11. You'd better _____ (not go) there alone.
12. Would you rather I _____ (see) him off? Or would you sooner _____ (do) it yourself?
13. I'd prefer them _____ (come) with us.
14. I'd rather they _____ (come) with us.
15. Would you sooner I _____ (know) nothing?
16. It's high time they _____ (come) back, isn't it?
17. It's time for him _____ (settle) down.
18. It's about time they _____ (stop) nagging me about having a holiday.
19. I can't help being nervous. I'm the next _____ (sack).
20. He sent his son to Paris _____ (he/study/French/there).
21. I gave her my address _____ (she/can/contact/me).- Please, give her mine _____ (she/contact/me) too.

Задание 29.

Раскройте скобки, употребив правильную форму условного наклонения глагола:

1. When you _____ (be) in London again, you must come and see us.
2. We _____ (go) out as soon as it _____ (stop) raining.
3. We _____ (not /miss) the train providing we _____ (hurry).
4. If you want _____ (buy) a car, I _____ (lend) you some money.
5. If she _____ (leave) at 5 o'clock, she _____ (be) there by half past seven.
6. If you happen _____ (go) into town, get a video for tonight while you _____ (be) there.
7. The situation _____ (only/ grow) worse unless we _____ (take) urgent measures.
8. You _____ (get) the reply in a week provided all the data _____ (be) checked and verified quickly.

9. David _____ (phone) you the moment he _____ (hear) any news.
10. I _____ (be) back by the time the film _____ (begin).
11. He _____ (join) the game on condition we _____ (play) honestly.
12. Call me the moment you _____ (get) any further information.
13. If you _____ (not / be) home by 6, I _____ (eat) without you.
14. You _____ (get) fresh fish provided you _____ (go) to the market early.
15. The information _____ (study) carefully as soon as it _____ (deliver).
16. If I _____ (happen) to see anything she might like for her birthday, I _____ (buy) it.
17. I _____ (take) an umbrella in case it _____ (rain). I hate _____ (catch) in the rain.
18. I _____ (be) over the moon if my dream _____ (come) true.
19. He _____ (not / recover) soon unless he _____ (take) the prescribed medicine.
20. He wants to know if you _____ (finish) tonight. – Providing all _____ (go) well, I shall finish in a fortnight.

Задание 30.

Раскройте скобки, употребив правильную грамматическую конструкцию с инфинитивом:

1. I _____ (go out) in a minute. - So _____ (I/be). So you'd _____ (better or rather?) _____ (take) your key with you.
2. Do you watch much television? – No. I prefer _____ (read) books to _____ (watch) TV.
3. _____ (we/go) to that new restaurant this evening? – Good idea. We'd _____ (better or rather?) _____ (book) a table.
4. _____ (I/tidy) your bedroom for you? - I'd rather you _____ (not tidy) it. I'll do it later.
5. My brother prefers _____ (play) computer games to _____ (watch) television.
6. I'd rather you _____ (not/make) so much noise. – Sorry. I _____ (try) to be quiet.
7. You'd _____ (rather or better?) _____ (work) hard this time. You _____ (never/have) a steady job; and if you _____ (do not), you never will. – I will. I want _____ (make) a good impression.
8. Paul _____ (buy) Tina a present. - Yes, but we'd _____ (rather or better/ not mention) it. It might be a surprise.
9. _____ (we/spend) the evening together? – Well, actually, I'd prefer _____ (spend) some time alone.

10. It's the company's office party tomorrow. – Yes. To be honest, I'd _____ (better or rather) _____ (not go).
11. Would you _____ (rather or better?) _____ (come) shopping with me or _____ (stay) home?
12. I'd rather you _____ (do) something with your time instead of sitting around all day.
13. It's about time you _____ (stop) pretending to be terribly busy!
14. I'd rather you _____ (not drive) so fast, Paul.
15. John had _____ (rather or better?) _____ (not speak) to me like that again.
16. He says he'd rather _____ (cook) his own meals than _____ (eat) in restaurants.
17. I'd rather you _____ (not mention) it to anyone until next week.
18. Tim's mother (would rather or had better?) he _____ (work) closer to home than he does.
19. She would prefer _____ (meet) you personally rather than _____ (talk) to you over the phone.
20. Sean prefers _____ (play) football to _____ (watch) it.
21. They would sooner _____ (go) bankrupt than _____ (seek) professional advice.

ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ ЗНАНИЙ ДЛЯ ПК-2

Задание 1.

Прочитайте текст на тему Уровни и сферы управления, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

Catherine Ng established an electronic watch company with 6 employees in 1979. The company now has over 500 employees. Read the interview with the businesswoman.

What factors have made your business successful?

First of all, the advent of LCD watch technology in the 1970-s created a vast opportunity for us. Although the Swiss were the first to develop a quartz watch, the support of the Swiss manufactures was not strong as they overlooked the phenomenal growth potential of the market.

They believed their mechanical excellence would keep them leaders of the industry and that the quartz watch was only a gimmick and it would soon fade out. In fact this poor judgment led to the downfall of some companies. As demand was greater than supply, therefore it wasn't difficult for me to get entry to the market when I first set up my company. At the end of the first year the number of employees increased to 20 and we moved from office premises to a factory. Our floor space increased from the original 600 sq. ft. to 2000 by the end of the first year and the company grew more than tenfold in the next five years.

And then a few years later, prices started to become very competitive as the retail market became saturated. So I had to think about certain strategies to tackle this problem. I had to think up a short-term strategy and develop some long-term planning. Like all our competitors, we developed new products such as giftware and luxury items. For example, we designed products with a time device in them and customers could print their logo on the product for promotional purposes. However competition became severe. It reached a point that any product which had a time module in it became less valuable.

In the short term we had to cut our costs. However for certain customers who are less price conscious, I was able to upgrade the quality of our products, for example by offering better batteries, a longer warranty. We did not want our customers to think we were ripping them off of course if we charged a higher price. For customers who were less focused on quality we had to reduce our prices. In the end our customers thought that our company offered quality products, which were value for money while most of our competitors struggled for survival and cut prices in a very competitive market. Some were even forced out of the market.

On the other hand, we also switched our capacity to producing clocks, cutting our watch production and training our workers to assemble clock product. Watch production was based on an assembly line. Well we bought components from suppliers and assembled the watches. Clock products involved more components and we had to make them in house and the company started to install machinery, hire designers and the work flow became more sophisticated and today we have become one of the best known manufacturers in the world, with ISO 9001 certification.

What are the crucial factors behind your success?

The critical factors of our success, I would say, were our vision and our strategic planning. From time to time we utilize management tools such as SWOT analysis to review our situation and make necessary adjustments. Furthermore, we have made use of the Internet to promote our products, for example we used an e-catalogue to start with, and lately we have developed a customer relationship management system.

If I was asked what advice I would give to people looking for success in business, well, I would say: be well prepared. Seize an opportunity ones it emerges and finally stay open-minded as business can be developed by individuals, alliances, partnerships and joint ventures.

Задание 2.

Прочитайте текст на тему Уровни и сферы управления, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

Peter Drucker, the well-known American business professor and consultant, suggests that the work of a manager can be divided into planning (setting objectives), organizing, integrating (motivating and communicating), measuring performance, and developing people.

First of all, managers (especially senior managers such as company chairmen and directors) set

objectives, and decide how their organization can achieve them. This involves developing strategies, plans and precise tactics, and allocating resources of people and money. Secondly, managers organize. They analyze and classify the activities of the organization and the relations among them. They divide the work into manageable activities and then into individual tasks. They select people to perform these tasks. Thirdly, managers practice the social skills of motivation and communication. They also have to communicate objectives to the people responsible for attaining them. They have to make the people who are responsible for performing individual tasks form teams. They make decisions about pay and promotion. As well as organizing and supervising the work of their subordinates, they have to work with people in other areas and functions. Fourthly, managers have to measure the performance of their staff, to see whether the objectives set for the organization as a whole and for each individual member of it are being achieved. Lastly, managers develop people – both their subordinates and themselves.

Obviously, objectives occasionally have to be modified or changed. It is generally the job of a company's top managers to consider the needs of the future, and to take responsibility for innovation, without which any organization can only expect a limited life. Top managers also have to manage a business's relations with customers, suppliers, distributors, bankers, investors, neighbouring communities, public authorities, and so on, as well as deal with any major crises which arise. Top managers are appointed and supervised (and dismissed) by a company's board of directors.

Although the tasks of a manager can be analyzed and classified in this fashion, management is not entirely scientific. It is a human skill. Business professors obviously believe that intuition and 'instinct' are not enough; there are management skills that have to be learnt. Drucker, for example, wrote in his book "An Introductory View of Management" that 'Altogether this entire book is based on the proposition that the days of the "intuitive" manager are numbered,' meaning that they were coming to an end. But some people are clearly good at management, and others are not. Some people will be unable to put management techniques into practice. Others will have lots of technique, but few good ideas. Outstanding managers are rather rare.

Задание 3.

Прочитайте текст на тему Организационные структуры, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

No business can continue to function in the same way forever. Companies that refuse to change with time risk losing their competitive edge, their market share and consequently their profitability. To survive and remain competitive in the fast evolving business environment companies need to be responsive, flexible, capable of anticipating and managing change. This continuous adjustment to change is commonly referred to as "restructuring". Restructuring occurs – or should occur – when the organization can no longer meet the needs of the business. There is a doctrine in business planning that structure follows strategy; the organization's structure should be aligned to fit its strategic needs. When strategies change, then the structure must adapt.

Restructuring leads to changes in the organizational setup, it can take many forms and involve a change in a company's structure, strategy, policies, procedures, or culture. It can be massive, affect an entire enterprise and might take years, e. g. it took Toyota company 15 years to change

its organizational structure, or may affect a few employees within one department. In any case, regardless of the type and scope, organizational change means letting go of the old ways in which work is done, and adjusting to the new ways.

One of the most powerful drivers of change involving enterprise restructuring is globalization. As the 21st century unfolds, the significance of national economies is declining. Globalized markets aren't only expanding business opportunities, they are also intensifying competitive pressures. To succeed in the current economic climate, companies need to think and act globally. It means exploring new markets, diversifying into new areas, reaching out to new groups of consumers, which in its turn means competing with bigger players on the world trade arena. This current trend towards the liberalization of markets is the main reason behind restructuring. To remain competitive companies shift from old recruitment and personnel management practices. Traditional management structures were bureaucratic and hierarchical. Now management experts see wisdom in flatter organizations with wider roles and responsibilities for each member of the team. Job flexibility and empowerment are key features of new structures, but successful implementation requires changes in the communication and reporting policies of the organization. While new enterprises can start with these paradigms, old companies have to restructure themselves. New methods of work, for example outsourcing of certain tasks by subcontracting self-employed people, telecommuting or adjusting work hours by employing some people only for the days when there are work peaks require new methods and practices and it can also trigger restructuring and organizational changes.

Rapid technological change, new communication and information technologies, innovations in materials and work processes may require restructuring to keep up with the times. Companies, whose technological base and expertise are obsolete, are driven out of the market.

Organizational change is often a response to changing demographics. The increasing presence of women and minority groups, ageing of the population, especially noteworthy in industrialized economies, have led to the development of new work practices, e.g. work arrangements such as flexible hours and job sharing are becoming more popular. Companies need to reconsider benefits and compensations which are more suitable for women and elderly people, to offer different pension plans and devise new strategies to retain employees.

In many cases the need to restructure originates from poor management practices, such as a short-term focus or failure to anticipate future needs, poor marketing strategy, profit losses, financial constraints, inability to adapt and find new markets, high employee or production costs.

Задание 4.

Прочитайте текст на тему Лидерство, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

The legendary chairman of GE, management theorist, strategic thinker, and corporate icon who made it to the top despite his working-class background. If leadership is an art, then surely Welch has proved himself a master painter.

“The two greatest leaders of this century are Alfred Sloan of General Motors (GM) and Jack Welch of General Electric (GE)”, - says Noel Tichy, a longtime GE observer and University of Michigan management professor. “And Welch would be the greater of the two because he set a new, contemporary paradigm for the corporation that is the model of the 21st century.”

Jack Welch was 45 when he took control of the company that documented sales of just under \$ 28 billion, and an estimated market value of around \$ 14 billion. When Welch retired in 2001, the company's estimated market value was \$ 410 billion. When the legendary manager took over as CEO in 1981 it was a slow-moving old-line American industrial giant with 9 layers of management which he transformed into a keenly competitive global corporation. Welch reshaped the company through more than 600 acquisitions and a forceful push abroad into newly emerging markets.

How was he able to wield so much influence and power over one of the most complex organizations in all of American business? Many managers struggle daily to lead and motivate mere handfuls of people. Many CEOs wrestle to squeeze just average performance from companies a fraction of GE's size. How did Welch, who sat atop a business empire with \$ 304 billion in assets and 276 000 employees in more than 100 countries, do it?

He did it because he believed that any component of the company had to be profitable. Productivity, efficiency and profitability were the optimum words of the day. If employees failed to be productive, they were relieved of their duties. If a division was of no value, it was discarded.

He did it because he was and he is and has always been a fierce believer that people are company's most valuable asset. "You build the best team, you win. Hire the right people, hire the best. Human capital determines the long-term success of any company".

He did it because he created something unique at a big company: informality. Making the company informal means violating the chain of command, communicating across levels, paying employees as if they worked not for a big company but for a demanding entrepreneur where everyone knows the boss. Everyone, from secretaries to factory workers called him Jack. Every week there were unexpected visits to plants and offices, hurriedly scheduled lunches with managers several layers below him. "We are pebbles in the ocean, but he knows about us," – said Brian Nailor, fortysomething marketing manager of industrial products.

He did it through sheer force of personality, coupled with passion for winning the game of business. "The world will belong to passionate, driven leaders..."

Jack Welch may have come from very humble beginnings, but he faced the challenge and rose to become one of the most influential CEOs of all time. He has written several bestselling books on management and recently founded the Jack Welch Management Institute. His trademark "the Welch Way" has become an online MBA program and he is frequently called upon as a commentator for various business programs on television. Welch is an example for many, and he has the exact traits needed to be close to perfection as a manager.

Задание 5.

Прочитайте текст на тему Уровни и сферы управления, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

Leadership is needed at all levels in an organization. It is likely, however, that the leadership qualities required by a supervisor or manager are not the same as those required by the chief executive of a company. It is, therefore, difficult to define leadership satisfactorily.

A typical definition is that the leader ‘provides direction and influences others to achieve common goals.’ This is true in the case of supervisors and managers, but is it a good definition of the leader of an organization? A chief executive must indeed give ‘direction’ but he must do much more than that. He has to create ‘a sense of excitement’ in the organization, and convince staff that he knows where the business is going. In addition he must be a focus for their aspirations. As Peter Drucker, the American writer, says, *‘Leadership is the lifting of a man’s vision to higher sights, the raising of a man’s performance to a higher standard, the building of a man’s personality beyond its normal limitations.’*

An important analysis of leadership has been made by Fred Fielder, Professor of Psychology and Management at the University of Washington. For over twenty years, he has carried out research into effective leadership in a number of organizations – businesses, government agencies and voluntary associations. Fielder observed how leaders behaved, and he has identified two basic leadership styles.

Task-motivated leaders ‘tell people what to do and how to do it.’ Such leaders get their satisfaction from completing the task and knowing they have done it well. They run a ‘tight ship’, give clear orders and expect clear directives from their superiors. This does not mean that they show no concern for other people. But their priority is getting the job done.

Relationship-motivated leaders are more people-oriented. They get their satisfaction from having a good relationship with other workers. They want to be admired and liked by their subordinates. Such leaders will share responsibility with group members by encouraging subordinates to participate in decisions and make suggestions.

Throughout his work, Fred Fiedler emphasized that both styles of leadership could be effective in appropriate situations. There was no best style for all situations. Effective leadership depended on matching the leader to the task and the situation.

In a book called *The Winning Streak*, the authors studied leadership in some top British companies. The managers of those companies believed that effective leadership was a crucial factor in their organizations’ success.

The authors were able to identify some characteristics of the chairmen and chief executives of the companies, which made them good leaders: firstly, the leaders were visible’. They did not hide away in some ivory tower at Head Office. Instead, they made regular visits to plants and sites, toured round their companies and talked to employees. Leaders made their presence felt. There are some fascinating examples of this practice. Sir Hector Laing, Chairman of United Biscuits, travels around his company with a jug of orange juice. He uses this to show employees how the company profits are divided up between employees, reinvestment, dividends, tax etc. Lord Sieff, Chairman of Marks and Spencer until 1984, kept close contact with his staff. Once, when there had been heavy snowfalls, he drove from London to Chatham – a long way – from just to thank sales assistants for turning up in spite of the weather. Lord Sieff had the habit of making telephone calls every Saturday, at about 5 p.m. to a few stores, chosen at random. He wanted to know how the day’s trading had gone. No doubt, by doing this, he kept the staff on their toes. And he showed them that the Chairman had not forgotten them!

Another example of being ‘visible’ is provided by Brian Nelson, group Managing Director of Bulmer, the cider-making firm. Every six months, he goes out in a lorry which delivers cider, and works as the lorry driver’s mate. This gives him the opportunity to learn about the delivery service, and to talk frankly to employees about problems.

Besides being visible, the leaders of these top companies provided a ‘clear mission’. In other words, they knew where the organization was going and persuaded staff to follow them. Sometimes, they spelled out the mission in a written statement. For example, Saatchi and Saatchi, the advertising group, include a statement of their principles in all annual reports. The statement says that Saatchi and Saatchi must be ‘sharp in the definition of their long-term objectives.’ And

the documents also cover matters like employees, clients, creativity, market position and profitability.

Finally, successful organizations have clear values. And it is the job of the leader to show what they are. As Douglas Strachan, Managing Director of Allied Lyons Beer Divisions, says, 'You have to keep telling people your values. If you repeat it often enough, it does go down the line.' Thus, the leader is not only someone who 'lifts a man'. He/She must also protect and promote the organization's values.

Задание 6.

Прочитайте текст на тему Подбор персонала, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

HOW TO SELECT THE BEST CANDIDATES – AND AVOID THE WORST

(by Adrian Furnham)

Investing thousands of pounds in the recruitment and training of each new graduate recruit may be just the beginning. Choosing the wrong candidate may leave an organization paying for years to come.

Few companies will have escaped all of the following failures: people who panic at the first sign of stress; those with long, impressive qualifications who seem incapable of learning; hypochondriacs whose absentee record becomes astonishing; and the unstable person later discovered to be a thief or worse.

Less dramatic, but just as much a problem, is the person who simply does not come up to expectations, who does not quite deliver; who never becomes a high-flyer or even a steady performer; the employee with a fine future behind them.

The first point to bear in mind at the recruitment stage is that people don't change. Intelligence levels decline modestly, but change little over their working life. The same is true of abilities, such as learning languages and handling numbers.

Most people like to think that personality can change, particularly the more negative features such as anxiety, low esteem, impulsiveness or a lack of emotional warmth. But data collected over 50 years gives a clear message: still stable after all these years. Extroverts become slightly less extroverted: the acutely shy appear a little less so, but the fundamentals remain much the same. Personal crises can affect the way we cope with things: we might take up or drop drink, drugs, religion or relaxation techniques, which can have pretty dramatic effects. Skills can be improved, and new ones introduced, but at rather different rates. People can be groomed for a job. Just as politicians are carefully repackaged through dress, hairstyle and speech specialists, so people can be sent on training courses, diplomas or experimental weekends. But there is a cost to all this which may be more than the price of the course. Better to select for what you actually see rather than attempt to change it.

Задание 7.

Прочитайте текст на тему Бизнес план, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.

3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.
5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

GOING VIRAL

Six years ago, ad executive Ed Robinson carried out an experiment. He spent \$10,000 to produce a humorous video about a man who meets an explosive end while inflating a child's raft. He attached his firm's Web address to the clip and emailed it to five friends. Then he waited.

By the end of the week, more than 60,000 people had seen the twelve-second video, Robinson says. The video had 'gone viral', passing from Robinson's friends to their own friends and from there to blogs and sites across the Web. Within three months, Robinson's Web site received 500,000 hits.

For Robinson, the traffic was confirmation that the video and others like it could create a buzz and, in turn, make big bucks. 'I was trying to prove a point: if you entertain your audience, they will get it and the viral mechanism will make the audience come to watch you.'

Cashing in. Companies have gotten the message. Lured by the prospect of reaching millions of consumers without also spending millions of dollars for television air time or space in print media, companies have shifted more ad dollars to the Net. Video viral marketing – so named because it relies on computer users to spread commercials from person to person – has expanded from a negligible piece of the advertising pie to a \$150 million industry researchers estimate.

Victim of its own success. However, viral marketing has become a victim of its own success. As more ads and user-created videos go online, getting ads to go viral has become increasingly difficult. Whereas these ads were once relatively rare, they now have to compete with millions of other video clips. Companies need to spend more to give their message an edge. Today, Robinson's London company, the Viral Factory, charges \$250,000 to \$500,000 to create ads he guarantees will reach a wide audience.

Video sites. Not only do advertisers need to spend more to make the ads, but increasingly, they're having to pay to get them seen in the first place. Rather than waiting for new videos to drop into their mail boxes, users are now going to sites like YouTube for entertainment. Many of the hundred or so video sharing sites still don't charge for posting videos: they fear that too many ads will drive away audiences and stifle user-created content. After all, users go to these sites to see the videos most people find interesting, not ones some company paid to place. However, the largest and most popular sites, like YouTube, which shows about 100 million videos daily, already sell some spots, though they won't disclose advertising fees.

Going mainstream. It makes sense that video-sharing sites are wary of turning off users with too many ads. Neither the sites nor advertising companies want virals to become the new online spam. Still, with people spending more time on the Net, and many using video-friendly high-speed connections, it seems highly unlikely that viral video advertisements will become mainstream before long. And, as competition for online user attention increases, companies will be forced to do more to ensure their ads are watched. That in turn could encourage Web sites to charge more for spots. The bar has been raised.

Задание 8.

Прочитайте текст на тему Бизнес план на рынке, соберите и проанализируйте информацию о следующем:

1. Скажите, какие вопросы рассматриваются в тексте.
2. Скажите, какая проблема вытекает из содержания.
3. Поставьте к тексту несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в тексте, используя собственный пример.

5. Выскажите мнение о прочитанном. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в тексте.

WHEN A FOUNDER STEPS DOWN

Handing over the family business often sets off a bitter feud. Tony Bogod, a family-firms consultant, regularly asks psychologists for help. 'Although I trained as an accountant, I now find myself working more with feelings than with figures,' he says. 'I really need a leather couch in my office.' One owner-manager had handed over the running of his printing business to two sons. But the brothers fought furiously. Bogod says: 'One day the father phoned me in tears, saying, "all I want is for them to be happy."' This case follows a general trend for fathers who pass their businesses to sons. 'Father-son succession is much harder than father-daughter,' says Bogod. 'When a son goes into the business, it is about proving himself, being competitive, and wanting to make his father proud. But with a daughter, it is about support and wanting to be there for him.' Bogod believes that starting an early discussion about passing on the business is the key to a successful handover. Even though talking to parents about retirement is hard, you should start doing it ten years before they retire.

Barbara Murray, a family-business expert, believes that failing to talk is not the only pitfall. 'A common mistake that people make' says Murray 'is that when they are nervous about who is going to be the next leader they try to solve the problem very quickly without exploring it properly. So it's automatically the oldest son or the daughter with the business degree who gets the company. What they should really do is have an honest look at what the business needs, then find someone who is not directly involved in the firm. The outsider can say if the skills the business needs are in the offspring.'

Before making a final choice, owner-managers should consider another factor, says Andrew Godfrey of Grant Thornton, the accountant. 'You need to know what you want to do with your business before you select a successor. Until you know where the business is going, you don't know what kind of leader you need-is it a cost-cutting man or a marketing man?'

Leaving the decision on succession to the board spells trouble says Godfrey. 'If you don't choose, you'll end up with a committee. Rule by committee is disastrous. Nothing happens, you get a business vacuum and the firm drifts.' Many families fall out when the company founder stays on past retirement, says Godfrey. 'There has to be a plan about how the older generation is going to exit the business. To do this they need to have enough money outside the company to make themselves financially independent.'

But choosing a successor is just too hard for a lot of owner-managers. 'The classic mistake is the father who retires and just cannot tell his children who is going to be managing director. He says, 'you can sort it out when I am dead.'" This will keep a lid on it while he is alive. But as soon as he dies, you can be sure that the family will have its own version of world war three.'

Задание 9.

Прочитайте экономическую статью и ответьте на следующие вопросы:

1. Скажите, какие вопросы рассматриваются в статье.
2. Скажите, какая проблема вытекает из содержания.
3. Задайте к статье несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в статье, используя собственный пример.
5. Выскажите мнение о прочитанном,. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в статье.
6. Подумайте, как и где вы можете использовать извлеченную из статьи информацию.
7. Определите, нужно ли вам более детально ознакомиться с текстом для использования полученной информации в вашей будущей профессиональной деятельности.

The Case for Chain Mud Pump Drives

There are literally thousands of oil field mud pumps running today by chains and sprockets, and many by V-belts. In most cases it is no accident that a particular pump is driven the way in is. Different types of installations require different means of powering in order to get the most economical operation. Our purpose in getting into this subject is to outline the areas of use where chain drives are particularly advantageous. The primary consideration is total cost per horsepower-hour. Initial cost is part of this, but also included are moving costs and maintenance costs, including down time.

If we were to drive a pump mounted on a steel frame upon which the prime mover was also carefully mounted, alignment would be no particular problem, and advantage could then be taken of a chain drive with its smaller space requirement, lighter weight, and lower cost per horsepower-hour. Because offshore equipment, inland barges, and also many land rigs are arranged with unitized construction, chain drives are used predominantly in this type of application.

However, a pump skidded by itself on the ground is subject to drive misalignment. Even though there is more cost in providing a motor takeup mounting and more massive components for the V-belt drive, its ability to accept greater misalignment than a chain drive results in service life which makes it more economical in this particular instance. Finally, when a prospect has been identified and evaluated and passes the oil company's selection criteria, an exploration well is drilled in an attempt to conclusively determine the presence or absence of oil or gas. Oil exploration is an expensive, high-risk operation. Offshore and remote area exploration is generally only undertaken by very large corporations or national governments. Typical shallow shelf oil wells (e.g. North sea) cost USD\$10 - 30 million, while deep water wells can cost up to USD\$100 million plus. Hundreds of smaller companies search for onshore hydrocarbon deposits worldwide, with some wells costing as little as USD\$100,000.

Задание 10.

Прочитайте экономическую статью и ответьте на следующие вопросы:

1. Скажите, какие вопросы рассматриваются в статье.
2. Скажите, какая проблема вытекает из содержания.
3. Задайте к статье несколько вопросов и задайте их вашему товарищу, затем ответьте на его вопросы.
4. Подтвердите точку зрения, изложенную в статье, используя собственный пример.
5. Выскажите мнение о прочитанном,. Сообщите известные вам дополнительные сведения. Приведите примеры, факты, подобные описываемым в статье.
6. Подумайте, как и где вы можете использовать извлеченную из статьи информацию.
7. Определите, нужно ли вам более детально ознакомиться с текстом для использования полученной информации в вашей будущей профессиональной деятельности.

Proper tool is a good investment

Pump-part manufacturers provide other tools to allow users to extract maximum cost from mud-pump parts. A hydraulic valve-seat puller, for example, is almost a necessity for high-pressure pumps. The cost of damage that can be done by trying to «torch out» a seat will typically pay for a good hydraulic tool. And the tool can serve for many years. A knocker should be used to remove pistons from rods; a single hammer «ding» on a rod can mean premature failure with related lost time and expense. Install rod packing according to instructions. Different kinds of packing require different tightening procedures for proper operation. And all parts manufacturers agree that matching springs, seats, and valves should be used.

Valves and seats do not all weigh the same and hence demand different springs to match opening pressures. When to replace? Ideally, of course, parts should be replaced just before failure. When pump pressure falls, it's too late! This means the best way to insure optimum part and pump life-

achieve minimum operating costs coupled with maximum pump efficiency-and make sure there is always at least one mud pump working is to: (a) keep accurate records of operating hours, and (b) inspect often those parts readily accessible. Various types of elapsed time recording devices are available; when drilling is critical, the cost of even the most expensive is virtually inconsequential compared to having to stop drilling.

A final note. Pump-part technology is very advanced and proven. Manufacturers have had experience in almost all environments and working conditions, and their help can be significant. But the only group who ultimately can design and implement effective mud-pump-part programs are those on the rig. The accompanying check-list may help.

Задание 11.

Прочитайте текст, ответьте на вопросы по его содержанию и выполните задание после текста.

Market and Command Economies

Economics is a science that analyses what, how, and for whom society produces. The central economic problem is to reconcile the conflict between people's unlimited demands with society's ability to produce goods and services.

In industrial Western countries markets are to allocate resources. The market is the process by which production and consumption are coordinated through prices.

In a command economy, a central planning office makes decisions on what, how, and for whom to produce. Economy cannot rely entirely on command, but there was extensive planning in many Soviet bloc countries.

A free market economy has no government intervention. Resources are allocated entirely through markets.

Modern economies in the West are mixed and rely mainly on the market but with a large dose of government intervention. The optimal level of government intervention remains a problem which is of interest to economists.

The degree of government restrictions differs greatly between countries that have command economies and countries that have free market economies. In the former, resources are allocated by central government planning. In the latter, there is not any government regulation of the consumption, production, and exchange of goods. Between the two main types lies the mixed economy where market and government are both of importance.

1. What is the central economic problem of a society?
2. What is the market?
3. What is the function of the market in an industrial country?
4. How are decisions made in a command economy?
5. In what way does a free market economy differ from a command economy?
6. To which type do most economies in the West belong?

б) Подумайте и скажите:

1. To which type does the economy of present-day Russia belong?
2. Is the level of government regulation growing or falling in Russia's economy now?

Выберите подходящее по смыслу слово из предлагаемых в скобках вариантов.

1. (*A command economy / a free market economy*) is a society where the government makes all decisions about production and consumption.

2. (*Economics/Economy*) studies how markets and prices allow society to solve the problems of what, how, and for whom to produce.

3. Every economist sees (*the restriction/the importance*) of the question of what, how, and for whom to produce.

4. Nations have different (*consumption / levels*) of farm production.

5. When (*the price /the importance*) of some goods grows, people will try to use less of them

but producers will want to produce more of them.

6. In (*mixed/both*) countries, Canada and the USA structural changes in the agricultural sector of economy have become of interest to economists and general public in the 80s and 90s of the 20th century.

7. After years of competition between command and market economies, (*the former / the latter*) gave way in many countries of the world to (*the former/ the latter*).

7.3.2. Типовые задания и (или) материалы для оценки умений

ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УМЕНИЙ ДЛЯ ОК-4

Задание 1

Прокомментируйте (устно) следующие утверждения с употреблением активной лексики по теме Levels and areas of management:

1. It is up to employees to keep the manager up to date on progress.
2. Managers set strict time limits.
3. Managers encourage staff to put forward their ideas.
4. Managers and employees decide together what needs to be achieved.
5. Decisions are made by managers and their staff.
6. Employees get precise instructions.
7. Managers do not want employees to avoid making decisions which employees should make.
8. Managers have tight control of employees' movements and work schedules.
9. When employees are given tasks, they decide how to complete them.

Задание 2

Опишите функции и ответственности Отдела кадров выбранной Вами компании, используя лексику по теме Levels and areas of management.

Задание 3

Опишите функции и ответственности Финансового отдела выбранной Вами компании, используя лексику по теме Levels and areas of management.

Задание 4

Прокомментируйте (устно) следующие утверждения с употреблением активной лексики по теме Levels and areas of management:

1. If the company is willing to lower production costs, they should move their facilities to the place with highly skilled workforce.
2. If the manager wants to get things done he should do it himself.
3. The best organizational structure is a structure by product.
4. A desire to realize one's own potential is the strongest motivator in one's job.
5. If a person didn't reveal his leadership skills when at school he will never make a top leader in the future.
6. Warehouses are a thing of the past. All manufacturing companies should use just-in-time production.
7. In multinational companies great managers are no worse than leaders.
8. If you want to start a partnership you should join with a relative of yours.
9. In a crisis period people who have been made redundant will agree to any job offered to them.

Задание 5

Опишите уровни и сферы управления выбранной Вами компании, используя лексику по теме Levels and areas of management.

Company structure or organization structure refers to the way that a company arranges people and jobs so that its work can be performed and its goals can be met. The structure of every organization is unique and the structure of an organization evolves as the organization grows and changes over time.

1. Top managers and executives:
Board of Directors, Chairman (Chairwoman) or President (*Am.*), Managing Director (Executive Director) or Chief Executive Officer (CEO – *Am.*)
E.g. At the top of company hierarchy is the Board of Directors, headed by the Chairman.
E.g. A managing director is responsible for the day-to-day running of the company (or oversees all aspects of business activity, or has overall responsibility for the running of the business).
2. Middle (Senior) management (company officers):
Finance director (Chief financial officer – *Am.*), Marketing Director, HR Director (Personnel), IT Director, R&D Director, Production Director, Sales Manager or Sales Director (or Vice Presidents – *Am.*)
3. Departments: Finance, Sales and Marketing, Personnel (HR), Research and Development (R&D), Production
4. to consist of, be made up of, be divided into
e.g. The company consists of five main departments. The marketing department is made up of three units. The sales department is divided into two sections.
5. to be responsible for smth, to be in charge of
e.g. The marketing department is responsible for advertising, sales promotion and market research. The Human Resources department is composed of two sections. One is responsible for recruitment and personnel matters, the other is in charge of training. Philip is in charge of our marketing department.
Finance director controls all aspects of finance and is responsible for allocating the company's resources.
6. to be accountable to smb, to be responsible to smb, to report to smb
e.g. At the top of the company hierarchy is Mister Niegel who has overall responsibility for the running of the business. Sales Director, Marketing Director, Finance Director and HR Director report to him (находятся у него в непосредственном подчинении).
Export Sales Director is responsible to Sales Director.
7. a strategy, to determine a strategy (or a policy), implement a strategy (or a policy)
E.g. Top managers determine the company's strategy and middle managers implement the strategy and major policies handed down from the top level of the organization.

Задание 6

Подготовьте развернутые письменные ответы на вопросы по теме Levels and areas of management:

1. What are the levels of management?
2. What are the responsibilities of a top manager?
3. What are middle managers responsible for?
4. Why is the position of a first-line manager important, especially in a company involved in manufacturing business?
5. What are the most common areas of management (e.g. finance, sales, etc.)?
6. What is finance director (personnel manager, marketing director, R&D director) responsible for?
7. Over to you: what kind of companies require R& D department?

8. Do you think any company can afford to have its own PR department?

Задание 7

Подготовьте письменное сообщение на тему “ Types of restructuring ”, используя активную лексику из вокабуляра Organizational Structures:

1. competitive, to remain competitive, to maintain a competitive edge – конкурентоспособный, оставаться конкурентоспособным, сохранять конкурентные преимущества
E.g. To remain competitive (to maintain a competitive edge) on a fast-evolving market a company needs to be flexible, highly-effective and fast-moving.
2. to consume, a consumer, consumption – потреблять, потребитель, потребление
E.g. Many factors such as personal, psychological or social can bring about changes in consumer behavior. E.g. The recent financial report has reflected a sharp decline in the consumption of soft drinks in North America. E.g. Possibly the most challenging concept in marketing is to deal with understanding consumer behavior.
3. to adjust/adjustment/to adapt to / to respond to /to remain responsive – приспособиться, умение приспосабливаться, адаптироваться, реагировать, сохранять гибкость (сохранять умение меняться и приспособливаться)
E.g. The ability to adapt and find new markets has made Coca-Cola an icon of American culture.
E.g. To remain responsive and adjust to a fast-changing market environment, many companies have pushed towards decentralization (отошли от централизованной системы управления).
E.g. To maintain a competitive edge a company needs to remain responsive to change.
4. efficient, productive, cost-effective – эффективный, продуктивный, рентабельный
E.g. Businesses organized by function can be cost-effective as each employee specializes in certain aspects of business.
5. Restructuring (delaying, downsizing) – реструктуризация (сокращение уровней управления; уменьшение размеров предприятия в целях экономии, оптимизация штата путем сокращения)
E.g. The restructuring and delaying helped the company to save 200 million euro a year in salaries and increase efficiency.
E.g. Cases of restructuring and downsizing are generally met with dismay about job losses, except by those whose interest is in efficiency and profit. (An increased efficiency generally leads to job losses.)
6. to cut costs down/to drive costs down/to keep costs down/to optimize costs/to reduce costs (maximize profits) – снизить издержки (максимально увеличить прибыль)
E.g. The prime target of any business is to drive costs down and maximize profits.
7. profit, losses (to suffer losses, to incur losses, to sustain losses), a decrease in profit, a decline in profit – убытки (нести убытки), сокращение прибыли, снижение прибыли
E.g. The recent financial report has shown a 7% decline in profit in the second quarter of 2013.
8. to enhance (communication, coordination, a company's reputation) – улучшать, увеличивать, усиливать (обычно положительное свойство)
E.g. Empowerment gives employees an enhanced sense of involvement (дает сотрудникам ощущение того, что они являются неотъемлемой частью компании) in company's business.
9. Empowerment, empowered employees – наделение сотрудников большими полномочиями
E.g. In companies with a rigid centralized organizational structure managers

Задание 8

Обсудите с коллегами следующие утверждения по теме Organizational Structures:

1. One of the most important tasks for the management of any organization is to determine its organizational structure.
2. Efficient management structures are vitally important for the success of any company.
3. There is a doctrine in business planning "the structure follows strategy".
4. Once an organizational structure is determined, there is no need to change it with time.
5. A business organized by function is one of the most centralized, bureaucratic and hierarchical.
6. Decision making is slow in businesses organized by function, which can result in losing a competitive edge.
7. Employees at lower levels are unable to make important decisions, and have to pass on responsibility to their boss.
8. A clear chain of command is one of the advantages of organization by function.
9. Companies organized by function are flexible and thus respond quickly to a fast moving market environment.
10. Accountability is pretty much complicated in companies organized by function.

Задание 9

Письменно согласитесь или не согласитесь со следующим утверждением, проанализировав знания по теме Leadership:

Effective management is putting first things first. While leadership decides what "first things" are, it is management that puts them first, day-by-day, moment-by-moment. Management is discipline, carrying it out.

Задание 10

Подготовьте устную презентацию по следующей ситуации на тему Leadership:
Представьте, что вы являетесь управляющим директором компании среднего размера. Когда вы заняли пост управляющего директора, вы обнаружили, что компания находится в плохом состоянии. Команда работала неэффективно, моральный дух был низким, а продажи снижались в течение года. За три года вам удалось изменить ситуацию к лучшему. Вам удалось создать высокоэффективную команду по продажам, персонал очень мотивирован, продажи растут. Скажите, как вам это удалось. Охватите следующие моменты: постановка целей, общение, мотивация, выговор, похвала.

Задание 11.

Прокомментируйте (устно) следующее утверждение с употреблением активной лексики по теме Leadership :

Job security and salary should be based on employee performance, not on years of service. Rewarding employees primarily for years of service discourages people from maintaining consistently high levels of productivity." Discuss the extent to which you agree or disagree with the opinion stated above.

Задание 12.

Используйте следующий диалог в качестве модели и устно составьте с напарником свое собеседование при приеме на работу. Используйте вокабуляр по теме Recruitment.

-Thank you for coming. So you are interested in our job as personal assistant. What are your reasons for wanting to change jobs?

-I have now been with Williams & Co. for over three years and feel that I have learned everything there is to learn. I would like to use this knowledge in a different field of activity.

- Why did our advertisement particularly interest you?
- I would enjoy the challenge of working independently and would very much like to use my languages even more at the present moment.
- Would you be prepared to travel?
- Oh, yes, gladly.
- What do you see as your main strength?
- I would say it's my ability to be independent and rely on myself.
- And your weakness?
- Sometimes lack of patience!
- Let me tell you something about the job. Your boss would be Mr. Matthews, our head of sales for the European markets. You would assist him in all his duties and with time be in charge in his absence. You would have direct contact with customers and visit them from time to time as the need arises.
- Sounds like hard work, but that's the sort of job I am looking for.
- Would you do overtime if necessary?
- Yes, of course.
- Would you need any help with relocation?
- Yes, I would.
- We would be prepared to share the removal costs (US: moving expenses) and help you in finding a flat.
- That would be of great help.
- What are your hobbies?
- I like traveling, playing tennis and reading.
- Thank you again for coming, we will be in touch soon.

Задание 13.

Подготовьте развернутые письменные ответы на вопросы по теме Recruitment:

1. Why do you think it is important to find out as much information as possible about the company you are applying to? What information do you think it is important to know?
2. Do you think it is important to find out how to get to the office and how long it takes?
3. How do you think you should dress?
4. What questions you are likely to be asked in a job interview?
5. How do you think you should behave in a job interview?
6. Do you think you should be totally honest?
7. What things you shouldn't do in a job interview?

Задание 14.

Прокомментируйте (устно) следующее утверждение с употреблением активной лексики, проанализировав знания по теме Recruitment:

In matching job candidates with job openings, managers must consider not only such variables as previous work experience and educational background but also personality traits and work habits, which are more difficult to judge. Discuss the extent to which you agree or disagree with the opinion stated above.

Задание 15.

Компании используют разные методы исследования рынка, которые могут точно выявить, что на уме у потребителя. В парах составьте список этих различных приемов и обсудите их преимущества и недостатки. Используйте лексику по теме Business plan.

To identify attractive markets – *определить выгодные рынки*

To enter/ to penetrate the market/ to gain a market foothold – *выйти на рынок*

To abandon, to get out of, to leave the market – *уйти с рынка*
To drive smb out of the market – *вытеснить с рынка*
To corner, to monopolize the market – *монополизировать рынок*
To expand markets, to gain entry to new markets – *расширить рынки, завоевать выход на новые рынки*
Market segment – *сегмент рынка*; market segmentation – *сегментация рынка*; to spot market opportunities through market segmentation – *обнаружить возможности рынка с помощью его сегментации*; to refine market segmentation – *совершенствовать сегментацию рынка*
Market niche, to search for a market niche, to satisfy a market niche – *рыночная ниша, искать рыночную нишу, удовлетворять потребности рыночной ниши*
To establish one's own niche – *найти свою нишу* (a well-established company – *компания с твёрдыми позициями на рынке*)
Key players / Market leader/ Market challenger/ Market follower / a definite market leader/ a weak/complacent market leader; a distinct market challenger – *основные игроки, лидер рынка, компания/продукт, занимающий 2 место за лидером, остальные игроки, определённо лидер рынка/слабый, незначительный лидер рынка, очевидный конкурент*
To adapt to a changing business environment – *адаптироваться к изменению деловой среды*
To respond to market conditions, an immediate response – *отреагировать на условия рынка, мгновенная реакция*
To move downmarket/upmarket – *перейти в другой, более дешёвый / дорогой сегмент рынка*

Market share – *доля рынка*

To build market share – *создать долю на рынке*
To increase/ to expand one's market share – *увеличить/расширить долю рынка*
To win a large market share – *завоевать большую долю рынка*
To protect market share (against competitors) – *защищать долю рынка от конкурентов*
The second largest market share – *вторая по величине доля рынка*

The marketing concept – *концепция маркетинга*

Marketing-oriented /marketing-led company – *компания, ориентированная на рынок*

Market research – *исследование, изучение рынка*

Extensive market research / Cutting edge market research – *тщательное исследование рынка*
To carry out / to do market research – *провести исследование рынка*
To employ market research techniques – *использовать техники маркетингового исследования*
To collect data (primary data, secondary data) – *собрать сведения (первичные, вторичные)*
To spot/identify market opportunities – *выявить возможности рынка*
To score exceptionally well in market research – *очень хорошо проявить себя в ходе маркетингового исследования*
To conduct surveys – *провести опрос*
To set up a focus group – *создать фокусную группу*
To anticipate a consumer need – *предвосхитить нужды покупателей*
To find out the needs of customers, to identify a consumer need, to find out, to reveal what is on the consumer's mind, – *выяснить, что покупателю нужно*
To test buying habits/ to study consumer behavior – *проверить покупательские привычки, изучить поведение потребителей*
To find good sales prospects, prospecting – *найти хороших потенциальных покупателей*
To develop a marketing plan/ to set up the marketing strategy – *разработать маркетинговый план; разработать маркетинговую структуру*
To choose target customers, a target audience – *выбрать целевых покупателей*
To evaluate the target market – *оценить целевой рынок*
To create a psychological profile of each segment – *создать психологический профиль каждого сегмента*

To design a persuasive marketing mix – *разработать убедительный комплекс маркетинга*
To develop a marketing mix that is suited to the market – *разработать комплекс маркетинга соответствующий данному рынку*
To be targeted at specific market segments / products specifically adapted to particular segments – *быть нацеленным на определённые сегменты рынка/ продукты адаптированные к определённым сегментам*
To tailor products to customer needs – *создать продукты, отвечающие нуждам покупателей*
To serve the needs of customers (about a product) – *соответствовать нуждам покупателей*
To satisfy changes in consumer needs – *удовлетворить изменения нужд потребителей*
A consumer product – *продукт массового потребления*

To compete, competitor, competition (intense, fierce, stiff, tough ≠ low key) – *конкурировать, конкурент, конкуренция (жёсткая, слабая)*
To operate in highly competitive market; extremely competitive areas – *работать на рынке с сильной конкуренцией; области с чрезвычайно высокой конкуренцией*
Competing products – *конкурирующие продукты*
To give a product a competitive advantage – *дать продукту конкурентное преимущество*
To put smb clearly ahead of one's competition (e.g. about a strategy, a USP – a unique selling point/ proposition) – *позволить кому-либо вырваться в лидеры (о стратегии, уникальном свойстве продукта)*

To perform a SWOT analysis – *провести анализ сильных, слабых сторон, возможностей и угроз*
To maintain a steady demand for – *поддерживать постоянный спрос на*
To stretch a brand into other areas = to diversify – *диверсифицировать продукт*
To set a price (that will cover the costs and return a profit) – *установить цену, которая покрывает расходы и принесёт прибыль*
Pricing option – *ценовые опции*
To be priced above/ with/ below the market – *иметь цену выше\наравне с\ ниже рыночной*
To be priced in a range near competing products – *иметь цену наравне с конкурентными продуктами*
To price attractively, an attractively priced product – *выставить привлекательную цену, привлекательный по цене продукт*
Price-conscious / price-sensitive buyers – *покупатели, обращающие внимание на цену, чувствительные к цене покупатели*
To drive the customer away – *отпугнуть покупателя*
To draw in competitors – *привлечь конкурентов*
To distribute via outlets (points of sale) – *распределять через торговые точки*
Distribution / distribution channel = a channel of distribution – *сбыт, канал сбыта*

Задание 16.

Подготовьте развернутые письменные ответы на вопросы по теме Business plan. :

1. What is market? Give the definitions of market leaders, market challengers and market followers.
2. What is marketing? What are non-profit organizations involved in?
3. What are the major marketing functions?
4. What is market research? Why is market research necessary? What data may be collected in the process of market research? What market research techniques can be employed?
5. What does a marketing strategy include? What is implied by a PEST ANALYSIS?
6. What is the target market? What are the four basic methods for segmenting a market?
7. Why are firms becoming more customer-oriented and less product-oriented? What are the three approaches that a firm can opt for in order to serve a particular segment?

8. What is the total marketing concept or the marketing mix? What are other Ps of marketing?
9. How do companies decide on a product price? Speak about three pricing options.
10. What does placement involve? What is a common channel of distribution?

Задание 17.

Подготовьте устную и письменную презентацию собственного бизнес-плана по следующему алгоритму:

- Mission statement and/or vision statement so you articulate what you're trying to create;
- Description of your company and product or service;
- Description of how your product or service is different;
- Market analysis that discusses the market you're trying to enter, competitors, where you fit, and what type of market share you believe you can secure;
- Description of your management team, including the experience of key team members and previous successes;
- How you plan to market the product or service;
- Analysis of your company's strengths, weaknesses, opportunities, and threat, which will show that you're realistic and have considered opportunities and challenges;
- Develop a cash flow statement so you understand what your needs are now and will be in the future (a cash flow statement also can help you consider how cash flow could impact growth);
- Revenue projections;
- Summary/conclusion that wraps everything together (this also could be an executive summary at the beginning of the plan).

Задание 18.

Подготовьте развернутые письменные ответы на вопросы по теме Business plan:

1. What are the main sections of the Business Plan?
2. What is an executive summary? (main points, conclusions)
3. What information does a description of the company contain? (name of the company, activities, how the company began, mission statement, recruitment policy with respect to the suppliers, location, benefits from location)
4. What does a section of management include? (names, ages, experience)?
5. Why is this section important? (for lenders)
6. What does a section of products and pricing include? (products, services, market to reach, increase and decrease in prices)

ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ СФОРМИРОВАННОСТИ УМЕНИЙ ДЛЯ ПК-2

Задание 1.

Проанализируйте информацию об уровнях и сферах управления и согласитесь или не согласитесь со следующими утверждениями:

1. It is up to employees to keep the manager up to date on progress.
2. Managers set strict time limits.
3. Managers encourage staff to put forward their ideas.
4. Managers and employees decide together what needs to be achieved.
5. Decisions are made by managers and their staff.
6. Employees get precise instructions.
7. Managers do not want employees to avoid making decisions which employees should make.

8. Managers have tight control of employees' movements and work schedules.

9. When employees are given tasks, they decide how to complete them.

Задание 2.

Проанализируйте информацию о структурах компаний и прокомментируйте следующие утверждения:

1. Restructuring is one of the most traumatic things a business can do.
2. Delaying has an adverse effect on employee morale: workers are afraid of job losses and become poorly motivated.

Use the following word combinations: to become flatter, more flexible, responsive, efficient, competitive, the ability to adapt faster to constantly evolving market environment, to reduce costs saving millions of dollars in salaries, to enhance coordination and communication, to lead to job losses, difficult to implement new procedures because of employees resistance prompted by fear of change...

Задание 3.

Проанализируйте данные качества лидера и выберите из них наиболее важные, объясните почему:

- Being decisive: able to make quick decisions
- Being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk and so on
- Being friendly and sociable
- Being able to communicate with people
- Being logical, rational, analytical
- Being able to motivate, inspire and lead people
- Being authoritative: able to give orders
- Being competent: knowing one's job perfectly, as well as the work of one's subordinates
- Being persuasive: able to convince people to do things
- Having innovative ideas

Задание 4.

Проанализируйте текст ниже и назовите главные качества, характеризующие хорошего лидера.

A typical definition is that the leader 'provides direction and influences others to achieve common goals.' This is true in the case of supervisors and managers, but is it a good definition of the leader of an organization? A chief executive must indeed give 'direction' but he must do much more than that. He has to create 'a sense of excitement' in the organization, and convince staff that he knows where the business is going. In addition he must be a focus for their aspirations. As Peter Drucker, the American writer, says, *'Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations.'*

An important analysis of leadership has been made by Fred Fielder, Professor of Psychology and Management at the University of Washington. For over twenty years, he has carried out research into effective leadership in a number of organizations – businesses, government agencies and voluntary associations. Fielder observed how leaders behaved, and he has identified two basic leadership styles.

Task-motivated leaders 'tell people what to do and how to do it.' Such leaders get their satisfaction from completing the task and knowing they have done it well. They run a 'tight ship', give clear orders and expect clear directives from their superiors. This does not mean that they show no concern for other people. But their priority is getting the job done.

Relationship-motivated leaders are more people-oriented. They get their satisfaction from having a good relationship with other workers. They want to be admired and liked by their

subordinates. Such leaders will share responsibility with group members by encouraging subordinates to participate in decisions and make suggestions.

Throughout his work, Fred Fiedler emphasized that both styles of leadership could be effective in appropriate situations. There was no best style for all situations. Effective leadership depended on matching the leader to the task and the situation.

In a book called *The Winning Streak*, the authors studied leadership in some top British companies. The managers of those companies believed that effective leadership was a crucial factor in their organizations' success.

The authors were able to identify some characteristics of the chairmen and chief executives of the companies, which made them good leaders: firstly, the leaders were visible'. They did not hide away in some ivory tower at Head Office. Instead, they made regular visits to plants and sites, toured round their companies and talked to employees. Leaders made their presence felt. There are some fascinating examples of this practice. Sir Hector Laing, Chairman of United Biscuits, travels around his company with a jug of orange juice. He uses this to show employees how the company profits are divided up between employees, reinvestment, dividends, tax etc. Lord Sieff, Chairman of Marks and Spencer until 1984, kept close contact with his staff. Once, when there had been heavy snowfalls, he drove from London to Chatham – a long way – from just to thank sales assistants for turning up in spite of the weather. Lord Sieff had the habit of making telephone calls every Saturday, at about 5 p.m. to a few stores, chosen at random. He wanted to know how the day's trading had gone. No doubt, by doing this, he kept the staff on their toes. And he showed them that the Chairman had not forgotten them!

Another example of being 'visible' is provided by Brian Nelson, group Managing Director of Bulmer, the cider-making firm. Every six months, he goes out in a lorry which delivers cider, and works as the lorry driver's mate. This gives him the opportunity to learn about the delivery service, and to talk frankly to employees about problems.

Besides being visible, the leaders of these top companies provided a 'clear mission'. In other words, they knew where the organization was going and persuaded staff to follow them. Sometimes, they spelled out the mission in a written statement. For example, Saatchi and Saatchi, the advertising group, include a statement of their principles in all annual reports. The statement says that Saatchi and Saatchi must be 'sharp in the definition of their long-term objectives.' And the documents also cover matters like employees, clients, creativity, market position and profitability.

Finally, successful organizations have clear values. And it is the job of the leader to show what they are. As Douglas Strachan, Managing Director of Allied Lyons Beer Divisions, says, 'You have to keep telling people your values. If you repeat it often enough, it does go down the line.' Thus, the leader is not only someone who 'lifts a man'. He/She must also protect and promote the organization's values.

Задание 5.

Проанализируйте данное собеседование при приеме на работу и скажите, было ли оно успешным для кандидата.

- Miss Beachem, can you tell us a little bit about where you have worked before?
- Well, my last job was with Format.
- When did you start with them?
- Two years ago.
- I see. So why did you decide to leave?
- The company went into liquidation earlier this year.
- So what did you like about that job?
- Well, my job was PA to the Marketing Manager. What I enjoyed most was coming into contact with customers and suppliers both face-to-face and on the phone.
- And where did you work before Format?
- Ideal Systems.

- How long did you work for Ideal Systems?
- For ten years, as a secretary.
- And why did you leave that job?
- Well, I felt I needed a change. I think I had learnt all I could there.
- So how much experience do you have of working in computer companies?
- Well, two years at Format and ten at Ideal Systems. Oh, and I also had some work experience with a software company while I was at college.
- What secretarial qualifications did you get while you were at college?
- Well, I've got two secretarial qualifications. I've got RSA Stage III Typing.
- So your typing should be pretty good?
- Well, in fact I didn't do much typing at Format. I've got an RSA in shorthand.
- And which qualification exactly?
- The RSA 100 ... so 100 words per minute.
- Fine. And one final question. If we decided to offer you the job, when could you start?
- Oh, I could start immediately or as soon as you wanted me to.

Задание 6.

Прочитайте текст, в котором описывается, как компания Shell Oil разработала новый имидж бренда и проведите анализ методов, которые компания использовала для этого. Пронумеруйте различные этапы исследовательского проекта в правильном порядке.

a	They analyzed the results, which showed that there were 10 different consumer segments	
b	Focus groups studied the 10 segments	
c	Shell Oil's marketing team decided to differentiate the Shell brand from the other brands on the market	1
d	Shell launched a new advertising campaign	
e	They interviewed 55,000 people about their attitudes to driving and cars in general	
f	Work started on improving products and services	
g	They carried out a detailed study of the market over 18 months	
h	Three groups were chosen as the target markets	

HELLO TO THE GOOD BUYS

A new marketing campaign promising hassle-free and faster fuel buying for customers is under way in America. Suzanne Peck reports on the 18-month research project which involved Shell Oil researchers 'moving in' with their customers to test their buying habits.

Three years ago when Sam Morasca asked his wife what could be done to exceed her expectations when buying gasoline, her answer 'that I would never have to think about it any more' made him pause and think. The marketing people from Shell Oil Products, of which Sam is vice-president were desperately seeking ways to increase the business, and to come up with a strategy which put them clearly ahead of their competition by differentiating the Shell Oil brands in the eyes of consumers. 'We are big business for Shell Oil, contributing US \$7 bn of revenue, and the leading retailer of gasoline, but it is a fragmented market and the mission was to profitably expand the business,' said Sam.

Today, after 18 months of cutting edge research, Shell Oil is on track to make buying fuel at their 8,9000 service stations clearly different with a new brand initiative. Its aim is to deliver through facilities, systems upgrades, and new operating practices, a hassle-free fueling experience targeted at specific customer segments.

Over the past few years, the company has been developing detailed knowledge of consumer needs and attitudes, which formed the basis for the new brand initiative. Team leader Dave Yard,

manager of Strategy and Planning – Marketing, picks up the story. ‘we began with a customer segment study of 55,000 people, who we stopped in shopping malls in six cities for a 45-minute interview into their attitudes, especially regarding driving and cars. The result was that everyone wanted three things from a service station: competitive price, a nearby location and good quality fuel – something they all believed was already being delivered by the industry.

This meant their buying decisions were influenced by other factors – some wanted full-serve outlets like the old days, some chose a service station depending on whether it looked safe or not. ‘There were ten different segments with different needs, and we wanted a better understanding of each of these audiences.’

A focus group was set up for each segment: an anthropological study was carried out, which involved team members spending waking hours with people from each segment, watching them at home and accompanying them on shopping trips to see their buying habits; and a clinical psychologist was hired to create a psychological profile of each segment.

The study indicated that three groups, which comprised 30% of the driving public, should be targeted:

- Premium Speeders – outgoing, ambitious, competitive and detail oriented. They drive upmarket cars which make a statement about them. Efficiency rules, plus fast pumps, quick access and payment.
- Simplicity Seekers – loyal, caring and sensitive, frustrated with complexities of everyday life. Want simple easy transactions.
- Safety Firsters – control orientated, confident people, like order and comfort of the familiar. Higher value on relationships and go out of their way to stations that make them feel comfortable. Prefer to stay close to cars.

‘The common thread was that they all wanted a faster and easier service than anything already available,’ said Dave, ‘so the study ended and the launch began.’

The field organization and Shell Oil retailers combined forces to determine how to eliminate the little hassles that customers sometimes face, such as improved equipment and clearer instructions at the pump. New innovations are currently being test marketed. A new advertising campaign was launched and a sophisticated measurement system introduced to monitor satisfaction, behavior and perception of the brand. ‘Fueling’ a car is a necessity of life and I believe we are ahead of the game – but we won’t allow ourselves to stop and be caught up.’

Задание 7.

Прочитайте текст про стили управления, проанализируйте их плюсы и минусы, резюмируйте текст на английском языке.

Существует множество стилей управления, но, тем не менее, основными считают директивный (авторитарный), дискуссионный (консультативный) и стиль делегирования. До сих пор самым распространенным является **директивный стиль управления**. Менеджеры, придерживающиеся (пользующиеся) этого стиля, **разрабатывают стратегию, ставят цели и задачи, доводят цели и задачи до сведения подчиненных, распределяют роли**, решая кто и какую работу будет выполнять, контролируют рабочий процесс, **отслеживают и оценивают работу подчиненных**. Менеджер полностью **берет на себя ответственность за принятие решений**. Подобный стиль управления дает руководителю возможность (to enable) полностью контролировать рабочий процесс.

Так называемый **дискуссионный стиль** более либеральный. Используя этот стиль управления, руководитель хочет показать, что он доверяет своим подчиненным. Во время дискуссии руководитель и сотрудники выдвигают (present) идеи, обмениваются информацией. Менеджер, задавая вопросы, **пытается вытянуть из сотрудников идеи**. Подобный стиль управления **улучшает коммуникацию, создает у сотрудников ощущение увлеченности процессом работы**. **Окончательное решение может приниматься совместно**, но зачастую решение принимает руководитель.

Стиль делегирования подходит не для всех компаний(not all companies opt for..), и среди руководителей не так много приверженцев этого стиля (the majority of managers are reluctant to use this style of...). Этот стиль управления можно использовать только в случае, если сотрудники мотивированы, компетентны, **готовы брать на себя ответственность за принятие решений, когда сотрудники четко представляют, что, как и когда делать.** Используя этот стиль управления, руководитель **ставит цели, но решение по поводу того, как достичь поставленных задач, принимает сотрудник.** Это дает **сотрудникам возможность экспериментировать,** создает чувство ответственности, но подобный подход требует (to require) длительной подготовки (staff training) сотрудников, и, тем не менее, ошибки неизбежны.

Задание 8.

Прочитайте и проанализируйте следующий текст, ответив на вопросы ниже:

There can be a few types of restructuring:

1. Relocation – when the activity remains within the same company, but is transferred to another location in the same country. Businesses may relocate for quite a few reasons: proximity to needed transportations, more advantageous financial terms, or, in some cases, a friendly community environment.
2. Offshoring/outsourcing – when the activity is relocated or outsourced to another country. For example, Levi's and many other manufactures outsource their production to less developed countries with lower wages, which helps companies to drive costs down and maximize profits.
3. Outsourcing – when the activity is subcontracted to another company within the same country. It can be cost-effective because it helps the enterprise to reduce costs, and second, it allows the company to concentrate on its core business and leave the remaining tasks to outsourcing firms.
4. Merger/Acquisition – when you acquire a business or some other company acquires your business, or when two businesses decide to merge together, a massive restructuring is a must. When Glaxo Wellcome and SmithKline merged together to form Glaxo SmithKline in 1999, both companies had to undergo massive restructuring, and there was some major downsizing before as well as after the new company was formed.
5. Downsizing – one common reason for restructuring a company is to downsize its workforce. This type of restructuring is tough and is mostly adopted to overcome adverse situations. When the management of a company has to cut costs down and increase organizational efficiency, they can make a painful decision to lay off staff. Take the case of auto- giant General Motors, which in 1991 had to shut down 21 plants and lay off 74 000 employees, or IBM which had to lay off 85 000 employees to stay in business. Still downsizing is not always a result of business losses; it may be needed in cases of merges and acquisitions to avoid duplication of functions.
6. Delayering – it involves breaking down the classical pyramid setup into a flat organization. Basically, delayering is the process of reducing the number of levels and the main objective of this type of restructuring is to get rid of unproductive and highly paid white collar staff. In the 80s General Electric reduced the number of management levels from ten to four in order to improve overall productivity. With fewer organizational levels, top managers can communicate more directly with front-line employees, the people who actually produce the goods or services, and deal with customers. Thus, the decision making process becomes more effective. Another advantage of delayering is that with less direct supervision, employees have often been encouraged to make more decisions for themselves in a process of empowerment. The benefits of empowerment are many: higher motivation and job satisfaction, an enhanced sense of responsibility, greater collaboration. Empowerment is a total commitment to doing business in a productive and positive manner. Managers and workers feel they are contributing and making a difference. Employees who consistently feel enthusiastic about what they are doing, do a good job. Empowered employees take pride in their work.

Restructuring a company can improve efficiency, optimize costs, maximize profits, and enhance communication and coordination. Reorganization and restructuring can make a company more flexible and responsive. Failure to change may influence the ability of a company to survive. Yet, employees do not always welcome changes and resistance to change is one of the reasons why reorganization can fail. People often resist change because it inevitably brings feelings of uncertainty. The feeling that the future is unclear is enough to cause people stress. Restructuring often means that some positions will be eliminated, and cases of reorganization and downsizing are often met with dismay about job losses. People also resist change when they feel that their performance may be affected under the new system. Studies show that people who have lower confidence in the ability to perform well after reorganization are unlikely to be committed to the proposed change. One other reason why people resist change is that change may affect their power and influence in the organization.

There are many reasons why employees may resist change. Still, change is inevitable and however painful it can be, with changing times and changing market conditions, restructuring is one of the options for a business to stay on track.

1. Why do you think it is so important for a company and its management to stay open-minded, be prepared to face change, and make necessary adjustments?
2. What internal and external factors can cause changes? (E.g. internal factors: poor marketing strategy, high cost rigid structure, poor management. External: competition and penetration of bigger players onto the market, changes in consumer behavior, globalization) What else?
3. How do you understand a doctrine in business planning that structure follows strategy?
4. What changes can occur as a result of influence of different internal and external factors?
5. What is restructuring? Can you give an example of a successful restructuring? (посмотреть Yandex: набрать General Electric Restructuring and Jack Welch: смотреть Two-decade transformation under the leadership of Jack Welch –выписать 5-6 предложений для ответа на вопрос)
6. What are the positive consequences of restructuring and delayering?
7. What are the possible negative side-effects? Why do you think many employees resist changes?
8. What is empowerment? Why do you think some organization have pushed towards decentralization and empowerment? Can General Electric Company be an example? Did the company benefit from it?
9. What are the benefits and drawbacks of empowerment?

Задание 9

Разыграйте по ролям следующую ситуацию. После этого проанализируйте диалог и скажите, был ли телефонный разговор успешен.

STUDENT A. You are Mr /Ms Tanaka, a supplier. You met Mr /Ms Senora at a trade fair last year. He/she may be interested in placing an order for some of your products. Call him/her and invite him/her to be your guest for lunch next Thursday when you'll be in town. Ask him/her to suggest a nice restaurant near his/her office. Find out what sort of restaurant it is and how you can get there on foot from the central railway station. Ask what time you should book a table.

STUDENT B. You are Mr/Ms Senora, in charge of buying supplies for your firm. You met Mr /Ms Tanaka at a trade fair in his/her country last year. He/she supplies a product you may be interested in. You haven't heard from him/her since then. Next Thursday you are free for lunch but you have to be back in the office at 2.30 for a meeting. If you are asked to recommend a restaurant, suggest a place you really do like in your own town.

7.3.3. Типовые задания и (или) материалы для оценки навыков и (или) опыта деятельности

ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ

НАВЫКОВ И ОПЫТА ДЕЯТЕЛЬНОСТИ ДЛЯ КОМПЕТЕНЦИИ ОК-4

Задание 1.

Изучите кейс ниже. Решите, какой вариант, по вашему мнению, будет наиболее эффективным в выявлении талантливых студентов маркетологов. Подготовьте устную презентацию кейса на английском языке, объяснив свой выбор.

MARKETING TO STUDENTS

Virgin Mobile is a phone operator that provides a wide range of mobile communication services to its customers in the UK. Competition between mobile phone operators is strong and winning a large market share in the student market is vital. Students use their mobile phones a lot – to call friends and family, and also to get information and play games. There are 2.5 million students in the UK, and 96 per cent of them own a mobile phone. But it is difficult to market to students because they are hard to reach and cynical about sales pitch.* Virgin Mobile has decided that the best way to promote the brand to students is to find insiders: student marketers who will work on promotional campaigns in their own universities.

The problem for Virgin Mobile is how to identify student marketers with brilliant ideas and good selling skills. There are three options:

- 1) Use standard job recruitment methods. Post a job advertisement, select from written applications and hold interviews in each university.
- 2) Recruit people at student fairs. Universities hold fairs for students at the start of each year. Different companies have stands at these fairs to sell their products or services to students. Students can find out about things that may be helpful during their student life. Virgin Mobile could set up a stand at student fairs, tell those who come to the stand about marketing opportunities and recruit interested students “on the spot”.
- 3) Hold a competition in which students suggest ways to promote the brand to other students. The students with the best suggestions get the chance to put their ideas into practice and win an attractive prize.

Задание 2.

Напишите письмо-ответ на рекламу данной вакансии, сопровождающее резюме Дона Фейбразера.

SALES MANAGER TRAINEE (ENTRY LEVEL)

Regal Marketing, one of the top promotional marketing and sales firms is seeking motivated and hard-working Sales Manager Trainees to join our growing team. The goal of the position is to prepare you for a sales management role. If you are a fresh college graduate who is seeking a company to grow with and you are looking to begin an exciting and rewarding career in sales, this is the ideal opportunity for you!

Job Requirements

- *Education in relevant field (Bachelor or Master degree in Economics)*
- *Must be a self-starter with good time management skills*
- *Enjoys being around people and displays a positive attitude*
- *Excellent oral and written communication skills*
- *Ability to work very hard*

If you're interested, and you think you are tough enough to cope with the workload, send your CV and covering letter to Celine Greenwood at the address below.

Regal Marketing, 3309 Hooper Ave, Los Angeles, CA 90011
E-mail: cgreenwood@regalm.com

Don Fairbrother
8943 W. Pico Blvd
Los Angeles, CA 90035
Contact: (310) 402-3974
Email: don@anymail.com

Career objective

To gain the position of a sales associate trainee with a view to develop my sales and marketing skills in a fast-growing organization.

Education

2013 – present University of California, Master’s degree
2009-2013 University of California, a first-class Bachelor of Business Administration degree

Professional Experience

January 2014 till date
Orchid Products, California - Sales Manager Assistant (internship)
Help the Sales Manager with gathering and recording customer information and sales activity data
Interact with customers via phone to sell products of the organization
Participate in professional development trainings, training sessions and meetings
Perform other job responsibilities as required by the management

Personal Skills

Eagerness to acquire new skills and knowledge, excellent negotiation and communication skills, strong analytical skills, ability to work under stress, good time management skills.

Activities and interests

Travel, discussion clubs

Задание 3.

Разработайте и запишите на английском языке бизнес план для выбранного Вами продукта, рассмотрев основные четыре П маркетинга:

Product:	What identity does your product have? What does it do? Why will people want to buy it? Does it have a good brand name?
Place:	What geographical markets will you target and why? Will they be local, national, international? What social groups/types of customer is the product aimed at? How will the product be sold (Internet, high street, direct mail, etc)?
Price:	How much will the product cost? What type of profit margin do you expect? Will the product be priced differently for different markets? Will there be any special offers or discounts available?
Promotion:	How much will you advertise the product(word of mouth campaign, magazines, broadcast media, posters)? What type of launch will the product have? What will the initial promotional budget be?

Задание 4.

Составьте свое собственное резюме на английском языке, используя следующий план:

Prepare your own resume (CV). Start with personal information, state the position you would like to apply for (career objective), employment experience (if you have any), write about your education, additional skills, activities and interests. Be ready to explain when asked, why you would like to apply for this position and how you think your skills, achievements and abilities relate to the position you are applying for. Be ready to answer the following questions:

1. Why are you applying for the position?
2. What are the requirements?
3. Why do you want to work for this company?
4. What makes you a good candidate for the position?
5. Do you think your education, achievements and personal qualities are in line with the position you are applying for?
6. How can you contribute to the prosperity of our company if we hire you?
7. What are your strong points?
8. What is your biggest weakness?
9. How do you handle mistakes?
10. What is your biggest achievement?

Personal detail:	Date of birth:	
	Address:	
	Marital status:	
	Contact details:	
Education:		
	Specialty:	
	Supplementary education:	
Work experience:		
Professional Skills:		-Keen to develop a career in; -Get on well with others and work as part of a team; -Take interest in -Knowledge of -Experienced in manufacture, installation and testing
Personal qualities:		Good communicator; Analytical mind; responsible; hard-working; non-smoker;
Foreign Languages:		English – advanced
Additional information:	Hobbies:	Radio engineering; tourism; sport; driving license B.

Задание 5.

Устно ответьте на вопросы для собеседования по резюме:

Career knowledge/ motivation

1. What are your career goals?
2. Where do you see yourself in five years' time?
3. What qualities/skills do you have which you consider make you suitable for this position ?
4. What work experience do you have of that kind of business?

5. What excites you about the job you are doing now?
6. How well do you get on with your boss?
7. Why do you want to leave your present job?
8. Which other jobs/companies have you applied for?
9. We have a lot of applicants for this job, why should we give the job to you?
10. What do you expect to get from our company?
11. What salary do you expect?
12. What things about this job do you think would be difficult for you?

Self Knowledge

1. Tell about yourself.
2. What are your strengths?
3. What are your weaknesses?
4. What do you consider to be your greatest achievement?
5. What are you most proud of having done recently?
6. How would you describe yourself?
7. Are you a team player? (Do you prefer to work with others or by yourself?)
8. Do you consider yourself to be a leader or a follower?
9. Do you have trouble delegating?

Personality

1. How tough are you? If the going gets rough will you stick it out?
2. Are you prepared to take decisions, especially hard ones? And not blame others if you get it wrong?
3. Are you good at organizing yourself or other people?
4. Do you believe in yourself, and have confidence in your own abilities and decisions?
5. Are you experienced in managing your own time and money, or that of other people?
6. What hours are you available for work?
7. Would you do overtime work if necessary?
8. Can you survive without holidays, and losing your weekends, if the business needs your time?
9. How do you handle mistakes?

Dealing with other people

1. How well do you get on with other people socially? Do you have many friends and contacts?
2. How well do you get on with others at work? Are you a good leader at work, on the sports field, at the local youth club, anywhere?
3. Are you good at taking advice from others?
4. Are you the sort of person people rely on, or do you tend to rely on others?

Knowledge of Company

1. What do you know about our business?
2. Why did you decide to apply to us?
3. Who do you see as our major competitors?

Educational History

1. Why did you choose your degree course? What aspects of the course did you find most challenging (and why)?
2. What made you study foreign languages?

Interests/Activities

1. How do you spend your vacation?
2. What do you do to relax?

3. What are your hobbies?

Задание 6.

Увидев рекламу в Daily Mirror, Моника Ваз решила подать заявку на должность менеджера по маркетингу. Внимательно прочитайте объявление и ее резюме и подготовьте ее письмо-заявку на английском языке.

Marketing Manager

The successful candidate will develop and execute overall marketing strategy, work with key accounts and take hands on responsibility for a new profit centre in the north of France. Candidates must be educated to degree and have 5+ years' sales/marketing experience. Fluency in English and French is essential.

We offer a competitive salary, a comprehensive benefits package and relocation assistance.

If you're interested, and you think you're capable of the kind of ideas that stand out in an increasingly media literate society, send your CV and covering letter to Michelle Hocking at the address below.

Clarke Hooper, St.Laurence Way, Slough, Berkshire, SL1 2BW. E-mail: michelle@chc.co.uk

MONIKA VAZ

Hermanstrasse 16
Köln, 50858 Germany
Tel: 0049 221 5036887
E-mail: mvaz@cybermail.com

Objective: Seeking a position of responsibility in the field of Direct /Internet Marketing

Employment History

2003 to date: assistant marketing manager

Phoenix Media, Hamburg, Germany

Planned and developed direct mail campaigns for major clients in the retail sector. Advised on internet marketing strategies. Conducted in-depth market surveys. Organized company participation at various media and direct mail events and made presentations of Phoenix products and services.

2002-2003: Assistant Sales Manager.

MSV – Business Services.

Amsterdam, Netherlands

Responsibility for finding new clients, managing key accounts and order processing.

Qualifications

1999-2002: Graduated from the University of Vienna with an Honours Degree in Sales Management.

Main course components: sales and marketing, accounting, European business law, media studies, economics, and information technology. Options: sociology and politics.

Awarded high school leaving certificate from the Vienna Schule, majoring in economics.

Other skills

Computers: Experience in programming in HTL, Flash and Dreamweaver, MS Office, SAP.

Languages: Mother tongue German, fluent French and English, proficient in Italian.

Personal interests

Sports: horse riding and snowboarding. Hobbies: music(jazz, piano) and theatre (member of an amateur theatre group).

References

Professor Jürgen Drexler, University of Vienna.

Norman Achilles, President of the European Marketing Foundation.

ТИПОВЫЕ ЗАДАНИЯ ДЛЯ ПРОВЕРКИ УРОВНЯ СФОРМИРОВАННОСТИ НАВЫКОВ И ОПЫТА ДЕЯТЕЛЬНОСТИ ДЛЯ КОМПЕТЕНЦИИ ПК-2

Задание 1.

Изучите данный кейс и проанализируйте все три бизнес стратегии для спортивной одежды Una. Представьте свои идеи для будущей стратегии компании в письменном отчете.

Una Sportswear

Una Sportswear is an Italian sportswear manufacturer. It was founded by Franco Rossi in 1978 and has since become a world-famous company. Originally, it specialised in tennis shoes, but later it diversified into football, athletics, tennis and volleyball clothing. The directors of the company are of different nationalities, and the working language of Una Sportswear is English.

During the last three years, Una Sportswear's annual results have been disappointing. Profits have fallen steadily while costs have risen, and competition in its main markets has been fierce. At present, it is reviewing its strategy in order to improve its performance. It also faces the possibility of being taken over. A giant French retailing group has announced that it would like to acquire the company, but only in the event of a 'friendly takeover', with full agreement from the present management.

Franco Rossi is now 58 years old. He would like to become Chairman of the company in the near future and to appoint one of the present directors as CEO to run Una Sportswear. There are three possible candidates for this position. Each candidate will present his/her ideas for the company's future strategy to the board of directors. The director who makes the most persuasive presentation will replace Franco Rossi as CEO of the company.

Problems faced by Una Sportswear

A report by JPS Consultants identified four reasons for Una Sportswear's poor results in recent years. The company had:

- launched too many product lines in a wide range of sports
- invested in too many expensive endorsements with top sports people
- suffered from fierce competition from stronger rivals
- lost its reputation for being innovative.

Strategies for turning round the company

The leadership candidates will present three alternative strategies for the Board to consider.

Strategy 1

Una Sportswear must give up its independence and merge with, or be taken over by, a larger, financially stronger company.

Strategy 2

Una Sportswear should acquire a number of smaller companies and focus more on making sports accessories.

Strategy 3

Una Sportswear should grow organically by revising its organisation, product ranges and marketing strategy.

Задание 2.

Изучите данный кейс, проведите SWOT-анализ, используя информацию из прочитанного кейса и составьте рекомендации, которые могли бы помочь спасти компанию. Подумайте, в частности, о том, что можно было бы сделать, чтобы:

- Изменить корпоративной культуры
- Улучшить качество
- Сократить издержки
- Найти и исследовать новые рынки
- Восстановить репутацию компании

Представьте рекомендации в письменном отчете.

MACBETH Glassware

Macbeth Glassware, founded in 1837, has a long history of producing beautiful glass objects and ornaments. They have always been popular wedding presents. Glass-blowing and glass-cutting, which is performed by hand, are highly-skilled jobs and Macbeth employs some of the best craftspeople in the world (average age 53). The factory produces over 8,000 glass objects per year, of which 1,000 are responsible for 80% of overall sales. There is a lot of waste and breakage. Each item is inspected by a supervisor who checks it for flaws and then issues a certificate of authenticity. Up to 20% of finished items are rejected; 15% are sold as *seconds, and the remaining 5% are melted down and recycled.

The company employs 600 people, 200 produce the goods, and the rest are clerical staff, work in the stock room, or are managers. Most craftspeople are paid on a *piece-work basis, and feel that they have low status in the company. There is a big division between blue-collar staff and white-collar clerical workers, with separate restaurants and facilities for factory workers and management. There are five levels of management in the company, and a poor relationship exists between management and the workforce.

Sales have fallen dramatically in the past three years. There is strong competition from the Czech republic and Poland, which produce good quality goods which are less expensive. Department stores have complained about late deliveries and slow ordering facilities (mail order only). A few years ago the company launched a cheaper range of glass ornaments called the MacAnimals range. This has damaged the company's upmarket image. An important chain of department stores has stopped stocking Macbeth products. The consultants believe there could be a big market for these goods in North America (including Canada), Australia, and New Zealand, where many people are of Scottish origin.

**Glossary:seconds with only small defects; piece-work they are paid for how much they produce*

Задание 3.

Изучите данный кейс. Вы являетесь членами рекламной команды в компании Фокус. Подготовьте рекламную кампанию для одного из продуктов или услуг. Используйте ключевые вопросы ниже, чтобы проанализировать продукт и выбрать правильные методы продвижения. Представьте свою рекламную стратегию в устном отчете на английском языке.

Focus, a large advertising agency based in Paris, has a reputation for creative imaginative and effective campaigns. Recently however, Focus's reputation was damaged when two major clients changed to rival agencies. Focus now needs to convince potential clients that it still has plenty of creative ideas to offer.

At present, Focus is competing against some well-known agencies for several contracts. It has been asked to present ideas for advertising campaigns to the managements of the companies concerned. Concepts are required for the following advertising campaigns:

- **A sports car.** A high-priced, hand-finished model with a classic design. The car was popular in the 1950s and 60s. An American firm now wants to re-launch it. (Target consumers will be high-income executives with a sense of fun and style.)
Aim: An international campaign, with advertising adapted to local markets.
- **A perfume.** A unisex perfume with bio-degradable packaging. Produced by a well-known up-market manufacturer. The company now wishes to enter the lower end of the market.
Aim: Launch the perfume in an English-speaking country.
- **A chain of eight London restaurants.** The restaurants (specializing in your national cuisine) are in prime positions and offer extensive menus. They are reasonably priced, but are not attracting enough customers.
Aim: A creative campaign to improve sales.
- **A major bank.** The bank (in an English-speaking country) wants to advertise the following new services:
 1. Competitive low-interest mortgages
 2. Direct telephone banking
 3. A foreign travel service**Aim: Develop loyalty among existing customers and attract new ones.**
!!! It has also asked your agency to suggest other campaigns.

KEY QUESTIONS:

1. What is the campaign's key message?
2. What are the USPs of the product or service?
4. Who is your target audience?
5. What special promotions will you use at the start of the campaign?
6. What media will you use? Several, or just one or two? *Use this checklist as a guide, brainstorm some ideas and produce a draft of a poster or a thirty-second radio/TV commercial. Remember AIDA (attention, interest, decision, action).*
 - What kind of image do you want to project?
 - What approach/technique will you use?
 - How will you attract the reader/listener's attention?
 - What will your slogan be? (maximum 10 words)
 - What pictures or photographs will you use?
 - Will you use someone famous to endorse the product?
 - Will you invent a jingle or use a cartoon character?
 - Who will you use to do the voiceover?

Задание 4.

Изучите данный кейс. Представьте, что Вы директор Business Equipment and Systems. Выполните следующее задание:

- 1. Проанализируйте все проблемы, влияющие на работу отдела продаж.**
- 2. Предложите способы повышения эффективности работы отдела продаж.**
- 3. Разработайте план действий на ближайшие полгода.**

Изложите Ваши предложения в письменном отчете-письме акционерам BES.

CASE STUDY: THE NEW BOSS

Background

Business Equipment and Systems (BES), based in Birmingham, England, sells fax machines, data projectors and slim plasma screens. Eighteen months ago its national Sales Manager < Vanessa Bryant, moved to a senior management position. Her replacement, Nigel Fraser, has been told to increase turnover by at least 10% and to create a high-performing sales team.

However, since Nigel's appointment the team has not been working effectively and morale is low. Last year's sales were over 20% below target. The sales team has a mix of nationalities because BES intends to enter other European markets in the near future.

Nigel Fraser is well aware that his sales team is not working well together. Before considering what action to take to improve its performance, he made some notes on the team.

Read about Nigel and then read the notes on the sales team.

NIGEL FRASER. A 'whiz kid'. Previously worked for a business equipment chain. Ambitious and creative with a direct, 'no-nonsense' approach. Task-oriented, he sees his main objective as meeting sales targets. Very disappointed with current sales performance. Believes the team needs to be controlled more tightly and is underperforming because of bad habits acquired under Vanessa Bryant.

JOHN. Fax machines. Aged 42

Personality: Calm, relaxed, reliable. A good influence on the team.

Performance: Missed his sales targets five times last year. Ranked sixth in department (value of sales). Competition very strong in the fax machine market. Steady worker.

Good/bad points: Supports Nigel, good team player.

Other: Very popular with everyone.

MARTIN. Plasma screens. Aged 35

Personality: Extrovert, dominating, charismatic

Performance: Top sales person last three years (value of sales).

Good/bad points: Popular with customers. Unpopular with some colleagues. Typical comments: 'arrogant', 'boastful', 'doesn't listen'. Often late for meetings or makes excuses and doesn't come.

DENISE. Fax machines. Aged 35

Personality: Dynamic, moody, outspoken.

Performance: Excellent. Ranked fourth. Usually meets her sales targets.

Good/bad points: Gets on well with John and Robert. Argues a lot with Markus in meetings. Becomes very aggressive.

Other: Used to have a personal relationship with Markus.

MARKUS. Plasma screens. Aged 30

Personality: friendly, charming, volatile

Performance: Needs to improve. Ranked fifth (value of sales).

Good/bad points: Talented salesman, but inconsistent. Works hard when he is in the mood. Popular with most colleagues. Always makes his final call close to home (not good for the company).

Other: Dislikes Denise and shows it!

ELIANA. Data projectors, new products. Aged 25

Personality: Very ambitious, hard-working, creative

Performance: Excellent. Ranked second in department (value of sales).

Good/bad points: Feels demotivated. Wants to move to plasma screens.

Other: Some people are envious of her success. They don't accept her ideas.

ANNA. Fax machines. Aged 26

Personality: Reliable, quiet, hard-working

Performance: Missed her sales targets three times last year. Ranked seventh in department (value of sales).

Good/bad points: Some good ideas but colleagues don't listen to her. Very helpful to her colleagues.

Other: Martin and Markus often 'put her down' in meetings.

ROBERT. Data projectors, new products. Aged 46

Personality: Strong, sociable, team player

Performance: Very good. Ranked third in department (value of sales).

Good/bad points: Highly experienced salesman. Enjoys meetings, a lot of ideas.

Other: Hates Martin. They often insult each other at meetings. Very unhappy with the atmosphere in the department. Is considering leaving the company.

Additional problems in the sales team

1. When the sales staff miss their targets or when customers complain, the staff blame each other or other departments. No one takes responsibility for mistakes.
2. Members of the team do not help each other enough, for example by passing on information about customers. Some members dislike each other.
3. Staff become aggressive when Nigel criticizes them for poor performance.
4. Morale in the department is poor. Nigel felt happier in his previous job, and he has heard people talking about the 'good old days' when Vanessa Bryant was running the department.

Задание 5.

Изучите данный кейс. Представьте, что Вы директор SLIM GYMS. Изучите картотеку четырех кандидатов и проанализируйте их сильные и слабые стороны. Выберите лучшего кандидата на должность Генерального директора. Изложите Ваши предложения в письменном отчете-письме акционерам SLIM GYMS.

Case Study SLIM GYMS

Background

SLIM GYMS owns and operates six health and fitness clubs in Manhattan, New York. The clubs aim to appeal to people of all ages and income groups.

All the clubs have a large gymnasium, with the latest equipment, an aerobics studio, a solarium, a swimming pool, sun decks, a café, bar and clubroom. There are always several fitness instructors on hand to advise people and provide them with personalized fitness programmes. A wide range of aerobic and relaxation classes run throughout the day and during the evening. The clubs try to create a friendly atmosphere, organizing numerous social activities to bring members together. Three of the clubs are located in areas where large numbers of Spanish, Chinese and Italians live. Slim Gyms recently advertised for a General Manager.

<p>SLYM GYMS</p> <p>General Manager Required for our chain of Health and Leisure Clubs</p> <ul style="list-style-type: none"> • Salary negotiable • Excellent benefits package <hr/> <p>Apply to: 88 Harvey Place 11-G New York NY 10003-1324</p>	<p>THE JOB</p> <ul style="list-style-type: none"> • Developing a customer-oriented culture in the organization in the clubs • Increasing the revenue and profits of the six clubs in Manhattan • Exploiting new business opportunities • Liaising with and motivating our team of managers and their staff • Contributing to marketing plans and strategies <p>THE PERSON</p>
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	<ul style="list-style-type: none"> • Dynamic, enthusiastic, flexible • A strong interest in health and fitness • A good track record in previous jobs • The ability to work with people from different cultural backgrounds • Outstanding communication skills • A flair for new ideas and sound organizational skills
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Name: Isabella Rosetti

Age: 35

Marital Status: Single

Education: Princeton University – Master’s Degree in Business Administration (MBA)

Experience: Advertising agency for the last years. Important position liaising with clients and managing a team of 10 people. Previously worked as Sales Manager in a department store. Previously worked as Sales Manager in a department store (Chinatown area).

Outstanding achievement: Got a contract with a major advertiser.

Skills: Fluent Italian, judo expert, paints.

Personality/appearance: Well dressed and self-confident. Says she is usually successful when she wants to be. Thinks women are better managers than men: “They listen more and use their intuition to solve problems.”

Comments: Positive reference, but employer suggested she sometimes took days off work with no good reason. Several good ideas for increasing revenue, e.g. by setting up beauty centres in our clubs. Didn’t mention the cost of doing this! Above average score on our aptitude test.

Name: Michael Bolen

Age: 36

Marital Status: Married, with three children

Education: Columbia University – Master’s Degree in Business Administration (MBA)

Experience: Four years with international sports good manufacturer – Marketing Director. Previous experience with a variety of firms (sales, administration). Wants to work for a smaller organization.

Outstanding achievement: Successful product launch in previous job.

Skills: Numerate and good with computers. Only a few words of Spanish.

Personality/appearance: Forceful, determined, with strong news. Likes to ‘keep his distance’ from people until he knows them well. According to the letter of reference, ‘Some women find him too assertive and cold.’

Comments: Unhappy in present position. He has often changed jobs. Aptitude test – average score.

Name: Bob Wills

Age: 40

Marital Status: Single

Education: Park High School

Experience: Twenty years in US army – Physical Fitness Instructor. Travelled all over the world. Left army three years ago. Has taken courses in marketing, management and computing. Over the last two years has run a fitness centre in Lower Manhattan very successfully.

Outstanding achievement: Two decorations for bravery.

Skills: Speaks Spanish fluently (his girlfriend is Puerto Rican). Is a successful disc jockey in a downtown club.

Personality/appearance: Correctly dressed in a dark suit, but has tattoos. Sociable, with a lot of friends. Enjoys parties and dancing.

Comments: Believes you should always stick to the rules. Values honesty and reliability. Can be quick-tempered if people are not doing their best. Very enthusiastic with many good ideas. High score on aptitude test.

Name: Stephanie Grant

Age: 30

Marital Status: Married, no children

Education: New York University – BSc in Business Administration

Experience: Former swimming champion. Competed at Olympic Games. For last six years, highly successful presenter (children and sports programmes).

Outstanding achievement: Voted Top Sports Personality on a cable TV channel four years ago.

Skills: Exceptional sportswoman.

Personality/appearance: Beautiful, clever and successful. Good sense of humour. On television, handles people well. Presents an image of a caring, sympathetic person.

Comments: ‘She’ll do anything to get what she wants,’ wrote one journalist. At 24, she gave up competitive swimming, following rumours of drug-taking. Aptitude test – above average.

7.4. Перечень вопросов для подготовки к зачету

1. What kinds of organizational structure can a modern company choose as its basis? Speak about the pros and cons of the functional and geographic structure.

1. What is the role of the structure? In what way is the structure connected with the strategy?
2. What organizational structures do you know?
3. What area was the functional structure borrowed from? Why does it still top the list of all organizational structures?
4. What is the main drawback of the functional system and what was done in the 1980s to do away with it?
5. When does restructuring occur? What three conditions does successful restructuring depend on?
6. Why is the functional structure unsuitable for multinational companies?
7. How can local managers capitalize on the geographic structure?
8. How are area managers encouraged to work better?
9. What are the main disadvantages of the geographic structure?

2. Outline the pros and cons of the matrix structure and organization along product lines.

1. Do all multinational companies organize themselves geographically? How is Microsoft organized? Why?
2. What is the structure along product lines characterized by?
3. What are the most notable advantages of matrix structure? What companies can benefit most from them?
4. With a matrix structure people have to report to two people – their boss in the functional structure and their project manager/team leader in the matrix one. What problems can you imagine in this connection?
5. Can matrix structure be described as a simple one? How can difficulties be avoided?
6. What companies usually organize their business by product?
7. What advantage of the structure along product lines may improve the overall performance of the organization and why?
8. There is a method which is similar to organizing a business by product. It involves grouping together employees who deal with a specific customer or group. How is it called? When is this method particularly useful?

9. There are two main approaches to business: centralization and decentralization. What is implied by these approaches? What are their main advantages?
10. Do you think people from certain cultures would favour one kind of structure over another? Can you give any examples and reasons for that?
11. Why do companies opt for a hybrid of organizational structures?
12. What kind of organizational structure would you prefer to work in and why?

3. What are the recruitment forms a company can use to find new employees? What selection methods are the most effective?

1. What are the main methods of recruitment? What forms of internal recruitment can you think of?
2. What are the main advantages of internal recruitment?
3. Why is it necessary to recruit from outside the organization? What is the commonly used technique for recruiting people from outside?
4. What is the difference between a recruitment agency and a firm of headhunters?
5. Why is it difficult for a graduate to find a job? What methods of looking for a job can you advise him to choose? What specific methods are used by recruiters to attract graduates to fill in the vacancies?
6. What techniques are traditionally used in recruitment? How long is usually a typical interview? How fast do decision-makers make their choice?
7. Why have some companies shifted from interviewing to testing? What is the purpose of psychometric tests?
8. In what way do approaches to selection differ across cultures?
9. What management skills and qualities are emphasized in different cultures?
10. Decipher the SWAN criteria. Do they have international validity?
11. What two qualities have international validity and why?

7.5. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

Для обучающихся по очной форме обучения уровень сформированности компетенции (компетенций), реализуемых данной дисциплиной, оценивается с применением балльно - рейтинговой системы в ходе текущей и промежуточной аттестации студентов согласно Положению о балльно-рейтинговой системе Автономной некоммерческой организации высшего образования «Институт международных экономических связей».

Для обучающихся по очно-заочной и заочной формам обучения уровень сформированности компетенции (компетенций), реализуемых данной дисциплиной оценивается с использованием традиционной шкалы: «неудовлетворительно», «удовлетворительно», «хорошо», «отлично» (при проведении экзамена) или «зачтено» / «незачтено» (при проведении зачета), согласно Положению о текущем контроле и промежуточной аттестации обучающихся в АНО ВО «Институт международных экономических связей».

Процедура и критерии оценки с применением балльно-рейтинговой системы

Максимальная оценка текущей работы студентов – 50 баллов, в т.ч:

- посещение аудиторных занятий (контактная работа – лекции, практические работы/семинары) – максимум 20 баллов;
- работа на семинарах и практических занятиях (выступление с докладом, подготовка презентаций, устные ответы, решений задач, работа студентов малых группах, выполнение заданий и т.п.) – максимум 20 баллов;

- письменная контрольная работа, реферат и другие виды письменных работ – максимум 10 баллов (если предусмотрено выполнение двух работы – максимум по 5 баллов за каждую).

Промежуточная аттестация в соответствии с учебным планом по направлению 38.03.02 Менеджмент (профиль «Международный менеджмент») по дисциплине проводится в форме зачета. Максимальная оценка знаний, умений и навыков студента, выявленных в ходе зачета/ экзамена – 50 баллов. Сумма баллов на зачете/экзамене складывается из оценки правильности выполнения тестовых заданий или устного ответа и решения ситуационных задач.

Максимальное количество баллов за выполнения заданий для проверки уровня сформированности знаний – **20 баллов**. Это могут быть тесты или при устном зачете/экзамене ответы на вопросы билета (за каждый вопрос не более 10 баллов).

Шкала оценки тестовых заданий

- Тесты закрытого типа (множественного выбора, альтернативного выбора, исключения лишнего, восстановления последовательности)
Правильно выбран вариант ответа – 1 балл
- Тесты дополнения
Вписан верный ответ – 2 балла

Шкала оценивания устного ответа (в баллах) на вопрос на зачете/экзамене

Раскрытие темы, использование основных понятий (максимум 3 балла)	Тема раскрыта с опорой на соответствующие понятия и теоретические положения	3
	Аргументация на теоретическом уровне неполная, но с опорой на соответствующие понятия	2
	Аргументация на теоретическом уровне неполная, смысл ряда ключевых понятий не объяснен	1
	Терминологический аппарат непосредственно не связан с раскрываемой темой	0
Изложение фактов и примеров по теме (максимум 3 балла)	Приводятся факты и примеры в полном объеме	3
	Приводятся примеры в полном объеме, но может быть допущена фактическая ошибка, не приведшая к существенному искажению смысла	2
	Приводятся примеры в усеченном объеме, допущено несколько фактических ошибок, не приведших к существенному искажению смысла	1
	Допущены фактические и логические ошибки, свидетельствующие о непонимании темы	0
Композиционная целостность, логическая последовательность (максимум 3 балла)	Ответ характеризуется композиционной цельностью, соблюдена логическая последовательность, поддерживается равномерный темп на протяжении всего ответа	3
	Ответ характеризуется композиционной цельностью, есть нарушения последовательности, поддерживается равномерный темп на протяжении всего ответа	2
	Есть нарушения композиционной целостности и последовательности, большое количество неоправданных пауз	1
	Не прослеживается логика, мысль не развивается	0
Речевых и лексико-		1

грамматических ошибок нет (1 балл)		
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Максимальное количество баллов за выполнения заданий для проверки уровня сформированности умений и навыков – **30 баллов**.

Максимальное количество баллов за выполнения заданий для проверки уровня сформированности умений – **10 баллов**.

Шкала оценивания стандартных задач

Понимание представленной информации	0	1	2	3
Изложение фактов	0	1	2	3
Предложение способа решения проблемы	0	1	2	3
Аккуратность оформления				1
ИТОГО:				10

Максимальное количество баллов за выполнения заданий для проверки уровня сформированности владений – **20 баллов**.

Шкала оценивания нестандартных ситуационных задач, требующих аргументации собственной точки зрения

Понимание представленной информации	0	1	2	3
Изложение фактов	0	1	2	3
Предложение способа решения проблемы	0	1	2	3
Обоснование способа решения проблемы	0	1	2	3
Предложение альтернативного варианта	0	1	2	3
Полнота, последовательность, логика изложения	0	1	2	3
Аккуратность и правильность оформления				2
ИТОГО:				20

При выставлении зачета/экзаменационной оценки суммируются баллы, полученные в ходе текущей работы и баллы, полученные непосредственно в ходе зачета/экзамена.

Перевод итоговой суммы баллов по дисциплине из 100-балльной в эквивалент традиционной пятибалльной системе осуществляется в соответствии со следующей шкалой (п. 3.3 Положения о балльно-рейтинговой системе):

Зачет

Баллы по 100-балльной-шкале	Традиционная система оценки
50-100 баллов	Зачтено
49 баллов и ниже	Не зачтено

Описание шкалы оценивания

Оценка «неудовлетворительно» (не зачтено) 49 баллов и ниже компетенция (компетенции) не сформирована	Оценка «удовлетворительно» (зачтено) 50-69 баллов Базовый уровень освоения компетенции (компетенций)	Оценка «хорошо» (зачтено) 70-84 баллов Повышенный уровень освоения компетенции (компетенций)	Оценка «отлично» (зачтено) 85-100 баллов Высокий уровень освоения компетенции (компетенций)
Компетенция (ее часть) не развита. Обучающийся не обладает необходимыми знаниями, не смог продемонстрировать	Компетенция (ее часть) недостаточно развита. Обучающийся частично знает основные теоретические	Обучающийся владеет знаниями и умениями, проявляет соответствующие навыки при решении	Обучающийся обладает всесторонними и глубокими знаниями, уверенно демонстрирует

умения и навыки	положения, допускает ошибки при определении понятий, способен решать стандартные задачи, допуская небольшие погрешности	стандартных и нестандартных задач, но имеют место некоторые неточности в демонстрации освоения материала	умения, сложные навыки, уверенно ориентируется в практических ситуациях.
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Процедура и критерии оценки с применением традиционной шкалы оценивания

Для студентов очно-заочной и заочной форм обучения уровень сформированности компетенций оценивается с использованием тестирования - системы стандартизированных простых и комплексных заданий, позволяющей определить уровень знаний, умений и владений обучающегося.

Критерии оценивания заданий:

оценка «удовлетворительно» / «зачтено»- за 51-69% правильно выполненных заданий,

оценка «хорошо» / «зачтено» - за 70-85% правильно выполненных заданий,

оценка «отлично» / «зачтено» - за правильное выполнение более 85% заданий.

В случае проведения промежуточной аттестации в устно - письменной форме используется следующая шкала оценивания:

Оценка «отлично» / «зачтено». Ответы на поставленные вопросы излагаются логично, последовательно и не требуют дополнительных пояснений. Полно раскрываются причинно-следственные связи между явлениями и событиями. Делаются обоснованные выводы. Практическая задача решена верно. Студент уверенно отвечает на дополнительные вопросы. При проведении тестирования количество правильных ответов больше или равно 85 %.

Оценка «хорошо» / «зачтено». Ответы на поставленные вопросы излагаются систематизировано и последовательно. Материал излагается достаточно уверенно. Раскрыты причинно-следственные связи между явлениями и событиями. Демонстрируется умение анализировать материал, однако не все выводы носят аргументированный и доказательный характер. Практическая задача решена верно, либо допущена несущественная ошибка. Студент может допустить неточность при ответе на дополнительные вопросы. При проведении тестирования количество правильных ответов больше или равно 70 %.

Оценка «удовлетворительно» / «зачтено». Допускаются нарушения в последовательности изложения. Неполно раскрываются причинно-следственные связи между явлениями и событиями. Демонстрируются поверхностные знания вопроса. В решении практических задач допущена ошибка, исправляемая с помощью преподавателя. Имеются затруднения с выводами. Студент частично отвечает на дополнительные вопросы. При проведении тестирования количество правильных ответов более 51 %.

Оценка «неудовлетворительно» / «не зачтено». Материал излагается непоследовательно, сбивчиво, не представляет определенной системы знаний по дисциплине. Не раскрываются причинно-следственные связи между явлениями и событиями. Не продемонстрировано умение анализировать материал. Практическая задача не решена или решена не верно. Выводы не правильны или не сделаны. Ответы на дополнительные вопросы отсутствуют. При проведении тестирования количество правильных ответов менее 50 %.

При формировании окончательного результата промежуточной аттестации с применением традиционной шкалы оценивания учитываются результаты текущего контроля работы студента и оценка может быть повышена на один балл.

8. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины (модуля)

8.1. Основная литература

1. Чикилева Л. С. Английский язык в управлении персоналом (B1—B2). English for Human Resource Managers: учебник и практикум для вузов / Л. С. Чикилева, Е. В. Ливская, Л. С. Есина. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2020. — 203 с. — (Высшее образование). — ISBN 978-5-534-08232-6. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-v-upravlenii-personalom-b1-b2-english-for-human-resource-managers-451419>
2. Нужнова Е. Е. Английский язык. Professional Reading: Law, Economics, Management: учебное пособие для вузов / Е. Е. Нужнова. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 149 с. — (Высшее образование). — ISBN 978-5-534-07994-4. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-professional-reading-law-economics-management-454142>
3. Купцова А. К. Английский язык для менеджеров и логистов (B1-C1): учебник и практикум для вузов / А. К. Купцова, Л. А. Козлова, Ю. П. Волынец; под общей редакцией А. К. Купцовой. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 355 с. — (Высшее образование). — ISBN 978-5-534-08147-3. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-dlya-menedzherov-i-logistov-b1-c1-450355>
4. Воробьева С. А. Английский язык для эффективного менеджмента. Guidelines for Better Management Skills : учебное пособие для вузов / С. А. Воробьева. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 260 с. — (Высшее образование). — ISBN 978-5-534-04198-9. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-dlya-effektivnogo-menedzhmenta-guidelines-for-better-management-skills-453871>
5. Смирнова Н. В. Английский язык для менеджеров (B1-B2): учебник для вузов / Н. В. Смирнова, А. В. Соколова, Ю. А. Дуглас. — Москва: Издательство Юрайт, 2020. — 185 с. — (Высшее образование). — ISBN 978-5-534-08395-8. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-dlya-menedzherov-b1-b2-455833>

8.2. Дополнительная литература

1. Английский язык для изучающих международные отношения (B2-C1): учебник для вузов / Н. В. Аржанцева, Л. Е. Бушканец, А. К. Гараева, Д. В. Тябина. — Москва: Издательство Юрайт, 2020. — 255 с. — (Высшее образование). — ISBN 978-5-534-10866-8. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-dlya-izuchayuschih-mezhdunarodnye-otnosheniya-b2-c1-455995>
2. Ступникова Л. В. Английский язык в международном бизнесе. English in international business activities: учебное пособие для вузов / Л. В. Ступникова. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2020. — 216 с. — (Высшее образование). — ISBN 978-5-534-11015-9. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-v-mezhdunarodnom-biznese-english-in-international-business-activities-456438>
3. Пестова М. С. Английский язык: перевод коммерческой документации (B2): учебное пособие для вузов / М. С. Пестова. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2020. — 191 с. — (Высшее образование). — ISBN 978-5-534-11543-7. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-perevod-kommercheskoy-dokumentacii-b2-456168>

4. Якушева И. В. Английский язык (B1). Introduction Into Professional English: учебник и практикум для вузов / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 148 с. — (Высшее образование). — ISBN 978-5-534-07026-2. — С. 1 — Текст : электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-b1-introduction-into-professional-english-451233>
5. Невзорова Г. Д. Английский язык. Грамматика: учебное пособие для вузов / Г. Д. Невзорова, Г. И. Никитушкина. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2020. — 213 с. — (Высшее образование). — ISBN 978-5-534-09359-9. — С. 1 — Текст: электронный // ЭБС Юрайт [сайт]. — URL: <https://urait.ru/book/angliyskiy-yazyk-grammatika-451966>

9. Перечень ресурсов информационно-телекоммуникационной сети "Интернет", необходимых для освоения дисциплины (модуля) и информационных технологий, используемых при осуществлении образовательного процесса по дисциплине (модулю), включая перечень программного обеспечения и информационных справочных систем (при необходимости)

1. <http://biblioclub.ru> - ЭБС «Университетская библиотека онлайн»
2. <https://www.econ.msu.ru/elibrary/is/bef/> - книги открытого доступа экономического факультета МГУ им. М.В. Ломоносова
3. https://elibrary.ru/org_titles.asp?orgsid=14364 - научная электронная библиотека (НЭБ) «eLIBRARY.RU»
4. <https://learnenglish.britishcouncil.org-> сайт Британского Совета с банком материалов для уроков и самостоятельного изучения английского языка по различным темам как общего, так и делового характера. Охвачены все уровни лексической сложности: от начального до самого продвинутого.
5. <https://ru.duolingo.com/>- **бесплатный** сервис для изучения иностранных языков с нуля. Программа построена в форме «дерева достижений»: чтобы перейти на новый уровень, нужно сначала набрать определенное количество очков, которые даются за правильные ответы. Есть приложения для iOS и Android.
6. <https://www.real-english.com/new-lessons.htm> - сайт с уроками, статьями и видео зарисовками для изучающих английский язык, все материалы условно разделены на лексические и грамматические, доступны все уровни сложности.
7. <https://www.economist.com/> - экономический сайт и форум на английском языке, содержащий деловые новости, экономические статьи на деловую тематику, обсуждение проблем делового характера.
8. <https://www.ft.com/>- сайт экономической газеты на английском языке. Содержит деловые новости, экономические статьи на деловую тематику, обсуждение проблем делового характера.

Лицензионное программное обеспечение:

- Windows 10 HOME SL (OEM) / Windows 8.1 HOME SL (OEM);
- Office Professional Plus 2019;
- Справочно-поисковая система «КонсультантПлюс: Высшая школа».

**10. Методические указания для обучающихся по освоению дисциплины (модуля)
Советы по ведению глоссария профессиональных терминов**

- ✓ отобранные термины и лексические единицы должны относиться к широкому и узкому профилю специальности;
- ✓ отобранные термины и лексические единицы должны быть новыми и не дублировать ранее изученные;

- ✓ отобранные термины и лексические единицы должны быть снабжены транскрипцией и переводом на русский язык (во избежание неточностей рекомендуется пользоваться специализированным словарем);
- ✓ общее количество отобранных терминов не должно быть меньше 500 единиц;
- ✓ отобранные термины и лексические единицы предназначены для активного усвоения и должны использоваться при чтении, восприятии на слух, говорении и письме.

Методические рекомендации по написанию делового письма

Письмо должно быть ясным, кратким и вежливым.

Употребляйте простые слова/выражения вместо высокопарных и стереотипных, если они имеют одно значение, конкретные вместо абстрактных. Чем проще вы говорите, тем быстрее вас поймут. Однако не забывайте, что в официальной деловой переписке не используются никакие сокращения типа "Гм" и сленг. Например, вместо фразы "We are the recipients of", лучше сказать "We received". Вы добьетесь краткости и ясности в своих письмах, если будете использовать короткие или средней длины предложения вместо длинных и сложных оборотов. Грамотное деление на абзацы облегчает зрительное восприятие текста и задает всему процессу ритм.

Одним из показателей вежливости в деловой переписке является личное обращение к человеку. Не надо забывать про вежливость даже тогда, когда вы очень недовольны кем-то или чем-то.

Подытожим:

1. Выбирайте короткие и средней длины предложения, употребляйте простые слова и выражения
2. Не употребляйте разговорные сокращения и сленг
3. Делите написанное на абзацы
4. Будьте вежливы и дипломатичны

«Шапка» письма.

Каждое деловое письмо печатается (пишется) на уже заготовленном, фирменном бланке. В верхней части бланка размещается так называемая "шапка" - заголовок. Обычно в заголовке даны **следующие сведения:**

- зарегистрированное название компании
- краткие сведения о характере ее деятельности,
- контактная информация.

Тело письма. Заключительная форма вежливости. Подпись.

Первый абзац основного текста начинается с предложения, в котором вы подтверждаете получение письма от вашего корреспондента, или со ссылки на поступившее письмо.

Обычно объем делового письма не превышает одну страницу. Но, если объем письма больше одной страницы и его продолжение напечатано на обратной стороне листа, то в конце первой страницы пишется p.t.o., что означает Please Turn Over (Смотрите на обороте).

Если вы отправляете копии письма и другим адресатам, тогда в конце письма сделайте соответствующую отметку в виде следующей аббревиатуры: "с.с." - carbon copies (точные копии) или Copy to...

Иногда вы не хотите, чтобы получатель вашего письма знал, что вы еще кому-то отослали копии. В этом случае внизу писем-копий вы указываете "b.c.c." - blind carbon copies. (скрытые копии).

Если к письму имеется приложение (каталог, контракт, счет и т.д.), то внизу, после подписи делается указание об этом: "Enc:", "Encl:" - это сокращение от Enclosure (приложение, вложение).

Примерные языковые клише для делового письма по частям:

1. Обращение	
Dear Sirs, Dear Sir or Madam	(если вам не известно имя адресата)
Dear Mr, Mrs, Miss or Ms	(если вам известно имя адресата; в том случае когда вы не знаете семейное положение женщины следует писать Ms, грубой ошибкой является использование фразы “Mrs or Miss”)
Dear Frank,	(В обращении к знакомому человеку)
2. Вступление, предыдущее общение.	
Thank you for your e-mail of (date)...	Спасибо за ваше письмо от (числа)
Further to your last e-mail...	Отвечая на ваше письмо...
I apologise for not getting in contact with you before now...	Я прошу прощения, что до сих пор не написал вам...
Thank you for your letter of the 5th of March.	Спасибо за ваше письмо от 5 Марта
With reference to your letter of 23rd March	Относительно вашего письма от 23 Марта
With reference to your advertisement in «The Times»	Относительно вашей рекламы в Таймс
3. Указание причин написания письма	
I am writing to enquire about	Я пишу вам, чтобы узнать...
I am writing to apologise for	Я пишу вам, чтобы извиниться за...
I am writing to confirm	Я пишу вам, что бы подтвердить...
I am writing in connection with	Я пишу вам в связи с ...
We would like to point out that...	Мы хотели бы обратить ваше внимание на ...
4. Просьба	
Could you possibly...	Не могли бы вы...
I would be grateful if you could ...	Я был бы признателен вам, если бы вы ...
I would like to receive	Я бы хотел получить.....
Please could you send me...	Не могли бы вы выслать мне...
5. Соглашение с условиями.	
I would be delighted to ...	Я был бы рад ...
I would be happy to	Я был бы счастлив...
I would be glad to	Я был бы рад...
6. Сообщение плохих новостей	
Unfortunately ...	К сожалению...

I am afraid that ...	Боюсь, что...
I am sorry to inform you that	Мне тяжело сообщать вам, но ...
We regret to inform you that...	К сожалению, мы вынуждены сообщить вам о...
7. Приложение к письму дополнительных материалов	
We are pleased to enclose ...	Мы с удовольствием вкладываем...
Attached you will find ...	В прикрепленном файле вы найдете...
We enclose ...	Мы прилагаем...
Please find attached (for e-mails)	Вы найдете прикрепленный файл...
8. Выказывание благодарности за проявленный интерес.	
Thank you for your letter of	Спасибо за ваше письмо
Thank you for enquiring	Спасибо за проявленный интерес...
We would like to thank you for your letter of ...	Мы хотели бы поблагодарить вас за...
9. Переход к другой теме.	
We would also like to inform you ...	Мы так же хотели бы сообщить вам о...
Regarding your question about ...	Относительно вашего вопроса о...
In answer to your question (enquiry) about ...	В ответ на ваш вопрос о...
I also wonder if...	Меня также интересует...
10. Дополнительные вопросы.	
I am a little unsure about...	Я немного не уверен в ...
I do not fully understand what...	Я не до конца понял...
Could you possibly explain...	Не могли бы вы объяснить...
11. Передача информации	
I'm writing to let you know that...	Я пишу, чтобы сообщить о ...
We are able to confirm to you...	Мы можем подтвердить ...
I am delighted to tell you that...	Мы с удовольствием сообщаем о ...
We regret to inform you that...	К сожалению, мы вынуждены сообщить вам о...
12. Предложение своей помощи	
Would you like me to...?	Могу ли я (сделать)...?
If you wish, I would be happy to...	Если хотите, я с радостью...
Let me know whether you would like me to...	Сообщите, если вам понадобится моя помощь.
13. Напоминание о намеченной встрече или ожидание ответа	
I look forward to ...	Я с нетерпением жду,

hearing from you soon	когда смогу снова услышать вас
meeting you next Tuesday	встречи с вами в следующий Вторник
seeing you next Thursday	встречи с вами в Четверг
14. Подпись	
Yours faithfully,	Искренне Ваш (если имя человека Вам не известно)
Yours sincerely,	(если имя Вам известно)

Критерии оценки писем: логичность содержания, наличие языковых клише, убедительность аргументации, грамотность, оформление работы.

Методические рекомендации по подготовке и защите презентации

- ✓ Определите тему, цель и план выступления.
- ✓ Установите продолжительность презентации;
- ✓ Обратите внимание на особенности слушателей;
- ✓ Предусмотрите включение слушателей в обсуждение темы-проблемы;
- ✓ Следите за манерой представления презентации: соблюдение зрительного контакта с аудиторией, выразительность, жестикуляция, телодвижения;
- ✓ Предусмотрите иллюстрации (но не перегружайте ими слайды), ключевые слова,
- ✓ Обязательно предусмотрите репетицию выступления в сопровождении с презентацией.

Требования к презентации:

4. 7-12 слайдов в PowerPoint
5. План презентации:
 - ✓ Вступление (почему выбрана данная тема презентации) (2 слайда)
 - ✓ Основная часть
 - ✓ Заключение (выводы) (2 слайда)
6. Спикер презентует свою тему и отвечает на вопросы участников.

Примерные клише для защиты презентации:

Начало

Starting	
Formal Meeting	Informal Meeting
<p>Good morning/afternoon/evening ladies and gentlemen.... My name is ... and I'm head of the marketing department. Our purpose this morning is to hear a presentation, and to discuss it with all of you.</p>	<p>Okay everybody. Please take a seat. Let's get started. If you have any questions, please feel free to ask me at the end of the presentation. We'll hear a presentation and discuss it to see if there are any fresh ideas.</p>
<p>take a seat – присаживайтесь, purpose – цель, get started – начать, discuss – обсуждать, feel free to ask – свободно спрашивайте, fresh ideas – свежие идеи.</p>	

Главная часть

Introduction	
Formal Meeting	Informal Meeting
As you already know, today's presentation is designed to present some important points of ... This first slide shows our agenda for the day.	All right, let me start by saying thanks to all of you for the interest in this presentation. I would like to talk to you today about for... minutes.
First, I will begin with an overview of ... Then, Ms. Smooth will present the data that she gathered and her ideas for ... She will be followed by Mr. Hanson, who will discuss adapting our product to meet market needs, and at last we'll make a conclusion with the main recommendations.	First I would like to talk about.... Then I would like you to take a look at... Following that we're going to talk about... Then I'm going to wrap things up with our team's recommendations. Lastly we are going to discuss...
Since we have very limited time today, please hold your questions until the end of the presentation.	Any questions so far ? Please feel free to interrupt me at any time.
be designed – быть задуманным, slide – слайд, agenda – повестка дня, let me start – позвольте начать, say thanks – благодарить, overview – обзор, present the data – представлять данные, at last – наконец, conclusion – заключение, wrap things up – завершим, hold the questions – держать (не забывать) вопросы, so far – пока, interrupt - прерывать	

Некоторые фразы, данные ниже, помогут не растеряться и сфокусировать внимание аудитории в наиболее важных точках презентации. Фразы одинаковы для любого типа презентации – формального и неформального.

English	Russian
Now we will look at... I'd like now to discuss... Let's now talk about... Let's now turn to... Let's move on to... That will bring us to our next point... Moving on to our next slide ...	Теперь взглянем на ... Теперь мне хотелось бы обсудить... Давайте теперь поговорим о ... Теперь давайте перейдем к ... Продолжим с ... Это отсылает нас к следующему пункту ... Двигаемся к нашему следующему слайду ...

Заключение

English	Russian
Let's sum it up. Let's wrap it up. I would like to sum up the main points again... So, in conclusion... Finally let me just sum up today's main topics...	Давайте суммируем. Завершим. Еще раз хотел бы суммировать главное... Итак, в заключение... Наконец, подведем итог сегодняшним главным моментам...

Ответы на вопросы

English	Russian
I think I answered your question earlier. I'm glad you asked that.	Я думаю, я ответил уже на Ваш вопрос ранее.

Well, as I already said... That's a very good question (of you to ask). So you are asking about... If I've understood you correctly you are asking about...	Рад, что Вы спросили об этом. Итак, как я уже и говорил... Очень хороший вопрос (который Вы задали). Итак, Вы спрашиваете о ... Если я правильно понял Вас, Вы спрашиваете о ...
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Оценка презентаций:

1. Если презентация оценена на «отлично» студент имеет право на ответ из двух аспектов на экзамене
2. Оценка презентаций складывается из голосования участников и профессионального мнения преподавателей

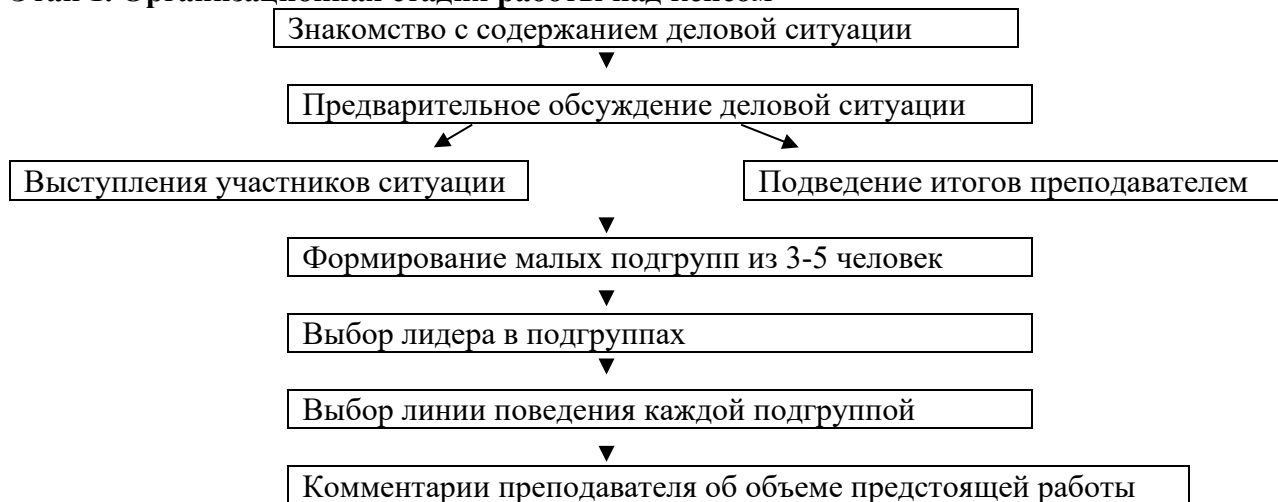
Методические рекомендации по работе с кейсами

«Кейс-стади» (от англ. «case study» – изучение конкретного случая / проблемы / ситуации). Суть кейс-технологии заключается в том, что студентам предлагается осмыслить деловую ситуацию, взятую из реальной экономической практики, которая не только отражает какую-либо практическую проблему, как правило, не имеющую однозначного решения, но и которая актуализирует определенный комплекс профессиональных и коммуникативных знаний и умений.

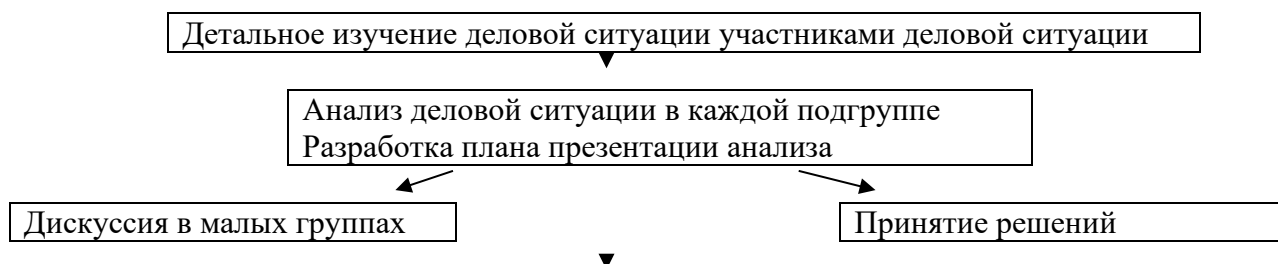
Участникам предлагается стать представителями компании, проблемы которой они только что детально изучили, и высказать свою точку зрения сначала в форме презентации (монологическая речь), а затем принять участие в дискуссии/переговорах (диалогическая и полилогическая формы общения), в ходе которой должно быть найдено оптимальное решение.

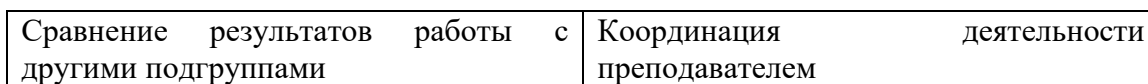
Схема работы с «case study»

Этап 1. Организационная стадия работы над кейсом



Этап 2. Рабочая стадия работы над кейсом





Выступления лидеров подгрупп

Этап 3. Завершающая стадия работы над кейсом

Принятие окончательного, наиболее эффективного решения



Подведение итогов работы над деловой ситуацией

Комментарии участников ситуации	Комментарии преподавателя
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Оценка преподавателем работы каждой подгруппы

Примерные языковые клише для презентации кейса

1. Introduction. Background information.

Let me present (to you) a case which is devoted to the problem/question of... (which deals with/concentrates on). To start with, I'll give you some background information.

The company operates in the ... industry, it produces/offers/provides..... on/in the market.

The company is based in....., it was founded in... by....

The company has a competitive edge over the rest of the industry/ its competitive advantages/unique selling propositions are...

2. Problem.

The problem the company faces is the following/as follows:...

The possible reasons for such a failure might be...

So the purpose of my presentation is to find ways ... (to overcome these obstacles/to eliminate this risk/to increase the company's sales) or

My task is to analyze the current situation and suggest a solution to the problem/possible ways out/measures to improve the situation.

3. Solution.

The case offers /mentions a few options/there are a number of options in the case...

Let me enlist/name the options mentioned in the case...

Let's dwell on their advantages and disadvantages/benefits and drawbacks/pros and cons/strengths and weaknesses

In my opinion/to my mind/from my point of view/ as far as I am concerned

If the company implements the first idea, it will only benefit from employing this strategy because...

It's worth doing... for a number of reasons. On the one hand... on the other hand...

The most sensible/ profitable/shrewdest thing to do is...

It makes no sense to .../ it doesn't make much sense to...

The risks of this strategy are quite obvious. It might lead to/result in... or the company might end up doing...

4. Conclusion.

As you see the advantages of this option outweigh its disadvantages. If the company follows the above-mentioned plan it will hopefully regain its position on the market.

That seems to be all I wanted to say, now I'm ready to answer your questions.

Методические рекомендации по составлению резюме

Your resume is one of the most important tools you have when you are looking for a job. If you are planning to spread your wings and soar higher in your career, you need to make your

resume as attractive as possible, because with a solid resume you stand a better chance of landing a good job. In your resume you need to enumerate your personal details clearly and in the correct order.

1. Start with personal information. State your full name, your address, your contact phone numbers and your e-mail address.

2. Define your career objective.

3. Education. State your education qualifications starting with the most recent. Be sure to list all certificates and diplomas you have received. State all your academic achievements. (e.g. graduated with honors, *or* excelled in Maths and English, *or* made straight As in Maths and Languages).

4. State your actual work experience. Highlight abilities, skills and experience you have acquired. They should be related to the job you are applying for. If you have little or no work experience, concentrate on your skills and abilities.

5. You may also include information about some additional skills, languages you know (e.g. good working knowledge of Microsoft Word and Excel, Russian – native, fluent in English, knowledgeable in French and German, full current driving licence).

6. You can also include interests and activities that say something positive about you.

7. If you have no work experience, it will be a good idea to highlight your personal skills and qualities that are relevant to the position you are applying for (creative, sociable, resourceful, able to work under pressure of deadlines, reliable, a good team player, a quick learner, results oriented, excellent communication, organizational and time management skills).

Remember that long resumes are no longer in favour, and the single-page format gets the best result with the employer.

Your resume should not be a repeat of your cover letter.

If you have recommendation letters, include those too as separate attachments.

Bear in mind that the image you will create with your resume, must match the salary and responsibility level of the position you are applying for.

План практических занятий

1. Письменная речь.

Основы деловой переписки: клише, шапка письма, основные сокращения. Письмо-сопровождение. Письмо-подтверждение. Письмо-запрос. Письмо-просьба. Резюме.

2. Аудирование.

Восприятие речи (различение звуков, интонационных и ритмических моделей, паузации); распознавание слов (восприятие звукового образа слова, соотнесение этого образа с вокабуляром, восстановление лексико-грамматической и семантической информации о слове на основе восприятия его звуковой оболочки); обработка предложений (парцелляция, определение структуры предложения, выявление его компонентов); построение буквального смысла предложения (выбор релевантного значения для многозначных слов); сохранение информации в краткосрочной памяти; распознавание когезивных средств в речи; интерпретация имплицитного содержания и интенции речевого акта; прогнозирование; ориентация в ситуации, формулировка ответа.

3. Лексика.

Лексический запас английских фразеологических и идиоматических оборотов, усвоение наиболее употребительных синонимов, антонимов и омонимов английского языка по следующим темам:

- Company structures
- Management
- Recruitment and selection
- Cultural awareness in business
- Financial statements

- International trade
- Marketing

- Ethics in business
- Managing change
- Branding

4. Грамматика

Морфология

Глагол. Действительный и страдательный залоги (*Active and Passive Voices*). Особенности перевода страдательных конструкций на русский язык. Модальные глаголы и их эквиваленты. Глаголы *to be* и *to have*, употребляющиеся в самостоятельном, модальном (эквивалентно модальным глаголам, выражающим возможность, вероятность, долженствование) и вспомогательном значениях. Основные сведения о сослагательном наклонении.

Неличные формы глагола: инфинитив (Infinitive) и его функции; герундий (Gerund) и его функции; причастия (Participle I и Participle II) в функциях определения и обстоятельства. Сложные формы инфинитива и причастия.

Синтаксис

Простое распространённое предложение. Прямой порядок слов повествовательного и побудительного предложений в утвердительной и отрицательной формах. Обратный порядок слов вопросительного предложения.

Сложносочинённое и сложноподчинённое предложения. Независимый (самостоятельный) причастный оборот. Инфинитив в функции определения и перевод его на русский язык определительным придаточным предложением. Объективный инфинитивный оборот (the Objective Infinitive Construction/Complex Object); субъективный инфинитивный оборот (the Subjective Infinitive Construction/Complex Subject).

5. Коммуникативная практика.

Речевые акты и ситуационно оправданное речевое поведение: Коммуникативные действия, направленные на учет позиции собеседника либо партнера по деятельности (интеллектуальный аспект коммуникации). Речевые действия, служащие средством коммуникации (передачи информации другим людям), способствуют осознанию и усвоению отображаемого содержания. Коммуникативные действия, направленные на кооперацию, т.е. согласование усилий по достижению общей цели, организации и осуществлению совместной деятельности

11. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине (модулю)

Для осуществления образовательного процесса по дисциплине используются учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации, а также помещения для самостоятельной работы и помещения для хранения и профилактического обслуживания учебного оборудования.

Перечень материально-технического обеспечения учебных аудиторий:

- Специализированная мебель для преподавателя и обучающихся;
- Ноутбук с выходом в сеть «Интернет», доступом в электронную информационно-образовательную среду Института;
- Демонстрационное оборудование - мультимедийный проектор, экран;

- Учебно-наглядные пособия, обеспечивающие тематические иллюстрации по дисциплине;
- Доска учебная.

Для самостоятельной работы студентов используются помещения, оснащённые компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду Института.

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Авторы: Е.С. Лобутева, М.В. Ежова