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Министерство науки и высшего образования Российской Федерации  
Федеральное государственное бюджетное образовательное учреждение высшего образования «Ростовский государственный экономический университет (РИНХ)»

УТВЕРЖДАЮ

Директор Института магистратуры

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«29» 08 2022г.

**Рабочая программа дисциплины  
Foreign Language for Professional Communication (Иностранный язык  
профессионального общения)**

Направление 38.04.01 Экономика  
магистерская программа 38.04.01.02 "International Business"

Для набора 2022 года

Квалификация  
магистр

КАФЕДРА

Иностранные языки для экономических специальностей

Распределение часов дисциплины по семестрам


Семестр (<Курс>.<Семестр на курсе>)	1 (1.1)		2 (1.2)		Итого	
	Неделя		15 2/6		15 2/6	
Вид занятий	уп	рп	уп	рп	уп	рп
Практические	16	16	16	16	32	32
Итого ауд.	16	16	16	16	32	32
Контактная работа	16	16	16	16	32	32
Сам. работа	20	20	20	20	40	40
Итого	36	36	36	36	72	72

ОСНОВАНИЕ

Учебный план утвержден учёным советом вуза от 22.02.2022 протокол № 7.

Программу составил(и): к.пед.н., доцент, Самарская С.В. 

Зав. кафедрой: к.филол.н., доц. Казанская Е.В. 

Методическим советом направления: к.экон.н., проф., Бодягин О.В. 

### 1. ЦЕЛИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

1.1	Основной целью преподавания дисциплины «Foreign language for professional communication» для магистров является формирование иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык в процессе устного и письменного делового общения на уровне, обеспечивающем эффективную профессиональную деятельность. Практическое владение иностранным языком предполагает владение методами и способами бизнес-коммуникаций, бизнес-корреспонденции. Цель обучения магистров иностранному языку заключается в приобретении и дальнейшем развитии профессиональной иноязычной компетенции, необходимой для эффективного межличностного делового общения с применением профессиональных языковых форм и средств.
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### 2. ТРЕБОВАНИЯ К РЕЗУЛЬТАТАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ

**УК-4:Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия**

#### В результате освоения дисциплины обучающийся должен:

<b>Знать:</b>
<ul style="list-style-type: none"> <li>-употребительную лексику иностранного языка в объеме, необходимом для общения, чтения и перевода иноязычных текстов профессиональной направленности;</li> <li>- лексические и грамматические структуры изучаемого языка; правила чтения и словообразования;</li> <li>- правила оформления устной монологической и диалогической речи;</li> <li>- знать закономерности деловой устной и письменной коммуникации на иностранном языке(соотнесено с индикатором УК- 4.1)</li> </ul>
<b>Уметь:</b>
<ul style="list-style-type: none"> <li>- системно анализировать информацию и выбирать образовательные концепции;</li> <li>- применять методы и способы делового общения для интеллектуального развития, повышения культурного уровня, профессиональной компетентности;</li> <li>- использовать теоретические знания для генерации новых идей- воспринимать смысловую структуру текста; выделять главную и второстепенную информацию;</li> <li>- применять знания иностранного языка для осуществления межличностного и профессионального общения;</li> <li>- читать литературу по специальности, анализировать полученную информацию;</li> <li>- переводить профессиональные тексты (без словаря);</li> <li>- составлять научные тексты на иностранном языке(соотнесено с индикатором УК-4.2)</li> </ul>
<b>Владеть:</b>
<ul style="list-style-type: none"> <li>- навыками публичной речи, аргументации, ведения дискуссии; навыками письменной речи;</li> <li>- способами ориентирования в источниках информации (журналы, сайты, образовательные порталы и т.д.);</li> <li>- основными навыками извлечения главной и второстепенной информации;</li> <li>- навыками приобретения, использования и обновления гуманитарных, знаний;</li> <li>- навыками выражения мыслей и собственного мнения в межличностном и деловом общении на иностранном языке;</li> <li>- навыками деловой письменной и устной речи на иностранном языке;</li> <li>- навыками извлечения необходимой информации из оригинального текста экономического характера;</li> <li>- навыками составления кратких текстов специализированного характера, аннотаций(соотнесено с индикатором УК-4.3)</li> </ul>

### 3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Код занятия	Наименование разделов и тем /вид занятия/	Семестр / Курс	Часов	Компетенции	Литература
	<b>Раздел 1. "Communication and International Marketing"</b>				
1.1	1.1. Lexical units: types of communication. Development of listening skills. Development of analytical reading skills: "E-mail as a form of business communication". Writing a simple business letter. /Пр/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
1.2	1.2 Lexical units: marketing. Development of listening skills "How to enter the international market". Compound nouns. Development of speaking skills "Creating a global brand" /Пр/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
1.3	Business trip. Past participle. The present perfect tense. Russian foreign trade. Simple future tense. /Ср/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2

1.4	Reading: development of skills of analysis and abstracting of a foreign text Grammar: Development of skills of using grammatical structures of English verb tenses in oral and written speech /Cp/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
<b>Раздел 2. "Establishing business relationships and success strategies"</b>					
2.1	2.1 Lexical units: varieties of business relationships. Development of speaking skills "Conducting negotiations". Development of listening skills "Business Partnership" /Пп/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
2.2	2.2 Development of information extraction skills from the text "The Way to Success by Carlos Slim". Prefixal word formation. Development of speaking skills "Negotiating" /Пп/	1	2	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
2.3	Subject: Business appointments. Equivalents of modal verbs to be able to, to have to. Constructions as ... as, not so ... as. Impersonal verbs. Exercises 1-8, Exercises 3- 7. /Cp/	1	4	УК-4	Л1.1 Л1.4Л2.1 Л2.2
2.4	Topic: In the office. Modal verbs can, may, must. Direct and indirect addition. The circumstance of the goal expressed by the infinitive. Exercises 6-14. /Cp/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
2.5	Final test /Пп/	1	2	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
2.6	Preparation of reports on the topics covered in Libre Office /Cp/	1	4	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
2.7	/Зачёт/	1	0	УК-4	Л1.1 Л1.3 Л1.4Л2.1 Л2.2
<b>Раздел 3. "Employment and risks"</b>					
3.1	3.1 Lexical units: employment, motivation for successful work. Development of listening skills "Fundamentals of successful business". Development of speaking skills: "Recruitment of personnel for key positions". /Пп/	2	2	УК-4	Л1.2 Л1.3 Л1.4Л2.1 Л2.2
3.2	3.2. Lexical units : risks of doing business. types of risks, crisis situations. Development of listening skills " Risk management. How to get out of a crisis situation." Development of analytical reading skills of the text "Internationalization - risk or new opportunities." /Пп/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
3.3	Working relationships. Job interview. Passive voice. Exercises 1-4. Temporary forms of the passive voice. Exercises 1-7. Suffix word formation. Job interview. /Cp/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
3.4	Insurance of business against risks. insurance policy of the company. Adverbs. Adverbs in English. The formation of English adverbs. Degrees of comparison. Exercises 5-9. /Cp/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
<b>Раздел 4. "Management styles and ways to attract financing"</b>					
4.1	4.1. Lexical units: Management styles. Development of listening skills "Key factors of successful management ". Development of analytical reading skills: "Advantages and disadvantages of various management styles". /Пп/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
4.2	4.2. Lexical units: Attracting financing. Financial management. Development of speaking skills "What ways to attract finance for small business are available in our country?" /Пп/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
4.3	Teamwork. Tips on how to better organize work in a team. Modal verbs. The use of modal verbs with a perfect infinitive. Exercises 1-5 /Cp/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2

4.4	Reading: developing the skills of annotating and abstracting a foreign text. Grammar: development of skills of using grammatical structures of English verb tenses in the real and passive voices in oral and written speech /Ср/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
4.5	Final test /Пр/	2	2	УК-4	Л1.3 Л1.4Л2.1 Л2.2
4.6	Preparation of reports on the topics covered in Libre Office /Ср/	2	4	УК-4	Л1.3 Л1.4Л2.1 Л2.2
4.7	/Зачёт/	2	0	УК-4	Л1.3 Л1.4Л2.1 Л2.2

#### 4. ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

Структура и содержание фонда оценочных средств для проведения текущей и промежуточной аттестации представлены в Приложении 1 к рабочей программе дисциплины.

#### 5. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

##### 5.1. Основная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л1.1	Муртазина Э. М., Амирова Г. Г., Абдуллин И. Ш., Сысоев В. А.	English for Professional Communication: по дисциплине «Иностранный язык»: учебное пособие	Казань: Казанский научно-исследовательский технологический университет (КНИТУ), 2012	<a href="https://biblioclub.ru/index.php?page=book&amp;id=259048">https://biblioclub.ru/index.php?page=book&amp;id=259048</a> неограниченный доступ для зарегистрированных пользователей
Л1.2	Шпилена Е. А.	Дидактические материалы для самостоятельной работы по курсу «Business English» («Деловой английский язык»): учебное пособие	Санкт-Петербург: Институт специальной педагогики и психологии, 2015	<a href="https://biblioclub.ru/index.php?page=book&amp;id=438772">https://biblioclub.ru/index.php?page=book&amp;id=438772</a> неограниченный доступ для зарегистрированных пользователей
Л1.3	Анисимова, А. Т.	English for Business Communication: учебное пособие по деловому английскому языку для студентов, обучающихся по направлениям «экономика», «менеджмент»	Краснодар: Южный институт менеджмента, 2013	<a href="http://www.iprbookshop.ru/25955.html">http://www.iprbookshop.ru/25955.html</a> неограниченный доступ для зарегистрированных пользователей
Л1.4	Лукина, Л. В.	Курс английского языка для магистрантов. English Masters Course: учебное пособие для магистрантов по развитию и совершенствованию общих и предметных (деловой английский язык) компетенций	Воронеж: Воронежский государственный архитектурно-строительный университет, ЭБС АСВ, 2014	<a href="http://www.iprbookshop.ru/55003.html">http://www.iprbookshop.ru/55003.html</a> неограниченный доступ для зарегистрированных пользователей

##### 5.2. Дополнительная литература

	Авторы, составители	Заглавие	Издательство, год	Колич-во
Л2.1	Украинец И. А.	Иностранный язык (английский) в профессиональной деятельности: учебно-методическое пособие	Москва: Российский государственный университет правосудия (РГУП), 2015	<a href="https://biblioclub.ru/index.php?page=book&amp;id=439638">https://biblioclub.ru/index.php?page=book&amp;id=439638</a> неограниченный доступ для зарегистрированных пользователей
Л2.2	Бедрицкая, Л. В., Василевская, Л. И., Борисенко, Д. Л.	Деловой английский язык = English for Business Studies: учебное пособие	Минск: ТетраСистемс, Тетралит, 2014	<a href="http://www.iprbookshop.ru/28071.html">http://www.iprbookshop.ru/28071.html</a> неограниченный доступ для зарегистрированных пользователей

##### 5.3 Профессиональные базы данных и информационные справочные системы

Консультант +

Гарант

Cambridge Dictionary <https://dictionary.cambridge.org/ru/>

Газета Financial Times <https://www.ft.com/>

#### **5.4. Перечень программного обеспечения**

Libre Office

#### **5.5. Учебно-методические материалы для студентов с ограниченными возможностями здоровья**

При необходимости по заявлению обучающегося с ограниченными возможностями здоровья учебно-методические материалы предоставляются в формах, адаптированных к ограничениям здоровья и восприятия информации. Для лиц с нарушениями зрения: в форме аудиофайла; в печатной форме увеличенным шрифтом. Для лиц с нарушениями слуха: в форме электронного документа; в печатной форме. Для лиц с нарушениями опорно-двигательного аппарата: в форме электронного документа; в печатной форме.

### **6. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ (МОДУЛЯ)**

Помещения для проведения всех видов работ, предусмотренных учебным планом, укомплектованы необходимой специализированной учебной мебелью и техническими средствами обучения:

- столы, стулья;

- персональный компьютер / ноутбук (переносной);

- проектор, экран / интерактивная доска.

### **7. МЕТОДИЧЕСКИЕ УКАЗАНИЯ ДЛЯ ОБУЧАЮЩИХСЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ (МОДУЛЯ)**

Методические указания по освоению дисциплины представлены в Приложении 2 к рабочей программе дисциплины.

**1. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

**1.1 Показатели и критерии оценивания компетенций:**

ЗУН, составляющие компетенцию	Показатели оценивания	Критерии оценивания	Средства оценивания
<b>УК-4 способен применять современные коммуникативные технологии, в том числе на иностранном языке для академического и профессионального взаимодействия</b>			
<p><b>Знание:</b> -                      --употребительную лексику иностранного языка в объеме, необходимом для общения, чтения и перевода иноязычных текстов профессиональной направленности;                      - лексические и грамматические структуры изучаемого языка; правила чтения и словообразования;                      - правила оформления устной монологической и диалогической речи;                      - знать закономерности деловой устной и письменной коммуникации на иностранном языке.</p>	<p>Переводит слова с русского на английский и с английского на русский, произносит слова, читает текст вслух, определяет и называет грамматические структуры, изменяет часть речи в соответствии с контекстом</p>	<p>Полнота и содержательность ответа, правильность перевода, употребления лексических единиц и грамматических конструкций, соблюдение интонационных форм в соответствии с заданной коммуникативной ситуацией.</p>	<p>Тесты 1-2                      Устный опрос (тексты 1-10), Вопросы к зачету (1 семестр -1-4; 2 семестр – 1-4)</p>
<p><b>Умение:</b> -- системно анализировать информацию и выбирать образовательные концепции;                      - применять методы и способы делового общения для интеллектуального развития, повышения культурного уровня, профессиональной компетентности;                      - использовать теоретические знания для генерации новых идей- воспринимать смысловую структуру текста; выделять главную и второстепенную информацию;                      - применять знания иностранного языка для осуществления межличностного и профессионального общения;                      - читать литературу по</p>	<p>Переводит предложения в соответствии с заданным стилем, переводит экономический текст от 2000 знаков с учетом предлагаемого стиля, отвечает аргументировано на вопросы в форме монолога или диалога</p>	<p>Содержание ответа передано без искажения текста, грамотно и стилистически верно;                      Корректное употребление грамматических и стилистических конструкций.</p>	<p>Тесты 1-2                      Устный опрос (тексты 1-10), Вопросы к зачету (1 семестр -1-4; 2 семестр – 1-4)</p>

специальности, анализировать полученную информацию; - переводить профессиональные тексты (без словаря); - составлять научные тексты на иностранном язык.			
<b>Владение</b> - навыками публичной речи, аргументации, ведения дискуссии; навыками письменной речи; - способами ориентирования в источниках информации (журналы, сайты, образовательные порталы и т.д.); - основными навыками извлечения главной и второстепенной информации; - навыками приобретения, использования и обновления гуманитарных, знаний; - навыками выражения мыслей и собственного мнения в межличностном и деловом общении на иностранном языке; - навыками деловой письменной и устной речи на иностранном языке; - навыками извлечения необходимой информации из оригинального текста экономического характера; - навыками составления кратких текстов специализированного характера, аннотаций.	Готовит и выступает с докладом по самостоятельно выбранной теме; Реферирует текст в письменной и устной формах, Готовит и отвечает монолог или диалог речь по заданной теме	Выполнение коммуникативной задачи в полном объеме; Фонетическое оформление соответствует правилам языка; Корректное употребление лексических единиц; Понимание грамматических и стилистических конструкций. Самостоятельность выводов и суждений с соответствующим правильным использованием лексических и грамматических структур по предложенной теме	Тесты 1-2 Устный опрос (тексты 1-10), Вопросы к зачету (1 семестр -1-4; 2 семестр – 1-4)  доклад с презентацией (1-10),

### 1.2 Шкалы оценивания:

Текущий контроль успеваемости и промежуточная аттестация осуществляется в рамках накопительной балльно-рейтинговой системы в 100-балльной шкале:

50-100 баллов (зачет)

0-49 баллов (незачет)

**2 Типовые контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**



**Вопросы к зачету**  
по дисциплине **Иностраный язык профессионального общения**  
**(английский)**

**1 семестр**

1. Коммуникация
2. Международный маркетинг
3. Этапы становления деловых связей
4. Стратегии успеха

**2 семестр**

1. Занятость в разных сферах деятельности
2. Разновидности рисков
3. Стили менеджмента
4. Управление финансами

**Инструкция по выполнению:**

Зачет проходит в формате беседы по пройденным темам в течение семестра.

**Критерии оценивания:**

- Студенту выставляется «зачет» (100-50 баллов), если коммуникативные задачи выполнены полностью, использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче;

- Студенту выставляется «незачет» (49-0 баллов), если ответы не связаны с вопросами, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы

**Тесты**

**1 семестр**

**Тест 1**

**A Complete the sentences with the words in the box.**

bush    grapevine    nutshell    stick    wall

1. I heard it on the ..... you've been promoted.
2. I asked Rudy to say yes or no, but he just beat around the .....
3. Look, in a....., my trip to Singapore was a huge success.
4. I think you got the wrong end of the ..... I'm not going on holiday, I'm going on a business trip.
5. John just doesn't listen. It's like talking to a brick .....

**B Complete the multi-word verbs with *off*, *on* or *up*.**

Lufthansa pilots have called 6 \_\_\_\_\_ strike action planned for next week after new talks were set 7 \_\_\_\_\_ with the German airline.

The announcement late on Wednesday averted, or at least put 8 \_\_\_\_\_, a four-day stoppage that could have cost Lufthansa tens of millions of Euros.

The Union' action had built 9 \_\_\_\_\_ the dispute into one of the worst to hit Germany in recent years, adding to wave of industrial action across the European airline sector, which has also affected British Airways.

In the end, the stoppage ended after 24 hours when the two sides agreed to carry 10 \_\_\_\_\_ negotiating.

Lufthansa says strike action costs it at least \$25 m a day.

**C Choose the correct words to complete each sentence.**

- 11 We're meeting tomorrow to discuss the new (market / marketing) strategy.
- 12 Can we discuss the (sales / price) figures? I was expecting an increase, not a decrease.
- 13 We're excited about the launch of the new (product / brand) range in South America.
- 14 I'd like you to meet Liam. He's the one who organised the successful advertising (image / campaign) in London last year.

15 We have brand (loyalty / leader), we just need to increase our market share.

**D Put the words in the correct order to make sentences.**

16 morning strategy marketing purpose our of discuss the to meeting is this

The \_\_\_\_\_

17 I've idea heard a best long the time for

That's \_\_\_\_\_

18 they however are crazy want you all your ideas, think

We \_\_\_\_\_

19 other about ideas this we do can about what ?

Any \_\_\_\_\_

20 New York City was thinking we maybe go should to

I \_\_\_\_\_

**Отвѣты:**

1 grapevine 2 bush 3 nutshell 4 stick 5 wall 6 off 7 up 8 off 9 up 10 on 11 marketing 12 sales 13 product 14 campaign 15 loyalty 16 The purpose of the meeting this morning is to discuss our marketing strategy. 17 That's the best idea I've heard for a long time. 18 We want all your ideas, however crazy you think they are. 19 Any other ideas about what we can do about this? 20 I was thinking maybe we should go to New York City.

**2 семестр**

**Тест 2**

**A Match the prefixes (56–60) to the words (a–e).**

1 em

2 under

3 dis

4 de

5 bi

a) perform

b) regulate

c) lateral

d) loyal

e) power

**B Choose the correct word from Exercise A to complete the sentences.**

6 It was \_\_\_\_\_ of John to tell our competitors about the new product launch.

7 The government is going to \_\_\_\_\_ the sector in the near future.

8. We don't need someone who's going to \_\_\_\_\_ the way Leon did. We need someone who can sell!

9. The two countries agreed to work hard to improve \_\_\_\_\_ relations.

10 If you \_\_\_\_\_ employees – give them real control over their work - that increases productivity.

**C Write the most appropriate modal verb (positive or negative) in each gap. The meaning is given in brackets.**

11. I \_\_\_\_\_ have taken the train but the last one had left, so I got a taxi. (If there had been a train ...)

12. You \_\_\_\_\_ have ordered more paper for the copier. I'd already ordered it. (It wasn't necessary.)

13 They \_\_\_\_\_ have left the office already. It's only 3 p.m. (It's impossible.)

14 There were only two people who could have written this note. It wasn't Axel, so it \_\_\_\_\_ have been Victoria. (It could only have been.)

15 You \_\_\_\_\_ have gone to the presentation on database management. It was great! (It was recommended.)

16. He \_\_\_\_\_ have fired the best engineer due to the fact that our company turned into the less competitive in the market.

**D Match four of the five managers below with the team where they will be best suited.**

Susan: creative, inspiring, diplomatic

Matt: decisive, competent, responsible

Benny: sociable, loyal, considerate, logical

Stella: supportive, sociable, flexible

Ian: organised, efficient, logical

17 We have some brilliant and creative people in our team but we're not always good at handling everyday routines. We need someone to remind us about what to do and when – someone who knows where everything is kept, and can suggest the best way to do things.

Person: \_\_\_\_\_

18 Ideally, our new team member should enjoy working with people and should get on well with others. He or she should be able to explain things clearly to customers. And – as our work is never routine – it is important to be able to adapt quickly to changing situations.

Person: \_\_\_\_\_

19 The ideal candidate must be able to deal with all kinds of difficult situations, and take control when something goes wrong. He or she must be able to keep a clear head and not get distracted when things happen fast. Because this person will manage a large team and a large budget, he or she must be sensible and able to make good judgements.

Person: \_\_\_\_\_

20 We need someone who can produce new and effective ideas and can give other people a feeling of excitement and a desire to do something great. This person also needs to deal politely and skilfully with our team of artists and designers without upsetting them.

Person: \_\_\_\_\_

**Отвeты**

1 e 2 a 3 d 4 b 5 c 6 disloyal 7 deregulate 8 underperform 9 bilateral 10 empower 11 would 12 needn't 13 can't 14 must 15 should 16 should 17 Ian 18 Stella 19 Matt 20 Susan

**Критерии оценивания:**

Максимальное количество баллов, которое студент может набрать – 20 баллов (за каждый правильный ответ студент получает 1 балл).

**Устный опрос**

**1**

**Why it pays to put the workers in the picture**

**by Alicia Cregg**

When workplace disputes flare up, the blame is often laid on a break-down in communication. Talking may not always resolve disagreements, but withholding management plans until the last moment can certainly make a difficult situation worse. From 6th April 2005, UK employees gain the legal right to know about, and be consulted on matters that affect them at work. This covers anything from the economic health of the business to decisions likely to cause redundancies or changes in how work is organised. The new rules, which implement a European Union directive, move the UK closer to other European states, most of which already require work- place consultation.

There are good reasons for businesses to forge ahead with such agreements voluntarily. First, there is the common sense belief, backed by academic research, that companies do better when their employees are well informed and have a say in decisions that affect them. Second, by kick-starting negotiations the employer

effectively takes charge. The regulations give organisations free reign to agree internally what consulting and informing employees amounts to in practice — what topics will be discussed, how often and by what means. In the UK — in contrast to most other EU states — once a framework for information and consultation has been agreed, there is no requirement to work through elected representatives. If the workforce approved, a business could rely solely on face-to-face and electronic communication.

The mobile operator 3 prefers the personal approach. Whenever possible, it uses video calls and e-mail to put its young work-force in contact with senior managers. At the other end of the spectrum is AstraZeneca, the Anglo-Swedish pharmaceuticals group, which has a history of consulting employees through elected forums and union representatives. Consulting through intermediaries can yield dividends, particularly during a change of ownership or under a redundancy programme. Another point in favour of a mediated approach, says Ross Hutchison, head of internal communications at KPMG, the accountancy firm, is that representatives can be taken into the confidence of management in a way that an entire workforce cannot.

But do the gains from indirect consultation outweigh the attractions of more direct approaches? Not everyone is persuaded that they do. Alison Gill, co-founder of Getfeedback, a talent management consultancy, argues that knowledge exchange and online polling, not elected assemblies, produce better performance. “The goal is to involve people directly and profit from their ideas.” In spite of earlier opposition, a growing number of companies believe that putting employees in the picture is good for business. If the remainder do not follow suit, they may now find their workers give them little choice.

## 2

### Goodbye to the golden age of global brands

by Richard Tompkins

In the Harvard Business School professor Theodore Levitt’s seminal paper *The Globalization of Markets*, written in 1983, he argued that, as new media and technology shrank the world, people’s tastes would converge, creating a single global market that would be dominated by the world’s most successful brands. So, when the Berlin Wall fell and the barriers to world trade came down, it seemed Prof Levitt would be proved right. Global brand owners poured into the newly opened markets and, facing little competition in countries unaccustomed to consumer culture, they thought they would clean up. Then, some awkward commercial realities started to close in.

Once local consumers had tried these new products, they found them far too expensive to buy on a regular basis, even if they liked them. And soon, local producers sprang up offering much better value for money with products of only slightly inferior quality at a vastly lower price. Usually, too, these products were better suited to local tastes and cultural preferences than those being foisted onto consumers by the global corporations. The global brand owners were left spreading their advertising and other fixed costs over tiny market shares and often faced extra costs, such as tariffs. In many of these countries today, global brand owners command the super-premium end of the market in any given product category, while local brands command the rest. The global brand owners could try to move into the mass market by creating low-price products designed to suit local tastes, but that would throw them into head-on competition with local companies possessing better distribution channels and a far deeper understanding of the market. Increasingly, therefore, they have resorted to buying local brands and the companies that own them. And here, of course, lies the paradox. Whatever is the point of owning a global brand if it does not work in global markets?

Let us be optimistic and suppose the poor countries do become rich. But what do we see happening in rich countries? Ever-proliferating brand choices. There are more soft drink brands than there have been for years, more fast food chains, more packaged goods, more cars. Supermarkets are competing with brand owners by selling own label products that are as good as the branded version but cost 20-30 per cent less.

Global brands, of course, are not about to disappear. But it must now be clear that Prof Levitt was mistaken in believing the world’s tastes would converge on standardized products. Everything we have learned about consumerism over the decades shows that, as people become better off, they want more choices, not fewer. Global brands may be here to stay, but their golden age is over.

## 3

### Teams seek strength in affiliations

by Stefan Stem

The global consultancies share some characteristics of the largest branches of Tesco. Vast out-of-town supermarkets may offer everything you need to keep the home well stocked, but do they really give you the quality that could be yours by spending a couple of hours in boutiques, delicatessens and food halls? Perhaps the one-stop shop can meet all your basic and immediate needs.

But some management challenges require a pooling of expertise and talent from a team of consultancies working together. “On paper the biggest firms have all the capabilities you might want,” says Andrew Crowley, vice-president of consulting and systems integration for CSC, the international information technology

consultancy. “But there is a risk element to that. A consortium gives you a slightly different view on life, and probably better value as well.” That view is echoed by Bernard Brown, senior vice-president for consulting in the UK, Americas and Asia-Pacific for Atos Origin, the IT consultancy. “You won’t necessarily have all the skills to meet the ‘end-to-end requirements of a large client,” he says. “But we have to partner. It is an essential part of our work. For Mr Brown, there are several core elements to a successful collaboration. “First, what are the rules of engagement?” he asks. “How will we work together, how will we measure progress? Then we look for seamless teamwork —can we keep the same team throughout a project lasting between six and 18 months? Then there is personal integrity: do our strategies and approaches fit?”

Personal relationships matter enormously too. Business hasn’t changed that much, in spite of all the new ways of communicating. Then there is the commitment of all involved, and the question of cultural fit and values: if your values are not shared at the outset you will find out later to your cost. Finally, there is the question of joint marketing: how do we protect each other’s brand?

Mr Crowley does not underestimate the difficulty of making consortia work for both client and consultant. “You need explicit work share agreements up front,” he says. “Otherwise you will find yourself arguing over what percentage of the work goes to one partner or another. You need that commercial relationship in place, with agreed milestones for the project. Partnerships are dynamic. They evolve, and like a marriage there will be ups and downs.

The interpersonal relationships are vital, and greed will destroy it. You need the same ethics, the same values, so you can combine your skills and not fight over revenues. Last year Atos Origin replaced IBM as the International Olympic Committee’s IT partner for the next three Olympic games. In Athens last summer Atos was managing more than 2,300 different suppliers, often without written contracts in place. “Without our experience of partnering, we would never have been able to pull that off,” Mr Brown says.

## 4

### Message machine creates abuzz

By Bernard Simon

Like Google in search engines and Hoover in vacuum cleaners, Research In Motion (RIM) has achieved the distinction of having its product turned into a verb. Almost 3m people around the world now “BlackBerry” their friends and colleagues with messages using the Canadian company’s distinctive hand-held device.

The BlackBerry has transformed RIM over the past six years from an obscure supplier of two-way pagers into the maker of one of the world’s hottest products. RIM reported earlier this week that it had signed up 470,000 new subscribers in the quarter to February 29; it expects to add more than 500,000 more over the next three months. RIM shares have rocketed from less than \$10 in autumn 2002 to \$73 this week. The company now has a market value of \$14bn, (£7.5bn), over taking Nortel Networks as Canada’s technology superstar. Not surprisingly, RIM’s success is attracting attention from some of the giants of the communications and software industries, and observers are wondering how long the company can sustain its phenomenal record.

The BlackBerry — whose name comes from the supposed resemblance of the miniature keyboard on its original device to the beads of the fruit — “remains the preeminent mobile messaging solution in the market today,” says Jason Tsai, analyst at ThinkEquity Partners, an investment bank.

RIM has so far kept the competition at bay with a canny, three-pronged strategy: expanding its target market, co-opting potential rivals as partners and customers and constantly adding fresh features to the BlackBerry device and its supporting software. The BlackBerry began life as a gadget for Wall Street investment bankers, Washington politicians and corporate executives. More recently, RIM has turned its attention to the professional consumer retail market, which now makes up about one-fifth of its subscriber base.

RIM has vastly broadened its market by licensing almost 100 distributors, including Vodafone, Verizon Wireless, Cingular Wireless and T-Mobile. RIM expects to sign up China Mobile Communications later this year. To make the devices more affordable, many carriers offer BlackBerry contracts similar to those for mobile phones. According to Mr Tsai, “the carriers love BlackBerry not only for the higher average revenue per unit it generates, but for the strong margins, since it consumes very little bandwidth.”

Unlike some other companies, RIM has not jealously guarded its technology, seeking out alliances with friend and potential foe alike, including Microsoft. “If you partner well and thoughtfully, you get pulled along by the current,” says Jim Balsillie, RIM’s joint chief executive.

The question is whether RIM’s success will ultimately jeopardise its independence. Mr Balsillie and RIM’s founders Mike Lazaridis and Doug Fregin own only about 16 per cent of the company stock in total. Brant Thompson, analyst at Goldman Sachs, singles out Nokia and Motorola as possible predators. Alex Slawsby, an analyst at International Data Corporation, the research group, says that “there are many different companies with designs on being an alternative to HIM”. In his view, the BlackBerry’s biggest advantage is an intangible one. For the time being, he says, none of its rivals possesses “that buzz-creating element that the public loves”.

## More about results than time

By Philippe Manchester

On the surface, flexible working might seem to be about people being able to choose their working hours and, perhaps, spend some time working away from the office. But it is also a fundamental change in the way people work and, more importantly, the way they are managed. Flexible working is a shift from “time-based” to “results-based” working practices and could herald the biggest change in the workplace since the start of the industrial revolution.

New employee legislation is one of the main motivations for employers to introduce flexible working practices — but not the only one. In Europe, for example, employers are obliged to offer parents with young or disabled children the right to request flexible working. While legislation is a major catalyst to introducing flexible working, there are other reasons. In the US, for example, the fall in the price of mass market computer and communications technologies is encouraging organizations to allow more home working.

Flexible working is also likely to appeal to a wider skill pool and help with staff retention. Mary Sue Rogers, human capital management leader at IBM Global Services, says that IBM has embraced flexible working to help with recruitment. “In Europe, companies have to provide flexible working because of legislation — but it is also a way to recruit from a broader skill pool, including women and older people. With an ageing workforce we have to find ways to retain older staff. It also gives greater scope to male employees who increasingly want flexible working to create a better work/life balance. A recent survey of UK graduates found that work/life balance was third on their list of career priorities.” She adds that 55 per cent of IBM’s employees work flexibly and 90 per cent are “enabled” to do so. “To us, it is foremost a business imperative. It is about staff retention, increased productivity and cost reduction,” she notes.

A survey of 300 UK human resource professionals in small to medium-sized enterprises (SMEs), commissioned by Arizona-based telecommunications company Inter-Tel, found that 40 per cent found it difficult to attract the right skills from their local market and 30 per cent thought they could attract staff if they were offered flexible working. But they also had significant reservations — with 93 per cent concerned that staff were more likely to bend the rules if they work from home. Doug Neale, research fellow at the US Computer Sciences Corporation, identifies this attitude as being at the heart of the cultural shift prompted by flexible working: “The problem is not all with the worker it is also with the boss. Management has to find a way to measure ‘results’ rather than time. We have to find new ways to evaluate workers — and their bosses.”

He adds that organisations must find ways to build trust between employer and employee: “How do I evaluate people when I can’t see them? In formal terms, trust is the outcome of a series of beneficial transactions. You have to build a culture of trust from working together.”

Although new legislation is forcing organisations to adopt flexible working practices, there are sound business reasons to give employees more flexibility.

Organisations which have embraced flexible working have found that it can cut costs and improve productivity. More importantly, it enables them to recruit staff from a much broader skill pool and retain staff. But it does mean a fundamental change in the relationship between staff and management. Both must learn to trust each other and focus on results rather than time spent in the office.

## 6

### Nasa’s exercise in managing risk

by Victoria Griffith

The US space agency grounded its three remaining space shuttles after Columbia disintegrated upon re-entry to Earth’s atmosphere in February 2003, killing the seven crew members. Yet even today, scientists are still divided over whether the management culture at Nasa has changed enough to ensure the shuttle’s safety. Behavioral Science Technology, the California-based consulting group that works with other industries such as railways on safety issues, was hired 18 months ago to help change the management culture at the agency.

Nasa set out to improve employees’ relationships with supervisors to encourage dissent, emphasise teamwork and raise management credibility. Although they are still under pressure from budgets and deadlines, Nasa managers say they now take the time to listen to concerns of engineers and others on issues that may compromise safety. BST measured attitudes to safety and the work environment in February 2004, then again six months later, and says the culture at Nasa has changed. But although 40 per cent of the managers surveyed said they saw changes for the better, only 8 per cent of workers said the same.

James Wetherbee, a former shuttle commander, has in recent months questioned whether the culture at Nasa has changed enough to make safety a priority. And a report released last month from George Washington University says the pressures of getting the shuttles back into space leads the space agency to make questionable safety decisions. The study places the current chances of a catastrophic failure on the shuttle at about one in 55 for every mission. Despite Nasa spending nearly \$2bn over the past two years making safety improvements to the shuttle, the risk remains high enough to make any astronaut’s heart dance at take-off and re-entry. In fact, the George Washington researchers argue that more money and effort should be spent to come up with an alternative to the space shuttles.

In the wake of the Columbus disaster, an independent panel, the Columbia Accident Investigation Board, was

formed to investigate the accident. Some of the findings of the CAIB report were embarrassing for Nasa. Engineers had expressed concern about the falling debris, but their fears were dismissed. The CAIB severely criticised a lax safety culture at Nasa contributing to the disaster, and issued a check-list of 15 points to get the shuttles back up and running.

Some critics believe Nasa should be doing more to reduce the number of manned missions.

Much of the cargo for the shuttle, they argue, could be transported robotically. Others have called for the space agency to adopt a more aggressive schedule in developing a replacement for the shuttle. But those are issues for the medium term. In the coming weeks, getting the shuttle safely into space and back to Earth will be the priority, and the world will be waiting with bated breath to see if Discovery can get off its launch pad without mishap.

## 7

### **Online shopping expected to grow by 35% this year**

**by Elizabeth Rigby**

Consumers are expected to spend 35 per cent more buying a host of items from clothes to CDs online this year, taking total spending for 2005 to an estimated £19.6bn, according to the Interactive Media Retail Group. In its first annual report, published today, IMRG said it expected 4m more Britons to shop online this year, taking the total shoppers to 24m, more than half the UK's adult population. The latest figures underline the sharp growth of internet shopping in the decade since 1994. While internet shopping accounted for just £300m of retail sales in 1999, by 2004 consumers were spending £14.5bn online, according to IMRG.

Online shopping is also counter-acting sluggish consumer spending on the high street. Household expenditure grew by only 0.2 per cent in the fourth quarter of 2004.

For a sector to have grown from scratch in ten years with very little investment suggests that the net's time has come," said James Roper, IMRG chief executive.

The larger retailing groups Kingfisher, Argos, Dixons, Tesco Boots — are spending money on developing their internet offering, but many retail chains are not in online shopping, which in turn is allowing entrants as figleaves.com, which sells underwear, and asos.com, the clothing e-shop, to gain a foothold in the market.

In 2004, the IMRG estimated that the top 100 retailers in the UK spent just £100m on their internet presence and most of this came from a handful of stores. But in spite of the neglect from big retailers, the growing popularity of online shopping looks set to continue as more people gain access to the internet.

Figures out from 2004 from Ofcom, the communications regulator, showed that more than 56 per cent of homes had internet access, with a third of those having a broadband connection. The emergence of mobile commerce and technology could also mean that people will be able to shop online from their mobile phones.

IMRG said electrical and clothing goods were experiencing such a strong growth online, with more than £2bn of electrical goods sold over the internet in 2004. Dixons, the high street electrical retailer, expects its online sales — currently at £170m — to hit £1bn in the next five years. Meanwhile, clothing is another big expansion area, with sales growing 37 per cent to £644m in 2004.

## 8

### **Virtual teams: Global harmony is their dream**

**by Sarah Murrey**

If managing diversity in the work-place is a tough task for business leaders, the challenges of keeping executives from different back-grounds working together efficiently in various parts of the world is even more difficult. "One of the things you should take into account is whether your team includes members who don't speak English well," says Joanne Yates, a professor of management at MIT Sloan, who has studied the use of communication and information systems in companies. "Any good virtual team has a communication plan that includes weekly conference calls or e-mail check-ins, but with a virtual team where not everyone speaks English well, the regular report-ins should be in written mode rather than by phone or conference call."

The other advantage of e-mail communications is that, for those working in different time zones, group messages can be responded to when it is convenient, reducing the need for early morning or late night calls. At the same time, using e-mail can remove much of the hierarchy of professional communications, since many executives find it far less intimidating to send an e-mail to someone in a senior position than to telephone them.

However, cultural or behavioural differences that can manifest themselves in face-to-face working situations can be exacerbated in virtual team working, particularly when the group has members from different backgrounds. One reason for this is that, when one is physically immersed in a new culture, it takes less time to adapt to the social norms and become aware of cultural sensitivities. So those trying to do this at a distance may find it tougher to fit in, increasing the potential for misunderstandings between team members. "You don't build the relationships in the same way as you do working face-to-face," says Martin Galpin, managing psychologist at Pearn Kandola, a UK-based research business and consultancy of occupational

psychologists.

Prof Yates points out that, when people in professional groups come from different backgrounds or cultures, it is often useful to appoint someone in the team who knows both cultures as the person responsible for setting the norms of working behaviour during a project that is being carried out from different locations.

And virtual working certainly does not eradicate the sort of cultural misunderstandings that can arise in a face-to-face situation. Prof Yates cites an online mini-conference she recently observed that took place between a group of US and Japanese executives working in the research and development unit of a Japanese company. “A Japanese executive was putting text into a window for instant messaging when one of the Americans started asking questions in the middle of the presentation,” she explains. “That was not culturally familiar and required an instant response which caused real problems.”

## 9

### **Silicon Valley’s lesson in patience**

**By John Gapper**

From the point of view of investors in technology shares, last week was a painful one. Rising inventories at semiconductor manufacturers and disappointing earnings announcements led to a fall in share prices. The Nasdaq index surged last year of expectations of a sharp recovery but has since drifted slowly downwards.

Seen from Silicon Valley, however, the decline in share prices is a good thing. A mini-bubble threatened to develop this spring, as investment banks lined up to take Google public, and the number of initial public offerings (IPOs) surged. That bubble is now deflating, forcing venture capitalists to focus on their task: long-term investment in innovation.

A healthy stock market helps innovation, of course. When valuations of technology companies are strong, it encourages new enterprises to come to market through IPOs. A successful IPO is the ultimate prize for entrepreneurs who must pass through several rounds of venture capital funding to make their companies worth buying.

But the formula only works when venture capital firms select a few of these companies and filter them through four or five stages of funding. Most start-ups must develop their business for up to ten years before they are mature enough to be acquired by other companies, or come to market.

But the decline in technology shares since spring this year is making the IPO market more testing and the Silicon Valley consensus is that the decline will continue. Asked which of them so thought the Nasdaq was still over-valued, all four members of a panel of venture capitalists and bankers raised their hands. Indeed, a member of the panel predicted either a sharp fall in the Nasdaq or five flat years before earnings catch up. That may not be good news for the bankers, but venture capitalists can be thankful. They are now making profits again, and institutions are eager to put money into new funds that will invest in technology start-ups as, aside from the bubble years, venture capital has been a far more profitable way to invest in technology than putting money into IPOs of venture-funded companies.

As long as markets overestimate the growth prospects and earnings quality of technology stocks, venture capitalists will be tempted to rush immature start-ups towards IPOs before they are strong enough. In contrast, markets that are stable, or falling towards true value, encourage them to stick to cultivating enterprises with long-term potential. So, in the face of a deflating market, everyone will have to learn, or relearn, the virtue of patience: today’s early-stage investments may not mature for a decade.

It sounds unfortunate, but venture capital investors should realise the danger of trying to force independence on too many companies too fast. For shareholders of publicly quoted technology companies, the state of the stock market is depressing. For Silicon Valley, it could be just the ticket.

## 10

### **FT SUMMER SCHOOL: Expect the unexpected**

**by Morgen Witzel**

Crises are an inevitable part of management and the larger the business grows the bigger the crises seem to become. However robust a business seems, it is still fallible — as has been shown by the recent histories of Arthur Andersen and Marconi.

An understanding of risk is so essential in crisis management. Sophisticated modelling techniques and expert consultants can help managers appreciate risks better, especially those stemming from global issues such as terrorism and climate change. Closer to home, risks such as changing customer preferences or takeover threats may be best analysed within the company itself. The constant monitoring of what is going on in the larger world is an essential activity. Once a range of possible future crises has been established, contingency plans can be put in place.

However, not every crisis can be foreseen. The chances of an airliner crashing, for example, are extremely small, but every airline must still live with the possibility. When an Air France Concorde crashed on take-off from Paris the first accident involving a Concorde — Air France was prepared to deal with the issue. Managers moved quickly to withdraw Concorde from service, announce an investigation into the accident and reassure the travelling public that it was still safe to fly Air France. The following day the airline’s share price did decline, but not by much and not for very long.

Intel, the world’s leading maker of semiconductors, suffered a huge and unforeseen crisis when it emerged that a small proportion of its Pentium microprocessors were faulty. Quickly assessing the options, the company took the brave step of



recalling and replacing the entire production run of the series. The move cost more than \$1bln (£550m) and probably saved the company. Intel showed that it was committed to its product, whatever the short-term cost, and customers responded positively.

Looking back on the incident, Andy Grove, Intel's chairman and then chief executive, compared managing in a severe crisis to an illness. Strong, healthy companies will survive, although at a cost to themselves. Weak companies will be carried off by the disease and will die. In Mr Grove's view, the key to successful crisis management is preparedness. Forward thinking and planning are essential; understanding the nature of the crisis that might occur can help managers be better prepared, as the Air France example shows.

Yet even while managers are planning how to deal with seismic events such as terrorist attacks or natural disasters, they may be missing more subtle threats such as the development of new technologies that could undermine their business. Good crisis management requires the ability to react to events swiftly and positively, whether or not they have been foreseen.

### **Инструкция по выполнению**

Студенту выдается текст для чтения, перевода и реферирования. Время подготовки к ответу составляет 30 мин. Далее студент читает фрагмент текста вслух, зачитывает перевод и реферировывает текст. Устный опрос проводится 2 раза за курс в конце прохождения каждого раздела. Во время устного опроса студент должен ответить на все вопросы преподавателя по теме. Время ответа составляет 5 минут.

### **Ключи правильных ответов**

При выполнении реферирования необходимо использовать следующие клише:

#### **1. Название статьи, автор, стиль.**

The article I'm going to give a review of is taken from... Статья, которую я сейчас хочу проанализировать из...

The headline of the article is— Заголовок статьи...

#### **2. Тема. Логические части.**

The topic of the article is...- Тема статьи

The key issue of the article is... —Ключевым вопросом в статье является

The article under discussion is devoted to the problem... —Статью, которую мы обсуждаем, посвящена проблеме...

#### **3. Краткое содержание.**

The author starts by telling the reader that —Автор начинает, рассказывая читателю, что

At the beginning of the story the author ...—В начале истории автор

...describes — описывает

...depicts —изображает

#### **4. Отношение автора к отдельным моментам.**

The author outlines...—Автор описывает

The article contains the following facts.../ describes in details...—Статья содержит следующие факты .... / подробно описывает

Let me give an example...—Позвольте мне привести пример ...

#### **5. Вывод автора.**

In conclusion the author says / makes it clear that.../ gives a warning that...—В заключение автор говорит / проясняет, что ... / дает предупреждение, что ...

At the end of the story the author sums it all up by saying ...—В конце рассказа автор подводит итог всего этого, говоря ...

#### **6. Ваш вывод.**

Taking into consideration the fact that—Принимая во внимание тот факт, что

The message of the article is that /The main idea of the article is—Основная идея статьи (послание автора)

I have found the article dull /important / interesting /of great value —Я нахожу статью скучной / важной/интересной/ имеющую большое значение (ценность)

### **Критерии оценивания:**

Максимальное количество баллов, которое студент может набрать – 40 баллов (за 1 семестр выполняется реферирование двух текстов, за 1 текст – 20 баллов).

- 16-20 б. – коммуникативные задачи выполнены полностью, использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче;

- 14-16 б. - коммуникативные задачи выполнены частично, использованный словарный запас, грамматические структуры, фонетическое оформление высказывания соответствует поставленной задаче, небольшие нарушения использования средств логической связи;
- 5-13 б. – коммуникативные задачи выполнены не полностью, использован ограниченный словарный запас, грамматические структуры и фонетическое оформление высказывания имеют небольшие нарушения;
- 0-4 б.– коммуникативные задачи не выполнены, наличие грубых ошибок в ответе, непонимание сущности излагаемого вопроса, неумение применять знания на практике, неуверенность и неточность ответов на дополнительные и наводящие вопросы

### Темы докладов с презентацией

по дисциплине **Иностранный язык профессионального общения(английский)**

1. Коммуникация в бизнесе.
2. Карьера
3. Конкуренция
4. Российская и международная торговля.
5. Основы успешного бизнеса
6. Экономические показатели предприятия
7. Составление годового отчёта
8. Банкротство предприятия
9. Планирование производства
10. Управление персоналом

#### **Инструкция по выполнению**

Студент готовит 2 доклада в течении 1 семестр. Методические рекомендации по написанию и требования к оформлению содержатся в приложении 2

#### **Критерии оценивания:**

Максимальное количество 40 баллов (по 20 баллов за каждый доклад)

- 16-20 б. - изложенный материал фактически верен, присутствует наличие глубоких исчерпывающих знаний по подготовленному вопросу, в том числе обширные знания в целом по дисциплине; грамотное и логически стройное изложение материала, широкое использование не только основной, но и дополнительной литературы;
  - 14-16 баллов - изложенный материал верен, наличие полных знаний в объеме пройденной программы по подготовленному вопросу; грамотное и логически стройное изложение материала, широкое использование основной литературы;
  - 5-13 б. – изложенный материал верен, наличие твердых знаний в объеме пройденной программы по подготовленному вопросу; изложение материала с отдельными ошибками, уверенно исправленными при использовании основной литературы;
- Менее 4 б. – работа не связана с выбранной темой, наличие грубых ошибок, непонимание сущности излагаемого вопроса.

### **3 Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

Процедуры оценивания включают в себя текущий контроль и промежуточную аттестацию.

**Текущий контроль** успеваемости проводится с использованием оценочных средств, представленных в п.2 данного приложения. Результаты текущего контроля доводятся до сведения студентов до промежуточной аттестации.

**Промежуточная аттестация** проводится в форме зачета. Зачет проводится по расписанию промежуточной аттестации в форме собеседования по пройденным темам.

## МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОСВОЕНИЮ ДИСЦИПЛИНЫ

Учебным планом предусмотрены следующие виды занятий:

- практические занятия.

В ходе практических занятий углубляются и закрепляются знания студентов по ряду вопросов, развиваются навыки устной и письменной речи на иностранном языке.

При подготовке к практическим занятиям каждый студент должен:

- изучить рекомендованную учебную литературу;
- подготовить ответы на все вопросы по изучаемой теме.

По согласованию с преподавателем студент может подготовить доклад или сообщение по теме занятия. В процессе подготовки к практическим занятиям студенты могут воспользоваться консультациями преподавателя.

Вопросы, не рассмотренные на практических занятиях, должны быть изучены студентами в ходе самостоятельной работы. Контроль самостоятельной работы студентов над учебной программой курса осуществляется в ходе занятий методом устного опроса или посредством тестирования. В ходе самостоятельной работы каждый студент обязан прочитать основную и по возможности дополнительную литературу по изучаемой теме, выписать определения основных понятий; законспектировать основное содержание; выписать ключевые слова; выполнить задания-ориентиры в процессе чтения рекомендуемого материала, проанализировать презентационный материал, осуществить обобщение, сравнить с ранее изученным материалом, выделить новое.

При реализации различных видов учебной работы используются разнообразные (в т.ч. интерактивные) методы обучения.

Для подготовки к занятиям, текущему контролю и промежуточной аттестации студенты могут воспользоваться электронно-библиотечными системами. Также обучающиеся могут взять на дом необходимую литературу на абонементе университетской библиотеки или воспользоваться читальными залами.

### Подготовка доклада с презентацией

Одной из форм самостоятельной деятельности студента является написание докладов. Выполнение таких видов работ способствует формированию у студента навыков самостоятельной научной деятельности, повышению его теоретической и профессиональной подготовки, лучшему усвоению учебного материала.

Темы докладов определяются преподавателем в соответствии с программой дисциплины. Конкретизация темы может быть сделана студентом самостоятельно.

Следует акцентировать внимание студентов на том, что формулировка темы (названия) работы должна быть:

- ясной по форме (не содержать неудобочитаемых и фраз двойного толкования);
- содержать ключевые слова, которые репрезентируют исследовательскую работу;
- быть конкретной (не содержать неопределенных слов «некоторые», «особые» и т.д.);
- содержать в себе действительную задачу;
- быть компактной.

Выбрав тему, необходимо подобрать соответствующий информационный, статистический материал и провести его предварительный анализ. К наиболее доступным источникам литературы относятся фонды библиотеки, а так же могут использоваться электронные источники информации (в том числе и Интернет).

Важным требованием, предъявляемым к написанию докладов на английском языке, является грамотность, стилистическая адекватность, содержательность (полнота отражения и раскрытия темы).

Доклад должен включать такой элемент как выводы, полученные студентом в результате работы с источниками информации.

Доклады представляются строго в определенное графиком учебного процесса время и их выполнение является обязательным условием для допуска к промежуточному контролю.

Презентация (в Power Point, Libre Office) представляет собой публичное выступление на иностранном языке, ориентированное на ознакомление, убеждение слушателей по определенной теме-проблеме. Обеспечивает визуально-коммуникативную поддержку устного выступления, способствует его эффективности и результативности.

Качественная презентация зависит от следующих параметров:

- постановки темы, цели и плана выступления;

- определения продолжительности представления материала;
- учета особенностей аудитории, адресности материала;
- интерактивных действий выступающего (включение в обсуждение слушателей);
- манеры представления презентации: соблюдение зрительного контакта с аудиторией, выразительность, жестикуляция, телодвижения;
- наличия иллюстраций (не перегружающих изображаемое на экране), ключевых слов,
- нужного подбора цветовой гаммы;
- использования указки.

Преподаватель должен рекомендовать студентам

- не читать написанное на экране;
- обязательно неоднократно осуществить представление презентации дома;
- предусмотреть проблемные, сложные для понимания фрагменты и прокомментировать их;
- предвидеть возможные вопросы, которые могут быть заданы по ходу и в результате предъявления презентации.