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Приложение к РПД

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

Государственно-частное партнерство в социальной сфере

Тематика рефератов:

1. Состав и принципы формирования системы управления сферой ГЧП на региональном и местном уровне.
2. Политика субъекта РФ (по выбору студента) в сфере ГЧП.
3. Программные и нормативные документы в сфере ГЧП.
4. Процесс управления ГЧП в системе органов власти.
5. Нормативно-правовое регулирование ГЧП в России: направления развития.
6. Современный этап реформирования нормативно-правовой базы ГЧП в России.
7. Организация тендерного процесса в процессе выдачи концессий в России.
8. Модернизация системы социального обслуживания в РФ.
9. Социальные услуги в системе социального обслуживания населения.
10. Пилотные проекты в сфере предоставления социальных услуг гражданам: опыт реализации.

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

Структура реферата:

- 1) титульный лист;
- 2) план работы с указанием страниц каждого вопроса, подвопроса (пункта);
- 3) введение;
- 4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;
- 5) заключение;
- 6) список использованной литературы;

7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

Оценка **«отлично»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на использованные источники и литературу, требования к оформлению и структуре реферата выполнены.

Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Тематика эссе:

- 1.Классификация форм государственно-частного партнерства и их эволюция.
- 2.Сравнительный анализ форм государственно-частного партнерства.
- 3.Экономическая и политическая природа государственно-частного партнерства, причины появления в социальной сфере.
- 4.Выгоды государственно-частного партнерства для бизнеса.
- 5.Выгоды государственно-частного партнерства для государства и общества.

Требования к эссе:

Структура:

1. Актуальность проблемы.
2. Тезис.
3. Объяснение сути данного тезиса.
4. Личное мнение.
5. Вывод.

Требования к оформлению:

1. Ф.И.О., дисциплина, тема.
2. Размер - не более двух страниц формата А4.
3. Шрифт – 14, интервал полуторный.
4. Выравнивание текста - по ширине.

Критерии оценивания:

1. Оценка **«отлично»** выставляется в случае: соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты

общественной жизни и личный социальный опыт; выполнения требований к оформлению.

2. Оценка «хорошо» ставится студенту в случае соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

3. Оценка «удовлетворительно» ставится студенту в случае не полного соответствия содержания эссе выбранной теме; наличия слабой аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

4. Оценка «удовлетворительно» ставится студенту в случае полного несоответствия содержания эссе выбранной теме.

Вопросы для самостоятельного изучения:

1. Опыт реализации проектов ГЧП в социальной сфере Германии.
2. Опыт реализации проектов ГЧП в социальной сфере Франции.
3. Опыт реализации проектов ГЧП в США.

Методические указания к выполнению задания:

Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

Оценка «не зачтено» ставится в случае, если студент демонстрирует хорошее знание материала, умение выделять главное и навыки самостоятельной работы с литературой, но не отвечает на уточняющие и дополнительные вопросы.

Тематика исследовательских проектов:

1. Сущность и содержание ГЧП в мировой практике.
2. Анализ определений ГЧП, принятых в различных странах мира.
3. Основные подходы в развитии ГЧП в социально-значимых сферах деятельности.
4. Формы государственно-частных партнерств в мировой практике решения социальных проблем.
5. Структура и функции органов исполнительной власти
6. РФ по регулированию государственно-частных партнерств.

7. Российский опыт реализации проектов ГЧП в сфере социального обслуживания.

Методические указания к выполнению исследовательского проекта.

Исследовательские проекты выполняются группой студентов в составе 3 - 5 человек по выбранной из вышеприведенного перечня теме. Объем исследовательского проекта должен составлять не менее 15 страниц машинописного текста (шрифт 14, Times New Roman, поля 2 см. со всех сторон).

В исследовательском проекте студенты должны привести выводы и основанные на них рекомендации по повышению эффективности институтов государственно-частного партнерства в социальной сфере.

Титульный лист исследовательского проекта содержит следующие обязательные данные: наименование учебного заведения, наименование кафедры, наименование дисциплины, наименование темы исследовательского проекта, реквизиты

учебной студенческой группы, Ф.И.О. студентов и Ф.И.О. руководителя.

Исследовательский проект состоит из двух частей: теоретического вопроса и практики его решения.

Структура теоретической части исследовательского проекта:

I. Введение

II. Основная часть

III. Заключение

IV. Литература

Введение содержит обоснование актуальности и значения исследуемой проблемы, цели и задачи исследования, сжатый анализ источников информации

Основная часть отражает подробное содержание проведенного исследования по заданной теме.

Заключение содержит аргументированные выводы и предложения группы исполнителей проекта.

По итогам проекта оформляется презентация. Количество слайдов – не более 10.

Приложение к РПД

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине
Инновационные практики социальной работы**

Тематика рефератов:

1. Социальные инновации и особенности их внедрения.
2. Инновации в сфере управления организацией социального обслуживания.
3. Новые формы социальной работы с многодетной семьей.
4. Инновации в социальной работе с пожилыми гражданами.
5. Стационарозамещающие технологии социальной работы как инновация.
6. Региональные инновационные практики социальной работы.
7. Инновации в социальном обслуживании детей-инвалидов.
8. Инновационный потенциал социально-ориентированных НКО.
9. Case-менеджмент в социальной работе с семьей.
10. Отрасли социальной сферы как объекты инноваций.
11. Проблемы привлечения инвестиций для реализации инновационных социальных практик.
12. Инновации в социальной работе с беспризорными и безнадзорными детьми.
13. Инновации в социальной работе с лицами без определенного места жительства.
14. Инновационные практики социальной работы с лицами и группами девиантного поведения.

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

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- 3) введение;

4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;

5) заключение;

6) список использованной литературы;

7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

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Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Тематика эссе:

1. Сущность инноваций в социальных практиках
2. Проблемы внедрения инноваций в практику работы социальных служб.
3. «Дорожная карта» развития социального обслуживания и инновации в социальной работе.
4. Ресурсы для реализации инноваций.
5. Причины внедрения инноваций в социальной сфере.
6. Подготовка кадров социальных служб к инновационной деятельности.

Методические указания по написанию эссе:

Понятие «эссе»

Эссе - то форма научно-исследовательской работы направленная на активизацию учебно-познавательной деятельности, студентов, повышение интереса к предмету, развитие творческого начала и критического мышления студента. Это сочинение-рассуждение относительно небольшого объема со свободной композицией, выражающее индивидуальные впечатления,

соображения по конкретному вопросу, проблеме и заведомо не претендующее на полноту и исчерпывающую трактовку предмета. Оно предполагает выражение автором своей точки зрения.

Требования к эссе:

Структура:

1. Актуальность проблемы.
2. Тезис.
3. Объяснение сути данного тезиса.
4. Личное мнение.
5. Вывод.

Требования к оформлению:

1. Ф.И.О., дисциплина, тема.
2. Размер - не более двух страниц формата А4.
3. Шрифт – 14, интервал полуторный.
4. Выравнивание текста - по ширине.

Критерии оценивания:

1. Оценка «отлично» выставляется в случае: соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; выполнения требований к оформлению.

2. Оценка «хорошо» ставится студенту в случае соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

3. Оценка «удовлетворительно» ставится студенту в случае не полного соответствия содержания эссе выбранной теме; наличия слабой аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

4. Оценка «удовлетворительно» ставится студенту в случае полного несоответствия содержания эссе выбранной теме.

Вопросы для самостоятельного изучения:

1. Инновационные практики социального обслуживания за рубежом.
2. Оценка и прогнозирование инновационной деятельности.
3. Информационные технологии в социальной работе как направление развития инноваций в социальной сфере.

Методические указания к выполнению задания:

Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать

основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

Оценка «не зачтено» ставится в случае, если студент демонстрирует хорошее знание материала, умение выделять главное и навыки самостоятельной работы с литературой, но не отвечает на уточняющие и дополнительные вопросы.

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
высшего образования
«Курский государственный университет»

Кафедра иностранных языков и профессиональной коммуникации

Учебно-методические материалы по дисциплине

**«ИНОСТРАННЫЙ ЯЗЫК В
АКАДЕМИЧЕСКОМ ОБЩЕНИИ»**

*для магистрантов неязыковых факультетов всех направлений подготовки
очная/заочная форма обучения*

составители:

Денисова В.В., Захарчук Е.А., Кривко И.П.

Курск 2020

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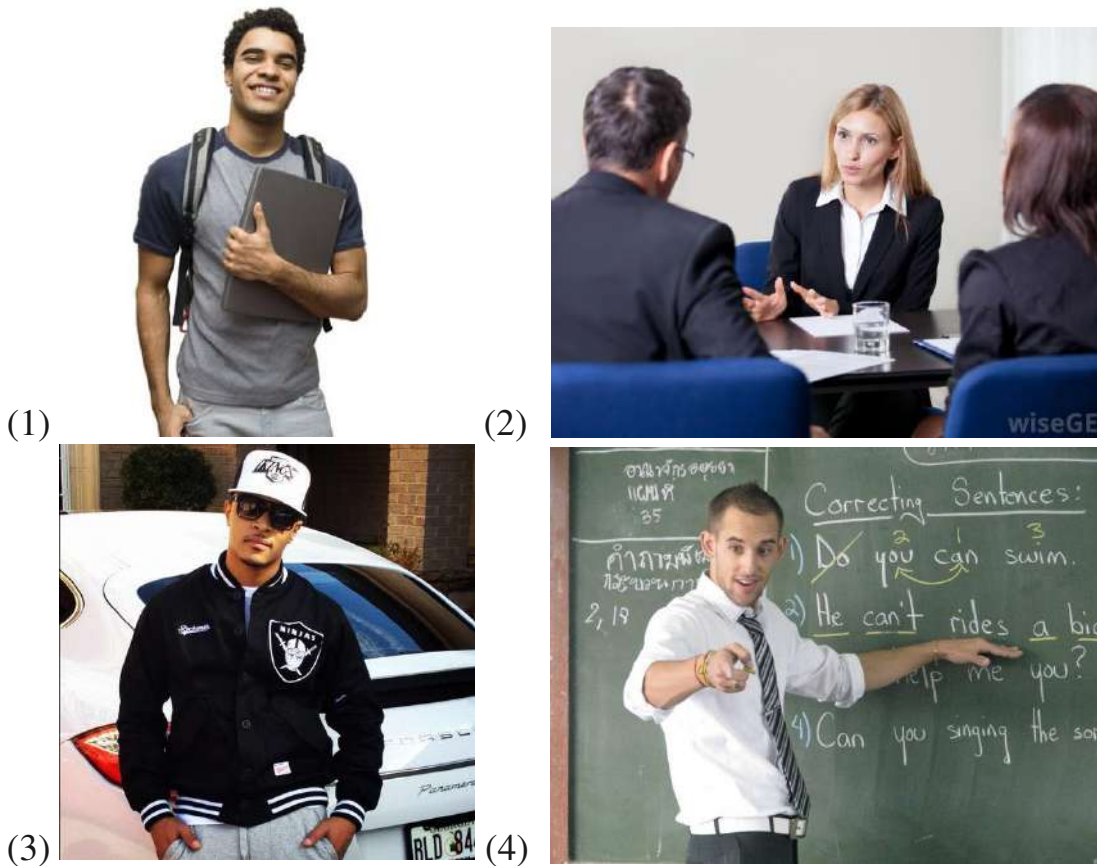
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UNIT 1 LESSON 1

MAKING CONTACTS. INTRODUCING YOURSELF. EXCHANGING BUSINESS CARDS.

1. Let's start!

Look at the pictures and read the situations below. Guess: are they formal or informal. Where can you hear such talks?



- Hey! What's up guys! Ma name's Alan.
- Good day! Let me introduce myself. I'm Joseph Spencer. I represent the department of Foreign Languages.
- Hello! I'm Samantha Jones. I'm a sales manager at General Motors.
- Hi! I'm Rick Willson. I'm 19 and I'm a student at Kingston University.

2. Read the dialogue and analyze the conversational patterns.

- Hello. What's your first name?
- My name's Joseph.
- And your surname?

- Spencer.
- How do you spell that?
- S-P-E-N-C-E-R
- And where are you from, Joseph?
- I'm from Los Angeles. I'm American.
- Thank you very much! Nice to meet you at our conference.
- Nice to meet you, too. Have a good day!

NB Pay attention to the expressions:

first name = your name

surname, last name = family name

how do you spell that/ can you spell that = pronounce distinctly letter by letter

3. Stand up and introduce yourself to the other students. Say your name, surname, spell your surname. Write down the surnames of your groupmates and decide which one is the most difficult to comprehend.



4. Here is some personal information about two people. Add your personal information to the table.

<i>Name</i>	Bill Fraiser	Sabine Ganz	You
<i>City</i>	Chicago	Zurich	
<i>Age</i>	30	22	
<i>Phone number</i>	312-554-07-49	43-44-900-4754	
<i>Email address</i>	b-fraiser@gmail.com	Sabine_gz@swissmail.ch	
<i>Company name</i>	IBM	Nestle	
<i>Country</i>	USA	Switzerland	

NB email addresses:

<p>@ = at “ . ” = dot “ - ” = dash “ _ ” underscore</p>
--

a) Fill in the gaps and answer the questions about Bill.

1. What's _____ surname?
2. _____ first name?
3. Where _____ he from?
4. How old _____ he?
5. _____ his phone number?
6. _____ email address?
7. What _____ does he work for?

b) Talk to your partner to discuss Sabine`s personal information.

c)

- *Work with a partner. Write down your personal information.*

- *Talk to your partner to learn his/her personal information. Don`t forget to spell your surname, email address.*

- *Present your partner to the group.*



5.  (L1) Listen to the dialogue and complete the form:

Name: Jan K _____
Nationality: _____
Company name: _____ Industries

Complete the phrases 1-3. Match them with the functions a-c.

1) Can you _____ that, please?	a) Check how to write a word.
2) S _____ ?	b) Say information is correct.
3) T _____ right.	c) Ask someone to repeat.

6.  (L2) Listen to the conversation. Is this Jan`s first or second meeting with Ben?

7. Listen again and complete the conversation.

J: Hi ¹ _____ Jan Kowalik.
B: Hello. ² _____ to meet you, Jan. I'm Ben West.
J: What ³ _____ are you with, Ben?
B: I'm with Nerada Electronics. ⁴ _____?
J: I'm ⁵ _____ Bax Industries.
B: Ah. What do you do?
J: I'm an IT ⁶ _____. And you?
B: I'm a finance ⁷ _____.
J: is Nerada ⁸ _____ company?
B: No it isn't ⁹ _____.

8. What do you know about business cards? Why do people use them? What information is on most business cards?



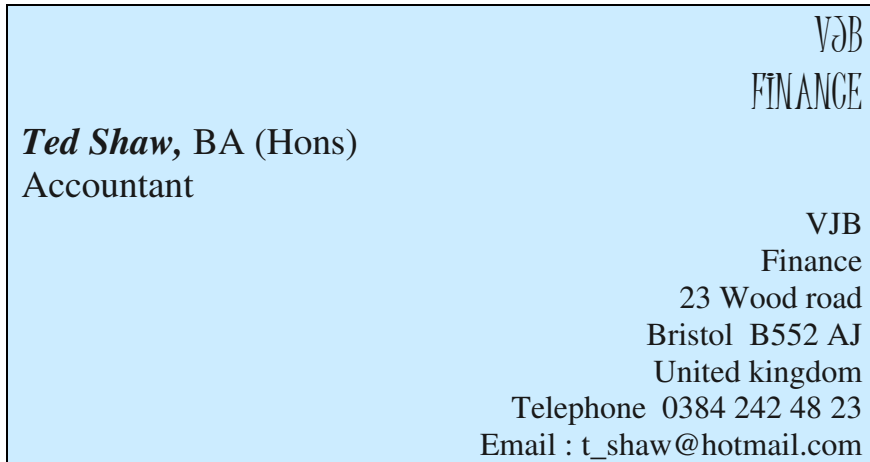
James Kirk
Captain

Boston Lobster Fishing
Boston, MA
(617) 555-1234
kirk@bostonlobsterfishing.com
bostonlobsterfishing.com



9. Label the business card with the words in the box.

qualification address first name surname company name job title



10. Read about business cards in different countries. Complete the information with the countries in the box.

Switzerland Mexico China **the UK**

- a) People often exchange business cards at the end of a meeting in **the UK**.
- b) It is a good idea to print business cards in Spanish and English in _____.
- c) Titles (for example Dr, MBA, PhD) are important in _____.
Write professional titles and qualifications on your business cards.
- d) Business people give and receive cards with both hands in _____.
Read the card immediately and then give your card to your business contact.

11. How do people greet business contacts in your country? How do people greet business contacts in other countries around the world?



12.  Read the text. Make up a list of the rules for making a successful business card.

DOES YOUR BUSINESS CARD PASS THE TRASH TEST?



Your business card is often the first impression a potential client has with your company. The business card design and message will ultimately determine whether it gets thrown in the trash or filed for contact later.

Reach in your wallet and pull out your business card. Your Small Business Information guide has put together the business card test. Learn if your business card will pass or be trashed.

Size: Does your business card conform to the traditional size of 3.5" by 2"? Anything greater will not fit in wallets or most business card holders. End result trash.

Paper Quality: Is your business card design of professional quality or is it flimsy with perforated edges? Cheap cards are trashed.

Ink: Drop some liquid on your business card. If the ink runs, it's in the trash.

Color Test: Colorful cards can add to your professional image. Too much color can be detracting. Trash your card if it is black and white or has more than 3 colors unless it's a photograph.

Message Design: Your business card should clearly tell people what you do and offer a meaningful benefit. No message adds confusion so your card ends up in the trash.

Image Match: Your business card design should match your business image. If you're a designer, then the card should be creative. If your card is out of synch with your image, time to toss it.

Font Size: Is your card crammed with information? White space on the card will make it easier to absorb your message.

If you have a lot to say, add it to the back of the business card. Is the print so tiny you have to squint to see it? This one is heading for the trash.

Contact Information: Your clients or potential clients should have as many means as possible to contact you based on their preference. Your business card design should include: voicemail, phone, fax, email, and website. Lack of contact information puts your card in the trash.

You only have one chance to make a great first impression. Make sure you invest in the best business card design you can afford. The business card is your introduction to a client, for the low cost per card that is money well spent.

13. <PROJECT>

Create your own business card. Exchange it with the classmates and introduce yourself.

UNIT 1 LESSON 2

SECRETS TO A SUCCESSFUL CONVERSATION: OVERCOMING BARRIERS

1. Look at the pictures and try to guess:

- Is the situation formal or informal?
- What is the relationship between the interlocutors?
- Which emotions are the people experiencing? Are they positive or negative?
- Are the participants really involved / interested?




2. Complete the questionnaire with yes/no answers about yourself and then interview your partner.

Questions to discuss	you	partner
Do you ever experience any difficulty in starting a conversation?		
In a new environment, do you feel worried and/or embarrassed at the idea that someone might ask you something?		

Are you prejudiced against any categories of people?		
Do you succeed to show your attention and interest in what your interlocutor is saying?		
Are there any topics which you'd like to avoid?		
Can you always guess what your interlocutor's intentions are?		
If you want to quit the conversation, do you know how to do it without offending the interlocutor?		

Now compare your answers, find some common points and discuss why these problems are widespread when it comes to communication.

3.  (L3) Listen to two conversations. Both of them took place during a break between lessons at a language school. The participants are a student and a teacher. Which conversation is successful and why? What goes wrong in the other case?

Try to analyse the given situations and make up a list of recommendations for a successful conversation. Use your own experience too.

SECRETS TO A GOOD CONVERSATION:

1. A smile on your face (not a too wide one) is a good start.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

4. This is the conversation between Maria (M) and the teacher (T). Try to improve it. Rewrite Maria's responses and hypothesize on how the conversation might go.

T: Hello, what's your name?

M: Maria.

T: I'm James. I'm a teacher. And... where are you from?

M: Rome.

T: Ermm... What... what do you do?

M: I'm a student.

T: Mmm... and... how long have you been here in London, Maria?

M: Two months.

T: Are you having a good time?

M: Mmm... Yes.

T: Can I get you a coffee?

M: No.

T: Are you missing your family at all?

M: No.

T: Err... have you got any brothers or sisters?

M: Yes.

T: Oh! What do they do?

M: They are students too.

T: Oh well, I've got a class now. Goodbye, Maria.

M: Ciao!

5. Try to respond the following phrases which make a good beginning to any kind of conversation.

- 1) *Hi, how are you doing?* - _____.
- 2) *How is your day going?* - _____.
- 3) *It's a beautiful morning, isn't it?* - _____.
- 4) *We're sure having a busy day today.* - _____.
- 5) *Are you still working at that report?* - _____.
- 6) *I don't think we've met before. I'm Barry.* - _____.
- 7) *Looks like it's going to rain.* - _____.
- 8) *Your dog is so cute. What's his name?* - _____.
- 9) *What do you think about the presentation?* - _____.
- 10) *I'm so impressed with your speech.* - _____.
- 11) *Any plans for the weekend?* - _____.
- 12) *How was your holiday?* - _____.
- 13) *It's a great match!* - _____.


14) *Long time no see!* - _____.

15) *It was an excellent workshop. I learned a lot. How about you?* –
_____.

Which of the given phrases are proper in a formal situation? Which are likely to be used in a conversation between friends? Colleagues? Which can be used to make friends to a stranger?

6. Which barriers to successful communication can you think of? Describe the possible difficulties related to the following aspects:

- Language
- Culture
- Manners
- Social status
- Education level
- Gender
- Stereotypes
- Intellectual and psychological issues

7.  Read the article and find the ways to solve the above-mentioned types of problems.

IDENTIFYING AND OVERCOMING COMMUNICATION BARRIERS

If you understand how emotional intelligence, communication, barriers, gender, and culture effect communication you will be able to experience more intimate relationships. To gain an understanding of how communication works effectively, a person must first understand some of the things that cause communication to be ineffective.

Gender and *culture* affect communication because people have different ways of expressing themselves. Between genders in the same culture there are differences that begin in how a person creates their self-concept. Men look for social comparisons where women value self-appraisals. Self-confidence is also formed differently between women and men. Men gain self-confidence with achievements whereas women gain it through connections with other people. These two major differences affect how the genders communicate with each

other. Men are more driven by results and solving problems where women want to feel emotionally connected and worry less about the solutions.

An example of a gender driven misunderstanding might happen when a couple moves to a new location, as it might happen with a military family. When the couple first moves to their new home, the woman may not feel confident, might want someone to talk to, and be looking for ways to reach out to make new friends. If the husband is away and only able to be contacted by phone or e-mail, the wife might complain to him, hoping for empathy. The husband's reaction would most likely be to solve the problem, either by suggesting the wife talk to other wives in the unit or take a trip home so that she can socialize. In a case like this, the wife may become upset with the husband because he does not seem to understand that all she wanted was someone to listen to her.

Culture plays a similar role in communication. Cultural identity is made up of ethnicity, culture (the values, traditions, social and political relationships and worldview a group of people share), gender, age, beliefs, values and to what degree a person identifies with the culture they are brought up in. A belief that one's own culture is superior to all other cultures or a lack of interest in learning about other cultures can lead to barriers in communication that cannot be overcome without effort.

An example of cultural barriers can be seen between North American and Latin American cultures. For North Americans, the intimate space begins at a further distance than it does for the Latin American people. In a situation like this, a Latin American person might be perceived as making a sexual advance by a North American person because the North American person thinks that the Latin American person is standing too close to just be friendly. The Latin American person is probably not aware of the discomfort they are causing the North American person.

People also set up barriers for themselves which make it difficult to communicate with people who have different views or a different background. One barrier is ethnocentrism which is a belief that a single ethnicity and culture (usually the person's own) is superior to all other ethnicity and cultures. This barrier can make it so that people of two different cultures cannot communicate properly because the person that is ethnocentric does not want to understand the other person's culture which makes it difficult to have a common starting point for communication.

An example of ethnocentrism occurred before and during the holocaust. The German people were made to believe that German was the best ethnicity

and no others should be tolerated. It may have started out as separating schools, taking away jobs, and other things that made life difficult for other people in the country, especially Jewish people, but it ended up turning into a slaughter of many innocent people.

Another barrier that closely relates to ethnocentrism is *discrimination* which is when a person tries to exclude or distance themselves from people in other groups. Discrimination goes further than ethnocentrism because the person is not willing to interact with people outside their group which can be gender, race, or sexual orientation.

Discrimination happens every day for many reasons. Sometimes the discrimination comes from skin color and other times from what a person is wearing. Women that are out with their parents and children and look younger than they are might be discriminated against because people think they are teen mothers. The discrimination makes it so that the young looking mother is not given a chance to say, "I am 25." The discrimination can be something as simple as being glared at to not being waited on in a restaurant because the server does not feel they deserve service.

Stereotyping is often a barrier that can fuel the discrimination because it oversimplifies views of another group of people. An example of stereotyping would be the view that all African Americans steal televisions because the person saw one case on the news where an African American stole a television from an electronics store. A stereotype like this one can hurt communication because the person is likely to treat any African American they meet as if they are criminals. Another stereotype that can harm communication would be the belief that all Chinese people are extremely smart. This might seem like a good stereotype to have, but it can make a Chinese person who is not a genius feel like an outcast and avoid getting into situations where their intelligence will be tested.

Negative stereotyping can lead to prejudice and discrimination. *Prejudice* is a negative view of a culture based off little experience. The example that "all African Americans steal TV's" demonstrates how this works. If a person believes that all African Americans steal, they are going to have a negative view of the culture which is going to make them avoid interaction with African American people.

All of the barriers to communication can be reflected in what a person says and how they say it, especially stereotyping, discrimination, and ethnocentrism, but also culture and gender. For culture, the *demeanor* of the

person may show discomfort. The person most likely did not vocalize their discomfort, but their posture, expressions, choice of words, and vocal tones may give away their discomfort. This may lead to a shortened conversation or two people focusing more on what is not going well in the conversation than what is actually being said.

Between genders, the body language, tones, and choice of words may also lead to communication breakdowns. When the woman becomes upset that a man is not showing empathy toward them and not saying the right things, she may back away, make faces, or use different tones and words than she normally would if she was satisfied with the conversation. The man may notice the unhappiness with the conversation and try to fix it or might start to feel like this is a cycle he cannot break.

CHARACTERISTICS THAT HELP OVERCOME COMMUNICATION BARRIERS

A solution to the barriers is emotional intelligence which can be mastered and lead to better relationships. Emotional intelligence is the ability to understand others and work with them. There are five characteristics of emotional intelligence. *Being self-aware* is the most important. It is the ability to distance oneself from their emotions so that they can look at the emotion without becoming overwhelmed or reacting to it too quickly. This piece of intelligence would help a person who is struggling with stereotyping.

The second characteristic is the ability to *manage emotions* which means expressing them in a way that is appropriate for the setting. Once a person has become aware of the emotion, they can come up with a way to handle the emotion. The person who gets nervous around African Americans may be able to walk away for a minute to collect themselves and then act as they should.

The third characteristic is the ability to *motivate oneself* which is setting a goal and reaching it. For the person who is nervous around African Americans, the goal may be to sit at the table and hold normal conversation with the dinner guests.

The fourth intelligence is recognizing emotions in others which is called *empathy*. The best way to do this is to listen to what people are really saying and trying to understand it by observing their body language along with their actual language.

Body language plays a part in improving a person's emotional intelligence. A person who fears African Americans may be able to sit through a dinner and talk nice, but might look as though they are ready to run out of the room if a butter knife is picked up the wrong way.

The fifth characteristic is the ability to *handle relationships*. The person needs to recognize their own needs as well as the needs of the other person. They need to find a balance where both sets of needs are met as fully as possible.

With an understanding of how barriers, culture, gender, and emotional intelligence effect communication, a person is more able to communicate effectively and have fulfilling relationships. If these things are ignored, communication breaks down and a person can become isolated.

UNIT 1 LESSON 3

BEING TACTFUL

1. Study the adjectives, and put them into the correct categories below.

tactful *offensive* *rude* *diplomatic* *subtle* *personal* *civil* *vulgar*
blunt *respectful* *polite* *impolite* *politically* *correct*

Causing offence: _____

Not causing offence: _____

2. Read the dialogue below in pairs. Describe the speakers using the adjectives above. How could you improve the customer's part?

Shop assistant: Can I help you?

Customer: Yes, my friend bought this shirt for me yesterday, but I don't like it.

Shop assistant: Would you like to choose another one, sir?

Customer: No, I want a refund.

Shop assistant: We do have some new colours in stock.

Customer: No, just give me the money.

Shop assistant: OK, no problem. Do you have the receipt?

Customer: Yes. Take it.

3. (L4, V1) Watch or listen to 6 dialogues. In which dialogue does the speaker...

- make a complaint?
- interrupt someone who is busy?
- speak his/her mind?
- make a request to a friend?
- make a request to a stranger?
- have a problem that needs urgent attention?

4. Look at the following expressions from the dialogues. They are all used to say things more carefully so that you do not upset someone. Put them into the correct categories below:

... *seems to be* ...

Couldn't this wait till later?

Could you ...?

Don't you think ...?

I don't mean to be rude, but ...
I seem to (have + PAST PARTICIPLE)
I'm afraid ...
Would it be possible to ...?
a little

I don't mean to disturb you, but ...
I was wondering if I could ...
It looks like ...
a bit
really (in negative sentences)

1) A word or phrase used to 'soften'
an adjective, verb or adverb:


 a little (less noise)

2) A negative question used to:
politely disagree or argue with
someone:

3) A polite request:

4) A 'softening' phrase used to
introduce a problem, complaint,
negative remark, etc.:

 I don't mean to disturb you, but...

e) Now complete the dialogues with the expressions.  (L4) Listen again
to check your answers.

DIALOGUE 1

Shop assistant: Can I help you, sir?

Mark: Yes, I bought a digital camera from your website.

Shop assistant: OK. Is there a problem?

Mark: Well, yes. _____¹ you sent me the wrong camera. As you can see
from the order confirmation, I didn't order this model.

Shop assistant: Oh, I'm very sorry sir. We'll replace it immediately.

DIALOGUE 2

Alice: Excuse me, _____² make **a little** less noise, please? I'm trying to sleep.

Hotel guest: OK, sorry. We'll turn the music down.

Alice: Thank you.

DIALOGUE 3

Sam: You were looking for me, Mark?

Mark: Yes, that's right. _____⁴ misplaced my textbook, and I have a lecture in 30 minutes. _____⁵ borrow your copy.

Sam: Ok, I can lend you mine for the day, but I'll need it back by 5 o'clock.

DIALOGUE 4

Emma's boss: Come in!

Emma: Hi Mr. Johnson, **I don't mean to disturb you, but** could I have a quick word?

Emma's boss: _____⁷ ? I've got a meeting on at the moment.

Emma: Well, unfortunately that isn't _____⁸ possible. I'm leaving for Paris this afternoon. I'll only be a minute I promise.

Emma's boss: Oh, Ok then.

DIALOGUE 5

Emma: Mark, I've decided. I'm going to take my driving test next week.

Mark: Next week? _____⁹ you need _____¹⁰ more time?

Emma: What do you mean?

Mark: Well, _____¹¹ I've seen your driving. You're just not ready yet.

DIALOGUE 6

Landlady: Hello.

Mark: Hello, this is Mark from Flat 14. I'm calling about the shower in my bathroom. It _____¹² leaking.

Landlady: Oh really? I'll send the plumber round tomorrow afternoon.

Mark: _____¹³ I'm going away tomorrow afternoon for a few days. _____¹⁴ send someone round to fix it later today?

Landlady: OK, I'll call the plumber and get back to you in an hour.

Mark: Thank you. I'll be waiting.

Put the following underlined expressions into the above mentioned categories:

- Would you mind coming a bit earlier next time?
- I'm rather tired at the moment.
- Wouldn't it be better to talk later?
- It appears you haven't read the instructions properly.

6. Rephrase the following sentences using the techniques from the previous exercise:

1. I've lost your phone number.
2. Can I borrow your phone for this afternoon?
3. You are too tired to go out tonight.
4. I need more time to finish my homework.
5. You've given me the wrong change.
6. You're too fast for me. Can you speak more slowly?
7. The price is expensive. Can you give me a discount?
8. I'm busy right now. Call me later.

7. Role-play each of the situations below with your partner. Try to be tactful.



- a) You return a faulty television to the shop where you bought it.
- b) You need to cancel a meeting with your boss for the second time.
- c) You have a problem and need to ask an acquaintance for an important favour.
- d) Your flatmate is very messy and you need to talk to him / her about it.
- e) Your friend invites you to his birthday party, but you don't want to go.

CULTURAL KNOW-HOW

1. Study the following sentences and match each underlined idiom to its correct definition below.

- 1) At the end of the meal, we decided to go Dutch.
- 2) If you want to win the argument, you should stick to your guns.
- 3) Thank you for all your help. I hope someday we can return the compliment.
- 4) The politician managed to save face by escaping blame for the mistake.
- 5) Everyone at the party was wearing special costumes, and we had to follow suit.
- 6) During the negotiation, they decided to give ground in order to reach an agreement.
- 7) We were wined and dined all over the city.
- 8) I was trying to be polite, but he got the wrong idea.

- a. change your position in order to make it easier to reach an agreement
- b. do something for someone because they have done something for you
- c. do what other people are doing
- d. keep your position even if people try to criticize you
- e. misunderstood
- f. pay 50% of the bill each
- g. protect your reputation
- h. taken out for expensive meals

2.  Decide whether the statements are true or false and then check your answers by reading the article.

- 1) In Singapore, the word 'no' is considered impolite.
- 2) In Greece, you should nod your head upwards to say 'yes'.
- 3) In Italy, it is a bad idea to turn up late for a meeting.
- 4) In the Netherlands, it is a bad idea to turn up late for a meeting.
- 5) In Japan, the business card is very important and should be treated with respect.
- 6) In Russia, you should not argue during business deals.
- 7) In Turkey, you should not insist on sharing the restaurant bill with your host.
- 8) In Mexico, you should be careful about proposing dinner arrangements with your client.

CULTURAL KNOW-HOW

Learning about a country's culture can help you secure good working relations on your travels.

1. Do you arrive 10 minutes early for an important business meeting in Rio or 10 minutes late in Amsterdam? In Moscow, is it a good idea to give ground at an early stage of the negotiations? And in Istanbul, should you offer to go Dutch with the host on the restaurant bill?
2. Mastering the local etiquette can be more valuable than learning the language, because so much of the world does business in English. Or a form of English. "Beware that an English word or phrase doesn't always mean the same thing abroad," warns Michael Bennett, who sells security systems in South East Asia. "In Japan and Singapore, people feel that 'no' is an impolite word, and will sometimes say 'yes' to avoid causing offence. What they really mean is 'I understand what you're saying', not 'I agree'. I'm told that in Indonesia there are 12 words for 'yes' that mean precisely the opposite."
3. Even the movement of your head can be open to misinterpretation. Publisher Robin Touquet has had difficulties in Athens: "The Greeks traditionally use an upward nod of the head to say 'no', and a tilt of the head from side to side to mean 'yes'. I was ready for that, but didn't realise the younger generation have learnt to do it our way. Confusion all round. If in doubt, keep still."
4. The issue of punctuality is almost as complicated. Oil company executive Malcolm Thorburn deliberately turns up a few minutes late for meetings in Brazil "because Brazilians believe latecomers are more likely to be commercially successful than people who arrive early. They're impressed by people who are relaxed enough not to worry about the clock. The Italians take a similar attitude. They believe that arriving late shows who is the boss." However, don't risk that in the Netherlands. "The Dutch frown upon lateness," warns film finance agent James Hindle: "They believe that people who can't use their time wisely cannot be trusted."
5. Hindle has also experienced the ceremony of exchanging business cards in Japan. "The business card is seen as representing the individual, so the whole affair has to be treated with respect. You must accept your client's card with both hands, perhaps admiring it, and then place it carefully in your cardholder."
6. The social side of Japanese commerce can also unnerve the western visitor, who might have to go to a karaoke bar and sing. "Many Japanese businessmen like to conclude business by performing their favourite song in a karaoke bar," says management trainer Nicole Wehden. "You're expected to follow suit."
7. In Russia, the ritual of the business meeting is more theatrical skill. "I've seen temper tantrums, sudden walkouts, table-thumping and so on, but it's all part of the fun," says Michael Bennett. "And they admire you more if you stick to your guns. Seeking a compromise early is seen as a sign of weakness."
8. In almost every business community around the world, the host pays for the meal. Malcolm Thorburn was wined and dined in Istanbul, and all went well until he insisted on paying his share: "It caused real embarrassment," he recalls. "In Turkey, the idea of sharing a bill is quite alien. The best policy is to thank your host and return the compliment at the first opportunity."
9. Insurance underwriter Toni Morrison caused supper-time embarrassment in Mexico five years ago. "I was working late with a client, and midway through the evening I felt so hungry I suggested we carry on working at a nearby restaurant. The client thought this was a sign I had a romantic interest in him. When I realized he'd got the wrong idea I started to laugh, which made things even worse. The only way of getting out of it was to enable him to save face, so I accepted all the blame for the misunderstanding."

Adapted from The Independent, 18 June 2007

3. Find a word or phrase in the article which means...

- 1) offending people (*phrase, P2*)
- 2) understood incorrectly (*phrase, P3*)
- 3) an upward or downward movement of the head (*noun, P3*)
- 4) do not move (*phrase, P3*)
- 5) people who arrive late (*noun, P4*)
- 6) disapprove of (*phrasal verb, P4*)
- 7) make someone feel nervous or uncomfortable (*verb, P6*)
- 8) sudden periods of uncontrolled childish anger (*plural noun, P7*)

4. Study the use of modal verbs (basic forms) and give your own examples for each case.

can

- физическая/умственная возможность, способность что-либо сделать (Я МОГУ.../УМЕЮ.../СПОСОБЕН...);
- теоретическая/потенциальная возможность, вероятность (МОЖНО/ВОЗМОЖНО что-либо сделать; ВОЗМОЖНО кто-то где-то находится; ВЕРОЯТНО что-то где-то случается...);
- просьба, разрешение (- МОЖНО...? - МОЖНО...).

can't

- отсутствие умения, способности, возможности (Я НЕ МОГУ.../НЕ УМЕЮ.../НЕ СПОСОБЕН...);
- запрет (- МОЖНО...? - НЕЛЬЗЯ = не может).

could

- форма прошедшего времени модального глагола **can** (Я МОГ.../УМЕЛ.../БЫЛ СПОСОБЕН...);
- более вежливая просьба (НЕ МОГЛИ БЫ ВЫ...?);
- большая степень сомнения, чем в случае с глаголом **can** (...МОГ БЫ.../...МОГЛО БЫ.../МОГЛИ БЫ...).

may

- допускаемая возможность, вероятность (...ВОЗМОЖНО.../...МОЖЕТ БЫТЬ...);
- уточнение возможности, разрешение (- МОГУ ЛИ Я...?МОЖНО МНЕ...? – МОЖЕШЬ.../МОЖЕТЕ.../МОЖНО...).

might

- возможность, вероятность (меньшая степень вероятности, чем **may**)
(ВОЗМОЖНО, но маловероятно; ...МОГ БЫ..., ...МОГЛО БЫ...).

must

- необходимость, обусловленная внутренними мотивами, личным отношением к вопросу, возникающая не по принуждению (Я ОБЯЗАН .../МЫ ДОЛЖНЫ... (по своим убеждениям));
- предположение с высокой степенью уверенности, вероятности (ДОЛЖНО БЫТЬ = скорее всего...).

mustn't

строгий запрет (НЕЛЬЗЯ...!!!...НЕ ДОЛЖЕН...).

have to

вынужденная необходимость, возникшая в силу обстоятельств, возможно, санкционирована властями, руководством или просто другим человеком (...ДОЛЖЕН/...ОБЯЗАН.../ВЫНУЖДЕН...).

don't have to

отсутствие обязательства что-либо делать
(...НЕ ДОЛЖЕН.../...НЕ ОБЯЗАН.../...НЕТ НЕОБХОДИМОСТИ...).

should

- совет, рекомендация, инструкция (...СЛЕДУЕТ.../...СТОИТ...);
- настойчивая рекомендация, которой можно и не следовать (в отличие от глагола **must**, оставляет выбор).

5. Rewrite the sentences below using a suitable modal verb:

*Example: It is a good idea to arrive on time for meetings in the Netherlands.
You should arrive on time for meetings in the Netherlands.*

- 1) Calling your new boss by his first name is not a good idea in this country.
- 2) Parking your car in the manager's parking space is not allowed.
- 3) The company dress code is very relaxed, so it is not necessary to wear a suit and tie for the meeting.
- 4) If you don't learn about the country's culture, there is a slight chance that you will cause someone offence on your business trip.
- 5) There is a general possibility of offending someone if you ignore cultural etiquette.
- 6) I'm feeling rather tired. It is necessary for me to go to bed now.

- 7) It is necessary for me to get up early tomorrow because I start work at 8 o'clock.
- 8) If you want to do successful business in Russia, it is a good idea to stick to your guns during negotiations.
- 9) If Sam keeps arriving late for work, there is a possibility that he will get the sack.
- 10) Karina has been very stressed lately. It is necessary for her to take a holiday.


5.1. What etiquette advice would you give to a foreign visitor seeking to do business in your country? Try to use some vocabulary from this lesson.



5.2. Have you or a visitor ever had any difficulties during a meeting or trip abroad? How could you or your visitor have been better prepared?

UNIT 2 LESSON 1

BUSINESS COMMUNICATION AND PROFESSIONAL PARTNERSHIP. PROFESSIONAL IMAGE AND THE BASICS OF SELF-PRESENTATION

1.  Read the information below and enumerate the aspects important for producing a good first impression.

Do you agree with the authors of the article? Give some more useful recommendations relying on your personal experience.

Your Image Is Everything

It takes 0.1 seconds to form a lasting impression of a stranger.

First impressions matter.

A series of experiments by Princeton psychologists Janine Willis and Alexander Todorov reveal that it takes less than a second to form an impression of a stranger from their face, and those longer exposures don't significantly alter those impressions.

To make sure you put your best foot forward, know these



12 Statistic-Driven Ways To Make Lasting First Impressions

1. Dress for success

Psychology studies reveal that first impressions are formed within **7 to 17 seconds of meeting someone; 55% of a person's opinion is determined by physical appearance.** In reality, what you wear is not a shallow consideration; it could make or break your meeting.

It is a good idea to dress conservatively when you meet someone for the first time (even if the office is known as being “funky” and “creative”). Be careful with loud accessories, perfumes, hair-styles and shoes that may be distracting; You don't want someone to remember what you wore over your business skills.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#1-dress-for-success-1>

2. Choose your words with care

Statistics show that first impressions are also determined by the words people use. In fact, *7% of what we think of others is based on what they say.*

Before you meet someone for the first time, think about how you want to come across: optimistic, confident, humble, aggressive, innovative.

Then make a list of words you could use to convey these qualities. While you should not get hung up on this list during the meeting, having a selection in the back of your mind will help you choose words wisely.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#2-choose-your-words-with-care-2>

3. Strike the right tone

Have you ever instantly disliked someone because their voice sounded brash, whiny or cocky? That is because *38% of person's first impression is determined by tone of voice.*

Striking the perfect tone of voice is difficult: You want to appear calm but enthusiastic, confident but humble, determined but secure. Start paying attention to your own tone of voice as well others around you, then practice speaking the way you want to be perceived.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#3-strike-the-right-tone-3>

4. Readjust your body language

During face-to-face meetings, *93% of people's judgments of others are based on non-verbal input* like body language. How you stand, sit, and shake hands communicates a lot more than what you say.

Good body posture, a nice smile, and an eye contact are essential for making good impressions. It is equally important to avoid crossing your arms (which may signify boredom) or sitting too casually (which could indicate a lack of care).

It is easy to unconsciously strike a pose; stop every few minutes to notice how your body is positioned. You may be harming or helping your case without even knowing it.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#4-readjust-your-body-language-4>

5. Use someone's name often

According to a Cal Poly Study, personalizing marketing materials, or *addressing potential customers by their name, increases the likelihood that they will respond by 36%*. People like it when they are singled out; cater to their ego and call someone by their name.

As soon as you learn someone's name, say it back to them and then repeat it throughout the conversation. When you are finished with the meeting, write them a personal note mentioning all the people you met by full name. While it may seem simple, people are more likely to connect with you if you make the effort to get their name right.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#5-use-someones-name-often-5>

6. Be on time

Always be on time for an initial meeting. People are busy; one of the worst offenses you can commit is not respecting their time.

Even better, arrive 15 minutes early. Spend a few minutes collecting your thoughts and walk into an interview composed. This tactic also leaves time for getting lost.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#6-be-on-time-6>

7. Focus on the other person

Talking too much about yourself will make you appear self-centered and bore your listener.

Before your meeting, make a list of all the things you want to know about the other person: How did they get into their line of work? What business partnerships do they already have / are they seeking to cultivate? What are their business aspirations?

Without getting too deep during a first meeting, show someone you are interested in establishing a connection with them; they will be more likely to want you on board as a result.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#7-focus-on-the-other-person-7>

8. Be a good listener

35 Business studies analyzed by the International Listening Center indicated that *listening is a top skill needed for success in business*. Unfortunately, most people only retain about 50% of what they hear.

Make an excellent impression by beating this statistic and demonstrating you are an exceptional listener right off the bat.

Exchanges are always better if two people work together to keep the conversation going. React to comments with phrases such as “interesting,” “that makes sense,” and “could you tell me more about that?” Ask follow up questions; it will show you are engaged in the conversation and care about the subject matter.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#8-be-a-good-listener-8>

9. Be careful with humor

Jokes are very hit or miss. One taken the wrong way can send you to social Siberia.

While there is nothing wrong with a little banter, avoid controversial jokes or sarcasm that could be misinterpreted. Everyone is different; before you know someone’s sensitivities, it is best to play it safe and tone down the joke attempts.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#9-be-careful-with-humor-9>

10. Bring printed materials with you

Bringing materials to a first meeting automatically makes you look like a responsible, organized person.

When appropriate, print out relevant documents such as resumes, business proposals, relevant statistics, transcripts, business cards and case studies. Carry them in an organized briefcase so you can find them easily once you sit down.

The process will make the meeting run smoother and it should impress the person you are meeting. With that said, don’t go overboard; they’ll think you’re a know it all or that you’re trying too hard.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#10-bring-printed-materials-with-you-10>

11. Do your research

Learn as much as possible about the person you are meeting before you're introduced. You will impress someone immediately if you can ask informed questions about their background and signify that you understand their interests / achievements.

With an abundance of social media tools at your disposal, it should not be difficult to dig up some professional information. You might stumble upon a mutual interest or friend that you can drop into conversation for automatic chemistry.

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#11-do-your-research-11>


12. Relax and be yourself

Everyone is nervous before a first meeting; there is a lot at stake and the stress can get pretty intense. The more at ease you are, the more the other person can get to know the real you.

Before your meeting, do something that makes you happy: go to the gym, take a bath, listen to music. Instead of focusing on what's at stake, concentrate on pumping yourself up. Make a list of your best qualities, give yourself a pep talk in the mirror, or call a family member or friend who can give you a boost.

During the meeting, pretend you are having a casual cup of coffee with a friend. If you get flustered, don't panic; take a deep breath and keep going. Never assume you are making a bad impression; you never know what the other person is thinking!

<http://www.businessinsider.com/20-ways-to-nail-a-good-first-impression-2010-12#12-relax-and-be-yourself-12>

2.  (V2) Remember, your image is everything. One of the factors that influence it is SELF-INTRODUCTION. Every business person must be able to present himself / herself in a proper way. Effective self-introduction is the pledge of your success.

Enjoy a video tutorial on self-introduction created by Corporate Class Inc., a business consulting company famous in Canada and the USA. Since 1981, Diane Craig, its head, has been advising 500 companies, government agencies, universities, associations, politicians and private clients.

Watch the two examples of Tom's self-introduction. Which one is more professional? Compare them and explain the faults.

-1-


- Hey, how ya doin'? I'm Tom.

-2-

- Hi, I'm Tom Preston from the IT Department. I work with Pats Tern and if you need any tech assistance whatsoever I'm the one you're gonna be calling.

Make a professional self-introduction, following the sequence:

handshake → full name → department → relevant background information

3.  **(V3) Watch Coach Shane's video and make notes about his personal information. Introduce him to the class. Prepare a detailed self-presentation taking into account the example given in the video.**

UNIT 2 LESSON 2

BUSINESS CORRESPONDENCE

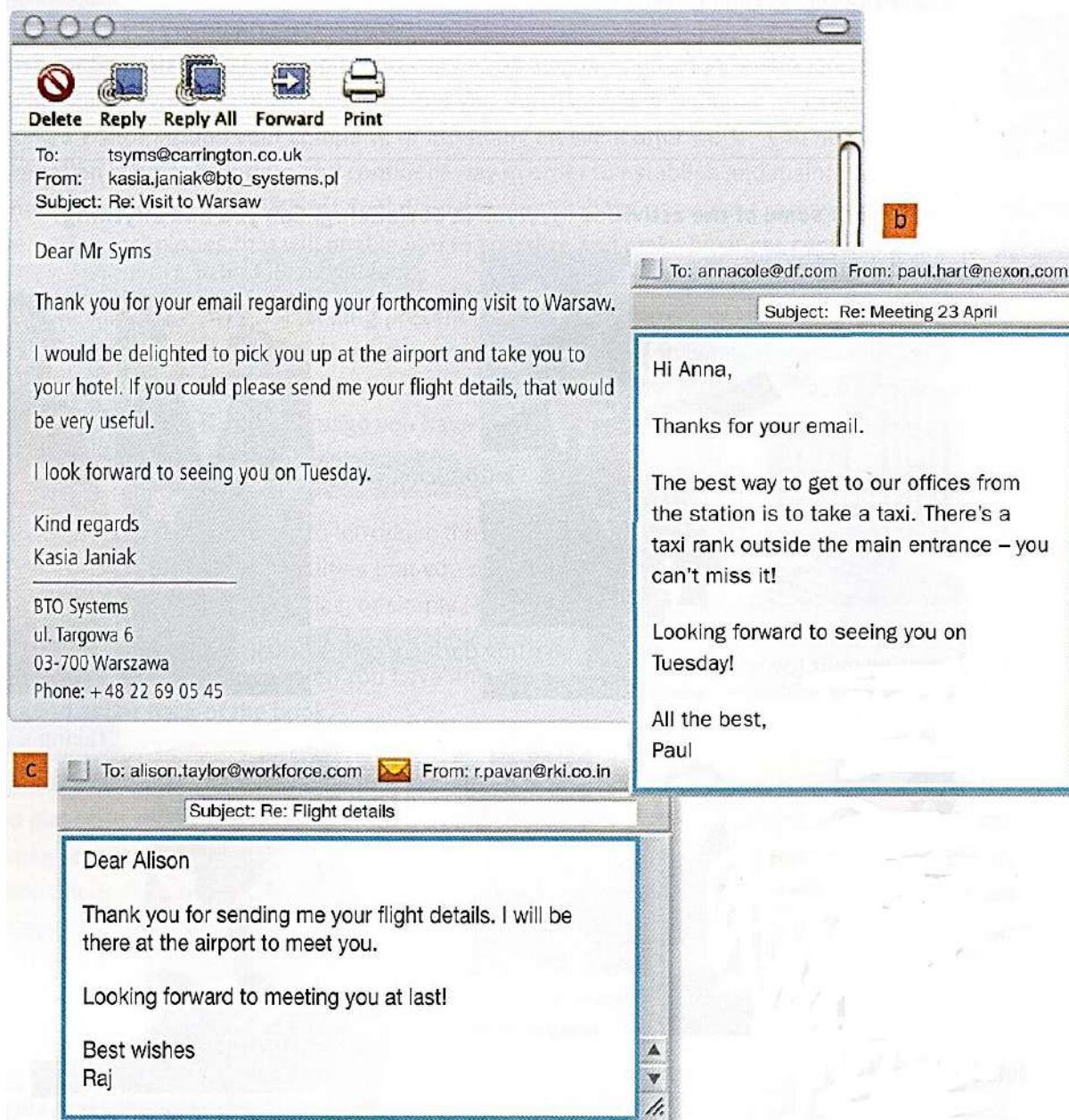
1. Let's start!

Work in a group of 4. Make a little survey in your group. Let everyone answer the questions. Make some conclusions. Share your results with a class.



Questions	Student 1	Student 2	Student 3
<i>How often do you write emails?</i>			
<i>Who do you usually write to?</i>			
<i>What is the purpose of your letters?</i>			
<i>Have you ever written a business letter? If yes, what was your purpose?</i>			
<i>Does it differ from a letter to your friend/relative? In what way?</i>			

2. Look at the three emails below. Which email is the most formal? How can you tell? Find the phrases proving your ideas.



3. Analyse the given above letters in accordance with the Guide to Basic Business Letters. Would you change anything?

Guide to Basic Business Letters

Letter writing is a prized skill in the world of work. The higher you advance in your career, the more you will need to write letters.

Letters are more formal and official than other types of business communication. They offer personal, verifiable authorization. Unlike e-mail,

letters often must be routed through channels before they are sent out. Letters are the expected medium through which important documents such as contracts and proposals are sent to readers.

There are four basic types of business letters: *inquiry letters*, *special request letters*, *sales letters*, and *customer relations letters*. Though, there are different types of business letters they all have the same standard for writing.

Purpose

- What do I want the reader to know or do?
- What kind of business letter am I writing? Some types include: a letter of inquiry, letter of application, informative letter, letter of complaint, letter of regret, and thank-you letter.

Form

- Use a print size and font that make your letter easy to read.
- Use 1 to 1.5 inch left and right margins.
- Adjust margins and the spacing between the heading and inside address so that your letter is centered top to bottom on the page, leaving at least 1 to 1.5 inch top and bottom margins.
- Present your information completely, concisely, and professionally
- Use a consistent form: block or modified block.

THE SIX PARTS OF THE BUSINESS LETTER

1. **Heading:** Give your (the writer's) complete address (but NOT your name) and the current date.

2. **Inside address:** Include the receiver's complete name, title, company and address.

- Avoid abbreviations except for states and titles (Mr., Mrs., Ms., or Miss).
- Place a single-word title after the name and a comma. Place a longer title on a separate line.

Example: *Ms. Helen Moss*
 Poway Unified School Board Member

3. **Salutation:** Begin with *Dear* and end with a colon, not a comma.

- Use Mr. or Ms. before the receiver's name, unless you know the receiver well.
- If you don't know a person's name, use *Dear* or *Attention* followed by an appropriate title, such as *Customer Service Department* or *Sales Manager*.

- If you are sending the letter to a general audience, address *Dear Sir or Madame* or *Ladies and Gentlemen*. Include both genders.

4. **Body:** Single-space within the paragraphs but double-space between paragraphs. Do not indent the paragraphs.

- Try to write at least two paragraphs.
- Avoid long paragraphs because they make your letter uninviting to read.
- Avoid making business letters longer than one page. However, if the letter does go to a second page, put a heading such as *Ms. Moss 2* on the second page.

5. **Complimentary closing:** Use *Sincerely*, *Sincerely yours*, or *Yours truly*. Use *Best wishes* if you know the person well. Capitalize only the first word; end with a comma.

6. **Signature lines:** Leave four lines for your handwritten signature; type your name and title (if applicable).

- If you plan to enclose item(s) with the letter (a brochure, form, copy, proposal, etc.), type the word *Enclosure(s)* two lines below the typed signature.
- If you are sending a copy of the letter elsewhere, type the letters *cc:* plus the person or department's name. This line goes beneath the enclosure line.

<p style="text-align: center;">Block Format</p> <p>All parts of the letter begin at the left margin. Paragraphs are not indented.</p>	<p style="text-align: center;">Modified block</p> <p>The heading complimentary closing, and signature lines begin at the enter of the page. Paragraphs are not indented.</p>
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----:</p> <p>-----</p> <p>-----</p> <p>-----.</p> <p>-----</p> <p>-----</p> <p>-----.</p> <p>-----</p> <p>-----</p> <p>-----,</p> <p>-----</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----:</p> <p>-----</p> <p>-----</p> <p>-----.</p> <p>-----</p> <p>-----</p> <p>-----.</p> <p>-----,</p> <p>-----</p>

4. Study the example of a business letter and name its structural parts.

Sample Business Letter

Begin your heading 1 to 1.5 inches from the top of your paper. Side margins should also be 1 to 1.5 inches.

1234 Melrose Street
San Diego, CA 92127
December 10, 2002

Heading
Type the writer's address (no name), followed by the current date

Four to seven spaces

Ms. Helen Moss
Poway Unified School Board Member
13626 Twin Peaks Road
Poway, CA 92064-3098

Inside address
Type the name and address of the receiver

Double space

Dear Ms. Moss:

Salutation
Begin with *Dear*, end with a colon.

Double space

I am currently a student in the Poway Unified School District, and I am writing to you regarding the recent ban on soda sales in the Los Angeles Unified School District. I am concerned that the Poway Unified School District will attempt to do the same, and in doing so, will be making a grave mistake. There are many reasons not to ban soda sales.

Body
The first questions states the letter's subject and purpose. It answers the question: Why are you writing this letter?

Double space between paragraphs

Our schools desperately need the money brought in by soda sales. If we sacrifice such profits, we will have greater difficulty supporting the events they fund. Furthermore, the ban might not even work, since banning soda sales is not enough to combat the problem of childhood obesity. Students should adopt healthier lifestyles, not use quick-solution diets. In addition, it would be hypocritical to refuse to sell sodas but still offer foods like pizza, French fries, and doughnuts. Schools instead should better educate students on how to make healthy choices on their own.

The middle presents details of the message.

The ending requests action, shows appreciation, or motivates the receiver. It answers the question: What do you want the reader to do?

As you can see, banning the sale of sodas on high school campuses would be an inadequate solution for teen health problems. I have enclosed an essay on this topic that gives evidence to support my claim. Please read my essay, and when you receive the chance to vote on whether to enforce a soda ban, please vote against it.

Double space

Sincerely yours,

Complimentary closing
Capitalize the 1st word; end with a comma.

Sean Kosmo

Four spaces


Sean Kosmo
Student

Double space

Enclosure
cc: Mr. Lopez, Poway Unified School Board member

Signature lines
Sign your name in blue or black ink above your typed name.

Indicate whether you are including enclosures and/or sending copies of the letter to others.

5.  Study the information below and describe the main features of business letters types.

TYPES OF BUSINESS LETTERS

Inquiry Letters

An inquiry letter asks for information about a product, service, or procedure. Businesses frequently exchange inquiry letters, and customers frequently send them to businesses. Three basic rules for an effective inquiry letter are to state exactly what information you want, indicate clearly why you must have this information, and specify exactly when you must have it.

Important Language to Remember

- **The Start:** Dear Sir or Madam
To Whom It May Concern - (very formal as you do not know the person to whom you are writing)
- **Giving Reference:** With reference to your advertisement (ad) in...
Regarding your advertisement (ad) in ...
- **Requesting a Catalogue, Brochure, Etc.:** After the reference, add a comma and continue - ... , would (Could) you please send me ...
- **Requesting Further Information:** I would also like to know ...
Could you tell me whether ...
- **Signature:** Yours faithfully - (very formal as you do not know the person to whom you are writing)

An Example Letter

*Kenneth Beare
2520 Visita Avenue
Olympia, WA 98501*

*Jackson Brothers
3487 23rd Street
New York, NY 12009*

September 12, 2000

To Whom It May Concern:

With reference to your advertisement in yesterday's New York Times, could you please send me a copy of your latest catalogue. I would also like to know if it is possible to make purchases online.

Yours faithfully

(Signature)

*Kenneth Beare
Administrative Director
English Learners & Company*

Responding to Inquiries and Requests for Information

It is very important to make a good impression when responding to inquiries from potential customers. Of course, the best impression will be made by providing the materials or information that the perspective client has asked for, this positive impression will be improved by a well written response.

Remember to place your or your company's address at the top of the letter (or use your company's letterhead) followed by the address of the company you are writing to. The date can either be placed double spaced down or to the right. You can also include a reference number for correspondence.

Important Language to Remember

- **The Start:**

Dear Mr, Ms (Mrs, Miss VERY IMPORTANT use Ms for women unless asked to use Mrs or Miss)

- **Thanking the Potential Customer for His/ Her Interest:**

Thank you for your letter of ... inquiring (asking for information) about ...
We would like to thank you for your letter of ... inquiring (asking for information) about ...

- **Providing Requested Materials:**

We are pleased to enclose ...

Enclosed you will find ...

We enclose ...

- **Providing Additional Information:**

We would also like to inform you ...

Regarding your question about ...

In answer to your question (inquiry) about ...

- **Closing a Letter Hoping for Future Business:**

We look forward to ... hearing from you / receiving your order / welcoming you as our client (customer).

- **Signature:**

Yours sincerely (remember use 'Yours faithfully' when you don't know the name of the person you are writing and 'Yours sincerely' when you do.

An Example Letter

*Jackson Brothers
3487 23rd Street
New York, NY 12009*

*Kenneth Beare
Administrative Director
English Learners Company
2520 Visita Avenue
Olympia, WA 98501*

September 12, 2000

Dear Mr Beare

Thank you for your inquiry of 12 September asking for the latest edition of our catalogue.

We are pleased to enclose our latest brochure. We would also like to inform you that it is possible to make purchases online at <http://jacksonbros.com>.

We look forward to welcoming you as our customer.

Yours sincerely

(Signature)

*Dennis Jackson
Marketing Director
Jackson Brothers*

Claim Letters

The following letters make claims against unsatisfactory work.

Useful Key Phrases

- As someone who has worked with ...
- we were very disappointed to find / see / have discovered ...
- As our written agreement stipulated, we expected ...
- I think you will agree that a communication problem exists.
- We would like you to ..., or provide us with a refund.

An Example Letter

*Drivers Co.
3489 Greene Ave.
Olympia, WA 98502
August 17, 2001*

*Richard Brown, President
Document Makers
Salem, MA 34588*

Dear Mr. Brown:

As someone who has worked with your company for over 3 years, we were very disappointed to see the documents you produced for our latest Drivers Co. publicity campaign.

As our written agreement stipulated, we expected full color leaflets with fancy explanatory texts, but instead, we found that black and white photos had been included in the prepared leaflets. I think you will agree that a communication problem exists.

We would like you to send out a photographer to provide us with the promised color coverage, or provide us with a refund.

Yours truly,

(signature here)

*Thomas R. Smith,
Director*

Sales Letters

The following letters introduce products for sales.

Useful Key Phrases

- Are you having trouble ...
- This is why it is important to have ...
- At X, we have the skills and experience to ...
- May we stop by and offer you a FREE estimate of how much it would cost to ...
- If so, give us a call at X and set up an appointment with one of our friendly operators.

Example Letter

*Document Makers
2398 Red Street
Salem, MA 34588
March 10, 2001*

*Thomas R. Smith
Drivers Co.
3489 Greene Ave.
Olympia, WA 98502*

Dear Mr. Smith:


Are you having trouble getting your important documents formatted correctly? If you are like most business owners, you have trouble finding the time to economically produce good-looking documents. This is why it is important to have a specialist take care of your most important documents.

At Documents Makers, we have the skills and experience to come in and help you make the best possible impression. May we stop by and offer you a FREE estimate of how much it would cost to get your documents looking great? If so, give us a call at and set up an appointment with one of our friendly operators.

Sincerely,

(signature here)

*Richard Brown
President*

6.  Chose any type of business letter. Write the letter. Use extra material from APPENDIX. Exchange the letters with your partner. Correct mistakes if needed.

UNIT 2 LESSON 3

TELEPHONING

1. Think of the role of the telephone in your life:

- How often do you use the phone?
- Do you enjoy speaking on the phone? Why/why not?
- Do you have more outgoing calls or incoming calls?
- What else do you use the phone for, besides making calls?
- Have you ever experienced difficulties talking on the phone? Can you recollect the reasons?
- Do you prefer the cellular phone (mobile phone) or the landline phone?



2. Think about the advantages and disadvantages of different types of the phone. Which type seems to be more effective?

landline phone		mobile / cellular phone	
+	-	+	-

3. Look at the list of jobs given below. Rank the jobs (1 to 10) according to how much people in these jobs use the phone. Work with a partner and compare your answers: which job is №1 at using the phone? Which did you rank 10? Prove your point of view.

- __ accountant
- __ lawyer
- __ hotel receptionist
- __ secretary
- __ senior executive
- __ school teacher
- __ ambulance dispatcher
- __ sales assistant
- __ dustman
- __ bank teller



Now think about the importance of the telephone for YOUR profession (future profession). How much would you rank it, from 1 to 10? Complete the sentence:

My (future) job is In this job telephoning is very important / quite important / not really important / unimportant at all, because.....


4. Which traits of character will definitely benefit one’s phone skills? Which features might ruin a phone conversation? First distribute the given characteristics by the columns of the chart. Then work in 2 teams and add up more traits – useful in phone communication for the first team and bad for telephoning for the second team.


<i>politeness</i>	<i>impatience</i>	<i>self-confidence</i>	<i>tolerance</i>	<i>arrogance</i>
<i>modesty</i>	<i>serenity</i>	<i>irritability</i>	<i>incompetence</i>	<i>shyness</i>
<i>fussiness</i>	<i>inattention</i>	<i>thoughtfulness</i>	<i>flexibility</i>	<i>indifference</i>

GOOD FOR TELEPHONING	BAD FOR TELEPHONING
Politeness,
	

5. Make adjectives for the nouns given above (e.g. *politeness* – *polite*). Complete the text with some of these words. Compare your result to the texts made by the other members of the group.

When Susan picked up the receiver, she realized at once that it was Mr. Brown, her boss. He started shouting at her (no wonder – he was a very _____ and _____ man!). He was really _____ because Susan had forgotten to include some very important things into the monthly report. Susan listened to him carefully, trying to be as _____ as possible, and then promised to finish the report in a _____ voice. She had learnt to be _____, _____ and never _____ in this job. After the girl had put down the receiver, she understood that she was absolutely _____ towards what was going on in this office.

6.  **(L5, L6)** Listen to two phone conversations. Which trait of character of the person who's handling the call is the reason for failure?

7.  **(L7)** Listen to another phone conversation. As you can hear, one of the people speaking doesn't know the basics of telephone etiquette. What did he do wrong?

Now study some typical telephone phrases which will save any business conversation.

TELEPHONE SURVIVAL PHRASES

Answering the phone

Hello, Lily Burnes speaking.

Good morning, Cook&Cook Ltd. How can I help you?

Identifying oneself

I'm Sally Harris from IPQ Inc.

My name is Peter Dallas.

This is Bill Trapshow, chief executive.

Making contact

Could I speak to Mandy Milde, please?

Can I have the accounts department, please?

Could you please connect me to the personnel manager?

Stating your purpose

I'm phoning about your latest invoice.

I'm calling to check the data...

I'd like to find out the details about...

I'm returning Mr. Steadley's call.

Asking for information / checking information

Could I have your name/number? / Can I ask who's calling?

Could you please spell that?

Can I read that back to you?

Could you repeat it once again?

Does he know what number to contact you on?

When is a good time to try again?

Making excuses

Unfortunately, he is not available now.

I'm afraid she is out of the office at the moment.

I'm sorry. He is in a meeting.

That's a pity. We cannot help you.

Messages

Would you like to leave a message? / Can I take a message for him?

Could you please take a message? / Can I leave a message?

Offering help

What else can I do for you?

Is there anything I can help you with?

Connecting people

Can I have extension 361, please?

Just a minute / One moment, please.

The line is engaged now. Would you like to hold?

Please, hold the line / don't hang up.

I'm connecting you / I'm putting you through.

Showing understanding

All right. I see. Carry on.

OK. That's fine.

Right. I've got it.

Promising action

I'll see to it straight away.

I'll make sure he gets your message.

I'll tell his as soon as he gets back.

Ending the conversation

Thank you for your help. Goodbye.

We appreciate your interest in our service and hope to hear from you again soon.

Thanks for calling.

It was my pleasure to help you.

8. Read the phone conversation and spot the inappropriate phrases. Then correct the lame sentences and improve the conversation.

Person receiving the call: Yes?

Caller: Hello. Give me Paul Harrington.

Person receiving the call: Who's that?

Caller: I'm Larry Brezhnev.

Person receiving the call: Mmm... Wait... Paul is not here.

Caller: OK. Tell him I asked about the delivery of my order.

Person receiving the call: Sure. What's your name again?

Caller: Larry Brezhnev.

Person receiving the call: Larry... what?

Caller: Brezh-nev!

Person receiving the call: Uh-huh. Anything else?

Caller: No. Goodbye.

9. Complete the following conversations

a) – Barret&Austen PLC, how can I _____?

- Hello, I'd _____ to Mr. Austen.

- One _____, please. And who's calling?

- Bradley Linsley, Comfortel Ltd.

....

- All right now, Mr. Lindsey, I'm putting you _____.

b) – Welcome to King's Road Hotel. What _____ for you?

- _____ I _____ to Mandy Moore?

- _____. (**this is Mandy on the phone**)

- Oh, hello, Mandy, _____ Pete Boyd from Jayson's Beach Catering, do you remember? We met at a fair last month. I'm phoning to offer you business cooperation on behalf of my boss, Mr. Thomas Jayson. We are a reliable supplier of...

- Oh, listen, Pete, this sounds really interesting, but I'm _____ I can't speak to you right now. We are having a meeting with the staff in 5 minutes and I have to hurry. I'm really _____!

- Errr... do you think I can email or fax you our business proposal?

- Yes, that would be _____!

- Can I _____?

- Yes. It's kingsroadhot@gmail.com.

- Got it.

- We'll be looking _____ to your email! Thank you in _____!

c) – Sterling Sliver Ltd, sales department. Michael Kork speaking.

- Hello. Could you please c_____t me with your senior executive, William Brown?

- That's a _____, Sir, Mr. Brown isn't _____. He's in a meeting.

- Oh.... Do you know when he _____?

- I'm not _____... Somewhere between 2 or 3 p.m., I believe. Would you like to leave a _____ for him?
- Yes, _____. Tell him Malcolm Smith from Jersey Jewellers phoned about the lot of silver which you shipped last week.
- _____, Mr. Smith. Anything _____?
- Yes. Tell him to phone me _____ as soon as possible. The contact number is 056 762 963.
- _____ me, _____ you please _____ the number?
- It's 0-5-6-7-6-2-9-6-3.
- _____! I will make _____ he'll get the message!

10. From time to time every student (or sometimes even one's parent) has to phone to the university. Work in pairs and communicate in the following situations:



1) A STUDENT & THE DEPARTMENT SECRETARY. The student wants to find out the next week's timetable.

2) A PARENT & THE DEPUTY DEAN. The parent wants to talk to the Dean about his/her son's misbehavior and poor examination results.

3) A STUDENT-TO-BE & THE ADMISSION BOARD MANAGER. The enrollee wants to learn which documents are necessary to apply for enrollment.



UNIT 3 LESSON 1

BUSINESS NEGOTIATIONS

1. Read the following quotes.



- Do you agree with these quotes? Explain why. Give examples from your own experience.
- Why do we negotiate? Think of three reasons.

What is negotiating?

Trading through negotiation is the basis of human civilization. Negotiation takes place when two or more people have different views and want different things. They come together to try to reach agreement. The negotiator says, in effect:

“If you give me some of what I want, then I will give you some of what you want.”

We all negotiate for things each day. We arrange an appointment, ask for better service, ask for higher salary, or solve an argument with a co- worker or family member

2. Negotiating in a business sphere we should use special vocabulary. Look at the table and study the ways of formal and informal ways of asking for information or help.

Informal	Formal
<i>I need...</i>	<i>I would like...</i>
<i>How about...</i>	<i>Please let me know...</i>
<i>Where is/are...?</i>	<i>Do you have any details on...?</i>
<i>Do you know...?</i>	<i>What is/are the alternative here..?</i>
<i>How is....going?</i>	<i>Who is responsible for / in charge of..?</i>
<i>Have you got a moment?</i>	<i>Can I ask you a favour?</i>
	<i>Can you help me with... please?</i>

• **Guess in what situations you can use formal and informal phrases. Give examples.**

3. Certain words have verb and noun forms. Complete the table using the dictionary. Compare your results with a partner.

Verb	Noun
To negotiate	
To propose	
	arrangement
To discuss	
	preparation
To deliver	
	payment
To quote	
	specification
To produce	
To transport	
To chair	
	information
To meet	

4. You are working on a project with some colleagues. One colleague needs the following information and some help with tasks.

- Ask a partner for assistance.
- Use the information below.
- Use formal and informal ways of negotiation from the table above.

Example: Could you please send me Westworld's address?

Ask somebody for Westworld's address

Ask somebody for the name of a person from the production department

Ask somebody if they are busy

Ask somebody for the address of a delivery company

Ask somebody for an explanation for the word 'haggling'

Ask somebody to finish a calculation

Ask somebody for help on a proposal

Ask somebody to get some information on prices for you

Ask somebody for the yellow folder with the samples

Ask somebody for more information about the material required (i.e. size, colour, thickness)



5. 🎧 (L8) Now listen to a tricky conversation at work between a manager and an employee. Michelle has come to Sean complaining that she did not get a job recently. How does Sean react?

6. 🎧 (L8) Listen again. Fill in the gaps in the conversation with the phrases below (put the number).

1. *I really want to see some improvement*
2. *What you need to do...*
3. *But bearing in mind...*
4. *It's important that you...*
5. *You've got to snap out of it*
6. *I'm not going to get into a discussion about...*
7. *I'm not happy with the effort that you've made*
8. *Clearly...*
9. *I expect you to...*
10. *I know it's difficult...*

Sean: Okay, well,who deserved to get the job., the person who was appointed was the right person for the job.is look at your work and what you're doing and where that's taking you in your career.that you are still employed to do a job anddo that job with a certain attitude. You're meeting members of the public quite regularly -aren't unhappy, or at least that you don't show it. This meeting is really just to let you know

Michelle: Okay...

Sean: ... and..... **I know it's difficult.** I know that it's depressing not to get a job, but....., you've got to get on with the job that you're doing now.

7. Imagine you are unhappy with the behaviour of a member of your team. You have decided to raise the issue with this person and tell him or her that you would like to see an improvement. Use words and phrases from the tricky conversation above.



8.  Read the article about good negotiating practice. Discuss the following questions.

- Can you think of a situation where you failed to negotiate? Discuss this with a partner.
- Do you agree that most communication is based on relationship and much less on content?
- What makes you a good negotiator?



Excerpt from **Chris James**,
Negotiation Coach for Executives in New York

The successful negotiator

When negotiating, it's extremely important to understand how communication works. According to communication theorist Paul Watzlawick, for communication to take place, you have to have someone to send the message – a *sender* – and someone who receives the message – a *receiver*.

In short, there are two basic laws:

- 1 It's not what the *sender* says, but what the *receiver* understands that is true.
- 2 The *sender* is responsible for what the *receiver* understands.

As a result, two truths follow.


- 1 'One cannot not communicate.' We are always communicating. Even if we stop speaking and say nothing, we would still be communicating something. Most people would probably interpret this as disinterest or perhaps dislike. Normally we ask them, 'What is wrong?'
- 2 'Communication takes place at two levels: the content level and the relationship level.' The content level is *what* is said – the facts & figures. The relationship level is *how* it's said – the feelings and the atmosphere. It's like an iceberg. 80–90 % of communication takes place under water – at the relationship level.

So if you want to be a successful negotiator, get to know the other side well. Only after that, start planning your offer.

9. In business negotiations you might need to chair a meeting.

Read the list of statements about a chairperson's role and decide whether you agree or disagree. Discuss your answers with a partner.

<i>A chair person should...</i>	<i>agree</i>	<i>disagree</i>
1. <i>Finish the meeting on time, even if a decision hasn't been reached.</i>		
2. <i>Encourage everyone to contribute to the discussion, even if some participants don't want to.</i>		
3. <i>Let the most confident people dominate the meeting because they probably have the best ideas.</i>		
4. <i>Follow the agenda and not allow the discussion to go in different directions.</i>		
5. <i>Stop participants from interrupting each other.</i>		
6. <i>Allow an antagonist atmosphere to develop because it makes participants think more clearly and creatively</i>		

10.  **(L9)** Listen to a chairperson at the beginning of a meeting **(L9)** and say whether the sentences are **TRUE** or **FALSE**. Correct the false sentences.

- 1) Nigel is the last person to arrive at the meeting. _____
- 2) Tim McCarthy is from the marketing department. _____
- 3) Sally Jones will come to the meeting late. _____
- 4) The aim of the meeting is to discuss strategies for increasing sales. _____
- 5) John Lawson will present an overview of what the competitors are doing. _____
- 6) Alison King will present the new sales strategy. _____

11.  **(L9)** Now listen again and complete the sentences.

- a) It's _____ to see _____.
- b) Before we _____, can I _____ Tim McCarthy to you all.
- c) Sally Jones has _____ her _____.
- d) Pierre Kaufman can't _____ either.
- e) As I said in the _____ I emailed last week, we'll be _____ our strategies for increasing sales.
- f) Let's get down to _____.

12. Put sentences (a-f) from exercise above under the correct heading in the table.

Welcoming participants	Introducing someone	Reporting apologies	Stating the aims	Starting the meeting
A,			1,	

Now add these sentences to the table.

- 1) We're meeting today to talk about the sales conference next month.
- 2) I have apologies from Cathy Roberts and Stuart Johnson.
- 3) I'm glad you could all make it today.
- 4) This is Edward Lincoln, one of our management consultant.
- 5) It's great to see everybody.
- 6) Does everybody know Mario Maleta.
- 7) Our objective today is to look at the new advertising campaign.
- 8) Can we get started?
- 9) Unfortunately, June wright wasn't able to make it today.
- 10) So, let's begin.

13. Match the verbs on the left with phrasal verbs on the right that have the same meaning.

1) discuss	a) go back over
2) review	b) think about
3) finalize	c) look at
4) examine	d) talk about
5) consider	e) finish off

Complete the sentences using the correct form of the phrasal verbs (a-e) above.

- 1) Right. This morning we'll be _____ at ways of cutting out costs and also talking _____ next year's budget.
- 2) The annual conference is next week, so we'll be _____ off our final preparatins this morning.
- 3) We need some new ideas about how to increase our sales, so we'll be _____ about a new marketing strategy this afternoon.
- 4) Ok. There have been three accidents in the factory in the last month. This morning we'll be _____ back _____ our health safety guidelines.

5) We'll also be looking _____ the numbers from accounting and talking _____ ways that we can improve upon them.


14. Use one of the sets of notes to prepare and give the introduction to a meeting. Remember to use phrases to welcome participants and to start the meeting.

A



B



15.  Read this advice for chairpeople about running meetings effectively. Which piece of advice do you think is the most important?

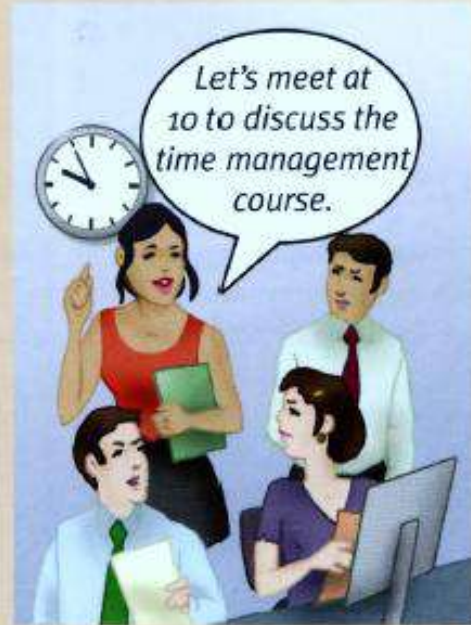
16. Discuss with your fellow students:

- Do you agree with the advice given here?
- In which order of importance would you put the five golden rules?
- What other pieces of advice can you give to chair people?



Five golden rules for chairpeople

- Time is god in meetings. Don't let a discussion run on unnecessarily. If an issue can't be resolved in this meeting, cut the discussion off and continue it in a later meeting. But if you and your colleagues have to reach a decision today, be honest and tell them that they'll have to sit there until the job is done.
- Don't call meetings outside office hours. You want participants to be enthusiastic about being at your meeting, so never schedule meetings for evenings or weekends.
- Meetings are for business, not socializing. A certain amount of small talk at the beginning and end of a meeting definitely helps to create a friendly atmosphere and build team spirit. But time is money. Make sure that participants get down to business after a few minutes of pleasantries. Also make sure that business is concluded before someone changes the subject to football again.
- Give people enough time to prepare for a meeting. It's surprising how many chairpeople call meetings at short notice and then complain that the participants haven't prepared properly. With advance notice, participants will come to your meeting having thought about your agenda, read through the background papers, prepared presentations, and come up with solutions to problems.
- Meetings should be democratic in approach and spirit. The only point in bringing people together for a meeting is to let them discuss an issue. If you want to announce decisions that have been made, don't do it in a meeting but find another way of communicating it. Your meetings should have a creative and open atmosphere so that your people can make interesting contributions to the discussion.



UNIT 3 LESSON 2

EMPLOYMENT

1. Look at the photos below and guess the people's jobs. Add more popular/vital jobs to this list.

Blue-collar/manual jobs:



White-collar jobs:



Health:



Services:





Entertainment:



2. Study the jobs and say which ones the people below would be suitable for using the expression: *He/she would make a good ...*

*accountant architect bricklayer builder
company director electrician firefighter private detective
programmer sales representative secretary university lecturer*

- 1) Paul isn't very outgoing, but he has a very analytical mind and is good at solving problems.
- 2) Sara is a very confident and outgoing person. She's not afraid of talking to strangers.
- 3) Marcel doesn't have much of an education, but he's very good with his hands.
- 4) Andy has very good observation skills and pays extreme attention to detail. He also has a love for adventure and is very brave.
- 5) Catherine is fascinated with buildings. She's quite creative and good at mathematics.
- 6) Mike doesn't have any qualifications, but he likes helping people and is not afraid of danger.
- 7) Shelly is very good with numbers. But she is a bit shy and generally prefers to work alone.
- 8) Daniel is his own boss. He can't imagine working for anybody else.

3. Each job has its own character. Following are some phrases for describing jobs. Match the descriptions to their opposites.

- | | |
|---------------------------------------|-----------------------------------|
| 1) It's very tedious. | a. It's a piece of cake. |
| 2) It can be very stressful. | b. It's badly-paid. |
| 3) It's well-paid. | c. It's exciting and interesting. |
| 4) You work long hours. | d. It's usually very relaxing. |
| 5) It's very challenging. | e. It's very safe. |
| 6) It can be very hectic. | f. There's usually nothing to do. |
| 7) You meet lots of people. | g. You can go home early. |
| 8) It can be dangerous. | h. You don't need a degree. |
| 9) You need very good qualifications. | i. You feel very isolated. |

In pairs, take turns to describe a job from Exercise 1. Your partner must try to guess which job you are describing. Try to describe each job with at least two or three expressions.



4. 📖 Read the text below and say whether you would like to work as a zookeeper or not?

MY JOB

I work as a zookeeper. I'm responsible for feeding and caring for animals in a zoo. **It's also my job to** clean the animals' cages, report health problems and entertain visitors. **For this job you need** special qualifications, for example a degree in biology or zoology. Of course, you need to have a love for animals. Each species is different from the others and requires special attention and care. **You also need to be good at** keeping records because you have to collect a lot of data for each animal. And **you must be** outgoing because you need to conduct tours for visitors and answer their questions.

I find my job really interesting. I've always loved animals, so caring for animals feels more like a hobby than a job. But **it can get a bit** dirty and tedious sometimes, for example when you have to clean the cages. And **it can also be a little** dangerous, especially when animals get sick – they can hurt you! But on the whole, I really enjoy my work. I can't imagine doing anything else.

Put the expressions in bold in the correct categories below.

What do you do?

I work as a . .

What are your responsibilities? _____

What skills or qualifications do you need? _____

What's your job like? _____

5. Match the expressions on the left with the words on the right.

1. I work as a	a. a degree in chemistry/an MBA/a certificate in teaching Spanish
2. I'm responsible for	b. answering the phone/cooking meals/training salesmen/teaching children
3. It's my job to	c. barman/sales manager/doctor/nurse/teacher/flight attendant
4. For this job, you need	d. really fascinating/very interesting/so exciting/really motivating
5. You need to be good at	e. sell houses/arrange meetings/design websites/repair cars
6. The work can get a bit	f. selling/teamwork/talking to people/working with children
7. I find my job	g. stressful/hectic/boring/dangerous/exhausting

Work with a partner. Interview each other about your jobs. Use the questions below and your own ideas.

- What do you do?
- What are your responsibilities?
- What skills or qualifications do you need?
- What's your job like?
- Do you enjoy your work?



If you do not have a job or if you prefer not to talk about your work, your partner can interview you about somebody you know, for example a friend or a family member.

- What does he/she do?
- What are his/her responsibilities?
- What skills or qualifications do you need?
- What's his/her job like?
- Does he/she enjoy his/her work?



6.  (V4) **Watch the video to learn some essential employment vocabulary. Make a list of useful words and expressions.**

7.  **Read the job advertisements. Which position is the best for these people? Choose ONLY ONE position for each person.**

Jane Madison. Jane recently retired and is looking for a part time position. She would like to work with people and enjoys public relation work.

The best job for Jane is _____

Jack Anderson. Jack graduated from the University of Trent with a degree in Economics two years ago. He would like an academic position.

The best job for Jack is _____

Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.

The best job for Margaret is _____

Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.

The best job for Alice is _____

Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.

The best job for Peter is _____

John Carter. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.

The best job for John is _____

(1) Needed: Full time secretary position available. Applicants should have at least 2 years of experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street.

(3) Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call.

(5) Part Time work available: We are looking for retired adults who would like to work part time at the weekend. Responsibilities include answering the telephone and giving customer's information. For more information contact us by calling ...

(2) Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366-76564 for more information.

(4) Teacher Needed: Tommy's Kindergarten needs 2 teachers/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No.56

(6) University positions open: The University of Cumberland is looking for 4 teaching assistants to help with homework correction. Applicants should have a degree in one of the following: Political Science, Religion, Economics or History. Please contact the University of Cumberland for more information.

8. <PROJECT>

Surf the Web and make up a list of the most unusual (interesting/strange/surprising) jobs. Find some interesting information and present the most striking facts to the group.



9. You are a company owner (*employer*). Look at the list below. Which of these aspects are important to consider when hiring somebody for a job. Explain your position.

- | | |
|---|--|
| <input type="checkbox"/> <i>Level of education</i> | <input type="checkbox"/> <i>Work experience</i> |
| <input type="checkbox"/> <i>Color of hair</i> | <input type="checkbox"/> <i>Speaking ability</i> |
| <input type="checkbox"/> <i>Family background</i> | <input type="checkbox"/> <i>Well-prepared resume</i> |
| <input type="checkbox"/> <i>Good References</i> | <input type="checkbox"/> <i>Hobbies</i> |
| <input type="checkbox"/> <i>Clothing</i> | <input type="checkbox"/> <i>Religion</i> |
| <input type="checkbox"/> <i>Prior criminal record</i> | <input type="checkbox"/> <i>Transcripts and report cards from schools</i> |
| <input type="checkbox"/> <i>Weight</i> | <input type="checkbox"/> <i>Sex, Sexual orientation or Ethnic background</i> |

Choose the five most important things to consider for a job interview.



10. Match the adjectives below with their correct definitions and discuss how important these characteristics are for your job or the job that you want to apply for:

<p>(1) experienced (2) self-motivated (3) communicative (4) enthusiastic (5) dynamic (6) hardworking</p>	<p>a. able to make yourself do something well b. able to talk to people easily and share information c. continually doing a lot of work d. energetically interested in something and willing to be involved in it e. having lots of ideas and energy f. having skill or knowledge because you have done something many times</p>
---	---

11. You are a job seeker. You have finally found a position you want to apply for. Look at the following questions that you might be asked during a job interview:

- How would you describe yourself?
- What influenced you to choose a career in ...?
- How has your university education prepared you for a job in ...?
- Tell me about your current job. What have you been doing?

- How would you describe yourself in terms of your ability to work as a member of a team?
- Tell me about a major problem you recently handled. Were you successful in resolving it?
- How do you handle pressure?
- Why do you want to work for this company?
- What do you feel you have to offer this company?
- What personal weakness has caused you the greatest difficulty on the job?
- What would you say has been your most rewarding accomplishment?
- What are your goals for the future?
- What do you think you'll be doing in five years' time?

Now read the following job advert:

Language Worldwide is an established international language centre seeking a dynamic, self-motivated and responsible person for the position of project coordinator. Suitable candidate must be a university graduate and be proficient in at least 2 languages, including English.



(L10, V5) Watch or listen to an extract from Andrea's interview at Language Worldwide and tick the questions that you hear.



(L10, V5) Listen again and put T (*True*) or F (*False*) next to the following statements:

- 1) Andrea has always been interested in the British/American language and culture.
- 2) His current job mainly involves preparing budgets for projects.
- 3) He has worked as part of a team.
- 4) He had to replace one of the speakers at a British Council event.
- 5) He believes the job he is being interviewed for is tailored to his skills and qualifications.
- 6) His most rewarding achievement has been successfully completing his university degree.
- 7) His main weakness is handling pressure.
- 8) His long-term ambition is to start his own business.

Complete the following collocations from the interview:

(1) be motivated (2) manage (3) deal with (4) motivate (5) meet (6) work (7) be part of (8) delegate	a. a well-established company b. by challenge c. certain tasks d. deadlines e. international projects f. others g. outside partners h. under pressure
---	--

Look at the following expressions from the interview and match them to their functions below:

I would describe myself as someone who is ambitious, hardworking and motivated by challenge.

As you can see from my CV, I've been working as a project coordinator for the British Council in Rome for several years.

My job has mainly involved organizing special events.

Against the odds, I managed to successfully work with our partners and reschedule the project events.

I guess at times I am a little reluctant to delegate certain tasks.

I would say successfully completing my university degree has been my most rewarding accomplishment.

My long-term goals involve growing with a company where I can continue to learn, and take on additional responsibilities.


Once I gain the necessary experience, I see myself moving on to a management position.


- a. describing your current job
- b. describing your personal qualities
- c. describing a personal weakness
- d. describing how you overcame a difficult situation
- e. describing your ambitions
- f. describing your achievements




Interview your partner for a job of his/her choice. Use the questions/expressions from this lesson and any others that you may need.

Would you give the applicant the job? Why/why not?

12.  (V6, V7) Watch the videos and name the mistakes an applicant needs to avoid during a job interview. Make a list of useful words and expressions.

13.  (V8) Watch an example of a job interview. Name the Top 10 interview questions and note down the possible responses. Comment on the applicant's behavior.

14.  To increase your chances of getting a desired position, you need to submit a high-quality RESUME or CV. Explain the difference between the terms “Resume” and “Curriculum vitae” (CV).

The primary differences between a resume and a curriculum vitae (CV) are the length, what is included and what each one is used for. A resume is a one or two page summary of your skills, experience and education. While a resume is brief and concise, a CV is a longer (at least two pages) and more detailed synopsis.

A CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honors, affiliations and other details. In Europe, the Middle East, Africa, or Asia, employers may expect to receive a curriculum vitae.

In the United States, a CV is used primarily when applying for academic, education, scientific or research positions. It is also applicable when applying for fellowships or grants.

WHAT TO INCLUDE IN A CURRICULUM VITAE

Your CV should be clear, concise, complete, and up-to-date with current employment and educational information.

The following are examples of information that can be included in your CV. The elements that you include will depend on what you are applying for, so be sure to incorporate the most relevant information to support your candidacy.

- ***Personal details and contact information.*** Most CVs start with contact information and personal data but take care to avoid superfluous details, such as religious affiliation, children's names and so on.
- ***Education and qualifications.*** Take care to include the names of institutions and dates attended in reverse order; PhD, Masters, Undergraduate.
- ***Work experience/employment history.*** The most widely accepted style of employment record is the chronological CV. Your career history is presented in reverse date order starting with most recent. Achievements and

responsibilities are listed for each role. More emphasis/information should be put on more recent jobs.

- **Skills.** Include computer skills, foreign language skills, and any other recent training that is relevant to the role applied for.

- *Scholarships*
- *Training*
- *Study abroad*
- *Dissertations/Theses*
- *Bibliography*
- *Research experience*
- *Graduate fieldwork*
- *Teaching experience*
- *Publications*
- *Presentations and lectures*
- *Awards and honors*
- *Grants, fellowships, and assistantships*
- *Technical, computer, and language skills*
- *Professional licenses and certifications*
- *Memberships*
- *Hobbies and Interests*

To get a more detailed information, visit the website “About.com”
<http://jobsearch.about.com/cs/curriculumvitae/f/cvresume.htm>

15. Create your own CV using the sample below.

CURRICULUM VITAE

Anna Maslova

103 Engels St., Apt. 14, 305025, Kursk, Russia

Tel: +7 (4712) 44-44-44, e-mail: ann-maslova1990@mail.ru

OBJECTIVE

The position of ... (teacher of mathematics).

PERSONAL PROFILE

Graduate of Kursk State University, the department of Physics and Mathematics.

EDUCATIONAL BACKGROUND

October 2015 – to the present moment

Master student of Kursk State University, the department of Physics and Mathematics, the sub-department of Mathematical Analysis and Applied Mathematics, Kursk, Russia.

September 2011 – June 2015 Kursk State University, the department of Physics and Mathematics, Kursk, Russia:
Bachelor of Science.

September 2000 – June 2011 Secondary Comprehensive School №1, Sudzha, Kursk Region, Russia:
Certificate of Secondary Education.

WORK EXPERIENCE

April 2015 – to the present moment Secondary Comprehensive School №25, Kursk, Russia: Teacher of Mathematics.

RESEARCH PROJECTS

September 2011 – June 2015 *Computer-Assisted Methods of Calculation in Mathematical Analysis.*
B.Sc. qualification paper.

PUBLICATIONS

1. Maslova, A.P. (2014) *The Notion of Uncertainty in Mathematical Analysis.* Graduate Research Tribune 1(16) 2014. Pp. 56-61. Kursk State University 2014.

MEMBERSHIPS

...

PROFESSIONAL ACTIVITY

...

LANGUAGES

Russian: native speaker

English: elementary/ pre-intermediate/ intermediate/ upper-intermediate/ advanced level.

COMPUTER SKILLS

PC: basic/ intermediate/ advanced level

(for IT specialists)

Programming and web-design: C, C++, Visual Basic, Visual C++, PL/SQL, Java, JavaScript, HTML, DHTML, HTTP/1, HTTP/1.1, Pop Server, TCP/IP, SQL, Oracle PL/SQL, PERL, J2EE, ODBC/JDBC, Python, PHP, mySQL, PostScript, EJB, XML, KSH, ANT, AWK, SED.

PERSONAL SKILLS

Social and organizational skills
Good communication skills

HOBBIES

Web surfing, foreign languages, listening to music and travelling.

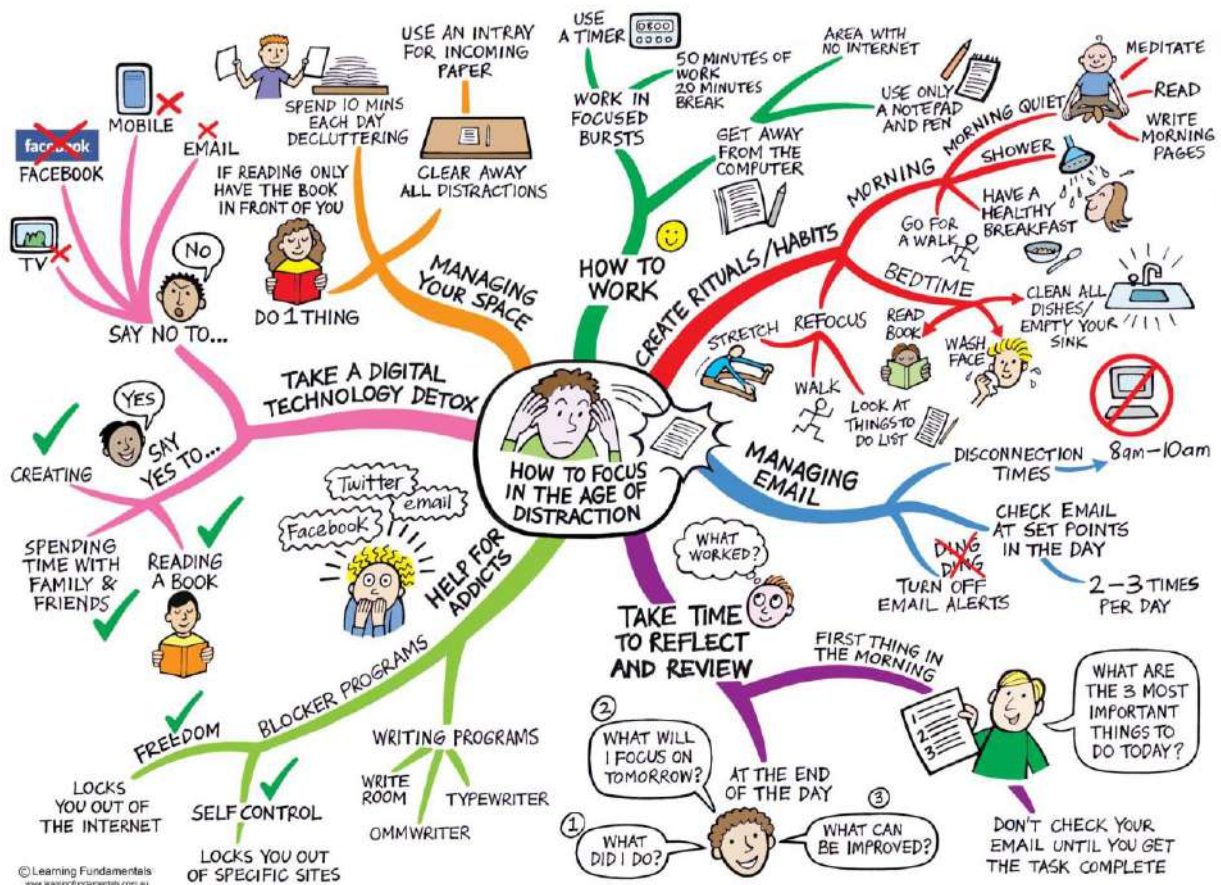
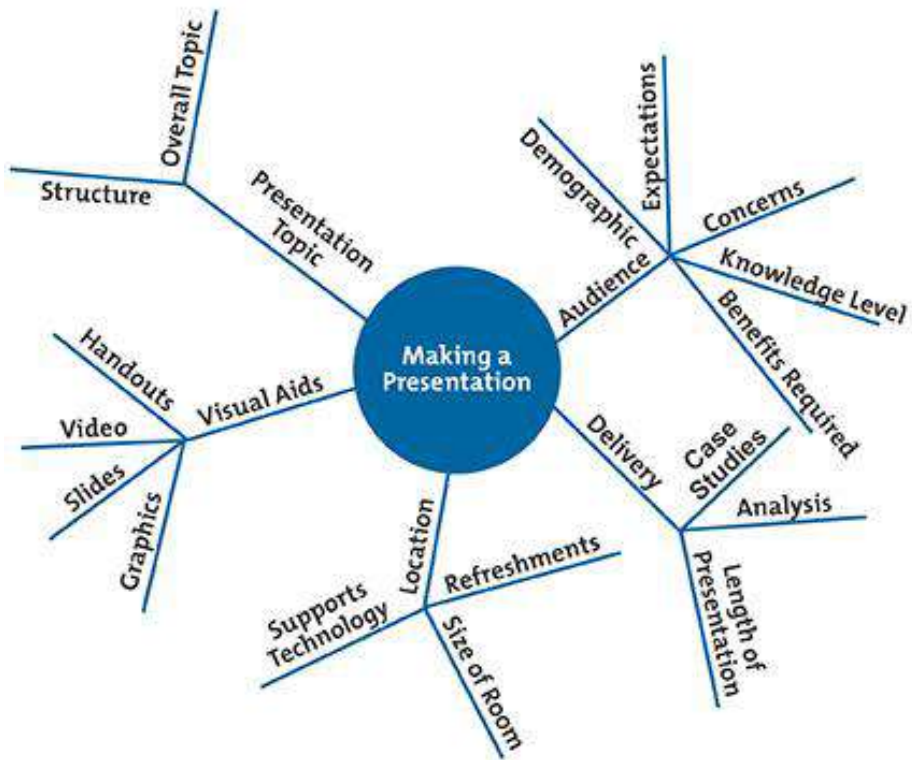
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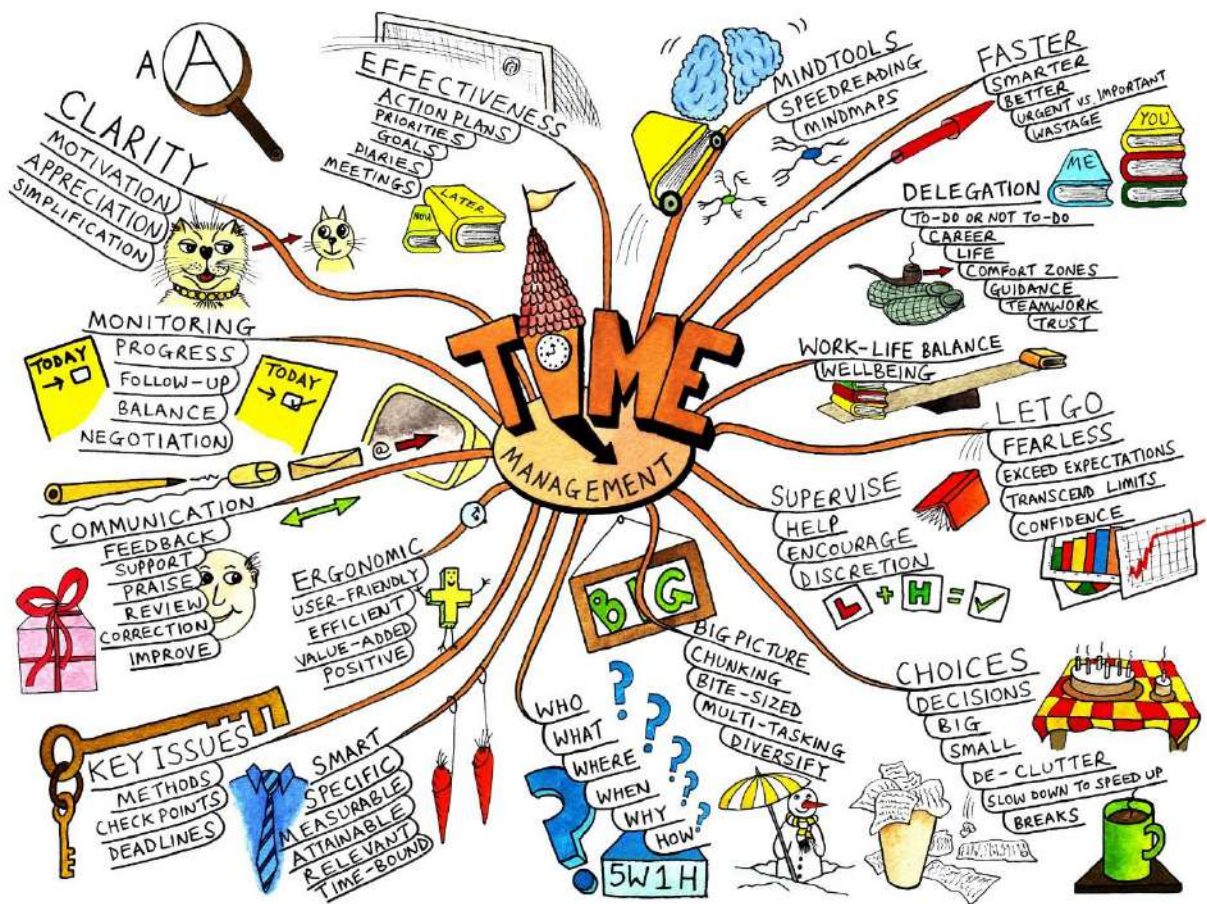
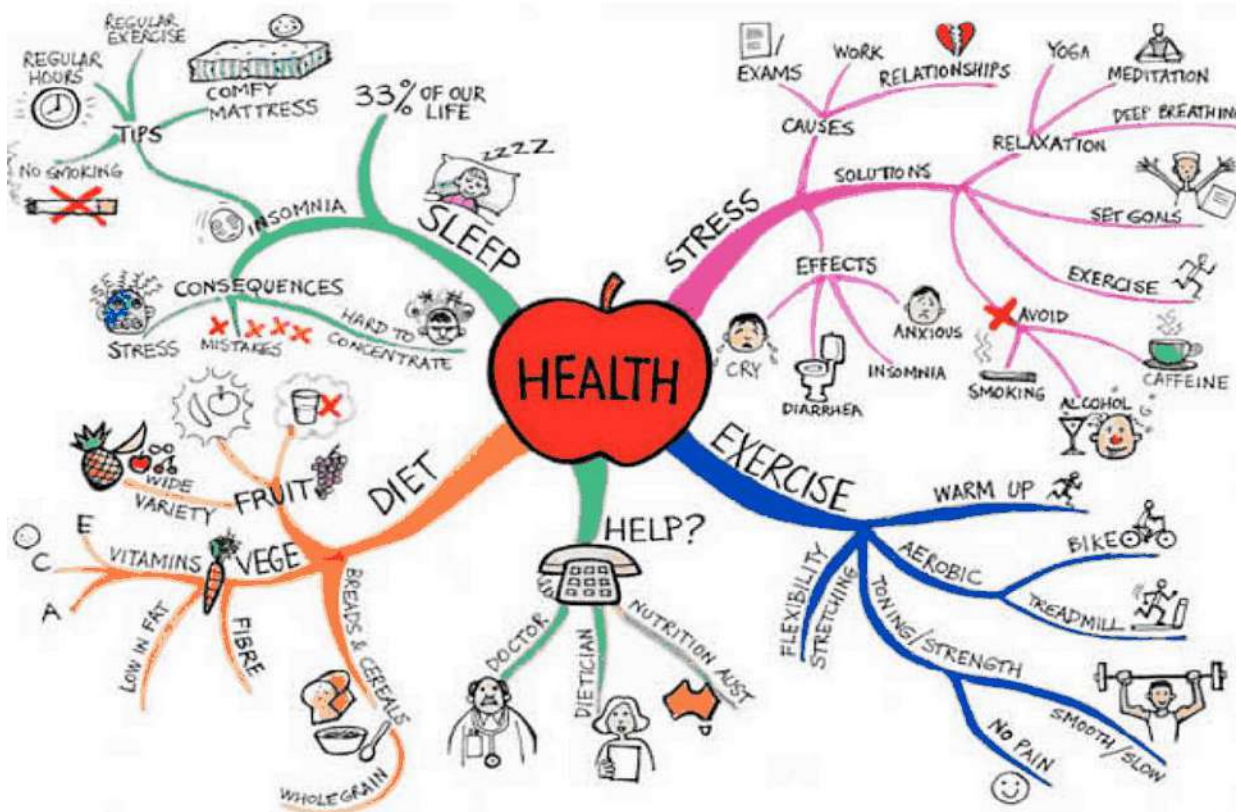
References are available on request.

16. <PROJECT>

Create a detailed mind map for the notion “EMPLOYMENT”. Use the vocabulary from this lesson for ideas. Several examples of mind maps are given below.







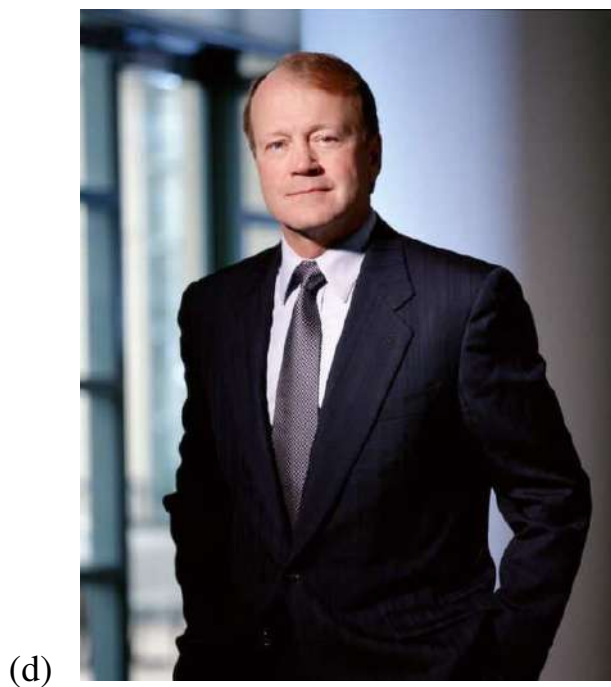
UNIT 3 LESSON 3

COMPANY STRUCTURE AND THE CAREER LADDER

1. Look at the pictures and try to guess what these people do in the company. Spot:

- a CEO (Chief Executive Officer);
- an accountant general;
- a system administrator;
- a secretary.

Think which traits of character one must/mustn't possess to successfully operate in these positions. Which position would you like to occupy?



2. Study the chart with specialized vocabulary. Try to find Russian equivalents for the given terms.


Accounts Department	<i>department responsible for administering a company's financial affairs</i>
A.G.M.^{UK}	<i>Annual General Meeting of a company's shareholders</i>
board of directors	<i>a group of people chosen to establish policy for and direct or control a company</i>
chairman^{UK}	<i>person who heads a Board of Directors; head of a company; chairperson</i>
director	<i>a member of the board of directors</i>
executive officer^{US}	<i>person who manages the affairs of a corporation (chief executive officer ≈ chairman)</i>
headquarters	<i>a company's principal or main office or centre of control</i>
manager	<i>person responsible for day-to-day running of a department; executive officer^{US}</i>
managing director^{UK}	<i>senior director after the chairman responsible for day-to-day direction</i>
Marketing Dept.	<i>department responsible for putting goods on market, packaging, advertising etc</i>
organization chart	<i>a table or plan showing a company's structure graphically</i>
Personnel Dept.	<i>department responsible for recruitment and welfare of staff or employees</i>
president^{US}	<i>the highest executive officer of a company; head of a company</i>
Production Dept.	<i>department responsible for physical creation of product</i>
Purchasing Dept.	<i>department responsible for finding and buying everything needed by a company</i>
R & D Department	<i>department responsible for Research and Development of (new) products</i>
reception	<i>the place where visitors and clients report on arrival at a company</i>
Sales Department	<i>department responsible for finding customers and making sales</i>
shareholder	<i>person who holds or owns shares in or a part of a company or corporation</i>
vice president^{US}	<i>any of several executive officers, each responsible for a separate division</i>
deputy	<i>a subordinate of the boss and next-in-command in the office: e.g. deputy director</i>

https://www.englishclub.com/vocabulary/20_company.htm

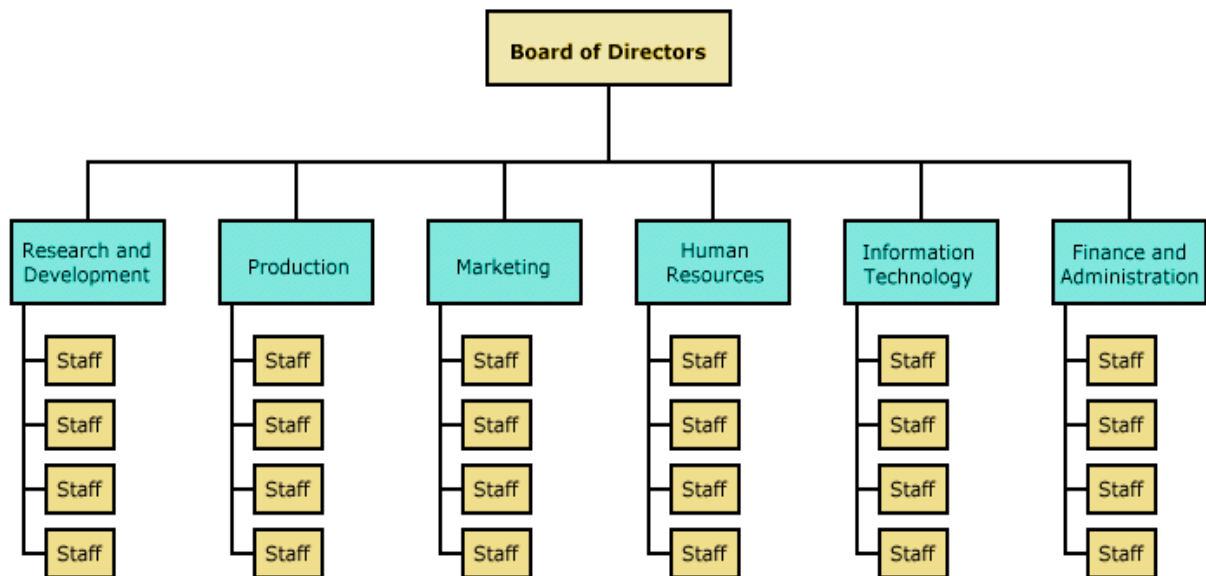
3. Write the names of company departments which have the following responsibilities:

<i>Human Resources</i>	<i>Marketing</i>	<i>Research and Development</i>	<i>I.T.</i>
<i>Maintenance</i>	<i>Sales</i>	<i>Customer Service</i>	<i>Finance</i>
<i>Dispatch Department</i>		<i>Production Department</i>	

- 1) Taking care of customer needs _____
- 2) Selling the product/service _____
- 3) Making the product _____
- 4) Advertising and promotion of the product _____
- 5) Hiring new staff _____
- 6) Maintaining computers and network _____
- 7) Looking after the office / building _____
- 8) Discovering new knowledge about the product, improving it and creating new products _____
- 9) Taking care of payments, bills and expenses _____
- 10) Providing the delivery of orders _____

4.  Read the text below and try to entitle the given organization charts according to which type of management they represent.

(a) _____ company structure

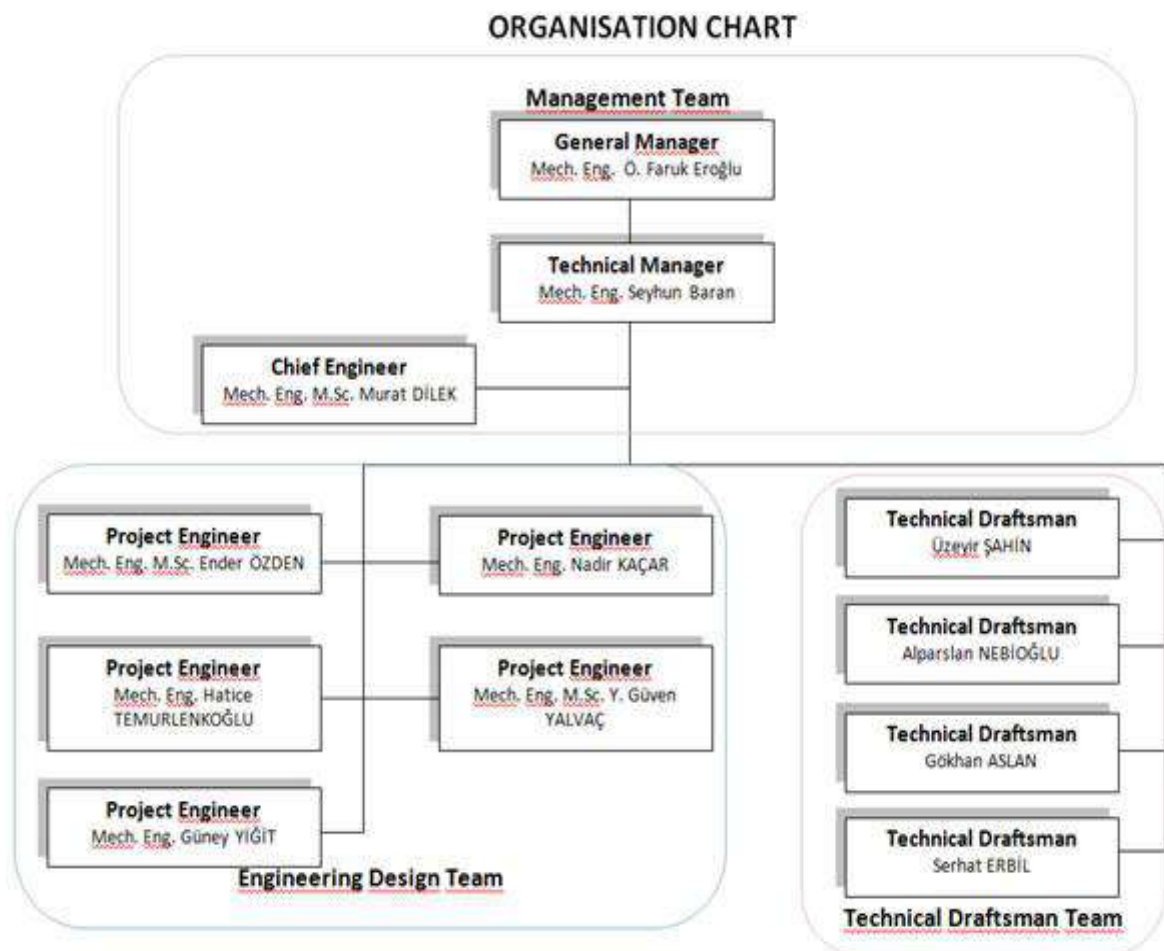


Company Structure

Most organizations have a **hierarchical** or **pyramidal structure**, with one person or a group of people at the top, and an increasing number of people below them at each level. There is a clear line or chain of command running down the pyramid. All the people in the organization know what decisions they are able to make, who their **superior** (boss) is, whom they report to, and who their immediate **subordinates** are.

Some people in an organization have colleagues who help them: for example, there might be an Assistant to the Marketing Manager. This is known as a staff position: its holder has no line authority, and is not integrated into the chain of command.

(b) _____ company structure

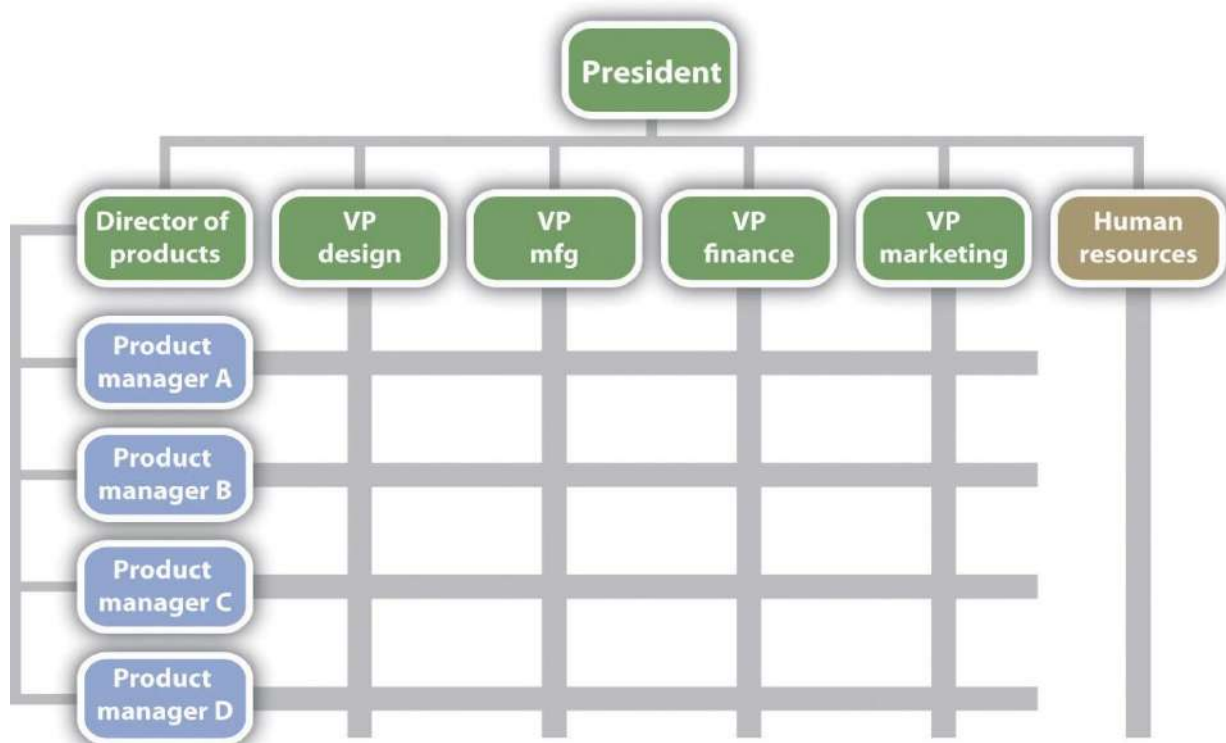


Yet the activities of most companies are too complicated to be organized in a single hierarchy of layers. Shortly before the First World War, the French industrialist Henry Fayol organized his business according to the functions that it had to carry out. He is generally credited with inventing **functional**

organization. Today, most large manufacturing organizations have a functional structure, including production, finance, marketing, sales, and personnel or staff departments. This means, for example, that the production and marketing departments cannot take financial decisions without consulting the finance department.

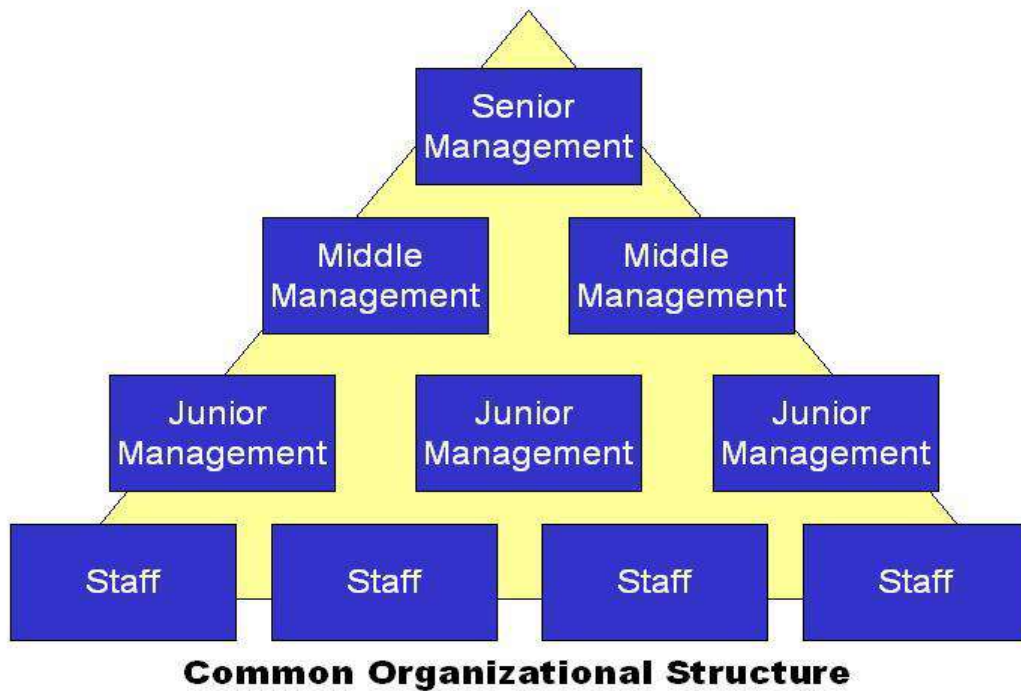
Functional organization is efficient, but there are two standard criticisms. Firstly, people are usually more concerned with the success of their department than that of the company, so there are permanent battles between, for example, finance and marketing, or marketing and production. Secondly, separating functions is unlikely to encourage innovation.

(c) _____ company structure



A problem of hierarchies is that people at lower levels are unable to make important decisions, but have to pass on responsibility to their boss. One solution to this is **matrix management**, in which people report to more than one superior.

(d) _____ company structure



A further possibility is to have wholly autonomous, temporary groups or **project teams** that are responsible for an entire project, and are split up as soon as it is successfully completed. Teams are often not very good for decision-making, and they run the risk of relational problems, unless they are small and have a lot of self-discipline. In fact they still require a definite leader, whom their success probably depends on.

5. Find examples of famous organizations which have the above-mentioned types of structure:

- Pyramidal structure:
- Functional structure.....
- Matrix structure.....
- Project team structure



6. 📖 Now read about top management and key personnel positions in a business. (For more vocabulary consult APPENDIX)

Top Management Positions

- **Chief Executive Officer (CEO) or President** - This person will be the driving force behind the company; he or she will make things happen, put together the resources to support the company and take the product to the market place.
- **Chief Operating Officer (COO), Vice President of Operations or General Manager** - Whether called an organizer, an inside manager or an operations person, this person is the one who will make sure company operations flow smoothly and economically. He or she is responsible for making certain that necessary work is done properly and on time. An understanding of details of the business and an enjoyment of handling details are necessary.
- **Vice President of Marketing or Marketing Manager** - Few businesses can be successful without marketing their products to the customer. The individual in this slot must have both marketing and industry experience.

- **Chief Financial Officer (CFO) or Controller** - You may wish to establish two positions or combine both roles into one. The responsibility of one role is to seek money; that is, to look for investors and deal with banks, lenders, etc. This function also could be assigned to another team member, such as the CEO or the General Manager. The responsibility in the Controller role is to manage money and watch over the assets of the company. It is not uncommon to have the same individual seek money and manage money.
- **Vice President of Production or Production Manager** - Good production managers with specific industry knowledge and experience are sometimes difficult to find. In the beginning, you may subcontract some production.

Key Personnel

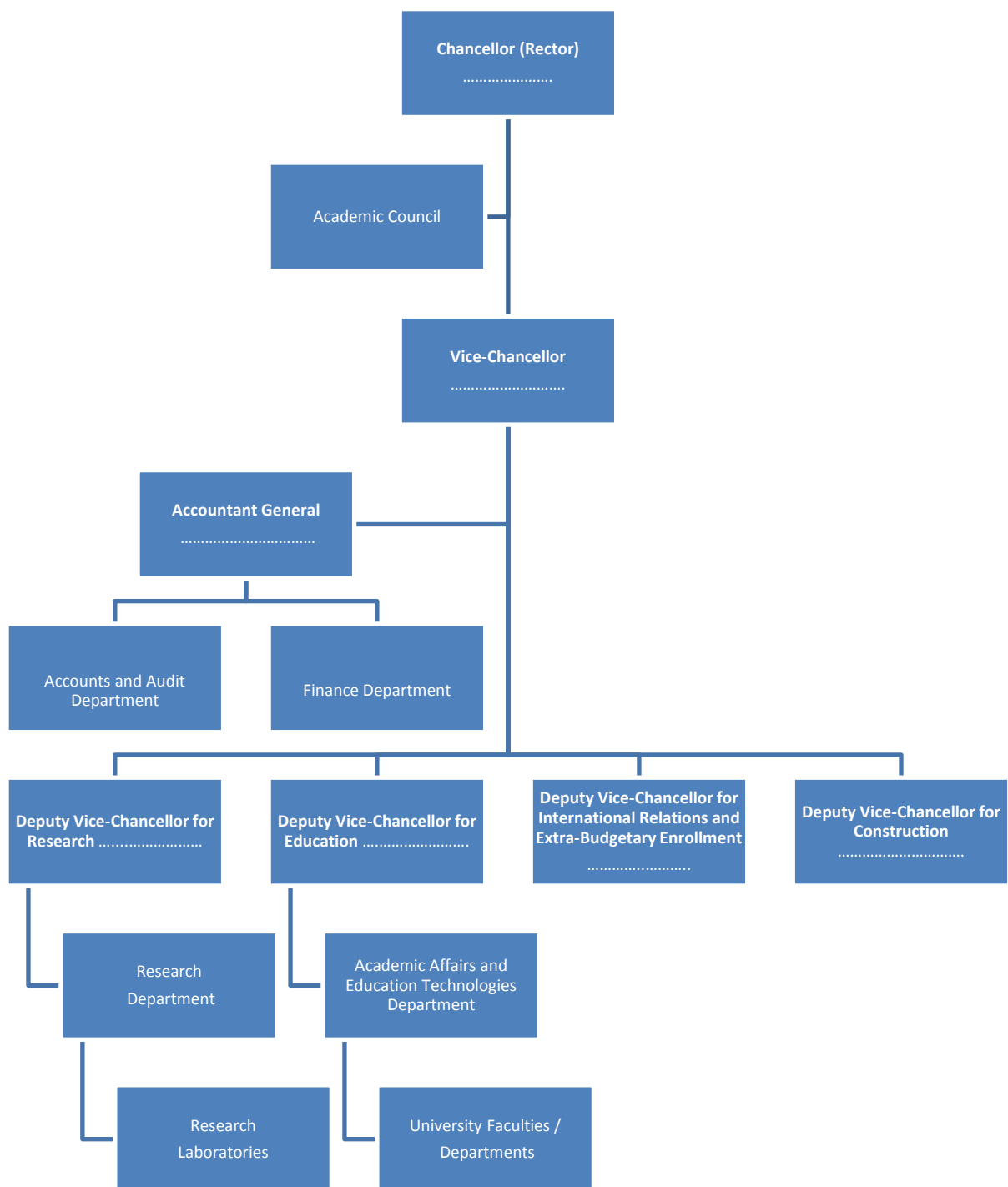
- **Operations manager.** This individual is the leader for the operation and has overall responsibility for the financial success of the business. The operations manager handles external relations with lenders, community leaders and vendors. Frequently, this individual also is in charge of either production or marketing for the business. This person will set in motion the vision, strategic plan and goals for the business.
- **Quality control, safety, environmental manager.** This is a key function in any industry and, in particular, one that deals in food products. In a small business, one person generally will be responsible for monitoring air and water quality, product quality, training of employees in each of these areas and filing all necessary monthly, quarterly and yearly reports.
- **Accountant, controller.** This is another key function. The individual filling this role has the responsibility for monthly income statements and balance sheets, payroll and managing the cash.
- **Office manager.** The person in this slot also may serve as human resource director, purchasing agent and “traffic cop” with salespeople and vendors. This employee, in general, will oversee everything not involved in production and may also handle some marketing duties.

- **Receptionist.** Sometimes called the “front-line” person, the receptionist handles phone calls, greets visitors, handles the mail, does the billing and performs many other tasks as required by the office manager.
- **Marketing manager.** If finances permit, a marketing manager may be on staff to handle all aspects related to promoting and selling the product. The top management person often handles this duty in a small business.
- **Purchasing manager.** Duties of this position may be filled by either or both the general manager/top management person and the office manager.
- **Professional staff.** Instrumental in each company, new or existing, are the firm’s professional staff resources. These include a lawyer, a computer consultant and, possibly, a local doctor or access to a medical facility.

<http://www.extension.iastate.edu/agdm/wholefarm/html/c5-111.html>



7. Consider the organization chart of our university which reflects its major constitutional parts (the full scheme would be too large). Write the names of the people occupying the given positions.



8. Have a look at Mark's story. Put the sentences into the correct order to describe his career.

___ After a successful interview at Chemotech plc, he was **hired** for the position.

1 After graduating from university, Mark decided to **apply for a job** as a junior engineer.

___ After nearly 20 years of **running his own business**, Mark decided to **retire** early.

___ Chemotech **ran into financial difficulties** during the economic crisis, and Mark was **laid off**.

___ Due to his extensive experience, he quickly got **hired** by another company as a chief engineer.

___ He decided to become **self-employed** and **start his own business** as a consultant.

___ Mark felt he needed a change in his life, so he decided to **hand in his notice** and start a new career.

___ Mark worked diligently for several years and eventually **got promoted** to the position of senior engineer.

Now put the expressions in bold next to their meaning below:

1) stop working: _____

2) no longer employed because the company has no money or work to offer:

3) employed: _____

4) working independently, not for an employer: _____

5) moved to a more senior position: _____

6) leave (his) job: _____

7) officially request work: _____

8) had money problems: _____

9. Study the following vocabulary table. Think of the Russian equivalents.

Phrase with noun	Phrase with verb	Meaning
receive a promotion	get/be promoted	move up to a more senior position
receive a demotion	get/be demoted	move down to a more junior position
get the sack	get/be sacked	lose your job (because you did something wrong)
–	get/be fired	lose your job (because you did something wrong)
receive a dismissal	get/be dismissed	lose your job (because you did something wrong)
–	be made redundant	lose your job (you did nothing wrong, the department has been closed down)
go into retirement	retire	stop working as you grow older
hand in your resignation	resign	leave your job

Study the following situations and say what should happen to the people in each case using the words and expressions from the table above.

1) Paula has worked very well this year. As a result of her hard work, her company's profits have risen to a record level. Her boss is very happy.

2) John has missed another day at work without an acceptable reason. He has been warned about his behaviour several times already.

3) Sara's company is experiencing serious difficulties. They have lost several key clients, and there is little work for her to do now.

4) Vlad was recently promoted to the position of chief accountant. However, his bosses have not been satisfied with his performance.



5) Paul is nearly 70 years old. He's run his business for over 40 years but he is now finding it difficult to do it.

10. 📖 Study the information about GOOGLE Inc. and its corporate culture which is very peculiar. Make a list of 3 facts which surprised you most of all.

Corporate culture at Google is grounded in the Founder's philosophy, the famous 10 tenets. Google is still ruled by its founders, which means the culture is in their direct control.

Google has come a long way since Sergey Brin and Larry Page networked a few computers together at Stanford. What started as a modest project is now a multibillion-dollar global organization that employs more than 19,000 people around the world.

Google is famous not only for its technological advances but also for its corporate culture. The employees of this company have unique working conditions and many benefits.

Google's Best Practices



Engineers are ½ of the organization. Engineers like to “do cool things.” After one year, an engineer can bid to work on anything they want to. “Popular projects” get more bids, less popular ones don't.

Googlers are employees of Google.

There are also several variations of the term, like "Gayglers" for gay and lesbian employees, Bikeglers for employees who bike to work together, and Newglers for new employees. Former employees sometimes even refer to themselves as Xooglers.

Innovation from Everywhere. Innovation is expected at Google, in every segment of the business. You can use 20% of your time on anything – people vote and pledge their 20% time to projects that are seen as promising or cool. It's “a license to pursue your dreams”. Half the new products and features launched by Google are said to come from work done under the 20% rule.

Google products are always in Beta. Mistakes are celebrated. There was a product launch in 2009 that didn't catch on – a big failure, externally and internally. That product launch team was celebrated, given a bonus, AND given a Founder's Award. Eventually that workstream rolled into what is now Google Plus.

Every Friday, the founders Larry and Sergey stand on a stage and answer ANY question. People log on and ask and then vote on the questions they most want answered. It is common to hear someone say “I think you made a mistake with _____.”

All people decisions at Google are based on data and analytics. If a Google employee is meeting Larry and Sergey to talk about users' needs, they'd better come with more than their own conclusions – they had better come with data. The immediate question will be “How many people did you test?”

Peer bonuses – anyone can log on and give someone a \$200 peer bonus, no approval needed. (the person just cannot be in your direct team.)

Everyone at every level gets some stocks of the company on the day they start.

Teams are responsible for the culture globally – all offices watch the Larry & Sergey Friday chat on video and are accountable to create an office that “feels Googly.”


Googleplex. The Googleplex is the company headquarters in Mountain View, California. The name is a play on both "Google complex" and "googolplex," the number you get when you take a one and add a googol zeroes to it.

The Googleplex provides employees with unusual perks, like haircuts, laundry facilities, and gourmet meals.

Here are a few things you might see in a Google workspace:

- Local expressions of each location, from a mural in Buenos Aires to ski gondolas in Zurich, showcasing each office's region and personality.
- Bicycles or scooters for efficient travel between meetings; lava lamps; massage chairs; large inflatable balls.
- Googlers sharing cubes, yurts and huddle rooms – and very few solo offices.
- Laptops everywhere – for mobile coding, email on the go and note-taking.
- Football, pool tables, volleyball courts, assorted video games, pianos, ping pong tables, and gyms that offer yoga and dance classes.

- Employee groups for all interests, like meditation, film, wine tasting and salsa dancing. Healthy lunches and dinners for all staff at a variety of cafés.
- Break rooms packed with a variety of snacks and drinks to keep Googlers going.
- Rented goats. This one isn't actually one of Google's April Fools' Day jokes: Google rents out goats from a company called California Grazing to help cut down the amount of weeds and brush at Google headquarters. The operation of 200 goats (plus herder and a border collie) is kind to the environment, and as Google puts it: "A lot cuter to watch than lawn mowers."
- Google is a super dog-friendly company. It proudly names "company dogs," like Yoshka. Yoshka accompanies Urs Holzle, senior VP operations and Google Fellow to the Googleplex. Less senior staff can bring their dogs to the office too. Unfortunately, cats are not quite as welcome. To learn more about this amazing company one can take a virtual tour at <http://www.businessinsider.com/google-hq-office-tour-2013-10?op=1>

11.  (V9) Enjoy the report about Google corporate culture and say what you like and dislike about it. Explain why you would/wouldn't like to work there.




UNIT 3 LESSON 4

LEADERSHIP AND THE BASICS OF MANAGEMENT

1. Read the statements and think if you agree or disagree with them. Which ideas are typical of a strict leader? Which are expected to encourage democracy and free thinking all around the office?

- 1) Employees cannot be trusted and must be closely supervised.
- 2) Staff should be allowed to organize their own work.
- 3) The best motivation is money and recognition.
- 4) A well-defined dress-code is vital to do good business.
- 5) Work and private life should be clearly differentiated.
- 6) First think, and then talk.
- 7) A happy employee is an efficient employee.
- 8) Rules have to be obeyed.
- 9) Creative inspiration is a way to innovation and development.

2.  Read about management styles and try to assign the given above ideas to the 4 types of leader described in the text.

Management Styles

Managers have to perform many roles in an organization and how they handle various situations will depend on their style of management. A management style is an overall method of leadership used by a manager. There are two sharply contrasting styles that will be broken down into smaller subsets later: the autocratic and the permissive ones. Each style has its own characteristics.

Autocratic: The leader makes all decisions unilaterally.

Permissive: The leader permits subordinates to take part in decision-making and also gives them a considerable degree of autonomy in completing routine work activities.

Combining these categories with *democratic* (subordinates are allowed to participate in decision making) and *directive* (subordinates are told exactly how to do their jobs) styles gives us four distinct ways to manage:

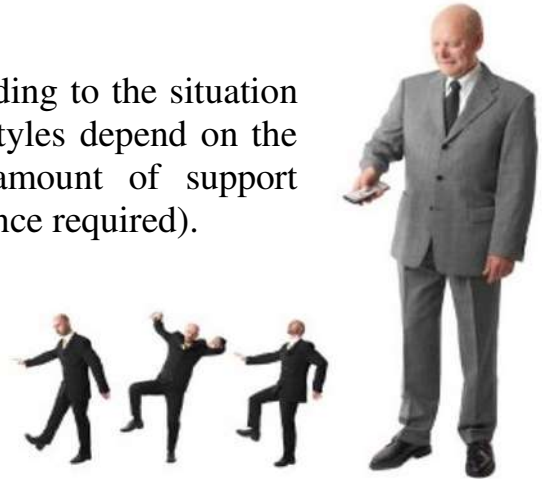
Directive Democrat: Makes decisions participatively; closely supervises subordinates.

Directive Autocrat: Makes decisions unilaterally; closely supervises subordinates.

Permissive Democrat: Makes decisions participatively; gives subordinates latitude in carrying out their work.

Permissive Autocrat: Makes decisions unilaterally; gives subordinates latitude in carrying out their work.

Managers must also adjust their styles according to the situation that they are presented with. The different styles depend on the situation and the relationship behavior (amount of support required) and task behavior (amount of guidance required).



3. Can you guess which management styles would work best for each situation listed below? What would you choose to do as a leader?

Situation 1

The employees in your program appear to be having serious problems getting the job done. Their performance has been going downhill rapidly. They have not responded to your efforts to be friendly or to your expressions of concern for their welfare.

Which style would you pick? What would you do?

- a. Reestablish the need for following program procedures and meeting the expectations for task accomplishment.
- b. Be sure that staff members know you are available for discussion, but don't pressure them.
- c. Talk with your employees and then set performance goals.
- d. Wait and see what happens.

Situation 2

During the past few months, the quality of work done by staff members has been increasing. Record keeping is accurate and up to date. You have been careful to make sure that the staff members are aware of your performance expectations.

Which style would you pick? What would you do?

- a. Stay uninvolved.
- b. Continue to emphasize the importance of completing tasks and meeting deadlines.
- c. Be supportive and provide clear feedback. Continue to make sure that staff members are aware of performance expectations.
- d. Make every effort to let staff members feel important and involved in the decision making process.

Situation 3

Performance and interpersonal relations among your staff have been good. You have normally left them alone. However, a new situation has developed, and it appears that staff members are unable to solve the problem themselves.

Which style would you pick? What would you do?

- a. Bring the group together and work as a team to solve the problem.
- b. Continue to leave them alone to work it out.
- c. Act quickly and firmly to identify the problem and establish procedures to correct it
- d. Encourage the staff to work on the problem, letting them know you are available as a resource and for discussion if they need you.


Situation 4

You are considering a major change in your program. Your staff has a fine record of accomplishment and a strong commitment to excellence. They are supportive of the need for change and have been involved in the planning.

Which style would you pick? What would you do?

- a. Continue to involve the staff in the planning, but direct the change.
- b. Announce the changes and then implement them with close supervision.
- c. Allow the group to be involved in developing the change, but don't push the process.
- d. Let the staff manage the change process.

http://www.rpi.edu/dept/advising/free_enterprise/business_structures/management_styles.htm

4.  (L11) David is a Human Resources Manager. You will hear him talk about managing people. Answer the questions below. Think which hints you would adopt in your practice if you were a manager.



- 1) How does David motivate his staff?
- 2) How does he monitor progress?

- 3) Why does he arrive at work early?
- 4) How does his team make decisions?
- 5) What is the secret of leadership, as David sees it?

5. Think about a very good leader (teacher, sports coach, etc.) you have had in your life. What made him / her very special? Which traits of character made this person a perfect manager? Was this person...

- decisive?
- intelligent?
- charismatic?
- passionate?
- open?
- flexible?
- energetic?
- thoughtful?
- balanced?
- accessible?




Which words can you add to the list? Make a description of a good leader.

... is always ... is never

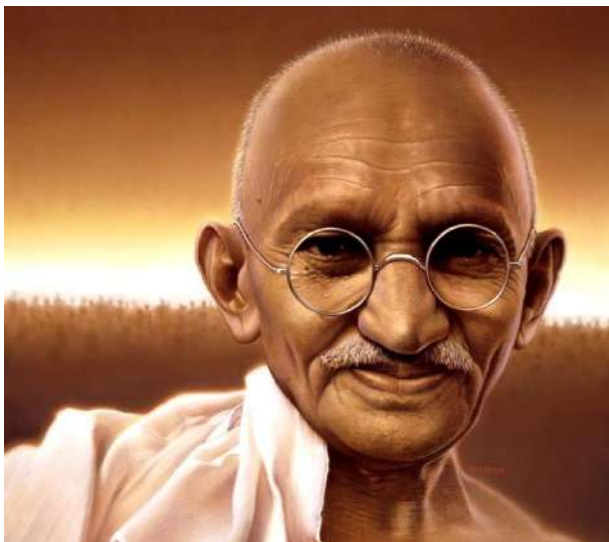
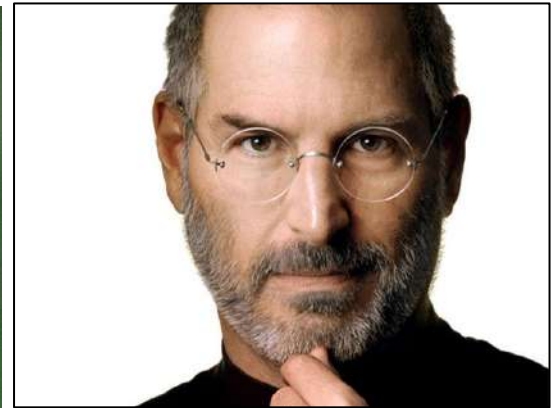
balanced _____

A GOOD LEADER

6. Do you think there is a difference between a competent manager and a good leader? What is it about? Try to point out at least 3 differences. Write them down and then share your ideas with your partner.

 **(L12) Then listen to two colleagues discussing a new appointment. Put down their ideas about management and leadership and compare your answers.**

7. Look at the pictures. Which of these historic figures do you know? What are they famous for? What is/was the people's attitude towards these personalities? How can their style of management be characterized?



8. <PROJECT> Make a presentation of a famous corporate leader. Talk about this person's secrets of success and management style. Compare this person to the other students' choices.

UNIT 4 LESSON 1

PLANNING A BUSINESS TRIP

1. Answer the questions.

How often do you travel?

Where do you like going?

Where do you usually stay?

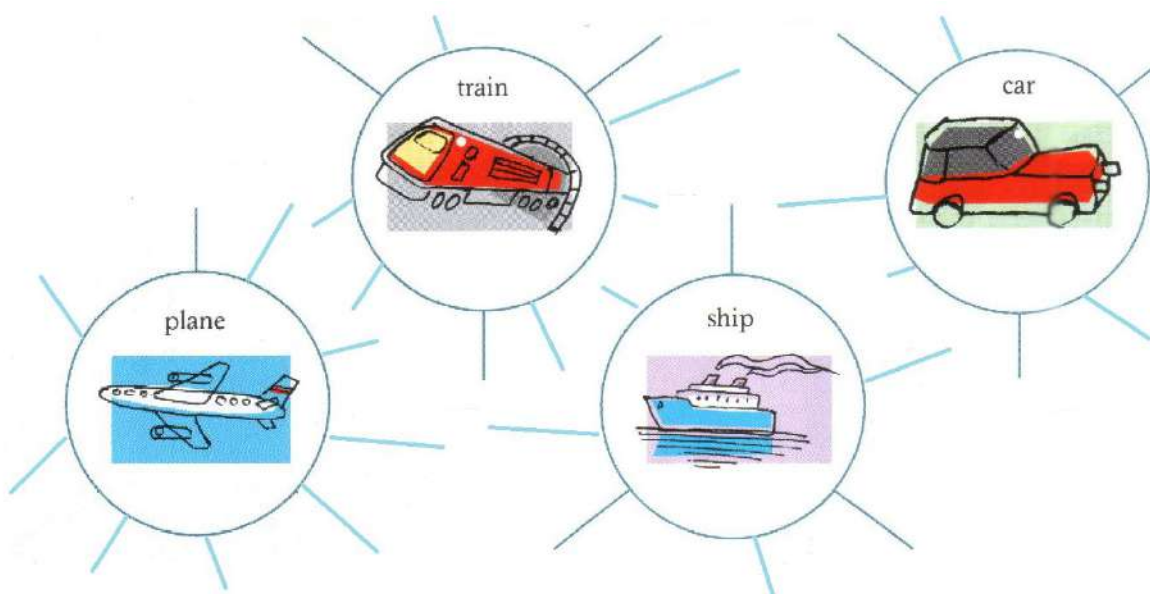
Do you ever travel on business?



When people go on a **business trip**, their company is often responsible for their travel arrangements and usually books flights and makes reservations for hotels through a travel agent. The itinerary for a business trip usually doesn't leave time for sightseeing or for getting to know the country. Sometimes you have to plan a business trip on your own and the essential things to do will be - choosing transport and booking a room.

2. Check out the vocabulary and consult the dictionary. Draw a mind map for the ways of travelling (some expressions can be used for different means of travelling. Add your own examples.

Fly, station, port, hire, platform, sail, ferry, drive, park, flight, carriage, depart, arrive, aisle, airport, get on/ board, get off/ disembark, take off, liner, voyage, land, cockpit, dock, pilot, captain, corridor, passenger, taxi, petrol, cab, highway, customs, information desk, baggage, check-in, ticket, insurance, delay, cancel, ticket office, passport control, main road, traffic, voyage



Don't forget!

<i>I go <u>by</u></i>	<i>plane car ship bicycle/ bike bus</i>	<i>or</i>	<i>I fly I drive I sail I ride</i>
<i>I go <u>on</u></i>	<i>horse foot</i>		<i>I ride I walk</i>

3. Put the types of transport above in the order that you prefer to travel for business/pleasure. Compare your ideas with a partner and give reasons for your choices.



Ex: I prefer travelling by train because I can sit in a quiet carriage and work on my laptop.

4. Airport vocabulary. Study the useful phrases. Match the pictures and the expressions.

<p>Carry on luggage (Oversized baggage/Overweight baggage, fragile, liquids)</p>	 <p style="text-align: right;">a)</p>
<p>Boarding pass</p>	 <p style="text-align: right;">b)</p>

<p>Gate</p>	 <p>c)</p>
<p>Business class (economy class, first class)</p>	 <p>d)</p>
<p>Conveyor belt/carousel</p>	 <p>e)</p>
<p>Identification (ID)/ passport</p>	 <p>f)</p>
<p>Long-haul flight</p>	 <p>g)</p>

<h2>Stopover (layover)</h2>	<p>h)</p>
-----------------------------	-----------

5. Study the boarding pass and answer the questions

		Boarding pass SFO → AMS	Your flight KLM39	Passenger name GLYNN-FINNEGAN / ADAM			Your flight KLM39
Passenger GLYNN-FINNEGAN / ADAM		Date JANUARY 5, 2013		Passenger GLYNN-FINNEGAN / ADAM		San Francisco to Amsterdam	
Flight Number KLM 39	Departure Airport SFO / T2	Boarding 09:10	Gate D10	Departing 09:40	Economy		
Boarding Priority 1 2 3 4	Where's my seat? A22			Departing 09:40	Where's my seat? A22		
Frequent Flyer 2073621000		Economy					

- What is the passenger's name?
- What company is he travelling with?
- What is his departure date?
- What is his flight number?
- Where is he flying from?
- What is his destination?
- What time does he board the plane?
- What time does he depart?
- What is his gate number?
- What is his seat number?
- What is his class?

6. You are on a business trip. At the airport you suddenly meet your colleague. Dramatize the conversation. Exchange the information about your flights. Use the information from APPENDIX.



7.  (L13) Listen to the dialogue. Fill in the gaps.

- C: Hello. Can I have your passport and _____?
D: Here you are.
C: Thank you. Are you _____ any bags today?
D: Just this one. The other's _____.
C: Can you put it on the _____? Thanks. Did you _____ yourself?
D: Yes, I did.
C: Has anyone _____ your luggage in any way?
D: No, they haven't.
C: Are you carrying any _____ such as nail scissors?
D: No, I'm not. Can _____ if there are any window seats available?
C: No, there aren't. The flight is very full. Would you like an aisle seat?
D: Yes, that'll do.
C: OK. Here's your _____. You'll be boarding through _____ in 30 minutes. Have a _____.
D: Thank you.

8. Complete the sentences below. Use the nouns from the box.

<i>bill</i>	<i>reservation</i>	<i>booking</i>	<i>receipt</i>		
<i>centre</i>	<i>fax</i>	<i>call</i>	<i>luggage</i>	<i>flight</i>	<i>seat</i>

At the ticket office

- 1) I need to change my booking
- 2) Is there a direct _____?

At the check-in desk

- 3) Can I take this as hand _____?
- 4) Can I have an aisle _____?

In a taxi

- 5) Please take me to the city _____?
- 6) Can I have a _____, please?

At the hotel

- 7) I have a _____ for two nights. My name's Burkhard.
- 8) Can I send a _____ from here?
- 9) Can I have an alarm _____ at 6.45, please?
- 10) I'm checking out today. Can I have the _____, please?

9. Here is a travel website where you can book a trip. Complete the information on the website with the verbs in the box.

Departure, return, duration, booking, reference, birth, non-smoking, password, single, ensuite

BizTravel
The No. 1 travel website for business travellers

Name Gregor Alexis
1 password *****
date of 2 _____ 17. 12. 75

Transport
Flight Athens to Vienna
3 _____ date June 14 17:50 one-way
4 _____ date June 17 08:30

Hotel Hotel Donau
Room type
5 _____ room double room
smoking 6 _____
7 _____ bathroom
8 _____ of visit 3 days

Thank you for 9 _____ with BizTravel 10 _____ number AXH7192

10. (L14) Listen to Francesca Cruz making plans for a business trip. Where is she flying to? Where does she want to be near? Make notes.

11. Listen again and complete the form.

Francesca Cruz	5 Ensuite bathroom yes <input type="checkbox"/> no <input type="checkbox"/>
1 Arrival date: _____	6 Check in after: _____
2 Duration of visit: _____	7 Check out before: _____
3 Single room <input type="checkbox"/> Double room <input type="checkbox"/>	8 Booking reference number: _____
4 Smoking <input type="checkbox"/> Non-smoking <input type="checkbox"/>	

12. Use the hotel information on the BizTravel website above to role-play a telephone conversation.

Student A: You are the customer. Phone to book a hotel room. Prepare the details of your visit.

Student B: You are the BizTravel agent. Make a note of A's details during the conversation.

Use the information from the APPENDIX and the phrases:

Customer	BizTravel agent
<p>I'd like to book a (hotel) room, please. I'd like a single/ double room. Does it have an ensuite bathroom? Thanks for your help.</p>	<p>Would you like a single or double room? Smoking or non smoking? How long are you planning to stay? You're welcome.</p>

Change roles and practice again.

13.  Read the text about the hotel. Summarize the main information.



WELCOME TO THE ST. REGIS!

The St Regis is a five-star hotel in Shanghai, just 35 minutes from the city's new international airport (distance: less than 20km). It is in the Pudong area, one of the most dynamic financial and commercial centres in the world. But for the business traveller interested in culture and history, there are also many attractions, such as the Jade Buddha Temple and traditional Chinese gardens.

St Regis has 328 luxurious rooms. Each room offers voicemail, free access to high-speed broadband and wireless Internet connection, as well as in-room movies, a CD and video library and flat-screen TV.

A unique feature of the hotel is that each guest can enjoy the services of a personal assistant called the St Regis Butler. The butler takes full responsibility for your comfort from check-in till check-out and can also help you with the organisation of your business meetings.

There is also a sauna, a fitness centre, a tennis court, an indoor swimming pool and a spa where you can relax. On the top floor, the award-winning Italian restaurant offers fantastic panoramic views of the city. There are two other restaurants: one is authentic Chinese and the other offers a wide variety of international dishes.

St Regis has a round-the-clock business centre and 13 meeting rooms with multimedia equipment and space for up to 880 people.

14. Match the words on the left with the words on the right to make word partnerships from the text.

1) *voice*

2) *meeting*

3) *fitness*

4) *Internet*

5) *personal*

6) *indoor*

7) *panoramic*

8) *video*

a) *centre*

b) *library*

c) *swimming pool*

d) *views*

e) *mail*

f) *assistant*

g) *room*

h) *connection*

15. <PROJECT>

Find the information about a famous hotel. Single out its main features and conveniences for a business trip. Make a presentation.



UNIT 4 LESSON 2

PROFESSIONAL COOPERATION: CONFERENCES AND WORKSHOPS

1. It is no surprise that every professional has to share one's knowledge and achievements with colleagues and look for cooperation. There are a lot of ways to do that. One can:

- visit a workshop (or organize one)



- take part in a conference



- participate in a fair



Which of the enumerated forms of professional cooperation is the most typical in your sphere of specialization? Which form is meant to...

- let business people buy/sell goods and get to know other companies operating in the market?
- show less experienced workers how to do things?
- share theoretical knowledge and scientific achievements?



2. There are many ways to participate in a conference, workshop or fair. You can act as a mere visitor watching and listening, or you can choose active participation. As a graduate student you have probably happened to take part in a scientific conference.

Study a real-life call for papers – an announcement of a scientific conference - and discuss the possible options for participating and the types of reports:

- Would you choose your presentation to be virtual or in-person?
- Which type of presentation would show off your research results at the greatest possible angle?
- Which type suits your personality?
- What actions should you take to ensure your participation?

***Eleventh International Conference on New Directions
in the Humanities***

Eötvös Loránd University, Budapest, Hungary

19-21 June 2013

Conference Focus

The Humanities Conference is held annually in different locations around the world. Over the past nine years, the Humanities Conference has established a reputation as a focal point for new ideas and new practices in humanities research and teaching. The conference will address a range of critically important themes in the various fields that make up the humanities today. Plenary speakers will include some of the world's leading thinkers in the humanities, as well as numerous paper, workshop and colloquium presentations by teachers and researchers.

We are inviting proposals for *paper presentations, workshops/interactive sessions, posters/exhibits, or colloquia*. Virtual participation is available for those who are unable to attend the conference in person.

Submit a Conference Proposal

To learn more about preparing and submitting your conference proposal, including guidelines, deadlines, and "how-to" information, go to [Submitting Your Work: Conference Presentations](#).

Proposals for In-Person Presentations

Proposals for in-person presentations at the conference may be submitted as one of **four types**: 1) Paper Presentation (which will be part of a Themed Session or Roundtable Discussion); 2) Workshop/Interactive Presentation; 3) Poster or Exhibit; 4) Colloquia. Please note that all proposals and presentations must be in English.

1. Paper Presentation

An accepted proposal for a single paper presentation (prepared by one or more authors) will be assigned to one of the following formats by the Program Committee:

a) Themed Session

This type of session is best suited for reports on completed research or scholarly work. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes or product). The formal oral presentation of work should be limited to 15 minutes.

Presentations are grouped according to topic or perspective into themed sessions, with time provided after all of the presentations for group discussion. Authors are welcome to include visual supports (paper handouts, computer slides, or digital displays) to assist delivery of their oral presentation. Please note that we cannot provide photocopying facilities at the Conference, but we will provide data projectors in each room.

b) Roundtable Discussion Session

This type of session is best suited for reviews of theoretical or conceptual frameworks, works-in-progress, policy analyses, or topics that generate extended discussion. Authors are each assigned a numbered table in a large meeting room for the full session (usually about 40 minutes), during which time they converse with interested delegates who join them at their table. The discussion may begin with the author presenting a synopsis of their work, to generate discussion on the topic. Authors are encouraged to bring copies of their papers and a short handout summarizing their work for distribution at their tables.

c) Featured Session

On occasion, a paper may be identified by the Program Committee as one of special interest to a broad spectrum of the conference participants, although it is not appropriate to include it in a plenary session. In these instances, a single paper presentation may be scheduled for a specific block of time in the schedule. Authors will be contacted by the Program Committee prior to being scheduled in a Featured Session.

2. Workshop/Interactive Presentation

This type of session is best suited for teaching or demonstrating particular procedures, skills, or techniques. Appropriate considerations for this Session format may include, for example: a workshop, demonstration, performance, exhibition, staged conversation, debate, or extended dialogue with the audience. These sessions are generally scheduled for about 40 minutes and should be structured so that some explanatory or introductory information is provided, with time for audience interaction, participation, and involvement.

3. Poster or Exhibits Session

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. In these sessions (generally about 40 minutes), a number of authors have the opportunity to display their work and engage in informal discussion with other delegates. Displays may be posters (maximum 4x6 feet), digital/computer displays, artwork, or other visual media. Each display should include a brief abstract of the purpose and procedures of the work; handouts or copies of written material may also be available. Space for the poster or exhibit will be

provided by the Conference, however all materials must be organized by the presenter, including posters, displays, handouts or other appropriate materials.

4. Colloquium

This Conference Session is scheduled for 90 minutes and involves five authors who are proposing a set of papers based on a shared theme or topic. The papers may present complementary aspects of a specific body of work, or contrasting perspectives on a specified topic. There must be at least five registered participants (for example, a Chair and four presenters, or five presenters). The presenters should design the session to allow time for individual presentations (approximately 15 minutes each) and at least 15 minutes of audience discussion.

Virtual Presentation

Authors who are unable to attend the conference in person may submit a proposal for a virtual presentation. Acceptance of a proposal for a virtual participant is based on the same criteria as that for an attending participant. At present, acceptance of a proposal for a virtual presentation, with accompanying (substantially discounted) virtual registration, allows the author to join the community in the following ways:

- Receive newsletters and other communications about the community
- Upload a presentation of your paper to the You-Tube channel
- Submit your paper for peer review for the current volume Journal
- Participate as a peer reviewer in evaluating articles for the Journal

Steps for presenting at the conference


- 1. Prepare your proposal**
- 2. Submit your proposal**
- 3. Register to attend the conference**
- 4. Prepare your presentation**
- 5. Publish your work (optional)**

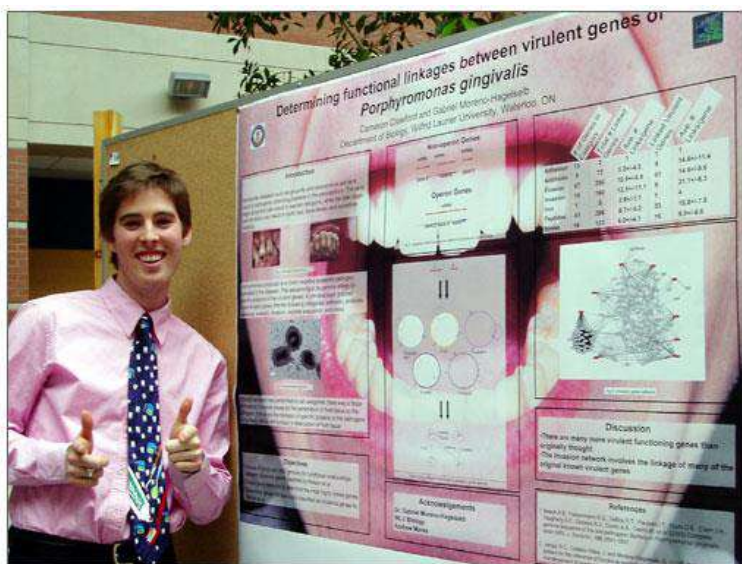
<http://thehumanities.com/>

3. Insert the vocabulary into sentences

papers to submit proposal registration abstract to notify

1. Conference participants who want their works published have _____ the full text versions of their articles before March, 1.
2. Participants willing to make in-person presentations are required to fill in the _____ form.
3. Each _____ will be considered from the point of view of its topicality, relevancy and significance of the achieved results.
4. The conference committee is _____ all presenters whether their contributions are accepted for participation and publication.
5. All _____ should be implemented according to special guidelines (font size, length, etc.).
6. An _____ for each paper should outline the subject matter of research, its methods and results.

4.  (V10) Watch a video about a conference for young scientists. Which type of presentation seems to prevail? What else are the participants doing besides the official procedures? Would you like to participate in such an event?



5. Preparing a conference poster is quite a challenge to many presenters. Read some helpful hints to learn how to cope with this task.

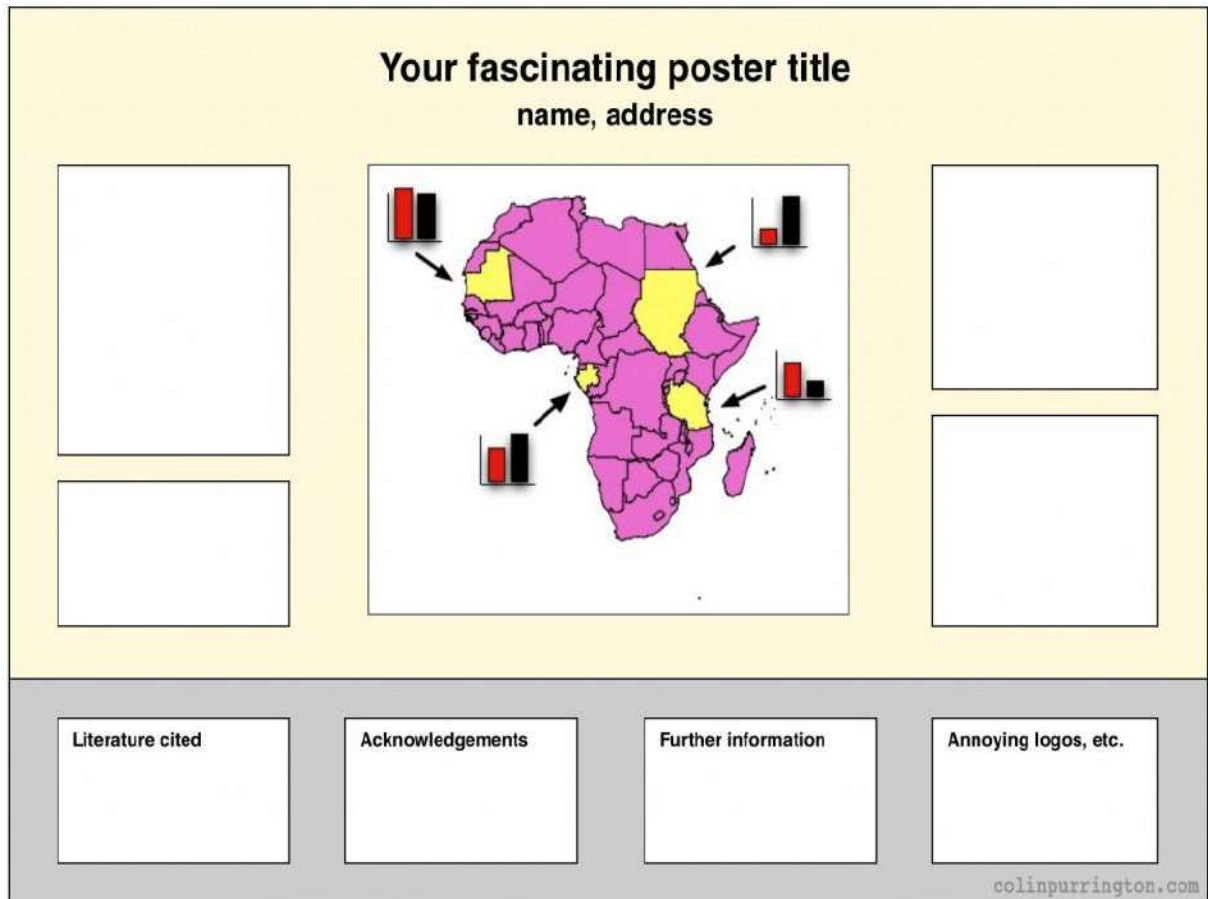
Designing conference posters

What is a poster? A large-format poster is a document that can communicate your research at a conference, and is composed of a short title, an introduction to your problem, an overview of your novel approach, your amazing results, a reference listing, and some brief acknowledgement of the assistance and financial support you got from others – if all text is kept to a minimum, a person could fully read your poster in under 10 minutes. If you're new to the poster concept, you should browse online to see what other people's posters look like, to give yourself some design inspiration. Maintain sufficient white space, keep columns logical, so that your readers will understand how they should "travel" through your poster elements, but be creative. Choose special software and ready-to-use patterns.

Title: Should convey the issue, the approach, and the system (organism); needs to be catchy. Maximum length: 1-2 lines.

Abstract: Do not include an abstract on a poster! If you are presenting your poster at a meeting, you will probably be asked to submit an abstract; this abstract is for the catalogue, not for on your poster.

Introduction: Get your viewers interested about the issue while using the absolute minimum of background information and definitions (such things put a reader to sleep); quickly place your issue; then an interesting, novel hypothesis...THEN you can add a general experimental approach that will TEST your hypothesis. The introduction of a poster is a wonderful place to put a photograph or illustration that communicates some aspect of your research question. [Maximum length: approximately 200 words.]



Materials and methods: Briefly describe experimental equipment and methods, but not in detail; use figures and tables to illustrate experimental design if possible; use flow charts; include a photograph or drawing; mention statistical analyses that were used and how they allowed you to address the hypothesis. [Maximum length: approximately 200 words.]

Results: First, mention whether your experiment worked or failed; briefly describe qualitative and descriptive results; in the second paragraph, begin the presentation of data analysis that more specifically addresses the hypothesis; refer to supporting charts or images; provide extremely engaging figures and charts. This is always the largest section, except if you have no data. [Maximum length: approximately 200 words, not counting figure legends.]

The graphs make the poster, so make your graph appropriate to your data. And make it look pretty.

Conclusions: Remind the reader of the major result and quickly state whether your hypothesis was supported; discuss why your results are conclusive

and interesting; relevance state future directions. [Maximum length: approximately 150 words.]

Literature cited (References): Follow the format! Web sites and rumors you heard somewhere are undesirable sources, so find a respectable journal article that supports your fact or opinion. [Maximum length: approximately 10 citations.]

Acknowledgments: Thank individuals for specific contributions to the project (equipment donation, statistical advice, laboratory assistance, comments on earlier versions of the poster); mention who has provided funding; do not list people's titles. [Maximum length: approximately 40 words.]

Further information: There will be people, hopefully, who want to know more about your research, and you can use this section to provide your e-mail address, your website address, and perhaps a URL where they can download a PDF version of the poster (edit so that URL is not blue or underlined). [Maximum length: approximately 20 words.]

Dos and don'ts

- *Don't make your poster too long. Aim for 800 words, and remember that less than that is fine, too.*

- *Avoid titles with colons (:) if you can. If you absolutely must have a coloned title, just be sure it isn't very long.*

- *Use a simple, clear font.*

- *The width of text boxes should be approximately 9 words per line. Lines that are shorter or longer are hard to read quickly.*

- *Avoid blocks of text longer than 10 sentences.*

- *Whenever possible, use lists rather than homogeneous blocks of text.*

- *Avoid using dark backgrounds. It's better to just use a white background. And you will save on ink, too!*

- *Complete the entire poster on a single platform. Switching from PC to Mac or Mac to PC invites disaster.*

- *Give your graphs titles.*

- *Make sure that details on graphs and photographs can be comfortably viewed from far away.*

- *If you include a photograph, add a thin gray or black border.*

NOW YOU CAN TRY YOUR BEST AT DESIGNING YOUR OWN POSTER!

<http://colinpurrington.com/tips/academic/posterdesign>



6. Look at an example of a bad poster. What is wrong with it? How would you change it?

Example of a terrible poster

PIGS IN SPACE: EFFECT OF ZERO GRAVITY AND AD LIBITUM FEEDING ON WEIGHT GAIN IN CAVIA PORCELLUS

Colin B. Purrington
6673 College Avenue, Swarthmore, PA 19081 USA

ABSTRACT:
One ignored benefit of space travel is a potential elimination of obesity, a chronic problem for a growing majority in many parts of the world. In theory, when an individual is in a condition of zero gravity, weight is eliminated. Indeed, in space one could conceivably follow ad libitum feeding and never even gain an gram, and the only side effect would be the need to upgrade one's stretchy pants ("exercise pants"). But because many diet schemes start as very good theories only to be found to be rather harmful, we tested our predictions with a long-term experiment in a colony of Guinea pigs (*Cavia porcellus*) maintained on the International Space Station. Individuals were housed separately and given unlimited amounts of high-calorie food pellets. Fresh fruits and vegetables were not available in space so were not offered. Every 30 days, each Guinea pig was weighed. After 5 years, we found that individuals, on average, weighed nothing. In addition to weighing nothing, no weight appeared to be gained over the duration of the protocol. If space continues to be gravity-free, and we believe that assumption is sound, we believe that sending the overweight — and those at risk for overweight — to space would be a lasting cure.

INTRODUCTION:
The current obesity epidemic started in the early 1990s with the invention and proliferation of elastane and related stretchy fibers, which released wearers from the rigid constraints of clothes and permitted monthly weight gain without the need to buy new outfits. Indeed, exercise today for hundreds of millions of people involve only the act of wearing stretchy pants in public, presumably because the constrictive pressure forces fat molecules to adopt a more compact tertiary structure (Xavier, 1995).

Lately, at the same time that fabrics became stretchy, the race to the moon between the United States and Russia yielded a useful fact: gravity in outer space is minimal to nonexistent. When gravity is zero, objects cease to have weight. Indeed, early astronauts and cosmonauts had to secure themselves to their ships with seat belts and sticky boots. The potential application to weight loss was noted immediately, but at the time travel to space was prohibitively expensive and thus the issue was not seriously pursued. Now, however, multiple companies are developing cheap extra-orbital travel options for normal consumers, and potential travelers are also creating new ways to pay for products and services that they cannot actually afford. Together, these factors open the possibility that moving to space could cure overweight syndrome quickly and permanently for a large number of humans.

We studied this potential by following weight gain in Guinea pigs, known on Earth as fond of ad libitum feeding. Guinea pigs were long envisioned to be the "Guinea pigs" of space research, too, so they seemed like the obvious choice. Studies on humans are of course desirable, but we feel this current study will be critical in acquiring the attention of granting agencies.

MATERIALS AND METHODS:
One hundred male and one hundred female Guinea pigs (*Cavia porcellus*) were transported to the International Space Laboratory in 2010. Each pig was housed separately and deprived of exercise wheels and fresh fruits and vegetables for 48 months. Each month, pigs were individually weighed by duct-taping them to an electronic balance sensitive to 0.0001 grams. Back on Earth, an identical cohort was similarly maintained and weighed. Data was analyzed by statistics.

RESULTS:
Mean weight of pigs in space was 0.0000 ± 0.0002 g. Some individuals weighed less than zero, some more, but these variations were due to reaction to the duct tape, we believe, which caused them to be alarmed push briefly against the force plate in the balance. Individuals on the Earth, the control cohort, gained about 240 g/month ($p = 0.0002$). Males and females gained a similar amount of weight on Earth (no main effect of sex), and size at any point during the study was related to starting size (which was used as a covariate in the ANCOVA). Both Earth and space pigs developed substantial dowlaps (double chins) and were lethargic at the conclusion of the study.

CONCLUSIONS:
Our view that weight and weight gain would be zero in space was confirmed. Although we have not replicated this experiment on larger animals or primates, we are confident that our result would be mirrored in other model organisms. We are currently in the process of obtaining necessary human trial permissions, and should have our planned experiment initiated within 80 years, pending expedited review by local and Federal IRBs.

ACKNOWLEDGEMENTS:
I am grateful for generous support from the National Research Foundation, Black Hole Diet Plans, and the High Fructose Sugar Association. Transport flights were funded by SPACE-EXES, the consortium of wives divorced from insanely wealthy space-flight startups. I am also grateful for comments on early drafts by Marlene Athletik Club, Corpus Christi, USA. Finally, sincere thanks to the City Foundation for generously donating animal care after the conclusion of the study.

LITERATURE CITED:
NASA. 1962. Project STS-XX: Guinea Pigs. *Lesked Internal memo*.
Sekula, S.R., D. D. Likač, and N. M. Naumovic. 2005. The Fetus Gannot Exercise Like An Astronaut: Gravity Loading Is Necessary For The Physiological Development During Second Half Of Pregnancy. *Medical Hypotheses*, 64:221-228.
Xavier, M. 1995. Elastane Purchases Accelerate Weight Gain in Case-control Study. *Journal of Obesity*, 2:23-40.

copyright colin purrington
<http://colinpurrington.com/tips/academic/posterdesign>

7. As far as you can see, the first thing to do if you want to participate in an event is to prepare a proposal – a description of what you have to present. Complete the given proposal form with your personal information.

Conference Proposal Form

7th International Conference Young Scholars Association

New Methods in Research and Education

August 12-15, 2011

Lesley University, Cambridge, Massachusetts

Proposal Submission Deadline: Friday, September 25, 2010

TITLE OF PRESENTATION (10 words maximum): _____

NAME(s) of presenter(s) _____

Affiliations (including YSA membership) and credentials of presenter(s) _____

Contact Person/Lead Presenter:

Name _____

Address _____

E-mail _____ Phone _____

FORMAT (check one)

___ experiential workshop

___ lecture

___ performance

___ poster

___ other _____

for presenters

Length (check one) ___ 20 min. ___ 40 min.

Audience (check one) ___ no limit ___ limit to (___) participants

AUDIO-VISUAL EQUIPMENT

Many rooms will be equipped with audio-visual equipment (slide projectors, LCD projectors, CD/tape players, VCR/monitors). Please indicate your AV needs:

SET-UP

Approximate time required for set-up: _____

Type of assistance needed: _____

CHAIRS: ___ no chairs required ___ chairs in circle ___ chairs theater style

TABLES: ___ no tables ___ (___) tables required

OTHER CONSIDERATIONS (Will group be noisy? Do you need quiet space?)

Other? _____

BRIEF BIOGRAPHY OF PRESENTER (S) (50 words max. for conference brochure):

PLEASE INCLUDE UNDER SEPARATE COVER (Please send as Word documents):

* **Resume(s) of Presenter(s) for qualification purposes** (3 pg. max.) Please include a copy of the resume(s) in a separate Word document:

* **Program Title, Description, Learning Objectives and Abstract**

Please include a copy of the following in a separate Word document: (Do not include presenter names)

___ **Presentation Title:** (10 words max.)

___ **Presentation Description:** (100 word maximum for conference brochure)

___ **Describe three main objectives** as related to research and education, professional development. (100 word max.)

___ **Presentation Abstract and References:** (600 word max and references) Please create your proposal abstract/description and reference list in a Word file.

8. Another important document (if you want to attend the event of interest in person) is the registration form. Unlike the proposal, which is for presenters only, the registration form is for anyone who wants to be present at the conference, workshop, etc. Very often this form focuses on such personal details as:

- the dates of attendance (if an event lasts for a week, you can choose only the days which are affordable for you);
- the need for meals (and if there is one, your preferences will be considered, e.g. vegetarian, kosher, etc.);
- the need for accommodation and transfer;
- the need for translator's help of other services;
- discounts available (often the attendance fee is lower for students, senior citizens, members of some associations and societies).

Surely, the fee you'll pay strongly depends on the points mentioned above. The registration form which is given below is very simple. Study it and try to fill it in with your personal data. In the APPENDIX you can find some examples of more sophisticated registration forms.

Workshop Registration More Actions ▼

[Register now while seats are available!](#)

First Name *	<input type="text"/>	<u>Lunch</u>	
Last Name *	<input type="text"/>	Meal Preference	<input type="text" value="Vegetarian"/>
Company/Institution *	<input type="text"/>	<u>Payment Details</u>	
Address *	<input type="text"/>	Payment Mode	<input type="checkbox"/> Cash <input type="checkbox"/> Cheque <input type="checkbox"/> Demand Draft
City	<input type="text"/>	DD/Cheque No.	<input type="text"/>
State / Province / Region	<input type="text" value="-Select-"/>	Drawn On (Bank Name)	<input type="text"/>
Country	<input type="text" value="-Select-"/>	Payable at	<input type="text"/>
Email *	<input type="text"/>	for both guests and presenters	
Phone Number *	<input type="text"/>		

UNIT 4 LESSON 3


GIVING PRESENTATIONS



1. Discuss these questions with your fellow students:

- How often do you give presentations in your studies/job?
- Who do you normally present to? (Fellow students, colleagues, customers, representatives of other firms, etc.)
- Have you ever given presentation in English? When was the last time you did it? Was it success? If yes, why? If not, why not? Explain your answer.
- How do you feel about presenting in a foreign language?
- Think of an excellent (or terrible) presentation that you have attended. What made it good (or bad)?



2.  Giving public speeches is always stressful. No matter, how many times we have appeared in public, anyway many of us feel nervous before each new speech. Nervousness and lack of confidence may spoil everything.

Let`s learn some ways to deal with nervousness. Following these recommendations will absolutely help you to ensure the success of your public speech.

Read the article “Dealing with nervousness” and name the recommendations given by the author.

3. Discuss with your fellow students:

- What other tips can you think of for dealing with nervousness?
- How do you deal with nervousness before or during a presentation?
- How do you prepare for your presentations?

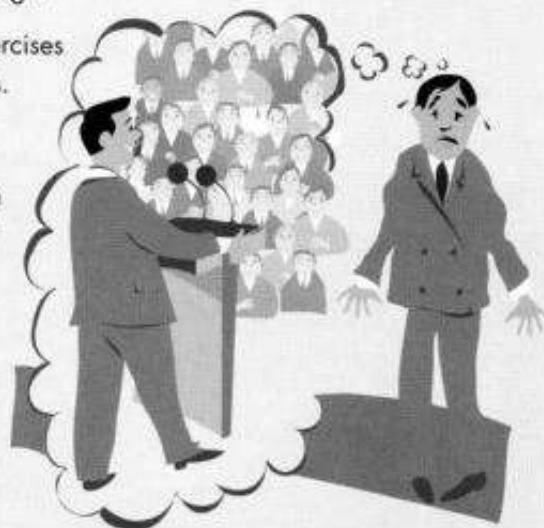


Dealing with nervousness

The American author Mark Twain once put it like this: 'There are two types of people: those that are nervous and those that are liars.' So, once you accept that (almost) everybody who gives a presentation – whether formal or informal, long or short, to strangers or colleagues – is nervous, then you just need to find ways to deal with nervousness and even learn how to use it to your advantage.

Let's first look at ways to deal with and reduce nervousness.

- 1 **Prepare well.** 'Failing to prepare is preparing to fail.' Preparation is the key to a successful presentation. Nothing will relax you more than knowing exactly what you want to say and having practised saying it. Make sure you practise your talk until you feel at home with it – then you can concentrate on other things.
- 2 **Learn to relax.** Doing stretching or breathing exercises before your talk can help you to reduce nervousness. One example: before your presentation, sit comfortably with your back straight. Breathe in slowly, hold your breath for about five seconds, then slowly exhale. You can relax your facial muscles by opening your eyes and mouth wide, then closing them tightly.
- 3 **Check out the room.** Make yourself familiar with the place where you will be speaking. Arrive early, walk around the room, and make sure everything you need for your talk is there. Practise using any equipment (e.g. microphone, video projector, OHP) you plan to work with.
- 4 **Know your audience.** If possible, greet your audience as they arrive and chat with them. It will be easier to speak to people who are not complete strangers.
- 5 **Concentrate on the message.** Try to focus on the message and your audience – not on your own fears.
- 6 **Visualize success.** Imagine yourself speaking to your audience in a loud and clear voice. Then visualize the audience applauding loudly at the end of your talk as you smile.



Use the steps above to reduce nervousness, but also remember that being nervous isn't all bad. Many experienced presenters say that you can also use your nervousness to give you that extra energy that you need to give a good performance.

4. Check your body language skills by completing the questionnaire. Discuss your answers with a partner. How much do you think personality and culture influence your body language during a presentation?

Do this quiz about body language. Sometimes more than one answer is possible.

YOU'RE GIVING A PRESENTATION ...

1. How should you stand?

- a) arms crossed on chest;
- b) straight but relaxed;
- c) knees unlocked.

2. What should you do with your hands?

- a) put hands on hips;
- b) put one hand in a pocket;
- c) keep hands by your side.

3. How can you emphasize something?

- a) point finger at the audience;
- b) move or lean forward to show that something is important;
- c) use a pointer to draw attention to important things.

4. What should you do when you feel nervous?

- a) hold a pen or cards in your hands;
- b) walk back and forth;
- c) look at the flip chart or screen (not at the audience).

5. How should you keep eye contact with the audience?

- a) make eye contact with each individual often;
- b) choose some individuals and look at them as often as possible;
- c) spread attention around the audience.

6. How fast should you speak?

- a) about 20% more slowly than normal;
- b) just as fast as in a normal conversation;
- c) faster than in a normal conversation.

7. How should you express enthusiasm?

- a) by raising voice level;
- b) by waving arms;
- c) by making hand or arm gestures for important points.



5. <PROJECT>

A wonderful method of overcoming nervousness is good knowledge and preparation.

Prepare a visual presentation on the topic of your research. Use the patterns given below. Follow the plan:

- introduction
- opening
- the middle/main part
- conclusion
- feedback session



INTRODUCTION

Welcoming the audience

Good morning / afternoon, ladies and gentlemen.

Hello / Hi, everyone.

First of all, let me thank you all for coming here today.

It's a pleasure to welcome you today.

I'm happy / delighted that so many of you could make it today.

It's good to see you all here.

Introducing yourself

Let me introduce myself. I'm Ann Brown from ...

For those of you who do not know me, my name is ...

Let me just start by introducing myself. My name is ...

Giving your position, function, department, company

As some of you know, I'm the purchasing manager.

I'm the key account manager here and am responsible for ...

I'm here in my function as the head of ...

I'm the project manager in charge of ...

Introducing your topic

What I'd like to present to you today is ...

I'm here today to present ...

Today's topic is ...

The subject / topic of my presentation is ...

In my presentation I would like to report on ...

In my talk I'll tell you about ...

Today I'm going to talk about ...

I'll be talking about ...

Saying why your topic is relevant for your audience

Today's topic is of particular interest to those of you / us who ...

My talk is particularly relevant to those of us who ...

My topic is / will be very important for you because ...

By the end of this talk you will be familiar with ...

Stating your purpose

The purpose / objective / aim of this presentation is to ...

Our goal is to determine how / the best way to ...

What I want to show you is ...

My objective is to ...

Today I'd like to give you an overview of ...

Today I'll be showing you / reporting on ...

I'd like to update you on / inform you about ...

...

During the next few hours we'll be ...

Structuring

I've divided my presentation into three (main) parts ...

In my presentation I'll focus on three major issues ...

Sequencing

Point one deals with ..., point two ..., and point three

First, I'll be looking at ..., second ..., and third ...

I'll begin / start off by Then I'll move on to ... Then / next / after that ... I'll end with ...

Timing

My presentation will take about 30 minutes.

It will take about 20 minutes to cover these issues.

This won't take more than ...

Handouts

Does everybody have a handout / brochure / copy of the report? Please, take one and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the slides at the end of my talk.

I can email the PowerPoint presentation to anybody who wants it.

Questions

There will be time for questions after my presentation.

We will have about 10 minutes for questions in the question and answer period.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at any time during my talk.

EFFECTIVE OPENINGS

Rhetorical questions

Is market research important for brand development?

Do we really need quality assurance?

Interesting facts

According to an article I read recently, ...

Did you know that ...?

I'd like to share an amazing fact / figure with you.

Stories and anecdotes

I remember when I attended a meeting in Paris, ...

At a conference in Madrid, I was once asked the following question: ...

Let me tell you what happened to me ...

Problem to think about

Suppose you wanted to How would you go about it?

Imagine you had to What would be your first step?

THE MIDDLE / MAIN PART

Saying what is coming

In this part of my presentation, I'd like to talk about ...

So, let me first give you a brief overview.

Indicating the end of a section

This brings me to the end of my first point.

So much for point two.

So, that's the background on ...

That's all I wanted to say about ...

Summarizing a point

Before I move on, I'd like to recap the main points.

Let me briefly summarize the main issues.

I'd like to summarize what I've said so far ...

Moving to the next point

This leads directly to my next point.

This brings us to the next question.

Let's now move on / turn to ...

After examining this point, let's turn to ...

Let's now take a look at ...

Going back

As I said / mentioned earlier, ...

Let me come back to what I said before ...

Let's go back to what we were discussing earlier.

As I've already explained, ...

As I pointed out in the first section, ...

Referring to other points

I have a question in connection with / concerning payment.

There are a few problems regarding the quality.

With respect / regard to planning, we need more background information.

According to the survey, our customer service needs reviewing.

Adding ideas

In addition to this, I'd like to say that our IT business is going very well.

Moreover / Furthermore, there are other interesting facts we should take a look at.

Apart from being too expensive, this model is too big.

Talking about (difficult) issues

I think we first need to identify the problem.

Of course, we'll have to clarify a few points before we start.

We will have to deal with the problem of increasing prices.

How shall we cope with unfair business practices?

The question is: why don't we tackle the distribution problems?

If we don't solve the problems now, we'll get run into serious trouble soon.

We will have to take care of this problem now.

We are currently having difficulties with ...

Rhetorical questions

What conclusion can we draw from this?

So, what does this mean?

So, just how good are the results?

So, how are we going to deal with this increase?

So, where do we go from here?

Why do I say that? Because ...

Do we really want to miss this opportunity to ...?

DESCRIBING VISUALS

Introducing a visual

Let's now look at the next slide which shows..

To illustrate this, let's have a closer look at ...

The chart on the following slide shows ...

I have a slide here that shows ...

The problem is illustrated in the next bar chart..

According to this graph, our net profit has doubled.

You can see the test results in this table.

As you can see here, ...

Explaining a visual

First, let me quickly explain the graph.

You can see that different colors have been used to indicate ...

The new models are listed across the bottom.

The biggest segment indicates ...

The key in the bottom left-hand corner ...

Highlighting information

I'd like to stress / highlight / emphasize the following point(s).

I'd like to start by drawing your attention to ...

Let me point out that ...

I think that you'll be surprised to see that ...

I'd like you to focus your attention on ...

What's really important here is ...

What I'd like to point out here is ...

Let's look more closely at ...

Describing trends

Sales increased slightly in summer.

Consumer spending fell / declined sharply.

Interest rates have risen steadily.

Food prices went up significantly.

There was a sudden increase in prices.

In August, we saw a moderate fall.

This was followed by a gradual decline.

There was a sharp slump in sales.

Ticket sales have started picking up.

Explaining purpose

We introduced this method to increase flexibility.

The purpose of this step is to expand to foreign markets.

Our aim was to ...

Explaining cause and effect

What's the reason for this drastic decrease?

The unexpected drop was caused by ...

This was because of ...

As a consequence / Consequently, sales went up significantly.

As a result ...

The venture resulted in a sharp fall in share prices.

Our new strategy has led to an increase of 10%.

CONCLUSION

Indicating the end of your talk

I'm now approaching / nearing the end of my presentation.

Well, this brings me to the end of my presentation.

That covers just about everything I wanted to say about ...

Ok, that's everything I wanted to say about ...

As a final point, I'd like to ...

Finally, I'd like to highlight one key issue.

Summarizing points

Before I stop, let me go over the key issues again.

Just to summarize the main points of my talk ...

I'd like to run through my main points again ...

To conclude / in conclusion, I'd like to ...

To sum up (Then), we ...

Making recommendations

We'd suggest ...

We therefore (strongly) recommend that ...

In my opinion, we should ...

Based on the figures we have, I'm quite certain that ...

Inviting questions

Are there any questions?

We just have time for a few questions.

And now I'll be happy to answer any questions you may have.

EFFECTIVE CONCLUSIONS

Quoting a well-known person

As ... once said, ...

To quote a well-known businessman, ...

To put it in the words of ...

Referring back to the beginning

Remember what I said at the beginning of my talk today?

Let me just go back to the story I told you earlier. Remember, ...

DEALING WITH QUESTIONS

Clarifying questions

I'm afraid I didn't (quite) catch that.

I'm sorry, could you repeat your question, please?

So, if I understood you correctly, you would like to know whether ...

So, in other words you would like to know whether ...

If I could just rephrase your question. You'd like to know ...

Does that answer your question?

Avoiding giving an answer

If you don't mind, could we discuss that on another occasion?

I'm afraid that's not really what we are discussing today.

Well, actually I'd prefer not to discuss that today.

Admitting you don't know

Sorry, I don't know that off the top of my head.

I'm afraid I'm not in a position to answer that question at the moment.

I'm afraid I don't know the answer to your question, but I'll try to find out for you.

Sorry, that's not my field. But I'm sure Peter Bott from Sales could answer your question.

Postponing questions

If you don't mind, I'll deal with / come back to this point later in my presentation.

Can we get back to this point a bit later?

I'd prefer to answer your question in the course of my presentation.

Would you mind waiting until the question and answer session at the end.

Perhaps we could go over this after the presentation.

Summarizing after interruptions

Before we go on, let me briefly summarize the points we've discussed.

So, now I'd like to return to what we were discussing earlier.

USEFUL WORDS (IN CONTEXT)

to clarify	Before we go on, let me <i>clarify</i> one point.
to focus on	We need to <i>focus on</i> customer service.
to highlight	Let me <i>highlight</i> the following points.
to illustrate	This chart <i>illustrates</i> our success story.
to indicate	The figures on the left <i>indicate</i> sales in France.
to lead to	This <i>leads to</i> my next point.
to mention	As I <i>mentioned</i> earlier, our staff is well-qualified
to move on to	Let's now <i>move on</i> to the next question.
to note	Please, <i>note</i> that prices rose slightly.
to notice	You'll notice a sharp drop in August.
to pass on	Here are the handouts. Please, take one and pass them on.
to rise	House prices rose by 5 % last year.
to solve	How can we solve this problem?
to summarize	Before I go on, let me summarize the key issues.
to update	I'd like to update you on the project status.

UNIT 5 LESSON 1

CROSS-CULTURAL ASPECTS OF BUSINESS NEGOTIATION IN OUR MULTICULTURAL WORLD

1.1. How do you understand the notion “CULTURE”?



Culture is a complex and versatile phenomenon. Scientists and scholars all over the world have been looking for an unbiased and comprehensive definition for many years. There is a bit of controversy and multitude of interpretations. Scientists even created a number of metaphors, which reflect all the sides of culture.

Study the metaphors for CULTURE, given below, and explain them:

- *Iceberg*
- *Salad/ Jelly beans*
- *Tree*
- *Melting pot*
- *Organism*
- *Mosaic*
- *Chaos*
- *Software of the Mind*

1.2. Each country and culture are known in the world for their specific distinctive features. Enjoy a famous joke on National Stereotypes.

“Heaven is where the police are British, the cooks are French, the mechanics are German, the lovers are Italian and it is all organised by the Swiss. Hell is where the police are German, the cooks are English, the mechanics are French, the lovers are Swiss, and it is all organised by the Italians”.



1.2.1. Discuss in pairs or small groups:

- Did you find the joke above amusing? If you did, is it because of what you know about these nationalities personally, or what you know of their reputations?
- Would you like to change the joke in some way? Can you improve it by changing some of the nationalities or some of the jobs?
- Do you have residents/tourists/students from other countries where you live? Which nationalities? What are they like?



1.2.2. Read the article and underline anything that surprises you or that you think is not fair. Discuss with your partner what you underlined in the text.

BRAZILIANS VOTED BEST TOURISTS, GERMANS WORST

In a recent survey conducted by the American Board of Tourism, professionals in various areas of the tourism industry have rated Brazilians as the world's best tourists. The survey gave points for things like 'politeness,' 'willingness to understand and speak English' and 'cultural sensitivity'. People working in jobs ranging from taxi-drivers to hotel receptionists and airline flight attendants almost unanimously rated the Brazilians as being 'friendly' and 'polite.' The opposite seemed true of the Germans. "The Germans just don't seem to get it," said one manager of a hotel chain, based in New Orleans. "They're rude and impatient yet they expect service with a smile. They travel outside Germany yet want to have things just like at home. Plus, they never tip." The best tippers are the Japanese, according to the survey. A travel agent representative explains: "The Japanese are afraid of 'losing face'. They'll do what they think is expected of them in the country they're visiting, so they're usually extremely polite. They rate very high in the cultural sensitivity category." The French scored extremely low in the 'willingness to understand and speak English' category. "It's amazing. They can be so rude and snobby," said a ticket agent at Chicago O'Hare International Airport. "You try to explain things to them and they answer you back in French. Not only that, they smoke too much – even where it's not allowed and they're generally messy, leaving cigarettes and other rubbish on the floor. It's unbelievable." A summary of the Board's survey is given below:

Friendliest nationalities	Most polite	Willingness to understand and speak English	Most culturally sensitive
1. Brazilians 2. Japanese 3. Koreans 4. Canadians 5. Portuguese	1. Japanese 2. Brazilians 3. British 4. Spanish 5. Koreans	1. Brazilians 2. Dutch 3. Swiss 4. Hungarians 5. Poles	1. Brazilians 2. Japanese 3. Romanians 4. Egyptians 5. Koreans

1.2.3. Read the text again and mark the statements below (T) or (F):

- People all over the world think Brazilians are the best tourists.
- The Japanese are often afraid of doing or saying the wrong thing when travelling.
- The French are generally not very happy to speak English.
- The Germans want to get a real feel for the local lifestyle when they travel.
- The Germans are happy to show their appreciation for good service.
- The French don't seem to be very tidy when they travel.

If your nationality is not mentioned in the four categories in the survey, do you think it should be?

1.2.4. The article describes the Brazilians as “polite” and the Germans as “rude”. Below are some more words from the article and some other ones to describe character. Match the words on the left with their opposites on the right:

- | | |
|----------------|---------------|
| 1. polite | a. quiet |
| 2. friendly | b. mean |
| 3. loud | c. rude |
| 4. generous | d. unfriendly |
| 5. open-minded | e. messy |
| 6. tidy | f. intolerant |
| 7. honest | g. impatient |
| 8. gentle | h. warm |
| 9. patient | i. boring |
| 10. fun | j. dishonest |
| 11. excitable | k. aggressive |

1.2.5. Read the statements below and guess the described nationalities. You can find more world nationalities in the APPENDIX.


- 1) They are always in big groups.
- 2) They talk too loud.
- 3) The men are womanizers.
- 4) They are good dancers.
- 5) They smoke too much.
- 6) They are all fat.
- 7) They think they are the best.
- 8) They are violent people, I think.
- 9) They are so mean. They count every penny.
- 10) They talk with their hands.
- 11) They are bad drivers.
- 12) They are all rich.
- 13) They always want things done their way.
- 14) The women are beautiful.
- 15) They're all blonde-haired and blue-eyed.

Do you think your discussion would have offended people from any of the countries you have been talking about? Do you mind if your country is talked about in the same way?

INTERNATIONAL RULES OF POLITENESS

All countries are different. They have their own culture, traditions and mentality. These aspects give rise to national stereotypes that are sometimes true and sometimes false, but still need to be taken into consideration. Each aspect of intercultural communication (daily, business, professional, scientific) requires intercultural knowledge. Very often such knowledge is the pledge of your success.

Stereotypes are usually ambiguous, although are known all over the world. At the same time, we are often not familiar with some simple rules of politeness that are really worth taking into consideration. There is a universal etiquette; still some rules often vary from country to country. It's high time to widen our outlook!

1.  Read the article below and name the rules of conduct typical for some world countries. Have you ever heard this information? Can you add any interesting facts? Do you find some of the recommendations surprising/ strange/ amusing/ useful...? Explain your opinion.



Is the information provided for your native country true enough? If not, correct it. If your native country is not mentioned in the article, prepare a short but complete set of recommendations we need to know and follow not to get in trouble.

How to Be Polite in 20 Different Countries

If you've done any traveling at all, you're likely quite aware that customs and etiquette differ from one culture to another: what may be perfectly innocuous in one place may be hideously offensive in another, and vice-versa. Granted, even if you haven't traveled at all, you're probably aware of the fact that certain types of behavior aren't exactly acceptable in other countries: belching at the table may be a sign of gratitude in some places, but in most areas of North America and Europe, such a display will earn you a fair bit of ire. Whether you plan on traveling to any of the places listed below or just doing business with a foreign client, it's important to educate yourself on the standards of politesse and etiquette beforehand – the last thing you want to do is offend someone with any ignorant, boorish behavior. Here's how to be polite in 20 different countries:



Japan

When dealing with Japanese clients, be sure to dress fairly conservatively, and make sure that you bow lower than they do upon meeting them. Accept gifts with both hands (and open them later, not in front of the giver), and never blow your nose at the dining table. Avoid asking and answering direct questions: it's better to imply rather than ask, and to answer with vagueness during conversations.

Sweden

Keep personal distance and don't touch people when you talk to them. Ensure proper table manners, never discuss religion or politics, and try to maintain a level of quiet dignity. Silences during conversations are not considered uncomfortable, and it's better to be a bit quiet, rather than overly verbose. When dining out, don't drink before the host offers a toast, and don't get drunk.

Mexico

When meeting others, women should initiate handshakes with men, but all people should avoid making too much eye contact; that can be seen as aggressive and belligerent behavior. If sharing a meal with others, keep your elbows off the table and try to avoid burping at all costs. Keep your hands off your hips, and make sure you never make the "okay" sign with your hand: it's vulgar.



Kenya

When greeting someone older or of a higher status than yourself, grip their right wrist with your left hand while shaking it; it's a sign of respect and deference. Do not ask questions about their health, family, business etc. before getting to major topics, as skipping these niceties is seen as impolite. If sharing meals, do not begin eating until the eldest male has been served and starts to eat.

Jordan

Keep your voice low and quiet when conversing with others, as that is seen as being mature and respectful. Be aware that people will speak to you at a closer distance than you may be used to, and you may be touched on the arm or shoulder during conversation. Polite jokes are acceptable, as is inquiring about family members. Never show the bottoms of your shoes.

Germany

Much like Scandinavian people, Germans tend to be reserved and polite. Ensure that handshakes are firm, and always address people with Mr. or Mrs. followed by their surname ("Herr" or "Frau" if you're confident that you'll pronounce them well). Decent table manners are of great importance, and be sure to say "please" and "thank you" often.

China

Be generous with saying “thank you” when someone does anything from pouring you tea to offering you a gift, and if or when you receive a gift, take it with both hands. If someone makes a comment about your weight/appearance/idiosyncrasy, try not to take it as offensive: it’s merely an observation on their part.

Barbados

Years of British rule in Barbados established a high degree of politesse, so be sure to greet people as Mr./Mrs./Miss and say “please” and “thank you” often. Formal table manners are a must, as is modest dress anywhere but at the beach. Avoid discussing religion and politics, and stick to neutral-yet-friendly topics of conversation with others.

Pakistan

Be sure to dress modestly (especially if you’re female), and if you go out for a meal, eat with your right hand; the left is considered unclean. Sit on your left hand if you need to, but keep it away from your food. Don’t show anyone the bottom of your shoe, and try not to touch anyone with your feet.

France

Be sure to say “please” and “thank you” often, and always thank people for their time. If you need help at a shop, apologize to the staff for bothering them with a question, and be sure to thank them before you leave. Make sure that you chew with your mouth closed during meals, don’t speak when your mouth is full, and for goodness’ sake, don’t slurp anything!

Korea

Don’t be offended if a Korean woman merely nods instead of offering her hand to shake, and don’t extend yours to her. Never touch a Korean person while talking to them (unless you’re on *very* friendly terms), and maintain a respectable distance: personal space is rather vital. Try to avoid talking too much during meals, and offer to pay even if you know that the other party is treating you.

Argentina

This is another country in which people will lean in close when they speak to you, and touch you often during a conversation. Pulling away is considered rude and “cold”, so be prepared to sacrifice your own personal space for the sake of social courtesy. Maintain strong eye contact, and don’t put your hands on your hips.

The Netherlands

Shake hands with everyone, ensuring that you smile and make eye contact while doing so. Make appointments for meetings and social functions well in advance (like, a couple of weeks in advance), and be punctual when you show up. Feel free to bring gifts such as chocolate or flowers when visiting people.

Russia

Turning down an alcoholic drink is considered terribly offensive in Russia, so it’s a good idea to fortify yourself with some greasy food before heading out for a meal with Russian or Ukrainian clients. Don’t smile at strangers or they’ll think you’re deranged, and when paying for items, place your money on the counter rather than trying to hand it directly to the cashier.

Canada

Canadians are (for the most part) polite, respectful, and fairly reserved people. It’s important to remember social niceties such as saying “please” and “thank you” when dealing with them, and if you open doors for people and offer firm handshakes, you’re sure to stay in the good books. When ordering food or drinks, never begin with “I want...,” as it’s considered rude and ignorant to do so.

Italy

Dress formally and respectably in churches and upscale restaurants, and ensure that your table manners are impeccable. Be punctual, always be generous with social niceties, and under no circumstances should you ever be drunk in public. Say “please” often, and if possible, try to make at least a bit of an effort to learn a few Italian words and phrases.

Nepal

It's best to dress modestly when traveling around Nepal, and if you end up exchanging gifts with others, never do so with your left hand. When it comes to sharing meals, use utensils so you avoid contaminating anything with implements that may have touched your mouth, and take care to remove your shoes upon entering someone's home, or a temple.

Israel

Greet people with a warm handshake and ready smile, and invite them to address you by your first name. Don't be offended if someone shows up 15 to 20 minutes late, or if they take phone calls during your meeting with them. If asked personal questions, answer with generalizations. If you're male, don't speak to another man's wife if she hasn't been introduced to you.


The U.K.

Like in Canada, people in the United Kingdom tend to be fairly polite and reserved. Possibly more so. Be very courteous in your speech, never address anyone by their given name unless invited to do so (always address them as Mr./Mrs./Miss followed by their surname to begin with), and ensure that you use proper table manners when sharing meals.


Brazil

Smile often, don't be afraid to touch others during conversation, and be generous with the "thumbs-up" sign. Avoid the "okay" gesture (it's offensive), and if you eat a sandwich, use a napkin to hold it rather than your bare hands. Don't use a toothpick without covering your mouth with your free hand, and if you're going to wear a tiny string Speedo on the beach, be sure to strut around in it.

<http://www.lifehack.org/articles/communication/how-polite-countries.html>

2.  (V11) Knowledge of cultural aspects may be especially beneficial in business environment. Not only individuals but organizations as well take care of cultural issues. Some of them even display cultural awareness as a part of their policy.

Watch some advertisements, created by HSBC bank, one of the largest banking and financial services institutions in the world. Name the nuances of behaviour important in some countries and cultures.

3.  (V12) Overall rules of behavior and etiquette, established in many countries, are based on the specificity of culture and mentality. Therefore, we need to know and understand these basic differences that determine people's behavior. This awareness will let us successfully interpret others and behave appropriately in the modern multicultural world.

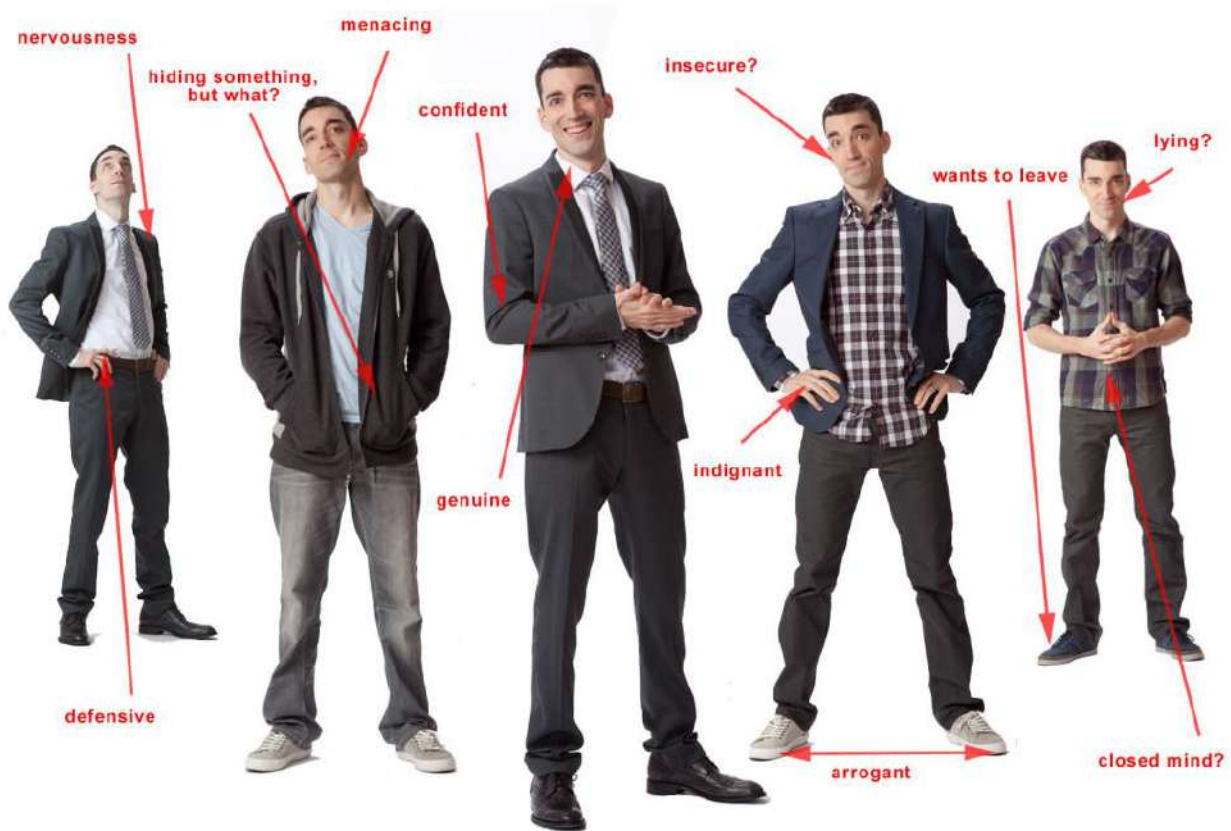
Watch a presentation on the differences between the Eastern and Western cultures. Comment on each represented case.

BODY LANGUAGE

Verbal etiquette and rules of public behavior are important to adhere to. Many people are familiar with these regulations and follow them. Although many individuals are careless about their non-verbal behaviour.

People are constantly sending a great number of signals. These signals are silent messages communicated through the sender's body movements, facial expressions, voice tone and loudness. Microexpressions, hand gestures and posture, on the one hand, are unnoticeable but on the other hand are obvious and easy to register. People who are aware of this information can immediately read someone's mind. The individuals who lack this knowledge may be misunderstood and get in trouble even if they don't have any malicious intent. This may happen as using some non-verbal signals is inappropriate in some life spheres/environments and the meaning of the same signal may vary from culture to culture.

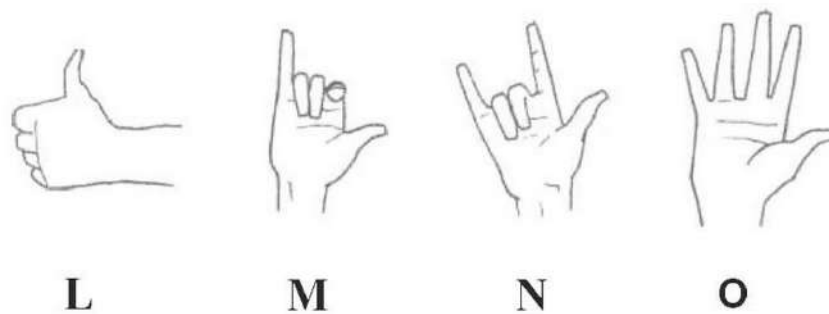
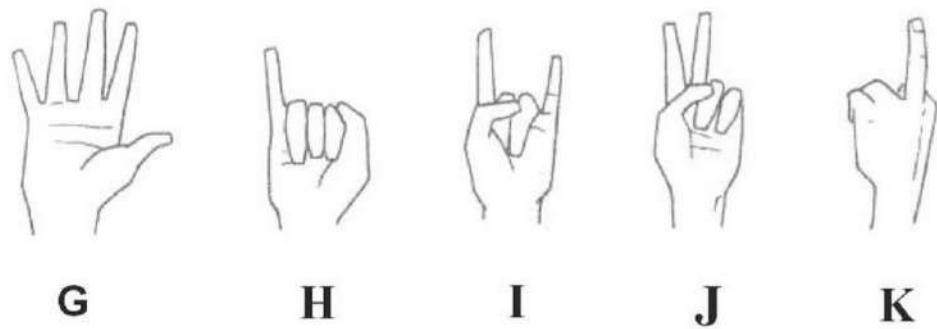
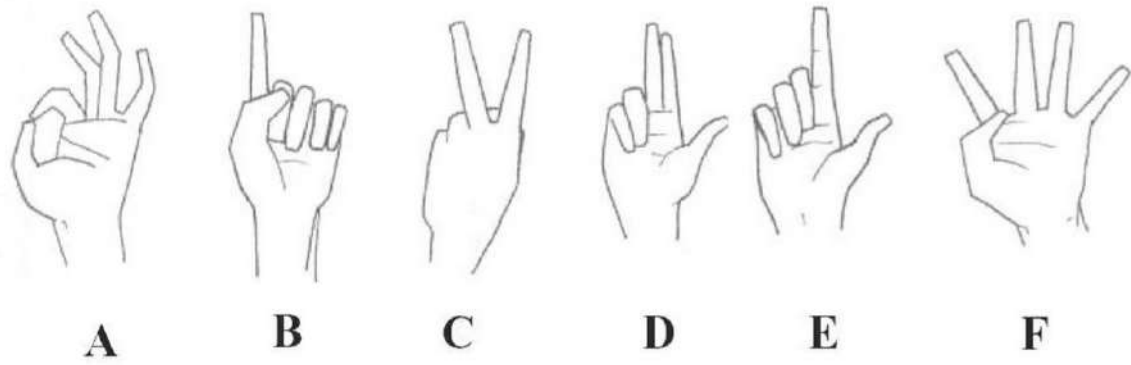
What Is Your **Hidden Language** Saying?



1. Take the Cultural Test.

How aware are you of cultural differences in body language? Try this exercise – hold up your main hand to display the number five – do it now. Now change it to the number two. If you're Anglo-Saxon, there is a 96% chance you'll be holding up your middle and index fingers. If you're a European, there's a 94% chance you'll be holding up your thumb and index finger. Europeans start counting with the number one on the thumb, two on the index finger, three on the middle finger, and so on. Anglo-Saxons count number one on the index finger, two on the middle finger and finish with five on the thumb.

Now look at the following hand signals and see how many different meanings you can assign to each other. For each correct answer score one point and deduct one point for an incorrect answer. The answers are listed at pages 136-137.



What did you score?

Over 30 points: You are a well-travelled, well-rounded, broad-thinking person who gets on well with everyone regardless of where they are from. People love you.

15-30 points: You have a basic awareness that others behave differently to you and, with dedicated practice, you can improve the understanding you currently have.

15 points or less: You think everyone thinks like you do. You should never be issued a passport or even be allowed out of the house. You have little concept

that the rest of the world is different from you and you think that it's always the same time and season all over the world. You are probably an American.


For each correct answer, allocate yourself one point:

A	<i>Europe and North America:</i> OK
	<i>Mediterranean region, Russia, Brazil, Turkey:</i> an orifice signal; sexual insult; gay men
	<i>Tunisia, France, Belgium:</i> zero; worthless
	<i>Japan:</i> coins
B	<i>Western countries:</i> one; Excuse me!; As God is my witness; No! (to children)
C	<i>Britain, Australia, New Zealand, Malta:</i> Up yours!
	<i>USA:</i> two
	<i>Germany:</i> victory
	<i>France:</i> peace
	<i>Ancient Rome:</i> Julius Caesar ordering five beers
D	<i>Europe:</i> tree
	<i>Catholic countries:</i> a blessing
E	<i>Europe:</i> two
	<i>Britain, Australia, New Zealand:</i> one
	<i>USA:</i> Waiter!
	<i>Japan:</i> an insult
F	<i>Western countries:</i> four
	<i>Japan:</i> an insult
G	<i>Western countries:</i> number five
	<i>Everywhere:</i> Stop!
	<i>Greece and Turkey:</i> Go to Hell!
H	<i>Mediterranean:</i> small genital organ
	<i>Bali:</i> bad
	<i>Japan:</i> woman
	<i>South America:</i> thin
	<i>France:</i> You can't fool me!

CENSORED

I	<i>Mediterranean:</i> Your wife is being unfaithful	
	<i>Malta and Italy:</i> protection against the Evil Eye (when pointed)	
	<i>South America:</i> protection against bad luck (when rotated)	
	<i>USA:</i> Texas University Logo, Texas Longhorn Football Team	
J	<i>Greece:</i> Go to Hell!	
	<i>The West:</i> two	
K	<i>Ancient Rome:</i> Up yours!	CENSORED
	<i>USA:</i> Sit on this! Screw you!	
L	<i>Europe:</i> one	
	<i>Australia:</i> Sit on this! (upward jerk)	
	<i>Widespread:</i> hitchhike; good; OK	
	<i>Greece:</i> Up yours! (thrust forward)	
	<i>Japan:</i> man; five	
M	<i>Hawaii:</i> ‘Hang loose’.	
	<i>Holland:</i> Do you want a drink?	
N	<i>USA:</i> I love you.	
O	<i>The West:</i> ten; I surrender.	CENSORED
	<i>Greece:</i> Up yours -- twice!	
	<i>Widespread:</i> I’m telling the truth.	

http://westsidetoastmasters.com/resources/book_of_body_language/chap5.html

2.  **(V13)** We’d better know not only the meaning of gestures but also the implication of facial expressions, postures and body movements. Watch the documentary “Secrets of Body Language” by History Channel and learn to recognize hidden sense/messages in people`s behavior.



Summarize the information in writing. Study some scientific sources and surf the web to find more information on the topic.

3.  Read the article “Body Language Examples and Their Meaning” and enumerate the body signals, which are familiar to you.



Do you often/sometimes pay attention to people's body language? Tell the fellow students about the situations when your knowledge and attentiveness helped you to reveal someone's real intentions/attitude.

BODY LANGUAGE EXAMPLES AND THEIR MEANING

(1) Arms crossed in front of the chest

This is one of the body language examples that indicate that one is being defensive. The body language meaning of crossed arms may also show disagreement with opinions and actions of other people with whom you are communicating.



(2) Biting of nails

Nail biting demonstrates nervousness, stress, or insecurity. Many people bite nails without realizing they have the habit.



(3) Hand on cheek

This body language example indicates that one is lost in thought, maybe considering something. When your hand is on your cheek and your brows are furrowed you may be in deep concentration.



(4) Finger tapping or drumming

This action demonstrates that one is growing tired or impatient while waiting.



(5) Touching the nose

Touching or rubbing the nose signifies disbelief, rejection, or lying about something.



(6) Brisk rubbing of the hands

This may show that the hands are cold, which may mean that one is excited about something, or waiting eagerly.

(7) Placing finger tips together

This is called "steeppling," or placing fingertips together to demonstrate control or authority. This is one of the body language examples that bosses and other authority figures use to show that they are in control.



(8) Open palms, facing upward

This gesture is a sign of honesty, sincerity, submission, and innocence. This is how some people show submission and respect during church worship.

(9) Head in hands

The body language meaning of this gesture may be that of boredom, being upset, or being ashamed, so one does not want to show their face.



(10) Locking of ankles

Whether you are sitting or standing, when your ankles are locked, you are communicating apprehension or nervousness.

(11) Stroking the chin or beard

This communicates that one is in deep thought. This action is often done unintentionally when one is trying to come up with some decision.



(12) Ear pulling

Pulling an ear lobe can mean one is trying to make a decision, but remains indecisive about something.



(13) Head nodding

This gesture usually signifies agreement or bowing, a submissive gesture that shows one is going along with another person's opinions.



(14) Lint picking

Picking of imaginary lint is another one of the body language examples of displacement gestures, which one uses to show disapproval of the attitudes or opinions of other. This action makes one look away from the other person while doing some irrelevant action.



(15) Catapult posture

This seated version of the “Hands-on-Hip” male posture with the hands behind the head and elbows pointed out is used to intimidate or show a relaxed attitude, thus giving a false sense of security before an ambush is made.



(16) Lowered head

This indicates one is hiding something. When you lower your head while you are being complimented, you may be showing shyness, shame, or timidity. It may also convey that you are keeping distance from another person, showing disbelief, or thinking to yourself.



(17) More body language examples

Here are some more body language examples and their meanings:

- *Standing straight, with shoulders back* – this posture shows that one is feeling confident and it is often accompanied by walking with brisk strides.
- *One-sided head tilt* – tilting the head suggests that one is listening with interest in what others are saying.
- *Overly tilted head* – this may be a sign of sympathy, playfulness or flirtation, when accompanied by a smile. However, depending on your eye, brow or mouth gestures, a tilted head may mean that you are confused or maybe challenging someone.

- *Looking down, away from the body* – this may indicate guilt or shame. To validate this feeling, revert back to the discussion and see if the body language meaning is the same.
- *Standing, hands on hips* – can mean readiness or aggression
- *Shifting of weight or foot movement* – suggests that one is impatient, nervous, excited, scared, or even intimidated.
- *Sitting, legs crossed, slight kicking of foot* - can mean boredom
- *Sitting, with legs apart* – a relaxed posture
- *Walking, hands in pocket, hunched shoulders* – can mean dejection
- *Eye rubbing* – can mean doubt or disbelief
- *Hands clasped behind back* – can mean frustration, anger, or apprehension
- *Pinching the nose bridge, eyes closed* – shows negative evaluation
- *Patting or fondling hair* – shows insecurity or lack of self-confidence
- *Quick tilting of head* – shows interest
- *Prolonged tilting of head* – shows boredom

<http://www.enkivillage.com/body-language-examples.html>

UNIT 5 LESSON 2

CULTURE CONFLICT

CULTURE DIFFERENCES IN THE WORK PLACE



There are thousands of cultures and nationalities all over the world. Each of them has its unique character, customs and traditions. Many countries try to preserve peace, although conflicts occur rather often. These conflicts have not only international but also interpersonal character and appear in all life spheres.

1. Discuss the following questions in small groups. And share your ideas with the class:

- What do you know about CULTURE CONFLICT?
- Try to give a definition of this notion.
- Do you have any personal experience connected with culture conflict?
- Enumerate the topics that might offend people from different countries and lead to culture conflict.
- What expressions about your country might offend you?




2.  (V14) Watch the video about culture conflict. Answer the questions.

- What is another name for 'culture conflict'? Explain it in your own words.
- What results in crime?
- What are the two types of culture conflict?
- Who takes part in these conflicts?
- What examples demonstrate culture conflicts in the video? Give your comments on both situations.
- Give your own examples of culture conflicts in your country.

3. <PROJECT>

Study the problem of culture conflicts in the world. Observe mass media and surf the web. Prepare a presentation on several vital examples.



4.  Read the text. Summarize the information and describe culture differences in the work place. Can you add some more features that make people feel different in the work place?

Examples of Cultural Differences in the Workplace

by Ruth Mayhew, Demand Media

<http://smallbusiness.chron.com/examples-cultural-differences-workplace-11494.html>



Workplace diversity trainers often mention that there are more similarities among employees than there are differences; however, despite the many common attributes employees share, there still exist cultural differences. Culture is defined as a set of values, practices, traditions or beliefs a group shares, whether due to age, race or ethnicity, religion or gender. Other factors that contribute to workplace diversity and cultural differences in the workplace are differences attributable to work styles, education or disability.

Generations

There are cultural differences attributable to employees' generations. A diverse workplace includes employees considered traditionalists, baby boomers, Generation X, Generation Y and Millennials. Each generation has distinct characteristics. For example, employees considered baby boomers tend to link their personal identity to their profession or the kind of work they do. Baby boomers are also characterized as being committed, yet unafraid of changing employers when there's an opportunity for career growth and advancement. Employees considered belonging to Generation Y, on the other hand, also value professional development, but they are tech-savvy, accustomed to diversity and value flexibility in working conditions.

Education

Differences exist between employees who equate academic credentials with success and employees whose vocational and on-the-job training enabled their

career progression. The cultural differences between these two groups may be a source of conflict in some workplace issues when there's disagreement about theory versus practice in achieving organizational goals. For instance, an employee who believes that a college degree prepared him for managing the processes and techniques of employees in the skilled trades may not be as effective as he thinks when compared to employees with years of practical knowledge and experience.

Personal Background

Where an employee lives or has lived can contribute to cultural differences in the workplace. Many people would agree that there is a distinct difference between the employee from a small town and the employee from a large metropolis. New York, for example, is known for its fast pace and the hectic speed of business transactions. Conversely, an employee from a small, Southern town may not approach her job duties with the same haste as someone who is employed by the same company from a large city where there's a sense of urgency attached to every job task.

Ethnicity

Ethnicity or national origin are often examples of cultural differences in the workplace, particularly where communication, language barriers or the manner in which business is conducted are obviously different. Affinity groups have gained popularity in large organizations or professional associations, such as the Hispanic Chamber of Commerce or in-house groups whose members are underrepresented ethnicities, such as the Chinese Culture Network at Eli Lilly. The pharmaceutical conglomerate organizes affinity groups to bridge cultural differences and establish productive working relationships within the workplace and throughout its global locations. In his article "Winning with Diversity," author Jason Forsythe explains that Eli Lilly's many affinity groups are necessary: "Because the company currently markets products in 156 countries and has affiliates in many of them, multicultural competency is a priority."

5. (V15) Watch the video "Cultural Differences in Negotiations and Conflicts". Fill in the gaps with the missing words from the video.

There are several main areas where cultural differences impact negotiating:


- Desire for _____ relationship or just a _____ deal.
- Preference to win negotiation or preference to _____
- Informal or _____ attitude.
- Direct or indirect _____ style.
- Show emotions or _____
- Decisions made by a _____ or by a leader.

6.  (V15) Watch the video once again and answer the questions.

- What nationality might look for just a contract?
- Who might look for a long term relationship?
- What nation would like a win-win negotiations?
- Which nations are more formal/informal in their personal outfit?
- What does indirect communication mean?
- Who makes the decision in Asia and in America?

7. Talk to a partner. Discuss the way how businessmen in your country negotiate. What is important for them? What is less important? Describe the main features of their negotiation style. What problems can appear in negotiations with the representatives of other cultures?



8.  Read the text. Summarize the information. Describe the tips given in the text. What other advice can you give in managing confrontation in the workplace?

TIPS ON MANAGING CONFRONTATIONAL INTERNATIONAL NEGOTIATIONS

<http://businessculture.org/blog/2014/10/20/international-negotiations/>



Successful negotiations, conflict resolutions and disagreements demand preparation. Comprehensive planning can be seen as undesirable and unnecessary for trivial conflicts; on the other hand, major conflicts require goal establishment, listing alternatives, and trade-off identification that will help negotiators fix the issue in a timely manner.

International negotiations are challenging due to various factors such as: cultural aspects, religion, traditions, character and personality and entire postgraduate courses are created to learn about international management. When dealing with individuals from other countries, confrontational situations may emerge. It can happen, especially if you share different opinions. Here are some tips to help you deal with conflict when bargaining internationally.

1 – Recognise *Conflict Management* as an important skill to develop

Learning about efficient negotiations to minimize confrontational situations and resolve conflict helps business people manage stressful scenarios a lot better. Exposure to constructive behaviours, positive mind-sets and well-thought strategies are often linked to successful negotiations.

Depending on the situation, you can avoid, confront, accommodate, collaborate or compromise – it's up to you to choose and make the most of that choice. Find a way to build confidence, and use the most creative approaches to make others relate to whatever you have to say.

There are a number of conflict resolution styles which you can develop and customise to your needs. Conflict resolution techniques as those developed for your own team can also help you to think about international negotiations, such as the Interest-Based Relational Approach:

2 – Preparation is key when dealing with international negotiations

In some cultures, the actual negotiation comes at the end of a business meeting. Not knowing that will cost you. Time is flexible in many cultures, so it's important to remain calm and be prepared. Here's what you need to do:

- Know more about the negotiation style of your opponents from a cultural point of view – link negotiations to that country's history and background (never forget that history makes the people)
- Are your opponents laid-back and relaxed, or do they seem tense? – don't play with fire and try not to use humor if opponents are overly formal
- Showcase your curiosity – If you're negotiating in a country you've never been before, highlight that aspect. Ask about places of interest, restaurants, accommodation. This will cool the atmosphere and everyone will feel more relaxed

3 – Patience is paramount when dealing with tense international negotiations

Typical business people from the US are used to flying across the world with a sole intention in mind – to sign a deal. That's not always a good business attitude. Flexibility and patience are paramount.

Rushing things and persuading opponents to sign a contract may trigger redundant reactions from the opposition. Deals that may usually take 2 days to close in the US, may take up to 10 days to close in Asian or Arab countries.

4 – Anger should be used constructively

Anger is an extremely common feeling in the business environment, and that's mainly because people don't always share the same opinions. Not everyone can use anger constructively though, and in many cases the end result is not positive at all. Efficient bargaining skills can help curtail the impact of a confrontational situation.

First, you must identify what exactly triggered your anger; next, you must assess personal biases and view things from an objective perspective.

In order to function well in tough scenarios, you must find a way to diffuse anger and focus on a beneficial outcome.

5 – Define your negotiation style

Prior to starting a negotiation, it's important that you define your negotiation style. It's equally important to get to know your opponents as well.

While business individuals from Asian and Arab countries can be extremely patient, we can't say the same thing about people from the US and Canada. Your style should define your business personality. Some things to keep in mind:

- Know your numbers – for a business negotiation to succeed, it must be backed up by solid information. Know the ins and outs of your company, and be ready to answer questions. Since you're dealing with international negotiations, conflict may arise. You can always avoid such situations as long as you hold solid information.

- Know the competition – it can be tough to “read” foreign negotiators. Their ideas, principles and main beliefs may be completely different from yours.

- Know when to back off – just because you flew 20 hours to get to get to a business meeting in Tokyo, it doesn't mean that a deal will be closed. There are chances for negotiations to fail. If an offer can't bring enough benefits to your company, it's best to say “no” and walk away.

Managing confrontational negotiations is tough. Beginners may require negotiation training to help them surpass dreadful circumstances. Whatever happens, it's vital that you stay calm.

Never lose your temper, and never allow an opponent (foreign or not) get under your skin. Stay professional and don't hesitate to reject a deal if it doesn't benefit your business.

9. <PROJECT>

Find the information about different national business negotiation styles. Chose one and prepare a presentation.



UNIT 5 LESSON 3

CROSS-CULTURAL FEATURES OF BUSINESS AND ACADEMIC COMMUNICATION

1.1. Think if these features of business communication are OK in your country:

- *shaking hands;*
- *kissing;*
- *bowing;*
- *small talk before meetings;*
- *using first names;*
- *giving presents;*
- *interrupting;*
- *going out for a drink;*
- *exchanging business cards immediately upon meeting.*



1.2. Which countries do these traditions come from? Find it out or try to guess.

1.3. Are these actions appropriate for international etiquette?

2.1. Comment on the factors which may create barriers in business communication:

- *language*
- *environmental and technological considerations*
- *social organization*
- *contexting and face-saving*
- *authority conception*
- *nonverbal communication behavior*
- *time conception*

2.2. Choose the ones which seem the most urgent and dramatize them with your groupmates. Let the other members of the group guess (a) what countries the characters are from; (b) which kind of barrier they are experiencing.

2.3. Propose some ways to overcome these barriers. Is it always possible?



3. Study an article about the given issues. Summarize and briefly retell one of the paragraphs.

LANGUAGE

Difficulties with language fall basically into three categories: translation problems, the problems in conveying subtle distinctions from language to language, and culturally-based variations among speakers of the same language.

In English, for example, the mild distinctions between the words “misinterpret” and “misunderstand” can be significant in a sensitive situation. To a touchy negotiator, to say that he or she “misunderstands” may imply that he or she is dim-witted.

Dialectical differences within the same language often create errors. Once a U.S. deodorant manufacturer sent a Spanish translation of its slogan to their Mexican operations. The slogan read “if you use our deodorant, you won’t be embarrassed.” The translation into classical Spanish used the term “*embarazada*” to mean “embarrassed.” This provided much amusement to the Mexican market, as “*embarazada*” means “pregnant” in Mexican Spanish.

ENVIRONMENT AND TECHNOLOGY

The ways in which people use the resources available to them often shifts from culture to culture. There are four major areas of attitudes toward a nation’s physical characteristics and natural resources. These are: 1. climate;

2. topography; 3. population size and density; 4. the relative availability of natural resources.

For example, transportation and logistics in one culture may seem absurd in another. The manager of a Canadian company doing business in South America might never think to ship goods from Chile to neighboring Argentina by the circuitous route of the Panama Canal. Because Canada is relatively flat and has an excellent network of railroads and highways, the Canadian manager might assume that the easiest way to transport goods would be overland. What the Canadian might not understand is that the rugged physical environment of the Andes and the absence of cross-Andean railroads and freeways would make such an option expensive or even impossible.

Population size and density, as well as space usage, influence the development of cultural perceptions of how space and materials are used. For example, there is much contrast between the U.S. or French executive office and the “open system” offices of Japan. In the open system office, Japanese department heads have no individual offices at all. Instead, their desks are simply one of numerous other desks placed in a large open area. No partitions are used between the desks at all and no individual offices exist. Yet each person in this system is strategically placed in a way that communicates his or her rank and status.

ISSUES OF TECHNOLOGY

In some cultures of northern Europe and North America, technology is customarily viewed as a positive means for controlling the environment. If a road approaches a mountain, a tunnel is blasted through the mountain. If the tunnel collapses, the cultural view is that the technology was inadequate to the task.

In other cultures such as those of central Africa and southwestern Asia, the existing environment is viewed as positive and technology is viewed with some skepticism. If a road approaches a mountain, the road may simply stop at the mountain. If a tunnel is used and does collapse, the cultural view is that the idea of going through the mountain was bad.

SOCIAL ORGANIZATION

Social organization, as it affects the workplace, is often culturally determined. Choosing employees based on resumes, for example, is considered a primary means of selection in the United States, Canada, and northern Europe.

By contrast, it would seem inappropriate to members of many Arabic, central African, Latin American, or southern European cultures to skip over hiring relatives and hire a stranger.

Similarly, the nature of praise and employee motivation can be socially determined. For example, a promotion of a single member of a traditional Japanese work group may cause the productivity and morale of the group to fall. A similar promotion in the United States, by contrast, might be seen as a reward for the promoted employee and might even be viewed as encouraging the remaining members of the group to work harder.

CONTEXTING AND FACE-SAVING

Communication depends on the context in which the communication is set. The more information sender and receiver share in common, the higher the context of the communication is.

In a highly contexted situation, much of what people choose *not* to say is essential to understanding the message. Even though a person may not have said anything directly, others are still expected to understand the unspoken message.

High context cultures include such nations as Japan, China, Mexico, Greece, the Arab countries, Brazil, and Korea. Mid-level contexted cultures include England, Finland, Italy, and France. Low context cultures include the United States, Denmark, Sweden, Norway, Germany, and the German-speaking portion of Switzerland.

Finally, a correlation exists between face-saving and contexting. Cultures with high contexting are more concerned with face, that is, preserving prestige or dignity. As a result, high context cultures tend to favor a business communication approach based on indirection and politeness; low context cultures use a direct approach to business communication. High context cultures tend to interpret directness in communication as rude; low context cultures tend to view directness as honest and inoffensive.

AUTHORITY CONCEPTION

The view of authority in a given society affects communication in the business environment significantly. Thus in a relatively decentralized business environment – as exists in many U.S. companies – people generally pay attention to a person based on how convincing his or her argument is, regardless of that person's rank or status within the organization. By contrast, in a highly

centralized culture, the instructions of a high-ranking individual are taken very seriously, even if one disagrees.

NONVERBAL BEHAVIOR

Among the most markedly varying dimensions of intercultural communication is nonverbal behavior. Much of nonverbal communication may be broken down into six areas: dress; kinesics, or body language; oculosics, or eye contact; haptics, or touching behavior; proxemics, or the use of body space; and paralanguage.

One of the most apparent differences is the interpretation of dress. The message given by polished shoes, for instance, could easily be lost on a culture in which sandals are the standard footwear. A Saudi or Iranian may well consider as immoral the bare face, arms, and legs of a European or American woman in business attire.

Haptics or touching behavior also reflects cultural values. The United States itself is a fairly nonhaptic society, particularly between men. In many cultures that behave more haptically, men often walk with arms interlinked or hold hands.

Oculosics or the use of eye contact also varies significantly depending on the culture involved. In several cultures, for example, it is considered disrespectful to prolong eye contact with those who are older or of higher status. In many cultures, it is considered improper for women to look men in the eye. By contrast, steady eye contact in the United States may indicate the listener's interest and attentiveness.

Finally, proxemics or how far apart people stand when speaking or how far apart they sit in meetings carries significant information to people who share the same culture. Personal space is culturally determined. In the United States, for instance, people tend to feel most comfortable in business settings when speaking at approximately arm's length apart from each other. In many Latin American, southern European, central African and Middle Eastern cultures, however, a comfortable conversational distance would be much closer.

TEMPORAL CONCEPTION

International business communication is also affected by cross-cultural differences in temporal conception or the understanding of time. Most U.S. and northern European businesspeople conceive of time as inflexible, a thing to be divided, used, or wasted. This is not, however, a universal view.

Most cultures fall into two types of temporal conception. The first type adheres to preset schedules and follow them. Edward Hall coined the term “monochronic” to describe this system of temporal organization. By contrast, those who follow what Hall termed a “polychronic” temporal organization rank completion of existing transactions above the demands of preset schedules.

In a monochronic system, personal feelings are rarely allowed to flourish on the job because personal involvement must not be allowed to affect preset schedules.

<http://www.referenceforbusiness.com/encyclopedia/Cos-Des/Cross-Cultural-International-Communication.html>

4.  **(L15) Listen to four people talking about cultural mistakes.**

1) Listen to John’s story and answer these questions.

1. What meal was he invited to? *dinner*
2. What did John look at?
3. What was his mistake?
 - a) John talked during an important silence.
 - b) John talked about his host's table.
 - c) John didn't want a gift.

2) Listen to Cameron’s story and answer these questions.

4. Where was Peter’s new job?
5. What was his mistake?
 - a) He did not use first names.
 - b) He did not speak French.
 - c) He did not use family names.
6. How did the staff feel when Peter used first names?

3) Listen to Susan’s story and answer these questions.

7. Where did Susan make her mistake?
8. Who did she go out for a meal with?
9. What was her mistake?
 - a) Susan poured her own drink.
 - b) Susan did not laugh.
 - c) Susan poured too many drinks.
10. What did she forget to do?

4) Listen to Rob’s story and answer these questions.

11. Where did Rob make his mistake?
12. Who did he go out for a meal with?
13. What was his mistake?

- a) He said he was not hungry.
 - b) He did not leave anything on his plate.
 - c) He asked for some more food.
14. How did his host react?

5. <PROJECT>

Work out a list of helpful hints for cross-cultural business and academic communication. Think about the behavioral customs that are a) widespread; b) won't hurt anyone.



UNIT 6 LESSON 1

THE INTERNATIONAL SYSTEM OF HIGHER EDUCATION

Nowadays our Russian system of higher education is getting closer to the international standards. Some of its principles have already assimilated but others haven't. Name the similarities and the differences of the Russian and the American/European systems of higher education.

1. Read the information below and answer the questions:

- 1) *What are the characteristics of the academic year in North America/Canada? Are there any differences between the academic year in the USA and in Russia (your native country)?*
- 2) *What educational programs can a university entrant enroll for? What is their duration?*
- 3) *What are "credits"? How many credits does a student have to earn to get a degree?*
- 4) *What are the ways to assess students' academic performance?*
- 5) *What is special about the US/Canadian university teaching and learning style? Does it differ from that in your native country?*

The North American Higher Education system

The academic year

In the USA and Canada, the academic year generally lasts nine months, and the majority of universities use a 'semester' system which divides the year into two equal periods. See a typical academic calendar on the right.

There are two intakes a year for the majority of degree programs at university in America. You can usually start a degree at the start of the Fall semester (late August) or at the start of the Spring semester (January).

Typical academic calendar in the USA and Canada

Dates	Session	Academics
15-16 weeks (late August - December)	Fall semester	4-6 courses 15-16 credit hours
2-3 weeks (mid December - January)	Winter break	University is closed
15-16 weeks (January - early May)	Spring semester	4-6 courses 15-16 credit hours
10-12 weeks (May - July)	Summer session	ESL preparation or work experience options

Credit

During each semester, you will take a variety of courses, each of which is awarded a number of ‘credits.’ A credit is a unit of study. Most courses carry 3 credits, although varying amount of credits can be awarded for lectures, independent project work, laboratory time and internships. Universities usually expect students to complete:

- 120-130 credit hours for an undergraduate degree
- 30-64 credit hours for a Master’s degree

As an international student in the USA, you are required to maintain a full course load of at least 12 credits per semester in order to maintain your visa status.

Length of a degree program

At universities in the USA and Canada the duration of your program is determined by the time you take to earn enough credits to complete your degree. Most undergraduate programs are designed so you can earn enough credits to graduate with a **bachelor’s degree in 4 academic years** of full-time study. Graduate programs are generally structured to allow you to earn a **master’s degree in 2 academic years** of full-time university study.

If you need to improve your English for degree study, you will take an [ESL program](#), [Foundation program](#) or [Pre-Master’s program](#) before moving into full-time degree study. This may take between 1 and 4 semesters.

Assessment and grading

At Canadian and US universities, your academic performance will be continually assessed by your teachers. They will use a variety of methods including essays, written assignments, presentations, laboratory or studio work, class attendance and class participation. You will also normally take examinations at the end of each semester. At the end of each semester, your teachers will assign a letter grade for each course that you have taken. Typically, letter grades are assigned as follows:

A = excellent, the highest grade B = above average C = average
D = the minimum passing grade F = fail

Academic good standing and progression

At North American universities a grade point average, or GPA, is calculated for each student, based on the following scale:

A = 4.00 B = 3.00 C = 2.00 D = 1.00 F = 0.00 (Fail)

At most universities, you must maintain a cumulative GPA of at least 2.0 to be considered in academic good standing and continue to the next year of your degree program. A cumulative grade point average is the GPA for all courses taken throughout the degree program.

University teaching and learning styles

You may find that the style of teaching and learning in the US and Canada is different from that in your home country. Class lectures are an important part of learning at North American universities, but you can also expect a high level of responsibility for your own studies. You will often be expected to read, and sometimes write about, the subjects that are covered in class.

In American universities, teachers and students sometimes enjoy a much more informal relationship than in other countries. Some teachers prefer to be called 'Professor' or 'Doctor,' while others will not mind being called by their first names. Many teachers will meet with students outside of class time to discuss projects or review topics covered in class.

In some countries, it is not acceptable for students to express their opinions to their teachers. In North America, where the learning process stresses analysis and critical thinking, the exchange of ideas is encouraged. You may find that students often respectfully challenge teachers in class, and teachers view such challenges as signs of students' intellectual prowess.

<http://www.universitiesintheusa.com/american-education.html>

2. Read the information below and name:

- *the main types of undergraduate programs in the USA/Canada and their characteristics;*
- *students' statuses at each year of undergraduate studies;*
- *types of courses within a degree program.*

Types of undergraduate programs in the USA and Canada

Bachelor's degree

The most common type of undergraduate program is a bachelor's degree, usually awarded after **four years** of successful study. Depending on your major, the type of degree you earn may be a Bachelor of Arts (BA), Bachelor of Science (BS/BSc), Bachelor of Business Administration (BBA), Bachelor of Fine Arts (BFA), Bachelor of Commerce (Bcom), or another type of award.

Associate degree

Associate degrees are awarded after **two years** of undergraduate study at some US colleges. Associate-level majors are usually in vocational areas such as health sciences, computer information systems, accounting, graphic design, or hospitality management.

Associate degrees are an option if you do not want to commit to four years of study in the USA. On completion, you may transfer to a four-year program, and earn a bachelor's degree after two further years of study.

Pre-professional program

A pre-professional program prepares you for advanced study and a specific career, commonly in law, engineering, medicine and health-related fields. It is a set of appropriate courses that qualify you for admission to a professional degree program, at *Law School* or *Medical School* for instance, after you graduate.

Progressing through American university

As you progress through your undergraduate degree, your status as a student will change from Freshman, to Sophomore, to Junior, to Senior. In general, here's what to expect:

Freshman: In your first year, the focus is on introductory courses in a wide range of subjects. There are usually required core academic courses. You will get a solid educational grounding and build the foundation from which to expand your knowledge and skills. You will also take introductory courses in what you hope will become your main program of study (known as your major) e.g. you might take Economics if you wish to do a Business major.

Sophomore: In your second year, you will complete the core courses and advance in some subjects to the next level. If you have decided on a major, you

may begin taking prerequisite courses at this time. You will be able to choose electives in subjects that especially interest you.

Junior: By your third year, you will have declared your major. Your study will become more focused and in-depth as you begin taking the advanced courses for your major.

Senior: In your fourth year, you will complete your final courses and take the last exams required for your Canadian or US bachelor's degree.

Courses within a degree program

When you go to a Canadian or American university, you will take a variety of courses that will lead to your degree. In general, the courses will be divided as follows:

Core courses

Also known as 'general education' courses, these classes provide the foundation for your university education and are required of all students. You can expect to take courses in several subject areas, including mathematics, humanities, physical sciences, and social sciences.

Major courses

In North America, your major, or 'concentration,' is your main subject area during your undergraduate studies. When you begin to take major courses (usually at the start of your third year), certain courses will be required, and you will be able to choose from others related to your major.

Minor courses

A minor is a secondary field of university study that involves a smaller number of required courses than a major. You may take minor courses to explore a different subject area to your major, to pursue personal interests or to specialize within your main field of study.

Academic tracks

Once you declare your major, you may be able to follow a particular 'track.' An academic track is a group of courses that focuses on a specific sub-discipline within a major and can be tailored to suit your specific interests – for example, a marketing track within a Business major.

Co-operative education/internships

It is possible to combine your studies with professional experience. At some universities you can gain first hand paid work experience through a Co-operative Education Program, where work becomes an integral part of your

degree. Unpaid internships can also provide valuable experience and are often eligible for credit towards your degree.

3.  Read the information below and find out:

- *the length of study within the North American/Canadian master`s degree programs;*
- *the characteristics of MA programs;*
- *the most popular MA degree programs for international students.*

Master`s degree programs in North America and Canada

Length of study

Masters` programs vary in length depending on the number of academic credits that must be completed. A 30 credit program can usually be completed in 12 months. Most master`s degrees are studied for two years. Some specific professional programs require 60 or more credits for completion (e.g. *Master of Science in Genetic Counseling* at Long Island University).

Teaching and learning

Unlike undergraduate degrees, where you take a broad range of courses in addition to your major, graduate degrees are focused on a specific field of study. Master`s degrees are mostly taught programs, as opposed to a graduate research program (called doctorate degrees). You will spend time learning in class. To complete a master`s degree you will usually need to submit a `thesis` – a paper on an extended research project. However, some master`s degree programs in North America instead require completion of practical work in a professional setting, under supervision.

Graduate Schools

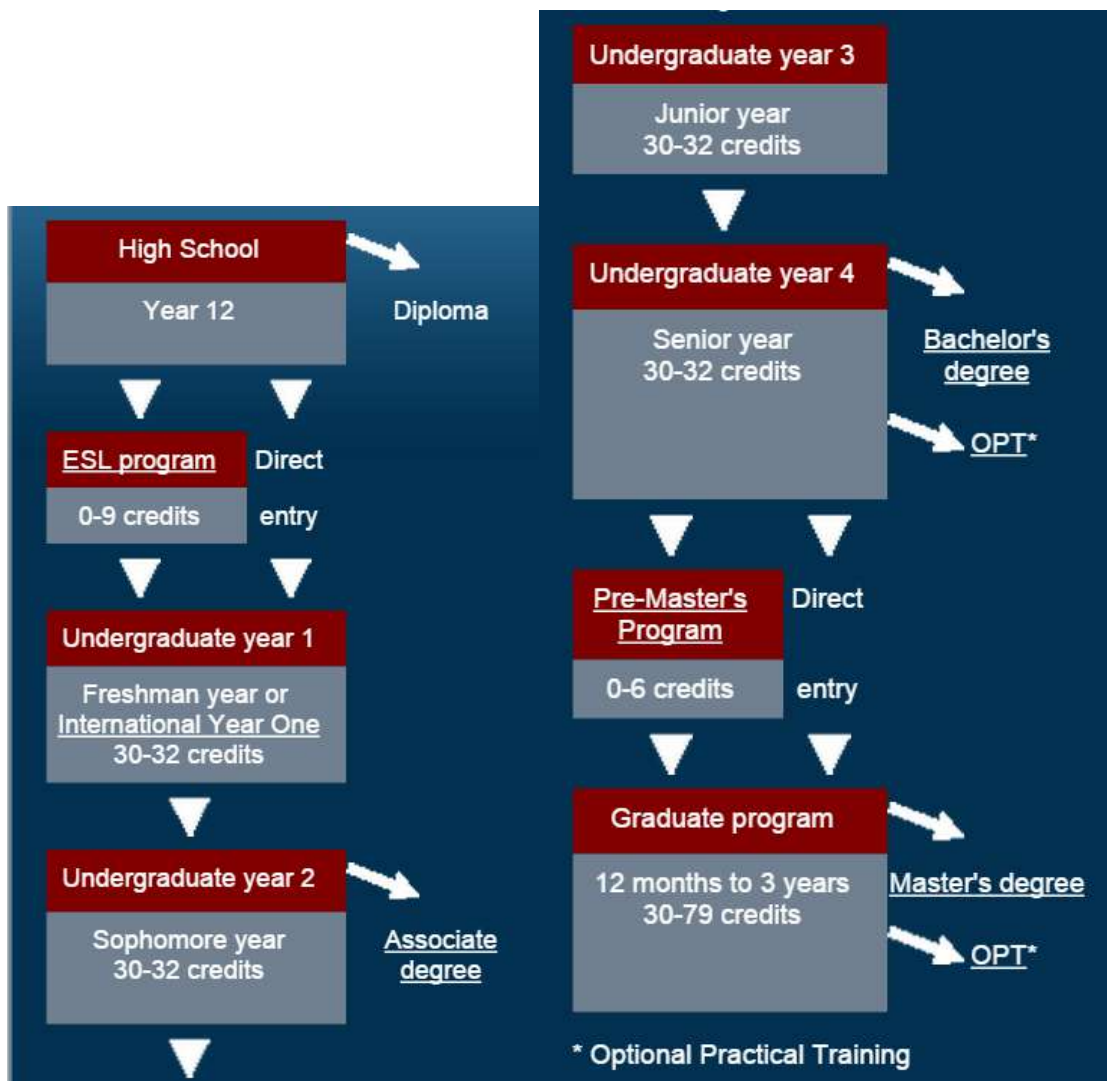
At master`s-level in America and Canada, you study at Graduate School. These are usually departments within a university which provide teaching and resources specifically for graduate students. Master of Business Administration (MBA) students will likely be based in a university`s graduate Business School.

Popular master's degrees for international students

Universities in the USA and Canada offer a wide choice of graduate programs but some of the most common degree choices for international students are:

- *MBA: Master of Business Administration*
- *Masters in Engineering*
- *Master's in Management*
- *Master's in Tourism and Hospitality*
- *Master's in Computing*
- *Master's in Accounting*
- *MPA: Master of Public Administration*
- *Master's in Nutrition*
- *Master's in Criminal Justice*

4. Study the scheme below and on its basis speak about the system of higher education in North America and Canada.



6. <PROJECT>

Draw a similar scheme for the Russian / your native country's system of higher education.



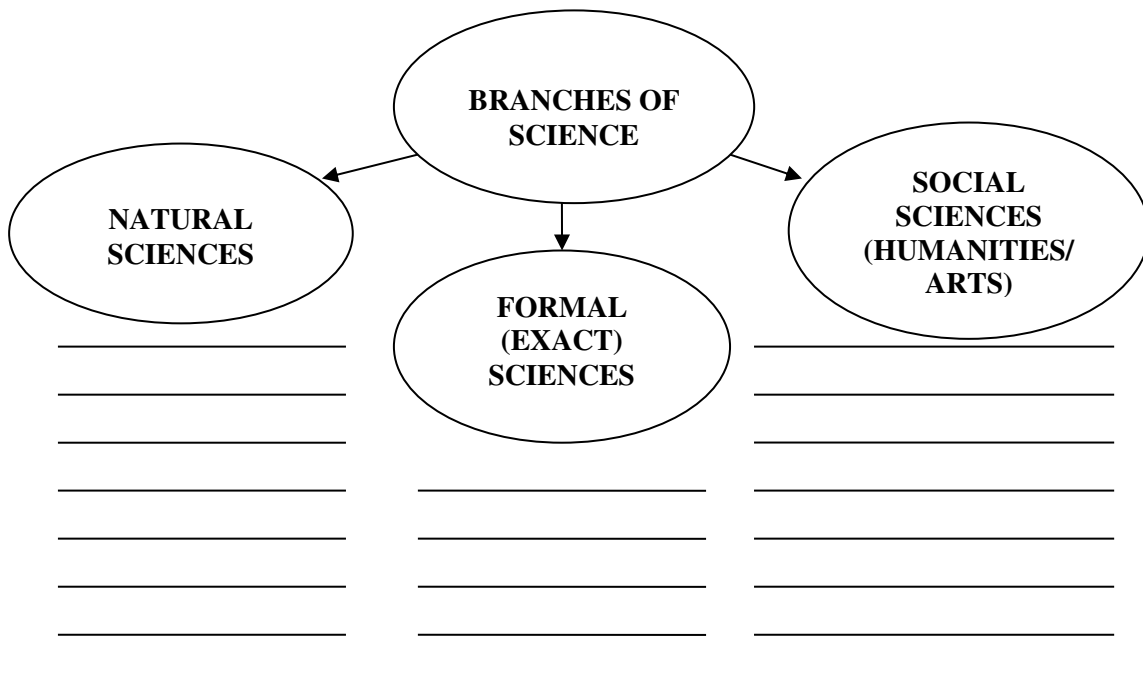
UNIT 6 LESSON 2

THE CHOSEN SPECIALTY AS A PART OF SCIENTIFIC FIELD



1. Look at the scheme and distribute the given scientific specializations by branches. Find your speciality or name it if it is not on the list.

philology	geography	mathematics	statistics
literature	computer	physics	sociology
psychology	science	pedagogy	botany
mechanics	chemistry	biology	medicine
zoology	logic	linguistics	history
philosophy	geology	economics	law



2. What do these people specialize in? Try to guess.

A) I believe teaching is the love of my life. My father is a history teacher at school and my mother is a kindergarten nurse. I personally intend to make a career at university. No wonder I am interested in the problems of education and up-bringing. These problems have always been very important for the society. There are many problem children who have difficulties at home and at school, and teachers must find ways to help them adapt to life.



B) I like working with people. The more you watch others, the more you learn about yourself. It is very interesting to analyze people's behavior, motivation, communication. I suppose my branch of science is one of the most important because what we investigate is human mind and soul. A good specialist can help people understand themselves better and

solve many problems in their lives. I hope to become a famous scientist and to open my own clinics.

C) Frankly speaking, I have always been interested in technical devices. I asked myself a lot of questions: why is the kettle boiling? How can an airplane fly in the sky? Under the influence of my father, an engineer, I chose this field of science for my future career. Technical progress of recent years makes the topic of my research very important. I intend to investigate the processes that take place in the Large Hadron Collider.





D) Environmental pollution has become a universal problem. Air, water and soil aren't clean anymore. A lot of people suffer from different illnesses because of bad living conditions. But animals and plants suffer more. I hope my research will help to protect the beautiful nature of my country.

3. Try to speak about your research sphere. Use the plan.

- *the object of your research,*
- *the hot problems of this area of investigation,*
- *why it is important*
- *who or what you deal with (people, documents, technical devices,*
- *what you like about your specialization / branch of science,*
- *what you intend to do in this area of study,*
- *which questions seem immediate to you,*



4. Read the text. Summarize the information. Give the main idea of the text.

TECHNOLOGICAL ADVANCEMENTS AND THEIR IMPACT ON HUMANITY

Relation of technology with humanity

When we speak about the relationships between technology and humanity, it is evident that we have to deal with the interrelations between some very complex phenomena: technology, science, society or systems of societies, and systems of rights of a universal nature. The discovery and development of a large number of powerful energy sources-coal, petroleum, electricity, etc. have enabled humanity to conquer the barriers of nature. All this has facilitates the growth of fast modes of transport, which in turn has transformed the world into a global village.

“All of the biggest technological inventions created by man – the airplane, the automobile, the computer – says little about his intelligence, but speaks volumes about his laziness.”

Mark Kennedy

Technology and Humanity: A Positive Side

Technological change is in large part responsible for many of the secular trends in such basic parameters of the human condition as the size of the world population, life expectancy, education levels, material standards of living, and

the nature of work, communication, health care, war, and the effects of human activities on the natural environment. Other aspects of society and our individual lives are also influenced by technology in many direct and indirect ways, including governance, entertainment, human relationships, and our views on morality, mind, matter, and our own human nature.

Without the needed technology a lot of people would struggle with their health. In addition it saves many innocent lives.

Secondly, the advanced technology improves industry by making it more effective and, what is vital today, safer for environment.

Technological advancements have shown a substantial growth concerned with each and every field whether it be the communication systems, astronomy, semiconductor devices, automobiles, electronic devices of daily usage, bio-electronic devices, building and architectural design techniques or the computers

Advancement in Technology: A Darker Side

Problems and potentials often go hand in hand; problems can be turned into opportunities. Every elements of the universe exhibits two faces, one is constructive side and other is destructive side.

Society has become more and more dependent on technology. So much so that we sometimes lack the willingness to think before we act. We become impatient if it takes more than a few seconds to download a copy of the morning newspaper. We expect immediate responses to our email, and we expect someone to answer their cell phone whenever and wherever we call.

The same can be applied in the case of the power given by the science and technology. The gift of science and technology have been deliberately abused by the “powerful humanity, time and again. There are natural side-effects of these gifts, but their deliberately misuse and abuse outweigh and evils of the side – effects, which could have been modified or at least minimized to a large extent otherwise.

Weapon engineering

On the minus side there is weaponry which is the inseparable issue of the new technologies. Nevertheless, weapon engineering propels and provides a huge advance. Rivalry between the countries may also be ascribed to technological advancements, as the countries compete for the development of new warfare techniques and equipment. On the other hand while many people live in horrible conditions and famine governments spend a lot of money on developing weapon industry.

Artificial Intelligence

“The real danger is not that computers will begin to think like men, but that men will begin to think like computers”.

Sydney J. Harris

Nevertheless some people argue that science can destroy mankind. E.g.; Robots will be built to clone humans, robots will take over the world, the first genetically cloned human brain will be implanted in a robot which will enable to feel human emotions, and maybe even create some kind of robotic offspring.

Technological Advancements: Present scenario

Internet Technology

Another prominent technological innovation that well represents our humanity today is the Internet. The Internet is the worldwide, publicly accessible network of interconnected computer networks that transmit data between themselves.

Medical Technology

Perhaps one of the most vital technological advances in our society today is in the field of human medicine and health sciences. This field deals with the maintenance, prolongment , and restoration of human health through the study, diagnosis, treatment, and prevention of disease and injury.

Today, modern medicine is practiced within a well-developed framework of health-care infrastructure. Research in the field of medicine has allowed for the development of many new treatments, drugs, medicines, and solutions that have allowed for the dramatic prolongment of the human lifespan.

Agriculture Technology

In agriculture, improvements have been effected so far on a gradual basis. For example, in animal husbandry, one has gone from selection and crossing, to artificial insemination, and embryo transplant technologies None of these have given rise to fears. But genetic engineering arouses fears because one moves across species boundaries. Multiplications and mutations can develop and progress rapidly in biological systems.

Technological Advancements will continue to advance rapidly as we move into the next millennium. What is important is to ensure that these advances benefit humanity as a whole.....

http://www.academia.edu/346486/Technological_Advancements_and_Its_Impact_on_Humanity

5. Speak about your scientific work using the following plan. Chose the important parts for you and ad some more if needed.

Good day! Let me introduce myself. My name is...

I'm a master's degree student at University at the faculty of.....

My specialty is...

The topic of my research is...

I'm interested in this field because...

My research means a lot for me personally.



It is:

a way *to develop my outlook and intellect
to improve the knowledge of my speciality
to continue my education*

a chance *to develop my personality
to change my life
to extend the sphere of personal contacts
to widen the range of my scientific interests
to make a contribution to science development*

opportunity *to prove some new points of view
to work up a new approach to some problems, conceptions,
theories, points of view*

In the field of my research I plan to get the following objectives / goals / aims / purposes / tasks:

- to analyse the current conception of....,
- to compare the ideas / notions ...,
- to give a new look at the subject of research....,
- to test the results of the previous investigations/information about the subject of....,
- to give a survey of.../ to observe ...,
- to broaden my professional and research experience

The problem of my research is new

why?

The problem is not new, but hasn't been thoroughly investigated

why?

The results of my research work can be applied to the present-day situation, can help to improve contemporary life

why?

My research is important for my future job/ scientific career/

why?

- to dedicate one's life to academics
- to deal with academic profession
- to begin / to start the research
- to decide to become a post-graduate
- a well-educated person
- a real professional
- to make a career
- to have a scientific degree

- to get some useful, urgent results
- to enrich my knowledge of...
- to be a professional in ...
- to work in the field of...
- to have several serious reasons
- to become a good specialist in...
- to get a job of...

UNIT 6 LESSON 3

DOING YOUR MASTER'S: RESEARCH AND THESIS

1. Think of advantages and disadvantages of being a graduate student. Work in groups and compare your lists.

+	-
<ol style="list-style-type: none"> 1. <i>You can get a scholarship – that's pocket money</i> 2. <i>You can find a job</i> 3. 4. 5. 6. 	<ol style="list-style-type: none"> 1. <i>You can hardly afford a full-time job, as you need time for studies</i> 2. 3. 4. 5. 6.

2. Look through the possible reasons of taking a graduate course and choose what fits you (you can add up more of your own reasons to complete the list). Discuss your ideas in the group.

A) Academic reasons

- commitment to science
- interest to the subject
- scientific curiosity
- enjoying studies and student life
- affection for the university
- _____
- _____



B) Career reasons

- intentions for an academic career, love for teaching
- need of a Master's degree for the desired position

- desire to change one's specialization
- usefulness of knowledge and academic skills for the future career
- desire to work at the same university where you spent the years of college life
- _____
- _____



C) Other reasons

- personal ambitions
- ambitions of parents and other relatives
- not knowing what to do after 4 or 5 undergraduate years
- unemployment or being underpaid at work
- no desire to go to the Army
- being not ready to become a 100% adult and change one's lifestyle completely
- _____
- _____





3. Study the 5 cases and think if these people should start a graduate course. What can you recommend them?

Anna, 22.

I sincerely think that science is amazing and breathtaking. I would like to get a degree in Psychology. The only trouble is I live in a village with my elderly grandmother and I have no relatives in Kursk. My undergraduate years were difficult: I lived in a dormitory and I really couldn't afford much.

My grandmother is retired and she can't sponsor me. It's difficult to find work in the village, but I have been offered a job in our village school. My granny wishes me to stay by her side and accept the job, but I want to make an academic career in a big city. I hope graduate school will give me new opportunities and I will succeed. I am ready to work as a shop-assistant or waitress in my spare time, though I have no work experience.



Oleg, 23.

In the whole, I like being a student. You don't have to do much, only a few exams once in a while. I'm not stupid and my results are rather good. In fact, that is my mother who wants me to take a graduate course. She says I'll go to the Army otherwise. To be honest, I believe university is quite boring. But I'm not eager to be a soldier or get up at 6 a.m. and go to work every day. What I like most of all is night clubs and friends.

Natalia, 29.

After 7 years of teaching at school I found myself absolutely stuck in the daily workplace routine. No career promotion at all! I gave my best years to teaching, but my salary is quite low. I must have entered graduate school earlier! I hope that a Master's degree will help me to get a position in school management. Without that I will never become a principal.



Andrey, 34.

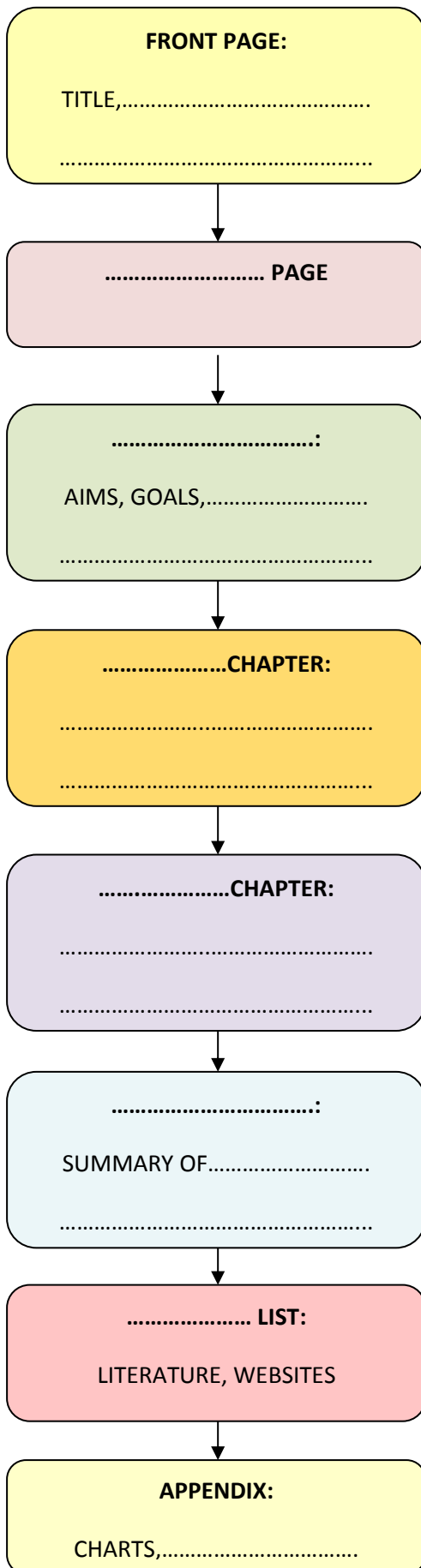
I have never really thought about an academic career. I am just a school teacher of Physics. But the point is I like engineering and constructing things with my own hands. I am Head of my city's society of young mechanics. Under my guidance, children build airplane and car models and many other interesting devices. I have a few inventions of my own, my colleagues say I must patent them and write a thesis based on this.



Polina, 30.

Now that I am a divorced woman, I want to change my life and to do all the things I have never had enough time for. I started going to a fitness centre. I spend more time with my friends. And I want to continue my education. The thing is I married my ex-husband when I was 20, and I have never worked according to my speciality. My speciality is Sociology, but I had to work as a waitress for many years to support the family. Now I run my own business, a small café, and I want to turn back to my education. I have enough patience and diligence for it, and a real desire to study!





4. Are you diligent enough to conduct research? Answer the questions about scientific literature and other resources you use for reference in your research.

- 1) How long is your reference list at the moment?
- 2) What type of publications do you prefer to work with?
 - monographs?
 - articles?
 - textbooks?
 - web resources (specialized sites, blogs, etc.)?
- 3) Discuss their advantages and disadvantages.
- 4) Do you know any Russian or foreign scientists working in the field of your research?
- 5) How do you usually get access to scientific literature?
 - a) I find it in the university or city library;
 - b) I go to other cities (e.g. Moscow) to bigger libraries;
 - c) I find everything online on free-to-use sites;
 - d) I find resources in special online libraries and scientific websites with limited access (my organization or myself have to pay for that);
 - e) My supervisor gives literature to me.

5. 📖📖 What is a thesis? Study the text and put the necessary parts together to make a structure.

THESIS STRUCTURE

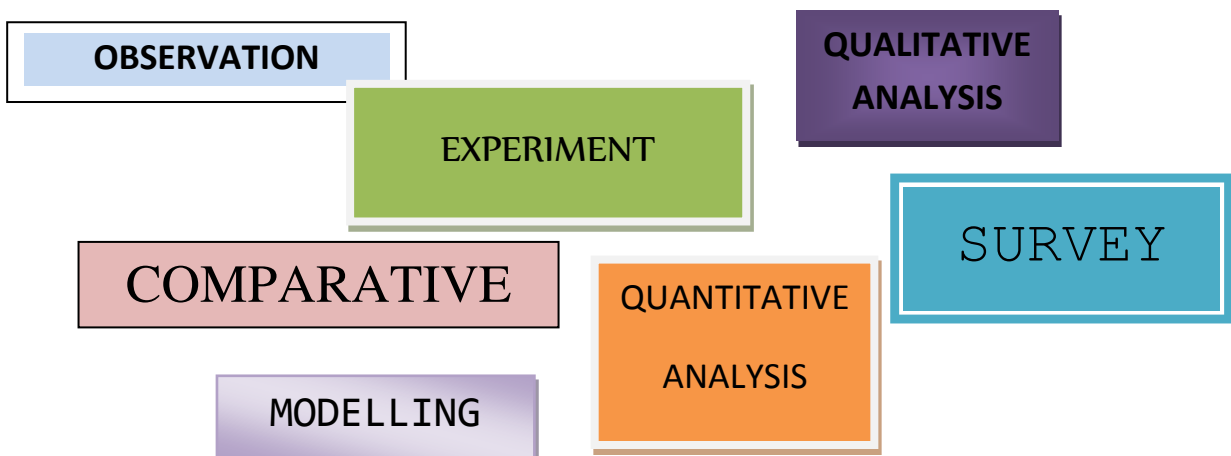
The structure of a Master's thesis is quite conventional. To start, there must be a front page with its title, the author's name and affiliation. Then there is the contents page. After this, the thesis actually begins. There

must be a conventionally-structured introduction containing the description of research aims, goals, subject, object, methods used, the hypothesis, and some possible ways of application for the achieved results.

Next, there are two or sometimes three chapters of the thesis (four are possible but very rare). The first chapter is theoretical and contains the analysis of modern scientific literature and the theory, classification, hypothesis proposed by the author. The second chapter – practical – contains the description of the author's methods to prove his/her ideas: archive documents analysis, experiments, observation, etc. The materials studied by the author are structures, analyzed qualitatively and quantitatively, the results are interpreted and summarized.

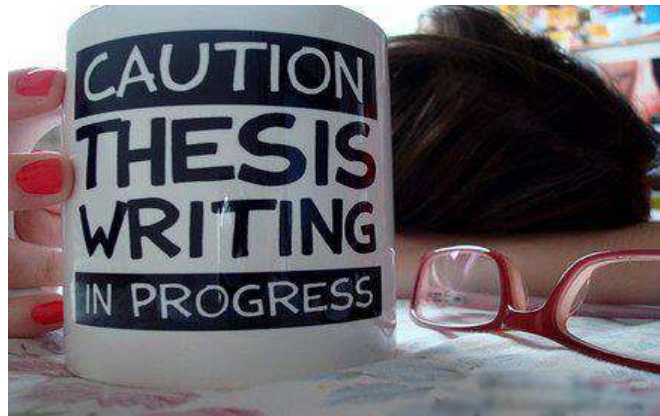
Finally, there's a conclusion summarizing what has been done and giving an assessment whether the goals and aims have been achieved. And there is the reference list of literature and other resources, which is of great importance. Sometimes, there can be an appendix with charts, graphs, figures and other additional information.

6. Describe in brief the procedures for each of the given research methods and say which fields of science they are common for. Are there all the methods enumerated, or has anything been skipped? What about your research field?



7. Describe your research using the following scheme:

- the topic of research;
- goals and aims pursued;
- topicality and novelty;
- the hypothesis;
- research methods used;
- results achieved.



VOCABULARY

<u>Unit 1 Lesson 1</u>		
(to) absorb (to) cram (to) fit in (to) spell (to) squint (to) toss	business card confusion detracting first impression first name flimsy	meaningful perforated surname synch trash
<u>Unit 1 Lesson 2</u>		
(to) avoid (to) experience (to) handle (to) overcome (to) succeed (to be) impressed (to be) involved	barrier conversation embarrassed environment gender intentions interlocutor	issue (=problem) misunderstanding relationship self-confidence success successful worried
<u>Unit 1 Lesson 3</u>		
(to make) a complaint/ request (to) agree/ disagree (to) borrow (to) cancel (to) consider (to) disturb (to) follow suit (to) get the wrong idea (to) give ground (to) go Dutch (to) interrupt (to) lend (to) mind	(to) order (to) return the compliment (to) save face (to) speak one's mind (to) stick to one's guns (to) wine and dine (un)fortunately acquaintance blunt civil customer diplomatic immediately	impolite in stock offensive personal polite politically correct receipt respectful rude subtle tactful urgent vulgar

<u>Unit 2 Lesson 1</u>		
(to be) based on (to be) determined by (to be) on time (to be) perceived by (to) assume (to) commit an offence (to) determine (to) establishing a connection with (to) influence (to) make a list of (to) make an impression (to) offend (to) pay attention to	(to) perceive (to) pretend (to) reveal (to) shake hands with (to) strike a pose (to) take into account abundance of according to body posture business aspiration business communication business partnership business proposal controversial	ego essential eye contact face-to-face meeting first impression offence pep talk professional image professional partnership self-introduction self-presentation the pledge of success tutorial unconsciously
<u>Unit 2 Lesson 2</u>		
(to) announce (to) appreciate (to) enclose (to) enquire (to) guarantee (to) look forward to doing smth.	(to) obtain (to) request arrangement dissatisfaction goods in addition	inconvenience overdue reference regarding terms and conditions transport charge
<u>Unit 2 Lesson 3</u>		
(self-)confident (self-)confidence (to) hold the line (to) pick up the receiver (to) put down the receiver (to) put smb. through (to) receive a call (to) handle a call (to) answer the phone (un)fortunately arrogant	attentive inattentive competent incompetent engaged flexibility, flexible fussy incoming call outgoing call indifference indifferent irritated	landline phone mobile phone / cellular phone / cell phone modest patient / impatient patience / impatience polite serene serenity thoughtful tolerant

<u>Unit 3 Lesson 1</u>		
(to) bear in mind (to) chair a meeting (to) deserve (to) negotiate	(to) resolve agenda antagonist arrangement	attitude campaign team spirit tricky
<u>Unit 3 Lesson 2</u>		
(to) apply for a job applicant application (to) be good at (to) be responsible for (to) fire/dismiss (to) hire/employ (to) quit/resign (to) require (to) work as (to) work long hours accountant achievement ambition available badly-paid blue-collar/manual job white-collar job bricklayer builder certificate of secondary education challenging communicative co-worker / colleague	curriculum vitae (CV) resume dangerous day / night shift day off / holiday department dynamic educational background electrician employment enthusiastic exciting exhausting experience experienced firefighter flight attendant full-time position /job part-time position /job hardworking hectic job advertisement (job ad) job interview	(to) get a job offer membership nurse outgoing personal profile position private detective programmer qualification reference research project responsibility sales representative salary / pay / income schedule scholarship self-motivated skill stressful sub-department tedious university lecturer well-paid work experience
<u>Unit 3 Lesson 3</u>		
(to) apply for a job (to) be laid off / (to) be made redundant	(to) resign (to) retire accountant	deputy headquarters personnel / staff

(to) get promoted (to) be sacked / (to) be fired / (to) be dismissed (to) hire / (to) employ	board of directors career ladder CEO (Chief Executive Officer) demotion	project team promotion reception self-employed shareholder
<u>Unit 3 Lesson 4</u>		
(to) encourage (to) obey (to) supervise / (to) monitor	accessible employee leadership	management subordinate supportive
<u>Unit 4 Lesson 1</u>		
(to) book a room (to) check in (to) check out (to) disembark aisle bellboy / bellhop / callboy / bellman boarding pass cockpit conveyor belt	single room double room twin room ferry fragile fully booked charge per night vacancy (plural vacancies) gate	insurance long-haul flight motel room service reservation stopover (layover) suite (apartment) wake-up call youth hostel
<u>Unit 4 Lesson 2</u>		
(to) attend (to) notify (to) participate (to) submit abstract (=brief description) achievement	conclusion conference cooperation data equipment fair introduction	paper (=academic work) proposal references (=literature list) research title workshop
<u>Unit 4 Lesson 3</u>		
(to) admit (to) appear in public (to) avoid (to) clarify	(to) highlight (to) illustrate (to) indicate (to) interrupt	(to) update (to) welcome the audience (to) be familiar with (to) be in charge of

<p>conclusion (to) come to a conclusion (to) complete a questionnaire (to) deal with nervousness (to) describe (to) draw a conclusion (to) feel free to do smth. (to) focus on (to) give a public speech (to) give a presentation (to) give a brief overview of smth. (to) go back to smth. (to) go over the key issues</p>	<p>(to) introduce oneself (to) lead to (to) mention (to) move on to (to) note (to) notice (to) pass on (to) postpone (to) present to (to) refer to (to) rephrase (to) rise (to) solve (to) state one's purpose (to) stress / highlight / emphasize (to) summarize (to) suppose</p>	<p>(to) be responsible for (to) hand out as a consequence consequently handout interruption issue moreover / furthermore purpose/objective/aim/goal relevance relevant rhetorical question sequencing structuring therefore timing tip</p>
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Unit 5 Lesson 1

<p>(to) insult (to) negotiate business negotiation aggressive boring business environment body language cross-cultural cultural differences dishonest excitable</p>	<p>friendly / unfriendly generous gentle honest patient / impatient insult (to) insult intolerant loud mean messy</p>	<p>metaphor multicultural world non-verbal behavior open-minded phenomenon polite quiet rude stereotype tidy warm</p>
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Unit 5 Lesson 2

<p>(to) trigger affiliate conglomerate</p>	<p>diversity on-the-job hectic paramount</p>	<p>redundant training</p>
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<u>Unit 5 Lesson 3</u>		
(to) bow (to) convey (to) interrupt (to) misinterpret appropriate inappropriate	a means of smth. attitude authority barrier behaviour	error face-saving feature immediately small talk widespread
<u>Unit 6 Lesson 1</u>		
(to) access academic performance (to) award credits (to) complete a degree (to) earn a credit (to) enroll for a program (to) get a degree in smth. academic year assessment and grading associate's degree bachelor's degree master's degree	degree program distance learning educational program extramural studies / correspondence education full-time study grade independent project work internship lecture major	year of studies freshman sophomore junior senior research project semester system of higher education thesis university entrant
<u>Unit 6 Lesson 2</u>		
(to) modify advancement approach contribution	investigation offspring range rivalry	scientific degree substantial survey
<u>Unit 6 Lesson 3</u>		
(to) accept (to) afford (to) pursue affection aim / goal analysis appendix	article chapter commitment experiment hypothesis intention monograph	novelty observation routine survey thesis topicality

APPENDIX

Unit 2 Lesson 2

Useful phrases and vocabulary for writing business letters

Salutation	<ul style="list-style-type: none"> • Dear Mr. Brown • Dear Ms. White • Dear Sir • Dear Madam • Dear Sir or Madam • Gentlemen
Starting	<ul style="list-style-type: none"> • We are writing - to inform you that ... - to confirm ... - to request ... - to enquire about ... • I am contacting you for the following reason... • I recently read/heard about ... and would like to know • Having seen your advertisement in ..., I would like to ... • I would be interested in (obtaining / receiving) ... • I received your address from ... and would like to ...
Referring to previous contact	<ul style="list-style-type: none"> • Thank you for your letter of March 15. • Thank you for contacting us. • In reply to your request, ... • Thank you for your letter regarding ... • With reference to our telephone conversation yesterday... • Further to our meeting last week ... • It was a pleasure meeting you in London last month. • I enjoyed having lunch with you last week in Tokyo. • I would just like to confirm the main points we discussed on Tuesday.
Making a request	<ul style="list-style-type: none"> • We would appreciate it if you would ... • I would be grateful if you could ... • Could you please send me ... • Could you possibly tell us / let us have ... • In addition, I would like to receive ... • It would be helpful if you could send us ... • I am interested in (obtaining / receiving) ... • I would appreciate your immediate attention to this matter. • Please let me know what action you propose to take.
Offering help	<ul style="list-style-type: none"> • Would you like us to ...? • We would be happy to ...

	<ul style="list-style-type: none"> • We are quite willing to ... • Our company would be pleased to ...
Giving good news	<ul style="list-style-type: none"> • We are pleased to announce that ... • I am delighted to inform you that .. • You will be pleased to learn that ...
Giving bad news	<ul style="list-style-type: none"> • We regret to inform you that ... • I'm afraid it would not be possible to ... • Unfortunately we cannot / we are unable to ... • After careful consideration we have decided (not) to ...
Complaining	<ul style="list-style-type: none"> • I am writing to express my dissatisfaction with ... • I am writing to complain about ... • Please note that the goods we ordered on (date) have not yet arrived. • We regret to inform you that our order № ... is now considerably overdue. • I would like to query the transport charges which seem unusually high.
Apologizing	<ul style="list-style-type: none"> ▪ We are sorry for the delay in replying to ... ▪ I regret any inconvenience caused (by) ... ▪ I would like to apologize for the (delay, inconvenience)... ▪ Once again, please accept my apologies for ...
Orders	<ul style="list-style-type: none"> ▪ Thank you for your quotation of ... ▪ We are pleased to place an order with your company for.. ▪ We would like to cancel our order n° ▪ Please confirm receipt of our order. ▪ I am pleased to acknowledge receipt of your order n° ▪ Your order will be processed as quickly as possible. ▪ It will take about (two/three) weeks to process your order. ▪ We can guarantee you delivery before ...(date) ▪ Unfortunately these articles are no longer available / are out of stock.
Prices	<ul style="list-style-type: none"> ▪ Please send us your price list. ▪ You will find enclosed our most recent catalogue and price list. ▪ Please note that our prices are subject to change without notice. ▪ We have pleasure in enclosing a detailed quotation. ▪ We can make you a firm offer of ...

Referring to payment	<ul style="list-style-type: none"> ▪ Our terms of payment are as follows ... ▪ Our records show that we have not yet received payment of ... ▪ According to our records ... ▪ Please send payment as soon as possible. ▪ You will receive a credit note for the sum of ...
Enclosing documents	<ul style="list-style-type: none"> ▪ I am enclosing ... ▪ Please find enclosed ... ▪ You will find enclosed ...
Closing remarks	<ul style="list-style-type: none"> ▪ If we can be of any further assistance, please let us know. ▪ If I can help in any way, please do not hesitate to contact me. ▪ If you require more information ... ▪ For further details ... ▪ Thank you for taking this into consideration. ▪ Thank you for your help. ▪ We hope you are happy with this arrangement. ▪ We hope you can settle this matter to our satisfaction.
Referring to future business	<ul style="list-style-type: none"> ▪ We look forward to a successful working relationship in the future. ▪ We would be (very) pleased to do business with your company. ▪ I would be happy to have an opportunity to work with your firm.
Referring to future contact	<ul style="list-style-type: none"> ▪ I look forward to seeing you next week. ▪ Looking forward to hearing from you, ... ▪ Looking forward to receiving your comments, ▪ I look forward to meeting you on the (date). ▪ I would appreciate a reply at your earliest convenience. ▪ An early reply would be appreciated.
Ending business letters	<ul style="list-style-type: none"> ▪ <i>Sincerely</i> ▪ <i>Yours sincerely,</i> for all customers / clients ▪ <i>Sincerely yours,</i> ▪ <i>Yours faithfully,</i> in more formal letters ▪ <i>Regards,</i> for those you already know and / or with whom you have a working relationship

Unit 3 Lesson 3

Managing Staff Types: Main Abbreviations

English	Synonyms	Russian	Meaning
<p><u>CEO</u></p> <p>Chief Executive Officer</p>	<p>Director General</p> <p>General Director</p> <p>Managing Director</p>	<p>Генеральный директор</p> <p>(также исполнительный директор)</p>	<p>Высшее должностное лицо компании, главный ее стратег. Лидер команды топ-менеджеров, которых может выбирать сам. В случае если деятельность компании незаконна, ответ держать будет именно CEO.</p>
<p><u>CFO</u></p> <p>Chief Financial Officer</p>	<p>Treasurer</p> <p>Finance Director</p>	<p>Финансовый директор</p>	<p>Отвечает за финансовую деятельность компании. В его ведении - расчет финансовых рисков бизнеса, финансовое планирование, отчетность.</p>
<p><u>CIO</u></p> <p>Chief Information Officer</p>		<p>Директор по информационным технологиям</p>	<p>Отвечает за внутренние информационные системы компании. Решает вопросы выбора, приобретения и внедрения новых инфотехнологий. Держит оборону компании от техногенных монстров. К нашему «IT-директору» отношения не имеет, на Западе более близок к СКО (см. ниже).</p>
<p><u>CTO</u></p> <p>Chief Technical/Technology Officer</p>		<p>Технический директор, директор по технологиям</p>	<p>В ведении СТО обычно находится вся технологическая часть производства. Занимается выбором и использованием подходящих технологий, программных и технических средств. В компьютерных компаниях часто совмещен с СЮ. Разница между ними в том, что СЮ ближе к бизнесу, а СТО - к технике.</p>
<p><u>COO</u></p> <p>Chief Operating Officer</p>		<p>Исполнительный директор</p> <p>(главный операционный директор)</p>	<p>Ответственный за ежедневную оперативную деятельность компании. Занимается рутинной, связанной с администрированием.</p>

<u>CCO</u> Chief Compliance Officer		Директор по согласовательным и исполнительным процедурам	Отвечает за выполнение законодательных, нормативных требований. Обеспечивает соблюдение компанией всех международных законов и стандартов, а также правил корпоративного управления и деловой этики.
<u>CSO</u> Chief Security Officer		Директор по обеспечению непрерывности и безопасности бизнеса	CSO разрабатывает общую стратегию обеспечения безопасности компании, программы для снижения любых рисков.
<u>CMO</u> Chief Marketing Office		Директор по маркетингу и рекламе	Управляет всей деятельностью компании в сфере маркетинга.
<u>CDO</u> Chief Data Officer		Директор по управлению данными компании	Отвечает за обработку и накопление данных в масштабах всей компании. Особенно актуальна должность в крупных компаниях, работающих в области электронной коммерции.
<u>CAO</u> Chief Analytics Officer		Директор аналитического отдела компании	Занимается анализом общей деятельности фирмы.
<u>CKO</u> Chief Knowledge Officer		Директор по управлению знаниями	Отвечает за максимальное усиление ценности компании, которое достигается через знания. Координирует процесс обмена знаниями между подразделениями. Бережет и приумножает нематериальные активы компании (ноу-хау, патенты).

Unit 4 Lesson 1

EXERCISE 6

Student 1

AIR CANADA

BOARDING PASS

BOARDING TIME **21:15** DATE **09 NOV 2011**

PASSENGER
PIERRE-JEAN, JACQUES

YVR **AMS**
VANCOUVER AMSTERDAM-SCHIPHOL

FLIGHT **AC658**

GATE **A16**

SEAT **34B**

AIRLINE USE: AC-2456-2901Y
164/Y/34B/YVR/ET

PLEASE BE AT THE BOARDING GATE BEFORE **20:45**

AIR CANADA

PASSENGER
PIERRE-JEAN, JACQUES

SEAT **34B**

CLASS **E**

YVR **AMS**
VANCOUVER AMSTERDAM-SCHIPHOL

FLIGHT **AC658**

Student 2

BOARDING PASS

BRENT GENTILE
[brɛnt] [jen-teel]

3 201 71058117 016 10 5
ZH11043 EX41N31

JFK → SFO

NEW YORK CITY → SAN FRANCISCO

GATE

21

SEAT

18E

FLIGHT

196

BOARDING TIME

JANUARY 5, 2010
6:07PM

BRENT GENTILE JFK → SFO
[brɛnt] [jen-teel]

JANUARY 5, 2010
6:07PM

FLIGHT **196**

SEAT **18E**

GATE **21**

EXERCISE 12

Useful Phrases

<u>Questions - Requests - Enquiries</u>	<u>Answers - Queries - Information</u>
<ul style="list-style-type: none"> • Do you have any rooms available? • Would you have a room for tonight please? 	<ul style="list-style-type: none"> • For when / for what date? • Single or double?

<p>I'd like to book a room please.</p>	<ul style="list-style-type: none"> • <i>Double bed or twin beds?</i> • <i>With bath or shower?</i> • <i>For how long / for how many nights?</i> • <i>How long do you intend staying?</i>
<ul style="list-style-type: none"> • What is the price? / What are your rates please? • How much is it for a single/double room please? • Is there a reduction for children? 	<ul style="list-style-type: none"> • <i>The rate/price is for a single/double room.</i> • <i>The price is per person sharing a room.</i> • <i>There is a supplement of for a single room</i> • <i>There is a reduction of for children.</i>
<ul style="list-style-type: none"> • Do you serve breakfast? • Is breakfast included? • What time is breakfast served? • Is there a restaurant in the hotel? Are there any restaurants nearby? • Do you have special menus for children? Do you cater for children? 	<ul style="list-style-type: none"> • <i>Breakfast is / is not included in the price.</i> • <i>Breakfast is served between 7 am and 10 am.</i> • <i>We do / do not have a restaurant (which opens from to am / pm)</i> • <i>We can provide a list of restaurants in the area/ there are many restaurants/cafés in the vicinity.</i> • <i>Special menus for children are / are not available.</i>
<ul style="list-style-type: none"> • Is there a swimming pool? 	<ul style="list-style-type: none"> • <i>Yes, we have two swimming pools, one outdoors and one indoors.</i> • <i>The indoor swimming-pool is heated.</i> • <i>I'm afraid not, but the beach is just across the road / is very close.</i>
<ul style="list-style-type: none"> • Do you have parking facilities? 	<ul style="list-style-type: none"> • <i>We have a car park for our customers.</i> • <i>There is a public car park nearby.</i> • <i>Parking facilities are / are not provided.</i>
<ul style="list-style-type: none"> • Is there a shuttle service to/from the airport? 	<ul style="list-style-type: none"> • <i>Yes. Here's the timetable.</i> • <i>I'm afraid not, but there's a taxi rank just outside.</i>

Unit 4 Lesson 2

EXAMPLES OF CONFERENCE REGISTRATION FORMS



**“Western Winds:
Forward Thinkers of the Future!”**

**Texas Association of the Deaf
46th Biennial Conference
June 16-18, 2011
SWCID Community College for Deaf &
Hard of Hearing Persons
Big Spring, Texas**

Hotel Information

Hampton Inn & Suites
805 West I-20, Big Spring, Texas 79720
(432) 264-9800
Group Name: TX Association of the Deaf
Group Code: TAD 2011

The Hampton Inn offers the following amenities:

- Each room has complimentary high-speed internet access
- On-site pool and gym
- Wheelchair accessible
- Complimentary hot breakfast
- VP will be available during the conference

Please register for the Conference when you check in at the hotel. The deadline for the Hotel Room Reservations is May 16, 2011.

Cancellation Policy

Refunds will be given only for registration fees only. All cancellations must be made in writing. Registrations may not be transferred.

A partial refund (50%) will be given until June 5, 2011.

No refunds after June 6, 2011.

Mail Registration and Payment to:

SWCID
TAD 2011 Conference
c/o Priscilla Cervantes
3200 Avenue C
Big Spring, TX 79720

2011 Conference Early Bird Registration Form	
ATTENDEE INFORMATION	
Name:	_____
Address:	_____
City/State/Zip:	_____
Phone:	_____ Voice TTY VP
E-Mail:	_____
<p>Special Needs: ASL interpreters will be provided during the conference. CART will be available for select programs. If you require additional accommodations, please contact Kathy Weldon at kweldon@howardcollege.edu or Von Rumer at (432) 264-3748.</p>	

CONFERENCE REGISTRATION
(For early registration, form must be postmarked by May 15, 2011
After this date, all registrations will be assessed the "At the Door" rate.)

Name Badge Information
Please PRINT CLEARLY the name that should be on the badge.

Combo Registration
Combo tickets include: Daily Registration, President's Reception and Banquet Night. All TAD Membership Fees are due at the time of registration. Please see enclosed application.

Combo Ticket	Early Bird by May 15, 2011	At The Door	Non Member by May 15, 2011	Non Member At The Door	Total
Regular	\$ 75.00	\$ 90.00	\$ 125.00	\$ 140.00	
Senior Citizen ¹	\$ 50.00	\$ 75.00	\$ 125.00	\$ 140.00	
Student ²	\$ 50.00	\$ 75.00			

¹Senior Citizens must be 55 years or older, in accordance with TAD bylaws.
²High school and college students must attach a copy of student ID card.

Individual Event Registration
Choose ONLY if you are not purchasing combo ticket(s).

Individual Event	Early Bird by May 15, 2011	At The Door	Total
Daily Registration (per day)	\$30.00	\$40.00	
President's Reception	\$15.00	\$25.00	
Banquet Night	\$20.00	\$30.00	

PAYMENT INFORMATION

1. Combo \$ _____
2. Individual Event(s) \$ _____
3. Non Members \$ _____
4. Conference Donation \$ _____ Total: \$ _____

Payment can be made by Cashier's check or money order to SWCID-TAD 2011 Conference. If registration is paid by state agencies, please provide requisition and purchase order numbers.

For on-site registrations, only cash, money orders or cashiers checks will be accepted. No personal checks or credit cards will be accepted.

Joint Organizers:



Co-organizers:



Underground Pipeline Committee of CACP
中國城市規劃協會地下管線專業委員會



The Hong Kong Association for the Advancement of Science and Technology
香港科技協會

Registration Form

International Conference on Utility Management and Safety

(ICUMAS | March 2011 | Hong Kong).

Delegate Details

Prof. / Dr. / Ir / Mr. / Mrs. / Ms.	Contact Name (Eng):		
	Contact Name (Chin):		
Company / Organization:			
Position:			
Address:			
City:	Country:	Post Code:	
Phone:	Fax:	E-mail:	
Other Delegates:			

Registration Fees (Please select where appropriate)

Category	Normal Rate	*Special Rate	No. of Delegate(s)	Amount
Normal Registration (7 th & 8 th March 2011)	<input type="checkbox"/> HK\$3,000	<input type="checkbox"/> HK\$2,550		
Gala Dinner (7 th March 2011)	<input type="checkbox"/> HK\$880 per person	<input type="checkbox"/> HK\$8,800 full table (for 10 -12 people)		
Technical Visit (9 th March 2011)	<input type="checkbox"/> HK\$500	<input type="checkbox"/> HK\$350		
Total:			US/HK\$	

Remarks: Special rate is valid for members from co-organizers, supporting organizations or participants of ICUMAS 2009 only.

Payment Methods

Please make a cross cheque payable to "Hong Kong Institute of Utility Specialists" or send us the bank-in slip to the ICUMAS.2011 – Conference Secretariat Office as provided below.

Nanyang Commercial Bank Account Number: 043-494-00077468

Enquiry

ICUMAS.2011 - Chairman of Executive Committee

Contact person: Ir Dr. King WONG

✉ Address: Room 909, Favor Industrial Centre, 2-6 Kin Hong Street, Kwai Chung, N.T., Hong Kong

☎ Mobile: + (852)-6248 8999 ☎ Tel: + (852)-2690 3899 📠 Fax: + (852)-2618 4500 ✉ Email: kingwong@uti.hk

ICUMAS.2011 – Conference Secretariat Office

Contact person: Ms. Iris Choi

✉ Address: Room 909, Favor Industrial Centre, 2-6 Kin Hong Street, Kwai Chung, N.T., Hong Kong

☎ Tel: + (852)-2494 5920 📠 Fax: + (852)-2618 4500 ✉ Email: conference@uti.hk

Secretariat Use: / /

Unit 5 Lesson 1

COUNTRY	CAPITAL	LANGUAGE	NATIONALITY	PERSON
Russia	Moscow	Russian	the Russians	a Russian
Ukraine	Kiev	Ukrainian	the Ukrainian	a Ukrainian
Belarus	Minsk	Belarusian/ Russian	the Belarusians	a Belarusian
the USA	Washington	English	the Americans	an American
Germany	Berlin	German	the Germans	a German
Italy	Rome	Italian	the Italians	an Italian
Belgium	Brussels	French/Dutch (Flemish)	the Belgians	a Belgian
Brazil	Brasilia	Portuguese	the Brazilians	a Brazilian
Mexico	Mexico	Spanish	the Mexicans	a Mexican
Norway	Oslo	Norwegian	the Norwegians	a Norwegian
China	Beijing	Chinese	the Chinese	a Chinese
Portugal	Lisbon	Portuguese	the Portuguese	a Portuguese
Switzerland	Bern	German/ French/ Italian/ Romansh	the Swiss	a Swiss
Denmark	Copenhagen	Danish	the Danes	a Dane
Finland	Helsinki	Finnish	the Finns	a Finn
Poland	Warsaw	Polish	the Poles	a Pole
the UK (Scotland)	Edinburg	English/Gaelic	the Scottish/ the Scots	a Scotsman/ woman, a Scot
Sweden	Stockholm	Swedish	the Swedes	a Swede
Turkey	Ankara	Turkish	the Turks	a Turk
the UK (England)	London	English	the English	an English
France	Paris	French	the French	a French man/woman
the Netherlands (Holland)	Amsterdam	Dutch	the Dutch	a Dutchman/ woman
Ireland	Dublin	English/Gaelic	the Irish	an Irishman/ woman
Spain	Madrid	Spanish	the Spanish	a Spaniard

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**Министерство образования и науки Российской Федерации
Федеральное государственное бюджетное образовательное учреждение
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**Кафедра программного обеспечения и администрирования
информационных систем**

**Методические рекомендации
по самостоятельной работе для студентов по дисциплине
«Информационная безопасность»**

Направление подготовки 01.04.02 Прикладная математика и информатика

Направленность (профиль) Математические методы и программное обеспечение защиты информации

Квалификация Магистр
Факультет физики, математики, информатики
Очная форма обучения

Составитель _____

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1. Содержание самостоятельной работы

На самостоятельную работу по плану отводится 54 часов.

Самостоятельная работа включает помимо изучения ниже указанных тем, также выполнение лабораторных работ и составление отчетов по каждой лабораторной работе.

2. Темы и вопросы, выносимые на самостоятельное изучение

Формируемые компетенции:

- *способностью использовать и применять углубленные знания в области прикладной математики и информатики (ОПК-4);*

- *способностью разрабатывать и анализировать концептуальные и теоретические модели решаемых научных проблем и задач (ПК-2).*

Вопросы, выносимые на самостоятельное изучение.

№ п.п.	Раздел или тема, выносимые на самостоятельное изучение	Виды и содержание самостоятельной работы	Литература и др. источники	Формируемые компетенции	Формы контроля, оценочные средства
1	Информационная безопасность в системе национальной безопасности Российской Федерации	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
2	Национальные интересы Российской Федерации в информационной сфере и их обеспечение	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
3	Виды угроз информационной безопасности Российской Федерации	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
4	Источники угроз информационной	Конспектирование	Литература:	ОПК-1, ПК-9	Текущий

	безопасности		осн. –1. 2; доп. –1. 2		контроль: опрос, конспект
	Информационная безопасность и информационное противоборство	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
	Обеспечение информационной безопасности объектов информатизационной сферы государства в условиях информационной войны	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
	Общие методы обеспечения информационной безопасности Российской Федерации	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
	Основы комплексного обеспечения информационной безопасности	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
	Методы и средства обеспечения информационной безопасности компьютерных систем.	Конспектирование	Литература: осн. –1. 2; доп. –1. 2	ОПК-1, ПК-9	Текущий контроль: опрос, конспект
					Промежуточная аттестация- зачет

Вопросы и задания для самоконтроля по самостоятельно изученным темам

1. Угрозы информационной безопасности, их классификация и содержание.
2. Подходы к формированию множества угроз информационной безопасности. Системная классификация угроз информации.
3. Система показателей уязвимости информации, содержание показателей уязвимости.
4. Классификация потенциально возможных причин нарушения целостности информации и каналов несанкционированного получения информации.
5. Методы и модели оценки уязвимости информации.
6. Общая модель оценки уязвимости информации.
7. Показатели уязвимости информации (базовые, частично обобщенные, общие, экстремальные).
8. Учет фактора времени при определении показателей уязвимости информации.
9. Методы определения требований к защите информации.
10. Факторы, определяющие требования к защите информации.
11. Анализ существующих методик определения требований к защите информации.
12. Методы оценки параметров защищаемой информации.
13. Подходы к оценке важности защищаемой информации.
14. Оценка полноты и адекватности защищаемой информации.
15. Показатели оценки релевантности и толерантности защищаемой информации.
16. Оценка требуемого уровня защиты информации с учетом определяющих, существенных и второстепенных показателей.
17. Факторы, влияющие на требуемый уровень защиты информации.
18. Определение весов вариантов потенциально возможных условий защиты информации.
19. Методы деления поля значений факторов, влияющих на требуемый уровень защиты информации, на типовые классы.
20. Общеметодологические принципы построения систем защиты информации.

Совокупность требований к системам защиты информации.

Отметка	Критерий оценки
Зачтено	Все компетенции освоены на пороговом уровне, конспект логически выдержан
Не зачтено	Ни все компетенции освоены на пороговом уровне, имеются логические ошибки в изложении материала

3. Учебно-методическое и информационное обеспечение дисциплины

Литература

Основная

1. Громов Ю.Ю. Информационная безопасность и защита информации / Громов Ю.Ю. – Старый Оскол: ТНТ, 2014.
2. Артемов А.В. Информационная безопасность / Артемов А.В. – Орел: МАБИВ, 2014.

Дополнительная

1. Шаньгин В.Ф. Информационная безопасность и защита информации / Шаньгин В.Ф. – Москва: ДМК Пресс, 2014.
2. Прохорова О.В. Информационная безопасность и защита информации / Прохорова О.В. – Самара: СГУ, 2014.

Программное обеспечение и Интернет-ресурс

Интернет-ресурс

1. Электронная библиотечная система «КнигаФонд»:
<http://www.knigafund.ru/>
2. Электронная библиотечная системаиздательства «Лань»:
<http://e.lanbook.com/>

Программное обеспечение

1. Операционная система Windows.
2. Flat Assembler ver. 17121.
3. Visual Studio 2017.

Приложение к РПД

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине информационные технологии и информатизация в социальной работе

Тематика рефератов:

1. Информационные технологии организационного управления в социальной сфере.
2. Информационные технологии автоматизированного проектирования в социальной сфере
3. Программные средства информационных технологий
4. Технические средства информационных технологий
5. Этапы эволюции информационных технологий
6. Геоинформационные технологии в социальной сфере. Основные понятия
7. Геоинформационные системы в экологии и природопользовании
8. Геоинформационные системы в ведении земельных кадастров
9. CASE – технологии
10. Основные стандарты мультимедиа – технологий
11. Аппаратные средства мультимедиа – технологий
12. Компьютерные сети. Основные понятия
13. Глобальные компьютерные сети
14. Локальные компьютерные сети
15. Топология локальных компьютерных сетей (шина, кольцо, звезда)
16. Архитектура компьютерных сетей.
17. Инструментальные программные средства для создания экспертных систем.
18. Иерархические классификационные системы
19. Системы автоматизированного проектирования в машиностроении
20. Автоматизированные системы управления технологическими процессами
21. Информационно- справочные системы и информационно – поисковые технологии
22. Системы автоматизации документооборота и учета
23. Экспертные системы в отраслях народного хозяйства
24. Информационные сетевые технологии
25. Мультимедиа – технологии. Основные понятия
26. Информационно – справочные правовые системы (ИСПС).
27. Информационные технологии искусственного интеллекта
28. Экспертные системы. Основные понятия
29. Информационные технологии защиты информации
30. Информационные технологии в образовании
31. Информационные технологии в медицине

32. Телекоммуникационные технологии
- 33.1 С: Бухгалтерия
34. Обзор современных систем автоматизированного бухгалтерского учета (САБУ)
35. Система управления производством «Галактика»
36. Информационные технологии автоматизации офиса
37. Информационная справочно – правовая система (ИСПС) «Консультант – плюс»
38. Услуги **INTERNET**
39. Каналы связи и способы доступа в **INTERNET**
40. Структура **INTERNET**. Руководящие органы и стандарты **INTERNET**
41. Средства разработки Web – страниц
42. Современная компьютерная графика
43. Возможности **Adobe Photoshop**
44. Пакет **MathCad**
45. Модемы и протоколы обмена
46. Реклама в **INTERNET**
47. Сканеры и программная поддержка их работы
48. Проблема защиты информации в сети **INTERNET**
49. Современные накопители информации, используемые в вычислительной технике
50. Архитектура микропроцессоров семейства **INTEL**
51. Техническое обеспечение компьютерных сетей

Методические рекомендации по подготовке рефератов

Подготовка рефератов направлена на развитие и закрепление у обучающегося навыков самостоятельного глубокого, творческого и всестороннего анализа научной, методической и другой литературы по актуальным проблемам дисциплины; на выработку навыков и умений грамотно и убедительно излагать материал, четко формулировать теоретические обобщения, выводы и практические рекомендации.

Рефераты должны отвечать высоким квалификационным требованиям в отношении научности содержания и оформления.

Темы рефератов, как правило, посвящены рассмотрению одной проблемы. Объем реферата может быть от 12 до 15 страниц машинописного текста, отпечатанного через 1,5 интервала, а на компьютере через 1 интервал (список литературы и приложения в объем не входят).

Текстовая часть работы состоит из введения, основной части и заключения.

Во введении обучающийся кратко обосновывает актуальность избранной темы реферата, раскрывает конкретные цели и задачи, которые он собирается решить в ходе своего небольшого исследования.

В основной части подробно раскрывается суть вопроса (вопросов) темы.

В заключении кратко должны быть сформулированы полученные результаты исследования и даны выводы. Кроме того, заключение может включать предложения автора, в том числе и по дальнейшему изучению заинтересовавшей его проблемы.

В список литературы (источников и литературы) обучающийся включает только те документы, которые он использовал при написании реферата.

В приложении (приложения) к реферату могут выносятся таблицы, графики, схемы и другие вспомогательные материалы, на которые имеются ссылки в тексте реферата.

Реферат должен быть выполнен за один месяц до начала экзаменационной сессии.

Вопросы для самостоятельного изучения

1. Особенности применения CRM - систем в управлении социальной работой
2. Управление временем в сфере оказания социальных услуг
3. Основные понятия статистики (описательная статистика; корреляции; регрессии; проверка гипотез).
4. Статистические функции MS Excel.
5. Использование инструментов пакета анализа (Data Analysis).
6. Какие средства используются в СУБД Microsoft Access для целей автоматизации операций с объектами баз данных? Чем они отличаются?
7. Как можно автоматически выполнить макрокоманду или набор макрокоманд при открытии базы данных?
8. Зачем устанавливается связь между таблицами? Какие типы связей между таблицами возможны?
9. Зачем для связанных таблиц используется механизм поддержки целостности данных? В чем заключается его действие?
10. Какие возможности предоставляются пользователю для изменения настроек и параметров СУБД Access?
11. История развития сети Интернет.
12. Безопасность работы и поиска информации в сети Интернет.
13. Этика общения в сети Интернет.

14. Сущность планирования в сфере социального обслуживания
15. Значение планирования в современной экономике
16. Принципы планирования
17. Классификация и виды планов
18. Технология планирования
19. Методы планирования
20. Бизнес-план предприятия как инструмент планирования

Рекомендуемые информационные источники

Основная литература

1. Балашов А. И., Рогова Е. М., Тихонова М. В., Ткаченко Е. А. - Управление проектами: учебник и практикум для академического бакалавриата - Москва: Юрайт, 2015.
2. Васючкова Т. С., Держо М. А., Иванчева Н. А., Пухначева Т. П. - Управление проектами с использованием Microsoft Project: учебное пособие - Москва: Интернет-Университет Информационных Технологий (ИНТУИТ), 2016.
3. Синенко С. А., Славин А. М., Жадановский Б. В. - Управление проектами: Учебно-практическое пособие - Москва: Московский государственный строительный университет, Ай Пи Эр Медиа, ЭБС АСВ, 2015.

Дополнительная литература

1. Беликова И. П. - Управление проектами - Ставрополь: Ставропольский государственный аграрный университет, 2014.
2. Ньютон Р. - Управление проектами от А до Я - Москва: Альпина Паблицер, 2016.
3. Ким Хелдман, Неизвестный С. И., Шпакова Ю. - Управление проектами. Быстрый старт - Москва: ДМК Пресс, 2014.
4. Беликова И. П. - Управление проектами: Учебное пособие (краткий курс лекций) - Ставрополь: Ставропольский государственный аграрный университет, 2014.

Методические разработки

1. Синенко С. А., Холодков И. Б. - Методические рекомендации по выполнению практических работ по курсу Управление проектами - Саратов: Вузовское образование, 2013.
2. Лукманова И. Г., Нежникова Е. В., Кудишин Д. Ю. - Управление проектами в инвестиционно-строительной сфере: Монография - Москва: Московский государственный строительный университет, ЭБС АСВ, 2012.
3. Соолятгэ А. Ю. - Управление проектами в компании. Методология, технологии, практика: Учебник - Москва: Московский финансово-промышленный университет «Синергия», 2012.

Интернет курсы

1. Управление человеческими ресурсами - <https://openedu.ru/course/spbstu/HRM/>
2. Эконометрика - <https://openedu.ru/course/hse/METRIX/>

Методические рекомендации обучающимся по организации самостоятельной работы обучающегося

Самостоятельная работа обучающегося - деятельность, которую он выполняет без непосредственного участия педагогического работника, но по его заданию, под его руководством и наблюдением. Обучающийся, обладающий навыками самостоятельной работы, активнее и глубже усваивает учебный материал, оказывается лучше подготовленным к творческому труду, к самообразованию и продолжению обучения.

Записи имеют первостепенное значение для самостоятельной работы обучающихся. Они помогают понять построение изучаемого материала, выделить основные положения, проследить их логику и тем самым проникнуть в творческую лабораторию автора.

Ведение записей способствует превращению чтения в активный процесс, мобилизует, наряду со зрительной, и моторную память. Следует помнить: у обучающегося, систематически ведущего записи, создается свой индивидуальный фонд подсобных материалов для быстрого повторения прочитанного, для мобилизации накопленных знаний. Особенно важны и полезны записи тогда, когда в них находят отражение мысли, возникшие при самостоятельной работе.

Изучение дисциплины следует начинать с проработки настоящей рабочей программы, особое внимание, уделяя целям и задачам, структуре и содержанию курса.

Обучающимся рекомендуется получить в Библиотечно-информационном центре учебную литературу по дисциплинам, необходимую для эффективной работы на всех видах аудиторных занятий, а также для самостоятельной работы по изучению дисциплины.

Успешное освоение курса предполагает активное, творческое участие обучающегося путем планомерной, повседневной работы.

Готовясь к докладу или реферативному сообщению, следует обращаться за методической помощью к педагогическому работнику. Составить план-конспект своего выступления. Продумать примеры с целью обеспечения тесной связи изучаемой теории с реальной жизнью.

Своевременное и качественное выполнение самостоятельной работы базируется на соблюдении настоящих рекомендаций и изучении рекомендованной литературы. Обучающийся может дополнить список использованной литературы современными источниками, не представленными в списке рекомендованной литературы, и в дальнейшем использовать собственные подготовленные учебные материалы при написании курсовых и дипломных работ.

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине «Кадровый менеджмент в учреждениях социальной защиты населения»

Тематика рефератов:

1. Теоретико-философские и концептуальные основы управления человеческими ресурсами
2. Российская специфика формирования философии управления человеческими ресурсами
3. Приоритеты планирования адаптации, использования и аттестации персонала, обучения, переподготовки и повышения квалификации персонала
4. Особенности планирования расходов на персонал организации в России
5. Стадии внутриорганизационных карьер и их характеристика.
6. Кризисные точки карьерного развития – внутриорганизационного и профессионального.
7. Прогрессивная тенденция карьерного развития. Параметры профессиональной зрелости.
8. Регрессивная тенденция карьерного развития: регресс, деформация, предпосылки регресса, характеристика синдрома регресса, пусковые механизмы.
9. Крушения карьеры: факторы и последствия.
10. Объективные и субъективные условия карьерного развития
11. Сущность, цели и задачи, подходы управления карьерой
12. Концепции управления карьерой.
13. Процесс управления карьерой.
14. Карьерное консультирование разных категорий населения.
15. Факторы, оказывающие влияние на выбор профессии и карьерные стратегии.
16. Обучение: методы выявления потребности в обучении, планы и их реализация, контроль эффективности
17. Самообразование - высший уровень личной ответственности за эффективную реализацию жизненной стратегии
18. Факторы, оказывающие влияние на выбор профессии и карьерные стратегии.
19. Психологические факторы построения карьеры
20. Управление временем как один из факторов построения карьеры

Тематика эссе:

1. Планирование и прогнозирование потребности в персонале организации
2. Представление о жизненном пути как реализации глубинных ценностей человека
3. Психологические факторы карьерного продвижения: мотивы

притязания, задатки, способности, личностные особенности.

4. Периоды и критические точки карьеры.
5. Особенности управленческой карьеры женщин.
6. Особенности управленческой карьеры мужчин.
7. Карьера в разных странах.
8. Карьера в различных организациях.
9. Влияние личностных особенностей на выбор карьеры

Вопросы для самостоятельного изучения:

1. Современные отечественные взгляды на философию управления человеческими ресурсами
2. основополагающие документы разработки философии организации.
3. Зарубежные и отечественные концепции управления человеческими ресурсами организации
4. Основные элементы планирование деловой карьеры, служебно-профессионального продвижения персонала.
5. Цели, задачи и виды текущей деловой оценки персонала.
6. Процедуры и методы оценки деятельности персонала.
7. Оценка эффективности текущей деловой оценки персонала.
8. Сущность и виды профориентации и адаптации персонала.
9. Направления трудовой адаптации
10. Основы управления карьерой и служебно-профессиональным продвижением персонала.
11. Понятие и этапы деловой карьеры.
12. Структура, принципы и порядок формирования резерва.
13. Концепции обучения квалифицированных кадров.
14. Виды, формы и методы обучения персонала.

Реферат. Реферат (от лат. *referre* — докладывать, сообщать) — краткое точное изложение сущности какого-либо вопроса, темы на основе одной или нескольких книг, монографий или других первоисточников. Реферат должен содержать основные фактические сведения и выводы по рассматриваемому вопросу.

Реферат отвечает на вопрос — что содержится в данной публикации (публикациях). Продукт самостоятельной работы студента, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.

Доклад, сообщение. Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы

Эссе. Эссе в переводе с французского языка означает «опыт», «попытка», «проба». Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.

Круглый стол, дискуссия, полемика, диспут. Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.

Творческое задание. Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения. Может выполняться в индивидуальном порядке или группой обучающихся.

Задания, ситуации (кейсы). Оценочные средства, позволяющие оценивать и диагностировать знание фактического материала (базовые понятия, алгоритмы, факты) и умение правильно использовать специальные термины и понятия, узнавание объектов изучения в рамках определенного раздела дисциплины

Приложение к РПД

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине
Культура труда руководителя социальной службы**

Тематика рефератов:

Предметная область культуры труда руководителя.
Цели, задачи и содержание культуры труда руководителя.
Структура знания о менеджменте.
Теоретические подходы к управлению организацией.
Структура профессиональных качеств руководителя.
Уровни управления и качества руководителя.
Особенности качеств руководителя и специалиста
Научная деятельность менеджера.
Педагогическая деятельность менеджера.
Управленческое консультирование.
Понятие профессиональной этики. Структура профессиональной этики
руководителя.
Этика профессии руководителя.
Корпоративная этика.
Организационная культура в системе руководства и подчинения.
Стили руководства и организационная культура.
Мировоззрение и эффективность деятельности руководителя.
Персонал организации как объект управления.
Психология личности работника как объекта управления.
Психология рабочей группы (трудового коллектива) как объекта
управления.
Трудовой коллектив и его развитие.
Социально-психологические феномены поведения личности
руководителя в коллективе.
Эффективность деятельности руководителя и трудового коллектива в
социальной организации.

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

Структура реферата:

1) титульный лист;

- 2) план работы с указанием страниц каждого вопроса, подвопроса (пункта);
- 3) введение;
- 4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;
- 5) заключение;
- 6) список использованной литературы;
- 7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

Оценка **«отлично»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на использованные источники и литературу, требования к оформлению и структуре реферата выполнены.

Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Выполните тест и о результатах сообщите на семинарском занятии.

Тест «Проверка профессионального соответствия».

Инструкция по проведению тестирования

Внимательно прочитайте вопросы теста. Ответы оцените в баллах 0, 1, 2 (в скобках) с учетом вспомогательных вопросов.

Вспомогательные вопросы:

1. Насколько хорошо Вы умеете делать то, о чем говорится в вопросе теста?
 - а) Делаю, как правило, хорошо (2);
 - б) Делаю средне (1);
 - в) Делаю плохо (совсем не умею) (0).
2. Нравится ли вам это делать?
 - а) Нравится (приятно, интересно, легко) (2); м,
 - б) Нейтрально (все равно) (1);
 - в) Не нравится (неприятно, неинтересно, трудно) (0).

6			7			8			9			0		
1			2			3			4			5		
6			7			8			9			0		

Вопросы теста

1. Делать выписки, вырезки из различных текстов и группировать их по определенному признаку.
2. Выполнять лабораторные работы по физике (составлять и собирать схемы, устранять в них неисправности, разбираться в принципе действия прибора и т.п.).
3. Длительное время (более одного года) самостоятельно, терпеливо выполнять все работы, обеспечивающие рост и развитие растений (поливать, удобрять, пересаживать).
4. Сочинять стихи, рассказы, заметки, писать сочинения, признаваемые многими интересными, достойным внимания.
5. Сдерживать себя, не «выливать» на окружающих свое раздражение, гнев, обиду, плохое настроение.
6. Выделять из текста основные мысли и составлять на их основе краткий конспект, план, новый текст.
7. Разбираться в физических процессах и закономерностях, решать задачи по физике.
8. Вести регулярное наблюдение за растениями и записывать данные наблюдения в специальный дневник.
9. Мастерить красивые поделки своими руками: из дерева, материала, металла, засушенных растений, ниток.
10. Терпеливо, без раздражения объяснять кому-либо, что он хочет знать, даже если приходится повторять это несколько раз.
11. В письменных работах по русскому языку, литературе легко находить ошибки.
12. Изучать химические процессы, решать задачи по химии.
13. Разбираться в особенностях развития и во внешних отличительных признаках различных видов растений.
14. Создавать произведения живописи, графики, скульптуры.
15. Много и часто общаться с разными людьми, не уставая от этого.
16. На уроках иностранного языка отвечать на вопросы и задавать их, пересказывать тексты и составлять рассказы по заданной теме.
17. Отлаживать какие-либо механизмы (велосипед, мотоцикл), ремонтировать электротехнические приборы (пылесос, утюг, светильник).
18. Свое свободное время преимущественно тратить на уход и наблюдение за каким-либо животным.
19. Сочинять музыку, песни, имеющие успех у сверстников и взрослых.
20. Внимательно, терпеливо, не перебивая, выслушивать людей.
21. При выполнении заданий по иностранному языку без особых трудностей работать с текстами.

22. Налаживать и чинить электронную аппаратуру (приемник, магнитофон, телевизор).

23. Регулярно, без напоминания взрослых, выполнять необходимые для ухода за животными работы: кормить, чистить (животных, клетки), лечить, обучать.

24. Публично, для многих зрителей разыгрывать роли, подражать кому-либо, изображать кого-либо, декламировать стихи, прозу.

25. Увлекать делом, игрой, рассказом детей младшего возраста.

26. Выполнять задания по математике, химии, в которых требуется составить логическую цепочку действий, используя при этом различные формулы, законы, теоремы.

27. Ремонтировать замки, краны, мебель, игрушки.

28. Разбираться в породах и видах лошадей, птиц, рыб, насекомых и пр.; знать их характерные внешние признаки и повадки.

29. Всегда четко видеть, что сделано писателем, драматургом, художником, режиссером, актером талантливо, а что нет, и уметь обосновать это устно или письменно.

30. Организовывать людей на какие-либо дела, мероприятия.

31. Выполнять задания по математике, требующие хорошего знания формул и законов и умения их правильно применять при решении.

32. Выполнять действия, требующие хорошей координации движений и ловкости рук: работать на станке, на электрической швейной машинке, производить монтаж и сборку изделий из мелких деталей.

33. Сразу замечать мельчайшие изменения в поведении или во внешнем виде животного или растения.

34. Играть на музыкальных инструментах, публично исполнять песни, танцевальные номера.

35. Выполнять работу, требующую обязательных контактов с множеством различных людей.

36. Выполнять количественные расчеты, подсчеты данных (по формулам и без них), выводить на основе этого различные закономерности, следствия.

37. Из типовых деталей, предназначенных для сборки определенных моделей, изделий, конструировать новые, придуманные самостоятельно.

38. Заниматься углубленным изучением биологии, анатомии, ботаники, зоологии - читать научную литературу, слушать лекции, научные доклады.

39. Создавать эскизы и изготавливать в оригинале новые, интересные модели одежды, причесок, украшений, интерьера помещений, конструкторские новинки.

40. Влиять на людей: убеждать, предотвращать конфликты, улаживать ссоры, разрешать споры.

41. Работать с условно-знаковой информацией: составлять и рисовать карты, схемы, чертежи.

42. Выполнять задания, в которых требуется мысленно представить расположение предметов или фигур в пространстве (черчение, геометрия, стереометрия).

43. Длительное время заниматься исследовательскими работами в биологических кружках, на биостанциях, в зоокружках и питомниках.

44. Быстрее и чаще других замечать в обычном необычное, удивительное, прекрасное.

45. Сопереживать людям (даже не очень близким), понимать их проблемы, оказывать посильную помощь.

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46. Аккуратно и безошибочно выполнять «бумажную» работу: писать, выписывать, проверять, подсчитывать, вычислять.

47. Выбирать наиболее рациональный (простой, короткий) способ решения задачи: технической, логической, математической.

48. При уходе за растениями или животными с удовольствием заниматься ручным физическим трудом, легко переносить неблагоприятные погодные условия, специфический запах животных.

49. Настойчиво, терпеливо добиваться совершенства в создаваемом или исполняемом произведении (в любой сфере творчества).

50. Говорить, сообщать что-либо, излагать свои мысли вслух.

Обработка результатов

Итак, каждый ответ имеет четыре позиции. Если первая позиция оценена в 0 баллов, то последующие оценки на это утверждение аннулируются. Первая позиция - самая важная. Далее сравниваются соотношения по позициям 1, 2, 3, 4 по каждой шкале и находится их сумма. Вы соответствуете тому типу профессии, для которого получена наибольшая сумма баллов.

Надо иметь в виду, что максимальная сумма должна быть не менее 50. Если сумма меньше 50, то вы по своим данным не имеете четкого соответствия той или иной профессии.

Каждая шкала характеризует соответствие личности типу профессии:

I - «человек - знаковая система» (математик, оператор, машинистка и др.);

II - «человек - техника» (инженер, водитель и др.);

III - «человек - природа» (биолог, агроном и т.д.);

IV - «человек - человек» (менеджер, врач, учитель, юрист).

Подготовить письменные работы по темам:

1. Составить план-проект беседы руководителя социальной организации с соискателем на должность специалиста по социальной работе.

2. Составить план-проект беседы руководителя социальной организации с сотрудником этой организации, попавшим в категорию под сокращение штата.

Тематика эссе:

1. Совершенствование методов проведения бесед и установления взаимного доверия.
2. Принципы и правила личного планирования деятельности руководителя социальной организации.
3. Работа с вышестоящим руководством: убеждать вышестоящее руководство, принимать рекомендации; содействовать вышестоящему руководству в решении общих и специальных проблем.
4. Искусство слушать - научиться может каждый.

Требования к эссе:

Структура:

1. Актуальность проблемы.
2. Тезис.
3. Объяснение сути данного тезиса.
4. Личное мнение.
5. Вывод.

Требования к оформлению:

1. Ф.И.О., дисциплина, тема.
2. Размер - не более двух страниц формата А4.
3. Шрифт – 14, интервал полуторный.
4. Выравнивание текста - по ширине.

Критерии оценивания:

1. Оценка «отлично» выставляется в случае: соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; выполнения требований к оформлению.
2. Оценка «хорошо» ставится студенту в случае соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.
3. Оценка «удовлетворительно» ставится студенту в случае не полного соответствия содержания эссе выбранной теме; наличия слабой аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.
4. Оценка «удовлетворительно» ставится студенту в случае полного несоответствия содержания эссе выбранной теме.

Вопросы для самостоятельного изучения:

1. Персонал организации как объект управления.
2. Психология личности работника как объекта управления.
3. Психология рабочей группы (трудового коллектива) как объекта управления.

4. Трудовой коллектив и его развитие.
5. Социально-психологические феномены поведения личности руководителя в коллективе.
6. Эффективность деятельности руководителя и трудового коллектива в социальной организации.
7. Педагогическая и научная деятельность менеджера.
8. Стили руководства и организационная культура.
9. Организационная культура в системе руководства и подчинения.

Методические указания к выполнению задания:

Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

Оценка «не зачтено» ставится в случае, если студент демонстрирует хорошее знание материала, умение выделять главное и навыки самостоятельной работы с литературой, но не отвечает на уточняющие и дополнительные вопросы.

Приложение к РПД

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине**

Организационно-административная работа в системе социальных служб

Тематика рефератов:

1. Система социальной защиты населения в РФ
2. Особенности менеджмента в организациях, учреждениях и службах социальной работы.
3. Цели социальной организации и их характеристики. Влияние внешней среды. Сильные и слабые стороны организации.
4. Программно-целевое управление социальной работой.
5. Организация: делегирование, ответственность, полномочия в организациях социальной работы.
6. Этапы организационного проектирования в социальной работе.
7. Организационная культура и этические ценности в социальной работе.
8. Мотивация трудовой деятельности труда социальных работников.
9. Система оценки и оплаты труда социальных работников.
- 10.** Контроль, его виды, процесс и этапы контроля в социальной работе.
11. Аттестация социальных работников.
12. Взаимосвязь и взаимообусловленность профессиональных и образовательных стандартов в социальной работе.
13. Анализ маркетинговой среды конкретной организации, осуществляющей социальную работу.
14. Основные условия работы со спонсорами.
15. Основные мотивы спонсоров для организаций, осуществляющих социальную работу.
16. Обоснование необходимости использования маркетинговых технологий в социальной работе.

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

Структура реферата:

- 1) титульный лист;

- 2) план работы с указанием страниц каждого вопроса, подвопроса (пункта);
- 3) введение;
- 4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;
- 5) заключение;
- 6) список использованной литературы;
- 7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

Оценка **«отлично»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на использованные источники и литературу, требования к оформлению и структуре реферата выполнены.

Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Тематика эссе:

1. Проблемы контроля деятельности социальных работников.
2. Мотивы и антимотивы деятельности социального работника.
3. Особенности организации социальной работы в сельской местности.
4. Ролевой репертуар руководителя социальной службы.
5. Субъективная и объективная составляющие качества оказания социальных услуг.
6. Нормативы деятельности социальных работников: проблема высокой нагрузки.

Методические указания по написанию эссе:

Понятие «эссе»

Эссе - то форма научно-исследовательской работы направленная на активизацию учебно-познавательной деятельности, студентов, повышение интереса к предмету, развитие творческого начала и критического мышления студента. Это сочинение-рассуждение относительно небольшого объема со

свободной композицией, выражающее индивидуальные впечатления, соображения по конкретному вопросу, проблеме и заведомо не претендующее на полноту и исчерпывающую трактовку предмета. Оно предполагает выражение автором своей точки зрения.

Требования к эссе:

Структура:

1. Актуальность проблемы.
2. Тезис.
3. Объяснение сути данного тезиса.
4. Личное мнение.
5. Вывод.

Требования к оформлению:

1. Ф.И.О., дисциплина, тема.
2. Размер - не более двух страниц формата А4.
3. Шрифт – 14, интервал полуторный.
4. Выравнивание текста - по ширине.

Критерии оценивания:

1. Оценка «отлично» выставляется в случае: соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; выполнения требований к оформлению.

2. Оценка «хорошо» ставится студенту в случае соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

3. Оценка «удовлетворительно» ставится студенту в случае не полного соответствия содержания эссе выбранной теме; наличия слабой аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

4. Оценка «удовлетворительно» ставится студенту в случае полного несоответствия содержания эссе выбранной теме.

Вопросы для самостоятельного изучения:

1. Управленческое и социальное консультирование.
2. Стратегический менеджмент в социальной работе.

Методические указания к выполнению задания:

Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

Оценка «не зачтено» ставится в случае, если студент демонстрирует хорошее знание материала, умение выделять главное и навыки самостоятельной работы с литературой, но не отвечает на уточняющие и дополнительные вопросы.

Приложение к рабочей программе дисциплины
Основы финансового, бухгалтерского и статистического учета в организации
социального обслуживания

**Перечень учебно-методического обеспечения для самостоятельной работы
обучающихся по дисциплине**
«Основы финансового, бухгалтерского и статистического учета в организации
социального обслуживания»

Вопросы для самоконтроля по самостоятельно изученным темам

1. Бюджет и бюджетная система РФ
2. Коды бюджетной классификации
3. Доходные и расходные статьи бюджета
4. Особенности учёта в бюджетных организациях
5. Структура плана счетов бюджетного учёта
6. Структура счёта в бюджетном учёте
7. Особенность распределения счетов в бюджетном учёте
8. Роль разделения счёта бюджетного плана счетов на пять уровней
9. Классификация операций сектора государственного управления
10. Взаимосвязь между классификацией сектора государственного управления и бюджетной классификацией доходов и расходов
11. Учёт вложений в нефинансовые активы
12. Характеристика и особенности учета основных средств, нематериальных активов, произведённых активов в бюджетном учете
13. Особенности принятия к учёту основных средств в бюджетном учёте
14. Особенности начисления амортизации на объекты основных средств в бюджетном учете
15. Основные задачи учёта материальных запасов в бюджетных учреждениях.
16. Основные задачи учёта денежных документов и бланков строгой отчётности
17. Нефинансовые активы в пути
18. Финансовые вложения
19. Расчёты с дебиторами по доходам
20. Расчёты с кредиторами по долговым обязательствам
21. Расчёты с прочими дебиторами
22. Средства на счетах бюджетов
23. Органы, исполняющие кассовое обслуживание бюджетов
24. Санкционирование расходов в органах, исполняющих кассовое обслуживание
25. Смысл понятия «санкционирование расходов»
26. Особенности разделения санкционирования расходов на этапы
27. Особенности учёта договоров гражданско-правового характера
28. Единый социальный налог, ставка и порядок начисления
29. Особенность расчётов с поставщиками в бюджетном учёте
30. Нормативно-правовое регулирование деятельности, приносящей доход
31. Особенность производства продукции, оказание услуг в бюджетном учёте
32. В чём особенность бухгалтерской отчётности в бюджетных организациях

Тематика рефератов

1. Основные нововведения, содержащиеся в Инструкции № 174н
2. Цели последних изменений в бюджетном учёте
3. Отличия бухгалтерского учёта в бюджетных и коммерческих организациях
4. Органы, осуществляющие кассовое обслуживание исполнения бюджета

5. Органы, организующие исполнения бюджета
6. Устройство бюджетной системы
7. Содержание нефинансовых активов и их учёт.
8. Инвентаризация нефинансовых активов
9. Учёт денежных средств
10. Учёт кассовых операций
11. Расчёты по авансам выданным
12. Расчёты с подотчётными лицами
13. Расчёты по недостачам
14. Инвентаризация денежных средств
15. Определение и состав обязательств бюджетного учреждения
16. Учет расчетов по оплате труда
17. Расчёты с поставщиками и подрядчиками
18. Расчёты по платежам в бюджет
19. Расчеты с прочими кредиторами
20. Определение доходов и расходов
21. Закрытие счетов

Тема Учет основных средств, нематериальных и произведенных активов

Задача 1. Учреждение реализовало неиспользуемое оборудование, балансовая стоимость которого 20000 руб. Накопленная сумма амортизации 7000 руб. Выручка от реализации составила 24000 руб. Составить бухгалтерские проводки.

Задача 2. От подотчётного лица поступило 4 стула на сумму 900 руб. Стулья в тот же день ввели в эксплуатацию. Составить бухгалтерские проводки.

Задача 3. От подотчётного лица поступила настольная лампа, стоимостью 1200 руб. Лампу ввели в эксплуатацию в тот же день. Составить бухгалтерские проводки.

Методические рекомендации по выполнению различных форм самостоятельных занятий

Самостоятельная работа студентов включает в себя выполнение различного рода заданий, которые ориентированы на более глубокое усвоение материала изучаемой дисциплины. По каждой теме учебной дисциплины студентам предлагается перечень заданий для самостоятельной работы.

К выполнению заданий для самостоятельной работы предъявляются следующие требования: задания должны выполняться самостоятельно, соответствовать установленным требованиям к оформлению и представляться на проверку преподавателю в установленный срок.

Студентам следует:

- руководствоваться графиком самостоятельной работы, определенным учебным планом и РПД, выполнять все плановые задания, согласованные с преподавателем для самостоятельного выполнения;

- если требуется консультация преподавателя, то ее можно получить разными способами: лично - во время консультаций, дистанционно – с помощью электронной почты;

- перед написанием работы согласовать с преподавателем тему, структуру, список литературы и интернет-источников, а также обсудить ключевые вопросы, которые следует выполнить отразить;

- выполненные работа представляется на проверку преподавателю в бумажном и электронном виде, сдается лаборанту кафедры на регистрацию (ауд. № 406). О результатах проверки можно узнать у преподавателя и лаборанта;

- формой промежуточной аттестации является экзамен, при подготовке к нему рекомендуется внимательно изучить список контролирующих вопросов, фиксируя неясные моменты для их обсуждения на плановых консультациях с преподавателем;
- одной из форм подготовки к сдаче экзамена является выполнение тестов и выполнение практических заданий по составлению конкретных форм отчетности коммерческого предприятия, исходя из имеющихся данных.

Оформление домашнего творческого задания

Домашнее творческое задание должно быть выполнено на листах установленного формата А4, скрепленных мягким переплетом. На титульном листе печатаются все необходимые данные о выполняемой работе с указанием фамилии, имени и отчества студента, номера группы, номера личного дела, номера варианта контрольной работы, названия дисциплины и ФИО преподавателя. Объем работы должен составить в пределах 15 листов компьютерного текста, при соблюдении полей для возможных замечаний и рекомендаций преподавателя.

При оформлении работы необходимо соблюдать установленные требования:

- формат листа — А4;
- текстовый редактор — MS Word любой версии;
- поля на странице: слева и сверху — 2,5 см., снизу — 2,0 см., справа — 1,5 см.
- шрифт — Times New Roman, 14 пт.;
- абзац: интервал — 1.5, красная строка — 1.25 см., выравнивание — по ширине;
- печать осуществляется на одной стороне листа;
- все страницы, кроме титульного листа, должны быть пронумерованы;
- все схемы, диаграммы, графики именуются рисунками и имеют сквозную нумерацию;
 - выравнивание подрисуночных подписей — по центру;
 - номер таблицы, ее название указывается слева над таблицей;
 - формулы и другие математические выражения создаются с использованием встроенного в MS Word редактора формул Equation. Для стилизованного оформления формул можно использовать встроенные стандартные настройки редактора формул, за исключением размера основного текста;

Страницы работы должны быть пронумерованы, нумерация производится снизу по центру. В конце работы необходимо привести список использованной литературы, также следует указать дату выполнения и поставить подпись. Выполненную работу студент представляет в университет в установленный учебным планом срок.

Содержание, введение, заключение, список литературы являются заголовками структурных элементов работы. Их следует располагать в середине строки без точки в конце и печатать заглавными буквами, не подчеркивая и не нумеруя. Параграфы тоже являются заголовками структурных элементов работы, но они должны иметь цифровое обозначение.

При выполнении работ допускается использовать материалы лекций, рекомендуемую литературу из программы дисциплины.

Приложение к РПД

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине
Профессиональная деформация и усталость руководителей и
специалистов социальных служб**

Тематика рефератов:

1. Качественное преобразование личности в профессиональной деятельности.
2. Понятие служебной деятельности как процесс рациональной активности человека.
3. Психологические принципы в профессиональной деятельности социального работника.
4. Бюрократичный специалист или социальный тип человека «человек-схема».
5. Адаптация специалиста к условиям конкретной профессиональной деятельности.
6. Нравственно личные качества специалиста в социальной работе.
7. Привычка поведения и стиль властных отношений при работе с клиентом.
8. Привычка поведения и стиль властных отношений в межличностных взаимоотношениях с коллегами.
9. Эмоциональная неустойчивость и лень в профессиональной деятельности.
10. Особенности поведения специалиста в экстремальных ситуациях профессиональной деятельности.
11. Эгоцентризм в профессиональной деятельности специалиста.
12. Цинизм нравственного мира специалиста.
13. Стереотипы в профессиональной деятельности социального работника.
14. Какие факторы служебной деятельности, оказывающие деструктивное влияние на личность социального работника вы знаете?
15. Методы защиты от служебных интриг.
16. Методы защиты от служебных слухов.
17. «Цонта» взаимосвязь с моббингом. Создать и подчинить себе мужскую команду.
18. Женские и мужские интриги в профессиональной деятельности.
19. Командная работа и ее моббинг.
20. Руководитель и «задания-харакири».
21. Моббинг по мелочам.
22. Классификация моббинга.
23. Профессиональное развитие и самосовершенствование.
24. Профессиональная неврастения.
25. Инфекционный феномен синдрома эмоционального сгорания.
26. «Выгорание»- функциональный стереотип или дисфункциональная служебная деятельность.
27. Психологические основы формирования профессионального опыта.
28. Уверенный и неуверенный специалист социальной сферы.

29. Агрессивный специалист социальной сферы.
30. Циничный и пассивно-оборонительный специалист социальной сферы.
31. Женский блеф в профессиональной деятельности.
32. Мужской блеф в профессиональной деятельности.
33. Что вы знаете о психологической готовности специалиста к блефу.
34. Роль психологического климата в профессиональной деятельности.
35. Ролевая игра в компетентности специалиста.
36. Роль деловой игры в самоопределении.
37. Аутотренинг как метод формирования стрессоустойчивости.

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

Структура реферата:

- 1) титульный лист;
- 2) план работы с указанием страниц каждого вопроса, подвопроса (пункта);
- 3) введение;
- 4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;
- 5) заключение;
- 6) список использованной литературы;
- 7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

Оценка «отлично» выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на использованные источники и литературу, требования к оформлению и структуре реферата выполнены.

Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Тематика эссе:

1. Влияние личностных факторов на профессиональную деформацию специалистов и руководителей социозащитных учреждений.
2. Мотивы и антимотивы деятельности социального работника.
3. Условия труда и профессиональное выгорание.
4. Влияние взаимоотношений «руководитель-подчиненный» на развитие синдрома «профессионального выгорания».
5. Эффективность методов профилактики профессионального выгорания в социальной работе.

Методические указания по написанию эссе:

Понятие «эссе»

Эссе - то форма научно-исследовательской работы направленная на активизацию учебно-познавательной деятельности, студентов, повышение интереса к предмету, развитие творческого начала и критического мышления студента. Это сочинение-рассуждение относительно небольшого объема со свободной композицией, выражающее индивидуальные впечатления, соображения по конкретному вопросу, проблеме и заведомо не претендующее на полноту и исчерпывающую трактовку предмета. Оно предполагает выражение автором своей точки зрения.

Требования к эссе:

Структура:

1. Актуальность проблемы.
2. Тезис.
3. Объяснение сути данного тезиса.
4. Личное мнение.
5. Вывод.

Требования к оформлению:

1. Ф.И.О., дисциплина, тема.
2. Размер - не более двух страниц формата А4.
3. Шрифт – 14, интервал полуторный.
4. Выравнивание текста - по ширине.

Критерии оценивания:

1. Оценка «отлично» выставляется в случае: соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; выполнения требований к оформлению.

2. Оценка «хорошо» ставится студенту в случае соответствия содержания эссе выбранной теме; наличия субъективного мнения студента по заявленной теме, аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

3. Оценка «удовлетворительно» ставится студенту в случае не полного соответствия содержания эссе выбранной теме; наличия слабой аргументации своей точки зрения с опорой на факты общественной жизни и личный социальный опыт; допущения неточностей в оформлении работы.

4. Оценка «удовлетворительно» ставится студенту в случае полного несоответствия содержания эссе выбранной теме.

Вопросы для самостоятельного изучения:

1. Накопление нереализованных эмоций, дисгармония между психофизиологическими и трудовыми ритмами.
2. Развитие и актуализация личностного потенциала.
3. Избегание ненужной конкуренции.
4. «Коммунарская методика» или групповой тренинг.
5. Классификация здоровьесберегающих технологий по доминированию целей и решаемых задач
6. Технологии здоровьесбережения и здоровьеобогащения социального работника
7. Здоровьесберегающие образовательные технологии
8. Медико-профилактические технологии в социальной работе.

Методические указания к выполнению задания: Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

Оценка «не зачтено» ставится в случае, если студент демонстрирует хорошее знание материала, умение выделять главное и навыки самостоятельной работы с литературой, но не отвечает на уточняющие и дополнительные вопросы.

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине «Социальная защита населения»

Тематика рефератов:

1. Подходы к определению понятия «социальная защита населения».
2. Виды социальных рисков и особенности их компенсации
3. Классификационные признаки, характеризующие различия в определениях социальной защиты населения.
4. Профилактически-предупредительная функция социальной защиты
5. Экономическая функция социальной защиты
6. Социально-реабилитационная функция социальной защиты
7. Политическая функция социальной защиты
8. Основные направления деятельности Министерства труда и социальной защиты населения
9. Основные права и гарантии граждан в области социального обеспечения
10. Формы обеспечения по обязательному социальному страхованию от несчастных случаев на производстве и профессиональных заболеваний
11. Плательщики страховых взносов
12. Виды обязательного страхового обеспечения.
13. Виды социального обслуживания в РФ
14. Развитие сети учреждений социального обслуживания населения в РФ
15. Индивидуальная программа реабилитации инвалида (нозологическая группа – по выбору)
16. Социальная защита дошкольников и школьников.
17. Социальная защита воспитанников детских домов и детей, оставшихся без попечения родителей.
18. Правовые основы социальной защиты лиц без определенного места жительства.
19. Правовые основы социальной защиты беженцев и вынужденных переселенцев.
20. Правовые основы социальной защиты жертв политических репрессий.
21. Правовые основы социальной защиты граждан, подвергшихся радиационному воздействию.
22. Правовые основы социальной защиты малообеспеченных слоев населения: индексация, компенсация.

Тематика эссе:

1. Сходства и различия в трактовке понятия «социальная защита населения»

2. Уровни проявления гуманизма в системе социальной защиты населения России
3. Особенности социальной защиты населения (страна по выбору)
4. Социальная защита граждан в городе Курске и Курской области
5. Социальное страхование от несчастных случаев на производстве и профессиональных заболеваний в Курской области
6. Права застрахованных граждан: теория и практика
7. Платные и бесплатные социальные услуги: отечественный и зарубежный опыт
8. Технические средства реабилитации инвалидов (нозологическая группа – по выбору)
9. Профилактика безнадзорности и правонарушений несовершеннолетних

Вопросы для самостоятельного изучения:

1. Виды социальной защиты населения
2. Объекты и субъекты социальной защиты населения России
3. Соотношение понятий «социальная защита», «социальная помощь», «социальная поддержка».
4. Принципы системы социальной защиты населения
5. Виды форм социальной защиты населения
6. Функции и формы социальной защиты граждан
7. Государственная пенсионная система.
8. Государственная система социальных пособий и компенсационных выплат
9. Объект и субъекты обязательного социального страхования от несчастных случаев на производстве и профессиональных заболеваний
10. Права и обязанности субъектов отношений по обязательному социальному страхованию от несчастных случаев на производстве и профессиональных заболеваний
11. Базовая программа обязательного медицинского страхования.
12. Субъекты обязательного медицинского страхования.
13. Полис обязательного медицинского страхования: виды, требования к каждому виду; срок действия полиса, категория граждан.
14. Источники финансирования обязательного социального страхования: ПФР, ФОМС, ФСС (понятие, цели, задачи).
15. Субъекты обязательного пенсионного страхования: понятие, права и обязанности страховщика
16. Новые формы социального обслуживания населения в РФ
17. Социальная защита ветеранов. Нормативно-правовая база, виды, методы, формы социальной поддержки
18. Социальная защита пожилых людей. Нормативно-правовая база, виды, методы, формы социального обслуживания
19. Социальная защита инвалидов: понятие и виды инвалидности
20. Правовые основы социальной защиты семей, имеющих детей.

21. Правовые основы социальной защиты женщин.
22. Основные гарантии прав ребенка
23. Система социальной защиты малообеспеченных слоев населения
24. Система социальной защиты лиц без определенного места жительства
25. Система социальной защиты беженцев и вынужденных переселенцев

Реферат. Реферат (от лат. *referrer* — докладывать, сообщать) — краткое точное изложение сущности какого-либо вопроса, темы на основе одной или нескольких книг, монографий или других первоисточников. Реферат должен содержать основные фактические сведения и выводы по рассматриваемому вопросу.

Реферат отвечает на вопрос — что содержится в данной публикации (публикациях). Продукт самостоятельной работы студента, представляющий собой краткое изложение в письменном виде полученных результатов теоретического анализа определенной научной (учебно-исследовательской) темы, где автор раскрывает суть исследуемой проблемы, приводит различные точки зрения, а также собственные взгляды на нее.

Доклад, сообщение. Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической, учебно-исследовательской или научной темы

Эссе. Эссе в переводе с французского языка означает «опыт», «попытка», «проба». Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме.

Круглый стол, дискуссия, полемика, диспут. Оценочные средства, позволяющие включить обучающихся в процесс обсуждения спорного вопроса, проблемы и оценить их умение аргументировать собственную точку зрения.

Творческое задание. Частично регламентированное задание, имеющее нестандартное решение и позволяющее диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения. Может выполняться в индивидуальном порядке или группой обучающихся.

Задания, ситуации (кейсы). Оценочные средства, позволяющие оценивать и диагностировать знание фактического материала (базовые понятия, алгоритмы, факты) и умение правильно использовать специальные термины и понятия, узнавание объектов изучения в рамках определенного раздела дисциплины

Приложение к РПД

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине «Социальный менеджмент»**

Тематика рефератов:

1. Стратегический менеджмент в системе социального государства.
2. Инновационный менеджмент в системе социального государства.
3. Социальная работа как объект социального менеджмента.
4. Социальная сфера как объект управления и развития.
5. Гуманитарно-системная методология управленческой деятельности.
6. История становления менеджмента и современные взгляды на менеджмент.
7. Методы менеджмента.
8. Стратегический менеджмент.
9. Инновационный менеджмент
10. Модели личностного развития руководителя в современной психологии.
11. Корпоративная культура организации.
12. Социально-психологические явления и процессы в управлении.
13. Социальное администрирование
14. Правовой статус социальных служб, учреждений и организаций.
15. Руководитель как организатор и администратор.
16. Особенности социального управления.
17. Ценности и цели управленческой деятельности.
18. Философские основания различных управленческих концепций и административных моделей.
19. Гуманитарно-системная методология управленческой деятельности.
20. История становления менеджмента и современные взгляды на менеджмент.
21. Методы менеджмента.
22. Управление: понятие, признаки, виды
23. Социальное управление: понятие, общие черты, виды, элементы
24. Социальная организация как управляемая система
25. Система управления социальной организации
26. Субъект и объект управления
27. Функции социального управления: понятие и виды
28. Методы государственного управления
29. Понятие, основные черты и виды методов государственного управления
30. Методы прямого (административного) воздействия; особенности и виды
31. Этапы и организация принятия управленческих решений.
32. Информационное обеспечение процесса разработки решения.

33. Методы оптимизации решений.
34. Методы анализа управленческих решений.
35. Методы прогнозирования управленческих решений.
36. Методы экономического обоснования управленческих решений.
37. Требования к качеству и эффективности управленческих решений.
38. Управление в социальной работе как составная часть общей системы управления социально-экономическими процессами в обществе.
39. Система управления социальной работой.
40. Система управления социальной организации
41. Основные шесть управленческих операций А. Файоля в системе администрирования. Использование операций в управленческой деятельности социальных служб.
42. Принципы администрирования А. Файоля. Технология использования принципов в деятельности социальных служб.
43. М. Вебер и его роль в развитии «теории бюрократии». Бюрократически структуры в системе управления социальной работой.
44. Вклад Г. Форда в развитие научного менеджмента. Основные принципы специальной социальной программы Г. Форда на своих предприятиях в 1914-1920 г.г.
45. Теория иерархии потребителей А. Маслоу и пути ее применения в управлении социальной работой на муниципальном уровне.
46. Р. Мертон и его вклад в науку социального управления.
47. Экзистенциальный характер деятельности социального менеджмента. Непреодолимая субъективность индивида.
- 48.
49. Региональный уровень управления социальной работой.
50. Муниципальный уровень управления социальной работой .

Требования к выполнению реферата

Реферат выполняется по одной из предложенных тем в соответствии со структурой учебной дисциплины. Содержание реферата должно включать развернутый письменный ответ, содержащий рассуждения на предложенную тему. В реферате должна быть раскрыта тема, структура должна соответствовать теме и быть отражена в оглавлении, при написании работы использовать по крайней мере 5 теоретических и учебных изданий, размер работы – 10-15 стр. печатного текста, снабженного сносками и списком использованной литературы.

Структура реферата:

- 1) титульный лист;

- 2) план работы с указанием страниц каждого вопроса, подвопроса (пункта);
- 3) введение;
- 4) текстовое изложение материала, разбитое на вопросы и подвопросы (пункты, подпункты) с необходимыми ссылками на источники, использованные автором;
- 5) заключение;
- 6) список использованной литературы;
- 7) приложения, которые состоят из таблиц, диаграмм, графиков, рисунков, схем (необязательная часть реферата).

Критерии оценки реферата:

Оценка **«отлично»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, в работе присутствуют ссылки на использованные источники и литературу, требования к оформлению и структуре реферата выполнены.

Оценка **«хорошо»** выставляется, если работа студента написана грамотным научным языком, имеет чёткую структуру и логику изложения, точка зрения студента обоснованна, студент демонстрирует навыки работы с учебной и научной литературой, в работе присутствуют отдельные неточности в оформлении текстовой части и библиографического аппарата.

Оценка **«удовлетворительно»** выставляется, если студент выполнил задание, однако допустил ошибки в логике изложения материала, неточности в оформлении текстовой части и библиографического аппарата,

Оценка **«неудовлетворительно»** выставляется, если студент не выполнил задание, содержание не соответствует теме, при этом нет ссылок на мнения учёных.

Тематика исследовательских проектов:

1. Модели оценки эффективности управления в сфере социальной работы.
2. Общественный контроль в социальной работе как направление модернизации социальной сферы.
3. Становление научных школ социального менеджмента.

Развитие отечественной теории управления.

Методические указания к выполнению исследовательского проекта.

Исследовательские проекты выполняются группой студентов в составе 3 - 5 человек по выбранной из вышеприведенного перечня теме. Объем исследовательского проекта должен составлять не менее 15 страниц машинописного текста (шрифт 14, Times New Roman, поля 2 см. со всех сторон).

В исследовательском проекте студенты должны привести выводы и основанные на них рекомендации по повышению эффективности институтов государственно-частного партнерства в социальной сфере.

Титульный лист исследовательского проекта содержит следующие обязательные данные: наименование учебного заведения, наименование кафедры, наименование дисциплины, наименование темы исследовательского проекта, реквизиты учебной студенческой группы, Ф.И.О. студентов и Ф.И.О. руководителя.

Исследовательский проект состоит из двух частей: теоретического вопроса и практики его решения.

Структура теоретической части исследовательского проекта:

I. Введение

II. Основная часть

III. Заключение

IV. Литература

Введение содержит обоснование актуальности и значения исследуемой проблемы, цели и задачи исследования, сжатый анализ источников информации

Основная часть отражает подробное содержание проведенного исследования по заданной теме.

Заключение содержит аргументированные выводы и предложения группы исполнителей проекта.

По итогам проекта оформляется презентация. Количество слайдов – не более 10.

Вопросы для самостоятельного изучения:

1. Социальная ответственность современных корпораций.
2. Инноватика социального менеджмента.
3. Эффективная модель российского социального менеджмента.

Методические указания к выполнению задания:

Изучение следует начать с ознакомления с программой и требованиями к результатам изучения курса. При выполнении задания следует использовать основную и дополнительную литературу. Выделить в каждом вопросе главное, составить краткий конспект.

Критерии оценивания

Устный ответ студента по вопросам для самостоятельного изучения оценивается «зачтено», «не зачтено».

Оценка «зачтено» ставится в случае, если студент демонстрирует глубокие прочные знания по вопросу, дает развернутый, аргументированный ответ на вопрос, и дополнительные вопросы демонстрирует умение выделять главное и навыки самостоятельной работы с литературой.

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине
«Социологические исследования в социальной работе»
Рекомендации по организации самостоятельной работы**

Самостоятельная работа студентов по дисциплине «Социология права» включает в себя:

- подготовку реферата,
- самостоятельное изучение ряда проблем, не содержащихся в планах практических занятий,
- проработку и повторение лекционного материала и материала учебников и учебных пособий,
- подготовку к занятиям.

Руководство самостоятельной работой студентов преподавателями осуществляется в форме индивидуальных консультаций.

В рамках самостоятельной работы студенты обучаются также пользованию электронным каталогом библиотеки и ресурсами Internet.

Методические рекомендации по написанию реферата

Цель написания рефератов - ознакомление студентов с актуальными социологическими проблемами, произведениями социологов, развитие навыков исследовательской работы. Студенты выступают с рефератами на практических занятиях, научных студенческих конференциях, заседаниях научного кружка.

Выполняя эти работы, следует:

- ◆ корректно сформулировать ее тему и рассматриваемые проблемы;
- ◆ изучить научную литературу по исследуемой теме и дать ее краткий обзор;
- ◆ логически грамотно построить всю работу;
- ◆ уметь сформулировать результаты своего исследования.

Структура работы включает: введение, основную часть (параграфы, озаглавленные в соответствии с планом), заключение и список литературы. План реферата согласовывается с научным руководителем.

Все цитаты сопровождаются ссылками на литературный источник и даются в кавычках. Сноски на источники можно делать внизу страницы, в конце разделов или в конце работы. Список литературы составляется по общепринятым правилам описания источников.

Текст работы должен быть написан четким разборчивым почерком или напечатан. Примерный объем реферата 15-20 стр. На титульном листе указываются:

- название вуза и кафедры;
- тема работы;

■ фамилия и имя студента с указанием факультета и номера учебной группы;

■ фамилия и инициалы научного руководителя;

■ место и год написания работы.

Темы реферата подбираются студентами индивидуально после консультации с преподавателем.

Примерная тематика рефератов

1. Социокультурное воспроизводство города и села.
2. Миграция населения в современном российском обществе.
3. Рождаемость в переписях населения России.
4. Особенности репродуктивного поведения населения в регионе.
5. Социальные отношения родителей и детей в современной российской семье.
6. Типы сексуального поведения российской молодежи.
7. Социальные причины распространения идеи гражданского брака в России.
8. Потребительское поведение населения в современной России (на примере отдельной социально-возрастной группы).
9. Социальные и социально-психологические характеристики бедности в России.
10. Социальное самочувствие население региона.
11. Социальный капитал населения региона.
12. Социальная идентичность населения России (на примере отдельной социально-возрастной группы).
13. Технологии поиска работы в современном российском обществе.
14. Профессиональная карьера молодых специалистов в среднем городе.
15. Профессиональная социализация государственных служащих.
16. Невостребованность специалистов на рынке трудовых ресурсов: региональный аспект.
17. Партнерство в социальной структуре организации.
18. Региональные элиты в современной России.
19. Партийные предпочтения населения региона (на примере отдельной социально-возрастной группы).
20. Инновация как социальный феномен.
21. СМИ как инструмент формирования ценностной структуры российского населения.
22. Институционализация второго высшего образования в современном российском обществе.
23. Интернет-зависимость студенческой молодежи как предмет социологического анализа.
24. Социальные факторы наркотизации российской молодежи.
25. Страх как феномен массового сознания.
26. Особенности стереотипизации сознания российского населения

**Перечень учебно-методического обеспечения для самостоятельной
работы обучающихся по дисциплине
Философия и методология современной науки**

Тематика рефератов:

1. Глобализация как процесс и тенденция формирования глобального мира.
2. Философское осмысление научно-технического прогресса и его роли в становлении глобального мира.
3. Этико-философские аспекты научно-технических достижений современности.
4. Философские и этические аспекты глобализации науки и её последствий.
5. Смена эпох и поворотные пункты истории в контексте глобальной эволюции науки.
6. Великие географические открытия и начало реальной глобализации.
7. Фундаментальная глобализация науки: становление мировых связей и структур.
8. Сущность и характерные черты многоаспектной глобализации науки.
9. Специфика философского знания науки и её возможности в осознании глобальных тенденций.
10. Философское понимание целостности науки.
11. Сущность основных противоречий в глобальной науке.
12. Культурное разнообразие и цивилизационное единство мирового сообщества.
13. Личность ученого на Востоке и Западе: культурные модели и возможность диалога.
14. Идеальные образы бытия ученого в культуре: «деятель», «творец», «игрок», «фантаст».
15. Влияние современной массовой культуры на формирование личности ученого.
16. Человек науки и его свобода в западной философии XIX-XX вв.
17. Игра как образ идеальной человеческой жизни и способ развития науки.
18. Виртуальные миры: способ ухода от реальности или инструмент самопознания?
19. Возможна ли личность высшего типа в «массовом обществе»?
20. Социально-экономическое и культурное расслоение и его влияние на становление личности ученого.
21. Гуманитарное образование современного инженера: необходимость или излишество?
22. Человек сознающий и человек рефлектирующий: критерии различия.
23. Философия «Римского клуба».
24. Евгеника: «за» и «против».

25. Исторические аспекты терроризма и способы борьбы с ним в современном мире.
26. Идеология терроризма (критический анализ).
27. Философские аспекты «генной инженерии».
28. Война как явление XXI в.
29. Социальные конфликты и развитие науки
30. Философские аспекты суицидологии.
31. Клонирование и «философия» двойника.
32. Общечеловеческие проблемы как фактор формирования глобального сознания.
33. История космополитизма и современная глобализация
34. Трансформация космополитических идей в глобальное мировоззрение.

Методические рекомендации по написанию реферата: Цель написания рефератов – ознакомление студентов с актуальными философскими проблемами, произведениями философов, развитие навыков исследовательской работы. Тема реферата утверждается преподавателем. Студенты выступают с рефератами на семинарах, научных студенческих конференциях, заседаниях научного кружка.

Выполняя работу, следует:

- корректно сформулировать ее тему и рассматриваемые проблемы;
- изучить научную литературу по исследуемой теме и дать ее краткий обзор;
- логически грамотно построить всю работу;
- уметь сформулировать результаты своего исследования.

Структура реферата: введение, основная часть (параграфы, озаглавленные в соответствии с планом), заключение и список литературы. План реферата согласовывается с научным руководителем.

Все цитаты в рефераты сопровождаются ссылками на литературный источник и даются в кавычках. Сноски на источники можно делать внизу страницы, в конце разделов или в конце работы. Список литературы составляется по общепринятым правилам описания источников.

Текст реферата должен быть написан четким разборчивым почерком или напечатан. Примерный объем его 20-25 страниц. На титульном листе указываются:

- наименование вуза и кафедры;
- тема реферата;
- фамилия и имя студента с указанием факультета и номера учебной группы;
- фамилия и инициалы научного руководителя;
- место и год написания реферата.

Тематика эссе:

1. «Сценарии» дальнейшего развития современной науки.
2. Проблема гармонизации системы «природа-общество-наука».
3. Духовные ценности как регулятивы развития познания, науки и техники в современном мире.
4. Опасные последствия неконтролируемой технизации мира.
5. Роль философской мысли в современном мире. Миссия философа науки.

Цель написания эссе заключается в побуждении к самостоятельному размышлению по заданной теме

Требования к эссе: Объем – от 4-х страниц рукописного текста. Логичность и завершенность работы, корректное использование специальных терминов, понятий. Демонстрация достаточного кругозора по выбранной теме.

Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине «Экономические основы социальной защиты»

Примерные темы эссе

1. Экономика социального обслуживания: сущность, принципы, задачи.
2. Основные принципы социальной работы.
3. Закономерности экономического развития и функционирования социальной работы.
4. Регулирование экономических отношений в сфере социальной защиты населения.
5. Экономические процессы в обществе и их влияние на социум.
6. Субъекты и объекты социально-экономического пространства социальной работы.
7. Отличительные особенности экономики социальной работы в переходный период к обществу рыночных отношений.
8. Экономика как материальная основа социальной работы.
9. Обусловленность социальной защиты развитием рыночных отношений.
10. Взаимосвязь и взаимозависимость экономической и социальной политики.
11. Экономическое пространство социальной работы, его сущность и значение. Национальные программы РФ в социальной сфере.
12. Социальная сфера как экономическое пространство социальной работы.
13. Минимальные государственные гарантии социально-экономической поддержки малообеспеченных групп населения.
14. Материальное благосостояние населения, его динамика.
15. Возрастание роли экономической функции семьи.
16. Финансирование социальной сферы: сущность и проблемы.
17. Программно-целевое финансирование социальной работы, его преимущества и проблемы.
18. Экономические основы систем социальной защиты и нормы рыночной справедливости.
19. Организационно-экономический механизм социального обеспечения и страхования.
20. Экономический статус социального работника: состояния и проблемы

Темы рефератов

1. Сущность, принципы и особенности экономической деятельности в сфере социальной работы.
2. Экономическая функция социальной работы: сущность и содержание.
3. Основные функции государства по развитию социальной работы в условиях рыночной экономики.

4. Экономическая политика государства как фактор формирования ресурсной базы социальной защиты населения.
5. Понятие, структура и специфика экономического преобразования в сфере социальной работы.
6. Основные структурные элементы нормативно-правовой базы экономической деятельности в системе социальной защиты населения.
7. Федеральный закон «Об основах социального обслуживания населения» и его значение.
8. Сущность и содержание понятий «материальное благосостояние», «уровень и качество жизни», динамика благосостояния населения.
9. Понятие «малообеспеченность» и значение в практике социальной работы.
10. Сущность и содержание понятий «прожиточный минимум», «продовольственная корзина».
11. Экономическая дифференциация и экономический статус: сущность и факторы влияния.
12. Минимальные государственные социальные гарантии как основа социальной защиты населения.
13. Льготы и выплаты в системе социальных гарантий: понятие, нормативная база.
14. Экономическая функция семьи: понятие и особенности ее реализации в условиях рынка.
15. Экономические основы социального обеспечения на современном этапе.
16. Экономический механизм реформирования пенсионной системы.
17. Особенности формирования негосударственных фондов пенсионного обеспечения.
18. Организационно-экономические основы социального страхования.
19. Сущность, принципы, основные источники финансирования системы социальной защиты населения.
20. Виды финансирования в сфере социальной работы.
21. Негосударственные источники финансирования системы социальной защиты.
22. Основные функции, виды и формы экономической деятельности организаций, учреждений и предприятий сферы социальной защиты населения.
23. Планирование экономической деятельности социальных служб.
24. Оплата труда работников социальных служб.
25. Предпринимательская деятельность социальных служб: понятие, виды, проблемы.
26. Бухгалтерский учет в социальных учреждениях и службах: понятие и особенности.
27. Понятие, критерии и методы определения эффективности социальной работы.

28. Основные источники формирования денежных средств для социальных служб различных форм собственности.
29. Расход и контроль денежных средств на содержание служб и расход бюджетных и внебюджетных средств на мероприятия по реализации социальных программ поддержки малообеспеченных слоёв населения.
30. Гарантии и льготы работникам государственной и муниципальной системы социальных служб.
31. Проблемы совершенствования оплаты труда в сфере социальной работы.
32. Проблемы развития экономической системы социальных услуг, расширения их ассортимента и доступности для населения.
33. Основные направления повышения экономической эффективности в предпринимательской деятельности социальных служб.
34. Роль и значение социальных проектов в предпринимательской деятельности некоммерческих учреждений и предприятий социальной сферы обслуживания.
35. Законодательная база для осуществления предпринимательской деятельности учреждений социального обслуживания и оказанию населению платных социальных услуг.
36. Объективная необходимость снижения доли государственных вложений и возрастание роли социального страхования в создании основных источников финансирования социальной работы.