МИНОБРНАУКИ РОССИИ
Юго-Западный государственный
университет

УТВЕРЖДАЮ:
Заведующий кафедрой
иностранных языков

(наименование кафедры полностью)
Е.Г. Баянкина

« 18 » ____01____ 2022г.

ОЦЕНОЧНЫЕ СРЕДСТВА
для текущего контроля
успеваемости
и промежуточной аттестации
обучающихсяпо дисциплине

(наименование дисциплины)
Деловой иностранный язык

ОПОП ВО 38.03.03 «Управление персоналом»

направленность (профиль) «Управление персоналом организации»

Курск 2022

1. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ

9. Контроль индивидуальных заданий для внеаудиторной работы. Перевод текста по специальности.

Вариант 1

Small and medium sized enterprises

One of the many ways of sustaining competitive advantage for small and medium sized enterprises (SMEs) is when employees, not only effectively interact with one another, but do so for the purpose of helping one another accomplish set tasks and responsibilities. Such interactions and help not only ensure that employees freely and willingly share information and knowledge; it does facilitate innovative behaviors of employees, and can lead to competitive advantage for small and medium-sized enterprise.

Building competitive advantage for SMEs has been linked to knowledge management process of an enterprise; encompassing the recognition of a problem, devising ways of solving the problem and institutionalising the problem solving process into the practice(s) of the organization. Employee’s social interaction and helping behaviours encourages knowledge sharing and initiate the process of bringing new problem solving ideas into use. Employee Social Interaction (ESI) is a kind of capital to organisations (in their definition of organisational social capital) when they opined that organisations create values by and for themselves through their internal relations among and with employees, as well as building external alliances and reputation. They referred to ESI at work as the relational wealth of firms associated with a common sense of purpose and strong norms of cooperation. Viewed from the perspective lenses of social capital, ESI has a causal relationship with increased growth and better performance of firms. Effective and affective social interactions among employees also breeds organisations’ innovative capacity and employees’ innovative behaviours, which can lead to competitive advantage of firms. Actions or inactions of an individual employee that support and facilitate the execution and completion of both routine and non-routine work constitute helping behaviours in organisation. Helping behaviour in organisations are the interpersonal, formal and informal actions, inactions, attitude, nuges that are affiliative, cooperative and positively and intentionally directed towards supporting other individuals at work.

(Hakeem AdeniyiAjonbadi, Bashir AboabaMojeed-Sanni, Bisayo Oluwatosin Otokiti. Sustaining Competitive Advantage in Medium-sized Enterprises (MEs) through Employee Social Interaction and Helping Behaviours. Journal of Small Business and Entrepreneurship Development. December 2015, Vol. 3, No. 2, pp. 1-16)

Вариант 2

Information Quality

Information quality refers to the judgment and evaluation that customers do about the information, that is characterized by the degree of precision, by how much the information is really capable of informing and by the relevance (utility) of the information available by the website. In this sense, Gao, Zhang, Wang, and Ba (2012) define information quality as how much the information available about the attributes of a product, brand or company is useful for customers, what helps them evaluate such object. Kim and Niehm (2009) complement such idea by saying that the perception of customers that the website is interactive and that allows them to make their searches, may be positively associated to the overall evaluation that the customer does about the website’s information quality. In the online shopping context, information quality can reflect on the product

or service quality. By the way, allowing customers to have more discernment on what concerns important aspects or attributes about the product or service, seen that customers can only evaluate products or services based on the website's presented information, while in traditional retailing, this evaluation can be made from products visualization, in a tangible way. Therefore, customers depend on information available on the websites and the evaluation that the customer does about the quality of the information that the website offers is a vital factor for online purchase websites success. As a result, by providing valuable and detailed information, the chances of attracting and retaining customers increase. People in general, whether they are deciders in companies or costumers, are not perfectly rational neither can be induced to behave in a rational way, which means that, mostly, they are bounded rational individuals (Jiang, Fang, Fan and Wang, 2013). This way, rationality seeks to find preferred behavior alternatives according to some values system or beliefs that allow evaluate the consequences of a specific behavior.
(Gabriel Sperandio Milan, Suélen Bebber, Deonir De Toni, LucieneEberle. Information Quality, Distrust and Perceived Risk as Antecedents of Purchase Intention in the Online Purchase Context. Journal of Management Information System & E-commerce. December 2015, Vol. 2, No. 2, pp. 111-129)

Вариант 3
The gross domestic product

The gross domestic product (GDP) statistics by the United Nation's system of national accounts (SNA) is a cumulative estimation of economic data. In practice, these statistics are largely contingent on countries' basic statistics and the estimation methods differ by country. More specifically, they vary between developed countries such as Japan and developing ones such as China, depending on the circumstances under which the SNA was introduced, statistical systems, and existing statistics. To derive consistent GDP estimates using production, distribution, and expenditure approaches, in 1968, the input–output framework was introduced in the account system. Japan has been faithfully following this framework advocated since 1968 SNA on an annual basis. Using input–output data as a filter, the production side of GDP is estimated using the value added method, while the expenditure side is calculated using the commodity flow method. However, in China, it is well-known that the national account system is compliant with the material product balances system(MPS) set up during the planned economy period. During its transition from a centrally planned economy to a socialist market one, China also switched from an MPS-based to SNA-based national account system. As a result, the framework to generate GDP statistics follows this historical background. In China, input–output tables are created every five years, and thus, the lack of annually tabulated data is a constraint in estimating basic statistics and particularly, GDP statistics. Each industry's value added and expenditure item are estimated separately using various statistics. Therefore, the discrepancy between production and expenditure is greater than that in Japan. In addition, China considers production-side estimates as a GDP criterion since its basic statistics are relatively rich. Japan and China have adopted significantly different estimation methods for real GDP, which is used to calculate economic growth rates.
(LI Jie, KUROKO Masato. Single Deflation Bias in Value Added: Verification Using Japanese Real Input–Output Tables (1960–2000). Journal of Economics and Development Studies. March 2016, Vol. 4, No. 1, pp. 16-30)

Вариант 4
Determinants of Competitiveness and Efficiency in the Banking Sector

Recent studies on bank competition stress on the importance to design bank activities that can be used to face competitive forces rather than depending on market structures offer a theoretical model that related bank competition to country's financial stability. Further empirical evidence is evident in certain African countries, such as Zambia where positive and significant association is

reported between market-based financial reforms and bank cost efficiency. According to the relevant literature, bank competition can be measured by two main streams: structural and nonstructural approaches. The structural approach constitutes a natural link between concentration and competition and includes two models: (a) the structure-conduct-performance paradigm and (b) efficiency hypothesis. The former model states that bank performance is greatly affected by exogenous factors related to market structure, explicitly basic demand and supply conditions. This model is used to test whether higher levels of concentration in the market cause collusive behavior among larger banks and thus result in superior performance investigates the relationship between market structure and performance by claiming that high efficient banks gain market share by reducing prices as a result of their profit maximizing behavior(Berger, 1995). That is, market concentration results from the superior efficiency of leading banks.
On the other hand, the nonstructural approach states that competition can be measured directly without the use of the relationship between structure, conduct, and performance. Competition, under the nonstructural approach, can be measured using factors such as revenue behavior, risk profiles, and entry and/or exit barriers. Two strands in the literature have been discussed concerning bank competition and financial stability. The traditional view of competition fragility states that high bank concentration rods market power and results in lower profit margins, accordingly reducing bank franchise values that encourage bank risk-taking to increase return.
(Tarek Eldomiaty, Ahmed Fikri, Wael Mostafa, Hager H. M. Amer. The Financial Determinants of Operating Efficiency for Lowand High Competitive Banks in Egypt. Journal of Finance and Bank Management. December 2015, Vol. 3, No. 2, pp. 07-23)

Вариант 5
Self-confidence during consumer decision-making

Literature confirms that self-confident consumers would be selective, yet focused in their information search because they either already possess the product knowledge, or know where to find and access the information they require. They also know how to evaluate product alternatives and how to reduce risk, which fuels the assumption that self-confident consumers possess persuasion knowledge. Understandably, a consumer’s self-confidence will drop if risk perception increases, i.e. when purchase decisions pose considerable repercussions that might be difficult to deal with, for example if the possibility that a product might fail one’s expectations and will have to be replaced or repaired prematurely with unfortunate strain on a household’s budget. Increased risk perception is detrimental in terms of a consumer’s self-confidence during the decision-making process. This is particularly true for consumers who lack relevant product knowledge or who possess subjective knowledge that is inadequate to solve their decision problem.
This could result in consumer dissatisfaction which has unpleasant repercussions for retailers. Scholars confirm that cognitive ability to understand a problem, to detect problems in advance and to solve them, reduces risk perception. The cognitive processes involved in consumer decision-making include problem recognition, information search, a rational pre-purchase evaluation of purchase alternatives, the actual purchase decision as well as a post purchase evaluation process where the product‘s performance is equated to one’s initial expectations - whether realistic or not. The more challenging a purchase decision seems, the more extensive a consumer’s cognitive involvement during a purchase decision, which influences decision-making in multiple ways.
Based on the potential positive contribution of consumer socialisation and product-related consumersocialisation on consumers’ ability to confidently deal with purchase decisions, older consumers are expected to be more experienced and therefore more self-confident and less risk averse than younger consumers, which enhances their potential to make informed purchase decisions.
(Alet C Erasmus, Sunė Donoghue, Lizelle Fletcher. Proposing Persuasion Knowledge as the Antecedent of Consumers’ Self-Confidence during a Complex Purchase Decision. Journal of Marketing Management. December 2015, Vol. 3, No. 2, pp. 27-38)

Вариант 6
Consumers' behavior

Consumers' behaviour in the market place has consequences for the support that retailers need to provide to keep customers happy and to ensure return intentions. Consumers who admit that they need assistance are less of a burden than consumers who are self-confident but whose confidence is based on subjective knowledge that is not correct or complete. The finding that older, more experienced consumers as well as higher income consumers are more self-confident, confirm the vulnerability of lower educated and less experienced consumers. Efforts to support the purchase decisions of these consumers in the marketplace should therefore be encouraged to increase consumer satisfaction and to reduce negative disconfirmation of expectations and complaints which is detrimental for all. The persuasion knowledge of younger consumers could be boosted to encourage and enhance their IA as well as CSF. In store facilitation by well-trained sales executives and provision of non-intimidating product information in an interesting format that young consumers can relate to, are recommended.
Despite insightful conclusions that will hopefully incite further research in the domains of complex consumer decision-making and theory relating to internal factors that influence consumers' deliberation of purchase decisions, the researchers acknowledge the limitations caused by using a four point Likert-type scale in the questionnaire. It is recommended that in future, the measuring scale should allow for SEM using Maximum Likelihood analyses, i.e. preferably five or more increments in the scale. Further research is also recommended to explore the relevance of persuasion knowledge when purchasing other product categories to confirm the need for further attention to consumer self-confidence and related constructs in consumer behaviour literature.
((Alet C Erasmus, Sunė Donoghue, Lizelle Fletcher. Proposing Persuasion Knowledge as the Antecedent of Consumers' Self-Confidence during a Complex Purchase Decision. Journal of Marketing Management. December 2015, Vol. 3, No. 2, pp. 27-38)

Вариант 7
American Depository Receipts (ADRs)

ADRs are financial instruments that facilitate the ownership of foreign securities without taking physical possession of such securities. These receipts indicate investors' claim on the underlying foreign securities. ADRs are usually issued by the U.S. banks called depositories. As Merjos (1984) states "the receipts are contracts between the bank and the holder certifying that a specific number of foreign shares has been deposited with the bank's overseas branch or custodian, and will be held on deposit as long as the ADRs remain outstanding." These banks or depositories actually take physical possession of foreign securities through their foreign branches or custodians, and then issue receipts on these securities. The banks perform several duties for ADR holders which small investors in foreign securities would find difficult or impossible to do on their own. These duties include, receiving dividends on these securities, paying any foreign withholding taxes, converting the proceeds into dollars, and passing the dividends onto the receipt holders.
Origin of ADRs
The guaranty Trust Company of New York introduced ADRs in 1927. This company later merged with J.P. Morgan in 1959 to form the Morgan Guaranty Trust. ADRs did not become popular until recently, as more U.S. investors search for more convenient ways to jump on the international band wagon. Investors are discovering the opportunities in foreign markets as many of these markets have outperformed the U.S. market in recent times.
ADRs are classified into two - sponsored and unsponsored. With sponsored ADRs, the foreign companies appoint a bank to be an intermediary between the company and the ADR holders. The ADRs in this case are fully registered with the SEC, and can trade on the New York Stock Exchange (NYSE) and the American Stock Exchange (ASE). Unsponsored ADRs on the other

hand, are created at the request of U.S. brokerage firms without the active involvement of the foreign companies.
(Dal O. Didia. Emerging Markets, American Depository Receipts and International Diversification. Journal of International Business and Economics. December 2015, Vol. 3, No. 2, pp. 43-50)

Вариант 8
Foreign direct investment

Foreign direct investment (FDI) is desirable and necessary form of capital flow for the growth and development of emerging and developing countries. As Borensztein and Lee iterate that FDI is an important instrument for economic growth as it leads to superior technology transfer into the recipient countries from the developed nations. FDI made by multi-national corporations (MNC) is an important channel to acquire advanced technology by developing countries. FDI also creates technological externalities like knowledge spillovers and demonstration effect for domestic industry. Researches have also shown that FDI has positive effect on the domestic firms' total factor productivity and their propensity to export (Chung et. al. 1994). Overall, the beneficial effects of FDI on economic growth of a country are abundant. Several factors have been identified by scholars, which are expected to increase foreign investment in a developing country. For example, management skills, economies of scale, innovative product technologies, market structure, market size and growth, infrastructure, exchange rate risks, labor costs are important determinants of FDI. Overtime developing countries have been making sincere efforts to attract as much foreign investments into their countries as possible. It is noted that FDI has increased considerably in the developing countries in past 25 years. In developing countries with a GDP per capita of US $ 9075 or less, share of foreign investment rose from a mere 0.1% in 1980 to more than 3% in 1999. Besides economic indicators, lately, scholars have also identified political factors as important determinant of economic growth of a country. Political institutionalization, amount of democratic experience, political learning is some of the things that are seen to have some positive effect on the economic performance of a country. For example, Gerring, et. al. argue that longer a country has experience with democratic institutions, better would be the economic performance.
(Subaran Roy, Swetasree Roy. Foreign Direct Investment, Institution and Economic Growth: Evidence from MENA Region. Journal of Economics and Development Studies. March 2016, Vol. 4, No. 1, pp. 39-49)

Вариант 9
Autocratic and democratic leadership.

Autocratic leaders, who are also known as authoritarian leaders, provide clear explanations for what the task is, what exactly has to be done, when the deadlines are and the way it should be done in. This leadership style is instructions-centric and the ways of controlling the followers. There is also a clear distinction between the leader and the followers. Autocratic leaders make decisions independently with very few or even sometimes no input is done by the rest of the group. Researchers found that decision-making blocked creativity and put limits in the faces of followers under the autocratic leadership. Lew in also found that it is more difficult to move from the autocratic leadership style to a democratic style than from a democratic leadership style to the authoritarian one. The negative part of this style is that it is usually viewed as controlling, bossy, and dictatorial. Autocratic leadership is best used in situations where there is a limited time for taking the opinion of the group and making a decision or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good thing when significant and rapid decisions are needed. However, it creates disorders and even unlikely environments where the followers make the leader hated**.** Autocratic leadership actually has some potential

advantages; if leaders learn to use the elements of the autocratic style properly.
Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process unlike the autocratic style. Researchers have found that this leadership style is usually one of the most effective styles and lead to higher productivity, better contributions from group members, and increased group morale. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and vote on the best course of action afterwards.
(Swapna Bhargavi, Mr. Ibrahim Shehhi. Leadership Styles and Organizational Performance. Strategic Management Quarterly. March 2016, Vol. 4, No. 1, pp. 87-117)

Вариант 10
The effective leader

The effective leader is the leader who leads himself before leading others. The leader’s biggest challenge is to stay accountable for personal and team action. Leaders should have insights, must stay purpose driven to move the team forward and to inspire leadership among them. Even when the organization provides all facilities and motivation systems, the leaders should have the intention to work by themselves with patience to achieve the required results. Self-leading gives the leader an exceptional confidence to lead others without any hesitation because he is actually testing the action on himself. Leaders in the government sectors have further challenges of leading employees that are relatively inexperienced than their counterparts in the private industry. Leading yourself well means that you hold yourself to a higher standard of accountability than others do. In other words, leadership is trusting you and being right. Actually, for these reason leaders should lead by example to begin with to have others emulate them. In terms of research scope to enhance the organizational performance, it is suggested to lead self by implementing the organizational values which will give leaders the credentials to lead others. The organizational values of the government entity considered for this research are: integrity and honesty, justice professionalism, effective communications, excellence.
Leaders have to keep asking themselves how they could be better, how to improve things, how many new ideas are suggested, how many creative thoughts are implemented and how could they help people with better than what they think. Leaders should celebrate their teams’ achievements and appreciate every contribution to goals accomplished. This value is focusing on leaders and how they should be proactive and positive thinkers.
(Swapna Bhargavi, Mr. Ibrahim Shehhi. Leadership Styles and Organizational Performance. Strategic Management Quarterly. March 2016, Vol. 4, No. 1, pp. 87-117)

Шкала оценивания: 1 0 0 балльная.

Критерии оценивания *(нижеследующие критерии оценки являются примерными и могут корректироваться)****:***

85-100 баллов (или оценка **«отлично»)** выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и(или) дополнительных вопросах преподавателя.

70-84 баллов (или оценка **«хорошо»)** выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение; владеет хорошими знаниями вопросов, в обсуждении которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

50-69 баллов (или оценка **«удовлетворительно»)** выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

менее 50 баллов (или оценка **«неудовлетворительно»)** выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

1.2 ВОПРОСЫ ДЛЯ ДИСКУССИИ

№ п/п	Раздел (тема) дисциплины	Вопросы
1	2	3
	Модуль 1. Вводный курс. Обсуждение видов деловых писем. Структура делового письма.	Какие существуют виды деловых писем? Какие особенности структуры делового письма? Из каких блоков состоит письмо-запрос? Чем отличается сопроводительное письмо от других видов деловых писем?
2	Модуль 2: Встречи, представление, контакты. Особенности научного текста и его сущностные характеристики.	Чем отличается научный текст от не научного? Каковы особенности научных текстов? Сформулируйте основные правила работы с научными текстами?
3	Модуль 3: Трудности перевода. Выполнение и обсуждение переводов текстов по специальности и деловых писем.	Какова структура реферата? Существуют ли различия при переводе герундия и существительного? На что необходимо обратить внимание при переводе зависимых и независимых инфинитивных оборотов.
4	Модуль 4: Поиск работы. Устройство на работу. Резюме. C.V. Трудности перевода	Каковы отличия написания резюме и C.V.?

	Основные положения. Существительное. Артикли	Какие особенности употребления артикля “the”? Какие особенности употребления артикля “a”? Возможно ли употребление артиклей с исчисляемыми существительными?
5	Модуль 5: Встреча зарубежного коллеги. Трудности перевода. Функции местоимений в предложении. Слова-заменители Аннотирование	Какие существуют группы местоимений? Какие основные трудности перевода местоимений? Слова-заменители это …….? Какие различают аннотации?
6	Модуль 7: Трудности перевода. Глагол. Выполнение и обсуждение переводов текстов по специальности и деловых писем	Какие существуют временные формы глагола? Назовите отглагольные формы? Какие существуют неличные формы глагола и каковы особенности их перевода? Существуют ли общие особенности у неличных форм?

Шкала оценивания:* *1 0 0 балльная.

Критерии оценивания *(нижеследующие критерии оценки являются примерными и могут корректироваться)**:***

85-100 баллов (или оценка **«отлично»)** выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и(или) дополнительных вопросах преподавателя.

70-84 баллов (или оценка **«хорошо»)** выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение; владеет хорошими знаниями вопросов, в обсуждении которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

50-69 баллов (или оценка **«удовлетворительно»)** выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

менее 50 баллов (или оценка **«неудовлетворительно»)** выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

1.3 ВОПРОСЫ И ЗАДАНИЯ В ТЕСТОВОЙ ФОРМЕ

Модуль 1. Лексико-грамматическое тестирование.
Choose the correct answer. Only one answer is correct.

I work at Poleson Ltd. (1) ______ there since 1967. Last month the manager asked (2) ______ one morning (3) _______ time. He was new so I wondered (4) ________. When I went to see him, he said "I'd like (5) _______ me with a special project. I've heard that you speak German." He said that a factory in Germany wanted a specialist for six months. "Tell me (6) ________ go." I (7) ________ a few days to think about it. "All right," he said, "and if you want all the details, my secretary (8) ________ them to you." So I asked his secretary (9) ________ give me the papers. "I don't know where they are," she said. "When I (10) ________them, I'll phone you. Oh! here they are. Let me (11) _________ them back after you've read them."

When I told my friends about it they all said, "(12) ________!" "I (13) ________," I said. But next day I told the manager I wanted to go and he said, "I hoped (14) _________."

1 **A** I'm working **B** I've been working **C** I am worker **D** I have been worker

2 **A** I should see him **B** me see him **C** that I saw him **D** me to see him

3 **A** when I should have **B** then I should have **C** when I had **D** then I had

4 **A** how he would be **B** how he should be **C** what he would be like **D** how he should like me

5 **A** that you will help **B** that you should help **C** you to help **D** you helping

6 **A** if you may **B** if you can **C** may you **D** can you

7 **A** explained him I liked **B** explained him I'd like
C told him I liked **D** told him I'd like

8 **A** will give **B** is going to give **C** gives **D** is giving

9 **A** please **B** to **C** please to **D** that she

10 **A** am going to find **B** will find **C** find **D** am finding

11 **A** to have **B** have **C** to get **D** get

12 **A** It looks to be marvellous **B** It looks marvellously
C It seems marvellous **D** It seems marvellously

13 **A** didn't yet say that yes **B** haven't said yes yet
C haven't yet said that yes **D** didn't yet say yes

14 **A** that you'd agree **B** that you agreed **C** for you to agree **D** you to agree

Choose the correct answer. Only one answer is correct.

15 Must we ..... this homework tonight?
A to do **B** to make **C** do **D** make

16 My piano is magnificent ..... since I was 18.

A I got it **B** I've got it **C** I have it **D** I've had it

17 The last time … to the library was last week.
A I have gone **B** I have been **C** I was **D** I went

18 My parents …. in this evening.
A are both **B** all are **C** both are **D** are all

19 I don't want …………….. .
A that anybody saw me **B** anybody to see me
C that anybody sees me **D** anybody see me

20 Can I ……. this book back to you?
A to take **B** to bring **C** take **D** bring

21 Why is there …… traffic on the streets in February than in May?
A less **B** fewer **C** few **D** little

22 ………… it's raining, we'll stay at home.
A As **B** Like **C** How **D** Because of

23 Tim sat near the fire …….. warm.
A for to get **B** for get **C** to get **D** for getting

24 I don't know where …………… .
A the lavatory to be **C** be the lavatory **B** is the lavatory **D** the lavatory is

25 We watched carefully ……. the houses.
A during she walked against **B** during she walked towards
C while she walked against **D** while she walked towards

26 Jane had ……. furniture for her room.
A enough **B** many **C** all **D** any

27 I like ……… two records.
A these both **B** both these **C** all these **B** these all

28 To drive a car safely it is ………. good brakes.
A essential with **B** essential having **C** essential to have **D** essential have

29 If you've read my book, please ……. to me.
A give it again **B** give again it **C** give it back **D** give back it

30 ………… people came than I expected.
A Other **B** Fewer **C** Another **D** Few

31 In some countries children normally go ……. bikes.
A to school on **B** to the school on **C** to school by **D** to the school by

32 You'll get cold without your coat,
A Take on it! **B** Take it on! **C** Put on it! **D** Put it on!

33 We haven't got a record player. Let's …………. .
A to borrow the Mary's **B** borrow Mary's
C to lend one of Mary **D** lend Mary's one

34 Mary …………… be in Paris because I saw her in town only an hour ago.
A mustn't **B** isn't able to **C** can't **D** may not

35 The station? Take the second turning ………….. .
A to left, then go straight on **B** to the left, then go straight on
C to left, then go right forward **D** to the left, then go right forward

36 Simon ……….. the club.
A often plays tennis at **B** often plays tennis on
C plays often tennis at **D** plays often tennis on

37 Do you want another cake? No, thank you, ……….. .
A I still have got some left **B** I've still got some left
C I still have some ones **D** I have still some ones

38 The men ..... were all office workers.
A which I talked **B** to those I talked
C those I talked to **D** I talked to

39 ……….. is Oxford from Cambridge?
A How far **B** How long **C** How long away **D** What distant

40 She ………. the cinema, but her husband doesn't go with her.
A used to go **B** usually sees
C often goes to **D** visits sometimes

41 We've looked ……….. for the keys we lost.
A in all places **B** at all places **C** over all **D** everywhere

42 There's something wrong with the table. Yes, I can …………. .
A feel it that it's moving **B** touch its moves
C touch it moving **D** feel it moving

43 Sally never goes to pubs.
A Tom doesn't that either. **B** Tom doesn't too.
C Neither does Tom. **D** Tom does neither

44 .Agnes was the first girl ……………. when you got here.
A you talked to whom **B** you talked to
C whom you talked **D** who talked you

45 Many parents allow their children ……….... own decisions.
A making their **B** making the **C** to make their **D** to make the

46 The teacher says that Mary ……………. work hard next year.
A will have to **B** has better **C** would rather to **D** had rather

47 The American film I saw was …………… .
A not very funny **B** not much funny
C not very fun **D** not too much fun ;

48 Try to find me ... .. scissors.
A a pair **B** two **C** some **D** one

49 Teresa wasn't the only one in the car. …………………. .
A It was some other. **B** It was someone else.
C There was some other. **D** There was someone else.

50 I'd like to leave my car near here. Where's the ……… please?
A nearest parking **B** next parking
C nearest car-park **D** next car park

Шкала оценивания: 100 балльная.
Критерии оценивания:
Каждый вопрос (задание) в тестовой форме оценивается по дихотомической шкале: выполнено – 5 баллов, не выполнено – 0 баллов.
Применяется следующая шкала перевода баллов в оценку по 5-балльной шкале:
85-100 баллов соответствуют оценке **«отлично»**;
70-84 баллов – оценке **«хорошо»;**
50-69 баллов – оценке **«удовлетворительно»;**
менее 50 баллов и менее – оценке «**неудовлетворительно».**

1.4 ПРОЕКТЫ

Модуль 6: Конференция. Проект «Конференция».

Темы проектов

1. FDI
2. Multi-national corporations
3. American Depository Receipts
4. Small and medium sized enterprises
5. Russian economic system
6. E-commerce
7. The gross domestic product

Модуль *8. Power-point презентация. Доклад и презентация Power-point по специальности.*

Темы проектов

1. Известные ученые-экономисты
2. Структура банка
3. Виды криптовалют
4. История бумажных денег
5. Центральный банк России
6. Закон спроса и предложения
7. Национальный совет экономического развития
8. Структура российской экономической системы
9. Отличия российской экономики от зарубежной

Критерии оценивания:

оценка **«отлично»** выставляется обучающемуся, если задание на проект выполнено точно и полно; проект выполнен полностью самостоятельно и демонстрирует сформированные у автора навыки проектной деятельности; в проекте реализован креативный подход: предложено оригинальное (или инновационное) решение; сформулированы мотивированные выводы; рекомендации обоснованы и объективны; безукоризненно выполнены требования к оформлению проекта; защита проекта (презентация и доклад) осуществлена в яркой, интересной форме.

оценка **«хорошо»** выставляется обучающемуся, если задание на проект в целом выполнено; проект выполнен с незначительным участием преподавателя (консультации) и демонстрирует владение автором большинством навыков, необходимых дляосуществления проектной деятельности; в проекте реализован стандартный подход: предложено типовое решение; выводы (заключение) доказательны; осуществлена попытка сделать практические рекомендации; имеются незначительные погрешности в содержании и (или) оформлении проекта; защита проекта (презентация и доклад) осуществлена в традиционной академической форме.

или оценка **«удовлетворительно»** выставляется обучающемуся, если задание на проект выполнено неточно и (или) неполно; выполнение проекта происходило при постоянном участии и помощи преподавателя; предложено наиболее простое, но допустимое решение; в проекте имеются недочеты и ошибки; выводы (заключение) не бесспорны; рекомендации имеются, но носят формальный характер; очевидны недочеты в оформлении проекта; защита проекта осуществлена в устной форме (без презентации) или доклад неотражал основное содержание проекта (или презентация не отражала основные положения доклада).

или оценка **«неудовлетворительно»** выставляется обучающемуся, если задание на проект не выполнено или выполнено менее чем наполовину, при этом автор не обращался (или недостаточно обращался) к преподавателю за консультацией или помощью; в проекте допущены грубые ошибки; отсутствует вывод или автор испытывает затруднения с выводами (заключение носит формальный характер); не соблюдаются требования к оформлению проекта; защита проекта представляла собой неструктурированные рассужденияавтора с отклонением от темы проекта.

1.5 РОЛЕВАЯ ИГРА

Модуль 2. Наименование игры: ***«Встречи, представление, контакты».***

Перечень ролей:
– Деловой партнёр 1;
– Деловой партнёр 2;
– Деловой партнёр 3;

Концепция игры: деловая встреча, на которую партнёр1 пригласил партнёра 2 и 3, которые незнакомы друг с другом, но знакомы с партнёром 1. Участникам необходимо представиться, обменяться информацией о своих компаниях и договориться о дальнейшем сотрудничестве.

Цель игры - развитие специальной иноязычной речевой компетенции обучаемых.

Ожидаемые результаты: закрепление необходимых разговорных формул, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Модуль 4. Наименование игры: ***«Поиск работы. Устройство на работу»***

Перечень ролей:
– Соискатель;
– Представитель компании, проводящий собеседование;

Концепция игры: соискатель приходит на собеседование в компанию, собеседование проводит работник отдела кадров. Соискателю необходимо ответить на вопросы работника отдела кадров. Работнику отдела кадров необходимо задать вопросы соискателю и дать положительный ответ о приёме на работу.

Цель игры - развитие специальной иноязычной речевой компетенции обучаемых.

Ожидаемые результаты: закрепление необходимых разговорных формул, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Модуль 5. Наименование игры: ***«Встреча зарубежного коллеги»***

Перечень ролей:
– Представитель банка;
– Зарубежный коллега;

Концепция игры: участники игры в аэропорту. Один из участников является представителем банка, другой участник приехал на экономический форум, проводимый в банке. Участникам необходимо познакомиться друг с другом, рассказать о банках, которые они представляют, представителю банка необходимо кратко описать программу мероприятия своему зарубежному коллеги и заселить его в гостиницу.

Цель игры - развитие специальной иноязычной речевой компетенции обучаемых.

Ожидаемые результаты: закрепление необходимых разговорных формул, обучение межличностному общению и взаимодействию в условиях совместной профессиональной деятельности и в рамках реально существующих социальных ситуаций взаимодействия.

Критерии оценивания** (нижеследующие критерии оценки являются примерными и могут корректироваться)**:

оценка **«отлично»** выставляется обучающемуся, если он принимает активное участие в ролевой игре и полностью справляется с порученной ему ролью, выполняя требуемые от него трудовые действия и проявляя способность применять на практике необходимые для этого знания, умения и навыки; легко откликается на развитие и неожиданные повороты игрового «профессионального» сюжета, создаваемого преподавателем в режиме реального времени; свободно и эффективно взаимодействует с другими участниками игры (своими «деловыми» партнерами); задания, полученные в ходе игры, выполнены точно и правильно; при обсуждении результатов игры демонстрирует способность к профессиональной саморефлексии.

оценка **«хорошо»** выставляется обучающемуся, если он хорошо ориентируется в искусственно созданной «профессиональной» ситуации, при выполнении своей роли демонстрирует активность и готовность выполнять необходимые трудовые действия, допуская отдельные недочеты; адекватно реагирует на развитие и неожиданные повороты игрового «профессионального» сюжета, создаваемого преподавателем в режиме реального времени; старается «профессионально» взаимодействовать с другими участниками игры (своими «деловыми» партнерами); задания, полученные в ходе игры, выполнены с небольшими недочетами; при обсуждении результатов игры проявляет критичность по отношению к самому себе.

оценка **«удовлетворительно»** выставляется обучающемуся, если он нуждается в посторонней помощи при выполнении трудовых действий, выполняя доверенную ему роль в искусственно созданной «профессиональной» ситуации; при выполнении своей роли демонстрирует неполноту собственных знаний, вследствие чего пассивен и испытывает затруднения при неожиданном развитии игрового

«профессионального» сюжета, создаваемого преподавателем в режиме реального времени; неуверенно взаимодействует с другими участниками игры (своими «деловыми» партнерами); задания, полученные в ходе игры, выполнены с ошибками; при обсуждении результатов игры пассивен, внешнюю оценку предпочитает самооценке.

оценка **«неудовлетворительно»** выставляется обучающемуся, если онне справился с выполнением трудовых действий, необходимых по доставшейся ему роли в искусственно созданной «профессиональной» ситуации; при выполнении своей роли демонстрирует отсутствие элементарных знаний, вследствие чего пассивен и теряется при неожиданном развитии игрового «профессионального» сюжета, создаваемого преподавателемв режиме реального времени; вынужденно и неэффективно взаимодействует с другими участниками игры (своими «деловыми» партнерами); задания, полученные в ходе игры, не выполнены или выполнены с грубыми ошибками; при обсуждении результатов игры не способен дать адекватную профессиональную оценку своим действиям.

2. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

Промежуточная аттестация (зачет)

Написание делового письма зарубежному коллеге-партнёру (приглашение на стажировку, приглашение для участия в конференции, семинаре, приглашение прочитать цикл лекций, запрос о наличии оборудования и т. д.) (10 баллов)

Образец письма

Office of the Vice-Chancellor
Whiteknights House Whiteknights,
PO Box 217 Reading RG6 6A

Southwest state University
97, 50 Let Octyabr'a ul., Kursk, Russia

Date

Dear insert name ,

Office of the Vice-Chancellor Whiteknights House Whiteknights, PO Box 217 Reading RG6 6AH
It is with great pleasure that I write to invite you to the launch of the University of Reading's Centre for Food Security on Thursday 25 November 2010. The Centre offers a new focus for research on the challenges of meeting global demands for food in a sustainable way.

The launch will be marked by a lecture entitled. The global future of food and farming, to be given by Sir John Beddington, Government Chief Scientist. The launch and lecture, which are kindly sponsored by PwC, will be run in partnership with the University of Reading's highly-acclaimed Museum of English Rural Life.

Additional information about the event, together with details about how to get to the venue at the Henley Business School at the University of Reading, are enclosed. I would be extremely grateful if you could R.S.V.P by no later than Friday 29 October to events@reading.ac.uk or 0118 378 7109.

Please advise us of any special mobility or dietary requirements you may have. I hope you are able to accept this invitation and I look forward to hearing from you.

Yours sincerely,

Professor Gordon Marshall

2. **Ролевая игра** (6 баллов): – встреча зарубежного коллеги-партнёра
3. **Теоретический вопрос** (4 балла). Особенности научного текста и его сущностные характеристики.
4. **Письменный перевод текста по специальности со словарём, объём 1800 печ. зн. (16 баллов)**
Every organization needs to think of capital budgeting for a particular year. Capital budgeting is planning where the money of the organization will be invested, and what assets will the organization acquire in a particular year. Sales forecasting helps in this process, and enables the management in arriving at a rough figure of how much of profit can be expected in that year, and

how much of that money can be invested by the organization. It also helps an organization in self-assessment. It tells about the various other marketing strategies that can be followed to increase the sales of the organization. The evaluation of the sales in the past and the present, also helps one understand the rank of the organization in competition with the others in similar business. Any problem in the organizational policies, ways the things are handled in the organization as well as the sales and marketing approach followed by the organization can all be found out during the forecasts and these problems can be attended to before they go out of hand. New business growth strategies can be devised and implemented with the help of the forecast figures. There can be subsequent increase in the earnings of the organization as a result of good sales forecast. These and several other are the benefits of a forecast and hence, it is vital that you conduct a forecast each year for you organization.

1. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ

1.1 ВОПРОСЫ ДЛЯ СОБЕСЕДОВАНИЯ

Контроль индивидуальных заданий для внеаудиторной работы. Перевод текста по специальности.

Вариант 1

Small and medium sized enterprises

One of the many ways of sustaining competitive advantage for small and medium sized enterprises (SMEs) is when employees, not only effectively interact with one another, but do so for the purpose of helping one another accomplish set tasks and responsibilities. Such interactions and help not only ensure that employees freely and willingly share information and knowledge; it does facilitate innovative behaviors of employees, and can lead to competitive advantage for small and medium-sized enterprise.

Building competitive advantage for SMEs has been linked to knowledge management process of an enterprise; encompassing the recognition of a problem, devising ways of solving the problem and institutionalising the problem solving process into the practice(s) of the organization. Employee's social interaction and helping behaviours encourages knowledge sharing and initiate the process of bringing new problem solving ideas into use. Employee Social Interaction (ESI) is a kind of capital to organisations (in their definition of organisational social capital) when they opined that organisations create values by and for themselves through their internal relations among and with employees, as well as building external alliances and reputation. They referred to ESI at work as the relational wealth of firms associated with a common sense of purpose and strong norms of cooperation. Viewed from the perspective lenses of social capital, ESI has a causal relationship with increased growth and better performance of firms. Effective and affective social interactions among employees also breeds organisations' innovative capacity and employees' innovative behaviours, which can lead to competitive advantage of firms. Actions or inactions of an individual employee that support and facilitate the execution and completion of both routine and non-routine work constitute helping behaviours in organisation. Helping behaviour in organisations are the interpersonal, formal and informal actions, inactions, attitude, nuges that are affiliative, cooperative and positively and intentionally directed towards supporting other individuals at work.

(Hakeem AdeniyiAjonbadi, Bashir AboabaMojeed-Sanni, Bisayo Oluwatosin Otokiti. Sustaining Competitive Advantage in Medium-sized Enterprises (MEs) through Employee Social Interaction and Helping Behaviours. Journal of Small Business and Entrepreneurship Development. December 2015, Vol. 3, No. 2, pp. 1-16)

Вариант 2

Information Quality

Information quality refers to the judgment and evaluation that customers do about the information, that is characterized by the degree of precision, by how much the information is really capable of informing and by the relevance (utility) of the information available by the website. In this sense, Gao, Zhang, Wang, and Ba (2012) define information quality as how much the information available about the attributes of a product, brand or company is useful for customers, what helps them evaluate such object. Kim and Niehm (2009) complement such idea by saying that the perception of customers that the website is interactive and that allows them to make their searches, may be positively associated to the overall evaluation that the customer does about the website's information quality. In the online shopping context, information quality can reflect on the product or service quality. By the way, allowing customers to have more discernment on what concerns

important aspects or attributes about the product or service, seen that customers can only evaluate products or services based on the website's presented information, while in traditional retailing, this evaluation can be made from products visualization, in a tangible way. Therefore, customers depend on information available on the websites and the evaluation that the customer does about the quality of the information that the website offers is a vital factor for online purchase websites success. As a result, by providing valuable and detailed information, the chances of attracting and retaining customers increase. People in general, whether they are deciders in companies or costumers, are not perfectly rational neither can be induced to behave in a rational way, which means that, mostly, they are bounded rational individuals (Jiang, Fang, Fan and Wang, 2013). This way, rationality seeks to find preferred behavior alternatives according to some values system or beliefs that allow evaluate the consequences of a specific behavior.
(Gabriel Sperandio Milan, Suélen Bebber, Deonir De Toni, LucieneEberle. Information Quality, Distrust and Perceived Risk as Antecedents of Purchase Intention in the Online Purchase Context. Journal of Management Information System & E-commerce. December 2015, Vol. 2, No. 2, pp. 111-129)

Вариант 3
The gross domestic product

The gross domestic product (GDP) statistics by the United Nation's system of national accounts (SNA) is a cumulative estimation of economic data. In practice, these statistics are largely contingent on countries' basic statistics and the estimation methods differ by country. More specifically, they vary between developed countries such as Japan and developing ones such as China, depending on the circumstances under which the SNA was introduced, statistical systems, and existing statistics. To derive consistent GDP estimates using production, distribution, and expenditure approaches, in 1968, the input–output framework was introduced in the account system. Japan has been faithfully following this framework advocated since 1968 SNA on an annual basis. Using input–output data as a filter, the production side of GDP is estimated using the value added method, while the expenditure side is calculated using the commodity flow method. However, in China, it is well-known that the national account system is compliant with the material product balances system(MPS) set up during the planned economy period. During its transition from a centrally planned economy to a socialist market one, China also switched from an MPS-based to SNA-based national account system. As a result, the framework to generate GDP statistics follows this historical background. In China, input–output tables are created every five years, and thus, the lack of annually tabulated data is a constraint in estimating basic statistics and particularly, GDP statistics. Each industry's value added and expenditure item are estimated separately using various statistics. Therefore, the discrepancy between production and expenditure is greater than that in Japan. In addition, China considers production-side estimates as a GDP criterion since its basic statistics are relatively rich. Japan and China have adopted significantly different estimation methods for real GDP, which is used to calculate economic growth rates.
(LI Jie, KUROKO Masato. Single Deflation Bias in Value Added: Verification Using Japanese Real Input–Output Tables (1960–2000). Journal of Economics and Development Studies. March 2016, Vol. 4, No. 1, pp. 16-30)

Вариант 4
Determinants of Competitiveness and Efficiency in the Banking Sector

Recent studies on bank competition stress on the importance to design bank activities that can be used to face competitive forces rather than depending on market structures offer a theoretical model that related bank competition to country's financial stability. Further empirical evidence is evident in certain African countries, such as Zambia where positive and significant association is reported between market-based financial reforms and bank cost efficiency. According to the relevant literature, bank competition can be measured by two main streams: structural and nonstructural approaches. The structural approach constitutes a natural link between concentration and competition and includes two models: (a) the structure-conduct-performance paradigm and (b) efficiency hypothesis. The former model states that bank performance is greatly affected by exogenous factors related to market structure, explicitly basic demand and supply conditions. This model is used to test whether higher levels of concentration in the market cause collusive behavior among larger banks and thus result in superior performance investigates the relationship between market structure and performance by claiming that high efficient banks gain market share by reducing prices as a result of their profit maximizing behavior(Berger, 1995). That is, market concentration results from the superior efficiency of leading banks.

On the other hand, the nonstructural approach states that competition can be measured directly without the use of the relationship between structure, conduct, and performance. Competition, under the nonstructural approach, can be measured using factors such as revenue behavior, risk profiles, and entry and/or exit barriers. Two strands in the literature have been discussed concerning bank competition and financial stability. The traditional view of competition fragility states that high bank concentration rods market power and results in lower profit margins, accordingly reducing bank franchise values that encourage bank risk-taking to increase return.

(Tarek Eldomiaty, Ahmed Fikri, Wael Mostafa, Hager H. M. Amer. The Financial Determinants of Operating Efficiency for Lowand High Competitive Banks in Egypt. Journal of Finance and Bank Management. December 2015, Vol. 3, No. 2, pp. 07-23)

Вариант 5

Self-confidence during consumer decision-making

Literature confirms that self-confident consumers would be selective, yet focused in their information search because they either already possess the product knowledge, or know where to find and access the information they require. They also know how to evaluate product alternatives and how to reduce risk, which fuels the assumption that self-confident consumers possess persuasion knowledge. Understandably, a consumer’s self-confidence will drop if risk perception increases, i.e. when purchase decisions pose considerable repercussions that might be difficult to deal with, for example if the possibility that a product might fail one’s expectations and will have to be replaced or repaired prematurely with unfortunate strain on a household’s budget. Increased risk perception is detrimental in terms of a consumer’s self-confidence during the decision-making process. This is particularly true for consumers who lack relevant product knowledge or who possess subjective knowledge that is inadequate to solve their decision problem.

This could result in consumer dissatisfaction which has unpleasant repercussions for retailers. Scholars confirm that cognitive ability to understand a problem, to detect problems in advance and to solve them, reduces risk perception. The cognitive processes involved in consumer decision-making include problem recognition, information search, a rational pre-purchase evaluation of purchase alternatives, the actual purchase decision as well as a post purchase evaluation process where the product‘s performance is equated to one’s initial expectations - whether realistic or not. The more challenging a purchase decision seems, the more extensive a consumer’s cognitive involvement during a purchase decision, which influences decision-making in multiple ways.

Based on the potential positive contribution of consumer socialisation and product-related consumersocialisation on consumers’ ability to confidently deal with purchase decisions, older consumers are expected to be more experienced and therefore more self-confident and less risk averse than younger consumers, which enhances their potential to make informed purchase decisions.

(Alet C Erasmus, Sunė Donoghue, Lizelle Fletcher. Proposing Persuasion Knowledge as the Antecedent of Consumers’ Self-Confidence during a Complex Purchase Decision. Journal of Marketing Management. December 2015, Vol. 3, No. 2, pp. 27-38)

Вариант 6
Consumers' behavior

Consumers' behaviour in the market place has consequences for the support that retailers need to provide to keep customers happy and to ensure return intentions. Consumers who admit that they need assistance are less of a burden than consumers who are self-confident but whose confidence is based on subjective knowledge that is not correct or complete. The finding that older, more experienced consumers as well as higher income consumers are more self-confident, confirm the vulnerability of lower educated and less experienced consumers. Efforts to support the purchase decisions of these consumers in the marketplace should therefore be encouraged to increase consumer satisfaction and to reduce negative disconfirmation of expectations and complaints which is detrimental for all. The persuasion knowledge of younger consumers could be boosted to encourage and enhance their IA as well as CSF. In store facilitation by well-trained sales executives and provision of non-intimidating product information in an interesting format that young consumers can relate to, are recommended.
Despite insightful conclusions that will hopefully incite further research in the domains of complex consumer decision-making and theory relating to internal factors that influence consumers' deliberation of purchase decisions, the researchers acknowledge the limitations caused by using a four point Likert-type scale in the questionnaire. It is recommended that in future, the measuring scale should allow for SEM using Maximum Likelihood analyses, i.e. preferably five or more increments in the scale. Further research is also recommended to explore the relevance of persuasion knowledge when purchasing other product categories to confirm the need for further attention to consumer self-confidence and related constructs in consumer behaviour literature.
((Alet C Erasmus, Sunė Donoghue, Lizelle Fletcher. Proposing Persuasion Knowledge as the Antecedent of Consumers' Self-Confidence during a Complex Purchase Decision. Journal of Marketing Management. December 2015, Vol. 3, No. 2, pp. 27-38)

Вариант 7
American Depository Receipts (ADRs)

ADRs are financial instruments that facilitate the ownership of foreign securities without taking physical possession of such securities. These receipts indicate investors' claim on the underlying foreign securities. ADRs are usually issued by the U.S. banks called depositories. As Merjos (1984) states "the receipts are contracts between the bank and the holder certifying that a specific number of foreign shares has been deposited with the bank's overseas branch or custodian, and will be held on deposit as long as the ADRs remain outstanding." These banks or depositories actually take physical possession of foreign securities through their foreign branches or custodians, and then issue receipts on these securities. The banks perform several duties for ADR holders which small investors in foreign securities would find difficult or impossible to do on their own. These duties include, receiving dividends on these securities, paying any foreign withholding taxes, converting the proceeds into dollars, and passing the dividends onto the receipt holders.
Origin of ADRs
The guaranty Trust Company of New York introduced ADRs in 1927. This company later merged with J.P. Morgan in 1959 to form the Morgan Guaranty Trust. ADRs did not become popular until recently, as more U.S. investors search for more convenient ways to jump on the international band wagon. Investors are discovering the opportunities in foreign markets as many of these markets have outperformed the U.S. market in recent times.
ADRs are classified into two - sponsored and unsponsored. With sponsored ADRs, the foreign companies appoint a bank to be an intermediary between the company and the ADR holders. The ADRs in this case are fully registered with the SEC, and can trade on the New York Stock Exchange (NYSE) and the American Stock Exchange (ASE). Unsponsored ADRs on the other hand, are created at the request of U.S. brokerage firms without the active involvement of the

foreign companies.
(Dal O. Didia. Emerging Markets, American Depository Receipts and International Diversification. Journal of International Business and Economics. December 2015, Vol. 3, No. 2, pp. 43-50)

Вариант 8
Foreign direct investment

Foreign direct investment (FDI) is desirable and necessary form of capital flow for the growth and development of emerging and developing countries. As Borensztein and Lee iterate that FDI is an important instrument for economic growth as it leads to superior technology transfer into the recipient countries from the developed nations. FDI made by multi-national corporations (MNC) is an important channel to acquire advanced technology by developing countries. FDI also creates technological externalities like knowledge spillovers and demonstration effect for domestic industry. Researches have also shown that FDI has positive effect on the domestic firms' total factor productivity and their propensity to export (Chung et. al. 1994). Overall, the beneficial effects of FDI on economic growth of a country are abundant. Several factors have been identified by scholars, which are expected to increase foreign investment in a developing country. For example, management skills, economies of scale, innovative product technologies, market structure, market size and growth, infrastructure, exchange rate risks, labor costs are important determinants of FDI. Overtime developing countries have been making sincere efforts to attract as much foreign investments into their countries as possible. It is noted that FDI has increased considerably in the developing countries in past 25 years. In developing countries with a GDP per capita of US $ 9075 or less, share of foreign investment rose from a mere 0.1% in 1980 to more than 3% in 1999. Besides economic indicators, lately, scholars have also identified political factors as important determinant of economic growth of a country. Political institutionalization, amount of democratic experience, political learning is some of the things that are seen to have some positive effect on the economic performance of a country. For example, Gerring, et. al. argue that longer a country has experience with democratic institutions, better would be the economic performance.
(Subaran Roy, Swetasree Roy. Foreign Direct Investment, Institution and Economic Growth: Evidence from MENA Region. Journal of Economics and Development Studies. March 2016, Vol. 4, No. 1, pp. 39-49)

Вариант 9
Autocratic and democratic leadership.

Autocratic leaders, who are also known as authoritarian leaders, provide clear explanations for what the task is, what exactly has to be done, when the deadlines are and the way it should be done in. This leadership style is instructions-centric and the ways of controlling the followers. There is also a clear distinction between the leader and the followers. Autocratic leaders make decisions independently with very few or even sometimes no input is done by the rest of the group. Researchers found that decision-making blocked creativity and put limits in the faces of followers under the autocratic leadership. Lew in also found that it is more difficult to move from the autocratic leadership style to a democratic style than from a democratic leadership style to the authoritarian one. The negative part of this style is that it is usually viewed as controlling, bossy, and dictatorial. Autocratic leadership is best used in situations where there is a limited time for taking the opinion of the group and making a decision or where the leader is the most knowledgeable member of the group. The autocratic approach can be a good thing when significant and rapid decisions are needed. However, it creates disorders and even unlikely environments where the followers make the leader hated. Autocratic leadership actually has some potential advantages; if leaders learn to use the elements of the autocratic style properly.

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process unlike the autocratic style. Researchers have found that this leadership style is usually one of the most effective styles and lead to higher productivity, better contributions from group members, and increased group morale. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and vote on the best course of action afterwards.
(Swapna Bhargavi, Mr. Ibrahim Shehhi. Leadership Styles and Organizational Performance. Strategic Management Quarterly. March 2016, Vol. 4, No. 1, pp. 87-117)

Вариант 10
The effective leader

The effective leader is the leader who leads himself before leading others. The leader's biggest challenge is to stay accountable for personal and team action. Leaders should have insights, must stay purpose driven to move the team forward and to inspire leadership among them. Even when the organization provides all facilities and motivation systems, the leaders should have the intention to work by themselves with patience to achieve the required results. Self-leading gives the leader an exceptional confidence to lead others without any hesitation because he is actually testing the action on himself. Leaders in the government sectors have further challenges of leading employees that are relatively inexperienced than their counterparts in the private industry. Leading yourself well means that you hold yourself to a higher standard of accountability than others do. In other words, leadership is trusting you and being right. Actually, for these reason leaders should lead by example to begin with to have others emulate them. In terms of research scope to enhance the organizational performance, it is suggested to lead self by implementing the organizational values which will give leaders the credentials to lead others. The organizational values of the government entity considered for this research are: integrity and honesty, justice professionalism, effective communications, excellence.
Leaders have to keep asking themselves how they could be better, how to improve things, how many new ideas are suggested, how many creative thoughts are implemented and how could they help people with better than what they think. Leaders should celebrate their teams' achievements and appreciate every contribution to goals accomplished. This value is focusing on leaders and how they should be proactive and positive thinkers.
(Swapna Bhargavi, Mr. Ibrahim Shehhi. Leadership Styles and Organizational Performance. Strategic Management Quarterly. March 2016, Vol. 4, No. 1, pp. 87-117)

Шкала оценивания: 100 балльная.

Критерии оценивания *(нижеследующие критерии оценки являются примерными и могут корректироваться)**:***

85-100 баллов (или оценка **«отлично»)** выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и(или) дополнительных вопросах преподавателя.

70-84 баллов (или оценка **«хорошо»)** выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение;

владеет хорошими знаниями вопросов, в обсуждении которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

50-69 баллов (или оценка **«удовлетворительно»)** выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

менее 50 баллов (или оценка **«неудовлетворительно»)** выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

1.2 ВОПРОСЫ ДЛЯ ДИСКУССИИ

№ п/п	Раздел (тема) дисциплины	Вопросы
1	2	3
	Модуль 1. Вводный курс. Обсуждение видов деловых писем. Структура делового письма.	Какие существуют виды деловых писем? Какие особенности структуры делового письма? Из каких блоков состоит письмо-запрос? Чем отличается сопроводительное письмо от других видов деловых писем?
2	Модуль 2: Особенности научного текста и его сущностные характеристики. Выполнение и обсуждение переводов текстов по специальности и деловых писем.	Чем отличается научный текст от не научного? Каковы особенности научных текстов? Сформулируйте основные правила работы с научными текстами?
4	Модуль 3: Резюме. C.V. Написание резюме и CV.	Каковы отличия написания резюме и C.V.?

Шкала оценивания:* *1 0 0 балльная.

Критерии оценивания *(нижеследующие критерии оценки являются примерными и могут корректироваться)**:***

85-100 баллов (или оценка **«отлично»)** выставляется обучающемуся, если он принимает активное участие в беседе по большинству обсуждаемых вопросов (в том числе самых сложных); демонстрирует сформированную способность к диалогическому мышлению, проявляет уважение и интерес к иным мнениям; владеет глубокими (в том числе дополнительными) знаниями по существу обсуждаемых вопросов, ораторскими способностями и правилами ведения полемики; строит логичные, аргументированные, точные и лаконичные высказывания, сопровождаемые яркими примерами; легко и заинтересованно откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и(или) дополнительных вопросах преподавателя.

70-84 баллов (или оценка **«хорошо»)** выставляется обучающемуся, если он принимает участие в обсуждении не менее 50% дискуссионных вопросов; проявляет уважение и интерес к иным мнениям, доказательно и корректно защищает свое мнение; владеет хорошими знаниями вопросов, в обсуждении которых принимает участие; умеет не столько вести полемику, сколько участвовать в ней; строит логичные, аргументированные высказывания, сопровождаемые подходящими примерами; не всегда откликается на неожиданные ракурсы беседы; не нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

50-69 баллов (или оценка **«удовлетворительно»)** выставляется обучающемуся, если он принимает участие в беседе по одному-двум наиболее простым обсуждаемым вопросам; корректно выслушивает иные мнения; неуверенно ориентируется в содержании обсуждаемых вопросов, порой допуская ошибки; в полемике предпочитает занимать позицию заинтересованного слушателя; строит краткие, но в целом логичные высказывания, сопровождаемые наиболее очевидными примерами; теряется при возникновении неожиданных ракурсов беседы и в этом случае нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

менее 50 баллов (или оценка **«неудовлетворительно»)** выставляется обучающемуся, если он не владеет содержанием обсуждаемых вопросов или допускает грубые ошибки; пассивен в обмене мнениями или вообще не участвует в дискуссии; затрудняется в построении монологического высказывания и (или) допускает ошибочные высказывания; постоянно нуждается в уточняющих и (или) дополнительных вопросах преподавателя.

2. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ

Промежуточная аттестация (зачет)

Написание делового письма зарубежному коллеге-партнёру (приглашение на стажировку, приглашение для участия в конференции, семинаре, приглашение прочитать цикл лекций, запрос о наличии оборудования и т. д.) (10 баллов)

Образец письма

Office of the Vice-Chancellor
Whiteknights House Whiteknights,
PO Box 217 Reading RG6 6A

Southwest state University
97, 50 Let Octyabr’a ul., Kursk, Russia

Date

Dear insert name ,

Office of the Vice-Chancellor Whiteknights House Whiteknights, PO Box 217 Reading RG6 6AH It is with great pleasure that I write to invite you to the launch of the University of Reading's Centre for Food Security on Thursday 25 November 2010. The Centre offers a new focus for research on the challenges of meeting global demands for food in a sustainable way.

The launch will be marked by a lecture entitled. The global future of food and farming, to be given by Sir John Beddington, Government Chief Scientist. The launch and lecture, which are kindly sponsored by PwC, will be run in partnership with the University of Reading's highly-acclaimed Museum of English Rural Life.

Additional information about the event, together with details about how to get to the venue at the Henley Business School at the University of Reading, are enclosed. I would be extremely grateful if you could R.S.V.P by no later than Friday 29 October to events@reading.ac.uk or 0118 378 7109.

Please advise us of any special mobility or dietary requirements you may have. I hope you are able to accept this invitation and I look forward to hearing from you.

Yours sincerely,

Professor Gordon Marshall

2. **Ролевая игра** (6 баллов): – встреча зарубежного коллеги-партнёра
3. **Теоретический вопрос** (4 балла). Особенности научного текста и его сущностные характеристики.
4. **Письменный перевод текста по специальности со словарём, объём 1800 печ. зн. (16 баллов)**
   Every organization needs to think of capital budgeting for a particular year. Capital budgeting is planning where the money of the organization will be invested, and what assets will the organization acquire in a particular year. Sales forecasting helps in this process, and enables the management in arriving at a rough figure of how much of profit can be expected in that year, and how much of that money can be invested by the organization. It also helps an organization in self-assessment. It tells about the various other marketing strategies that can be followed to increase the sales of the organization. The evaluation of the sales in the past and the present, also helps one understand the rank of the organization in competition with the others in similar business. Any problem in the organizational policies, ways the things are handled in the organization as well as the sales and marketing approach followed by the organization can all be found out during the forecasts and these problems can be attended to before they go out of hand. New business growth strategies can be devised and implemented with the help of the forecast figures. There can be subsequent increase in the earnings of the organization as a result of good sales forecast. These and several other are the benefits of a forecast and hence, it is vital that you conduct a forecast each year for you organization.