

**Federal State Autonomous Educational Institution of Higher Education "Moscow  
Institute of Physics and Technology  
(National Research University)"**

**APPROVED**  
**Vice Rector for Academic Affairs**

**A.A. Voronov**

**Work program of the course (training module)**

**course:** English Language. Leadership in Science, Industry and Academia/Английский язык.  
Лидерство в науке, промышленности и образовании

**major:** Applied Mathematics and Informatics

**specialization:** Modern State of Artificial Intelligence/Современные методы искусственного  
интеллекта

“Pusk” Online and Supplementary Education Centre

Foreign Languages Department

**term:** 1

**qualification:** Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

Academic hours: 120 AH in total, including:

lectures: 0 AH.

seminars: 120 AH.

laboratory practical: 0 AH.

Independent work: 60 AH.

In total: 180 AH, credits in total: 4

Number of course papers, tasks: 4

Authors of the program:

M.N. Sysoeva, senior methodologist

E.V. Usachev, senior professor

E.E. Sokolova, candidate of philological sciences, associate professor, associate professor

The program was discussed at the Foreign Languages Department 28.02.2025

## Annotation

The working program of the discipline "English language. Leadership in Science, Industry and Academia" is designed for students improving their professional communication skills in English (level B2/C1). The duration of the course is 1 year, 4 classroom hours per week. The program of the discipline is aimed at developing social and intercultural communicative competencies in professional activities to develop a team strategy in order to solve professionally oriented communicative tasks in the academic, professional and business fields; project-research competence aimed at developing a scientific, technological or business project and solving communicative problems in communicating with representatives of various professional and social groups, establishing relationships with sponsors, partners, the public, suppliers, clients, journalists, etc.

### 1. Study objective

#### Purpose of the course

Formation and development of social, business, cultural and professionally-oriented communicative competencies in accordance with the Common European Framework of Reference for solving communicative tasks in the socio-cultural, academic and professional-business spheres of activity, as well as for the development of professional and personal qualities of master's graduates.

#### Tasks of the course

To form the learner's ability to solve communicative tasks by language means in various situations of intercultural communication, to interact on the interpersonal and professional level in a foreign language, considering the peculiarities of the culture of the language being studied, as well as the ability to overcome intercultural differences in situations of social and professional communication. To achieve the goals and objectives of studying the course, students are to master a foreign language general professional communicative competence, including:

Linguistic competence: the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language.

Sociolinguistic competence: the ability to use and transform language forms in accordance with the situation of foreign-language communication.

Sociocultural competence: the ability to consider verbal and non-verbal behavior of the studied language country in communication.

Social competence: the ability to interact with communication partners, possession of appropriate strategies.

Discursive competence: the ability to understand and achieve coherence of individual statements in meaningful communicative models.

Strategic competence: the ability to use the most effective strategies in solving communicative tasks.

Object competence: knowledge of meaningful information when organizing one's own statement or understanding other people's statements.

Pragmatic competence: the ability to choose the most effective and expedient way of expressing thoughts, depending on the conditions of the communicative act and the task set.

### 2. List of the planned results of the course (training module), correlated with the planned results of the mastering the educational program

Mastering the discipline is aimed at the formation of the following competencies:

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological or other depending on the project type), forecast the expected results and possible areas of their application

UC-2 Able to manage a project through all stages of its life cycle	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Able to organise and lead a team, developing a team strategy to achieve a goal	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional field, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

### 3. List of the planned results of the course (training module)

As a result of studying the course the student should:

know:

- methods of system and critical analysis;
- methods of developing an action strategy to identify and solve a problem situation;
- stages of the project life cycle;
- stages of project development and implementation; methods of project development and management;
- methods of team formation;
- methods of effective management of teams, characteristics of communicative behavior in the process of intercultural communication;
- basic theories of leadership and leadership styles;
- rules and patterns of personal and business foreign language oral and written communication;
- modern communication technologies in Russian and foreign languages, culturally conditioned features of communication in the process of intercultural communication;
- existing professional communities for professional interaction;
- patterns and features of the socio-historical development of various cultures;
- features of intercultural diversity of society;
- rules and technologies of effective intercultural interaction; methods of self-assessment, self-control and self-development.

be able to:

- apply methods of a system approach and critical analysis of problem situations;
- to search for solutions to the problem situation and develop a strategy of actions to achieve the goal, to make certain decisions for its implementation, using the skills of foreign language oral and written speech;
- to assess the impact of the decisions taken on the external environment of the planned activity and the relationships of the participants in this activity;
- to develop a project considering the analysis of alternative options for its implementation, to determine the target stages, the main directions of work;
- formulate goals and objectives, relevance, significance related to the preparation and implementation of the project, expected outcomes and possible areas of their application, using the skills of foreign language oral and written speech;
- manage the project at all stages of its life cycle;
- organize and coordinate work with due account for the diversity of the project participants' cultures;
- develop a plan of group and organizational communications during the preparation and implementation of the project;
- formulate tasks for team members to achieve the goal; develop a team strategy using the skills of foreign language oral and written speech;
- apply effective team leadership styles to achieve the set goal;
- exchange business information in oral and written forms in the language being studied;
- to present the results of academic, scientific and professional activities at various events, including international;
- to put into practice communication technologies, methods and patterns of business communication for academic and professional interaction;
- to identify the specifics of the philosophical and scientific traditions of the main world cultures, to understand and tolerate the intercultural diversity of the society;
- analyze and consider the diversity of cultures in the process of intercultural interaction;
- to solve the tasks of personal and professional development, to determine and implement priorities for improving the own activities;
- apply methods of self-assessment and self-control; apply methodologies of improving and preserv health in the process of life.

master:

- methodology of system and critical analysis of problem situations;
- methods of setting goals, determining ways to achieve it, developing strategies for actions using foreign language oral and written speech skills;
- methods of project development and management, forecasting the results of activities using the skills of foreign language oral and written speech;
- methods of assessing the need for resources and the effectiveness of the project using the skills of foreign language oral and written speech;
- ability to analyze, design and organize interpersonal, group and organizational communications in a team to achieve a goal;
- methods of organizing and managing a team, applying the skills of intercultural interaction in the language being studied;
- methodology of interpersonal business communication in the language being studied, using professional language forms, means and modern communication technologies for academic, scientific and professional interaction;
- methods and skills of effective intercultural interaction;
- skills necessary for writing translation and editing various academic texts (abstracts, essays, reviews, articles, etc.);
- ability to determine theoretical and practical significance of the cultural and linguistic factor in the interaction of various philosophical and scientific traditions;
- technologies and skills to manage the own cognitive activity and improve it based on self-assessment, self-control and principles of self-education throughout life.

#### **4. Content of the course (training module), structured by topics (sections), indicating the number of allocated academic hours and types of training sessions**

##### **4.1. The sections of the course (training module) and the complexity of the types of training sessions**

	Types of training sessions, including independent work
--	--

№	Topic (section) of the course	Lectures	Seminars	Laboratory practical	Independent work
1	Topic 1. New reality of the concept of leadership		20		10
2	Topic 2. Qualities of a successful leader		20		10
3	Topic 3. Rhetoric of leadership as a method of verbal influence		20		10
4	Topic 4. Leadership in Science		20		10
5	Topic 5. The influence of national and gender stereotypes on leadership		20		10
6	Topic 6. Leadership in Education		20		10
AH in total			120		60
Exam preparation		0 AH.			
Total complexity		180 AH., credits in total 4			

#### 4.2. Content of the course (training module), structured by topics (sections)

Semester: 1 (Fall)

##### 1. Topic 1. New reality of the concept of leadership

Modern concepts of leadership. The nature of leadership. The concept and main features. Theories and styles of leadership. Factors determining the choice of leadership style. Combination of styles. Basic principles of developing leadership qualities. Strategic thinking and decision making. Change management. Leadership and management: similarities and distinctive features. Communicative tasks (oral and written communication): to form a clear idea of the definition and main features of leadership; to describe and compare modern approaches to leadership; to argue the choice of the most relevant leadership concept for a specific professional sphere; to characterize various theories and their application in real situations; to describe and compare various leadership styles (for example, authoritarian, democratic, transformational); to analyze examples of the application of leadership styles in a professional environment; to practice the selection of a leadership style depending on the situation and type of team; to compare the functions of a leader and a manager in various professional contexts; to discuss the boundaries and intersections of leadership and management.

##### 2. Topic 2. Qualities of a successful leader

Personal characteristics of a leader. Behavior patterns. Verbal/non-verbal behavior of a leader. Main types of activities. The role of a leader in a team. Leadership communication: organizing interpersonal, group and organizational communications. Team and motivation, open dialogue, feedback. Emotional intelligence. Conflict resolution. Success and its formula. Effectiveness. Communication tasks (oral and written communication): discuss what qualities are important for successful leadership in modern conditions; discuss the influence of modern trends on the development of leadership skills; compare the personal qualities of different types of leaders; practice active listening and feedback skills in a leadership role; provide arguments for defining "team spirit"; collaborate, cooperate, express your point of view, constructively overcome differences, use the potential of the group and achieve collective work results; ask clarifying questions, leading the interlocutor to your opinion; act as a mediator in the event of conflicts and successfully resolve them; create an atmosphere of friendliness and openness around you; express an opinion persuasively and influence the opinion of the interlocutor; recognize the needs and interests of the interlocutor and build on them in the process of dialogue; focuses on developing self-awareness, empathy and interpersonal skills in order to improve both individual leadership abilities and overall team dynamics; recognize and understand your emotions, strengths and weaknesses, make conscious decisions and understand the impact of your actions on others; identify the components of successful leadership and success in general in achieving a set goal; interview successful leaders and analyze the components of their success and achievements.

### 3. Topic 3. Rhetoric of leadership as a method of verbal influence

Communication skills. The role of communication in leadership. Linguistic and cognitive aspects of leadership. Language techniques in leadership. Semantics and its impact on communication. Biased formulations, slang, jargon, metaphors and other expressive means of language, their importance in communication. Misunderstanding, its causes and consequences. Rhetoric. Rhetorical techniques, their main features, advantages and disadvantages. Using rhetorical techniques for influence and persuasion.

Communication tasks (oral and written communication): learn to clearly and effectively express your vision, expectations and feedback in both oral and written communication; understand the importance of effective communication for successful leadership; establish the most effective rules of communication when interacting with a team; discuss ways to resolve conflicts in a team through communication; have a clear understanding and be able to operate various semantic and expressive means of language for successful communication; understand and analyze the language strategies of successful leaders; describe the role of intonation, rhetorical devices, and speech style in leadership communication; practice the effective use of language to motivate and persuade; analyze rhetorical devices in speeches by famous leaders; create and present your own speeches using effective rhetorical strategies; discuss the importance of rhetoric in shaping a leader's image.

Semester: 2 (Spring)

### 4. Topic 4. Leadership in Science

Scientific leadership and its historical transformations. Scientific potential and leadership in science. The communicative nature of leadership in science as a specific model. World leaders in science and technology. Using the potential of artificial intelligence technologies in scientific leadership. Storytelling in leadership. Science and technology. Strategies for achieving success in scientific leadership. Communicative tasks (oral and written communication): describe what a leader's scientific potential includes; argue the importance of leadership qualities for realizing scientific potential; discuss examples of successful use of scientific potential by leaders; analyze the features of scientific communication as a leadership tool; practice effective communication skills in the scientific environment (e.g. scientific presentations, negotiations); discuss the role of communication in forming scientific teams; describe the biographies and achievements of the world's leading leaders in science and technology; compare the approaches of different leaders to achieving success; discuss what makes a person a world leader in science; describe examples of using AI to manage scientific projects; argue the role of AI as a tool for scientific leadership; discuss the ethical aspects of using AI in scientific work; use prompt engineering to solve scientific problems; create and present stories that motivate scientific teams; analyze examples of storytelling used by scientific leaders; discuss the role of storytelling in promoting scientific ideas and projects; describe modern trends in science and technology; discuss how technology is transforming scientific leadership; argue for the need to integrate technology into scientific activities; discuss strategies that help achieve success in scientific leadership; develop plans for achieving success in a scientific career; discuss the skills and qualities needed to be a successful scientific leader.

## 5. Topic 5. The influence of national and gender stereotypes on leadership

Peculiarities of leadership in different cultural contexts. Intercultural barriers in communication and ways to overcome them. Effective leadership strategies in multinational teams. The role of emotional intelligence in intercultural communication of leaders. The influence of cultural differences on decision-making and conflict management. Leadership in the Russian context. Gender differences in leadership. Women in scientific leadership. Historical examples of women leaders. Gender stereotypes and their influence on leadership. Ways to overcome barriers for women in leadership. Peculiarities of communication of women leaders. The role of women leaders in promoting inclusiveness and diversity. Cultural differences in the perception of women leaders. Communicative tasks (oral and written communication): describe the characteristic features of leadership in different cultures (e.g. Western vs. Eastern approaches); compare leadership styles in cultures with high and low contextuality; discuss how cultural traditions influence the perception of leaders; discuss examples of intercultural communication barriers (language, non-verbal, values); offer strategies and techniques for overcoming cultural barriers in leadership communication; practice active listening and adaptive communication skills in an intercultural environment; discuss approaches to motivating employees from different cultures; propose and justify effective methods of interaction in multinational teams; practice formulating universal messages that take into account cultural diversity; discuss how differences in values and norms affect the decision-making process in teams; compare conflict management strategies in different cultures; practice conflict resolution methods taking into account the cultural characteristics of the participants; compare the leadership styles of men and women; discuss the reasons for the existence of gender differences in leadership; argue the importance of gender balance in organizational management; describe examples of successful women in scientific leadership; discuss the influence of women leaders on the development of scientific fields; discuss the problems faced by women in science and ways to solve them; tell about the biographies of famous women leaders of the past; analyze the successes and influence of historical women leaders on modern society; discuss the importance of historical women's leadership for the formation of modern approaches; describe common gender stereotypes in leadership; discuss the influence of stereotypes on women's career development; argue the importance of overcoming stereotypes for the development of women's leadership; propose and discuss strategies for overcoming barriers for women in leadership; discuss the role of educational and career programs to support women leaders; argue the need for legislative initiatives to ensure gender equality; describe the key features of the communication style of women leaders; compare the communication approaches of women and men in leadership; practice effective communication skills in a leadership role.

## 6. Topic 6. Leadership in Education

Current trends in education and educational policy. Educational organizations, types of education and specific features of regulating their activities. Leadership in the educational process. The role of a teacher/mentor: people development, coaching. Leadership in literature. Ethics and legislation in educational leadership. Corporate culture Leadership in educational projects and startup development. Transformational leadership in the context of digitalization of education. The role of leadership in managing changes in educational situations. Communicative tasks (oral and written communication): discuss current trends in education; analyze the needs and values of the target audience in educational organizations, discuss the specifics of management and leadership work in the educational process; practice the leadership skills of a teacher/mentor, apply the coaching style of leadership for the development of an individual and a specialist; analyze literary works that reveal the theme of leadership; compare the images of leaders in literature of different eras and genres; discuss the qualities and strategies of literary leaders that are applicable in real life; Argue which literary characters can be examples of effective leadership; Discuss examples of ethical dilemmas faced by leaders in education; Argue the importance of compliance with the law for successful leadership; Develop strategies for resolving ethical conflicts in a professional environment; Discuss the role of corporate and professional ethics in building leadership; Describe the key leadership qualities necessary for the successful launch of a project/startup; Discuss examples of well-known projects/startups and the role of leaders in their success; Argue how a leader can inspire a project/startup team to achieve goals; Describe the qualities and skills of a leader that help manage change; Practice developing a change management strategy for educational situations; Argue the importance of leadership in overcoming crisis situations.

## **5. Description of the material and technical facilities that are necessary for the implementation of the educational process of the course (training module)**

A classroom for conducting training sessions provided for by the course (training module) program, equipped with training facilities and technical means of training: an interactive smartboard (screen), a multimedia projector, sound reproducing equipment, a computer for the teacher with the possibility to connect to the Internet and provide access to the MIPT electronic information and educational environment

## **6. List of the main and additional literature, that is necessary for the course (training module) mastering**

### Main literature

1. How to write a research article / E. Bazanova, S. Suchkova. – Moscow: Nauka, 2020.
2. Английский язык для технических направлений (B1–B2) / Н. Л. Байдикова, Е. С. Давиденко. – Москва: Юрайт, 2022.
3. Английский язык для академических целей / Т. А. Барановская, А. В. Захарова, Т. Б. Поспелова, Ю. А. Суворова. – Москва: Юрайт, 2022.
4. Английский язык в международном бизнесе / Л. В. Ступникова. – Москва: Юрайт, 2022.
5. Английский язык для физиков и инженеров / И. Ю. Коваленко. – Москва: Юрайт, 2022.

### Additional literature

1. Академическое письмо. Лексика. Developing Academic Literacy / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. – Москва: Юрайт, 2022.
2. Английский язык для публичных выступлений (B1-B2) / Л. С. Чикилева. – Москва: Юрайт, 2022.
3. Market Leader advanced / I. Dubicka, M. O'Keeffe, Harlow, Pearson : FT Publishing, 2011



#### Рекомендуемая литература для самостоятельного изучения

1. Boxman, R., & Boxman, E. (2017). Communicating science a Practical Guide for Engineers and Physical Scientists. New Jersey: World Scientific.
2. Feak, C. B., & Swales, J. M. (2011). English in Today's Research World. Writing Introductions Across Genres. Michigan: University.
3. Loehle, C. (2010). Becoming a successful scientist: strategic thinking for scientific discovery. Cambridge: Cambridge University Press.
4. Walliman, N. (2009). Your research project: a step-by-step guide for the first-time researcher. Los Angeles: Sage.
5. Lebrun, Jean-Luc. (2009). Walliman, N. (2009). When the Scientist Presents: An Audio and Video Guide to Science Talks. World Scientific Pub Co Inc.
6. Erin, M. (2014). The Culture Map: Breaking Through the Invisible Boundaries of Global Business. PublicAffairs™
7. Evans, V. (2016). The FT Essential Guide to Writing a Business Plan: How to win backing to start up or grow your business. 2nd ed. — FT Press.
8. Barrow, C., Barrow, P., Brown, R. (2012). The Business Plan Workbook. 7th ed. — Kogan Page.
9. Sullivan, D., Hardy, B. (2020). Who Not How: The Formula to Achieve Bigger Goals Through Accelerating Teamwork. Hay House Business.
10. Garcia, H.F. (2012). The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, Rough Cuts. FT Press.
11. Harris, P.R., Moran, R.T., Moran, S.V. (2007). Managing cultural differences: Global leadership strategies for the 21st century. 7th edition. — Butterworth-Heinemann, 2007.
12. Carter, L., Ulrich, D., Goldsmith, M. (eds.) (2005). Best practices in leadership development and organizational change. John Wiley & Sons, Inc., Pfeiffer.
13. Gibson, R. (2002). Intercultural Business Communication. Oxford University Press.
14. Collins, D. (2020). The Organizational Storytelling Workbook: How to Harness this Powerful Communication and Management Tool. Routledge.
15. Del Negro, J.M. (Ed.) (2021). Storytelling: Art and Technique. 5th edition. — Libraries Unlimited.
16. Akash, K. (2015). TED Talks Storytelling: 23 Storytelling Techniques from the Best TED Talks. Createspace Independent Publishing Platform.
17. Dolan, G. (2017). Stories for Work: The Essential Guide to Business Storytelling. Wiley.
18. Hiebert, M., Klatt, B. (2001). The Encyclopedia of Leadership. A Practical Guide to Popular Leadership Theories and Techniques. New York: McGraw-Hill.
19. Dubrin, A. J. (2019). Leadership: Research Findings, Practice, and Skills. 9th. ed. — Cengage Learning.
20. Harrison, E. Bruce, Mulhberg, J. (2014) Leadership Communications: How Leaders Communicate and How Communicators Lead in Today's Global Enterprise. Business Expert Press.
21. Wright, D. (2013). The Myths and Realities of Teamwork. Bookboon, 2013.
22. Lewis, R. D. (2006). When cultures collide: Managing successfully across cultures. London: N. Brealey Pub.
23. Love, B.A. (2016). IT Project Management. A Geek's Guide to Leadership. CRC Press.
24. Durham, M.O., Durham, R.A., Durham, R. (2006). Leadership & Success in Relationships & Communication. Dream Point Publishers.
25. Hiebert, M., Klatt, B. (2001). The Encyclopedia of Leadership. A Practical Guide to Popular Leadership Theories and Techniques. New York: McGraw-Hill.
26. O'Hair, D., Wieman, M. (2020). Real Communication: An Introduction. Bedford, St. Martin's.

#### 7. List of web resources that are necessary for the course (training module) mastering

1. lms.mipt.ru – виртуальная обучающая среда LMS МФТИ для обеспечения образовательного процесса с применением электронного обучения (далее – ЭО) и дистанционных образовательных технологий (далее – ДОТ).
2. <http://uefap.com/reading/readfram.htm> - дополнительные тексты для чтения
3. <http://uefap.com/writing/writfram.htm> - задания по развитию навыков письменной речи
4. [https://owl.purdue.edu/owl\\_exercises/esl\\_exercises/paraphrase\\_and\\_summary\\_exercises/intermediate\\_paraphrase\\_exercises.html](https://owl.purdue.edu/owl_exercises/esl_exercises/paraphrase_and_summary_exercises/intermediate_paraphrase_exercises.html) - упражнения по письменному реферированию на более высоком уровне
5. <http://ted.com> – сайт с видео-отрывками, которые магистранты смотрят в качестве домашнего задания

6. <https://threeminutethesis.uq.edu.au/> – 3 Minute Thesis-ежегодный конкурс по теме научного исследования магистрантов и аспирантов
7. <https://www.phrasebank.manchester.ac.uk/> – Academic phrase bank – бесплатное электронное справочное пособие для авторов научных публикаций
8. Grammarly – бесплатный онлайн-сервис на основе искусственного интеллекта для помощи в написании текстов на английском языке (<https://www.grammarly.com/>)
9. Reverso – веб-сайт, специализирующийся на автоматизированном переводе и помощи в изучении языка. Сайт предлагает онлайн-словари, перевод в контексте, проверку орфографии, поиск синонимов и средства грамматического спряжения (<https://context.reverso.net>)
10. Linguee – онлайн-словарь и система контекстуального поиска переводов, позволяющая найти, как слова и фразы переводились людьми в существующих билингвистических текстах (<https://www.linguee.ru/>)
11. Ludwig.guru - лингвистическая поисковая система, которая проверяет грамматику, синтаксис, стилистику и последовательность предложений на английском языке (<https://ludwig.guru/>)
12. Sage Publications Research Reference material <https://methods.sagepub.com> – интерактивный справочник для подготовки научного проекта
13. Preparing Research Proposal  
<https://www.skoltech.ru/research/en/grants-contracts/the-award-lifecycle/preparing-proposal/> – рекомендации по разработке научного проекта в области технологий
14. Writing a research proposal  
<https://www.monash.edu/rlo/graduate-research-writing/write-the-thesis/writing-a-research-proposal> – инструкция по написанию научного проекта
15. Sample Research Proposal with comments  
<https://www.uh.edu/~lsong5/documents/A%20sample%20proposal%20with%20comment.pdf> – образец научного проекта на английском языке
16. 7 tips to create the best research paper title  
<https://paperpal.com/blog/researcher-resources/phd-pointers/7-tips-to-create-the-best-research-paper-title> – инструкция по написанию темы научного или технологического проекта
17. Organizing academic research papers: purpose of guide  
<https://library.sacredheart.edu/c.php?g=29803&p=185901> – руководство по организации научных исследовательских работ
18. How to write a problem statement <https://www.figma.com/resource-library/problem-statement/> – обучающий материал по описанию проблемы научного проекта
19. How to write objectives  
<https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml> – статья о принципах описания цели научного проекта
20. Shark Tank Global – материал по привлечению инвестиций в технологический проект
21. Attraction of investments  
<https://esfcompany.com/en/articles/economics-and-finance/attraction-of-investments-stages-of-investment-project-evaluation/> – материал по привлечению инвестиций в технологический проект
22. Quizlet – сервис для быстрого создания тестов, которые помогут запомнить любой материал разными способами (на слух, написание и т.д.) (<https://quizlet.com/ru>)
23. Glossary maker – сервис для создания списка лексических единиц по уровню сложности, включая определения, синонимы, антонимы, производные слова и др. <https://www.wordsmyth.net/>

## **8. List of information technologies used for implementation of the educational process, including a list of software and information reference systems (if necessary)**

Practical classes are held with the use of multimedia technologies: multimedia presentations, work on an interactive smartboard, Internet information resources.

Independent work of students is conducted using a virtual learning environment system based on LMS MIPT, which helps students get access to various sources of multimedia information, makes it possible to organize communication of all participants in the educational process, provides for interactive control and self-control of tasks, and testing.

## **9. Guidelines for students to master the course**

A student studying the course (training module) is to master the communicative competence, which includes: linguistic competence (the ability to correctly construct grammatical forms and syntactic constructions in accordance with the norms of the studied language), sociolinguistic competence (the ability to use and transform language forms in accordance with the situation of foreign language communication), socio-cultural competence (the ability to consider verbal and non-verbal behavior of the studied language country in communication), social competence (the ability to interact with communication partners, possession of appropriate strategies), discursive competence (the ability to understand and achieve coherence of individual statements in meaningful communicative models) strategic competence (the ability to use the most effective strategies in solving communicative tasks), object competence (knowledge of meaningful information when organizing one's own statement or understanding other people's statements), pragmatic competence (the ability to communicate and to implement any statement, taking into account the conditions under which the act of speaking (listening, writing) is carried out, the status of the addressee, the object of discussion, etc.) for the development of personal and professional qualities, awareness of the social significance of their professional activities, respect and compliance with the principles of ethics, morality, and tolerance).

Mastering of the subject takes place in practical classroom lessons and in the process of the student's independent work.

In practical classes the main attention is paid to the formation of skills in oral speech activities (speaking, listening). The formation of skills in written types of speech activities (reading, writing) is implemented both in the classroom and on the platform of the virtual learning environment LMS MIPT in conditions of self-control, mutual control and mutual testing by students, as well as remote control by the teacher.

Practical classes are conducted on the basis of a communicative approach using active/interactive forms of work:

- work in small groups;
- discussion;
- educational games (role-playing, problem role-playing, business);
- heuristic conversation;
- watching and discussing videos;
- presentations based on modern multimedia.

Successful mastering of the course (training module) syllabus as a whole and the effectiveness of each practical class directly depends on the regular independent work of the postgraduate. Tasks for independent work are to be completed by the student in full and exactly within the specified time frame. Independent work includes:

- revision and consolidation of the material covered;
- performing lexical and grammatical exercises aimed at the formation of language skills;
- reading and checking the understanding of texts;
- listening to audio recordings and watching videos, performing tasks for them;
- performing creative written tasks aimed at the formation of speech skills;
- preparation of monological and dialogical statements on the topic under study.

Instruction and in-progress assessment of independent work is carried out remotely on the platform of the virtual learning environment LMS MIPT. If there are questions or difficulties, the postgraduate can contact the teacher using the information and communication resources of the remote platform.

In-progress assessment of the course is conducted at each practical class in oral and written forms. The object of in-progress assessment is the level of language and speaking skills formation.

**Assessment funds for course (training module)**

<b>major:</b>	Applied Mathematics and Informatics
<b>specialization:</b>	Modern State of Artificial Intelligence/Современные методы искусственного интеллекта “Pusk” Online and Supplementary Education Centre Foreign Languages Department
<b>term:</b>	<u>1</u>
<b>qualification:</b>	Master

Semesters, forms of interim assessment:

1 (fall) - Pass/fail exam

2 (spring) - Grading test

**Authors:**

M.N. Sysoeva, senior methodologist

E.V. Usachev, senior professor

E.E. Sokolova, candidate of philological sciences, associate professor, associate professor

## 1. Competencies formed during the process of studying the course

Code and the name of the competence	Competency indicators
UC-1 Use a systematic approach to critically analyze a problem, and develop an action plan	UC-1.1 Systematically analyze the problem situation, identify its components and the relations between them
	UC-1.2 Search for solutions by using available sources
	UC-1.3 Develop a step-by-step strategy for achieving a goal, foresee the result of each step, evaluate the overall impact on the planned activity and its participants
UC-2 Able to manage a project through all stages of its life cycle	UC-2.1 Set an objective within a defined scientific problem; formulate the agenda, relevance, significance (scientific, practical, methodological or other depending on the project type), forecast the expected results and possible areas of their application
	UC-2.2 Forecast the project outcomes, plan necessary steps to achieve the outcomes, chart the project schedule and monitoring plan
	UC-2.3 Organize and coordinate the work of project stakeholders, provide the team with necessary resources
	UC-2.4 Publicly present the project results (or results of its stages) via reports, articles, presentations at scientific conferences, seminars, and similar events
UC-3 Able to organise and lead a team, developing a team strategy to achieve a goal	UC-3.1 Organize and coordinate the work of the project stakeholders and help resolve disputes and conflicts
	UC-3.2 Consider the interests, specific behavior, and diversity of opinions of team members/colleagues/counterparties
	UC-3.3 Foresee the results (consequences) of both individual and collective actions
	UC-3.4 Plan teamwork, distribute tasks to team members, hold discussions of different ideas and opinions
UC-4 Use modern communication tools in the academic and professional field, including those in a foreign language	UC-4.1 Exchange business information in oral and written forms in Russian and at least one foreign language
	UC-4.2 Use the acquired skills to write, translate, and edit various academic texts (abstracts, essays, reviews, articles, etc.)
	UC-4.3 Present the results of academic and professional activities at various academic events, including international conferences
	UC-4.4 Use modern ICT tools for academic and professional collaboration
UC-5 Analyze and consider cultural diversity in intercultural interactions	UC-5.1 Identify specific philosophical and scientific traditions in major world cultures
	UC-5.2 Define the theoretical and practical significance of cultural and linguistic factors within various interrelated philosophical and scientific traditions
UC-6 Determine priorities and ways to improve performance through self-assessment	UC-6.1 Achieve personal growth and professional development, determine priorities and ways to improve performance
	UC-6.2 Evaluate performance results in correlation with the set objectives and applied methods

## 2. Competency assessment indicators

As a result of studying the course the student should:

**know:**

- methods of system and critical analysis;
- methods of developing an action strategy to identify and solve a problem situation;
- stages of the project life cycle;
- stages of project development and implementation; methods of project development and management;
- methods of team formation;
- methods of effective management of teams, characteristics of communicative behavior in the process of intercultural communication;
- basic theories of leadership and leadership styles;
- rules and patterns of personal and business foreign language oral and written communication;
- modern communication technologies in Russian and foreign languages, culturally conditioned features of communication in the process of intercultural communication;
- existing professional communities for professional interaction;
- patterns and features of the socio-historical development of various cultures;
- features of intercultural diversity of society;
- rules and technologies of effective intercultural interaction; methods of self-assessment, self-control and self-development.

**be able to:**

- apply methods of a system approach and critical analysis of problem situations;
- to search for solutions to the problem situation and develop a strategy of actions to achieve the goal, to make certain decisions for its implementation, using the skills of foreign language oral and written speech;
- to assess the impact of the decisions taken on the external environment of the planned activity and the relationships of the participants in this activity;
- to develop a project considering the analysis of alternative options for its implementation, to determine the target stages, the main directions of work;
- formulate goals and objectives, relevance, significance related to the preparation and implementation of the project, expected outcomes and possible areas of their application, using the skills of foreign language oral and written speech;
- manage the project at all stages of its life cycle;
- organize and coordinate work with due account for the diversity of the project participants' cultures;
- develop a plan of group and organizational communications during the preparation and implementation of the project;
- formulate tasks for team members to achieve the goal; develop a team strategy using the skills of foreign language oral and written speech;
- apply effective team leadership styles to achieve the set goal;
- exchange business information in oral and written forms in the language being studied;
- to present the results of academic, scientific and professional activities at various events, including international;
- to put into practice communication technologies, methods and patterns of business communication for academic and professional interaction;
- to identify the specifics of the philosophical and scientific traditions of the main world cultures, to understand and tolerate the intercultural diversity of the society;
- analyze and consider the diversity of cultures in the process of intercultural interaction;
- to solve the tasks of personal and professional development, to determine and implement priorities for improving the own activities;
- apply methods of self-assessment and self-control; apply methodologies of improving and preserv health in the process of life.

**master:**

- methodology of system and critical analysis of problem situations;
- methods of setting goals, determining ways to achieve it, developing strategies for actions using foreign language oral and written speech skills;
- methods of project development and management, forecasting the results of activities using the skills of foreign language oral and written speech;
- methods of assessing the need for resources and the effectiveness of the project using the skills of foreign language oral and written speech;
- ability to analyze, design and organize interpersonal, group and organizational communications in a team to achieve a goal;
- methods of organizing and managing a team, applying the skills of intercultural interaction in the language being studied;
- methodology of interpersonal business communication in the language being studied, using professional language forms, means and modern communication technologies for academic, scientific and professional interaction;
- methods and skills of effective intercultural interaction;
- skills necessary for writing translation and editing various academic texts (abstracts, essays, reviews, articles, etc.);
- ability to determine theoretical and practical significance of the cultural and linguistic factor in the interaction of various philosophical and scientific traditions;
- technologies and skills to manage the own cognitive activity and improve it based on self-assessment, self-control and principles of self-education throughout life.

### **3. List of typical control tasks used to evaluate knowledge and skills**

3. List of typical questions, tasks, topics for preparation for in-progress assessment in regards to modules

The list of typical control tasks is provided in the attached file.

Methodological recommendations defining the procedure for assessing knowledge, skills and proficiency and (or) experience of current monitoring of academic performance in the discipline

The assessment of knowledge, skills and proficiency, characterizing the stages of formation of competencies in the discipline of a foreign language, is comprehensive and is carried out in the form of current and midterm monitoring of students' academic performance, carried out using the MIPT point-rating system (BRS). The assessment of the success of mastering a discipline (module) is expressed in a 100-point scale of the MIPT BRS, as the total points that the student scores based on the results of current monitoring of academic performance and midterm assessment in the semester (final rating).

Current monitoring of academic performance is carried out during the semester in order to monitor the acquisition of knowledge, skills and level of proficiency in a foreign language by students to solve communicative problems in the socio-cultural, academic and professional-business spheres of activity, timely identification of difficulties in mastering the discipline (module) and their elimination, as well as providing timely individual advisory assistance to students.

The indicator of current monitoring of academic performance is the completion of all types of academic work provided for by the working program of the discipline (module), including the student's classroom work, attendance of practical (seminar) classes and academic activity in foreign language classes.

The types, forms, assessment criteria, frequency and procedure for conducting current monitoring of students' academic performance (hereinafter referred to as control points) are determined independently in accordance with the set tasks and the specifics of the implemented working program of the discipline (module).

Monitoring current academic performance includes checking knowledge, skills and abilities:

- in classes (surveys, interactive conversations, reports, presentations, role-playing games, completing control tasks on various types of speech activity and tests to check lexical and grammatical skills);
- based on the results of individual independent work (preparation of oral reports, completion of online training tests and assignments for monitoring and self-monitoring of listening, reading, writing and lexical and grammatical skills in the MIPT LMS.
- during individual consultations with students who have academic debts.

To organize current monitoring of academic achievements within an academic discipline (module), checkpoints are determined that are optimally located in the time interval for studying the discipline (module) (Learning Outcomes Monitoring Plan) and are communicated to students: for the first year in the second week of the academic semester, in other cases - in the first lesson of the semester, and are also posted on the educational platform in the MIPT LMS.

No more than 7 calendar days are allocated for checking written work as part of the current monitoring of academic performance in the semester. The teacher leading the discipline (module) is obliged to promptly inform students about the results of passing each checkpoint, about academic achievements at different stages of mastering the discipline (module) and make timely results of assessment activities (including for written assignments) in the electronic journal so that students can see grades on the MIPT LMS platform in a timely manner.

If a student falls behind the schedule of current assessment activities (failure to complete all control points provided for by the program and failure to submit individual assignments, etc.) for the discipline (module) being studied, this results in the formation of a current debt.

The grade for current work in the semester is determined in total at the end of the semester based on the intermediate rating points received by the student in the semester, taking into account their overall workload, and is set as a weighted average grade.

The points that make up the current rating are recorded by the teaching staff in the MIPT LMS electronic journal. When calculating rating points in the MIPT LMS, the rounding rule to an integer is applied.

### Academic Honesty and Plagiarism

**Plagiarism:** Plagiarism is the theft of someone else's ideas and work. It is the incorporation of facts, ideas, or specific language which are not common knowledge, are taken from another source, and are not properly cited. In submitting any work, whether on paper or electronically, you agree to abide by the MIPT's regulations on plagiarism. You also undertake that the work is all your own, that you have properly acknowledged and cited all materials used from the published or unpublished works of others, and that the work has not previously been submitted for any other of your courses. You also agree, in submitting the work, that MIPT may take steps to authenticate the material submitted, including (but not limited to) submitting the work to a plagiarism checking service and copying the work to another member or members of staff.

**Using ChatGPT and other Generative AI tools:** In this course, generative AI is permitted in specific contexts and with acknowledgment. The Department of Foreign Languages supports responsible experimentation with generative AI tools, such as OpenAI's ChatGPT and/or others, but there are important considerations to keep in mind when using these tools, including information security and data privacy, compliance, copyright, and academic integrity. You must give credit to AI tools whenever they are used, even if it is simply to create ideas rather than usable text or illustrations. When using AI tools on assignments, you should add an appendix showing

- a) the entire exchange, highlighting the most relevant sections;
- b) a description of precisely which AI tools were used (e.g. ChatGPT or other);
- c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, illustrations of key concepts, etc.);
- d) an account of why AI tools were used (e.g. to save time, to overcome writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, etc.).

**Research, Fabrication and Falsification:** Students are expected to be honest and accurate in all work submitted, whether it involves scientific research or writing articles in journalism courses, or any other course. Fabrication is the intentional act of making up data, results, or quotes, and includes falsely citing sources or citing sources never utilized. Falsification is the manipulation of research including the distortion or omission of important data or results. Like plagiarism, fabrication and falsification are serious violations of academic integrity that are subject to review by the Administrative Board for disciplinary action.

### Course Policies and Expectations



Class attendance and participation points are given to encourage your active class participation and discussion. You will be rewarded with an extra score as long as you frequently come to class and actively contribute to the class discussions.

#### Attendance

Your consistent attendance is essential. If you are absent without medical excuse more than once, your total course grade will be lowered. On your first unexcused absence, you will receive a letter from your course instructor warning you of your situation. Three late arrivals in class of more than 15 minutes will count as an absence. If you must miss a class, please let your course instructor know in advance, and know that your assigned work is still due on time. Please get in touch with a classmate to learn what was covered.

#### 4. Evaluation criteria

A list of typical (approximate) questions and tasks is in the attached file.

Assessment of the success of students in mastering the material on the subject (knowledge, skills, proficiency) characterizing the stages of formation of competencies is carried out in the form of current and intermediate control, carried out using the point-rating system (PRS) of MIPT and is expressed in a 100-point scale (Score/Points):

##### Excellent:

The grade "excellent (10)" is given to a student who received 96-100 points in the point-rating system of assessment.

The grade "excellent (9)" is given to a student who received 91-95 points in the point-rating system of assessment.

The grade "excellent (8)" is given to a student who received 86-90 points in the point-rating system of assessment.

##### Good:

The grade "good (7)" is given to a student who received 81-85 points in the point-rating system.

The grade "good (6)" is given to a student who received 76-80 points in the point-rating system.

The grade "good (5)" is given to a student who received 71-75 points in the point-rating system.

##### Satisfactory:

The grade "satisfactory (4)" is given to a student who received 66-70 points in the point-rating system.

The grade "satisfactory (3)" is given to a student who received 60-65 points in the point-rating system.

##### Unsatisfactory:

The grade "unsatisfactory (2)" is given to a student who received 48-59 points in the point-rating system.

The grade "unsatisfactory (1)" is given to a student who received 0-47 points in the point-rating system.

The criteria for assessing knowledge, skills and abilities and (or) work experience are presented in the attached file.

#### 5. Methodological materials defining the procedures for the assessment of knowledge, skills, abilities and/or experience

Midterm assessment upon completion of the course is conducted in the 1st semester (fall) in the form of a credit and in the 2nd semester (spring) in the form of a differentiated credit. Each of them consists of 2 parts: oral and written.

Interim assessment in the form of a test is carried out during the test week. Each part of the test (oral and written) is allocated 10 points in the rating.

Out of 10 points for the oral part of the test:

0-5 points are formed based on the results of students' participation in all types of oral speech activities during classes and are entered into the LMS MIPT electronic journal automatically as a total score at the end of the fall semester;

The student receives 0-5 points during the test week during the midterm assessment.

The written part of the midterm assessment in the form of credit z is completed through independent testing ISTOK, conducted by DIYA in the last academic week of the semester and assessed from 0 (zero) to 10 points (clause 2.2 of the Regulation on testing in the Department of Foreign Languages, in the current version).

Interim assessment in the form of an exam is carried out during the examination week and includes an oral and written part.

Each part (oral and written) is worth 5 points.

All students are admitted to the oral part of the differentiated test, regardless of the number of points received for the written part.

The final rating for the semester when mastering a discipline is a maximum of 100 points and is formed as a sum of points consisting of the following components:

Fall semester (credit):

The current rating (points based on the results of current monitoring of academic performance in the semester) is a maximum of 80 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current control milestones (checkpoints);
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 20 points, including:

- 10 points for the oral part;
- 10 points for the written part.

Spring semester (differentiated credit).

Current rating (points based on the results of the current monitoring of academic performance in the semester) - maximum 90 points, including:

- 4 points - class attendance;
- 12 points - academic activity in classes;
- 48 points - current monitoring milestones (checkpoints);
- 10 points - independent testing;
- 16 points - completion of mandatory written work for the semester.

The maximum number of points for midterm assessment is 10 points, including:

- 5 points - for the oral part;
- 5 points - for the written part.

During the academic semester, the current rating for the discipline must be at least 60% of the maximum current rating.

All types of academic work must be completed exactly within the timeframes stipulated by the curriculum.

## Integrated Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	<b>The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>addresses the task completely</li> <li>contains appropriate and sufficient information from the text (written/audio/v video) and its analysis</li> <li>shows an excellent understanding of the task purpose and the target audience</li> <li>is logically and consistently organised</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>demonstrates comprehensive knowledge of the norms of the specific task type</li> <li>uses an appropriate format and register throughout</li> <li>communicates ideas in an effective and convincing way</li> <li>constantly holds the target listeners' attention (monologue) or effectively interacts with a partner</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>demonstrates clear and natural pronunciation</li> <li>uses intonation to convey the message effectively</li> <li>demonstrates accurate use of sentence and word stress</li> <li>shows no evident hesitations</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>demonstrates good control of varied grammatical structures and vocabulary adequate to the required level</li> <li>contains minor errors which do not affect comprehension</li> </ul>
4	<b>Contains the features of 5 and 3</b>				
3	<b>The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>mainly addresses the task</li> <li>includes some of the content from the text (written/audio/v video) relevant to the task</li> <li>shows difficulties in understanding of the task purpose and the target audience</li> <li>has some errors in logical organisation and consistency though they do</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>demonstrates sufficient knowledge of the norms of the specific task type</li> <li>uses mainly appropriate format and register</li> <li>communicates ideas in a relatively effective and convincing way</li> <li>mainly holds the target listeners' attention or interacts with a partner</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>demonstrates pronunciation which is mostly clear and natural</li> <li>uses intonation which is sometimes effective to convey the message</li> <li>uses sentence stress and word stress generally accurately</li> <li>maintains overall flow of speech despite</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level</li> <li>contains errors in vocabulary and grammar structures which do not hinder comprehension</li> </ul>

		not seriously interfere with communication of the message		some hesitations	
<b>2</b>	<b>Contains the features of 3 and 1</b>				
<b>1</b>	<b>The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>• partially addresses the task</li> <li>• provides insufficient content from the text (written/audio/video) relevant to the task</li> <li>• shows a lack of understanding of the task purpose and audience</li> <li>• is not logically organised and inconsistent</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• demonstrates insufficient knowledge of the norms of the specific task type</li> <li>• produces text with an inconsistent or inappropriate format and register</li> <li>• fails to communicate ideas in an effective and convincing way</li> <li>• fails to keep the target listeners' attention or communicate with a partner</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding</li> <li>• fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• demonstrates minimal control over vocabulary and grammatical structures adequate to the required level</li> <li>• uses language which is difficult to understand, due to errors in vocabulary and grammatical structures</li> </ul>
<b>0</b>	Speaker makes no attempt to respond or response is unrelated to the task				

### Integrated Writing

	<b>General description</b>	<b>Content</b>	<b>Communicative achievement</b>	<b>Organisation</b>	<b>Language use</b>
<b>5</b>	<b>The response fulfills the demands of the task with minor lapses of completeness. A response at this level is characterised by all of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>• addresses the task completely</li> <li>• contains appropriate and sufficient information from the text (written/audio/video) and its analysis</li> <li>• shows an excellent understanding of the task purpose and the target audience</li> <li>• presents a clear progression of</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• demonstrates comprehensive knowledge of the norms of the specific task type</li> <li>• uses an appropriate format and register throughout</li> <li>• communicates ideas in an effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• is coherent (logically and consistently organised, easy to understand)</li> <li>• uses a wide range of cohesive devices</li> <li>• meets word count requirements</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• demonstrates good control of varied grammatical structures and vocabulary adequate to the required level</li> <li>• minor errors do not affect comprehension</li> <li>• demonstrates the accurate use of punctuation marks, spelling and capitalisation rules</li> </ul>

		ideas with appropriate detail			
4	<b>Contains the features of 5 and 3</b>				
3	<b>The response is connected to the task, though it misses some relevant information or contains inaccuracies. A response at this level is characterised by at least three of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>• mainly addresses the task</li> <li>• includes some of the content from the text (written/audio/video) relevant to the task</li> <li>• shows difficulties in understanding of the task purpose and the target audience</li> <li>• demonstrates limited development of ideas</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• demonstrates sufficient knowledge of the norms of the specific task type</li> <li>• uses mainly appropriate format and register</li> <li>• communicates ideas in a relatively effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• demonstrates limited coherence</li> <li>• uses some cohesive devices</li> <li>• meets the word count requirements</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level</li> <li>• contains errors in vocabulary and grammar structures which do not hinder comprehension</li> <li>• contains errors in punctuation, spelling and capitalisation</li> </ul>
2	<b>Contains the features of 3 and 1</b>				
1	<b>The response is very limited in content or coherence or is only minimally connected to the task. A response at this level is characterised by at least three of the following:</b>	<p>The answer</p> <ul style="list-style-type: none"> <li>• partially addresses the task</li> <li>• provides insufficient content from the text (written/audio/video) relevant to the task</li> <li>• shows lack of understanding of the task purpose and audience</li> <li>• shows minimal development of ideas</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• demonstrates insufficient knowledge of the norms of the specific task types</li> <li>• produces text with an inconsistent or inappropriate format and register</li> <li>• fails to communicate ideas in an effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• lacks coherence</li> <li>• uses cohesive devices either insufficiently or inappropriately</li> <li>• is either above or below the required word count</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>• demonstrates minimal control over vocabulary and grammatical structures adequate to the required level</li> <li>• uses language which is difficult to understand, due to errors in vocabulary and grammatical structures</li> <li>• demonstrates inaccurate use of punctuation, spelling and capitalisation</li> </ul>
0	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

## Independent Speaking

	General description	Content	Communicative achievement	Delivery	Language use
5	<p><b>The response fulfills the demands of the task with minor lapses of completeness.</b></p> <p><b>A response at this level is characterised by all of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– addresses the task completely</li> <li>– shows an excellent understanding of the task purpose and the target audience</li> <li>– is logically and consistently organised</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>– demonstrates comprehensive knowledge of the norms of the specific task type</li> <li>– uses an appropriate format and register throughout</li> <li>– communicates ideas in an effective and convincing way</li> <li>– constantly holds the target listeners' attention (monologue) or effectively interacts with a partner</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>–demonstrates clear and natural pronunciation</li> <li>–uses intonation to convey the message effectively</li> <li>–demonstrates accurate use of sentence and word stress</li> <li>–shows no evident hesitations</li> <li>–purposefully applies a range of digital tools (if required)</li> <li>–demonstrates a strong ability to to design effective and appealing visuals (if required)</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>–demonstrates good control of varied grammatical structures and vocabulary adequate to the required level</li> <li>–contains minor errors which do not affect comprehension</li> </ul>
4	<b>Contains the features of 5 and 3</b>				
3	<p><b>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</b></p> <p><b>A response at this level is characterised by at least three of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– mainly addresses the task</li> <li>– shows difficulties in understanding of the task purpose and the target audience</li> <li>– has some errors in logical organisation and consistency though they do not seriously interfere with communication of the message</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>–demonstrates sufficient knowledge of the norms of the specific task type</li> <li>–uses mainly appropriate format and register</li> <li>–communicates ideas in a relatively effective and convincing way</li> <li>–mainly holds the target</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>–demonstrates pronunciation which is mostly clear and natural</li> <li>–uses intonation which is sometimes effective to convey the message</li> <li>–uses sentence stress and word stress generally accurately</li> <li>maintains overall flow of speech</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level</li> <li>– contains errors in vocabulary and grammar structures which do not hinder comprehension</li> </ul>

			listeners' attention or interacts with a partner	despite some hesitations –purposefully applies an average number of digital tools (if required) –demonstrates an average ability to design effective and appealing visuals (if required)	
<b>2</b>	<b>Contains the features of 3 and 1</b>				
<b>1</b>	<p><b>The response is very limited in content or coherence or is only minimally connected to the task.</b></p> <p><b>A response at this level is characterised by at least three of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– partially addresses the task</li> <li>– shows a lack of understanding of the task purpose and audience</li> <li>– is not logically organised and inconsistent</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>– demonstrates insufficient knowledge of the norms of the specific task type</li> <li>– produces text with an inconsistent or inappropriate format and register</li> <li>– fails to communicate ideas in an effective and convincing way</li> <li>– fails to keep the target listeners' attention or communicate with a partner</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>–demonstrates unclear pronunciation and/or inappropriate intonation which prevents clear understanding</li> <li>–fails to maintain overall flow of speech due to frequent hesitations which place strain on the listener</li> <li>–fails to apply digital tools (if required)</li> <li>–fails to design effective and appealing visuals (if required)</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates minimal control over vocabulary and grammatical structures adequate to the required level</li> <li>– uses language which is difficult to understand, due to errors in vocabulary and grammatical structures</li> </ul>
<b>0</b>	Speaker makes no attempt to respond or response is unrelated to the task				

## Independent Writing

	General description	Content	Communicative achievement	Organisation	Language use
5	<p><b>The response fulfills the demands of the task with minor lapses of completeness.</b></p> <p><b>A response at this level is characterised by all of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– addresses the task completely</li> <li>– shows an excellent understanding of the task purpose and the target audience</li> <li>– presents a clear progression of ideas with appropriate detail</li> <li>– accurately labels the diagram (if required)</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>– demonstrates comprehensive knowledge of the norms of the specific task type</li> <li>– uses an appropriate format and register throughout</li> <li>– communicates ideas in an effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– is coherent (logically and consistently organised, easy to understand)</li> <li>– uses a wide range of cohesive devices</li> <li>– meets word count requirements</li> <li>– fully complies with APA citation guidelines (if required)</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates good control of varied grammatical structures and vocabulary adequate to the required level</li> <li>– minor errors do not affect comprehension</li> <li>– demonstrates the accurate use of punctuation marks, spelling and capitalisation rules</li> </ul>
4	<b>Contains the features of 5 and 3</b>				
3	<p><b>The response is connected to the task, though it misses some relevant information or contains inaccuracies.</b></p> <p><b>A response at this level is characterised by at least three of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– mainly addresses the task</li> <li>– shows difficulties in understanding of the task purpose and the target audience</li> <li>– demonstrates limited development of ideas</li> <li>– adequately labels the diagram (if required)</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>– demonstrates sufficient knowledge of the norms of the specific task type</li> <li>– uses mainly appropriate format and register</li> <li>– communicates ideas in a relatively effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates limited coherence</li> <li>– uses some cohesive devices</li> <li>– meets the word count requirements</li> <li>– generally follows APA citation guidelines (if required)</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates limited range of vocabulary and grammatical structures which the student is expected to produce at the required level</li> <li>– contains errors in vocabulary and grammar structures which do not hinder comprehension</li> <li>– contains errors in punctuation, spelling and capitalisation</li> </ul>
2	<b>Contains the features of 3 and 1</b>				



<b>1</b>	<p><b>The response is very limited in content or coherence or is only minimally connected to the task.</b></p> <p><b>A response at this level is characterised by at least three of the following:</b></p>	<p>The answer</p> <ul style="list-style-type: none"> <li>– partially addresses the task</li> <li>– shows lack of understanding of the task purpose and audience</li> <li>– shows minimal development of ideas</li> <li>– fails to label the diagram (if required)</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>– demonstrates insufficient knowledge of the norms of the specific task types</li> <li>– produces text with an inconsistent or inappropriate format and register</li> <li>– fails to communicate ideas in an effective and convincing way</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– lacks coherence</li> <li>– uses cohesive devices either insufficiently or inappropriately</li> <li>– is either above or below the required word count</li> <li>– fails to adhere to APA citation guidelines (if required)</li> </ul>	<p>The answer</p> <ul style="list-style-type: none"> <li>– demonstrates minimal control over vocabulary and grammatical structures adequate to the required level</li> <li>– uses language which is difficult to understand, due to errors in vocabulary and grammatical structures</li> <li>– demonstrates inaccurate use of punctuation, spelling and capitalisation</li> </ul>
<b>0</b>	A response at this level merely copies sentences from the text, is not connected to the task, or is blank.				

### **3. List of typical (approximate) questions, tasks, topics for preparation for current control by modules**

#### **1st semester (autumn)**

##### **Topic 1. New reality of the leadership concept**

Classroom work: work on a read text, watched or listened to a video fragment on the topic with a subsequent conversation - to express your point of view in a reasoned manner and clearly state your judgment using communicative communication methods; discussion of problematic issues and exchange of opinions;

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, learning new vocabulary.

Homework: prepare to debate and present your arguments using methods and techniques that help to convincingly present your ideas.

##### **1. Example of a listening task**

**Watch the video in which a famous speaker and the author of several books on teambuilding and management, Simon Sinek, talks about leadership and answer the questions:**

1. What three examples does the speaker use to illustrate the meaning of leadership? What makes people succeed in all these situations?
2. How according to the speaker do you achieve a leader's position?
3. What examples of little actions does the speaker give in this talk?
4. What test for a leader does the speaker describe?
5. What is the difference between how people feel about each other in business and in the military?
6. How does the speaker define leadership?

##### **2. Example of a reading task**

**Read the widespread definitions of leadership and underline the key words that describe the concept of leadership.**

Leadership is the art of influencing people to attain group objectives willingly. What a minister does in his State, a captain does on the playground, the manager has to do in his organization. Leaders in all walks of life should have some basic qualities. They should be able to establish contact with their equals, deal with their subordinates and guide them, mediate in conflicts, resolve issues by weighing various alternatives, allocate scarce resources properly and take risks and initiatives.

The environment in which a leader is placed is important. The organizational culture, the economic and social set-up, the extent of unionization and other factors may demand different types of leaders in different situations. A task-oriented leader, for instance, may be more successful in situations which are either very favorable or very unfavorable to him, while a relations-oriented leader may be more effective in intermediate situations.

According to Livingston – 'Leadership is the ability to awaken the desire to follow a common objective'.

According to C.I. Bernard – 'Leadership is the quality of behaviour of the individuals whereby they guide people or their activities in organized efforts'.

According to Bernard Keys and Thomas – 'Leadership is the process of influencing and supporting others to work enthusiastically towards achieving objectives'.

Leadership is essentially a continuous process of influencing behaviour. It may be considered in context of mutual relations between a leader and his followers. The leader tries to influence the behaviour of individuals or group of individuals around him to achieve desired goals.

Keith Davis, "Leadership is the process of encouraging and helping others to work enthusiastically towards their objectives. Leadership must extract cooperation and willingness of the individuals and groups to attain the organizational objectives."

George R. Terry, "Leadership is a relationship in which one person influences others to work together willingly on related tasks to attain what the leader desires."

Koontz and O'Donnell, "Leadership is the process of influencing people so that they will strive willingly towards the achievement of group goals."

Chester I. Bernard, "Leadership refers to the quality of the behaviour of the individual whereby they guide people on their activities in organized work."

Mooney and Reiley, "Leadership is regarded as the form which authority assumes when it enters into process."

Alford and Beattey, "Leadership is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion."

**Make your own definition of leadership. Share it with the others in class.**

### 3. Example of a speaking task

You are going to hold a debate on the motion: **Leadership is more important than management for a small company.**

#### **Group A - Chairmen**

- 1) Check the debate procedure and who stands for the motion and against it. Check the assessment criteria as well.
- 2) Prepare an introductory speech to outline the issue of the debate and to present the opponents.
- 3) Follow the course of the debate and write down each argument supported. Prepare the relevant questions to heat up the discussion and use them when appropriate.
- 4) Summarize the arguments presented by each group. Say whose arguments were more convincing and give your reasons for that.

#### **Group B - For the motion**

Work as a group to prepare a list of arguments expressing your view on the problem. Each member has to give a **two minutes' talk** to present one of the arguments from the list supporting it with necessary facts and evidence. Provide visual materials to support your talk (this can be a PowerPoint presentation, photographs, rough sketches, graphs, diagrams etc.). Your main goal is to make the dissenters change their opinion or at least reach a consensus. **Make sure your argument has a clear structure!** *Use your own experience, the ideas we have discussed through the unit and also dig deeper into the matter.*

#### **Group C - Against the motion**

Work as a group to prepare a list of arguments expressing your view on the problem. Each member has to give a **two minutes' talk** to present one of the arguments from the list supporting it with necessary facts and evidence. Provide visual materials to support your talk (this can be a PowerPoint presentation, photographs, rough sketches, graphs, diagrams etc.). Your main goal is to make the dissenters change their opinion or at least reach a consensus. **Make sure your argument has a clear structure.** *Use your own experience, the ideas we have discussed through the unit and also dig deeper into the matter.*

#### **The procedure of the debate**

<b>Timing</b>	<b>Who</b>	<b>What/Activity</b>
2min	A	introduction

2min	B1	present an argument
2 min	Cs	group response
2min	C1	present your argument
2 min	Bs	group response
2min	B2	present your argument
2 min	Cs	group response
2min	C2	present your argument
2 min	Bs	group response
...	...	...
9 min	B+C	open discussion
2min	A	- summarize the arguments of both groups - choose the winner of the debate

#### 4. Example of a writing assignment

**Write an essay (about 220-250 words) answering the question “What is your leadership style?” Explain why you think so and enumerate the advantages/disadvantages of your leadership style.**

#### **Topic 2. Qualities of a successful leader**

Classroom work: work on a read text, watched or listened to a video fragment on the topic with a subsequent conversation on the content; discussion in the form of expressing hypotheses about what is happening in what was read, heard or seen; interpretation of linguistic phenomena, discussion of problematic issues.

Independent work with information resources, study of the material of practical classes, reading the main and recommended literature on the topic, mastering the terminological vocabulary.

Homework: written analysis of the problem on a given topic.

#### 1. Example of a listening task

**Listen to the audio about “Five Conflict Management Styles” and take notes on the 5 styles of conflict management.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

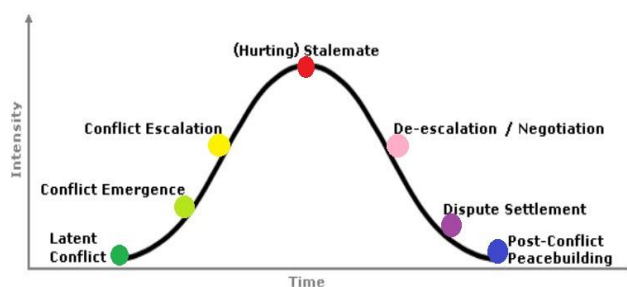
#### **Answer the questions:**

1. What does each style imply?

2. What are the best ones to use according to the speaker?
3. What do you find the most useful?
4. Can you think of a time when you've used one or more of these styles when dealing with conflict?

## 2. Example of a reading task

**Look at the Conflict Stages in the diagram below:**



<https://www.google.com/search?source=univ&tbm=isch&q=conflict+stages+photos&fir>

**Read the explanation below. Fill in the gaps with the appropriate stages. Put them into the correct order.**

>>>

It has become common to describe conflicts as passing through a series of phases. Different authors name and describe these stages differently, but most include, at a minimum:

**A.**  refers to an increase in the intensity of a conflict and in the severity of the tactics used in pursuing it. It is driven by changes within each of the parties, new patterns of interaction between them, and the involvement of new parties in the struggle. In the conflict stage diagram, it is the next step after conflict emergence that pushes the conflict up towards, eventually, a hurting stalemate.

**B.** After a conflict has remained latent for some time, if the underlying grievances or frustrations are strong enough, a "triggering event" marks the  or the "eruption" phase of the conflict. This event or episode may be the first appearance of the conflict, or it may be a confrontation that erupts in the context of a protracted, but dormant, or low-level conflict.

**C.**  As an intractable conflict comes to an end, the components of the conflict start to change. Grievances underlying the conflict are often reduced for one side, but to resolve the conflict, the other side's grievances must be minimized also.

**D.** When the "stages of conflict" are listed by conflict scholars, the first phase is often listed as  or "unstable peace." It exists whenever individuals, groups, organizations, or nations have differences that bother one or the other, but those differences are not great enough to cause one side to act to alter the situation.

**E.** All conflicts, even intractable ones, eventually wind down and are to some degree transformed, so that they become regarded as tractable. Conflict  and transformation are often also associated with reduced grievances, at least for members of one side. This change occurs as relations between the adversaries change, in the course of the struggle. Thus, some rights that one party sought may be at least partially won, and that party's goals are then accordingly softened.

**F.** Even after a  is reached and a peace agreement is signed, this is by no means the

end of the conflict. The settlement has to be implemented. If it is just a conflict between two people, this may not be hard: those two people do what they agree to do, and past problems may be solved. They also may not be solved.

**G.** Once conflicts escalate for awhile, they often reach a  : a situation in which neither side can win, but neither side wants to back down or accept loss either. Stalemates emerge for a number of reasons: failed tactics, depletion of available resources to fuel the conflict, a reduction in support of the conflict by group members or allies, or costs becoming too high to continue.

[https://www.beyondintractability.org/essay/conflict\\_stages](https://www.beyondintractability.org/essay/conflict_stages)

### 3. Example of a speaking task

Visualizing a Successful Leader (5-minute talk)

**Task: Conduct an interview with a successful person in your scientific community or any other area of science, technology, business, education, industry. Sum up your findings and present this person's success formula in a 5-minute presentation to your groupmates. Use slides to support your ideas.**

**You can use the following questionnaire as an example:**

#### **Questionnaire: A qualitative study of successful principal investigators**

*Background information and rapport-building:*

1. What motivated you to pursue a career in research?
2. How would you describe the research that you do to a lay audience?
3. What is the nature of your research team or lab? Do you have staff, students, etc. who you work with and how many?
4. What are key ethical, compliance, and/or social issues that arise in your research?

*Factors contributing to the success and integrity of research exemplars:*

5. How would you describe your research personality? What key traits do you have as a researcher? Do any other characteristics come to mind?
6. How do you think these traits have contributed to your success as a researcher and reputation for integrity? Can you speak to both success as a researcher and reputation for integrity?
7. What are some of the habits or routine practices you have developed to foster scientific rigor and reproducibility in your lab? Can you tell me more about that? How does that foster scientific rigor and reproducibility? Do any other habits or practices come to mind?
8. What are some of the habits or routine practices you have developed to support good working relationships in your lab? Can you tell me more about that? How does that support good working relationships? Do any other habits or practices come to mind?
9. What are some of the habits or routine practices you have developed to ensure compliance, for example, compliance with regulations, ethical rules, or good clinical practice in your lab? Can you tell me more about that? How does that ensure compliance? Do any other habits or practices come to mind?
10. What social responsibilities do you think you have as a researcher, and how do you engage these issues? Are there other ways you engage these issues? Do any other responsibilities come to mind?
11. How do you manage your multiple obligations and workload? When you are juggling multiple priorities, how do you make decisions about what to focus on? Can you describe other practices that you have found are essential to managing your time?
12. How do you manage stress or pressure in your work?
13. How do you find the right balance between detailed management and delegation to ensure efficiency and productivity while also ensuring quality and integrity?
14. When you encounter uncertainty about what to do regarding a particular situation or problem in your professional work, how do you address this?
15. How does your institution support your work?

*Key experiences, factors, and lessons from exemplar's career:*

16. What key events, situations, or experiences have shaped your approach to how you conduct yourself as a professional?
17. Are there any other factors that have contributed your success that we have not yet discussed? Is there anything else you want to tell us before we ask our final question?
18. What is the top lesson or recommendation you would communicate to a new investigator about to embark on a career in research? Is there another lesson you would like to share?

#### 4. Example of a writing assignment

**Read the story and analyze Tom's leadership and his team, express your point of view and personal attitude in written form (200-250 words). Give proofs.**

**The following questions can help you to conduct the analysis:**

- What leadership traits does Tom have?
- What other talents/forms of persuasion does he possess as a leader?
- What leadership style/styles does he use to motivate the children?
- Is Tom really a leader?
- What drives him?
- Can this group of children be called as a "team"?
- What relation does Tom have with the "team"?
- What are the basic principles/characteristics of their work?
- Is the purpose of the "team" clearly defined?
- Will their work contribute toward the goal? Does exactly it make them productive and their work efficient?
- What is the level of communication in their 'team'? Is it effective?
- What is the level of motivation and reward for the "team" members?
- Can a conflict take place in this team?

### **The Great Whitewashing**

from "The Adventures of Tom Sawyer", by Mark Twain

#### I

Saturday morning had come, and all the summer world seemed happy and full of life. Everything was fresh and green. The fields, just beyond the village and all around it, lay quiet and inviting in the distance.

Tom, appeared on the sidewalk with a pail of whitewash and a long-handled brush. He looked at the fence, and a deep feeling of sadness fell upon his young spirits. Thirty, yards of wooden fence, nine feet high, had to be painted. Life to him suddenly seemed bitter and without purpose. Sadly he put his brush into the whiter ash and passed it along a small part of the fence; he repeated this action; did it again; compared the narrow section he had completed with the far-reaching continent of un-whitewashed fence still to be painted, and sadly sat down to think. Jim came running from the house with a water pail and singing a popular song of the day, "Buffalo Girls." Bringing water from the town pump had always been work which Tom had hated, but now it did not strike him so. He remembered that there were always other young girls and boys, white and black, at the pump, waiting their turns, resting, quarreling, telling stories. And he remembered that, although the pump was only a hundred yards away, Jim never got back with a pail of water in less than an hour-and even then someone generally had to go after him. Tom said: "Say, Jim, I'll go and get the water if you'll whitewash some."

Jim shook his head and said, "Can't, Master Tom. Aunt Polly, she told me to go and get this water and not to fool around with anyone. She said she expected you were goin' to ask me to whitewash-but she tola me to go along about my business and she said she'd attend to the whitewashin'."

Tom said that there was no reason for Jim to be afraid of Aunt Polly. She talked a lot, Tom explained, but never hurt anybody. He then offered to give Jim one of his best new marbles and even to show him his hurt toe.

Jim was only human-and this attraction was too much for him. He put down his water pail, took the beautiful white marble, and leaned over the hurt toe with great interest while Tom slowly removed the bandage. In another few minutes, however, Jim was flying down the street with his pail in one hand and with the other hand covering the seat of his trousers while Tom was whitewashing the fence with all his strength. Aunt Polly, at the same time, having done a good job on both boys, was returning to the house with a leather strap in her hand and a satisfied look in her eye.

But Tom's strength did not last. He began to think of all the fun he had planned for this day, a Saturday with no school, and he grew sad again. Soon the other boys would come along, and they would make fun of him for having to work. This bitter thought was more than he could bear. He took out of his pocket everything he might possibly trade-pieces of toys, marbles, an old knife. It was enough to buy a few minutes of free time but not an entire day. So he returned these things to his pocket and gave up any hope or trying to buy the boys. At this sad and dark moment an idea suddenly burst upon him-an idea nothing short of wonderful.

He took up his brush and went quietly to work. Ben Rogers came into sight-the very boy, of all boys, who would be most certain to make fun of Tom. Ben was eating an apple, and gave every appearance of being as happy and free as the birds. At the moment he was pretending to be a river boat and was giving out with all the necessary sounds and actions. He moved from one side of the road to the other and, since he was the Big Missouri, a particularly large boat, he considered himself to be drawing nine feet of water. He was also captain of the boat and head engineer so that he had to give orders and carry them out at the same time.

"Stop her, sir! Ting-a-ling-ling. Sei her back a ways. Ting-a-ling-ling! Ch-chow-wow! Come ahead a little. Get out that head line. Take a turn with it around that tree. Ting-a-ling-ling. Sh't! Sh't! Sh't!"

## II

Now Ben moved from one position to the other nearer Tom as he pretended to bring the Big Missouri to a final stop and tie it up securely.

Tom went on whitewashing-paid no attention to the Big Missouri. Ben looked at him a moment and then said:

"Hi-yi! So you have to work today, hey?"

No answer. Tom stood back from his work and looked at it with the satisfied eye of a great artist. Ben now stood along-side of him. Tom's mouth watered for Ben's apple, but he stuck to his work.

"Hello, Tom, - you have to work today-huh? Ben repeated.

Tom turned suddenly and said, "Why, it's you, Ben. I didn't notice you.

"Say, I'm going swimming, I am. Don't you wish you could go? But of course, you'd rather work-wouldn't you? Of course, you would," said Ben.

Tom looked at Ben a moment, and said, "What do you call work?"

"Why, isn't that work?"

Tom went on with his whitewashing, and answered carelessly, "Well, maybe it is, and maybe it isn't. All I know is, it suits Tom Sawyer."

"Oh, come now," said Ben, "you don't pretend that you like it."

The brush continued to move. "Like it?" answered Tom "Well, I don't see why I shouldn't like it. Does a boy get chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped eating his apple. Tom moved the brush lightly up and down along the fence, then stood back to consider the result. Ben was watching every move and getting more and more interested. Soon he said, "Say, Tom, let me whitewash a little."

Tom considered, was about to agree but then changed his mind. "No, I don't think it would be the right thing to do. You see, Aunt Folly's very particular about this fence-right here on the street, you know-but if it was a back fence I wouldn't mind and she wouldn't mind. Yes, she's very particular about this fence. I have to do it carefully. I don't think there's one boy in a thousand, maybe two thousand, that can do it the way it has to be done."

"No-is that so? Oh, come now, let me just try. I'd let you, if you were me, Tom."



"Ben, I'd like to-really I would-but Aunt Polly-well, Jim wanted to do it, but she wouldn't let him. Sid wanted to do it but she wouldn't let him. Now you see how I'm fixed. If anything was to happen to this fence..."

Ben then offered his apple to Tom, and Tom, as though very much against his will, finally agreed to let Ben do a little painting. He handed the brush to Ben and then sat back; and while the Big Missouri worked and sweated in the sun, Tom, the great artist, sat back under a tree, ate Ben's apple and planned the fall of other innocents. He did not have to wait long: boys happened along every little while; they came out to make fun of what was going on but they remained to whitewash. By the time Ben was tired out Tom had traded the next chance to Billy Fisher for an old knife, and when he was tired, Johnny Miller bought his chance with a dead rat and a long piece of cord to swing it with-and so on, and so on, hour after hour. And when the afternoon was over, from being a poor boy in the morning, Tom found himself rich beyond his fondest hopes. He had, besides the things just mentioned, a number of new marbles, a piece of green bottle glass to look through, a part of an old umbrella, and a dozen other things equally useful to a young boy. He also had a nice time all the while with lots of company - and the fence had three coats of whitewash.

### **Topic 3. Leadership rhetoric as a method of verbal influence**

Classroom work: checking the comprehension of a speech message heard and perceived by ear, a text listened to, a video watched, a discussion of the ideas presented; heuristic conversation; role-playing game based on the material covered, analysis of typical educational cases and case studies, oral and/or written survey.

Independent work: working with information resources, studying practical classes, reading the main and recommended literature, studying new lexical units and terms.

Homework: prepare a motivational speech (2-3 minutes), using the main means of leadership rhetoric and all the studied recommendations for effective communication and persuasion of the audience.

#### **1. Example of a listening task**

Listen to the fragments of different times leaders' speeches and guess who the person is (give some information or biographical facts about each speaker). Come up with the idea what makes the speech persuasive and meaningful. What rhetoric, stylistic, expressive means and other techniques were used by the orator to affect the audience?

#### **2. Example of a reading task**

### **Read about redwork and bluework approaches in a language and answer the questions:**

1. According to the text characterize redwork and bluework (give their main distinguished features).
2. What are the positive aspects in both works?
3. Can you explain the choice of colours (red and blue)?
4. What language in your opinion are we more biased to use? Why?

### ***Redwork and bluework approaches in a language***

New red-blue approaches known as Total Quality Leadership (TQL) significantly advanced work by applying statistical methods and involving the workers in developing solutions to various problems.

In our own lives, we regularly cycle between bluework and redwork without thinking too much about it. Here's an example:

Let's say you commute to work by car. At the end of the workday, you face a choice: go home, go to the gym, or go to the bar. You may make this decision effortlessly, but you consider

the attractiveness of each of the three options before selecting one. You choose to go home. You’ve just completed the bluework portion of this daily task— making a decision.

Now that the decision is made and you head toward your car, you are no longer thinking about the task ahead. You have entered redwork. Unless you’ve just started this job and you’re in an unfamiliar city, chances are you intimately know the way home. This knowledge frees your brain from planning. You may even daydream a bit as you drive. Once you arrive home, you probably can’t recall the specifics of the drive that got you there. You have completed the redwork portion of the task.

In other words: Decision-making refers to the bluework, while execution work – to the redwork. Thus,

**REDWORK** is doing. Redwork is clockwork. It consists of a constant battle for efficiency and for getting work done against the clock. This is why workers clock in and clock out and many people are paid “by the hour.” People performing redwork feel the effects of this pressure as stress and are “under the influence of redwork.” They cannot help it. Our mindset in redwork is a prove-and-perform mindset. The protect mindset is an unhelpful subset of the performance mindset and is to be avoided. Variability is an enemy to redwork.

**BLUEWORK** is thinking. Bluework is cognitive work. Bluework is harder to measure based upon the time input. Bluework is about creative input and decision-making. Bluework lives in service to redwork. Stress has a strong negative impact on people trying to perform bluework. Our mindset in bluework is an improve and learn mindset. Variability is an ally to bluework.

Redwork and bluework require two different languages:

<b>Redwork</b>	<b>Bluework</b>
1. Avoid variability	1. Embrace variability
2. Prove	2. Improve
3. Do	3. Decide
4. Repetitious	4. Dissimilar
5. Blue collar	5. White collar
6. Physical	6. Cognitive
7. Individual	7. Team
8. Homogeneity	8. Heterogeneity
9. Production	9. Reflection
10. Performance	10. Planning
11. Process	11. Prediction
12. Compliant	12. Creative
13. Conformity	13. Diversity
14. Simple	14. Complex
15. Hourly work	15. Salary work
16. Narrow focus	16. Broad focus

**Group the following ideas for the red- or bluework:**

“How do you see it?”

“How ready are we for this?”

“Get it done!”

“What can we do better?”

“Make it happen.”

“Let’s finish this.”

“Are we on track?”

“What did we learn?”

<b>Redwork</b>	<b>Bluework</b>
----------------	-----------------


### 3. Example of a speaking task

**Choose one of the topics below and prepare a motivation speech (2-3 min) using all learnt recommendations on effective communication and the main leadership rhetoric means. To succeed take into account the following points:**

1. Will it get the target audience's attention?
2. Will it capture their imagination?
3. Does it have clear, effective message?
4. Will it persuade the target audience to invest money in this project?
5. Will the target audience remember the speech?

#### **Topics for the speech:**

1. Introverts make great leaders
2. Awkward moments make us stronger
3. Winning is not important
4. Animal testing should be excluded
5. Learn from your mistake
6. Why should gardens and parks be planted?
7. Human values
8. Intelligence is more dependent on environment than genetics
9. How marketing affects people and their perceptions
10. Is the electric car our new solution to the fossil fuel crisis?
11. How do our differences make us unique?
12. Is technology harmful to teenagers?
13. E-sports is as important as other sports
14. How to speak confidently in public?
15. Why is failure essential to success?
16. Effective listening is more important than speaking
17. How to turn difficulties into opportunities
18. Life is a chain of ups and downs
19. Be honest about your mistakes
20. Be a winner
21. Positive thinking changes your life
22. Decision is more important than hard work

## **2nd semester (spring)**

### **Topic 4. Leadership in Science**

Classroom work: work on a read text, watched or listened to a video fragment on the topic with a subsequent conversation, checking for understanding of the heard and perceived by ear message, listened to text, watched video, discussion of the material covered; analysis of problem situations; debates based on the material covered.

Independent work with information resources on existing problems in different spheres of life in Russian regions, study of the material of practical classes, reading of the main and recommended literature on the topic.

Homework: preparation of an oral presentation of projects on the development of science, entrepreneurship, industry, education in Russian regions.

## **1. Example of a reading assignment**

There are 10 cases of Russian science below. Get a case from the teacher, read it attentively, analyze the challenges the industry faced or faces nowadays and tell the class about the industry introducing possible opportunities for its modern development.

### **1. Railroads: Promise and Distortion**

Russia was an early leader in the development of railroads. In 1835 a Russian father-and-son team, the Cherepanovs, produced a steam locomotive that could pull a sixty-ton load. The Cherepanov locomotive was not developed further, however, and Russia soon had to turn to foreign powers, the United States and other European nations, for the construction of railways. Nonetheless, Russia was one of the handful of pioneering nations in the construction of railroads. The first Russian steam railway was opened to the public in 1837, the same year as the first one in Austria and only five years after the first steam railway in France. St. Petersburg and Moscow were connected by rail before Chicago and New York.

Russia's prominence in railroads did not last long, however. The railway network in Russia expanded much more slowly than in Britain, France, Germany, or the United States. Between 1844 and 1855 no new railroads were built in Russia. These were years in which railroad construction was booming in other industrializing countries. By 1855 Russia had only 653 miles of railway, compared to 17,398 in the United States and 8,054 in England. Why was Russia progressing so slowly in railroads, despite its early promising start? The explanation is largely political and economic.

### **2. The Electrical Industry: Failed Inventors of the Nineteenth Century**

Lodygin, Yablochkov, and Popov are not well-known names in the West, but they should be. Yablochkov invented the electric lamps that were the first to illuminate Paris and London and inspired Thomas Edison to begin serious research on a lightbulb. Lodygin built the first incandescent lightbulb using a tungsten filament, still used today, a model of which was shown to Edison in 1878, before the latter completed his own lamp. Popov transmitted radio signals before Marconi and was the first person to use an antenna on a radio, with which an early rescue operation saving hundreds of lives was performed. Yet none of these ingenious men was successful in business, and as a result, they are forgotten in the West today. The reasons why they failed were societal, not technical. They ran into political, economic, and legal barriers that made it impossible for them to develop further their ideas in Russia. Moreover, in their attitudes toward business they displayed an innocence that has often characterized Russian scientists and engineers down to the present day.

### **3. The Semiconductor Industry: Unheralded and Unrewarded Russian Pioneers**

Transistors were one of the most important discoveries of the twentieth century, stimulating whole industries in much the same way that the steam engine did in the previous century. Almost no one in the West knows that a Russian inventor Oleg Losev was the first person in the world to show that semiconductor crystals can amplify and generate high-frequency radio signals; the same man built solid-state radios in the 1920s and did important early work on LEDs, or light-emitting diodes. Decades later the few researchers in the West who learned of his work were astounded at the progress he had made toward transistors. Yet today, no Russian company ranks among the world's largest manufacturers of transistors, computer chips, or diodes. The reasons for this failure were political, economic, and institutional, not technical.

### **4. Genetics and Biotechnology: The Missed Revolution**

A brilliant school of biologists and geneticists developed in early Soviet Russia. These scientists first presented the concept of a "gene pool" (a Russian term) and made a significant contribution to the "modern synthesis" bringing Mendelian genetics and Darwinian evolution together, a necessary step for the further development of modern biology. A Russian botanist in these years was the first scientist to actually create a new species. These Russians worked closely

with the leading biologists and geneticists of other countries. One of these foreign biologists, the American future Nobel Prize-winning H. J. Muller, was so impressed with the Russian work that he learned the Russian language and traveled to the Soviet Union to work with his Russian colleagues. However, this outstanding school of biology was wiped out by a political campaign in the Soviet Union headed by Trofim Lysenko, who did not accept modern genetics. Backed by the power of the government and police, Lysenko suppressed modern genetics in the Soviet Union. Although biological teaching recovered in the post-Soviet years, even today the results of this catastrophe are observable. At present, Russia does not have a single biotechnology company in the top one hundred in the world in terms of revenue.

### **5. Computers: Victory and Failure**

Russians were pioneers in the early development of calculators, computers, and the mathematical foundations of information science. In the late tsarist period Russian engineers and scientists made important advances in calculating devices. In the Soviet period a whole group of mathematicians—V. A. Kotelnikov, Andrei Kolmogorov, I. M. Gelfand, and others—made significant contributions to information theory. Furthermore, Soviet scientists and engineers built the first electronic digital computer in continental Europe. When American and Soviet engineers first began cooperating on the space program, Soviet engineers were sometimes able to solve computer problems more rapidly than their American colleagues. However, in subsequent years computers increasingly became commercial objects, and the Soviet Union was not able to keep up in the market competition. Soviet computer scientists were forced to abandon their independent efforts and adopt IBM standards. Today there is no significant Russian computer manufacturer in international competition.

### **6. Lasers: Genius and Missed Opportunities**

Russians were pioneers in the development of lasers, today a multi-billion-dollar industry. Two of them, Alexander Prokhorov and Nikolai Basov, won the Nobel Prize in 1964, along with the American Charles Townes, for the invention of lasers and masers. Even earlier, in the 1930s and 1940s, the Russian scientist Valentin Fabrikant laid the foundations of physical optics and gas discharges that led to the development of lasers.

Curiously, the history of lasers illustrates the strengths and weaknesses of both the American and Soviet systems, since political and economic obstacles were present in both systems and slowed development in both countries.

However, investor interest and commercial competition were much stronger in the United States than in the Soviet Union, leading to the development of important American laser start-up companies. Today no Russian manufacturer of lasers is a major player internationally.

### **7. Aviation: A Frustrated Master, a Deformed Industry**

Russian aircraft designers and aeronautical engineers have displayed great creativity from the beginning of the air age. One of them designed and flew four-engine passenger planes, complete with lounges and washrooms, only a few years after the Wright brothers first flew in 1903. Others designed planes in the 1930s that established sixty-two world records, including the longest, highest, and fastest flights in the world at that time.

The Soviet Union established its own aviation industry, one that was in some ways impressive. However, Soviet leaders were more interested in using aviation to legitimate their own rule and to demonstrate superiority over Western countries by setting speed, endurance, and distance records than they were in developing planes that were efficient and economically competitive in world markets. As a result, the Soviet Union developed an aviation industry that was malformed.

The Russian aviation industry was deformed by political requirements and never produced planes that could successfully compete commercially with Western rivals. As a result, Russian airlines today are increasingly using Western airplanes produced by Boeing and Airbus.

### **8. Software**

The software industry is one in which Russia in recent years has had definite success, although its total software industry is much smaller than that of some other developing countries, such as India. Three different types of software industry have been successful in Russia: offshore

programming, packaged software, and software R&D centers in Russia belonging to foreign companies such as Google, Intel, and Samsung. In addition, Russia has a successful search engine, Yandex, which provides services similar to Google's. More than half of Russian software exports are in offshore programming.

The best-known software company in Russia is Kaspersky Lab, specializing in antivirus software and winning high praise from major international publications. Moreover, there are hundreds of small software enterprises in Russia, many of them with only a few employees. Even after a full-fledged software enterprise develops, it usually relies more on subcontracts with individual programmers than on regular employees, in that way avoiding paying payroll taxes and benefits. Many scientists and technicians associated with the smaller software enterprises are more like consultants than like employees, selling their services to individual companies who wish to have their payrolls and accounts computerized and to be protected against computer viruses.

### **9. Space Technology**

The Soviet Union was obviously a pioneer in space exploration. After all, it launched the world's first artificial satellite and the first human being into space. Its rockets established a strong reputation for power and reliability (although, like the United States, it had its spectacular failures as well).

After the retirement of the space shuttle program, the United States was for a while dependent on Russia for transportation to the International Space Station. The Soyuz rocket used for that purpose is, in terms of design, over forty years old, but it is the most often used and the most reliable such rocket in history. It has been launched more than 1,700 times.

Another example of the strength of Soviet rocketry can be found in the use by American space companies of Soviet rockets after the dissolution of the Soviet Union and the end of the Cold War.<sup>4</sup> In the 1960s and early 1970s the Soviet Union produced large numbers of the NK-33 rocket engine, many of which ended up mothballed in storage. In the 1990s an American developer of rocket engines, Aerojet, purchased thirty-six of the NK-33s for use in commercial satellite launches. The Soviet-designed rocket engines were better than anything that Aerojet designed itself.

The excellence of these Soviet rocket engines demonstrates that in technology projects to which the Soviet government assigned the highest priorities and showered with bountiful resources, the results were often impressive. Space technology and atomic weapons were given almost unlimited resources, in terms of both money and talented personnel. Questions of cost-effectiveness rarely arose.

Now in both Russia and the United States, as well as in other countries, that period is looking increasingly dated. An unmanned Russian Mars mission in November 2011 failed to escape Earth's orbit.<sup>5</sup> The United States is trying to reduce the costs of its space program by privatizing segments of it, by encouraging private companies to develop low-orbit launch vehicles that can be successful commercially. NASA has already worked toward this goal with the companies Rocketplane Kistler, SpaceX, Orbital Sciences Corporation, and Boeing. Russia stands in danger of losing its earlier eminence in space if it does not do something similar. While there will always be a role for governments in space exploration, some of the innovations in the field are likely to come from entrepreneurial sources of a type Russia has so far failed to develop. It is worth noticing that as of 2012, Russia's share in the largest commercial section of space technology, satellite communications and telecommunications (over \$100 billion), was less than 1 percent. Even in Russia's vaunted space technology sector the pattern seen so often in this book holds.

### **10. Nuclear technology**

Russia is a powerful world competitor in nuclear technology. Historically, its strength in this area derives from the Soviet nuclear weapons program, but in the post-Soviet period the Russia government has continued to promote nuclear power as a technology in which it enjoys export advantages. Its state nuclear energy agency, Rosatom, has formed a joint-stock subsidiary corporation, Atomenergoprom, which is the largest company the world in terms of exports of nuclear power plants. This company, with its various subsidiaries, offers services at all stages of

the nuclear power industry, from uranium mining and fuel manufacture, to nuclear reactor design and production, to sales of nuclear electrical power plants. It also offers important services in uranium conversion and enrichment, possessing the world's largest uranium enrichment capacity. For uranium enrichment it uses gas centrifuge technology, a method that is less costly than the gas diffusion technology often used in Europe and America. In uranium enrichment Russia supplies Western Europe with one-third of its nuclear reactor fuel.

After Fukushima there is an even stronger emphasis than before on finding safer nuclear power technologies, with hopes for radically different emphases, such as mini-power stations. New technologies for producing nuclear fuel, such as laser isotope separation, are also emerging. Russia will be hard-pressed to keep up with all these new developments, but it continues to enjoy an impressive nuclear research and development establishment.

## 2. Example of a speaking task

Work in pairs. One of you acts the "AI engineer," and the other as the "client." The client provides a task, and the engineer creates a prompt using each type.

Scenarios:

1. Explaining a technical process to a non-engineer.
2. Generating creative ideas for a new engineering project.
3. Solving a math problem step by step.

## 3. Пример задания на письмо

Switch on all your imagination and create an amazing /crazy narration (200-250 words) based on any famous fairy tale or short story. Write it down in an academic style, using key terminology appropriate in your field of study. Add visuals if needed or possible.

### **Topic 5. The influence of national and gender stereotypes on leadership**

Classroom work: work on a read text, watched or listened to a video fragment on the topic with a subsequent conversation - to express your point of view in a reasoned manner and clearly state your judgment using communicative communication methods; exchange of opinions; modeling a situation of communication with a representative of another culture with subsequent interpretation from the point of view of your own and foreign-language reality.

Independent work with information resources, studying the material of practical classes, reading the main and recommended literature on the topic, mastering new vocabulary and terminology.

Homework: based on the watched video material, analyze how this problem is perceived and solved in different cultures, explain the reasons for such decisions and give your vision, justifying agreement / disagreement, on the solution to this problem.

## 1. Example of a listening task

### **Listen to Rosalind Franklin's story. Answer questions 1-4:**

1. Rosalind Franklin's contributions to science were exclusively in the field of biology. True or false?
  - a. Her only accomplishment was Photograph 51
  - b. She also worked with coal bombs during World War II
  - c. Besides DNA, she worked with other biological molecules
  - d. She also did groundbreaking work in the field of crystallography
2. What was Franklin's profession?
  - a. Biologist
  - b. Physicist

- c. Chemist
  - d. Physician
3. Why wasn't Franklin mentioned in the 1953 article by Watson and Crick?
- a. She had nothing to do with their work
  - b. They obtained her data without her knowledge
  - c. Her data did not support a double helix hypothesis
  - d. They mentioned her, but the journal mistakenly excluded her name
4. Which of the following factors did NOT contribute to Franklin being left out of the famous 1953 paper?
- a. Her lack of competence
  - b. The fact that she was a woman in an almost exclusively male environment
  - c. The fact that she clashed with a lab-mate who thought she was his assistant
  - d. The fact that Wilkins, Watson, and Crick took her data behind her back

## 2. Example of a reading task

**Read the text about the basic concepts of culture. Communication between which countries might be the most problematic and fraught with misunderstandings? Choose one country mentioned in the text to describe it in the light of the 5 concepts.**

**Truth.** The concepts are shining and clear; our notions of them are different. The German notion is that truth, absolute honest truth, even if somewhat unpalatable, will allow participants to achieve a successful outcome to a business meeting. "Die Wahrheit ist die Wahrheit," say the Germans. Not so, the Chinese would argue—there is no absolute truth. These two conflicting views may both be correct. Many Americans, Norwegians and Finns would agree with the Germans; most Asians and many Italians would agree with the Chinese. In Germany, Sweden and Finland, where people are generally concerned about what the neighbors think, the drive toward conformity imposes checks and constraints on a person's ability to refashion veracity. The French, Italians and other Latins are not famous for their candor, which might interfere with the smooth social intercourse they are so fond of. In Japan, where no one must face exposure, be confronted or lose face, truth is a dangerous concept. In Asia, Africa and South America, strict adherence to the truth would destroy the harmony of the relationships between individuals, companies and entire segments of society. Only in Australia is a spade called a spade continent wide, and even there the truth often occasions dismay and leads to fistfights.

**Contracts and Ethics.** As the globalization of business brings executives more frequently together, there is a growing realization that if we examine concepts and values, we can take almost nothing for granted. The word contract translates easily from language to language, but like truth, it has many interpretations. To a Swiss, Scandinavian, American or Brit, a contract is a formal document that has been signed and should be adhered to. Signatures give it a sense of finality. But a Japanese businessperson regards a contract as a starting document to be rewritten and modified as circumstances require. A South American sees it as an ideal that is unlikely to be achieved but that is signed to avoid argument. Members of most cultures see themselves as ethical, but ethics can be turned upside down. The American calls the Japanese unethical if the latter breaks a contract. The Japanese says it is unethical for the American to apply the terms of the contract if things have changed. Italians have very flexible views on what is ethical and what is not, which sometimes causes Northern Europeans to question their honesty. When Italians bend the rules or "get around" some laws or regulations, they consider they are less ideal-bound than, say, the Swiss, and cut actually closer to reality. They do not consider themselves corrupt or immoral, nor do they admit to illegality. There are many gray areas where "shortcuts" are, in Italian eyes, the only intelligent course of action. In a country where excessive bureaucracy can hold up business for months, currying favor with an official is a matter of common sense.



**Common Sense.** The very term common sense has to be treated carefully, for it is not as common as it seems. British dictionaries define it as “judgment gained from experience rather than study”; the American lexicon describes it as “judgment that is sound but unsophisticated.” Academics are uncomfortable with common sense, which tends to pre-empt their research by coming to the same conclusion months earlier. But we must not think that this rough-and-ready wisdom will unite our mix of nationalities. Common sense, although basic and unsophisticated, cannot be neutral. It is derived from experience, but experience is culture-bound. It is common sense in Germany and Sweden to form an orderly bus line. In Naples and Rio it is common sense to get on the bus before anyone else. It would seem common sense for the Japanese to have discarded the Chinese writing system, which does not suit their language and which takes ten years for Japanese children to learn, but they have not done so.

**Gossip.** Gossip has negative connotations in the Nordic countries and hardly a good name in the Anglo-Saxon world. Yet gossip proves far more important to us than we would at first admit. It is a vital source of information in business circles in many countries. In Spain, Italy, Brazil and Japan, gossip quickly updates and bypasses facts and statistics, provides political background to commercial decisions and facilitates invaluable debate between people who do not meet officially. The cafés of Madrid and Lisbon overflow with businesspeople, and the whole of Central and South America “networks” merrily until one or two in the morning. The corridors of power in Brussels, where European business and political legislation are inevitably intertwined, reverberate with gossip. Countries that do not have access to this hot-house exchange of information will be severely disadvantaged. Another positive aspect of gossip is that it appears to be good for us—that is to say, in line with our natural evolution. Professor Robin Dunbar of University College London points out that humans live in much larger groups than other primates and that language may have evolved as a form of social glue to hold us together. While some animals obviously communicate well in small groups, it is hardly likely that they can gossip about third parties. This ability enables us to form large social or working groups of up to approximately 150 members. This number holds true for ancient “clans,” military fighting units (a company) and even modern firms. Once a commercial enterprise swells well beyond that magic number, it has to be organized into divisions or it becomes less manageable. Intense interest in what other people are doing, finding out from our “group” the latest news about third parties, enables us to network on a large scale and calculate our positions and reactions accordingly. So the Latins, Greeks, and Arabs have got it right after all!

**Silence.** Silence can be interpreted in different ways. A silent reaction to a business proposal would seem negative to American, German, French, Southern European and Arab executives. In countries as dissimilar as the United States, Peru and Kuwait, conversation is a two-way process, where one partner takes up when the other one leaves off. The intervening silence is two or three seconds in Britain and Germany, less than that in Greece and Kuwait and hardly noticeable in France, Italy and the U.S. However, East Asians and Finns find nothing wrong with silence as a response. “Those who know do not speak; those who speak do not know,” says an old Chinese proverb. In these countries silence is not equated with failure to communicate, but is an integral part of social interaction. What is not said is regarded as important, and lulls in conversation are considered restful, friendly and appropriate. Silence means that you listen and learn; talking a lot merely expresses your cleverness, perhaps egoism and arrogance. Silence protects your individualism and privacy; it also shows respect for the individualism of others. In Finland and Japan it is considered impolite to force one’s opinions on others—it is more appropriate to nod in agreement, smile quietly, avoid opinionated argument or discord. (*from Richard D. Lewis “When cultures collide: leading across cultures”*)

### 3. Example of a speaking task

**Analyze a case study and answer the questions: What cultures collided? What parameter could you refer to for the explanation of the Chinese behavior? How would you continue this story if you were the speaker?**

“One of my most proud lifestyle choices back in Australia was the fact that I was a near-full-time bicycle commuter. My Surly Long Haul Trucker bike wasn’t just a toy; it was a fully equipped workhorse that was used for shopping, getting around, traveling to and from work, weekend leisure rides, and anything else I needed. I’m a senior vice president in our company, and my Australian staff thought it was great that I rode a bike to work. If anything, they liked that their boss showed up to work in a bike helmet. So I decided to bring my bicycle with me when I was assigned to a new job in China. I had been using my bike during my daily commute in Beijing for a while when I discovered that the tactic had certainly attracted attention from my team members. But just not the type of attention I was hoping for. While sharing a dinner and drinks with a Chinese colleague and friend, I learned what my staff was saying about me: My team was humiliated that their boss rode a bike to work like a common person. While Chinese bike to work infinitely more than Australians, among the wealthier Chinese, bikes are not an option. There are plenty of bikes on the road, but biking is for the lower classes only. So my team felt it was an embarrassment that their boss rode a bike to the office. They felt it suggested to the entire company that their boss was unimportant, and that by association, they were unimportant, too. ....”

#### 4. Example of a writing assignment

Erin Meyer, an American author and professor at INSEAD Business School carried out a study that analyzed how national cultural differences impact business. She elaborated 8 scales that map the world’s cultures. Each of the eight scales represents one key area that leaders and managers must be aware of, showing how cultures vary along a spectrum from one extreme to its opposite.

**Watch the video with Erin Meyer and do the following tasks:**

- 1. Write down the 8 scales and their parameters.**
- 2. On what spectrum was Russia mentioned? Does this parameter, in your opinion, describe typical Russian behavior? Which one?**
- 3. Analyze the information and find the answers:**

**A) Take the definitions of high-context and low-context cultures presented below and apply them to specific examples of behavior (use letter “L” for the Low-Context and “H” for the High-Context culture).**

**FIGURE 1.1. COMMUNICATING**



1. Practice listening more carefully (you need to find out what is said between the lines). Listen to what is meant, not only said.
2. Good communication is subtle, layered, and may depend on copious subtext.
3. Effective communication must be simple, clear, and explicit.
4. At the end of the discussion, recap what was agreed on, to make sure you have the same understanding.
5. Clarify when you are not sure you understood the message.
6. Don't be extremely polite, ask as many questions as you need to understand the context.
7. Be as transparent, clear, and specific as possible.
8. Don't read between the lines, but state clear what you don't understand and ask for clarification if needed.
9. Ask open ended questions to give the other person space (no yes or no questions).
10. Pay attention to body language.
11. Practice listening to what is meant instead of what is said.
12. Spoken agreement is more trusted than written agreement.
13. Silence may mean disapproval or dissatisfaction.
14. People tell you what they think you want to hear.

**B) Take the definitions of countries with direct and indirect feedback strategies presented below and apply them to specific examples of behavior** (use letter "D" for the Direct and "I" for the Indirect feedback).

**FIGURE 2.2. EVALUATING**



1. Be explicit with both positive and negative feedback.
2. Try to be balanced about the amount of positive and negative feedback you give.
3. Use down graders: instead of “it was a total disaster”, use “it was a bit of a disaster”.
4. Blur the message, especially when working with people from many Asian cultures. Direct message might offend and make people “lose face”.
5. Give feedback slowly, over a period of time, so that it sinks in gradually, not in one go.
6. Use food and drinks to blur the message.
7. People are reluctant to say No
8. Yes means yes.
9. Yes means I hear you.

**C) Take the definitions of countries with egalitarian and hierarchical leading styles presented below and apply them to specific examples of behavior (use letter “E” for the Egalitarian and “H” for the Hierarchical leading style).**

**FIGURE 4.1. LEADING**



1. No level-hopping: keep your own boss informed if you’re contacting someone in a higher position. If you email someone at a lower level than you, copy their boss.
2. Communicate with people at your level.
3. Go directly to the source if you need information. No need to talk to the boss.

4. Address your higher management by their last name, unless you agree otherwise. Accept your team's addressing you in the same manner.
5. Think twice before copying the boss; it might send the message you don't trust the recipient or you want to control him or her.
6. Understand and follow the etiquette (e.g. shake hands with the boss first in China).
7. Easily skip hierarchical levels.
8. Recognize and respect the hierarchy.
9. Use first name when writing emails (check the cultural norms first, some egalitarian cultures don't find this acceptable).

**2. As Russia is missing on the cultural compass of all three scales, you have to determine its position in each figure according to specific behavior. Where would you place it, between/near/ahead what countries?** (Specify its location as in the example: Figure 1 – between Finland and Spain, Figure 2 – ahead Israel, etc.)

### **Topic 6. Leadership in Education**

Classroom work: work on the text read; checking the understanding of the message heard and perceived by ear, the video watched; discussion of the material; analysis of problem situations; debates based on the material covered.

Independent work with information resources, study of the material of practical classes, reading the main and recommended literature on the topic.

Homework: prepare home reading on a work of fiction by analyzing the plot and the behavior of the main character within the framework of the concept of leadership and the success of achieving the goal.

#### **1. Example of a reading assignment**

**Read about some examples of leadership in literature, find out and enumerate the things/features the leader can learn from each book, prove your point.**

<https://erlc.com/resource-library/articles/how-literature-teaches-us-about-leadership/>

##### **1. *The Remains of the Day* by Kazuo Ishiguro**

*The Remains of the Day* is a powerful novel about an English butler reflecting on life near his career's end. While he has enjoyed and been honored by his career, he laments having missed out on relationships and opportunities by investing so deeply in his work. This novel is brilliantly captivating and a powerful reminder for leaders as they contemplate their work and their lives. It is easy for a leader to pour one's life into one's work at the expense of several vital things, including loving their families and growing in spiritual maturity. This novel offers wisdom into that topic.

##### **2. *Julius Caesar* by William Shakespeare**

*Julius Caesar* is loosely based on the historical assassination of Julius Caesar. This is one you likely read in high school (or were at least assigned). This play shows readers the stakes in leading well, making decisions for others, and the consequences of those choices. Shakespeare understood the human condition as well as any other English-speaking author, and he forces readers to wrestle with the essence of our identity, how we separate personal preferences from the greater good, and much more. Leaders must often make choices with no clear right or easy answer, and Shakespeare captures that reality in *Julius Caesar*.

##### **3. *The Odyssey* by Homer**

*The Odyssey* is likely the most challenging book on this list, but the payoff is immeasurable for those willing to invest in it. Part of the challenge is that *The Odyssey* is epic poetry. Finding the right translation is helpful in making it through this one; I recommend Richmond Lattimore's translation, but there are several other worthy translations. Odysseus is trying

to make his way home to Ithaca after the Trojan War, and his journey is filled with detour after detour. Odysseus is known for his cunning, but he also makes the occasional bad decision. On his journey, he tries to remain faithful to his wife and his quest while also protecting his men, but he also experiences failure and loss. There are lessons to learn from Odysseus by positive and negative examples, and Homer covers so many topics throughout this great epic, it is worth reading several times.

#### 4. *The Hobbit* by J.R.R. Tolkien

I would likely favor having *The Lord of the Rings* on this list over *The Hobbit*, but that is a much greater undertaking. It may seem silly to include a children's book, particularly a fantastical one. However, I hold the conviction that stories worth reading to children are at least as valuable for adults to read. *The Hobbit* follows an unlikely, unqualified hero, Bilbo Baggins, on a journey to reclaim treasure guarded by a dragon. Along the way, Bilbo must find courage and virtue in himself to achieve success. The most important thing for a leader is to have strong character, and this novel can help cultivate wisdom and virtue. If a tiny hobbit can face dire challenges to save his friends and experience success, so can we.

#### 5. *Pride and Prejudice* by Jane Austen

*Pride and Prejudice* is sometimes viewed as being a love story, but it is so much more. This novel interacts with human identity and how we are uniquely created. The characters don't always fit their family's or society's expectations. This tension forces introspection in readers — leaders must come to terms with their strengths and weaknesses to lead well. This book also reminds us that first impressions aren't always accurate, and leaders need to be compassionate and slow to make judgments. Good leaders are attentive and listen well.

#### 6. *The Count of Monte Cristo* by Alexandre Dumas

Total disclosure: this is my favorite work of fiction. I hesitated to mention it because the novel's unabridged version is over 1,000 pages, which would make it a difficult place to start. But few other works deal with as many issues as beautifully as this one. Edmond Dantes is cruelly wronged but experiences growth in the process. This novel highlights what it means to hold on to hope, even amid hardship for many years. Dumas also deals with themes of forgiveness, justice, mercy, and redemption in this beautiful narrative.

**What examples of leadership in literature can you name? Make a list of as many examples as you can.**

*Important!*

- *No matter good or bad*
- *They must be known by all members of your group.*

Examples of Leadership in Literature	G/B

1. Look through the list of the examples you've made
2. Decide whether each one is a good example of leadership or not.
3. Mark them with G (good) and B (bad).

**Analyse:**

1. Choose 2 examples.
2. Identify their leadership style. (*see the picture below*)
3. Explain your choice.
4. What are the lessons they can teach us? Draw conclusions.



Leader	Leadership Style	Lesson



<https://www.google.com/search?q=%D1%84%D0%BE%D1%82%D0%BE+leadership+styles&tbm>

## 2. Example of a speaking task

**Pair work.** Each pair is given one case. Find out the solution to the workplace ethical dilemmas. Prove your point and share it with the others.

**Case 1.** A man and a woman have applied for a job at your company. Both are capable of doing a good job, but the woman is clearly the better candidate. However, you know that your clients would prefer to deal with a man and if you hire the woman, you will lose a lot of sales. Who do you hire for the job?

**Case 2.** Your friend and colleague has asked you to cover for him while he leaves work to see his daughter's play at her school. If the boss asks where he is, your friend told you to tell him that he was meeting a client. Your boss has just asked where your friend is, what do you tell him?

**Case 3.** Your company is going through a restructuring project meaning the workforce is to be reduced by 20%. Everyone is understandably worried about their job. You overhear your boss telling someone that Sandra, your friend and colleague, will be one of the workers let go. Do you tell Sandra?

**Case 4.** You are responsible for recruiting a new junior executive for your company and have prepared all the interview questions. Your nephew wants to apply for the job and for you to help him prepare for the interview by practising the interview questions. Do you help your nephew?

**Case 5.** Daniel is a very popular member of the sales team and is great for the team's morale; however, he has the lowest sales of the team. Macy is not very popular with the other team members but has high sales figures. Your boss has told you the company needs to let one of them go due to budget constraints, which one do you choose?

**4. List of typical (approximate) questions and topics for conducting midterm assessment of students based on the results of training**

**Midterm assessment is conducted at the end of each semester.**

**1st semester (autumn) (B2/C1) – test**

**Written part: test on the material covered in the semester.**

**Oral part: analysis of a problem situation and ways to solve it.**

**1. Example of a typical assignment for the written part of the test**

**FINAL TEST**

**Task. Choose the correct answer. There can be only one option:**

**1. Who can be called a leader?**

- 1) administrator
- 2) professional
- 3) innovator
- 4) respected person

**2. What qualities should a leader possess, according to the theory of leadership traits?**

- 1) initiative and self-confidence
- 2) honesty and intelligence
- 3) all mentioned above
- 4) there is no clear answer

**3. The basis of the leader's actions is:**

- 1) plan
- 2) vision
- 3) hints
- 4) everything mentioned above

**4. The effectiveness of leadership depends on:**

- 1) knowledge and experience
- 2) range and type of power
- 3) personal characteristics
- 4) coincidence of circumstances

**5. Find the wrong statement:**

- 1) most managers have leadership qualities
- 2) it is hard to find a leader who is not a head
- 3) often the leader is not a manager
- 4) often the leader is an adorable person who is loved, and everything he/she says is taken on trust

**6. What leadership theory is it?**

“This theory states that certain natural qualities tend to create good leaders. Having such qualities, however, does not necessarily mean someone has strong leadership skills. Some



leaders may be good listeners or communicators, but not every listener or communicator makes a good leader.”

1. Transformational theory
2. Behavioral theory
3. Transactional theory
4. Trait theory

**7. What does the slogan of democratic management style sound like?**

- 1) I am waiting for the contribution and initiative from the subordinates!
- 2) Let's solve everything together!
- 3) A colleague is a partner, or one who will take over everything!
- 4) We will do what the authorities order!

**8. One of the advantages of the democratic style is:**

- 1) all employees are involved in the working process, there are no people sabotaging the goals of the organization in which they work
- 2) conditions are created for the professional growth of subordinates
- 3) there are no conflicts due to innovations
- 4) the decision of the majority (which is typical for democrats) is always prioritized in the organization.

**9. The synonym for authoritarian style is:**

- 1) directive
- 2) collegiate
- 3) formal
- 4) anarchical

**10. When should one follow authoritarian style of leadership?**

- 1) only in the presence of highly qualified stuff
- 2) if the employee can take responsibility for doing work and making all the decisions
- 3) when an employee wants to take responsibility and to make all decisions regarding the commitments made
- 4) when an employee needs help and management

**11. What can be said about the competence of the senior management, that directly gives instructions to the employee, by passing his/her immediate superior/leader?**

- 1) this is the right of the chief manager because he/she is more important
- 2) this is incompetent since the status of the leader must be maintained rigorously. It is necessary to influence employees only through their immediate superiors
- 3) in exceptional cases such behavior is permissible
- 4) senior management does not have such rights and authority to act this way

**12. What leadership style is used most often in management?**

- 1) authoritarian
- 2) democratic
- 3) liberal
- 4) mixed

**13. Is the statement true or false?**

- 1) conflict arises from a multitude of sources that reflect the differences in personality, values, ideologies, religion, culture, race, and behavior
- 2) by conducting team building activities, the organization makes the employees feel disfavored

**14. Why can jargon be an obstacle to effective communication?**

- 1) No one knows exactly what it means.
- 2) It's always polysemantic.
- 3) It's known only to the members of a certain group.
- 4) It's a taboo language.

**15. Which speech acts can be called communication freezers?**

- 1) Criticizing
- 2) Blaming
- 3) Asking for a favour
- 4) raising

**16. What factor does NOT belong to the formula of success?**

- 1) Perseverance
- 2) Repetition
- 3) Positive attitude
- 4) Arrogance

**17. Which word does NOT name the rhetoric appeals described by Aristotle?**

- 1) Sensus
- 2) Pathos
- 3) Logos
- 4) Ethos

**18. What should be done in order to find out how to best manage conflict?**

The first step to determining how to best manage conflict is ... the causes of the issue.

- 1) to avoid
- 2) to terminate
- 3) to erase
- 4) to understand

**19. The missed deadline**

You are the project manager for an important client. The project is due next week, but one of your team members has not completed their part of the work. The client is relying on you to deliver on time. What do you do?

**20. The difficult employee**

You are the leader of a team of five people. One of your employees is consistently late to work and often leaves early. This person does not complete tasks on time and does not take responsibility for mistakes. What do you do?

- 2. An example of a typical assignment for the oral part of the test

**Case Study**

**Task 1. Leadership among friends**

Following your graduation from Ted Rogers School of Management, Ryerson University, you are appointed to be the manager of a large chain restaurant, located in downtown Toronto, in which you have worked in various roles while going to Ryerson. You know the members of your well-knit, customer-oriented team well. The team, in fact, likes to say that they are a family who can be

relied upon to take care of each other. Recently, the team voluntarily rearranged their schedules to allow Jacques, one of the servers, shifts which enables him to take care of his mother, who has recently become ill.

**Part 1.** To reinforce the importance of teamwork, the staff pools all gratuities, which are distributed bi-weekly in accordance to an agreed-upon formula for each position. Two months into your new role you notice that the amount of the gratuities has been falling despite the fact the restaurant has been doing well: both food and beverage revenues are up. You do an analysis and discover that Jacques has been declaring lower gratuities than in the past. You make a point to watch Jacques' section over the next few shifts and notice that Jacques is pocketing, and not declaring, his cash receipts. You decide you need to address this situation.

**How would you handle this situation? What knowledge and skills would be required?**

**Part 2.** After you thought you had resolved the issue, you find that there are aftershocks that also need your attention. Fiona is one of your long-term servers and, previous to the problem with Jacques, a good personal friend of Jacques. In fact, she encouraged others to adjust their shifts to accommodate him. But now she is calling for a change to the tipping policy at the restaurant to ensure that no one can, as she says, "scam" others ever again. She wants the restaurant to add an automatic 18% gratuity to each bill, and to specify that gratuities must be paid by credit card only. You know this policy would set an unfavorable tone with your guests. Yet Fiona is a strong informal leader in the team and can be both intense and persuasive to the point of creating divisiveness once she has made up her mind about something.

**You need to figure out what to do. How would you fix this and what recommendations can you make to minimize the risk of a conflict?**

**Task 2. Describe yourself as a future leader either in business or science, technology, engineering, medicine. Explain why you have to be like this.**

## **2nd semester (spring) (B2/C1) – differentiated test**

Written part: test on the material covered in the semester.

Oral part: analysis of a problem situation and ways to solve it.

1. Example of a typical assignment for the written part

### **FINAL TEST**

**Task. Choose the correct answer. There might be from 1 to 2 options:**

**1. Why should scientists have leadership skills?**

- A: It's an excellent way to foster innovation
- B: It improves interpersonal skills
- C: It helps to obtain a better research investment
- D: It provides fast career growth

**2. What does silence in conversation imply in East Asia?**

- A: The topic is not interesting for your partner.
- B: The partner is interested and listens to you attentively.
- C: Your partner has nothing to say.
- D: Your partner is too angry to speak.

**3. Which of the given values belong to monochronic cultures?**

- A: Lack of plan
- B: Multitasking
- C: Flexibility
- D: Punctuality

**4. Which of the phrases can be applied to polychronic cultures?**

- A: Being 15 minutes late is within the realm of “basically on time.”
- B: The phrase “I am coming now” may mean in 20 minutes or more.
- C: They can plan everything not just weeks but months in advance.
- D: It is disrespectful to the group to take more time with your presentation than prescheduled without getting their permission.

**5. What is the most indirect way to say “Please open the window”?**

- A: Would you be so kind as to open the window?
- B: It’s hot in here.
- C: Open the window.
- D: I was wondering if you could open the window.

**6. Direct eye-contact in Japan will be regarded as:**

- A: Brave
- B: Aggressive
- C: Friendly
- D: Sincere

**7. Which of the given statements are true for both Russia and China?**

- A: Both countries are high-context and hierarchical.
- B: Both countries prefer direct negative feedback.
- C: Both countries avoid confrontation and seek consensus.
- D: Both countries prefer egalitarian leading style.

**9. A U.S. golfing equipment manufacturer decided to explore the possibility of entering the Japanese market.**

*They have arranged a meeting with a major Japanese firm to discuss a joint venture. Three representatives of each firm meet up in San Francisco. Following the initial introductions the teams sat down at opposite sides of the table.*

*After offering their Japanese guests a drink the U.S. representatives proceeded to take off their jackets and roll up their sleeves and say 'let's get down to business'. The meeting was unsuccessful and the joint venture never took place.*

***What cultural misstep did the Americans make?***

- a) The seating arrangements came across as distant to the Japanese who like to conduct business in a friendly atmosphere.
- b) The U.S. business men should have also offered the Japanese the chance to take off their jackets.
- c) The removal of jackets was seen as un-businesslike, inappropriate and in breach of professional conduct.

**10. Nick Mills had worked hard to become the top sales representative of the IT company he worked for in the USA.**

*When the company received an invitation from an Argentinean firm to make a marketing presentation for them, Nick was chosen to go to Buenos Aires. Nick had set up an appointment to make his presentation the afternoon he arrived.*

*Upon arrival he was met by the host firm who told him the presentation was postponed for two days to give Nick a chance to rest and see the sites. Nick insisted he was fit and ready for the presentation and pressed to have it that afternoon.*

*Eventually it was put back to the original slot but Nick noticed that none of the executives at the meeting seemed interested. At the end of the meeting the Vice President suggested they all meet again in two days.*

**Why did Nick get this reaction?**

- a) Argentines are fiercely proud of their culture and heritage and saw Nick's lack of enthusiasm to take in the sights as an insult.
- b) Their initial offer to delay it two days was their way of allowing enough time to get to know Nick. As a virtual 'stranger' none of the executives felt the desire to engage with him.
- c) Nick's insistence that it take place that day was seen as overzealous - a trait considered undesirable.

**11. Jonathan Manning has been chosen to set up a branch of his engineering consulting firm in Seoul, South Korea.**

*Although the six engineering consultants that would eventually be transferred there were British, Jonathan is interested in hiring locals as support staff. He is particularly keen to hire an accountant. He is offering a great salary with excellent working conditions.*

*He gets some names put forward through contacts he has in Seoul. After meeting with them he is surprised to find all of them turn down his offer.*

**All preferred to stay with their current employers. Why?**

- a) Most Koreans stay with their first employer for the rest of their career out of a sense of loyalty.
- b) Koreans consider it shameful to work for foreigners.
- c) Jonathan should not have approached them directly but through a third party.

**12. Jenny Rains had been assigned to the Paris office of her company.**

*As a graduate in French and someone with a lot of admiration for all things French she was very excited. Upon arriving at the new office Jenny was looking forward to meeting all her new colleagues and getting to know them. While waiting for a meeting to begin she decided to initiate some conversation with another member of staff present, Mr. Le Blanc. She introduced herself as Madame Rains and went on to enquire as to whether Mr. Le Blanc was married and had children.*

**Monsieur Le Blanc seemed distant and unapproachable. Why?**

- a) Introducing oneself as Monsieur/Madame if you are a foreigner is considered arrogant in France.
- b) As a new member of staff Jenny should have waited for Mr. Le Blanc to approach her.
- c) Asking personal questions in France is considered intrusive.

**12. Centrally planned economic system needs:**

- A: Laissez-faire leadership
- B: Visionary leadership
- C: Autocratic leadership
- D: Servant leadership

**13. What is the common factor the great leaders possess?**

- A: Money
- B: Emotional intelligence
- C: Humility
- D: Irrationality

**14. Ethics can be translated from the Greek language as:**

- A: The art of eloquence
- B: Fairness
- C: Moral nature
- D: Consciousness

**15. Which of the cases belong to business ethical problems?**

- A: Helping relatives to get a job in a firm where you work
- B: Tax evasion
- C: Being praised for the work that you haven't done
- D: Quitting the job

**16. Gift giving in belongs to ethical dilemmas while**

- A: Gift giving is a personal matter
- B: There are strict legal regulations about gift giving in every country
- C: Gift giving is a major crime
- D: There is no international code of ethics on gift giving.

**17. Ideation as a stage in the development of a project/startup means:**

- A: Testing the viability of the idea
- B: Forming the initial idea for the startup
- C: Creating a business plan
- D: Scaling the business

**18. Pitch deck is:**

- A: The amount of money that a business uses each month.
- B: A recurring and specific problem that a potential customer has.
- C: A short slide presentation that you deliver to investors.
- D: A situation in which a company has very little money left to spend.

**19. Funding the project/startup with personal savings or revenue generated by the business itself is called:**

- A: Bootstrapping
- B: Overdraft
- C: Angel investor
- D: Equity finance

**20. The downside of this type of project/startup funding is that your equity stake will be smaller:**

- A: Leasing
- B: Bank loan
- C: Crowdfunding
- D: Equity finance

2. Example of a typical task for the oral part

### **Case Study**

**Study the information and answer the questions:**

1. How is the scientific, educational and industrial leadership achieved?
2. What would you personally offer in this case in order to increase efficiency?

3. About 2 decades have passed since this very report. Has anything changed?
4. Do you think that communication issues may arise? What are they? Do you think that Code of Conduct may exist in the companies? What realia should be taken into consideration?
5. Are there similar cases of effective collaboration between science, industry and state (government) in our country? In CIS? In MIPT? Are you personally engaged in similar multidisciplinary projects / consortia? What ethical rules are there?
6. Would you like to be engaged into some? Why?

### **Scintillator Development for Medical Imaging October 2005 – Present**

This academic-industrial partnership seeks to develop new scintillators at the University of Tennessee (UT) that will enhance the performance of medical imaging devices that are manufactured by Siemens Medical Solutions. Scintillators are crystalline materials that are used to detect radiation such as X-rays and gamma rays used in nuclear medical imaging. A multidisciplinary team of faculty and students in the UT College of Engineering works together with scientists at Siemens to discover and develop new materials technology aimed at providing a competitive business advantage for Siemens while simultaneously providing research topics for students.

**Background:** Dr. Chuck Melcher previously worked for Siemens. He conceived the idea of an academic research center that would carry out basic research in an area that is critical to Siemens' medical imaging technology. With the help of senior administration at Siemens and in the College of Engineering, the research center concept was further developed and implemented.

**Level of Engagement:** Collaborative

**Staffing:** Currently two research faculty (80% support), four graduate students, one research associate (40% support), one post-doctoral researcher (50% support); two Siemens scientists have frequent interaction with the academic team.

**Role of Government:** None

**Keys to Your Success:** An understanding between the partners that universities need to publish research and companies need to protect intellectual property. Maintaining frequent communication is crucial. In this case, the partners have face-to-face weekly and monthly meetings with corresponding written reports.

<https://uidp.org/wp-content/uploads/documents/Case-Studies-pre-20141.pdf>