

THE MINISTRY OF AGRICULTURE THE REPUBLIC OF KAZAKHSTAN

S.Seifullin Kazakh Agrotechnical University



on the discipline: «Marketing»
for studentss: «Accounting and audit» specialty

Nur-Sultan, 2020

Discipline Program for studentss (Syllabus) is made for higher educational institutions of 5B050500200-«accounting and audit» specialty, curriculum of 07.06.2019

Discussed at the meeting of the chair of Markerting and service «12» июня 2020, Protocol № __12__

Head of the Department _____  _____ Mytallyapova Sh.E.

Recommended by the methodological commission of the economy department «___»
_____ 2020, Protocol № *S. Daripbayeva*
Head of the Commision S. Daripbayeva

1. DATA ON THE TEACHER

Lecturer Nurtayeva Zh.Sh, master of Economy science, Senior lecture
S. Seifullin University, Economic faculty, Marketing and service Department,
tel 39-59-27, 1425 office
Days of consultations: to schedule consultations at the Department

2. DATA ON DISCIPLINE

- The marketing
- Course - 2
- Credits – 2
- Lecture - 30
- Practical hours – 20
- Semester – 2
- Department of Marketing and service

Distribution of credit hours

Weeks	1	2	3	4	5	6	7	8	9	10	Total
Lectures	3	3	3	3	3	3	3	3	3	3	30
Practical classes	2	2	2	2	2	2	2	2	2	2	20
Self-study of masters and teacher	2	2	2	2	2	2	2	2	2	2	20
Students self-study	8	8	8	8	8	8	8	8	8	8	80
Total	15	15	15	15	15	15	15	15	15	15	150

3. PREREQUISITES

The list of previous subjects required for the study of this discipline: Management precedes the study of disciplines Economic theory, Microeconomics, Macroeconomics

4. POST REQUISITES

The studied discipline is the basis for writing the economic justification of the diploma project.

5. DESCRIPTION OF THE COURSE

The aim of course of this discipline is providing a survey of the history of hotel services and review of significant hotel service literature. Applications of management theories to practical problems in planning, organizing, and controlling business activity.

This course presents a thorough and systematic coverage of service theory and practice. It focuses on the basic roles, skills and functions of cultural service, with special attention to managerial responsibility for effective and efficient achievement of goals. Special attention is given to social responsibility, managerial ethics, and the importance of multi-national service centers.

Upon completion of the course, students are expected to be able to:

- understand fundamental concepts and principles of service, including the basic roles, skills, and functions of service;
- be knowledgeable of historical development, theoretical aspects and practice application of managerial process;
- be familiar with interactions between the environment, technology, human resources, and

organizations in order to achieve high performance;

- ability to negotiate with clients of communication:

- to manage projects;

- to be curious, to have analytical thinking;

- be aware of the ethical dilemmas faced by service managers and the social responsibilities of businesses.

- summaries of the discipline modules:

1. Introduction to main aspects of Management: Introduction to Principles of Management; Leadership, Entrepreneurship and Strategy; Planning, Organizing, Leading and Controlling; Economic, Social, and Environmental Performance; Your Principles of Management Survivor's Guide.

2. Personality, Attitudes, and Work Behaviors: Personality and Values, The Interactionist Perspective: The Role of Fit.

3. Evolution of Management: Ancient History: Management Through the 1990s.

4. Developing Mission, Vision, and Values: Developing Mission, Vision, and Values; The Roles of Mission, Vision, and Values

5. Strategizing: Strategizing. Strategic Management in the P-O-L-C Framework.

6. Organizational Structure and Change: Organizational Structure and Change; Organizational Structure; Contemporary Forms of Organizational Structures

7. Decision Making: Decision Making; Understanding Decision Making; Planning and Executing Change Effectively.

8. Communication in Organizations: Communication in Organizations; Communication Barriers; Different Types of Communication.

9. Managing Groups and Teams: Managing Groups and Teams; Group Dynamics; Organizing Effective Teams; Barriers to Effective Teams

The material covered will be relevant to you, regardless of your career objectives. In all likelihood, you will either be a manager of service or work with one in any occupation you choose. In the final analysis, we are all managers of our own lives and can benefit by studying to be better managers of service.

5. BRIEF COURSE DESCRIPTION

The purpose of this discipline is to form a set of practical knowledge and skills of organization and effective management of the company, taking into account the influence of various internal and external factors.

The main objectives are:

- study of the basic concepts of modern management, the history of management science, basic approaches and principles of management, methods of management decision-making;

- development of the ability to analyze and diagnose specific situations, set goals, objectives and find methods to solve them;

- selection of strategic goals of the enterprise, which determine the direction of specialization of the enterprise;

- strengthening the creative component of the student's personality by organizing discussions, discussion and analysis of specific situations;

- development of management decisions on the implementation of strategic plans of the enterprise: development of current plans of production activities.

- control over the implementation of current and operational plans and regulation of production.

Learning outcomes (to formulate in the form of subject or non-subject competencies):

As a result of studying the discipline the student must:

- know: the main stages of the evolution of management thought; the content and structure of the management system; principles of development and laws of functioning of the organization; human resource management; roles, functions and tasks of a Manager in a modern organization.

- be able to: set goals and formulate tasks related to the implementation of professional functions; analyze the organizational structure and develop proposals for its improvement; calculate productivity; current plans of the production enterprise; organization of production processes; develop control procedures and methods.

- own: motivation to achieve the goal; methods and techniques offered by the main leading schools and areas of economic science; methods of designing the organizational structure, to carry out the distribution of powers and responsibilities on the basis of their delegation; methods, methods of development of procedures and methods of control.

Know and understand (descriptor A): Knowledge of the Management principles, basic methods and tools of management, know and use the basic theories of motivation, leadership and power to solve management problems, methods of analysis and design of interpersonal, group and organizational communications.

Be able to (descriptor B): develop measures to motivate and stimulate the staff of the organization, analyze communication processes in the organization and develop proposals to improve their efficiency, set goals and formulate tasks related to the implementation of professional functions.

Own (descriptor C, D, E): methods of implementation of basic management functions (decision-making, organization, motivation and control), methods and methods of analysis and design of interpersonal, group and organizational communications.

Acquire practical skills (descriptor C, D, E): ability to set goals and formulate tasks related to the implementation of professional functions, be able to analyze the relationships between functional strategies of companies in order to prepare balanced management decisions. Systematize and obtain the necessary data for the analysis of the industry.

(Encoding Dublin descriptors: a-knowledge and understanding; B-application of knowledge and understanding; C – making (drafting) judgment; D – communication skills; E – learning skills).

6. COURSE CONTENT

6.1 List of lectures

The name of the module	Themes	Hours	Reference	Weeks
Theoretical bases and marketing concepts. Marketing research	1.1 Introduction to Principles of Management 1.2 Leadership, Entrepreneurship, and Strategy	3	Literature 2-11	1
Marketing environment	1.3 Planning, Organizing, Leading, and Controlling 1.4 Economic, Social, and Environmental Performance. 1.5 Your Principles of Management Survivor's Guide	3	Literature 2,4,6,7	2
Consumer behaviour in commodity markets	2.1 Personality and Values. 2.2 The Interactionist Perspective: The Role of Fit.	3	Literature 1,2,3,5	3
Market segmentation: concepts and categories	3.1 Ancient History: Management Through the 1990s	3	Literature 1,2,3,5	4
The product in the marketing system. Product policy in the	4.1 Developing Mission, Vision, and Values. 4.2 The Roles of Mission, Vision, and	3	Literature 1,2,3,5	5

marketing	Values			
Pricing policy marketing. Marketing policy marketing	5.1 Strategizing. Strategic Management in the P-O-L-C Framework	3	Literature 1,2,3,5	6
Communication policy in marketing	6.1 Organizational Structure and Change 6.2 Organizational Structure 6.3 Contemporary Forms of Organizational Structures	3	Literature 2,4,6,7	7
Advertising in the marketing system. Planning and control of marketing	7.1 Decision Making 7.2 Understanding Decision Making 7.3 Planning and Executing Change Effectively	3	Literature 1,2,3,5	8
Strategic planning in marketing. International marketing	8.1 Communication in Organizations 8.2 Communication Barriers 8.3 Different Types of Communication	3	Literature 4-11	9
Marketing services and non-profit activities	9.1 Managing Groups and Teams 9.2 Group Dynamics 9.3 Organizing Effective Teams 9.4 Barriers to Effective Teams	3	Literature 2,4,6,7	10
	Total:	30	-	

6.2 List of practical classes

The name of the module	Themes	Tasks, purpose and content	Hours	Reference	Weeks	Current control, 50/100 score
Theoretical bases and marketing concepts. Marketing research	1.1 Case in Point: Doing Good as a Core Business Strategy	<p>Goals: Introduction to marketing</p> <p>Exercises: Discussion Questions</p> <ol style="list-style-type: none"> 1. How might the implications of the P-O-L-C framework differ for an organization like Goodwill Industries versus a firm like Starbucks? 2. What are Goodwill's competitive advantages? 3. Goodwill has found success in the social services. What problems might result from hiring and training the diverse populations that Goodwill is involved with? 4. Have you ever experienced problems with discrimination in a work or school setting? 5. Why do you think that Goodwill believes it necessary to continually innovate? 	2	Literature 2-11	1	50/100
Marketing environment	1.2 Who Are Marketers?	<p>Goals: Understand the nature of managerial work.</p> <p>Exercises:</p> <ol style="list-style-type: none"> 1. Why do organizations need managers? 2. What are some different types of managers and how do they differ? 3. What are Mintzberg's 10 managerial roles? 4. What three areas does Mintzberg use to organize the 10 roles? 5. What four general managerial functions do principles of management include? 	2	Literature 2,4,6,7	2	50/100
Consumer behaviour in commodity markets	1.3 Your Principles of Marketing Survivor's Guide	<p>Goals: know your learning style, know how to match your style to the circumstances, use the gauge-discover-reflect framework.</p> <p>Exercises: What Is Your Intuition About Your Learning Style?</p>	2	Literature 2,4,6,7	3	50/100

		<p>Your learning style may be defined in large part by the answers to four questions:</p> <ol style="list-style-type: none"> 1. How do you prefer to process information: actively—through engagement in physical activity or discussion? Or reflectively—through introspection? 2. What type of information do you preferentially perceive: sensory (external)—sights, sounds, physical sensations? Or intuitive (internal)—possibilities, insights, hunches? 3. Through which sensory channel is external information most effectively perceived: visual—pictures, diagrams, graphs, demonstrations? Or verbal—words, sounds? (Other sensory channels like touch, taste, and smell are relatively untapped in most educational environments, and are not considered here.) 4. How do you progress toward understanding: sequentially—in continual steps? Or globally—in large jumps, holistically? <p>At the end you need to make a presentation that should answer the following questions:</p> <ol style="list-style-type: none"> 1. What is your learning style? 2. How does your style compare with your prior intuition? 3. What target learning issue could you use to experiment with the gauge-discover-reflect framework? 4. What does the acronym SMART refer to, in the context of goal setting? 5. What SMART goals could you apply to your target learning issue? 				
Market segmentation: concepts and categories	2.1 Work Attitudes	<p>Goals: define what work attitudes are, define and differentiate between job satisfaction and organizational commitment, list several important factors influencing job satisfaction and organizational commitment, identify two ways companies can track attitudes in the workplace</p> <p>Exercises: You need to write mini report, in which you answer the following question:</p> <ol style="list-style-type: none"> 1. What is the difference between job satisfaction and organizational commitment? How do the two concepts relate to one another? 	2	Literature 1,2,3,5	4	50/100

		<p>2. In your opinion, of the factors that influence work attitudes, which three are the most important in making people dissatisfied with their jobs? Which three are the most important relating to organizational commitment?</p> <p>3. Do you think making employees happier at work is a good way of motivating people? When would high satisfaction not be related to high performance?</p> <p>4. How important is pay in making people attached to a company and making employees satisfied?</p> <p>5. Do you think younger and older people are similar in what makes them happier at work and makes them committed to their companies? Do you think there are male-female differences? Explain your answers.</p>				
<p>The product in the marketing system. Product policy in the marketing</p>	<p>3.1 Contemporary Principles of Marketing</p>	<p>Goals: Recognize organizations as social movements, Understand the benefits of social networking, Recognize learning organizations, Understand virtual organizations.</p> <p>Exercises:</p> <p>1.What commonalities do you see between organizations and social movements? 2.How would you use a social network to solve a work-related task? 3.Why do social networks inspire employees? 4.How do social networks help managers plan, organize, lead, and control? 5.What steps would you take to help your organization become a learning organization? 6.What are the advantages of a virtual organization? 7.What aspects of P-O-L-C would be most likely to change based on what you have learned in this section?</p> <p>At the end you need to make a presentation on the following theme: Global Trends (for example: Green on the Outside, Rise of the Instapreneur, Rise of the Creative Class, New global industry structures will emerge, The world is getting flatter and etc.)</p>	2	Literature 1,2,3,5	4	50/100
<p>Pricing policy marketing. Marketing policy</p>	<p>4.1 Case in Point: Xerox Motivates Employees for Success.</p>	<p>Goals: Determine what mission and vision mean for you, Develop some guidelines for developing your mission and vision</p> <p>Exercises: Read the Case in Point: Xerox Motivates Employees for Success on page 140</p>	2	Literature 1,2,3,5	5	50/100

marketing	4.2 Developing Your Personal Mission and Vision	<p>and answer the Discussion Questions:</p> <ol style="list-style-type: none"> 1. In terms of the P-O-L-C framework, what values do the promotion and retention of Mulcahy and Burns suggest are important at Xerox? How might these values be reflected in its vision and mission statements? 2. How do you think Xerox was able to motivate its employees through the crisis it faced in 2000? 3. How do CEOs with large numbers of employees communicate priorities to a worldwide workforce? 4. How might Ursula Burns motivate employees to take calculated risks? 5. Both Anne Mulcahy and Ursula Burns were lifetime employees of Xerox. How does an organization attract and keep individuals for such a long period of time? <p>Read the information on page 75 and write essay at home, which answer the following questions:</p> <ol style="list-style-type: none"> 1. How does a personal mission and vision statement differ from one created for an organization? 2. What time period should a personal mission and vision statement cover? 3. What are the five steps for creating a personal mission and vision statement? 4. What type of goals should you start thinking about in creating a personal mission and vision? 5. How are your strengths and weaknesses relevant to mission and vision? 6. What stakeholders seem relevant to your personal mission and vision? 				
Communic ation policy in marketing	5.1 Case in Point: Unnamed Publisher Transforms Textbook Industry 5.2 Formulating Organization al and	<p>Goals: Learn about the strategy diamond, See how you can add staging, pacing, and vehicles to the strategy, Use the diamond to formulate your personal strategy.</p> <p>Exercises:</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Planning is a key component to the P-O-L-C framework. What type of planning do you think the founders of engaged in? 2. What competitive advantages does possess? 3. What are key strengths, weaknesses, opportunities, and threats? 4. How might the extensive textbook industry experience the founders possess 	2	Literature 1,2,3,5	6	50/100

	<p>Personal Strategy With the Strategy Diamond</p>	<p>help or hinder their strategy formulation and ultimate success or failure? 5. Based on Porter’s strategies summarized in the figure below, which type of strategy do you see employing? Support your response.</p> <p>The group should be divided into 3 subgroups. Each group must answer the questions and justify them. Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the five facets of the Hambrick and Fredrickson strategy diamond? 2. What is the relationship between arenas and differentiators if the strategy yields a positive economic logic? 3. If a firm is performing poorly financially, what might this say about the differentiators, arenas, or both? 4. Why is it important to consider vehicles as part of an organization’s strategy? 5. What is the difference between staging and pacing in terms of the strategy diamond? 6. What are some ways that you might apply staging and pacing to an organization’s strategy? 				
<p>Advertising in the marketing system. Planning and control of marketing</p>	<p>6.1 Case in Point: Toyota Struggles With Organizational Structure 6.2 Building Your Change Management Skills</p>	<p>Goals: Identify guidelines for overcoming resistance to change</p> <p>Exercises: Read Case in Point: Toyota Struggles With Organizational Structure on page 291 and answer the Discussion Questions:</p> <ol style="list-style-type: none"> 1. What changes in the organizing facet of the P-O-L-C framework might you make at Toyota to prevent future mishaps like the massive recalls related to brake and accelerator failures? 2. Do you think Toyota’s organizational structure and norms are explicitly formalized in rules, or do the norms seem to be more inherent in the culture of the organization? 3. What are the pros and cons of Toyota’s structure? 4. What elements of business would you suggest remain the same and what elements might need revising? 5. What are the most important elements of Toyota’s organizational structure? <p>You feel resisting that a change is needed. You have a great idea. But people around you do not seem convinced. They are your great idea. How do you make</p>	<p>2</p>	<p>Literature 10, 11</p>	<p>7</p>	<p>50/100</p>

		<p>change happen?</p> <ul style="list-style-type: none"> - <i>Listen to naysayer.</i> You may think that your idea is great, but listening to those who resist may give you valuable ideas about why it may not work and how to design it more effectively. - <i>Is your change revolutionary?</i> If you are trying to change dramatically the way things are done, you will find that resistance is greater. If your proposal involves incrementally making things better, you may have better luck. - <i>Involve those around you in planning the change.</i> Instead of providing the solutions, make them part of the solution. If they admit that there is a problem and participate in planning a way out, you would have to do less convincing when it is time to implement the change. - <i>Assess your credibility.</i> When trying to persuade people to change their ways, it helps if you have a history of suggesting implementable changes. Otherwise, you may be ignored or met with suspicion. This means you need to establish trust and a history of keeping promises over time before you propose a major change. - <i>Present data to your audience.</i> Be prepared to defend the technical aspects of your ideas and provide evidence that your proposal is likely to work. - <i>Appeal to your audience's ideals.</i> Frame your proposal around the big picture. Are you going to create happier clients? Is this going to lead to a better reputation for the company? Identify the long-term goals you are hoping to accomplish that people would be proud to be a part of. - <i>Understand the reasons for resistance.</i> Is your audience resisting because they fear change? Does the change you propose mean more work for them? Does it affect them in a negative way? Understanding the consequences of your proposal for the parties involved may help you tailor your pitch to your audience <p>You need to think and answer:</p> <ol style="list-style-type: none"> 1. What do you think are some key reasons why people resist change? 2. Do you think some people are more resistant to change regardless of what it is? Why do you think this is? 				
Strategic planning in	7.1 Case in Point: Toyota	Goals: Identify guidelines for overcoming resistance to change	2	Literature 2,4,6,7	8	50/100

<p>marketing. Internationa l marketing</p>	<p>Struggles With Organization al Structure 7.2 Building Your Change Management Skills</p>	<p>Exercises: Discussion Questions 1. What changes in the organizing facet of the P-O-L-C framework might you make at Toyota to prevent future mishaps like the massive recalls related to brake and accelerator failures? 2. Do you think Toyota’s organizational structure and norms are explicitly formalized in rules, or do the norms seem to be more inherent in the culture of the organization? 3. What are the pros and cons of Toyota’s structure? 4. What elements of business would you suggest remain the same and what elements might need revising? 5. What are the most important elements of Toyota’s organizational structure?</p> <p>You need information on page 325 and after that you write an essay that should answer the following questions: 1. What do you think are some key reasons why people resist change? 2. Do you think some people are more resistant to change regardless of what it is? Why do you think this is?</p>				
<p>Marketing services and non- profit activities</p>	<p>8.1 Case in Point: Edward Jones Communicat es Caring 8.2 Developing Your Personal Communicati on Skills</p>	<p>Goals: Learn how to improve your own listening habits, Learn how to handle personal communications in a career-friendly manner, Learn what communication freezers are and how to avoid them.</p> <p>Exercises: Read Case in Point: Edward Jones Communicates Caring and answer the following questions: Discussion Questions 1. Communication is a key part of the leading facet of the P-O-L-C framework. What other things could Edward Jones do to increase its effectiveness in the area of communications? 2. As an organization, what qualities do you think Edward Jones looks for when hiring new financial advisors? How do you think that affects its culture over time? 3. With its success in North America, why do you think Edward Jones has not</p>	<p>2</p>	<p>Literature 4-11</p>	<p>9</p>	<p>50/100</p>

		<p>expanded across the Pacific or Atlantic Oceans?</p> <p>4. How has technology enabled Edward Jones to become more effective at communicating with its employees and customers?</p> <p>5. What types of customer service policies do think Edward Jones has in place? How do these relate to its culture over time?</p> <p>Discussion Questions</p> <p>1. How can you assess if you are engaging in active listening?</p> <p>2. How does it feel when someone does not seem to be listening to you?</p> <p>3. Some companies have MySpace pages where employees can mingle and share ideas and information. Do you think this practice is a good idea? Why or why not?</p> <p>4. What advice would you give to someone who is going to become a first time manager in terms of communication?</p>				
<p>Theoretic al bases and marketing concepts. Marketing research</p>	<p>9.1 Case in Point: General Electric Allows Teamwork to Take Flight</p> <p>9.2 Understandin g Team Design Characteristic s</p> <p>9.3 Developing Your Team Skills</p>	<p>Goals: Understand the difference between groups and teams, Understand the factors leading to the rise in the use of teams, Identify guidelines for developing cohesion in your team</p> <p>Exercises: Discussion Questions</p> <p>1. Teams are an essential part of the leading facet of the P-O-L-C framework. Looking at the team role typology, how might you categorize the roles played by the teams in this case?</p> <p>2. What do you think brought individuals at GE together to work as a cohesive team?</p> <p>3. In the case of GE, do you view the team members or the management leaders as the most important part of the story?</p> <p>4. How do you think Henderson held his team members accountable for their actions?</p> <p>5. Do you think that GE offered a support system for its employees in order to create this type of team cohesion? If so, how might this have been accomplished?</p> <p>6. What are the benefits of creating a team whose members are educated to</p>	2	Literature 2,4,6,7	10	50/100

		<p>make vital decisions with minimal oversight, as GE did in hiring staffers with FAA mechanic's licenses?</p> <p>Write an essay, which answer the following questions:</p> <ol style="list-style-type: none"> 1. Think of the last team you were in. Did the task you were asked to do affect the team? Why or why not? 2. Which of the 10 work roles do you normally take in a team? How difficult or easy do you think it would be for you to take on a different role? 3. Have you ever worked in a virtual team? If so, what were the challenges and advantages of working virtually? 4. How large do you think teams should be and why? <p>Discussion Questions</p> <ol style="list-style-type: none"> 1. Think of the most cohesive group you have ever been in. What factors made the group so close? 2. What are some challenges you see to creating a cohesive group? 3. How does team size affect cohesion? 				
	Total:		20	-		

6.3 Criteria for assessing the tasks of practical lessons

An **"excellent" grade** (90-100 points) gets a student if he actively works throughout the practical class, gives full answers to the questions of the teacher in accordance with the plan of the practical class and shows a deep mastery of the lecture material, knowledge of the relevant literature and legislation on Management issues, is able to Express their own attitude to the problem, shows the ability to independently and argumentatively present the material, analyze phenomena and facts, make independent generalizations and conclusions, correctly performs educational tasks, allowing no more than 1-2 arithmetic errors or missteps.

The student receives a **"good" grade** (70-89 points) provided that the following requirements are met: the student is actively working during the practical classes, questions are fully covered, the presentation of the material is logical, substantiated by facts, with references to the relevant normative documents and literary sources, the coverage of issues is completed by conclusions, the student discovered the ability to analyze facts and events, as well as to perform training tasks. But with the inaccuracies, some minor bugs, has a lack of validity in presenting the material, clearly expressed in the student's attitude to facts and events, or admitted 1-2 1-2 arithmetic and logical errors when solving spatial tasks.

A **"satisfactory" grade** (50-69 points) is exhibited in the case when the student as a whole mastered the essence of the issues on this topic, discovers knowledge of lecture material, legislation and educational literature, tries to analyze facts and events, draw conclusions and solve problems. But the lesson behaves passively, responding only when summoned by the teacher, gives incomplete answers to questions, allowing gross errors in the coverage of theoretical material or 3-4 logical errors in the solution of special problems.

An **«unsatisfactory» grade** (0-49 points) is exhibited in the case where the student found a failure to highlight the issue questions are answered incorrectly, haphazardly, with gross errors, missing basic understanding of issues, conclusions, generalizations, discovered their inability to solve educational tasks.

Inaccuracy, imprecision in the coverage of issues, and one arithmetic error reduces the maximum evaluation to 0,5 points, one logical error or error in fact or substance of the question - 1 point. No answer or completely wrong answer is rated 0 points.

6.4. Schedule and delivery of tasks independent work of students in the discipline

№	The name of the module	Theme	Content (tasks) of self-study	Reference	Form control	Weeks	Current control, 50/100 score
1	2	3	4	5	6	7	8

1	Personality, Attitudes, and Work Behaviors	1.1 Work Behaviors	<p>Goals: Define job performance, organizational citizenship, absenteeism, and turnover</p> <p>Exercises</p> <ol style="list-style-type: none"> 1. What is the difference between performance and organizational citizenship behaviors? As a manager, how would you improve someone's performance? How would you increase citizenship behaviors? 2. Are citizenship behaviors always beneficial to the company? Can you think of any citizenship behaviors employees may perform with the intention of helping a company but that may have negative consequences overall? 3. Given the factors correlated with job performance, which employee selection methods should be better at identifying future high performers? 4. What are the major causes of absenteeism at work? How can companies minimize the level of absenteeism that takes place? 5. In some companies, managers are rewarded for minimizing the turnover within their department or branch. A part of their bonus is directly tied to keeping the level of turnover below a minimum. What do you think about the potential effectiveness of these programs? Do you see any downsides to such programs? 	<p>1. Banzekulivaho Zh. M. Economics of enterprise and production organization: educational-methodical complex / Novopolotsk: PSU, 2010. – 351 p.</p> <p>2. Organization of production in industrial enterprises: textbook / M. P. Pereverzev, S. I. Logvinov, S. S. Logvinov. – Moscow: Infra-M, 2010. 330 p.</p> <p>3. Production management: textbook / E. M. Gainutdinov, L. I. Podderegina – Minsk: High School, 2010. – 319 p.</p> <p>4. Fathutdinov R. A. Production management: textbook / St. Petersburg: Leader, 2011. – 494 p.</p> <p>5. Bychkov N. A. Agricultural co-operation (theory, methodology, practice) — Minsk: the Belarusian research Institute of Agrar. of Economics, 2011. — 252 P.</p>	Write mini report (5-6 pages) and made presentation	2, 3	50/100
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2	Goals and Objectives	2.1 The Nature of Goals and Objectives	<p>Goals: Know the difference between goals and objectives, Know the relationship between goals and objectives.</p> <p>Exercises</p> <ol style="list-style-type: none"> 1. What is the difference between a goal and an objective? 2. What is the relationship between a goal and an objective? 3. What characteristics should a good objective have? 4. What four broad ways do goals and objectives fit in the P-O-L-C framework? 5. Why are goals and objectives relevant to leadership? 6. In what ways do goals and objectives help managers control the organization? 	<ol style="list-style-type: none"> 1. Fathutdinov R. A. the Organization of production: textbook / Moscow: INFRA-M, 2011. – 544 p. 2. Shepelenko, I. G. Economy, organization and production planning at the enterprise: textbook / Rostov-on-don: Phoenix, 2010. – 600 p. 3. Production management: textbook / E. M. Karpenko, S. Yu. Komkov. – Gomel: GGTU, 2010. – 519 p. 4. Agrarian economy: a Textbook. — 2nd ed. revised. and DOP. / Under the editorship of M. N. Baby. - SPb.: DOE, 2012. — 688 p. 	To write an essay, which answer questions (400 words)	4	50/100
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3	Motivating Employees	<p>3.1 Need-Based Theories of Motivation</p> <p>3.2 Process-Based Theories</p>	<p>Goals: Explain how employees are motivated according to Maslow’s hierarchy of needs, Describe the difference between factors contributing to employee motivation and how these differ from factors contributing to dissatisfaction, explain how employees evaluate the fairness of reward distributions</p> <p>Exercises:</p> <ol style="list-style-type: none"> 1. Many managers assume that if an employee is not performing well, the reason must be lack of motivation. What is the problem with this assumption? 2. Review Maslow’s hierarchy of needs. Do you agree with the particular ranking of employee needs? 3. Review the hygiene and motivators in the two-factor theory. Are there any hygiene factors that you would consider to be motivators and vice versa? 4. A friend of yours is competitive, requires frequent and immediate feedback, and enjoys accomplishing things. She has recently been promoted to a managerial position and seeks your advice. What would you tell her? 5. Which motivation theory have you found to be most useful in explaining why people behave in a certain way? Why? <p>Exercises</p> <ol style="list-style-type: none"> 1. Your manager tells you that the best way of ensuring fairness in reward distribution is to keep the pay a secret. How would you respond to this assertion? 2. What are the distinctions among procedural, interactional, and distributive justice? List ways in which you could increase each of these justice perceptions. 3. Using an example from your own experience in school or at work, explain the concepts of expectancy, instrumentality, and valence. 	<ol style="list-style-type: none"> 2. Organization of production in industrial enterprises: textbook / M. P. Pereverzev, S. I. Logvinov, S. S. Logvinov. – Moscow: Infra-M, 2010. 330 p. 3. Production management: textbook / E. M. Gainutdinov, L. I. Podderegina – Minsk: High School, 2010. – 319 p. 4. Fathutdinov R. A. Production management: textbook / St. Petersburg: Leader, 2011. – 494 p. 	Answer the questions (write report)	5	50/100
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4	Social Networks	<p>4.1 Social Networks</p> <p>4.2 Case in Point: Networking Powers Relationships</p>	<p>Goals: Know why social networks and networking are valuable, Map your own social network and understand its implications.</p> <p>Exercises:</p> <p>Questions</p> <p>1. If social networks are an essential element of the organizing facet of the P-O-L-C framework, should employers track the use of LinkedIn or Facebook among their employees? Why or why not?</p> <p>2. How is online networking different from or similar to in-person networking? Please describe your experience with both.</p> <p>3. What are the downfalls and benefits of social networking?</p> <p>4. In what ways are indirect ties as powerful and important as direct ties?</p> <p>5. To what extent have you built your own brand? Is this something that you have ever considered before?</p>	<p>5. Fathutdinov R. A. the Organization of production: textbook / Moscow: INFRA-M, 2011. – 544 p.</p> <p>6. Shepelenko, I. G. Economy, organization and production planning at the enterprise: textbook / Rostov-on-don: Phoenix, 2010. – 600 p.</p>	Write report	6,7	50/100
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5	Strategic Human Resource Management	5.1 The Changing Role of Strategic Human Resource Management in Principles of Management	<p>Goals: Understand how HR is becoming a strategic partner, Understand the importance of an organization's human capital, List the key elements of SHRM, Explain the importance of focusing on outcomes.</p> <p>Exercises</p> <ol style="list-style-type: none"> 1. What are the advantages of the new SHRM approach? 2. Name three elements of HR. 3. What must HR do to be a true strategic partner of the company? 4. What benefits does a diverse workforce provide the company? 5. If you were an HR manager, what steps would you take to minimize the outsourcing of jobs in your department? 	<p>6. Shepelenko, I. G. Economy, organization and production planning at the enterprise: textbook / Rostov-on-don: Phoenix, 2010. – 600 p.</p> <p>7. Economic methods of management of enterprise development / L. V. Grintsevich, I. V. Demidov, T. A. Sakhnovich. – Minsk: BNTU, 2010. – 475 p.</p> <p>8. Production management: textbook / E. M. Karpenko, S. Yu. Komkov. – Gomel: GGTU, 2010. – 519 p.</p>	Presentation and writing	8,9	50/100
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6	Communication in Organizations	6.1 Communication Channels	<p>Goals: Understand how communication channels affect communication, Recognize different communication directions within organizations</p> <p>Exercises:</p> <ol style="list-style-type: none"> 1. How could you use your knowledge of communication richness to be more effective in your own communications? 2. What are the three biggest advantages and disadvantages you see regarding technology and communications? 3. Explain the difference between internal and external communications in an organization, giving examples of each. 	<ol style="list-style-type: none"> 1. BanzekulivahoZ h. M. Economics of enterprise and production organization: educational–methodical complex / Novopolotsk: PSU, 2010. – 351 p. 2. Organization of production in industrial enterprises: textbook / M. P. Pereverzev, S. I. Logvinov, S. S. Logvinov. – Moscow: Infra-M, 2010. 330 p. 3. Becker, B. E., & Huselid, M. A. (2006). Strategic human resources management: Where do we go from here? Journal of Management, 32(6): 898–925. 	Write report (5-6 pages)	10	50/100
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6.5 Criteria for assessing the tasks of independent work of students

An "excellent" grade deserves a student, who discovered a comprehensive, systematic and deep knowledge of educational material, independently answered the questions, the answer is rich and accurate terms used, the material is presented consistently and logically, when performing independent work uses additional and .

A "good" grade deserves a student, who discovered the complete knowledge of educational material, that is in the response of significant inaccuracies, self-fulfilled answered questions.

A "satisfactory" grade deserves a student, who found knowledge of the basic educational material in the amount necessary for further study independently, completed the task, but made some mistakes in answering questions.

An "unsatisfactory" grade is exposed to the student, who found gaps in knowledge or lack of knowledge on a significant part of the basic training material, that did not fulfill fundamental errors in answering questions.

7. BASIC FORMS AND METHODS OF TRAINING

The use of non-traditional forms of lessons (lesson – business game, lesson – competition, lesson, seminar, integrated lesson, etc.);

The use of alternative forms of studies (integrated classes, United by a common theme, problem, combination, design classes, etc.);

-The use of game forms;

-Dialogic interaction;

-Problem-task approach (problem questions, problem situations, etc.)

-Use of different forms of work (group, team, pair, individual, frontal, etc.);

-Interactive teaching methods (reproductive, partial search, creative, etc.);

-The use of didactic tools (tests, terminology crosswords, etc.);

-The use of all methods of motivation (emotional, poznatel governmental, social, etc.);

-Different types of homework (group, creative, differentiated, neighbor, etc.).

Methods of training: verbal (lecture, story, conversation), visual (illustrations, demon-
facies as a conventional and computer), workshops (laboratory and practical works, independent work with dictionaries and literature, independent written exercises, independent work at the computer).

8. REFERENCE

The basic literature

1. Banzekulivaho Zh. M. Economics of enterprise and production organization: educational–methodical complex / Novopolotsk: PSU, 2010. – 351 p.

2. Organization of production in industrial enterprises: textbook / M. P. Pereverzev, S. I. Logvinov, S. S. Logvinov. – Moscow: Infra-M, 2010. 330 p.

3. Production management: textbook / E. M. Gainutdinov, L. I. Podderegina – Minsk: High School, 2010. – 319 p.

4. Fathutdinov R. A. Production management: textbook / St. Petersburg: Leader, 2011. – 494 p.

5. Bychkov N. A. Agricultural co-operation (theory, methodology, practice) — Minsk: the Belarusian research Institute of Agrar. of Economics, 2011. — 252 P.

6. Savitskaya GV Analysis of economic activity of agricultural enterprises: Textbook. — 4-e Izd., Rev. and extra — Minsk: New knowledge, 2014. — 736 p.

The additional literature:

7. Fathutdinov R. A. the Organization of production: textbook / Moscow: INFRA-M, 2011. – 544 p.
8. Shepelenko, I. G. Economy, organization and production planning at the enterprise: textbook / Rostov-on-don: Phoenix, 2010. – 600 p.
9. Economic methods of management of enterprise development / L. V. Grintsevich, I. V. Demidov, T. A. Sakhnovich. – Minsk: BNTU, 2010. – 475 p.
10. Production management: textbook / E. M. Karpenko, S. Yu. Komkov. – Gomel: GGTU, 2010. – 519 p.
11. Agrarian economy: a Textbook. — 2nd ed. revised. and DOP. / Under the editorship of M. N. Baby. - SPb.: DOE, 2012. — 688 p.
12. Gusakov V. G. Methodological basis for the development of the cooperative system in agriculture of Belarus // Bulletin of NAS of Belarus, Ser. agrarian Navy. — 2014. — 4. — P. 5-14.
13. Lexilucii P. V. Economics of enterprises and industries agriculture: Workshop/ Lexilucii P. V., V. S. Chekanov. - Mn.: The Belarusian state economic University, 2013. – 310P.
14. Becker, B. E., & Huselid, M. A. (2006). Strategic human resources management: Where do we go from here? Journal of Management, 32(6): 898–925.

9. COURSE POLICY

Students are not allowed to

1. Be late for classes.
2. Miss classes without any reason.
3. Talk during class by cell phone, chew gum.
5. Avoid wearing business dress code.
6. Be impolite with fellow students and teachers.

10. KNOWLEDGE ASSESSMENT

Assessment criteria on students' knowledge:

- Knowledge of the basic categories;
- Fluency in theoretical materials;
- The ability to solve problems by applying acquired knowledge.

11. GRADING SYSTEM

The policy of assessment is based on a 100-point system and provides the following distribution of points: the current and intermediate control is assigned a total of 60 points, the final control - 40 points.

Approximate scheme of knowledge assessment during the course

	The student's activity on:	Number of points min / max
I	Current control: Tasks performed during the trimester (practical classes, independent work of the student).	50/100
	TOTAL (AVERAGE):	50/100
II	Final control	50/100
	TOTAL (AVERAGE):	50/100

Approximate scheme of the student's grading at the exam

	Examination results	Evaluation in points, %
1.	Current control	50/100
2.	Final control	50/100

TOTAL (AVERAGE):	50 - 100
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The student's knowledge assessment scale

Scores in alphabetic system	The digital equivalent of the points	The percentage of points	Point on conventional system
A	4,0	95-100	excellent
A-	3,67	90-94	
B+	3,33	85-89	good
B	3,0	80-84	
B-	2,67	75-79	
C+	2,33	70-74	
C	2,0	65-69	satisfactory
C-	1,67	60-64	
D+	1,33	55-59	
D	1,0	50-54	
FX	0,5	25-49	unsatisfactory
F	0	0-24	

Methodical instructions for masters independent work with teacher
UNIT 1

1 Which is correct: a), b) or c)?

- 1) The Caribbean is a fantastic place for.....
a) swim; b) swims; c) swimming;
- 2) A marketing manager deals business for the hotel.
a) with; b) on; c) at:
- 3) It is hard to work in the hotel, especially in the.... holiday season.
a) top; b) upper; c) peak;
- 4) What you do in the spare time?
a) is; b) do; c) are;
- 5) She is responsible.... rooms.
a) for; b) at; c) in;

2 Give Russian equivalents to the following:

- | | |
|------------------|-------------------|
| 1) hospitality; | 6) stay- overs- |
| 2) exciting; | 7) a chambermaid; |
| 3) benefit; | 8) to tidy ; |
| 4) duties; | 9) to disturb; |
| 5) a sick leave; | 10) a porter. |

3 Match the following:

- | | |
|------------------------------|---|
| 1) to be on the night shift; | A) some drinks; |
| 2) a receptionist; | B) a person, who looks after the rooms; |
| 3) to satisfy; | C) to work at night; |
| 4) beverages; | D) a person, who checks in new guests; |
| 5) housekeeper; | E) many different professions; |
| 6) variety of jobs; | F) to feel much pleasure. |

4 Ask some questions about your friend's:

- free time;
- working day;
- main duties;
- classes;
- weekends.

UNIT 2

1 Which is correct: a), b) or c)?

- | | | | |
|-----------------------------------|-------------|--------------|-----------------|
| 1) Hello, Mr. Brown | a) speaks; | b) speaking; | c) spoken; |
| 2) My friend...at 7.30 a.m. | a) arrive; | b) arrives; | c) is arriving; |
| 3) Sorry, I ...been in touch. | a) haven't; | b) didn't; | c) wasn't |
| 4) Are you staying...a fortnight? | a) for; | b) by; | c) in; |
| 5) She is traveling...Florida. | a) along; | b) around; | c) about; |

2 Give Russian equivalents to the following:

- | | |
|---------------------|----------------|
| - accommodation; | - destination; |
| - resort; | - to book; |
| - to rent; | - adults; |
| - pick-up location; | - to confirm; |

- insurance;

- to include;

3 What does the abbreviation mean:

CDW;	s/c;	nts;	o/w
B and B;	p/p;	rtn;	incl.

4 Open the brackets:

- 1) I'm (to work) very hard at the moment.
- 2) She (to come) late every evening.
- 3) My friend (to arrive) at the end of the week.
- 4) Mrs. Smith (to want) to go to Miami.
- 5) Where you (to take) your holidays?
- 6) He (to like) to go to Florida.
- 7) I'm (to fly) to the USA next month.
- 8) They usually (to stay) at this place with relation.

UNIT 3

1 Which is correct: a), b) or c)?

- | | |
|---|-----------------------------|
| 1) How sandwiches have you got? | a) much; b) -; c) many; |
| 2) This dessert is made..... some fruit. | a) of; b)with; c)by; |
| 3) I'll be with you a minute. | a) at; b)than; c)in; |
| 4) This salad is made...carrots and garlic. | a) from; b) of; c)out; |
| 5) I am sorry, it is..... hot. | a) too; b) enough; c) over; |
| 6) Would you like..... more cake, sir? | a) any; b) some; c)a; |

2 Give Russian equivalents to the words:

- | | |
|---------------|---------------|
| - cheap | - main course |
| - overdone | - to stuff |
| - a range of | - to bake |
| - served with | - appetisers |
| - to order | - complains. |

3 Open the brackets:

- 1) I don't eat (много) meat.
- 2) What about going to another café, it is (слишком) expensive.
- 3) This pizzeria includes (мало) French dishes.
- 4) They use (мало) chocolate.
- 5) Would you like (немного) wine?
- 6) This café is overcrowded. There are too (много) people.

4 Choose the necessary word:

- 1) We haven't got (some/any) alcohol drinks.
- 2) Would you like (some/ any) more wine?
- 3) Can I have (some, any) fruit salads here?
- 4) She doesn't like (some/ any) kind of cheese.
- 5) There are (some/ any) free tables.
- 6) I can't find (any/some) fish dishes in the menu!

UNIT 4

1 Choose the correct variant: a), b) or c)?

- 1) From 19091926 the architect worked on the cathedral.
a) to; b)until; c) before;
- 2) He often.... eat for long periods.
a) don't b)hadn't c) didn't
- 3) She to the shop at that time yesterday.
a) was going; b) went; c)goes;
- 4) your left you can see a great sculpture.
a) in; b) at; c) on;
- 5) How long the tour last?
a) does; b) do; c) is;

2 Translate the following into Russian:

- | | |
|------------|----------------|
| -careful; | -over there; |
| -accident; | - opposite; |
| -straight; | - to remember; |
| -private; | - to cost; |
| -shapes; | - valuables. |

3 Open the brackets, using proper forms of the verbs:

- 1) The tourists (to ask) her a lot of questions.
- 2) I (to want) to see the city as much as possible.
- 3) My friend (to know) much information about Rostov when he worked at a travel agency.
- 4) She (to go) to the Black seacoast last summer.
- 5) He (not, to pay) for the bus tour.
- 6) Near this shop there (to be) a school.
- 7) My tour (to last) 5 hours.
- 8) They (to buy) a lot of souvenirs.
- 9) My brother (to move) into a new flat.
- 10) I (not, have) time to do my homework.

4 Ask questions about the tour round Rostov-on- Don. You may ask about:

- the time it begins and finishes;
- the sights to see;
- if you can or cannot do something during the tour;
- the cost;
- the transport;
- other things.

UNIT 5

1 Which is correct: a), b) or c)?

- 1) Canal view rooms are usually more expensive..... rooms are at the rear.
a) as b) that c) than
- 2) The Marconi is.....from Rialto than the Londra Palace.
a) more far b)farther c) fartherer;
- 3) Our hotel is not as busy.....in August.
a)as b) than c) that
- 4) Van Orina is the best hotel.... the guests with young children.

- a) to b) for c) by
 5) They don't like going..... at night, so the hotel should have a comfortable lounge.
 a) out b) in c) off

2 Give Russian equivalents:

- | | |
|---------------|--------------------------|
| - facilities | - luxury |
| - attractive | - full-equipped bathroom |
| - impeccable | - a range of |
| - cuisine | - convenient |
| - hospitality | - laundry |
| - guests | - a good quality |

3 Write the degrees of comparisons:

- 1) This restaurant is (expensive) in this area.
- 2) Bauer hotel in Venice offers (warm) atmosphere than Flora in Amsterdam.
- 3) One of (great) pleasures of exploring the city is walking.
- 4) The water taxi is (fast) way to travel through the city.
- 5) The previous porter was (good) than a new one is.
- 6) The rooms in this hotel are (spacious) than the rooms in that one.
- 7) The (nice) hotel in this area is Omega.
- 8) Bus trips are (suitable) for elderly people.

UNIT 6

1 Which is correct : a),b) or c)?

- 1) Teresa worked ...a tour guide last year. a) to; b) as; c) of
- 2) Cruise lines always hire people... experience in a) by; b) on; c) with
tourism, hospitality.
- 3) All your qualifications should be written ...chrono- a) in; b) after; c) for;
logical order.
- 4) I'd like to apply...the position of assistant purser. a) to ; b) for; c) as;
- 5) I look forward... hearing from you soon. a) by; b) in; c) to;

2 Give Russian equivalents to the following:

- | | |
|-------------------|----------------|
| - entertainment; | -expenses; |
| - resort; | - deck; |
| - to apply for- | - to look for; |
| - responsibility- | - skills; |
| - available; | - sea-sickness |

3 Answer the questions:

- 1) What is a cruise holiday?
- 2) What people do cruise lines hire?
- 3) Have you ever traveled by ship? Did you like it?
- 4) What entertainment facilities are on board?
- 5) Would you like to work on a cruise ship? Why?
- 6) Is CV important for people who look for a job? Why?

UNIT 7

1 Make these requests sound more polite:

- 1) Wait in reception.
- 2) Show me your tickets.
- 3) Don't smoke here.
- 4) Give me your passports.
- 5) Spell your name.

2 Give Russian equivalents to the following:

- | | |
|-----------------|------------------|
| - precaution; | - to allow |
| - to conserve; | -a pickpocket |
| - to lock; | -a habit |
| - to feel sick; | -a headache; |
| - an accident; | - to improve. |
| - to complete; | - inconvenience. |

3 Read the letter of apology and fill in the phrases from the following:

a) *I can assure you that;* b) *it is very important to us;* c) *I'm very sorry;* d) *I hope you will allow us;* e) *I also apologise;* f) *I would like to.*

- 1)- 2)- 3)- 4)- 5)- 6)-

Dear Mrs. Smith,

Thank you for taking the time to complete our customer satisfaction questionnaire. 1)... to know how we can make our guests stay as pleasant as possible. 2)... to hear that you were unhappy when you stayed with us.

I have discussed the room facilities with our housekeeper, several kettles have been purchased. 3)... for inconvenience caused by the lifts. 4)... it is not normally the situation. At that time one of the lifts was out of service for routine maintenance.

Once again, I apologise for the problems you experienced and 5)... offer you and your family a free night's stay at our hotel including breakfast. 6)... to serve you again and look forward to your stay at our hotel.

Sincerely Yours,
Briggs Cooper.

4 Make up the sentences from the words :

- 1) was, the, guide, inexperienced, and, the, names, did, the, animals, not, know, of.
- 2) unfriendly, and, rude, staff, sometimes, were, generally.
- 3) sorry, with, to, we, very, unhappy, our, were, hear, you, that, were, hotel.
- 4) showing, your, would, mind, passports, please, you, me?

UNIT 8

1 Which is correct: a), b) or c)?

- | | | | |
|---|---------|---------|--------|
| 1) They usually go to the seacoast...car. | a)with; | b)by; | c)at; |
| 2) You can go...cruises in Turkey. | a)in; | b)by; | c)on; |
| 3) These nice boxes are crafted...stone. | a)from; | b)with; | c)by; |
| 4) I have been in Bodrum...7 days. | a)at; | b)for; | c)on; |
| 5) This souvenir will protect you...evil. | a)for; | b)from; |)with; |

2 Give Russian equivalents to the following:

- | | |
|--------------|------------------------|
| - crowded; | - reduction; |
| - fortnight; | - to try something on; |
| - to suit; | - tourist destination; |

- 1) A business traveler... likely to travel more frequently.
a) -; b) does; c) is;
- 2) The exhibition are is able to accommodate... to 700 people.
a) in; b) about; c) up;
- 3) ...the guests disposal are conference rooms and exhibition halls.
a) for; b) in; c) at;
- 4) She has got very little time... sightseeing.
a) for; b) on; c) at;
- 5) We are looking for the room, equipped... fax machine.
a) -; b) with; c) by;

2 Give Russian equivalents to the following:

- | | |
|---------------------|--------------------|
| - catering service; | - leisure; |
| - a full range of; | - medieval period; |
| - to equip with; | - internet access; |
| - capacity; | - cuisine; |
| - to accommodate; | - disable person. |

3 Make up the sentences from the following words:

- 1) modern, this, situated, hotel, is, bank, the, of, river, on, the.
- 2) rooms, equipped, all, are, air conditioning, room, and, service, with.
- 3) tennis, sauna, facilities, include, the, courts, leisure, and, mini-golf.
- 4) business, a, offers, equipment, center, our, range, full, conference, of.
- 5) are, both, exhibition, indoor, there, and, areas, outdoor.

4 Recommend your friend (or customer) 3 places to visit. He has come to your city and has a little spare time. Why have you chosen them?

UNIT 11

1 Which is correct: a, b, c?

- | | | | |
|--|----------|---------|---------|
| 1) New Zealand is famous... its fjords. | a) over; | b) for; | c) of; |
| 2) What are you doing ...holidays this year? | a) at; | b) in; | c) for; |
| 3) She is leaving ... Auckland next week. | a) for; | b) on; | c) to; |
| 4) What are you doing ... April 24? | a) in; | b) at; | c) on; |
| 5) The train to Wellington leaves... 8.30. | a) in; | b) at; | c) on |

2 Give Russian equivalents to the following:

- | | |
|------------------|---------------|
| - scenery | - glaciers |
| - similar | - cliffs |
| - amazing | - pax |
| - bungee jumping | - arrangement |
| - diversity | - deserts |

3 Open the brackets, using the present simple and the present progressive:

- 1) We (to go) to Auckland tomorrow.
- 2) She always (to guide) English-speaking groups.
- 3) What he (to do) this summer?
- 4) They (to spend) a wonderful time on the Hawaiian Islands every summer.
- 5) When buses of London (to start) working?
- 6) They (to go) on holidays in August this year.

- 7) My friends (to like) traveling around New Zealand.
- 8) I (to leave) for Wellington tomorrow morning.
- 9) She (not, to come) with us on the tour.
- 10) The tour (to last) 5 days.

4 Complete the sentences:

- 1) I prefer whale watching to hot air balloon, because...
- 2) I think that bungee jumping is...
- 3) I would (not) like to go to New Zealand, because...

UNIT 12

1 Which is correct: a, b, c?

- 1) Race is a game to see who is...
a) the most fast; b) fast; c) the fastest
- 2) Lots of products made... hand can be seen in this hall.
a) by; b) with; c) on;
- 3) Different sports competitions... held last Friday.
a) are; b) were; c) will be;
- 4) We provide the transport... the hotel at 5 p.m.
a) in; b) from; c) out;
- 5) They think it's too late to look... hotel rooms in the Olympic village.
a) at; b) after; c) for;

2 Give Russian equivalents to the following:

- | | |
|-------------------|-------------------|
| - locker room; | - exhibition; |
| - entertainment; | - to enquire; |
| - to provide; | - a resort rep; |
| - private; | - equipment; |
| - ski lodge; | - to accommodate. |
| - holiday makers; | - events. |

3 Open the brackets, using Present, Past and Future Simple:

- 1) All hotel rooms (to book) a week ago.
- 2) The quiz (to divide) into several parts, connected with history, geography and population of the country.
- 3) The programme (to discuss) tomorrow.
- 4) These managers (to train) at one of the most prosperous schools.
- 5) The exhibition of arts and crafts (to show) last Friday.
- 6) This e-mail (to send) by our resort representative next week.
- 7) The competitions for holiday makers (to organize) by 2 companies.
- 8) Some details of your programme (to speak) about a bit later.
- 9) Olympic visitors (to prepare) to drive long distances to the games.
- 10) Some interesting activities and entertainment always (to plan) for our guests.

UNIT 13

1 Which is correct: a), b) or c)?

- 1) Tourists stay... comfortable hotels and sometimes throw rubbish everywhere.
a) on; b) in; c) at;
- 2) A monk is a man... performs religious ceremonies.

Glossary

1. ROI (Return of Investment) - measure of the rate and amount of return on investment.
2. Mirror-TV - visual advertising in the mirror, which is installed in public places.
3. Skimming - the establishment of high prices for new manufactured goods.
4. Offer - selling proposition.
5. Cross-promotion - parallel and co-promotion two products that are not competitors, and complement each other.
6. Logo - a visual display of the brand
7. Rebranding - change the name, logo, visual design brand unchanged positioning.
8. Junk - shoddy goods.
9. Benchmarking - the use of successful technology of partners and competitors to improve their own products.
10. The vendor - supplier of goods and services, which itself produces and delivers them.
11. Basorama - panel that is installed on the roof of the bus for broadcast advertising.
12. The survey - the most common type of quantitative research.
13. Outdoor advertising - advertising on bill boards or signboards, outside of a building and often by the roadside.
14. Buzz marketing - a method of using public opinion in order to spread information about the brand.
15. Trial - the first purchase of a particular product.
16. Co-Marketing - a number of companies (usually two) are joining forces to create a new unique product
17. Inbound Marketing - activities to attract customers without direct sales.
18. Insight - insight that motivates the new progressive solutions.
19. Remake - new version of the old product.
20. Telemarketing - sales with telephone.
21. Franchising – is a form of business by which the owner of a product, service or method obtains distribution through affiliated dealers.
22. Investment – the act of putting money in business.
23. Turnover – the amount of business that a company does in a particular period of time.
24. Competition – a situation where two or more people or organizations are trying to achieve, obtain, etc. the same thing or to be better than somebody else.
25. Barter – to exchange goods, service, property for other goods.
26. Brand – the name of a product that is made by a particular company.
27. Profit – the money that you make when you sell something for more than it cost.
28. Offer – is an amount of goods that sellers are willing to offer the buyer at a particular time in a particular place.
29. Supplier – a person or company that supplies goods.
30. Value – the amount of money that something is worth.
31. *Stakeholder* - A part of the marketer's external environment that are represented by groups who have an interest (i.e., stake) in the company and include Connected Stakeholders and Peripheral Stakeholders.
32. *Strategies* - The planned direction the marketing effort takes over some period of time that serves as a general guide to decision-making.
33. *Tactics* - Actionable steps or decisions made in order to follow the strategies established.
34. *Technical Specialists* - A sub-category of the sales support sales classification that consists of those who offer expertise to assist other salespeople in the selling process.

35. *Services* - In marketing this represents a type of product that consists of something of value customers obtain through the physical labor of a marketing organization.
36. *Brainstorming* - A group discussion market research technique that encourages creative thinking and group interaction to help stimulate idea generation.
37. *Brand Name* - Represents a branding decision in which an individual product is named or a name is applied to a group or family of products.
38. *Cash-and-Carry* - Wholesale format represented by distributors that require buyers visit the wholesaler's facility, physically select their order, pay in cash (i.e., credit purchases not permitted), and then handle their own delivery (i.e., carry).
39. *Consumable Product* - The main good, service or idea the customer is buying when a purchase is made (e.g., the paste within a toothpaste product).
40. *Distribution* - Key component of the marketer's toolkit that represents decisions on the activities and strategies needed for the exchange and movement of products (goods or services) between the marketing company and the final customer.
41. *Distribution* – the way something is shared out; the act of giving or transporting something to a number of people or places.
42. *Copyright* – the legal right to be the only person who may print, copy, perform, etc. a piece of original work or a good.
43. *Outsourcing* – a practice used by different companies to reduce costs by transferring portions of work to outside suppliers rather than completing it internally.
44. *Database* – a large amount of data that is stored in a computer and can easily be used, added to, etc.
45. *Benchmark* – a standard that other things can be compared to.
46. *Barter* – the exchange goods, services, property, etc. for other goods.
47. *Diversification* – a risk management technique that mixes a wide variety of investments within a portfolio.
48. *Benefit* – an advantage or useful effect that something has; to produce a good or useful effect.
49. *Feedback* – information or comments about something that you have done which tells you how good or bad it is.
50. *Promotion* – things that you do in order to advertise a product and increase its sales.

THE MINISTRY OF AGRICULTURE THE REPUBLIC OF KAZAKHSTAN

S.Seifullin Kazakh Agrotechnical University

Methodical instructions for practical and seminar classes

on the discipline: «Marketing»
for students: «Accounting and audit» specialty
for group of specialties: Cattle, poultry, sheep

Nur-Sultan, 2020

Theme 1. Theoretical bases and marketing concepts

Consider questions:

1. Tell about theoretical bases and marketing concepts
2. Tell about developing history of marketing
3. Tell main definitions and functions which using marketing

The basis literature:

1. Graham White, Susan Drake. Business Initiatives. Longman, 1996.
2. Gerald Lees, Tony Thome. English on Business. Practical English for International Executives. Chancerel, 1997
3. Leo Jones, Richard Alexander. New International Business English. Cambridge University Press, 1989.
4. John, Liz Soars. Advanced Headway. Oxford University Press, 1989.
5. Carol Goodwright, Janet Olearski. In the English-speaking World. Chancerel, 1998.

Theme 2. Marketing research

Consider questions:

1. Tell about theoretical bases and marketing concepts of the marketing research
2. Tell about developing history of marketing research
3. Tell main definitions and functions which using marketing research
4. Prepared business plan of the company or firm

The basis literature:

1. Graham White, Susan Drake. Business Initiatives. Longman, 1996.
2. Gerald Lees, Tony Thome. English on Business. Practical English for International Executives. Chancerel, 1997
3. Leo Jones, Richard Alexander. New International Business English. Cambridge University Press, 1989.
4. John, Liz Soars. Advanced Headway. Oxford University Press, 1989.
5. Carol Goodwright, Janet Olearski. In the English-speaking World. Chancerel, 1998.

Theme 3. Marketing environment

Consider questions:

1. Tell about theoretical bases and marketing concepts of the marketing environment
2. Tell about developing history of marketing environment
3. Tell main definitions and functions which using marketing environment

The basis literature:

1. Graham White, Susan Drake. Business Initiatives. Longman, 1996.
2. Gerald Lees, Tony Thome. English on Business. Practical English for International Executives. Chancerel, 1997
3. Leo Jones, Richard Alexander. New International Business English. Cambridge University Press, 1989.
4. John, Liz Soars. Advanced Headway. Oxford University Press, 1989.
5. Carol Goodwright, Janet Olearski. In the English-speaking World. Chancerel, 1998.

Theme 4. Consumer behavior in commodity markets

Consider questions:

1. Tell about consumers and its behaviors
2. How we using consumers in the marketing
3. Tell about developing history of consumer behavior
4. Tell main definitions and functions which using marketing environment
5. Carrying out a customer surveys
6. Tell about brand management and working in group
7. Development of new products and packaging

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 5. Market segmentation: concepts and categories

Consider questions:

1. Tell about theoretical bases and marketing concepts of the market segmentation
2. What kind concepts its have?
3. Tell about developing history of market segmentation
4. What categories have market segmentation
5. Tell main definitions and functions which using market segmentation

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 6. The product in the marketing system

Consider questions:

1. Tell about theoretical bases and marketing concepts of the product
2. What kind concepts its have?
3. Tell about of product life cycle
4. Give a description of the goods and products on marketing

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 7. Commodity policy in the marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the product policy
2. Tell about developing history of the product policy
3. What kind concepts its have in the marketing?
4. Give a description of the product policy
5. What you said about product policy in Kazakhstan
6. Tell about life cycles of the commodity and how its depend with raw materials

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 8. Pricing policy marketing

Consider questions:

1. Tell about prices and its types
2. What types of the prices using cattle, sheep industry
3. Tell about theoretical bases and marketing concepts of the pricing policy in the marketing
4. Tell about developing history of the pricing policy
5. What kind concepts its have in the marketing?
6. Give a description of the product policy
7. What you said about pricing policy in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 9. Marketing policy marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the marketing policy
2. Tell about developing history of the marketing policy
3. What kind concepts its have in the marketing?
4. Give a description of the of the marketing policy
5. What you said about marketing policy in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme10. Communication policy in marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the communication policy in marketing
2. Tell about developing history of the communication policy in marketing
3. What kind concepts its have in the marketing?
4. Give a description of the communication policy in marketing
5. What you said about communication policy in marketing in Kazakhstan
6. Tell about digital marketing (content marketing involving marketing)
7. Fil rouge product in Facebook, working in group
8. Management of the customer relationship

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 11. Advertising in the marketing system

Consider questions:

1. Tell about theoretical bases and marketing concepts of the advertising in the marketing system
2. Tell about developing history advertising in the marketing system
3. What kind concepts its have in the marketing?
4. Give a description advertising in the marketing system
5. What you said about advertising in the marketing system in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 12. Planning and control of marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the planning and control of marketing
2. Tell about types of the planes and planning
3. Tell about types of the control
4. Tell about developing history planning and control of marketing
5. What kind concepts its have in the marketing?
6. Give a description of the planning and control of marketing
7. What you said about planning and control of marketing in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 13. Strategic planning in marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the strategic planning in marketing
2. Tell about developing history of the strategic planning in marketing
3. What kind concepts its have in the marketing?
4. Give a description of the strategic planning in marketing
5. What you said about of the strategic planning in marketing in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 14. International marketing

Consider questions:

1. Tell about theoretical bases and marketing concepts of the international marketing
2. Tell about developing history of the international marketing
3. What kind concepts its have in the marketing?
4. Give a description of the international marketing
5. What you said about of the international marketing in Kazakhstan
6. Agricultural products in the international marketing

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.

Theme 15. Marketing services and non-profit activities

Consider questions:

1. Tell about theoretical bases and marketing concepts of the marketing services and non-profit activities
2. Tell about developing history marketing services and non-profit activities
3. What kind concepts its have in the marketing?
4. Give a description marketing services and non-profit activities

5. What you said about marketing services and non-profit activities in Kazakhstan

The additional literature:

1. Martha Bordman. In the USA. Chancerel, 1998.
2. Olivia Johnston, Mark Farrel. Ideas& Issues. Chancerel, 1998.
3. D.K.Stevenson. American life and Institutions. Ernst Klett Verlag, 1993.
4. Mark Farrel. The World of English. Longman, 1995.