Ministry of Science and Higher Education of the Russian Federation

Federal State Budgetary Educational Institution of Higher Education
**Perm National Research Polytechnic University**

**APPROVED BY**

Pro-rector for Academic Affairs

_____ N.V. Lobov

_____ 03 / _____ 20 21

# ACADEMIC COURSE WORKING PROGRAM

**Academic course:** _____ Business communication _____
(Name)

**Form of education:** _____ Full-time _____
(Full-time /full-time – correspondence/correspondence)

**Level of higher education:** _____ Bachelor's degree _____
(Bachelor's program/specialist program/
Master's program)

**Workload in hours (in credits):** _____ 216 (6) _____
(Hours (CU))

**Training program (degree):** _____ 21.03.01 Oil and Gas Engineering _____
(Code and denomination of degree)

**Direction:** _____ Oil and Gas Engineering _____
(Title of curriculum)

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# 1. GENERAL PROVISIONS

## 1.1. GOALS AND OBJECTIVES OF THE COURSE

Assistance in the development of the future specialist communicative culture which allows building effective interpersonal communication in professional activities.

Objectives of teaching the discipline:

– formation of ideas about the main components of communication process, types and forms of business communication including application of electronic means of communication;

– development of the ability to build an effective communicative process taking into account the individual psychological characteristics of the potential business partner's personality;

– formation of business communication skills taking into account modern norms and technologies, productive joint activities in a group (team) and the search for organizational and managerial solutions of problematic communication situations considering the socio-cultural environment.

## 1.2. STUDIED OBJECTS OF THE COURSE

Communicative competence; theoretical foundations of business communication; ways of conducting effective business communication; personality in business communication; features of the development and functioning of the project team and the staff; basics of project management

## 1.3. STARTING CONDITIONS

Unstipulated

## 2. PLANNED RESULTS OF THE COURSE TRAINING

| Compe-tence | Indicator's Index | Planned Results of the Course Training (to know, to know how, to master) | Indicator of Attaining Competence which the planned results of training are correlated with | Means of Assessment |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| UC-3 | IA-1$_{UC-3}$ | **To know** about the rules and technologies for organizing effective social interaction in the team work of a group (collective), taking into account the norms of business communication, business ethics and etiquette; knows the basic conditions | **Knows** different means and ways of personality's socialization and social interaction. | Interview |

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | for the effective teamwork, methods and techniques of business communication in social interaction | | |
| UC-3 | IA-2$_{UC-3}$ | **Is able to** determine his role in social interaction in the process of organizing joint professional-oriented (project) activities, taking into account the individual psychological characteristics of the personality; is able to exchange information, express his thoughts concisely and accurately, correctly compose the text of the message, conduct a conversation, constructive argument to achieve the set goal in teamwork | **Is able to** build a relationship with human environment, with colleagues. | Control work |
| UC-3 | IA-3$_{UC-3}$ | **To master the skills** to comply with the norms and established rules of ethics in business communication, build productive social interaction, including application of electronic means of communication; the skills of finding an organizational and managerial solution during the implementation of teamwork, including in the cases of conflict situations | **Masters the skill of** participation in team-work, in social projects, in team's interaction casting. | Control work |
| UC-6 | IA-1$_{UC-6}$ | **To know** about the individual psychological characteristics of the personality, allowing to realize the trajectory of self-development throughout life; knows about the conditions and factors that determine the trajectory of personal development and self-development throughout life | **Knows** the process of personal self-development and the main principles of self-education. | Individual task |
| UC-6 | IA-2$_{UC-6}$ | **Is able to** plan and organize their activities in solving professional problems, determining the priorities of their own activities; Is able to highlight the | **Is able to** plan his working time or time for self-development, to determine the aims of personal and professional development as well as the conditions for | Individual task |

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| | | problem, build the main stages of the solution, using tools and methods of time management in business situations, predicting the results of decisions | their achievement reasoning from the tendencies of professional activity progress and the individual characteristic features. | |
| UC-6 | IA-3$_{UC-6}$ | **To master the skill of** time management, formation of a positive professional image and self-presentation, planning a professional career; has the skill of designing the trajectory of one's own professional growth | **Masters the skill of** self-development and time management | Grading test |

## 3. FULL TIME AND FORMS OF ACADEMIC WORK

| Form of academic work | Hours in all | Distribution in hours according to semesters Number of semester | |
|---|---|---|---|
| 1. Holding classes (including results monitoring) in the form: 1.1.Contact classwork, including: | 72 | 36 | 36 |
| – lectures (L) | | | |
| – laboratory work (LW) | | | |
| – practice, seminars and/or other seminar-type work (PW) | 64 | 32 | 32 |
| – control of self-work (CSW) | 8 | 4 | 4 |
| – test | | | |
| 1.2. Students' self-work (SSW) | 144 | 72 | 72 |
| 2. Intermediate attestation | | | |
| Exam | | | |
| Grading test | 9 | | 9 |
| Test (Credit) | 9 | 9 | |
| Course Project (CP) | | | |
| Course Work (CW) | | | |
| **Workload in hours** | **216** | **108** | **108** |

## 4. COURSE OUTLINE

| Name of the units with the course outline | Full time of classroom activity in hours according to the forms | | | Full time of extracurricular work in hours according to the forms |
|---|---|---|---|---|
| | L | LW | PW | SSW |
| 1 | 2 | 3 | 4 | 5 |
| **3rd semester** | | | | |
| Concept of Business communication | 0 | 0 | 4 | 10 |
| Communication in the process of social interaction: the essence, content and multidimensionality of the phenomenon. | | | | |

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Information as the main element of communication. Communication as a key category | | | | |
| Communication as a socio-psychological mechanism of business communication in professional activities. | 0 | 0 | 6 | 14 |
| The essential characteristics of communication, business communication. Aspects of Communication (perception, communication, interaction). Communicative competence as a condition for the competitiveness of a professional in the labor market. | | | | |
| Social perception as an aspect of business communication | 0 | 0 | 10 | 20 |
| Man as an object and subject of perception. Formation of the first impression. Mechanisms of social perception. Typical mistakes of perception. Self-presentation and technology of forming a positive business image. Attraction mechanisms (ability to position). | | | | |
| Communication as an exchange of information. | 0 | 0 | 8 | 18 |
| Communication process and its components. Verbal and non-verbal aspects of communication. Communication barriers. Hearing and understanding information (active listening techniques). Business language standards in the speech of a specialist. Criticism in the practice of business communication. Key principles of communication using technical means. | | | | |
| Written forms of business communication | 0 | 0 | 4 | 10 |
| Business correspondence: main types and functions. Speech styles. Speech etiquette in business correspondence. | | | | |
| Total with regard to the 3rd semester | 0 | 0 | 32 | 72 |
| **4th semester** | | | | |
| Oral forms of business communication | 0 | 0 | 6 | 12 |
| Business conversation: essence, types, preparation and maintenance algorithm. Public speeches and presentations. | | | | |
| Interaction as an aspect of business communication | 0 | 0 | 6 | 12 |
| Stages, kinds and types of interaction. Ways and technologies of influence. The interaction of the individual and the group. | | | | |
| Interaction during the implementation of project activities | 0 | 0 | 8 | 22 |
| Project management: fundamentals and principles of project management. Effective leadership and management of the project team. | | | | |
| Conflict in business communication | 0 | 0 | 6 | 16 |
| Business conflicts: causes, types, structure and dynamics of development. Conflict management technologies. | | | | |

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Features of intercultural communication in multinational groups (organizations) | 0 | 0 | 6 | 10 |
| Intercultural communication in the context of globalization. The problem of understanding in intercultural communication. Features of ethics and etiquette in intercultural business communication. | | | | |
| Total with regard to the 4th semester | 0 | 0 | 32 | 72 |
| Total with regard to the course | 0 | 0 | 64 | 144 |

Topics of exemplary practical work

| Sl.№ | Topic of practical (seminar) work |
|---|---|
| | Concept of Business communication |
| | Communication as a socio-psychological mechanism of business communication in professional activities. |
| | Social perception as an aspect of business communication |
| | Communication as an exchange of information |
| | Written forms of business communication |
| | Oral forms of business communication |
| | Interaction as an aspect of business communication |
| | Interaction during the implementation of project activities |
| | Conflict in business communication |
| | Features of intercultural communication in multinational groups (organizations) |

# 5. ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS

## 5.1. EDUCATIONAL TECHNOLOGIES USED FOR COMPETENCES FORMATION

Practical lessons are hold by realization of the method based on active training: problem areas are determined, groups are formed. The following aims are pursued in the process of practical education: use of definite disciplines knowledge and creative methods in solving problems and decision-making; students' skill-building of teamwork, interpersonal communication and development of leadership skills; consolidation of the basic theoretical knowledge.

## 5.2. STUDENTS' MANUAL FOR THE COURSE STUDY

Learning the course students are recommended to fulfill the following positions:

1. Systematically learning of the discipline.

2. In preparation for practical (seminar) work it is recommended to study the basic literature and be familiarized with additional sources of information recommended by the lecturer.

3. In the process of studying the topic it is desirable to develop a conspectus, where the basic concepts, categories, patterns are recorded, and issues for

discussion during classroom work are also noted. After learning one of the course units it is recommended to reproduce in memory the basic terms, definitions, notions of the unit.

4. Special attention should be paid to the implementation of individual complex tasks for self-work.

## 6. LIST OF TEACHING MATERIALS AND INFORMATION SUPPLY FOR STUDENTS' SELF WORK IN THE DISCIPLINE

### 6.1. PAPER-BASED COURSEWARE

| Sl.№ | Bibliographic entry (author, title, mode of publication, place, publishing house, year of publication, number of pages ) | Number of copies in the library |
|---|---|---|
| **1. Basic literature** | | |
| | Gamble T. K. Communication Works / T. K. Gamble, M. Gamble. – New York: McGraw-Hill Publishing Company, 1990. | 1 |
| **2. Additional literature** | | |
| **2.1. Educational and scientific literature** | | |
| | Perlova I.V.Professional communication for success or success of professional communication=Профессиональная коммуникация для успеха, или Успех в профессиональной коммуникации : tutorial / I.V. Perlova. – Perm: PNRPU Publishing House, 2018. | 5 |
| **2.2. Standardized and Technical literature** | | |
| 1 | Academy of Management Journal. – Academy of Management, 1958 | |
| 2 | Business Communication Quarterly. – SAGE Publishing, 1969 | |
| 3 | Harvard Business Review. – Harvard Business School Publishing, 1922 | |
| 4 | Journal of Business Communication. – SAGE Publishing, 1963 | |
| **3. Students' manual in mastering discipline** | | |
| | Not used | |
| | | |
| **4. Teaching and learning materials for students' self work** | | |
| | Not used | |

### 6.2. ELECTRONIC COURSEWARE

| Kind of literature | Name of training tool | Reference to information resource | Accessibility of EBN (Internet/local net; authorized free assess) |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| Basic literature | Business Communication for Success / Scott McLean. – University of Minnesota Libraries Publishing, 2015. | https://open.umn.edu/ opentextbooks/textboo ks/8 | free assess |
| Basic literature | Business Communication: Written & Verbal Presentation Skills / Cindy Moriarty, Jerry Ramos, Adapted by Bob Livingston. – Lumen – Open Education Resources. | https://courses.lumenl earning.com/cerritos-commskillsformgrs-1/ | free assess |

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Additional literature | An Introduction to Organizational Communication / J. S. Wrench, N. Punyanunt-Carter. – lardbucket.org, 2014. | https://www.e-booksdirectory.com/details.php?ebook=12050 | free assess |
| Additional literature | Business Communication: Achieving Results / Lori Harvill Moore. – Bookboon, 2013. | https://bookboon.com/en/business-communication-ebook | authorized free assess |

## 6.3. LICENSE AND FREE DISTRIBUTED SOFTWARE USED IN THE COURSE EDUCATIONAL PROCESS

| Type of Software | Software branding |
|---|---|
| Operating Systems | Windows 10 (Azure Dev Tools for Teaching) |
| Office Applications | Adobe Acrobat Reader DC |
| Office applications | Microsoft Office Professional 2007. lic. 42661567 |
| Management systems for projects, research, development, design, modeling and implementation | Autodesk AutoCAD 2019 Education Multi-seat Stand-alone |
| Image processing software | Corel CorelDRAW Suite X4 |
| General purpose application software | Mathematica Professional Version (license L3263-7820*) |
| General purpose application software | Microsoft Office Visio Professional 2016 (Azure Dev Tools for Teaching) |
| General purpose application software | WinRAR (license №879261.1493674) |
| General purpose application software | Dr.Web Enterprise Security Suite, 3000 lic., PNRPU RCNIT 2017 |

## 6.4. MODERN PROFESSIONAL DATA BASES AND INQUIRY SYSTEMS USED IN THE COURSE EDUCATIONAL PROCESS

| Branding | Reference to information resource |
|---|---|
| Scopus database | https://www.scopus.com/ |
| Web of Science Database | https://www.webofscience.com/ |
| Scientific electronic library database (eLIBRARY.RU) | https://elibrary.ru/ |
| Scientific Library of the Perm National Research Polytechnic University | http://lib.pstu.ru/ |
| Electronic library system Lan' | https://e.lanbook.com/ |
| Electronic library system IPRbooks | http://www.iprbookshop.ru/ |
| Information resources of the Network ConsultantPlus | http://www.consultant.ru/ |
| Company database EBSCO | https://www.ebsco.com/ |

## 7. LOGISTICS OF THE COURSE EDUCATIONAL PROCESS

| Type of classes | Name of the necessary basic equipment | Number of units |
|---|---|---|
| Practical work | Computer | 1 |
| Practical work | Projector | 1 |
| Practical work | Screen | 1 |

## 8. FUND OF THE COURSE EVALUATING TOOLS

Described in a separate document

Ministry of Science and Higher Education of the Russian Federation

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# FUND OF ESTIMATING TOOLS

**For students' midterm assessment in the discipline**
**"Business communication"**
*Supplement to the Academic Course Working Program*

**Training program** 21.03.01 Oil and Gas Engineering

**Direction (specialization) of educational program** Oil and Gas Engineering

**Graduate qualification** Bachelor's degree

**Graduate academic chair** Oil and Gas Technology

**Form of study** Full-time studies

**Year(-s):** 3      **Semester (-s):** 5, 6

**Workload:**
in credits: 6 CU
in hours: 216 h

**The form of midterm assessment:**
**Test:** 5 semester; **Grading test:** 6 semester

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**Fund of estimating tools** for midterm assessment of students' learning the subject "Business communications" is the part (supplement) to the academic course working program. Fund of estimating tools for midterm assessment of students' learning the discipline has been developed in accordance with the general part of the fund of estimating tools for midterm assessment of the basic educational program which determines the system of the midterm assessment results and criteria of putting marks. Fund of estimating tools for midterm assessment of students' learning the subject determines the forms and procedures of monitoring results and midterm assessment of the subject leaning by the students.

## 1. LIST OF CONTROLLED RESULTS OF STUDYING DISCIPLINE, OBJECTS OF ASSESSMENT AND FORMS OF CONTROL

According to the Academic Course Working Program mastering course content is planned during two semesters (5th, 6th semester of curriculum) and is divided into four educational modules. Classroom activities, lectures and practical work as well as students' self-work are provided for every module. In the frames of mastering course content such competences as *to know, to be able, to master* pointed out in the ACWP are formed. These competences act as the controlled results of learning the discipline "Business communications" (Table 1.1).

Monitoring of the acquired knowledge, abilities and skills is made in the frames of continuous assessment, progress check and formative assessment. Types of control are given in Table 1.1.

Table 1.1 – List of controlled results of learning the discipline

| Controlled results of learning the discipline (KAS) | Type of control | | | | |
| --- | --- | --- | --- | --- | --- |
| | Continuous assessment | | Progress check | Formative assessment | |
| | D | CT | T | Test | Grading test |
| 1 | 2 | 3 | 4 | 5 | 6 |
| **Acquired knowledge** | | | | | |
| K.1 Knows about the rules and technologies for organizing effective social interaction in the team work of a group (collective), taking into account the norms of business communication, business ethics and etiquette | D | CT3 CT4 | T1 T3 T4 | TQ | TQ |
| K.2 Knows the basic conditions for effective teamwork, methods and techniques of business communication in social interaction | D | CT2 CT3 CT4 | T3 T4 | | TQ |
| K.3. Knows about the individual psychological characteristics of the personality, allowing to realize the trajectory of self-development throughout life | D | CT1 | T1 T2 | TQ | TQ |
| K.4 Knows about the conditions and factors that determine the trajectory of personal development and self-development throughout life | D | CT1 CT2 | T1 T2 | TQ | TQ |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| **Acquired abilities** | | | | | |
| A.1 Is able to determine his role in social interaction in the process of organizing joint professional-oriented (project) activities, taking into account the individual psychological characteristics of the personality | | CT3 | T3 T4 | | PT |
| A.2 Is able to exchange information, express his thoughts concisely and accurately, correctly compose the text of the message, conduct a conversation, constructive argument to achieve the set goal in teamwork | | CT1 CT2 CT3 | T1 T2 | PT | PT |
| A.3. Is able to plan and organize one's own activities in solving professional problems, determining the priorities of such activities | | CT3 | T3 | | PT |
| A.4. Is able to highlight the problem, build the main stages of its solution, using tools and methods of time management in business situations, predicting the results of decisions | | CT4 | T3 T4 | | PT |
| **Mastered skills** | | | | | |
| S.1 Has the skills to comply with norms and established rules of ethics in business communication, build productive social interaction, including application of electronic means of communication | | CT1 CT3 | T1 | CT | CT |
| S.2 Has the skills of finding an organizational and managerial solution during the implementation of teamwork, including in cases of conflict situations | | CT3 | T3 T4 | | CT |
| S.3 Has the skill of time management, formation of a positive professional image and self-presentation, planning a professional career | | CT2 | T1 T2 | CT | CT |
| S.4 Has the skill of designing the trajectory of one's own professional growth | | CT4 | T4 | | CT |

*D – topic discussion; CT – case-task (individual task); T – progress check (test); TQ – theoretical question; PT – practical task; CT – complex task of test/grading test.*

Final assessment of the learned discipline results is the midterm assessment which is carried out in the form of testing in the 5th semester and grading test in the 6th semester taking into consideration the results of the running and progress check.

## 2. TYPES OF CONTROL, STANDARD CONTROL TASKS AND SCALES OF LEARNING RESULTS ASSESSMENT

Continuous assessment of the academic performance is aimed at maximum effectiveness of educational process, at monitoring students' specified competencies formation process, at increase of learning motivation and provides the assessment of mastering the discipline. In accordance with the regulations concerning the continuous assessment of the academic performance and midterm

assessment of students taught by the educational programs of Higher education – programs of the Bachelor's Course, Specialists' and Master's Course the next types of students' academic performance continuous assessment and its periodicity is stipulated in PNRPU:

– acceptance test, check of the student's original preparedness and his correspondence with the demands for the given discipline learning;

– continuous assessment of mastering the material (the level of mastering the component "to know" defined by the competence) at every group studies and monitoring of lectures attendance;

– interim and progress check of students' mastering the components "to know" and "to be able" of the defined competences by computer-based or written testing, control discussions, control works (individual home tasks), reports on laboratory works, reviews, essays, etc.

Discipline progress check is conducted on the next week after learning the discipline module, while the interim control is made at every monitoring during the discipline module study;

– interim assessment, summarizing of the current students' performance at least once a semester in all disciplines for every training program (specialty), course, group;

– retained knowledge control.

## 2.1. CONTINUOUS ASSESSMENT OF EDUCATION

Continuous assessment of learning is made in the form of discussion or selective recitation on every topic. According to the four-point system the results of assessment are put into the teachers' note-book and are considered in the form of integral mark in the process of the midterm assessment.

**Questionnaire to assess the assimilation of the material from the previous practical work**

**Typical interview tasks on the topic:**

1. What is communication?
2. What are the specifics of business communication?
3. What is the structure of communication?
4. The essence of the perceptual side of communication
5. What are the "effects of social perception"
6. What are the mechanisms of social perception?
7. The structure of the communication process.
8. The structure and types of non-verbal communication behavior.
9. What is the reason for the loss and distortion of information?
10. Concept and types of feedback.
11. Standards of business language in the speech of a specialist.
12. Criticism in the practice of business communication

13. Forms of business communication

14. What are the main stages, types and forms of business interaction?

15. What is the specificity of project team management?

16. What are the causes of conflicts in the business sphere?

17. What is the problem of understanding in intercultural communication?

The list of typical individual tasks is presented in Appendix 1.

## 2.2. PROGRESS CHECK

For the complex assessment of the acquired knowledge, abilities and skills (Table 1.1) progress check is carried out in the form of testing.

According to the Academic Course Working Program 4 midterm tests are planned after the students have mastered the educational modules of the discipline.

The first test in module 1 "Understanding of business communications";

second testing – module 2 "Specificity of the perceptual and communicative aspects of communication";

third testing – module 3 "Interactive side of communication"

fourth testing – module 4 "Features of intercultural communication"

Discipline topics are divided into modules:

Module 1. "Understanding of business communication"

1. Concept of business communication

2. Communication as a socio-psychological mechanism

Module 2. "Specificity of the perceptual and communicative aspects of communication"

1. Social perception as an aspect of business

2. Communication as an exchange of information.

3. Written forms of business communication

Module 3. "Interactive side of communication"

1. Oral forms of business communication (business conversation, public speaking, presentations)

2. Interaction as an aspect of business communication

3. Interaction during the implementation of project activities

Module 4. "Features of intercultural communication"

1. Conflict in business communication

2. Features of intercultural communication in multinational groups (organizations).

**Typical tasks of the first test:**

1. The type of communication aimed at the realization of business interests (K.1)

a) pedagogical

b) spiritual

c) business

d) friendly

2. The factor that interferes with the correct perception of people and consists in the fact that the initial attitude to any particular side of the personality extends to the entire image of a person (K.3, K.4).

a) projection effect;

b) the presence of a stereotype;

c) the presence of the installation;

d) the presence of prejudices;

e) the "halo" effect.

3. Complete the statement

"The perceptual side of communication means ..." (K.1)

_____

_____

_____

4. Describe the non-verbal behavior depicted in the picture, and give its psychological interpretation (i.e. what can it mean) (A.2, S.1, S.3)



**Typical tasks of the second test:**

1. The structure of the communicative process includes ...... elements (list) (K.3, K.4)

_____

_____

2. What does the communication barrier manifest in the next situation (S.3)

"The kid starts the boat in the bath. His mom asks him: "Lesha, why is your boat floating?" And in response she hears: "Because my boat is beautiful!""

a) semantic barrier;

b) stylistic barrier;

c) logical barrier.

3. Establish compliance (A.2):

| 1. "reflective" listening | A. Ability to listen carefully, silently, without interfering in the interlocutor's speech by your comments |
| 2. "non-reflective" listening | B. Listening, during which the meaning of the message is deciphered when an active feedback is established with the speaker |

**Typical tasks of the third test:**

1. Give a definition to the concept of "business conversation" (K.1)

_____

_____

2. Highlight the factors that determine the success of a business conversation (there may be several answers) (K.2, A.1, A.3, A.4)

a. the ability to establish trusting contact with the interlocutor

b. understanding sign language

c. beautiful handwriting

d. understanding the language of facial expressions

3. In what cases is it necessary to hold a business meeting (S.2)

a. when you need to make an important message that may raise questions requiring discussion;

b. when it is necessary to raise the awareness of the leader thanks to the consideration of ideas, rewards and criticisms;

c. when it becomes necessary to instruct a group of employees on the methods and procedures of the forthcoming work.

**Typical tasks of the fourth test:**

1. The conflict situation is (K.1)

a) open opposition of mutually exclusive interests;

b) accumulated contradictions;

c) coincidence of circumstances.

2. "Search for a solution that satisfies the interests of both parties" is (K.2)

a) compromise;

b) cooperation;

c) avoidance;

d) rivalry;

e) adaptation.

3. What specific features of the preparation for the negotiation process should be paid attention to when planning negotiations with the British delegation (A.1, A.4, S.2, S.4)

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### 2.2.1. Scale and criteria of midterm test results

| Scale | Assessment Criteria |
|---|---|
| 5 | The student gave correct answers to 100% –85% of the test questions |
| 4 | The student gave correct answers to 84% –65% of the test questions |
| 3 | The student gave correct answers to 64% –50% of the test questions |
| 2 | The student gave less than 49% of correct answers to the test questions |

### 2.3. MIDTERM ASSESSMENT (FINAL CONTROL)

Admission for midterm assessment is made according to the results of continuous assessment and progress check. Preconditions for admittance are successful presentation of all practical works and positive integral estimation with respect to the results of continuous assessment and progress check.

### *2.3.1. Midterm assessment procedure without additional evaluation testing*

Midterm assessment is made in the form of test and grading test. Credit and Differential Credit on the discipline is based on the results of the previously fulfilled by the student individual tasks on the given discipline and control works.

Criteria of putting the final mark for the components of competences in the process of midterm assessment made in the form of test and grading test are given in the general part of FET of the educational program.

### *2.3.2. Midterm assessment procedure followed by evaluation testing*

In definite cases (for example, in case of re-attestation of the discipline) midterm assessment in the form of the test and grading test on this discipline can be made as the ticket-based evaluation test. Every ticket includes theoretical questions(TQ) aimed at control of the acquired knowledge, practical tasks (PT) aimed at mastered abilities, and complex tasks (CT) aimed at control of the acquired skills of all declared competences.

The ticket is formed so that the included questions and practical tasks could estimate the level of maturity of **all** declared competences.

### *2.3.3. Standard questions and tasks the discipline testing*

**Standard questions for the acquired knowledge control:**

1. What is the specificity of business communication? (K.1)

2. What socio-psychological features characterize the personality as a subject and object of cognition? (K. 3)

3. Self-presentation and image of a business person as a factor in effective business communication (K.4)

**Standard questions and practical tasks for the mastered abilities control:**

1. Describe the process of cognition of the individual psychological characteristics of the interlocutor's personality. How is the first impression made? (A.2)

2. Reveal the psychological mechanisms / techniques of attraction on the productivity of communication (A.2)

3. List the similarities and differences that characterize verbal and non-verbal communication languages (A.2)

**Standard complex tasks for the acquired skills control:**

1. Draw up an instruction regulating the course of actions to overcome communication barriers in the process of a business conversation. (S.1)

2. Write an example of one of the types of business documents (a letter of congratulation to a colleague, a letter of notification to clients, a memo, a business card), taking into account the existing requirements of business written communication (S.3)

3. Draw up instructions on the formation of a professional image of a specialist for a graduate of your direction (S.4)

### 2.3.4. Scales of test assessment of educational achievements

Evaluation of discipline achievements in the form of maturity level of the components *to know, to be able, to master* of the declared competences is made according to the four-point assessment scale.

Standard scale and criteria of estimating educational achievements in the process of testing for the components *to know, to be able, to master* are given in the general part of FET of educational program.

### 2.3.5. Standard questions and tasks of the discipline's grading test

**Standard questions for the acquired knowledge control:**

1. What are the specifics of business communication with representatives of different cultures? (K.1)

2. What factors need to be taken into account to improve the efficiency of the team when building business communication? (K.2)

3. What methods of obtaining information can be used to get acquainted with the individual psychological characteristics of the personality? (K.3)

4. What individual psychological personality traits are important in your professional activity? (K.4)

**Standard questions and practical tasks for the mastered abilities control:**

1. Describe the stages of the negotiation process (A.1)

2. Justify under what conditions the process of transmitting verbal information becomes more effective (A.2)

3. Describe the stages of preparation for the project work (A.3)

4. Express your opinion on the need for communication skills for a professional career (A.4)

**Standard complex tasks for the acquired skills control:**

1. List the main mistakes of the dispute. Describe them and point out ways to overcome them. Highlight the rules to follow during the dispute so that it is constructive. (S.1)

2. Develop an algorithm of actions in a conflict situation of business communication. (S.2)

3. Draw up a memo (recommendations) for preparing a public speech (S.3)

4. Draw up an action plan for the implementation of the project work (S.4)

### *2.3.6. Scales of grading test assessment*
### *of educational achievements*

Evaluation of discipline achievements in the form of maturity level of the components *to know, to be able, to master the skills* declared competences is made according to the four-point assessment scale.

Standard scale and criteria of estimating educational achievements in the process of testing for the components *to know, to be able, to master* are given in the general part of FET of educational program.

## 3. ASSESSMENT CRITERIA FOR COMPONENTS AND COMPETENCES LEVEL OF MATURITY

### 3.1. ASSESSMENT OF COMPETENCES COMPONENTS LEVEL OF MATURITY

While estimating the level of competences maturity by selective control in the process of testing it is considered that *the mark obtained for the components of the examined competence is combined with the corresponding component of all competences formed in the frames of the given academic course.*

General assessment of maturity level of all competences is made by aggregation of marks obtained by the student for each component of the formed competences taking into account the results of continuous assessment and progress check in the form of integral mark according to the four-point scale. All control results are put into the assessment sheet by the teacher according to the results of midterm attestation.

The form of the assessment sheet and requirements for its completion are given in the general part of FET of the educational program.

While making the final assessment of the midterm attestation in the form of test standard criteria given in the general part of FET of the educational program are used.

*Appendix 1.*
*Typical individual tasks*

1. Drawing up a psychological portrait of a personality based on the results of observation (K.3, K.4, A.3, S.1)

2. Drawing up a package of business documents (business letter, memo, resume, business card, annotation) (K.2, K.4, A.2, S.3)

3. Development of topics must be agreed with the lecturer (K.1, K.2, A.1, A.2, A.3, S.1, S.2)

4. Analysis of the conflict and preparation of an organizational and managerial solution that takes into account the basic methods and techniques of effective communication in a conflict situation (K.1, K.2, A.4, S.4)

## Evaluation criteria for individual tasks

***The mark "five" is given*** *if the student has correctly completed an individual task. Student has shown excellent possession of the skills of applying the acquired knowledge and abilities in solving professional problems within the framework of the learned educational material. Student has answered all additional questions.*

***The mark "four" is given*** *if the student has completed an individual task with minor inaccuracies. Student has shown good knowledge of the skills of applying the acquired knowledge and abilities in solving professional problems within the framework of the learned educational material. Students has answered most of the additional questions.*

***The mark "three" is given*** *if the student has completed an individual task with significant inaccuracies. Student has shown satisfactory mastery of the skills of applying the acquired knowledge and abilities in solving professional problems within the framework of the learned educational material. When answering additional questions, a number of inaccuracies were made.*

***The mark "two" is given*** *if in the process of performing an individual task a student has demonstrated an insufficient level of proficiency in skills and abilities in solving professional problems within the framework of the learned educational material. Many inaccuracies were made when answering additional questions at the defense.*