

Міністерство освіти і науки України  
Мукачівський державний університет  
Кафедра педагогіки дошкільної, початкової освіти  
та освітнього менеджменту



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**ІНШОМОВНА КОМУНІКАЦІЯ ПЕДАГОГІВ  
У ПОЛІКУЛЬТУРНОМУ СЕРЕДОВИЩІ**

Методичні вказівки

для здобувачів другого (магістерського) рівня вищої освіти  
за спеціальністю 011 – «Освітні, педагогічні науки»,

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**Бондар Т. І. Іншомовна комунікація педагогів у полікультурному середовищі:** методичні вказівки до виконання практичних, самостійних та індивідуальних робіт для здобувачів другого (магістерського) рівня вищої за спеціальністю 011 Освітні педагогічні науки (денної та заочної форми навчання). Мукачево: МДУ, 2021. 90 с. (.арк)

У методичних вказівках представлені матеріали до виконання практичних робіт, завдання для самостійної та індивідуальної роботи для здобувачів другого (магістерського) рівня вищої освіти, за спеціальністю 011 – «Освітні, педагогічні науки», (денної та заочної форми навчання).

Розроблено для здобувачів другого (магістерського) рівня вищої освіти, науково-педагогічних працівників закладів вищої освіти, наукових працівників та всіх, хто провадить науково-дослідницьку діяльність.

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## ВСТУП

Методичні вказівки «Іншомовна комунікація педагогів у полікультурному середовищі» розроблено для забезпечення освітнього процесу з однойменної дисципліни для другого (магістерського) рівня вищої освіти, за спеціальністю 011 «Освітні, педагогічні науки», (однойменної освітньої програми) Мукачівського державного університету.

Вивчення дисципліни **«Іншомовна комунікація педагогів у полікультурному середовищі»** прогнозує засвоєння здобувачами особливостей іншомовної комунікації педагогічних працівників, що зумовлене потребами глобалізованого суспільства; оволодіння мовними й мовленнєвими зразками педагогічного спілкування й подальше використання в освітньому процесі та наукових дослідженнях; засвоєння іншомовного понятійного апарату проблеми (тематичного глосарію) що вивчається; розвиток уміння збирати, аналізувати й синтезувати інформацію.

*Метою викладання навчальної дисципліни є забезпечення якісної підготовки фахівців до іншомовної комунікації у професійній сфері з урахуванням сучасних тенденцій розвитку суспільства (практичне володіння іноземною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що зумовлена професійно-діловими потребами).*

Завдання вивчення дисципліни полягає у розширенні та збагаченні термінологічної лексики відповідно до спеціалізації; активізації навичок усного мовлення під час обговорення фахових тем; розвиток та закріплення навичок читання

оригінальних текстів фахового спрямування з метою повного отримання інформації, формування навичок письма.

У результаті вивчення навчальної дисципліни **«Іншомовна комунікація педагогів у полікультурному середовищі»** здобувачі повинні

**знати:** лексичний та граматичний матеріал в обсязі програми курсу, володіти активним словниковим запасом читання текстів фахового характеру;

**уміти:** висловлюватися усно й письмово в обсязі тематики курсу, використовуючи засвоєний граматичний матеріал, розуміти іноземну мову на слух, розуміти фахові тексти.

Згідно з вимогами освітньо-професійної програми здобувачі вищої освіти повинні володіти таким *загальними компетентностями*:

– здатність діяти соціально відповідально та свідомо; виявляти національну й особистісну гідність, громадянську свідомість та активність, дбати про розвиток і функціонування громадянського суспільства; мати і обстоювати власну громадянську позицію незалежно від впливу політичних партій і різних конфесій.

– здатність цінувати та поважати різноманітність та мультикультурність; здійснювати професійну діяльність за принципами толерантності, безоціночності іншої особистості; вирішувати конфліктні ситуації і надавати підтримку в нових, проблемних і кризових ситуаціях;

– здатність вчитися і оволодівати сучасними знаннями, мати потребу вдосконалювати і розвивати свій інтелектуальний і загальнокультурний рівень; самостійно набувати і використовувати нові знання і уміння;

– здатність генерувати нові ідеї, бути готовим проявляти ініціативу і приймати доцільні та відповідальні рішення в проблемних ситуаціях; діяти в нестандартних ситуаціях і нести соціальну й етичну відповідальність за прийняті рішення;

– здатність працювати в команді, уміти ставити актуальні завдання, спрямовувати свої зусилля на досягнення цілей, вмотивовувати всіх суб'єктів соціальної взаємодії на їх розв'язання; будувати свою діяльність відповідно до моральних, духовних, етичних і правових норм, працюючи в команді; володіти навичками самоорганізації і саморегуляції;

– здатність до пошуку, оброблення та аналізу інформації з різних джерел; володіти практичними способами пошуку наукової і професійної інформації з використанням сучасних комп'ютерних засобів, хмарних технологій, баз даних і знань;

– здатність спілкуватися іноземною мовою; володіти достатнім рівнем лінгвістичної, соціокультурної, комунікативної компетентностей, що уможливорює ефективне здійснення іншомовної професійної, міжмовної, міжкультурної й міжособистісної комунікації;

*спеціальними компетентностями:*

– здатність здійснювати прогностичні, планувально-організаційні функції в управлінні освітнім закладом;

– здатність створювати розвивальне середовище відповідно до особистісно зорієнтованої моделі освіти дітей та молоді;

– здатність до взаємодії з батьківською спільнотою, налагодження соціально-педагогічного патронажу, пропагування педагогічних знань серед широких верств населення;

– готовність до реалізації заходів щодо розвитку мережі освітніх закладів у районі (місті);

– здатність організувати науково-методичну та інноваційну діяльність в системі освіти;

– здатність до професійного самовдосконалення: професійна самоосвіта, особистісне зростання, проєктування подальших особистих освітньо-професійних траєкторій, ефективний самоменеджмент, навички формування та демонстрації лідерських якостей.

Очікувані програмні результати:

– застосовувати комплекс знань, умінь і навичок, які дозволяють фахівцю успішно використовувати іноземну мову у професійній діяльності, для самоосвіти й саморозвитку фахівця;

– обґрунтовувати та управляти проєктами, генерувати підприємницькі ідеї;

– організувати та здійснювати комунікацію з представниками різних професійних груп у міжнародному контексті;

– практикувати використання сучасних інформаційно-цифрових технологій в управлінні;

– демонструвати вміння взаємодіяти з людьми та впливати на їх поведінку;

– визначати управління як процес, його закономірності і принципи; пояснювати

організаційну структуру управління; знати загальні та спеціальні функції управління; мету, завдання, принципи, критерії, види таких функцій управління, як планування, організація, регулювання, коригування і контроль.

– знати організаційну структуру і завдання органів управління освітою; називати посадові обов'язки і загальну характеристику основних напрямів діяльності різних

спеціалістів з питань освіти районного (міського) управління освіти;

– уміти ефективно взаємодіяти з органами управління і самоврядування; налагоджувати професійну комунікацію із освітніми закладами, забезпечуючи наступність і перспективність освіти;

– знати зміст нормативних документів щодо визначення порядку здійснення інноваційної освітньої діяльності, створення експериментальних закладів та майданчиків; називати ознаки передового педагогічного досвіду, етапи і процедуру його вивчення, узагальнення і поширення.

## **2. Інформаційний обсяг навчальної дисципліни**

### **ЗМІСТОВИЙ МОДУЛЬ 1. ПОЛІКУЛЬТУРНЕ СЕРЕДОВИЩЕ Й ПОЛІКУЛЬТУРНЕ ВИХОВАННЯ**

**Тема 1. Про себе: спільності й відмінності (All about us: our similarities and differences)** Знайомство /візитівка (розповідь про себе). Спільні й відмінні уподобання. Висловлення згоди / незгоди.

**Тема 2. Спілкування в академічному середовищі (Academic Communication)**

Очікування здобувачів. Очікування викладачів. Розклад. Планування розкладу. Ефективне використання часу. Силабус. Обов'язкові й вибіркові предмети.

**ЗМІСТОВИЙ МОДУЛЬ 2. Управління освітою (Education Administration)**

**Тема 3. Організація освіти (Education organization)**

Основні принципи організації системи освіти в Україні. Форми здобуття освіти. Проблеми й способи організації



освітнього процесу й забезпечення життєдіяльності освіти в умовах змішаного навчання.

#### **Тема 4. Стратегії управління в освіті (Strategic Management in Education)**

Концепції стратегічного управління освітою. Стратегічне управління людськими ресурсами у закладі освіти. Стратегічні напрями діяльності керівників закладів освіти. Стратегічні ініціативи в управлінні освітою.

#### **Тема 5. Планування в освіті (Educational planning)**

Перспективний план роботи закладу освіти. План роботи закладу на рік. Освітньо-професійна програма.

#### **Тема 6. Ухвалення рішень (Decision making)**

Підготовка заходів. Організація та внесення змін в організацію проведення зустрічей і засідань. Ділові зустрічі. Призначення ділових зустрічей. Відміна. Перенесення на інший термін.

#### **Тема 7. Розв'язання конфліктів (Conflict Resolution)**

Подолання стереотипів. Запобігання булінгу (цькуванню). Диверсифікація академічного середовища. Подолання викликів диверсифікованого академічного середовища. Шляхи підвищення самооцінки. Впевненість у собі. Граматика: умовні речення (if-clauses). Письмо: анотація статті.

#### **Тема 8. Мотивація організатора (лідера) (A Leader's Motivation)**

Поняття мотивації. Внутрішня мотивація. Зовнішня мотивація. Професійний портрет керівника в закладі освіти. Організаційні (лідерські здібності). Фактори впливу на розвиток колективу. Життєве кредо. Педагогічне кредо.

## UNIT 1.

### ALL ABOUT US: OUR SIMILARITIES AND DIFFERENCES

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Class Project</b>
Listen for main ideas	Agree / disagree	People you spend time with	Writing 'Thank you' notes
Listen for specific information	Listen and respond	Friendships at the workplace	
Listen for details	Express an opinion		

#### 1. BEFORE You Listen

*What do you expect from your friends? From your colleagues? Make sure you understand all of the following phrases. Then mark three of them that express what you think close friends should do together, and what activities are shared by colleagues.*

– spend time together	– chat on the phone
– relax and do nothing	– help each other
– have fun together	– make new friends together
– walk	– share the same sense of humor
– work on the project	– teach students
– go to a football match together	– share the latest information
– attend classes	– miss classes
– cook	– listen to music
– play computer games	– do homework

2. **SPEAK.** *Use the phrases in the box to start your sentences about activities with friends and colleagues.*

**Examples:** I think friends spend much time together. I believe colleagues share the same sense of humor 😊.

I think, friends It seems that	I consider, colleagues As far as I am concerned, colleagues ...
-----------------------------------	---

3. **LISTENING.** *Listen to two conversations at a party. Which people already know each other and which have just met? Which topics are they discussing? Complete the table.*

4. **LISTEN to the conversations again and complete the table.**

	Do they know each other?	Which topics did they talk about?
Conversation 1		
Conversation 2		

5. **LISTEN again.** *What have the people got in common in each conversation?*

Examples:

Conversation 1: They both like football.

Conversation 2: Neither of them like their job.

6. **READ the tapescript of the conversation between Phillip and Erica.**

*Underline questions that they ask to find out more about each other, and the phrases that they use to talk about similarities.*

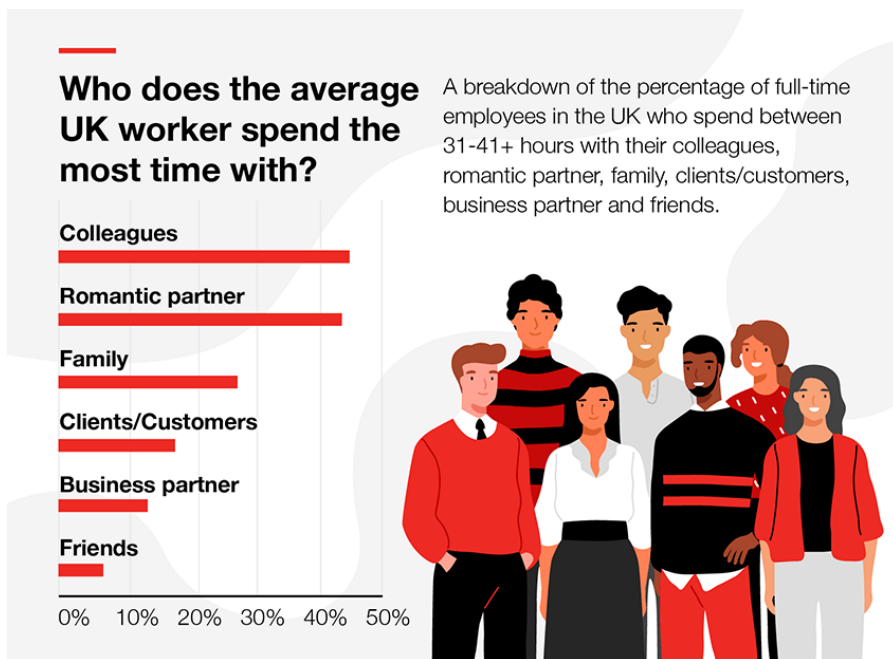
7. **READING AND SPEAKING**

**Before your read.** *Read the following statements. Which do you think are true for Ukraine? For your region? For your hometown? Compare your ideas in groups.*

- People are working longer hours than in the past.
- Many people contact with their colleagues on a personal level outside of work hours.
- Most people have friends in the office.

- d. The majority of women meet their significant ones at work.
- e. Most men meet their romantic partners at work.
- f. The majority of young people have a full-time job by the time they are twenty.
- g. Young people these days spend more time socializing than doing homework.
- h. People waste a lot of time at work.
- i. The majority of people take part in a sport at least once a week.

8. **READ** *the text quickly. What is this text about? Which statements in exercise 7 does this text answer?*



Firstly, the survey revealed that the average UK worker spends more time with their colleagues than anyone else in their lives – which probably isn’t overly surprising. To elaborate further, 44.4% of full-time employees spend over 31 hours a week with their co-workers. Romantic partners do come in a close second place with 43.8% claiming to spend over 31 hours with their other half,

however, only 26.2% of respondents dedicate the same amount of time to family and a tiny 3.4% to friends. In fact, the average time spent with family and friends is a marginal 0-10 hours a week.

When you think about the sheer number of hours we're spending with the people we work with from day to day, you may expect these relationships to evolve into more than simply professional associations.

*"Having friendships in the office can be very beneficial as we spend a large amount of our time every week at work,"* explains Parkash. *"Positive and genuine relationships amongst employees become the catalyst of a good company culture, providing effective support systems as an alternative to turning to your manager/director."*

Two thirds of the workers surveyed in the study said that between 1-7 of their current friends are people they met through work. When quizzed on what moment they believe somebody transitions from being purely a colleague to being a friend, 68% said that they think it's when two co-workers start contacting each other on a personal level outside of work hours.

*"When we invite anyone into our lives and deepen our emotional connection with them then we are asking them to become a friend, so this might mean spending time with them outside of work or introducing them to significant people in our lives,"* says Guthrie.

And it's not only friendships that bud from these working relationships. 1 in 5 people have gone on to live with a workmate, just under half say they would go into business with a colleague and nearly 2 in 5 UK professionals have had a romantic relationship with somebody they met at work. This demonstrates that the relationships forged in the workplace are much deeper than surface level acquaintances.

**9. MATCH the terms in the box with the appropriate definition**

- |   |
|---|
| A) survey B) colleague C) respondent D) genuine E) to evolve F) to deepen<br>G) relationship H) significant I) acquaintance |
|---|

_____	a gathering of a sample of data or opinions considered to be representative of a whole.
	honestly felt, actual, real
	to make or become deep, deeper, or more intense
	a person with whom one has been in contact but who is not a close friend
_____	A fellow member of a profession, staff, or academic faculty; an associate. See Synonyms at partner.
_____	one who responds to some questions in the survey
	to develop or achieve gradually
	important, notable, or momentous
	the mutual dealings, connections, or feelings that exist between two parties, countries, people

**10. MATCH the words in columns A and B to make word combinations. There could be more than one combination. Make up sentences with your word combinations.**

<b>A</b>	<b>B</b>	<i>word combination</i>
current	a large amount of time	
to forge	partners	
to go	company culture	
to spend	our emotional connection	
to deepen	a friend	
romantic	into business with	
good	relationships	
to become	friends	

**11. THINK before you read. What sort of impact does friendship have on a business?**

*How often do you laugh with coworkers? Does laughter at work help you? How?*

**12. READ the text Advantages of workplace friendships.**

*Read the text quickly. Underline four things in the text that you think are surprising or interesting.*

Of those surveyed, 92% think having friends at work improves their job satisfaction. We are social creatures after all. What is more, laughter releases mood boosting endorphins, so it is no wonder that employees are happier at work when they have people to share conversations and a joke with on more than solely a professional level.

*“Friendships at the workplace can increase our job satisfaction, as the working environment becomes more enjoyable,”* says Parkash. *“It also creates a sense of familiarity and safety, similar to what we feel at home surrounded by our family and loved ones.”*

The advantages of workplace friendships don’t end with happy employees. 90% of respondents think it improves cooperation among teams and 95% think people share ideas more freely when they have a good relationship with their colleagues. Three in four also say they find their manager more approachable for having a friendly relationship with them.

*“At times, there will be many discussion points that seem daunting or challenging to bring up with a manager, but having a friendly dynamic really helps to make those difficult conversations and moments even easier,”* comments Parkash.

All in all, with UK workers spending over 31 hours a week with their colleagues on average, friendships are inevitably forming – and this is a good thing. Having quality workplace friends can improve employee wellbeing, job satisfaction and productivity in the workplace – and therefore hopefully boosting business performance.

**13. READ the following statements.** Which do you think are true for Ukraine? For your region? For your hometown? Compare your ideas in groups.

- a. People are working longer hours than in the past.
- b. Watching TV is the most popular leisure time activity.
- c. Most people read newspapers regularly.
- d. The majority of women work full-time.
- e. People are eating more and more ready meals and takeaways.

- f. The majority of young people have a full-time job by the time they are twenty.
- g. Young people these days spend more time socializing than doing homework.
- h. People waste a lot of time at work.
- i. The majority of people take part in a sport at least once a week.
- j. Surfing the Internet takes most of people's time today.

**14. MATCH the words in columns A and B to make word combinations. There could be more than one combination. Make up sentences with your word combinations.**

<b>A</b>	<b>B</b>	<b>word combination</b>
have	ideas	
share	a sense of familiarity and safety,	
improve	business performance	
release	mood boosting endorphins	
create	friends	
provide	points with a manager	
boost	effective support systems	
bring up	employee wellbeing	

**15. WHAT ARE YOUR LEARNING STYLES?**

- A) Do the survey on your partner's preferences to learn things. Take notes of the answers and then report them to your partner.
- Do you work best when it is quiet?
  - Can you work when there is noise in the classroom?
  - Do you like to work at a table or in bed?
  - Do you like to work on the floor?
  - Do you like to work on an assignment until it is completed?
  - Do you get frustrated with your work and do not finish it?



Do you like to learn by moving around the room?

Do you like to work by yourself?

Do you like to work in a group?

Do you like to learn English with a partner? Yes No

B) Now, report the answers to your partner. You may start as in the example:

You: So, as far as I remember, you work best when it is quiet, right? Partner: Yes

*Continue*

Express your agreement with: definitely, absolutely, exactly, you are right.
--

Express your disagreement with: not really, I do not think so...
--

C) WORK with your partner. Find similarities and differences in your learning habits. Compare and contrast them like in the example.

Example: *We both like working best when it is quiet. (or) While you like working when it is quiet, I prefer learning with music playing at the background (or in a café, where it is really noisy).*

## 16. PRACTICE your agreement with the partner

*Follow the example:*

I am a master student	So am I.
I major in education administration	So do I.
I do not like getting up early.	Neither do I.
I can speak English fluently.	So can I.
I do not miss classes.	Neither do I.

*Continue describing yourself and listen to your partner's response. Disagree with your partner.*

I do not attend classes regularly.	But I do.
I cannot write an article review.	But I can.

*Continue describing yourself and listen to your partner's response.*

### **Collocations to practice**

I am very brave.

I am terrified of the teaching staff.

I care what my colleagues think of me.

I want to get in touch with more students at university.

I do not want to leave my job.

- 17. CONTINUE** speaking with your partner to find out more similarities and differences about your family and home, interests and tastes, work and studies, daily life.

<i>Family and home</i>	<i>Interests and tastes</i>	<i>Work / Studies</i>	<i>Daily life</i>
People you live with?	Sport?	Previous job?	Get up? / go to bed?
Married or single?	Reading books?	Aims?	Mealtimes?
Brothers /sisters?	Travelling?	Ambitions?	Go out a lot?
Extended family?	Music	Plans	

### **18. “THANK YOU” NOTE**

- A) Everyone loves to feel appreciated, which is why thank you notes are still an important way to express your gratitude. Whether you're sending a thank you for a generous wedding gift or showing your enthusiasm after a job interview, a carefully crafted thank you note is an excellent way to express to the recipient that you recognize the effort they made on your behalf.
- B) **WRITE** a thank you note to your partner. Mention what you like about your partner. Mention also how similar and different you are.

Example:

*Dear Lisa,*

*Thank you for being my speaking partner. It was fun to talk with you. Thank you for sharing your likes and dislikes. I think we have much in common. We both like learning English. We are both ready to learn more.*

*However, there are some differences. You like getting up early, but I do not. You like playing music while studying but I do not.*

*Although we have our differences, we can still be good friends. I am sure.*

*Thank you*

*Yours, S*

- C) You can express your gratitude for different things, for example, a wedding gift, a graduation gift, a retirement or anniversary party, or other special event. It's customary to thank your guests for helping you celebrate. Check the website to learn more about different types of thank you notes and words to make your thank you letter sound appreciative and special.  
<https://examples.yourdictionary.com/examples-of-words-for-thank-you-notes.html>

Remember the best expression ever:

**I appreciate your help!**

**Thank you.**

**TAPESCRIPTS**  
**Unit 1, Recording 1 Conversation 1**

K=Katie; PH = Philip; E=Erica

K	Philip, can I introduce you to Erica, a friend of mine from Hungary?
PH	Hi, Erica. Nice to meet you.
E	Nice to meet you, too. Katie told me you were in Budapest last year, weren't you, Philip?
PH	The year before last, yeah. It's an absolutely beautiful city. The architecture is amazing! I loved it.
E	Oh yes, I do, too. Were you there for a holiday?
PH	Yes and no. I actually went over to watch Ukraine play football. I am a big football fan.
E	So am I! I was at that football match too with my brother and father. They are crazy about football. It was a good game; a shame there were no goals!
PH	Yeah. There are never any goals when I go to matches! Anyway, what are you doing here in Mukachevo?
E	I am a master's student at university.
PH	So, you are doing your master's program? What is your major?
E	Well, I major in the music art, so that I will be able to work as a performer and teach at university, if I want.
PH	I am a master's student too, however, I major in education administration.
E	Oh, really? That is great. However, I can't think of myself as a manager. That is so frustrating to tell people what to do, to supervise them.
PH	Oh, you do not like management? I really enjoy it; it feels so good to know that you can lead people to achieve good results.
E	Oh, not for me, thank you! Anyway, so... erm... which part of Mukachevo are you staying in?

PH	I am near the university, Yan A. Komensky Street. Do you know it?
E	Yes, as a matter of fact, I live in the dormitory on campus.
PH	I do too. Well, perhaps, I could come round and see you some time, and we could go and watch some football together?
E	Sure, on Sunday there is always a football match on the field across our dormitory. Local teams like playing football.
PH	Yeah, that would be great. I really want to go and watch....

### Unit 1, Recording 2 Conversation 2

A= Andrew; C = Carrie

A	Hi, Carrie. How are things with you?
C	Oh, hi, Andrew. Okay, I suppose, not too bad.
A	Hm-mm. How's your job doing?
C	Oh, do not talk about it! I have moved to a new office and I just hate it. The people are so unfriendly! Actually, I'm looking for a new job!
A	Oh, really? Me too. I am just so bored with my job. I have been there for too long!
C	So what kind of thing are you looking for?
A	Mmmm. I do not know really. Maybe something in the travel industry. I'd love to work somewhere nice and hot; somewhere like Spain.
C	Oh, I know! It would be lovely to go and live abroad, wouldn't it? Hey, we ought to go out there together, you and me, set up a travel business.
A	The only problem is, I do not speak Spanish, so I don't know if that would count against me.
C	No, I don't speak Spanish either. I don't speak any foreign language well enough. It's terrible, isn't it?
A	Mmm.oh well, one day, maybe. Anyway, how are your family? Are your Mum and Dad still.....?

**UNIT 2.**  
**ACADEMIC COMMUNICATION**

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Project</b>
Listen for main ideas			
Listen for step-by-step	Express sympathy	University Expectations	Survey of expectations
Listen for details	Listen and respond		
Listen for specific information	Make a telephone chain		

**1. BEFORE you listen.**

*What do you expect of studying at Muckachevo State University? Choose your expectations from the list and explain why it is important to you.*

Regular and reasonable office hours consistent with departmental policy and the needs of students.

Provision of syllabus, including but not limited to the following: a statement on course outcomes, objectives and expectations; a general calendar indicating the substance and sequence of the course and important dates and deadlines; and a clear statement of grading policy and grade weighting; an invitation to students who require accommodations for a disability;

A statement regarding registration policies.

That the content and assignments of the course as well as the specific teaching approach chosen are appropriate to the level, objective, and nature of the course being taught.

An effective use of class time

Adequate preparation

Testing/grading practices that are directly related to the course content and assignments

Current knowledge of subject matter

An ability to communicate subject matter to students  
Courtesy, civility, and respect in their interactions with students.

The establishment of an open learning environment, wherein questions, comments, and interaction are encouraged

Nondiscriminatory treatment of students, regardless of race, color, gender, or creed; or religious, ethnic, sexual, or social background or preference

Punctuality in starting/ending classes

Reasonable notification of and provision for faculty absence

Faculty members have a responsibility to their students to entertain all questions relevant to the subject matter being taught and to discuss such questions, even if controversial, objectively.

Adequate notification of assignments, examinations, changes in syllabus.

Provision of reasonable make-up procedures for legitimately missed exams or other graded work.

Evaluation of work with adequate and constructive comments as is appropriate to the character of the test or assignment.

Evaluation of work within a reasonable time frame that allows the student to benefit from the instructors comments prior to the next assignment.

Abstention from dual relationships that compromise the integrity or blur the lines of the professional teacher-student relationship (i.e. being best friends, or romantic partners).

**2. INTRODUCE** your expectations to your partner. Follow the example:

I expect lecturers	to provide the course syllabus
	to communicate the subject matter clearly
	<i>Continue choosing the appropriate verbs to express your idea.</i>

**3. LISTEN** to master's students sharing their expectations of University.

### Listening strategies.

You can listen to tracks as many times as you want. Think about the topic of the text you are going to listen to. What do you already know about it? What could possibly be the content of the text? Which words come to mind that you already know? Which words would you want to look up? If you have to do a task on the listening text, check whether you have understood the task correctly.

4. **LISTEN** to tracks again and/or read the master's students comments (tapescripts are given at the end of the unit) and answer the questions. There could be more than one person, who can qualify for the same answer.

Who ....

1. was unprepared for university studies in the undergraduate program \_\_\_\_\_
2. prefers learning in small groups \_\_\_\_\_
3. is ready to get engaged in student research \_\_\_\_\_
4. is likely to attend classes irregularly \_\_\_\_\_
5. is focused on the future career \_\_\_\_\_
6. seems to be ready for testing \_\_\_\_\_
7. likes interaction with teaching staff \_\_\_\_\_
8. expects lecturers to comment on every assignment the student completes \_\_\_\_\_

### 5. **SMALL GROUPS WORK.**

Work in small groups. Tell each other about your expectations. Include details from tapescripts if they describe your situation.

### 6. **LISTEN AND READ. Expectations of the University Teaching Staff**

*Listen to and/or read Professor's expectations of the new students.*

I expect my students to regularly attend lectures because I link attendance with success. I think that inadequate and/or poor exam preparation that leads to students' academic failure can be explained



by students' poor attendance. Students have to take responsibility for their own learning and for not achieving to the best of their abilities.

I expect my students to ask me questions and show interest to what they are learning. The more questions the better. I need to know that my students are focused on what they are learning. Asking questions has to be the norm for every class.

I expect my students to be independent learners by the time they enroll at university. I guess my students already understand the need to be efficient in balancing their desire for achievement with a strong sense of purpose and enjoyment from academic activities.

I also expect students to be self-disciplined and self-motivated. Self-motivation. The ability to motivate yourself—self-motivation—is an important skill. Self-motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve. Motivation is what pushes us to achieve our goals, feel more fulfilled and improve our overall quality of life.

## **7. INTERVIEWS.**

*Which of the ideas are true about your lecturers? Get in groups and interview some of your lecturers about their expectations of the students. Report the results in class.*

Read the interview rules that will help you to avoid mistakes when setting up an interview with busy professionals.

### **Interview Rules**

1. Talk to the professor and politely as for the time to ask questions.
2. Prepare your questions before the interview. Practice asking (reading) questions.
3. Do not be late for the interview. Remember, people you interview are busy, so do not waste their time.
4. Smile! Smiling naturally (without pursing your lips tightly together) will make you appear confident, friendly, and approachable. Even if you're not feeling it, fake it. A smile

conveys that you're someone who can get along with fellow employees, wow the boss, and impress the teachers.

5. And, don't be scared to speak up: not asking questions can signal that you're uninformed or uninterested.

6. Send a Proper Thank You

Yes, even today, a handwritten note is mandatory. Sending a thank you letter via email is fine when the decision must be made quickly, but always follow up with written correspondence. (A voicemail message doesn't take the place of a written note, either.) Express your thanks for the interviewer's time and for the chance to learn more about the job.

No need to go overboard and—please—don't send a gift or flowers after the interview (yes, it's been done).

## 8. YOUR SCHEDULE

A schedule or a timetable, as a basic time-management tool, consists of a list of times at which possible tasks, events, or actions are intended to take place, or of a sequence of events in the chronological order in which such things are intended to take place.

A) *Fill in the gaps with the time for your full week, hourly schedule. You may need to take into consideration odd and even weeks if the university has this policy.*

Day /Time	Monday	Tuesday	Wednesday	Thursday	Friday	Sat
I class 8:00 9:10						

B) *Find out the short was to write the days of the week, for example, Mon for Monday...*

C) *Review the names of the months.*

## 9. WHAT IS A SYLLABUS?

- A) *Read the information about a syllabus. Check the syllabus for the courses you have on the university site. What information does a syllabus provide you with?*

A syllabus is your guide to a course and what will be expected of you in the course. Generally, it will include course policies, rules and regulations, required texts, and a schedule of assignments. A syllabus can tell you nearly everything you need to know about how a course will be run and what will be expected of you.

### **Where can I find syllabi?**

Check the Moodle for the course at Muckachevo State University. You can search by faculty and by department.

You can also contact the instructor and/or the deans' office or an academic department/school to inquire about the availability of a syllabus.

Heads-up! Syllabi are always subject to change, especially if a different instructor is teaching a course. However, even looking at last year's syllabus can give you valuable information as you are evaluating a course.

### **How to Read a Syllabus**

A syllabus is a very valuable tool, underused by many students. All professors will write and use their syllabi differently. Sometimes syllabus information may be spread over several links, or on a course website. Regardless of the form, here are some items you will want to consider.

#### **Workload**

What type of course is this? Problem set and exam-based? Reading and discussion with papers? A variable-unit class with a variable workload should explain the difference in the syllabus.

#### **Deadlines & Policies**

When are the exams and major assignments due? Are assignments due in class or electronically by a certain time? Be sure to check all the deadlines for all your courses to see whether you are committing

yourself to four midterms in the same week or two problem sets on the same day every week (and reconsider, if you are). What is the late policy?

### **Continued Guidance**

During the term, the syllabus continues to guide you. The syllabus reflects the way the class is organized. The titles for each class meeting will often identify the main themes of that class, and may help you focus your reading for that day in order to prepare for class, as well as guide your studying for exams.

*B) Compare different syllabi. How are they similar? Different?*

## **10. CHOOSING COURSES**

In Ukraine, most universities offer mandatory courses (they are prescribed) and electives, that help you to understand your likes and preferences in outlining your personal professional trajectory.

Take time to think deliberately about which courses you will take in any one term, while keeping the big picture of your graduate education in mind. Think about each class as a brick in the intellectual edifice you are creating for yourself. It needs to provide the foundation for future work as well as allowing you to build on what came before. In this way you will develop a personally coherent, meaningful education out of the diverse courses that University offers.

Explore what interests you, even if you are unfamiliar with the discipline. Many of the fields will be entirely new to you. Do not restrict yourself to areas you have already experienced.

Figure out what fields, topics, approaches, and faculty appeal to you personally. Do not rely on the experience of others.

Develop an understanding of the multiple potential pathways to your specific destination. Do not follow “tracks” blindly.

Balance your workload. A mix of essays, exams, and projects is generally more sustainable than taking a full slate of classes that all demand the same sort of work.

## 11. TIME MANAGEMENT

- A) *Read the text about time management. Why is it important to be able to manage your time wisely? Have you ever tried to manage your time? What are the benefits of time management?*

“Time management” is the process of organizing and planning how to divide your time between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

### **Benefits of Time Management**

The ability to manage your time effectively is important. Good time management leads to improved efficiency and productivity, less stress, and more success in life. Here are some benefits of managing time effectively:

#### 1. Stress relief

Making and following a task schedule reduces anxiety. As you check off items on your “to-do” list, you can see that you are making tangible progress. This helps you avoid feeling stressed out with worry about whether you’re getting things done.

#### 2. More time

Good time management gives you extra time to spend in your daily life. People who can time-manage effectively enjoy having more time to spend on hobbies or other personal pursuits.

#### 3. More opportunities

Managing time well leads to more opportunities and less time wasted on trivial activities. Good time management skills are key qualities that employers look for. The ability to prioritize and schedule work is extremely desirable for any organization.

#### 4. Ability to realize goals

Individuals who practice good time management are able to better achieve goals and objectives, and do so in a shorter length of time.

### ***List of Tips for Effective Time Management***

After considering the benefits of time management, let us look at some ways to manage time effectively:

Set goals correctly.

Prioritize wisely.

Set a time limit.

Take break between tasks.

Organize yourself.

Remove non-essential tasks.

Plan ahead

*B) Which tips do you find the most beneficial?*

*C) Work with a partner. Ask questions to find out why your partner thought these tips were the most beneficial.*

## **Tapescripts**

### **Unit 2. Track 1.**

My name is Alex. I think that a university education will enhance my academic and vocational prospects. You know, I expect the university to provide opportunities so that I can become more independent and enjoy myself. Employability has become a key issue, particularly since the increase in student fees. I am positive that a career-focused approach to education can be beneficial. For example, I am certain about my long-term career goals so I will transition faster to life at university than students who study without clear career trajectories. There are some students, however, who concentrate on merely passing assessments to get through the course. I believe this potentially leads to a shallow approach to learning. I prefer to develop a deep approach to learning in order to understand the course material.

### **Unit 2 Track 2.**

I am Erica. In my opinion, first year students generally come to university with few expectations and with little notion of how to be successful; they often view it as a continuation of secondary school. I remember when I was in my first year, I expected lecturers to use similar teaching styles to those I had experienced at school. So, I found myself unprepared for the more relaxed and informal style of teaching I encountered at university. As a master's student in my first year, I have my goals. I know how to approach the lecture material, how to study independently. Speaking of my expectations, I would like to have a clear plan, a syllabus that states the course outcomes, objectives, general calendar, important dates and deadlines, as well as a clear statement of grading policy and grade weighting. Grades are important to me.

### **Unit 2 Track 3.**

I am Helen. I am concerned about how I will be taught at university. I prefer small tutorial-style classes, as opposed to larger lecture-type classes. Learning in smaller groups offers greater opportunities for face-to-face interactions with teaching staff. Incoming students often

overestimate the amount of contact time that they will be offered at university. I do realize that the responsibility for learning is primarily mine. Folks, trust me, lecturers will do what they can do, however, it's up to us to be responsible for our learning.

**Unit 2 Track 4.** Hi, I am Olexandr. I expect teaching staff - i.e. lecturers - to be sympathetic and reassuring, helpful and friendly. This is vitally important for me. If we have a positive staff-student interaction and mutual understanding, we will all succeed. So I expect lecturers to have current knowledge of the subject matter and the ability to communicate that subject matter to students. We will be able to overcome all academic difficulties we may encounter.

**Unit 2 Track 5.** Hello, I am Lana. I guess I am confident about my abilities to cope with academic requirements. I think I will not have to struggle with the demands of learning in higher education. I know how to manage my time, so I will be able to cope with the academic demand. I think I expect a lot of testing that is directly related to the course content and assignments. Master's programs are about independent studies and quality education.

**Unit 2 Track 6.** Hi, I am Andrew. When I was a bachelor's student, I actually experienced academic struggles. I used to struggle to keep up with the workload. I experienced difficulties in developing my ability to study independently. I could not understand that only I was solely responsible for my own learning. That is just because I was young. I did not know how much studying, including attending classes and independent reading, would be required per week. I underestimated the number of hours of independent study that was required for my course. I was unprepared for this aspect of university life. I first arrived without a clear understanding of how I was going to be assessed. Today I guess I still harbor unrealistic expectations about assessments, for example, supposing that lecturers will provide detailed feedback on drafts of my work and that staff will be able to return assessed work within a week.

**Unit 2 Track 7.** I am Marianne. These times are tough. I have to combine paid work with my studies. I know that I will have to miss



some lectures. Although I recognize that attendance at lectures and other teaching sessions is important for my academic performance, I have to sacrifice it sometimes. So I expect teaching staff to understand that I have a serious reason for missing lectures and teaching sessions. I expect the university to provide additional resources, such as notes and/or recorded lectures, which can be accessed online.

**Unit 2 Track 8.** Hi, I am Tim. As far as I am concerned, university needs to offer appropriate academic, attitudinal, and social preparation courses for incoming students. This should be a process, rather than a single event and, in addition to academic preparation, linked to peer-mentoring and staff-student interaction opportunities. I think I am ready to become part of a student research club and as well offer a course for incoming students.

### Tapescripts

<b>Andrew</b>	Excuse me. I was told to come here for advice about Management Diploma courses?
<b>Monica</b>	You've certainly come to the right place. Hi, my name is Monica.
<b>Andrew</b>	Hi, nice to meet you. My name is Andrew, Andrew Harris.
<b>Monica</b>	So, Andrew, have you seen our diploma course prospectus yet?
<b>Andrew</b>	Yes, I have already looked at it. In fact, I thought the information on the course content was really useful, but I am afraid I am a bit confused by all the different ways you can do the course: full-time intensive, part-time and so on.
<b>Monica</b>	Well, let's see if I can help. I think each course type has its advantages and disadvantages, so it really depends on you, your study habits, and your financial circumstances, of course. Are you working at the moment?
<b>Andrew</b>	Yes. I have been working in the administration section

	of the local hospital for the last three years. And before that I worked in the office of a computer engineering company for two years. So, I've got about five years of relevant work experience. And what I am hoping to focus on is Personnel Management.
<b>Monica</b>	I see. And are you planning to leave your current job to study, or are you thinking about just taking a year off?
<b>Andrew</b>	I want to know what my options are, really. I don't want to quit my job or anything and my employers are keen for me to get some more qualifications but obviously, it would be better if I could do a course without taking too much time away from work.
<b>Monica</b>	Right, so, you do not really want to do the full-time course, then?
<b>Andrew</b>	No, not really. It's also a question of finances. You see, my office have agreed to pay the cost of the course itself, but I would have to take unpaid leave if I want to study full-time and, well, I do not think I could afford to support myself with no salary for a whole year.
<b>Monica</b>	Ok. Well, you have two other possibilities: you could either do the part-time course that would be over two years and you would not have to take any time off work – or you could do what we call a “modular” course. You could do that in eighteen months if you wanted or longer. It is quite flexible and it would be up to you.
<b>Andrew</b>	Mmmm. So what does the part-time course involve?
<b>Monica</b>	For that you would join an evening class and have a lecture twice a week. Then you would have to attend a seminar or discussion workshop one weekend a month.
<b>Andrew</b>	What kind of coursework would I have to do?
<b>Monica</b>	Well, it is a mixture. You'd be expected to write an essay each month, which counts towards your final assessment. You have a case study to do by the end of the course, which might involve doing a survey or something like that, and also you need to hand in a

	short report every four weeks.
<b>Andrew</b>	So, that is quite a lot of work, then, on top of working every day. It sounds like a lot of studying – and really tiring.
<b>Monica</b>	Yes, you certainly would not have much free time!
<b>Andrew</b>	What about the modular course? What would I have to do for that?
<b>Monica</b>	That is where you get the opportunity to study full-time for short periods. That way you can cover a lot of coursework and attend lectures and seminars during the day. And each module lasts for one term, say, about twelve weeks at a time. There are obvious advantages in this – the main one being that you can study in a much more intensive way, which suits some people much better.
<b>Andrew</b>	And how many of these “modules” would I have to do to get the diploma?
<b>Monica</b>	The current programme is two modules – and then you have to choose a topic to work in more depth – but you can base that on your job, and so you do not need to be away from the office, and how long it takes is up to you. The most important thing is that you do not have to study and work. You can focus on one thing at a time.
<b>Andrew</b>	Yes, I can see that. It certainly sounds attractive! It would be more expensive though. I mean I would have to support myself without pay for each module.
<b>Monica</b>	That is true, so that might be a problem for you. Look, why don't you talk this over with your employees and ... <i>From IELTS 12. Test 1 Section 3)</i>

**UNIT 3.**  
**EDUCATION ORGANIZATION**

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Project</b>
Listen for main ideas	Agree / disagree	Principles of education	Survey of university principles
Listen for specific information	Listen and respond	Undergraduate studies	
Listen for details	Express an opinion	Master's programs	

**1. BEFORE You Listen,** *work with your partner, ask and answer questions.*

Are you an undergraduate student? Are you a graduate student?  
What is your major (specialization)? What was your major in bachelor's program?

**2. WHILE listening,** *fill in the gaps with the words from the box. There are more words than you need.*

a) workplace b) university c) high d) use e) broad-based f) elective  
g) too apply h) to complete i) major j) minor.

**Undergraduate studies in the USA**

Following \_\_\_\_\_ school, students can choose to study a bachelor's (or "undergraduate") degree at a college or \_\_\_\_\_. Bachelor's degrees in the USA typically take 4 years \_\_\_\_\_. The first 2 years include common required courses, such as math, history, literature, and communications. This develops a \_\_\_\_\_ knowledge across many subject areas — an advantage for competing in the global \_\_\_\_\_. The final 2 years focus on the chosen "major" subject.

US bachelor's degrees are flexibly designed to allow students to change their \_\_\_\_\_ after 1 or 2 years. There is a huge choice of

\_\_\_\_\_ courses so students can customize their degree to their interests and strengths.

### **Undergraduate studies Ukraine**

*Discuss undergraduate studies in Ukraine using the information about the USA. Are there any similarities? Differences?*

**3. BEFORE You Listen**, work with your partner, ask and answer questions.

- 1 Why did you choose to continue on to a master's degree?
- 2 How long does it take you to complete a master's program?
- 3 Do you work while studying? Do you have any work experience?

**4. LISTEN** and fill in the gaps with the words from the box. There are more words than you need.

a) graduate b) to gain c) career-focused d) participate e) graduation  
f) eligible g) subject h) choose i) extend j) on-campus,  
k) opportunity l) experience m) work n) interests.

### **Master's degree in the USA**

After a bachelor's degree, some students \_\_\_\_\_ to continue on to a master's degree (also called a "\_\_\_\_\_" degree). A US master's degree usually takes 2–3 years to complete, but fast-track 1 year programs are available for some degrees. Graduate-level education lets you study a \_\_\_\_\_ in greater depth, and can either be academic or more \_\_\_\_\_.

If you study a bachelor's or master's degree at a US university, you'll have many opportunities \_\_\_\_\_ real work experience in the USA. Most universities have well-developed internship programs and career services. International students are \_\_\_\_\_ to work off-campus after completing the first year of their degree program — and work in \_\_\_\_\_ jobs in the meantime.

International students can also \_\_\_\_\_ in Optional Practical Training (OPT), which allows study visa-holders to work in the USA in their chosen field for 12 months after \_\_\_\_\_. If you

complete a degree in a STEM (Science, Technology, Engineering or Mathematics) field, you can \_\_\_\_\_ your work placement to 36 months. Working for a US company is an incredible \_\_\_\_\_, and gives international students a distinct advantage in their career.

5. **MATCH** the two parts of the sentences. Then practice saying them.

1	After a bachelor's degree,	A	provides more in-depth studies.
2	Graduate-level education	B	gives a distinct advantage in students' career.
3	Most universities	C	are allowed to work off-campus.
4	International students	D	allows a longer placement.
5	Working for a US company	E	have career services.
6	A degree in Science	F	provide students with work experience.
7	Well developed internships programs	G	students may study a master's degree

6. **MATCH** the words with their definitions.

1	degree	A	outside of the area of land that contains the main buildings of a university or college;
2	opportunity	B	A chosen pursuit; a profession or occupation;
3	off-campus	C	Benefit or profit; gain;
4	experience	D	An academic title given by a college or university to a student who has completed a course of study;
5	career	E	the act of placing, as in a suitable job, grade, or school;
6	placement	F	a chance or prospect;
7	advantage	G	accumulated knowledge, esp of practical matters.

7. **SPEAK.** Use the information in the text to describe your bachelor's and master's program: length, courses (obligatory, elective); internship opportunities; phrases in the texts above can help you.
8. **Before you read,** think and say why you continue studying.
- 1 Why is education important?
  - 2 What are your principles in learning?
  - 3 What principles does your university adhere to? Why do you think so?
9. **READ** the statements. Mark the statement T (true) if it is related to your personal experience and F (false) if you do not agree with the statement.

### Principles of Education

	My university encourages independent thinking and divergent activities.
	MSU develops independent and interdependent, lifelong learning strategies.
	The uni nurtures students' aspirations, confidence, curiosity, imagination, self-respect and responsibility to others.
	I can explore and adapt to new ideas in both work and leisure.
	I understand social change and individual development and take responsibility for sustaining both.
	I accept the constancy of change; I am ready to cope with, adapt to and manage change effectively in all areas of one's life.
	I possess self-determination with a realistic assessment of one's aptitudes and inclinations.
	I have the opportunity to acquire the knowledge, skills and attitudes.
	I believe that education empowers me to clarify values, express ideas, solve problems, and embrace learning as a life-long process.
	I can participate in communities as both teacher and learner,

	connecting with others, sharing thoughts and creating knowledge while taking advantage of an open environment that values critical thinking and civil discourse.
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**10. SPEAK** about principles that your university sticks to:

Principles intend to provide a foundation on which members of the community develop and teach courses, engage students, hire faculty and staff, design professional development activities and structure budgets. These principles should inform the daily, habitual life of all members of the college, having both immediate and lasting impact. As teaching and learning are at the heart of the college, these principles appropriately shall guide the college into the future.
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**11. ANSWER** the following questions.

- 1 Does your motivation depend on teaching?
- 2 Where do you get the information from about your schedule?
- 3 How do you understand the phrase *‘teaching and learning are at the heart of the college’*?
- 4 What does the phrase ‘habitual life of all members’ mean?
- 5 What activities can have an immediate impact on you as a student?
- 6 What activities can have a lasting impact on you as a student?
- 7 What is university future likely to be?
- 8 Are you respected as a student at this university?
- 9 Are your student rights protected? What rights do you have?
- 10 What do you value about education?

**12. SPEAK** about similarities and differences between online learning and traditional learning.

- 1 Which type of education do you prefer: online learning or traditional learning? Why?



**13. READ** Caroline’s opinion about similarities and differences between online learning and traditional learning.

What is online learning?

Online learning is exactly what it sounds like: it takes place over the internet. It is a form of distance learning. It is interchangeable with the term e-learning. An e-environment typically stores the training content, which is accessible anywhere and anytime.

What is traditional learning?

Traditional learning takes place in a classroom setting. There is a trainer who moderates and regulates the flow of information and knowledge. Then, the trainer expects the learners to deepen their knowledge through written exercises at home. Nowadays, technology is incorporated in the classroom more and more. However, in face-to-face instruction scenarios, the primary source of information is still the trainer.

What are the differences between online and traditional learning?

If you are deciding between online or traditional learning, it can be helpful to consider the following differences:

<b>Online learning</b>	<b>Traditional learning</b>
It happens online	It happens offline
Anytime, anyplace	Forced in a schedule and place
Flexible pace	Imposed pace
Alone	Together with your colleagues
Supports an independent learning style	Learning from and with each other
The primary source of information is online content	The primary source of information is the trainer
Limited interaction	Extensive interaction between trainers and colleagues

**14. SCAN** the text and decide why it is called “Costs”.

### **Costs**

There are also differences in terms of costs. Setting up traditional training is valuable, but also expensive. Online modules are often more affordable than in in-house training. Why? You do not have to deal with additional costs like travel expenses, training facilities, hiring a trainer, or printing training materials that come with in-house training. In 2019, U.S. training expenses amounted to \$83 billion! Of this, 29.6 billion was spent on these additional costs. The overhead to operate online training programs is much lower.

The economic argument shouldn't be the only decisive factor in whether you choose online training over traditional training for your company.

**15. SCAN** the text and decide why it is called “Participation rates”.  
What are the differences? Is true for Ukraine?

### **Participation rates**

There are also differences in terms of participation rates. Although high priority may be given to continuous education in organizations, many times, it is not fully implemented. Employees who take part in the training set up by their managers can feel rushed. Why? Because time is limited, especially given our to-do list that grows each day.

Online learning then comes to the rescue. In fact, a survey of over 700 corporate learners, found out that 87 percent of them preferred to take online courses during work hours. It takes less time than face-to-face learning and they can easily squeeze it into their daily tasks.

**16. READ, THINK, AND RESPOND.**

- 1 How to make a choice? What questions should you ask yourself when choosing a type of learning? Here are some questions. Read them and make a decision if they are relevant.
- 2 What's your budget?

- 3 What's the learning topic? Is it practical-based or knowledge-driven?
- 4 What do you want to achieve with the learning? Improving skills or keeping your employees up-to-date about company standards?
- 5 How much time do you want to spend on training as an organization? And how much time can employees spend on training?
- 6 What's your employees' motivation level?
- 7 Do you have employees of various ages? Do you primarily work with millennials, or is the majority of your workforce from the baby boomer generation?
- 8 Maybe choosing one over the other is too rigid. If you want to combine the best of both worlds, then you should certainly consider blended learning.

## **17. READ THE TEXT AND RESPOND TO THE STATEMENT.**

Blended learning might be a good solution for people who are always in a hurry

'Busy' is a standard answer people will give when you ask them what they are doing. Blended learning might be a good solution for people who are always in a hurry. They can learn part of it in their own time and the rest during face-to-face training. It is even possible to watch a lecture on your computer while you eat dinner! That is not something that can happen in a traditional classroom. Motivation can be a problem in this scenario. The learners can feel more motivated if web-based learning is combined with face-to-face meetings with other participants or the instructor.

## **18. WORK ON A PROJECT**

A) *Mukachevo State University maintains a learning environment that values the process of learning as much as the knowledge taught; an environment that encourages independent thinking*

*and divergent activities; and an environment that elevates members of the community and inspires them to:*

Develop independent and interdependent, lifelong learning strategies;  
Nurture their aspirations, confidence, curiosity, imagination, self-respect and responsibility to others;

Understand social change and individual development and take responsibility for sustaining both;

Reason quantitatively, using numerical data to meet personal and vocational needs and to respond to a world increasingly dependent on the understanding of a broad range of quantitative concepts and processes;

Identify a need for information and know how and where to find it;

Use language to communicate effectively with other individuals and groups, including basic functional ability in a language other than one's own;

Function constructively in both a leadership and participatory role within groups;

Access, organize, interpret, evaluate, synthesize and apply information;

Reflect on and assess information and knowledge from differing perspectives;

Develop knowledge of one's feelings, values and biases and how they relate to one's thinking and behavior;

Integrate knowledge from multiple disciplines to make thoughtful and informed decisions;

Determine the nature of a problem, analyze the problem and implement an appropriate solution, applying scholarly theories and methods where appropriate;

Evaluate, integrate and adapt to technological change.

B) *Choose a statement and prove it with two or more sentences by giving details.*

C) *Make a presentation to illustrate your point.*

Remember the best expression ever:

**Nothing is impossible for the willing heart!**

**Thank you.**

## UNIT 4.

### STRATEGIC MANAGEMENT IN EDUCATION

#### 1. BEFORE YOU READ

Answer the following questions.

- 1 Would you like to govern a higher educational institution?
- 2 Do you like planning?
- 3 What are your short-term / long-term goals?

#### Short Term vs Long Term Goals

Short term goals are the goals that we want to achieve shortly. This can be three days, five days, one week, a month, or a year.

On the other hand, long term goals are the goals that have a timeline of 5 to 10 years.

- 4 Study an example of short-term and long-term goals and make your own list.

Short-Term	Long-Term
Loan/credit card payments	Paying off mortgage
Rent or Mortgage payments	College fund
Insurance payments	Starting a business
Household appliances	Retirement savings
Wedding	Purchasing a home
Travel	

- 5 What short-term goals and long-term goals can a higher education institution have?

**2. READ the text and be ready to discuss questions after the text.**

**Governance is...**

The governance of higher education institutions (HEIs) has fundamentally changed since the 1980s from a classical form of regulation dominated by the state, to forms in which higher education is coordinated by various systems at various levels. Law, governmental guidelines and budgeting are still of high relevance for most HEIs, but there has also been an increase in the number of buffer institutions, such as quality assurance agencies, or research funding organizations, which influence the actions of HEIs. Their impact is complemented with that of independent ranking or rating institutes, private investors providing capital (foundations, commercial enterprises etc.), as well as scientific and other civil society associations like employer associations, trade unions, chambers of commerce etc.

**3. Answer the following questions.**

- 1 Is your HEI privately or publicly funded?
- 2 What are “governmental guidelines”?
- 3 What laws govern higher education in Ukraine?
- 4 Give examples of buffer institutions.
- 5 How do independent rating institutes impact higher education institutions?

**4. BEFORE you read.**

- 1 What is a strategy?
- 2 Is it important for a HEI to have a strategy? Why? Why not?
- 3 Read the text describing the strategy and think forward...

**Think forward**

What is a strategy? In order to be able to act successfully in a complex environment with a large number of heterogeneous demands, a majority of HEIs have begun to implement strategic management. A ‘strategy’ is defined as a set of objectives that

focuses the activities of an institution tending to reach medium- or long-term success. A strategic plan helps leaders to choose between important and unimportant demands and to give members and stakeholders of their organization an orientation by formulating an explicit direction. In general, strategies of HEIs should address the following four questions:

- 1 On which core competencies could we base our activities in the next 5 – 10 years?
- 2 How do we meet competitive demands compared to other institutions?
- 3 In which established or new fields do we want to operate in the next 5 – 10 years to ensure institutional success?
- 4 How do we fulfil our social responsibility in those fields?

Questions 1-3 refer to the profile and the conceptual direction a HEI plans to take in order to save or to reach an optimal level of reputation, funding and staffing. Question 4 refers to the public tasks (teaching, research, third mission) that the institution – being largely publicly financed – should fulfil.

## **5. STRATEGIC PLAN**

You can check a link to a strategic plan developed by Southeast Missouri State University

<https://semo.edu/planning/strategic/2008-strategic-plan.html>

## UNIT 5.

### EDUCATIONAL PLANNING

#### 1. **THINK before you read.**

- 1 What is education?
- 2 What is educational planning?

#### 2. **READ the text.**

Education is the key that unlocks the door for the development of any nation. It is the instrument that facilitates political, economic, social, and technological development of a country. For education to play its key role in the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize a country's development for decades.

Planning means deciding in advance what is to be done, when to do it, where to do it, how to do it and who is to do it in order to achieve predetermined goals and objectives. Educational planning on the other hand involves setting goals for future action and outlining measures to achieve these educational goals and objectives through optimal use of scarce resources.

This implies that educational planning provides the tool for coordinating and controlling so that educational objectives can be achieved. In any country, educational planning is necessitated by varied reasons which include among others, the desire of government to meet the needs and aspirations of the citizenry, to provide quality education to the people, to respond to technological development, to ensure global competitiveness and more importantly to actualize government political philosophy.

However, the type of educational planning adopted in a country is not decided by professional planners or technical planners. It is decided by the political party in power. Thus, the government is responsible for identifying the overall goal of education and gives the directives of the plan. The legislature representing the government decides on the time frame as well as takes the final decision on the



form of the plan. There are various types of educational planning. The government may decide to adopt short-term, long-term, or strategic educational planning provided the type chosen will help the government to actualize the political agenda or ideology. Therefore, the importance of educational planning for the achievement of educational goals cannot be overemphasized.

**3. MATCH the terms in the box with the appropriate definition.** There are two definitions that are extra.

A) goal B) competitiveness C) aspiration D) legislature E) measure  
F) government

	an aggressive willingness to compete;
	an officially elected or otherwise selected body of people vested with the responsibility and power to make laws for a political unit, such as a state or nation;
	the office, function, or authority of a governing individual or body;
	an action taken as a means to an end; an expedient;
	a strong desire for high achievement;
	the aim or object towards which an endeavour is directed;
	the act or process of educating or being educated;
	a person who makes plans, esp for the development of a town, building.

**Bonus:** guess the words for the definitions that were extra.

**4. MATCH THE WORDS IN COLUMNS A AND B TO MAKE WORD COMBINATIONS.** Make up some sentences with these word combinations to describe educational planning. There could be more than one possible match.

A	B	Word combinations
to achieve	the tool for coordinating and controlling;	
to provide	on the time frame;	

to decide	strategic educational planning;	
to respond	global competitiveness;	
to adopt	scarce resources;	
set	the needs and aspirations;	
use	predetermined goals;	
to meet	goals;	
to ensure	to technological development.	

**5. ANSWER the questions on the text.**

- 1 What is education?
- 2 Why is it important to plan the way education develops?
- 3 Which instruments does educational planning provide?
- 4 How does educational planning help to achieve goals?
- 5 What are Ukraine's goals in educating people?
- 6 What educational acts regulate the development of education in Ukraine?
- 7 What body is responsible for identifying the overall goal of education?
- 8 What reasons can hamper the development of education?

**6. BEFORE YOU READ, think of yourself as a minister for education.** Can you plan the for the future? Do you know aspirations of your nation? What are the society's needs? What do children want today? What do their parents want?

**7. READ THE TEXT**

**Concept of Educational Planning**

Educational planning involves a systematic and scientific set of decisions for future action with the aim of achieving set educational goals and objectives through effective use of scarce resources. It provides the tool for coordinating and controlling the direction of the educational system so that educational objectives can be realized. It is a process of identifying and classifying educational needs of a nation and the direction education should take and the

strategies for implementing decisions concerning educational development. Educational planning should reflect the state of development of a nation including the needs and readiness to execute the planned objectives.

Thus, educational planning must take into consideration the population growth of children of school age, educational opportunities, and the demand for education. Educational planning is the application of rational systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of the learners and the society. This means that educational planning should take into account the needs of the pupils/students in terms of learning facilities and equipment, textbooks, classroom spaces and qualified educational personnel. In meeting the needs of the society, educational planning should consider the manpower, cultural, social and communication needs of the society (nation) as well as the economic changes. Therefore, educational planning is a blue-print that gives direction for future development of a nation's educational system and prescribes courses of actions for achieving defined goals and objectives. Educational planning involves restructuring of the present educational system, forecasting future possibilities, formulating realistic and achievable goals and objectives developing action plans for implementation and periodic appraisal of progress and achievement.

The future development of a nation is the focus of educational planning. It involves studying the future educational needs of a country and putting in place relevant policies and priorities, actions, and programmes that will enhance achievement of set educational goals. Educational planning does not just happen by chance. It is an organized social practice involving studying the present and using available information concerning the educational challenges of a country to plan for future educational development. The outcome of educational planning is the education plan which contains educational policies, goals and objectives, activities and programmes to be carried out, implementation strategies, method of monitoring

and evaluation of achievement and progress and the time frame for implementation.

**8. MATCH THE WORDS IN COLUMNS A AND B TO MAKE WORD COMBINATIONS.** Make up some sentences with these word combinations to describe educational planning. There could be more than one possible match.

A	B	Word combination
to carry out	future possibilities	
study	into account	
to formulate	direction for future development	
to implement	the future educational needs	
to take	into consideration	
to forecast	realistic and achievable goals	
to give	courses of actions	
to take	decisions	
to prescribe	objectives	
to realize	activities and programmes	

**9. MATCH the terms in the box with the appropriate definition.** There are two definitions that are extra.

A) enhance B) involve C) respond D) forecast E) formulate F) plan G) implement H) take into account
--

	to improve or augment, especially in effectiveness, value, or attractiveness;
	to have as a necessary feature or consequence;
	to express in systematic terms or concepts;
	to increase in size by a natural process;
	to consider;

	to estimate or predict in advance,
	to fulfill; carry out;
	to formulate a scheme or program for the accomplishment, enactment, or attainment of;
	to determine the importance, effectiveness, or worth of; assess;
	to make a reply; answer;

**10. THINK OF YOURSELF AS A PLANNER.** Some of us love to do it, others prefer to wing it and hope for the best. But even if you feel like you're not a natural born planner, it is a skill you can learn. Knowing what your strengths are helps — as does having the right tools. Are you spontaneous? Do you have your day planned well in advance? Read the text and think how these strategies might help you.

**1. COMMIT TO YOUR GOALS ON PAPER**

When we have unfulfilled goals, they bounce around in our minds, disturbing our thoughts and taking up mental space. So what can we do about it? Research has shown that the act of committing wholeheartedly to our goals by laying down a plan for them frees up cognitive resources. In other words, once your plan is in place, you're free to move on and stop thinking about that goal until it's time for you to work on it again. How to put it into practice: Commit to a goal by putting it in writing, then sketching out the steps you need to take to achieve it. Break down these steps into small, manageable tasks and then tick the tasks off in your planner as you complete them. By getting the plans out of your head and onto paper, you'll keep a clearer mind.

*Use these character strengths: prudence, self-regulation*

**2. PRACTICE SELF-COMPASSION**

We all fall off the wagon from time to time when it comes to pursuing our goals. The best thing we can do when that happens? Forgive ourselves. Self-compassion prevents a negative spiral and

gives us the incentive to persevere. Research backs this up: For example, one study found that people who forgave themselves for procrastinating were less likely to procrastinate again in the future.

How to put it into practice: Schedule in some regular “me” time as a way of showing yourself appreciation and compassion. This time should be for doing something that you love or that makes you feel recharged. For example, you might take an hour out each week to meditate, write, play a sport, or spend time in nature. Scheduling this time into your plans means caring for yourself won’t fall by the wayside, and you’ll be actively reminded to show yourself kindness.

*Use these character strengths: kindness, forgiveness, gratitude*

### 3. FIND INTRINSIC MOTIVATION

Making plans is one thing, but to achieve your goals you also have to stick to them. That’s where having the right type of motivation comes in. Research consistently shows that intrinsic motivations are stronger than external ones. For example, a sense of personal accomplishment at work might be a more enduring motivator than how much you earn.

How to put it into practice: When you’re making plans, think about why following them matters to you. Panda Planner VIA encourages you to define your priorities each day, which is a perfect time to dig deep and set each one according to your intrinsic motivations. This will help guide your planning toward what’s most important.

*Use these character strengths: spirituality, curiosity, love of learning*

### 4. WORK WITH OTHERS

Sometimes the biggest barrier to planning is simply feeling overwhelmed. Why put in the effort to create a plan when the end goal seems impossibly far away? Here’s where leveraging the skills of others comes in.

How to put it into practice: What tasks in your plan can you delegate? What can be done more effectively by pulling together a team? If leadership and teamwork are top character strengths for you, the planning process is a great time to start using them.

Determine who you can work with to bring your goals to fruition, then lay down some communication strategies and include them in your plans. For example, use your planner to schedule monthly team meetings or weekly phone catchups.

*Use these character strengths: teamwork, leadership, social intelligence*

## 5. REFLECT

Regardless of whether things are going to plan or not, there's always some lesson to be learned as you go along. That's what makes regular reflection such an important – yet underrated – part of the planning process. And a science-backed one at that. For example, a recent study found that those who took just 15 minutes to reflect on their workday increased their performance at the office by nearly 25 percent.

By scheduling in time for reflection you can evaluate how your plans are going every step of the way, then use what you've learned to improve and adapt your strategy moving forward.

How to put it into practice: Include a moment for written reflection at regular intervals throughout your plan. While mental reflection is beneficial, writing down your thoughts helps to focus and solidify them.

*Use these character strengths: judgment, honesty, perspective*

Regardless of what your highest character strengths are, you can become a better planner. Remember: even if some strengths don't come as naturally to you, you can still focus on using them – it

might just take a little more effort. Add the right tools into the mix, and getting your plans laid out and executed will be easier than ever.



## UNIT 6. DECISION MAKING

### 1. THINK AND RESPOND

- 1 Are you good at making decisions? Why do you think so?
- 2 What was your decision you made yesterday? What did it relate to?
- 3 Is it easy for you to make a decision?
- 4 What steps does making a decision involve?

### 2. READ the text and answer the questions after reading it.

#### SEVEN STEPS OF THE DECISION MAKING PROCESS

Robert Frost wrote, “Two roads diverged in a wood, and I – I took the one less traveled by, and that has made all the difference.” But unfortunately, not every decision is as simple as “Let’s just take this path and see where it goes,” especially when you are making a decision related to your business.

Whether you manage a small team or are at the head of a large corporation, your success and the success of your company depend on you making the right decisions – and learning from the wrong decisions.

Use these decision-making process steps to help you make more profitable decisions. You will be able to better prevent hasty decision-making and make more educated decisions when you put a formal decision-making process in place.

### 3. After you have read the text, answer the following questions.

- 1 What is Robert Frost famous for?
- 2 Was his decision as simple as it sounds?
- 3 Can you imagine yourself being the head of a large corporation? Why do you think so?
- 4 Do you make hasty decisions?

**4. Vocabulary for fun. Label the pictures with the words:**

*Diverged paths, diverged roads, a team, a step, a path.*



**5. GRAMMAR for fun. Think of the verbs for the flowing nouns.**

success	?	management	?
decision	?	education	?
learning	?	prevent	?

**6. THINK AND RESPOND**

- 1 What is the decision-making process?
- 2 Is it easy to choose from among alternatives?
- 3 How many steps in the decision-making process would you identify?

**7. READ the text: Defining the business decision-making process.**

The business decision-making process is a step-by-step process allowing professionals to solve problems by weighing evidence, examining alternatives, and choosing a path from there. This defined process also provides an opportunity, at the end, to review whether the decision was the right one.

7 decision-making process steps

Though there are many slight variations of the decision-making framework floating around on the Internet, in business textbooks, and in leadership presentations, professionals most commonly use these seven steps.

**8. GRAMMAR for fun.** Think of the verbs for the flowing nouns.

examining	?	weighing	?
allowing	?	leading	?
making	?	choosing	?
solving	?	defining	?

**9. READ the text about identifying the decision.**

1. Identify the decision  
To make a **decision**, you must first **identify** the problem you need to **solve** or the **question** you need to answer. Clearly **define** your decision. If you misidentify the **problem** to solve, or if the problem you've chosen is too **broad**, you'll knock the decision train off the track before it even **leaves** the **station**.  
If you need to **achieve** a **specific** goal from your decision, make it **measurable** and **timely** so you know for certain that you **met** the goal at the **end** of the **process**.

**10. Complete the table with the words in bold.**

Verbs	Nouns	Adjectives

**11. THINK** and define an idiom in the text. Explain its meaning. If you do not know the meaning of the idiom and you cannot infer this meaning from the context then check the dictionary.

**For your reference:** An idiom is a phrase, saying, or a group of words with a metaphorical (not literal) meaning, which has become accepted in common usage. An idiom's symbolic sense is quite different from the literal meaning or definition of the words of which it is made. There are a large number of idioms, and they are used very commonly in all languages. There are estimated to be at least 25,000 idiomatic expressions in the English language. Idioms evolve the language; they are the building blocks of a language and civilization. They also have great intensity to make a language exciting and dynamic. Idiomatic expressions bring a spectacular illustration to everyday speech and provide compelling insights into

the use of words, languages, and their speakers' thought processes. Idioms have a sense of mystery and fun about them.

*Source: theidioms.com*

**12. READ the excerpt about gathering relevant information.**

**2. Gather relevant information**

Once you have identified your decision, it is time to gather the information relevant to that choice. Do an internal assessment, seeing where your organization has succeeded and failed in areas related to your decision. Also, seek information from external sources, including studies, market research, and, in some cases, evaluation from paid consultants.

Beware: you can easily become bogged down by too much information – facts and statistics that seem applicable to your situation might only complicate the process.

**13. ANSWER** the following questions on the text about the importance of relevant information.

- 1 Where can you find relevant information?
- 2 Why is it so important to find relevant information?
- 3 What does the phrase “bogged down” mean?
- 4 Why can too much information complicate your situation with gathering information?

**14. READ THE EXCERPT ABOUT STEP 3** and think about the importance of plan B if plan A is not going to work.

**3. Identify the alternatives**

With relevant information now at your fingertips, identify possible solutions to your problem. There is usually more than one option to consider when trying to meet a goal – for example, if your company is trying to gain more engagement on social media, your alternatives could include paid social advertisements, a change in your organic social media strategy, or a combination of the two.

**15. ANSWER** the following questions.

- 1 Why is it important to have many solutions or alternatives to the problem?
- 2 Why is it important for the company to go public?

**16. READ THE EXCERPT ABOUT STEP 4**

4. Weigh the evidence

Once you have identified multiple alternatives, weigh the evidence for or against said alternatives. See what companies have done in the past to succeed in these areas and take a good hard look at your own organization's wins and losses. Identify potential pitfalls for each of your alternatives, and weigh those against the possible rewards.

**17. MATCH** the words in column A with their definitions in column B.

multiple	Having, relating to, or consisting of more than one individual, element, part, or other component; manifold.
weigh	to accomplish something desired or intended
evidence	the harm or suffering caused by losing or being lost
succeed	a thing or set of things helpful in forming a conclusion or judgment
reward	to ponder and consider
loss	an unapparent source of trouble or danger; a hidden hazard
pitfall	a satisfying return on investment; a profit.

**18. READ THE EXCERPT** about steps 5 and 6

5. Choose among alternatives

Here is the part of the decision-making process where you, you know, make the decision. Hopefully, you've identified and clarified what decision needs to be made, gathered all relevant information, and developed and considered the potential paths to take. You are perfectly prepared to choose.

**6. Take action**

Once you have made your decision, act on it! Develop a plan to make your decision tangible and achievable. Develop a project plan related to your decision, and then set the team loose on their tasks once the plan is in place.

**19. Word building for fun. Complete the table with the verbs.**

decision	?	need	?
identification	?	clarification	?
project	?	develop	?
loss	?	place	?

**20. READ THE EXCERPT about steps 5 and 6**

**7. Review your decision**

After a predetermined amount of time – which you defined in step one of the decision-making process – take an honest look back at your decision. Did you solve the problem? Did you answer the question? Did you meet your goals?

If so, take note of what worked for future reference. If not, learn from your mistakes as you begin the decision-making process again.

<https://www.lucidchart.com/blog/decision-making-process-steps>

**21. Make a project and add some more steps that help you to make a decision and achieve a good result.**

**Nothing ventured nothing gained.**

## UNIT 7.

### CONFLICT RESOLUTION

1. **BEFORE WE START** discussing conflicts and the ways to resolve the possible conflicts, let us review some strategies to that help us to avoid conflicts. First and foremost, be always polite.
2. **POLITE REQUESTS.** In the flowing dialogues underline Yes if B is saying ‘yes, it’s ok’ or ‘No’ if B is saying ‘no, it’s not okay’.

A: Can I pay by visa? B: I’m afraid we can only accept cash.	Yes / <u>No</u>
A: It is okay if I bring Susan to the party? B: Sure, no problem. It’ll be nice to see her.	Yes / No
A: Do you mind if I phone you back later? B: I’ll be out until three. Try after that.	Yes / No
A: Could you possibly have a look at my computer? B: Of course.	Yes / No
A: I’m going to be late home. Would you mind feeding the cat for me? B: Of course not.	Yes / No
A: Do you mind waiting for a few minutes? The doctor’s busy at the moment. B: Sorry, but I have to catch a train.	Yes / No
A: Do you think you could come back later? B: Certainly.	Yes / No

3. **PUT THE WORDS** in the correct order to make polite requests.
  - 1 /me / you / Can / a / lend / pencil ?
  - 2 / here / I / mind / if / you / sit / Do ?
  - 3 / speak / please / more / you / Could / slowly ?
  - 4 / bag / minute / you / after / mind / a / Would / for / looking / my ?
  - 5 / possibly / \$ 20 / borrow / I / Could ?

6 / mind / your / down / turning / Would / you / music ?

**4. CORRECT** the mistakes in the polite requests.

<b>A:</b> Is all right if I close the window?	<b>B:</b> Yes, go ahead.
<b>A:</b> Would you helping me with my suitcase?	<b>B:</b> I am sorry, but I've got a bad back.
<b>A:</b> Could I pass the salt, please?	<b>B:</b> Yes, here you are.
<b>A:</b> Would you to bring us the bill, please?	<b>B:</b> Certainly, Sir.
<b>A:</b> Do you mind I go now?	<b>B:</b> No, that's fine. I think we've finished.
<b>A:</b> Do you mind getting me some milk?	<b>B:</b> Of course not. How much do you need?
<b>A:</b> Could I possible have a look at your newspaper?	<b>B:</b> Of course.
<b>A:</b> Would you mind to answer my phone while I'm out?	<b>B:</b> I'm afraid I can't. I'm just going to a meeting.

**5. LISTEN AND CHECK.** Then listen again and repeat the dialogues, paying attention to sounding polite.

**6. LOOK** at the following situations and complete each question so that it is polite.

1 You want to pay by credit card.	Can I pay by a credit card?
2 You want to borrow your friend's camera.	Do you think _____?
3 You didn't hear what your classmate said. You want her to say it again.	Could .....?
4 You've written a letter in English. You want your teacher to check it.	Would you mind .....?
5 You can't hear what your flatmate is saying because of the radio. You want him to turn it down.	Would .....?



6 You need ten euros. You want your colleague to lend it to you.	Do you think.....?
7 You have not finished your essay. You want to give it to your teacher a day late.	Do you mind if .....
8 You need to use your colleague's computer.	Could I possibly.....?
9 Your friend asks you to go to the cinema with her. You can't tell her until tomorrow.	Is it okay .....

- 7. **LISTEN** to the situations and complete each question politely.
- 8. **BEFORE READING THE TEXT THINK** of possible causes of conflicts.



- 9. **READ THE TEXT AND COMPARE** your causes to the ones offered in the text.

In a distributed, virtual team, your team members are working in different locations, sometimes even different time zones, speaking different languages, and coming from different cultures. They do not have the same personal rapport as in-office teams; they only collaborate using digital tools, and they might feel isolated and

alone. All of this means you must take even more care to manage conflict when it arises. The most important step is to identify the cause of the conflict, so you can choose your role.

Broadly, there are five causes of conflict:

1. Information: Something was missing, incomplete or ambiguous.
2. Environment: Something in the environment leads to the conflict.
3. Skills: People lack the appropriate skills for doing their work.
4. Values: A clash of personal values leads to conflict.
5. Identity: The participants' sense of identity puts them at odds with each other.

### **Information**

Suppose Janine sends Chris a simple email request: "Chris, I need this document by 2 pm Friday." Janine understands exactly what she wants, but there are some potential information gaps:

- If they work in different time zones, whose 2 pm is she referring to?
- Which Friday does she mean? She might mean, say, tomorrow, but she cannot assume Chris will read the email in time.
- What format does "this document" need? It could be an editable Word document, a finalized PDF document, or something else.

Most information issues are easy to resolve, and your role is to **advise**. Point out the problem and guide them towards finding their own solution. In a distributed team, you can handle this by email or some other written communication, or talking directly.

### **Environment**

Even with the right information, something in the environment could act as an obstacle. For example:

- In an online meeting, some people are bright and alert at the start of their working day while others are tired and ready to end their day.
- "Office politics" exists even in a distributed team, and some people may be jostling for influence.
- "Head office" staff might resent the freedom of people working from home, and people working from home might resent "taking orders" from head office.

In these cases, your role is to **manage**. Again, ask the people involved for their suggestions, but the solution might be outside their authority or responsibility.

If it's within your control, take control. For example, if conflicts arise because of people working in different time zones, you might be able to adjust work days or meeting times to suit everybody. For issues beyond your control, enlist the help of IT, HR, or other parties. But it's still your responsibility to resolve the issue. This is especially important for your remote team members, who are relying on you to act on their behalf.

### **Skills**

Some conflicts occur simply because people don't have the skills to work in a distributed team. They might not know how to manage their email inbox, start online meetings, use virtual workspaces, or choose the right communication channels. This can lead to misunderstandings, confusion, and perhaps even to the person being subtly excluded in the future.

In this situation, take on the role of **trainer** or **coach**. Provide your team members with the professional development they need to build their skills and avoid potential future conflicts.

### **Values**

A clash of values can cause unintended conflicts. For example, people from different cultures might have different expectations about punctuality, gender roles, standards of living, and appropriate professional behaviour.

Here, your role is **mediator**. Ideally, you want to help guide the conflicting parties to resolve the issue themselves, so mediate the discussion to keep it civil, professional, and ultimately working to a fair and positive resolution.

Keep all communication clear and unambiguous. It's difficult to resolve these issues by email or other written means. Bring the parties together by teleconference, video conference call, or even in person. If these conflicts fall outside your area of responsibility, they might need HR support.

### **Identity**

Finally, conflicts can arise when people clash because of their deep personal beliefs about their identity.

For example:

- One person feels a piece of work is beneath them and passes it on to someone they consider “inferior”.
- Two people refuse to back down from conflicting positions because they think “losing” the argument would be humiliating.

When conflict is based on somebody’s identity, your role is that of **counsellor**. But keep in mind that most of these issues should be handled by your HR team.

**10. MATCH the words in column A with their definitions in column B.**

obstacle	one that mediates, especially one that reconciles differences between disputants.
coach	the quality or habit of adhering to an appointed time
counsellor	one that is invested with this power, especially a government or body of government officials
mediator	something that stands in the way of or holds up progress.
punctuality	a person who gives counsel; an adviser.
resolution	the condition of being a certain person or thing
IT	human resources
behaviour	the resolving or concluding of a dispute or disagreement.
identity	a violent conflict or confrontation.
HR	information technology
authority	manner of behaving or conducting oneself
clash	a person who trains or directs other people

**11. Match the words in columns A and B to make word combinations. All these word combinations were mentioned in the text.**

A	B	Word combinations
---	---	-------------------

lead to	in mind	
to resolve	the parties together	
keep	unintended conflicts	
Bring	team	
cause	to misunderstandings	
resent	for influence	
a distributed	the freedom of people	
jostle	the issue	

**12. READ the text that concludes the idea of conflicts and their causes.**

Think if you agree with the conclusion.

**Managing conflict: a skill all of us need**

Conflict is a normal part of humans working together, and part of your role as a leader is to steer your team members through it when it inevitably arises. Do not be afraid of it, and do not shy away from it. Be open to it, be alert to it, and address it as quickly as possible.

There is no doubt our workplaces will become increasingly distributed, so the conflict resolution skills you learn and apply today will prepare you for being a leader tomorrow.

Welcome to the future!

From <https://www.managers.org.uk/knowledge-and-insights/article/manage-five-causes-conflict-distributed-teams/>

**13. READ a personal story of a teacher, Mr Parker who managed to resolve a conflict with a colleague Ms. Smith who seemed to thrive on any conflict.**

**The Personality Melting Pot**

Within a school, there will always be teachers representing nearly every personality type you could conceive of. In any school, there are extroverts who sit and socialize during planning, and introverts who use that time to re-energize themselves for the rest of the day. Others might be givers, who are usually charismatically outspoken about their ideas or opinions. Then there are debaters, whose strong will makes them unable to resist an opportunity for an argument that might arise. With all these different personalities, it is inevitable that

you will experience conflict with your colleagues. It happens in schools just like it would in any other workplace.

I remember a teacher I worked with for many years before she retired, Ms. Smith, and to put it politely, there were probably a hundred or more reasons why we just did not get along in the beginning. For one, our personalities could not have been more different. I used to dread meetings we had together because I knew whatever the topic of conversation, it would devolve into just one more conflict between us. Let us just say, there was hardly a single issue we agreed on as educators. There were points in my career where I even considered transferring schools to escape the situation.

With Ms. Smith, I tried many strategies over the years to try and ease the conflict between us. I went and talked to her, my administrator talked to her, and we even met with a mediator. However, sometimes you find yourself in conflict with people who are not motivated themselves to end the conflict. Unfortunately, this is what eventually happened with myself and Ms. Smith. While I preferred to avoid conflict, she was a person who thrived on it. So, to resolve our conflict, I had to learn some constructive methods for dealing with our disagreements, especially in meetings. The first constructive strategy I learned to apply was to stay calm in a show-no-emotion sort of way. Ms. Smith would naturally escalate the situation, and by remaining extra calm, that automatically deescalated our conflicts.

I also learned how powerful being direct with someone can be when resolving a conflict. First, I would show Ms. Smith I was listening by saying things like “What I hear you saying is . . .” when a conflict came on. Then I would then directly propose a solution. Directness is important in resolving conflicts, because the two parties may not have the same goals. In the case of conflicts like those I would have with Ms. Smith, we had very different goals. My goal was to resolve it and move forward, while it seemed hers – at least subconsciously – was to keep the conflict alive. So, I directed her onto a more constructive path, and when I did that, we could quickly resolve whatever the conflict of the moment happened to be. Sometimes your best bet in resolving an issue is not to worry about winning, but

instead to focus on the most constructive path out of the conflict. In essence, take the high road over the ‘be right’ road.

### **Dealing with Teacher Conflict**

As much as we would like to avoid it, teacher conflicts will happen. It is natural for any workplace, and schools are no different. Fortunately, most conflicts can be resolved by sitting down and having a conversation with the other teacher. For the most part, teachers are compassionate people who do not actively seek out conflict with one another. You can typically resolve the conflict through conversation, even if you need a mediator. Occasionally, however, you will find yourself in conflict with people who revel in it. In those cases, you need to be calm and direct, and steer the situation out of conflict because the other teacher may appear to have no interest in doing so. So, when you find yourself in conflict do not automatically walk away or accept defeat—sometimes you just have to put your conflict management skills into action.

From <https://study.com/blog/how-to-handle-conflict-with-other-teachers.html#:~:text=Fortunately%2C%20most%20conflicts%20can%20be,if%20you%20need%20a%20mediator.>

- 14. AFTER READING THE TEXT THINK if you approve of Mr. Parker’s way of dealing with a conflict. Why? Why not?**
- 15. Match the words in columns A and B to make word combinations. All these word combinations were mentioned in the text.**

A	B	Word combination
to resist	the conflict alive	
to dread	the situation	
considered	a solution	
to escape	on the most constructive path out of the conflict	
to learn	transferring schools	
propose	some constructive methods for dealing with our disagreements	
to focus	an opportunity	

to keep	the situation out of conflict	
steer	meetings	

**16. ANSWER the questions.**

- 1 How do you behave in meetings? Do you always participate in the discussion?
- 2 What kind of problem did Mr Parker experience with Ms Smith?
- 3 What was Mr Parker’s intention?
- 4 Why was it difficult for Mr Parker to resolve the conflict with Ms Smith?

**17. READ THE TEXT about the ways of managing conflicts.**

What ways are familiar to you? What ways are new to you?

**MANAGING CONFLICTS**

There are seven strategies for managing conflicts. One has to deal with conflicts rather than avoid them. This requires courage and perseverance. One should think the conflict through so as to clarify issues and needs at hand.

One should talk it out face to face with the other party that he or she has conflict with. This gives you the opportunity to solve this once and for all.

One should use a mediator where one cannot meet the other party and talk the issue up.

One should learn to apologize when it is appropriate.

One should be aware of the part of the conflict that captures you.

One should choose battles carefully.

One should decide on the issues that should be handled urgently and deal with them.

Lastly, one should work to minimize conflict when it is looming. One should work hard to develop a good friendship with colleagues and other people. Self-concept, protective and supportive messages and manners create both positive and harmful communication situations. This will depend on with whom they favor. People tend to favor their side first even when they are the ones who are wrong.



## **18. LEARN IDIOMS**

When reading the text, you come across the sentence that reads “In essence, take the high road over the ‘be right’ road”.

To understand the meaning of the sentence you need to check the dictionary for idioms because “take the high road” is an idiom. <https://idioms.thefreedictionary.com/take+the+high+road>

It means to choose the most noble, ethical, or diplomatic course or method, especially after or in the face of negativity or ill treatment, for example: Strive to always take the high road when dealing with others, even if they’ve treated you unfairly in the past. Life has a habit of rewarding those who learn to turn the other cheek.

## **19. TAKE UP THE HABIT of learning a new idiom every day. Use the resource:**

<https://idioms.thefreedictionary.com/take+up>

## UNIT 8. A LEADER'S MOTIVATION

1. **BEFORE READING**, share your ways of establishing relationship with the colleagues.
2. **READ THE TEXT AND THINK** if these tips are helpful. Why? Why not?

### 5 KEYS TO MOTIVATION

We have to remember that creating invested, engaged employees isn't something that can be done once and then forgotten.

If you are not winning over 'hearts and minds', all you're creating is potential losses.

So, what five things can we take away from this catastrophic management blunder?

#### 1. Respect

It does not cost anything. And, at any level, is always a two way street.

Related: You've Been Promoted to the Leadership Team - Now What?

If you do not show employees respect or if you talk down to them or assume they're not working hard, you'll lose any respect they might have for you.

#### 2. Conversation

Communication is important in every aspect of business and even more so when you are leading a team of people.

Talk to your employees on a personal level, listen to what they have to say, and reply with relationship building in mind.

#### 3. Gratitude

Actually, being appreciative of employee efforts and acknowledging successes will keep your people wanting to do well.

Celebrating achievement is always important. And if you can bring a team together with your praise, you will strengthen their bond and build motivation tenfold.

#### 4. Development

This is the manner in which you should address issues, and highlight areas where individuals might make headway.

Develop their ideas and your own. Identify what needs to be worked on, keep it positive, and always focus on the next step.

For example, “What we’ve achieved so far is great and this is where we could be if we do this.”

### 5. Reminder

As a leader, it is easy to become lost in paperwork and logistics. A lot of the time, employees do not get to see the bigger picture like you might.

Communicate that the work they do is important, and every success is a company wide success that they should be proud of.

Most of all, let employees know they are making a real difference.

Conduct a meeting with these five steps in mind, and in no time you’ll have the most motivated, fired-up team ready to do anything for you, the company, and for success.

From: <https://aboutleaders.com/5-keys-to-motivation-and-leadership/#gs.zvxh9v>

**3. MATCH** the words in columns A and B to make word combinations. All these word combinations were mentioned in the text.

A	B	Word combination
strengthen	motivation	
build	successes	
celebrate	a team	
acknowledge	issues	
lead	achievement	
address	areas	
highlight	headway	
make	lost in paperwork	
become	the bond	

**4. MATCH the terms in the box with the appropriate definition.**

A) achievement B) reminder C) bond D) employee E) blunder F) leader G) loss H) gratitude I) logistics J) motivation K) difference L) team

	a person who is hired to work for another or for a business, firm, etc, in return for payment.
	one who is in charge or in command of others.
	something that has been achieved, especially by means of skill or perseverance
	the state of being motivated; having a desire or willingness to act
	a uniting force or tie; a link
	something that recalls the past
	a mistake typically caused by ignorance or carelessness.
	the state of being grateful; thankfulness.
	the management of materials flow through an organization, from raw materials through to finished goods
	two or more who work together or play on the same side as in a game:
	the amount of something lost
	disparity; unlikeness; distinction

**5. BEFORE READING THE TEXT THINK of the following**

Are there people on your team whom you have not been able to reach? You do not know why, but they are adversely affecting productivity. You are certain you do not have a communication skills issue between the people in question, and you've resolved any conflict or misunderstandings there may have been, but they're still not responding. What are the reasons?

## **6. READ THE TEXT AND COMPARE your ideas.**

### **Consider Motivation**

Before you chalk the problem up to “these people are just not getting it”, consider their motivation. Most of us expect our coworkers to be as motivated as we are. That is rarely the rule. All people are motivated differently and find different reasons to work toward success.

If you want members of your team to consistently do what you ask of them, you need to understand what motivates each one. And it has to be more than just a desire to please you.

Motivation is the perfect blend of a team member’s drive and the actions they perform. If the former outweighs the latter, you have a motivated individual.

On the other hand, if the actions needed are greater than the drive, you have an unmotivated individual, one who works on the required tasks but seems disinterested or apathetic toward them.

### **Motives Need to Outweigh Actions**

In one of our leadership development programs, we ask participants to raise their right hands. Then we ask, “Why did you do that?” “Most of the responses are along the lines of, “Because you told us to.”

Next, we tell everyone to get up, put their chairs on their backs and run around the building five times. Needless to say, this command is met with some confused looks, even some laughter. Why is this? Why are most people unwilling to perform more difficult tasks on demand?

The reason is that raising a hand is a small action with no motive other than pleasing the person who requests that you do it. Our leadership participants raised their hands because it required little effort. But do not expect people to do what you ask just because you ask them to do it.

Your employees’ motivation to perform requested tasks depends upon the level of motivation involved. The clearer the

motive, the more quickly they will complete the action. The larger the action you want them to perform, the clearer the motive must be.

When it comes to complex or difficult tasks, the motives need to outweigh the action required to complete the task.

Here's an example

Another question we ask in our leadership program is, "If someone asks you to run around the building 5 times for \$2,000, would you do it?" This isn't even a demand on our part, yet whenever we say it, several people always get up from their chairs as if they're going to run toward the door!

What would motivate someone to perform this higher-level action, one that requires much more effort on their part? Obviously, it's the larger payoff.

Money

Far from just the innate satisfaction of feeling as though we have pleased the "teacher," the promise of a good monetary reward is quite motivating to some. For some, they still would not run around a building 5 times.

The point of the exercise is: What are the specific reasons why people get out of bed in the morning to come to work? As an effective leader, this is the sort of distinction that you need to make. You must know what motivates each individual in order to influence their actions.

When you can look at each of your team members and figure out what would motivate each of them to do the best job they possibly can, and then offer that to them, they will work harder for you than you ever would have expected.

Old School Managers

Average managers do not think about what makes team members tick. Instead, they fall into that trap of just expecting everyone else to do their jobs for the same reason they do: because they like to, have to, or because they're afraid not to.

It's not uncommon for a manager that lacks leadership skills to ask, "Why should I have to come up with a motive or a reason? I pay these people. They should just do what they're supposed to."

These types of managers mistakenly believe that because they tell team members to do something, they should do it. Although this may work for small tasks that require little investment on the team member's part, when it comes to higher-level actions, people are not likely to comply.

**Bottom Line**

Are you expecting people to do what you need them to do just because you tell them to? My research indicates that out of six people:

2 are internally motivated and will do what you ask no question

4 need clearer motives from you to motivate them to act.

**7. Answer the questions.**

- 1 How do you motivate yourself? Other people?
- 2 What would motivate you to get up at 6 am to exercise?
- 3 What would motivate you to spend two hours a day practicing English?
- 4 Why should you consider your colleagues' motivation before asking them to do what you want them to do?
- 5 Are you an old school manager or modern manager?
- 6 Are you ready to consider your team members' motivation? Why? Why not?
- 7 Does a good monetary reward motivate you? Is it enough?
- 8 Which motivates you most a good monetary reward or a praise?
- 9 Are you internally motivated to do what you are asked to do?
- 10 Do you need clearer motives to motivate you to act?

Thanks!

## GRAMMAR REFERENCE

### The Present Simple Tense

We use the simple present to say that we do or don't do something regularly, or something happens or doesn't happen regularly, or to describe some things or facts.

Time expressions used with the simple present: sometimes, always, often, every (day / month / year), on Mondays, never

*Affirmative sentences:*

Our team always plays on Sundays.  
American football players wear helmets.  
Our teacher reads lots of English books.  
We speak English at school.

*Negative sentences:*

Our team does not play on Mondays.  
German football players do not wear helmets.  
Our teacher does not read Spanish books.  
We do not speak Spanish at school.

*Questions*

Does a rugby ball look like an egg?  
– No, it does not. (doesn't) / Yes, it does.  
When do the teams usually play?  
Do you play football on Sundays?  
– No, I don't. (don't)/Yes, I do.  
When do you play football?

### The Present Continuous Tense

*Statements*

I'm eating crisps.  
You're closing the window.  
He's sleeping on the sofa.  
She's singing a song.  
It's raining now.  
We're playing cards.  
You're making too much noise.



They're dancing on the table.

*General questions*

Am I using the right computer?

Are you having problems?

Is he looking for his mobile?

Is she taking Mark to school?

Is it raining?

Are we making too much noise?

Are you having fun?

Are they eating the flowers?

*Answers: positive and negative*

Yes, I am. No, I'm not.

Yes, you are. No, you aren't.

Yes, he is. No, he isn't.

Yes, she is. No, she isn't.

Yes, it is. No, it isn't.

Yes, we are. No, we aren't.

Yes, you are. No, you aren't.

Yes, they are. No, they aren't.

*Special questions*

What is Jack doing?

Where are the Smiths going?

## **The Past Simple Tense**

We use the simple past for actions which finished at a stated time in the past or happened one after another. We add -ed to most verbs to make the simple past. We call such verbs regular. Some verbs are irregular. They don't form the simple past with -ed. You find the simple past forms in the table of irregular verbs (second column).

We use didn't to form the negative sentences plus infinitive without to.

We make general questions with *Did* and special questions with a *Special question word* and *did*.

Time expressions: yesterday, ago, last, in 2020.

<b>Regular verbs Statements</b>	<b>Irregular verbs Statements</b>
Yesterday he played rugby.	Emma went to Bristol two months ago.
He lived with his grandparents last summer.	Last night I saw the latest James Bond film.

### **Negation**

We didn't visit him on Monday.	I didn't win the prize at the last game.
My father didn't play football in his childhood.	He didn't sell his bike.

### **Questions and short answers**


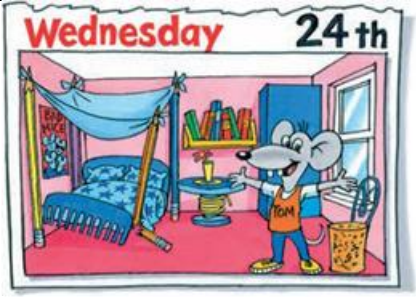
Did MP3 players exist when you were a child? – No, they didn't./ Yes, they did.	Did you go to school by bus yesterday? – No, I didn't./Yes, I did.
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### **Questions with question words (special questions)**

When did Alexander Graham Bell invent the telephone?	How did you go to school?
Where did they play their last match?	Where did they see Derrek Lee?
Who did they help?	Who did they meet?
What did he watch yesterday?	What did she say then?
When did she cook fish?	When did he go to the gym?
How did you prepare for your test?	How did you get home?

## The Present Perfect Tense

We use the present perfect to talk about past experiences in our lives. It is not important when they happened. Or we use it for actions which have recently finished and their results are visible in the present. Look at the pictures of Tom in his room. In picture 1 on the left he is renovating his room. In picture 2 you see the room clean and tidy. He has just renovated his room. To show the result we use the present perfect.

Picture 1	Picture 2
I am painting the wall.	I have painted the walls.
<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="color: red; font-weight: bold; font-size: 1.2em;">Monday</span> <span style="font-weight: bold; font-size: 1.2em;">22<sup>nd</sup></span> </div> 	<div style="display: flex; justify-content: space-between; align-items: center;"> <span style="color: red; font-weight: bold; font-size: 1.2em;">Wednesday</span> <span style="font-weight: bold; font-size: 1.2em;">24<sup>th</sup></span> </div> 
	<p>I have put the books on the shelf.</p> <p>I have cleaned the window.</p> <p>I have broken the bed.</p> <p>My hair has gone pink.</p>

We form the present perfect with the auxiliary verb have/has and the past participle. We form the past participle of regular verbs by adding -ed to the verb, e.g. clean – cleaned, study-studied. We form the past participle of irregular verbs differently, e.g. give-given. The time expressions include: just, already, never. They go between the verb have/has and the past participle.

⇒ *Remember:* we use has with he, she, it.

He has just washed his hair.

He has already put his clothes in the wardrobe.

He has never painted the walls before.

He has just broken his bed.

He has already put books on the shelf.

He has never renovated his room before.

Use already, just and never and remember them forever.

### Spelling

for most verbs we add -ed washed, asked

for verbs ending in -e, we add -d type –typed, decide -decided

for verbs ending in consonant +y, we change this to -ied

study-studied, carry-carried

for stressed short vowel between two consonants we double the final consonant +ed stop – stopped

### FROM ACTIVE TO PASSIVE

We use the passive when the person who carries out the action is unknown or unimportant.

We use the passive when the action itself is more important than the person who carries it out, as in the news, formal writing, and instructions.

To change a sentence from the active into the passive, we need to put the object in the first place and make it the subject in the passive sentence. e.g.

⇒ *Millions of people read the websites. The websites are read by millions of people.*

	<b>subject</b>		<b>object</b>
<b>Active</b>	Matt Stirling	plays	the role of ‘Justin’.
<b>Passive</b>	The role of ‘Justin’	is played	by Matt Stirling. (by-agent)

### The passive forms

	<b>Be</b>	<b>Past participle (V3)</b> <b>regular irregular</b>
<b>Simple Present</b>	am, is are	washed sold
<b>Simple Past</b>	was, were	washed sold
<b>Present perfect</b>	have been, has been	washed sold

<b>Active</b>	An assistant showed the actors the studio. the actors – Object 1 (Person)
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	the studio – Object 2 (Thing)
<b>Passive</b>	The actors were shown the studio. Subject 1 (Passive 1)
	The studio was shown to the actors. Subject 2 (Passive 2)

### English summary

Verbs like give, offer, promise, send, show, bring, tell, teach, promise, buy, write, award, sell, grant etc. can have two objects:  
They gave **her a CD**.

If you want to stress who is given or offered something, you can use the personal passive: **She** was given a CD.

If a “thing” (the CD) becomes the subject of the passive sentence, the person is put at the end of the passive sentence with the preposition to: The CD was given **to her**.

However, it is more usual for passive sentences to begin with the person.

<b>Passive 1 (personal passive)</b>	<b>Passive 2</b>
Everyone was sent a brochure with a lot of useful information.	A brochure with a lot of useful information was sent to everyone in the group.
The people were given all the information.	All the information was given to the people who had come to the casting.

When do the teams usually play?

Do you play football on Sundays?

– No, I don't. (don't)/Yes, I do.

When do you play football?

## ПЕРЕЛІК ПИТАНЬ ДЛЯ ПІДСУМКОВОГО КОНТРОЛЮ

1. How often do you laugh with coworkers? Does laughter at work help you? How?
2. What do you say to make people feel appreciated?
3. What are your learning styles?
4. What do you expect of Mukachevo State University?
5. What is your schedule?
6. What is a syllabus?
7. How do you choose course at Mukachevo State University?
8. How can university education help you to enhance your career?
9. How do you cope with home assignments?
10. What do you remember about being a bachelor?
11. What do lecturers expect of students at your university?
12. What do students expect of lecturers at your university?
13. Why is it important to be able to manage your time wisely?
14. Have you ever tried to manage your time?
15. What are the benefits of time management?
16. Why did you choose to continue on to a master's degree?
17. How long does it take you to complete a master's program?
18. Do you work while studying? Do you have any work experience?
19. Why is education important?
20. What are your principles in learning?
21. What principles does your university adhere to? Why do you think so?
22. Where do you get the information from about your schedule?
23. How do you understand the phrase 'teaching and learning are at the heart of the college'?

24. What does the phrase ‘habitual life of all members’ mean?
25. What activities can have an immediate impact on you as a student?
26. What activities can have a lasting impact on you as a student?
27. What is university future likely to be?
28. Are you respected as a student at this university?
29. Are your student rights protected? What rights do you have?
30. What do you value about education?
31. Which type of education do you prefer: online learning or traditional learning? Why?
32. What are your short-term / long-term goals?
33. What short-term goals and long-term goals can a higher education institution have?
34. Is your HEI privately or publicly funded?
35. What are “governmental guidelines”?
36. What laws govern higher education in Ukraine?
37. Give examples of buffer institutions.
38. How do independent rating institutes impact higher education institutions?
39. What is a strategy?
40. Is it important for a HEI to have a strategy? Why? Why not?
41. What is education?
42. Why is it important to plan the way education develops?
43. Which instruments does educational planning provide?
44. How does educational planning help to achieve goals?
45. What are Ukraine’s goals in educating people?
46. What educational acts regulate the development of education in Ukraine?
47. What body is responsible for identifying the overall goal of education?

48. What reasons can hamper the development of education?
49. Are you good at making decisions? Why do you think so?
50. What was your decision you made yesterday? What did it relate to?
51. Is it easy for you to make a decision?
52. What steps does making a decision involve?
53. What is Robert Frost famous for?
54. Was his decision as simple as it sounds?
55. Can you imagine yourself being the head of a large corporation? Why do you think so?
56. Do you make hasty decisions? Why? What are the consequences of hasty decisions?
57. Why is it important to have many solutions or alternatives to the problem?
58. Why is it important for the company to go public?
59. How do you behave in meetings? Do you always participate in the discussion?
60. How do you motivate yourself? Other people?
61. What would motivate you to get up at 6 am to exercise?
62. What would motivate you to spend two hours a day practicing English?
63. Why should you consider your colleagues' motivation before asking them to do what you want them to do?
64. Are you an old school manager or modern manager?
65. Are you ready to consider your team members' motivation? Why? Why not?
66. Does a good monetary reward motivate you? Is it enough?
67. Which motivates you most a good monetary reward or a praise?
68. Are you internally motivated to do what you are asked to do?



## СПИСОК РЕКОМЕНДОВАНИХ ДЖЕРЕЛ

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У ПОЛІКУЛЬТУРНОМУ СЕРЕДОВИЩІ**

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