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Graduation Assignment Manual

Методические указания к написанию ВКР

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Содержат пояснения к написанию дипломной работы.

Для студентов 4 -го курса Международной Школы Бизнеса.

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1. Final assignment requirements

1.1. What is a graduation assignment

In the IBS course an individual, extended study is required of all students. It gives them the opportunity not only to show qualities of reflection and understanding, but also to apply much of the knowledge and experience accumulated over the years of study.

For you, this study, the graduation assignment, will be an exploration of an international, business-related problem or topic. Such "problems" are often presented by the employer for the employee to investigate. In the case of the graduation assignment they may arise from your own academic interests or from something you have come across in the course of your placement.

To explore a topic you may have to do a lot of reading, conduct a survey, interview people, collect financial data, visit places, make tape-recordings, try out new ideas, etc. The list of ways to prepare yourself to write the graduation assignment is almost endless.

During this exploration you will generate a lot of material, much of it in the form of notes, which will be the basis of your graduation assignment. The graduation assignment should tell us what you have done, why you have done it, what conclusions you have come to, and very often recommendations for future action.

The graduation assignment counts significantly towards your graduation. It is therefore worth planning and beginning it in good time. You are expected to write between 17,000 and 19,000 words, which is quite a task when you have never been required to write anything of that length before.

This manual is designed **for Bachelor degree students** and will guide you through a programme of supervised study, which will enable you to present a satisfactory graduation assignment by the due date. It first gives a timetable for preparation and completion of the graduation assignment and explains the nature and purpose of supervision. Secondly, it offers you a step-by-step approach to the graduation assignment writing process. Thirdly, it gives you instructions on the written presentation of your findings. And finally, it presents a number of exercises for you to be able to train language knowledge and skills necessary for successful business and academic report writing.

On the whole, the requirements to the Bachelor graduation assignment are summarised in the table that follows:

Requirements to the Bachelor graduation assignment	
	Bachelor GE
Font	Times New Roman 14
Interval	1,5
Volume	50-60 pages (Engl) without appendices
Format	<ul style="list-style-type: none">✓ Title page✓ Abstract✓ Table of contents✓ Introduction leading to the thesis statement✓ Methodology✓ Body✓ Conclusions and recommendations✓ End-notes✓ Bibliography✓ Appendices

Introduction	A brief description of the problem under consideration, topicality of the problem, aims and goals of the work, the object and subject of the research.
Body	<p><u>Chapter 1 – Theoretical</u> A desk research made by the student: a literature overview presenting a complete and well-structured description of the up-to-date perception of the research problem based on the analysis of the fundamental approach together with the latest professional publications, normative documents and the Internet sources.</p> <p><u>Chapter II – Analytical</u> A field research made by the student: a detailed analysis of the research object – the company together with the practical aspects of the problems discussed in the first chapter. The analysis is to be carried out on the basis of the findings obtained by the student as well as on the materials gathered during the placement period. Relevant research methods are to be employed.</p> <p><u>Chapter III – Practical</u> Original conclusions and recommendations resulting from the findings obtained in the course of independent observations and calculations performed by the student and aimed at raising efficiency of the research object performance. Statistical and other data developed and analyzed by the student are to be employed.</p>
Conclusion	A brief description of the basic research outcomes together with their assessment, conclusions of the work performed and recommendations on how to implement the obtained results.

1.2. Graduation assignment preparation schedule for Bachelor degree students

Activity	Things to be done	Deadline
Topic approval	A student presents a draft topic to the graduation assignment coordinator for approval	20 January
Appointing graduation assignment supervisor and formulating a graduation assignment topic		25 January
Thesis statement approval	Basing on the topic approved a student formulates a hypothesis and presents it to his/her graduation assignment supervisor	8 February
Draft outline	On the basis of the hypothesis a student develops a draft outline and presents it to the graduation assignment supervisor	15 February
Research schedule	A student presents his/her schedule of research as a Gantt bar chart	15 February
30% consultation	A student presents his/her final thesis statement and outline and discusses major results and problems of the research	10 March
60% consultation	A student presents his/her research chapter to the supervisor.	10 April
First draft	The student presents his/her first draft to the supervisor*	10 May
Final variant	The students presents 2 copies of his/her graduation assignment to the dean's office	1 June

* it is very important to meet this deadline, because a student will have to submit his/her research chapter for the final English language examinations by June 1, so he/she needs time to get some comments on this chapter from the supervisor and make the necessary corrections.

1.3. Responsibilities of the student

You are responsible for initiating all contacts with your supervisor, and for sticking to the graduation assignment timetable. You must have your first meeting to discuss your Graduation assignment Statement with your supervisor before classes of the last semester start.

It is up to you to ask for help. If you ever feel on your own in this respect, it is usually because you have not really paid enough attention to getting help and advice in good time. **It is your** responsibility to propose meetings.

1.4. Responsibilities of a graduation assignment supervisor

The supervisor will be assigned to students by the Head of the Department, on the basis of the approved Graduation assignment Topic, and will be the one whom students consult on all matters having to do with their theses. The tasks of the supervisor are:

1. To guide and counsel the student and to ensure that the student is fully conversant with the requirements for writing and defending a graduation assignment
2. To monitor the student's progress and ensure that the work proceeds at a steady and satisfactory pace so that deadlines can be met
3. To keep records of progress on the "Meeting Record" form
4. To offer such assistance and advice as may be necessary to enable the student to choose an acceptable Topic, make a Graduation assignment Statement, draw up a Graduation assignment Design, carry out adequate research, analyse it and draw conclusions
5. To pass the relevant material to the English Section
6. To review draft texts in a reasonable time and make suggestions for improvement (but **not** rewrite them for the student)
7. To guide the student in the final drafting of the graduation assignment, and to check if all the conditions are met for a sufficient mark
8. To act as the first examiner for the graduation assignment and the defence

1.5. Responsibilities of the English section

The English section has the following advisory tasks:

1. To act as a sounding board for supervisors, giving a second opinion on your Graduation assignment Statement and the outlined structure of your graduation assignment;
2. To give guidance on your use of English, and support in indicating the kind of language errors you are making in e.g. grammatical construction, use of vocabulary, spelling.

The task of the English Section is **not** to correct or rewrite your work for you.

In order to guarantee that language guidance can be given with sufficient time for correction on your part, be sure to meet the deadlines given above. If you fail to do so, the English Section has the right to refuse guidance.

1.6. Assessment

The written document will be assessed by two examiners: the supervisor and a second examiner, who represents an organisation different from your core educational institution. If it is sufficient, you will be permitted to defend your graduation assignment in an oral examination conducted by an examination board.

The final grade for the graduation assignment will be the grade for the written document (70%), the grade for the oral defence (20%) and the grade for the process of work (10%).

ASSESSMENT

Written document (for more details see chapters 4 and 5)

The total score of **70 points** for the written document is split among the following areas:

Contents – 50 points (min 1 – max 5 points for each criterion):

The student formulated a thesis statement, that clearly communicates the focus and purpose of the graduation assignment – the problem and the solution for the organisation under consideration.	/5
The student made an analysis of the organisation's internal strengths and weaknesses including a description of its international strategic vision and policy using eg the 7 S-Model.	/5
The student made an analysis of the environment of the organisation and identified the external opportunities and risks inherent to the business.	/5
The student reviewed relevant theories, models and cases appropriate to solving the research problem.	/5
The student justified the reasons for choosing the selected research methodology.	/5
The student gathered and analysed actual research data relevant for the clarification and solution of the research problem.	/5
The student proposed and evaluated at least two alternative solutions appropriate for the research problem in line with the conclusions drawn.	/5
The student based the justification of conclusions drawn on the analysis of the research data.	/5
The student developed and justified recommendations appropriate for the proposed solution.	/5
The student described the practical and financial consequences of implementing the proposed solution.	/5
Total – 50 points	/50

Structure (5 points):

The student produced a work correctly structured, cross-referenced and sourced; with proper attention to detail. The transitions between the chapters and subchapters are clear.	/5 points
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Document 15points (min 1 – max 5 points for each criterion):

1. Front matter (cover; title page; executive summary, table of contents; preface/acknowledgements)	/5 points
2. Body (Introduction and Methodology; Text; Conclusions and Recommendations)	
3. Back matter (Endnotes; Bibliography; Appendices)	
The volume of the text without appendices is 17,000 – 19, 000 words (about 60-65 pages)	/5 points
The length of each chapter and subchapter is in proportion to the whole graduation assignment and the length of the other subchapters and paragraphs	/5 points

Process (max.10 points)

The student met all the deadlines of the timetable	/5
The student harmonized the planning and organisation of activities, in relation to his/her own and others' activities	/2
The student took initiative, worked independently, accepted criticism and put it to good use.	/3
Total 10 points	/10

The purpose of **the oral examination** is to probe for weaknesses in the Topic choice, research, analysis and conclusions, to test the extent to which you can justify the graduation assignment and to test your ability to defend.

The Defence is assessed by the examination board out of the total score of 20 points along the following lines:

Defence (min. 1 - max.5 points for each criterion)

Please complete all boxes.

The student kept the presentation within the 10-minute time-limit	/5
The student used relevant and appropriate visual aids, eg slides or hand-outs to support his/her ideas	/5
The student showed expertise in the topic (background knowledge, relevant theoretical and practical knowledge); his/her ability to defend and reasoning skills were sufficient.	/5
The student had a fully operational command of the English language at a high level in most situations.	/5
Total score is 20 points	/20

2. PLANNING PROCESS.

2.1. Main stages of graduation assignment project:

- choosing a topic
- selecting a problem within the topic
- formulating a hypothesis
- checking the hypothesis for feasibility
 - can I find the necessary information
 - can I conduct an independent research
 - is there a target audience
 - what specific point do I want to make
- formulating a thesis statement
- developing an outline
- developing a research plan and conducting a research
 - conducting secondary research and review of literature
 - conducting primary research and processing its findings
 - preparing questionnaires
 - conducting interviews
 - processing findings
- writing the final paper
 - writing research chapter
 - writing methodology chapter
 - writing conclusions and recommendations
 - writing introduction
- editing and checking

1.2. Using Gantt bar chart to put the plan on paper

Both your supervisor and yourself will need a schedule of your work. It will help you monitor the process, take care of all the stages of the work and make sure you are meeting the deadlines. A useful way of this planning presentation is using Gantt bar chart.

First you have to list all the activities you need to carry out, then you decide on the time period each activity will take, check the deadlines and sequence of activities. A sample of such a bar chart is given below.

Activities	JAN			FEB			MAR			APR			MAY		
Formulating a thesis statement		x	x	x											
Developing an outline				x	x	x									
Developing a research plan				x	x	x									
Conducting a research			x	x	x	x	x								
preparing questionnaires				x	x										
conducting interviews						x	x	x							
processing results							x	x	x	x					
Writing the final paper								x	x	x	x	x	x		
Editing and checking													x	x	x

2.3. Research

Graduation assignment research means initiating a study of a problem, planning and organizing the work in a systematic, consistent and clear manner. Your research should include Desk (or Secondary) and Field (or Primary) research. The precise balance between the two will depend on your choice of subject. However, you should remember that the graduation assignment is more than just a review of the available literature, and that the extent of your independent primary research will be taken into account in the final assessment.

2.4. Desk research

will provide a vast source of information related to your problem. Your supervisor will advise you on the minimum number of sources you should study and quote. You should be selective, organized and critical in your selection of material.

Using someone else's exact words without quotation and appropriate credit, using someone else's original ideas without acknowledgment is known as plagiarism.

In doing your literature survey you will need to read, make notes of important facts and ideas, copy out important passages for exact reference. If you are not careful, you will be tempted to literally reproduce or paraphrase the words and ideas of the sources you studied and present them as your own. If you do this, intentionally or unintentionally, you have plagiarized, which is a very serious offence and is likely to lead to an insufficiency for your assignment.

An important safeguard against plagiarism is careful note taking:

- keep careful records of whatever sources you are using (author, title, publisher, year)
- read several sources on every aspect, do not accept first as absolute truth

2.5. Field research

As you are concerned with a specific and unique problem, you need to carry out research that will lead you to collection of original data and information never published before.

You will have to explain and describe the methods and research procedures you used in the Methodology chapter.

Use the same tips for keeping careful records of your findings, always refer to the source of information.

3. Initial steps of the graduation assignment writing process

- Brainstorm to select Topic
- Carry out preliminary research
- Produce initial hypothesis
- Research further to produce draft Thesis Statement
- Research further to produce final Thesis Statement
- Produce Outline
- Write the first draft

3.1. Topic Selection

You decide upon a Graduation assignment Topic based on an aspect of international business that both interests you and has potential depth (i.e. will allow you to do original research and not merely describe or restate existing information).

Brainstorm to discover a Topic that interests you. Once you have chosen a broad area, you should read around the subject and ask advice from people with knowledge of the subject. This will enable you to narrow down to a manageable Topic.

e.g. Marketing → test markets, price cuts, growth trends, etc. for specific products

You should now be able to answer the question: “What do I want to write about?”

e.g. I want to write something about Marketing and the environment.

3.2. Preliminary/Exploratory Research

1. You decide whether your Topic is actually achievable.
2. You clearly identify the objective of the graduation assignment.

Acclimatize yourself with the environment of the Topic. Find out if there are enough sources of information available to you. Are there sufficient secondary or desk research sources? Is there a sufficient need for your own primary or field research? Where might you begin with your research? What would this involve? (See 3.5 on Research)

Gather basic topic information. This will allow you to be more specific about what you want to say in your graduation assignment. The writer’s objective is rarely simply to explain something. It is more often to persuade the reader to form or change his/her attitude towards the Topic.

You should now be able to answer the question:

“What specific point do I want to make in a graduation assignment on this Topic?”

e.g. I want to show that consumers’ concern for the environment is an important aspect of Marketing these days. I want to show that this is still not sufficiently recognised by many companies.

3.3. Hypothesis

You produce a tentative, preliminary statement, which will eventually be refined into a Thesis Statement. It will further guide your exploratory research and your assembly of a working bibliography.

A hypothesis is *not* a topic reworded as a question. Rather, it is a statement that contains a tentative conclusion and therefore suggests a specific direction for your research.

As you move through the research process, your hypothesis may change considerably. A line of research may lead to a dead end or cause you to branch out in a new direction. But whether or not you make (major) adjustments to your hypothesis, it should grow increasingly precise and concrete, eventually leading you to a Thesis Statement that your research can support.

e.g. You hand in the following hypothesis to your supervisor:

Companies need to use greener marketing strategies.

Your supervisor agrees that you have an interesting Topic and objective. But your hypothesis is extremely broad in its scope and also a rather obvious statement. You should be much more specific in order to focus your area of research more precisely. You should also be more assertive / opinionative / provocative in the statement that you are making. After looking more closely at the available material, you make the following revised hypothesis, which may now be considered a draft Thesis Statement.

e.g. Multinational production companies in Russia fail to respond in their marketing efforts to their consumers' growing concern for the environment.

Your hypothesis should be debatable, *not* simply a restatement of existing information. You are aiming to locate data to support this hypothesis, consider a variety of opinions, and then draw your conclusions and/or make your recommendations based on the information you have gathered.

3.4. Thesis Statement

From your original hypothesis, you produce a Thesis Statement, telling the reader both the Topic of your graduation assignment and the assertion you wish to make about it. Any graduation assignment must fulfil the promise of its Thesis Statement, which must serve as a unifying thread throughout it. Your goal is to draft the Thesis Statement carefully so that it delivers precisely the message you intend. The Thesis Statement should aim to *inform and persuade*.

An effective Thesis Statement must meet five main criteria.

It must make an *assertion*, consisting of the subject and a comment you want to make about that subject. The comment is a viewpoint on the subject that will later be supported and substantiated in the rest of the graduation assignment.

e.g. *An analysis of environmental marketing in the German detergent industry.*

becomes: *The German detergent industry needs a new marketing policy in order to satisfy the environmental concerns of consumers.*

There must be a *single* subject-comment relationship. The statement should not take you in too many directions at once.

e.g. *The Dutch agriculture and livestock industry must develop more environmentally friendly methods of production and reduce transportation costs in order to maintain its current export position.*

becomes: *The Dutch agriculture and livestock industry must develop more environmentally friendly methods of production in order to maintain its current export position.*

It should be *limited* in scope, to allow a full discussion of the issues within the restrictions set (10,000 to 15,000 words).

e.g. *Dutch companies fail to respond to their consumers' growing concern for the environment.*

becomes: *Multinational production companies in the Netherlands fail to respond in their marketing efforts to their consumers' growing concern for the environment.*

It should be *precise*, avoiding vague or abstract terms.

e.g. *The use of direct mail will be good for the future of Insurance Company X.*

becomes: *The use of direct mail in the marketing of insurance will help Company X to offer additional products to their current and future customers.*

It should accurately *guide* the graduation assignment. In terms of structure, it offers a basic framework. (See also 3.6 on Outlines)

A Thesis Statement is ***not***:

- an announcement ("This graduation assignment will discuss...");
- a mere statement of fact or definition ("Multinationals play an important role in international business");
- a title ("The problems faced by Company X after privatisation.");
- or an open question ("What can Company X do to increase its efficiency?").

An open question, such as in the fourth example, may prove useful in the initial brainstorming and preliminary research stages, but must always be rephrased once sufficient information is available, to make a Thesis Statement.

e.g. Company X needs to increase its efficiency by setting up business units.

As you draft a Thesis Statement, be sure that the information gathered during the research process offers effective support. If not, you will need to revise the Thesis Statement or conduct further research, *or both*.

1.5 Thesis statement practice.

Analyse the following thesis statements and give your opinion

- An analysis of environmental marketing in the German detergent industry.
- The German detergent industry needs a new marketing policy in order to satisfy the environmental concerns of consumers.

- The Dutch agriculture and livestock industry must develop more environmentally friendly methods of production and reduce transportation costs in order to maintain its current export position.
- The Dutch agriculture and livestock industry must develop more environmentally friendly methods of production in order to maintain its current export position.
- Dutch companies fail to respond to their consumers' growing concern for the environment.
- Multinational production companies in the Netherlands fail to respond in their marketing efforts to their consumers' growing concern for the environment.
- The use of direct mail will be good for the future of Insurance Company X.
- The use of direct mail in the marketing of insurance will help Company X to offer additional products to their current and future customers.
- What can Company X do to increase its efficiency?
- Company X needs to increase its efficiency by setting up business units.

Now some more examples:

- Russian gold-mining companies need to attract foreign investors in order to survive the process of liberalisation in the domestic gold industry
- Russian advertising agencies should seriously consider using “Russian Target Group Index” database to study the Russian consumers
- Russian trading companies should consider using Budget Planning of their activities in order to improve their financial stability
- Bringing together the criteria for appraisal, feasibility study and basic economic aspects of project financing helps the financial management in oil industry companies to achieve sustainability and economic efficiency within the project
- State securities as the main type of credit coverage for the banks.
- Conducting marketing research of industrial goods market in order to purchase equipment for state owned companies is an urgent necessity.
- Long-term investors in Russian oil and gas sector looking to minimise company risks in Russia should consider making Lukoil and RAO Gazprom the core of their Russian investment portfolios
- The use of promotional campaigns will help FISCARS to build the customer base for its products in Moscow.
- Russian and international accounting principles: an opportunity for synchronising and internationalising.
- Profitability improvement of international timber trade operations and increasing of their reliability can be achieved through introducing export financing investments.
- Foreign legal entities should use tax planning in order to be competitive in the Russian market.
- Product recipes’ adaptation to the local tastes is essential for an international food company to compete in the Russian market.
- The conditions are more favourable to use mutual funds as an investment instrument in the USA compared to Russia.
- Applicability of virtual offices for global companies depends on the use and development of different information technologies.

- There are opportunities in the northern Netherlands for international fast-food franchises, as market conditions indicate these businesses can operate profitably.
- European businesses operating on the Pacific Rim market have to implement Japanese management techniques and adapt to the cultural differences in order to be able to compete in the Pacific Rim.
- Art galleries all over the world will improve their profit by advertising on the Internet.
- Well-practiced vertical and horizontal communication is the key to a company's long-term organisational success.

4. Topic sentences and outline

4.1. Topic sentences

Body paragraphs develop the ideas of your thesis statement, they provide details, support and development that allow your reader to accept the assertion of your thesis statement. Each body paragraph develops a single idea that is explicitly or implicitly included in the thesis statement. This idea is announced in the topic sentence. The topic sentence presents the specific point that a paragraph will develop. It may appear anywhere but the most effective placement for the topic sentence is usually in the first or second sentence. It is then enlarged through details and support in a unified coherent manner.

Topic sentences grow out of the thesis statement. That is, the ideas in the topic sentences are included in the assertion of the thesis statement.

4.1.1. Unity

Each paragraph should discuss only one idea. Topic sentence controls the details that will be discussed in the paragraph. Remember that each sentence in the paragraph should relate to the topic sentence or another sentence within the paragraph. If the sentence does not relate, do not write it.

4.1.2. Coherence

Paragraphs must flow together in a logical and orderly manner. You cannot list ideas or points at random, you must show the relationship between them.

Transitions are probably the most effective means of establishing coherence. Transitional words and phrases emphasise the relationship between ideas.

4.2. General rules of developing an outline

There comes a point when you are satisfied that your Thesis Statement properly reflects the material available to you from your research. You therefore have a concrete Thesis Statement. At this point you go on to produce an **Outline**.

An Outline provides a basic structural framework for your graduation assignment. The advantage of creating an Outline before you start writing your first draft is that this forces you to organise your structure in a logical way. You are then free to concentrate on the actual writing with the knowledge that the structure is already in place. The Outline also gives you an overview of the logical progression of your graduation assignment, allowing you to emphasise key points by placing them in positions of importance, and to break difficult subjects into manageable parts.

The Outline provides a useful reference point for your continuing research, acting as an early-warning system to show which areas may need more material and which material may prove to be outside the scope of your task. As you write your first draft, you may discover inadequacies in your Outline and adapt it accordingly.

Your Thesis Statement provides the basis for your Outline. In developing your Outline, you are therefore testing the adequacy of the Thesis Statement. Be aware, therefore, that problems encountered in making your Outline may reflect problems with your Thesis Statement.

Always begin your Outline with your Thesis Statement. Ultimately, the outline will reflect the structure of the contents of your Graduation assignment report. You can use it to check the interrelation of your main and subordinate (supporting) points. It can also be seen as a working Table of Contents.

4.3. The First Draft

Writing a first draft of your graduation assignment is simply converting and expanding the notes from your Outline into sentences and paragraphs, without worrying too much about grammar, refinements of language, or such mechanical aspects of writing as spelling and punctuation. As you write, just concentrate on getting your ideas on paper. You should expect to revise!

Obviously, your paragraphs should correspond to subdivisions of your Outline. As you write, make an effort to supply transitions between sentences and paragraphs if they come easily. These transitions need not be polished; you will refine them when you revise your graduation assignment. However, if you leave them out entirely at this stage, you may forget what they are, which will make revising much more difficult.

Once you get started, you may find it surprisingly easy to write. The time you have spent on taking accurate notes and preparing a detailed Outline should now pay off. If, however, you find writing the draft a chore, you might take a few minutes off to get a fresh view of your material, but always bear in mind that it is essential to keep moving. Inspiration will come as you are working!

As you draft your graduation assignment, you must make certain that you use your source material effectively, paraphrasing and summarising accurately, smoothly blending your quotations and other research material into the text, and drawing your own conclusions. You will continue to add relevant material as your research progresses.

Your source material must be truly integrated to create a new whole. If you blend the opinions of one source with those of another, do it in such a way that the relationship between them is apparent. Moreover, as you write your first draft, be sure to keep track of your sources. You will find it very difficult to fill in source information later. Include every source and page number in the text! (see also on plagiarism).

4.4. The document

Obviously, the written presentation of your research and findings should follow a certain format. A graduation assignment should contain the following elements:

Front Matter	Cover
	Title Page
	Abstract
	Table of Contents
	Preface/Acknowledgements
Body	Introduction and Methodology
	Text Main Body
	Conclusions/Recommendations
Back Matter	Endnotes
	Bibliography
	Appendices

4.4.1 Title Page

The title page contains all formal data, such as the name of the Academy and the Department, the name of the graduation assignment author and the supervisor, the year when the graduation assignment was written. Pay special attention to the layout of the title page so that it is user-friendly.

4.4.2. Abstract

Abstract goes immediately after the title page and before the table of contents.

Abstract is a short written statement of the most important ideas of your graduation assignment. It is the first brief introduction into the subject matter of your work; therefore, it should be based on general ideas or principles rather than specific examples or real events. Abstract summarizes and highlights the information about the purpose, scope, methods, results, conclusions and recommendations of the original document. It should be written in such a way that **it can be read independently of the graduation assignment**, at the same time retaining the essential elements of the original work. Be sure, therefore, to include your recommendations in your abstract.

Make your abstract reader-friendly and try to accommodate the gist of your graduation assignment in no more than one A4 page.

4.4.3 Table of contents

Table of contents is normally the first information parcel a reader looks at and makes a judgment of your work. The table of contents is always compiled after the whole work has been completed and contains all the major headings and sections of the graduation assignment with page numbering, including the “front matter” and “back matter”, except the cover, the title page, abstract and the table of contents itself. Do not forget that the table of contents like an acid paper reflects the logical sequence of the ideas presented in your graduation assignment providing evidence of relevance and coherence of the subject matter.

4.4.4 Preface/Acknowledgements

This is an optional introductory statement (the only part of the graduation assignment that is usually written in the I-form!) which may highlight the relationship of the graduation assignment to a given project or programme (eg the placement) and discuss any special circumstances (eg personal incentives/involvement, part-time job) leading to the Topic of the graduation assignment.

The preface may also contain acknowledgements where you can thank all the people who have helped you in the course of your work. They may not necessarily be your teachers, but also company managers, shop floor workers and even your close friends and relatives who supported you in this hard and challenging activity.

5. Body, introduction, conclusion

5.1. Introduction and Methodology

The purpose of the introduction is to set the scene and lead the reader towards the central idea of your graduation assignment, i.e. your Thesis Statement, which should literally be the final sentence of the introduction part of this opening chapter before the methodology part. Do not mention your Thesis Statement as a separate paragraph; it should be the logical outcome of your introduction and an organic part of it!

The introduction may have the following ingredients:

- A brief description and evaluation of the current status of the problem under consideration (problem definition);
- Topicality of the chosen problem;
- Aims and goals of the work;
- The object and subject of the research (a company profile in the context of the research topic);
- The choice of the research methods employed and reasoning behind it.

- At all costs avoid using I/In my opinion etc.!! Unless stated otherwise, whatever views are presented in your graduation assignment are considered to be your opinion anyway! Use the more objective passive instead.
- Do not give away too many arguments and examples, save them for the main body of your graduation assignment. You should make sure that everything in the introduction helps to introduce, not to support the Thesis Statement; the latter should be done in the main body of the text!
- Consider writing the introduction last, when you may have a complete enough perspective on the material to introduce it adequately.

The final paragraph of your opening chapter should indicate how you have researched your subject (**methodology**), describing the balance between desk and field research. In some cases the description of your methodology may even merit a separate (sub)chapter.

5.2. Main body/text

Generally speaking, the main body is a well-organised, **opinion** presentation of (research) material and findings, all serving to support, clarify, illustrate, in short develop a case for the Thesis Statement.

Most works have no single best organisation. How the text is organised will depend on the Topic / Thesis Statement and how you have investigated it.

5.3. Use of illustrations

Very often the information in the graduation assignment is clarified, supported and analysed with illustrations (graphs, flow charts, pie charts, tables etc.). These illustrations should not be ornaments, but always be functional working parts of your writing and make a direct contribution to the reader's understanding of the subject. Do not forget that your writing must provide the context for the illustration and point out its significance.

As for these illustrations, adhere to the following guidelines:

- Give each illustration a concise title that clearly describes the information (centre or left margin).
- Assign a figure number if your graduation assignment contains five or more illustrations. The figure number precedes the title. If figure numbers are used, number the illustrations consecutively as Figure 1, Figure 2, and so on.
- Relate the illustration to the text around it by referring to it by figure number and title.
- Locate the illustration as closely as possible to its first mention in the text. However, it should never precede its first text mention; its appearance without an introduction will confuse the reader.
- If the illustration is central to the discussion, illuminating or strongly reinforcing it, place the illustration in the text. However, if the illustration is lengthy, detailed, and peripheral to the discussion, place it in an appendix.

- Do not forget that each illustration requires a certain amount of explanation. How much obviously depends on its complexity.

5.4. Lists/enumerations

Lists can save readers time by allowing them to see at a glance specific items, questions, or directions. Lists may also help readers by breaking up complex statements or arguments that include figures and by allowing key ideas to stand out.

However, it should be borne in mind that lists should be both balanced (i.e. all points relatively equal in grammatical form, importance and length) and parallel in structure. Look at the following, 'unparalleled' and 'unbalanced' list:

To ensure that a reader understands how a list relates to the surrounding sentences, always provide adequate transitions before and after any lists. A (sub)chapter should never consist of only a list! If you do not wish to indicate rank or sequence, you can use asterisks (*) or hyphens (-).

In an attempt to avoid writing paragraphs, many writers tend to overuse lists. A graduation assignment that contains too many lists will be difficult to understand, for the reader is forced to connect the separate items and mentally to provide coherence.

5.5. Transitions

Transition is the means of achieving a smooth flow of ideas from sentence to sentence, paragraph to paragraph, and (sub)chapter to (sub)chapter. It smoothly links ideas to clarify the relationship between them. This may be done with a word, a phrase, or even a paragraph.

A linking *preview* may be used at the beginning of each chapter of your graduation assignment, i.e. a statement of how the material is going to be presented. Obviously, such a preview should not be used to hide a weakness of structure in the body of the text; (the order of) the structure should be clear in itself. Also consider using a brief *conclusion* at the end of each chapter.

Certain words and phrases are inherently transitional:

- Result: therefore, as a result, consequently, thus, hence
- Example: for example, for instance, specifically, as an illustration
- Comparison: similarly
- Contrast: but, yet, still, however, nevertheless, on the other hand
- Addition: moreover, furthermore, also, too, besides, in addition
- Time: now, later, meanwhile, since then, after that, before that time
- Sequence: first(ly), second(ly), third(ly), then, next, finally

For an even more exhaustive list of linking words and phrases (and the required punctuation), see 'Communicate What You Mean' Unit 2 (Washington Pollack 46-73).

Obviously, the means of transition are not limited to the words and phrases mentioned above. Other techniques are, for example, the repetition of key words and ideas from previous paragraphs and (specifically for paragraph, subchapter and chapter linking) using an opening sentence that summarises the preceding paragraph and introduces the subject of the new paragraph. This also helps to avoid an overuse of transitional words.

In general one can say that, if your Outline is good, your transitional needs will be far less difficult to satisfy (although, obviously, they must nonetheless be satisfied!). Just as the Outline is a kind of map for the writer, transition is a map for the reader.

5.6. Conclusions and Recommendations

The conclusion section ties together the results and main ideas of your graduation assignment in one place. It should always be a restatement of your thesis, in many cases followed by a recommendation for a certain course of action, a prediction, a final judgement, a speculation on the implications of your findings/ideas, or merely a summary of the main points. Always bear in mind that your conclusion is the logical outcome of the data and opinions presented in the body of your graduation assignment and that it should help persuade your reader to accept your thesis statement.

Sometimes it may seem difficult to distinguish between conclusions and recommendations. A clue to do this properly may be an idea that conclusions mean a glance into the past, when you summarize and itemize the findings you have already produced; while recommendations mean a glance into the future, when on the basis of these findings you offer a particular course of actions to be taken by the company.

E.g. For the Thesis Statement «Adaptation of the products to the local taste is essential for any international food company to be successful on the ice cream market» the conclusions may be:

1. There is a long-standing tradition of ice-cream consumption in Russia.
2. Russian ice-cream market has a huge growth potential.
3. Most of the foreign ice-cream brands failed to win the competition over the Russian brands., etc.

The recommendations for the above Graduation assignment Statement may go as follows:

1. Russian tradition of ice-cream consumption should be thoroughly analyzed by foreign food companies.
2. To be a success on the Russian ice-cream market any international food company should adapt its products to the local tastes., etc.

Be especially careful not to introduce a new topic when you conclude and recommend. Again, a conclusion should always grow out of the information discussed in the body of your graduation assignment and always relate to and reinforce the ideas presented there.

5.7. Back Matter

5.7.1. Endnotes and in-text citations

Endnotes have two uses: (1) to provide documentation references and (2) to provide background information or explanations that would interrupt the flow of thought in the text. Both uses should be combined within a single set of endnotes.

Documentation endnotes are used to identify sources of quoted material. They are also used to show where you obtained facts and opinions other than your own. Obviously, the endnotes are numerically, rather than alphabetically arranged.

Explanatory endnotes are useful when a brief explanation of the background of an assumption is needed but spelling it out in the text might make readers lose the flow of an argument. Because explanatory notes can be distracting, however, they should be kept to a minimum. Lengthy explanations should be placed in an appendix. (See 4.4.3 below.)

Some representative samples of notes (of a book, article, and interview) are shown here:

1. S.B. Sarason, and G. Forsythe, Recent Marketing Developments in France (New York: Macmillan Publishing Company, 1993), p. 119.
2. M. Gardner, "Marketing the French Way," Newsweek, 14 November 1994, pp. 23-25.
3. Marianne van Dijk, Marketing Manager Renault Holland, interview, 9 December 1994.

Your endnotes are the final product of correct sourcing of your research. They should be as extensive as possible in order for you to adequately defend the extent of your research.

At the same time, to cite sources within the social sciences APA (American Psychological Association) style is commonly used. Here are some examples for the APA in-text citations.

When using APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 2014), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but **NOT** directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. Of course, all sources that are cited in the text must appear in the reference list at the end of the paper.

If you are directly quoting from a work, you will need to include the author, year of publication, and the page number for the reference (preceded by "p."). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (2014), "Students often had difficulty using APA style, especially when it was their first time" (p. 199).

Jones (2014) found "students often had difficulty using APA style" (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, "Students often had difficulty using APA style" (Jones, 2014, p. 199), but she did not offer an explanation as to why.

5.7.2. Bibliography

The bibliography gives a list of works, articles etc. you have consulted. It is arranged alphabetically according to authors' last names:

Dijk, Marianne van, Marketing Manager Renault Holland, interview, 9 December 1994.

Gardner, M. "Marketing the French Way," Newsweek, 14 November 1994.

Sarason, S.B., and G. Forsythe. Recent Marketing Developments in France

New York: Macmillan Publishing Company, 1993.

5.7 3. Appendix/appendices

Although not a mandatory part of a graduation assignment, an appendix can be useful for explanations that are too long for notes but that could be helpful to the reader seeking further assistance or a clarification of points made in the graduation assignment. Information should be placed in an appendix when it is too detailed or voluminous to appear in the text without impeding the orderly presentation of ideas. This information may include passages from documents that reinforce or illustrate the text, questionnaires, long lists of data and charts or tables, letters and other supporting documents. An appendix, however, should not be used for miscellaneous bits and pieces of information you were unable to work into the text.

Generally, each appendix contains only one type of information. The contents of each appendix should be identifiable without the reader having to refer to the body of the graduation assignment. An introductory paragraph describing the contents of the appendix, therefore, is necessary for some appendices.

When the graduation assignment contains more than one appendix, arrange them in the order in which they are referred to in the text.

Each appendix begins on a new page and should be identified with a title and a heading:

APPENDIX A - Sample Questionnaire

Appendices are ordinarily labelled Appendix A, Appendix B, and so on.

6. REVISION

The more 'natural' and coherent a graduation assignment seems to the reader, the more effort the writer has probably put into revision. Experienced writers know that writing is largely revising, and that the time and effort invested in revision will make the difference between clear and unclear writing.

To revise successfully, you need to read the first draft objectively. A natural reaction of many writers is to want to hold on to every word, sentence or paragraph, simply because they spent time on writing them! Allow a few days to help you develop an objective perspective and then try to read and evaluate the draft from the point of view of the reader.

Do not try to do all your revision at once, be systematic. You need to pay attention to many different elements of a draft, from overall organisation to choice of words. Read through the first draft several times, each time searching for and correcting a different set of problems.

A good way to start revising is to make sure that your Thesis Statement still suits your graduation assignment. If it does not, make your graduation assignment conform to it or modify your Thesis Statement (with the consent of your supervisor!). Next, check your draft for completeness. Your graduation assignment should cover exactly the amount of material that is needed to illustrate, clarify and prove your Thesis Statement, it should not burden the reader with unnecessary information or lead them into insignificant or only loosely related subjects. Check your draft against your Outline to make certain that you did, in fact, follow your plan. If not, insert any missing points into your draft.

A revision checklist may help you focus your attention as you evaluate your writing. The following checklist moves from the whole graduation assignment to chapters/paragraphs to sentences and words and finishes with an editing checklist (which focuses on technical features). Your supervisor will be checking these factors when assessing your graduation assignment.

6.1. Revision checklists

6.1.1. The whole report

1. Does the Thesis Statement clearly communicate focus and purpose of the graduation assignment?
2. Does the graduation assignment have a logical structure?

3. Is the tone of the graduation assignment suitable for its audience and is it consistent throughout?
4. Is the Thesis Statement supported by the main ideas of the (sub)chapters and paragraphs?
5. Has all the material promised by the Thesis Statement been covered?
6. Are the transitions between the (sub)chapters and paragraphs clear?
7. Do subchapters and paragraphs in a chapter cover separate but related main ideas?
8. Should certain paragraphs/(sub)chapters be combined?
9. Does the introduction lead into the Thesis Statement and the rest of the graduation assignment?
10. Has all the material that does not directly support or clarify the Thesis Statement been cut?
11. Is the length of each (sub)chapter or paragraph in proportion to the whole graduation assignment and the length of the other (sub)chapters and paragraphs?
12. Should major sections be rearranged?
13. Does the title reflect the contents of the graduation assignment?
14. Is the reasoning sound?
15. Is there a sufficient balance between desk- and field research?
16. Should there be more research to support certain arguments?

6.1.2. Chapters and paragraphs

1. Does the introduction to each chapter help your reader make the transition to the body paragraphs?
2. Does each paragraph express its main idea in a topic sentence?
3. Are the main ideas of the chapters/topic sentences of paragraphs clearly related to the Thesis Statement?
4. Does each chapter/paragraph contain specific and concrete support for its main idea? Do the details provide examples, reasons, facts?
5. Are the facts, figures, and dates accurate?
6. Is each chapter/paragraph arranged logically?
7. Does each (sub)chapter have an appropriate conclusion or transition to the next (sub)chapter?
8. Is the relationship between (sub)chapters/paragraphs clear?

6.1.3. Sentences and words

1. Have you corrected or eliminated incomplete sentences?
2. Do the sentences express clear relationships among ideas?
3. Have you used subordination and coordination?
4. Do the sentences vary in length?
5. Have you eliminated vague and unclear words or replaced them by accurate and exact words?
6. Does the word choice reflect a level of formality appropriate for a graduation assignment?
7. Have you avoided slang and colloquial language?
8. Do you avoid sweeping statements and clichés?
9. Do you avoid artificial language by eliminating unnecessary jargon or pretentious word choice?

6.1.4. Editing

1. Is the grammar correct? (pay special attention to tenses and adverbs!)
2. Is the spelling correct?
3. Have you correctly used commas, hyphens, (semi)colons, apostrophes, quotation marks?
4. Have you correctly used capital letters, italics or underlining, numbers and abbreviations?
5. Have you followed the format requirements of the graduation assignment? (Standards for Report Writing)

Finally, before you hand in your graduation assignment, proof-read it, i.e. read it line by line, looking for some final mistakes.

7. PLAGIARISM

To use someone else's exact words without quotation marks and appropriate credit, or to use the unique ideas of someone else without acknowledgement, is known as plagiarism.

In doing your graduation assignment, you will need to read, make notes of important ideas, copy out or note important passages for exact reference. If you are not careful you may be tempted to literally reproduce or paraphrase the words or ideas of the sources you have consulted and present them as your own. If you have done this – intentionally or unintentionally – you have plagiarised, which is a very serious offence and is likely to lead to an insufficiency for your graduation assignment.

To avoid exposing yourself to charges of plagiarism you must acknowledge the source of any words you quote and always use quotation marks when quoting word for word. If the material quoted is more than three lines, use an indented format. In addition, you must acknowledge your source when you paraphrase or summarise someone else's ideas, either by giving the exact reference in the text or by endnote. Therefore, when you use outside sources, document them!!

Your graduation assignment is your responsibility, the supervisor is there to help you, but it is your work that is being assessed!

8. CLUES FOR DEFENCE

For the defense session, you may use the clues below:

1. Time-limit:
 - a. Presentation of the GA– 10 minutes
 - b. Questioning session – 15-20 minutes
2. Suggested plan of the presentation (slides)
 - a. GA topic
 - b. Introduction
 - c. The thesis statement
 - d. Methods used
 - e. Findings
 - f. Conclusions and recommendations

9. DOCUMENTS TO BE ATTACHED

Here is a list of documents to be presented to the dean's office 7 days prior to the defense session together with a copy of your graduation assignment in English (about 60 pages) and a copy of its abstract in Russian (about 10 pages).

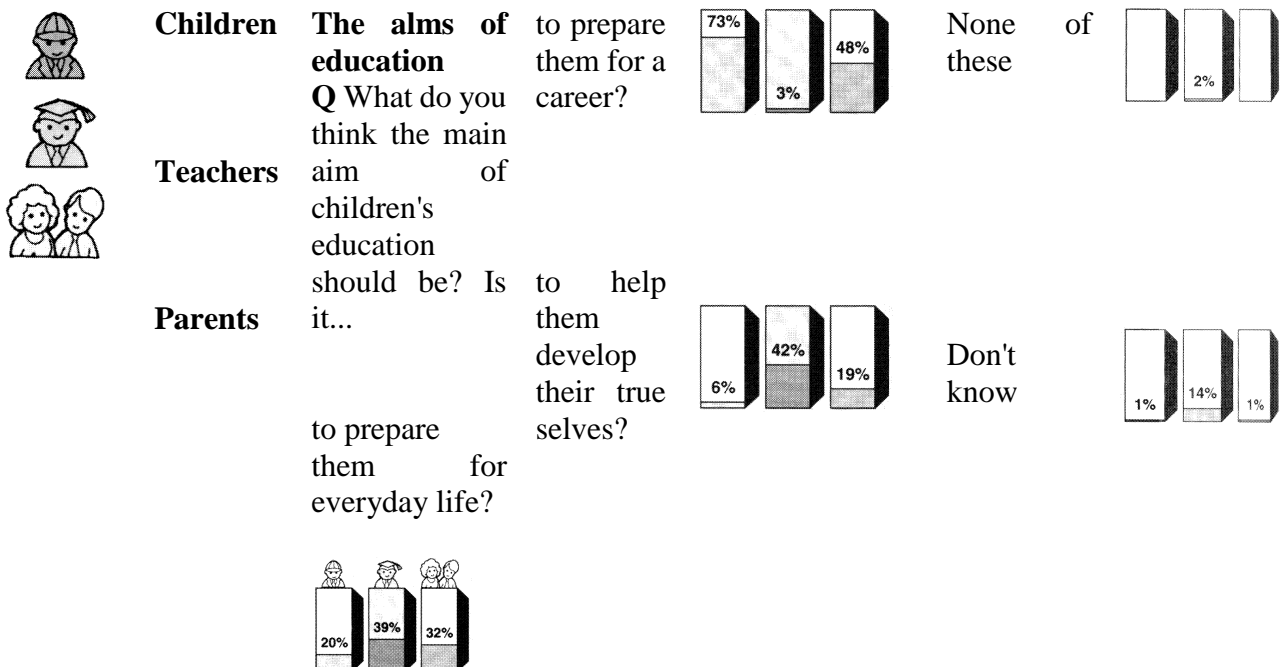
1. The supervisor's task
2. The supervisor's report
3. The expert's report
4. Your GA on electronic carrier

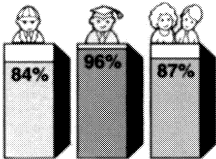
APPENDIX I

How to translate figures into words? This exercise will help you develop your writing skills necessary in describing some statistical data and modifying it into quantitative and qualitative analysis.

Report based on statistics

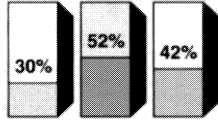
Write a short report outlining the main findings of a national opinion survey on the British educational system. The results are shown in the tables below and on p. 121



<p>Difficult issues</p> <p>Q Should teachers discuss issues such as nuclear disarmament if pupils ask about it?</p> <p>YES</p> 	<p>Standard of education</p> <p>Q How do you rate your teachers, or your children's teachers?</p> <p>Q Overall, how do you rate the standard of secondary education in schools?</p> <p>Excellent</p>	<p>School discipline</p> <p>Q Is the level of discipline in your school or your children's school...</p> <p>too strict?</p>
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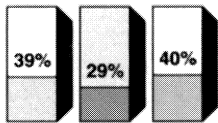
Q Should religious education be obligatory?

YES



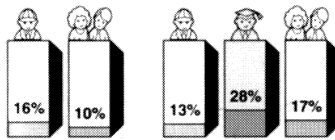
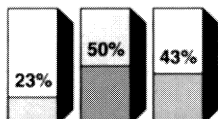
Q Should parents have more say in school curricula?

YES

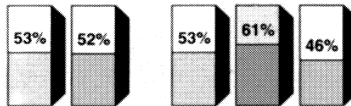


Q If parents disapprove of the way their children are being educated at school, should they have the right to take them away and educate them at home?

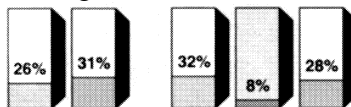
YES



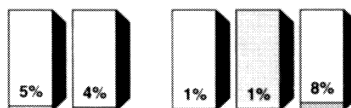
Good



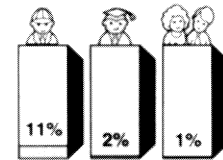
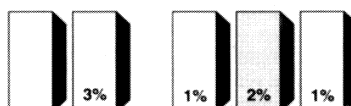
Average



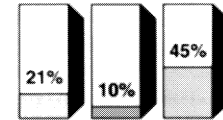
Poor



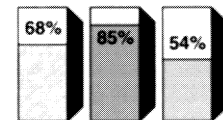
Don't know



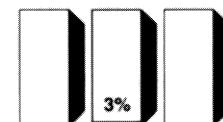
not strict enough?



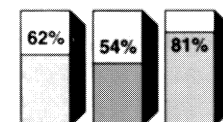
about right?



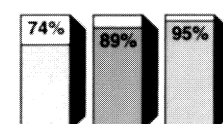
Don't know



Q Do you approve of corporal punishment?



Q Do you approve of school uniform?



TV Times Magazine survey by Audience Selection. Audience Selection interviewed throughout Great Britain 426 parents and 204 teachers of secondary schoolchildren. and 215 pupils currently attending secondary schools. Quota controls (controlled samples from different age and class groups, etc) were imposed on both **the** parent and pupil samples to ensure their representativeness.

Notes

1. The function of a report of this kind is to *organise* the facts so that the most important findings become clear to the reader. The function is not to systematically reproduce every detail of the statistics since the diagram does that in a more accessible way.
2. It may be appropriate to express a reaction to a finding, eg 'It comes as something of a surprise to find ...' 'Predictably ..' and, in some cases, (such as the popularity of school uniform), to suggest a reason for a result.

The choice of expression for reporting results should be the one which makes the clearest impression. For example, 73% may be expressed approximately as 'three out of four'; 48% as 'almost half' and 3% as 'only three

3. in every hundred'.
Varying the choice of expression and the sentence structure will help prevent the report from becoming monotonous.
4. The introduction should state clearly how the findings were arrived at. This information can be found at the foot of the tables.

The different issues should be dealt with in order of importance and linked together logically. For example, the results of the section on the aims of education might be appropriately followed by those from the section on the standards of education.

Don't forget a brief conclusion.

Begin your report as follows:

In a survey carried out by Audience Selection, on behalf of *TV Times Magazine*, 426 parents, 204 teachers and 215 secondary school pupils...

APPENDIX II.

STUDY TIPS FOR REPORT WRITING

What exactly is a report? The dictionary defines a report as an 'official document that discusses something'. (*BBC English Dictionary*)

1. What kind of document did each of these texts come from? How do you know?

A

The Hotel de Paris offers the kind of luxury that dreams are made of. The bedrooms are spacious and comfortable with every amenity you could wish for and the public rooms are stylish and gracious, redolent of a bygone age. A stay at the *Hotel de Paris* will provide any guest with some very special memories that will last a lifetime.

A spectacular Honeymoon Suite is available for those newly-wed couples who wish to start their new life in romantic splendour. Business Suites are also available for international business people who wish not only to stay at the *Hotel de Paris* but also to enjoy the hotel's comforts during their meetings too.

C

As soon as she entered the hotel, she felt as if she was in a different world. Perhaps after all the weekend would be a success. It all now depended on what kind of a mood John would be in when he arrived. If he arrived.

She decided not to register immediately but to order coffee in the lobby. She chose a deep leather arm-chair shielded by an enormous cheese-plant. While she could observe people coming into the hotel, no-one would be able to recognise her through its expansive foliage.

B

It's a lovely hotel right in the centre of town and the rooms are extremely comfortable. The only problem really is the traffic noise, which doesn't let up much all night. Still, it's worth it to be in easy walking distance of the sights. And the shops!

Am thinking of you back in rainy old England. How are things at work now? Wish you could be here too!

D

Location

The Hotel de Paris is set in a side road off one of the main streets in the old historic centre of the town.

Accommodation

It has thirty double and ten single rooms all with en suite bathroom, colour satellite television and minibar. All the rooms are spacious and half of them face onto a relatively quiet central courtyard.

2 What characterises the report as a type of writing? Work with a partner and list as many characteristics as you can think of. Then compare your ideas with those of other students in the class. Add any other ideas to your list.

3 Compare the characteristics you noted in activity 2 with those in the list below.

- clear layout
- clearly differentiated paragraphs, often with headings
- clear introduction giving the basic facts
- neutral or formal language - vocabulary and structures
- content is usually presented objectively although it may then lead to a more personal conclusion

4. Read the report below and suggest an overall title. Then suggest headings for each paragraph.

1

Last month we sent a team of three members of staff to assess the town of Camford as a potential location for a new English language college for speakers of other languages. This report outlines the findings of the team and concludes with a recommendation.

2

There are a number of basic geographical reasons why Camford would appear to be an attractive location for a language college. Firstly, it is situated at a distance of only fifty miles from London and there are good rail and bus connections with the capital. Secondly, although Camford is mainly known for its ancient university, it also has a number of other further education colleges so that there are substantial groups of young people in the city in term-times. Moreover, links between local industry, much of which is based on modern technology, and the educational institutions are growing so that the economy of the area is relatively healthy.

3

The health of the local economy combined with the youthful nature of the population, inevitably has a positive effect on the facilities available in the town. These include a sports complex with, among other things, a skating rink and an Olympic-sized swimming pool, five cinemas, three theatres and two large concert halls. There are also numerous shops catering especially for the interests of the young.

4

Despite its many fine points, Camford has, nevertheless, a couple of not insignificant disadvantages as the location for our new language school. First of all, there is a lack of appropriate rented accommodation available. In addition, public transport within the city is extremely poor.

5

To conclude, our recommendation is that we should take our investigation of Camford as a suitable location a stage further and should look for an appropriate site within walking distance of the town centre. We should, however, also consider the possibility of providing residential accommodation for our students.

Linking words and expressions

STUDY TIP

Just as headings can clarify the structure of a piece of writing, so do linking words and expressions like for instance, firstly, besides, furthermore and as a consequence. It is, however, easy to overuse connecting words - or to use them wrongly. Practise using them accurately and appropriately and your work will be clearer to follow.

5. Look at the report in activity 4 again. Underline all the linking words and expressions. Then explain the function of each of the underlined words and expressions.

Example: *Firstly* - to introduce the first point.

6. Answer these questions on connecting words and expressions.

1 Suggest a synonym for *however* as in the sentence: *Camford, however, does have some disadvantages as a location.* 1 Can you think of two synonyms for *moreover*?

3 How could you say *to conclude* in another way?

4 If *firstly* and *secondly* can be used to introduce the first two points being made, what could be used to introduce the last point?

5 Explain the difference between *consequently* and *subsequently* and give a synonym for each.

6 Complete the blanks with one word.

a) There are a number of reasons we make such a recommendation.

b) That was the main reason his behaviour.

c) Oxbridge, the contrary, is an ugly city.

d) Oxbridge is, contrast, an ugly city.

e) comparison Camford, it has little to recommend it.

f) **contrast** Camford, it has little to recommend it.

g) According historians, the town was founded in the

10th century. h) our opinion, Camford is a good choice.

i) Camford is, the point of view of young people, an exciting place to be.

7 When might it be appropriate to say *last but not least*?

7. Explain the difference between these pairs or groups of sentences.

1 a) Firstly, I was impressed by the quality of the service provided.

b) At first I was impressed by the quality of the service provided.

2 a) Lastly, it has a swimming pool and other sports facilities.

b) At last, it has a swimming pool and other sports facilities.

c) At least it has a swimming pool and other sports facilities.

3 a) From the supplier's point of view, the location is inconvenient.

b) In the supplier's opinion, the location is inconvenient.

4 a) On the other hand, its spaciousness is very attractive.

b) On the contrary, its spaciousness is very attractive.

5 a) Moreover, it is within easy reach of the capital.

b) However, it is within easy reach of the capital.

c) Therefore, it is within easy reach of the capital.

6 a) As far as we are concerned, the hotel would satisfy our requirements.

b) What concerns us is whether the hotel would satisfy our requirements.

Presenting your ideas effectively

8. Look at each of the pairs of texts below and decide which presents its ideas more effectively. Why?

1 a) The project was a great success. All the participants enjoyed it. It supplied some income for the company. It also provided a useful service for the community. It led to some good publicity for our organisation too.

b) The project was a great success. Not only did all the participants enjoy it but it also provided a useful service for the community. As far as our company is concerned, it both supplied some income and led to some good publicity as well.

2 a) There were, however, one or two minor problems. Just over half of the participants expressed some dissatisfaction with the catering; the meals were too small and lacked variety. As many as sixty-five per cent of participants were unhappy with the accommodation provided, the main complaint being that they did not like having to share a room with two or three other people. We would strongly recommend that improvements be made with regard to both catering and accommodation in future years.

b) There were, however, one or two minor problems. Many of the participants expressed some dissatisfaction with the catering and even more of them were unhappy with the accommodation provided. We would strongly recommend that improvements be made with regard to both these areas in future years.

3 a) Most of the participants were good at the tasks they had to do. Some were particularly good at dealing with people while others were better at administrative or technical tasks. It would be good if, in future, we could carry out some kind of pre-project assessment so that we get a good idea in advance of where individuals' strengths lie. This would help us to get the best use from the time available.

b) Most of the participants were good at the tasks they were required to do. Some were particularly skilled at dealing with people while others excelled at administrative or technical tasks. It would be advantageous if, in future, we could carry out some kind of pre-project assessment so that we are aware in advance of where individuals' strengths lie. This would help us to make the most effective use of the time available.

APPENDIX III.

Задание к выпускной квалификационной работе бакалавра (ВКР)

ФГБОУ ВПО «РЭУ им. Г.В.Плеханова»

Факультет «МЕЖДУНАРОДНАЯ ШКОЛА БИЗНЕСА»

УТВЕРЖДАЮ:

Декан факультета МШБ

Пономарева Н.В.

«___» _____ г.

УТВЕРЖДАЮ:

куратор направления

«___» _____ г.

Задание к выпускной квалификационной работе бакалавра (ВКР)

Студенту _____ Горшениной С. _____

(Ф.И.О. студента)

1. **Тема ВКР:** Внедрение продукта на международном рынке.

2. **Дата начала проектирования и сдачи студентом законченной ВКР**

03:02:20XX – 13:06:20XX

3. **Исходные данные к ВКР:** основополагающие теории: Теория международной экспансии; Теория «лучшей практики»; теория внедрения на глобальный рынок; теория сегментации рынка.

4. **Объект ВКР:** Ассоциация Российских Производителей Пеньки и компания «ООО Кона» (Россия)

5. **Основные части ВКР** (перечень подлежащих разработке вопросов, сроки их выполнения и примерный объем в страницах и в процентах к общему объему):

1. Описание деятельности компании как объекта исследования; постановка проблемы; определение целей и задач исследования; определение методов исследования.
2. Обзор литературы.
3. Внутреннее и внешнее исследование
4. Стратегический анализ.
5. Описание различных сценариев решения проблемы и выбор наиболее оптимального сценария.
6. Выводы и рекомендации

6. **Рекомендуемая литература, справочные издания и т.д.**

1. Kotler, P., Keller, K., Marketing Management, 2006
2. Bonoma, T.V., Shapiro, V.P. Segmenting the Industrial Market

7. **Перечень графических материалов в работе (схемы, таблицы, графики)**

Модель 7S; SWOT-анализ; Модель Портера; DESTEP-анализ

Задание выдал руководитель ВКР

Задание принял к исполнению

Дата выдачи задания

Дата уточнения задания

(подпись)

(подпись студента)

«___» _____ г.

«___» _____ г.

Ministry of Education and Science of the Russian Federation

The Plekhanov Russian University of Economics

INTERNATIONAL BUSINESS SCHOOL

IBS – PLEKHANOV

Approved for defense
Dean N.V. Ponomareva

“ ” 20XX

**BACHELOR GRADUATION
ASSIGNMENT**

Qualification 080100
“ECONOMICS”

Profile “FINANCE AND
CREDIT”

**Russian Tax System: Analysis of the Current Legislation and
Possibilities of Tax Optimization for Enterprises Manufacturing
Consumer Goods in Moscow**

Supervisor: Prof. N.N. Ivanov (PhD)

Student: V.V. Petrov

MOSCOW. 20XX

APPENDIX V.

GA TITLE PAGE (MANAGEMENT)

Ministry of Education and Science of the Russian Federation

The Plekhanov Russian University of Economics

**INTERNATIONAL BUSINESS SCHOOL
IBS-PLEKHANOV**

Approved for defense
Dean N.V. Ponomareva

“___” _____ 20XX

**BACHELOR GRADUATION
ASSIGNMENT**

Qualification 080200
“Management”

Profile “MARKETING”

**Marketing Strategy Development for International Companies
in Russia**

Supervisor: Prof. N.N. Ivanov (PhD)

Student: V.V. Petrov

MOSCOW. 20XX

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