

ПРОГРАММА ВСТУПИТЕЛЬНОГО ИСПЫТАНИЯ

Направление подготовки 38.04.02 «Менеджмент»
Направленность (профиль) «Стратегические коммуникации: государство и бизнес.
Международная англоязычная магистратура»,
форма обучения – очная

Институт общественных наук

**Program for entrance test in a foreign language administered by the Russian
Presidential Academy**

38.04.02 Management

(code and name of educational program specialization)

Strategic Communication. International English-language master's program

professional direction

Master

qualification

Full-time

mode(s) of study

(Language of instruction: English)

1. Format of entrance examination

In 2024 on the program «Strategic Communication» entrance examinations are held in the form of a written English language proficiency test and professional subject-based test revealing the urgent issues of global governance, international politics and strategic management.

2. Assessment criteria

Assessment is conducted based on 200 points system.

Overall mark for entrance examination consists of sum points for English language proficiency and professional subject-based tests. Entrance tests are considered to be successfully completed if the total number of points for the test is 100 (50 and 50 for the each test) points (out of 200).

The applicant passes the English language entrance exam. If an applicant is having a valid international certificate then the following points can be awarded:

TOEFL iBT	IELTS	Examination points
111-120	8.5-9	100
96-110	7.5-8	90
79-95	6.5-7	80
65-78	6.0	70

Assessment criteria for written answers:

Clarity: the exam answers should be clearly written. The ideas presented in them should be coherent and easy to follow. Write short, clear sentences in short, clear paragraphs.

Argument: the exam answers should present an argument in an organized and coherent manner and follow it through. Summarising someone else's ideas or reiteration of primary material is insufficient. The answer must address the question asked.

Structure: the exam answers should have a clear introduction, body and conclusion. If necessary, try writing out a rough plan or a diagram or list of topics before you start to write, to make sure that you don't miss anything out. The ideas should be separated clearly into paragraphs, and there should be a logical and thematic flow from one paragraph to the next.

Conceptual clarity: the exam answers should demonstrate a clear understanding of concepts used. The concepts should be used consistently throughout the answers. Alertness to conceptual issues is expected.

Relevance and discrimination: the exam answers should only present material that is relevant to the question asked. Failure to answer the question will lead to a lower mark. Only very little of the background reading will actually find its way into the exam answers.

3. Exam program

A) English test

The test of English as Foreign Language is conducted to check the applicant's level of English proficiency for academic purposes. Entrance test involves the use of an integrated competence-based approach to the selection of linguistic material for testing. As a result, it allows to select

applicants with English level competence above upper-intermediate plus (level C1+ (Cl.1) of pan European scale of language competence).

1. Communicative competencies tested during the admission exam are:

- Possession of a certain amount of knowledge, skills and experience in the field of vocabulary, grammar and phonetics needed for communication in foreign language
- Knowledge of the language units and the rules of their connection and communication
- Ability to use language means in accordance with the rules of professional speech;
- Possession of a basic terminology lexicon, lexical and grammatical structures and forms typical for special literature;
- Ability to work with the professional texts and possess a clear understanding of the reading material;
- Possession of professional texts reading skills;
- Understanding of general and professional statements;
- Possession of writing skills to the extent required for the professional activity;
- Ability to formulate thoughts using English language and the ability to use such methods in the speech delivery process;
- Ability to deal with communication challenges using the limited linguistic resources;
- Ability to choose and use appropriate language forms and means, depending on the purpose and the situation of communication or depending on the social roles of communication participants.

2. Grammar test covers all the grammar rules within level C1+ (Cl.1) of pan European scale of language competence. In the test special attention is devoted to the following topics which traditionally cause difficulties for Russian-speaking people which are:

- 2.1. Irregular verbs (cost, spread, cast, lie, lay etc).
- 2.2. V-ing - to V.
- 2.3. Structures used to, be used to, get used to.
- 2.4. Time clauses (after, as soon as, before, by the time etc.).
- 2.5. Lexical difficulties (conscious, consciousness, conscience, conscientious, etc).
- 2.6. Countable - uncountable nouns (advice, knowledge, permission etc).
- 2.7. Adverbs - Adjectives (lovely, likely, cowardly etc).
- 2.8. The use of articles
- 2.9. The use of the gerund or infinitive after English verbs
- 2.10. Conditional structure.

3. The test consists of 4 parts: listening, grammar, reading and writing

3.1. Following points are estimated in the listening part: the ability to perceive oral speech by hearing, to draw conclusions on the basis of what was heard, and answer questions based on the information was listened. In the performance of tasks in the section Listening should be completed in 10 minutes. Applicant is invited to listen to the oral presentation and answer questions about specific information.

3.2. Skills to use rules of English grammar on practice are checked in the vocabulary and grammar part. To complete tasks in this section is given approximately 30 minutes. This section contains several types of tasks: to put together set phrases and idiomatic expressions from the suggested words, to determine definition of the set phrases and idiomatic expressions, to select the right meaning of the verb to its use in a particular context, to identify grammatical mistakes in the proposed text.

3.3. The duration of the reading comprehension part is 25 minutes. In this section, the test measures the reading, the scope of vocabulary, ability to work with synonyms, knowledge of the stylistic features of the language, the ability to guess the meaning of unknown words from the context, using the analysis of parts of speech. Texts, as well as examples of the second part, are based on academic English.

3.4 Duration of the fourth part of the test is 20 minutes. In this section, examinees must write a text of about 200 words, in which they describe given chart or image.

Test questions examples:

Write the most appropriate modal verb (positive or negative) in each gap. The meaning is given in brackets.

A) *Grammar test questions* :

1. 1 You _____ have gone to the presentation on team-building. It was excellent! (It was recommended)
2. 2 She _____ have gone home already - it's only 3 p.m. (It's impossible)
3. 3 There were only two people who could have left this message. It wasn't John, so it have been Manuel. (That's the logical conclusion)
4. 4 You _____ have made all those photocopies. I'd already printed out copies for everyone. (It wasn't necessary)
5. 5 I _____ have taken the airport bus, but the last one had left, so I got a taxi. (If there had been a bus ...).

B) Professional subject-based test

Exam is held in the written form. Examinee has to answer 15 test questions on strategic management and «open» test question on global governance and international politics. Test questions allow to assess examinee's professional knowledge in management and leadership.

Example of the test questions:

1. Which of the following is NOT a major element of the strategic management process?

- a. Formulating strategy
- b. Implementing strategy
- c. Evaluating strategy
- d. Assigning administrative tasks

2. Which one of the following is NOT included in the Porter's Five Forces model:

- a. Potential development of substitute products
- b. Bargaining power of suppliers
- c. Rivalry among stockholders
- d. Rivalry among competing firms

3. The analysis of general trends in external environment typically will NOT include:

- a. demographic factors.
- b. socio-cultural factors.
- c. substitute products or services.
- d. technological factors.

4. Product differentiation refers to the:

- a. ability of the buyers of a product to negotiate a lower price.
- b. response of competitors to potential new entrants.
- c. belief by customers that a product is unique.
- d. fact that as more of a product is produced the cheaper it becomes per unit.

5. Which group would be classified as a stakeholder?

- a. Communities
- b. Regulators
- c. Suppliers
- d. Employees
- e. All of the above

6. Diversification may create efficiency gains by applying the organization's existing resources or capabilities to new markets, products or services. These gains are known as economies of scale.

- a. True
- b. False

7. Analysis suggests that a company's existing (domestic) market is saturated. The company wants to exploit its current strategic capabilities at the international markets. What kind of strategy would you suggest?

- a. Market penetration
- b. Focus
- c. Market development
- d. Blue Ocean

8. Core competences are the skills and abilities by which organizations:

- a. survive in the competition
- b. achieve competitive advantage
- c. develop products or services
- d. increase their profits

9. Which of the following is a common strategy execution barrier?

- a. relationships are crucial to the change process
- b. performance effects lag the development of core techniques
- c. the methods that have delivered past success can become taken for granted
- d. initiatives coming from the employees distract the top-management

10. Which of the following represents a constraint most likely to face organizations seeking greater market penetration?

- a. The risk of downsizing
- b. The need to consolidate market share
- c. Legal constraints
- d. Higher switching costs
- e. Technological constraints

12. A differentiation strategy can be described as:

- a. Provision of products that offer benefits different from those of competitors and that are valued by buyers
- b. Innovation in products or services which is achieved faster than competitors
- c. Offering a wide range of different products and services
- d. All of the above

13. In Porter's Generic Strategies framework, a Focus strategy involves:

- a. Selling a limited range of products
- b. Selling to a narrow customer segment
- c. Selling to one region only
- d. Selling simple products that are cheap to produce

14. Which of the following is NOT an element of corporate culture?

- a. Power structures
- b. Values
- c. Rituals
- d. Sagas
- e. Symbols

15. In a turbulent and competitive environment, it is advisable that a firm takes a(n) _____ approach towards change.

- a. Reactive
- b. Proactive
- c. Anti-regulatory or anti-government
- d. Vision and not mission

Examples of the «open» questions:

1. What are the similarities and differences between policy and management?
2. What is the main challenge for the modern management in a global context?
3. Is there such a thing as «global public policy»?
4. State the central ideas of competition policy. Using examples, discuss whether a monopolistic market structure may be desirable from the viewpoint of social welfare maximization.
5. Describe how the market outcome changes if the government introduces a price ceiling in a competitive market. State at least one possible reason for the government to introduce a maximum price. What will be the quantity traded in the market? What is the deadweight loss of government intervention?
6. What is VUCA world?

4. Bibliography

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4. Michael H. Mescon, Management, Michael H. Mescon, Michael Albert, Franklin Khedouri/ Harper & Row, 1988