## **COURSE DESCRIPTION CARD**

								nology Igement				
Field of study	Management						Degree level and programme type	first degree/ second degree				
Specialisation/ diploma path				-				Study profile	•			
Course name	Savoir-vivre in business							Course code	IS-FM-00103S			
								Course type	elective			
Forms and number of hours	L	С	LC	Ρ	SW	FW	S	Semester	summer			
of educational activities		30						No. of ECTS credits	5			
Entry requirements	_											
Course objectives	Knowledge: The aim of module is to familiarize students with the principles of savoir vivre in business in order to create and maintain human relationships in everyday business dealings taking into account cultural differences. Skills: Students will obtain practical knowledge and skills to apply the principles of politeness and courtesy in international business relations especially business correspondence and communication, precedence rules, preparing business parties, appropriate behaviour and business dress code in different business situations. Social competence: Student will develop cooperation skills with foreign business partners and respect for different customs and traditions. Savoir vivre in business – what is it and how to use it. The principles of communicating in business - the first impression in professional relations, welcomes, people presenting and titles, giving and preparing business cards, body language, intonation, active listening, phone calls, the etiquette in electronic communication. Business precedence - the concept of precedence, precedence at work, precedence in corporation, precedence during multilateral conferences and meetings. Correspondence - the basic principles, the letter (formal, business and private), salutations, sending letters and e-mails. Business parties and meetings – organising parties, types of parties, invitations, table types, the place of honour at the table, seating. At the table - setting, cutlery, rules of behaviour at the table, service, order and selection of dishes,											
	selection of wines, wine basics, selection of wines to the type of menu items, ways to eat different types of dishes. The business dress code – matching appropriate dress to the occasion, shaping the sense of aesthetics and good taste. Business etiquette in different countries of the world											
Teaching methods		case s	tudies,	individ	ual and	group	exercis	ses, brainstorming, m	oderated discussion			
Assessment method	evaluation of individual and team tasks and student's activity during classes, final test											
Symbol of learning outcome	Learning outcomes						Reference to the learning outcomes for the field of study					
		Know	/ledge:	the g	raduate	e know	s and u	understands	-			
L01						ss sav ss relat		e and explains its	-			
			S	kills: t	he gra	duate i	s able	to	-			
LO2	apply	approp	priate s	avoir-v	ivre rul	es in di	fferent	business situations	-			

distinguish the differences in business etiquette in chosen countries Social competence: the graduate is ready to cooperate in a team in international business community Methods of assessing the learning outcomes	Type of fui	- 				
cooperate in a team in international business community	Type of tui					
	Type of tui	•				
Methods of assessing the learning outcomes	Type of tui					
	Type of tuition during which the outcome is assessed					
Evaluation of individual and team tasks and student's activity during classes, final test	(	C				
Evaluation of individual and team tasks and student's activity during classes, final test	С					
Evaluation of individual and team tasks and student's activity during classes, final test	С					
Evaluation of team tasks	С					
Student workload (in hours)	No. of hours					
participation in classes	30					
preparation for classes	25					
work on homework's	25					
individual work on case studies	25					
team work on preparing a case studies	15					
consultations attendance	5					
TOTAL:	125					
Quantitative indicators	HOURS	No. of ECTS credits				
load – activities that require direct teacher participation	35	1,4				
Student workload – practical activities	125	5				
<ul> <li>customs, ABC Clio, Greenwood 2012.</li> <li>Pachter B.,Essentials of Business Etiquette: How to Greet, Eat Success, McGraw-Hill Education,2014.</li> <li>Steers R.M., Nardon L.; Sánchez-Runde C., Management Acru University Press, Cambridge, 2016.</li> </ul>	t, and Tweet ` oss Cultures,	Your Way to , Cambridge				
<ol> <li>Bloomsbury Business Library - Email Etiquette.</li> <li>Margulis A. R., How to Rise to the Topand Stay There!: A Leadership Manual, Springer, New York, 2011.</li> <li>Dunn, Dickel C., Formal forms or verbal strategies? Politeness theory and Japanese business etiquette training, Journal of Pragmatics, 2011, vol.43(15), pp.3643-3654. 3.</li> <li>du Pont M.K., Business etiquette and professionalism, Axco Press, 1993.</li> <li>Mac Phrson Ch., Pocket butler, Turnaround Publisher Services, London, 2014.</li> <li>Tomalin B., The world's business cultures and how to unlock them, Thorogood Publishing, London, 2007.</li> </ol>						
International Department of Logistics and Service Engineering	Date of is	suing the				
	progr	amme				
	classes, final test Evaluation of individual and team tasks and student's activity during classes, final test Evaluation of team tasks Student workload (in hours) participation in classes preparation for classes work on homework's individual work on case studies team work on preparing a case studies consultations attendance TOTAL: Quantitative indicators load – activities that require direct teacher participation Student workload – practical activities 1. Martin J.S.,Chaney L.H.,Global business etiquette, A guide to bu customs, ABC Clio, Greenwood 2012. 2. Pachter B.,Essentials of Business Etiquette: How to Greet, Eat Success, McGraw-Hill Education,2014. 3. Steers R.M., Nardon L.; Sánchez-Runde C., Management Acr University Press, Cambridge, 2016. 4. Randlesome C., Business cultures in Europe, 2nd ed.Oxford 1993. 1. Bloomsbury Business Library - Email Etiquette. 2. Margulis A. R., How to Rise to the Topand Stay There!: A Lear New York, 2011. 3. Dunn, Dickel C., Formal forms or verbal strategies? Politene business etiquette training, Journal of Pragmatics, 2011, vol.43(' 4. du Pont M.K., Business etiquette and professionalism, Axco Press 5. Mac Phrson Ch., Pocket butler, Turnaround Publisher Services, L 6. Tomalin B., The world's business cultures and how to unlock the London, 2007. 7. Vollmer S., Business Etiquette in China Journal of Accountancy,	classes, final test       C         Evaluation of individual and team tasks and student's activity during       C         Evaluation of team tasks       C         Student workload (in hours)       No. of         participation in classes       2         work on homework's       2         individual work on case studies       2         team work on preparing a case studies       1         consultations attendance       E         Quantitative indicators       HOURS         load – activities that require direct teacher participation       35         Student workload – practical activities       125         1. Martin J.S., Chaney L.H., Global business etiquette, A guide to business comu customs, ABC Clio, Greenwood 2012.       125         2. Pachter B., Essentials of Business Etiquette: How to Greet, Eat, and Tweet Y Success, McGraw-Hill Education, 2014.       3. Steers R.M., Nardon L.; Sánchez-Runde C., Management Across Cultures, University Press, Cambridge, 2016.         4. Randlesome C., Business Library - Email Etiquette.       2. Margulis A. R., How to Rise to the Topand Stay There!: A Leadership Manu New York, 2011.         3. Dunn, Dickel C., Formal forms or verbal strategies? Politeness theory an business etiquette training, Journal of Pragmatics, 2011, vol.43(15), pp.3643-: 4. du Pont M.K., Business etiquette and professionalism, Axco Press, 1993.         5. Mac Phrson Ch., Pocket butler, Turnaround Publisher Services, London, 2014.				

L – lecture, C – classes, LC – laboratory classes, P – project, SW – specialization workshop, FW - field work, S – seminar