

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ

# ACADEMIC FOCUS FOR POSTGRDUATES

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# **ACADEMIC FOCUS**

## ***FOR POSTGRDUATES***

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Учебное пособие *Academic Focus for Postgraduates* имеет целью не только подготовить аспирантов к сдаче кандидатского экзамена, но и оснастить их основополагающими стратегиями работы с научным текстом, навыками критического анализа и структурирования информации.

Пособие помогает освоить алгоритм достижения вышеозначенной цели, а именно: обработку большого массива научной литературы и отбор релевантных для диссертации публикаций с последующим анализом их структуры; анализ структуры авторских аннотаций и написание собственных; обзор, критический анализ и презентация аутентичных статей на основе карты памяти; составление краткого описания научной работы (Research Statement), а также написание доклада по одному из аспектов диссертационного исследования.

Пособие включает пять приложений, содержащих образцы перечисленных видов работы, и одно дополнение, знакомящее с жанром Обзора литературы.

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# CONTENTS

<b>COURSE PROFILE .....</b>	<b>5</b>
<b>TERM I .....</b>	<b>5</b>
<b>Step 1. References. Mind map .....</b>	<b>6</b>
<b>Step 2. Analyzing text. Brief outline of publication .....</b>	<b>6</b>
Analyzing Text .....	6
Annotating Research .....	7
Creating an Outline .....	8
<b>Step 3. Thematic Glossary .....</b>	<b>8</b>
<b>Step 4. Abstract .....</b>	<b>9</b>
Analyzing Organizational and Language Patterns in Abstracts.....	11
Tips .....	11
<b>TERM II .....</b>	<b>12</b>
<b>Step 5. Writing Research Statement.....</b>	<b>12</b>
Introduce your Research agenda .....	13
State Your Focus.....	13
Summarize .....	13
Keywords.....	13
Tips .....	14
<b>Step 6. Database Concept Scheme.....</b>	<b>14</b>
<b>Step 7. Writing Research Report.....</b>	<b>15</b>
Background .....	15
Approaches.....	16
Findings/ Conclusions/ Recommendations.....	16
Tips .....	16
Formatting your draft Report. Revising and Editing.....	17
<b>Step 8. Report Presentation.....</b>	<b>17</b>
Tips .....	17

**Supplement 1** ..... 19

**Supplement 2** ..... 23

**Supplement 3** ..... 25

**Supplement 4** ..... 31

**Supplement 5** ..... 34

**Appendix** ..... 36

**References** ..... 53

# Course Profile

The course is intended for postgraduates willing to take their candidate exam in English. It will help you master the skills indispensable for scientific research and analysis of extensive authentic textual material on the subject. This manual provides a step-by-step practice for those who need to demonstrate competencies in professional English both orally and in writing.

The basic aim of this course is to (1) equip you with efficient approaches to information retrieval; (2) offer you advanced strategies to process and present information (3) supply you with the samples of required documents based on international standards of academic writing and globally accepted doctorate training format.

## TERM I

During the 1<sup>st</sup> term you are supposed to fulfill **Assessment Task 1 (AT 1)** which includes:

- References (6-8 entries according to the accepted standards)
- Glossary (60-70 entries with 3-4 core concepts highlighted)
- Written translation of 4 authentic abstracts
- Your own abstracts of 4 articles chosen

## STEP 1. References. Mind map

Postgraduates select publications relevant to the chosen research subject and do a considerable amount of reading (min. 200 pages). The papers chosen should be authentic and credible, published in reliable scientific journals. The choice of articles is to be discussed with the scientific advisor, and later on arranged in the list of **References** (min. 6-8 entries) which follow the accepted international standards. Critical analysis of an article is to be presented in the form of a mind map which reflects (1) its major focus (2) the main aspects the author elaborates on (3) cause-and-effect relations between them and (4) basic findings. The original variant of the article is to be stored in e-portfolio.

*(For model of a mind map see Supplement 5)*

## STEP 2. Analyzing text. Brief outline of publication

You need to present the critical analysis of the chosen papers orally<sup>1</sup>, on a regular basis (once a month) in a one-to-one format and portions of approximately 50 pages. In other words, you make a 5-7 min. brief drawing on the constructed mind map (Supplement 5) and using the necessary clichés and phrases (Supplement 1).

### Analyzing Text

In order to comprehend and interpret information more effectively you have to master basic skills and strategies of analysis. In the postgraduate course you will read a wide range of texts based on various organizational patterns, grammatical structures, and discipline-specific vocabulary. First and foremost, you have to pay attention to different components of a text, understand their function and role within a larger whole.

***Before you read: Survey the text***

- Identify the general organization of the text. Notice if ideas are organized from general-to- specific, or from specific-to-general.
- Read the **title**, **main headings** and **subheadings**. They help you understand how the text is organized and logically developed.

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<sup>1</sup> *Советы по презентации* (специальные фразы и выражения) // URL: <http://www.bbc.co.uk/worldservice/learningenglish/business/talkingbusiness/unit3presentations/expert.shtml>

- Review the visuals within the text. Visuals are often included to simplify complex processes, provide examples, or present data in an easy-to-understand format.

***While you read: Analyze thesis development, organizational pattern, and language***

- Find the topical sentence of each paragraph. Notice how examples, explanations, facts, expert opinions, or statistics are used to develop and support the topic.
- Look for transition words and phrases. These words guide the reader through the text.
- Skim the text for keywords in bold. These are often words the author wants you to remember. They can be discipline-specific vocabulary or key concepts.
- Notice how sources are introduced in the text and in the References at the end of it.
- Evaluate the level of language formality. Formal texts practically do not use contracted forms (*don't*, *isn't*) and slang. They also use more complex sentence structure.

***After you read: Reflect on your analysis***

Highlight any information that will help you with your own writing in the future. This could include **core vocabulary terms** for your field, specific **transition words** that you would like to use, or common **organizational patterns**. Taking notes and annotating will make it much easier for you to incorporate this information in your writing.

## Annotating Research

Though selecting and reading relevant material is important, it is especially useful to annotate research. The information and ideas you annotate can later be used for in-text citation in your paper. You can annotate text by **highlighting**, **underlining**, **circling**, writing **short notes** and **comments** in the text or margins.

When you annotate a reading, you engage actively with a text by analyzing the author's ideas. You can agree, disagree, or note when ideas are contradictory or confusing. Annotating will help you correlate the ideas in the article with those you already know about the topic.

(Excerpts from *University Success*)



## Creating an Outline

Follow this plan while reviewing the text:

1. Author, title, date & place of publication, volume
2. General characteristics of the work
3. Aims & objectives
4. Structure of the work
5. Tools of analysis
6. Aspects of the work essential for individual research
7. Major findings and conclusions
8. Critical assessment

*(For template see Supplement 1)*

## STEP 3. Thematic Glossary

Adopting a systemic approach to reviewing the literature, you should apply various quantitative methods – frequency analysis, cluster analysis and co-word analysis.

**Frequency** of a word signals the relevance of certain concepts for the research, while frequency index identifies their order of priority. As a rule, there are several highly frequent words in a text; they constitute the system of its **core concepts**, which will help you determine the focus of the research. In most cases they first appear in the title, then in the abstract, and can be further traced throughout the text.

Core concepts are surrounded by less frequent words arranged in interconnected **clusters** usually in the form of recurrent noun phrases. They describe various aspects of the research, support and develop them.

***Cluster** (noun) – a group of things of the same type that appear or are found close together*

*Longman Dictionary of Academic English*

Broader and more detailed context around core concepts and clusters is provided through various co-words or **collocations**. In most cases they are verbal, attributive or adverb phrases of non-idiomatic neutral character.

You have to compile a thematic glossary of approximately 15-20 collocations from each text which best reflect the major issues the author addresses in it, after

that highlight the core concepts in them. Arrange the units as they come in the publication and supply them with a contextual Russian equivalent and a reference to their first occurrence in the text, i.e. page of the article, website, etc.<sup>1</sup>

(For samples see *Supplement 2*)

## STEP 4. Abstract

An **abstract** is a brief summary of the study, describing its core issues, approaches and findings. The goal is two-sided: to state the aim the author tries to achieve and place it within a broader context of the already conducted theoretical and empirical studies. Abstracts contain the most important ideas and conclusions, and often reveal the complexity and formality of the text.

Abstract is one of the most frequently used text types within scientific discourse with a rather rigid set of invariant features<sup>2</sup>. Knowledge of these features will not only facilitate and navigate information retrieval but will help you produce high standard abstracts of your own. Most often these features can be traced at the following levels:

### Lexical

- wide use of clichés; practically every sentence starts with a cliché (in the models below they are given in **bold type**)
- minimal use of connectives, such as *furthermore*, *besides*, *in addition*, *moreover* etc. (maximum one connective per abstract).

### Syntactic

- abstract consists of extended sentences, including both complex and compound subordinate clauses, which helps incorporate all the most meaningful points of research in a very short text.

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<sup>1</sup> McCarthy M., O'Dell F. *Academic Vocabulary in Use with Answers* // URL: <http://lib.dvfu.ru:8080/lib/item?id=chamo:763151&theme=FEFU>

<sup>2</sup> *Различия официального и неофициального стиля* [Электронный ресурс] // URL: <http://www.youtube.com/watch?v=sdDBY2-Wmis>

*Как писать аннотацию* // URL: <http://writingcenter.unc.edu/handouts/abstracts>

*Виды аннотаций (интерактивный ресурс)* // URL: [http://www.adelaide.edu.au/writingcentre/learning\\_guides/learningGuide\\_writingAnAbstract.pdf](http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_writingAnAbstract.pdf)

## Stylistic

- abstract, being a part of scientific style, does not allow for colloquialisms such as, for example, *nowadays*, *kind of*, *sort of* etc.)
- words of Latin origin are preferable to synonymous phrasal verbs (e.g., *to implement* instead of *to carry out*)
- the phrase typical of most Russian abstracts “*В данной статье рассматривается...*” corresponds to English “*The article examines/addresses...*”.

## Compositional

- in most cases an abstract consists of **one paragraph**
- abstract length varies from 4 to 8 sentences. The upper bound is usually 200 words (for hard sciences it may be more).

Each sentence has a clearly defined function:

- 1<sup>st</sup> sentence presents the problem within a broad scientific context
- 2<sup>nd</sup> one formulates the aims and objectives of the study
- other sentences provide additional information on the tools of analysis, sample size, time frame of the study, etc.
- concluding sentences briefly present the essential findings and their validity for further research.

In modern scientific discourse three basic abstract models are currently in use. Briefly they may be presented as follows:

**Model 1.** This most traditional model either refers you to the paper or to the author(s): *the paper examines .../ the author considers .../ the article presents .../ etc.*

**Model 2.** The model first presents a general overview of the problem, its relevance, and the context for its further elaboration. Then the abstract shows how this particular study addresses, develops or elaborates on the problem using the traditional clichés of Model 1.

**Model 3.** In recent years this model has become the most widely used among researchers. It opens up with placing the issue considered within a current context, then proceeds to introduce the paper itself, using the so-called author's ‘we’: *we analyze/ we find/ we examine/ etc.* and, respectively, ‘our’: *our findings/ our results/ etc.*

(For samples see Supplement 3)

## Analyzing Organizational and Language Patterns in Abstracts

- Identify the organizational pattern of each abstract in your publications. Which model (1, 2 or 3) does it follow? Highlight its invariant features.
- Observe how language is used in the abstract. Underline the most useful phrases. Make up a list of them.
- Look for transition words and phrases. What is their function?
- Notice the function of each sentence in the abstract.
- Translate the original abstract in writing.
- Write your own abstract using any of the samples from Supplement 3.

## TIPS to bring your abstract in accord with international standards:

1. Abstract is the highest degree of **generalization**, not a detailed reporting! This makes this genre quite a challenging task. Do not present minor details, quotes or statistical data in their entirety. Generalize!
2. **Present Simple** is an optimal tense form for an abstract.
3. Most preferable sentence structure is: S + V + O (**subject + verb + object**), where object may be significantly extended.

E.g.: *The article examines the model of ... which allows to show ...*

*The paper provides the examination of ... drawing on the data from ...*

*The author studies the empirical data received from the sample of ...*

4. Avoid **Passive Voice** constructions, such as: *model of ... is presented/ results of ... are discussed/ effect of ... is shown*.
5. References to the works underlying your research are extremely rare in abstracts.
6. Avoid an excessive use of preposition '*of*'. It is quite a challenge for Russians, since this preposition is in charge of the entire genitive case in Russian.

## TERM II

In the 2<sup>nd</sup> term postgraduates (1) continue reading publications on the subject with all the corresponding tasks, (2) write a Research Statement, (3) present a Database Concept Scheme, and (4) prepare a Report for the end-of-the-course conference.

**Assessment Task 2 (AT 2)** includes:

- Written translation of 2 authentic abstracts
- Your own abstracts of 2 articles
- Research Statement ~ 450-500 words
- Glossary: final variant of ~ 100 entries with 4-5 core concepts
- Database Concept Scheme
- Research Report: mind map/ text
- Abstract of the Report ~ 150 words
- Report presentation (7 min.)

## STEP 5. Writing Research Statement

**Research Statement** is usually a document not exceeding three pages that inform and convince the academic community on a research topic<sup>1</sup>. This document aims at explaining what your research is about and what you hope to achieve by the end of it. The document is, for the most part, short, well-defined and robust. It usually covers the main points you plan to examine and expected results in brief. When done properly, it should explain why you think the research is relevant, what you expect to find, what factors you plan to consider during the research, what methodologies and data collection methods you intend to apply, what your motivation is, and how it can benefit other academic subjects or researchers.

The most important feature of an effective Research Statement is a good format. Poor formatting may result in losing the focus and delivering your points in a disorderly fashion. To make a Statement really great stick to the format below:

---

<sup>1</sup> *Writing an Academic Research Statement* // URL: <https://www.wordtemplatesonline.net/writing-an-academic-research-statement/>

## Introduce your Research agenda

The introduction aims at defining your Research agenda. You should state the foundation for the subject matter, its importance and relevance for the moment. This section can detail your expertise on the research topic and any other ongoing research topics that may aid your research. Your statement should start by articulating the broader field or context that you are working within and the larger questions that you are interested in answering. It should then move to articulate your specific interest.

## State Your Focus

This section works to identify the problem your Research aims at solving. You can state what the problem is, why the research has not been undertaken before by other people, how you plan to work on the challenge as well as the approach you plan to use. It should describe the future trajectory on which you intend to take your research. What further questions do you want to solve? How do you intend to find answers to these questions? What are the broader implications of your potential results? What questions are you actively trying to solve? What have you found so far? How are you connecting your Research to the larger academic conversation?

## Summarize

As part of your conclusion, this section works to summarize the earlier mentioned points. This includes your Research goals and project. Proper delivery of the Research Statement will convince your reader of your ability to undertake the challenge as well as your long-term goals.

## Keywords

**Keywords** (min.5 – max.7 entries) include the core concepts with their most frequent conceptual supports.

*(For samples see Supplement 4)*

## Top 10 Tips for a Research Statement

Three steps below will help you write a great Research Statement:

*Step 1.* Write a *Do-List* in the form of 10 infinitives which will describe what you intend to do in your future research. E.g.:

- |                   |                              |
|-------------------|------------------------------|
| — to explain...   | — to address...              |
| — to identify...  | — to compare...              |
| — to find ...     | — to assess...               |
| — to trace...     | — to analyze...              |
| — to calculate... | — to construct a model of... |

*Step 2.* Prioritize *the List*. Delete the points that are not of primary importance for your Research.

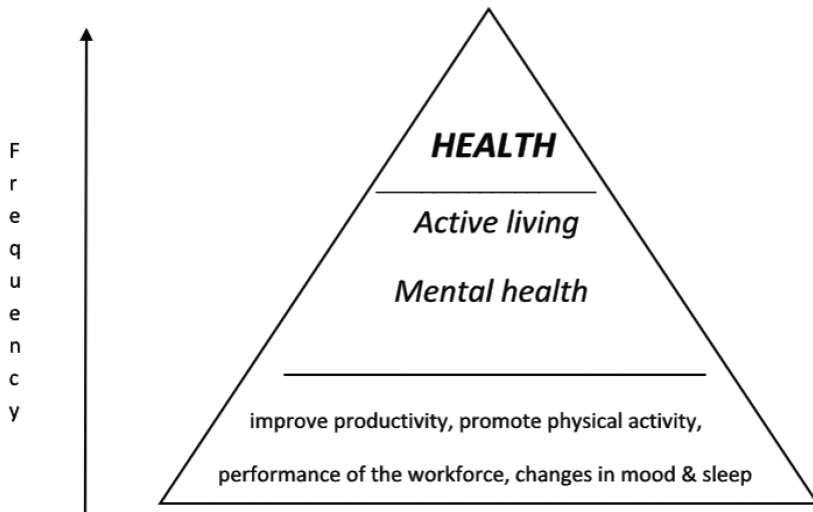
*Step 3.* Write a paragraph for each tip.

## STEP 6. Database Concept Scheme

**Database Concept Scheme** is a brief overview of all publications you have selected as a springboard for your Research. It rests on a quantitative analysis of the glossary you have compiled while reading the articles on your subject. Look through your glossary to build the hierarchy of senses in this area of study. The top of the pyramid is occupied by most frequent words — **core concepts**, not more than 3-5 fundamental notions. Each core concept is explained and developed through a set of meaningful supports arranged in **clusters** which present various elements of the core concept, its characteristics, aspects, critical assessment, etc.

First, trace and explain the logical correlation between the core concepts. Second, present various approaches to the core concepts described and explained through the conceptual supports or clusters. Finally, while discussing certain aspects of the study use the **collocations** taken from original texts.

Graphically it may be presented in the form of a pyramid constructed on the basis of frequency analysis:



(For templates see Supplement 5)

## STEP 7. Writing Research Report

**Reports** generally involve presenting your investigation and analysis of information or an issue, recommending actions and making proposals. There are many different types of reports, including business, scientific and research reports, but the basic steps for writing them are the same. In most general terms these may be outlined as follows:

- Background
- Approaches
- Findings
- Conclusions/ Recommendations

### Background

- present the issue of your investigation
- explain why it is necessary and interesting for you
- describe the background or broad context for your issue; show what has already been done along these lines in previous studies



- read your annotations of the source materials and make notes and paraphrase the ideas to include in your paper to support your claims
- narrow down the focus of your research

## Approaches

- decide on the tools of analysis or approaches to examine your issue
- support your claims with facts and opinions

## Findings/ Conclusions/ Recommendations

- present your findings
- illustrate them with tables, graphs, etc
- analyze your findings
- interpret what you have found
- draw conclusions
- make recommendations
- offer feasible solution/s to the problem under consideration

## TIPS to start, develop and conclude your Research Report:

1. Read as much as you can on your research topic in scientific literature, journals or news articles to help you understand how experts think about the issue you are researching, and also to see which issues are important to the general public.
2. Be sure to choose a topic that is interesting to you and that you think is of value personally for you and for your audience.
3. Do not try to cover too many points in a paper. Choose one main point and develop it well.
4. Remember that findings form the basis of your report.
5. Do not include any new information in the conclusion.
6. Try to predict what may happen next in the area of your study.
7. Check that your recommendations are practical and are based logically on your conclusions.
8. Your recommendations should be written as a numbered list and ordered from most to least important.
9. After you have finished with the Report paper, write an abstract, compile list of References, and list of Contents (if necessary).

## Formatting your draft Report. Revising and Editing

It is always important to revise and edit your work. You need to check:

- that your information is accurate, with no gaps
- if your argumentation is logical, supporting your conclusions and recommendations
- that all terms, symbols and abbreviations used have been explained
- that any diagrams, tables and illustrations are numbered and labeled
- that formatting, including numbering, font, headings are consistent throughout the Report.

## STEP 8. Report Presentation

Oral presentation should be supported by visual aids (PowerPoint Presentation, etc.) and last for not more than 7 minutes. It includes several clear-cut stages:

- Opening (greetings, introducing yourself)
- Outline (aims, agenda)
- Main body (context for the subject matter, definitions, major aspects, approaches and illustrations)
- Closing (summing up, expressing gratitude, inviting questions).

## TIPS for efficient presentation:

1. Visual aids should illustrate, generalize and summarize information. Do not overuse slides: 5-7 would suffice.
2. Choose a visual that can tell a story about your research topic. Remember that different types of visuals present information in different ways.<sup>1</sup>

---

<sup>1</sup> Федорова М.А. *От академического письма - к научному выступлению*. Английский язык // URL: <http://www.studentlibrary.ru/book/ISBN9785976522169.html>

Wallwork, A. *English for Presentations at International Conferences* // URL: <https://link.springer.com/book/10.1007/978-3-319-26330-4> DOI: <https://doi.org/10.1007/978-3-319-26330-4>

Митчелл, Оливия. *Как придумать «манкое» название для вашей презентации* // URL: <https://speakingaboutpresenting.com/content/presentation-title/>

Ресурсы для создания графиков // URL: <http://www.diychart.com/>; <http://onlinecharttool.com/>

*Как делать презентацию* // URL: <http://www.britishcouncil.org/professionals-studyacademic-presentations-intro.htm>; <https://www.llas.ac.uk/video/6097>

(For efficient use of visual aids see: Занина Е.Л., «Эффективное использование слайдов при проведении научной презентации»)<sup>1</sup>.

(For signposting language to be used in presentations see: *Professional Discourse in Economics/ Supplement II*).

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<sup>1</sup> Занина Е.Л. Эффективное использование слайдов при проведении научной презентации // URL: <http://www.econ.msu.ru/ds/1660>

# Supplement 1

## Language Input for Oral Review

*(Template)*

### 1. General characteristics of the work

<b>The author</b>	studies/ analyses/ considers	the current state of... the nature and origins of ...
	outlines/ addresses	topical questions such as ... the most crucial issues of...
<b>The paper/ research/ survey/ publication/ present study</b>	contains/ tackles/ provides/ concerns/ presents	a detailed description of ... data-driven analysis the most up-to-date information on ... a refined analysis of ...
	reveals/ treats	the gap between ... the modern approach to ...
	points out	that ...
	focuses on	new trends in ...

### 2. Aims and objectives

<b>The main/principal/ chief/primary/ central</b>	aim/ objective/ task/ target	of the paper/ article/ publication	<b>is to assess/ analyze/ compare</b>
Particular/ special	stress	in the work	is put/ placed on ...

### 3. Structure of the work

<b>The</b> book/ article/ publication	consists of/ falls into/ may be divided into	... logical parts: an introduction with a..., a survey of...
<b>The</b> first part/ section of the book/ chapter	examines/ dwells on/ emphasizes/ introduces/ strives	the functioning of ... the essential points of ... the importance of ... the concept of ... to trace the history of the question
In conclusion <b>the</b> article/ <b>the</b> author	illustrates/ stresses/ highlights/ points out	the correlation between... the consequences of ... the reasons for ... once again that ... the importance/ relevance of ...

### 4. Tools of Analysis

<b>The</b> publication	is based on	the concept offered by... the conclusions made by ... the results achieved in prior studies ... the theory elaborated by ... the method developed by ...
<b>The</b> study/ research	formulates/ explains/ analyses	the main/ chief/ underlying idea concerning ...
<b>The</b> method applied in the study	rests on/ provides an answer to	the recent findings in ... the long-standing questions of ...

<b>The</b> given/ proposed/ applied/	technique/ methodology/ approach	throws light on ... elaborates (on) ... develops ... was put forward/ proposed/ advanced by ... aims to distinguish between ... tests the idea of ...
--	--	---

5. Essential aspects relevant to individual research

New/ fundamental/ original	ideas/ data/ aspects/ issues	put forward in the paper may help ... analyzed / treated in the article are of great significance for my research since... are crucial for my study because...
<b>The</b> central/ fundamental/ most important	issue/ point	relates to .../ concerns.../ correlates with...
<b>The</b> available/ factual/ obtained/	evidence/ information/ results	may serve as a foundation for ... may help to advance the study of ... give(s) rise to/stimulates a new outlook on ... suggest(s) possible effects/ results/ outcomes of... prompt(s) directions for further research

## 6. Major findings/ conclusions

Preliminary/ similar/ final/ contradictory/ relevant	findings/ results/ conclusions/ outcomes	are summarized in ... confirm the hypothesis put forward by ... provide evidence for ... demonstrate the viability of the method confirm/ reject the statement that ...
<b>The author</b>	comes to the conclusion / makes a conclusion/ reaches a conclusion that ... criticizes the outdated/ controversial view on ...	
In conclusion	<b>the</b> article summarizes: principles/ approaches/ techniques it may be stated that ... it should be noted that ...	

## 7. Critical assessment

### Positive assessment

<b>The paper/</b> article/ <b>is</b> publication/ report	a thorough comparative analysis of ... clearly and logically developed well-structured a comprehensive view concerning ... an important contribution to... an exhaustive study of...
---	---

### Negative assessment

<b>The author(s)</b>	fails to demonstrate ...
<b>The paper/ survey/ study</b>	lacks careful examination of... is far from being comprehensive, yet ... lacks clear-cut supporting evidence

## Supplement 2

### Glossary

Michaels E., Handfield-Jones H., Axelrod B. *The War for Talent*

№	Page	Collocation	Russian variant
1	Xii (preface)	to attract highly <b>talented</b> managers	привлекать наиболее талантливых менеджеров
2	Xiv (preface)	to strengthen the collective <b>talent</b> of organization	упрочить коллективный талант организации
3	Xix	<b>talent</b> management	управление талантами
4	Xxi	to build a pipeline of young <b>talent</b>	наладить канал поступления молодых талантов
5	3	growing propensity to switch to another company	все возрастающая тенденция к постоянной смене места работы
6	10	to design a leadership development program	разрабатывать программу подготовки руководящих кадров
7	17	to boost the performance of one's organization	значительно улучшать работу своей организации
8	20	passion to strengthen the <b>talent</b>	сильное желание поддерживать таланты
9	25	to bring new hires	привлекать новых сотрудников
10	27	to establish the gold standard for <b>talent</b>	устанавливать наивысшую планку таланта
11	36	to promote insiders	продвигать сотрудников своей компании
12	42	to realize the power of <b>talent</b> management	использовать возможности управления талантами
13	59	to fix the quality standard	устанавливать стандарт качества
14	63	to invest real money in <b>talent</b>	вкладывать реальные деньги в развитие талантов



15	67	to identify the right skills for each position	выявлять необходимые навыки для каждой должности
16	70	<b>talent</b> mindset	мышление, основанное на таланте
17	77	to upgrade the HR system	совершенствовать систему работы с персоналом
18	86	to identify and promote the most <b>talented</b> people	выявлять и продвигать наиболее талантливых сотрудников

# Supplement 3

## Writing Abstract

### Model 1

#### Sample 1

##### *A Study in Non-Walrasian Macroeconomics*

**This paper provides an overview and assessment of** various theoretical approaches in macroeconomics that focus on wage rigidities and involuntary unemployment. **It offers the analysis of** macroeconomic foundations of rigid wages **and considers their implications for** public policy. **It reports new findings concerning** the theory of fixed-price temporary equilibrium and **provides the analysis of** micro-foundations of inefficiencies in the labour market such as risk-sharing mechanisms, union behavior and inefficiency wage models.

#### Sample 2

##### *Estimation, Inference, and Specification Analysis*

**This book examines the consequences of** misspecifications ranging from the fundamental to the non-existent for the estimation and interpretation of likelihood-based methods of statistical estimation and inference. **The author first explores the underlying motivation for** maximum estimation, **treats the interpretation of** likelihood estimator for probability models, **and gives the conditions under which** parameters of interest can be estimated. **He then investigates** the distribution of likelihood estimator, and the consequences of misspecification for hypothesis testing. **The analysis concludes with an examination of methods by which** the possibility of misspecification can be empirically investigated **and offers a variety of tests for** misspecification.

#### Sample 3

##### *Human Capital Investment Strategies in Europe*

**The paper analyses** alternative investment policies and their consequences for the evolution of human capital in Europe **based on a model of** age dependent

skill formation where the life span depends on investments during childhood. **What makes the approach special is the analysis of** the returns to education of alternative educational policies targeted at certain ages, countries, or productivity levels. **The results indicate** that investments need to be directed more generally to people of younger ages in Europe. If equality is important enough, additional investment should specifically be directed to disadvantaged individuals during childhood. **Furthermore,** high levels of life cycle income inequality and a high skill level increase the optimal amount of investments during younger adulthood. In a unified Europe, the effectiveness of policies to reduce inequality would be higher.

## Sample 4

### *Globalization, Brain Drain and Development*

**This paper reviews** four decades of economics research on the brain drain, with a focus on recent contributions and on development issues. **The authors first assess** the magnitude, intensity and determinants of the brain drain, **showing that** brain drain, or high-skill migration is becoming the dominant pattern of international migration and a major aspect of globalization. **They then use** a stylized growth model **to analyze** the various channels through which a brain drain affects the sending countries and **review the evidence on** these channels. **The recent empirical literature shows** that high-skill emigration need not deplete a country's human capital stock and can generate positive network externalities. **Three case studies are considered:** the African medical brain drain, the recent exodus of European scientists to the United States, and the role of the Indian diaspora in the development of India's IT sector. **The analysis concludes with a discussion of** the implications of the analysis for education, immigration, and international taxation policies in a global context.

## Sample 5

### *Does Culture Still Matter? The Effects of Individualism on National Innovation Rates*

Does a society's culture affect its rate of inventive activity? **This article analyzes** several independent datasets of culture and innovation from 62 countries spanning more than two decades. **It finds that** most measures of individualism have a strong, significant, and positive effect on innovation, even when controlling for major policy variables. However, **the data also suggest that** a certain type of collectivism (i.e. patriotism and nationalism) can also foster innovation at the national level, while other types of collectivism (i.e. familism and localism) not only harm innovation rates, but may hurt progress in science worse than technology.

## Sample 6

### *Worker Representation on Boards of Directors: a Study of Competing Roles*

**The study examines** worker representations on boards of directors as a form of employee participation organizational decision-making in 14 U.S. firms in early 2000's. **The authors develop a model of** worker director role performance to explain how opposition by managers and conventional board directors to labor advocacy can make worker directorship ineffective mechanism when other structures of participation are absent in a firm. **The analysis shows that** corporate managers and workers have widely divergent definitions of the worker director role. Both management and labor influence worker role definitions and role behavior through selection and socialization processes.

## Model 2

## Sample 7

### *Tax Risk Management and the Multinational Enterprise*

The financial scandals in the United States and other countries ushered in financial reporting and corporate governance reforms that extend beyond the U.S. Sarbanes-Oxley Act of 2002 (SOX). These initiatives have increased the international financial community's awareness of the importance of risk management and internal controls. **The purpose of this research is** to describe the current state of tax risk management of multinational enterprises (MNEs) by reporting survey responses from chief financial officers of U.S. and non-U.S. MNEs. **The research shows** that significant progress has been made by large MNEs in developing and implementing both general and tax risk management policies. **The results provide guidance in** identifying the loci and impact of organizational tax risk and indicate that respondents do not perceive alarming degrees of tax risk in their organizations. **The study reveals** a remarkable degree of similarity in U.S. and foreign firm responses **and demonstrates** that existing reporting structures enable CEOs to shift a significant degree of tax risk management to heads of tax.

## Sample 8

### *Co-creation and New Marketing-Governed Mentality*

Co-creation is a new paradigm that has captured the imagination of marketing and management professionals and scholars. **Drawing on Foucault's notion of**

government and neo-Marxist theories of labor and value, **the authors critically interrogate** the cultural, social, and economic politics of this new management technique and **suggest that** co-creation represents a political form of power aimed at generating particular forms of consumer life at once free and controllable, creative and docile. **The authors argue that** the value of co-creation stands for a notion of modern corporate power that is no longer aimed at shaping actions according to a given norm, but at working with the freedom of the consumer. **In short**, administering consumption in ways that allow for the continuous exploitation of creative and valuable forms of consumer labor is the true meaning of the concept of co-creation.

## Sample 9

### *Prospects and Challenges of Sharing Economy for the Public Sector*

The sharing economy entails peer-to-peer exchanges for renting goods and services utilizing the Internet. **In this paper, we critically examine** the sharing economy's prospects and challenges for public sector and **explore** the policy responses to the sharing economy. The sharing economy is innovative in capitalizing on underutilized assets using Internet platforms but has certain adverse impacts (e.g. it could exacerbate inequality). As users, public agencies could adapt internal procurement processes focused on renting, and partner with sharing platforms to complement and supplement public services. As regulators, government agencies have a paradoxical role to maintain the sharing economy's innovation while addressing its downsides. **Our study shows** mixed policy reactions to sharing economy in three prominent sectors (mobility services, accommodation sharing, and gig labor). **We suggest** a research agenda for e-government scholars in order to critically examine different facets of the emerging sharing economy.

## Model 3

## Sample 10

### *Chinese Renewable Energy Technology Exports: The Role of policy, Innovation and Markets*

Chinese companies have become major technology producers, with the largest share of their output exported. **This paper examines** the development of solar PV and wind energy technology component (WETC) exports from China and the competitive position of the country's renewable energy industry. **We also**

**describe** the government's renewable energy policy and its success in renewable electricity generation as well as increasing renewable energy innovation and foreign knowledge accumulation, which may drive export performance. **We aim at** empirically identifying determinants of Chinese solar PV and WETC exports. **We estimate** an augmented gravity trade model using maximum likelihood estimation. **We use** a panel dataset representing annual bilateral trade flows of 43 countries from the developed and developing world that imported solar PV and WETCs from China between 1996 and 2008. **Empirical results indicate that** high income countries, with a large renewable energy market and demand side policy support scheme, in terms of incentive tariffs, are increasingly importing solar PV components from China. **Additionally, we find** a positive impact of research and development (R&D) growth, especially from provincial governments in China, but no evidence that bilateral knowledge transfer and indigenous innovation affect exports.

## Sample 11

### *Alliance Type, Alliance Experience and Alliance Management Capability in High-Tech Ventures*

**We investigate** a high-technology venture's alliance management capability. **We develop a model** that links differential demands of alliance type and the benefits of alliance experience to an observable outcome from a firm's alliance management capability. **We test our model on a sample of** 2226 R&D alliances entered in 325 global biotechnology firms. **We find that** alliance type and alliance experience moderate the relationship between a high-technology venture's R&D alliances and its new product development. **These results provide empirical evidence for the** existence of an alliance management capability and its heterogeneous distribution across firms.

## Sample 12

### *A Review of Tax Research*

**In this paper, we present a review of** tax research. **We survey** four main areas of the literature: 1) the informational role of income tax expense reported for financial accounting, 2) corporate tax avoidance, 3) corporate decision-making including investment, capital structure, and organizational form, and 4) taxes and asset pricing. **We summarize** the research areas and questions examined to date and what **we have learned** or not learned from the work completed thus far. In addition, **we provide our opinion as to** the interesting and important issues for future research.

## Sample 13

### *Cursed Resources? Political Conditions and Oil Market Outcomes*

**We analyze how** a country's political institutions affect oil production within its borders. **We find** a pronounced negative relationship between political openness and volatility in oil production, with democratic regimes exhibiting less volatility than more autocratic regimes. This relationship holds across a number of robustness checks including using different measures of political conditions, instrumenting for political conditions and using several measures of production volatility. Political openness also affects other oil market outcomes, including total production as a share of reserves. **Our findings have implications** both for interpreting the role of institutions in explaining differences in macroeconomic development and for understanding world oil markets.

## Supplement 4

### Writing Research Statement

#### Sample 1

##### *The Institutional Infrastructure of Transformation of Knowledge into Economic Development*

**The thesis presents a renewed approach to the fundamental problem of economic dynamics, i.e. the problem of long-run development. The aim of the thesis is to work out** the general theoretical foundation to create the model of such development.

**The thesis intends to give a fresh perspective on the problem of economic development. Based on extensive qualitative and quantitative research** including world-wide and regional monitoring of growth and redistribution, **this work provides a new understanding of economic development as a universal process. The thesis identifies** different types of development: “Schumpeterian” development, driven by knowledge, “Solovian” and “Smithian” variants based on capital accumulation and division of labor, and “Boserupian” based on increasing returns to scale.

**The empirical material of the thesis is based on** examination of three historical puzzles: the technological edge of rough medieval Europe over the refined classical world; China’s loss of dynamism at about the time of the western Renaissance; and Victorian Britain’s marked deceleration after a century of setting the pace. **Drawing on examples from** historic investigations about these periods, **the thesis describes** economic development as a discrete process based on accumulation of knowledge (“Schumpeterian” development). **The work presents the analysis of** production, redistribution, exchange and consumption of knowledge and asserts that knowledge itself is only one factor of development when the other factor is institutional structure of economics. **The undertaken study identifies** a general model of interaction between knowledge and institutions providing analysis of knowledge accumulation on nano-, micro- and macro levels.

**Key results of the thesis might show that** numerous failures in economic policy may be explained by the fact that modern development economics is based on a very narrow foundation. Theories of development do not take into account the distinction between growth and development or the key role of knowledge and institutions. **The principal conclusion of the work is that** investigation of knowledge without institutions or institutions without knowledge loses its significance both



in theoretic and practical sense. This point makes the approach provided in the thesis useful both for further theoretic research and for elaborating practical measures in the sphere of economic development.

**Keywords:** institutional infrastructure, long-run economic development, transformation of knowledge, knowledge accumulation, distinction between knowledge and development.

## Sample 2

### *Impact of Monetary Policy on Economic Growth: Variance of Ideas*

Currently, there is no consensus in the scientific and expert environment on the nature of monetary policy impact on economic growth. **In accordance with the traditional point of view**, the monetary policy pursued by the Central Bank is not able to have a long-term impact on economic growth due to the neutrality of money. At the same time, **a number of recent empirical studies prove** the opposite hypothesis, according to which money is not neutral, and prudent policy of the Central Bank can contribute to the economic growth of a country.

**The purpose of the study is to assess the impact of** monetary policy on economic growth using the methods of economic and mathematical modeling. **The theoretical significance of the work lies in** the systematization and generalization of classical and modern theoretical concepts related to formulation of monetary policy that promotes economic growth in a country. **The practical significance of the work** correlates with the development of the Central Bank's monetary policy, given its impact on economic growth.

**The research will review** the features of monetary policy impact on economic growth, as well as build an econometric model reflecting the impact of monetary factors on economic growth; **give practical recommendations and design** their possible application in the monetary policy of the Central Bank. **The work will also offer** vast statistical data (Federal State Statistics Service, World Bank, etc.) and numerous analytical reviews (World Bank, OECD, etc.).

**Keywords:** prudent policy, neutrality of money, economic growth, inflation-growth model, Russia's Central Bank.

## Sample 3

### *The Impact of Performance-based Budgeting Tools on Indicators of Socio-economic Development*

**The main aim of this thesis is to assess the impact of** performance-based budgeting (PBB) tool on the efficiency of public institutions and economic development both

in developed and developing countries. Many studies have been undertaken to examine PBB reform in various countries, but studies that explore the correlation between PBB and macroeconomic indicators are scarce. **The thesis addresses** this deficiency taking into account the Russian central government context. **Results of such investigation might help create** a relevant model of implementing PBB in Russia which will provide a positive dynamic of macroeconomic indicators.

**The paper intends to offer a comprehensive and analytical insight into** the budgetary process and the existing PBB practices from an international experience perspective. **It will present a detailed practical review of** the mechanisms and techniques used in designing the performance-oriented budget systems. Furthermore, **it intends to provide an analytical review of** the Russian current budget system by presenting the evolution of the budget development, the existing budget procedures used within the budgetary process cycles and the core features of the strategic budget planning and the output-oriented management system.

**The research will involve a combination of qualitative and quantitative analysis** based generally on data from strategic documents, reports of government bodies and relevant research papers. **Key results of the thesis might show** under which conditions PBB can have a positive impact on economic development.

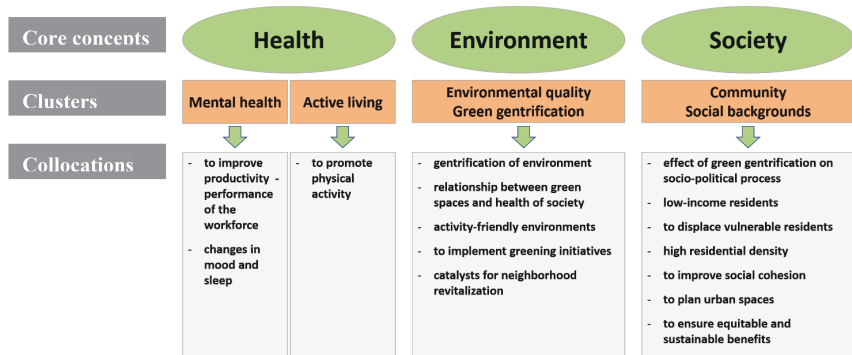
**Keywords:** public finance, macroeconomic indicators, budgetary process, performance-based budgeting (PBB), performance management.

# Supplement 5

## Database Concept Scheme

### Sample 1

#### *Socio-economic Assessment of Urban Sustainability*

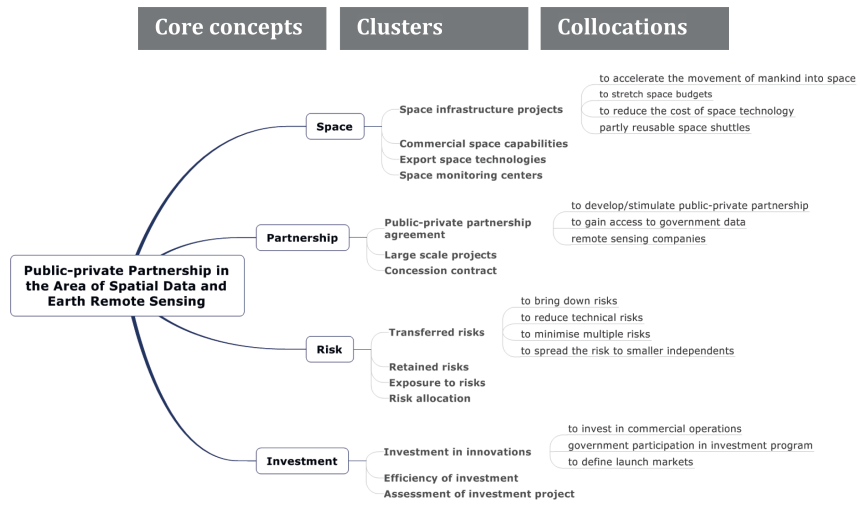


#### References:

- 1.
- 2.
- 3.
- 4.

Sample 2

Public-private Partnership in the Area of Space Exploration



References:

1. Bertran, X., Vidal, A. (2005) The Implementation of a Public-Private Partnership for Galileo.
2. Borowitz, M. (2009) Government Engagement with Commercial Remote Sensing Companies: A Framework for Evaluating Public Data Buys.
3. Jones, K. (2018). Public-private partnerships: stimulating innovation in the space sector.
4. Morgan, D. (2016) Commercial Space: Federal Regulation, Oversight, and Utilization.

# Appendix

## Literature Review

### What is a Literature Review?

A **literature review** discusses published information in a particular subject area within a certain time period.

A literature review can be just a simple summary of the sources, but it usually has an organizational pattern and combines both summary and synthesis. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information. It might give a new interpretation of old material or trace the intellectual progression of the field. The literature review may evaluate the sources and advise the reader on the most pertinent or relevant.

### How is a Literature Review different from an academic Research Paper?

The main focus of an academic research paper is to develop a new argument, and a research paper will contain a literature review as one of its parts. In a research paper, you use the literature as a foundation and as support for a new insight that you contribute. The focus of a literature review, however, is to summarize and synthesize the arguments and ideas of others without adding new contributions.

### Why do we write Literature Reviews?

Literature reviews provide you with a handy guide to a particular topic. If you have limited time to conduct research, literature reviews can give you an overview or act as a steppingstone. Comprehensive knowledge of the literature of the field is essential to most research papers.

## What should I do before writing a Literature Review?

### Clarify

- Roughly how many sources should you include?
- What types of sources (books, journal articles, websites)?
- Should you summarize, synthesize, or critique your sources by discussing a common theme or issue?
- Should you evaluate your source?

### Narrow your topic

There are hundreds or even thousands of articles and books on most areas of study. The narrower your topic, the easier it will be to limit the number of sources you need to read in order to get a good survey of the material. You'll make your job easier if you first limit your scope.

## Strategies for writing a Literature Review

### Find a focus

A literature review, like a term paper, is usually organized around ideas, not the sources themselves as an annotated bibliography would be organized. This means that you will not just simply list your sources and go into detail about each one of them, one at a time. No. As you read widely but selectively in your topic area, consider instead what terms or issues connect your sources together. Pick one of these themes to focus the organization of your review.

### Construct a working thesis statement

Then use the focus you've found to construct the thesis statement. Your thesis statement will not necessarily state your opinion; rather it will argue for a particular perspective on the material.

### Consider organization

You've got a focus, and you've narrowed it down to a thesis statement. Now what is the most effective way of presenting the information? What are the most important topics, subtopics, etc., that your review needs to include? And in what order should you present them? Develop an organization for your review at both a global and local level:

### First, cover the basic categories

Just like most academic papers, literature reviews also must contain at least three basic elements: an introduction or background information section; the body of

the review containing the discussion of sources; and, finally, a conclusion and/or recommendations section to end the paper.

*Introduction:* gives a quick idea of the topic of the literature review, such as the central theme or organizational pattern.

*Body:* contains your discussion of sources and is organized either chronologically, thematically, or methodologically (see below for more information on each).

*Conclusion / Recommendations:* discusses what you have drawn from reviewing literature so far. Where might the discussion proceed?

### **Organizing the body**

To help you come up with an overall organizational framework for your review, consider three typical ways of organizing the sources into a review:

#### ***Chronological***

If your review follows the chronological method, you could write about the materials according to when they were published.

#### ***Thematic***

Thematic reviews of literature are organized around a topic or issue, rather than the progression of time.

#### ***Methodological***

A methodological approach differs from the two above in that the focusing factor usually does not have to do with the content of the material. Instead, it focuses on the “methods” of the researcher or writer. A methodological scope will influence either the types of documents in the review or the way in which these documents are discussed.

Once you’ve decided on the organizational method for the body of the review, the sections you need to include in the paper should be easy to figure out. They should arise out of your organizational strategy. In other words, a chronological review would have subsections for each vital time period. A thematic review would have subsections based upon factors that relate to the theme or issue.

### **Begin composing**

Once you’ve settled on a general pattern of organization, you’re ready to write each section. There are a few guidelines you should follow during the writing stage as well.

#### **Be selective**

Select only the most important points in each source to highlight in the review. The type of information you chose to mention should relate directly

to the review's focus, whether it is thematic, methodological, or chronological.

### **Use caution when paraphrasing**

#### **Revise, revise, revise**

Draft in hand? Now you're ready to revise. Spending a lot of time revising is a wise idea, because your main objective is to present material, not the argument. So check over your review again to make sure it follows the assignment and/or your outline. Then rewrite or rework the language of your review so that you've presented your information in the most concise manner possible. Be sure to use terminology familiar to your audience; get rid of unnecessary jargon or slang. Finally, double check that you've documented your sources and formatted the review appropriately for your discipline.

### **What you should do**

What you should aim to do with your literature review is to build an argument that seeks to define your research area and show how it relates to what has already been done. Building an argument means that you must discuss the ideas of other authors. In this way you attempt to convince the reader of the legitimacy of the research. So, at the end of your review you should state your hypothesis or research question. And this question or hypothesis should emerge naturally out of the discussion of the literature.

### **What you should not do**

The literature review is not a list of books/articles that you may have read. Such a list belongs only in the bibliography.

You are not preparing a report. This means that you do not create islands of information that only tells us what separate authors have 'concluded' or 'found' or 'stated'.

Do not quote from authors unless it is fundamentally important. This rule should be observed throughout your dissertation. Explain ideas in your own words and this will help you to develop your own style – and avoid plagiarism.

So, in presenting your review make sure that there are no lists, no islands of information, and very few quotations if any. With that in mind read and critically evaluate the following student examples of literature review.



## Literature Review Samples

### Sample 1

#### Research Topic: *Population Ageing*

Population ageing is an inevitable outcome of the demographic transition. Primarily, as a result of declines in fertility and, secondarily, mortality declines, the age structure of a population becomes older, with a growing number and proportion of elderly persons. In recent years, the issue of population ageing has received renewed attention in many countries, especially those in the more developed regions, owing to the continuance of fertility below the replacement level and on-going trends towards lower mortality. While there is great variation among them in terms of the level and pace of population ageing, this demographic process is expected to increase further in these countries, and eventually their populations are projected to level off and decline in the foreseeable future. These changes have profound consequences and far-reaching implications, especially for pension schemes, health-care systems, education programs and housing plans, as well as for the economic vitality and growth of a country. This chapter reviews selected literature that concerns the impacts of migration on the size and age structure of population. Whereas existing studies have paid a great deal of attention to population ageing and its social and economic implications (see, for instance, United Nations, 2008b; Korea Institute for Health and Social Affairs, 2008; Organization for Economic Cooperation and Development, 1997), the review that follows primarily gathers the literature that investigates the impact of international migration on population dynamics in a low-fertility setting.

The future population size and age-sex structure of any country depend basically on three demographic components: fertility, mortality and net international migration. As no policies to increase the mortality of a population are socially desirable, there are, in theory, two possible ways of retarding or reversing demographic ageing. First, a reversal of declines of fertility would lead the age structure of the population back towards a younger one, thus slowing down the ageing process. However, the recent experience of low-fertility countries suggests that there is no reason to assume that their fertility will return anytime soon to the above-replacement level (United Nations, 2009c; Lutz, 2009). Although Governments in those countries have introduced, instead of explicit pronatalist policies, a variety of social welfare measures favorable for higher fertility (Demeny, 2008), the long-term effectiveness of such measures is often called into question.

Hence, as a second option, the potential role that international migration could play in offsetting population decline and population ageing has been considered. International migration has become a salient global phenomenon in recent years, with a growing number of countries being involved as sending or receiving countries, or both. Given the possibility of attracting larger numbers of immigrants into affluent developed economies, virtually all of which are experiencing low fertility, it appears appropriate to consider the impact that international migration may have on the demographic challenges of ageing. In formulating migration policy, it is also likely that the demand for demographic considerations will increase, as the rapid ageing process in those countries can give rise to rigidities in the labor market and social security (Organization for Economic Cooperation and Development, 1999).

A number of previous studies have examined the demographic impact of a constant influx of migrants on the growth of a population with below-replacement fertility. For example, taking the twelve countries in Europe or members of the then European Community (EC) together, Lesthaeghe and others (1998) carried out population projections. With the present below-replacement fertility and with no further immigration, the total population of these European countries would be reduced by approximately 20 to 25 per cent by the year 2050. The calculations showed that an overall population decline during the first half of the twenty-first century can be avoided if about one million immigrants move into the area every year. Assuming the same annual migration gain of one million, Lutz (2005) recently showed that the total population of Western Europe would grow by 13 per cent (to 505 million in 2050), as opposed to declining by three percent (to 422 million) in the case of no migration.

12 United Nations Population Division, Replacement Migration Similar studies have been carried out more frequently at a national level. Ulrich (1998), however, argued that immigration can only slow an inevitable decline of the population of Germany. He applied different fertility assumptions for natives and foreigners and different immigration levels by group of immigrants and estimated the population size of Germany and its structure in 2030. His projections showed that, even with a relatively high level of immigration, the population of the country would start falling in the near future. Wanner (2010), in his study of Switzerland, also showed that in the absence of future migration the total population of the country would start declining much earlier and would be 5.6 million in 2050, about 1.5 million less than what is currently projected.

The importance of immigration for the growth of population in traditional countries of immigration is relatively well recognized (Appleyard, 1997; Foot, 1997; United Nations, 1998). Nevertheless, even in these countries where relatively large numbers of migrants are systematically admitted, the current

level of immigration may not be sufficient to prevent their population size from declining in the future. Espenshade (1986) projected the changes in the population of the United States, assuming that both the fertility and mortality rates remained constant at their 1980 level and that the number of immigrants remained at the level in 1983, with the same age and sex structure. According to these assumptions, the population in the United States would grow until 2025 but decline thereafter. In a similar exercise for Canada it was found that in order to avoid population decline, a volume of immigration exceeding the current annual quota would be necessary after 2050, under the assumption that the current fertility level would be maintained (Wattelar and Roumans, 1999).

Some of these studies demonstrate that long-lasting below-replacement fertility and immigration streams offsetting the negative natural growth of the national population would eventually lead to a significant increase in the foreign population and therefore a marked change in the composition of a host country (Espenshade 1986; Feichtinger and Steinman, 1996; Gesano, 1996; Ulrich, 1998). For example, in Germany, should the high rate of immigration continue at the levels of the 1990s, the foreign population in the country is projected to reach 17 million by 2030, comprising 21 per cent of the total population (Ulrich, 1998). This can be compared with the low variant figure of 8.7 million foreigners, or 12.5 per cent of the total population, assuming a moderate assumption of net annual immigration of 80,000 persons. The demographic consequences of constant immigration flows were also examined using the case of Italy (Gesano, 1996). Accordingly, if the country desires to achieve a stationary population of the same size as the population of 57.7 million in 1991, a constant annual inflow of about 389,000 immigrants would be needed. The population would increase to a maximum of 69.2 million in 2036, when the foreign-born population would increase to 22 per cent. The eventual stationary population would include 31 per cent of foreign population.

From the viewpoint of the economic sustainability of a country, what is probably more crucial is the future changes in the size of the working-age population, rather than the total population size. In Western Europe, for example, with the baby-boom cohorts now fully absorbed in the labour force, and the smaller cohorts that follow, the declines in the working-age population can be foreseen. However, some researchers (Coleman, 1999; Feld, 2012) caution against the casual resumption of mass immigration to meet the volatile demands of the labour market. In fact, the results obtained in the empirical research demonstrated that the working-age population in Western Europe would continue to increase in the medium term, under the current combined effect of natural increase and international migration (Feld, 2012). Furthermore, recognizing the limited power of international migration to influence the growth and age structure of population

under imaginable circumstances, Coleman (1998) asserted that priority should be given to seeking reserves of domestic manpower that have not yet been mobilized, rather than resorting to immigration.

As the age structure of immigrants is often younger than that of the host population, there is a popular belief that a large influx of immigrants makes the population of the host country significantly younger (United Nations Population Division, Replacement Migration). Accordingly, it is commonly believed that a more generous immigration policy can immediately increase the size of the working-age population and help reduce markedly the dependency costs of the elderly. However, analyses of the migration flows of recent decades in the developed countries have provided scant evidence to support these conclusions. In the United Kingdom after the Second World War, immigration neutralized the previously dominant pattern of emigration. Thus, without new Commonwealth immigration and the contribution of births from immigrants, the population of the country would have been smaller by 3 million than it was in the early 1990s (Coleman, 1998). Coleman asserts, however, that the cumulative effects of migration alone on the age structure of the country have been limited, because the age structures of immigrant and emigrant flows are similar and the level of migration is relatively small in relation to natural change. Similarly, Le Bras (1997) explored the demographic consequences of the migration flows since the end of the Second World War in seven developed countries: Australia, Belgium, Canada, France, Germany, Italy and Sweden. He also concluded that the “rejuvenating” effect of migration on the host populations in the recent past had been fairly modest. Immigration had lowered the average age of the population in these seven countries by merely 0.4 to 1.4 years.

A number of other studies have analyzed the effects of the steady influx of migration on the future age structure of a host population. They equally point out that the overall ageing trend can be attenuated through immigration, but it cannot be prevented. For instance, Lesthaeghe and others (1998) projected the age structure of the total population of the twelve European countries with and without migration up to the year 2060. Assuming that the total fertility of nationals remained constant at 1.6 and that of non-nationals fell to the replacement level by 2010, the proportion aged 65 years or older among females would rise from 16.3 per cent in 1985 to 25.8 per cent in 2060 in the absence of migration. The proportion was projected to be 21.3 per cent in 2060 if an additional 400,000 female immigrants arrived every year, other things being equal. In Western Europe, almost independent of future fertility and mortality, significant population ageing is virtually certain, as much of the future change is already pre-programmed in the current age structure of the population (Lutz, 2010). Even massive immigration cannot be a remedy

for population ageing, unless migrants leave the receiving countries before they reach retirement age, because they also get older and eventually comprise part of the aged population.

Research for the United States also indicates that immigration has relatively little effect on overall age composition of the population and therefore will not be a realistic solution to demographic ageing (Coale, 1986; Espenshade, 1994; Day, 1996). Assuming that immigrants adopt the low fertility of a host population, Coale (1986) compared the age structure of the United States population in 2100 with and without a net immigration of 700,000 per year. He showed that the difference in the projected age distributions of the two populations is fairly modest, regardless of the four different below-replacement fertility scenarios. Similar results were presented a decade later by Day (1996). According to her projections, should fertility and mortality follow the middle-series assumption and net migration be held at 820,000 per year or near the current level, the proportion aged 65 years or older in the United States would increase from 12.8 per cent in 1990 to 20.0 per cent in 2050. Even if a fairly larger level of immigration (1.4 million per year) occurred, it would reduce the future percentage of elderly in the population only slightly (to 19.4 per cent).

Concerns about an ageing society often arise not only from the growing number and proportion of elderly, but also from the rapidly changing ratio of the working-age population to the retired population. In particular, the sharp drop of the ratio may directly affect the viability of social security systems. In the study cited earlier, Lesthaeghe and others (1998) computed the ratio of adult women (20-59 years) to elderly women (60 years or older) for the total population of the twelve European countries under five different scenarios. If the countries kept their current below-replacement fertility, the ratio would decline from 2.4 in 1985 to 1.5 in 2060. Immigration of 400,000 women per year from 1985 onwards would be of some help to alleviate the decline, but would still yield a ratio of 1.8 in 2060. In his study cited earlier, Wanner (2011) showed that in Switzerland, the ratio of the population aged 20 to 64 years to the 14 United Nations Population Division, Replacement Migration population aged 65 years or older would be 1.5 in 2050 in the absence of migration, as compared to 2.1, which is currently projected.

While the foregoing studies unanimously point out the limited effects of international migration on population ageing, Ryder (2007) noted that the outcomes of these population projections could be sensitive to the assumed age distribution of net international migrants. As the age at entry of migrants increases, the expectation of life after migration declines, and so does the reproductive value of a migrant. Using the data for Canada, Ryder demonstrated that the increase

in mean age of migrants at entry resulted in an increase in the dependency ratio by about 0.6 per cent per year of age, given a projection period of a century.

Instead of assuming migration to occur with a fixed number or at a constant rate and examining the consequences of this immigration on the age structure of a population, some researchers estimated the level of migration necessary to maintain the age structure of population. A study by Blanchet (1988) on France as well as one by Wattelar and Roumans (1999) on Austria, Belgium, Canada and Spain questioned whether immigration can be an instrument to maintain the equilibrium between the working and the dependent populations under the regime of low fertility. Eventually, these studies demonstrated the inadequacy of regulating age structure through migration in the long run. Migration can help to maintain the equilibrium of age structure in the short run, but migration cycles of a large amplitude may be inevitable in the long run (Blanchet, 1988). These authors' simulations illustrated clearly that initial structural irregularities in the population would cause sudden changes in future age pyramids. For this reason, the scenario that aims to keep constant the ratio of adults to elderly may lead to enormous immigration peaks to make up for the shortfalls of population. Furthermore, such massive inflows of migrants would be likely to bring about a phenomenal increase in the population of a country, as the immigrants themselves would become older and call for further immigration of younger population. Wattelar and Roumans (1999) argued that the desired dependency ratio could be better maintained by delaying retirement rather than resorting to migration from abroad.

In sum, although considerable variation exists in terms of the choice of the base year, the period of projection, the migration assumptions and the fertility scenarios adopted for nationals and non-nationals, the available research studies reach several conclusions. First, inflows of migrants will not be able to prevent population declines in the future, unless the migration streams reach comparatively high levels. Second, international migration can act as only a partial means to offset the effects of population ageing arising from below-replacement fertility. This recognition of the inadequacy of migration to counter population ageing, and in most cases population decline, has been further consolidated by questions regarding the feasibility of formulating and adopting suitable migration policies (Wattelar and Roumans, 1999; Espenshade, 1998; McDonald and Kippen, 1999). The flows to meet such demographic objectives are often unrealistically large and would require strict control of both inflows and outflows of migrants. Furthermore, in many countries, additional large volumes of immigrants are likely to be socially and politically unjustifiable, even as a means of ensuring population stabilization. Therefore, for Governments that may wish to do so, regulation of the level and composition of replacement migration streams to reach a desired population size or population age structure poses enormous challenges.

## Sample 2

### Research Topic: *Firms Alliances as a Strategic Device*

Studies on alliances confirm a significant increase in their use as a strategic device (Hergert and Morris, 1987; Anderson, 1990). Firms use alliances for a variety of reasons: to gain competitive advantage in the marketplace, to access or internalize new technologies and know-how beyond firm boundaries, to exploit economies of scale and scope, or to share risk or uncertainty with their partners, etc. (Powell, 1987; Bleeke and Ernst, 1991). Learning alliances, in which the partners strive to learn or internalize critical information or capabilities from each other, constitute an important class of such alliances (Prahalad and Hamel, 1990; Hamel, 1991; Khanna, Gulati, and Nohria, 1998). Yet, these alliances also raise an interesting dilemma, as a firm that uses them also risks losing its own core proprietary capabilities to its partners, especially when these partners behave opportunistically.

Strategic alliances can be defined as purposive strategic relationships between independent firms that share compatible goals, strive for mutual benefits, and acknowledge a high level of mutual dependence (Mohr and Spekman, 1994). Gulati (1995) defines an alliance as any independently initiated interfirm link that involves exchange, sharing, or co-development.

Three streams of research typify most of the academic work on alliances. The first stream that attempts to explain the motivations for alliance formation has put forth three rationales: strategic, transaction costs related, and learning related. Strategic considerations involve using alliances to enhance a firm's competitive position through market power or efficiency (Kogut, 1988). Transaction cost explanation views alliance formation as a means to reduce the production and transaction costs for the firms concerned (Williamson, 1985; Hennart, 1988). Learning explanation views alliances as a means to learn or absorb critical skills or capabilities from alliance partners. The second stream of research focuses on the choice of governance structure in alliances. Informed largely by transaction cost economics, it argues that governance in alliances mirrors the underlying transaction costs associated with an exchange, and that equity-based structures are more likely under conditions of high transaction costs (Pisano, Russo, and Teece, 1988; Pisano, 1989). The third stream of research examines the effectiveness and performance of alliances. It seeks to identify factors that enhance or impede the performance of either the alliance itself, or of the alliance's parent firms that are engaged in one (Beamish, 1987; Harrigan, 1985; Koh and Venkatraman, 1991; Merchant, 1997).

Despite their different emphases, existing alliance research has begun to focus increasingly on the phenomenon of learning in alliance situations. Learning in



terms of accessing and acquiring critical information, know-how, or capabilities from the partner is often stated to be one of the foremost motivations for alliance formation (Hamel, 1991; Khanna et al., 1998).

Alliances are seen not only as a means of trading access to each other's' complementary capabilities – what might be termed quasi-internalization – but also as a mechanism to fully acquire or internalize partner skills. Yoshino and Rangan (1995) state that such learning is always an implicit strategic objective for every firm that uses alliances. Given the importance that firms place on forming alliances to exploit learning opportunities, researchers have begun to examine various factors that might impact the learning process (Khanna et al., 1998) and learning success (Hamel, 1991). For example, it has been argued that equity-based governance structures are better suited for learning critical know-how and capabilities from the partner (Mowery, Oxley, and Silverman, 1996). Such alliances are especially seen as effective vehicles for learning tacit know-how and capabilities as compared to nonequity-based contractual arrangements because the know-how being transferred or learnt is more organizationally embedded (Kogut, 1998).

Using case-based research, Hamel (1991) also shows that firms that possess a strong learning intent and create an appropriate learning environment win the so-called 'Learning Race'. They show that firms' incentives to learn are driven by their expected payoffs that have complex, interdependent and dynamic structures. Learning success is determined by the amount of resources that firms allocate to learn from their alliance partner. The resource allocation is itself dependent upon the expected payoffs associated with such learning. The magnitude of these payoffs is also linked to the degree of overlap between alliance scope and parent firm scope.

Learning in alliance situations can be of several kinds. First, learning that essentially involves accessing and/or internalizing some critical information, capability, or skill from the partner. This is the kind of learning that has been most referred to in the alliance literature. Such learning is often a private benefit that potentially accrues to firms that participate in alliances (Khanna et al., 1998). Second, researchers have also referred to learning wherein the alliance partners in the context of their existing alliance 'learn' how to manage the collaboration process and work better with each other as their relationship evolves (Doz, 1996, Rino and de la Torre, 1998). It involves learning about the partners' intended and emergent goals, how to redefine joint tasks over time, how to manage the alliance interface, etc. Such learning is equally critical to sustaining successful cooperation in alliances. Third, learning that looks at how an individual firm might learn how to manage its alliances better, and build what has been referred to as alliance capability (Anand and Khanna, 2000; Kale and Singh, 1999).



Alliance capability as referred to above may be built over time by accumulating more alliance experience, i.e. by forming more and more alliances (Anand and Khanna, 2000). It could also be developed by pursuing a set of explicit processes to accumulate and leverage the alliance management know-how associated with the firm's prior and ongoing alliance experience (Kale and Singh, 1999).

However, there is sufficient opportunity to extend current research on learning alliances. Current alliance research has failed to sufficiently address, theoretically and empirically, an important dilemma that often exists in learning alliances. Participants in learning alliances would not only like to access some useful information or know-how from the partner. At the same time, they would also like to protect some of their own core proprietary capabilities from being unilaterally absorbed or appropriated by the partner. Thus, there is an underlying tension between 'trying to learn and trying to protect'. The dilemma arises because conditions that might facilitate the learning process are likely to expose firms to the danger of losing some of their crown jewels to the partner. The NUMMI alliance between General Motors and Toyota is a classic example of such an alliance (Badaracco, 1998). General Motors was keen to learn some of Toyota's manufacturing management practices through the alliance. Whereas Toyota wanted to learn how to manage U.S. labor and how to run a manufacturing plant in the United States from GM. However, both partners were also keen to prevent leakage of some of their core proprietary skills to the other. Toyota was keen to protect its skills of small car design and effective supplier management and GM its capabilities of managing dealerships in the United States.

Current alliance research fails to sufficiently examine how firms can balance the apparent duality or tension between learning and protecting. In the context, the further research needs to address the following question: What factors enable a firm to not only learn critical skills or capabilities from its alliance partner(s), but also protect itself from losing its own core proprietary assets or capabilities to the partner? The undertaken research will address these questions and test the hypotheses using large-sample evidence from alliances worldwide.

### Sample 3

Research topic: *Determinants of Young Specialists Demand for Labor*

In the past few decades numerous articles on the experienced specialists' career choices have appeared. Permanently changing business environment caused interest in how young specialists or even graduates make their first career decisions – in the current situation of high market volatility and sharp competition it is the energy and high potential of the young generation that can help the companies to win the competition game. Despite the ubiquity of this

really practical problem, this question has received surprisingly little attention. Despite evident importance, most of the professional and scholarly literature on career choices has neglected graduates; and considers them just as a part of the labor force.

One of the most outstanding contributions to this scientific area was made by Ed Michaels (McKinsey expert and free-lance consultant). His book *The War for Talent* (1997) was published in the mid-1990s and since then the term ‘talent management’ had been heard more and more in the field of HR, usually in reference to methods used by an organization to acquire, develop and keep talented employees at all company levels including entry positions. *The War for Talent* describes the challenge faced by companies today. They are engaged in an ongoing battle to attract and retain multitalented people in an environment where the economy is growing, and the working population is on the decrease.

Effective Talent Management is driven by the belief that the right people in the right positions will provide the organization with a competitive edge, with benefits for both the individual and the company. The author emphasizes that not only experienced talents must be attracted but also the young ones who will head the business in future. Effective Talent Management also ensures that the right people are available at the right time so that key business objectives can be achieved. Through initiatives that are supported by the leadership, it can refer to a whole organizational culture or mindset in which talent within the organization is managed strategically in line with business objectives.

Deep theoretical research aimed at revealing the impact of organizational conditions and environment, the leadership company’s tradition on the newcomers (both experienced or not) was performed by Edgar Schein in his world-famous book *Organizational Culture and Leadership* (1992). Edgar Schein looks into the origins and evolution of culture within an organization and provides readers with a functional approach to culture management. He shows how leadership styles affect the newcomers (especially non-experienced) and how important it is to create a friendly environment to keep the best people from the labor market. Schein’s methodology, though complex, serves as a useful tool in understanding and dealing with cultural change and the importance of leadership in cross-cultural integration. His work demonstrates how leaders create and how culture defines and establishes leaders.

Specific analysis of career choices of young specialists (including deep analysis of national and global aspects and factors) is performed by Zeynep Aycan in his article *Career Choices, Job Selection Criteria, and Leadership Preferences in a transitional nation: the Case of Turkey* (2003), by Veronica Shipp in her article *Factors Influencing the Career Choices of African American Collegians: Implications for Minority Teacher Recruitment* (2008) and by Amos Drory in his *Expectancy*

*Theory Prediction of Student's Choice for Graduate Studies* (1980). Results achieved in these surveys seem to be quite similar (which is not surprising) and revealed that having power and authority, peaceful work environment, opportunity for career advancement, and pay were the most motivating factors in job selection for young specialists, whereas close supervision and guidance, praise from supervisors, feedback on performance, and sense of belonging were the least motivating ones.

Charismatic leadership was found to be the most preferred style followed by participative, paternalistic, and bureaucratic styles. Finally, career choices were mostly affected by intrinsic factors (i.e. self-aspirations), whereas interpersonal factors (i.e. significant others' expectations) were least influential. The findings were discussed in light of dynamic and changing cultural characteristics of the society. Globalization is also of great importance and mostly because of it the results of national research are so close: there is no difference between students' and graduates' career choices in very different countries such as Turkey and the US.

The most important practical implication of this research is that it provides insights into successful career counseling in multicultural societal and organizational settings. Knowing values, preferences, and expectations of young people allows guiding them into the right employment settings, and this will ensure person-organization fit. Moreover, tracing cultural changes and their implications on career development would enable us to provide a life career development plan to individuals who are 'always in the process of becoming' due to changing value structures.

Summarizing the literature that covers the analysis of career choices, job selection criteria, and leadership preferences we must stress that a number of overview articles considered the topic quite profoundly. Although the results of this study cannot be unconditionally applied to all types of labor market participants, it's quite clear that these research findings garnered in the studies represent a step toward to concrete explanation for the specificities of young specialists' career preferences.

## Sample 4

Research Topic: *Estimating Premium Value in M&A Deals on Developing Markets*

Finance theory argues that the market value of a firm is an unbiased estimate of the present value of the expected future cash flows accruing to the currently outstanding shares. However, on average, firms acquire other firms at substantial premiums over market values. Mergemarket report that for the period of 2000-

2009 premiums averaged as much as 30% over market value of target companies. Currently, there are no research papers which consider simultaneously all relevant factors which determine premium value. The authors mostly concentrate on the influence of a particular factor and introduce some additional factors as controlling variables.

The most important factor is the synergetic effect of the potential deal. Slusky and Caves (1991) found that the premium increases with financial not with real synergies. Their research also shows that the presence of either actual or potential rival bidders has a powerful effect on the premium value. Varaiya (1987) also considers these factors as most significant determinants of premium. Therefore, the basic model should include these factors as explanatory variables.

The next important factor is method of payment. Travlos (1987) found that there are significant differences in the abnormal returns between common stock exchanges and cash offer. Moreover, the results are independent of the type of takeover bid, merger or tender offer, and of bid outcome. This factor may be included in the model as a dummy variable.

Tax consequences for new shareholders present another important factor. Ayers, Lefanowicz, and Robinson (2003) modeled acquisition premiums as a function of proxies for the capital gains taxes of target shareholders, taxability of the acquisition, and tax status of the price-setting shareholder as represented by the level of target institutional ownership. On the other hand, Travlos (1987) argues that taxation effect is closely connected with method of payment. Therefore, the premium estimation model should include only a variable for the method of payment in order to avoid multicollinearity.

Some authors argue that M&A experience of acquirer management plays a crucial role in determination of the premium value. Ismail (2008) found that in contrast to multiple acquirers, single acquirers generate higher returns in equity deals than in cash and mixed offers, due to the bid accounted in the model by including dummy variable.

Many merger and acquisition deals are accomplished with the help of financial consultants. Porrini (2006) have found support for agency conflicts between acquirers and their bankers, resulting in bankers being associated with acquirers' payments of higher acquisition premiums. In contrast to these results, Stouraitis (2003) showed that investment banks that advise acquirers of assets negotiate favorable terms when they invest their own money in the deal, but lead their clients to overpay when they do not have financial incentives. Also, he found that acquirers pay the smallest premiums in divisional MBOs when advised by the investment bank that finances the deal, and the largest premiums in interfirm asset sales when advised by an investment bank remunerated contingent on deal

completion. Taking into account that not only presence of consultants influences the value of paid premium, but also remuneration method.

In a core-related M&A, the primary business of the acquirer is the same, vertically connected to or similar to the primary business of the target firm. Various studies argue that core-relatedness of business of counterparties in M&A plays a significant role in determining the final value of paid premium. For example, Flanagan and O'Shaughnessy (2003) study found large interaction effect between the impacts of core-relatedness and multiple bidders on tender offer premiums. The presence of multiple bidders is found to have a greater impact on tender offer premiums when the eventual acquirer is not core-related to the target. Also, results show that the direct relationships between core-relatedness and premiums as well as the direct relationship between multiple bidders and premiums depend on the state of the interaction effect. These findings suggest that the premium estimation model should include special variable for core-relatedness of M&A counterparties business.

Greater part of theoretical literature on tender offers concerns illustrating the positive effects of the hold on the bidder's profits. Empirical research, however, shows that a high proportion of bidders do not trade on the target's shares prior to the tender offer announcement. However, Bris (2002) research presents a model in which the bidder trades in the open market before announcing a tender offer that the incumbent shareholders form beliefs about the rival's quality given the order size. The most important conclusion of the study is that in some situations no trade will be optimal, and a negative or positive we should develop a variable which will allow considering different toehold sizes. The basic model will include all the factors analyzed by other authors as well as those which will be specific to developing markets.

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*Academic Focus for Postgraduates* is a course designed for English language learners preparing for candidate examination. The course — step by step — equips them with basic strategies and skills necessary while processing, discussing, and presenting scientific information both in oral and written academic discourse. Each step is supplied with samples and templates from various authentic sources.

The manual focuses on inquiry-based research writing and on critical and creative thinking. Students learn how to execute writing assignments and construct academically appropriate documents — the Research Statement, Report, abstract — on one of dissertation's aspects.

The manual includes five Supplements with samples of the activities mentioned above, and Appendix on the Literature Review.



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