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ДАЛЬНЕВОСТОЧНЫЙ ИНСТИТУТ УПРАВЛЕНИЯ

УТВЕРЖДЕНО
И.о. директора
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Электронная подпись

ПРОГРАММА МАГИСТРАТУРЫ

Система государственного и муниципального управления
(наименование образовательной программы)

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ,
реализуемой без применения электронного (онлайн) курса

Б1.В.01 Иностранный язык в профессиональной деятельности
(код и наименование РПД)

38.04.04 Государственное и муниципальное управление
(код, наименование направления подготовки)

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РПД Иностранный язык в профессиональной деятельности
одобрена на заседании кафедры лингвистики и межкультурной коммуникации.

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1. Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы

1.1. Дисциплина Б1.В.01 Иностранный язык в профессиональной деятельности, изучаемая обучающимися по направлению подготовки магистров 38.04.04 Государственное и муниципальное управление, обеспечивает овладение следующими компетенциями с учетом этапов:

Код компетенции	Наименование компетенции	Код компонента компетенции	Наименование компонента компетенции
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК -4.1	Способен применять современные коммуникативные технологии, в том числе на основе использования знаний норм, правил и технологий деловых коммуникаций, в том числе на иностранном языке.
ПКр-15	Способен к межличностным, групповым и организационным взаимодействиям в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению, в том числе, с использованием информационно-телекоммуникационных технологий	ПКр-15.1	Способен к межличностным, групповым и организационным взаимодействиям в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению с использованием иностранного языка.

1.2 В результате освоения дисциплины Б1.В.01 Иностранный язык в профессиональной деятельности у обучающихся должны быть сформированы:

ОТФ/ТФ *(при наличии профстандарта)*/ трудовые или профессиональные действия	**Код компонента компетенции**	**Результаты обучения**
Участие в межличностных, групповых коммуникациях по вопросам исполнения функций органов публичной власти на основе использования знаний теоретических, нормативно-правовых основ, методов и инструментальных средств организации деятельности органов государственного и муниципального управления.	УК - 4.1	**на уровне знаний:** – знать профессионально-ориентированные основы коммуникации в устной и письменной формах на иностранном языке для решения задач в области профессиональной деятельности с применением современных коммуникативных технологий;
		на уровне умений: – уметь использовать современные коммуникативные технологии в профессиональной коммуникации в устной и письменной формах на иностранном языке для решения задач в области профессиональной деятельности;
		на уровне навыков: - владеть навыками применения современных коммуникативных технологий в профессиональной коммуникации в устной и письменной формах на иностранном языке для решения задач в области профессиональной деятельности.
	УК - 4.2	**на уровне знаний:** – знать основы межличностного, группового и организационного взаимодействия в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению с использованием иностранного языка;
		на уровне умений: – уметь использовать способности к межличностным, групповым и организационным взаимодействиям в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению с использованием иностранного языка;
		на уровне навыков: - владеть навыками применения межличностного, группового и организационного взаимодействия в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению с

ОТФ/ТФ *(при наличии профстандарта)*/ трудовые или профессиональные действия	**Код компонента компетенции**	**Результаты обучения**
		использованием иностранного языка;
	ПКр-15.1	**на уровне знаний:** - знать нормы взаимодействия в соответствии с этическими требованиями к профессиональному поведению с использованием информационно-телекоммуникационных технологий;
		на уровне умений: – уметь использовать нормы взаимодействия в соответствии с этическими требованиями к профессиональному поведению с использованием информационно-телекоммуникационных технологий;
		на уровне навыков: - владеть навыками применения норм взаимодействия в соответствии с этическими требованиями к профессиональному поведению с использованием информационно-телекоммуникационных технологий.

1.3 Обучающиеся также должны овладеть дополнительными **навыками:**
– свободно ориентироваться в различных ситуациях межкультурного общения;
– свободно пользоваться справочной литературой и Интернет-источниками;
– решать задачи профессионального и делового общения на уровне магистратуры.

2. Объем и место дисциплины в структуре ОП ВО

Дисциплина Б1.В.01 Иностранный язык в профессиональной деятельности входит в структуру программы по направлению подготовки 38.04.04 Государственное и муниципальное управление, профиль Система государственного и муниципального управления.

На очной форме обучения изучается на 1 курсе в 1 семестре; на заочной форме обучения изучается на 2 курсе в 3 семестре. Общая трудоемкость дисциплины составляет 4 зачетных единицы.

Очная форма обучения:

Всего часов: 144 ак. ч./108 астр.ч. Контактная работа обучающихся с преподавателем: 30

ак. ч./22.5 астр. час., в том числе: практические – 30 час/22.5 астр.ч; самостоятельная работа студентов – 78 ак. час/58.5 астр.ч. На контроль (самостоятельная работа обучающихся в период экзаменационной сессии) – 36 ак. ч./27 астр.ч..
. Форма контроля: экзамен - (1 семестр).
Заочная форма обучения:
Всего – 144 ак. ч./108 астр.ч.. Контактная – 12 ак.ч./9 астр.ч.; самостоятельная работа – 123 ак.ч./92.25. На контроль (самостоятельная работа обучающихся в период экзаменационной сессии) – 9 ак. ч./6.75 астр.ч..
Форма контроля: экзамен (3 семестр).

Базой для изучения дисциплины являются компетенции, сформированные в результате освоения дисциплины «Иностранный язык», «Иностранный язык в профессиональной сфере» на уровне бакалавриата.

3. Содержание и структура дисциплины

3.1. Структура дисциплины

Очная форма обучения

№ п/п	Наименование тем и/или разделов	Объем дисциплины (модуля), час.						Форма текущего контроля успеваемости, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СРО	
			Л/ДОТ	ЛР/ДОТ	ПЗ/ДОТ	КСР		
Очная форма обучения								
		144			**30**		**78**	
Тема 1	The strategic important of human resourses.	12			4		8	ФО, КЧ
Тема 2	Labour standards and labour-management relations	11			3		8	ФО, КЧ
Тема 3	Job analysis and human resourse planning	11			3		8	ФО, АТ
Тема 4	Recruiting and selection	11			3		8	СРО
Тема 5	Performance appraisal and feedback	11			3		8	АТ
Тема 6	Compensation and benefits	11			3		8	ФО
Тема 7	Forms of	11			3		8	Д

№ п/п	Наименование тем и/или разделов	Объем дисциплины (модуля), час.						Форма текущего контроля успеваемости, промежуточной аттестации
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий				СРО	
			Л/ДОТ	ЛР/ДОТ	ПЗ/ДОТ	КСР		
Очная форма обучения								
	government							
Тема 8	Liberal democracy	11			3		8	ФО
Тема 9	Equality of political rights	11			3		8	Д
Тема 10	Зачетное занятие по темам модуля/ Консультация	8			2		6	АТ, С
	Итого (в период ТО)	**108/81**			**30/22.5**		**78/58.5**	
Промежуточная аттестация		**36/27**						Экзамен
Всего:		**144/108**			**30/22.5**		**78/58.5**	

*Примечание: 2 – формы текущего контроля успеваемости: фронтальный опрос (ФО), контрольное чтение (КЧ), анализ текста (АТ), ситуации речевого общения (СРО), дискуссия (Д), собеседование (С). * - занятие проводится в интерактивной форме*

Заочная форма обучения								
		144			**12/9**		**123/92.25**	
Тема 1	The strategic important of human resourses.	22			2		20	Индивидуальный отчет по теме
Тема 2	Labour standards and labour-management relations	22			2		20	Индивидуальный отчет по теме
Тема 3...	Job analysis and human resourse planning	22			2		20	Индивидуальный отчет по теме
Тема 4	Recruiting and selection	22			2		20	Индивидуальный отчет по теме
Тема 5	Performance appraisal and feedback	12			2		10	Индивидуальный отчет по теме

Тема 6	Compensation and benefits	23			0		23	Индивидуальный отчет по теме
Тема 7	Зачетное занятие по темам модуля/ Консультация	12			2		10	Собеседование по темам
	Итого (в период ТО)	**135/ 101.25**			**12/9**		**123/ 92.25**	
Промежуточная аттестация		**9/6.75**						Экзамен
Всего:		**144/ 108**			**12/9**		**123/ 92.25**	

*Примечание: 2 – формы текущего контроля успеваемости: фронтальный опрос (ФО), контрольное чтение (КЧ), анализ текста (АТ), ситуации речевого общения (СРО), дискуссия (Д), собеседование (С). * - занятие проводится в интерактивной форме*

3.2 Содержание дисциплины

Тема 1 «The strategic important of human resources».
Unit 1 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент», 2016 г.). Ex. 1- 8, стр. 5-9
Грамматика: Система видо-временных форм английского глагола в действительном залоге. Типы предложений. Структура предложения. Определение границ членов предложения.
Лексика: Термины. Терминологические словосочетания. Работа с текстом: понятие текста и выработка общей стратегии перевода.
Тема 2 «Labour standards and labour-management relations».
Unit 2 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент», 2016 г.). Ex. 1- 8, стр. 10-13
Грамматика: Инфинитив. Функции, способы перевода.
Лексика: Сокращения, условные обозначения, формулы, символы, термины.
Работа с текстом.
Знакомство с основными способами перевода.
Оценка текста и выработка общей стратегии перевода.
Анализ текста.
Тема 3 «Job analysis and human resource planning».
Unit 3 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент» 2016 г.). Ex. 1- 8, стр. 14-17.
Грамматика: Артикль. Многозначные слова. Контекстуальные значения.
Лексика: Клише, фразеологизмы, словосочетания, термины.
Работа с текстом**:** членение текста и виды единиц перевода. Установление меры независимости языковых единиц в тексте.
Анализ текста. Упражнения. Самостоятельные задания.
Тема 4 «Recruiting and selection».

Unit 4 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»2016 г.). Ex. 1- 8, стр. 18-24
Грамматика: Согласование времен.
Лексика: Термины, многозначность служебных и общенаучных слов.
Работа с текстом. Преобразование языковых единиц при переводе**.** Понятие меры информативности языковой единицы при переводе. Установление информационного соответствия между языковыми единицами исходного и переводящего языков.
Анализ образцов. Упражнения. Самостоятельное определение различных видов преобразований.
Обсуждение результатов.
Тема 5 «Performance appraisal and feedback».
Unit 5 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент», 2016 г.). Ex. 1- 8, стр. 25-28
Грамматика: Сложные синтаксические конструкции, характерные для научного стиля речи.
Лексика: Термины, атрибутивные словосочетания, фразеологизмы.
Работа с текстом. Лексический аспект перевода: транслитерация (переводческая транскрипция). Международные и национальные системы переводческой транскрипции.
Анализ текстов. Упражнения. Самостоятельные задания.
Тема 6 «Compensation and benefits».
Unit 6 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент», 2016 г.). Ex. 1- 8, стр. 29-33
Грамматика: Герундий (формы, способы перевода).
Лексика: Интернациональная лексика. «Ложные друзья» переводчиков.
Работа с текстом. Лексический аспект перевода: лексико-семантические модификации при переводе.
Анализ текста. Упражнения. Самостоятельные задания.
Обсуждение результатов.
Тема 7 «Forms of government».
Unit 7 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент», 2016 г.). Ex. 1- 8, стр. 34-38, раздел 3 «How the Repuplicans got stuck in the past» (текст и задания к нему) с. 69-70, «Young, fit and uninterested» (текст и задания к нему) с. 70-71.
Тема 8 « Liberal democracy».
Unit 8 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент» 2016 г.). Ex. 1- 8, стр. 39-42, раздел 3 «The worldwide wobble» (текст и задания к нему) с. 72, «All for one» (текст и задания к нему) с. 73-74.
Тема 9 «Equality of political rights».
Unit 9 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»2016 г.). Ex. 1- 8, стр. 34-38, раздел 3 «Plucking the goose» (текст и задания к нему) с. 75-76, «Start them early» (текст и задания к нему) с. 77-78, текст и упражнения с. 87-88.

Тема 10 Зачетное занятие по темам модуля/Консультация. Индивидуальный отчет по темам модуля.

4. Материалы текущего контроля успеваемости обучающихся

4.1. В ходе реализации дисциплины «Иностранный язык в профессиональной деятельности» используются следующие формы и методы текущего контроля успеваемости обучающихся.

Тема	Методы текущего контроля успеваемости
The strategic important of human resources.	ФО, КЧ
Labour standards and labour-management relations	ФО, КЧ
Job analysis and human resource planning	ФО, АТ
Recruiting and selection	СРО
Performance appraisal and feedback	АТ
Compensation and benefits	ФО
Forms of government	Д
Liberal democracy	ФО
Equality of political rights	Д
Зачетное занятие по темам	АТ, С

*Формы текущего контроля успеваемости: фронтальный опрос (ФО), контрольное чтение (КЧ), анализ текста (АТ), ситуации речевого общения (СРО), дискуссия (Д), собеседование (С). * - занятие проводится в интерактивной форме*

4.2 Типовые материалы текущего контроля успеваемости

Типовые оценочные материалы по теме «The strategic important of human resources» включают в себя *устный фронтальный опрос; контрольное чтение*.

Контрольные вопросы для устного фронтального опроса:

1. What is the aim of public service?
2. What types of goods and services do public service organizations provide?
3. Why do public services sometimes function unsatisfactory?
4. Why do public service professionals have to reassess their approach?
5. Why do public service organizations continue to be bureaucratic in spite of different initiatives taken for improving their services?
6. What is one of the most important tasks facing public service organizations?

Текст для проверки контрольного чтения:

This text describes the strategic importance of human resource management and characterizes its legal context and the laws that regulate various aspects of employer-employee relations.

Managers clearly recognize the importance of human resources. Without people, no organization could function. Most managers would also agree that it's better to pay too much attention to human resources than to pay too little attention to them. Human resources are critical for effective organizational functioning.

Human resource management is the activity directed at attracting, developing, and maintaining an effective work force for the organization. Human resource management (or personnel, as it is sometimes called) was once relegated to second-class status in many

organizations. However, its importance has grown dramatically in the last two decades. This increase in importance stems from increased legal complexities, the recognition that human resources are a valuable means for improving productivity, and the increased awareness of the costs associated with poor human resource management.

Indeed, managers today are coming to realize that the effectiveness of their human resource function has a substantial impact on the bottom-line performance of the firm. Poor human resource planning can result in spurts of hiring followed by layoffs – costly in terms of unemployment compensation payments, training expenses, and morale. Haphazard compensation systems do not attract, keep, and motivate good employees, and outmoded recruitment practices can lay the firm open to expensive and embarrassing discrimination lawsuits. Consequently, the chief human resource executive of most large businesses is a vice president directly accountable to the CEO, and more and more firms are developing strategic human resource plans and are integrating those plans with other strategic planning activities.

Even organizations with as few as 200 employees usually have a human resource manager and a human resource department charged with overseeing these activities. However, responsibility for human resource activities is invariably shared between the human resource department and line managers. The human resource department may recruit and do the initial screening of candidates, but the final selection is usually made by managers in the department where the new employee will work. Similarly, although the human resource department may establish performance appraisal policies and procedures, the actual evaluating and coaching of employees is done by their immediate superiors.

A number of laws regulate various aspects of employee-employer relations, especially in the areas of Equal Employment Opportunity, compensation and benefits, labor relations, and occupational safety and health.

Several laws forbid unfair discrimination by employers, but the most important is Title VII of the Civil Rights Act of 1964. Title VII forbids discrimination on the basis of sex, race, color, or national origin in all areas of the employment relationship, including hiring, layoff, discharge, discipline, compensation, access to training and promotion. Title VII applies to all private employers with fifteen or more employees, to state and local governments, and to educational institutions, labor unions, and employment agencies. The intent of Title VII is to ensure that employment decisions are made on the basis of an individual's qualifications for a particular job, rather than personal biases. The law has reduced such practices as refusing to promote blacks into management, failing to hire men as telephone operators and flight attendants, and refusing to hire women as construction workers.

Less overt forms of discrimination have also been curbed. For instance, the use of employment tests that whites pass at a higher rate than blacks is forbidden unless the employer can document that the test is a valid predictor of job performance. Similarly, many height and weight standards for police officers and firefighters have been eliminated because they excluded a disproportionate number of female, Hispanic and Asian applicants and could seldom be proved necessary for success as a police officer or firefighter. Such requirements have an adverse impact on minorities and women when such individuals pass the selection standard at a rate less than 80 percent of the pass rate for majority group members. Tests or other standards that have an adverse impact on protected groups can be used only when there is solid evidence that they are valid – that they effectively identify individuals who are better able than others to do the job. The Equal Employment Opportunity Commission is charged with ensuring that Title VII is enforced.

Age Discrimination in Employment Act was passed in 1967 and amended in 1978. It applies to the same types of employers and situations as Title VII but outlaws discrimination against people aged 40 through 69. Individuals cannot be forced to retire before age 70 except for documented health or performance-related reasons. People under the age of 40 who are discriminated against because they are too young have no protection under this federal law. Some states, however, have broader age discrimination acts that may provide relief.

Both the Age Discrimination Act and Title VII require passive non- discrimination, or Equal Employment Opportunity. Employers are not required to seek out and hire large numbers of older employees or minority group members, but they must treat fairly all who apply. Some regulations do require employers to go one step further – to actively seek, hire, and advance particular classes of individuals.

A series of executive orders issued in the last twenty- five years requires employers holding government contracts to engage in Affirmative Action – intentionally seeking and hiring qualified or qualifiable employees from racial, sexual, and ethnic groups that are "underutilized" or underrepresented in the organization. Ideally, an employer's work force should reflect the racial, sexual, and ethnic makeup of the relevant labor market. If 15 percent of the carpenters in the area where a company is located are black, then approximately 15 percent of the carpenters whom the firm employs should also be black. Employers with federal contracts over $100,000 per year must have a written Affirmative Action Plan that spells out employment goals for each underutilized group and the company's plans for meeting those goals. The latter might include recruiting at largely minority schools or making special efforts to attract women into apprenticeship programs. Employers with government contracts are also required to act affirmatively in hiring Vietnam-era veterans and qualified handicapped individuals.

Типовые оценочные материалы по теме «Labour standards and labour-management relations» включают в себя *устный фронтальный опрос; контрольное чтение.*

Контрольные вопросы для устного фронтального опроса:

1. What managers does public service need to be effective?
2. What qualities must managers satisfy?
3. What role will senior civil servants need to play?

Текст для проверки контрольного чтения:

A number of important state and federal laws regulate the payment of wages and the provision of benefits to employees. The wage law with the widest impact is the Fair Labor Standards Act, passed in 1938 and amended frequently since then. Among many other provisions, this law sets the so-called minimum wage and requires the payment of overtime rates for work in excess of 40 hours per week. Not all employees are covered. Salaried professional, executive, and administrative employees are "exempt" from the minimum hourly wage and overtime provisions.

The Equal Pay Act of 1963 requires that men and women be paid the same amount for doing the same jobs (assuming the jobs demand equal skill, effort, and responsibility and are performed under the same working conditions). For instance, it is illegal to pay male chemistry teachers more than female chemistry teachers merely because of sex or assumed head-of-household status. Attempts to circumvent the law by having different job titles and pay rates for males and females who perform essentially the same work (she is the "head secretary" he the "office manager") are also illegal. However, it is perfectly reasonable to base an individual's pay on her or his seniority, performance, or qualifications, even if doing so results in a particular man

and woman being paid different amounts for doing the same job. The Equal Pay Act is important, but it overlaps with Title VII in that both cover pay discrimination on the basis of sex.

The provision of benefits is also regulated in some ways by state and federal laws. Certain benefits are mandatory – unemployment compensation for employees who are laid off and worker's compensation insurance for employees who are injured on the job. Employers who provide a pension plan for their employees are subject to the Employee Retirement Income Security Act of 1974 (ERISA). This law sets standards for pension plans and provides federal insurance if pension funds go bankrupt. The primary goals of ERISA are to ensure that employees get the pension benefits due them when they retire and that they do not lose accrued benefits if they change employers.

Union activities and management behavior, toward unions constitute another heavily regulated area. Before the 1930s, federal laws generally inhibited unionization, and unions were often prosecuted as "a conspiracies in restraint of trade."' However, during the New Deal era, new laws affirmed the right of unions to exist and the obligation of management to bargain collectively with them.

The National Labor Relations Act (Wagner Act), passed in 1935, sets up a procedure for employees for a firm to vote whether to have a union. If they vote for a union management is required to bargain collectively with the union. The Wagner Act lists certain "unfair labor practices" – firing or otherwise punishing employees known to be pro-union, threatening or bribing employees to vote against the union, attempting to dominate the union and sending spies to union meetings. The National Labor Relations Board was established by the Wagner Act to enforce its provisions.

Following a series of severe in 1946, the Labor-Management Relations Act (Taft-Hartley Act) was passed in 1947 to limit union power. The law lists unfair labor practices by unions, such as refusing to bargain in good faith, harassing, both union members and nonmembers, and charging excessive dues and fees. It gives management more rights to speak out against the union during an organizing campaign, though management must still be careful not to threaten employees. Finally, the Taft-Hartley Act contains the National Emergency Strike provision, which allows the president of the United States to obtain a court injunction to prevent or end a strike that endangers the national health and safety. The injunction has a duration of up to eighty days – in hopes that the strike can be settled during this cooling-off period.

Taken together, those laws balance the power of unions and management. Employees are entitled to be represented by a properly constituted union, and management retains the right to make non-employee-related business decisions without interference.

The Occupational Safety and Health Act of 1970 (OSHA) directly mandates the provision of safe working conditions. OSHA is undoubtedly the most influential occupational safety law. It requires that employers (1) provide a place of employment that is free from recognized hazards that may cause death or serious physical harm and (2) obey the safety and health standards established by the Occupational Safety and Health Administration. Safety standards are intended to prevent accidents (such as being injured by a moving piece of machinery); occupational health standards are concerned with preventing occupational disease (due to long-term exposure to hazards such as excessive noise, carcinogenic chemicals, or other contaminants). For example, there are standards that limit the concentration of cotton dust in the air, because this contaminant has been associated with lung disease in textile workers. The standards are enforced by OSHA inspections, which are conducted when an employee files a

complaint of unsafe conditions or when a serious accident occurs. Spot inspections of plants in especially hazardous industries are also made. Employers who fail to meet OSHA standards may be fined.

Several other areas of legal concern have emerged during the past few years. One is sexual harassment. Although sexual harassment is covered under Title VII, it has received additional attention in the courts recently as more and more victims have decided to publicly confront the problem. Another issue revolves around alcohol and drug abuse. Both alcoholism and drug dependence are seen as major problems today. Recent court rulings have tended to define alcoholics and drug addicts as handicapped, protecting them under the same laws that protect other handicapped people. Finally, AIDS has emerged as a significant legal issue for organizations to confront. AIDS victims too are most often protected under various laws protecting the handicapped.

Типовые оценочные материалы по теме «Job analysis and human resource planning» включают в себя *устный фронтальный опрос; анализ текста*.

Контрольные вопросы для устного фронтального опроса:

1. What meaning is the term “strategy” often used?
2. What does strategy provide?
3. What is strategic management about?
4. What features is strategic management marked?
5. What does strategic thinking and action require?
6. What task do strategic thinking and conscious analysis of strategy assign senior managers?
7. Does strategic management aim to retain the success achieved within the administration?

Текст для анализа:

With our new understanding of the legal environment of human resource management as a foundation, we are now ready to address its first substantive concern – determining the types and number of people the organization needs to be effective. The first step in this process is job analysis. Job analysis is a systematized procedure for collecting and recording information about jobs. A job analysis is usually made up of two parts. The job description lists the duties of a job, its working conditions, and the tools, materials, and equipment used to perform it. The job specification lists the skills (such as typing), abilities (such as manual dexterity), and other credentials (a college degree, a chauffeur's license) needed to do the job. There are many methods of collecting and presenting job analysis data, from simple homemade forms to standardized and computer-scored questionnaires. Job analysis information is used in many human resource activities. For instance, it is necessary to know about job content and job requirements to develop appropriate selection methods and job-relevant performance appraisal systems and so to set equitable compensation rates across jobs. Job analysis information is used in the development of training programs and also in human resources planning.

Human resource planning consists of forecasting future needs for employees in different jobs, forecasting the availability of such employees, and then taking steps to match supply and demand. Short-range planning (one to two years to guide immediate recruiting needs is most common, but mid- and long-range planning (up to ten years) can also be helpful. More and more organizations are increasing their human resource planning activities. Systematic planning of this type results in improved efficiency effectiveness throughout the organization. Managers need a

great deal of information to accurately forecast the organization's demand for employees. The manager needs to know trends in past human resource usage, future organizational plans, and general economic trends. A good sales forecast is often a good beginning, especially for smaller organizations. Historical ratios can then be used to predict demand for staff workers, sales representatives, and so forth. Of course, large organizations use much more complicated models to predict their future human resource needs. However, most models rely on basic assumptions about the future, much like this simple example.

Forecasting the supply of labor is really two tasks – forecasting the internal supply (the number and type of employees who will be in the firm at some future date) and forecasting the external supply (the number and type of people who will be available for hiring in the labor market at large). The simplest approach merely adjusts present staffing levels for anticipated turnover and promotions. On the basis of past data, for example, one might make the predictions about the number of workers who will still be employed in that job next year. More sophisticated models apply this kind of procedure simultaneously to all jobs in the organization and can predict conditions more than one year in advance. Union Oil Company, for example, has a complex forecasting system for keeping tabs on the present and future distributions of professionals and managers. The Union Oil system can spot areas where there will eventually be too many qualified professionals competing for too few promotions or, conversely, too few good people available to fill important positions.

Thus far we have talked about forecasting the supply of human resources in the aggregate. For instance, we have predicted that we will have 989 assemblers left next year. Exactly who the 989 are is of no real concern. However, at the higher levels of the organization, we need to plan for specific people and positions. The technique most commonly used is the replacement chart, which lists each important managerial position, who occupies it now, how long he or she will probably stay in it before moving on, and who (by name) is now qualified or soon will be qualified to move into the position. This allows ample time to plan developmental experiences for individuals identified as potential successors to critical managerial job:

To facilitate both planning and the identification of individuals for current transfer or promotion, some organizations also have an employee information system, or skills inventory. Such systems are often computerized, containing information on each employee's education, skills, work experience, and career aspirations. Such a system could quickly locate all the employees in a large organization who are ostensibly qualified to fill a position requiring, for instance, a degree in chemical engineering, three years of experience in an oil refinery, and fluency in Spanish.

Forecasting the external supply of labor is a different problem altogether. How does a manager, for example, predict how many electrical engineers will be seeking work in Georgia three years from now? To get an idea of the future availability of labor, planners must rely on information from outside sources such as state employment commissions, government reports, and figures supplied by colleges on the number of students in major fields.

After comparing future demand and future internal supply, managers charged with human resource planning can make plans to deal with predicted shortfalls or overstaffing. If a shortfall is predicted, new employees can be hired from outside, present employees can be retrained and transferred into the understaffed area, individuals approaching retirement can be tempted by additional benefits to stay on, or labor-saving or

productivity-enhancing systems can be installed. If hiring will be needed, the forecast of the external supply of labor helps managers plan how extensively to recruit, based on whether the type of person needed is readily available or scarce in the labor market. If overstaffing is expected to be a problem, the main options are transferring the extra employees, not replacing individuals who quit, encouraging early retirement, and laying people off. As "Management in Practice" illustrates, many businesses today are relying on temporary workers to help smooth fluctuations in the demand for and supply of human resources.

Exercise 1. Prove or refute by citing the text.

1. Job analysis helps collect and record information about jobs.
2. Job analysis is usually made up of job description and job specification.
3. Forecasting Human Resource Demand and Supply is one of the parts of human resource planning.
4. Forecasting the supply of labour is really three tasks.
5. At the higher levels of organization managers need to plan for specific people and positions.

Exercise 2. Make up the outline of the text.

Exercise 3. Find the information in the text saying that ….

Прогнозирование трудовых ресурсов состоит из прогноза внутренних потребностей в новых работниках и прогноза внешнего спроса, т.е. количества и типа людей, которые будут доступны на рынке труда в ближайшем будущем.

Exercise 4.Give the resume.

Типовые оценочные материалы по теме «Recruiting and selection» включают в себя *дискуссию, анализ текста*.

When employees 'give notice', i.e. inform their employer that they will be leaving the company (as soon as their contract allows), in what order should the company carry out the following steps? Why?

1. either hire a job agency (or tor a senior post, a firm of headhunters), or advertise the vacancy
2. establish whether there is an internal candidate who could be promoted (or moved sideways) to the job
3. examine the job description for the post, to see whether it needs to be changed (or indeed, whether the post needs to be filled)
4. follow up the references of candidates who seem interesting
5. invite the short-listed candidates for an interview
6. make a final selection
7. receive applications, curricula vitae and covering letters, and make a preliminary selection (a short list)
8. try to discover why the person has resigned
9. write to all the other candidates to inform them that they have been unsuccessful.

Текст для анализа:

Once an organization has an idea of its future human resource needs, the next phase is usually recruiting and selecting new employees. Recruiting is the process of attracting individuals to apply for the jobs that are open. The goal is to attract qualified candidates. Attracting too few candidates is a problem, because those who are hiring either will not be able to be very selective or will have to leave openings unfilled. On the other hand, attracting far too many candidates is also undesirable, because evaluating candidates is costly and time

consuming, particularly when individual testing or interviews are used. Some recruits are found internally; others come from the outside.

Internal recruiting means considering present employees as candidates for openings. Such a policy of promotion from within can help build morale and keep high-quality employees from leaving the firm. In unionized companies, the procedures for notifying employees of internal job change opportunities are usually spelled out in the union contract. They are often called job posting and bidding. For higher-level positions, a skills inventory system may be used to identify internal candidates, or superiors may be asked to recommend individuals who should be considered. One disadvantage of internal recruiting is its "ripple effect." When a current employee moves to a different post, someone else must be found to take her or his old job. If this replacement was already an employee, then her or his now-vacant job must also be filled. In one organization, 454 job movements were necessary as a result of filling 195 initial openings. Although internal recruiting gives many employees a chance to move up, it also increases training costs and other problems associated with inexperienced incumbents.

External recruiting involves attracting individuals outside the organization to apply for jobs. A number of methods and sources are available, including advertising, campus recruiting, public or private employment agencies or executive search firms, union hiring halls, referrals by present employees, and hiring “walk-ins” or "gate-hires" (people who show up without being solicited). It is important to select the most appropriate methods. For instance, one would probably not go to the local state employment service office to find a nuclear physicist, but the state office could be used to find blue-collar workers. Private employment agencies can be a good source of clerical and technical employees, and executive search firms specialize in locating top-management talent. Newspaper ads are often used because they reach a wide audience and thus allow minorities “equal opportunity” to find out about and apply for job openings.

In selecting a recruiting method, both costs and results must be considered. Newspaper ads are quite inexpensive compared with executive search firms or campus recruiting. Different methods also differ in terms of the quality or quantity of applicants generated. A bank in New York City, for example, studied the quality of tellers hired through each of seven recruiting methods. Managers found that three of the methods they had been using (newspaper advertising, major private employment agency, and other agencies) produced tellers who were more likely to quit than those hired by the other recruiting methods (rehiring former employees, acting on referrals from high schools or present employees, and hiring walk-ins). Analysis showed that the bank could save over $50,000 per year in hiring and training costs by using only the four most effective recruiting methods.

The organization must also keep in mind that recruiting and selection decisions often go both ways – the organization is selecting an employee, but the prospective employee is also selecting a job. Thus, the organization wants to put its best foot forward, treat all applicants with dignity, and strive for a good person-job fit. Recent estimates suggest that hiring the "wrong" operating employee – one who flops and either quits or must be fired – generally costs the organization $5,000 in lost productivity and training. For a manager, the costs skyrocket to as much as $75,000. One generally successful method for facilitating a good person-job fit is through the so-called realistic job preview, or RJP. As the term suggests, the RJP involves providing

the applicant with a real picture of what it would be like to perform the job that the organization is trying to fill.

Once the recruiting process has attracted a pool of applicants, the next step is to select whom to hire. The intent of the selection process is to gather from applicant's information that will predict their job success and then to hire the candidates predicted to be most successful. Information about candidates can be collected in many ways, including application blanks, tests, interviews, and reference checks. As noted in the opening incident, Mazda uses a variety of selection techniques. Each device used, however, must deal only with factors that are predictive of future performance. The process of proving that any selection device is really predictive of future job performance is called validation. Recall that any selection device that has an adverse impact on members of certain groups must be validated. In practice, all selection devices should be validated. It's a waste of time and money to use a selection device without being certain that it helps pinpoint the best candidate.

There are two basic approaches to validation. The first is predictive validation. This involves collecting the scores of employees or applicants on the device to be validated and correlating their scores with actual job performance. A statistically significant correlation means that the selection device is a valid predictor of job performance. For instance, certain SAT test scores are used as admissions criteria by many colleges because the scores are correlated with later academic performance.

The second major validation method is called content validation. To apply this method, one uses logic and thorough study of the job to establish that the selection device (usually a work-sample test) measures the exact skills needed for successful job performance. For example, if a job requires a great deal of typing of tables and figures, a typing test involving this kind of material is content-valid for the job. The most critical part of content validation is a careful job analysis showing exactly what duties are to be performed. The test is then developed to measure the applicant's ability to perform those duties.

The first step in selection is usually asking the candidate to fill out an application blank. Application blanks are an efficient method for gathering information about the applicant's previous work history, educational background, and other job-related demographic data. They should not contain questions about sex, religion, national origin, or other areas not related to the job. Application blank data are generally used informally to decide whether a candidate merits further evaluation, and interviewers use application blanks to familiarize themselves with candidates before interviewing them.

Tests are also used to select employees. Tests of ability, skill aptitude, or knowledge that is relevant to the particular job are usually the best predictors, although tests of general intelligence or personality are occasionally useful as well. If tests are used, they should be validated and should be administered and scored in a very consistent fashion. All candidates should be given the same directions, should be allowed the same amount of time, and should experience the same testing environment (temperature, lighting, distractions). If properly used, tests can be very helpful in selection.

The interview is a very popular selection device. Besides evaluating the applicant, the interviewer can tell the applicant about the company. Unfortunately, interviews are sometimes poor predictors of job success. There are many reasons for this, most of them stemming from biases inherent in the way people perceive and judge others on first meeting. Interview validity can be improved by training interviewers to be aware of potential biases and by increasing the

structure of the interview. In a structured interview, questions are written down in advance, and all interviewers follow the same question list with each candidate they interview. This procedure is helpful for two reasons. It introduces consistency into the interview procedure, and the questions can be carefully screened and refined so that they are all relevant to job ability and are not discriminatory.

Типовые оценочные материалы по теме «Performance appraisal and feedback.» включают в себя *устный фронтальный опрос; анализ текста.*

Контрольные вопросы для устного фронтального опроса:

1. Why is the Government Performance and Results Act called “result-oriented” planning?
2. What is the GPRA?
3. Who is responsible for defined results according to GPRA?
4. What elements are the GPRA prerequisites based on?
5. What planning are all departments and agencies obliged to carry out?
6. What should annual performance reports compare?
7. What do the planning documents show?
8. How is the GPRA potential judged? And why?
9. What basis did the GPRA create?

Текст для анализа:

When employees are trained and settled into their jobs, one of the next concerns is performance appraisal. Performance appraisal is a formal assessment of how well an employee is doing his or her job. There are many reasons to evaluate employee performance regularly. One reason is that performance appraisal may be necessary for human resource research efforts, such as validating selection devices or assessing the impact of training programs. A second reason is administrative – to aid in making decisions about pay raises, promotions, and training. Still another reason is to provide feedback to employees to help them improve their present performance and plan future careers. Because performance evaluations often help determine wages and promotions, they must be fair and nondiscriminatory – that is, valid. In the case of appraisals, content validation is used to show that the appraisal system accurately measures performance on important elements and does not measure traits or behavior that are irrelevant to job performance.

Several appraisal methods are commonly used in organizations. Three basic categories are objective methods, judgmental methods, and management by objectives. Objective measures of performance include actual output (i.e., number of units produced), scrap page rate, dollar volume of sales, and number of claims processed. Objective performance measures may be contaminated by "opportunity bias" if some individuals have a better chance to perform than others. Suppose a company manufacturing snow blowers sends one sales representative to Michigan and another to Florida. The former clearly has a greater opportunity than does the latter. Fortunately, it is often possible to adjust raw performance figures for the effect of opportunity bias and thereby arrive at figures that accurately represent each individual's performance.

Another type of objective measure is the special performance test – a method in which each employee is assessed under standardized conditions. This kind of appraisal also eliminates opportunity bias. For example, General Telephone Company has a series of prerecorded calls that operators in a test booth answer. The operators are graded on speed, accuracy, and courtesy in handling the calls. Performance tests measure ability but do not measure the extent to which one is motivated to use that ability on a daily basis. (A high-ability person may be a lazy

performer except when being tested.) Therefore, special performance tests must be supplemented by other appraisal methods to provide a complete picture of performance.

By far the most common way to measure performance is through judgmental methods, including ranking and rating techniques. Ranking compares employees directly with each other and orders them from best to worst, usually on the basis of "overall performance." Ranking has a number of drawbacks. First, it is difficult to do for large groups, because the persons in the middle of the distribution may be hard to distinguish, from one another accurately. Second, intervals are unequal between ranks. Number 1 is better than number 2, but by a lot or a little? This kind of information is not conveyed by ranks. Third, comparison of people in different work groups is impossible. Each group has a person ranked first, but which first is best? The final criticism of ranking is that it is a global technique. The whole employee is being assessed at once as to overall goodness or badness compared with others. This is a bit simple-minded in that each employee certainly has both good and bad points. In addition, an employee never knows what subjective criteria each evaluator used in arriving at a global judgment. One evaluator may consider quantity of performance above all else, whereas another may attend more to quality or cooperativeness. Furthermore, rankings (and global rating) do not provide useful information for feedback. To be told that one is ranked third is not nearly so helpful as to be told that the quality of one's work is outstanding, its quantity is satisfactory, one's punctuality could use improvement, and one's paperwork is seriously deficient.

Rating differs from ranking in that it compares each employee with a fixed standard rather than with other employees. A rating scale provides the standard scales for a bank teller. Such scales are very common. They consist of: a performance dimension to be rated (such as punctuality, congeniality, and accuracy) followed by a scale on which to make the rating. In constructing graphic rating scales, it is important to select performance dimensions that are relevant to job performance. In particular, they should be focused on job behaviors and results rather than on personality traits or attitudes.

In any kind of rating or ranking system, judgmental errors or biases can occur. One common problem is recency error – the tendency to base judgments on the subordinate's most recent performance because it is most easily recalled. Often a rating or ranking is intended to evaluate performance over an entire time period, such as six months or a year, so the recency error does introduce error into the judgment. Other errors include overuse of one part of the scale – being either too lenient or too severe or giving everyone a rating of "average." Halo error is allowing the assessment of an employee on one dimension to "spread" to ratings of that employee on other dimensions. For instance, if an employee is outstanding on quality of output, a rater might tend to give her or him higher marks than deserved on other dimensions. Additional errors can occur owing to race, sex, or age discrimination, either intentional or unintentional.

The last step in most performance appraisal systems is giving feedback to subordinates about their performance. This is usually done in private meeting between superior and subordinate. The discussion should generally be focused on the facts – the assessed level of performance, how and why that assessment was made, and how it can be improved in the future. Feedback interviews are not easy to conduct. Many managers are uncomfortable with the task, especially if feedback is negative and subordinates are disappointed by what they hear. Proper training of managers, however, can help them conduct more effective feedback interviews.

Exercise 1. Make a terminological analysis the text.
Exercise 2. Prove or refute by citing the text.

1. There are many reasons to evaluate employee performance once a year.
2. Performance tests measure ability and the extent to which one is motivated to use that ability on a daily basis.
3. Rating differs from ranking in that it doesn't compare each employee with a fixed standard rather than with other employees.
4. Special performance test is a method in which not every employee is assessed under standardized conditions.
5. Ranking doesn't have a number of drawbacks.

Exercise 3. Make up the outline of the text.
Exercise 4. Give the resume.

Типовые оценочные материалы по теме «Compensation and benefits» включают в себя *анализ текста; диспут*.

Темы диспута для обсуждения проблемных областей:

Сравните системы государственного менеджмента в следующих странах и обсудите их различие:

1. System of public management in Russia.
2. System of public management in Great Britain.
3. System of public management in the USA.
4. System of public management in Canada.

Текст для анализа:

Another critical part of human resource management is compensation and benefits. Compensation is the financial remuneration given by the organization to its employees in exchange for their work. Benefits are other things of value provided by the organization to its workers.

Compensation is an important and complex part of the organization-employee relationship. Basic levels of compensation are necessary to provide employees with the means to maintain a reasonable standard of living. Beyond this, however, compensation also provides a tangible measure of the value of the individual to the organization. If employees do not earn enough to meet their basic economic goals, they will seek employment elsewhere. Likewise, if they feel their contributions are undervalued by the organization, they may leave or exhibit poor work habits, low morale, and little commitment to the organization. Thus, it is clearly in the organization's best interests to design an effective compensation system. A good compensation system can help attract qualified applicants, retain present employees, and stimulate high performance at a cost that is reasonable for one's industry and geographic area. To set up a successful system, decisions must be made about wage levels, the wage structure, and the individual wage determination system.

The wage-level decision is a management policy decision about whether the firm wants to pay above, at, or below the going rate for labor in the industry or the geographic area. Most firms choose to pay near the average. Those that cannot afford more pay below average. Large, successful firms may like to cultivate the image of being "wage leaders" by intentionally paying more than average and thus attracting and keeping high-quality employees. IBM, for example, pays top dollar to get the new employees it wants. The level of unemployment in the labor force also affects wage levels. Pay declines when labor is plentiful (high unemployment) and increases when labor is scarce (low unemployment).

Once the wage-level decision is made, outside information is needed to help set actual wage rates. Pay administrators need to know what the maximum, minimum, and average wages

are for particular jobs in the appropriate labor market. This information is collected by means of a wage survey. Area wage surveys can be conducted by individual firms or by local human resources or business associations. Professional and industry associations often conduct regional or nationwide surveys and make the results available to employers.

Survey data, however, do not provide enough information for making all wage decisions. First, it is unlikely that survey data will be available for every single job in an organization. Second, paying average or above-average rates based on survey data creates external equity (employees feel fairly paid relative to others in the community, industry, or profession doing the same work) but does not address the issue of internal equity (the perception that different jobs within the firm are fairly paid relative to each other). A common situation creating internal inequity arises when production workers earn as much as or more than their supervisors. This can happen when the former are on incentive plans or put in a lot of overtime and the latter on fixed salaries are "exempt" from the overtime pay requirement of the Fair Labor Standards Act. The setting of pay differentials among different jobs within an organization is called the wage structure.

Wage structures are usually set up through a procedure called job evaluation – an attempt to assess the worth of each job relative to other jobs. Job evaluation is usually done by a committee made up of several managers and a few non-managerial employees. The simplest method is to rank jobs from those that should be paid the most (for example, the president) to those that should be paid the least (for example, a mail clerk or a janitor). In a small firm with few jobs, this method is quick and practical, but medium-size and large firms with many jobs titles require a more sophisticated approach. The most popular is known as the point method. To use this method, the committee first selects "compensable factors," or aspects of jobs that should affect how much pay each job warrants, and then sets up scales. Examples of compensable factors might include the amount of formal education required, physical demands, working conditions and hazards, amount of responsibility, and degree of skill. Jobs requiring more education would be assigned more points on the education factor than jobs requiring less education. Jobs performed under unpleasant or dangerous working conditions would be assigned more points on this factor than safe, comfortable jobs. Each job is carefully studied and evaluated on each factor, and then all the points assigned to each job are added up. There must exist a point system for job evaluation. A job assigned for example 230 points would be paid more than a job assigned 200 points. Such a system makes it easier for managers to explain to employees why one job is paid more than another and thus enhances perceptions of internal equity.

The next step is setting actual wage rates on the basis of a combination of survey data and the wage structure that result from job evaluation. Often jobs with similar numbers of points are grouped together into wage grades for ease of administration. For instance, if there are nine jobs with point totals between 375 and 400, it makes sense to group them in a single wage grade with the same pay rate. After individual wage decisions have been made, there is only one more issue to address – the individual wage decision. This concerns how much to pay each employee in a particular job. The easiest decision is to pay a single rate for each wage grade – for example, $6.10 per hour for the grade including jobs with 375 to 400 points. All individuals holding jobs in this grade would be paid this rate. More typically, however, a range of pay rates is associated with each wage grade. The range for the example grade might be $5.85 to $6.39 per hour, with different employees earning different rates within the range. Then a system is needed for setting

individual rates. This may be done on the basis of seniority (enter the job at $5.85, for example, and increase 5 cents per hour every six months on the job), on the basis of initial qualifications (inexperienced people start at $5.85, more experienced at a higher rate), or on the basis of merit (raises above the entering rate are given for good performance). Combinations of these bases may also be used.

The average company spends an amount equal to over one-third of its cash payroll on employee benefits. Thus, an average individual who is paid $18,000 per year would get about $6,588 more per year in benefits. (Little wonder, then, that they are no longer called fringe benefits.) Benefits come in several forms, including pay for time not worked, insurance benefits, retirement benefits, and employee services. Pay for time not worked includes sick leave, vacation, holidays, and unemployment compensation. Insurance benefits often include life and health insurance for employees and their dependents. Some organizations pay the entire cost of insurance, others share the cost with employees, and still others negotiate group rates but let employees pay the full cost. Workers' compensation is a legally required insurance benefit that provides medical care and disability income for employees injured on the job. Social Security is a government pension plan to which both employers and employees contribute. Many employers also provide a private pension plan to which they and their employees contribute. Employee service benefits include such things as credit unions, tuition reimbursement, and recreational opportunities.

A good benefits plan may help encourage people to join and stay with an organization, but it seldom stimulates high performance because benefits are tied to mere membership in the organization rather than to performance. To get a good return on their benefit dollars, companies should shop carefully, avoid redundant coverage, and provide only those benefits that their employees want. Benefit programs should also be explained to employees in plain English so that they can use the benefits appropriately and appreciate what the company is providing.

Some organizations have instituted “cafeteria benefit plans”, whereby some basic coverage is provided for all employees but employees are then allowed to choose which additional benefits they want (up to a cost limit based on salary). An employee with five children might choose medical and dental coverage for dependents; a single employee might prefer more vacation time; and an older employee might elect increased pension benefits. Such a flexible system would be expected to encourage people to stay in the organization and perhaps to help the company attract new employees. In recent years, companies have also started offering even more innovative benefits as a way of accommodating different needs. On-site childcare, mortgage assistance, and generous paid leave programs are becoming popular. At the same time, however, J. C. Penney, Chrysler, Allied-Signal, Genentech, and other companies have started eliminating some benefits because of the escalating cost of insurance.

Типовые оценочные материалы по теме «Forms of government» включают в себя *анализ текста; диспут*.

Диспут на тему: What do you think is-or should be- the role of a government department of trade and industry? Give examples.

Текст для анализа:

Ideologies are not just abstract ideas; they reflect the experience of people who live under one form of government or another. This experience may express itself ideologically as acceptance of a governmental form, or as rejection of it, or as a combination – partial acceptance with proposals for modification. Also, as Marx saw, ideology is at least in part determined by the social milieu, in which government is an important factor. Finally, ideology is a determining

factor of government because it establishes goals toward which people strive. For example, liberals try to fashion governmental machinery to enhance individual freedom, however they may define it, while socialists enhance the power of the state through central planning and the nationalization of industry. All this means that government and ideology are reciprocally related – each causes and is caused by the other. Let examine the chief forms of government in relation to the ideological climate as it is emerging in the early twenty-first century. Before one can understand a complicated set of facts, one must be able to classify them – to sort them into groups based on their position along some dimension. This process of organizing factual information about governmental systems produces broad schemes of classification usually known as typologies. Once such typologies are formed, one can formulate and test generalizations about the similarities and differences among the various categories.

One of the oldest, and still useful, typologies of government dates back to the founders of political science, Plato and Aristotle. They classified governments with two questions in mind: *Who rules?* and *In whose interest*? Possible answers to the first question were simple: rule may be exercised by a single person, by a minority ("the few"), or by a majority of the whole people ("the many"). The second question, concerning whose interests are served, is more difficult and requires a longer answer. Plato held that there are two basic ways in which rule may be conducted: lawfully and lawlessly. Aristotle added that rule by law is in the general interest of the entire community, whereas arbitrary rule represents exploitation of the ruled for the special interest of the governors. He also pointed out that rule in the common interest tends to be seen as legitimate, and gives rulers authority that the ruled will obey voluntarily, while selfish government does not seem legitimate to those who are oppressed and therefore has to be sustained by coercion and fear. In sum, we have two kinds of regimes: lawful authority seeking the common good, and lawless coercion seeking private interest. Combining these two dimensions of "who" and "how" yields a sixfold typology, illustrated in Figure 1:

HOW IS RULE CONDUCTED

Who rules?	**Lawfull (in the common good)**	**Lawless (in private interest)**
One	Monarchy	Tyranny
Few	Aristocracy	Oligarchy
Many	Polity (constitutional democracy)	Democracy

A monarchy for Plato and Aristotle was a regime in which sovereign authority was vested in one person, who ruled within the laws of the *polis*. Its corrupt counterpart was a tyranny**,** in which one person ruled arbitrarily. An aristocracy was a system in which political power was held by a restricted class – usually the wealthy and those of noble ancestry – that ruled in the general interest under law. An oligarchy, in contrast, was a regime where the wealthy minority used its power to exploit and oppress the impoverished majority. Democracy, in the Greek sense of the term, was also an exploitative form of government, in the sense that the many used their political power to obtain for themselves the wealth of the rich – a majority oppressing a minority. It was the rule of the common people unchecked by legal restraints. The positive counterpart of democracy was polity, which today we might call constitutional democracy. The word polity is derived from politeia, the Greek word for constitution. It expresses the idea that the rule of the many is good only if it is exercised within a fixed constitutional framework that prevents the

majority from oppressing minorities. It represents the balance of public and private interests through the political process.

This raises a more general point: to the Greek philosophers, democracy or popular government was not necessarily a good thing. They considered any lawful regime preferable to any lawless one. The question of numbers, though not unimportant, was secondary in their minds to the question of lawfulness. This insight – that who rules is less important than how rule is conducted – is sometimes obscured because of the modern habit of regarding democracy as something good in itself. Plato and Aristotle would have said that while a polity or constitutional democracy is a good form of government, unchecked democracy is mob rule, little different in principle from tyranny or oligarchy. The nineteenth-century writers Alexis de Tocqueville and John Stuart Mill made the same point when they expressed the fear that democracy could become a "tyranny of the majority."

Plato and Aristotle left us a body of thought that emphasizes the rule of law – yet paradoxically, Plato believed there was an even higher form of rule. In his famous book *The Republic*, he sketched the ideal of rule by a philosopher-king, a man so pre-eminent in wisdom and moral virtue that he could rule by personal judgment rather than by the constraint of law. He would not be arbitrary or oppressive, because his philosophic wisdom would protect him from the temptations of power. The people would consent to this form of rule because it would be in their own interest.

Plato never completely renounced his belief in the philosopher-king, but he became rather pessimistic about the possibility of finding such a man. In a later dialogue, *The Statesman*, he suggested that the rule of law was an acceptable, second-best alternative in the absence of a philosopher-king. And in his last work, *The Laws*, the philosopher-king is nowhere to be found.

Thus Plato, along with his pupil Aristotle, came to see the rule of law as the best political solution likely to be attained by imperfect human beings. Rule of law is second best in terms of what might be imagined, but best in terms of what human beings, with their limited knowledge, can probably achieve. Yet the image of the philosopher-king, who rules above law in the common good, has never ceased to haunt history. Many autocratic regimes claiming superiority to the law have been based on it.

One other important point must be made. Aristotle was always careful to point out that the conflict between the few and the many was as much one of wealth as of numbers, since in practice the many are usually poor relative to the wealthy few. In his view, the besetting vice of democracy was that the majority used the states power to confiscate the property of the wealthy minority; the parallel failing of oligarchy was that the wealthy few manipulated the laws to bring about easier exploitation of the masses.

Aristotle's preference was for a polity or constitutional democracy where the rights of property would be protected by law. In the classical view, polity is a compromise between two negative governmental forms: democracy and oligarchy. If both the wealthy and the poor, the few and the many, hold a share of power in the state, but neither faction is supreme, they will check each other. Thus, in a negative way, we come back to the desired situation of the rule of law, because the counterpoised factions will watch each other to make sure that neither begins to manipulate the laws to its own advantage. However, Aristotle also pointed out that the balance would probably be unstable if society were polarized into camps of extreme wealth and poverty. It would be best to have a large middle class, as this in a sense would unite numbers and property

within itself. Such a class, though not itself rich, would have a stake in protecting the property of the rich – for if the rich could be despoiled, the middle class itself might be next.

Exercise 1. Make a terminological analysis the text.

Exercise 2. Prove or refute by citing the text.

1. Ideologies are just abstract ideas; they don't reflect the experience of people who live under one form of government or another.
2. Plato held that there are three basic ways in which rule may be conducted.
3. An aristocracy was a system in which sovereign authority was vested in one person.
4. A monarchy for Plato and Aristotle was a regime in which the wealthy minority used its power to exploit and oppress the impoverished majority.
5. Democracy was also an exploitative form of government, in the sense that the many used their political power to obtain for themselves the wealth of the rich – a majority oppressing a minority.

Exercise 3. Find the information in the text saying that ….

Аристотель отдавал предпочтение конституционной демократии, где право собственности защищается законом.

Exercise 4. Give the resume.

Типовые оценочные материалы по *теме «Liberal democracy»* включают в себя *анализ текста, задания к нему.*

Текст для анализа:

In today's world, virtually every government claims to be democratic; and when we criticize a government, it is often for not being democratic enough. But democracy was not always so popular. Its universal acceptance stems only from the years of World War I. Democracy in itself is a technique, a way of making certain decisions by accepting the will of the majority. In our view, it becomes a legitimate form of government only when it is united with the traditional Western ideals of constitutionalism, rule of law, liberty under law, and the limited state. And conversely, it is not the only legitimate form of government. Although only a relatively small number of people could vote, aristocratic rule was not always considered oppressive. Our current democratic government carries on British constitutionalism while bringing the common people into the political realm.

The most basic conceptual problem today is that the two dimensions of the "how" and the "who" of government have become blurred in the single term democracy. Its current usage suggests not only majority rule, but also a condition of freedom in which a limited state respects people's rights. Freedoms of speech, religion, and so on are commonly identified as democratic liberties, though they aren't necessarily found in a democracy. To cloud the issue even further, democracy outside the Western world often means government allegedly for the many, but conducted by a ruling elite, such as a communist vanguard party or a military junta (Spanish for a group of individuals forming a government, especially after a revolution) that faces few constitutional limitations.

All of this raises so many problems that we will restrict ourselves for the moment to a discussion of Western democracy, which in itself is extremely complex. In the nineteenth century, democratic government was seen mainly in terms of equality of political and legal rights, of the right to vote, to express differing political opinions and to organize political opinion through political parties, of the right of elected representatives to supervise or control the activities of the government of the day. Today, much more stress is laid upon the need for the State to guarantee to everybody certain economic and social rights, involving the elimination of

educational and social inequalities. During the twentieth century, the concept of democracy expanded.

Democracy has now come to imply freedom – encompassing political, economic, and social rights – as well as the rule of the many. Brief reflection is enough to show that these two dimensions are quite different and that there is no inevitable connection between them. Freedom is made possible by the rule of law, which minimizes arbitrary coercion and maximizes universal submission to equal laws. Yet the rule of the many, as Aristotle saw, may or may not be lawful. Specifically, a majority might take away the property, language, or religious rights of a minority unless the majority itself is restrained by the constitution. Democracy requires freedom only in the limited and partial sense that a certain amount of political freedom is necessary if the people are to choose officials: they must have a chance to nominate candidates, discuss issues, cast ballots, and so on. But beyond this necessary minimum, democracy in other realms of life could be quite oppressive.

In most democracies today, the definition of democracy includes the assumption that all individuals have an equal legal right to be considered for employment. From now on, we will use the term constitutional or liberal democracy to denote a system in which the majority chooses rulers, who must then govern within the rule of law. This is what Plato and Aristotle meant by polity. The term liberal democracy refers to liberalism in the broadest sense, without distinguishing between classical and reform liberalism. Whatever their disagreements about laissez faire, redistribution, and government intervention, classical and reform liberals are united in their support of constitutional procedures, the limited state, and a private sphere of personal freedom. Liberal democracy, based on this common ground, is broad enough to encompass different experiments in economic policy. The moderate form of socialism that we have called social democracy is also compatible with liberal democracy as a system of government. The limited amounts of nationalization, central planning, and egalitarianism advocated by social democrats are subordinated to majority rule and respect for constitutional procedure.

Communism, however, was never compatible with liberal democracy. In the people's democracies of Eastern Europe, the Leninist theory of democratic centralism, as converted into the operating philosophy of the communist state, did not allow for political freedom and the right of constitutional opposition. The uncontested elections that were the hallmark of communism in power were sharply different from the practice of liberal democracy. When democratization began in Eastern Europe in 1989, those countries repudiated communism and democratic centralism as quickly as they could. From the West they imported the entire apparatus of liberal democracy, including competitive elections, multiple political parties, an executive answerable to an elected legislature, and an independent judiciary. Based on the historical record thus far, we can say that liberal democracies are not easily transplanted, especially in countries with low economic development, or where ethnic and religious interests are strongly entrenched. Liberal democracy can be briefly defined as a system of government in which the people rule themselves, either directly or indirectly (through chosen officials) but in either case subject to constitutional restraints on the power of the majority. This definition can be expanded through an examination of four operating principles of liberal democracy: equality of political rights, majority rule, political participation, and political freedom.

Exercise 3. Prove or refute by citing the text.

1. Democracy in itself is a technique, a way of making certain decisions by accepting the will of the minority

2. . Freedoms of speech, religion, and so on are commonly identified as democratic liberties, though they are necessarily found in a democracy.
3. Freedom is not made possible by the rule of law, which minimizes arbitrary coercion and maximizes universal submission to equal laws.
4. The term liberal democracy refers to liberalism in the broadest sense, without distinguishing between classical and reform liberalism.
5. Communism, however, always compatible with liberal democracy.

Exercise 4. Make up the outline of the text.

Exercise 5. Translate the following passage. Do it in writing.

Democracy in itself is a technique, a way of making certain decisions by accepting the will of the majority. In our view, it becomes a legitimate form of government only when it is united with the traditional Western ideals of constitutionalism, rule of law, liberty under law, and the limited state. And conversely, it is not the only legitimate form of government. Although only a relatively small number of people could vote, aristocratic rule was not always considered oppressive. Our current democratic government carries on British constitutionalism while bringing the common people into the political realm.

The most basic conceptual problem today is that the two dimensions of the "how" and the "who" of government have become blurred in the single term democracy. Its current usage suggests not only majority rule, but also a condition of freedom in which a limited state respects people's rights. Freedoms of speech, religion, and so on are commonly identified as democratic liberties, though they aren't necessarily found in a democracy.

Exercise 6. Entitle the following passage.

Democracy has now come to imply freedom – encompassing political, economic, and social rights – as well as the rule of the many.

Brief reflection is enough to show that these two dimensions are quite different and that there is no inevitable connection between them. Freedom is made possible by the rule of law, which minimizes arbitrary coercion and maximizes universal submission to equal laws. Yet the rule of the many, as Aristotle saw, may or may not be lawful. Specifically, a majority might take away the property, language, or religious rights of a minority unless the majority itself is restrained by the constitution. Democracy requires freedom only in the limited and partial sense that a certain amount of political freedom is necessary if the people are to choose officials: they must have a chance to nominate candidates, discuss issues, cast ballots, and so on. But beyond this necessary minimum, democracy in other realms of life could be quite oppressive.

Exercise 7. Find the information in the text saying that ….

Сегодня мы используем термин «конституционная или либеральная демократия» для определения системы, в которой большинство выбирает руководителей, в дальнейшем управляющих страной в рамках закона.

Exercise 8. Give the resume.

Типовые оценочные материалы по *теме «Equality of political rights» включают* в себя
устный фронтальный опрос, анализ текста.

Контрольные вопросы для устного фронтального опроса:

1. How would you define “discrimination” and/or “inequality” of treatment?
2. How is the notion of equality before the law and the principle of non-discrimination protected in the country in which you work?
3. Have you ever been faced with cases of discrimination in your professional life?
4. Are there any particularly vulnerable groups in the country in which you work?

5.If so, who are they and how are they discriminated against?
6.In the country in which you work, are there any particular problems of discrimination on the basis of gender?
7.If so, what are they?
8.What measures can you take as a professional to protect right to equality?

Текст для анализа:

Equality of political rights means that every individual has the same right to vote, run for office, serve on a jury, speak on public issues, and carry out other public functions. Obviously, political rights are a matter of degree, and it was only in the twentieth century, when women and ethnic minorities attained these rights, that full equality was approached in most Western systems. There is no hard-and-fast means for determining how much political equality is enough for democracy to exist; that being said, universal adult male suffrage was an important threshold because it broke through the barrier of socioeconomic class. Once all (or almost all) men could vote, granting the franchise to women doubled the electorate. This was certainly a significant change; but women, like men, belong to all classes and do not constitute a class or voting bloc in themselves. (Of course, women as voters may be more interested in certain types of issues that directly affect them, so their obtaining the right to vote has had an important influence on the political agenda.)

By this criterion, the United States was the first democracy of modern times. Equality of political rights, however, was not attained all at once because the constitution of 1787 let the individual states determine the franchise. In the first decades of the nineteenth century, the states one by one adopted universal manhood suffrage, except in the South, where slaves were excluded. The emancipated slaves were theoretically enfranchised after the Civil War, but most were prevented from voting by various tactics until the 1960s. Women received the right to vote in federal elections at a single stroke, through the Nineteenth Amendment (1920).

Great Britain was somewhat behind the United States in providing equality of political rights. At the beginning of the nineteenth century, there was still a restrictive franchise that allowed only about 200,000 male property owners to vote in elections for the House of Commons. The parliamentary Reform Acts of 1832, 1867, and 1884 gradually extended the franchise to include the middle class and the more prosperous elements of the working class. The remaining men, as well as women aged 30 and older, received the vote in 1918; women were granted suffrage on equal terms with men in 1928.

The expansion of the franchise in Canada is more difficult to describe because it was intricately involved in federal-provincial relations. Before 1885, qualifications to vote in parliamentary elections had been determined by the provinces. In that year, Sir John A. Macdonald pushed a uniform Electoral Franchise Act through Parliament, in part because he did not like the tendency of provinces to abolish the property franchise. The Act of 1885 established a moderate property qualification that remained until 1898, when the government of Sir Wilfrid Laurier returned the franchise to the domain of the provinces. Most property qualifications disappeared around that time.

From 1898 to 1917, the provinces controlled the federal franchise, but they could not disenfranchise particular groups of people: if people could vote in provincial elections, they could also vote in federal elections. In other words, provinces could not, through legislation, isolate certain groups demographically and deny them the right to vote in federal elections. In the Military Voters Act and the Wartime Elections Act (1917), the federal government was selective in extending and restricting the suffrage. Under the former, all men and women on active service

were permitted to vote. Under the latter, conscientious objectors and those of enemy alien birth were denied the franchise, while wives, widows, and female relatives of men overseas were enfranchised.4 In 1920, with the passage of the Dominion Elections Act, the federal government resumed control of qualifications for voting in federal elections, while qualifications for voting in provincial elections remained the responsibility of provincial governments. In 1918 women aged 21 and older gained the right to vote in federal elections. Provincially, women were first enfranchised in Manitoba, in 1916; not until 1940, however, were they allowed to vote in Quebec.5 Registered Indians received the federal franchise in I960, although they had been allowed to vote in some earlier provincial elections.

Although each country's history is unique, the general pattern in the Western world has been a step-by-step extension of the franchise, with universal adult male suffrage being reached at the end of the nineteenth or beginning of the twentieth century. In most countries, women were given the vote during or shortly after World War I. Switzerland was one exception; women received the right to vote in that country's federal elections only in 1971, and even later in some cantonal (provincial) elections. Indeed, the men of one laggard canton did not agree to grant the franchise to women until 1989.

Today, the franchise can hardly be extended further in most liberal-democratic countries except by giving it to non-citizens, children, prisoners, those with no fixed address, and the mentally disabled. The latter received the right to vote at the federal level in Canada beginning with the election of 1988. The right of prisoners to vote was affirmed in 1993 by the Supreme Court of Canada, when it held that the legislation depriving prisoners of the franchise conflicted with Section 3 of the Canadian Charter of Rights and Freedoms, which states that "every citizen has the right to vote in an election of members of the House of Commons or of a legislative assembly." We have virtually reached the end of a process that has transformed the vote from a trust exercised by property owners or heads of families into a universal right of adult citizens.

Majority rule is the normal working principle of decision-making in democracies. It can be derived logically from the prior principle of political equality. If each vote is to be counted equally, the decision of the majority must be accepted because any other procedure would inevitably weigh some votes more heavily than others. Yet in some circumstances democracies depart from majority rule. Election to public office in Canada, Britain, and the United States is normally by plurality rather than majority. The candidate with the largest number of votes is declared victorious, even if the number is less than the "50 percent plus one" that constitutes a majority. In this case the majority criterion is relaxed for purposes of economy. If candidates for office were always required to receive a majority, there would have to be an expensive series of runoffs to reduce the candidates to two; only then could be guaranteed that a plurality could also be a majority of votes cast. In fact, some countries – France, for example – do employ runoff elections. The French president must receive an absolute majority of votes cast, which in practice means a two-stage election.

The majority requirement is also sometimes raised (for example, to three-fifth, or two-thirds) in what is known as a qualified majority. This is done to protect the rights of minorities. Because a qualified majority is obviously harder to obtain than a simple majority, it becomes more difficult for larger groups to act against the rights of smaller ones.

Критерии качества оценки текущей аттестации

Устный фронтальный опрос проводится в рамках изучаемой темы на каждом занятии по четырем видам деятельности – аудирование, чтение, говорение, письмо.

Устный опрос оценивается по пятибалльной шкале по следующим критериям:

За каждое занятие обучающийся может получить от 0 до 5 баллов:

- без замечаний – 5 баллов;
- присутствовал, выполнил задания с замечаниями – 4 балла;
- присутствовал на занятии, неверно выполнял задания – 2-3 балла;
- пассивно присутствовал на занятии – 1 балл;
- не присутствовал на занятии – 0 баллов

Контрольное чтение – представляет собой проверку сформированных навыков чтения на языковом материале темы. Данный вид деятельности оценивается по пятибалльной шкале:

- без замечаний – 5 баллов;
-допустил 3-4 ошибок– 4 балла;
- допустил 5-6- ошибок – 2-3 балла;
- допустил 7-10- ошибок – 1 балл;
- допустил 11 и более ошибок – 0 баллов

Ситуации речевого общения представляет собой совокупность речевых условий, задаваемых обучающимся, для того, чтобы обучающиеся осуществили речевое действие в соответствии с коммуникативной задачей. Ситуации речевого общения оцениваются по пятибалльной шкале по следующим критериям:

9-10 верных ответов –5 баллов;
7-8 верных ответов – 4 балла;
5-6 верных ответов – 3 балла;
4 и менее верных ответов – 0 баллов.

Дискуссия предполагает коллективное обсуждение проблемных областей с целью установления путей их достоверного решения и проводится в форме диалогического общения участников.

Участие в ролевой игре (дискуссии) оценивается по пятибалльной шкале по следующим критериям:

- 5 баллов (оценка «5») – обучающийся отвечает на вопрос дискуссии грамотно и обосновывая его, отвечает на уточняющие вопросы; задает уточняющие вопросы, имеет свою точку зрения по нему;

- 4 балла (оценка «4») - обучающийся дает ответ, удовлетворяющий тем же требованиям, что и для отметки «5», но затрудняется в ответах на уточняющие вопросы;

- 3 балла (оценка «3») – обучающийся обнаруживает знание темы, однако излагает суть вопроса неверно и (или) не может ответить на уточняющие вопросы; участвует в полемике;

- 0 баллов (оценка «2») – обучающийся при ответе обнаруживает незнание большей части соответствующего вопроса; не может ответить на уточняющие вопросы и (или) не участвует в полемике.

Анализ текста*. Текст для анализа* предполагает проверку умения читать информативный текст (газетная статья) без словаря с целью ознакомления с содержанием. Понимание содержания текста проверяется посредством передачи содержания («рендеринг») иностранном языке. Анализ текста оценивается по 5-ти балльной шкале:

– полный перевод (100%) адекватный смысловому содержанию текста на русском языке; текст – грамматически корректен, лексические единицы и синтаксические структуры, характерные для научного стиля речи, переведены адекватно, включая употребление терминов, выполнение заданий на поисковое чтение - 5 баллов;

– полный перевод текста: встречаются лексические, грамматические и стилистические неточности, которые не препятствуют общему пониманию текста, однако не согласуются с нормами языка перевода и стилем научного изложения. – 4 балла;

– текста переведен не полностью (2/3 – ½) или с большим количеством лексических, грамматических и стилистических ошибок, которые препятствуют общему пониманию текста – 3 балла;

– неполный перевод (менее ½),непонимание содержания текста, большое количество смысловых и грамматических ошибок – 0 баллов.

Собеседование предполагает обсуждение пройденных тем раздела в вопросно-ответной форме и оценивается по пятибалльной системе:

9-10 верных ответов –5 баллов;

7-8 верных ответов – 4 балла;

5-6 верных ответов – 3 балла;

4 и менее верных ответов – 0 баллов.

При контроле результатов самостоятельной работы обучающихся – письменный перевод текстов, лексико-грамматический анализ текста, собеседование по темам раздела.

Максимальное количество баллов (процентов) по пятибалльной системе составляет **100 баллов**, которые делятся следующим образом:

– текущая аттестация – **70** баллов (процентов);

– промежуточная аттестация – **30** баллов (процентов).

Если за время текущей аттестации магистрант суммарно набирает **63-70 баллов** (процентов) (90-100% от максимального количества баллов (процентов) текущей аттестации) и имеет оценки «хорошо» и «отлично» по всем заданиям, преподаватель вправе поставить ему оценку «отлично» по пятибалльной системе оценки знаний без прохождения промежуточной аттестации в форме зачета.

Если за время текущей аттестации студент суммарно набирает **52-62 балла** (процента) (75-89%) от максимального количества баллов (процентов) текущей аттестации) и имеет оценки «хорошо» и «отлично» по всем заданиям, преподаватель вправе поставить ему оценку «хорошо» по пятибалльной системе оценки знаний.

5.Оценочные материалы промежуточной аттестации по дисциплине

5.1. Промежуточная аттестация проводится в форме экзамена на очной/заочной формах обучения. На очной форме в 1 семестре, на заочной форме в 3 семестре.

Содержание экзамена

1. Аналитическое чтение и письменный перевод со словарём профессионально-ориентированного текста для оценки навыков передачи информации (1500 печ.зн.).
2. Краткое изложение содержания статьи по общественно-политической тематике (без словаря, 800 печ.зн.).
3. Беседа по изученным темам.

Требования к экзамену:

1. При чтении и письменном переводе текста для анализа студент должен показать знание лексических единиц, терминов и терминологических словосочетаний в рамках пройденных тем.

2. Проверка умения читать информативный текст по общественно-политической тематике без словаря с целью ознакомления с содержанием. В тексте допускается до 5% незнакомых слов. Понимание содержания текста проверяется посредством его передачи на иностранном языке. Объем текста 800 п. знаков.

3. Магистрант должен подготовить к экзамену монологические высказывания (топики) по устным разговорным темам и быть готовым к собеседованию по этим темам:

1. «The strategic important of human resource management»
2. «Recruitment and selection»
3. «Job analysis and human resource planning»

5.2.Оценочные материалы промежуточной аттестации по дисциплине

Показатели и критерии оценивания компетенций на различных этапах их формирования

Компонент компетенции	Промежуточный индикатор / Ключевой индикатор оценивания	Критерий оценивания
УК -4.1 Способен применять современные коммуникативные технологии, в том числе на основе использования знаний норм, правил и технологий деловых коммуникаций, в том числе на иностранном языке.	Организует и осуществляет коммуникативное взаимодействие в профессиональной и академической среде на русском и иностранном языках.	Владеет навыками применения современных коммуникативных технологий на основе использования знаний норм, правил иностранного языка. Строит высказывание с опорой на особенности грамматического строя английского языка; использует в речи разнообразную активную лексику в достаточном объеме, четко следует достижению поставленной цели. Выстроена внутренняя логика деловой коммуникации. Слышит собеседника. Обосновывает выводы исходя из поставленной цели. Демонстрирует знание норм и правил делового этикета.
ПКр-15.1 Способен к межличностным, групповым и организационным взаимодействиям в ходе профессиональной деятельности в соответствии с этическими требованиями к профессиональному поведению с использованием иностранного языка.	Участвует в различного рода взаимодействиях в полном соответствии с этическими требованиями к профессиональному поведению, а также с использованием информационно-телекоммуникационных технологий	Владеет навыками применения норм взаимодействия в соответствии с этическими требованиями к профессиональному поведению с использованием информационно-телекоммуникационных технологий.

Типовые оценочные материалы промежуточной аттестации

Образец текста для аналитического чтения и письменного перевода

COMPENSATION AND BENEFITS

Exercise 1. Vocabulary

1. benefit — льгота; пособие; выгода
2. tangible — осязаемый; материальный
3. measure of the value — мера стоимости
4. to earn — зарабатывать
5. commitment — обязательство
6. to retain — удерживать; поддерживать
7. equity — справедливость, беспристрастность
8. perception — восприятие
9. survey data — данные опроса (исследования)
10. sophisticated approach — сложный подход
11. flexible system — гибкая система
12. to encourage — поощрять
13. cash payroll — выплаты по зарплате или пособиям

Exercise 2. Read the text below.

Another critical part of human resource management is compensation and benefits. Compensation is the financial remuneration given by the organization to its employees in exchange for their work. Benefits are other things of value provided by the organization to its workers.

Compensation is an important and complex part of the organization-employee relationship. Basic levels of compensation are necessary to provide employees with the means to maintain a reasonable standard of living. Beyond this, however, compensation also provides a tangible measure of the value of the individual to the organization. If employees do not earn enough to meet their basic economic goals, they will seek employment elsewhere. Likewise, if they feel their contributions are undervalued by the organization, they may leave or exhibit poor work habits, low morale, and little commitment to the organization. Thus, it is clearly in the organization's best interests to design an effective compensation system. A good compensation system can help attract qualified applicants, retain present employees, and stimulate high performance at a cost that is reasonable for one's industry and geographic area. To set up a successful system, decisions must be made about wage levels, the wage structure, and the individual wage determination system.

The wage-level decision is a management policy decision about whether the firm wants to pay above, at, or below the going rate for labor in the industry or the geographic area. Most firms choose to pay near the average. Those that cannot afford more pay below average. Large, successful firms may like to cultivate the image of being "wage leaders" by intentionally paying more than average and thus attracting and keeping high-quality employees. IBM, for example, pays top dollar to get the new employees it wants. The level of unemployment in the labor force also affects wage levels. Pay declines when labor is plentiful (high unemployment) and increases when labor is scarce (low unemployment).

Once the wage-level decision is made, outside information is needed to help set actual wage rates. Pay administrators need to know what the maximum, minimum, and average wages are for particular jobs in the appropriate labor market. This information is collected by means of a wage survey. Area wage surveys can be conducted by individual firms or by local human resources or business associations. Professional and industry associations often conduct regional or nationwide surveys and make the results available to employers.

Survey data, however, do not provide enough information for making all wage decisions. First, it is unlikely that survey data will be available for every single job in an organization. Second, paying average or above-average rates based on survey data creates external equity (employees feel fairly paid relative to others in the community, industry, or profession doing the same work) but does not address the issue of internal equity (the perception that different jobs within the firm are fairly paid relative to each other). A common situation creating internal

inequity arises when production workers earn as much as or more than their supervisors. This can happen when the former are on incentive plans or put in a lot of overtime and the latter on fixed salaries are "exempt" from the overtime pay requirement of the Fair Labor Standards Act. The setting of pay differentials among different jobs within an organization is called the wage structure.

Wage structures are usually set up through a procedure called job evaluation – an attempt to assess the worth of each job relative to other jobs. Job evaluation is usually done by a committee made up of several managers and a few non-managerial employees. The simplest method is to rank jobs from those that should be paid the most (for example, the president) to those that should be paid the least (for example, a mail clerk or a janitor). In a small firm with few jobs, this method is quick and practical, but medium-size and large firms with many jobs titles require a more sophisticated approach. The most popular is known as the point method. To use this method, the committee first selects "compensable factors," or aspects of jobs that should affect how much pay each job warrants, and then sets up scales. Examples of compensable factors might include the amount of formal education required, physical demands, working conditions and hazards, amount of responsibility, and degree of skill. Jobs requiring more education would be assigned more points on the education factor than jobs requiring less education. Jobs performed under unpleasant or dangerous working conditions would be assigned more points on this factor than safe, comfortable jobs. Each job is carefully studied and evaluated on each factor, and then all the points assigned to each job are added up. There must exist a point system for job evaluation. A job assigned for example 230 points would be paid more than a job assigned 200 points. Such a system makes it easier for managers to explain to employees why one job is paid more than another and thus enhances perceptions of internal equity.

The next step is setting actual wage rates on the basis of a combination of survey data and the wage structure that result from job evaluation. Often jobs with similar numbers of points are grouped together into wage grades for ease of administration. For instance, if there are nine jobs with point totals between 375 and 400, it makes sense to group them in a single wage grade with the same pay rate. After individual wage decisions have been made, there is only one more issue to address – the individual wage decision. This concerns how much to pay each employee in a particular job. The easiest decision is to pay a single rate for each wage grade – for example, $6.10 per hour for the grade including jobs with 375 to 400 points. All individuals holding jobs in this grade would be paid this rate. More typically, however, a range of pay rates is associated with each wage grade. The range for the example grade might be $5.85 to $6.39 per hour, with different employees earning different rates within the range. Then a system is needed for setting individual rates. This may be done on the basis of seniority (enter the job at $5.85, for example, and increase 5 cents per hour every six months on the job), on the basis of initial qualifications (inexperienced people start at $5.85, more experienced at a higher rate), or on the basis of merit (raises above the entering rate are given for good performance). Combinations of these bases may also be used.

The average company spends an amount equal to over one-third of its cash payroll on employee benefits. Thus, an average individual who is paid $18,000 per year would get about $6,588 more per year in benefits. (Little wonder, then, that they are no longer called fringe benefits.) Benefits come in several forms, including pay for time not worked, insurance benefits, retirement benefits, and employee services. Pay for time not worked includes sick leave, vacation, holidays, and unemployment compensation. Insurance benefits often include life and health insurance for employees and their dependents. Some organizations pay the entire cost of insurance, others share the cost with employees, and still others negotiate group rates but let employees pay the full cost. Workers' compensation is a legally required insurance benefit that provides medical care and disability income for employees injured on the job. Social Security is a government pension plan to which both employers and employees contribute. Many employers also provide a private pension plan to which they and their employees contribute. Employee

service benefits include such things as credit unions, tuition reimbursement, and recreational opportunities.

A good benefits plan may help encourage people to join and stay with an organization, but it seldom stimulates high performance because benefits are tied to mere membership in the organization rather than to performance. To get a good return on their benefit dollars, companies should shop carefully, avoid redundant coverage, and provide only those benefits that their employees want. Benefit programs should also be explained to employees in plain English so that they can use the benefits appropriately and appreciate what the company is providing.

Some organizations have instituted "cafeteria benefit plans", whereby some basic coverage is provided for all employees but employees are then allowed to choose which additional benefits they want (up to a cost limit based on salary). An employee with five children might choose medical and dental coverage for dependents; a single employee might prefer more vacation time; and an older employee might elect increased pension benefits. Such a flexible system would be expected to encourage people to stay in the organization and perhaps to help the company attract new employees. In recent years, companies have also started offering even more innovative benefits as a way of accommodating different needs. On-site childcare, mortgage assistance, and generous paid leave programs are becoming popular. At the same time, however, J. C. Penney, Chrysler, Allied-Signal, Genentech, and other companies have started eliminating some benefits because of the escalating cost of insurance.

Exercise 3. Prove or refute by citing the text.

1. Compensation is the financial remuneration given by the organization to its employees in exchange for their work.
2. The wage-level decision is a management policy decision about whether the firm wants to pay above, at, or below the going rate for labor in the industry or the geographic area.
3. The setting of pay differentials among different jobs within the organization is called the wage structure.
4. The easiest decision is to pay a single rate to each employee in a particular job.
5. A good benefit plan doesn't stimulate high performance.

Exercise 4. Make up the outline of the text.

Exercise 5. Translate the following passage. Do it in writing.

Wage structures are usually set up through a procedure called job evaluation – an attempt to assess the worth of each job relative to other jobs. Job evaluation is usually done by a committee made up of several managers and a few non-managerial employees. The simplest method is to rank jobs from those that should be paid the most (for example, the president) to those that should be paid the least (for example, a mail clerk or a janitor). In a small firm with few jobs, this method is quick and practical, but medium-size and large firms with many jobs titles require a more sophisticated approach. The most popular is known as the point method. To use this method, the committee first selects "compensable factors," or aspects of jobs that should affect how much pay each job warrants, and then sets up scales. Examples of compensable factors might include the amount of formal education required, physical demands, working conditions and hazards, amount of responsibility, and degree of skill. Jobs requiring more education would be assigned more points on the education factor than jobs requiring less education. Jobs performed under unpleasant or dangerous working conditions would be assigned more points on this factor than safe, comfortable jobs. Each job is carefully studied and evaluated on each factor, and then all the points assigned to each job are added up. There must exist a point system for job evaluation. A job assigned for example 230 points would be paid more than a job assigned 200 points. Such a system makes it easier for managers to explain to employees why one job is paid more than another and thus enhances perceptions of internal equity.

Exercise 6. Entitle the following passage.

The average company spends an amount equal to over one-third of its cash payroll on employee benefits. Thus, an average individual who is paid $18,000 per year would get about

$6,588 more per year in benefits. (Little wonder, then, that they are no longer called fringe benefits.) Benefits come in several forms, including pay for time not worked, insurance benefits, retirement benefits, and employee services. Pay for time not worked includes sick leave, vacation, holidays, and unemployment compensation. Insurance benefits often include life and health insurance for employees and their dependents. Some organizations pay the entire cost of insurance, others share the cost with employees, and still others negotiate group rates but let employees pay the full cost. Workers' compensation is a legally required insurance benefit that provides medical care and disability income for employees injured on the job. Social Security is a government pension plan to which both employers and employees contribute. Many employers also provide a private pension plan to which they and their employees contribute. Employee service benefits include such things as credit unions, tuition reimbursement, and recreational opportunities.

Exercise 7. Find the information in the text saying that ….

Компенсации необходимы для того, чтобы обеспечить работника средствами для поддержания необходимого уровня жизни.

Exercise 8.Give the resume.

Монологическое высказывание по теме «The strategic important of human resource management»

Контрольные вопросы:

1. Why do Managers clearly recognize the importance of human resources?
2. What is human resource management directed at?
3. What are the consequences of poor human resource planning?

Монологическое высказывание по теме «Recruitment and selection»

Контрольные вопросы:

1. What kind of process is recruiting?
2. What does internal recruiting mean?
3. What does external recruiting involve?

Монологическое высказывание по теме «Job analysis and human resource planning»

Контрольные вопросы:

1. What is job analysis? What parts is job analysis usually made up?.
2. What does human resource planning consist of?
3. Why do managers need a great deal of information?

Максимальное количество баллов (процентов) по пятибалльной системе составляет **100 баллов**, которые делятся следующим образом:

– текущая аттестация – **70** баллов (процентов);

– промежуточная аттестация – **30** баллов (процентов)

Шкала оценивания:

Показатель оценивания	Критерий оценивания	Оценка

Демонстрирует знание современных коммуникативных технологий; основ коммуникации на иностранном языке; особенностей произношения, характерные для сферы делового общения, понимает дифференциацию лексики по сферам применения, знает основные грамматические явления, характерные для сферы делового общения. Понимает на слух иноязычное высказывание, участвует в беседе, выполняя различные роли, грамотно использует лексические и терминологические единицы. Определяет и обосновывает цель публичного выступления (проведения деловой встречи). Выбирает адекватную форму деловой коммуникации. Демонстрирует знание норм делового этикета. Делает обоснованные выводы	За полный, без ошибок ответ, соответствующий всем количественным и качественным показателям. В типовых условиях способен к коммуникации на иностранном языке с применением современных коммуникативных технологий. Строит высказывание с опорой на особенности грамматического строя английского языка; использует в речи разнообразную активную лексику в достаточном объеме, четко следует достижению поставленной цели. Выстроена внутренняя логика деловой коммуникации. Слышит собеседника. Обосновывает выводы исходя из поставленной цели. Владеет навыками аналитического чтения иноязычной литературы по специальности. Правильно использует специфическую лексику, распространенную в бизнесе. Содержание коммуникации логически выстроено в соответствии с выбранной формой. Знает различия социальных, этнических, конфессиональных и культурных традиций англоязычных стран.	Отлично
	За полный ответ, удовлетворяющий всем количественным и качественным показателям с допущением до пяти ошибок. В типовых условиях способен к коммуникации на иностранном языке с применением современных коммуникативных технологий. Строит высказывание с опорой на особенности грамматического строя английского языка, допуская незначительные ошибки; использует в речи активную лексику в недостаточном объеме, следует достижению поставленной цели. Выстроена внутренняя логика деловой коммуникации. Слышит собеседника. Обосновывает выводы исходя из поставленной цели. Владеет навыками аналитического чтения иноязычной литературы по специальности. Правильно использует специфическую лексику, распространенную в бизнесе. Содержание коммуникации логически выстроено в соответствии с выбранной формой. Знает различия социальных, этнических, конфессиональных и культурных традиций англоязычных стран.	Хорошо
	За недостаточно полный ответ с допущением не более 10 ошибок. В типовых условиях способен к коммуникации на иностранном языке с применением современных коммуникативных технологий. Строит высказывание с опорой на особенности грамматического строя английского языка, допуская незначительные ошибки; использует в речи активную лексику в недостаточном объеме, следует достижению поставленной цели. Нарушена внутренняя логика деловой коммуникации. Слышит собеседника. Обосновывает выводы исходя из поставленной цели.	удовлетворительно

	Владеет навыками аналитического чтения иноязычной литературы по специальности. Правильно использует специфическую лексику, распространенную в бизнесе. Содержание документа логически выстроено не в полном соответствии с выбранной формой. Не полностью знает социальные, этнические, конфессиональные и культурные различия англоязычных стран.	
	За неполный ответ с допущением более 10 ошибок. В типовых условиях не способен к коммуникации на иностранном языке с применением современных коммуникативных технологий Нарушает особенности грамматического строя английского языка, использует в речи активную лексику в недостаточном объеме, не следует достижению поставленной цели. Отсутствует внутренняя логика деловой коммуникации. Не полностью понимает собеседника. Вывод полностью не соответствует поставленной цели. Не знает социальных, этнических, конфессиональных и культурных различий в традициях англоязычных стран.	неудовлетворительно

Шкала соответствия между баллами (процентами), выставляемыми по многобалльной (процентной) системе, и отметками четырехбалльной системы оценки знаний

Наименование отметки	Сумма баллов (процентов)
«отлично»	91-100
«хорошо»	75-90
«удовлетворительно»	60-74

6. Методические материалы для освоения дисциплины

Большую роль в овладении иностранным языком для обучающихся как очного, так и заочного отделения играет самостоятельная работа. Особенностью овладения иностранным языком на заочном отделении является тот факт, что объем внеаудиторной самостоятельной работы студента по выработке речевых навыков и умений значительно превышает объем практических аудиторных занятий с преподавателем.

Для того чтобы добиться успеха, необходимо приступить к работе над языком с первых дней обучения в вузе и заниматься систематически.

Внеаудиторная самостоятельная работа включает в себя такие виды, как: выполнение домашних заданий для практических занятий; выполнение тестовых работ; дополнительное чтение текстов по специальности, страноведческого и общественно-политического характера, которые расширяют словарный запас и речевую практику студентов; изучение темы по выбору (презентация темы, участие в «круглом столе», «пресс-конференции» и т.д.); подготовка к зачету или экзамену.

Усвоение материала дисциплины на практических занятиях и в результате самостоятельной подготовки и самостоятельного изучения отдельных тем дисциплины, позволят студенту подойти к промежуточной аттестации подготовленным, и потребует лишь повторения ранее пройденного материала.

Для систематизации знаний по дисциплине первоначальное внимание следует обратить на рабочую программу курса, которая включает в себя разделы и основные темы дисциплины, в рамках которых и формируются вопросы для контроля и аттестации. Поэтому обучающийся, заранее ознакомившись с программой курса, может лучше организовать самостоятельную работу.

При организации процесса освоения дисциплины студенту знать, что

программа по дисциплине «Иностранный язык» направление 38.03.04 Государственное и муниципальное управление носит коммуникативно-ориентированный характер и нацелена на приобретение определенного уровня коммуникативной и профессиональной компетентности.

При организации процесса освоения дисциплины обучающемуся следует учитывать:

При планировании времени на освоение дисциплины следует руководствоваться прежде всего структурой дисциплины настоящей рабочей программы, в которой указаны количество академических часов, отводимых на изучение каждой темы и часы на самостоятельную работу; формой текущего контроля успеваемости (устный опрос, тест, выполнение индивидуальных творческих заданий, др.); формой промежуточной аттестации (экзамен).

Необходимо учитывать, что после прохождения раздела обучающийся сдает индивидуальный отчет в рамках трех основных компонентов (фонетика, грамматика,

лексика; устные разговорные темы, отчет по самостоятельной внеаудиторной работы (с учетом творческих заданий).

При подготовке к текущему контролю успеваемости и выполнению домашних индивидуальных заданий следует руководствоваться методическими рекомендациями, представленными по каждому виду индивидуальных заданий по темам модуля.

При подготовке к промежуточной аттестации следует руководствоваться методическими рекомендациями и требованиями к зачету (экзамену).

Большую роль в овладении иностранным языком играет самостоятельная работа. Обучающиеся должны уметь работать с книгой и словарем, слушать и понимать иностранную речь, говорить, употребляя знакомые грамматические формы, конструкции и слова иностранного языка, читать и понимать прочитанное, составлять аннотации, рефераты, деловую документацию. Самостоятельная работа выполняется как в аудитории, так и внеаудиторно.

Аудиторная самостоятельная работа включает в себя такие виды, как: работа с ИКТ (компьютер, Интернет) в присутствии преподавателя, но без его руководства; парная работа студентов на аудиторных занятиях для закрепления лексического и грамматического материала и для развития навыков и умений ведения диалога (диалог-расспрос, диалог-обмен мнениями, диалог убеждение); фронтальная работа над текстом (чтение с установкой на перевод, пересказ, ответы на вопросы, обсуждения); индивидуальная работа обучающихся на аудиторных занятиях (монолог-размышление, монолог-описание, монолог-сообщение).

Внеаудиторная самостоятельная работа обучающихся (СР) подразделяется на текущую самостоятельную работу и творческую/исследовательскую (проблемно-ориентированную) деятельность и является целостной системой планирования учебного процесса, основная функция которой заключается в создании определенных организационно-педагогических условий для: приобретения новых знаний обучающимися посредством работы с дополнительными информационными ресурсами; развития иноязычных коммуникативных умений; развития творческих умений, необходимых студентам для осуществления поисковой исследовательской деятельности; формирования стратегий самостоятельной работы, способствующих развитию умений саморегуляции, ответственности, организации траектории самостоятельного обучения.

Текущая внеаудиторная СР направлена на закрепление, расширение и углубление знаний, полученных студентами, а также на развитие умений применять полученные знания на практике. Текущая внеаудиторная СР подразумевает: внеаудиторную работу с материалом практического занятия в виде выполнения домашних (индивидуальных) заданий, в том числе с использованием сетевых образовательных ресурсов; подготовку к текущему, промежуточному контролю с использованием тестирующих материалов; самостоятельное изучение отдельных тем по заданию или рекомендации преподавателя.

Творческая/исследовательская проблемно-ориентированная внеаудиторная СР направлена на развитие комплекса общекультурных и профессиональных компетенций, а также на повышение творческого потенциала обучающихся. Творческая внеаудиторная СР подразумевает: поиск, анализ, структурирование и презентацию информации; выполнение групповых проектных и проблемно-ориентированных заданий по заданному формату; самостоятельную подготовку к научной студенческой конференции, олимпиаде и другим подобным мероприятиям.

Контроль самостоятельной работы обучающихся

Оценка результатов самостоятельной работы организуется как единство двух форм: самоконтроль и контроль со стороны преподавателя (виды, формы и оценочные баллы фиксируются в рейтинг-плане дисциплины и утверждаются заведующим обеспечивающей кафедры русского и иностранных языков.

Учебно-методическое обеспечение самостоятельной работы обучающихся

Для организации внеаудиторной самостоятельной работы обучающихся используются: сетевые образовательные ресурсы; локальные сетевые ресурсы – обучающие компьютерные программы, электронные словари, электронные учебники; учебно-методические комплексы, методические пособия и тематические разработки; ресурсы сети Интернет.

Содержание самостоятельной внеаудиторой работы

Тема 1

Подготовка к практическим занятиям по теме включает в себя следующие задания:

Прочитайте и переведите текст «Необходимость управления людскими ресурсами», Раздел 1, стр.5-9, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.)..

Темы для самостоятельного изучения:

Прочитайте и переведите текст 1 «Совершенствование управления организациями», Раздел 5, задание №1-4, стр.59-58 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Выполните (письменно задание №3, стр.59

Подготовьте монологическое высказывание по теме «Совершенствование управления организациями»

Контрольные вопросы:

1. What is the aim of public service?
2. What types of goods and services do public service organizations provide?
3. Why do public services sometimes function unsatisfactory?
4. Why do public service professionals have to reassess their approach?
5. Why do public service organizations continue to be bureaucratic in spite of different initiatives taken for improving their services?
6. What is one of the most important tasks facing public service organizations?

Форма отчетности:

1) фронтальный опрос на занятии;
2) индивидуальный отчет по теме

Тема 2

Подготовка к практическим занятиям по теме включает в себя следующие задания:

Прочитайте и переведите текст «Трудовые стандарты и управление трудовыми взаимоотношениями» Раздел 2, стр.10-13, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.).

Темы для самостоятельного изучения:

Прочитайте и переведите текст 2 «Менеджмент государственной службы», Раздел 5, задание №1-4, стр.60-61 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Выполните (письменно задание №3, стр.59

Подготовьте монологическое высказывание по теме

Контрольные вопросы:

1. What managers does public service need to be effective?
2. What qualities must managers satisfy?
3. What role will senior civil servants need to play?

Форма отчетности:

1) фронтальный опрос на занятии;
2) индивидуальный отчет по теме.

Тема 3

Подготовка к практическим занятиям по теме включает в себя следующие задания:

«Планирование людских ресурсов» Раздел 3, стр.14-17, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.).

Темы для самостоятельного изучения:

Прочитайте и переведите текст 5 «Стратегический менеджмент», Раздел 5, задание №1-4, стр.66-69 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Подготовьте монологическое высказывание по теме «The strategic and importance of human resource»

Контрольные вопросы:

1. What meaning is the term “strategy” often used?
2. What does strategy provide?
3. What is strategic management about?
4. What features is strategic management marked?
5. What does strategic thinking and action require?
6. What task do strategic thinking and conscious analysis of strategy assign senior managers?
7. Does strategic management aim to retain the success achieved within the administration?
8. In what cases cannot strategic change be completely controlled?
9. What elements does strategic management involve?
10. Between what are distinctions made in contents of strategic management?
11. Who takes part in the strategic development process?
12. Between what phases are distinctions made in strategic processes?
13. What instruments are used in strategic management?

Форма отчетности:

1. фронтальный опрос на занятии;
2. индивидуальный отчет по теме.

Тема 4

Подготовка к практическим занятиям по теме включает в себя следующие задания:

Прочитайте и переведите текст 1 «The historical context of management», Раздел II, изложите письменно краткое содержание текста, стр.49-50 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»)

Подготовьте письменно ответы на следующие вопросы:

1. What Latin words is the word «administration» derived from?
2. What organizations is a process of management practiced by?
3. Are administration and management used interchangeably in general?

Форма отчетности:

1. фронтальный опрос на занятии;

Тема 5

Подготовка к практическим занятиям по теме включает в себя следующие задания:

Прочитайте и переведите текст 3 «The classical management perspective», Раздел II, изложите письменно краткое содержание текста, стр.51-54 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»)

Подготовьте монологическое высказывание по теме: «Performance appraisal and feedback»

Форма отчетности:

1. фронтальный опрос на занятии;
2. индивидуальный отчет по теме.

Тема 6

Подготовка к практическим занятиям по теме включает в себя следующие задания:

Прочитайте и переведите текст 5 «The human relations movement», Раздел II, изложите письменно краткое содержание текста, стр.56-57, прочитайте и переведите текст 6 «Organizational behavior», изложите письменно краткое содержание текста, стр. 57-58 (Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»)

Подготовьте письменно ответы на следующие вопросы:

Which of the following statements seem to you to be generally true? Why?

1. People dislike work and avoid it if they can.
2. Work is necessary to people's psychological well-being.
3. People avoid responsibility and would rather be told what to do.
4. People are motivated mainly by money.
5. Most people are far more creative and ingenious than their employers realize.
6. People are motivated by anxiety about their security.
7. People want to be interested in their work and, given the right conditions, they will enjoy it.
8. Under the right conditions, most people will accept responsibility and want to realize their own potential.

Форма отчетности:

1. фронтальный опрос на занятии;
2. индивидуальный отчет по теме.

Тема 7

Подготовка к практическим занятиям по теме включает в себя следующие задания:

«Прием на работу. Отбор кандидатов» Раздел 4, стр.18-24, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.).

Темы для самостоятельного изучения:

Прочитайте и переведите текст 6 «Стратегический менеджмент Великобритании», Раздел 5, задание №1-3, стр.69-71 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Подготовьте монологическое высказывание по теме: «Forms of government».

Контрольные вопросы:

1. Why has strategic management played a role in the reforms of the last 20 years?
2. Within the framework of what programs have strategic management issues been reorganized and reinforced?
3. What aim were reforms directed at?

4. What system was introduced in 1998?
5. What goal does JUG program pursue?
6. Where are strategic objectives, priorities, and strategy itself examined and handled?
7. Who was given new management and coordination tools to carry out the role of strategic management?
8. What do Public Agreements show?
9. Who concludes PSAs and for how long?
10. What does PSA system explain?
11. Was introducing PSA system effective?
12. What results were achieved?

Форма отчетности:

1. фронтальный опрос на занятии.

Тема 8

Подготовка к практическим занятиям по теме включает в себя следующие задания:

«Оценка деятельности и обратная связь» Раздел 5, стр.25-33, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.).

Темы для самостоятельного изучения:

Прочитайте и переведите текст 7 «Стратегический менеджмент в США», Раздел 5, задание №1-4, стр.71-73 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Подготовьте письменно ответы на следующие вопросы:

1. What law was passed by Congress in 1993?
2. Why is the Government Performance and Results Act called “result-oriented” planning?
3. What is the GPRA?
4. Who is responsible for defined results according to GPRA?
5. What elements are the GPRA prerequisites based on?
6. What planning are all departments and agencies obliged to carry out?
7. What should annual performance reports compare?
8. What do the planning documents show?
9. How is the GPRA potential judged? And why?
10. What basis did the GPRA create?

Форма отчетности:

1. фронтальный опрос на занятии.

Тема 9

Подготовка к практическим занятиям по теме включает в себя следующие задания:

«Формы управления» Раздел 6, стр.34-38, задания 1-8 (Белинская Г.П. Developing professional knowledge in management through English: учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 91 с.).

Темы для самостоятельного изучения:

Прочитайте и переведите текст 8 «Принятие решений в государственном управлении», Раздел 5, задание №1-4, стр.73-76 (Английский язык в профессиональной сфере: Учебное пособие по развитию навыков чтения, 2014 г.).

Подготовьте монологическое высказывание по теме «Equality of political rights»

Контрольные вопросы :

1. What are characteristic features of political decisions?

2. What are characteristic features of technical decisions?
3. What are characteristic features of cutback decisions?

Форма отчетности:

1. фронтальный опрос на занятии.

Методические рекомендации по изучению дисциплины с применением ДОТ

Данная дисциплина может быть реализована с применением ДОТ.
Доступ к системе дистанционных образовательных технологий осуществляется каждым обучающимся самостоятельно с любого устройства на образовательном портале института: https://lms.ranepa.ru. Пароль и логин к личному кабинету / профилю предоставляется студенту в деканате.
Страница каждой дисциплины на образовательном портале имеет следующую структуру и содержание:
1. Общая информация содержит:
РПД – рабочую программу дисциплины, в которой представлены объем и место дисциплины в структуре образовательной программы; содержание и структура дисциплины; материалы текущего контроля успеваемости обучающихся и фонд оценочных средств промежуточной аттестации по дисциплине; методические указания для обучающихся по освоению дисциплины и т.д);
Календарно тематический план изучения дисциплины, в котором отражена дата проведения лекционного, семинарского занятий по соответствующей теме и режим проведения занятия.
Инструкция по работе в СДО и рекомендации по изучению дисциплины посредством СДО
Графики ндивидуальных и групповых консультаций.
2. Лекционные материалы – в этом разделе представлены текстовыми файлами лекции преподавателя (с разбивкой по темам, разделам и т.п.). В дополнение к лекционному материалу могут быть представлены презентации, нормативно-правовые документы.
3. Задания к занятиям семинарского типа (практич. занятиям, семинарам, лаб. работам и т.п.) – в этом разделе представлены материалы к занятиям семинарского типа отдельными файлами для каждого отдельного занятия (согласно расписанию), в которых в полном объеме отражено содержание занятия по указанной теме, приведены задания с указанием балльной оценки за их выполнение, сроков выполнения и организационных моментов по представлению выполненных заданий преподавателю на проверку (например, сдача заданий старосте группе с последующей их отправкой на почту преподавателя единым письмом или личная отправка задания преподавателю каждым студентом).
4. Самостоятельная работа – в этом разделе представлена информация по организации самостоятельной работы студентов, например указаны темы для самостоятельного изучения, перечень индивидуальных заданий, тематика докладов, рефератов.
5. Текущий контроль – в этом разделе представлены задания для выполнения их студентами с целью ведения учета текущей успеваемости студента.
6. Промежуточная аттестация – в этом разделе размещается информация по формату промежуточной аттестации, вопросы для подготовки к экзамену (зачету), тесты.
7. Рекомендуемая литература – в этом разделе представлен перечень рекомендуемой литературы для изучения дисциплины, ссылки на ЭБС.
8. Успеваемость – в этом разделе преподаватель размещает еженедельные сведения по успеваемости студентов.

Таким образом, весь материал необходимый для изучения студентом дисциплины представлен на образовательном портале института.
Для активного взаимодействия диалогового характера (лекции, семинары, консультации) со студентами преподаватель по мере освоения режима обучения с применением ДОТ может использовать различные возможности Интернет-пространства, допустимые для института.
Все виды работ проводятся по календарному учебному графику и строго по расписанию. В начале пары преподаватель проверяет присутствующих, дает комментарии по лекции (семинарскому занятию), дает задание, дает рекомендации по его выполнению, комментирует оценку за его выполнение, сроки и процедуру сдачи заданий.
Преподаватель ведет и сохраняет записи текущей успеваемости (выполненные задания, ведомость, студенческий журнал, журнал преподавателя) и видеозаписи и результаты промежуточной аттестации с обязательной идентификацией обучающихся (паспорт).

7.Учебная литература и ресурсы информационно-телекоммуникационной сети «Интернет», включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

Основная литература.

1. Воробьева, С. А. Английский язык для эффективного менеджмента. Guidelines for Better Management Skills : учебное пособие для среднего профессионального образования / С. А. Воробьева. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 260 с. — (Профессиональное образование). — ISBN 978-5-534-04200-9. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/453938 Купцова, А. К. Английский язык для менеджеров и логистов (B1-C1) : учебник и практикум для вузов / А. К. Купцова, Л. А.
2. Купцова, А. К. Английский язык для менеджеров и логистов (B1-C1) : учебник и практикум для вузов / А. К. Купцова, Л. А. Козлова, Ю. П. Волынец ; под общей редакцией А. К. Купцовой. — 2-е изд., испр. и доп. — Москва : Издательство Юрайт, 2020. — 355 с. — (Высшее образование). — ISBN 978-5-534-08147-3. — Текст : электронный // ЭБС Юрайт [сайт]. — URL: https://urait.ru/bcode/450355
3. Маньковская, З. В. Английский язык для делового общения: ролевые игры по менеджменту : учеб. пособие / З.В. Маньковская. — Москва : ИНФРА-М, 2018. — 119 с. + Доп. материалы [Электронный ресурс; Режим доступа: https://new.znanium.com]. — (Высшее образование: Бакалавриат). — www.dx.doi.org/10.12737/11161. - ISBN 978-5-16-010871-1. - Текст : электронный. - URL: https://znanium.com/catalog/product/942781

7.2 Дополнительная литература.

1. Белинская Г.П. Developing professional knowledge in management through English:учебное пособие для обучающихся по направлениям 38.04.03 – «Управление персоналом», 38.04.04 – «Государственное и муниципальное управление», 38.04.02 – «Менеджмент»/ Г.П. Белинская,И.П. Федотова, Н.А. Лесникова.– Хабаровск :ДВИУ-филиал РАНХиГС, 2016.– 91 с.). http://biblio.dvags.ru/MarcWeb/pdf/metod/metod1515.pdf

2. Бедрицкая Л.В. Деловой английский язык = English for Business Studies [Электронный ресурс]: учебное пособие/ Бедрицкая Л.В., Василевская Л.И., Борисенко Д.Л.— Электрон. текстовые данные.— Минск: ТетраСистемс, Тетралит, 2014.— 320 с.— Режим доступа: http://www.iprbookshop.ru/28071.— ЭБС «IPRbooks», по паролю

3. Лесникова, Н. А. Professional English for Administrators : учебное пособие для развития навыков чтения / Н. А. Лесникова, Лариошин А.С.. – Хабаровск : ДВИУ - филиал РАНХиГС, 2022. – 115 с.
4. Слепович В.С. Деловой английский язык = Business English [Электронный ресурс]: учебное пособие/ Слепович В.С.— Электрон. текстовые данные.— Минск: ТетраСистемс, 2012.— 270 с.— Режим доступа: http://www.iprbookshop.ru/28070.— ЭБС «IPRbooks», по паролю
5. Воскресенская Е.Г., Фрезе О.В. Деловой английский. Деловая переписка. Business English. Business Correspondence [Электронный ресурс]: учебное пособие Омск: Омский государственный университет 2012 http://www.iprbookshop.ru/24882

7.3 Учебно-методическое обеспечение самостоятельной работы.

1. Белинская Г.П. Теория перевода: учебное пособие ддя обучающихся по дополнительной квалификации «Переводчик в сфере профессиональной коммуникации»/ Г.П. Белинская, Н.А. Лесникова, И.Н. Цюпко.– Хабаровск : Дальневосточный институт управления-филиал РАНХиГС, 2017.– 139 с.
2. Белинская Г.П. Role Plays in the English Class-Room: учебное пособие по английскому языку для развития навыков устной речи/ Г.П. Белинская, Н.А. Лесникова.– Хабаровск : ДВИУ-филиал РАНХиГС, 2016.– 84 с.

7.4 Интернет ресурсы

1. Информационные материалы и базы данных, представленные на сайте:
2. ЭБС «ЛАНЬ» – – http://www.e.lanbook.com./
3. ЭБС «ЮРАЙТ» – http://www. Biblio-online.ru/
4. ЭБС «Ай пи эр букс» – http://www.iprbookshop.ru/
5. Электронная библиотека ДВИУ РАНХиГС – http://biblio.dvags.ru/
6. Научная электронная библиотека eLIBRARY – http://www.elibrary.ru/
7. Электронная библиотека издательского дома «Гребенников» – http://www.grebennikov.ru/

7.5. Иные источники.

Периодические издания:

1. . James O’Driscoll Britain : The Country and Its people: An Introduction for Learners of English. – Oxford University Press, 2009.
2. Chistopher Garwood : Aspects of Britain and the USA. – Oxford University Press, 2009.
3. Susan Sheerin/ at all Sportlight on Britain. – Oxford University Press, 2010.
4. Журная “The Economist”

8. **Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы**

Адрес	Наименование оборудованных учебных кабинетов	Оснащенность оборудованных учебных кабинетов, перечень программного обеспечения

680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Учебные аудитории для проведения занятий лекционного типа, занятий семинарского типа, курсового проектирования (выполнения курсовых работ), практик, групповых и индивидуальных консультаций, текущего контроля и промежуточной аттестации.	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Кабинет иностранных языков	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доска маркерная, макеты, наглядные учебные пособия, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Специализированные аудитории, оборудованные для проведения занятий по информационным технологиям (компьютерные классы)	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доска маркерная, учебные пособия, тренажеры и другие средства и оборудование. Аудитории обеспечены компьютерной техникой с возможностью подключения к сети «Интернет» и электронной информационно-образовательной среде организации. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение, справочно-правовая система «Консультант плюс», информационно-справочная система «Кодекс», Any Logic University, KNIME (Open Source программное обеспечение с открытым исходным кодом), Gretl, Statgraphics Centurion XV Academic Pro, 1С Предприятие 8 для учебных заведений, Eviews Academic, Adobe Photoshop

680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Учебные аудитории для самостоятельной работы обучающихся	Специализированная мебель для организации рабочих мест обучающихся, технические средства обучения, мультимедийное оборудование, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33, Точка кипения	Центр (класс) деловых игр	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, учебно-наглядные пособия, доска маркерная, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Специальная библиотека (библиотека ограниченного доступа) /	Помещение для самостоятельной работы обучающихся. Специализированная мебель для организации рабочих мест обучающихся, технические средства обучения, мультимедийное оборудование. Читальный зал научной библиотеки оснащен компьютерной техникой с возможностью подключения к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Научно-исследовательская лаборатория	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доска маркерная, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.

680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Помещения для научно-исследовательской работы	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доска маркерная, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.
680000, Хабаровский край, г. Хабаровск, ул. Муравьева-Амурского, д.33	Актовый зал	Специализированная мебель для организации рабочих мест обучающихся и преподавателя, технические средства обучения, мультимедийное оборудование, доступ к сети «Интернет» и электронной информационно-образовательной среде. Программное обеспечение: Microsoft Windows, пакет Microsoft office, антивирусное программное обеспечение.

Информационные технологии реализуются через электронно-информационную образовательную среду академии.