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ВЫСШЕГО ОБРАЗОВАНИЯ
БРЯНСКИЙ ИНСТИТУТ УПРАВЛЕНИЯ И БИЗНЕСА

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Рабочая программа учебной дисциплины

ИНОСТРАННЫЙ ЯЗЫК

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40.03.01 Юриспруденция

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СОДЕРЖАНИЕ

1. Аннотация к дисциплине.....	A
2. Перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения основной профессиональной образовательной программы.....	3
3. Объем дисциплины в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам занятий) и на самостоятельную работу обучающихся.....	4
3.1 Объем дисциплины по видам учебных занятий (в часах).....	4
4. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий.....	5
4.1 Разделы дисциплины и трудоемкость по видам учебных занятий (в академических часах).....	5
4.2 Содержание дисциплины, структурированное по разделам.....	12
5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине.....	14
6. Оценочные материалы для проведения промежуточной аттестации обучающихся по дисциплине	20
6.1. Описание показателей и критериев оценивания компетенций, описание шкал оценивания.....	20
6.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы	26
6.3. Типовые контрольные задания или иные материалы, необходимые для процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы.....	28
6.3.1. Типовые задания для проведения текущего контроля обучающихся.....	28
6.3.1.1. Типовые варианты тестовых заданий.....	28
6.3.1.2. Примерные темы докладов и сообщений.....	32
6.3.1.3. Примерные тексты для перевода.....	33
6.3.2.1. Типовые тестовые задания.....	53
6.3.2.2. Типовые вопросы к зачету.....	55
6.3.2.3. Типовые вопросы к экзамену.....	56
6.3.2.4. Примерные тексты для перевода и пересказа.....	56
6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций.....	64
7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины.....	65
8. Методические указания для обучающихся по освоению дисциплины.....	66
9. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине.....	69
10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, в том числе комплект лицензионного программного обеспечения, электронно-библиотечные системы, современные профессиональные базы данных и информационные справочные системы.....	70
10.1 Лицензионное программное обеспечение.....	70
10.2. Электронно-библиотечные системы.....	70
10.3. Современные профессиональные баз данных.....	70
10.4. Информационные справочные системы.....	71
11. Особенности реализации дисциплины для инвалидов и лиц с ограниченными возможностями здоровья	71

1. Аннотация к дисциплине

Рабочая программа дисциплины «Иностранный язык» составлена в соответствии с требованиями ФГОС ВО по направлению подготовки 40.03.01 Юриспруденция (уровень бакалавриата), утвержденного приказом Министерства науки и высшего образования Российской Федерации от 13.08.2020 г. № 1011.

Рабочая программа содержит обязательные для изучения темы по дисциплине «Иностранный язык». Дисциплина носит коммуникативно-направленный и профессионально-ориентированный характер, а его задачи определяются потребностями специалистов соответствующего профиля в иноязычной профессиональной деятельности.

Место дисциплины в структуре основной профессиональной образовательной программы

Настоящая дисциплина включена в обязательную часть Блока1 Дисциплины (модули) учебных планов направления подготовки 40.03.01 Юриспруденция, уровень бакалавриата.

Дисциплина изучается на 1 курсе в 1 семестре для всех форм обучения. Формы контроля: зачет с оценкой.

Цель освоения дисциплины «Иностранный язык» - формирование языковой компетенции у обучающихся для обеспечения уровня знаний и умений, позволяющих пользоваться иностранным языком в различных областях профессиональной деятельности, научной и практической работе, в общении с зарубежными партнерами, для самообразовательных и других целей.

Основные задачи дисциплины:

1. Актуализация теоретических основ учебной дисциплины.
2. Формирование устойчивых умений продуктивного плана (говорение, письмо) и рецептивного плана (чтение, аудирование) для осуществления профессиональной коммуникации.
3. Обучение сознательному отбору языковых средств для выражения своих мыслей в различных ситуациях речевого общения в рамках изученных профессиональных тем.
4. Формирование лексико-грамматических умений перевода информации профессионального характера с иностранного языка на русский и с русского языка на иностранный.
5. Совершенствование личностных качеств обучающихся, связанных с формированием навыков самообразования, расширение страноведческого и общекультурного кругозора, ростом профессиональной компетенции.

Компетенции обучающегося, формируемые в результате освоения дисциплины:

УК-3- способность осуществлять социальное взаимодействие и реализовывать свою роль в команде.

УК-5- способность воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.

2. Перечень планируемых результатов обучения, соотнесенных с планируемыми результатами освоения основной профессиональной образовательной программы

Процесс изучения дисциплины направлен на формирование компетенций, предусмотренных ФГОС ВО по направлению подготовки 40.03.01 Юриспруденция (уровень бакалавриата) на основе Федерального государственного образовательного стандарта высшего образования по направлению подготовки 40.03.01 Юриспруденция, утвержденного приказом Министерства науки и высшего образования Российской Федерации от 13 августа 2020 № 1011.

Код компетенции	Результаты освоения ООП (содержание компетенций)	Код и наименование индикатора достижения УК	Формы образовательной деятельности, способствующие формированию и развитию компетенции
УК-5	Способность воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах.	УК-5.1. Знает основные проблемы и исторические типы философского мировоззрения;	Контактная работа: Лекции. Практические занятия. Самостоятельная работа
		УК-5.2. Знает объект и предмет философии, основные философские принципы, законы, категории.	
		УК-5.3. Умеет применить в профессиональной деятельности знания о законах, формах и методах познания действительности.	
		УК-5.4. Владеет способностью рефлексивного мышления, логически грамотного анализа многообразных явлений общественной жизни.	
		УК-5.5. Владеет навыками конструктивной адаптации к современной социокультурной среде.	
УК-3	Способность осуществлять социальное взаимодействие и реализовывать свою роль в команде.	<p>УК-3.1. Знает теоретические основы деловых коммуникаций: понятиями "общение" и "деловое общение", структурой, функциями, видами и формами деловой коммуникации</p> <p>УК- 3.2 Реализует технологии делового взаимодействия, этические нормы и принципы деловой коммуникации</p> <p>УК-3.3. Владеет навыками деловой коммуникации в различных ее видах и с различными типами собеседников</p>	Контактная работа: Лекции. Практические занятия. Самостоятельная работа

3. Объем дисциплины в зачетных единицах с указанием количества академических часов, выделенных на контактную работу обучающихся с преподавателем (по видам занятий) и на самостоятельную работу обучающихся

Общая трудоемкость дисциплины составляет 2 зачетные единицы.

3.1 Объём дисциплины по видам учебных занятий (в часах)

Объём дисциплины	Всего часов		
	очная форма обучения	очно-заочная форма обучения	заочная форма обучения
Общая трудоемкость дисциплины	72		
Контактная работа обучающихся с преподавателем (всего)	32	18	16
Аудиторная работа (всего):			
в том числе:			

Лекции			
семинары, практические занятия	32	18	16
лабораторные работы			
контроль			4
Внеаудиторная работа (всего):			
в том числе:			
Самостоятельная работа обучающихся (всего)	40	54	52
Контроль			
Вид промежуточной аттестации Обучающегося: зачет с оценкой	+	+	+

4. Содержание дисциплины, структурированное по темам (разделам) с указанием отведенного на них количества академических часов и видов учебных занятий

**4.1 Разделы дисциплины и трудоемкость по видам учебных занятий
(в академических часах)
для очной формы обучения**

№п/п	Разделы и темы дисциплины	Семестр	Виды учебной работы, включая самостоятельную работу и трудоемкость (в часах)							Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации (по семестрам)
			Всего	Из них аудиторные занятия			Самостоятельная работа	Контрольная работа	Курсовая работа	
				Лекции	Практикум. Лабораторные занятия	Практические занятия /семинары				
Раздел 1. Education policy in Russia and abroad										
1	Higher education in Russia	1	3			1	1			Опрос, доклад с презентацией
2	My university: entrance requirements, faculty members, leisure time activities	1	3			1	1			Опрос, доклад с презентацией
3	System of education in Great Britain and the USA	1	3			1	2			Опрос, доклад с презентацией. Лексический диктант
Раздел 2 How management developed										
4	What is management? The history of management	1	3			1	2			Опрос, доклад с презентацией
5	Modern management	1	3			1	2			Опрос, доклад с презентацией
	theories									презентацией

6	Globalization and Competition Trends in Human Resource Management	1	3			1	2			Перевод текста, Лексический диктант
7	Management features in different countries	1	3			1	2			Групповая дискуссия. Тест
Раздел 3. Business correspondence										
8	Business letters: types of letters. Peculiarities of business correspondence	1	3			1	2			Опрос, доклад с презентацией
9	Telephoning. CVs and interviews	1	3			1	2			Опрос, доклад с презентацией. Перевод текста. Лексический диктант.
Раздел 4. Management styles										
10	Four main roles of a manager. The functions of managers at different levels of management	1	3			1	2			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия
11	The types of business communications inside the organization	1	3			2	2			Опрос, доклад с презентацией. Перевод текста
12	Time management: time management skills, tips for effective use of time	1	3			2	2			Опрос, доклад с презентацией. Перевод текста. Лексический диктант
13	A modern manager: personal characteristics, skills and abilities required for effective management. The portrait of a Russian manager	1	3			2	2			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия.
14	Team building: the different roles of team members, team performance	1	4			2	2			Опрос. Перевод текста. Лексический диктант. Тест.
Раздел 5. The effectiveness of Recruiting										
15	Personnel management: Employee Selection. Job description	1	4			2	2			Перевод текста. Опрос, доклад с презентацией
16	Staff training. Employee motivation	1	4			2	2			Перевод текста. Лексический диктант
17	Planning as one of the	1	4			2	2			Опрос, доклад с

	major responsibilities of management. The types of plans. Recommendations for effective planning									презентаций. Перевод текста. Групповая дискуссия
Раздел 6. Discriminatory Employment Practices										
18	Employee Safety and Health. Insurance Benefits	1	4			2	2			Опрос, доклад с презентацией
19	Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem	1	4			2	2			Перевод текста. Групповая дискуссия
Раздел 7. The company's competitiveness										
20	International management: managing large English Russian and international companies	1	4			2	2			Опрос, доклад с презентацией
21	Approaches to managing the company in a changing external environment. The ways to improve the company's competitiveness	1	4			2	2			Перевод текста. Тест
	ИТОГО		72			32	40			

для очно-заочной формы обучения

№п/п	Разделы и темы дисциплины	Семестр	Виды учебной работы, включая самостоятельную работу и трудоемкость (в часах)							Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации (по семестрам)	
			Всего	Из них аудиторные занятия			Самостоятельная работа	Контрольная работа	Курсовая работа		
				Лекции	Практикум. Лабораторные занятия	Практические занятия /семинары					
Раздел 1. Education policy in Russia and abroad											
1	Higher education in Russia	1	3			0,5	2			Опрос, доклад с презентацией	
2	My university: entrance requirements, faculty members, leisure time activities	1	3			0,5	2			Опрос, доклад с презентацией	

3	System of education in Great Britain and the USA	1	3			0,5	2			Опрос, доклад с презентацией. Лексический диктант
Раздел 2 How management developed										
4	What is management? The history of management	1	3			0,5	2			Опрос, доклад с презентацией
5	Modern management theories	1	3			0,5	2			Опрос, доклад с
						0,5 0,5				презентацией
6	Globalization and Competition Trends in	1	3			0,5	2			Перевод текста, Лексический
7	Management features in different countries	1	3			1	2			Групповая дискуссия. Тест
Раздел 3. Business correspondence										
8	Business letters: types of letters. Peculiarities of business correspondence	1	3			1	2			Опрос, доклад с презентацией
9	Telephoning. CVs and interviews	1	3			1	2			Опрос, доклад с презентацией. Перевод текста. Лексический диктант.
Раздел 4. Management styles										
10	Four main roles of a manager. The functions of managers at different levels of management	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия
11	The types of business communications inside the organization	1	3			1	3			Опрос, доклад с презентацией. Перевод текста
12	Time management: time management skills, tips for effective use of time	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Лексический диктант
13	A modern manager: personal characteristics, skills and abilities required for effective management. The portrait of a Russian manager	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия.
14	Team building: the different roles of team members, team performance	1	4			1	3			Опрос. Перевод текста. Лексический диктант. Тест.
Раздел 5. The effectiveness of Recruiting										
15	Personnel management: Employee Selection. Job description	1	4			1	3			Перевод текста. Опрос, доклад с презентацией
16	Staff training. Employee motivation	1	4			1	3			Перевод текста. Лексический диктант
17	Planning as one of the	1	4			1	3			Опрос, доклад с

	major responsibilities of management. The types of plans. Recommendations for effective planning									презентаций. Перевод текста. Групповая дискуссия
Раздел 6. Discriminatory Employment Practices										
18	Employee Safety and Health. Insurance Benefits	1	4			1	3			Опрос, доклад с презентацией
19	Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem	1	4			1	3			Перевод текста. Групповая дискуссия
Раздел 7. The company's competitiveness										
20	International management: managing large English Russian and international companies	1	4			1	3			Опрос, доклад с презентацией
21	Approaches to managing the company in a changing external environment. The ways to improve the company's competitiveness	1	4			1	3			Перевод текста. Тест
	ИТОГО		72			18	54			

для заочной формы обучения

№п/п	Разделы и темы дисциплины	Семестр	Виды учебной работы, включая самостоятельную работу и трудоемкость (в часах)							Вид оценочного средства текущего контроля успеваемости, промежуточной аттестации (по семестрам)	
			Всего	Из них аудиторные занятия			Самостоятельная работа	Контрольная работа	Курсовая работа		
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Раздел 1. Education policy in Russia and abroad											
1	Higher education in Russia	1	3			0,5	2			Опрос, доклад с презентацией	
2	My university: entrance requirements, faculty members, leisure time activities	1	3			0,5	2			Опрос, доклад с презентацией	

3	System of education in Great Britain and the USA	1	3			0,5	2			Опрос, доклад с презентацией. Лексический диктант
Раздел 2 How management developed										
4	What is management? The history of management	1	3			0,5	2			Опрос, доклад с презентацией
5	Modern management theories	1	3			0,5	2			Опрос, доклад с
						0,5 0,5				презентацией
6	Globalization and Competition Trends in	1	3			0,5	2			Перевод текста, Лексический
7	Management features in different countries	1	3			1	2			Групповая дискуссия. Тест
Раздел 3. Business correspondence										
8	Business letters: types of letters. Peculiarities of business correspondence	1	3			1	2			Опрос, доклад с презентацией
9	Telephoning. CVs and interviews	1	3			1	2			Опрос, доклад с презентацией. Перевод текста. Лексический диктант.
Раздел 4. Management styles										
10	Four main roles of a manager. The functions of managers at different levels of management	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия
11	The types of business communications inside the organization	1	3			1	3			Опрос, доклад с презентацией. Перевод текста
12	Time management: time management skills, tips for effective use of time	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Лексический диктант
13	A modern manager: personal characteristics, skills and abilities required for effective management. The portrait of a Russian manager	1	3			1	3			Опрос, доклад с презентацией. Перевод текста. Групповая дискуссия.
14	Team building: the different roles of team members, team performance	1	4			1	3			Опрос. Перевод текста. Лексический диктант. Тест.
Раздел 5. The effectiveness of Recruiting										
15	Personnel management: Employee Selection. Job description	1	4			1	3			Перевод текста. Опрос, доклад с презентацией
16	Staff training. Employee motivation	1	4			1	3			Перевод текста. Лексический диктант
17	Planning as one of the	1	4			1	3			Опрос, доклад с

	major responsibilities of management. The types of plans. Recommendations for effective planning									презентаций. Перевод текста. Групповая дискуссия
Раздел 6. Discriminatory Employment Practices										
18	Employee Safety and Health. Insurance Benefits	1	4			1	3			Опрос, доклад с презентацией
19	Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem	1	4			1	3			Перевод текста. Групповая дискуссия
Раздел 7. The company's competitiveness										
20	International management: managing large English Russian and international companies	1	4			1	3			Опрос, доклад с презентацией
21	Approaches to managing the company in a changing external environment. The ways to improve the company's competitiveness	1	4			1	3			Перевод текста. Тест
	зачет		4							
	ИТОГО		72			16	52			

4.2 Содержание дисциплины, структурированное по разделам

Раздел 1. Education policy in Russia and abroad.

Тема 1. Higher education in Russia

Word-building (prefixes, suffixes, conversion). Word-building (prefixes, suffixes, conversion). The simple sentence. Statements, questions, imperatives, exclamations.

Перевод слов и словосочетаний (многозначные слова и омонимы; синонимы и антонимы; фразеологизмы; заимствования и неологизмы; ложные друзья переводчика; устойчивые словосочетания) с учетом культурных и языковых реалий.

Тема 2. My university: entrance requirements, faculty members, leisure time activities.

The verb phrase. Verb tenses and aspects. Be, have, do. The active voice.

Перевод простого предложения с твердым порядком слов; формального подлежащего «it» и неопределенно-личного местоимения и слова-заместителя «one» на русский язык.

Перевод глагола. Особенности перевода русских глаголов в изъявительном наклонении.

Тема 3. System of education in Great Britain and the USA

The simple tense forms. Simple Present. Simple Past. Simple Future.

Раздел 2. How management developed.

Тема 4. What is management? The history of management.

Singular or plural, countable and uncountable nouns. Much-many, little-few, a little- a few. Possessive case. Indefinite pronouns.

Перевод частей речи.

Перевод имени существительного: без учета сферы применения; с учетом сферы применения грамматических категорий (падеж, род, число), средства, компенсирующие отсутствие (или ограниченное наличие при переводе) той или иной грамматической категории.

Перевод имени числительного и перевод местоимений.

Тема 5. Modern management theories.

The Article (the indefinite/definite), The use of articles with Common Nouns. The Zero- article. Перевод артикля как определителя существительного; устойчивые сочетания с неопределенным артиклем; устойчивые сочетания с определенным артиклем; устойчивые сочетания с нулевым артиклем; сложные случаи употребления артикля.

Тема 6. Globalization and Competition Trends in Human Resource Management.

Adjectives and adverbs. Degrees of comparison. Prepositions. Phrasal verbs and patterns with prepositions. Перевод имени прилагательного: степени сравнения прилагательных; особенности перевода сложных прилагательных.

Перевод наречия. Трудности перевода русских наречий на английский язык, образующих степени сравнения путем замены корня слова.

Тема 7. Management features in different countries.

The Continuous Tense forms: Present Continuous, Past Continuous, Future Continuous. Ways of expressing a future action.

Раздел 3. Business correspondence.

Тема 8. Business letters: types of letters. Peculiarities of business correspondence.

Reported speech. Reported statements, questions, commands.

Перевод предложений со структурой «Sequence of Tenses» на русский язык.

Перевод прямой и косвенной речи (повествовательные предложения, вопросительные предложения, специальные вопросы, разделительные вопросы, повелительные предложения).

Тема 9. Telephoning. CVs and interviews.

The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect.

Раздел 4. Management styles.

Тема 10. Business letters: types of letters. Peculiarities of business correspondence.

Four main roles of a manager. The functions of managers at different levels of management.

The Perfect Continuous Tense forms: Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous.

Тема 11. The types of business communications inside the organization.

Tense forms in the Passive Voice. Перевод пассивных конструкций на русский язык.

Тема 12. Time management: time management skills, tips for effective use of time.

Modals. May and can for permission in the present or future. May, might, can/could for possibility. Could or was/were allowed to - for permission in the past. Requests. Can and be able to for ability. Ought, should, must, have to, need for obligation.

Тема 13. A modern manager: personal characteristics, skills and abilities required for effective management. The portrait of a Russian manager.

Must, have to, cannot, will, should for deduction and assumption.

Передача модальности по-английски в устной и письменной речи.

Выражение модальности интонационными, лексическими, грамматическими средствами языка.

Тема 14. Team building: the different roles of team members, team performance.

The use of Subjunctive Mood. Перевод сослагательного наклонения в сложноподчиненных предложениях с придаточными условными на русский язык. Conditionals (Types 0, 1, 2, 3). Making a wish.

Раздел 5. The Effectiveness of Recruiting

Тема 15. Personnel management: Employee Selection. Job description.

The Verbals: Forms, Tense/Voice distinctions. The use of the Gerund. Перевод герундиальных конструкций в качестве подлежащего, дополнения, определения, обстоятельства на русский язык.

Тема 16. Staff training. Employee motivation.

The Infinitive: Forms, Tense/Voice distinctions. The functions of the Infinitive in the sentence. Participle. Forms and functions of the participle in the sentence.

Перевод инфинитивных конструкций в функциях подлежащего, сказуемого, дополнения, определения, цели; инфинитивных комплексов: «Complex Subject», «Complex

Object», «For-Phrase» на русский язык. Перевод причастных оборотов на русский язык. Способы перевода причастия и деепричастия на английский язык.

Тема 17. Planning as one of the major responsibilities of management. The types of plans. Recommendations for effective planning.

Planning as one of the major responsibilities of management. The types of plans. Recommendations for effective planning. The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore.

Раздел 6. Discriminatory Employment Practices

Тема 18. Employee Safety and Health. Insurance Benefits.

Employee Safety and Health. Insurance Benefits. Перевод простых предложений. Особенности перевода на английский язык простых предложений с прямым и обратным порядком слов; с причастными и деепричастными оборотами.

Тема 19. Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem.

Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem. The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses.

Раздел 7. The company's competitiveness

Тема 20. International management: managing large English Russian and international companies.

International management: managing large English Russian and international companies. Перевод сложноподчиненных предложений: Subject Clause, Predicative Clause, Object Clause, Attribute Clause, Adverbial Clauses of Time, Condition, Cause на русский язык. Перевод предлогов, союзов, частиц на английский язык. Особенности перевода сочинительных и подчинительных союзов на английский язык. Перевод сложных предложений (сложносочиненных и сложноподчиненных, смешанных типов) на английский язык.

Тема 21. Approaches to managing the company in a changing external environment. The ways to improve the company's competitiveness.

Approaches to managing the company in a changing external environment. The ways of improving the company's competitiveness. The emphatic Do, Cleft sentences. Double negation: the participle Not before a negative adjective/adverb. Перевод предложений с расчлененной структурой (Cleft Sentences) на русский язык. Различия в пунктуации в английском и русском языках для письменного перевода: запятая (comma); точка с запятой (semi-colon); двоеточие (colon); тире (dash); дефис (hyphen). Ellipsis.

5. Перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

Самостоятельная работа обучающихся при изучении курса «Иностранный язык» предполагает, в первую очередь, работу с основной и дополнительной литературой. Результатами этой работы становятся выступления на практических занятиях, участие в обсуждении.

Методика самостоятельной работы предварительно разъясняется преподавателем и в последующем может уточняться с учетом индивидуальных особенностей обучающихся. Время и место самостоятельной работы выбираются обучающимися по своему усмотрению с учетом рекомендаций преподавателя.

Самостоятельную работу над дисциплиной следует начинать с изучения рабочей программы дисциплины «Иностранный язык», которая содержит основные требования к знаниям, умениям и навыкам обучаемых. Обязательно следует вспомнить рекомендации преподавателя, данные в ходе установочных занятий. Затем - приступить к изучению отдельных разделов и тем в порядке, предусмотренном программой.

Получив представление об основном содержании раздела, темы, необходимо изучить материал с помощью учебников, указанных в разделе 7 рабочей программы дисциплины. Целесообразно составить краткий конспект или схему, отображающую смысл и связи основных понятий данного раздела и включенных в него тем. Затем, как показывает опыт, полезно изучить выдержки из первоисточников. Рекомендуется

составить их краткий конспект. Обязательно следует записывать возникшие вопросы, на которые не удалось ответить самостоятельно.

Студентам предлагаются следующие формы самостоятельной работы:

- самостоятельная домашняя работа;
- внеаудиторное чтение;
- самостоятельная работа (индивидуальная) с использованием Интернет-технологий;
- индивидуальная и групповая творческая работа;
 - выполнение заданий по пройденным грамматическим темам с использованием справочной литературы;
 - письменный перевод информации профессионального характера с английского языка на русский

Собственно самостоятельная работа студентов выполняется в удобные для студента часы и представляется преподавателю для проверки. Данный формат предусматривает большую самостоятельность студентов, большую индивидуализацию заданий.

Для самостоятельной работы с текстом и материалами по каждой изучаемой теме предполагаются следующие примерные виды заданий:

1. Ознакомьтесь с материалами по теме (например, материалом учебника или дополнительным материалом); выпишите лексику по специальности (или по теме); составьте план содержания.

2. Выполните задания в процессе чтения рекомендуемого материала или прослушивания устного сообщения:

- ответьте на заранее поставленные вопросы по содержанию;
- найдите ответы на проблемные вопросы;
- выберите правильный ответ из ряда данных;
- исправьте неверное утверждение.

3. При работе над темой выполните следующие задания:

- прочтите текст с коммуникативной целью (для сообщения, рассказа, дискуссии);
- найдите в тексте информацию по указанным вопросам.

Наименование темы	Вопросы, вынесенные на самостоятельное изучение	Формы самостоятельной работы	Учебно методическое обеспечение	Форма контроля
Higher education in Russia	Повторение грамматики: Wordbuilding (prefixes, suffixes, conversion). The simple sentence. Statements, questions, imperatives, exclamations.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией	Литература к теме, работа с интернет- источниками	Опрос, доклад с презентацией

My university: entrance requirements, faculty members, leisure time	Повторение грамматики: Verb tenses and aspects. Подготовка сообщения по теме. Receiving foreign visitors.	Работа в библиотеке, включая ЭБС с базовым учебником и	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией.
Management features in different countries	Повторение грамматики: The Continuous Tense forms: Present Continuous, Past Continuous, and Future Continuous. Ways of expressing a future action	Работа в библиотеке, включая ЭБС. Подготовка доклада с презентацией. Внеаудиторное чтение и перевод. Подготовка к групповой дискуссии. Подготовка к тесту. Подготовка к зачету.	Литература к теме, работа с интернет-источниками	Внеаудиторное чтение и перевод. Участие в групповой дискуссии. Тестирование. Зачет.
Business letters: types of letters. Peculiarities of business correspondence	Повторение грамматики: Reported speech. Reported statements, questions, commands.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Подготовка доклада с презентацией.	Литература к теме, работа с интернет-источниками	Опрос, доклада с презентацией.
Telephoning. CVs and interviews	Повторение грамматики: The Perfect Tense forms: Present Perfect, Past Perfect, Future Perfect.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией. Подготовка к лексическому диктанту.	Литература к теме, работа с интернет-источниками	Опрос, доклада с презентацией. Внеаудиторное чтение и перевод. Лексический диктант.
Four main roles of a manager. The functions of managers at different levels of management	Повторение грамматики: The Perfect Continuous Tense forms: Present Perfect Continuous, Past Perfect Continuous, Future Perfect Continuous.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией. Подготовка к групповой дискуссии.	Литература к теме, работа с интернет-источниками	Опрос. Опрос, доклад с презентацией. Внеаудиторное чтение и перевод. Участие в групповой дискуссии.
The types of business communications inside the organization	Повторение грамматики: Tense forms in the Passive Voice.	Работа в библиотеке, включая ЭБС с базовым учебником и	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией. Внеаудиторное чтение и перевод. Перевод

		словарем. Внеаудиторное чтение и перевод. Перевод пассивных конструкций на русский язык. Подготовка доклада с презентацией.		пассивных конструкций на русский язык.
Time management: time management skills, tips for effective use of time	Повторение грамматики: Modals. May and can for permission in the present or future. May, might, can/could for possibility. Could or was/were allowed to - for permission in the past. Requests. Can and be able to for ability. Ought, should, must, have to, need for obligation.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка к лексическому диктанту. Подготовка доклада с презентацией.	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией. Внеаудиторное чтение и перевод. Участие в лексическом диктанте.
A modern manager: personal characteristics, skills and abilities required for effective management. The portrait of a Russian manager	Повторение грамматики: Must, have to, cannot, will, should for deduction and assumption. Передача модальности по-английски в устной и письменной речи. Выражение модальности интонационными, лексическими, грамматическими средствами языка.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка сообщения по теме. Подготовка к групповой дискуссии.	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией. Внеаудиторное чтение и перевод. Участие в групповой дискуссии.
Team building: the different roles of team members, team performance	Повторение грамматики: The use of Subjunctive Mood. Перевод сослагательного наклонения в сложноподчиненных предложениях с придаточными условными на русский язык. Conditionals (Types 0, 1, 2, 3). Making a wish.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка к лексическому диктанту. Подготовка к тесту. Подготовка к зачету.	Литература к теме, работа с интернет-источниками	Опрос. Внеаудиторное чтение и перевод. Участие в лексическом диктанте. Тестирование. Зачет.
Personnel management: Employee Selection. Job description	Повторение грамматики: The Verbals: Forms, Tense/Voice distinctions. The use of	Работа в библиотеке, включая ЭБС с базовым учебником и	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией. Внеаудиторное чтение и перевод.

	the Gerund.	словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией.		
Staff training. Employee motivation	Повторение грамматики: The Infinitive: Forms, Tense/Voice distinctions. The functions of the Infinitive in the sentence. Participle. Forms and functions of the participle in the sentence.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка к лексическому диктанту.	Литература к теме, работа с интернет-источниками	Опрос. Внеаудиторное чтение и перевод. Участие в лексическом диктанте.
Planning as one of the major responsibilities of management. The types of plans. Recommendations for effective planning.	Повторение грамматики: The Compound Sentence, clauses connected by means of coordinating conjunctions: and, or, else, but and connective adverbs: otherwise, nevertheless, yet, still, therefore.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией. Подготовка к групповой дискуссии.	Литература к теме, работа с интернет-источниками	Опрос, доклад с презентацией. Внеаудиторное чтение и перевод. Участие в групповой дискуссии.
Employee Safety and Health. Insurance Benefits	Повторение грамматики: перевод на английский язык простых предложений с прямым и обратным порядком слов; с причастными и деепричастными оборотами.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией.	Литература к теме, работа с интернет-источниками	Опрос, доклада с презентацией.
Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem	Повторение грамматики: The Complex sentence: Subject Clauses, Predicative Clauses, Attributive Clauses, Object Clauses, Adverbial Clauses, Relative Clauses	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка к групповой дискуссии.	Литература к теме, работа с интернет-источниками	Опрос. Внеаудиторное чтение и перевод. Участие в групповой дискуссии.
International management: managing large English Russian	Повторение грамматики: Перевод сложноподчиненных предложений: Subject	Работа в библиотеке, включая ЭБС с базовым	Литература к теме, работа с интернет-источниками	Опрос, доклада с презентацией.

and international companies	Clause, Predicative Clause, Object Clause, Attribute Clause, Adverbial Clauses of Time, Condition, Cause на русский язык	учебником и словарем. Внеаудиторное чтение и перевод. Подготовка доклада с презентацией.		
Approaches to managing the company in a changing external environment. The ways of improving the company's competitiveness	Повторение грамматики. Emphasis. The emphatic Do, Cleft sentences. Double negation: the participle Not before a negative adjective/adverb.	Работа в библиотеке, включая ЭБС с базовым учебником и словарем. Внеаудиторное чтение и перевод. Подготовка к тесту. Подготовка к экзамену.	Литература к теме, работа с интернет-источниками	Опрос. Внеаудиторное чтение и перевод. Тестирование. Экзамен.

6. Оценочные материалы для проведения промежуточной аттестации обучающихся по дисциплине

6.1. Описание показателей и критериев оценивания компетенций, описание шкал оценивания

п/п	Наименование оценочного средства	Краткая характеристика оценочного средства	Шкала и критерии оценки, балл	Критерии оценивания компетенции
1.	Опрос	Сбор первичной информации по выяснению уровня усвоения пройденного материала	«Зачтено», если студент демонстрирует знание материала по разделу, основанные на знакомстве с обязательной литературой и современными публикациями; дает логичные, аргументированные ответы на поставленные вопросы. Допускаются незначительные неточности в ответах, которые студент исправляет путем наводящих вопросов со стороны преподавателя. «Не зачтено», если имеются существенные пробелы в знании основного материала по разделам учебной дисциплины, а также допущены принципиальные ошибки при изложении материала.	УК-3.1; УК-3.2; УК-3.3
2	Доклад / сообщение	Публичное, развёрнутое, сообщение (или документ) по определённому вопросу,	«5» - Доклад соответствует заявленной теме, выполнен с привлечением достаточного количества	УК-3.1; УК-3.2; УК-3.3

		<p>основанное на привлечении документальных данных, содержание которого отражает суть вопроса.</p>	<p>научных и практических источников по теме, студент в полном объеме отвечает на вопросы по теме доклада; «4» - Доклад в целом соответствует заявленной теме, выполнен с привлечением нескольких научных и практических источников по теме, студент в состоянии ответить на часть вопросов по теме доклада; «3» - Доклад не совсем соответствует заявленной теме, выполнен с использованием только 1 или 2 источников, студент допускает ошибки при изложении материала, не в состоянии ответить на вопросы по теме доклада; «2» - докладчик не раскрыл тему.</p>	
3	Презентация	<p>Публичное выступление с представлением полученных результатов в программе Microsoft PowerPoint</p>	<p>«5» - Представляемая информация систематизирована, последовательна и логически связана. Проблема раскрыта полностью. Широко использованы возможности технологии Power Point; «4» - Представляемая информация в целом систематизирована, последовательна и логически связана (возможны небольшие отклонения). Проблема раскрыта. Возможны незначительные ошибки при оформлении в Power Point (не более двух); «3» - Представляемая информация не систематизирована и/или не совсем последовательна. Проблема раскрыта не полностью. Выводы не сделаны или не обоснованы. Возможности технологии Power Point использованы лишь</p>	<p>УК-5.1; УК-5.2; УК-5.3 УК-5.4 УК-5.5</p>

			частично; «2» - Представляемая информация не систематизирована. Возможности технологии Power Point использованы лишь частично. Многочисленные ошибки при оформлении.	
4	Тестирование	Тестирование можно проводить в форме: • компьютерного тестирования, т.е. компьютер произвольно выбирает вопросы из базы данных по степени сложности; • письменных ответов, т.е. преподаватель задает вопрос и дает несколько вариантов ответа, а студент на отдельном листе записывает номера вопросов и номера соответствующих ответов	«отлично» - доля правильных ответов 80100 %; «хорошо» - доля правильных ответов 6079 %; «удовлетворительно» - доля правильных ответов 40-59%; «неудовлетворительно» - доля правильных ответов менее 40%.	УК-3.1; УК-3.2; УК-3.3
5	Демонстрация практических умений	Освоенный субъектом способ выполнения действия, обеспечиваемый совокупностью приобретённых знаний и навыков	«5» Студент показывает хорошие знания учебного материала по теме, знает алгоритм практического умения (манипуляции), последовательно демонстрирует практические умения. Дает удовлетворительные ответы на дополнительные вопросы. «4» - Студент владеет удовлетворительными знаниями по практическим умениям, демонстрирует практические умения с ошибками, нуждается в подсказках преподавателя, дает неполные ответы на поставленные вопросы. «3» - Студент владеет отрывочными знаниями по практическим умениям, затрудняется в умении их осуществить, дает неполные ответы на поставленные вопросы.	УК-1.1; УК-3.2; УК-3.3

			«2» - Студент не знает алгоритм практического умения (манипуляции) и/или не может продемонстрировать практическое умение (манипуляцию). Затрудняется с ответами на поставленные вопросы.	
6	Кейс-задачи	Обучающий материал, использующий описание реальных экономических, социальных и бизнес-ситуаций, основанных на реальном фактическом материале или же приближены к реальной ситуации. Обучающиеся должны исследовать ситуацию, разобраться в сути проблем, предложить возможные решения и выбрать лучшее из них.	«Зачтено», если ответ на вопрос задачи дан правильный. Объяснение хода ее решения подробное, последовательное, грамотное, с теоретическими обоснованиями (в т.ч. из лекционного курса), с необходимыми пояснениями и демонстрациями; ответы на дополнительные вопросы верные, четкие. Допускаются незначительные неточности и затруднения. «Не зачтено», Ответ на вопрос задачи не дан или дан не вполне правильный. Объяснение хода ее решения недостаточно полное, непоследовательное, с ошибками, слабым теоретическим обоснованием (в т.ч. лекционным материалом), дополнительные вопросы недостаточно четкие, с ошибками в деталях или вызывают затруднения.	УК-1.1; УК-3.2; УК-3.3
7	Контрольная работа	Сбор информации по выяснению уровня усвоения пройденного материала	«5» - содержание соответствуют поставленным цели и задачам, изложение материала отличается логичностью и смысловой завершенностью, студент показал владение материалом, умение четко, аргументировано и корректно отвечать на поставленные вопросы, отстаивать собственную точку зрения; «4» - содержание	УК-1.1; УК-3.2; УК-3.3

			<p>недостаточно полно соответствует поставленным цели и задачам исследования, работа выполнена на недостаточно широкой источниковой базе и не учитывает новейшие достижения науки, изложение материала носит преимущественно описательный характер, студент показал достаточно уверенное владение материалом, однако недостаточное умение четко, аргументировано и корректно отвечать на поставленные вопросы и отстаивать собственную точку зрения;</p> <p>«3» - содержание не отражает особенности проблематики темы; содержание работы не полностью соответствует поставленным задачам, источниковая база фрагментарна и не позволяет качественно решить все поставленные в работе задачи, работа не учитывает новейшие достижения историографии темы, студент показал неуверенное владение материалом, неумение отстаивать собственную позицию и отвечать на вопросы;</p> <p>«2» - работа не имеет логичной структуры, содержание работы в основном не соответствует теме, источниковая база недостаточна для решения поставленных задач, студент показал неуверенное владение материалом, неумение формулировать собственную позицию.</p>	
8.	Групповая дискуссия	Оценочное средство, позволяющее включить обучающихся в процесс обсуждения	«зачтено» - обучающийся демонстрирует знание материала по теме раздела, основанные на знакомстве с	УК-1.1; УК-3.2; УК-3.3 УК-5.1;

		представленной темы, проблемы и оценить их умение аргументировать собственную точку зрения.	обязательной литературой и современными публикациями; активно участвует в дискуссии; дает логичные, аргументированные ответы на поставленные вопросы. «не зачтено» - отсутствие знаний по изучаемому разделу; низкая активность в дискуссии.	
9.	Лексический диктант	Средство проверки знания лексико-грамматического минимума по изучаемой теме в объеме, необходимом для работы с иноязычными текстами в процессе профессиональной деятельности.	«отлично» - доля правильных ответов 80100%; «хорошо» -доля правильных ответов 6579,9%; «удовлетворительно» - доля правильных ответов 50-64,9%; «неудовлетворительно» - доля правильных ответов менее 50%.	УК-5.1; УК-5.2; УК-5.3 УК-5.4 УК-5.5
10.	Перевод текста	Средство проверки соблюдения грамматических, синтаксических, орфографических правил, соблюдения языковой нормы и стиля при переводе с иностранного языка на родной, адекватность перевода текста- оригинала на родной язык.	Оценивается точность и полнота передачи как основной, так и второстепенной информации. Перевод оценивается в 100 баллов. При этом за правильный перевод: 1) лексических единиц дается от 0 до 40 баллов (верный выбор эквивалентов слов; переведены все слова, как нейтральной, так и терминологической лексики; переданы все реалии и имена собственные; правильно переведены все свободные и условные словосочетания); 2) грамматических единиц и конструкций от 0 до 40 баллов (верный перевод видовременных форм глагола, залога и наклонения глагола, модальных глаголов, неличных форм глагола и конструкций с ними; правильно передано число и падеж существительных; учтены при переводе степени сравнения	УК-3.1; УК-3.2; УК-3.3

			прилагательных и наречий); 3) синтаксических конструкций от 0 до 10 баллов (верно выбрано значение слов- заместителей; переданы эмфатические конструкции); 4) стилистически правильный (адекватный) перевод от 0 до 10 баллов. Шкала соответствия количества набранных баллов оценке по письменному переводу: 100-86 баллов - «отлично», 85-76 баллов - «хорошо», 75-55 баллов - «удовлетворительно», 54 балла и менее - «неудовлетворительно». Показатели передачи основного содержания оцениваются по 4-балльной шкале: 5 баллов (отлично), 4 балла (хорошо), 3 балла (удовлетворительно), 2 балла (неудовлетворительно). Баллы суммируются, и выводится средний балл.	
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6.2. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы

№	Форма контроля/ коды оцениваемых компетенций	Процедура оценивания	Шкала и критерии оценки, балл
1.	Зачет/ УК-3.1; УК-3.2; УК-3.3	Правильность ответов на все вопросы (верное, четкое и достаточно глубокое изложение идей, понятий, фактов и т.д.); Сочетание полноты и лаконичности ответа; Наличие практических умений по дисциплине (выполнение практического задания, соответствующего любой теме изучаемой	Оценка «зачтено» выставляется в трех случаях: 1. правильность использования языкового материала (т.е. соответствие грамматическим, лексическим и фонетическим нормам иностранного языка). 2. полнота и адекватность понимания содержания услышанного и прочитанного. 3. корректность и сложность письменного высказывания с точки зрения содержания и уровня языковой

		<p>дисциплины); Ориентирование в учебной, научной и специальной литературе; Логика и аргументированность изложения; Грамотное комментирование, приведение примеров, аналогий; Культура ответа.</p>	<p>трудности, соответствие стилю и жанру письменного высказывания. «Зачтено» выставляется, как минимум, при усвоении обучающимся основного материала, в изложении которого допускаются отдельные неточности, нарушение последовательности, отсутствие некоторых существенных деталей, имеются затруднения в выполнении практических заданий.</p> <p>Оценка «не зачтено» выставляется в том случае, когда обучающийся не владеет значительной частью материала, допускает принципиальные ошибки, с большими затруднениями выполняет практические работы, если ответ свидетельствует об отсутствии знаний по предмету, теоретическое содержание учебной дисциплины не освоено, необходимые практические умения работы не сформированы, 50 и более процентов учебных заданий, предусмотренных программой обучения, не выполнены, содержат грубые ошибки, дополнительная самостоятельная работа над материалом дисциплины не проведена, либо качество выполнения низкое, большое число занятий (50 % и более) пропущено без уважительной причины и без последующей отработки.</p>
2.	<p>Экзамен / УК-5.1; УК-5.2; УК-5.3 УК-5.4 УК-5.5</p>	<p>Экзамен состоит из двух частей: первая часть предполагает итоговую письменную контрольную работу по лексико-грамматическому материалу курса иностранного языка и предваряет устную часть.</p> <p>1. Чтение, письменный перевод со словарем профессионально - ориентированного текста объемом 1500-2000 печатных знаков, обсуждение его содержания на английском языке.</p> <p>2. Ознакомительное чтение и комментирование делового письма на английском языке.</p> <p>3. Устное изложение одной из изученных в</p>	<p>Оценка «отлично» - ознакомительное чтение со скоростью 150 слов в минуту (английский язык). Количество незнакомых для обучающегося слов не превышает 2-3 % по отношению к общему количеству слов.</p> <p>Правильный письменный перевод фрагмента текста объемом 400-500 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000-9000 печ. зн. (время 45 минут).</p> <p>Беседа с преподавателем по теме специальности без грамматических ошибок.</p> <p>Оценка «хорошо» - ознакомительное чтение со скоростью 130 слов в минуту (английский язык), 100 слов в минуту (французский и немецкий языки). Количество незнакомых для обучающегося слов не превышает 5 % по отношению к общему количеству слов.</p> <p>Письменный перевод с некоторыми неточностями текста объемом 400 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000 печ. зн. (время 45 минут). Беседа с преподавателем по теме специальности с некоторыми грамматическими ошибками.</p>

		<p>течение курса тем.</p> <p>Оцениваются:</p> <ul style="list-style-type: none"> - степень раскрытия содержания материала; - изложение материала (грамотность речи, точность использования терминологии и символики, логическая последовательность изложения материала; - знание теории изученных вопросов, сформированность и устойчивость используемых при ответе умений и навыков, - адекватность перевода. 	<p>Оценка «удовлетворительно» - ознакомительное чтение со скоростью 100 слов в минуту (английский язык), 80 слов в минуту (французский и немецкий языки). Количество незнакомых для обучающегося слов не превышает 10 % по отношению к общему количеству слов. Письменный перевод с наличием неточностей и ошибок текста объемом 400 печ. зн. со словарем при поиске фрагмента их общего объема текстов 8000 печ. зн. (время 60 минут). Беседа с преподавателем по теме специальности со многими грамматическими ошибками.</p> <p>Оценка «неудовлетворительно» - ознакомительное чтение со скоростью 80 слов в минуту (английский язык), менее 50 слов в минуту (французский и немецкий языки). Количество незнакомых для обучающегося слов превышает 20 % по отношению к общему количеству слов. Письменный перевод с многочисленными ошибками и не завершен за 60 минут. Беседа с преподавателем по теме специальности не состоится.</p>
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6.3. Типовые контрольные задания или иные материалы, необходимые для процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения основной профессиональной образовательной программы

6.3.1. Типовые задания для проведения текущего контроля обучающихся

6.3.1.1. Типовые варианты тестовых заданий

- _____ good friends.
 - Anna and I am
 - Anna and I are
 - Anna and I
 - Anna and I be
- Those people _____ American.
 - isn't
 - don't
 - not
 - aren't
- «_____?» «No, she's out. »
 - Is at home your mother
 - Does your mother at home
 - Is your mother at home
 - Are your mother at home
- «What colour _____?» «Red.»
 - your car is
 - your car

- c) is your car
d) has your car
5. Look, there is Sarah. _____ a brown coat.
a) She wearing
b) She is wearing
c) She has wearing
d) She's wear
6. You can turn off the television. _____ it.
a) I'm not watch
b) I don't watching
c) I not watching
d) I'm not watching
7. «_____ today?» «No, he's at home.»
a) Is Ben working
b) Is work Ben
c) Is working Ben
d) Is Ben work
8. We _____ away at weekends.
a) go often
b) often go
c) often going
d) are often go
9. «_____ play the guitar?» «Yes, but I'm not very good at it.»
a) Do you
b) Are you
c) Does you
d) You
10. I don't understand this sentence. What _____ ?
a) mean this word
b) means this word
c) does mean this word
d) does this word mean
11. Please, be quiet. _____
a) I working.
b) I work.
c) I'm working.
d) I'm work.
12. Tom _____ a shower every morning.
a) has
b) having
c) is having
d) have
13. What _____ at weekends?
a) are you usually doing

- b) do you usually
 - c) are you usually do
 - d) do you usually do
14. The weather_____last week.
- a) is good
 - b) was good
 - c) were good
 - d) had good
15. Caroline_____to the cinema three times last week.
- a) go
 - b) went
 - c) goes
 - d) was
16. I _____TV yesterday.
- a) didn't watch
 - b) didn't watched
 - c) wasn't watch
 - d) didn't watching
17. What_____at 11.30 yeasterday?
- a) was you doing
 - b) were you doing
 - c) you were doing
 - d) were you do
18. Jack was reading a book when his phone_____.
- a) ringing
 - b) ring
 - c) rang
 - d) was ringing
19. «Where is Rebecca?» «_____to bed.»
- a) She is gone
 - b) She has gone
 - c) She goes
 - d) She have gone
20. «Are Laura and Paul here?» « No, they_____.»
- a) don't arrive yet
 - b) have already arrived
 - c) haven't already arrived
 - d) haven't arrived yet
21. «How long_____married?» «Since 2007.»
- a) you are
 - b) you have been
 - c) has you been
 - d) have you been
22. Andrew _____tennis tomorrow.

- a) is playing
b) play
c) plays
d) is play
23. «What time is the concert tonight?» «It _____ at 7.30.»
a) is start
b) is starting
c) is going to start
d) starts
24. I think Kelly _____ the exam.
a) passes
b) will pass
c) will be pass
d) is going to pass
25. It's a nice day. _____ for a walk?
a) Do we go
b) Shall we go
c) Are we go
d) Go we
26. I'm having a party next week, but Paul and Rachel
a) can't come
b) can't to come
c) can't coming
d) couldn't come
27. It's a good film. _____ go and see it.
You
a) should to
b) need
c) ought to
d) should
28. Excuse me, _____ a hotel near here?
a) has there
b) is there
c) there is
d) is it
29. _____ a lot of accidents on this road. It's very dangerous.
a) It has
b) There have
c) There is
d) There are
30. I don't want this book. You can have
a) it
b) them
c) her
d) him
31. Sue and Kevin are going to the cinema. Do you want to go with _____?

- a) her
- b) they
- c) them
- d) him

32. Have you seen_____?

- a) the car of my parents
- b) my parent's car
- c) my parents' car
- d) my parents car

33. I'm going to buy_____.

- a) hat and umbrella
- b) a hat and a umbrella
- c) a hat and an umbrella
- d) an hat and an umbrella

34. Where can I get_____about hotels here?

- a) some information
- b) some informations
- c) an information

35. We enjoyed our holiday._____hotel was nice.

- a) Hotel
- b) A hotel
- c) An hotel
- d) The hotel

6.3.1.2. Примерные темы докладов и сообщений

Раздел 1. Education policy in Russia and abroad

1. The Education System in the USA.
2. The System of Education in Great Britain and Russia: comparative analysis.
3. My university: entrance requirements, faculty members, leisure time activities.

Раздел 2. How management developed

1. What is management? The history of management.
2. Modern management theories.
3. Globalization and Competition Trends in Human Resource Management.

Раздел 3. Business correspondence

1. Business letters: types of letters.
2. Peculiarities of business correspondence.

Раздел 4. Management styles

1. Four main roles of a manager.
2. The functions of managers at different levels of management.
3. Time management: time management skills
4. Tips for effective use of time.

Раздел 5. The Effectiveness of Recruiting

1. Personnel management: Employee Selection.
2. Personnel management: Job description.
3. Planning as one of the major responsibilities of management. The types of plans.

4. Recommendations for effective planning.

Раздел 6. Discriminatory Employment Practices

1. Employee Safety and Health.
2. Insurance Benefits.

Раздел 7. The company's competitiveness

1. International management: managing large English, Russian and international companies.
2. Managing the company in a changing external environment.
3. The ways to improve the company's competitiveness.

6.3.I.3. Примерные тексты для перевода

Тема 2.3 Globalization and Competition Trends in Human Resource Management

Current Trends in Human Resource Management



The world of work is rapidly changing. As a part of organization, Human Resource Management (HRM) must be prepared to deal with effects of changing world of work. For the HR people it means understanding the implications of globalization, work-force diversity, changing skill requirements, corporate downsizing, continuous improvement initiatives, re-engineering, the contingent work force, decentralized work sites and employee involvement. Let us consider each of them one by one.

1. Globalization and its implications

Business today doesn't have national boundaries - it reaches around the world. The rise of multinational corporations places new requirements on human resource managers. The HR department needs to ensure that the appropriate mix of employees in terms of knowledge, skills and cultural adaptability is available to handle global assignments. In order to meet this goal, the organizations must train individuals to meet the challenges of globalization. The employees must have working knowledge of the language and culture (in terms of values, morals, customs and laws) of the host country.

Human Resource Management (HRM) must also develop mechanisms that will help multicultural individuals work together. As background, language, custom or age differences become more prevalent, there are indications that employee conflict will increase. HRM would be required to train management to be more flexible in its practices. Because tomorrow's workers will come in different colors, nationalities and so on, managers will be required to change their ways. This will necessitate managers being trained to recognize differences in workers and to appreciate and even celebrate these differences.

2. Work-force Diversity

In the past HRM was considerably simpler because our work force was strikingly homogeneous. Today's work force comprises of people of different gender, age, social class sexual orientation, values, personality characteristics, ethnicity, religion, education, language, physical appearance, marital status, lifestyle, beliefs, ideologies and background characteristics such as geographic origin, tenure with the organization, and economic status and the list could go on. Diversity is critically linked to the organization's strategic direction. Where diversity flourishes, the potential benefits from better creativity and decision making and greater innovation can be accrued to help increase organization's competitiveness. One means of achieving that is through the organization's benefits package. This includes HRM

offerings that fall under the heading of the family friendly organization. A family friendly organization is one that has flexible work schedules and provides such employee benefits such as child care. In addition to the diversity brought by

gender and nationality, HRM must be aware of the age differences that exist in today's work force. HRM must train people of different age groups to effectively manage and to deal with each other and to respect the diversity of views that each offers. In situations like these a participative approach seems to work better.

3. Changing skill requirements

Recruiting and developing skilled labor is important for any company concerned about competitiveness, productivity, quality and managing a diverse work force effectively. Skill deficiencies translate into significant losses for the organization in terms of poor-quality work and lower productivity, increase in employee accidents and customer complaints. Since a growing number of jobs will require more education and higher levels of language than current ones, HRM practitioners and specialists will have to communicate this to educators and community leaders etc. Strategic human resource planning will have to carefully weigh the skill deficiencies and shortages. HRM department will have to devise suitable training and short term programmes to bridge the skill gaps & deficiencies.

4. Corporate downsizing

Whenever an organization attempts to delay, it is attempting to create greater efficiency. The premise of downsizing is to reduce the number of workers employed by the organization. HRM department has a very important role to play in downsizing. HRM people must ensure that proper communication must take place during this time. They must minimize the negative effects of rumors and ensure that individuals are kept informed with factual data. HRM must also deal with actual layoff. HRM dept is key to the downsizing discussions that have to take place.

5. Continuous improvement programs

Continuous improvement programs focus on the long term well being of the organization. It is a process whereby an organization focuses on quality and builds a better foundation to serve its customers. This often involves a company wide initiative to improve quality and productivity. The company changes its operations to focus on the customer and to involve workers in matters affecting them. Companies strive to improve everything that they do, from hiring quality people, to administrative paper processing, to meeting customer needs.

Unfortunately, such initiatives are not something that can be easily implemented, nor dictated down through the many levels in an organization. Rather, they are like an organization wide development process and the process must be accepted and supported by top management and driven by collaborative efforts, throughout each segment in the organization. HRM plays an important role in the implementation of continuous improvement programs. Whenever an organization embarks on any improvement effort, it is introducing change into the organization. At this point organization development initiatives dominate. Specifically, HRM must prepare individuals for the change. This requires clear and extensive communications of why the change will occur, what is to be expected and what effect it will have on employees.

6. Re-engineering work processes for improved productivity

Although continuous improvement initiatives are positive starts in many of our organizations, they typically focus on ongoing incremental change. Such action is intuitively appealing - the constant and permanent search to make things better. Yet many companies function in an environment that is dynamic- facing rapid and constant change. As a result continuous improvement programs may not be in the best interest of the organization. The problem with them is that they may provide a false sense of security. Ongoing incremental change avoids facing up to the possibility that what the organization may really need is radical or quantum change. Such drastic change results in the re-engineering of the organization.

Re-engineering occurs when more than 70% of the work processes in an organization

are evaluated and altered. It requires organizational members to rethink what work should be done, how it is to be done and how to best implement these decisions. Re-engineering changes how organizations do their business and directly affects the employees. Re-engineering may leave certain employees frustrated and angry and unsure of what to expect. Accordingly HRM must have mechanisms in place for employees to get appropriate direction of what to do and what to expect as well as assistance in dealing with the conflict that may permeate the organization. For reengineering to generate its benefits HRM needs to offer skill training to its employees. Whether it's a new process, a technology enhancement, working in teams, having more decision making authority, or the like, employees would need new skills as a result of the re-engineering process.

7. Contingent workforce

A very substantial part of the modern day workforce are the contingent workers. Contingent workers are individuals who are typically hired for shorter periods of time. They perform specific tasks that often require special job skills and are employed when an organization is experiencing significant deviations in its workflow. When an organization makes its strategic decision to employ a sizable portion of its workforce from the contingency ranks, several HRM issues come to the forefront. These include being able to have these virtual employees available when needed, providing scheduling options that meet their needs and making decisions about whether or not benefits will be offered to the contingent work force.

No organization can make the transition to a contingent workforce without sufficient planning. As such, when these strategic decisions are being made, HRM must be an active partner in these discussions. After all its HRM department's responsibility to locate and bring into the organization these temporary workers. As temporary workers are brought in, HRM will also have the responsibility of quickly adapting them to the organization. HRM will also have to give some thought to how it will attract quality temporaries.

8. Decentralized work sites

Work sites are getting more and more decentralized. Telecommuting capabilities that exist today have made it possible for the employees to be located anywhere on the globe. With this potential, the employers no longer have to consider locating a business near its work force. Telecommuting also offers an opportunity for a business in a high cost area to have its work done in an area where lower wages prevail.

Decentralized work sites also offer opportunities that may meet the needs of the diversified workforce. Those who have family responsibilities like child care, or those who have disabilities may prefer to work in their homes rather than travel to the organization's facility. For HRM, decentralized work sites present a challenge. Much of that challenge revolves around training managers in how to establish and ensure appropriate work quality and on-time completion. Work at home may also require HRM to rethink its compensation policy. Will it pay by the hour, on a salary basis, or by the job performed. Also, because employees in decentralized work sites are full time employees of the organization as opposed to contingent workers, it will be organization's responsibility to ensure health and safety of the decentralized work force.

9. Employee involvement

For today's organization's to be successful there are a number of employee involvement concepts that appear to be accepted. These are delegation, participative management, work teams, goal setting, employee training and empowering of employees. HRM has a significant role to play in employee involvement. What is needed is demonstrated leadership as well as supportive management. Employees need to be trained and that's where human resource management has a significant role to play. Employees expected to delegate, to have decisions participatively handled, to work in teams, or to set goals cannot do so unless they know and understand what it is that they are to do. Empowering employees requires extensive training in all aspects of the job. Workers may need to

understand how new job design processes. They may need training in interpersonal skills to make participative and work teams function properly.

Тема 3.2. Telephoning. CVs and interviews

Demonstrate you meet the criteria

Before you start writing any application or preparing for an interview, it is important to be clear about what the employer is looking for and how you meet their selection 'criteria'. Spending a little time on this makes it easier to write a strong application and deal with interview questions, meaning you are more likely to be successful.

Identify the criteria

Throughout the selection process you are looking to provide evidence of the skills and experience the employer is looking for. You will usually find these in the job description, but you may also have gathered additional information about what is important to the employer by attending careers events or through your own research or contacts.

If you are making speculative applications to ask about possible jobs, or if the vacancy doesn't provide you with much detail, you can identify the likely criteria by reading relevant job profiles on careers websites, and/or looking at adverts for similar jobs. Researching the job and industry in this way helps make your application more convincing.

Select your examples

Once you know the employer's requirements, think about examples that demonstrate these skills or experience. These examples can come from your academic work (dissertation, fieldwork and team projects), work experience, voluntary work, student societies, positions of responsibility, sport and music, or anything else!

- Try to think of examples from a range of activities, from different parts of your life. Where possible, draw on recent examples
- Specific examples should include specific detail as this makes them more memorable and persuasive.
- Focus on how and why you were successful in the activity involved.
- Where relevant, see if you can include a measure of your success e.g., how much money you raised/managed, how many people you led/presented to.

Presenting your examples

Picking examples which best match the criteria means you can tailor your CV, application, cover letter or interview answers to the specific job you are applying to. In written applications presenting your examples using action verbs can convey impact and make your application stand out. Here are some examples:

- Adapted
- Communicated
- Established
- Managed
- Negotiated

In cover letters, application forms and interviews, using the **STAR** approach (Situation, Task, Action, Result) can help give a clear structure for your examples:

- **Situation** you were in
- **Task** you had to do
- **Actions** you took, explained clearly and specifically
- **Result** - positive outcome and/or what you learned

The actions should be the bulk of your answer (say, 70%) and the rest 10% each, but it will depend a little on your own example. The amount you write will vary according to any word limit and the format of the application (e.g. a paragraph in a covering letter versus a concise bullet point in your CV), but it's a good idea to build up a range of examples of your achievements which you can then modify for different applications. This process saves you time in the long run, and helps develop your confidence too!

Have a go

Here we have a sample job description. We have added a typical question you might get asked on an application form or at interview, and then provided an answer using STAR.

Tema 4.2 The types of business communication inside the organization

Kinds (Types) of Communication employed by Business Organisations

In a business context, all communication can be divided into two categories namely, External Communication and Internal Communication.

External Communication

An organization, when it communicates with Governmental agencies, other organizations, customers, clients and Public it is called external communication. The media employed may be written media like letters, reports, proposals or visual media like posters, advertisements, video tapes or electronic media like faxes, telegrams, e-mails, telexes. The communication might also be through teleconferences, face-to-face meetings, panel discussions or presentations, exhibitions and such events.

Advantages of External Communication

External communication helps an organization to keep its outsourcing agencies like distributors, wholesalers, retailers and clientele well informed about the company's products, services, progress and goals. The information gets continuously updated and accurate. All organizations have to maintain cordial relationships with government agencies, licensing authorities, suppliers of raw materials, ancillary industries and financial institutions. Continual and updated information without any communication gap is essential for business houses.

Internal Communication

Every organization has the necessity to maintain appropriate communication with its branches, staff and employees. This is generally called internal communication. Internal communication is an essential feature of an organization's administrative structure. In modern times, the Human Resource Department plays an important role in maintaining internal communication.

In the new millennium, particularly in the context of globalization, business has become highly competitive. Business houses have the need to maintain good channels of internal communication. The central organization or corporate office should keep its branches well informed of new policies and policy changes. The growth in business, the future projections for business, increased specializations make a great demand on the central office to maintain an uninterrupted flow of internal communication. Employees need to be motivated and exposed to the business objectives and ethical ideas of a company so that they get an involvement in the work they do. Employees on production line should be aware of the targets so that they overcome obstacles. Even the shifting of the canteen and a re-adjustment of the lunch-breaks and tea-breaks have to be informed well in advance to the employees. In turn, employees should be able to tell people at higher levels their grievances, expectations and difficulties. Effective internal communication forges a strong bond between the employees and management, promotes co-operation among different sections in an establishment. It removes misunderstanding and aids the growth of the organization at a desirable and optimum level. Internal communication in short, ensures involvement of all the people without alienating any section.

Directions of Communication

In olden days communication was unidirectional. The boss gave the order and the employees executed it. In fact, uni-directional communication has its origin in the feudal system. The lord directed the vassal (a slave or bondman) to carry out a job. Business and industry continued the age old tradition of the feudal system even after the industrial revolution. But soon areas of conflict got promoted by sectarian interests (of homogenous groups) within an organization. The barrier between the management and employees

became an iron curtain. It has been discovered that a multidirectional communication system demolishes the barriers and removes friction. Business depends on such a new communication paradigm (pattern or model) to ensure the success of business and the realization of even difficult objectives.

Downward Communication

Downward communication means the flow of communication from the top echelon (level or rank) of an organisation to the lower levels of employees. Downward communication not only recognizes and accepts a hierarchical structure but also is based on the assumption that people at the higher level have the ability and authority to direct the employees on all do's and don'ts. Downward communication has its own shortcomings, if it is not complemented by other directional communications. The shortcomings will be pronounced if an organization adopts only unidirectional communication namely downward communication. Downward communication, if practised without complementing it with upward communication, will fail because it accepts the premise "The boss is always right". Moreover, it may get delayed or distorted as it goes down through the various levels of the hierarchical set up as all decisions are taken without any proper feedback. But it helps in creating an awareness among employees of the objectives, targets and goals. It also helps in establishing a certain authority in the organization and discipline. In the armed forces and police department, mostly, only downward communication exists.

Upward Communication

Communication maintained from lower level of employees to higher-ups is called upward communication. Upward communication gives scope for the employees to offer their suggestions, opinions, make complaints and seek redressal of their grievances. Upward communication helps an organization to receive and reset its objectives at realistic levels. Upward communication may cause ego problems to persons in higher hierarchical positions. It may also lead to meaningless criticisms of the policies by disgruntled employees. But on the whole, modern management recognises the need for healthy upward communication to make the organization responsive to suggestions and ideas. Some organizations invite the opinions of personnel at the lower level. The personnel department, the HRD section and the Swedish type of 'Ombudsman Office' (Official appointed by a government to investigate and report on complaints made by citizens on Public authorities) take steps to see that a healthy and acceptable upward communication system is adopted by organizations.

Horizontal / Lateral Communication

The interaction among peer groups is called horizontal communication. Inter departmental communication is also horizontal communication. Sales department, production department, quality control department and the stores department have to constantly interact and coordinate among themselves. Horizontal communication leads to a better understanding among individuals and departments, cooperation and coordination.

Diagonal or multi-directional Communication

Diagonal communication means the use of upward, downward and horizontal communication. It is a healthy practice not to depend on any one mode. Diagonal communication leads to better feedback at all levels. It promotes understanding, motivates employees and gives a sense of belonging and involvement to all people at all levels. But such communication should not be allowed to degenerate to a meaningless criss-cross communication which will lead to chaos and confusion. All modes have to be maintained at the appropriate and optimum level.

Formal and Informal Channels of Communication

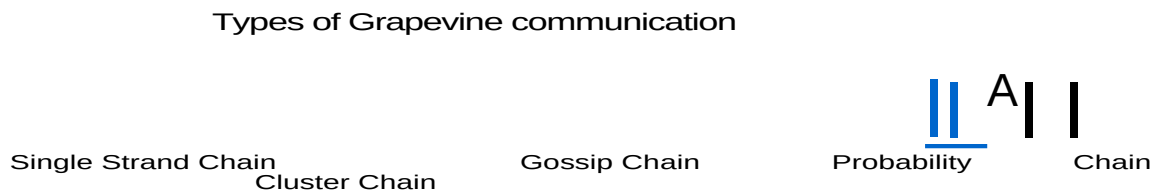
Every business organization adopts some formal channels of communication which may be upward, downward, or horizontal or all the three. They are usually in the form of notices, announcements, reports, official or semi-official letters, advertisements, etc. Formal channels are officially recognised and organised. They make the working of the organisation

transparent. They motivate the employees. They provide the necessary feedback. But formal channels operate with some limitations. A continuous maintenance of a formal channel is time and resource consuming. At ordinary times, they exist for their own sake without any objective, as a formality and routine. Sometimes, free flow of information gets affected by personal factors.

Grapevine

Large organizations, where there are a large number of people working closely, generate certain informal or unofficial channels of communication. These channels exist with or without official patronage. Even if they are officially and secretly patronised, they are not authentic. This type of communication is generally called “Grapevine” communication. Grapevine communication is an informal, unofficial, horizontal channel of communication because generally peer groups participate in it.

Types of Grapevine Communication



Grapevine communication is of four different types. It can seep from individual to individual in a strictly linear fashion. Information takes time to spread in this fashion. It is called Single Strand Chain.

In some situations, an individual goes around communicating the message / information he thinks he has obtained. This is called Gossip Chain. The listeners are a chosen few only. In some other situation, an individual passes an information without any restriction to all those with whom he comes into contact. This is called Probability Chain and the information / message passed on may be interesting but not important.

In yet another situation, one person communicates to a few chosen associates who in turn communicate the same to yet another group. This is called Cluster Chain.

Advantages of Grapevine Communication

Grapevine communication brings about a strong bond among peer groups. It develops because of the involvement of the persons connected with an organization. It gives mental satisfaction to the participants and gradually reduces emotional outbursts and reactions. It keeps the employees anticipating and acts as a buffer against Shockwaves. It is fast and can supplement formal channels. It provides informal feedback on the changes contemplated by the Management.

Disadvantages of Grapevine Communication

Grapevine is definitely dangerous to the health of an organization if allowed to grow without monitoring. Grapevine channel distorts or exaggerates the content of a message. It has the potential to spread unnecessary gossip. It may result in character assassination and personal vilification of individuals. It may provoke sudden unwanted and unexpected reactions from emotionally unstable people.

Grapevine channels can be moderated but not eliminated. A transparent administration policy, employee-friendly attitude, fruitful peer group meetings, inter-action sessions, parties and outings where all those connected with the organisation participate are some of the strategies to monitor grapevine and use it to the advantage of the organization. Business houses and industries adopt one or several of these strategies to keep grapevine under reasonable control so that it does not degenerate into a rumour mill and promote unwanted gossip sessions among the employees.

Tema 5.1 Personnel management: Employee Selection. Job description Why Is the Human Resource Selection Process Important?

by Neil Kokemuller



The human resources, or HR, selection process is important because of the production and performance value companies get by making good hires and the high costs of replacing employees following bad hires. These considerations are especially heightened for small businesses. HR has taken on a more strategic role in many early 21st century companies, with hiring and selection

integral to that role.

Basics

The HR selection process is the strategically planned procedural approach developed by human resources professionals and implemented by organizations when recruiting, evaluating and hiring new employees. The process typically begins when jobs are posted internally and externally. Sometimes recruiting tools are used to draw top-qualified candidates for certain jobs. HR and hiring managers developed screening tools, such as applications, interviews, tests, background checks and reference checks and begin accepting applications.

Selection Criteria

One area of the selection process that is significant and sometimes under-valued is the development of screening tools. The ultimate goal of selection is to hire the candidate who is the best possible match for the job duties and the culture of the company. This makes using the right selection tools and developing them effectively vital. Careful job analysis helps HR professionals better align selection tools with the job. Only tools, criteria and interview questions that help yield the best hire should make it into the selection process.

Costs

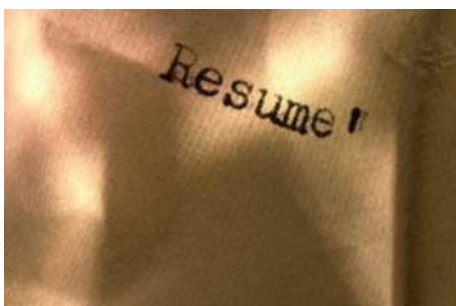
Along with finding the best hire, cost efficiency and legal concerns are two main reasons why the HR selection process is so important. When companies make a bad hire, they pay to train and orient a person who ultimately may cause more harm than good if he performs poorly and negatively affects the workplace. The costs to replace a bad hire are astronomical in many industries. A Society Human Resource Management study showed that even an \$8 an hour retail employee can cost up to \$3,500 to replace because of the hiring, administrative and training costs involved.

Legal Concerns

The U.S. has become known as a litigious society, making protection against discrimination lawsuits for hiring processes critical. This is another reason to closely align selection tools and criteria with job expectations. Any misalignment between the job and selection criteria could open the door for a candidate to claim discrimination. Laws such as Title VII and the Americans with Disabilities Act mandate equal opportunities for employees regardless of such traits as race, national origin, age, religion, sexual orientation and disability.

Evaluation Steps for Recruitment & Selection

by KJ Henderson



Recruitment and selection is the human resources function of identifying, attracting, screening and hiring the most qualified candidate for a job opening. For small

businesses in particular,

this process is critical. The ability to effectively assemble the best team members available can make the difference between a company's success and failure. When initiating the recruitment and selection process, an entrepreneur must consider many things.

Job Description

The most important step for a small business to take when performing the recruitment and selection process is a clear understanding of the job for which they are hiring. It is not uncommon for organizations to actively recruit candidates before properly identifying their hiring needs. This can lead to inefficient time management, as the job description will most likely change during the process. This will result in the hiring manager interviewing unqualified candidates. Before meeting with job applicant, the hiring manager must decide upon the responsibilities of the position. He must also be clear about the educational background, professional experience and qualitative manners he seeks in the ideal candidate. In addition he must identify a salary that is in line with the organization's budget. That number must also realistically align with the compensation realities of the market. For example, if a small business needs to hire an experience attorney but budgetary constraints only allows a salary of \$30,000; it is unrealistic to think that a suitable candidate will be found.

Recruitment

Once the responsibilities, requirements and the salary range of a job is determined, a small business can begin the task of recruiting qualified talent. This step can be carried out in a variety of ways. A hiring manager may network with those in his industries in hopes that a successful candidate will be found through word of mouth. Alternatively, she may post want ads on online job search sites, such as Monster.com and CareerBuilder.com or in traditional publications, such as the Houston Chronicle or the Houston Business Journal. She may also utilize the services of a staffing agency that maintains a pool of qualified, pre-screened candidates.

Screening And Selection

When resumes begin to pour in, a hiring manager must meticulously screen each one. His goal is to weed out those lacking the proper educational or professional background. Once he has identified the most appropriate resumes, he interviews those applicants. Interviews may take place over the telephone or in person. During the interview, the hiring manager asks the candidate questions specific to their background and how it relates to the job at hand. When an ideal candidate has been identified, the hiring manager extends a formal offer of employment.

Tema 5.2 Staff training. Employee motivation.

Motivational Games That Will Leave Employees Feeling Inspired

When you offer someone motivation, you give them an uplifting nudge in the right direction. They feel more confident, self-assured, and become productive. A stifling work environment will only bring out the worst in people, where motivational games help a ton.

Employees aren't programmed robots who will do your bidding from sunup, to sundown. They require trust and patience from those around them, where the honest group must be encouraged, while the dishonest slackers should be allowed to reevaluate their goals and purpose. Everyone involved - be it a solo or team project - should collectively be given pep talks, teambuilding workshops, motivational activities to participate in, and above all, a reward for their hard work.

When you acknowledge hard work, a person is propelled to be better, efficient, and focused. These motivational games should help an organization boost their employees' overall performance and mindset about the company.

Presentation Skills Presentation

Nobody is born with exceptional oratory skills. A presentation can only garner attention and respect if the speaker knows how to handle their audience. In a boardroom, we're all familiar with the drone of the speaker's voice, as we stifle yawns and repeatedly check our wrist watches. In this activity, make employees group into teams of five or more, depending on the strength of the workforce as a whole, and instruct each group to come up with a compelling presentation.

The topics you put forward can be anything from how to make work-life interesting or convince a new client with a groundbreaking pitch. Have the boardroom members or management of the company witness each presentation, marking off teams' overall performance based on skill, precision, tactic, confidence, body language, and choice of words. The team that pulls off a great presentation gets to experience a fancy dinner with the boss (or some other kind of reward that you'd like to put forward).

Conclusion:

Do this sort of activity every 2 - 3 months, to give employees an opportunity to work on their presentation skills. It will help them improve in many areas, especially when it comes to successfully delivering a good presentation without messing up.

The Bigger the Brains, the Better Scrabble

Crossword puzzles are fun to solve, but sometimes they can be a tad overwhelming for someone who isn't really a hardcore fan. Design a special crossword puzzle that purely deals with the ins and outs of a company, human nature in general, and the attributes of an ideal leader/employee. Have everyone solve an individual crossword puzzle, or in groups of two. The team/employee that solves the crossword puzzle first, can be given the liberty to take the day off the following morning.

Conclusion:

Come up with interesting ways to make motivational games not just fun, but an exhilarating experience for employees. This will encourage teams to work together as a single entity in solving something as simple as a crossword puzzle, where communication is essential even in a two-way scenario.

Employee of the Month Employee certificate

While this isn't a motivational game per se, it is nonetheless a great way to boost employee performance. The insouciance of some companies in not giving employees their due recognition is not an uncommon feature; this is where you get to turn things around. Every month, have the management vote for employees based on varied criteria, by keeping track of those who have performance levels that equal stellar and consistent.

Conclusion:

It will encourage those who weren't nominated to work harder, so that their names are possibly cast in the voting process the following month. Employees can be given an 'Employee of the Month' plaque, paired with a gift voucher. Employees have more than just a plaque with their name on it, to look forward to.

How Long Can You Go On? Office game

This may sound silly, but trust me, it is an exciting motivational game to try with employees. Make two employees come forward to compete with one another, on who can hold a pencil the longest without dropping it, as it balances between their nostrils and upper lip. Have them wedge the pencil between this space in a 'smooch' position, while tilting their heads back.

Others can throw taunts, jokes, sarcasm, and the like, to see who breaks focus first.

You could ask the two participating employees to walk through a series of barricades and such, to see who can still manage to keep the pencil in its place. The one who drops the pencil first, indicates a lack of focus in a stressful situation.

Conclusion:

It will teach employees on how to remain centered no matter what sort of situation flings itself at them. Such a composed demeanor is of utmost need in a workplace that has its share of bad days.

Good Old-Fashioned Scrabble scrabble

Scrabble occupied a major part of the growing-up years, for those who had an obsession for word games. More than a motivational game, this will give employees some time to cool off, and take a break from their desks doing something besides snoozing, or getting involved in mindless gossip. Have everyone compete in the game as the winners advance, to ultimately play against the last person standing amongst the rest.

Conclusion:

It will give employees a chance to acquaint themselves with not just coworkers they're familiar with, but with others they hardly ever speak to. Newcomers will enjoy this activity too. Come up with other games that give employees a chance to mingle; Pictionary, Taboo, and Dumb Charades are great options to teach teams about teamwork.

These motivational games aren't the sort that will have employees yawning, or wishing they weren't born. Make it synergistic, fun, not too childish, and more importantly, a learning experience for everyone.

Read more at Buzzle: <https://www.buzzle.com/articles/motivational-games.html>

Tema 6.2 Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem

How To Solve Problems - Techniques of Problem Solving

As the owner of your own business you deal with problems on an almost daily basis. Being familiar with effective Problem Solving Techniques can dramatically affect the growth of your business.

Although you find solutions to your problems, many businessmen and women are not really skilled in the methods of problem solving, and when solutions fail, they fault themselves for misjudgment. The problem is typically not misjudgment but rather a lack of skill.

This guide instructs you in some problem solving techniques. Crucial to the success of a business faced with problems is your understanding of just what the problems are, defining them, finding solutions, and selecting the best solutions for the situations. This guide explains the following.

How to identify a problem. How to respond to it. The different techniques and methods used in problem-solving. How to find alternative solutions. How to select the best solution for the situation. Designing a Plan of Action. How to implement the Plan of Action. How to assess the success of the solution and the Plan of Action.

Introduction to Problem Solving Techniques

What is a problem? A problem is a situation that presents difficulty or perplexity. Problems come in many shapes and sizes. For example, it can be:

Something did not work as it should and you don't know how or why. Something you need is unavailable, and something must be found to take its place. Employees are undermining a new program. The market is not buying. What do you do to survive? Customers are complaining. How do you handle their complaints?

Where do problems come from? Problems arise from every facet of human and mechanical functions as well as from nature. Some problems we cause ourselves (e.g., a

hasty choice was made and the wrong person was selected for the job); other problems are caused by forces beyond our control (e.g., a warehouse is struck by lightning and burns down).

Problems are a natural, everyday occurrence of life, and in order to suffer less from the tensions and frustrations they cause, we must learn how to deal with them in a rational, logical fashion.

If we accept the fact that problems will arise on a regular basis, for a variety of reasons, and from a variety of sources, we can:

learn to approach problems from an objective point of view; learn how to anticipate some of them; and prevent some of them from becoming larger problems.

To accomplish this, you need to learn the process of problem solving.

Here, we will instruct you in the basic methods of problem-solving. It is a step by step guide which you can easily follow and practice. As you follow this guide, you will eventually develop some strategies of your own that work in concert with the problem-solving process described in this guide.

Keep in mind, though, as you read that this is not a comprehensive analysis of the art of problem-solving but rather a practical, systematic, and simplified, yet effective, way to approach problems considering the limited time and information most business owners and managers have. In addition, some problems are so complex that they require the additional help of experts in the field, so be prepared to accept the fact that some problems are beyond one person's ability, skill, and desire to succeed.

1. Identifying the Problem

Before a problem can be solved, you must first recognize that a problem exists. Here is where your approach to problem-solving is crucial. You should not allow the problem to intimidate you. You should approach it rationally and remind yourself that every problem is solvable if it is tackled appropriately.

Fear can block your ability to think clearly, but if you:

1. Follow a workable procedure for finding solutions;
2. Accept the fact that you can't foresee everything;
3. Assume that the solution you select is your best option at the time; and
4. Accept the possibility that things may change and your solution fail;

You will then enter the problem-solving process rationally. You should try to view it as an intellectual exercise. Once you recognize that a problem exists, your next step is to identify the problem. First, you need to discover how the problem occurred. Ask yourself the following questions:

1. Did something go wrong?
2. Did something breakdown?
3. Were there unexpected results or outcome?
4. Is something that once worked no longer working?

Second, you need to know the nature of the problem:

1. Is it people, operational, technical, etc.?
2. Is it with a particular department, product or service, etc.?
3. Is it something tangible or intangible?
4. Is it an external or internal problem?

Third, you need to decide how significant the problem is. Based on the level of significance, you may choose to deal with the problem or not to deal with it. Sometimes what you think is a small problem, when analyzed, proves to be a major problem. The reverse is also true. To determine this, you should ask yourself the following types of questions:

1. Is it disrupting operations?
2. Is it hampering sales?
3. Is it causing conflict among people?

4. Is it an everyday occurrence or is it infrequent?
5. Is it affecting personnel and their productivity?
6. Is it common or unusual?
7. Is it affecting goals, and if yes, which ones?
8. Is it affecting customers, vendors, and any other external people?

Fourth, you should narrow down the type of problem:

1. Is it basically a problem which occurred in the past and the main concern is to make certain that it doesn't occur again?
2. Is it a problem which currently exists and the main concern is to clear up the situation?
3. Is it a problem which might occur in the future and the basic concern is planning and taking action before the problem arises?

The answer to all of the above questions will help you focus on the true problem. You cannot effectively research the causes of a problem until you have a clear understanding of what the problem is. Sometimes, people spend many hours on what they perceive as a problem only to find



out, after seeking the causes, that something else was really the problem.

In order to appropriately identify the problem and its causes, you must do some research. To do this, simply list all the previous questions in checklist form, and keeping the checklist handy, go about gathering as much information as you possibly can. Keep in mind the relative importance and urgency of the problem, as well as your own time limitations. Then interview the people involved with the problem, asking them the questions on your checklist. After you've gathered the information and reviewed it, you will have a pretty clear understanding of the problem and what the major causes of the problem are. At this point, you can research the causes further through observation and additional interviewing. Now, you should summarize the problem as briefly as possible, list all the causes you have identified, and list all the areas the problem seems to be affecting.

Before proceeding to finding solutions, there is some additional research that could be done. If possible and if warranted, you might wish to find out:

1. What has previously been done in regards to this problem?
2. What have other companies done?
3. What formal knowledge might you need to acquire.
4. What has been learned from past experience.
5. What do experts say about the problem?

2. Roadblocks to Problem Solving

Many of us serve as our own roadblocks in solving problems. There are a variety of roadblocks to watch for in order to effectively use the technique of problem solving:

1. Watch out for old habits.
2. Check your perceptions.
3. Overcome your fears.
4. Be careful of assumptions.
5. Don't be tied to a problem; try to look at it with detachment.
6. Don't let yourself procrastinate.
7. Control your inclination for reactive solutions.
8. Control your inclination for rash solutions.
9. Avoid emotional responses and always attempt to be rational.
10. Be aware that the nature of a problem can change.
11. Do not skip steps in the problem solving process.

At this point, you are ready to check your understanding of the problem. You've

already

identified the problem, broken it all down into all its facets, narrowed it down, done research on it, and you are avoiding typical roadblocks. On a large pad, write down the problem, including all of the factors, the areas it affects, and what the effects are. For a better visual understanding, you may also wish to diagram the problem showing cause and effect.

Study what you have written down and/or diagrammed. Call in your employees and discuss your analysis with them. Based on their feedback, you may decide to revise. Once you think you fully understand the causes and effects of the problem, summarize the problem as succinctly and as simply as possible.

3. How to Find Solutions

There are a number of methods for finding solutions. We will describe five thinking methods below, but we recommend that you use a number of them in finding solutions. The first four methods described are unconventional and more innovative. They allow you the possibility of arriving at a novel solution. The fifth method is a more typical and straightforward method.

1. Association: There are three types of associative thinking. This type of thinking is basically a linking process either through similarity, difference, or contiguity. For example, contiguity finds solutions from things that are connected through proximity, sequence, and cause and effect. The process works as follows: List as many parts of the problem you can think of. Then giving yourself a short time limit, list as many words or ideas that have either proximity, sequence, or related cause and effect to the ones you have listed. For example, a contiguous association might be «misplaced work - cluttered desk» (proximity); «misplaced work - rushing» (sequence); «misplaced work - irate customer» (cause and effect).

Associative thinking taps the resources of the mind. It brings into focus options you might not have considered if you stuck to ideas only directly related to the problem. As a result of associative thinking, you might find other relationships embedded in the problem that will lead to a better solution.

2. Analogy: This thinking method is a way of finding solutions through comparisons. The process is based on comparing the different facets of the problem with other problems that may or may not have similar facets. An analogy might go like this: «Employees have been coming in late to work quite often; how can I get them to be at work on time? This to me is like soldiers being late for a battle. Would soldiers come late to a battle? Why not?» By, comparing the situation of workers to the situation of soldiers, you may find a solution for a way to motivate employees to come to work on time.

3. Brainstorming: This thinking method is based on a free, non-threatening, anything goes atmosphere. You can brainstorm alone or with a group of people. Most often a group of people from diverse backgrounds is preferable. The process works like this: The problem is explained to the group and each member is encouraged to throw out as many ideas for solutions as he or she can think of no matter how ridiculous or far-fetched they may sound. All the ideas are discussed among the group, revised, tossed out, expanded, etc. based on the group's analysis of them. Based on the group's grasp of the effectiveness of each idea, the best ones are selected for closer review. For example, the group of people might throw out for consideration any thoughts they might have on how to increase sales or improve profits.

4. Intuition: This mode of thinking is based on hunches. It is not, as some think, irrational. Intuition or hunches are built on a strong foundation of facts and experiences that are buried somewhere in the subconscious. All the things you know and have experienced can lead you to believe that something might be true although you've never actually experienced that reality. Use your intuition as much as possible but check it against the reality of the situation.

5. Analytical Thinking: This thinking method is based on analysis. It is the most conventional and logical of all the methods and follows a step by step pattern.

- a. Examine each cause of the problem. Then for each cause, based on your direct knowledge and experience, list the solutions that logically would seem to solve the

problem.

- b. Check the possible solutions you arrive at with the research you have compiled on how the problem was solved by others.

Using each thinking technique, search for solutions. Keep a running list of all of them, even the ones that seem far out, too simple, or even impossible. The effect of this is to give you a rich pool of ideas that will lead you to the best solution.

4. Sorting Out the Best Solution

Go through your long list of solutions and cross-out those that obviously won't work. Those ideas are not wasted for they impact on those ideas that remain. In other words, the best ideas you select may be revised based on the ideas that wouldn't work. With the remaining solutions, use what is called the "Force Field Analysis Technique." This is basically an analysis technique which breaks the solution down into its positive effects and negative effects. To do this, write each solution you are considering on a separate piece of paper. Below the solution, draw a line vertically down the center of the paper. Label one column advantages and one column disadvantages.

Now, some more analytical thinking comes into play. Analyzing each facet of the solution and its effect on the problem, listing each of the advantages and disadvantages you can think of.

One way to help you think of the advantages and disadvantages is to role-play each solution. Call in a few of your employees and play out each solution. Ask them for their reactions. Based on what you observe and on their feedback, you will have a better idea of the advantages and disadvantages of each solution you are considering.

After you complete this process for each solution, select those solutions which have the most advantages. At this point, you should be considering only two or three. In order to select the most appropriate solution, you should check each solution against the following criteria:

- Cost effectiveness;
- Time constraints;
- Availability of manpower, material, etc.;
- Your own intuition.

Before you actually implement the solution, you should evaluate it. Ask yourself these questions:

1. Are the objectives of the solution sound and clear and not complex?
2. Will the solution achieve the objectives?
3. What are the possibilities it will fail and in what way?

5. The Plan of Action

Finding the solution does not mean the problem is solved. Now, you need to design a plan of action so that the solution gets carried out properly. Designing and carrying out the plan of action is equally as important as the solution. The best solution can fail because it is not implemented correctly. When designing the plan of action, consider the following:

- Who will be involved in the solution;
- Who will be affected by the solution;
- What course of action will be taken;
- How should the course of action be presented to company employees, customers, vendors, etc.;
- When will it happen - the time frame;
- Where will it happen; How will it happen;
- What is needed to make it happen.

Design a plan of action chart including all the details you need to consider to carry it out and when each phase should happen. Keep in mind, though, that the best plans have setbacks for any number of reasons - from a key person being out for illness to a supplier

shipping material late. So remember that your dates are only target dates. Solutions and plans of action must be flexible. Expect some things to be revised.

6. Evaluating the Plan of Action

Before you implement the plan of action, you should analyze it to see if you've considered as many of the variables as possible. Some questions you might ask yourself are:

1. Is there adequate staff to carry it out?
2. Is the plan detailed yet simple enough for those affected to know what to expect and how to carry it out?
3. Will it embarrass anyone - manager, employee, customer, vendor, etc.?
4. Is the time frame realistic and feasible?
5. Are there special conditions which may have been overlooked?
6. Who should be informed?
7. Who should be involved?
8. Who should be responsible for each aspect and/or phase?
9. Is the plan of action cost effective?
10. Does the plan have a public relations component?

7. Obstacles You May Encounter

There are a number of obstacles you may encounter when you implement your plan of action. It is, therefore, advisable that you devise ways to overcome them. Try not to allow obstacles to prevent you from reaching your goals. Some obstacles to watch for are:

1. Not receiving material and/or equipment on time;
2. Other situations which might arise and deflect your attention from this problem;
3. Procrastination;
4. A power struggle among managers and/or employees;
5. Resistance to change - a natural human condition.

Resistance to change and company-wide acceptance is typically the biggest obstacle. The best way to overcome them is to build a public relations component into your plan of action. The key question to ask yourself is, «How will I get my people to support the solution and make it work?» Some effective methods for accomplishing this are:

1. Have as many managers and employees involved in the problem solving process as possible.
2. Advertise the problem and solution to your employees through memos, newsletters, and posters, showing the advantages and disadvantages of the solution but proving it is better than the conditions which currently exist.
3. Establish a schedule of meetings where different groups of employees can be exposed to the solution and ask them for their feedback.
4. If necessary, develop a training program so that managers and employees feel competent in carrying out the solution.
5. Involve key leaders who wield impact and influence others.

The key to a successful PR campaign is involving, as much as possible, the people who are affected by the problem. The benefits of doing so is that they will understand the problem better and why the solution is an effective one. The result will be that they will be more likely to not only support your solution but also make sure that it works. Many times the solutions we select for problems don't work because employees sabotage them, not because they are not inherently good solutions. Employees may resist change, especially if they feel threatened. Involving employees will assuage their fears.

8. Simulating the Solution / Plan of Action

Before you implement the plan of action on a full scale, you should select a small group of managers and employees and role play the solution in the work setting. Observe the group as they carry out the solution and take note of:

1. How they carry out the solution;

2. Their reactions to the solution;
 3. Their understanding of the solution;
 4. The effectiveness of the tools they are using in carrying out the solution;
 5. Their resistance to change and reverting back to the previous behaviors.
- Based on what you observe, you may need to revise some of your plans.

9. Successful Implementation

To assure the successful implementation of your solution and plan of action, remember the following:

1. Prepare your staff well in advance;
2. Train your staff well in advance;
3. Order equipment, material, etc., well in advance;
4. If necessary, hire new staff and do so well in advance;
5. Use PR at every meeting and in memos as much as possible;
6. Evaluate the effects of each phase as it is implemented and make the necessary adjustments;
7. Attempt to remain flexible and open-minded.

Evaluating the Success of Your Solution

As each phase of your plan of action is implemented, you should ask yourself whether your goals were achieved, how well they were achieved, and did it work smoothly. To check your own perceptions of the results, get as much feedback as possible from your managers and from your employees. What you may think is working may not be working well in the eyes of your people. Always remember that they are one of your most valuable tools in successfully carrying out your solution.

Tema 7.2 Approaches to managing the company in a changing external environment. The ways to improve the company's competitiveness.

How to Improve Your Company's Competitiveness in a Global, Internet Economy

Now that you understand that your business competes not just domestically, but internationally, virtually, and environmentally, how can you use it to your advantage? You can take this knowledge to make decisions and take action to make your business more competitive in the global, Internet economy.

We have laid out a few strategies you can easily take action on to become more competitive. These strategies are fairly easy to initiate, and they can help you to reduce costs, innovate, become environmentally sustainable, empower your company and yourself, and build your network.

Reduce Costs:

This is something every business constantly tries to achieve. But are you focused on reducing the right costs? You might want to think about looking into your supply chain management options. You could work on collaborating with your suppliers to consolidate goods into fewer shipments, reduce packaging costs, and work on simplifying your process, among other strategies.

You could also cut costs by looking at the technology you use every day. Are there any programs with monthly subscription fees that you don't really use? Are there other programs that you use, and you know there are less expensive versions available? Do you have the right collaboration tools for your workforce?

Innovate:

In stiff competition, the companies that can innovate and adapt to the ever changing business environment are the ones that succeed. One way that companies innovate is through research and development. This could be as simple as surveying your customers to understand what your company could be doing better. You may spend a bit more money in the short term, but the results will pay off well into the long-term. If you focus on improving

your products and services to a point where you are better than your competitors, customers will notice.

Become Environmentally Sustainable:

Environmental sustainability is not just another buzzword. In fact, the idea will grow in importance as we realize that the world's non-renewable resources are becoming scarce. Improvements that you can undertake in your own business include starting a recycling program, and building improvements that help to cut down on your use of electricity. You can also reduce your travel by taking advantage of Internet and Communication Technology to collaborate with employees and clients.

Empower Your Company and Yourself:

Gathering market intelligence on domestic, international, virtual, and environmental markets is one of the most important things you can do to empower your business. If you know what is going on in all of the various markets you compete in, and the ones you do not compete in, you can clearly define your challenges, and devise strategies to overcome those challenges.

Additionally, you can take the time to improve yourself. No one is perfect. Attend a seminar, join a professional organization, or even take some time to read case studies pertaining to your industry. Whether you are in management, sales, or HR, there are always chances to develop professionally.

Network:

How many times have you heard that «It's not what you know, it's who you know?» Well, that model of thinking is somewhat true, especially now. Your company does not need to own manufacturing plants or distribution centers to get products to customers. You can develop a global and virtual business network to orchestrate a network of suppliers, manufacturers, and buyers. On a smaller scale, who do you know, and how can they help you to make your network more powerful?

You can even use social media like Twitter, blogs, and LinkedIn to expand your virtual network, and make your company active in the global, internet economy. Sign up for an account, build your profile, and watch how your network grows.

6.3.1.3. Примерные темы групповых дискуссий

Тема 2.4 Management features in different countries

Cultural Influences on Management Style

Тема 4.1 Four main roles of a manager. The functions of managers at different levels of management.

1. Levels of management.
2. The functions of managers at different levels of management.

Тема 4.4 A modern manager: personal characteristics, skills and abilities required for effective management.

1. Modern management concepts and skills
2. Skills and personal characteristics needed by manager.
3. The portrait of a Russian manager.

Тема 5.3. Planning as one of the major responsibilities of management. The types of plans.

Recommendations for effective planning.

1. The basic steps in the management planning.
2. Strategic planning process
3. Recommendations for effective planning

Тема 6.2 Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem.

1. Decision making process in management - Problem solving

2. Individual problem solving techniques.

3. Group problem solving techniques.

6.3.1.4. Примерный перечень лексических единиц для лексического диктанта Тема

2.3 Globalization and Competition Trends in Human Resource Management.

- организация, устройство, объединение, структура
- менеджер, управляющий, руководитель, директор
- управление персоналом
- власть, полномочие, орган власти, авторитет, закон
- глобализация, всемирное распространение
- человеческий капитал
- работник, сотрудник, служащий
- работодатель, наниматель
- рабочая сила
- конкуренция
- производительность, продуктивность, выработка
- затраты
- влияние
- беспошлинная торговля **Тема**

3.2. Telephoning. CVs and interviews

- Могу ли я поговорить с . ?
- Я Вас соединяю.
- Подождите одну минуту.
- Вы подождете?
- Вы ошиблись номером
- Номер занят.
- Его сейчас нет
- Ему передать что-нибудь?
- Да, меня это устраивает.
- Ждать встречи с.
- Передайте большой привет.
- Подтвердить встречу
- Перенести встречу на.

Тема 4.5 Team building: the different roles of team members, team performance

- хранить (держат) внутри команды
- соблюдать окончательные сроки
- поручать работу
- командная работа
- иметь возможность
- достижимые цели
- частые споры между членами команды
- следовательно
- сила (сильная сторона)
- делиться с
- нездоровая конкуренция
- решающий
- выполнять задания, порученные (предназначенные) кому-то

- формировать и сохранять эффективную команду
- не иметь успеха
- обеспечивать (гарантировать)
- делить ответственность
- опытный
- слабое звено
- превышать установленный лимит времени
- вносить дезорганизацию (подрывать дисциплину)
- браться за урегулирование длительных разногласий
- поощрять дискуссии (споры)

Тема 5.2 Staff training. Employee motivation.

- определять
- произойти, случиться, получиться
- предполагать, предусматривать, привлекать
- требовать(-ся)
- цель
- обработка
- обмен
- стремление
- планировать, предполагать
- предусматривать
- преимущество
- изначально
- реализовывать, осуществлять, внедрять
- достигать
- прогнозировать
- набор персонала
- обучение
- развитие
- оценки производительности
- касаться, относиться
- торг
- рабочая сила
- зарплата
- слияние
- приобретение
- преемственность
- включение
- стартовый
- посвящать
- доказательств
- текучесть
- кадров
- нанимать
- стремиться
- уменьшать

6.3.2. Типовые задания для проведения промежуточной аттестации обучающихся

Промежуточная аттестация по дисциплине «Иностранный язык» проводится на 1 курсе в

форме зачета в 1 и 2 семестрах и экзамена в 3 семестре.

6.3.2.1. Типовые тестовые задания

1. «Are Laura and Paul here?» «No, they_____» (17)
 - a) don't arrive yet
 - b) have already arrived
 - c) haven't arrived yet
 - d) haven't already arrived
2. We_____a holiday last year. (21)
 - a) don't have
 - b) haven't had
 - c) hasn't had
 - d) didn't have
3. «Where_____on Sunday afternoon? I couldn't find you.» (21)
 - a) you were
 - b) were you
 - c) you have been
 - d) have you been
4. «Where_____born?» «In Cairo.» (22)
 - a) were you
 - b) you are
 - c) are you
 - d) was you
5. My car is at the garage. It_____. (23)
 - a) is being repaired
 - b) is repairing
 - c) have been repaired
 - d) repairs
6. I can't find my keys. I think_____. (23)
 - a) they are stolen
 - b) they've been stolen
 - c) they've stolen
 - d) they're being stolen
7. I_____go yet. I can stay a little longer. (32)
 - a) must
 - b) mustn't
 - c) don't need
 - d) don't need to
8. What time_____go to the dentist tomorrow? (34)
 - a) you must
 - b) you have to
 - c) do you have to
 - d) have you to
9. Tracey and Jack_____. (78, 79)
 - a) have no children
 - b) don't have no children
 - c) doesn't have any children
 - d) have any children
10. «How much money do you have?» «_____» (78)
 - a) No

- b) No-one
 - c) Any
 - d) None
11. _____ children like playing. (82)
- a) Most
 - b) The most
 - c) Most of
 - d) The most of
12. I like _____ those pictures. (83)
- a) both
 - b) both of
 - c) either
 - d) either of
13. I haven't read _____ these books. (83)
- a) neither
 - b) neither of
 - c) either
 - d) either of
14. Have you got _____ friends? (84)
- a) lot of
 - b) much
 - c) many
 - d) a lot
15. We like films so we go to the cinema _____. (84)
- a) a lot of
 - b) much
 - c) many
 - d) a lot
16. There were _____ people in the theatre. It was nearly empty. (85)
- a) a little
 - b) few
 - c) little
 - d) a few of
17. «Where is Emma?» «She _____.» (96)
- a) isn't here yet
 - b) isn't here already
 - c) isn't here still
18. I locked the door and I gave _____. (97)
- a) Sarah the keys
 - b) to Sarah the keys
 - c) the keys Sarah
19. I can't talk to you. I'll talk to you later when _____ more time. (99)
- a) I'll have
 - b) I had
 - c) I have
 - d) I'm going to have
20. _____ late this evening, don't wait for me. (99)
- a) If I'm
 - b) If I'll be
 - c) When I am

- d) When I'll be
21. I don't know the answer. If I _____ the answer, I'd tell you. (100)
- a) know
b) would know
c) have known
d) knew
22. Andrew I like this jacket. _____ if it wasn't so expensive. (100)
- a) I buy
b) I'd buy
c) I'll buy
d) I'd bought
23. Emma lives in a house _____ is 400 years old. (101)
- a) who
b) which
c) it
d) what
24. Did you find the book _____? (102)
- a) who you wanted
b) that you wanted
c) what you wanted
d) you wanted it
25. I met _____ can speak six languages. (102)
- a) a woman who
b) a woman which
c) a woman
d) a woman she

6.3.2.2. Типовые вопросы к зачету

1. Higher education in Russia
2. My university: entrance requirements, faculty members, leisure time activities.
3. System of education in Great Britain and the USA
4. What is management?
5. The history of management.
6. Modern management theories.
7. Globalization and Competition Trends in Human
8. Resource Management
9. Business letters: types of letters. Peculiarities of business correspondence.
10. Telephoning.
11. CVs and interviews
12. Four main roles of a manager.
13. The functions of managers at different levels of management.
14. A modern manager: personal characteristics, skills and abilities required for effective management.

6.3.2.3. Типовые вопросы к экзамену

1. Management styles.
2. Management features in different countries.
3. The portrait of a Russian manager.
4. Team building: the different roles of team members, team performance.
5. Time management: time management skills, tips for effective use of time.
6. The Effectiveness of Recruiting
7. Personnel management: Employee Selection.
8. Job description.
9. The types of business communications inside the organization

10. Staff training
11. Employee motivation.
12. Planning as one of the major responsibilities of management.
13. The types of plans. Recommendations for effective planning.
14. Discriminatory Employment Practices.
15. Employee Safety and Health.
16. Problem solving: individual and group problem solving techniques, stages of consideration and resolution of the problem.
17. Insurance Benefits.
18. International management: managing large English Russian and international companies.
19. Approaches to managing the company in a changing external environment
20. The ways to improve the company's competitiveness.

6.3.2.4. Примерные тексты для перевода и пересказа

Benefits of Workplace Mediation for Your Business

Although they might not be fully aware of what a typical session might involve or what the role of a mediator specifically means, the majority of people are aware of the goals of mediation: to enhance relationships and to conduct dialogue in an open yet civil manner. In this term then the principle of mediation is to allow for ideas to be exchanged and compromises reached without needing to resort to arguing.

However, as this is one of the only widely known facts about mediation, it is often assumed that the format and the benefits can only be received for personal relationships.

Many people remain unaware that commercial mediation or employment mediation, for example, exists

What is Commercial Mediation?

The aim of commercial mediation is to resolve disagreements between parties who have a commercial relationship. This relationship could be between work colleagues, employer and employee or business and client. There are various disputes which could exist within these relationships and commercial mediation seeks to resolve them in a manner which is mutually beneficial and agreeable.

Once an agreement has been reached within commercial mediation then this agreement is final. It will be used to pave the way forward and to improve the situation. However, for the process of mediation to be successful then both parties must be amenable to the process and agreeable to working within the parameters of mediation.

The Benefits

Whether the mediation in question is commercial, workplace or employment mediation, recent figures show that the process is becoming more popular. The reason for this, according to experts, is because of the many benefits which mediation can offer to businesses.

Of course, the specific benefits will depend on the business, the relationship and the dispute which is to be settled during the course of mediation. However, there are many general benefits which can also be noted and are a huge attraction to the many business owners who choose mediation as a way of settling their affairs.

For many businesses, it is the financial advantage of using workplace mediation which persuades them to follow the course of action. The alternatives to mediation, such as legal intervention or paying settlements may be much higher than the cost of mediation and as a result of using workplace mediation there may be no further costs to either party.

In addition, the focus of many mediators is to salvage relationships and for both parties to have their say. In the case of a legal intervention this focus is lost and as a result, it may be the case that the relationship between the two parties is lost forever as the result of taking a more aggressive approach.

The third and most appealing benefit for many people is the speed with which a mediation process may be completed. Legal matters tend to drag on, as neither party⁵ is willing to submit or compromise but within mediation, a fast and beneficial solution may be⁸

made quickly allowing both parties to move on quickly with their business with nobody left feeling victimised.

Before During and After Meetings

by Sunanda K. Chavan

A meeting is a gathering of two or more people that has been convened for the purpose of achieving a common goal through verbal interaction, such as sharing information or reaching agreement. Meetings may occur face to face or virtually, as mediated by communications technology, such as a telephone conference call, a skyped conference call or a videoconference. Making the meetings effective and getting the desired output is the main objective for conducting a meeting.

What things have to be done before the meetings?

First of all fix a purpose of the meeting

Fix an agenda for the meeting.

The agenda that is decided should be circulated prior to members so even they feel involved and updated.

Fix the time of the meeting and adhere to it and respect and value time of members of the meetings.

The arrangement should be such that members in the meeting are able to see each other face hence it can be semi circle or circular arrangement.

What at the time of meeting?

Welcome members to the meeting You can also serve refreshments as well which act as icebreakers.

Start on time. End on time.

Stick to the agenda.

You can ignite GD to get views and ideas. Hence improving the quality of decisions as well as members get a feeling that attending the meeting is worth.

Keep conversation focused on the topic. Feel free to ask for only constructive and nonrepetitive comments. Keep minutes of the meeting for future reference in case a question or problem arises.

What to do after the meeting?



Write up and distribute minutes within 3 or 4 days.

Discuss problems during the meeting with officers & come up with ways improvements

Conduct a periodic evaluation of the meetings. Note any areas that can be analyzed and improved for more productive meetings.

Meetings can either be very productive or a complete waste of time...depending on how you choose to run your meeting.

You don't need a large number of people, just invite the people who will add value and who really need to be there

5 Questions to Ask When Hiring an Ecommerce Web Developer

By James Woodgate

Choosing a professional, creative and reliable ecommerce web developer is one of the most important business decisions you'll make. While small businesses with straightforward needs can often get by with an out-of-the-box ecommerce solution, businesses with more complicated needs may need to turn to a professional ecommerce web developer. As a business owner, you need to be absolutely confident that your money is well-invested, and that your ecommerce project fulfills all of your ideas and requirements. However, with such a large number of web development companies running in the industry today, your search may turn into a daunting task. Here are the top 5 essential questions to ask before hiring an ecommerce web developer.

1. What Is Your Experience Developing Ecommerce Websites?

When hiring an ecommerce web developer, it is of the utmost importance that you check the company's professional history and breadth of experience. You can hardly expect top-notch quality and complete satisfaction with your ecommerce website if you hire a novice, or even an individual with just 1-2 years of experience in the field. Instead, opt for established developers with a high level of expertise, who have sufficient experience building online stores of all sizes. Don't hesitate to ask for their project portfolio, which is a perfect representation of how professional, experienced and creative they are. When looking through their previous projects, pay attention to various aspects, such as the storefront design, site navigation, overall functionality and dynamic features. This will help you understand what to expect with your future online store.

2. What Ecommerce Software Do You Use to Create Online Stores?

Developers often use ecommerce software, also known as an online shopping cart, to build an online store and let it perform its primary function of exposing and selling goods online. There are plenty of ecommerce software solutions available on the web market today, all varying in terms of functionality, technologies used, flexibility level provided, usability and pricing. Obviously, not every solution can perfectly fit your future project. You should be aware that the type of ecommerce platform used will certainly have a significant impact on your overall online business efficiency and success.

Therefore, when asking your ecommerce developer this question, you should take the time to do comprehensive research to make sure that this particular ecommerce software is advanced and powerful, while still user-friendly. Make sure it's flexible enough that it will allow you to effectively manage your store and handle all essential ecommerce tasks and processes on a daily basis, even without technical knowledge. Note: the use of open-source solutions and technologies typically points to a reasonable cost of web development services.

3. Do You Provide Custom Development Services?

With the internet market getting more and more competitive, you will surely need to make use of every possible opportunity to make your online store stand out from the crowd. If you have any exclusive ecommerce project in mind, then you should definitely make sure that your ecommerce developer is ready to provide custom services. For instance, you may want to have your storefront designed with elegant layouts, or you might want to enrich your store with additional innovative options like customer-friendly categorization, smart product search, multi-language and - currency support, virtual fitting and sizing and social shopping options. While working with custom ecommerce developers, you can enjoy total peace of mind knowing that your brilliant and exclusive ideas will be turned into a beautiful, custom ecommerce website.

4. Do You Implement SEO Capabilities?

No doubt your ranking in Google and other popular search engines will greatly influence your overall online success. It is more than crucial that your ecommerce developer implements highly effective SEO techniques and add-ons while creating your online store, like those that generate static URLs, edit page meta data, create custom meta and title tags, and provide table-less layouts. These functions can make a significant contribution to your SEO efforts and help you to achieve stable indexing and top results in various search engines, ultimately driving more potential buyers to your online marketplace.

5. Are You Ready to Make My Online Store Mobile-Friendly?

In our era of mobile technology advancements, consumers are becoming more and more addicted to their smartphones and tablet PCs, often using them for on-the-go shopping. For this reason, it is crucial that you have a mobile-friendly online store to let your customers easily reach you and enjoy the shopping experience from their favorite mobile devices. Make sure that your developer has experience in creating functional, fully optimized mobile ecommerce websites. For the best functionality, have your ecommerce provider integrate specific mobile applications, allowing you to manage and control your store and online sales from any mobile gadget on the go.

Indeed, choosing the right professional with great skills and sufficient experience can make a dramatic difference for any job. Hopefully, this list of questions will help you in your selection process, ensuring you find an ideal ecommerce developer for your online venture.

Factors Considered in Assessing Credit Default Risk

The most obvious way to protect against credit risk is to analyze the creditworthiness of the borrower. In performing such an analysis, credit analysts evaluate the factors that affect the business risk of a borrower. These factors can be classified into four general categories - the quality of the borrower; the ability of the borrower to satisfy the debt obligation; the level of seniority and the collateral available in a bankruptcy proceeding; and restrictions imposed on the borrower.

In the case of a corporation, the quality of the borrower involves assessing the firm's business strategies and management policies. More specifically, a credit analyst will study the corporation's strategic plan, accounting control systems, and financial philosophy regarding the use of debt. In assigning a credit rating, Moody's states:

«Although difficult to quantify, management quality is one of the most important factors supporting an issuer's credit strength. When the unexpected occurs, it is a management's ability to react appropriately that will sustain the company's performance».

The ability of the borrower to meet its obligations begins with the analysis of the borrower's financial statements. Commonly used measures of liquidity and debt coverage combined with estimates of future cash flows are calculated and investigated if there are concerns. In addition, the analysis considers industry trends, the borrower's basic operating and competitive position, sources of liquidity (backup lines of credit), and, if applicable, the regulatory environment. An investigation of industry trends aids a credit analyst in assessing the vulnerability of the firm to economic cycles, the barriers to entry, and the exposure of the company to technological changes. An investigation of the borrower's various lines of business aids the credit analyst in assessing the firm's basic operating position.

A credit analyst will look at the position as a creditor in the case of a bankruptcy. The US Bankruptcy Act comprises 15 chapters, each covering a particular type of bankruptcy. Of particular interest here are Chapter 7, which deals with the liquidation of a company, and Chapter 11, which deals with the reorganization of a company. When a company is liquidated, creditors receive distributions based on the absolute priority rule to the extent that assets are available. The absolute priority rule is the principle that senior creditors are paid in full before junior creditors are paid anything. For secured creditors and unsecured creditors, the absolute priority rule guarantees their seniority to equity holders. However, in the case of a reorganization, the absolute priority rule rarely holds because in practice unsecured creditors do in fact typically receive distributions for the entire amount of their claim and common stockholders may receive something, while secured creditors may receive only a portion of their claim. The reason is that a reorganization requires the approval of all the parties. Consequently, secured creditors are willing to negotiate with both unsecured creditors and stockholders in order to obtain approval of the plan of reorganization.

The restrictions imposed on the borrower (management) that are part of the terms and conditions of the lending or bond agreement are called covenants. Covenants deal with limitations and restrictions on the borrower's activities. Affirmative covenants call on the debtor to make promises to do certain things. Negative covenants are those that require the borrower not to take certain actions. A violation of any covenant may provide a meaningful early warning alarm, enabling lenders to take positive and corrective action before the situation deteriorates further. Covenants play an important part in minimizing risk to creditors.

Securitization

Securitization involves the pooling of loans and/or receivables and selling that pool of assets to a third-party, a special purpose vehicle (SPV). By doing so, the risks associated with that pool of assets, such as credit risk, are transferred to the SPV. In turn, the SPV obtains the funds to acquire the pool of assets by selling securities. When the pool of assets consists of consumer receivables or mortgage loans, the securities issued are referred to as asset-backed securities. When the asset pool consists of corporate loans, the securities issued are called collateralized loan obligations.

A major reason why a financial or nonfinancial corporation uses securitization as a fundraising vehicle is that it may allow a lower funding cost than issuing secured debt. However, another important reason is that securitization is a risk management tool. Although the entity employing securitization retains some of the credit risk associated with the pool of loans (referred to as retained interest), the majority of the credit risk is transferred to the holders of the securities issued by the SPV.

Credit Derivatives

A financial derivative is a contract designed to transfer some form of risk between two or more parties efficiently. When a financial derivative allows the transfer of credit exposure of an underlying asset or assets between two parties, it is referred to as a credit derivative. More specifically, credit derivatives allow investors either to acquire or to reduce credit risk exposure. Many institutional investors have portfolios that are highly sensitive to changes in the credit spread between a default-free asset and a credit-risky asset, and credit derivatives are an efficient way to manage this exposure. Conversely, other institutional investors may use credit derivatives to target specific credit exposures as a way to enhance portfolio returns. Consequently, the ability to transfer credit risk and return provides a tool for institutional investors; the potential to improve performance. Moreover, corporate treasurers can use credit derivatives to transfer the risk associated with an increase in credit spreads (i.e., credit spread risk).

Credit derivatives include credit default swaps, asset swaps, total return swaps, credit linked notes, credit spread options, and credit spread forwards. In addition, there are index-type or basket credit products that are sponsored by banks that link the payoff to the investor to a portfolio of credits. Credit derivatives are over-the-counter instruments and are therefore not traded on an organized exchange. Hence, credit derivatives expose an investor to counterparty risk, and this has been the major concern in recent years in view of the credit problems of large banks and dealer firms who are the counterparties.

Credit derivatives also permit banks to transfer credit risk without the need to transfer assets physically. For example, in a collateral loan obligation, a bank can sell a pool of corporate loans to a special purpose vehicle (SPV) in order to reduce its exposure to the corporate borrowers. Alternatively, it can transfer the credit risk exposure by buying credit protection for the same pool of corporate loans. In this case, the transaction is referred to as a synthetic collateralized loan obligation.

An understanding of credit derivatives is critical even for those who do not want to use them. As Alan Greenspan, then the Chairman of the Federal Reserve Board, in a speech on September 25, 2002, stated:

«The growing prominence of the market for credit derivatives is attributable not only to its ability to disperse risk but also to the information it contributes to enhanced risk management by banks and other financial intermediaries. Credit default swaps, for example, are priced to reflect the probability of net loss from the default of an ever broadening array of borrowers, both financial and non-financial.»

FINANCE EXPERT SOUNDS ALARM ON 8 WAYS A NEW GLOBAL CRISIS WILL HIT BY 2015

World Competitiveness Center Director says global economy faces its greatest challenges since 2008.

Arturo Bris, Professor of Finance at the top-ranked IMD business school and Director of the World Competitiveness Center, recently predicted that a crisis for the global economy is likely and that not enough action is being taken to avoid it. He said that based on statistics, the world could expect a financial crisis as soon as April 2015, ending in March 2016. Bris said the cause of crisis will come from eight possible scenarios:

1. A stock market bubble

In the last year, stock markets have performed unrealistically well and at some point the situation will explode. In 2014, analysts were disappointed in the first quarter because earnings were not in line with market expectations. This means that if markets were to revert to a reasonable level with regards to earnings, there will be a stock market drop of between 30-35%.

2. Banking in China

A severe crisis could be driven by growing Chinese shadow banking, a system which consists of loans mainly to government institutions whose performance is not well monitored and not open to competition. If this system collapses, it will negatively affect the global economy.

3. Energy crisis

The United States, as the world's largest producer of gas, could cause an energy crisis. If the US begins exporting to the rest of the world, Russia might feel threatened, causing a geopolitical storm. The US would have control over energy prices and would exert influence over countries like the UK, India and Japan.

4. Another real estate bubble

There is a risk of a property bubble forming in countries like Brazil, China, Canada or Germany. Prices are going up because availability of credit is huge and buyers are pushing prices up without realizing that they do not correspond to fundamental values.

5. Ratings & bankruptcy corporate crisis: 'BBB as the new AA'

Companies currently have too much debt and the new norm is to have a BBB rating. In the US there are only three companies left with an AAA rating: ExxonMobil, Microsoft and Johnson & Johnson. If ratings are an indicator of bankruptcy, there will be bankruptcies across the board. If interest rates increased by 2%, half of the corporate sector would be wiped out.

6. War & conflict

Almost everywhere, except in parts of Europe and the US, there is increasing geopolitical tension, said Bris. Events like the current crisis in Crimea, could trigger a market

crash, even if there is no war.

7. Increasing poverty

Overall world poverty has increased and whenever the poor become poorer, we can expect a social conflict. The crusade against income inequality could also further hinder innovation and growth by reducing the benefits of innovation, threatening the economy.

8. Cash and hyperinflation

The surplus of cash that central banks and corporations are holding could end up damaging the economy. The ECB is lending money to financial institutions that put it back into the ECB, which is a vicious circle and today Google could afford to buy a majority stake in Ireland and Microsoft could buy more than 50% of Singapore, which is immoral.

«While many economies seem to be finally rebounding since the 2008 crisis, we shouldn't be complacent,» Bris said. «Too often we do not learn from history and do not act when faced with a crisis we know is imminent.»

Arturo Bris is Professor of Finance at IMD and directs the IMD World Competitiveness Center. He was a keynote speaker at IMD's Orchestrating Winning Performance program where he unveiled his predictions for the future.

FS ORGANISATIONS NEED TO FOCUS ON THE CUSTOMER TO SECURE THEIR SHARE OF THE RECOVERY

By Richard Goold, Executive Director at Moorhouse

As the economy passes the pre-recession peak, the impact on the financial services (FS) sector is clear. Whereas previously traditional FS organisations were king in the marketplace, the move by regulators to open the market to new entrants is creating new competition within the industry. Tesco's recent decision to launch a current account is a prime example of the way in which the retail banking sector is changing. Tesco might be the first supermarket to launch a current account, but it is by no means going to be the only one to make this move. Established banks cannot rely on existing customers staying with them just because they have been customers for life or even generations. The competitive landscape, ease of being able to switch and increasing expectations of customers are redefining the market. Growth, and in some cases survival, will be dependent on their relationship with the customer and the experience that customers ultimately have with their organisation.

After the government opened up the banking market more widely, there has been an influx of challenger organisations delivering banking services effectively and at competitive rates, leading to disruption of the traditional model. Furthermore, the quality of service that customers now expect has changed significantly in the past ten years. Customers expect organisations supplying services to be more customer focused than in the past which is posing some particular challenges for FS organisations. It is no surprise that retailers seek to enter this sphere as their 'customer is always right' attitude is more closely aligned with these new expectations.

Retail banking is a transactional experience which aligns to the strengths of the retail industry. Supermarkets are well poised to disrupt this market as they are adept at focusing on customer experience and can apply this to creating desirable banking services. For example, supermarket retailers can integrate banking services in to existing supermarket space creating more of a one-stop shop for customers. Alongside ample and free parking as well as extended opening hours, customers have far better access to banking services when they want them. Furthermore, supermarkets already possess sizeable customer bases, huge store networks and an excellent knowledge of their customers' preferences as they are able to access data collected through loyalty schemes. In fact, with the vast amount of data that has been collected through loyalty schemes the opportunity for supermarkets to be both proactive and innovative in offering suitable add on FS products and driving customer loyalty is not insignificant.

Traditional banks must compete with supermarkets and challenger banks to offer a more flexible service that will appeal to customers. This is typified by the seven day service now offered by banks that allows customers to switch their current accounts from one

provider to another more quickly and easily. The government is even considering mandating that banks must allow their customers to be able to switch their current accounts immediately. As the emphasis on choice has risen, the power in the relationship has shifted from banks to their customers.

An unexpected consequence of the financial crisis is the rise of shadow banking. As financial institutions have withdrawn from offering certain services, shadow banks have multiplied offering an alternative to traditional banks. Shadow banking, as it stands, ranges from the extremes of unregulated lending services that charge high interest rates, to other sources of funding. In the absence of banks providing necessary services to SMEs, many turned to crowdsourcing and peer to peer (P2P) services as a means of obtaining loans. As other sources rush to meet the need of customers that are unable to obtain loans from traditional organisations, it is these established firms that are losing out. Although the market share of P2P lending accounts is still very small, they are on the rise and collectively can still disrupt the market.

The rise of shadow banking and challenger firms should be a wake up call for the traditional financial institutions. In the wake of the global financial crisis, trust in the banking industry is low and banks must work hard to win the confidence of customers. Traditional FS firms need to change their mindset, otherwise they risk failing to make the investment and changes necessary to stay ahead of the competition.

In the aftermath of the recession, organisations were focused on cost reduction, consolidation and protecting core services. However, it is detrimental to remain in this mindset as the economy recovers and returns to robust growth. Our 2014 Barometer on Change, a survey among 200 of the most senior FTSE, multinational and public sector leaders in the UK, found that only half of businesses are «extremely clear» about their strategy. Around a quarter (22%) of the UK's biggest organisations say their strategy is only «quite clear», while only just over half (52%) of business leaders say that their strategy is «extremely clear», up from 44% in 2013. If FS organisations are to remain competitive, they need to develop a strategy focused on developing a long-term relationship with their customers.

Customer experience cannot be underestimated. If an organisation truly succeeds at putting customers at the heart of what they do, they are likely to reap big rewards. Whilst many organisations have a customer engagement strategy in place, this must be assessed and revisited every six months at least. Customer engagement is not a box to be ticked each year, it should be a core and strategic focus for all organisations. Developing this strategic focus allows organisations to adopt a big picture view enabling them to see the benefits of each action.

While strategic focus is important, some quick wins early on in a programme can be a good way to motivate staff and create 'buy in'. This will help ensure support for these projects and help organisations resist the urge to re-allocate resource to short-term non-strategic initiatives. Without a clear strategy, it is much harder to prioritise and compare actions. FS organisations should create a single view of investments across the business and review them as a whole regularly to make sure they are achieving their objectives.

To take advantage of growth, organisations have to do new things. Unless they can turn strategy into action extremely quickly, they won't be able to take advantage of the better economic outlook or stay ahead of the competition. However, securing the resources needed to deliver actions is crucial. Building partnerships both internally and externally will help to ensure the right skilled resource, at the right time, at the greatest value. It is up to project managers to demonstrate greater flexibility and be multi-disciplined - they are at their most effective when they can apply business analysis skills and subject matter expertise. There is a greater need for agility, responsiveness and engagement within the industry and it is up to the people within an organisation to ensure that the company has the necessary strategic focus and the means to put this in practice.

Challenger banks are currently the furthest ahead in the sector as they embrace innovation and build a strategy around their customers' needs. Challenger banks have an advantage as they build their companies from new without being constrained by legacy⁶ or technology infrastructure. Unless traditional FS organisations seek to make the necessary

changes to their strategy, they may find themselves lagging even further behind. Innovation and transformation in their businesses is going to be crucial to remaining competitive and to ensure that they take advantage of growth.

6.4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций

С целью определения уровня овладения компетенциями, закрепленными за дисциплиной, в заданные преподавателем сроки проводится текущий и промежуточный контроль знаний, умений и навыков каждого обучающегося. Все виды текущего контроля осуществляются на практических занятиях. При оценивании компетенций принимается во внимание формирование профессионального мировоззрения, определенного уровня включённости в занятия, рефлексивные навыки, владение изучаемым материалом.

Процедура оценивания компетенций обучающихся основана на следующих стандартах:

1. Периодичность проведения оценки.
2. Многоступенчатость: оценка (как преподавателем, так и обучающимися группы) и самооценка обучающегося, обсуждение результатов и комплекс мер по устранению недостатков.
3. Единство используемой технологии для всех обучающихся, выполнение условий сопоставимости результатов оценивания.
4. Соблюдение последовательности проведения оценки.

Текущая аттестация обучающихся. Текущая аттестация обучающихся по дисциплине «Иностранный язык» проводится в соответствии с локальными нормативными актами БИУБ и является обязательной.

Текущая аттестация по учебной дисциплине проводится в форме опроса и контрольных мероприятий по оцениванию фактических результатов обучения обучающихся и осуществляется преподавателем дисциплины.

Объектами оценивания выступают:

1. учебная дисциплина (активность на занятиях, своевременность выполнения различных видов заданий, посещаемость всех видов занятий по аттестуемой дисциплине);
2. степень усвоения теоретических знаний в качестве «ключей анализа»;
3. уровень овладения практическими умениями и навыками по всем видам учебной работы;
4. результаты самостоятельной работы.

Активность обучающегося на занятиях оценивается на основе выполненных им работ и заданий, предусмотренных данной рабочей программой дисциплины.

Кроме того, оценивание обучающегося проводится на текущем контроле по дисциплине. Оценивание обучающегося на контрольной неделе проводится преподавателем независимо от наличия или отсутствия обучающегося (по уважительной или неуважительной причине) на занятии.

Оценивание обучающегося носит комплексный характер и учитывает достижения обучающегося по основным компонентам учебного процесса за текущий период с выставлением оценок в ведомости.

Промежуточная аттестация обучающихся. Промежуточная аттестация обучающихся по учебной дисциплине проводится в соответствии с локальными нормативными актами БИУБ и является обязательной.

Промежуточная аттестация по учебной дисциплине проводится в соответствии с учебным планом на 1 курсе в 1 и 2 семестрах в форме зачета и в 3 семестре в форме экзамена для очной, очно-заочной и заочной форм обучения в период зачетно-экзаменационной сессии в соответствии с графиком проведения.

Обучающиеся допускаются к зачету и экзамену по дисциплине при условии выполнения им учебного плана по дисциплине: выполнения всех заданий 6 и

мероприятий, предусмотренных программой дисциплины.

Оценка знаний обучающегося на зачете и экзамене определяется его учебными достижениями в семестровый период и результатами текущего контроля знаний и выполнением им заданий.

Знания умения, навыки обучающегося на зачете оцениваются как: «зачтено», «не зачтено».

Знания умения, навыки обучающегося на экзамене оцениваются по пятибалльной шкале: «отлично» - 5; «хорошо» - 4; «удовлетворительно» - 3; «неудовлетворительно» - 2.

Основой для определения оценки служит уровень усвоения обучающимися материала, предусмотренного данной рабочей программой.

Студенту, получившему оценку «неудовлетворительно» предоставляется возможность ликвидировать задолженность по изучаемому курсу в дни пересдачи или по индивидуальному графику, утвержденному деканом факультета.

7. Перечень основной и дополнительной учебной литературы, необходимой для освоения дисциплины

а) основная учебная литература:

1. Кузьменкова, Ю. Б. Английский язык (A2–B2) : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2025. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/559851> (дата обращения: 12.05.2025).
2. Костерина Ю.Е. Деловой английский язык = Business English : учебное пособие / Костерина Ю.Е., Ласица М.В., Вязигина С.Ю.. — Омск : Омский государственный технический университет, 2020. — 96 с. — ISBN 978-5-8149-2981-5. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/115417.html>. — Режим доступа: для авторизир. пользователей.
3. Каракчиева В.Л. Шаг к успеху в бизнесе. Корпоративная культура. Stepping-stone to Success in Business. Corporate Culture : учебное пособие / Каракчиева В.Л.. — Новосибирск : Новосибирский государственный технический университет, 2019. — 74 с. — ISBN 978-5-7782-3751-3. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/99244.html>. — Режим доступа: для авторизир. пользователей.
4. Алякина Н.В. Английский язык - для межкультурного общения: особенности языковой культуры и национального своеобразия англоговорящих стран = English - for intercultural communication: features of language culture and national identity of English-speaking countries : учебное пособие (A1-A2) / Алякина Н.В., Марукян Ж.А., Сомова И.Ю.. — Москва : Университет мировых цивилизаций имени В.В.Жириновского, 2022. — 146 с. — ISBN 978-5-907445-94-9. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/126931.html>. — Режим доступа: для авторизир. пользователей.

б) дополнительная учебная литература:

1. Алферова Т.А. Самостоятельно готовимся к тесту по грамматике английского языка : учебное пособие / Алферова Т.А.. — Новосибирск : Сибирский государственный университет телекоммуникаций и информатики, 2018. — 181 с. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/84085.html>. — Режим доступа: для авторизир. пользователей.
2. Измайлова М.А. Деловое общение : учебное пособие / Измайлова М.А.. — Москва : Дашков и К, 2021. — 252 с. — ISBN 978-5-394-04151-8. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/107778.html>. — Режим доступа: для авторизир. пользователей.
3. Иностранный язык профессионального общения (английский язык) : учебное

пособие / И.Б. Кошеварова [и др.].. — Воронеж : Воронежский государственный университет инженерных технологий, 2018. — 140 с. — ISBN 978-5-00032-323-6. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/76428.html>. — Режим доступа: для авторизир. пользователей.

4. Кириллова И.К. Грамматика английского языка. Сборник упражнений : учебно-практическое пособие / Кириллова И.К., Бессонова Е.В., Просяновская О.А.. — Москва : Московский государственный строительный университет, Ай Пи Эр Медиа, ЭБС АСВ, 2016. — 147 с. — ISBN 978-5-7264-1295-5. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/48039.html>. — Режим доступа: для авторизир. пользователей.
5. Локтюшина Е.А. Introduction into Business / Локтюшина Е.А.. — Саратов : Вузовское образование, 2016. — 166 с. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/38927.html> (дата обращения: 18.07.2023). — Режим доступа: для авторизир. пользователей.
6. Меркулова Н.В. Английский язык в сфере управления / English for Management : учебное пособие / Меркулова Н.В.. — Воронеж : Воронежский государственный архитектурно-строительный университет, ЭБС АСВ, 2016. — 124 с. — ISBN 978-589040-582-1. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/59141.html>. — Режим доступа: для авторизир. пользователей.
7. Мусаев Р.А. Деловой английский язык государственного и муниципального служащего : учебное пособие / Мусаев Р.А., Муртазина Э.М.. — Казань : Казанский национальный исследовательский технологический университет, 2016. — 207 с. — ISBN 978-5-78821921-9. — Текст : электронный // IPR SMART : [сайт]. — URL: <https://www.iprbookshop.ru/61841.html>. — Режим доступа: для авторизир. пользователей.

8. Методические указания для обучающихся по освоению дисциплины

Вид деятельности	Методические указания по организации деятельности студента
Практические занятия	Проработка рабочей программы, уделяя особое внимание целям и задачам, структуре и содержанию дисциплины. При подготовке к работе с текстом прочитать текст вслух и перевести, пользуясь словарем; быть готовым понимать большие сложные в языковом отношении художественные, профессионально ориентированные тексты, статьи и сообщения по современной проблематике при необходимости пользуясь словарем. Быть готовым понимать развернутые сообщения преподавателя, связанные с бытовой, учебной, а также профессионально-ориентированной тематикой. Если заданием была подготовка доклада, диалога, дискуссии, необходимо запомнить текст своего выступления, с тем чтобы не
Индивидуальные задания	Знакомство с основной и дополнительной литературой, включая справочные издания, зарубежные источники, конспект основных положений, терминов, сведений, требующихся для запоминания и являющихся основополагающими в этой теме. Составление аннотаций к прочитанным литературным источникам и др.
Перевод текста	При переводе рекомендуется следующая последовательность работы над текстом: 1. Обратите особое внимание на заголовок текста. Прочитайте весь текст до конца и постарайтесь понять его общее содержание. 2. Приступите к переводу предложений. Прочитайте предложение

	<p>разберите его на отдельные предложения (сложноподчиненное - на главное и придаточное, сложносочиненное - на простые). Найдите обороты с неличными формами глагола.</p> <p>3. В простом предложении найдите сначала сказуемое (группу сказуемого) по личной форме глагола, по сказуемому определите подлежащее (группу подлежащего) и дополнение (группу дополнения).</p> <p>4. Опираясь на знакомые слова, приступите к переводу в таком порядке: группа подлежащего, группа сказуемого, группа дополнения, обстоятельства.</p> <p>5. Выделите незнакомые слова и определите, какой частью речи они являются. Обращайте внимание на суффиксы и префиксы этих слов. Для определения их значения применяйте языковую догадку, но проверяйте себя с помощью словаря. Прочитайте все значения слова, приведенные в словарной статье, и выберите наиболее подходящее. При работе со словарем используйте имеющиеся в нем приложения.</p> <p>6. Выпишите незнакомые слова, переведите их начерно (дословно).</p> <p>7. Приступите к переводу текста.</p> <p>8. Проверьте соответствие каждой фразы перевода оригиналу.</p> <p>9. Отредактируйте перевод. Освободите текст перевода от</p>
Лексический диктант	При подготовке к написанию диктанта повторить лексический и грамматический материал, правила словообразования, структуру предложения.
Групповая дискуссия	<p>Групповая дискуссия позволяет определить уровень сформированности профессиональных компетенций в условиях максимально приближенных к профессиональной среде.</p> <p>Для проведения групповой дискуссии преподаватель, предлагает наиболее актуальную тему из реальной общественно-политической обстановки, и ставят перед аудиторией проблемные аспекты, на которые обучающийся должен обратить особое внимание, сформировать свою личностную позицию, обосновать ее и подготовиться к участию в дискуссии. Проведение групповой дискуссии предполагает увидеть сформированность у обучающегося соответствующих компетенций, в том числе умение ставить проблему, обосновывать пути ее возможного разрешения, умение вести цивилизованный диалог, отстаивать свою точку зрения, аргументировано отвечать на правовые позиции иных участников групповой дискуссии.</p>
Самостоятельная работа	<p>Самостоятельная работа проводится с целью: систематизации и закрепления полученных теоретических знаний и практических умений обучающихся; углубления и расширения теоретических знаний студентов; формирования умений использовать учебную и специальную литературу; развития познавательных способностей и активности обучающихся: творческой инициативы, самостоятельности, ответственности, организованности; формирование самостоятельности мышления, способностей к саморазвитию, совершенствованию и самоорганизации; формирования профессиональных компетенций; развитию исследовательских умений обучающихся.</p> <p>Формы и виды самостоятельной работы: чтение основной и дополнительной литературы - самостоятельное изучение материала по рекомендуемым литературным источникам; работа с библиотечным каталогом, самостоятельный подбор</p>

	<p>формам текущей и промежуточной аттестации (к тестированию, зачету, экзамену); выполнение домашних контрольных работ; самостоятельное выполнение практических заданий репродуктивного типа (внеаудиторное чтение, письменный перевод информации профессионального характера с иностранного языка на русский, ответы на вопросы, выполнение заданий по пройденным грамматическим темам с использованием справочной литературы, тесты; выполнение индивидуальных и групповых творческих заданий).</p> <p>Технология организации самостоятельной работы обучающихся включает использование информационных и материально-технических ресурсов образовательного учреждения: библиотеку с читальным залом, укомплектованную в соответствии с существующими нормами; учебно-методическую базу учебных кабинетов, лабораторий и зала кодификации; компьютерные классы с возможностью работы в сети Интернет; аудитории (классы) для консультационной деятельности; учебную и учебно-методическую литературу, разработанную с учетом увеличения доли самостоятельной работы студентов, и иные методические материалы. Перед выполнением обучающимися внеаудиторной самостоятельной работы преподаватель проводит консультирование по выполнению задания, которое включает цель задания, его содержания, сроки выполнения, ориентировочный объем работы, основные требования к результатам работы, критерии оценивания. Во время выполнения обучающимися внеаудиторной самостоятельной работы и при необходимости преподаватель может проводить индивидуальные и групповые консультации. Самостоятельная работа может осуществляться индивидуально или группами обучающихся в зависимости от цели, объема, конкретной тематики самостоятельной работы, уровня сложности, уровня умений обучающихся.</p> <p>Контроль самостоятельной работы предусматривает:</p> <ul style="list-style-type: none"> - соотнесение содержания контроля с целями обучения; - объективность контроля; <ul style="list-style-type: none"> - валидность контроля (соответствие предъявляемых заданий тому, что предполагается проверить); - дифференциацию контрольно-измерительных материалов. <p>Формы контроля самостоятельной работы:</p> <ul style="list-style-type: none"> - просмотр и проверка выполнения самостоятельной работы преподавателем; - организация самопроверки, - взаимопроверка выполненного задания в группе; - обсуждение результатов выполненной работы на занятии; - проведение письменного опроса; - проведение устного опроса; - организация и проведение индивидуального собеседования.
Опрос	<p>Опрос - средство контроля, организованное как специальная беседа преподавателя с обучающимися на темы, связанные с изучаемой дисциплиной, и рассчитанное на выявление объема знаний по определенному разделу, теме, проблеме и т.п. Проблематика, выносимая на опрос, определена в заданиях для самостоятельной работы обучающихся, а также может определяться преподавателем, ведущим семинарские занятия. Во время проведения опроса обучающийся должен уметь обсудить с преподавателем соответствующую проблематику на</p>
Тестирование	Контроль в виде тестов может использоваться после изучения

	<p>темы курса. Итоговое тестирование можно проводить в форме: компьютерного тестирования, т.е. компьютер произвольно выбирает вопросы из базы данных по степени сложности; письменных ответов, т.е. преподаватель задает вопрос и дает несколько вариантов ответа, а обучающийся на отдельном листе записывает номера вопросов и номера соответствующих ответов.</p> <p>Для достижения большей достоверности результатов тестирования следует строить текст так, чтобы у обучающихся было не более 40 - 50 секунд для ответа на один вопрос. Итоговый тест должен включать не менее 60 вопросов по всему курсу, рассчитанных по времени на целое занятие. Оценка результатов тестирования может проводиться двумя способами:</p> <p>1) по 5-балльной системе, когда ответы студентов оцениваются следующим образом:</p> <ul style="list-style-type: none"> - «отлично» - более 80% ответов правильные; - «хорошо» - более 65% ответов правильные; - «удовлетворительно» - более 50% ответов правильные. <p>Обучающиеся, которые правильно ответили менее чем на 70% вопросов, должны в последующем пересдать тест. При этом необходимо проконтролировать, чтобы вариант теста был</p>
Подготовка к итоговой аттестации по учебной дисциплине (экзамену / зачету / зачету с оценкой)	<p>При подготовке к итоговой аттестации по учебной дисциплине (экзамену / зачету / зачету с оценкой) необходимо ориентироваться на конспекты, рекомендуемую литературу и др. Основное в подготовке к итоговой аттестации по учебной дисциплине - это повторение всего материала дисциплины. При подготовке к итоговой аттестации по учебной дисциплине обучающийся весь объем работы должен распределять равномерно по дням, отведенным для подготовки, контролировать каждый день выполнение намеченной работы. Подготовка к итоговой аттестации по учебной дисциплине включает в себя три этапа:</p> <p>аудиторная и самостоятельная работа в течение семестра; непосредственная подготовка в дни, предшествующие аттестации по темам учебной дисциплины; подготовка по вопросам к итоговой аттестации по учебной дисциплине.</p> <p>Для успешной подготовки к итоговой аттестации по учебной дисциплине обучающиеся должны принимать во внимание, что:</p> <ul style="list-style-type: none"> • все основные вопросы, указанные в рабочей программе дисциплины, нужно знать, понимать их смысл и уметь его разъяснить; • указанные в рабочей программе формируемые компетенции в результате освоения учебной дисциплины должны быть продемонстрированы студентом.

9. Описание материально-технической базы, необходимой для осуществления образовательного процесса по дисциплине

Для осуществления образовательного процесса по учебной дисциплине необходимо использование следующих помещений и материально-технического обеспечения:

- аудитория для проведения учебных занятий, оснащенная учебной мебелью: парты, и стулья для обучающихся, учебная доска; стол и стул преподавателя;
- технические средства обучения: персональный компьютер; мультимедийное оборудование (проектор, экран или интерактивная доска или плазменная панель);
- помещение для самостоятельной работы обучающихся: специализированная

мебель и компьютерная техника с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду института.

10. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, в том числе комплект лицензионного программного обеспечения, электронно-библиотечные системы, современные профессиональные базы данных и информационные справочные системы

Обучающиеся обеспечены доступом к электронной информационно-образовательной среде института из любой точки, в которой имеется доступ к сети «Интернет», как на территории организации, так и вне ее.

10.1 Лицензионное программное обеспечение:

1. Операционная система Microsoft Windows Professional XP
2. Операционная система Microsoft Windows Professional 7
3. Программные средства Microsoft Office 2007, 2010, 2013 Russian
4. Программные средства Microsoft Office Professional Plus 2007, 2013 Russian
5. Программные средства Microsoft Windows Server Standard 2008 Russian
6. Программные средства «1С Предприятия 8»
7. Программные средства Total Commander 7.x User license
8. Программные средства WinRAR 3.x Standard license
9. Лицензии на программные средства Business Plan M
10. Программные средства АПК Аналитик – авто

10.2. Электронно-библиотечные системы:

- 10.3.** Электронная библиотечная система (ЭБС) "IPRbooks": <http://www.iprbookshop.ru>
- 10.4.** Электронная библиотечная система (ЭБС) "Юрайт": <https://urait.ru>

10.5. Современные профессиональные баз данных:

Электронная библиотечная система «IPRbooks» [Электронный ресурс]. – Электрон. дан.
– Режим доступа: <http://www.iprbookshop.ru>
Научная электронная библиотека <http://www.elibrary.ru>

10.6. Информационные справочные системы:

1. Информационно-правовая система «Консультант+»: <https://cons-plus.ru>
2. Портал Федеральных государственных образовательных стандартов высшего образования: <http://fgosvo.ru>
3. Информационно-правовая система Гарант: www.garant.ru

11. Особенности реализации дисциплины для инвалидов и лиц с ограниченными возможностями здоровья

Для обеспечения образования инвалидов и обучающихся с ограниченными возможностями здоровья по личному заявлению обучающегося разрабатывается адаптированная образовательная программа, индивидуальный учебный план с учетом особенностей их психофизического развития и состояния здоровья, в частности применяется индивидуальный подход к освоению дисциплины, индивидуальные задания: рефераты, письменные работы и, наоборот, только устные ответы и диалоги, индивидуальные консультации, использование диктофона и других записывающих средств для воспроизведения лекционного и семинарского материала.

В целях обеспечения обучающихся инвалидов и лиц с ограниченными возможностями здоровья библиотека комплектует фонд основной учебной литературой, адаптированной к ограничению их здоровья, предоставляет возможность удаленного использования электронных образовательных ресурсов, доступ к которым организован в БИУБ. В библиотеке проводятся индивидуальные консультации для данной категории пользователей, оказывается помощь в регистрации и использовании сетевых и локальных электронных образовательных ресурсов, предоставляются места в читальном зале, оборудованные программами не визуального доступа к информации, экранными увеличителями и техническими средствами усиления остаточного зрения: Microsoft Windows 7, Экранная лупа; Microsoft Windows 7, Клавиатура Брайля; Microsoft Windows 7, Экранная клавиатура.