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Муромский институт (филиал)
федерального государственного бюджетного образовательного учреждения высшего образования
**«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»
(МИ ВлГУ)**

Кафедра *ИЯ*

«УТВЕРЖДАЮ»
Заместитель директора по УР
_____ Д.Е. Андрианов
_____ 25.05.2021

РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ

Иностранный язык в профессиональной сфере

Направление подготовки

38.03.02 Менеджмент

Профиль подготовки

Менеджмент организации

Семестр	Трудоем- кость, час./зач. ед.	Лек- ции, час.	Прак- тиче- ские занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежу- точного контроля (экз., зач., зач. с оц.)
5	108 / 3		48			0,25	48,25	59,75	Зач.
Итого	108 / 3		48			0,25	48,25	59,75	

Муром, 2021 г.

1. Цель освоения дисциплины

Цель дисциплины: овладение необходимым и достаточным уровнем коммуникативной компетенции для решения социально-коммуникативных задач в различных областях профессиональной деятельности.

Задачи дисциплины: развитие коммуникативных умений в области чтения, аудирования, говорения и письма в разнообразных ситуациях профессионального межкультурного общения.

2. Место дисциплины в структуре ОПОП ВО

Изучение дисциплины «Иностранный язык в профессиональной сфере» базируется на изучении вузовского курса «Иностранный язык» для бакалавров. Углубление и расширение данного курса будет осуществляться в дальнейшей академической и профессиональной деятельности.

3. Планируемые результаты обучения по дисциплине

Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОПОП (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине, в соответствии с индикатором достижения компетенции		Наименование оценочного средства
	Индикатор достижения компетенции	Результаты обучения по дисциплине	
УК-4 Способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)	УК-4.2 Использует иностранный язык как средство делового общения и обмена информацией в устной и письменной форме	Знать средства осуществления профессионально ориентированной коммуникации на иностранном языке (УК-4.2) Уметь понимать и передавать информацию профессионально ориентированного характера на иностранном языке (УК-4.2)	Тест, устный перевод и устный реферат

4. Структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 3 зачетные единицы, 108 часов.

4.1. Форма обучения: очная

Уровень базового образования: среднее общее.

Срок обучения 4г.

4.1.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Менеджмент в современном мире	5		24						30	Тестирование, устный опрос
2	Специфика менеджмента в странах изучаемого языка	5		24						29,75	Тестирование, устный опрос
Всего за семестр		108		48				0	0,25	59,75	Зач.
Итого		108		48					0,25	59,75	

4.1.2. Содержание дисциплины

4.1.2.1. Перечень лекций

Не планируется.

4.1.2.2. Перечень практических занятий

Семестр 5

Раздел 1. Менеджмент в современном мире

Практическое занятие 1

Гендерные аспекты менеджмента. Лексика (2 часа).

Практическое занятие 2

Гендерные аспекты менеджмента. Лексика (2 часа).

Практическое занятие 3

Гендерные аспекты менеджмента. Перевод (2 часа).

Практическое занятие 4

Гендерные аспекты менеджмента. Перевод (2 часа).

Практическое занятие 5

Гендерные аспекты менеджмента. Реферирование (2 часа).

Практическое занятие 6

Гендерные аспекты менеджмента. Реферирование (2 часа).

Практическое занятие 7

Международный менеджмент. Лексика (2 часа).

Практическое занятие 8

Международный менеджмент. Лексика (2 часа).

Практическое занятие 9

Международный менеджмент. Перевод (2 часа).

Практическое занятие 10

Международный менеджмент. Перевод (2 часа).

Практическое занятие 11

Международный менеджмент. Реферирование (2 часа).

Практическое занятие 12

Международный менеджмент. Реферирование (2 часа).

Раздел 2. Специфика менеджмента в странах изучаемого языка**Практическое занятие 13**

Специфика менеджмента в Соединенном Королевстве и Ирландии. Лексика (2 часа).

Практическое занятие 14

Специфика менеджмента в Соединенном Королевстве и Ирландии. Лексика (2 часа).

Практическое занятие 15

Специфика менеджмента в Соединенном Королевстве и Ирландии. Перевод (2 часа).

Практическое занятие 16

Специфика менеджмента в Соединенном Королевстве и Ирландии. Перевод (2 часа).

Практическое занятие 17

Специфика менеджмента в Соединенном Королевстве и Ирландии. Реферирование (2 часа).

Практическое занятие 18

Специфика менеджмента в Соединенном Королевстве и Ирландии. Реферирование (2 часа).

Практическое занятие 19

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Лексика (2 часа).

Практическое занятие 20

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Лексика (2 часа).

Практическое занятие 21

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Перевод (2 часа).

Практическое занятие 22

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Перевод (2 часа).

Практическое занятие 23

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Реферирование (2 часа).

Практическое занятие 24

Специфика менеджмента в Соединенных Штатах Америки и Канаде. Реферирование (2 часа).

4.1.2.3. Перечень лабораторных работ

Не планируется.

4.1.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Информатизация менеджмента.
2. Специфика менеджмента в Австралии и Новой Зеландии.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.1.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР
Не планируется.

4.1.2.6. Примерный перечень тем курсовых работ (проектов)
Не планируется.

4.2 Форма обучения: очно-заочная

Уровень базового образования: среднее общее.

Срок обучения 5л.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консуль- тация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
4	108 / 3		10			0,5	10,5	93,75	Зач.(3,75)
Итого	108 / 3		10			0,5	10,5	93,75	3,75

4.2.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Менеджмент в современном мире	4		6						47	Тестирование, устный опрос
2	Специфика менеджмента в странах изучаемого языка	4		4						46,75	Тестирование, устный опрос
Всего за семестр		108		10		+		0	0,5	93,75	Зач.(3,75)
Итого		108		10					0,5	93,75	3,75

4.2.2. Содержание дисциплины

4.2.2.1. Перечень лекций

Не планируется.

4.2.2.2. Перечень практических занятий

Семестр 4

Раздел 1. Менеджмент в современном мире

Практическое занятие 1.

Гендерные аспекты менеджмента. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 2.

Международный менеджмент. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 3.

Международный менеджмент. Лексика. Перевод. Реферирование (2 часа).

Раздел 2. Специфика менеджмента в странах изучаемого языка

Практическое занятие 4.

Специфика менеджмента в странах изучаемого языка. Лексика. Перевод (2 часа).

Практическое занятие 5.

Специфика менеджмента в странах изучаемого языка. Лексика. Перевод (2 часа).

4.2.2.3. Перечень лабораторных работ

Не планируется.

4.2.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Информатизация менеджмента.
2. Специфика менеджмента в странах изучаемого языка. Реферирование.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.2.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР

1. Гендерные аспекты менеджмента: термины, перевод и реферирование.
2. Международный менеджмент: термины, перевод и реферирование.
3. Информатизация менеджмента: термины, перевод и реферирование.
4. Специфика менеджмента в странах изучаемого языка: термины, перевод и реферирование.

4.2.2.6. Примерный перечень тем курсовых работ (проектов)

Не планируется.

4.3 Форма обучения: очно-заочная

Уровень базового образования: высшее.

Срок обучения 3г 6м.

Семестр	Трудоем- кость, час./ зач. ед.	Лек- ции, час.	Практи- ческие занятия, час.	Лабора- торные работы, час.	Консультация, час.	Конт- роль, час.	Всего (контак- тная работа), час.	СРС, час.	Форма промежуточного контроля (экз., зач., зач. с оп.)
1	108 / 3		8			0,5	8,5	95,75	Зач.(3,75)
Итого	108 / 3		8			0,5	8,5	95,75	3,75

4.3.1. Структура дисциплины

№ п/п	Раздел (тема) дисциплины	Семестр	Контактная работа обучающихся с педагогическим работником							Самостоятельная работа	Форма текущего контроля успеваемости (по неделям семестра), форма промежуточной аттестации(по семестрам)
			Лекции	Практические занятия	Лабораторные работы	Контрольные работы	КП / КР	Консультация	Контроль		
1	Менеджмент в современном мире	1		4						48	Тестирование, устный опрос
2	Специфика менеджмента в странах изучаемого языка	1		4						47,75	Тестирование, устный опрос
Всего за семестр		108		8		+		0	0,5	95,75	Зач.(3,75)
Итого		108		8					0,5	95,75	3,75

4.3.2. Содержание дисциплины

4.3.2.1. Перечень лекций

Не планируется.

4.3.2.2. Перечень практических занятий

Семестр 1

Раздел 1. Менеджмент в современном мире

Практическое занятие 1.

Гендерные аспекты менеджмента. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 2.

Международный менеджмент. Лексика. Перевод. Реферирование (2 часа).

Практическое занятие 3.

Специфика менеджмента в странах изучаемого языка. Лексика. Перевод (2 часа).

Практическое занятие 4.

Специфика менеджмента в странах изучаемого языка. Лексика. Перевод (2 часа).

4.3.2.3. Перечень лабораторных работ

Не планируется.

4.3.2.4. Перечень тем и учебно-методическое обеспечение самостоятельной работы

Перечень тем, вынесенных на самостоятельное изучение:

1. Информатизация менеджмента.
2. Специфика менеджмента в странах изучаемого языка. Реферирование.

Для самостоятельной работы используются методические указания по освоению дисциплины и издания из списка приведенной ниже основной и дополнительной литературы.

4.3.2.5. Перечень тем контрольных работ, рефератов, ТР, РГР, РПР

1. Гендерные аспекты менеджмента: термины, перевод и реферирование.
2. Международный менеджмент: термины, перевод и реферирование.
3. Информатизация менеджмента: термины, перевод и реферирование.
4. Специфика менеджмента в странах изучаемого языка: термины, перевод и реферирование.

4.3.2.6. Примерный перечень тем курсовых работ (проектов)

Не планируется.

5. Образовательные технологии

В процессе изучения дисциплины "Иностранный язык в профессиональной сфере" применяются интерактивные технологии.

6. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины.

Фонды оценочных материалов (средств) приведены в приложении.

7. Учебно-методическое и информационное обеспечение дисциплины.

7.1. Основная учебно-методическая литература по дисциплине

1. Зайцева С.Е. Английский язык: экономика [Электронный ресурс]: учебно-методическое пособие по научно-техническому переводу, аннотированию и реферированию/ Зайцева С.Е.— Электрон. текстовые данные.— Москва: Издательский Дом МИСиС, 2010.— 85 с. - <http://www.iprbookshop.ru/97831.html>
2. Учебное пособие по переводу научно-технической литературы с английского языка на русский / Н. К. Яшина ; Владим. гос. ун-т им. А. Г. и Н. Г. Столетовых. – 2-е изд., испр. и доп. – Владимир: Изд-во ВлГУ, 2015. – 112 с. - <http://dspace.www1.vlsu.ru/bitstream/123456789/4247/1/01421.pdf>

7.2. Дополнительная учебно-методическая литература по дисциплине

1. Маркушевская Л.П., Цапаева Ю.А. Аннотирование и реферирование: Методические рекомендации для самостоятельной работы студентов. - СПбГУ ИТМО, 2008. - 51 с. - <https://books.ifmo.ru/file/pdf/334.pdf>
2. International journal of production economics (электронный научный журнал). - http://elibrary.ru/title_about.asp?id=513

7.3. Перечень информационных технологий, используемых при осуществлении образовательного процесса по дисциплине, включая перечень программного обеспечения и информационных справочных систем

В образовательном процессе используются информационные технологии, реализованные на основе информационно-образовательного портала института (www.mivlgu.ru/iop), и инфокоммуникационной сети института:

- предоставление учебно-методических материалов в электронном виде;
- взаимодействие участников образовательного процесса через локальную сеть института и Интернет;
- предоставление сведений о результатах учебной деятельности в электронном личном кабинете обучающегося.

Информационные справочные системы:

1. Онлайн словарь Мультитран, режим доступа: <http://www.multitran.ru/c/m.exe?a=1&SHL=2>
2. Онлайн словари и энциклопедии на «Академике», режим доступа: <http://translate.academic.ru/>
3. Онлайн словарь Эбби Лингво, режим доступа: <https://www.lingvolive.com/ru-ru>
4. Онлайн словари английского языка Оксфордского университета, режим доступа: <https://en.oxforddictionaries.com/>
5. Онлайн словарь английского языка Кембриджского университета, режим доступа: <http://dictionary.cambridge.org/ru/>

Программное обеспечение:

- 7-Zip (GNU LGPL)
- Microsoft Office Standard 2010 Open License Pack No Level Academic Edition (Государственный контракт №1 от 10.01.2012 года)
- Zoom (Свободно распространяемое ПО Freemium)
- Free Commander XE (Лицензионное соглашение FreeCommander)
- Adobe Reader XI (Общие условия использования продуктов Adobe)
- Kaspersky Endpoint Security для бизнеса - Стандартный Russian Edition. 500-999 Node 2 year Educational Renewal (продление) (Гражданско-правовой договор бюджетного учреждения №2020.526633 от 23.11.2020 года)
- Microsoft Windows 7 Professional (Программа Microsoft Azure Dev Tools for Teaching (Order Number: IM126433))
- Open Office (Apache License 2.0)

7.4. Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

iprbookshop.ru
dspace.www1.vlsu.ru
books.ifmo.ru
elibrary.ru
multitran.ru
translate.academic.ru
lingvolive.com
dictionary.cambridge.org
mivlgu.ru/iop

8. Материально-техническое обеспечение дисциплины

Компьютерный класс

11 комплектов аудиогарнитуры; комплект учебно-методических пособий; комплект проекционного оборудования (проектор NEC V302XG + проекционный экран); плазменный

телевизор Panasonic 42VS80; DVD плеер V315S; 11 компьютеров: монитор LCD 19" Samsung; сист. блок Intel E2160/1.8/2048Mb/DVD-RW; клавиатура, мышь. Доступ к сети Интернет.

9. Методические указания по освоению дисциплины

На практических занятиях пройденный материал закрепляется выполнением упражнений по основным темам дисциплины. Задания выполняются индивидуально или в группах с последующей проверкой, выявлением ошибок и работой над ними.

Самостоятельная работа оказывает важное влияние на формирование личности будущего специалиста, она планируется обучающимся самостоятельно. Каждый обучающийся самостоятельно определяет режим своей работы и меру труда, затрачиваемого на овладение учебным содержанием дисциплины. Он выполняет внеаудиторную работу и изучение разделов, выносимых на самостоятельную работу, по личному индивидуальному плану, в зависимости от его подготовки, времени и других условий.

Форма заключительного контроля при промежуточной аттестации – зачет. Для проведения промежуточной аттестации по дисциплине разработаны фонд оценочных средств и балльно-рейтинговая система оценки учебной деятельности студентов. Оценка по дисциплине выставляется в информационной системе и носит интегрированный характер, учитывающий результаты оценивания участия студентов в аудиторных занятиях, качества и своевременности выполнения заданий в ходе изучения дисциплины и промежуточной аттестации.

Программа составлена в соответствии с требованиями ФГОС ВО по направлению
38.03.02 Менеджмент и профилю подготовки *Менеджмент организации*
Рабочую программу составил *ст. преподаватель Лебедев А.Р.*_____

Программа рассмотрена и одобрена на заседании кафедры *ИЯ*

протокол № 6 от 18.05.2021 года.

Заведующий кафедрой *ИЯ* _____ *Панкратова Е.А.*
(Подпись)

Рабочая программа рассмотрена и одобрена на заседании учебно-методической
комиссии факультета

протокол № 8 от 24.05.2021 года.

Председатель комиссии ФЭМ _____ *Терентьева И.В.*
(Подпись) (Ф.И.О.)

**Фонд оценочных материалов (средств) по дисциплине
Иностранный язык в профессиональной сфере**

**1. Оценочные материалы для проведения текущего контроля успеваемости
по дисциплине**

Оценочные средства для текущего контроля включают следующее.

ТЕСТИРОВАНИЕ

Тема. Гендерные аспекты менеджмента.

Переведите сочетание “mommy-tracks”

- a) особые условия труда для женщин
- b) место отдыха беременных сотрудниц

Тема. Международный менеджмент.

Переведите сочетание “freely voice”

- a) свободно выражать
- b) голос свободы

Тема. Информатизация менеджмента. (CPC)

Переведите сочетание “customer service system”

- a) система обслуживания клиентов
- b) услуга клиенту системой

Тема. Специфика менеджмента в Соединенном Королевстве и Ирландии.

Переведите сочетание “eye contact”

- a) зрительный контакт
- b) цель взаимоотношений

Тема. Специфика менеджмента в Соединенных Штатах Америки и Канаде.

Переведите сочетание “to get used to”

- a) привыкнуть
- b) использоваться

Тема. Специфика менеджмента в Австралии и Новой Зеландии. (CPC)

Переведите сочетание “to make big decisions”

- a) принимать важные решения
- b) делать большие решения

УСТНЫЙ ОПРОС

1. Переведите текст.

Тема. Гендерные аспекты менеджмента.

Women in Management

Though women make up over 40% of the western workforce, the firms they work for promote very few of them far. In America and Britain alike, women hold about 2% of big-company board seats. Where women do get to run big companies, it is not by climbing the ordinary corporate ladder. The lone female chief executive of a Fortune 500 company, Marion Sandler, of Golden West Financial, a Californian savings bank, shares the post with her husband. They bought the bank together. Katharine Graham, chief executive of The Washington Post Company until taking the chairmanship last year, inherited the firm from her father

Talented women are not the only losers when companies fail to hire them or later refuse them promotion. Assuming that most women are potentially as good at filling executive jobs as most men (quite a big if; we come to it later), 1 those companies are limiting their pool of available

management talent by around half. Of recent graduates, 52% in America and 44% in Europe are women. The company that fails to recruit them now will find its pool of middle managers inferior to that of a wiser employer in a few years' time; likewise, which matters more, its upper management ten years later, if (as is likely) it goes on displaying the same bias further up the ladder.

A 1990 survey of women quitting large companies, carried out by Wick, a Delaware consultancy, found that only 7% wanted to stop working altogether. The rest planned to join other firms, to work as freelance consultants, or to start their own businesses. When BP carried out a similar exercise among graduate trainees recently, the leading reason women gave for going was not marriage or motherhood, but dissatisfaction with their career prospects. At one Johnson & Johnson unit, departing female managers complained that they had felt isolated from their male colleagues.

The real change in the way companies think about women managers will come when they change the way they think about jobs.

Most women want to have children. Raising a family requires time off and shorter working hours, for somebody, either husband or wife. To keep good women, firms need to find ways of giving them those things, yet using them efficiently. That normally involves letting women with small children work flexible hours, not requiring them to relocate or travel at a moment's notice, or even letting them share their jobs with someone else.

In exchange, women may have to accept lower pay, or slower promotion, until they return to full-time work. Such programmes have been dubbed 'mommy-tracks'.

Companies exist to make their shareholders money, not to engineer social change. Though mommy-tracks are to firms' ultimate advantage, since they help keep good staff, in the short term they will sometimes prove to be inconvenient and expensive. In the irritation of having to change their ways, employers should not forget to take into account the costs of turnover among employees. Part of the money spent training those who leave has gone down the drain. And back-of-the-envelope calculation of the costs of replacing a manager of ten years' standing, earning \$70,000, suggests that the time it takes the new manager to get fully on top of the job is worth \$25,000. If a replacement has been sought from outside, headhunted fees, advertising and interviewing could double that.

Sisters, chief executives, your interests coincide. One day your identities might too.

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Japanese Managers: Are They Really Better?

Japanese industrial success is based on a system for managing change that differs greatly from the American way. That system is deeply rooted in a Japanese culture that fosters group cooperation and regimentation instead of personal recognition and individualism. Such a disparity in culture should make American managers wary of trying to import the Japanese system as a total package.

The Japanese way of managing change, called Ringi, is a general process that is applied to any change within an organization, whether it is in the technological, financial, or human resources area. When an unfilled need, problem, new idea, or proposal surfaces from anywhere within the organization, the originator presents it to his work team. Group members marshal and discuss all relevant information pertaining to the idea, weigh its pros and cons, and arrive at a consensus. Discussion is thorough, ensuring the consideration of all important dimensions and relevant variables. Group members are encouraged to freely voice their opinions, evaluations, what-if implications, and any technical, political, financial, or personal considerations. After a consensus is reached, the decision is referred to the next group of involved individuals. Usually this means, that it is referred upward in the hierarchy but, if the situation so demands, it may be referred laterally or even down the organization. This ensures that all who will be affected or could make a further contribution will have a chance to affect the final decision. Eventually, the original suggestion in its revised condition reaches the top of the organization. At that point, the accountable executive usually only endorses it and arranges for its implementation. By the time a final decision is made, everyone affected is familiar with what transpired. Even if some doubts remain, the judgment of the larger group prevails.

In contrast, when an executive in the typical American company makes a decision, it is expected to cascade down the hierarchy to the troops. The decision originates with only one person

or, at most, a few individuals. Then it must be imposed on most of those who will be affected by it, which is a source of discontent and inefficiency.

The basic shortcoming of the Ringi consultation approach is the amount of time it takes. Its strength, however, is that commitment to decisions is strengthened, allowing for rapid and cooperative implementation.

One consequence of the Ringi method is that direction changes are more likely to be right than those made by the American system. While American changes are frequent and follow a zigzag course, Japanese changes are slow and methodical and, thus, less likely to be in the wrong direction. This is true in part because Ringi copes with a phenomenon known as Ashby's Law of Requisite Variety. This law states that, to gain control over a system, a manager must be able to take as many distinct actions or countermeasures as the system has variables.

For example, if a situation has 20 variables (whether they are 20 divisions, personalities, problems, ideas, or programs), a manager must be able to control those 20 items plus any subvariables or interactions that may emerge. With an American programmatic approach to handling change, many variables will be overlooked in making decisions because the manager reaches the limits of his ability to process new information. The Ringi process, on the other hand, uses more time and people to process all of the relevant variables.

Тема. Информатизация менеджмента. (CPC)

From a macroscopic point of view, informatization consists of government informatization, trade informatization and enterprise informatization. Enterprise informatization runs through and covers all aspects of the informatization of national economy and plays a basic and important role in the informatization of national economy.

Modern enterprise is the main body of the market economy in China. The change of many of the traditional enterprises to modern ones cannot indiscriminately copy a series of modern enterprise principles or to practice corporative reform. The construction of informatization plays a very important role when the Legend is developed into such a modern enterprise with the internationally advanced management concepts and commercial mode.

First, with the application of large-scale application system such as ERP, CRM and SCM a large-scale information platform to support business was not only established but also learn and find out the management ideas and modes of the most advanced modern enterprise system through cooperation with internationally advanced consulting companies and international manufactures.

Second, the construction of the Legend informatization system has forcefully raised the level of norm and ability of enterprise management.

Third, informatization facilitates the continuous exploration in business area and the creation of business mode.

According to the experience of our Legend enterprise informatization, the enterprise informatization should include the following aspects:

- a) the development of the enterprise network infrastructure, including the network hardware platform construction and integration;
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- d) supply and logistic coordination system;
- e) manufacturing coordination system;
- f) technology development coordination system;
- g) management and decision supporting system;
- h) customer service system.

The platforms that support these informatization systems include ERP, CRM, SCM, PLM, CALL-CENTER, WEB, NOTES etc.

The construction of informatization brought us fruitful results in aspects like reducing cost, improving efficiency and satisfaction of customers etc: average delivery time of Legend in 2000 is reduced to 5.7 days from 12 days in 1996; turnover time of stocked merchandise is reduced to 19.2 days in 2000 from the 35 days in 1996; turnover time of the account receivable is reduced to 15 days in 2000 from 23 days in 1996; average handling days of the order per person is advanced to 314 in

2000 from 13 in 1996; customer satisfaction index also gets an 30 % increase compared with that of in 1996.

Тема. Специфика менеджмента в Соединенном Королевстве и Ирландии.

If you plan to use an agenda, be sure to forward it to your British colleagues in sufficient time for them to review it and recommend any changes.

Punctuality is important in business situations. In most cases, the people you are meeting will be on time. Scots are extremely punctual. Call if you will be even 5 minutes later than agreed. Having said that, punctuality is often a matter of personal style and emergencies do arise. If you are kept waiting a few minutes, do not make an issue of it. Likewise, if you know that you will be late it is a good idea to telephone and offer your apologies.

How meetings are conducted is often determined by the composition of people attending:

If everyone is at the same level, there is generally a free flow of ideas and opinions.

If there is a senior ranking person in the room, that person will do most of the speaking.

In general, meetings will be rather formal:

Meetings always have a clearly defined purpose, which may include an agenda.

There will be a brief amount of small talk before getting down to the business at hand.

If you make a presentation, avoid making exaggerated claims.

Make certain your presentation and any materials provided appear professional and well thought out.

Be prepared to back up your claims with facts and figures. The British rely on facts, rather than emotions, to make decisions.

Maintain eye contact and a few feet of personal space.

After a meeting, send a letter summarizing what was decided and the next steps to be taken.

Тема. Специфика менеджмента в Соединенных Штатах Америки и Канаде.

Differences in management culture can have a big impact on employee and company performance and a good understanding of cultural differences is imperative.

In the US, employees are delegated tasks which come with clear responsibilities and instructions from their manager. Employees are held accountable for their performance in relation to the tasks assigned to them.

Americans are direct and will always say what they mean, so as a manager you will also need to get used to this style. They do not mean to insult with their directness; they just like to get to the point and do not like to waste time. The business environment is generally fast-paced with the emphasis on "getting the job done" and moving onto the next task. As mentioned previously, business is not about getting to know the individual, it's about the overall company and getting the best deal.

Achievements and success within the job role are more important than seniority. Going the extra mile above and beyond your everyday role, or using creativity to tackle an issue is something which is very important in American business culture.

In a country that prides itself on its individualism, companies are organised and structured with many different styles depending on the industry, the company's history and its current leaders. In the United States, business relationships are formed between companies rather than between people. Americans do business where they get the best deal and the best service. It is not important to develop a personal relationship in order to establish a long and successful business relationship.

Americans prefer directness in communication. When Americans say "yes" or "no," they mean exactly that.

When you are doing business in the United States, it's important to be on time for meetings. Arriving late is considered rude and disrespectful. Interaction and participation is important during business meetings. If you are quiet and have nothing to say, this can be looked upon as you being unprepared and not having anything to contribute.

Meeting deadlines is taken very seriously and missing agreed deadlines is seen as irresponsible.

In Canada, the normal work day is 9am to 5pm, Monday to Friday. However, many people prefer meetings in the morning to in the afternoon. The dress code for business is usually formal, with suits and ties commonly expected.

Business communication in Canada is much as you would expect based on their national values. Great store is set by allowing everyone to be free to express their own opinion, and decisions will generally only be made once all facts and opinions have been taken into consideration. Both positive and negative comments will be presented in a straight-forward way, and when communicating through email or over the phone, keep communication brief and factual.

Punctuality is important in Canada. Being slightly late in a social context may be considered acceptable, but in business being on time should be a priority.

When talking with Canadians, avoid referencing the USA or comparing your experience of Canada to any experience you may have of the States. Canadians often feel that they are overlooked by foreigners in favour of their more populous and more globally culturally dominant neighbours, and by talking about the USA you risk irritating them.

Тема. Специфика менеджмента в Австралии и Новой Зеландии. (CPC)

There are a number of factors to have in mind when you start managing Australian employees.

As a manager, you should treat all of your employees with equal respect and consult them when making any company decisions. The way companies work generally in Australia is that everyone within the organisation has an important role to play and everyone is equally valued, regardless of their position, job role or seniority. By the same token, employees would also expect to be consulted regarding issues that concern them directly. There is no “micro-management” culture in Australia and the emphasis is placed upon positivity, i.e. working together to achieve the common goal by focusing on productivity and profits and the onus is on the individual to carry out their job in a professional manner.

Business hours are 9am – 5pm, Monday to Friday. Australians are very straightforward and direct when it comes to business and they don’t need to have a long standing relationship with you before doing business. They don’t appreciate the “hard sell”. They appreciate modesty and factual information, which is to the point and delivered by an approachable and friendly individual who avoids self-importance. They have a tendency to underplay their own success so ensure that you don’t jump to conclusions or make any initial judgements about them. Decision making can be a slower process than what you are used to, as the business culture in Australia is collaborative and top management like to consult with subordinates prior to making big decisions, so this takes time. Patience in awaiting a decision is appreciated. They are very direct and not afraid of saying no, so you will be sure to know where you stand!

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2. Осуществите реферирование текста.

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Meeting deadlines is taken very seriously and missing agreed deadlines is seen as irresponsible.

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Тема. Специфика менеджмента в Австралии и Новой Зеландии. (CPC)

There are a number of factors to have in mind when you start managing Australian employees.

As a manager, you should treat all of your employees with equal respect and consult them when making any company decisions. The way companies work generally in Australia is that everyone within the organisation has an important role to play and everyone is equally valued, regardless of their position, job role or seniority. By the same token, employees would also expect to be consulted regarding issues that concern them directly. There is no “micro-management” culture in Australia and the emphasis is placed upon positivity, i.e. working together to achieve the common goal by focusing on productivity and profits and the onus is on the individual to carry out their job in a professional manner.

Business hours are 9am – 5pm, Monday to Friday. Australians are very straightforward and direct when it comes to business and they don’t need to have a long standing relationship with you before doing business. They don’t appreciate the “hard sell”. They appreciate modesty and factual information, which is to the point and delivered by an approachable and friendly individual who avoids self-importance. They have a tendency to underplay their own success so ensure that you don’t jump to conclusions or make any initial judgements about them. Decision making can be a slower process than what you are used to, as the business culture in Australia is collaborative and top management like to consult with subordinates prior to making big decisions, so this takes time. Patience in awaiting a decision is appreciated. They are very direct and not afraid of saying no, so you will be sure to know where you stand!

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Общее распределение баллов текущего контроля по видам учебных работ для студентов

Рейтинг-контроль 1	Тестирование, устный опрос	до 15
Рейтинг-контроль 2	Тестирование, устный опрос	до 15
Рейтинг-контроль 3	Тестирование, устный опрос	до 50
Посещение занятий студентом		до 5
Дополнительные баллы (бонусы)		до 5
Выполнение семестрового плана самостоятельной работы		до 10

2. Промежуточная аттестация по дисциплине

Перечень вопросов к экзамену / зачету / зачету с оценкой.

Перечень практических задач / заданий к экзамену / зачету / зачету с оценкой (при наличии)

УК-4

БЛОК 1 – ЗНАТЬ

ТЕСТИРОВАНИЕ

Тема. Гендерные аспекты менеджмента.

Переведите сочетание “mommy-tracks”

- a) особые условия труда для женщин
- b) место отдыха беременных сотрудниц

Тема. Международный менеджмент.

Переведите сочетание “freely voice”

- a) свободно выражать
- b) голос свободы

Тема. Информатизация менеджмента.

Переведите сочетание “customer service system”

- a) система обслуживания клиентов
- b) услуга клиенту системой

Тема. Специфика менеджмента в Соединенном Королевстве и Ирландии.

Переведите сочетание “eye contact”

- a) зрительный контакт
- b) цель взаимоотношений

Тема. Специфика менеджмента в Соединенных Штатах Америки и Канаде.

Переведите сочетание “to get used to”

- a) привыкнуть
- b) использоваться

Тема. Специфика менеджмента в Австралии и Новой Зеландии.

Переведите сочетание “to make big decisions”

- a) принимать важные решения
- b) делать большие решения

БЛОК 2 – УМЕТЬ

УСТНЫЙ ОПРОС

Переведите текст.

Тема. Гендерные аспекты менеджмента.

Women in Management

Though women make up over 40% of the western workforce, the firms they work for promote very few of them far. In America and Britain alike, women hold about 2% of big-company board seats. Where women do get to run big companies, it is not by climbing the ordinary corporate ladder. The lone female chief executive of a Fortune 500 company, Marion Sandler, of Golden West Financial, a Californian savings bank, shares the post with her husband. They bought the bank together. Katharine Graham, chief executive of The Washington Post Company until taking the chairmanship last year, inherited the firm from her father

Talented women are not the only losers when companies fail to hire them or later refuse them promotion. Assuming that most women are potentially as good at filling executive jobs as most men (quite a big if; we come to it later), 1 those companies are limiting their pool of available

management talent by around half. Of recent graduates, 52% in America and 44% in Europe are women. The company that fails to recruit them now will find its pool of middle managers inferior to that of a wiser employer in a few years' time; likewise, which matters more, its upper management ten years later, if (as is likely) it goes on displaying the same bias further up the ladder.

A 1990 survey of women quitting large companies, carried out by Wick, a Delaware consultancy, found that only 7% wanted to stop working altogether. The rest planned to join other firms, to work as freelance consultants, or to start their own businesses. When BP carried out a similar exercise among graduate trainees recently, the leading reason women gave for going was not marriage or motherhood, but dissatisfaction with their career prospects. At one Johnson & Johnson unit, departing female managers complained that they had felt isolated from their male colleagues.

The real change in the way companies think about women managers will come when they change the way they think about jobs.

Most women want to have children. Raising a family requires time off and shorter working hours, for somebody, either husband or wife. To keep good women, firms need to find ways of giving them those things, yet using them efficiently. That normally involves letting women with small children work flexible hours, not requiring them to relocate or travel at a moment's notice, or even letting them share their jobs with someone else.

In exchange, women may have to accept lower pay, or slower promotion, until they return to full-time work. Such programmes have been dubbed 'mommy-tracks'.

Companies exist to make their shareholders money, not to engineer social change. Though mommy-tracks are to firms' ultimate advantage, since they help keep good staff, in the short term they will sometimes prove to be inconvenient and expensive. In the irritation of having to change their ways, employers should not forget to take into account the costs of turnover among employees. Part of the money spent training those who leave has gone down the drain. And back-of-the-envelope calculation of the costs of replacing a manager of ten years' standing, earning \$70,000, suggests that the time it takes the new manager to get fully on top of the job is worth \$25,000. If a replacement has been sought from outside, headhunted fees, advertising and interviewing could double that.

Sisters, chief executives, your interests coincide. One day your identities might too.

Тема. Международный менеджмент.

Japanese Managers: Are They Really Better?

Japanese industrial success is based on a system for managing change that differs greatly from the American way. That system is deeply rooted in a Japanese culture that fosters group cooperation and regimentation instead of personal recognition and individualism. Such a disparity in culture should make American managers wary of trying to import the Japanese system as a total package.

The Japanese way of managing change, called Ringi, is a general process that is applied to any change within an organization, whether it is in the technological, financial, or human resources area. When an unfilled need, problem, new idea, or proposal surfaces from anywhere within the organization, the originator presents it to his work team. Group members marshal and discuss all relevant information pertaining to the idea, weigh its pros and cons, and arrive at a consensus. Discussion is thorough, ensuring the consideration of all important dimensions and relevant variables. Group members are encouraged to freely voice their opinions, evaluations, what-if implications, and any technical, political, financial, or personal considerations. After a consensus is reached, the decision is referred to the next group of involved individuals. Usually this means, that it is referred upward in the hierarchy but, if the situation so demands, it may be referred laterally or even down the organization. This ensures that all who will be affected or could make a further contribution will have a chance to affect the final decision. Eventually, the original suggestion in its revised condition reaches the top of the organization. At that point, the accountable executive usually only endorses it and arranges for its implementation. By the time a final decision is made, everyone affected is familiar with what transpired. Even if some doubts remain, the judgment of the larger group prevails.

In contrast, when an executive in the typical American company makes a decision, it is expected to cascade down the hierarchy to the troops. The decision originates with only one person

or, at most, a few individuals. Then it must be imposed on most of those who will be affected by it, which is a source of discontent and inefficiency.

The basic shortcoming of the Ringi consultation approach is the amount of time it takes. Its strength, however, is that commitment to decisions is strengthened, allowing for rapid and cooperative implementation.

One consequence of the Ringi method is that direction changes are more likely to be right than those made by the American system. While American changes are frequent and follow a zigzag course, Japanese changes are slow and methodical and, thus, less likely to be in the wrong direction. This is true in part because Ringi copes with a phenomenon known as Ashby's Law of Requisite Variety. This law states that, to gain control over a system, a manager must be able to take as many distinct actions or countermeasures as the system has variables.

For example, if a situation has 20 variables (whether they are 20 divisions, personalities, problems, ideas, or programs), a manager must be able to control those 20 items plus any subvariables or interactions that may emerge. With an American programmatic approach to handling change, many variables will be overlooked in making decisions because the manager reaches the limits of his ability to process new information. The Ringi process, on the other hand, uses more time and people to process all of the relevant variables.

Тема. Информатизация менеджмента.

From a macroscopic point of view, informatization consists of government informatization, trade informatization and enterprise informatization. Enterprise informatization runs through and covers all aspects of the informatization of national economy and plays a basic and important role in the informatization of national economy.

Modern enterprise is the main body of the market economy in China. The change of many of the traditional enterprises to modern ones cannot indiscriminately copy a series of modern enterprise principles or to practice corporative reform. The construction of informatization plays a very important role when the Legend is developed into such a modern enterprise with the internationally advanced management concepts and commercial mode.

First, with the application of large-scale application system such as ERP, CRM and SCM a large-scale information platform to support business was not only established but also learn and find out the management ideas and modes of the most advanced modern enterprise system through cooperation with internationally advanced consulting companies and international manufactures.

Second, the construction of the Legend informatization system has forcefully raised the level of norm and ability of enterprise management.

Third, informatization facilitates the continuous exploration in business area and the creation of business mode.

According to the experience of our Legend enterprise informatization, the enterprise informatization should include the following aspects:

- a) the development of the enterprise network infrastructure, including the network hardware platform construction and integration;
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The platforms that support these informatization systems include ERP, CRM, SCM, PLM, CALL-CENTER, WEB, NOTES etc.

The construction of informatization brought us fruitful results in aspects like reducing cost, improving efficiency and satisfaction of customers etc: average delivery time of Legend in 2000 is reduced to 5.7 days from 12 days in 1996; turnover time of stocked merchandise is reduced to 19.2 days in 2000 from the 35 days in 1996; turnover time of the account receivable is reduced to 15 days in 2000 from 23 days in 1996; average handling days of the order per person is advanced to 314 in

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If you plan to use an agenda, be sure to forward it to your British colleagues in sufficient time for them to review it and recommend any changes.

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УСТНЫЙ ОПРОС

Осуществите реферирование текста.

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Americans prefer directness in communication. When Americans say "yes" or "no," they mean exactly that.

When you are doing business in the United States, it's important to be on time for meetings. Arriving late is considered rude and disrespectful. Interaction and participation is important during business meetings. If you are quiet and have nothing to say, this can be looked upon as you being unprepared and not having anything to contribute.

Meeting deadlines is taken very seriously and missing agreed deadlines is seen as irresponsible.

In Canada, the normal work day is 9am to 5pm, Monday to Friday. However, many people prefer meetings in the morning to in the afternoon. The dress code for business is usually formal, with suits and ties commonly expected.

Business communication in Canada is much as you would expect based on their national values. Great store is set by allowing everyone to be free to express their own opinion, and decisions will generally only be made once all facts and opinions have been taken into consideration. Both positive and negative comments will be presented in a straight-forward way, and when communicating through email or over the phone, keep communication brief and factual.

Punctuality is important in Canada. Being slightly late in a social context may be considered acceptable, but in business being on time should be a priority.

When talking with Canadians, avoid referencing the USA or comparing your experience of Canada to any experience you may have of the States. Canadians often feel that they are overlooked by foreigners in favour of their more populous and more globally culturally dominant neighbours, and by talking about the USA you risk irritating them.

Тема. Специфика менеджмента в Австралии и Новой Зеландии.

There are a number of factors to have in mind when you start managing Australian employees.

As a manager, you should treat all of your employees with equal respect and consult them when making any company decisions. The way companies work generally in Australia is that everyone within the organisation has an important role to play and everyone is equally valued, regardless of their position, job role or seniority. By the same token, employees would also expect to be consulted regarding issues that concern them directly. There is no “micro-management” culture in Australia and the emphasis is placed upon positivity, i.e. working together to achieve the common goal by focusing on productivity and profits and the onus is on the individual to carry out their job in a professional manner.

Business hours are 9am – 5pm, Monday to Friday. Australians are very straightforward and direct when it comes to business and they don’t need to have a long standing relationship with you before doing business. They don’t appreciate the “hard sell”. They appreciate modesty and factual information, which is to the point and delivered by an approachable and friendly individual who avoids self-importance. They have a tendency to underplay their own success so ensure that you don’t jump to conclusions or make any initial judgements about them. Decision making can be a slower process than what you are used to, as the business culture in Australia is collaborative and top management like to consult with subordinates prior to making big decisions, so this takes time. Patience in awaiting a decision is appreciated. They are very direct and not afraid of saying no, so you will be sure to know where you stand!

There are a number of factors to have in mind when you start managing Australian employees.

Методические материалы, характеризующие процедуры оценивания

5 СЕМЕСТР

Промежуточная аттестация (зачет)

Зачет проводится в двух формах в соответствии с контролируемыми результатами образования:

- 1) электронная форма – тестирование в ИОП MOODLE (УК-4. Блок 1 – знать);
Индивидуальный тест формируется в автоматическом режиме на основе типовых заданий.
- 2) устная форма – устный перевод, устное реферирование (УК-4. Блок 2 – уметь).

Темы, выносимые на зачет

1. Гендерные аспекты менеджмента.
2. Международный менеджмент.
3. Информатизация менеджмента.
4. Специфика менеджмента в Соединенном Королевстве и Ирландии.
5. Специфика менеджмента в Соединенных Штатах Америки и Канаде.
6. Специфика менеджмента в Австралии и Новой Зеландии.

ОЦЕНИВАНИЕ РЕЗУЛЬТАТОВ

Блок 1 – Знания – 10 баллов

Блок 2 – Умения – 30 баллов

Максимальная сумма баллов, набираемая студентом по дисциплине равна 100.

Оценка в баллах	Оценка по шкале	Обоснование	<i>Уровень сформированности компетенций</i>
Более 80	«Отлично»	Содержание курса освоено полностью, без пробелов, необходимые практические навыки работы с освоенным материалом сформированы, все предусмотренные программой обучения учебные задания выполнены, качество их выполнения оценено числом баллов, близким к максимальному	<i>Высокий уровень</i>
66-80	«Хорошо»	Содержание курса освоено полностью, без пробелов, некоторые практические навыки работы с освоенным материалом сформированы недостаточно, все предусмотренные программой обучения учебные задания выполнены, качество выполнения ни одного из них не оценено минимальным числом баллов, некоторые виды заданий выполнены с ошибками	<i>Продвинутый уровень</i>
50-65	«Удовлетворительно»	Содержание курса освоено частично, но пробелы не носят существенного характера, необходимые практические навыки работы с освоенным материалом в основном сформированы, большинство предусмотренных программой обучения учебных заданий выполнено, некоторые из выполненных заданий, возможно, содержат ошибки	<i>Пороговый уровень</i>
Менее 50	«Неудовлетворительно»	Содержание курса не освоено, необходимые практические навыки работы не сформированы, выполненные учебные задания содержат грубые ошибки	<i>Компетенции не сформированы</i>

3. Задания в тестовой форме по дисциплине

Примеры заданий:

Прочитайте текст и выберите подходящее название.

The leadership style a manager adopts depends as much on personal goals and needs as on those of the subordinates involved. The general work environment also influences that style. While three basic styles can be isolated (i.e. autocratic, democratic and laissez faire), effective managerial performance generally reflects a mix-choosing the right approach for each situation.

Work environment

Personal goals

Effective management

Leadership style

Пример задания открытого типа.

Впишите одно подходящее по смыслу слово для данных предложений.

_____ is the control and organizing of a business or other organization.

Line _____ is those managers in an organization who are responsible for the main activity or product of the organization.

_____ style is the way in which and the methods someone uses in managing a company, business, etc.

Полный перечень тестовых заданий с указанием правильных ответов, размещен в банке вопросов на информационно-образовательном портале института по ссылке <https://www.mivlg.ru/iop/question/edit.php?courseid=876>

Оценка рассчитывается как процент правильно выполненных тестовых заданий из их общего числа.